

Year 5 - Basketball

Lesson Plan

Lesson Objective To dribble a basketball under whilst on the move and under pressure from a defender **Lesson 1/6**

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

Success Criteria Children can:

- Dribble the ball under control with both hands
- Understand when they need to dribble, and when they need to pass – Keeping possession
- Bend their knees slightly and keep the ball moving at waist height
- Understand the term of 'travelling' and 'double dribble'

EDSTART KNOW

- I can explain when I need to dribble and when I need to pass
- I can describe the rules of travelling and double dribble
- I can understand why keeping the ball low improves control

EDSTART GO

- I can dribble with both hands under control
- I can dribble while stationary, moving, and under pressure
- I can change speed and direction while keeping possession

EDSTART SHOW

- I can respect defenders when they challenge me
- I can encourage my teammates in dribbling games
- I can play fairly when competing for possession

Key Questions Understand the term of 'travelling' – Taking more than two steps with the ball without dribbling and 'double dribble' (Dribbling, catching the ball and dribbling again).

Warm Up

KNEE TAG BATTLE: Pupils pair up and face each other in a small space. The challenge is to tag their partner's knee while avoiding having their own tagged. Encourage pupils to bend their knees, stay light on their feet, and use quick reactions — just like when dribbling in basketball. This develops balance, agility, and awareness of body positioning. **PROGRESSION:** Add movement zones where pupils must stay within a certain area, or play short timed rounds with winners moving up to face new opponents.

Main Activity

CONTROL ZONE (SKILL ACQUISITION): Pupils work in pairs, one dribbling the basketball on the spot while the other observes and gives simple feedback on control, posture, and hand position. The aim is to maintain full control of the ball without travelling. Pupils begin with the dominant hand, then switch to the weaker hand, progress to alternating hands, and finally dribble in a controlled circle around the body. Emphasise soft fingertips, eyes up, bent knees, and keeping the ball close to the body to protect possession. Demonstrate how this skill links to both attacking control and defensive ball protection. **PROGRESSION:** Add a light defensive challenge where the partner gently reaches for the ball to test control, or reduce the bounce height to increase difficulty.

TRAFFIC JAM CHALLENGE: Pupils dribble freely around the court, keeping their heads up and avoiding others. When the coach calls "Green," they move with controlled dribbling; on "Amber," they dribble on the spot with quick hands; and on "Red," they must stop completely while maintaining control of the ball. Coloured cones reinforce quick visual reactions, decision-making, and awareness. Emphasise change of speed, safe spacing, and controlled stopping. **PROGRESSION:** Remove verbal cues so pupils react only to cone colours, or add new signals such as "Blue" for direction changes or "White" for crossover dribbles.



COURT CHAMPION: All pupils begin dribbling inside a marked area with the aim of protecting their own ball while attempting to knock others' balls out of the space. Once a pupil loses their ball, they become a defender and continue to challenge those still in play. Encourage strong shielding, low body position, quick hand reactions, and controlled defensive movement. The last pupil left dribbling is crowned the Court Champion, promoting resilience and competitive awareness. **PROGRESSION:** Reduce the playing space as the game continues or require pupils to use only their weaker hand when defending to increase challenge.

Adapted Learning (Differentiation) (Challenge)

SPACE

Larger areas for beginners, tighter spaces for advanced control.

TASK

Start with static dribbling, progress to traffic light and knock-out games.

EQUIPMENT

Use softer/larger balls for beginners, basketballs for advanced.

PEOPLE

Work individually first, then in pairs (attacker/defender), then whole group.

Cooldown

BOUNCE & REFLECT: Pupils dribble slowly around the court before gathering in a circle. Perform light stretches while discussing what helped them control the ball best and how they used balance, awareness, and control during the session. **PROGRESSION:** Add partner mirror movements — one dribbles while the other copies at a slower pace to reinforce control and coordination.

Key Technical Points

Double Dribble:

When a player ends their dribble by catching or causing the ball to come to rest in one or both hands and then dribbles it again with one hand.

Travelling:

Taking more than two steps with the ball without dribbling.

