

# COACHES MANUAL

VERSION 3.0



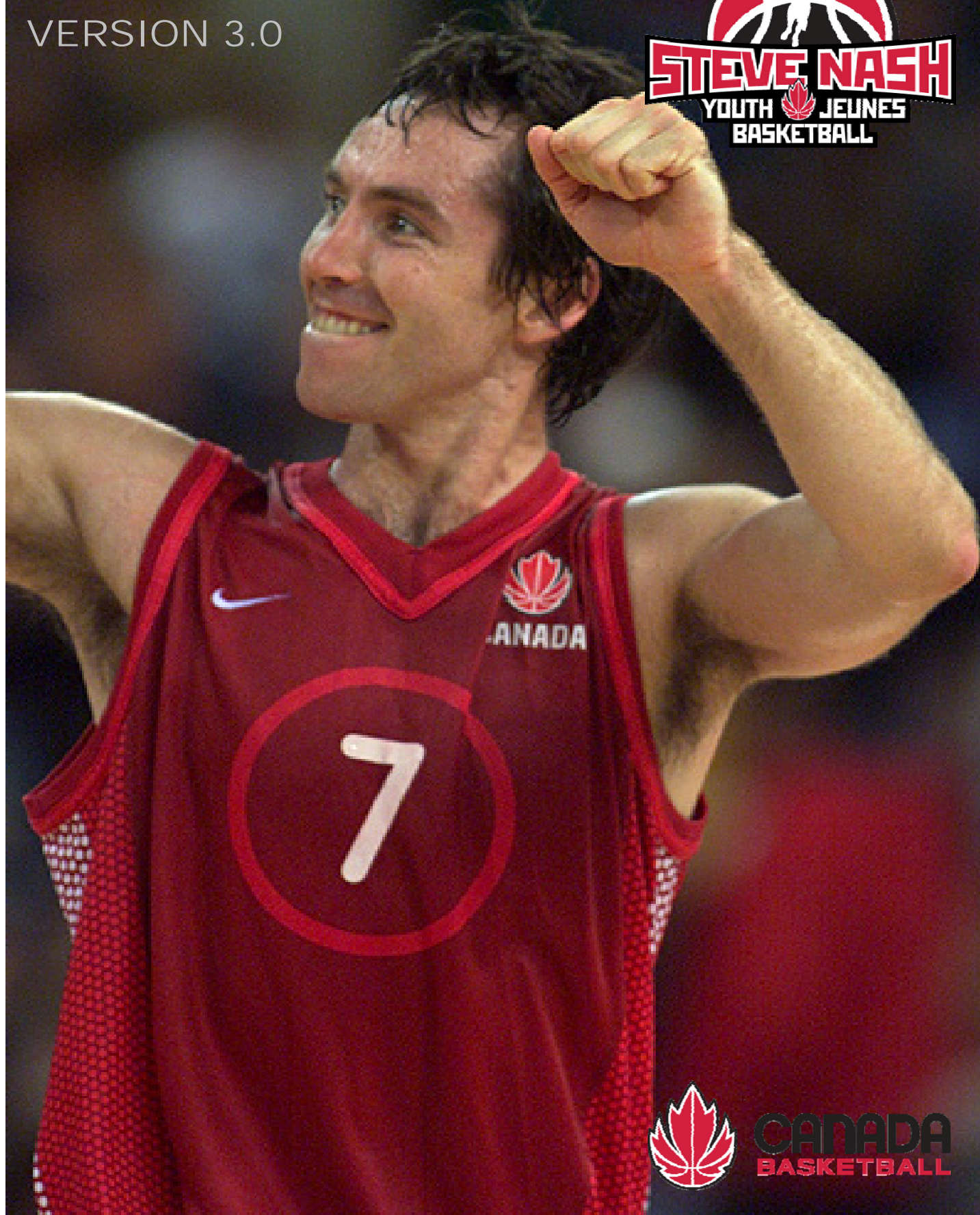
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- **Section 2: Lesson Plans**
- **Section 3: Canada Basketball Athlete Development Model**



**CANADA**  
BASKETBALL

# COACHES MANUAL

VERSION 3.0



**CANADA**  
BASKETBALL



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# SECTION 01

COACH OVERVIEW



# 01



**CANADA**  
BASKETBALL



# 1.0 COACH OVERVIEW

Welcome to Steve Nash Youth Basketball – a national youth basketball program designed to develop fundamental skills, sportsmanship and a love of the game for basketball. This grassroots initiative supports and empowers community-based recreational groups and organizations across Canada in an effort to positively influence youth through basketball. Your role as a coach in Steve Nash Youth Basketball will give you an opportunity to mold character and develop young athletes. Even though you may only see them once or twice a week, you have the opportunity to have a major impact on their development; mentally, socially and physically.

Our coaches are entrusted with the responsibility of giving our young players every opportunity and resource available so that they can continue to develop both mentally and physically. As coaches in Steve Nash Youth Basketball, we must instill proper fundamentals and life skills so that our players possess the tools required to reach their potential.

The Steve Nash Youth Basketball Coaches Manual provides a blueprint for coordinating, teaching and operating a youth basketball program for children 5-12 years-old. Steve Nash Youth Basketball is designed to be easily implemented, regardless of your basketball background. The program contains individual components encompassing administration, coaching, officiating, skills development and modified rules for Steve Nash Youth Basketball games.

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## **1.1 – MISSION**

The mission of Steve Nash Youth Basketball is to help those that are interested in working with children to become successful teachers and coaches. We want to introduce coaches to the philosophy and core values of Steve Nash Youth Basketball. Recognizing that coaches of Steve Nash Youth Basketball may not have a vast amount of basketball knowledge or an extensive basketball background, the program will strive to educate coaches with user-friendly teaching manuals as well as a curriculum that is easy to follow.

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## **1.2 – PHILOSOPHY**

A good coach can be described as very loud and vocal while another could be calm and quiet. Ultimately, good coaches are not restricted to just one particular style of coaching. However, there is a wrong way to coach, especially when dealing with children and youth. As competitive as coaches sometimes are, being negative and disrespectful towards players, other coaches or officials is unacceptable and can set a bad example for your players to follow.

Your goal is to make playing basketball an enjoyable physical, social, and mental experience for your players. This is a time when kids should learn to work as a team in a positive and open environment. Regardless of your coaching background, your responsibility is to create a positive and safe learning environment in which kids can challenge each other and themselves to become better players and people.

Kids must feel as though they can make mistakes, as this is how they learn best. Encourage them to make as many mistakes as possible, and push themselves to improve. Without this kind of determination and without kids feeling as though it is alright to make mistakes, it will be difficult for them to improve.

Children are not good at judging their own ability, they depend on others to tell them how well they are doing in developing skills and how they compare with their peers. As such, coaches play an important role in shaping children's perception of themselves. The way in which a coach corrects a skill, reinforces a behaviour, or highlights an error plays an important role in either developing or impairing the self-esteem of young athletes. Good coaching is based on a positive approach and raising the confidence of young children through building on strengths rather than weaknesses.



### DEVELOP THE WHOLE CHILD

- Be an educator who promotes learning over outcome.
- Teach the program's five core values:
  - > FUNDamentals
  - > Learning
  - > Activity
  - > Success
  - > Respect
- Ensure the program is child-centered.
- Promote inclusion and belonging.
- Move with purpose and speak with passion.



## 1.3 - ROLE OF THE COACH

A coach is...

- A teacher, a friend and a role model for children, parents and other coaches.
- Organized, prepared, flexible and resourceful enough to meet goals.
- Fair and sensitive to everyone's needs.
- Patient and enjoys helping others learn and grow, not just in sport, but as a whole person.
- A teacher of the core values of the program.

**A good coach communicates clearly.** A picture is worth a thousand words. New skills should be clearly introduced with a demonstration.

**A good coach makes encouraging comments to the group.** Coaches should encourage their players by praising their efforts. Children like to be told they are doing a good job and working hard.

**A good coach provides specific instruction to individual children.** Coaches should recognize the individual differences of each child and addresses them differently/appropriately.

**A good coach provides opportunities for feedback and questions from the children.** Children should never be discouraged from asking questions.

**A good coach has happy children.** Children who enjoy working with a good coach leave practices happy and satisfied, ready to come back the next time.

## 1.4 - COACHES CREED

As a coach in the Steve Nash Youth Basketball program, I will...

- Teach and promote the program's philosophy and core values: FUNDamentals, Learning, Activity, Success, Respect.
- Ensure a safe learning atmosphere for the children at all times.
  - Make basketball participation fun and enjoyable for all children.
  - Act in a professional manner pertaining to dress, language and behavior.
  - Strive to learn the game, its concepts and its rules.
  - Lead by example in demonstrating fair play and sportsmanship to all players.
  - Be organized and prepared to teach, by dedicating the necessary time to learn preparation.
  - Ensure that all activities undertaken are suitable for the children's: Age and experience; Ability; Fitness level.
  - Respect and foster the uniqueness of each child while developing realistic expectations that are based on individual abilities.
- Place the emphasis in all activities on active involvement with a CHILD FIRST philosophy.
- Encourage and include the support of parents and interested volunteers.
- Be a positive role model for the children, parents/guardians and other volunteers.



# SECTION 02

LONG TERM ATHLETE  
DEVELOPMENT MODEL



02



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## 2.0 LONG TERM ATHLETE DEVELOPMENT MODEL (LTAD)

The Canada Basketball Long Term Athlete Development Model is based on the Canadian Sport for Life Resource Paper, which was developed by Canadian world leaders in the area of child and sport development. The Model is an athlete centered, coach driven and administered, sport science and partner supported program. It integrates elite, community and scholastic sport, athletes with a disability, physical education and the general health of the nation.

LTAD is a training, competition, and recovery framework for individuals at all stages of life. LTAD focuses on the general framework of athlete development with special reference to growth, maturation and development.

