

## 12 | 2017

## FooBaSKILL™

### Summary

A complete game	2
Rules and Regulation	3
Playing field	7
Organizational forms	8
Material	9

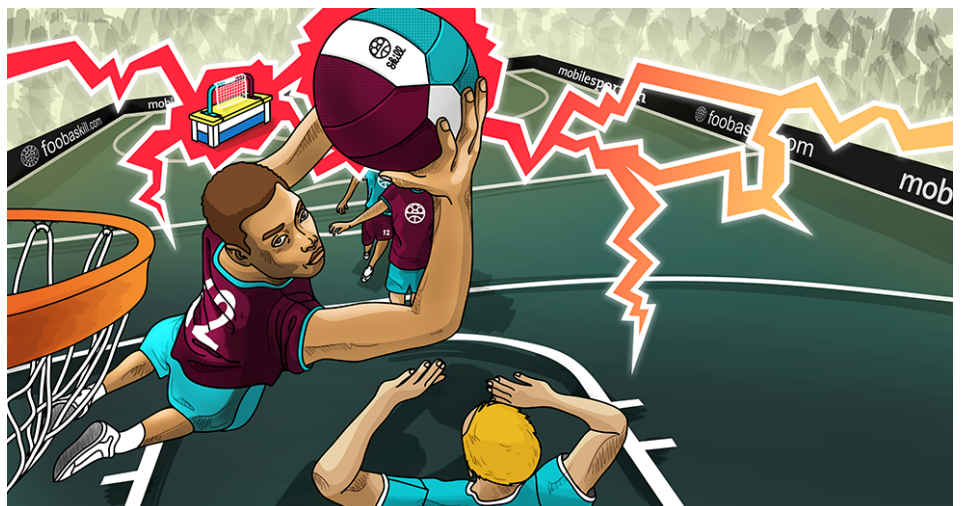
### Practice

• Planning	10
• FooSKILL	11
• BaSKILL	14
• FooBaSKILL™	17
• FooBaSKILL™ Kids and Outdoor	20

References	21
------------	----

### Categories

- Age group: 8-20 years old
- School levels: primary and secondary (High-School)
- Progression levels: beginner and advanced
- Learning levels: acquire, apply and vary



**One game, two sports. As its name suggests, FooBaSKILL™ combines football/soccer and basketball. Its rules are designed for overall motor and cognitive development and active participation of all children and young people. To be practiced at school, in clubs and outdoors.**

FooBaSKILL™ is original not only because it combines two sports, but also because of its playful framework, which challenges and promotes everyone involved in a variety of ways. On both halves of the field, each dedicated to one of the sports, players can score points differently than with a shot on a goal or a basket, thus contribute to the success of their team. This special feature means that pupils who do not particularly like football and/or basketball or who even tend to be reluctant to move, are also actively involved. As soon as they cross the midline, attackers and defenders must immediately adapt to the new conditions: a great challenge both for tactical-mental skills and for coordination skills.

### In the service of other sports

FooBaSKILL™ was originally designed for the school environment. But the new game also works in club sports. The rules are designed to allow the acquisition of certain tactical skills, such as occupation of space, which can easily be transferred to other team sports. They are also enriching: the fact that you can aim at two football goals allows new attack and defence strategies. And the fact that people can play against the walls promotes creativity, to name just two examples. Individual sports are also able to benefit from FooBaSKILL™ during the warm-up by improving skills other than those of the discipline, as well as group cohesion.

### Fits every individual

Thanks to the great adaptability of the FooBaSKILL™ rules, our monthly theme is aimed at a wide audience. Teachers and trainers can adapt them to the skills of specific pupils, the class as a whole, and the competency they wish to promote or the material available. With the three lessons presented, the game can be introduced step by step. First, the pupils familiarise themselves with FooSKILL (football/soccer), then with BaSKILL (basketball) and finally discover the combination they are aiming for. Numerous recommendations and videos round off the successful introduction of this sport.

## mobilesport.ch

This English version is an authorised adaptation of the original document designed by mobilesport.ch, the platform of the Federal Office of Sport (Switzerland) that is being used to teach physical education and training. It is available in German, French and Italian.

→ [www.mobilesport.ch](http://www.mobilesport.ch)

# A complete game

**FooBaSKILL™ promotes the physical and cognitive skills of football/soccer and basketball, while at the same time, putting demands on the lower and upper body.**

In view of various coordination deficits among their students, three Swiss sports teachers (see [Imprint](#), p. 21) organized the "[National Sports Camp Switzerland](#)" summer sports program in 2015. FooBaSKILL™ emerged as an idea for the first time. Just a few months later, a multifunctional ball, called [SKILLTheBall](#) was developed (see p. 9), to improve the quality of the game.

According to its inventors, FooBaSKILL™ promotes complete motor skill development:

## **The five coordination skills**

- Orientation: Players must always be aware of their place in space. Their task is complicated by the specifics of both sports.
- Rhythm: The players are subject to almost constant rhythm changes because the two disciplines alternate. Since the game runs practically without interruption, the energy turnover is high.
- Differentiation: Players practice aspects of football and basketball in the same game. The upper and lower body are regularly involved.
- Reaction: Players interact and adapt quickly to unexpected situations. Anticipation is particularly improved.
- Balance: Players face a wide range of dynamic situations where balance is constantly challenged.

## **Second offensive intention and organization of defence in football/soccer**

Due to the special rules, the children and teenagers playing FooBaSKILL™ unconsciously develop the skills and automatic habits of football/soccer players. The awarding of a [second point](#) (see p. 4) after the shot on the box forces the attackers and defenders to continue the action.

## **Offensive and defensive rebounds in basketball**

The game also promotes the skills and reflexes of basketball players, especially the rebound through the [awarding of an additional point](#) (see p.4).

## **Creativity**

Players can invent a new pass at any time, use a rebound against the wall of the gymnasium, develop a new team strategy, etc.

## **The ability to score points**

The pleasure is multiplied because the chances of scoring baskets or goals are greater and accessible to all.

## **High mental challenge, especially when crossing the midline**

The player is constantly encouraged at the cognitive level because he must constantly adapt to the change of the sport and the opponent's strategy.

## **Teamwork**

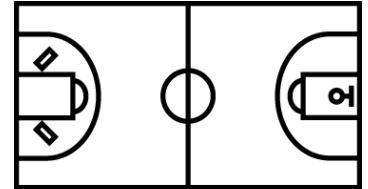
Allowing for the allocation of two points promotes collaboration between the partners, as well as their participation in the game.

# Rules and Regulation

The rules can be adapted to the respective target group. This ensures the conditions for a balanced and entertaining game for all.

## Playing field

- FooBaSKILL™ is played in a gymnasium.
- In the FooSKILL area, 2 vaulting boxes (1 element and 1 cover each) are placed on one half of the pitch, on each of which there is a [SKILLGoal](#) (see p. 9) or a cone.
- In the BaSKILL area, the players on the other half use the basketball hoop (see figure).



## Number of players

- Two teams of four players.
- Recommendation: five players per team for smaller children.

## Game duration

- Two five-minute halves.
- In the first half, one of the teams plays on the football goals and defends the basket; the opposing team plays on the basket and defends the football goals. During the second half, the teams switch roles.

## Tip-off

- The start of the game and the second half are played in the middle of the field with a jumping ball like in basketball. The ball must be tipped by one of the two players in the centre circle to a fellow player. The other players are distributed freely over the entire playing field, but outside the circle.
- After a point is scored, the kick-off/hand-off is made as quickly as possible at the place where the ball is picked up by the defender. This player puts the ball on the ground with one or two hands and passes it to a teammate. The opponents place themselves at a minimum distance of two meters.

