



Move4Life



The Commonwealth

Session 9 Shooting Growth Mindset

WELCOME TO SESSION 9 OF THE MOVE4LIFE SERIES

This session will focus on the sport skill of **shooting** using the sports of basketball and football and the life-skill of developing a **growth mindset**. Growth mindset is a set of values and beliefs that allow you to achieve success in life and on the sports field. Move4Life sessions link with several personal development dimensions and contribute to the Sustainable Development Goals. In this session we have chosen to link to physical and cognitive development and SDG4 – Quality Education.



Physical Dimension



Cognitive Dimension

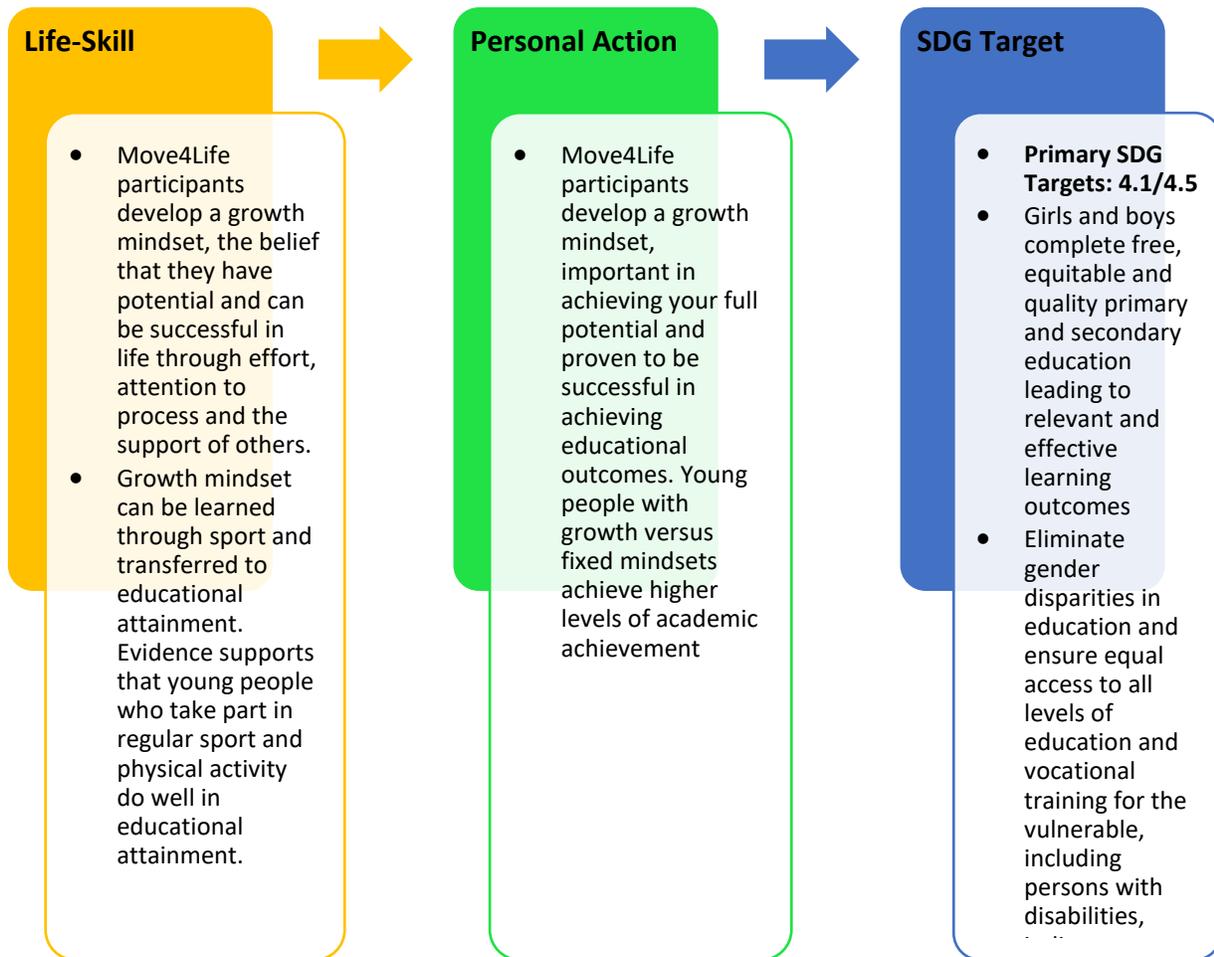


Emotional Dimension



Social Dimension





Click here [Move4Life and the Sustainable Development Goals](#) for further information on Move4Life and the Sustainable Development Goals:

Move4Life is a proud supporter of the International Safeguards for Children in Sport and believes it is important that all children taking part in physical education, sport, and physical activity should be safeguarded from harm. Children should be able to take part in safe and inclusive activities whether at home, at the sports field, or online.

Click here [Move4Life Safeguarding Advice](#) for further advice on Move4Life and Safeguarding.

SESSION OUTCOMES

By the end of the session, participants will be able to

- (i) Demonstrate improved shooting skills (basketball or football)
- (ii) Complete a game or skills challenge using shooting skills (basketball or football)
- (iii) Explain the difference between a fixed and a growth mindset
- (iv) Name three things they can do that demonstrate a growth mindset

KEY MESSAGES

MOVEMENT SKILLS

- Shooting is a fundamental skill in sports such as football, basketball, netball.