Year 5 - Basketball

Lesson Plan

Lesson Objective To work on the footwork needed in basketball

Lesson 2/6

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

Success Criteria Children can:

- Pivot on one foot and move into a direction where they can pass the ball
- Understand the rules regarding footwork faults

EDSTART KNOW

- I can explain what pivoting is
- I can describe why pivoting helps me pass under pressure
- I can understand the rules about footwork faults

EDSTART GO

- I can pivot on one foot and pass in different directions
- I can combine pivoting with dribbling to keep possession
- I can use pivoting in games of keep-ball

EDSTART SHOW

- I can support my teammates when passing and pivoting
- I can respect defenders by playing fairly
- I can encourage my partner when practising new skills

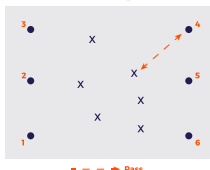
Key Questions

How do dribbling, pivoting, and passing together help you keep possession and create space in basketball? Dribbling helps you move and evade defenders, pivoting allows you to change direction while protecting the ball, and accurate passing helps your team keep possession and find space to attack effectively.

Warm Up

DRIBBLE DUEL: Begin with a quick recap of key dribbling points from the previous lesson, using fingertips, keeping the ball below waist height, bending knees, and keeping eyes up. Pupils then play a shortened version of Champion of the Court, moving around the area while protecting their ball and attempting to knock others' balls away. This re-engages control and awareness while reinforcing how dribbling is used to move, evade, and create space in basketball. **PROGRESSION:** Shrink the playing area or challenge pupils to dribble using their weaker hand only.

Main Activity



PIVOT PATROL: Split the class into groups of 12. Half stand around the outside of the court with a ball, while the other half move freely inside. Players in the middle receive a pass, secure the ball with two hands, pivot smoothly on one planted foot to change direction, and pass back with control before moving to a new outside player. Emphasise balanced stance, bent knees, eyes up, strong pivot foot pressure, and clean pass release. After a few minutes, swap roles so all players practise both passing and pivoting under continuous movement. **PROGRESSION:** Once they receive the ball, pupils pivot and dribble towards a different outside player to pass, adding decision-making, timing, and ball control. Increase challenge by introducing defenders to apply gentle pressure.



PASS & MOVE CIRCUIT: Set up small 3v3 grids or lanes across the court. Teams must complete a set number of passes while constantly moving to new spaces after each pass. Players cannot stand still for more than two seconds and must use their pivot foot to change direction, step into the pass, and show clear target hands before receiving. Emphasise communication, timing of movement, spatial awareness, and support play off the ball to keep possession flowing. **PROGRESSION:** Add defenders to pressure the pass or set a time limit to complete a target number of successful passes.

PASS MASTERS: Pupils form teams of three and compete in small-sided "Keep Ball" games. The aim is to make as many accurate consecutive passes as possible without dropping the ball, leaving the court, or breaking the travelling rule. Emphasise quick decision-making, pivoting under pressure, moving into space, and constant communication to maintain possession. Remind pupils that teamwork, anticipation, and support play are key to success. **PROGRESSION:** Add defender to apply light pressure, reduce the playing space, or introduce a scoring bonus for five or more consecutive passes.

Adapted Learning (Differentiation) (Challenge)

SPACE

Smaller areas for controlled pivots, larger for moving into space.

TASK

Begin with passing and pivot drills, progress to keep-ball.

EQUIPMENT

Use cones to mark passing targets.

PEOPLE

Groups of 3–4 for keep-ball, rotating roles fairly.

Cooldown

PIVOT & PRAISE: Pupils walk slowly around the court dribbling at a relaxed pace, then come to a stop and practise slow, controlled pivots on the spot to cool down the legs and ankles safely. Emphasise keeping one foot planted, turning smoothly, staying balanced, and keeping the head up during each pivot. Pupils then gather for a short reflection, discussing which skills helped them maintain possession and how pivoting helped create space during play. **PROGRESSION:** Add a fun "mirror pivot" challenge in pairs — one leads with pivot turns while the other copies to reinforce technique, balance, and body control.

Key Technical Points

Pivoting: Is when the ball carrier places one foot on the floor and rotates around without moving the foot on the floor.

Year 5 - Basketball

Lesson Plan

Lesson Objective To pass accurately using the chest pass

Lesson 3/6

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

Success Criteria Children can:

- Chest pass the ball to a partner over a variety of distances
- Cushion the ball into their chest when catching

EDSTART KNOW

- I can explain when to use the chest pass
- I can describe how to hold the ball and step into a pass
- I can understand why passes must be flat and quick

EDSTART GO

- I can chest pass accurately to my partner
- I can receive the ball safely by cushioning it into my chest
- I can combine chest passes in pass-and-move games

EDSTART SHOW

- I can encourage my teammates during passing games
- I can respect my opponents when playing keep-ball
- I can celebrate good passes made by my team

Key Questions

How do pivoting and accurate passing help your team keep possession and create space in basketball? Pivoting allows you to protect the ball and change direction safely, while accurate passing helps your team keep possession, move the ball into space, and create opportunities to attack effectively together.