The Canada Basketball Athlete Development Model (ADM) uses LTAD as its guide. It states that in order for athletes to achieve success at all stages of development the unique characteristics of each stage must be adhered to. The ADM aims to provide not only a consistent, acceptable framework for coaches to use in developing players, but to provide consistent leadership in the development of basketball in Canada.

The overall aim of ADM is two fold: i) The delivery of an aligned, consistent, and systematic development system that ensures everyone's needs are being met at every level of programming; ii) Every participant in the game will be able to see the pathways which will lead him or her to their own level of self-fulfillment.

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### 2.1 - THE 10 KEY FACTORS OF LTAD

#### 1. FUNDamentals

All participants need to learn basic fundamental movement skills at the appropriate stages of development. Basic skills such as agility, balance, coordination, speed, jumping, throwing and catching need to be introduced and emphasized at the appropriate stages of development. Failure to do so may result in children failing to reach their highest level of potential. Physical literacy, the competence, understanding and knowledge to maintain physical activity, and physical activity itself should be differentiated, but both encouraged throughout all stages of development. Through proper training in movement, children will develop an appreciation for physical activity and properly execute sport-specific skills.

#### 2. Specialization

Basketball is a late specialized sport. Specializing in a sport, such as basketball, too early has been shown to lead to one-sided sport-specific preparation, lack of the basic fundamental movement skills, overuse injuries, early burnout, and early retirement from training and competition. "Global" players must be developed, ones who have developed all skills and have trained at every position. Coaches are also encouraged to develop strategies that allow for easy identification of early, average, and late maturers, and ways for future players to be identified in order to ensure that they are receiving the proper multi-skilled training at the early stages of development.

#### 3. Developmental Age

We must recognize that not all children grow and mature at the same rate. On average, females mature faster than males, and there is often a tendency to apply male models on females, as well as adult models of sport on children. Chronological age is commonly used by leagues and associations, automatically creating a natural bias for players born prior to the cutoff date. This can lead to skewed participation numbers, and a higher drop out rate amongst females. Individuals must be educated in the distinctions between developmental age and chronological age, and assistance must be provided in order to encourage LTAD appropriate training easily and effectively.



#### **4. Trainability**

Research has shown that chronological age is a poor basis for athlete development models. Ideally, biological age should be the basis of these models, but this information proves to be very difficult to obtain. Peak Height Velocity (PHV), the age at which the rate of growth is the fastest, can be used as a reference point to design the optimal individual program in relation to sensitive periods of trainability. There are windows of opportunity for the optimum training of stamina, strength, speed and skill in an athlete's development – if these are missed, the child may never reach his/her potential and fail to acquire the skills they need to succeed.

#### **5. Physical, Mental, Cognitive and Emotional Development**

LTAD and ADM strive to develop the whole athlete, which includes not only fitness levels and the skills of the game, but their mental, cognitive and emotional development as well. An emphasis on fair play and character building should also be of importance to program deliverers, and reviews should be done in order to address how their program is addressing the development of the physical, mental and social/emotional abilities of their athletes. This training should be delivered in conjunction with physical training, and not viewed as simply an “add-on”, but an integral part to an athlete's development.

#### **6. Periodization**

Periodization is time management applied to training. It provides a framework for organizing the frequency, intensity and volume of an athlete's training in order to ensure that their time is managed effectively and all components for a healthy lifestyle are covered. Coaches need to spend more time concentrating on individualized plans for athletes and learning to maximize the training time they have with their athletes. The benefits of periodization should be communicated to all individuals, and they should be taught how to use this technique at each stage of development for all athletes.

#### **7. Calendar Planning for Competition**

Competitive basketball has crept into the basketball delivery system. At the younger stages, developing a child's physical capacities should take precedence over competition while the ability to compete should become more relevant as their age progresses. Currently, too many games are being played and not enough time is spent on quality training. Program deliverers should be educated on the importance of proper practice to competition ratios, and rewarded accordingly when adhered to.

#### **8. The 10 Year Rule**

Scientific research has shown that it takes a minimum of 10 years of training for a talented athlete to reach elite levels. Most tend to think that early specialization is what is needed, but this is not the case. Most athletes only have 10 years at an elite level, therefore specializing too early diminishes the likelihood of staying in the sport. Specialization should be delayed until the appropriate time; for basketball, this is ideally after PHV. Parents, coaches and players should be properly educated in order to help guide the decision making process when it comes to when to specialize and what sport to specialize in.

#### **9. System Alignment and Integration**

Pathways for players, coaches, officials, administrators and supporters must be clearly defined and all should be able to move seamlessly from one delivery system to the next. Multiple entry points need to exist in these pathways and these pathways must be available for all three streams of sport: health of the nation, develop the game and compete for the nation. Growth should continue to occur as we continue to move towards one rule set and strive to bring the basketball community closer together through positive working relationships.

#### **10. Continuous Improvement (Kaizen)**

The game of basketball continues to change. We must continue to stay up to date on relevant research and trends from around the world, other sports and society. Best practices must be shared within sport and among others. The establishment of advisory committees would aid in analyzing current practices, developing action plans and taking measurements to determine the impact of newly implemented strategies. Only through constant monitoring can change be deemed effective.



## **2.2 - THE 10 S's OF TRAINING**

The 10 S's of training provide guidelines for what a coach should take into consideration when planning a training program in order to get the optimal performance out of their athlete both in the short and long term.

### **Stamina (Endurance)**

The window of optimal trainability for stamina occurs at the onset of the growth spurt.

### **Strength**

The window of optimal trainability for females is immediately following their fastest rate of growth and at the onset of menarche. For males, it is 12 to 18 months following their fastest rate of growth.

### **Speed**

The first speed training window for males occurs between the ages of 7 and 9 years of age, while the second window occurs between 13 and 16. For females, the first window occurs between 6 and 8 years, while the second window occurs between 11 and 13 years.

### **Skill**

The window for optimal training begins at 9 years of age for males and 8 years of age for females, with the window ending at the onset of the growth spurt.

### **Suppleness (Flexibility)**

The window for optimal training for both males and females occurs between 6 and 10 years of age.

### **Structure**

Coaches and parents can use height measurements as a guide for tracking developmental age, which allows them to address the critical/sensitive periods of physical development (the 5 basic S's) and skill development.

### **(p)Sychology**

Athletes must be able to maintain high levels of concentration while remaining relaxed and confident. To achieve this, they must receive mental training designed for their gender and appropriate LTAD stage that complements their physical training.

### **Sustenance**

This includes nutrition, hydration, rest, sleep and regeneration – all of which need to be applied differently to training and lifestyle plans depending on the LTAD stage, but all are required to fully prepare athletes for the volume and intensity to optimize training.

### **Schooling**

When designing training programs, school demands must be taken into consideration. Coaches and parents should work together to establish a balance between all factors that could contribute to overstress.

### **Socio-Cultural**

Sports present an opportunity for children to have social and cultural experiences that can enhance their holistic development.



## 2.3 - STAGES OF LTAD

Canada Basketball has developed 8-stages of Long Term Athlete Development. The following is a brief summary of these 8 stages. A more detailed summary of Steve Nash Youth Basketball applicable stages (including FUNdamentals and Learn to Train) is provided within the overall summary.

### **1. Active Start** (Males/Females 0-5 yrs)

Basketball is a late maturing sport and therefore does not recommend formal adult organized basketball at this stage of development.

### **2. FUNdamentals**

#### *A - Males/Females 5-7 yrs*

To learn fundamental movement skills through basketball in a positive, inclusive and fun way.

Technical skills	<b>20%</b> individual decision making
Fundamental skills	<b>60%</b> movement skills; <b>20%</b> basketball skills

- Focus on learning proper movement skills such as running, jumping, twisting, kicking, throwing and catching.
- Not sedentary for more than 60 minutes except when sleeping.
- Regular organized physical activity.
- Exploration of risk and limits in safe environments.

#### *B - Males/Females 8-9 yrs*

To learn the basic basketball skills through modified games while still emphasizing fundamental movement skills in a fun and inclusive environment.

Technical skills	<b>20%</b> individual player; <b>10%</b> multi-player
Fundamental skills	<b>30%</b> movement skills; <b>40%</b> basketball skills

- Focus on general, overall development.
- Integrated mental, cognitive, and emotional development.
- Elements of athletics: running, jumping, wheeling and throwing.
- Medicine ball, swiss ball and body weight resistance exercises.
- Introduce simple rules and ethics of sport.
- No periodization, but well-structured programs.

This is a very important part of a child's development, but unfortunately, it is also one that tends to get neglected. This is when a child's basic general physical, motor-learning, cognitive and psycho-social skills and capacities are developed. These skills are acquired through the use of fun activities, games and participation in as many sports as possible. This is where the ABC's of athletics are introduced and developed: Agility, Balance, Coordination and Speed. Athletes can be shown the basis of specialized sports skills such as shooting; catching; passing and dribbling.

### **3. Learning to Train** (Males 9-12 yrs Females 8-11 yrs)

To learn the basic basketball skills while still emphasizing fundamental movement skills in a fun all inclusive environment.

Strategy	<b>10%</b> basic offense / defense
Technical skills	<b>30%</b> individual player; <b>20%</b> multi-player
Fundamental skills	<b>20%</b> movement skills; <b>20%</b> basketball skills

- Major skill learning space: all basic movement and sport skills (physical literacy) should be learned before entering Training to Train.
- Overall physical, mental, cognitive and emotional development.
- Introduction to mental preparation.
- Medicine ball, swiss ball and own body weight resistance exercises.
- Introduce ancillary capacities.



#### **4. Training to Train** (Males/Females 12-15 yrs)

Age is growth spurt dependent.

To introduce the basic technical and strategic parts of "global" basketball with a more structured approach to training.