- Shooting requires balance, good ball control and accuracy.

LIFE SKILLS

- Everyone has the potential to learn and grow. Fixed mindsets inhibit growth whereas possessing a growth mindset will lead to development and growth.
- When a participant says they cannot do something ask them to finish the statement with YET as this promotes a growth mindset.
- Providing praise and constructive feedback that focuses on effort and process rather than performance outcomes helps promote a growth mindset.
- Encourage participants to try new challenges and take risks as this promotes a growth mindset.
- Encouraging participants to view mistakes as an important part of the learning process, promotes a growth mindset.
- Expose participants to positive role models who model a growth mindset.

At Home Activity

HEALTH & SAFETY

Find a space where you can practice safely. Clear away any hazards or obstacles that you can trip over or run into and hurt yourself. Be careful not to kick or throw a ball too hard and break something.

SAFEGUARDING

Safeguarding refers to actions we take to ensure that all children and young people are safe from harm when involved in sport and physical activity. It means we must proactively do everything possible to minimise risk and prevent the abuse, harassment or exploitation of children and young people.

Move4Life wants all participants to be safe from harassment, abuse, or exploitation whether practicing at home or at the sports field.

Everyone has a role to play in safeguarding the facilitator (teacher, coach, or activator), parents and guardians and participants themselves.

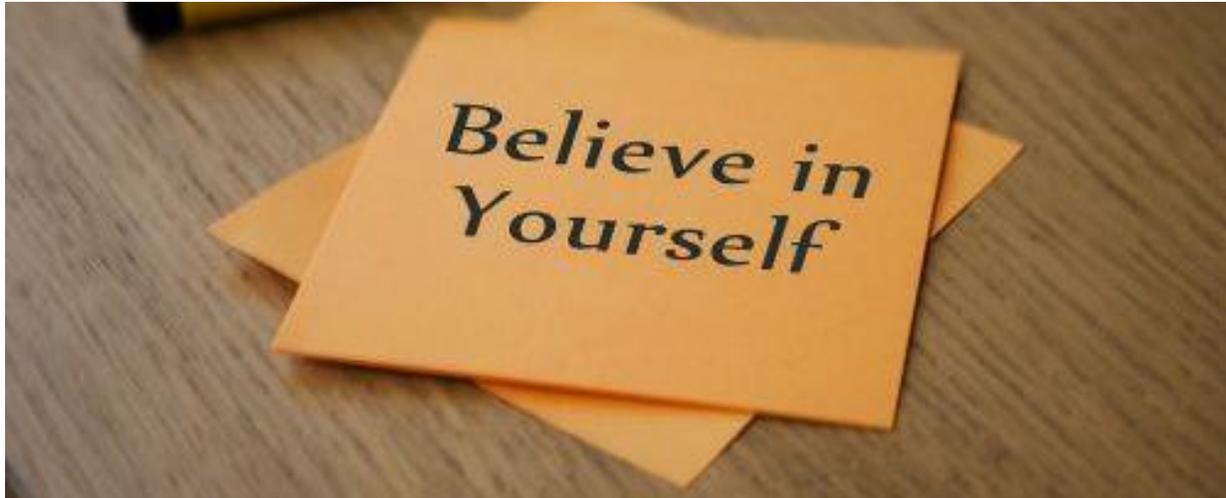
The following are some safeguarding tips for participants practicing Move4Life sessions at home:

- It is not acceptable to be ridiculed, bullied, or abused whilst practicing at home. If you feel this is happening to you, talk to a parent, guardian, or a trusted adult about what you are experiencing and how it makes you feel.
- When you are spending time at home you may be keeping up with your friends on social media. Be aware that there are dangers online. That people you do not know may not be who they say they are. Only connect to people online that you know in real life.
- If you are being bullied or abused online, it is not okay. Tell your parents, guardian, or a trusted adult about it.
- Never share personal information with people you do not know in real life, especially not your name, address, school, clubs you attend, photographs. Alert your parents or a trusted adult if someone is asking you for such information.
- If you feel uncomfortable about communications from anyone online, including your teacher or coach or another participant, tell your parents or a trusted adult
- Avoid meeting up with or being alone again with any person who makes you feel uncomfortable or has tried to harm you either in person or online.

For further advice on keeping yourself safe whilst participating in the Move4Life sessions at home and whilst you are online [click here](#).

OPENING REFLECTIONS

On your own or with a family member take five minutes before starting your session to reflect on the skill of shooting and how we can practice our skills at home in a small safe space. Our ability to overcome the challenge of practicing at home with limited space demonstrates a growth mindset. Your mindset is what you believe and value. Ask yourself if you believe you can improve your sports skills? If you believe you can you have a growth mindset? If you believe you cannot you have a fixed mindset. To get better we need to adopt a growth mindset.



WARM UP

TIME

5 Minutes



EQUIPMENT

Footballs or basketballs (preferably one per participant) and a set of cones or other objects to mark play areas.



SET UP

Mark out small practice spaces at home suitable for the activity and the number of participants.

FOOTBALL ACTIVITY

The instep kick, often explained as striking the ball with your laces, is used for powerful shots or long passes. This kick is most often used when taking shots on goal.



For a demonstration [click here](#)

ROLLING EXERCISE

- Practice rolling your ball by playing it forward with the instep of your foot and rolling it back by the sole of your foot.
- Practice using both feet.
- Ensure the toe of the kicking foot is pointing down and strike the ball in the centre.



DRIBBLING WITH THE INSTEP

- Play the ball forward with each step using your instep.
- Bend your torso slightly over the ball.
- Ensure the toe of the kicking foot is pointed down.



DROP AND CATCH

- Drop the ball so that it lands in front of you.
- Use your instep to catch the ball and kick it up.
- The ball should not rotate.
- Ensure the ball is struck in its centre with an outstretched foot.



JUGGLING

- Juggle the ball by alternately using the instep of both feet.
- Juggling for inexperienced participants, kick it higher and let the ball bounce once.

BASKETBALL ACTIVITY

DESCRIPTION

- Ask a family member to act as your partner.
- Practice 'shooting' at your partner (family member) using an over-arm technique for shooting the basketball the ball to land in their arms.
- Aim should be to not have the opposite participant move too far out of their way to receive the ball.
- Your partner can simply pass the ball back to you or shoot the ball.
- Every time you or your partner 'hit the target' you get a point.