Warm Up

PIVOT PATROL: Split the class into two groups. Half of the pupils stand evenly spaced around the outside of the court, each holding a ball, while the other half move freely inside the area. Inside players receive a pass, secure the ball with two hands, pivot on one planted foot to change direction, and pass back with control before moving quickly to another outside player. Emphasise strong stance, bent knees, balance, eyes up, and protecting the ball while pivoting. Swap roles halfway through so everyone practises both passing and pivoting under continuous movement. **PROGRESSION:** After receiving the ball, pupils pivot and dribble towards a different outside player before passing. For extra challenge, introduce defenders applying gentle pressure to promote faster decision-making and spatial awareness.

Main Activity

SHOOTING STARS: Explain that the most common basketball pass is the chest pass, delivered and received from chest height. Pupils stand about three metres apart in two straight lines with safe spacing. They practise chest passing with hands either side of the ball, elbows out, stepping forward, and snapping wrists on release for a flat, accurate pass. Receivers show open target hands, cushion the ball into the chest, and pass back quickly. Focus on accuracy, speed, and rhythm. **PROGRESSION:** Add a moving target by stepping sideways or forward after each pass, or gradually increase distance to test power and control.



PASS & FOLLOW RACE: Pupils work in groups of four, forming a small circle or square. After making a chest pass, they must immediately follow the pass and take the receiver's place, keeping the ball moving continuously. Emphasise quick reactions, clear communication, accurate passing, and awareness of timing and space. This builds teamwork, coordination, and rhythm while keeping energy levels high. **PROGRESSION:** Add a second ball for faster groups or time each team to see how many successful passes they can complete in one minute.



PASS MASTERS: In teams of three, pupils compete in small "Keep Ball" games. The aim is to make as many accurate consecutive passes as possible without losing control or leaving the marked area. If the ball is dropped or intercepted, possession switches. Emphasise using the chest pass, pivoting to create space, quick support movement, and constant communication. The team with the longest passing sequence wins. **PROGRESSION:** Add one defender to apply light pressure or introduce bonus points for five or more consecutive passes. For extra challenge, limit how long a player can hold the ball before passing.

Adapted Learning (Differentiation) (Challenge)

SPACE

Start with short 3m passes, increase distance for challenge.

TASK

Begin with stationary chest passes, progress to moving and timed challenges.

EQUIPMENT

Use softer/lighter balls for beginners, basketballs for advanced.

PEOPLE

Pairs for technique, small groups for pass-and-move.

Cooldown

SHOOTING CIRCLE: Pupils form a large circle, each standing about two metres apart. One ball starts anywhere in the circle. Pupils gently chest pass the ball around, keeping the rhythm smooth and steady with controlled breathing and relaxed movement. After one full rotation, reverse the direction or add a second ball to increase focus, reaction speed, and teamwork. Emphasise accurate chest passes, soft hands when receiving, balanced stance, and clear communication. After the activity, pupils perform light stretches for their arms, shoulders, and legs while standing in the circle. Pupils reflect together on what helped their passing accuracy and how good communication and balance supported successful play. **PROGRESSION:** Add a challenge where pupils call out the name of the person they're passing to, reinforcing awareness and teamwork even during cool down.

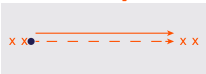

Key Technical Points

The Chest Pass:

- Hold the ball against chest
- Hands each side of the ball
- Step into pass
- Point fingers at target