- Major fitness development stage: endurance, strength, and speed.
- Overall physical, mental, cognitive and emotional development.
- Develop fundamental mental skills.
- Introduce free weights.
- Develop ancillary capacities.
- Frequent musculoskeletal evaluations during PHV (growth spurt)
- Single or double periodization.

#### **5. Training to Compete** (Males/Females 16-18 yrs)

To introduce athletes to all aspects of the games, and begin to refine all technical aspect and most strategic components; emphasizes position specific skills, conditioning programs and full individualization. Training is position specific and highly specialized.

#### **6. Learning to Win** (Males/Females 18-21 yrs)

To establish all of the technical, strategic, physical, mental and ancillary skills and capacities needed to compete at the highest level.

#### **7. Training to Win** (Males/Females 21+ yrs)

To optimize performance for domestic and international competitions. Athletes will be trained and tapered for major competitions, their progress will be closely monitored.

#### **8. Retirement and Retainment**

To enjoy a healthy active lifestyle and reinvest time and energy in basketball through coaching, management or administration, officiating and active participation.

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## **2.4 – PHYSICAL LITERACY**

The Steve Nash Youth Basketball program is a strong supporter of Canadian Sport for Life's Physical Literacy beliefs. Physical literacy gives children the tools they need to take part in physical activity and is a key component of Canada's LTAD program. Steve Nash Youth Basketball has put a program and curriculum in place that has taken the CS4L's LTAD and Physical Literacy guidelines, and implemented our own model in which the focus is on developing the whole athlete and ensuring the long term development of the child.

Physical Literacy refers to childhood learning of Fundamental Movement Skills (FMS) and Fundamental Sport Skills (FSS) that are transferable to other sports and activities during a lifetime. It allows a child to move with confidence and control, in a wide range of physical activity, rhythmic and sport situations. The key is to acquire it during childhood, when the child's body is most adaptable and ready to 'learn' a variety of basic movement and sport skills. The responsibility for developing a physically literate child lies in the hands of parents/guardians, though as the child grows up, coaches and teachers also play a critical role.

Some of Canada's greatest athletes are prime examples of physical literacy in action. For example, **Steve Nash** is a superstar NBA basketball player, but he was also an accomplished soccer, hockey and baseball player as a teen. He didn't start playing basketball until he was 12 or 13 years old! He didn't specialize too early in one sport or activity, but leveraged their fundamental skills from one pursuit to another.

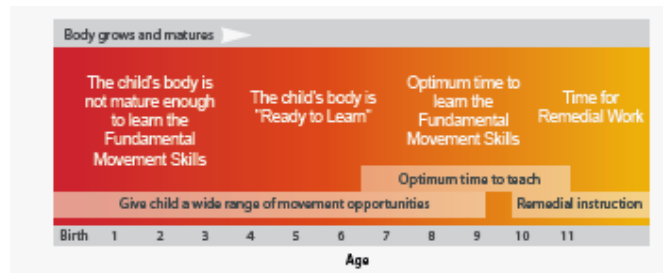


### Fundamental Movement Skills

It is important to remember that a child's ability to master fundamental movement skills takes time and a series of development stages is typically required. Despite children maturing at different rates, each one learns fundamental movement skills in the same phases;

- When a child can learn a skill – Must wait until brain is mature and muscles are strong enough.
- The child is ready to learn the skill – Muscles and nerves have developed so the child now has to learn the skill under simple instructions and practice.
- The optimum time to learn the skill – The best time to teach a skill varies based on the child and maturation.
- Time for remedial work – The time to overcome learning deficits and develop the skills needed to gain confidence.

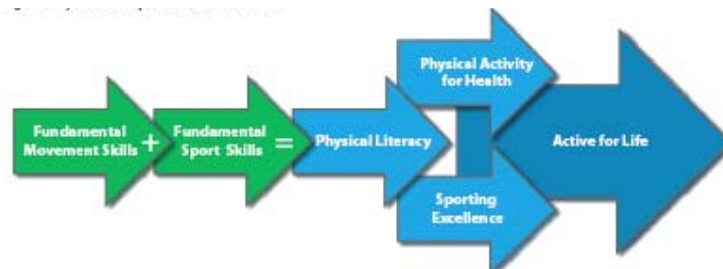
Examples of fundamental movement skills include; walking, running, balance, jumping, throwing, and catching. For more information on when and where a child can learn and practice fundamental movement skills, please refer to Canada Sport for Life's Physical Literacy parent's guide at [www.ltad.ca](http://www.ltad.ca).



### Fundamental Sport Skills

While throwing is considered a fundamental movement skill, a child learning how to make a chest pass is considered a fundamental sport skill. It is important to master the movement skills before learning the sports skill so that a child can develop and participate in various sporting activities. Throwing is a fundamental movement skill so a child will learn to throw different sized balls, with one or two hands, and at different speeds as they develop the skill. Throwing becomes a fundamental sports skill when it is applied specifically to a sport. In basketball, a child may begin knowing how to throw a basketball, but now they have to learn the different types of passes, how to pass accurately, and when to make the correct pass.

It is important that each child develops physical literacy because it puts them in a position of advantage. Those who do not develop fundamental movement skills will be restricted later in life in terms of recreational activity. It also means that the child could be left out from playful competition and formal sport activity because they have not developed the basic fundamentals to perform physical activity.





### **How Can You Help Your Young Athletes Become Physically Literate?**

- Understand that although many children DO develop good physical skills on their own through trial-and-error, many do not; do not just assume that your athletes will become physically literate on their own, or that they are **already** physically literate.
- If you are noticing that an individual is no longer trying and withdrawing from physical activity, talk to them. Encourage them to participate, while practicing with them one-on-one so they gain the confidence that they need in a more comfortable setting.
- Remember that young athletes are not “mini adults” – help them move to the next most mature version of the skill they are learning rather than pushing them to perform the skill the way of the adult world.
- Talk to the parents – are they encouraging their children to engage in active play? Have they talked to teachers/caregivers to ensure that they are encouraging children to participate in activities that will allow them to develop their sense of physical literacy?

### **The Consequences of Not Having Physical Literacy**

Not being physically literate can be challenging for a young athlete, but it can also pose great challenges to schools and any programs they are involved in.

- If students arrive at **secondary school** without having developed physical literacy in previous grades, teachers have to spend too much time teaching basic skills that should have already been taught. This can pose further challenges: if the students have not experienced success in the subject previously, they're not going to be very willing to participate.
- Without physical literacy, children are less likely to participate in **recreational programs**. This has a direct impact on enrollment and revenue production; without the numbers and sufficient funds, programs could cease to exist. For those that do enroll but lack physical literacy, instructors are posed with the challenge of providing equal instruction to those with sufficient skills, and those who require greater assistance.
- A lack of physical literacy ultimately will lead to fewer athletes, meaning that local, provincial and national teams will have fewer athletes to choose from, possibly leading to poorer national performances.

**Sports have recognized that many of the children and youth who enter their programs lack basic movement skills. Children have said that not having the skills to play is one major reason they drop out of physical activity and organized sport.**



# SECTION 03

ATHLETE DEVELOPMENT  
PYRAMID



03



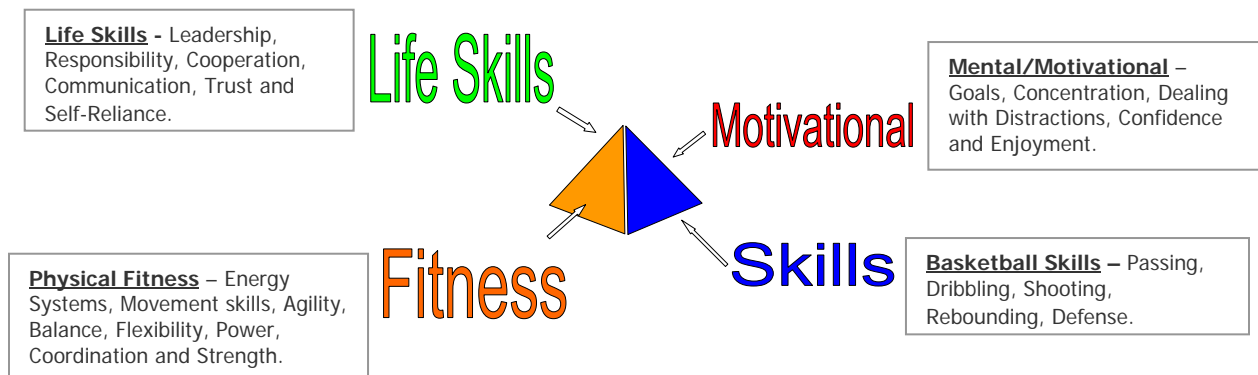
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## 3.0 ATHLETE DEVELOPMENT

This section outlines the premise of the Athlete Development Pyramid and the overall LTAD philosophy as it applies to the Steve Nash Youth Basketball program. The main principle behind these philosophies is the emphasis on the whole person, not just the basketball player. Coaches will be introduced to the concept of an athlete developmental pyramid and will be required to be able to deliver and monitor all components of the pyramid in order to effectively develop young players.

There are four components of the athlete developmental pyramid that we want all athletes to develop. These components allow the athletes to deal with the daily stresses and strains that they will face. A weakness in any one area will cause instability and disintegration when faced with stress and strain over time.



The following sections will provide more details on these four components of athlete development. Each component provides specific details and strategies that can be utilized for each LTAD stage of the athletes you will be coaching in Steve Nash Youth Basketball.

### 3.1 – BASKETBALL SKILLS

The basketball skills component of the pyramid is broken down into four sections. They too create a pyramid of development. The four sections are as follow:



**Fundamentals** - The foundational skills or principles; Learning the **how** and **why** of the basic basketball skills.

**Technical** - More specific in nature involving decision making; Emphasis is on the **when**; Repetition to enhance the learning of the skills. \*This is one of the areas that we have lost from the game - players are not being taught to “read” they are taught to be robots.

