Warmup

To prepare for practice or games

Joint Mobility and Ball Familiarization
Cardiovascular and Muscle temperature increase
Specific skills
Specific tactics

Individual and group activities

Use full court activities for practice
Use half court activities for games

A. Joint movements (arm circles e.g.) and individual ball familiarization

B. Wheelchair movement skill activities gradually increasing in intensity

C. Individual skill activities

D. Tactical skill activities

Cognitive:
Internal focus in early stages, changing to external focus for the final 2/3's of warmup. Do self scans frequently.

Mental:
Gradually build intensity to game levels Use focus and intensity strategies to adjust
To begin the recovery process

Reduce arousal and physical state
Relax
Start recovery process

All actions should be slow and rhythmical.

Pairs can ball massage and find trigger points.

Pairs can help stretch each other.

1. 2 laps backwards, shoulders back and down, rhythmically

2. Stretch synergist muscles (those that are tense and support prime movements)

3. Relax through breathing and possibly massage

4. Begin the post practice review in your mind

5. Begin the nutritional and hydration recovery process.

Cognitive:
Begin the questioning and review process

Mental:
Induce physical and emotional relaxation through breathing and cue words.
Slovakian Basketball
Dribbling

1. One personal ball per person
2. One game ball that is distinguishable
3. Must dribble legally at all times whether on offense or defense
4. Must dribble legally when in possession of both balls as well
5. Opponents may knock your personal ball away if you have the game ball
   *Advanced Rule: Opponent may knock their check’s ball away only at any time.

Variations:
A. Remove rule where ball can be knocked away
B. Add a possession time to individual possession

Dribble legally at all times under any circumstance.
Can knock away your check’s ball (advanced players only)

Key points:
Dribble lower when stationary
Protect ball from opponents
Be sure to dribble in open area of floor

Cognitive:
Broad internal attention when dribbling and
Broad external when scanning (Parallel Processing)

Mental:
Use cue words and breathing to deal with feelings like frustration.
Set a goal to maintain personal ball for x possessions.
### Preparation

1. Keep the body balanced above the axles and centred in the chair (ready position)

2. Head and eyes up (ready position)

3. Hands in the ready position on top of the wheels with the thumbs on top of the tires, the fingers around the rims and the palms facing inwards (ready position)

### Execution & Critical Instant

4. Perform the various movements required in the drill/activity

5. Maintain body balance and centre of gravity while performing the skills

6. Try different ways of performing movements

### Followthrough/ Recovery

7. Return body to ready position as often as possible

8. Recover the hands quickly back to the ready position

### Key Points

Hands in ready position  
Body balanced above the axles and centred in chair  
Recover quickly to Ready Position

### Skill Variations

Hands in ready position  
Opposite hand movements  
Recover quickly to Ready Position
**Objective/Focus:**
To experience a variety of movement patterns and possibilities.

**Instructions:**
1. 1 or more players are selected to be the "Shark"
2. All other players line up on endline.
3. "Shark" yells out "Shark" and players must move from one endline to the other without being caught by the Shark(s)
4. Continue until all players have been caught.
5. Repeat with a different movement skill:
   - one hand/arm only
   - no hands
   - alternate hand pushes
   - add a ball and specify the type of dribbling allowed

**Activity Rules / Games Approach**
Specify how an athlete is caught (e.g. tagged one hand, etc)

**Cognitive Skills**
External attention to location of shark
Anticipation of shark's pathway(s)

**Mental Skills**
Focus
Goal setting to stay to end

**Coaches Key Points**
Quick hands
Grip - thumbs on tires, fingers around rim, palms in
Experiment to see what works

**Activity Variations**
Alternating hands, One handed, No hands
Head and hand fakes
Specify number or type of push, add a ball
Objective/Focus:
To experience a variety of types of cuts (V, L, Back/forth, Spinout) and fakes (head, hand, body, chair)

Instructions:
1. Set up cones or chairs randomly on the court.
2. Players must push randomly from cone to cone, and must aim for an open cone (i.e. not occupied by another player)
3. At each cone the player will do the cut and fake sequence announced by the coach or drill leader.

Sequence examples:
V cut and head fake
L cut and hand fake
Back/forth cut, V cut, random fake
Cut, fake, fake, cut
Fake, cut, fake, cut
e tc. etc. etc.

Activity Rules / Games Approach
Coach can vary the sequences from 'lock step' to 'open ended'

Cognitive Skills
Memory retrieval of the different types of cuts and fakes

Mental Skills
Focus and intensity
Can use self talk

Coaches Key Points
Imagine that the cone is a defender
Use your creativity and experiment
Maintain focus

Activity Variations
Start with an explanation/demonstration of the types of cuts and fakes.
Use hand signals or whistles to indicate a type of fake or cut, or a particular choice of a sequence.
**Objective/Focus:**

To explore how the chair and body can move in terms of effort, direction, time and space.

**Instructions:**

1. Set up cones randomly around the gym.
2. Athletes must wheel randomly to a cone.
3. Upon reaching a cone, the athlete does the prescribed cut or fake.

Sample prescribed cuts or fakes
- A. V cut
- B. L cut
- C. Head fake and V cut
- D. Forward cut followed by U turn
- E. ETC.

**Activity Rules / Games Approach**

Coach can prescribe single actions or combinations.
Coach can leave it to athletes to choose a cut/fake/combo

**Cognitive Skills**

Creativity

**Mental Skills**

Internal focus and shadow cuts/fakes

**Coaches Key Points**

Explore as many different fakes as possible.
Explore as many different ways to cut as possible.
Combine fakes and cuts in creative ways.

**Activity Variations**

Without cones, use a whistle to cue the cut/fake/combo
Dribbling and Ball Handling
Skill Info / Familiarization / Basics

Contact the ball with the finger pads
Contact and push the ball with the finger pads
Keep the head up with the eyes looking around the court area (and not at the ball)
Absorb the ball with the finger pads

Ball slaps:
Hold the ball in the right hand above the knees (1), and then slap the top of the ball vigorously with the finger pads of the left hand.
Switch the slapping hand after 10 slaps.
Then switch where the ball is held: -way out in front (2) -above the head (3) -out to the side (4) -in close to the chest (5)

Picking up the ball off the floor: (see progression)
Roll up beside the ball with momentum
Press ball to spokes of wheel, allow ball to ride up the back of wheel
Tuck hand under ball when it reaches the top of the wheel

Ball Circles:
Body circles - pass the ball in a circle around your body from one hand to the other in a continuous motion.
Head circles - pass the ball in a circle around your head from one hand to the other in a continuous motion

Ball taps -
Hold the ball above the head in one hand with the arms outstretched.
Pass the ball back and forth between the hands (finger pads) rapidly.
As a challenge, move the ball's pathway in varying directions above the head (like forward and backward, and side to side)

VARIATIONS
1. Use a signal system to get the athlete to vary the location of the ball with respect to the body. For instance, 1 finger means lean forward, 2 means back, 3 means to the left, 4 means to the right.
2. Push a player gently so that they are moving when performing each drill component
3. Have the players perform with their eyes closed
4. Use a signal system to switch to a drill component. For instance, using each hand to signify a dominant hand for the player to use, the coach could use 1 finger for slaps, 2 fingers for ball taps above the head, 3 fingers for ball circles around the body, 4 fingers for ball circles around the head. Coaches can speed up and randomize the order of signals.