## Infractions

- In the case of a rule violation, the game continues where the error occurred. A player of the fouled team places the ball on the ground with one or both hands and passes a ball to a teammate. The opponents line up at a distance of at least two meters from it.
- A foul is whistled if the ball touches the ceiling or suspended devices.

## FooSKILL

- Tackling and dangerous playing on a defender from behind are always sanctioned with a [penalty](#) (see p. 6).
- All rule violations in the penalty area (three-point line in basketball) lead to a penalty.
- To score a goal, the player must be in the FooSKILL zone. Otherwise, the ball goes to the opposing team.
- The same sanction applies, if a shot at one of the goals, is flying higher than the height of the SKILLGoal or the cones (risk of injury). High passes, on the other hand, are allowed.
- It is forbidden to jump over the vaulting box or the SKILLGoal (fault).

## BaSKILL

- Official basketball rules for physical contact, walking and double dribbling apply.
- To score, the player must be in the BaSKILL area. Otherwise, the ball is handed over to the opposing team.
- A rule violation is called if the ball bounces off the edge of the basketball board, the back of the board or the metal structure supporting the board.


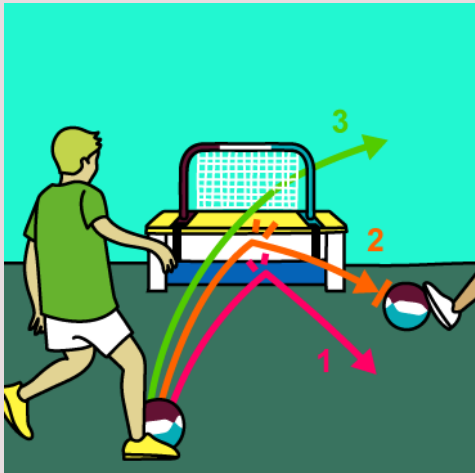
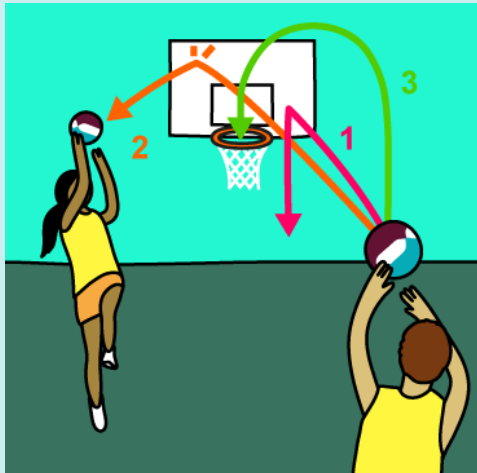
Rules in 90 secondes



## Allocation of points

A victorious action is rewarded with one, two or three points depending on how it unfolds.

### Beginner level

	FooSKILL	BaSKILL
One point	<ul style="list-style-type: none"> <li>The ball touches any side face of the vaulting box (360°).</li> </ul>	<ul style="list-style-type: none"> <li>The ball bounces off the board and falls on the ground, without touching the basket (hoop).</li> </ul>
Two points	<ul style="list-style-type: none"> <li>The ball touches the box and is stopped (cushioned) with the sole of the shoe by a teammate or by oneself before it touches a wall or crosses the half court line (second offensive intention).</li> </ul> <p><b>Remark:</b> Only one point is awarded if a defender stops the ball with the sole of the shoe before the attacker.</p>	<ul style="list-style-type: none"> <li>The ball bounces off the board, without touching the basket (hoop), and is caught with both hands by a teammate before it falls on the ground (offensive basket- ball rebound).</li> </ul>
Three points	<ul style="list-style-type: none"> <li>The ball passes through the SKILLGoal (or knocks down the cone).</li> </ul> <p><b>Remark:</b> If an opponent prevents the ball from going through the goal from behind, then three points will still be awarded.</p>	<ul style="list-style-type: none"> <li>The ball enters the basket.</li> </ul>
No point 	<ul style="list-style-type: none"> <li>The ball touches the upper part of the box cover.</li> <li>The ball touches the corner of the box and follows an upward trajectory.</li> </ul> <p>In both cases, the game continues without any interruption.</p> <p><b>Remark:</b> Any own goal offers only one point to the opponent.</p>	<ul style="list-style-type: none"> <li>The ball touches the basket (hoop).</li> <li>The ball is grabbed with both hands by the opponent before it touches the ground (defensive rebound).</li> <li>The ball is caught by the player who throws it against the board.</li> <li>The ball bounces only on the edge of the upper part of the board with an upward trajectory.</li> </ul> <p>In all cases, the game continues.</p>
		

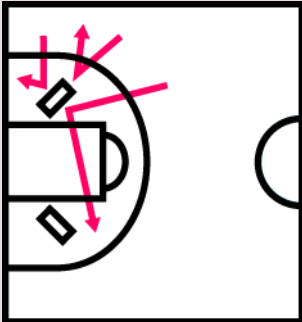
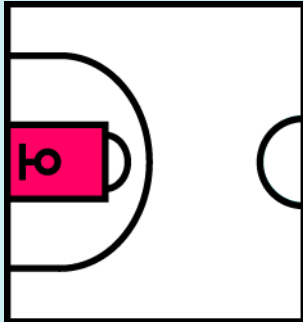
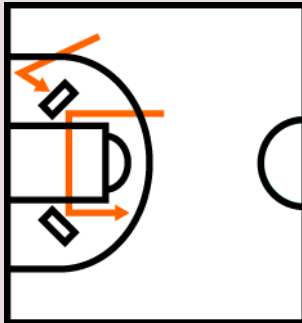
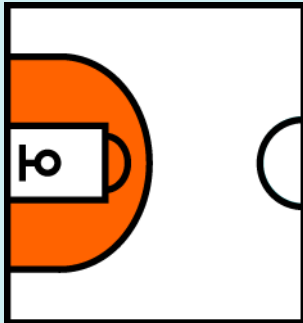
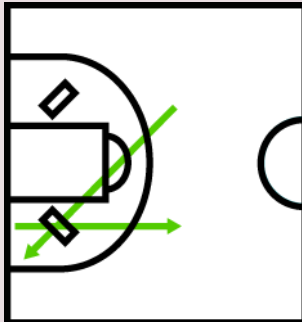
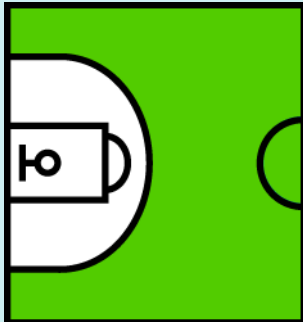
**Remark:** In order to simplify the game after a point, the teacher can allow a first free-pass in which the opponents are not allowed to intervene. However, the ball may not cross the middle line. This simplification has proved particularly effective with smaller children.

### Recommendations

- A skillful basketball player can distort the game by accumulating three-point baskets. In order for the game to be balanced, the opposing team may assign a handicap to a particular player. Example: This player can only score points by catching an offensive rebound off the backboard or by scoring baskets according to the BaSKILL [advanced rules](#) (see p. 5).
- During football play (on the FooSKILL half), players are encouraged to play the ball close to the ground to control it better.

## Advanced level

The second offensive intent in football/soccer and the rebound in basketball are no longer considered because these skills are supposed to be acquired at this level. The allocation of points during a game is therefore modified. The other rules remain the same as for the [beginner](#) level (see p. 4).