**Strategies** - The long term plan; Learning through exposure to real game like conditions; **What** you are going to do.

**Tactics** - Short term adjustments to the plan; Specific preparation for the game; **Where** and **who**.



### Basketball Skills Development through the Stages of LTAD

#### **LTAD Stage: FUNdamentals**

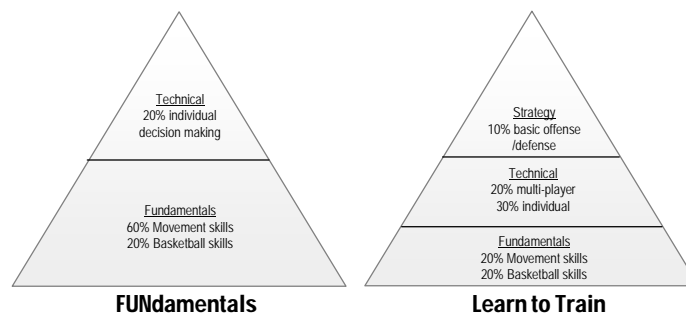
- To learn fundamental movement skills through basketball in a positive, inclusive and fun way.
- To learn the basic basketball skills through modified games while still emphasizing fundamental movement skills in a fun and inclusive environment.
- Fundamental movements: pushing, pulling, squatting, lunging, twisting, walking, jogging and sprinting. When combined, these movements create agility, balance, throwing, catching and jumping.
- Basketball fundamentals: stance, footwork, dribbling, passing and shooting. Athletes should be able to perform these using the different planes of their body. Most importantly, players need to develop a passion and enjoyment of the game.

Athletes are going to go through the same physical, cognitive and emotional development, but each will develop at different rates. To help children acquire the basic ABC's of athletics, encourage them to participate in as many different sports as possible. Most importantly, make everything into a game that stresses FUN – games provide an opportunity for rules, cooperation and fitness levels to be developed, but also for children to work on skills and have fun doing so. Participants should be taught that it is not to win, but rather to have fun while playing sports that is most important.

#### **LTAD Stage: Learn to Train**

- To learn basic basketball skills while still emphasizing fundamental movement in a fun inclusive environment.
- The introduction of basic offensive and defensive principles and philosophies.
- Fundamental movements should be developed and refined.
- Basketball fundamentals: ready position (without ball), and ready stance (with ball).
- Emphasize applying basic skills to game-like situations.
- Players must learn how to make decisions on when to use the skills and how to properly apply it.

The focus should be on the process rather than the outcome. Ensure that the ratio between practice and competition is not skewed: too many competitions wastes valuable training time, while not enough competition inhibits the practice of technical skills learned in practice. During this stage, a practice to competition ratio of 4:1 will better prepare athletes in both the short and long term.



### **3.2 – PHYSICAL CAPACITIES**

Basic physical movements at all stages should include:

- Running – forward and backwards
- Starting and stopping
- Change of direction
- Athletic stance
- Hopping, skipping and jumping
- Eye-feet / Hand-eye coordination
- Balance
- Lunging
- Squatting
- Twisting
- Pushing
- Pulling



## Physical Capacities Development through the Stages of LTAD

### **LTAD Stage: FUNdamentals**

Children in the FUNdamental stage of development generally possess the following characteristics that are associated with the Physical component of development:

- Aggressive, noisy and active when participating in activities.
- Tire quickly, but also recover quickly.
- Weak, low strength level.
- Flexible, requiring only big muscle stretching.
- Low aerobic capacity.
- Large muscle development is far behind fine muscle development.
- Poor tracking skills.
- Hand/eye coordination and general coordination just beginning to develop.
- Limited spatial awareness.
- Poor balance and reaction time.
- Stops and starts are weak.
- Learn to use muscles through guided discovery and exploration.

With the above characteristics in mind, the following suggestions are recommended for this group.

- Use vigorous activities and games.
- Keep activities brief with short rest periods.
- Be sure you have control over activities.
- Allow children to experience a variety of basic movements.
- Provide an opportunity to handle objects in different ways.
- Practice movements in different directions.
- Use activities that give children enough space to execute basic movements.

### **LTAD Stage: Learn to Train**

Children in the Learn to Train stage of development generally possess the following characteristics that are associated with the Physical component of development:

- Aggressive when participating in activities.
- Beginning to develop strength and enjoy physical contact.
- Greater aerobic capacity and increased stamina, but still prone to fatigue.
- Improvements in spatial awareness, eye-hand coordination and reaction time.
- Better receivers and catchers due to increased eye-hand coordination.
- Fine muscle skills are beginning to improve, but large muscles still dominate.
- Enjoy using fine muscles in games and activities.
- Improvements in whole body movements and body awareness.
- Work well to rhythm.
- Most are willing to experiment with new movements.

With the above characteristics in mind, the following suggestions should be considered for this group.

- Use active contests that allow children to release energy.
- Lengthen activities to allow for more activity.
- Work on perception skills.
- Continue to adapt music and rhythmic activities into the program.
- Build on the foundation of basic movements.
- Begin to use more activities involving fine muscle skills.



### **3.3 – MENTAL / LIFE SKILLS**

Developing the Mental and Life Skills of young athletes are crucial components of developing the whole player, and must not be neglected.

#### **Mental / Life Skills Development through the Stages of LTAD**

##### **LTAD Stage: FUNdamentals**

Children in the FUNdamental stage of development generally possess the following characteristics that are associated with the Mental / Life Skills components of development:

- Creativity leads to learning through exploration.
- Attention is more focused after periods of activity.
- Short attention span, therefore instructions need to be simple.
- Require and enjoy simple tasks.
- Uniqueness of each child necessitates different learning styles (music, stories).
- Learn through imitating others (mirroring).
- Have intense ownership over objects.
- Unique personalities, and want to be recognized as an individual.
- Enjoy individual and small group oriented activities.
- Like to be involved and included.
- Pleasing and cooperative and will want to do what is expected.
- Form strong bonds with coaches.
- Self-centered and like to receive attention (conscious of "their turn").
- Sportsmanlike mentality, fairness, rules and taking turns.
- Boys and girls generally work well together.
- Can be sensitive/timid/cautious/shy in new activities and with new people.
- Don't accept losing well.

With the above characteristics in mind, the following suggestions are recommended for this group:

- Use music and rhythm when practicing skills.
- Change activities often and keep explanations/directions short and simple.
- Use activities that allow exploration of ideas and choice.
- Use activities that consistently repeat skills.
- Play games that give children individual roles.
- Use activities that promote taking turns and sharing.
- Teach children to win and lose with grace.
- Give lots of praise and recognition.
- Break into small groups for activities.
- Stress creativity and allow choice.
- Ensure that all children are included.
- Create a comfortable atmosphere through fun and laughter.



### Mental & Social Skills at FUNdamental Stage

#### 1. Self Confidence

- Formation of self-concept, therefore children need positive reinforcement.
- If situation is threatening, children will lose confidence.
- Influence of peers is very strong, child will seek acceptance.
- Emphasis on self worth and personal pride.

#### 2. Leadership

- Children need to be led, and desire structure.
- Encourage interaction with teammates to build personal skills.
- Learn to play fair and respect all aspects of competition.

#### 3. Effort and Commitment

- Encourage involvement.
- Provide positive feedback.
- Emphasize hard work.
- Reinforce putting forth 'best effort'.

#### 4. Independence

- Encourage players to take responsibility.

#### 5. Attitude

- Emphasize enjoyment.
- Develop good habits.
- Encourage experimentation and creativity.

#### 6. Team Work

- Encourage kids to work together within different scenarios.
- Promote respect for each other.
- Emphasize development of positive relationships with others.

#### 7. Focus

- Attention span is short, players should not sit for long periods of time. Use simple, clear instructions.

### LTAD Stage: Learn to Train

Children in the Learn to Train stage of development generally possess the following characteristics that are associated with the Mental / Life Skills components of development:

- Less focused on outcomes and more focused on performing well.
- Better ability to follow directions and stay on task within a structured format.
- Welcome challenges and are able to complete self-evaluation.
- Can understand and conceptualize simple things, but not abstract thoughts or concepts.
- Learn through repetition by using increased ability to concentrate.
- Capable of making decisions and choices.
- Able to listen longer with improved listening skills, but need variety to maintain interest.
- Greater attention span and ability to retain information.
- Increased inhibition and fear of failure.
- Tendency to be self critical of failure.
- Divide into leaders and followers while peer influence becomes important.
- Cooperate in group activities.
- Prefer smaller groups, while able to cope in larger groups.
- Anxious to excel and reach goals set by others.
- Handle criticism from peers better than from adults.
- Want to be independent; dislike treatment like a child.
- Desire recognition for achievements.



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Based on the above characteristics in mind, some suggestions for this group are:

- Lengthen activities, adding more instruction.
- Increase the complexity of directions and number of rules.
- Design activities for small groups.
- Incorporate self-evaluation after an activity.
- Stress quality of skills.
- Use activities that encourage skill repetition.
- Allow for choices and decision-making within activities.
- Use team concepts in activities.
- Promote fair play in activities.
- Emphasize being a gracious winner or loser.
- Provide positive feedback, recognizing achievements.
- Accept what children say and trust them.
- Provide opportunities for achievement.
- Ensure all children are included.
- Create an enjoyable atmosphere with fun and laughter.

# SECTION 04

TEACHING TECHNIQUES



04



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## 4.0 TEACHING TECHNIQUES

This section focuses on helping coaches understand how to most effectively teach youth. It is designed to make coaching easy for coaches who have little or no prior experience teaching basketball to youth.

The section outlines the process by which new concepts are taught and provides effective teaching formations that help facilitate a child's ability to comprehend information.