Year 5 - Basketball

Lesson Plan

Lesson Objective	To pass a basketball under control using different techniques			Lesson 4/6
Equipment Needed	Basketball – enough for one each (minimum one between two), cones, flat markers, bibs.			
Success Criteria	Children can: <ul style="list-style-type: none">• Pass the ball using the chest and bounce passes• Understand when to use a certain type of pass to keep possession• Know when to pass and when to dribble			
EDSTART KNOW	EDSTART GO	EDSTART SHOW		
<ul style="list-style-type: none">• I can explain how to perform a bounce pass• I can describe when to use a bounce pass instead of a chest pass• I can understand how to step into a pass for accuracy	<ul style="list-style-type: none">• I can perform bounce passes with control• I can combine chest and bounce passes in a rally• I can play keep-ball using different passes	<ul style="list-style-type: none">• I can encourage teammates to use the correct pass• I can respect opponents when playing passing games• I can support my partner when learning new skills		
Key Questions	How does using the bounce pass and moving into space help your team keep possession and play successfully under pressure? The bounce pass helps you pass safely around defenders, while moving into space gives you time and room to receive and pass again, allowing your team to keep possession, avoid interceptions, and build successful attacks			
Warm Up	BOUNCE TAG: Pupils each have a basketball and move freely around the court while dribbling with control. Two or three pupils are chosen as “taggers,” who must tag others while keeping full control of their own ball. If tagged, a pupil freezes and continues to dribble on the spot. To be freed, another player must dribble close and perform a controlled bounce pass through their legs to unfreeze them. Emphasise eyes up, soft fingertips, low controlled dribble, and constant spatial awareness to avoid collisions and interceptions. This develops dribbling control, bounce pass accuracy, movement, and teamwork under pressure. PROGRESSION: Reduce the size of the area to increase pressure, make taggers use their weaker hand, or require two consecutive bounce passes to free a teammate			
Main Activity	<div></div> <p>BOUNCE PASS TECHNIQUE: Explain that the bounce pass is used to pass safely around defenders by bouncing the ball once before it reaches a teammate. Pupils stand about three metres apart in pairs using two straight lines. Demonstrate that the ball should strike the floor around two-thirds of the distance to the receiver. Emphasise two-hand push, stepping into the pass, elbow extension, wrist snapping downward, and follow-through to the target. Receivers show open target hands, cushion the ball in, and reset quickly. PROGRESSION: Add movement by stepping forward or sideways after each pass, or challenge pupils to hit a small target on the floor for precision</p> <div></div> <p>PASS & FOLLOW RELAY: Pupils work in groups of four, forming a line or square. After making a bounce pass to the next player, each pupil follows their pass and takes that player's place, keeping the ball moving continuously. Emphasise quick decision-making, clear calling for the ball, accurate passing, and awareness of timing and spacing. This builds rhythm, teamwork, coordination, and aerobic movement while maintaining technical quality. PROGRESSION: Introduce a second ball for advanced groups, or time each team to see how many accurate passes they can complete in one minute without an error</p> <p>PASS MASTERS: In teams of three, pupils compete in small “Keep Ball” games, aiming to make as many consecutive accurate passes as possible without dropping the ball or travelling. Each time the ball is lost or intercepted, possession switches. Encourage players to use the bounce pass to evade defenders, pivot to create space, and support the ball quickly. The team with the longest passing streak wins the round. PROGRESSION: Add defenders to increase difficulty, reduce the playing space, or require both a chest pass and a bounce pass within each scoring sequence</p>			
Adapted Learning (Differentiation) (Challenge)	SPACE	TASK	EQUIPMENT	PEOPLE
	Shorter passing lanes for beginners, longer for advanced.	Start with static passes, progress to pass-and-move in 4s.	Use cones to mark bounce pass targets.	Groups of 3 for small keep-ball, rotating roles.
Cooldown	AROUND THE WORLD PASS: Pupils form a large circle and gently bounce pass the ball around at a slow, relaxed pace, focusing on smooth rhythm and controlled breathing to lower the heart rate. After one full rotation, reverse the direction or add a second ball to increase focus, challenge reactions, and encourage teamwork. Finish with light stretches for the arms, shoulders, and legs while discussing what made the passes more accurate and how teamwork improved success. PROGRESSION: Pupils must call out the name of the person they are passing to before every pass to reinforce awareness and communication.			
Key Technical Points	The Bounce Pass: <ul style="list-style-type: none">• Can be used with one or two hand(s)• Push ball into the floor, slightly over half-way between yourself and the destination of your pass• Step into pass			

Year 5 - Basketball

Lesson Plan

Lesson Objective To shoot a basketball using the set shot

Lesson 5/6

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

Success Criteria Children can:

- Know how to stand and hold then ball before shooting
- Understand what a set shot is
- Understand the Acronym of BEEF (Balance, Elbow under the ball, Eyes on the target, Follow through)