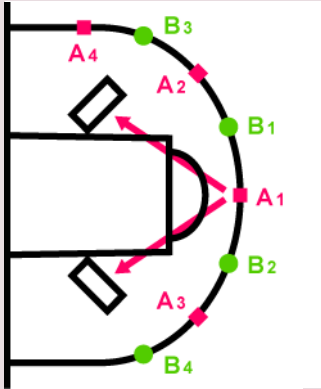
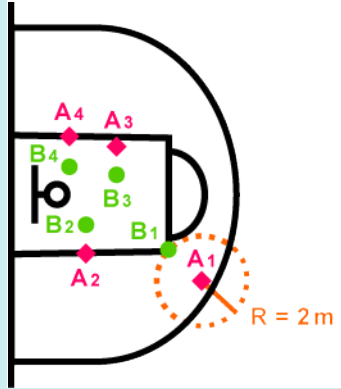
	FooSKILL	BaSKILL
One point	<ul style="list-style-type: none"> <li>The ball touches any side of the vaulting box (360°).</li> </ul> 	<ul style="list-style-type: none"> <li>The basket is scored from inside of the rectangular area (the paint).</li> </ul> 
Two points	<ul style="list-style-type: none"> <li>The ball touches both boxes on the same shot.</li> <li>The ball is played with one touch from the supporting player who shoots directly at the box after receiving a pass from inside the field.</li> </ul> 	<ul style="list-style-type: none"> <li>The basket is scored between the outer area of the rectangular area and the three-point line (intermediate area).</li> <li>A dunk (with one or two hands) is performed.</li> </ul> 
Three points	<ul style="list-style-type: none"> <li>The ball goes through the SKILLGoal (or knocks down the cone).</li> </ul> 	<ul style="list-style-type: none"> <li>The basket is scored behind the three-point line.</li> </ul> 

## Recommendations

It is possible to combine the rules of both levels depending on the group. For example: For a basketball team, the advanced rules apply to the BaSKILL half and the beginner rules to the FooSKILL half.

## Penalty and free-throw

In certain circumstances, a foul is sanctioned by a penalty or a free-throw and the points awarded vary according to the level.

Penalty FooSKILL	Free-throw BaSKILL
<p>A penalty is granted:</p> <ul style="list-style-type: none"> <li>If a foul is committed in the penalty area (basketball three-point line) Examples: the opponents voluntarily hand touching the ball, dangerous physical contact, shoulder against shoulder impact.</li> <li>In the event of dangerous tackles or a play from the rear in any part of the FooSKILL area.</li> <li>If a fault is committed during the action leading to a <a href="#">second point</a> at the beginners level (see p. 4), the attacking team receives one point and can shoot a penalty. Example: The defender pushes the attacker so that he cannot stop the ball with the sole of the shoe to get his second point.</li> </ul>	<p>A player receives a free-throw if he is fouled in the following situations:</p> <ul style="list-style-type: none"> <li>During a throw at the backboard</li> <li>During an attempt shot on the basketball hoop</li> </ul>
Beginner level	
<ul style="list-style-type: none"> <li>The fouled attacker executes the penalty.</li> <li>The ball is placed in the middle of the three-point line in basketball.</li> <li>The player may attempt a one-, two- or three-point shot at the target of his choice.</li> <li>All other players line up at a certain point on the three-point line (see figure).</li> </ul>	<ul style="list-style-type: none"> <li>The fouled attacker takes a single free-throw.</li> <li>The ball is thrown from the place where the foul occurred.</li> <li>The player can try a one-, two- or three-point shot.</li> <li>All players stand at a distance of at least two meters around the player (see figure).</li> </ul>
	
Advanced level	
<ul style="list-style-type: none"> <li>The fouled attacker executes the penalty.</li> <li>The player must take a three-point shot at a target of his choice.</li> <li>All other players line up on the three-point line at a specific point.</li> </ul>	<ul style="list-style-type: none"> <li>The fouled attacker takes a single free-throw.</li> <li>The ball is thrown from the place where the foul occurred.</li> <li>The points awarded depend on the throwing zone (see <a href="#">BaSKILL points awarded</a>, p. 5).</li> <li>All players line up at least two meters around the player.</li> </ul>

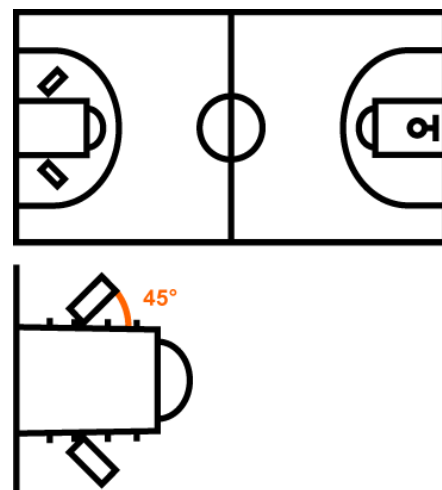
# Playing field

**FooBaSKILL™ is played in a gymnasium. The centre line must be clearly visible, the walls are part of the playing field. FooBaSKILL™ Outdoor can be played inside without vaulting boxes or outdoors.**

## Official playing field

The midline of the playing field separates the two FooBaSKILL™ activities from each other. On one half, there are two football goals, consisting of a [SKILLGoal](#) (see p. 9) on a vaulting box (one element and one cover). It is important to position them at a 45 degree angle and at the correct distance (see illustration). This corresponds to the width of a football goal on a pitch. Children naturally develop the automatic habits of a football/soccer player, i.e., to aim left or right into the goal. On the other half of the playing field there is a basketball goal.

The side and base lines play no role. The gymnasium walls, on the other hand, belong to the playing field. Example: You can pass a pass to yourself or a partner via the wall or shoot a goal over the wall.

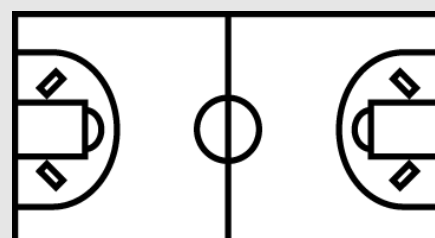


## FooBaSKILL™ variations

Depending on the objective of the lesson, it is possible to play on a field entirely dedicated to one of the two sports. FooBaSKILL™ Outdoor variant allows for play without vaulting boxes.

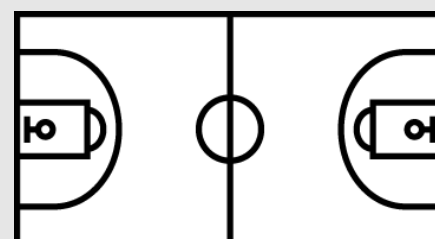
### FooSKILL

The playing field will be equipped with four FooSKILL goals (vaulting boxes and SKILLGoals). It is positioned like on the official FooBaSKILL™ field.



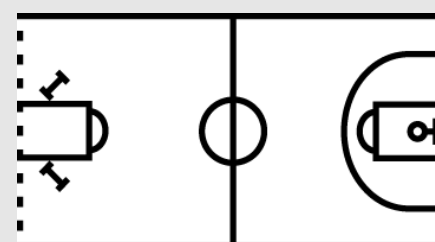
### BaSKILL

The field is equipped with two basketball hoops.



### FooBaSKILL™ Outdoor

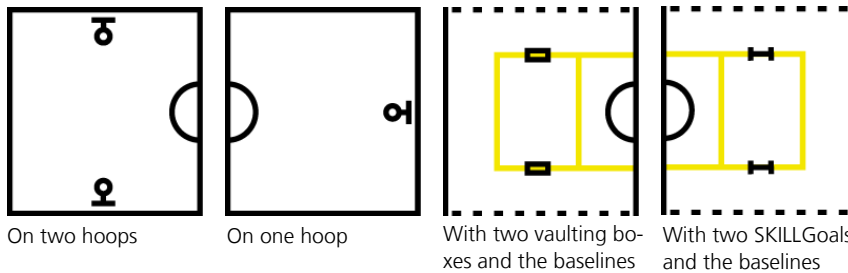
On the FooSKILL half of the field, we play with the baseline and two SKILLGoals placed on the ground (no vaulting box). On the BaSKILL half of the field is a basketball hoop (for [additional information](#), see p. 20).