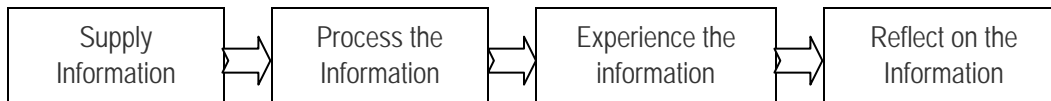
### 4.1 - TEACHING

Teaching is a process of planned action that enhances learning and performance. The key to teaching children is to keep things simple.

The first step is to start with a new concept that you wish to teach. Once this new concept has been established there are four phases that need to be covered:

#### **The four phases of learning a new concept:**

1. Supply information about the concept
2. Process, relate or analyze the concept
3. Experience the concept
4. Reflect on the experience to gather new knowledge or make improvements for the future



It is important that you ensure that your athletes not only have the knowledge, but have also processed the information to the point where they understand the how, why and when of the information.

#### **Supply Phase**

In the supply information phase, athletes are exposed to new facts, concepts, procedures, skills, drills or other information. Information should be supplied in a clear and concise manner. It is also a good idea to have key words so that participants can associate the sound of the word with the required movements. Information can be supplied in different ways, with the most effective way for young children being demonstration.

**Demonstration** is a show and tell method that is perhaps the most widely used method of presenting material to young children. It is important that the demonstrations are done properly so that players see exact performance. If you cannot correctly demonstrate, use a guest, or a participant that possesses the technical knowledge and proper execution.

The following are suggested times for demonstrations:

- Introduction: 5-10% of total time.
- Demonstration: 15-20% of total time.
- Practice: 65-75% of total time.

With young children, try to spend no more than 5 minutes on one particular skill, drill or activity.

#### *Tips on Making Demonstration Effective*

- Ensure that all athletes have a clear view.
- Use multiple angles to ensure athletes get a comprehensive view.
- Emphasize only a few key points during a demonstration.
- Use short, descriptive key words.
- KEEP IT SIMPLE! Keep explanations short.



It is important to focus on one or two key teaching points. Answer questions, but avoid doing so at the expense of practice time. If one or two children seem confused, talk to them individually while the other children continue the activity. Make sure you give the children an opportunity to practice immediately after the demonstration (put them into the activity quickly). Children will be more successful if they can practice skills while instructions are still fresh in their minds.

### **Process Phase**

It is important for you to ensure that your athletes not only have the knowledge, but have processed the information to the point where they understand the how, why and when of the information supplied. The process phase is where this takes place. It is imperative that coaches spend enough time with this phase of teaching.

### **Questioning**

Questioning is one of the most effective ways to determine an athlete's knowledge. This is not an easy process to apply as utilizing the proper questions can often be difficult. The key to this process is to honor and respect each answer given by your participants.

By honouring each answer:

- You show the athletes that you truly want to know what they think.
- You encourage truthful responses as opposed to responses that are based on what they think you want to hear.
- You also eliminate later confusion when you must correct or qualify your previous answer.
- You force them to process the information at a deeper level.

The goal is to use questions to draw information from the players. Most often, a coach has a specific answer in mind. A setback can occur when the coach knows to honor each answer, but finds it is taking too much time to get the correct answer. In these situations you must give more information or knowledge. The types of questions you can ask are now based on processing the information.

For example:

The coach wants the players to run wide on the fast break. He wants to use questioning to draw the answer from the player. After 2 or 3 minutes of futile attempts the answer he/she wants has not been given. What should you do? A better method would be to supply the athletes with the information and then ask processing questions.

Coach, "When fast breaking we want you to run wide. That means one big stride in from the sideline. Who can tell me why we would want to do this?"

This is a **process question**. It requires you to think about the information. Others might be:

- How can we get to this position quickly?
- Why one big stride from the sideline?
- Why is it important that we run?
- What would be the exception to this rule?

This last question is very important. It shows players that there are options. (Note: you don't run wide if the basket is open. Go to the rim. You run wide because there are defenders in the key and you want to stretch them out).

Some things to remember about questioning;

- Use questions to probe for deeper understanding, but not as a way to gain trivial information.
- Focus on the **how**, **when** and **why**.
- Honor all answers.
- Like athletes learning a new skill, it takes time for coaches to improve on questioning. It will improve with practice.

### **Experience Phase**

This is the phase in which you need to create situations so that players will experience the concept through practice. As the skill is being practiced, it is a good idea to reinforce key points. Modifying the rules of the game or drill is a key way to emphasize the concept. Players need plenty of repetition early in the learning experience. If a decision is required, it is important that players be given reads to help determine which option to use. Be cautious of using numerous drills



against air because the players do not learn the vital step of decision making. Implementing modified games and guided defense is vital in developing an understanding of the **how**, **when** and **why** of the information.

**Guided Defense** - The idea behind guided defense is to expose the athlete to decision making at all times of the learning process. Players learn the hardest concept first, which is the decision. Also by guiding the defense, you as the coach can expose your players to many situation that will occur, not just the way your team plays defense. By adding guided defense, you can modify many traditional drills, thus helping players with their decision making skills as well as the fundamental skill.

### Reflection Phase

Effective learning cannot occur without appropriate feedback. This is really where coaching comes into play. As the athletes are practicing their new skill, it is very important that you provide constructive feedback to correct errors. It is important that interaction with children is positive and that there be variety. This is also where questions can be used in order to probe concerns with what occurred.

- What went well?
- How can you improve?

This is similar to the **Process Phase** because you need to ask appropriate questions to see if the participants understand the **how**, **when** and **why** of the concept.

The importance of giving athletes the time to reflect **individually** first on the experience cannot be emphasized enough. You, as the coach, need to save your thoughts for later. **How** and **what** questions should dominate.

---

## **4.2 - SKILL DEVELOPMENT**

When acquiring a new skill, it is important to realize there are several stages of skill development through which individuals progress. Your job as a coach is to facilitate and monitor the advancement of these stages. Most of your athletes will be somewhere in the first four stages for most skills being taught. Some of the more advanced athletes will be ready for introduction of the **Creative** stage and it is important to encourage this type of development.

### **Five stages of skill development:**

1. **Initiation** – first exposure to a skill.
2. **Acquisition** – still thinking and performing the skill.
3. **Consolidation** – can perform the skill without thinking – breaks down under pressure.
4. **Refinement** – can perform consistently under pressure.
5. **Creative** – has created a variation of the skill that is highly effective.

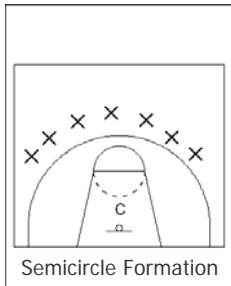
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## **4.3 TEACHING FORMATIONS**

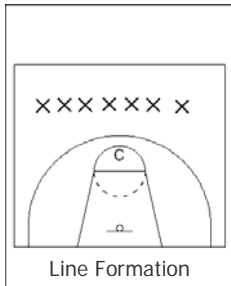
Learning can be enhanced by varying the physical arrangement of children for discussions or demonstrations. Several basic teaching formations ensure that children can see and hear you, are facing you and are not distracted, and are close enough to make eye contact with you.

You can make practices more efficient by naming formations so that children know how to arrange themselves in specific situations. Some examples are:

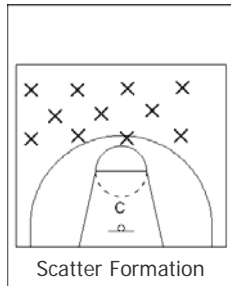
- Semicircle Formation
- Line Formation
- Scatter Formation
- Row Formation
- Circle Formation\*



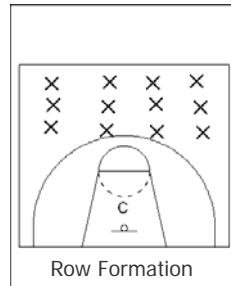
Semicircle Formation



Line Formation



Scatter Formation



Row Formation



Circle Formation

\*Note that when using the circle formation, try not to instruct from the centre of the circle. Participants behind you may have trouble hearing and seeing and lose interest or become discipline problems. In a circle formation, one should stand on the perimeter with the children, as part of the circle.

Please refer to section 5.0 Teaching Tips, for more information on effective teaching strategies.

# SECTION 05

TEACHING TIPS



05



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## **5.0 TEACHING TIPS**

This section is designed to assist coaches with quick, easy to read information that will help them work with children. It was created to provide tips for coaches that will make learning a positive experience for everyone.

The section outlines how to communicate with the children, tips to enhance the teaching of players, how to establish positive behavior, ways to create a Fair Play atmosphere, as well as suggestions for dealing with children that have behavioral problems.

If coaches familiarize themselves with this section it will help ensure that the teaching delivered by the coaches is successfully received by the children.

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### **5.1 - HELPING KIDS TO LISTEN**

Many first-time coaches have trouble getting kids to listen. Even experienced coaches sometimes have difficulty in engaging young participants so that they stop and listen to words of wisdom from their coach.

#### **When Trying to Get Kids to Listen to You:**

- Develop a listening posture. Have athletes show they are listening by, for example, dropping to one knee. Teach your athletes early on that you expect them to show they are ready to listen by adopting this posture. Demand their eyes and ears.
- Practice listening. It may sound silly, but have your team practice coming in quickly to you from the court and getting ready to listen. Have them see how quickly they can run in and get into the listening posture.
- Reinforce listening with your attention. Most often we give our attention to the kids who are NOT doing what we want them to do. Make a point of focusing your attention on the kids who immediately get into the listening posture. Say something like: "Thanks, Jeanie and Teri, for getting ready to listen so quickly. We have limited time for practice so when you do that it helps the team." This will tend to cause the kids who are not coming quickly to do better next time in the hope that you will recognize them.
- Listen to them! Being listened to fills kids' Emotional Tanks and kids with full E-Tanks are more likely to be able to listen to you.
- Give them something you can take away. Kids like to have something in their hands and they will tend to modify their behavior to be able to keep it. If coaching basketball, make sure every kid has a ball. When you ask for their attention, say "Hold the balls." If a child doesn't stop dribbling or talking, simply and matter-of-factly take the ball away from them without any show of anger or irritation. They won't like this, and they will pay attention next time so as to not have the ball taken away. They will quickly see that the way they get to keep the ball is to hold it and listen.
- Make it short and sweet. Many coaches talk too much at one time. Kids can only be expected to remain still for a brief period of time. It's better to have several 3-minute meetings during the course of a practice than one or two 10-minute sessions. In general, the less a coach says, the more the kids listen.
- Have conversations more often than lectures. Good questions can engage kids in a way that even the best speech can't. Ask them to help solve a problem, for example, "Any ideas on how we can improve our hustling during this drill?"
- Develop a team signal to bring people together to listen. A specific whistle sequence can signal that it's time to come together (e.g., three shorts and a long). Some coaches develop a clapping rhythm to signal that it's time to listen. Others start clapping and ask players to join in until everyone is clapping together and then increase the rate of clapping to a crescendo before stopping to say what they want to say.