EDSTART KNOW

- I can explain what BEEF stands for (Balance, Elbow, Eyes, Follow through)
- I can describe how to stand and hold the ball before shooting
- I can understand the difference between a set shot and a lay-up

EDSTART GO

- I can shoot using correct technique from a set shot
- I can attempt a lay-up by running and shooting off one foot
- I can practise shooting in races and challenges

EDSTART SHOW

- I can respect defenders and feeders during shooting games
- I can celebrate teammates' successful shots
- I can encourage others when they are practising shooting

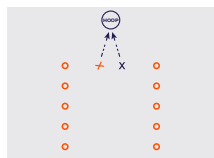
Key Questions

How do accurate passing and good shooting technique work together to help your team score more baskets? Accurate passing helps the ball move quickly into good shooting positions, and strong shooting technique allows players to finish those opportunities with control and accuracy, helping the team score more consistently and effectively.

Warm Up

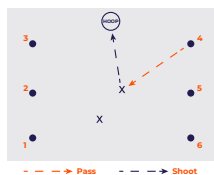
PASS & FOLLOW CHALLENGE: Pupils work in groups of four, passing the ball and immediately following their pass to take the next player's spot, keeping the ball moving continuously. Emphasise accurate bounce passes, clear communication, quick movement after passing, and strong awareness of timing and space. Demonstrate correct bounce pass technique and encourage pupils to stay alert and adjust their position quickly to support teammates. This activity builds rhythm, teamwork, coordination, and reinforces correct passing technique under light pressure. **PROGRESSION:** Introduce a timed challenge where pupils count how many successful bounce passes they can complete in one minute without errors. Advanced groups can use two balls at once to increase difficulty and speed of decision-making.

Main Activity



HOOP HEROES: Split the class into as many groups as there are hoops. Demonstrate correct shooting technique with feet shoulder-width apart, knees bent, eyes focused on the target, and a smooth follow-through with fingertips pointing toward the hoop. Pupils line up single file and take turns shooting, with each pupil having a minimum of three attempts before rotating. Encourage pupils to self-correct using feedback on balance, aim, and release. This develops confidence, consistency, and basic shooting fluency through repetition. **PROGRESSION:** Add a challenge to score from different marked spots around the hoop or introduce light defenders to test composure and shot selection under pressure.

BACKBOARD BATTLE: Pupils remain in their shooting groups. Set up cones at increasing distances from the hoop. Each time a pupil scores, they move back to the next cone. The aim is to be the first player to successfully score from every distance, winning the "Backboard Battle." Emphasise power control, consistent shooting form, and focus on the target as distances increase. This develops accuracy, confidence, and the ability to adjust power. **PROGRESSION:** Add a time limit for each round or require pupils to make two consecutive shots before advancing to the next cone for greater challenge.



HOOP HUSTLE: Pupils stay in their groups with one hoop each. Two pupils become the "shooters," while the others act as feeders positioned around a marked 10x10 grid. On the whistle, shooters have two minutes to score as many baskets as possible while feeders collect rebounds and pass quickly back. Emphasise quick releases, strong communication, fast reactions, and continuous movement. Shooters with the highest combined total are crowned the "Hoop Hustle Champions." **PROGRESSION:** Reduce the number of feeders to increase movement demands, or add bonus points for consecutive baskets to encourage consistency under pressure.

Adapted Learning (Differentiation) (Challenge)

SPACE

Start closer to the basket for beginners, increase distance for advanced.

TASK

Begin with technique practice, progress to shooting challenges.

EQUIPMENT

Lower the hoop for beginners, use regulation for advanced.

PEOPLE

Rotate roles as shooter, feeder, and rebounder.

Cooldown

SHOOT & SHARE: Pupils form a circle around a hoop, taking gentle shots one at a time from close range. After each shot, they share one tip that helped them improve — such as focus, balance, or teamwork. Follow with slow dribbling around the court and light stretches for arms, shoulders, and legs. **PROGRESSION:** Add a fun "team target", pupils must collectively score a set number of baskets as a cool-down challenge before finishing.