# Organizational forms

In its sophisticated form, eight players face each other at the same time in FooBaSKILL™. With a good organization, a maximum number of students can be put in motion during a lesson. Here are a few practical recommendations.

**On both half-courts:** Match four against four. Sixteen students are in action at the same time.



**With support players (teammates) on the midline for playing the half-court games:** In FooBaSKILL™, playing with the walls is allowed. A certain number of students can thus have a role as a supporting passer for the team that made the pass.

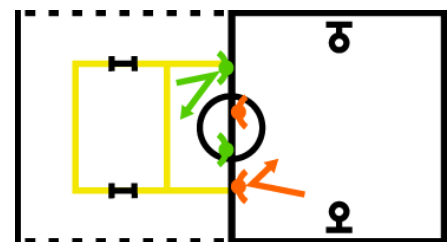
**With restrictive zones:** The volleyball court serves as a reference here. Advantage: In this form, many students are busy and even the less strong ones have to take responsibility. In addition, it promotes playing the entire width of the playing field when attacking.

Numerous exercises can be derived from this form. Each lane forms a restriction zone in which only a certain number of students move and to which the others have no access. The number of students must correspond to the space available to ensure fluency and quality of play.

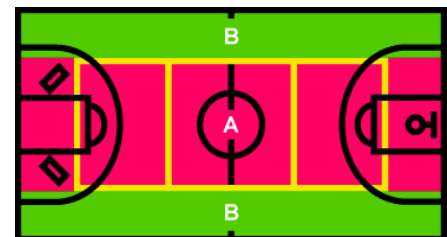
[FooBaSKILL™ Kids and Outdoor](#) variants (see p. 20) are particularly suitable for the introduction of restrictive zones. In a large gymnasium, for example, you can play four against four in the middle lane and two against two in the outer lanes.

**With a team as a referee:** Four to five players referee the game by assuming a particular function and location. The main referee is in the middle of the field; a judge is in place on the BaSKILL field, two others are in the corners of the FooSKILL field; the fifth referee is off the field.

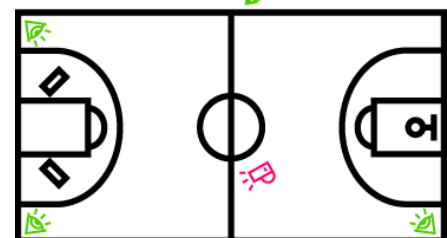
The three assistants use their fingers to show the main referee the points scored. He announces the number according to the two teams. The fifth one notes the score. In addition, it is the task of the assistants to signal rule violations by lifting their arms.



With support / reinforcement players



With restrictive zones



With referees (students)



# Material

To improve the dynamics and quality of the game, a new ball and a multi-functional goal were developed. What's special about this material is that it is also suitable for other sports.

## SKILLTheBall

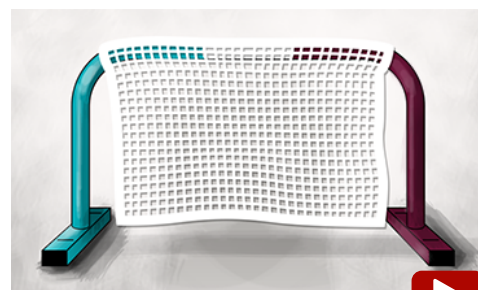
The ball is characterized by its hybrid structure and its versatility. It consists of eight rough triangles (basketball) and twelve smooth panels (football/soccer). Material, weight and size have been chosen so that the ball is ideal for both sports and that the highest quality is guaranteed when bouncing and kicking.

The turquoise color symbolizes the sky, in reference to basketball, more aerial and more focused on the upper body. The magenta is reminiscent of the earth and lower body work in football. SKILLTheBall can be used both indoors and outdoors.



## SKILLGoal

With this goal, the ball can pass through the net from both sides. It can be quickly mounted with the hinges on a vaulting box. The goal is also suitable for football/soccer (indoor and outdoor), floorball or other precision games.



Official Material	Properties	Alternatives
SKILLTheBall KIDS	<ul style="list-style-type: none"> <li>• Size: 4</li> <li>• Weight: 350–370 g</li> <li>• Recommended age: 6-11 years</li> </ul>	<ul style="list-style-type: none"> <li>• Well inflated outdoor soccer balls</li> </ul>
SKILLTheBall	<ul style="list-style-type: none"> <li>• Size: 5</li> <li>• Weight: 420–440 g</li> <li>• Recommended age: 12 years and older</li> </ul>	
SKILLGoal	<ul style="list-style-type: none"> <li>• Multifunctional Goal</li> <li>• Ability to score on both sides</li> <li>• Can be quickly attached to a vaulting box</li> <li>• Use in the gymnasium (non-slip feet) and on an outdoor field</li> <li>• Lightweight (aluminum)</li> <li>• Easy to store (removable feet)</li> </ul>	<ul style="list-style-type: none"> <li>• One or more cones on the vaulting box</li> </ul> <p><b>Recommendations</b></p> <p>In order to increase the chances of scoring, the teacher can:</p> <ul style="list-style-type: none"> <li>• Use only one vaulting box element instead of two (lower, therefore easier to hit the cones)</li> <li>• Increase the number of cones on the vaulting box.</li> </ul>

### Recommended equipment for one PE class

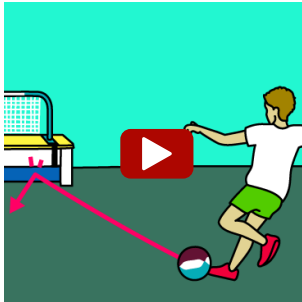
The set proposed by the FooBaSKILL™ inventors is ideal for schools that want to discover and practice this sport. It consists of ten balls and two goals according to the official specifications.

→ [More information](#)

# Planning

**For students to enjoy playing FooBaSKILL™, it is important to introduce it gradually and in a fun way. The three ninety-minute sequences presented below follow this logic.**

Step by step: Before organizing a FooBaSKILL™ lesson, it is better to offer students exercises and games specific to each of the two disciplines to learn the specific rules. First FooSKILL, then BaSKILL using the right forms of organization.



1. FooSKILL



2. BaSKILL



3. FooBaSKILL™

The teacher is free to apply the rules he considers important with beginners. In addition, FooBaSKILL™ has the advantage of being based on rules that can be adapted to the abilities of certain pupils, of the class as a whole or according to the competency that the teacher wishes to develop.

Some recommendations for a balanced game in which the children and teenagers can progress at their own pace and enjoy themselves:

## **In a class with good basketball players**

Apply rules for "beginner" in the FooSKILL half and rules for "advanced" in the BaSKILL half. Use the opposite with good football/soccer players.

## **With a good player**

- Assign a handicap to the good basketball player(s). Example: he can only score points by catching the ball bouncing of the board (offensive rebound) or by scoring baskets according to BaSKILL [advanced rules](#) (see p. 5).
- Assign a handicap to the good footballer(s). Example: he does not have the right to receive a ball that he himself kicked against a box.

In both cases, the opposing team determines which player(s) will receive a handicap.

## **To promote a certain competency (rules for beginners)**

The point here is to adapt the rules with regard to the competency on which the teacher wants to work. Example: only play with the two-point rule to improve teamwork.

## **To restrict long and/or uncontrolled shots to the board (BaSKILL)**

Especially with the older students, it is possible to whistle a foul when the shots miss their target (board).

# Lessons

## FooSKILL

This first lesson introduces students to the essential components of FooSKILL: ball handling, second offensive intent and defensive organization.