## **5.2 - COMMUNICATION**

To be successful in coaching, you must be able to effectively communicate with your players, parents, other coaches and officials. Good communication skills arise from constantly making an effort to become a better communicator.

The keys to becoming an effective communicator are being able to communicate openly, positively and clearly.

**Communicating openly** depends on you being honest with your athletes. It relies on you being sensitive to their needs and responding to their needs. It relies on you listening in a non-judgmental fashion, to what they have to say, both as individuals and as a group. Then you can make judgments where you deem necessary. It is very important to communicate openly with parents as well.

**Communicating positively**, especially with young athletes, is extremely important. We must remember why these kids participate in sports – to have fun and be with their friends. Everything else is secondary. When corrections are made (and there will be many), it should be done in a very non-threatening manner. For example, the sandwich effect – “You had a great follow through on your shot, but you must use your legs more, and it was great to see your feet squared to the basket.” In this technique, a negative is sandwiched between two positive and encouraging statements.

**Communicating clearly** involves getting to your point in a simple, precise manner. It is a good idea to speak a little louder than normal (outside voice) to get the attention of wandering ears. In order to keep everyone focused when you are talking, be sure to make eye contact with each person.

### **When communicating with your players:**

- Make eye contact at all times
- Use non-verbal communication
  - High 5's
  - Thumbs Up
  - Clapping
- Provide each player with genuine and deserved praise.
- Make statements in a positive manner and praise them.
- Use the child's name whenever possible.
- Use humor where appropriate.
- Encourage each player to do their best.
- Emphasize fun and fairness.
- Teach players to respect their teammates, their opponents and the officials.

---

## **5.3 - TEACHING PLAYERS**

### **When teaching players:**

- Try to be relaxed and professional.
- Be open, honest, fair and consistent.
- Be patient.
- Move around while instructing drills and activities.
- Keep everyone in sight to ensure everyone can hear you.
- Keep activities short.
- Keep everyone busy.
- Give precise instructions, such as “Please walk slowly to get balls and then return quietly and slowly. Stand on this mark on the floor.”
- Have a child repeat instructions just to ensure they understand.
- Name lines on the floors to use as landmarks and meeting places, for example, “Everyone run and stand on Big Blue.”
- Use descriptive words: freeze, dart, pop, pounce, wriggle, fierce, tiny, gentle, soft, sharp, etc.
- Use body language – Quiet when you need control and energized when you need excitement.
- Individually challenge players to better themselves.



- Use challenging phrases such as:
    - Can you ...
    - Show me a different way ...
    - Show me how ...
    - See how many times you can ...
    - What would happen if ...
    - Now try ...
  - Shout praise. Whisper criticism.
  - Be aware of children's cultural differences.
  - Reinforce effort and improvement, NOT results.
  - Interact with highly-skilled and less-skilled children in the same manner, giving every child feedback and encouragement.
- 

#### **5.4 - ESTABLISHING POSITIVE BEHAVIOR**

The relationship between the coach and the young athlete is critical. How a coach teaches new skills, manages a practice, gives feedback, recognizes effort, and behaves with players and parents is essential to establishing a healthy environment.

##### **When establishing positive behavior with your players:**

- Model the behavior and attitude you want them to have.
  - State rules positively.
  - Make sure children understand rules and consequences.
  - In order to teach children responsibility, establish rules for getting, putting away and handling equipment.
  - Insist children place equipment in the proper location, not throw it.
  - Establish non-verbal signals as subtle reminders of misbehavior. For example, time out signals, finger to lips, and touching your ear lobe.
- 

#### **5.5 – BUILDING SELF-ESTEEM**

Building self esteem means helping children to feel good about themselves. When young people have fun and enjoy their experiences in sport, they stay involved longer and their self-esteem grows. Coaches can help children develop confidence and self-esteem through the following ways:

- Greet each child individually when they arrive for each session. Make them feel good about being there.
  - Show confidence in their ability to learn.
  - Offer activities that suit their level of development.
  - Encourage effort without always focusing on results.
  - Avoid elimination games and other activities that may add undue pressure. Create situations where there are lots of successes.
  - Be specific when telling them what you like about their effort or performance.
  - Use a smile, a nod, or a wink to acknowledge them.
  - Give them responsibilities. Involve them in making decisions and give each of them a chance to be a 'leader'. Alternate captains.
  - Ask them for their input and invite their questions.
- 

#### **5.6 - CREATING FAIR PLAY RULES**

##### **When creating Fair Play rules:**

- Always be positive when communicating.
- Provide quality attention when someone is speaking.
- Respect other's personal space, no pushing or knocking each other.





- Be respectful when speaking to someone.
- Respect cultural and gender differences.
- Applaud good play or performances of other.
- Support others when they make a mistake.
- Say "Thank you."
- Be honest when tagged, put out, or scored against.
- No negative talk allowed.
- Model, encourage and applaud good sportsmanship.

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## **5.7 - DEALING WITH DIFFICULT CHILDREN**

### **When dealing with difficult children:**

- Have private discussions to avoid embarrassment for the child or reinforcing the negative attention the child may be seeking.
- Direct behavior by giving a difficult child a task. Have the child demonstrate, lead a group or choose an activity.
- To show you care, ask about the child's day, family or how they feel. Do something special for them, but be aware that overt attention may cause jealousy.

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## **5.8 - GOAL SETTING (SMART Goals – Specific; Measurable; Adjustable; Realistic; Time-based)**

Although your athletes are young, it is still a good idea to introduce them to the concept of goal setting, as this can serve as an important motivational technique. When discussing goal setting with your athletes, have your players decide their team goals together. Also encourage each player to write down (on a piece of paper), their immediate and long term goals for themselves and their team. Some children may need your assistance with setting goals. The importance of performance-based (as opposed to outcome-based) goals must be stressed, as well as the focus of individual and team goals.

Try to have a number of specific, achievable goals, so that a number of successes can be experienced. It is important for athletes to know how it feels to be successful. Remember that identifying and outlining the goals is only half of the process. Monitoring and constant reflection of the progress of the goals play an integral role in the effectiveness of goal setting.

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## **5.9 - PLANNING A PRACTICE**

### **Using Practice Time Wisely**

#### Practice tips:

- Take stock of the practice environment: gym space, pylons, balls, number of baskets, etc.
- Maximize activity time from drill to drill. Don't give them a chance to even think about being bored.
- Provide simple, clear, precise instructions. Keep them brief.
- Have names for all your drills so that as players become familiar with the drills, they respond quicker to commands.
- Constantly provide feedback on player's performance, on an individual and team level.
- Be creative with gym equipment. Use what you have.
- Know your limits: don't teach something you don't know. If unsure of something, seek help from those who do know.
- Frequently give participants time to get water, but make sure they do not stall or linger.
- Encourage participants to bring water from home to minimize water breaks.
- Be over organized for practice. Make photo copies of practice templates, and be very detailed when filling them out.
- It is ideal to have mini-meetings at the beginning of practice to discuss the goals or focus of the day. This will narrow the players' focus as to what you expect from them.
- At the end of practice it is imperative that you meet again briefly to review the practice and discuss what went well, and what needs improving. Be sure to include action steps that athletes can do to work on these improvements.

# SECTION 06

PRACTICE PLANNING



# 06



**CANADA**  
BASKETBALL



## 6.0 PRACTICE PLANNING

Planning is one of the most important areas with which beginning coaches must become familiar. By planning practices and games to meet the needs of the players, coaches can take a significant step in developing their athletes through the athlete development pyramid more effectively.

A full age-appropriate lesson plan (12 sessions) for the two stages of LTAD in SNYB (FUNdamental & Learn to Train) has been designed to assist you in running weekly sessions. The plans have been designed as a resource for you, the coach. You can use the plans verbatim, as a rough guide, or even not at all. The extent to which you choose to use the plans will depend on your basketball coaching experience and your level of comfort in teaching children.

Although the full curriculum contains 12 sessions, you may not choose to run all sessions. If so, choose the lessons you wish to use and save the others for another season. Another option is to combine some of the plans, or create your own plan based on the activities that you feel are most effective.

We encourage you to be creative. If you have other activities you enjoy teaching, please incorporate and use them. A successful coach allows their own personality, vitality and leadership to motivate and create a positive and rewarding environment.

The suggested time allotted for each session is as follows;

- FUNdamendals (ages 5-8) 75 min.
- Learn to Train (9-12) 90 min.

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### **6.1 – PRACTICE PLAN MAKE-UP**

Each of the practice plans have been designed and divided into the following sections:

#### **Getting Started**

The initial portion of the lesson plan covers the time before the players arrive at the gym, the first few minutes after the players arrive at the gym and a warm-up activity.

#### **Teaching Progression**

The heart of each practice plan is the teaching progression. During this portion of the plan the head coach will introduce the skill of the day, the players will practice the skill and the group will divide up to take part in activities to practice the day's skill.