Key Technical Points

Set Shot:

- Feet shoulder width apart
- Shoot with only one hand pushing the ball and the other supporting the ball on the side
- Finish with a straight arm
- Acronym of BEEF (Balance, Elbow under the ball, Eyes on the target, Follow through)

Year 5 - Basketball

Lesson Plan

Lesson Objective	To play small-sided games and follow the rules of the game				Lesson 6/6
Equipment Needed	Basketball – enough for one each (minimum one between two), cones, flat markers, bibs.				
Success Criteria	<p>Children can:</p> <ul style="list-style-type: none">Identify and use tactics to help the team keep the ball and advance it forwardUnderstand the rules and know how to start and restart the gamePass, dribble, and shoot with control in a variety of games				
EDSTART KNOW	<ul style="list-style-type: none">I can explain the basic rules of basketballI can describe how to start and restart a gameI can understand how tactics help my team keep possession		EDSTART GO	EDSTART SHOW	
<ul style="list-style-type: none">I can dribble, pass, and shoot with control in gamesI can use tactics like marking and moving into spaceI can play fairly in small-sided matches		<ul style="list-style-type: none">I can respect referees and opponentsI can encourage teammates in competitive gamesI can show fairness whether I win or lose			
Key Questions	<p>How do quick reactions, accurate passing, and moving into space help your team keep control and score in games? Quick reactions help you respond to play immediately, accurate passing keeps possession safe, and moving into space creates options for your team to attack, maintain control, and score more effectively under pressure.</p>				
Warm Up	<p>COACH'S CHALLENGE: Pupils jog continuously around the court, staying light on their feet and aware of space. When the coach shouts commands, pupils must react instantly: "READY POSITION!", pupils stop, bend knees, hands up, and call out "Shoot, Pass, Dribble!"; "BLOCK!", pupils jump high with one hand raised to block an imaginary shot; "DEFENCE!", pupils drop into a low defensive stance and shuffle side to side. This warm-up sharpens reactions, builds focus, reinforces key stances, and prepares the body for game play. PROGRESSION: Add extra commands such as "CROSSOVER!" for a quick dribble switch or "PIVOT!" for a fast change of direction to simulate in-game movement.</p>				
Main Activity	<p>KEEP CONTROL CHALLENGE: Divide the class into six balanced teams and set out two grids to create multiple small playing zones. Teams must complete a set number of consecutive passes (e.g. five) to score a point. The defending team attempts to intercept and then begins their own passing sequence. Emphasise strong chest and bounce pass technique, stepping into passes, showing clear target hands, pivoting to protect the ball, and quick recovery after each pass. Players should move into space, stay balanced with bent knees, and keep eyes up to scan for options. This develops possession skills, decision-making, spatial awareness, and tactical awareness under pressure. PROGRESSION: Reduce grid size for higher challenge, add pressing defenders after three passes, or require at least one bounce pass per goal.</p> <p>END ZONE SHOWDOWN: Split the class into teams of four and set up small courts with an end zone at each end. The aim is to move the ball up the court and pass to a teammate standing inside the end zone to score. Emphasise low, controlled dribbling with fingertips, stepping into chest and bounce passes, strong wrist snap on release, and clear target hands when receiving. Attacker should change speed and direction to create space, while defenders stay low, on the balls of their feet, arms out wide, and eyes on both player and ball to anticipate passes. Encourage constant communication, quick support movement, and fast recovery after every pass. Rotate roles so all pupils experience both attacking and defending responsibilities. PROGRESSION: Add time limits for scoring, require three passes before a score, or award bonus points for teamwork and effective movement off the ball.</p>				
Adapted Learning (Differentiation) (Challenge)	SPACE	TASK	EQUIPMENT	PEOPLE	
	Smaller courts for beginners, larger for advanced.	Start with possession games, progress to small-sided matches.	Use cones to mark end zones or hoops for scoring.	Teams balanced by ability to keep games fair.	
Cooldown	<p>SHADOW DEFENCE: Pupils pair up and face each other. One player slowly moves side to side while the other mirrors their defensive stance and movements. Switch roles after 30 seconds. This cools the body gradually while reinforcing defensive balance and control. Afterward, gather the class to stretch arms, shoulders, and legs. Reflect by asking, "What helped your team keep possession today?" and "How did your defensive stance help stop your opponent?" PROGRESSION: Add a light ball movement where leaders dribble slowly and partners shadow their direction, maintaining low balance and focus.</p>				
Key Technical Points	<p>Remember the Double Dribble, Travelling, and Pivot rules from the Unit of Work to play fairly and safely. Players must not dribble, stop, and then dribble again (double dribble). They must not run with the ball without dribbling (travelling). When holding the ball, one foot must stay planted as the pivot foot when changing direction. These rules help maintain control, fairness, and game flow.</p>				