VARIATION

- Try using different hands.
- You can ask your partner to stand on the side of your practice space whilst you dribble the ball around. After 10 seconds the dribbling, find your partner and go 'shoot' the ball to land in their arms.

MAIN PART

TIME

15 - 20 Minutes



EQUIPMENT

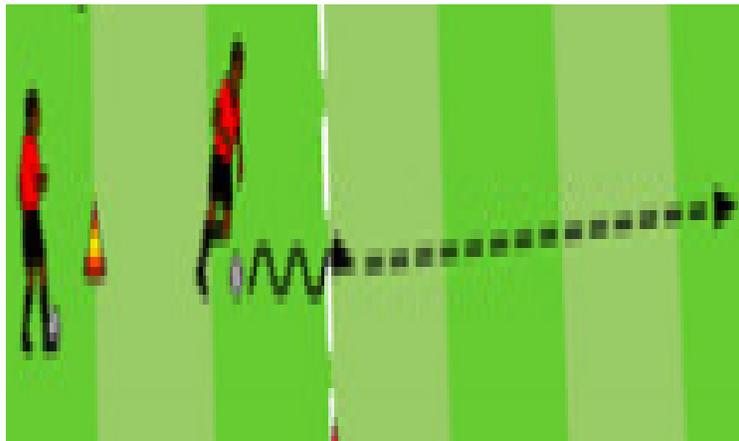
Football or basketball (preferably one per participant) and a set of cones or other objects to mark play areas. You will also need a chair for the “at home” practice.



SET UP

Mark out small practice spaces at home suitable for the activity and the number of participants.

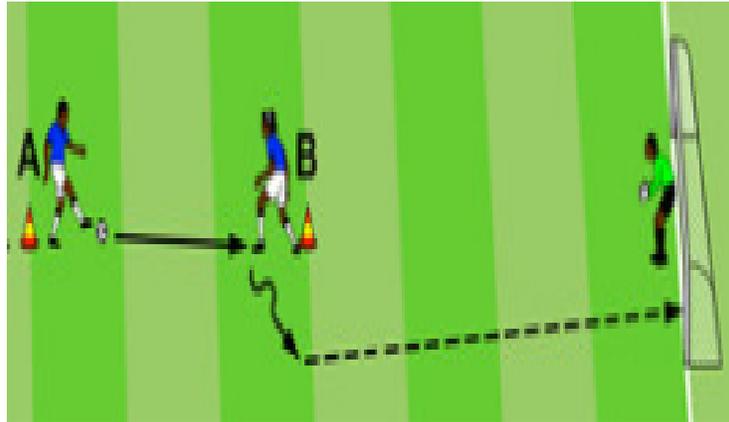
FOOTBALL PRACTICE



DESCRIPTION 1

- Set up a small goal outside using cones or even by marking a wall.
- Come back from your goal and place two cones in a line as shown above.
- You will need to work out practical distances for the space you have to practice.

- Dribble the ball from the first to second cone and then shoot for the goal using your instep.
- Depending on the size and nature of your goal try placing the ball in different parts of the goal.
- Try shooting with your left and right feet.



DESCRIPTION 2

- Stand at the second cone facing away from the goal.
- Have a family member pass you the ball, they can kick to you or throw the ball.
- Trap the ball, then turn and shoot for the goal.
- Try turning to your left and to your right.
- Try shooting with both your left and right foot.



FOOTBALL CHALLENGE



See how long you can juggle a football for without dropping the ball. Juggle the ball by alternately using the instep of both feet. Ask a family member to time you.

For a demonstration [click here](#)

BASKETBALL PRACTICE

DESCRIPTION

- Sitting in a chair perform a shoot in the air with a follow through of your shooting arm, catching the ball as it falls in your non shooting hand.
- You must shoot the ball straight up in the air so that it can be caught without moving out of your chair in the non-shooting arm.
- You should hold the follow through of the shooting arm until the ball has been caught in the non-shooting hand.
- Eyes on the ball as you shoot.