#### **Cooperative Play and Games**

This time has been set aside to play games. This time has been designed to allow the player's to have fun, while making use of the skills they have been taught.

#### **Debrief and Cool Down**

This time is used to reflect on the training session while going through a series of stretches and movements designed to increase flexibility and aid in the recovery of the participants. The reflection portion is aimed at reviewing the teaching points and skills of the day's session. It can also be used to gain feedback on what participants liked and disliked about the session.

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## **6.2 – STEPS IN PREPARING TO RUN A SUCCESSFUL SESSION**

If you are a beginning or novice coach, we strongly recommend that you follow the practice plans carefully. Following the practice plans carefully will require some advance preparation. The list will prepare you to run a successful session:

- Review the upcoming **Practice Plan** prior to the session.
- Become comfortable with how to set up and run each activity (visualize).
- Maximize activity time and minimize waiting time - make use of gym space.
- Review the skill and rule of the session.
- Consult the **Skill Description** to review how to teach the skill – be sure to provide simple, clear and precise instructions. Keep them brief.
- Review **Teaching Techniques & Teaching Tips** sections of the handbook.
- Familiarize yourself with the teaching formations and choose one you like.
- Practice the skill and rule at home to be sure you are comfortable teaching both.
- Arrive at the facility 15 minutes early to conduct a safety check (**Facility Safety Checklist**) and discuss the role each coach will play during the session.
- Bring a copy of the **Practice Plan** to the gym.
- Designate a head coach who will introduce the skill and rule.
- Run the session according to the schedule in the **Practice Plan**.

When running a session you should be aware of both the needs of the group and of the individuals.

No time has been allocated for water or bathroom breaks, but children will require them throughout each session. If you sense the children need a short break to drink water or go to the bathroom, allow time at the end of an activity.

### **Skill of the Day**

- A skill of the day should be taught in each practice session.
- This skill should be the emphasis of the practice session.
- Then teaching a skill, allow yourself 4-6 minutes of lecture time. The remainder of the time should be spent breaking down the skill with your athletes and practicing the skill.
- Each skill should be worked on using 3 to 4 drills or variations of loading or modifying a particular drill to increase the challenge for the athletes.
- Be sure to change drills to suit the skill level of your players.

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## **6.3 – STEPS IN RUNNING AN ACTIVITY**

Within each Practice Plan are a number of activities that are designed to help teach basketball skills and help the players have fun. The following list of steps will prepare you to run a successful activity:

- Have a thorough understanding of the skill you will teach and the activity you will use.
- Decide how you will teach the skill/activity (teaching formation, teaching points, cue words, length of time).
- Call the players into a small area and put them in a teaching formation.
- Talk slowly and clearly project your voice so that everyone can hear and understand.
- Keep instructions short and concise.
- Repeat instructions and key words.
- Briefly explain the skill using language the players can understand (keep it simple).
- Use a player to demonstrate the skill.
- Answer any questions about the skill the players might have.
- Briefly explain how the activity works and the player rotation.
- Divide the players into small groups to perform the activity.
- Assign a coach to each group.
- Begin the activity.
- Walk through the activity and give positive and corrective feedback to the players.
- Be enthusiastic and reward great efforts.
- Evaluate the activity for future reference.



## **6.4 – ORDER OF ACTIVITIES IN THE TEACHING PROGRESSION**

Practices often feature several activities aimed at developing a variety of abilities. Paying attention to the order in which activities take place in the teaching progression part of the practice may increase the probability of achieving the desired goal. Here are a few general guidelines about the optimal order of activities.

### **Early in the Teaching Progression . . .**

Participants are not tired, so try to plan for:

- Activities to acquire **new** techniques, skills, or motor patterns.
- Activities that develop or require coordination or balance.
- Activities that develop or require speed.

### **Then consider . . .**

- Activities to develop or require speed-endurance.
- Activities that develop or require strength.
- Activities that develop or require strength-endurance.

### **Later in the Teaching Progression . . .**

Athletes may be tired, so try to plan for:

- Activities to consolidate skills already acquired.
  - Activities that develop or require aerobic endurance.
  - Activities to develop flexibility.
-



## 6.5 – PRACTICE PLAN TEMPLATE

The following is a sample lesson plan that contains all of the recommended components with appropriate time allocation.

PRACTICE SECTION	TIME	KEY ELEMENTS
<p><b><u>GETTING STARTED</u></b></p> <p><b>INTRODUCTION</b> – Greet participants and let them know what will be taking place.</p> <p><b>WARM-UP</b> – Prepare the body for the efforts of the training session.</p>	<p>VARIABLE</p> <p>2-3 MIN</p> <p>5-12 MIN</p>	<p><b>Before Practice Begins:</b></p> <ul style="list-style-type: none"> <li>Inspect facilities/ Organize equipment/ Greet athletes</li> </ul> <p><b>At beginning of practice:</b></p> <ul style="list-style-type: none"> <li>Review goals of practice and activities planned</li> </ul> <p><b>Warm-up:</b></p> <ul style="list-style-type: none"> <li>Exercises or games to loosen muscles and raise body temp</li> <li>Progressive dynamic stretching</li> <li>Gradual increase in intensity that will not tire participants</li> <li>Quick transition between end of warm-up, the explanations / instructions given for the first activities and the activities themselves.</li> </ul>
<p><b><u>TEACHING PROGRESSION</u></b></p> <p>Prepare activities that will help participants improve sport-specific abilities and fitness.</p>	<p>VARIABLE</p> <p>30-60 MIN</p>	<p><b>Three or more activities linked in the proper order:</b></p> <ul style="list-style-type: none"> <li>Activities that challenge participants so that they can learn and improve while enjoying themselves</li> <li>Participants involved in an activity most of the time (i.e. not standing around and waiting in line)</li> <li>Participants allowed lots of practice for each activity</li> <li>Activities that are appropriate for the age, fitness, and ability levels of the participants and are relevant to the sport.</li> </ul>
<p><b><u>GAMES</u></b></p> <p>Allow players to have fun, while making use of the skills they have been taught.</p>	<p>VARIABLE</p> <p>20-40 MIN</p>	<p><b>Cooperative Play and Games</b></p> <ul style="list-style-type: none"> <li>Modified games that promote and encourage skill development through fun, mini, modified games.</li> <li>See Rules for age-appropriate games.</li> </ul>
<p><b><u>DEBRIEF &amp; COOLDOWN</u></b></p> <p>Begin recovery, debrief participants and tell them about the next session.</p>	<p>VARIABLE</p> <p>5-12 MIN</p>	<ul style="list-style-type: none"> <li>Gradual decrease in intensity</li> <li>Stretching, especially of muscles most used</li> <li>Provide and ask for feedback on what went well and what can be improved.</li> <li>Inform participants about next session (i.e. logistics, goals etc.)</li> <li>Team cheer</li> <li>Speak with participants before they leave.</li> </ul>

# SECTION 07

## FACILITY SAFETY CHECKLIST



07



**CANADA**  
BASKETBALL



## 7.0 FACILITY SAFETY CHECKLIST

It is necessary to perform a safety check of the facility before each session. This quick check of the facility and equipment should be done by an adult 15-20 minutes before the session begins. If there is a group already using the facility, do a quick routine check of things you will need. Don't assume that everything is in good condition – check to be sure.

What to check:

### **15 Minutes in Advance**

- Are the nets in good condition?
- Are the protective mats on the walls behind the baskets in place and attached properly?
- Has the floor been swept for dirt and dust?
- Are there any wet spots on the court?
- Is there additional equipment in the gym that could be dangerous?
- Are there any ropes or curtains in the area that should be tied back and out of the way?
- Are benches sufficiently away from the court area?
- Are there any chairs and tables in the way?
- Is the equipment storage box away from the playing area?
- Are all exits accessible and usable?
- Are community emergency phone numbers readily available?
- Are the emergency phone numbers for the children readily available?
- In case of emergency, are directions to the facility handy? Do you know the exact location, address and phone number to give to the emergency medical technicians?
- Is the first aid kit on hand?

### **5 Minutes in Advance**

- Are all loose balls stored away from the playing area?
- Are spectators seated in a safe area for both them and the players?
- Have the players put their equipment bags away from the playing area?
- Have the players removed all jewellery?
- Are all of the players' shoe laces tied?



# SECTION 08

FAIR PLAY



08



CANADA  
BASKETBALL



## **8.0 FAIR PLAY**

Fair play involves everyone who organizes and delivers a community sport program. As a program organizer, you work a lot behind the scenes. You organize schedules, ensure that rules are enforced, and communicate with coaches, parents and players. You also play an important role in creating an atmosphere that encourages everyone to play fairly.

By promoting fair play values to Coaches, Officials, Players, Parents and Spectators, you will make a positive impact on the child's sport experience and on their individual development. This does not have to take a lot of time or add much work to your busy schedule. This resource is geared to help you make fair play an integral and rewarding aspect of your program in a way that is simple, effective and fun.

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### **8.1 - WHAT IS FAIR PLAY?**

Integrity, fairness and respect are the principles of fair play. Since children learn best by seeing and doing, sport offers an excellent opportunity to teach fair play in a way that is both effective and fun.

- If children see all members of the program receive a turn, they will learn to treat people equally and fairly.
- If children learn the importance of the rules in a game, they will learn to respect and value the rules in society.
- If children are rewarded for playing fairly, they will learn the value of honesty and integrity.

By promoting and teaching these ideals, you can help all participants enjoy and benefit from sport. The principles of fair play are reflected in the five simple statements:

1. Respect the rules.
2. Respect the Officials and their decisions.
3. Respect your opponent.
4. Give everyone an equal chance to participate.
5. Maintain your self-control at all times.

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### **8.2 - WHY ENCOURAGE FAIR PLAY?**

Sport has two kinds of participants; athletes who derive great enjoyment and personal challenge from their game or activity, and those who do not (and may eventually drop out). What makes the game so different for these two groups? For many, it's the result of what they've learned, or didn't learn, when they originally became involved in amateur sport.