### Framework conditions

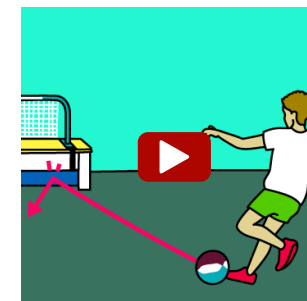
- Lesson duration: 90 minutes
- Age: 8-20 years old
- School level: primary and secondary (H-S)
- Level: beginner and advanced


### Learning objectives

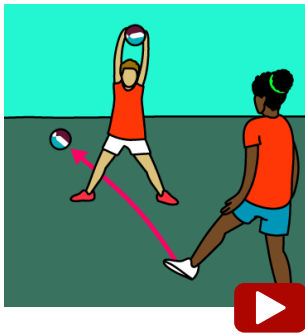
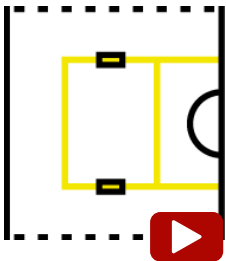
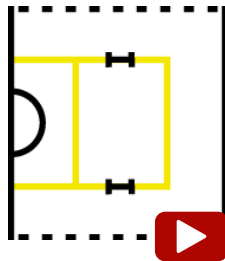
- Playfully train the lower body.
- Stop the ball with the sole of the shoe.
- Understand and apply FooSKILL rules.

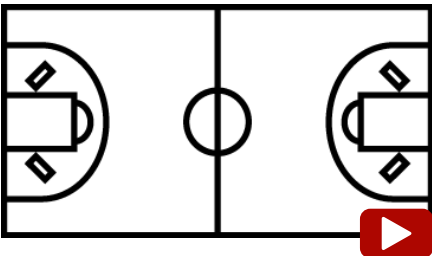
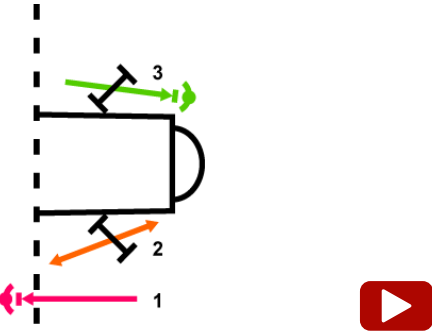
### Remarks

- Know the [FooBaSKILL™ rules](#) (see pp. 3-6)
- If no SKILLGoal is available, use one or more cones
- Lesson can also be implemented without a vaulting box
- Adjust games and duration to the level of the group.



	Topic /Task /Exercise /Form of play	Organisation/Sketch	Material
Warm-up	<b>5' Catch Me If You Can</b> Two hunters dribble a ball with their hands and follow the free electrons (students without a ball) through the playing field. At the teacher's signal, the hunters change the sport and lead the ball with the foot, the hand, etc. If a free electron is touched by a hunter with his hand, he must go to the teacher to get a ball and become a hunter. Who's the last free electron?	With this warm-up game, all students will be equipped with a ball for the following games.	• One SKILLTheBall per student
	<b>10' Whistle Time</b> All students run around in the gym and play their ball with their feet. When the teacher whistles, they exchange their ball with a classmate. When they hear two consecutive whistles, they kick the ball (low) at the wall and catch the rebound and stop it under the sole of their shoe. The student who stops his ball last, receives a task (e.g. coordination or plank exercise). <b>Variation</b> <ul style="list-style-type: none"> <li>• Same, but after two whistle blows, the students must stop their ball under the sole of their shoe as soon as possible, respecting the instructions previously announced by the teacher. Examples:</li> </ul> <b>Possible instructions</b> <ul style="list-style-type: none"> <li>• A particular line colour.</li> <li>• A number that corresponds to the number of students to form a group: three, two mixed (a girl and a boy), etc.</li> <li>• A number of students in the central circle.</li> <li>• A certain number of students on a certain wall.</li> </ul>	In this exercise the walls must be included and the ball must be stopped under the sole of the shoe. These are two important aspects of the complete FooBaSKILL™ game.	• One SKILLTheBall per student
	<b>5' Hunter Switch</b> Four hunters dribble a ball with their hands and chase their classmates, who lead a ball with their feet through the gymnasium. If a student is touched by a hunter with his hand while dribbling with the opposite hand, the roles are exchanged. <b>Harder</b> <ul style="list-style-type: none"> <li>• The hunters must touch the opponent's ball with their foot while dribbling with their hand.</li> <li>• The hunters lead the ball with their foot and must touch the opponent with one hand. They all hold a shirt in their hands to distinguish themselves from the other players.</li> </ul>		• One SKILLTheBall per student

Topic /Task /Exercise /Form of play		Organisation /Sketch	Material
Main part	<p>10' <b>Eiffel Tower</b></p> <p>Form four teams. One of them chases the three others who cooperate in the first passage. The hunters dribble a ball with their hands and chase the other three teams, who lead a ball through the playing field with their feet. If a student is touched by a hunter, he must stop, take his ball in his hands, hold it over his head and spread his legs (Eiffel Tower). His teammates (all three teams) can free him by passing their ball between his legs. After one minute, change roles. The hunters begin each passage in a circle in the middle. Which team can block the most opponents? If a team manages to block all other players in less than a minute, who will beat this record?</p> <p><b>Harder</b></p> <ul style="list-style-type: none"> <li>The hunters also lead the ball with their feet.</li> </ul>	<p>In order to have balanced teams for the remainder of the lesson, the students are put together according to their skills in football and numbered from one to four.</p> 	<ul style="list-style-type: none"> <li>One SKILLTheBall per Student</li> <li>Three sets of colors of training shirts.</li> </ul>
	<p>25' <b>Half Court Games</b></p> <p>Form four teams. Two teams of four players compete against each other on half of the field. Each has a box and a baseline to score points.</p> <p><b>Points distribution</b></p> <ul style="list-style-type: none"> <li>One point:             <ul style="list-style-type: none"> <li>Pass to a team member who stops the ball with the sole of his shoe behind the baseline.</li> <li>The ball bounces against one of the sides of the box (360°) and is stopped by a defender with his sole.</li> </ul> </li> <li>Two points: A ball bounces against one of the sides of the box (360°) and a team member or the shooter himself stops the ball with their shoe sole.</li> </ul> <p>After scoring a point, the ball is played as quickly as possible at the point where a defender comes into possession of the ball. The player places the ball on the ground with one or both hands and passes it to a team member. All opponents line up at least two meters away from it.</p> <p><b>Variation</b></p> <p>With four SKILLGoals instead of vaulting boxes:</p> <ul style="list-style-type: none"> <li>One point: A player passes to a teammate who stops the ball with the sole of his shoe behind the baseline.</li> <li>Two points: The attacker scores from the front or the back through the SKILLGoal.</li> </ul>	<p>In the case of large classes, line up support players as single players along the midline.</p> <div style="display: flex; justify-content: space-around;"> <div> <p>With vaulting boxes</p>  </div> <div> <p>With SKILLGoals</p>  </div> </div>	<ul style="list-style-type: none"> <li>Two SKILLTheBalls</li> <li>Three sets of colors of training shirts.</li> <li>Four vaulting boxes (one element and one lid each) or four SKILLGoals</li> </ul>