VARIATION 1

Holding ball in both hands to shoot and catching on the ball with both hands, making sure to catch and pull ball to your body quickly.

VARIATION 2

- Dribble ball (bounce) on one side, pull to centre into hands and perform a shooting action in the air. Catch ball in one hand, quickly move to centre in both hands.
- Now repeat action dribbling with the opposite arm.

BASKETBALL CHALLENGE

- Move your bottom towards the edge of the seat creating a space to dribble ball between your legs.
- Dribble (bounce) ball though both or one legs, catch, and move to centre in both hands, perform the shooting action in the air, hold follow through, catch ball and pull to centre.

COOL DOWN

TIME : 5 MINUTES

Finish your session by performing these dynamic stretching exercises.

- Side Shuffle
- Carioca
- Backpedal Jog

For a demonstration [click here](#)

CLOSING REFLECTIONS

ON YOUR OWN

Why not keep a Move4Life diary of your session? Write down what you did and how you felt about the different activities in the session. What skills were you able to perform and what skills can you not do yet? Think about having a growth mindset. People with a growth mindset believe that they can improve their skills by focusing on their effort and practice as opposed to whether they were successful or not. How did you rate your effort today? Were you focused on your activities or scoring goals? When you are trying to learn a new skill what do you think is more important to focus on scoring or the different steps in the drill? To finish, can you name a famous footballer who you admire? What skills does he have that you like? Can you list some difference between a fixed and a growth mindset? Can you name three things they can do that demonstrate a growth mindset?



ADAPTATIONS

- Facilitators communicating with children or young people to encourage them to practice at home should do this through their parents/guardians or care-givers. Facilitators should avoid one to one online communication with children or young people.
- The size of the area in which dribbling is practiced can be reduced for home based practice depending on available space and the number or ability levels of the participants
- Age appropriate specific sports balls are ideal but if they are not available other balls can be substituted. Everyday objects such as shoes, plastic water bottles can be substituted for cones if none are available.

At the Sports Field

HEALTH & SAFETY

The facilitator should check that the playing area is free of any hazards such as broken glass, wet floors, holes in the grass, etc

SAFEGUARDING

Safeguarding refers to actions we take to ensure that all children and young people are safe from harm when involved in sport and physical activity. It means we must proactively do everything possible to minimise risk and prevent the abuse, harassment or exploitation of children and young people.

Move4Life wants all participants to be safe from harassment, abuse, or exploitation whether practicing at home or at the sports field.

Everyone has a role to play in safeguarding the facilitator (teacher, coach, or activator), parents and guardians and participants themselves.

The following are some safeguarding tips for facilitators delivering Move4Life sessions at the sports field:

- Facilitators (teachers, coaches, or activators) should never be alone at the sports field with children or young people. There should always be another adult present and where you are working with a mixed-sex group there should be an adult of both sex present. This is known as the rule of 2.
- Facilitators should have knowledge of and be able to recognise indicators of different forms of harassment, abuse, and exploitation. You should also know where and how to report concerns.
- Children and young people should never share changing accommodation and showers with adults. If there are no suitable changing and shower facilities, they should arrive and depart in their sports attire.
- Facilitators should never abuse or discriminate against children and young people attending Move4Life sessions and should conduct themselves in a manner that makes them a positive role model for all participants.
- Facilitators should make sure that children and young people are never left on their own at the sports field. They should arrive before the participants and ensure that all participants have departed safely before they depart the field.

For further advice on safeguarding children and other vulnerable groups participating in Move4Life sessions at the sports field [click here](#).

OPENING REFLECTIONS

Form a circle with the participants. (Remember, you are part of the circle, NOT in the middle)
Welcome the participants and create a friendly, safe environment. Facilitate a brief conversation with and amongst the learners.

The facilitator should introduce the activities for the session and explain that the aim of the session is to develop shooting skills and develop a growth mindset. This is a good point to explain the difference between fixed and growth mindsets.