	Topic /Task /Exercise /Form of play	Organisation /Sketch	Material
Main part	<p>30' <b>FooSKILL</b></p> <p>Two teams of four players on a field according to the FooSKILL rules (for <a href="#">beginner</a> and <a href="#">advanced</a> level, see pages 4-5). They defend the two goals on their half of the field and play on the two goals on the opposing half of the field.</p> <p><b>Variations</b></p> <ul style="list-style-type: none"> <li>With four SKILLGoals on the floor and the two baselines instead of the vaulting boxes:             <ul style="list-style-type: none"> <li>One point: A player passes to a team member who stops the ball with the sole of his shoe behind the baseline.</li> <li>Two points: Goal from the front or the back into SKILLGoal before the ball touches the walls or crosses the midline.</li> <li>Three points: Goal from the front or back into SKILLGoal and a team member stops the ball with their sole before it touches the walls of the gymnasium or crosses the midline. If a defender stops the ball with their sole before an attacker succeeds, there are only two points.</li> </ul> </li> <li>The teams no longer have their own goals. The SKILLGoal that was scored into is "blocked" until the next successful shot at one of the other three. The teacher describes one of the goals as blocked at the beginning of the game. In this variation, a point is awarded if the hit lands in an unblocked SKILLGoal from the front or the back.</li> </ul>	<p>In each of the four corners of the gym one student will be designated as a referee.</p> <p>Basic exercise</p>  <p>1st variation</p> 	<ul style="list-style-type: none"> <li>One SKILLTheBall</li> <li>Several sets of training shirts</li> <li>Four vaulting boxes (one element and one lid each)</li> <li>Four SKILLGoals</li> </ul>
Conclusion	<p>5' Give students the opportunity to express their views on the new discipline.</p>		

## BaSKILL

**Playing is the priority in this second lesson. The students develop the BaSKILL basics, especially the offensive and defensive rebounds.**

### Framework conditions

- Lesson duration: 90 minutes
- Age: 8-20 years old
- School level: primary and secondary (H-S)
- Level: beginner and advanced




### Learning objectives

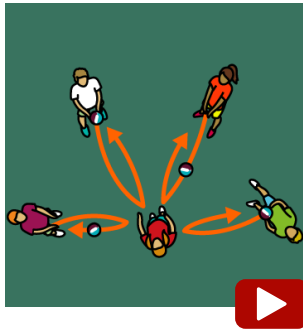
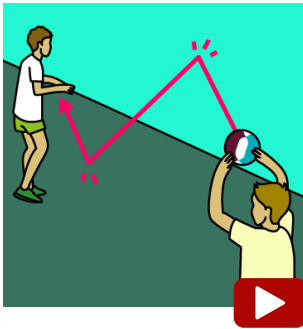

- Work the upper body in a playful way.
- Throw the ball, play as a team, catch offensive and defensive rebounds.
- Understand and apply the BaSKILL rules.


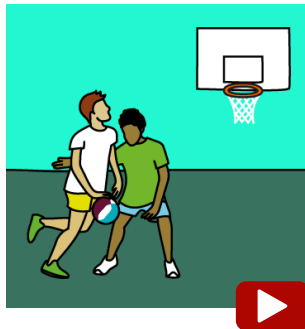
### Remarks

- Know the FooBaSKILL™ rules
- Adjust games and duration to the level of the group.



Topic /Task /Exercise /Form of play		Organisation /Sketch	Material
Warm-up	<b>5' Pac-Man</b> Two hunters dribble a ball with their hands and chase their classmates (without a ball). All of them follow the lines on the gym floor exclusively. If a student is touched by a hunter with his hand, he has to go to the teacher to get a ball and becomes a hunter himself. Who is the last last student to get a ball? <b>Harder</b> <ul style="list-style-type: none"> <li>• Only dribble with the weak hand.</li> </ul>	In order to avoid injuries, students first perform this exercise while walking rather than running.  With this warm-up game, all students will be equipped with a ball for the following exercise. 	<ul style="list-style-type: none"> <li>• One SKILLTheBall per student</li> </ul>
	<b>6' Rounds</b> In pairs. A student dribbles with his hand and tries to touch his opponent's ball with his foot. The other one leads the ball with his foot and defends. How often does the attacker touch the opponent's ball with his foot? Change roles after 30 seconds. Then change opponents (for example, a winner against a winner and a loser against a loser in the preliminary round). Three rounds with a break in between.	In order to optimize the available space and limit the speed (risk of collision), the class is divided into two groups, each using one half of the gymnasium. 	<ul style="list-style-type: none"> <li>• One SKILLTheBall per student</li> </ul>
	<b>6' Power With Skill</b> Supported on one hand (push-up position) while you dribble a ball with the other hand. <ul style="list-style-type: none"> <li>• Right hand (30 seconds, followed by a 30-second break).</li> <li>• Left hand (30 seconds, followed by a 30-second break).</li> <li>• As many hand changes as possible in 30 seconds.</li> </ul> <b>Easier</b> <ul style="list-style-type: none"> <li>• On your knees.</li> <li>• In a sitting position for very young students.</li> </ul>	In a circle. 	<ul style="list-style-type: none"> <li>• One SKILLTheBall per student</li> </ul>

Topic /Task /Exercise /Form of play		Organisation /Sketch	Material
Main part	<p>10' <b>Visionary</b></p> <p>In groups of five to six players. One student without a ball, the others with a ball placed on a 180° arc facing him. The student in the centre catches and returns the balls, randomly thrown by his classmates. Only one ball in motion (collaboration between ball throwers!) Change roles after 30 seconds (clockwise).</p>	<p>This exercise improves perception, peripheral vision and cooperation.</p> <p>To avoid injuries, students first perform bounce passes on the ground. It is only in a second round that they perform direct two-handed passes by throwing from below and without force.</p> 	<ul style="list-style-type: none"> <li>• One SKILLTheBall per student</li> </ul>
	<p>8' <b>Crazy Wall</b></p> <p>Two teams with a maximum of eight players play against each other in a gymnasium. Apart from the pivot foot, locomotion with the ball is forbidden. Each successful pass against the wall will score one point (see combinations below). Only one bounce off the ground is allowed per pass. When the ball hits the ground twice, the team that last touched the ball has committed a fault and loses possession of the ball. Which team scores the first five or ten points (depending on level)?</p> <p><b>Possible combinations</b></p> <ul style="list-style-type: none"> <li>• Wall-teammate</li> <li>• Wall-floor-teammate</li> <li>• Floor-wall-teammate</li> <li>• Floor-wall-floor-teammate</li> </ul>	<p>To sensitize the students to the distance between each other in the attack situation.</p> <p>Pay attention to contact among players near the walls!</p> <p>With twenty students: play five against five per half of the playing field.</p> 	<ul style="list-style-type: none"> <li>• One SKILLTheBall</li> <li>• Several sets of training shirts</li> </ul>
	<p>10' <b>Magic Board</b></p> <p>Two teams with a maximum of seven players play against each other in the gym (without baselines and sidelines). They must play at least five passes before they can score against one of the boards according to BaSKILL rules (except the three-point rule).</p> <p><b>Points distribution</b></p> <ul style="list-style-type: none"> <li>• One point: board + floor</li> <li>• Two points: board + offensive rebound</li> <li>• No point:             <ul style="list-style-type: none"> <li>– board + defensive rebound (the game continues)</li> <li>– Contact with the basket hoop.</li> </ul> </li> </ul> <p><b>Rules</b></p> <ul style="list-style-type: none"> <li>• Bounce pass allowed.</li> <li>• Only one rebound on the ground is allowed per pass. With two rebounds, the team that last touched the ball has committed a foul and hands it over to the opponents.</li> <li>• Dribbling and walking with the ball is prohibited. Pivot foot allowed.</li> </ul> <p><b>Easier</b></p> <ul style="list-style-type: none"> <li>• Play with the entire wall behind the basket instead of the board.</li> </ul>	<p>Students count their passes aloud.</p> <p>With a bigger class, play on a half-court and a basket.</p> 	<ul style="list-style-type: none"> <li>• One SKILLTheBall</li> <li>• Several sets of training shirts</li> <li>• Two basketball hoops</li> </ul>