WARM UP

TIME

5 Minutes



EQUIPMENT

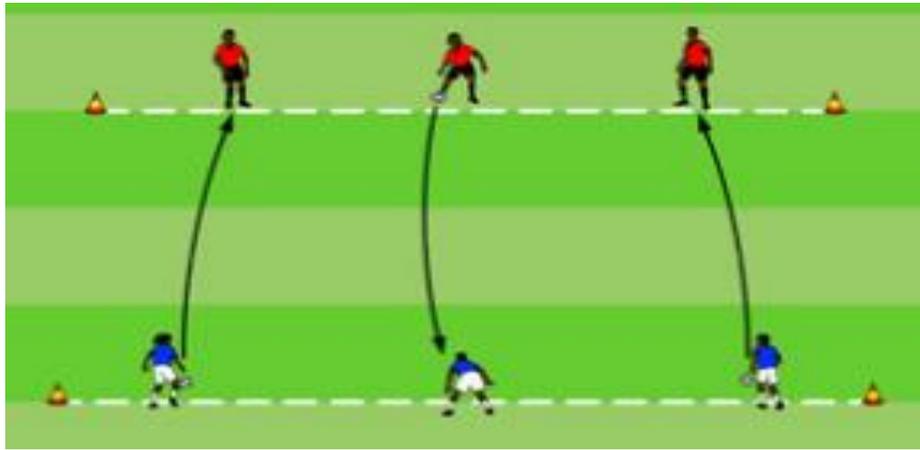
Football or basketballs (preferably one per participant) and a set of cones or other objects to mark play areas.



SET UP

Mark out small practice spaces at home or on the sports field suitable for the activity and the number of participants.

FOOTBALL ACTIVITY



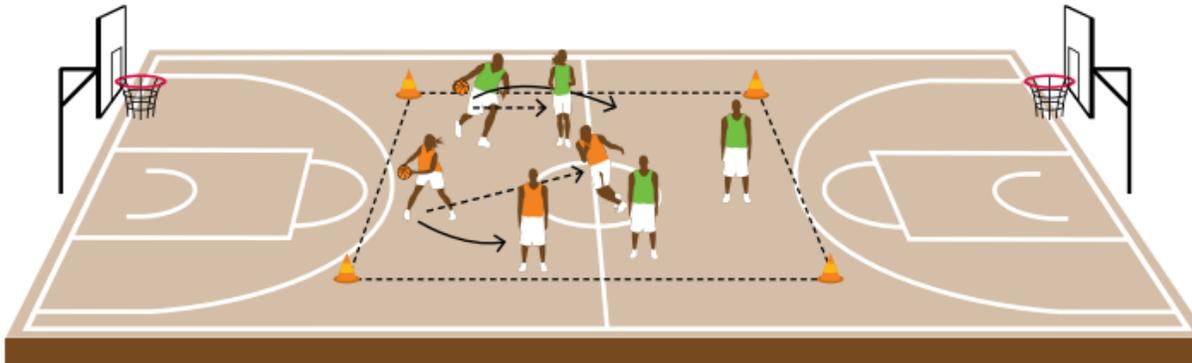
DESCRIPTION

- Divide participants into pairs (one ball per pair).
- The participants of each pair stand on opposite lines (4 metres apart), the participant with the ball drops and kicks to his partner using the left and right instep of his/her feet.
- The ball should reach the partner at chest height.

METHODICAL POINTERS/CORRECTIONS

- The ball should be struck in its centre.
- Activity should be repeated so that participants can play with both feet.
- Lock ankle on contact with the ball.
- Challenge - which participant is first to pass the ball 15 times without the partner having to step in any direction to receive it?

BASKETBALL ACTIVITY



DESCRIPTION 1

- In an area, participants randomly pass to each other and move around the area.
- When the participants receive the ball, they must bounce it twice before passing to someone else.