Topic /Task /Exercise /Form of play		Organisation /Sketch	Material
Main part	10' <b>Tchoukball</b> Two teams with a maximum of seven players will play on a field according to BaSKILL rules (including dribbling and using the walls). You can play on both boards, but no more than three times in a row on the same board (both teams combined). Otherwise, the ball goes to the opposing team. <b>Point distribution according to BaSKILL rules (except three-point rule)</b> <ul style="list-style-type: none"> <li>• One point: board + floor</li> <li>• Two points: board + offensive rebound</li> <li>• No point:               <ul style="list-style-type: none"> <li>– board + defensive rebound (the game continues)</li> <li>– Contact with the basket hoop.</li> </ul> </li> </ul>	After a successful point has been made, or a foul has been called, the students must touch the ground with the ball. With this gesture, the other players are made aware that the game will continue. 	<ul style="list-style-type: none"> <li>• One SKILLTheBall</li> <li>• Several sets of training shirts</li> <li>• Two basketball hoops</li> </ul>
	30' <b>BaSKILL</b> Two teams of four to five players on one field according to the BaSKILL rules ( <a href="#">beginner</a> or <a href="#">advanced</a> , see pages 4-5). They defend the basket on their half of the field and attack on the other half of the field. A backcourt violation is not whistled (different in basketball).	In order to have balanced teams for the rest of the lesson, the students will be put together according to their basketball skills and numbered according to the number of teams they need.  In each of the four corners of the gymnasium, one student will be placed as referee. 	<ul style="list-style-type: none"> <li>• One SKILLTheBall</li> <li>• Several sets of training shirts</li> <li>• Two basketball hoops</li> </ul>
Conclusion	4' Give students the opportunity to express their views on the new discipline.		



## FooBaSKILL™

In this third lesson, students discover the final form of the game. They gradually put all elements of FooBaSKILL™ into practice.

### Framework conditions

- Lesson duration: 90 minutes
- Age: 8-20 years old
- School level: Primary level, secondary I and II
- Level: beginner and advanced

### Learning objectives

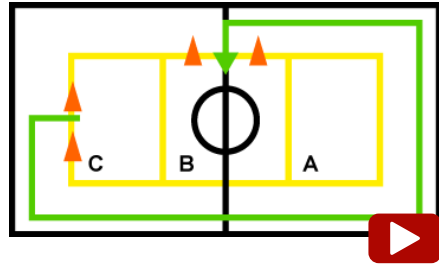
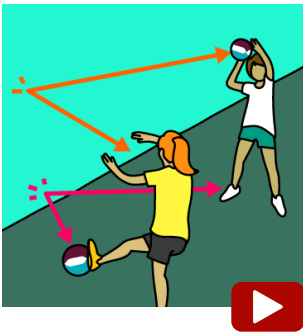
- Work on the coordination of the upper and lower body.
- Being able to change the sport in the middle of the field (practising the transition).
- Understand and apply FooBaSKILL™ rules.

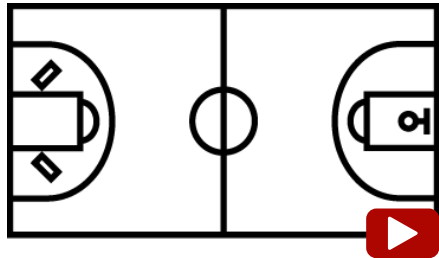
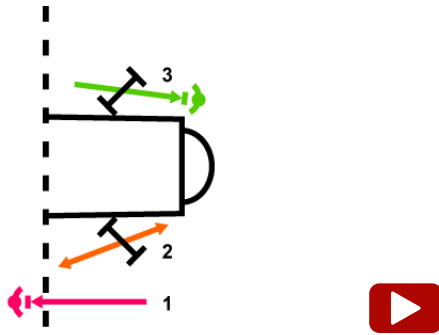
### Remarks

- Know the [FooBaSKILL™ rules](#) (see pp. 3-6).
- If no SKILLGoal is available, use one or more cones
- This lesson can also be carried out without a vaulting box (see [FooBaSKILL™ Outdoor](#), p. 20).
- Adjust games and duration to the level of the group



	Topic /Task /Exercise /Form of play	Organisation/Sketch	Material
Warm-up	<b>5' Ball Handling</b> The students move freely in the gymnasium and dribble as instructed by the teacher (right hand, left hand). At the signal tone, they change the sport and lead the ball on the same side (right hand, right foot), etc. <b>Harder</b> <ul style="list-style-type: none"> <li>• Alternate right hand / right foot and left hand / left foot at each dribbling.</li> <li>• Move backwards</li> </ul>		<ul style="list-style-type: none"> <li>• One SKILLTheBall per student</li> </ul>
	<b>10' Whistle Change</b> The students move freely in the gymnasium and dribble their ball. The teacher whistles: <ul style="list-style-type: none"> <li>• one time, they swap balls with a random classmate;</li> <li>• two times in a row, they change sports;</li> <li>• three times in a row, they try, depending on the sport, to score a basket or kick the ball against the wall.</li> </ul> <b>Variation</b> <ul style="list-style-type: none"> <li>• Divide the class in two: one half begins the exercise by dribbling the ball with their hand, the other half by controlling it with their foot. When the teacher whistles once, the students exchange their ball with a friend who plays the other sport. When he whistles twice, they change sports.</li> </ul>		<ul style="list-style-type: none"> <li>• One SKILLTheBall per student</li> </ul>
	<b>5' Transition Hunt</b> A sport defined by a half-court (BaSKILL and FooSKILL). Four hunters each hold a shirt in their hands and chase their classmates. Everyone moves freely on the playing field, but depending on the half they are currently on, they have to use their hand or their foot to move or dribble their ball. If a student is touched by a hunter with his hand, the roles are reversed. The shirt is passed on to the new hunter. <b>Variation</b> <ul style="list-style-type: none"> <li>• When the teacher whistles, the FooSKILL zone becomes the BaSKILL zone and vice versa. This forces those students who would only move on one half of the field to do the other sport as well.</li> </ul>	If a student is touched by a fellow student, he may not immediately touch him again. 	<ul style="list-style-type: none"> <li>• One SKILLTheBall per student</li> <li>• four training shirts</li> </ul>

	Topic /Task /Exercise /Form of play	Organisation/Sketch	Material
Main part	<p>10' <b>League Games</b></p> <p>The three zones of the volleyball field correspond to one league each (A, B and C). All players start in the A-League. If their ball leaves the playing field, they fall one league behind (A to B). If they win a duel against a classmate, they move up one league (B to A). If a player in the C-League loses control of his ball, he must run around the volleyball field in order to come back and to be able to play in the B-League again (mark the entrance and exit with two cones).</p> <p><b>Forms of play</b></p> <ul style="list-style-type: none"> <li>• Basketball game for two minutes.</li> <li>• Football game for two minutes.</li> <li>• Two-minute game with alternating sports every 15 seconds (on the teacher's signal).</li> </ul>	<p>In the case of large PE classes, the students are divided evenly between the three fields at the start of the game.</p> 	<ul style="list-style-type: none"> <li>• One SKILLTheBall per student</li> <li>• Four cones</li> </ul>
	<p>10' <b>Coordination By Two</b></p> <p>In pairs, with five meters distance, each with a ball, the students play different types of passes, first without the walls, then with. The teacher selects two of the following three exercises (to respect the timing).</p> <ul style="list-style-type: none"> <li>• One of the students gives a chest pass (horizontal), the other a bounce pass. On the teacher's signal, the roles are reversed between the two students.</li> </ul> <p>Variation: One of the balls is always passed horizontally, the other always played as a bounce pass. On the teacher's signal, the balls change paths.</p> <ul style="list-style-type: none"> <li>• A student performs a chest pass (horizontal) to his partner, who throws his ball into the air, catches and returns his teammates ball, and then catches his own.</li> <li>• One student plays a pass with his hands (horizontal), the other one with his foot (ground pass). The two balls must arrive at the same time (holding with both hands or with the sole of the shoe).</li> </ul> <p>Variation: A student throws the ball exclusively with his hands (horizontally), his partner plays the ball exclusively with his foot. On the teacher's signal, the roles are exchanged.</p> <p><b>Easier</b></p> <p>With a single ball per pair of students.</p> <ul style="list-style-type: none"> <li>• Chest passes (horizontal) or with a rebound. Change the type of passes at each signal.</li> <li>• Foot passes and stopping with the shoe sole.</li> <li>• Pass to yourself (vertically), then throw the ball to your partner (horizontally).</li> </ul> <p><b>Variation:</b> By turning once on your own axis before catching your own ball again</p>	<p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>• Exercise 1: The rebound for a bounce pass must occur after two thirds of the distance.</li> <li>• Exercise 2: Students must wait for their partner to pass the ball (horizontally) to them before releasing their ball into the air (vertically).</li> <li>• Exercise 3: To simplify the foot pass, students roll the ball with their shoe sole. The rhythm is set by the student who passes with the foot.</li> </ul> <p>At the end, all these exercises are performed against a wall.</p> 	<ul style="list-style-type: none"> <li>• One SKILLTheBall per student</li> </ul>

	Topic /Task /Exercise /Form of play	Organisation/Sketch	Material
Main part	<p>45' <b>FooBaSKILL™</b></p> <p>Two teams of four players on a field according to the FooBaSKILL™ rules (<a href="#">beginner</a> or <a href="#">advanced</a>, see pages 4-5). Remember in particular the rule on changing sports on the midline (the position of the ball is decisive). Play three ten-minute games.</p> <p>Example: Form two teams of eight with a class of 16, divided into two blocks. Change the block every 2.5 minutes and the discipline after 5 minutes.</p> <p><b>Variations</b></p> <ul style="list-style-type: none"> <li>• If one of the teams scores a 3-point (basket or goal), the roles between teams are immediately exchanged. The scoring team remains in possession of the ball and attacks the opposite goal according to the rules of the other sport.</li> <li>• With two SKILLGoals on the floor and the baseline instead of playing with the vaulting boxes (<a href="#">FooBaSKILL™ Outdoor</a>). The scoring in BaSKILL is the same as at the official game. However, it differs for the FooSKILL part:             <ul style="list-style-type: none"> <li>– One point: A player passes to a team member who stops the ball with the sole of his shoe behind the baseline.</li> <li>– Two points: Goal from the front or the back into the SKILLGoal.</li> <li>– Three points: Goal from the front or back into SKILLGoal and a team member stops the ball with their shoe sole before it touches the walls of the gymnasium or crosses the midline. If a defender stops the ball with the sole before an attacker succeeds, there are only two points.</li> </ul> </li> </ul>	<p>To have balanced teams, line up footballers, basketball players and finally the other students, then number them according to the number of teams.</p> <p>Assign the role of referee or judge to four or five students.</p> <p>Basic exercise</p>  <p>2nd variation</p> 	<ul style="list-style-type: none"> <li>• One SKILLTheBall</li> <li>• Several sets of training shirts</li> </ul>
Conclusion	<p>5' Ask the students to describe their first experience with FooBaSKILL® with a word or adjective.</p>		

# FooBaSKILL™ Kids and Outdoor

Two FooBaSKILL™ variants are available for schools without official material.

## FooBaSKILL™ Kids

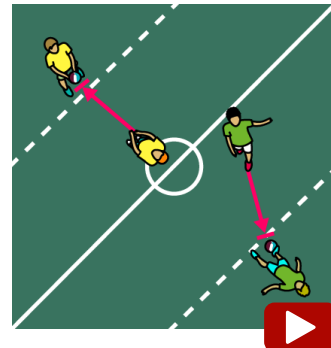
**This first variant requires neither a basketball hoop nor a football goal. Only two basic zones are defined. A further advantage is the simple awarding of points.**

Like FooBaSKILL™, the playing field consists of two half-courts, one for FooSKILL, the other one for BaSKILL, which are separated by a center line. The sport practised depends on the position of the ball. Two teams of four to five students compete against each other. In the first half, one defends the BaSKILL side and plays against the FooSKILL side. The opponents do the opposite. For the second half, the roles are exchanged.

A target zone is defined on both halves of the field (the baselines of the volleyball field could be used as a reference). In the FooSKILL zone, a point is awarded when a player stops the ball with the sole of his shoe in the target zone as soon as he receives it from a team member outside this zone. If the ball is intercepted by an opponent, the attacking team must leave the target zone for the next attempt. In the BaSKILL part, the same principle applies, whereby the pass is played with the hands of a player into the hands of one of his teammates.

### Variation

- With [restrictive zones](#) (see p. 8) and two teams with a maximum of eight players: four against four in the middle lane and two against two in the outer lanes. Scoring: one point is awarded if the pass is taken by a player from the same lane, two points are awarded if the pass comes from another lane.



## FooBaSKILL™ Outdoor

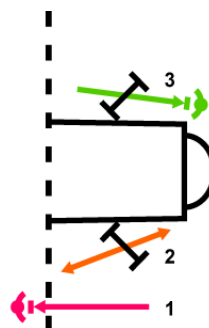
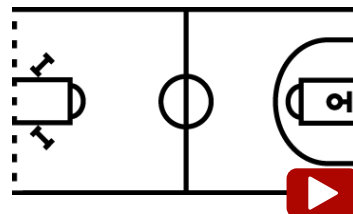
**This second variant, which can also be played outside, is ideal for schools without a vaulting box. Instead of SKILLGoals, marking cones can be used.**

Two teams of four players play against each other. The first team defends the baseline available on the field (for example, the baseline of the basketball court) and the two SKILLGoals in the FooSKILL area. It attacks the basketball hoop in the BaSKILL zone. The second team does the opposite. At half time, the roles are exchanged. The scoring in BaSKILL is the same as in the official game. With FooSKILL, however, it is different:

- One point: A player passes to a teammate who stops the ball with the sole of his shoe behind the baseline.
- Two points: Goal from the front or the back into the SKILLGoal.
- Three points: Goal from the front or back into the SKILLGoal and a team member stops the ball with the sole before it touches the walls of the gymnasium or crosses the midline. If a defender stops the ball with their shoe sole before the attacker succeeds, there are only two points.

### Variation

- With [restrictive zones](#) (see p. 8) and two teams of five: three against three in the middle lane and one against one in the outer lanes.



# References

## Literature

- Meyer, J., (2017): Sport in der gymnasialen Oberstufe: Schulbuch. Aachen: Meyer & Meyer Verlag.

## Videos

- Playlist FooBaSKILL™

## Training courses

- For teachers, sports clubs and other organizations

## Activities

- School tournaments
- Events

In collaboration with:



## We thank...

... to the apprentices of the École Technique - École des Métiers, Lausanne, for their participation in the shooting of the exercise videos, and to the school director for making the gymnasium available to us.

## Imprint

**Editor:** Pascal Roserens / foobaskill.com

**Authors:** Michal Lato, Piero Quaceci und Pascal Roserens

**Editorial office:** mobilesport.ch

**Translation:** FooBaSKILL™

**Videos:** Pascal Roserens, Karlla Araújo Roserens

**Drawings:** Rea Christ, [reamarisa.com](http://reamarisa.com)

**Layout:** Swiss Federal Office of Sport FOSPO