VARIATION

- Challenge the participants to bounce the ball once with their right hand then once with their left hand, then pass it on.

DESCRIPTION 2

- In an area, participants are split into two teams.
- The participants can only pass to their own teammates but must now bounce the ball twice on each hand before passing it on.

VARIATION

- Encourage the participants to do 'different' bounces if they can, for example bounce it through their legs and from left hand to right hand!
- Ensure demonstrations are easy enough to understand.
- Be positive when participants make mistakes.

Let the participants play! It is okay for them to make mistakes with their technique. Help them and guide them to improve.

MAIN PART

TIME

15 - 20 Minutes



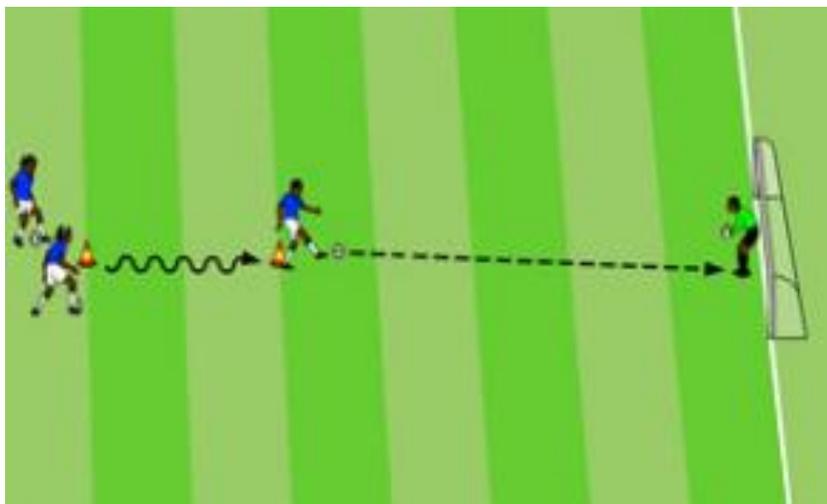
EQUIPMENT

Football or basketball (preferably one per participant) and a set of cones or other objects to mark play areas.

SET UP

Mark out small practice spaces on the sports field suitable for the activity and the number of participants.

FOOTBALL PRACTICE



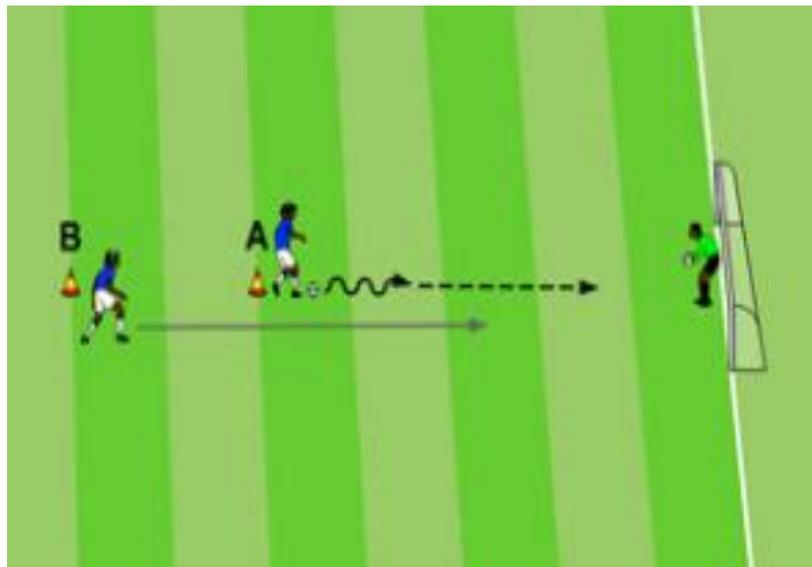
DESCRIPTION

- Position a goalkeeper in the goal.
- At most four participants, each with a ball, are positioned at the cone in front of the goal.
- Each participant takes a shot at goal using the instep of their foot after dribbling the ball to the second cone that is close to the goal.

METHODICAL POINTERS/CORRECTIONS

- Just before kicking the ball, the participants should take a quick look to see where the goalkeeper is positioned.
- If possible, set up several stations so that the groups can be smaller, and participants can have more opportunities.
- Activity should be repeated so that participants can practice with both feet.
- Vary the distance to the goal according to the skill level of the participants.
- Make single and group corrections.

FOOTBALL CHALLENGE



DESCRIPTION

- Participant A, with a ball, is positioned closer to the goal than Participant B
- A dribbles towards the goal and takes a shot using the instep kick
- B starts chasing A once A starts dribbling and tries to obstruct the shot
- Switch roles of A and B

METHODICAL POINTER/CORRECTION

- Make activity easier by increasing the distance between A and B, which decreases the time pressure on A
- Make activity more challenging by decreasing the distance between A and B, which increases the time pressure on A

BASKETBALL PRACTICE



DESCRIPTION

- Two participants stand opposite and have to 'shoot' at each other. Promote the overarm technique for shooting the basketball
- Their aim should be to not have the opposite participant move too far out of their way to receive the ball
- Every time the participants 'hit their target' they get a point

VARIATION

- Ask the participants to try these using different hands! This will test their skills!
- In an area, ask the participants to get into pairs. One participant can stand on the side of the area whilst the other dribbles around. After 10 seconds the dribbling participant must find their partner and go 'shoot' the ball to land in their arms.
- This then gets repeated by the other Participant.
- You could make this a count of 'bounces' and not time managed by the participants.
- You could also get the participants to use other participants to 'shoot' at on the outside of their area to change their focus!

BASKETBALL CHALLENGE



DESCRIPTION

- In two lines, the front person at the row take it in turns to run up to the basket to shoot
- Once the participants have shot a basket, they go to the back of the row
- If the participants score a basket provide praise and encouragement
- If the participants miss, provide positive feedback focusing on effort and process
- Get participants to keep score of the number of successful shots on basket

VARIATION

- The participants might be able to dribble up to the basket with both hands and then stop to shoot!

- The participants can now go up to the basket in pairs throwing the ball between them until they reach a point where one shoots. Make sure that both participants get equal shots on the basket
- Challenge participants to shoot from further away from the basket if they are confident enough

COOL DOWN

TIME: 5 MINUTES

Finish your session by performing these dynamic stretching exercises.

- Side Shuffle
- Carioca
- Backpedal Jog

For a demonstration [click here](#)

CLOSING REFLECTIONS

In pairs or as part of a small group.

Use '**think, pair, share**' as a method of reviewing and reflecting on the session.

Think pair share is a collaborative learning strategy where Participants work together to answer a question. It requires Participants to (1) think individually about their answer (2) share ideas with another participant in a pair (3) if in a larger group share their ideas back to the group. This method of review and reflection maximizes involvement, ensuring all Participants have an opportunity to think through and share a response, even if it is just with one other person!

Take a moment and **think** about what you did and how you felt about the different activities in the session. What was easy and what was hard? When something was hard did you keep going? Did you demonstrate resilience? Were you able to overcome your challenges? How will you be able to use the resilience you have playing sport to help you cope with other challenges?

Pair up and share your reflections with your partner.

Share some of your reflections and answers to the questions with the group.

Close the session, make any announcements, confirm time of next session, etc.

ADAPTATIONS

- Facilitators on the sports field should be aware of each participant's individual needs and adapt their communication style to ensure the inclusion of children for those with hearing or visual impairments or learning difficulties.
- The size of the area in which dribbling is practiced can be reduced or depending on available space and the number or ability levels of the participants
- Age appropriate specific sports balls are ideal but if they are not available other balls can be substituted. Everyday objects such as shoes, plastic water bottles can be substituted for cones if none are available.
- If you are at the sports field with a group and do not have enough balls for each participant, you can adapt activities so that participants can complete an exercise then pass the ball to another participant.