Teaching respect for the rules and for other participants, teaching fair play and the spirit of the game are all just as important as teaching the skills. Without fair play, some children will come to believe that winning and scoring points are the only benefits of their sporting experience. That means they will miss a lot of the enjoyment and opportunities that sport and recreation have to offer.

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### **8.3 - CODES OF CONDUCT**

Canada Basketball has approved the following Codes of Conduct for all programs, players and participants in Steve Nash Youth Basketball.

It is recommended that all leagues, teams and associations make their best efforts to communicate all codes to their participants.

It is further recommended that these Codes of Conduct be posted at all venues where Steve Nash Youth Basketball programs occur – whether it be practices, games or other scheduled events.



These Codes of Conduct represent a general philosophy that should encompass all Steve Nash Youth Basketball programs. They are not expected to cover every possible situation nor are they all inclusive. Steve Nash Youth Basketball programs cover a wide range of ages of participants and not all points may be applicable to each participant but the underlying philosophy of Fair Play is important for all participants involved in Steve Nash Youth Basketball.

It is understood that individual teams, leagues, associations etc., may add to these codes to cover specific circumstances e.g. a travel policy, a chaperone policy, a curfew policy, special playing rules and other special situations.

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#### **Coaches' Code**

- The building of sound, fundamental basketball skills and developing a love for the game is the first objective.
- Encourage team play.
- Every attempt should be made to give players equal playing time.
- Reinforce good sportsmanship whenever possible.
- Show respect for referees, other coaches, parents and players at all times.
- Be a resource person to your players, helping them to develop their athletic and human potential.
- While trying to treat all players as equals, recognize all children are not the same; respect their individual differences.

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#### **Parents' Code**

- Remember, children are involved in organized sports for their enjoyment, not yours.
- Allow your child to participate in sports voluntarily.
- Remember that children learn best by example.
- Encourage your child to always play by the rules.
- Accept your child's mistakes and disappointments with positive reinforcement.
- Accept all officials' decisions and respect their integrity
- Help your child understand that individual skills and achievements are more satisfying when applied to a team situation.
- Teach your child that an honest effort and hard work is just as important as a victory.

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#### **Players' Code**

- Play for the fun of the game (and not to please parents and coaches).
- Play by the rules.
- Cooperate with your coach, teammates and opponents.
- Work hard for yourself and your team.
- Respect and accept officials' decisions.
- Control your temper.
- Be a good sport and treat all players how you'd like to be treated... the basketball golden rule.

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#### **Administrator's Code**

- Remember that you set an example. Your behavior and comments should be positive and supportive.
- Give all children equal opportunities to participate.
- Ensure that everyone involved emphasizes fair play.
- Give an appropriate code of conduct sheet to all players, coaches, parents, officials and spectators.
- Help coaches and officials reinforce appropriate behavior and basketball skill development.
- Ensure that the rules, equipment, length of games and practices are suitable for the age, ability and maturity level of the participants.
- Ensure that all participants and spectators are aware of and respect the rules of the facility.
- Remember, kids participate for enjoyment!

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#### **Spectator's Code**

- Remember, children are involved in organized sports for their enjoyment, not yours.
- Applaud the efforts of both teams, regardless of the game's outcome.
- Support the efforts of all participants regardless of mistakes they may make
- Encourage players to follow the rules and abide by the officials' decisions.
- Support the efforts of coaches, officials and administrators
- Use appropriate language at all times.
- Condemn the use of violence in any form by anyone associated with the game.

# SECTION 09

TEACHING LIFE SKILLS



# 09



**CANADA**  
BASKETBALL



## 9.0 TEACHING LIFE SKILLS

Steve Nash Youth Basketball prides itself on providing quality basketball programming that not only develops young athletes on the court, but molds them into better individuals off the court. As a coach, you play a vital role in this development process.

Through your Steve Nash Youth Basketball program, you have the opportunity to build and develop the life skills of your athletes. Introduced in the FUNdamentals stage and built upon through the Learn to Train stage, life skill development goes a long way in developing an athlete as a whole. Work with your athletes and ensure that you help them along the way in their journey to develop the skills they need for life.

### **9.1 - ATTITUDE**

**Is:** an individual's mentality/judgments towards a person, place, thing or event; generally can be positive or negative.

**Communicate it:** Coaches and parents should strive to create a positive athletic environment through the promotion of positive attitudes. Every child participating in sport should bring a positive attitude to every practice and game and a willingness to learn. Be a role model and be positive yourself - smile, laugh and do not dwell on the negatives! Encourage positive communication amongst teammates and parents and help out whenever possible.

**Celebrate it:** Aspire to have the team with the best attitude! And make sure your team knows it! When you see your athletes cheering along the sidelines, helping out an injured player and/or encouraging players after they make a mistake, give them high fives and let them know that's what you like to see. Conversely, if you're noticing players displaying a poor attitude, talk to them about it and find out why. Let them know it's unacceptable to bring a poor attitude to the court.

POSTIVE ATTITUDE	NEGATIVE ATTITUDE
Enthusiastically participating	Moping and disengagement from peers
Offering encouragement to others	Making rude comments to those who made a mistake
Coming to practices and games on time and prepared	Being late and missing practices
Asking for assistance from teammates, coaches, and parents when needed	Not taking the initiative to improve; settling to subpar results

**Coach's Activity:** Provide your team with Certificates for A+ Attitudes, following a season where you noticed they demonstrated positive attitudes throughout.

**Player's Activity:** Before a practice, brainstorm and write down five positive feelings that you associate with having a great attitude (i.e. happy, encouraging, optimistic). Following practice, refer back to the sheet and reflect on whether or not you felt these feelings were achieved during practice. Were you around certain people when you experienced these feelings? Take note, and this will help you maintain a positive attitude in future sessions.



## 9.2 - BALANCE

**Is:** finding a state of equilibrium between two or more states of being.

**Communicate it:** Young athletes should be encouraged to find an equal balance between sports, school, family and friends. Get a good night's rest and eat a balanced diet. If you notice that someone's performance is slipping, talk to them and their parents: are they getting enough rest? Are they eating properly? Are they over stress from school work? Help to identify the problem and ensure that just the right amount of time is being spent on the basketball court. Encourage parents to come out and watch practices and games – make youth sports a family affair!

**Celebrate it:** When the optimum balance is reached, you will see results on the court. Talk to the parents and let them know how much they're helping their child by making sure that they are maintaining a healthy lifestyle. Show interest in the athlete's life outside of basketball: ask about their academics and other extracurricular. Recreational sports should be a privilege; if they're doing well in school, they're going to do well on the court!

BENEFITS OF A BALANCED LIFESTYLE	CONSEQUENCES OF A NON-BALANCED LIFESTYLE
Well rested	Tiredness, exhaustion
Healthy diet	Poor eating habits
Strong academics	Bad grades
Ample time for extracurricular activities	Overworked, stress
Healthy relationships	Strained relationships

**Coach's Activity:** Have your athletes keep a weekly log of what they eat, how long they sleep, how much time is spent on their studies, and how much time is devoted to basketball and other sports. At the end of the week, have them analyze the results. Are there areas that needs more attention and devote more time to? How can improvements be made to help them achieve a more balanced lifestyle?

**Player's Activity:** Keep a weekly log of how you're spending your time, including homework, sports, reading and time spent watching television. At week's end, tally up the amount of time you spent doing each of the above activities. What do you spend the most time on? Talk about this with your parents. Is there something that you want to make time for? Have your parents help you out with this.

## 9.3 – COMMUNICATION

**Is:** the process of conveying information; strive to do so openly, positively and clearly

**Communicate it:** Create an athletic environment whereby players and parents feel comfortable to talk to each other. Encourage the notion that more communication is better than less. When talking to others, ensure you do so in a calm and professional manner, and always practice active listening. Remember that 93% of communication is non-verbal. Carry yourself in a professional manner, and encourage your players to do the same.

**Celebrate it:** Effective communication will transfer into success. Let them know that by asking questions, they will learn more and learn effectively. When you notice that your players are seeking results on the court, praise them and encourage them – that is yet another way to continue communication with your team! Communication is a never-ending process – never stop talking to your team and make sure they never stop talking to you.



EFFECTIVE COMMUNICATION	POOR COMMUNICATION
Make eye contact	Using inappropriate language (i.e. name calling)
Stand up straight and use appropriate facial expressions	Slouching and not smiling while communicating
Use a warm and welcoming tone	Being aggressive or hostile
Be an active listener: not only do you hear what the person is saying, but you try to understand the entirety of the message	Not listening to others; becoming distracted; ignoring other people
Be approachable	Failing to ask for assistance when needed

**Coach’s Activity:** For this activity, make sure that there is a safe area where your players are not going to bump into anything. Blindfold all your players. Tell them to line up in order of their: a) birthdays, and then b) ages (oldest – youngest). The blindfold demonstrates a ‘barrier to communication’ and is a good physical example of how difficult communication can be. Note how long it takes them to accomplish these two line-ups and discuss what could have made the process easier.

**Player’s Activity:** Communication can naturally be easier with people that you know; strive to get to know new people every practice. During warm-ups, ask someone who you do not know very well a question: Who’s your favorite basketball player? What’s your favorite movie? When did you start playing basketball? This will help you to practice your communication skills, and possibly make some new friends too!

## 9.4 – CONFIDENCE

**Is:** the belief in one’s own abilities.

**Communicate it:** Young athletes must have confidence in their abilities on and off the court. Help them build their confidence by structuring practices appropriately so they have ample time to practice a skill. The more they practice, the greater the chance they will succeed, and the higher their confidence will climb. Create a culture where athletes not only have confidence in their own abilities, but with each other. Remember to comment regularly on all the positive things that your athlete is doing and offer encouragement and advice on what they can improve on.

**Celebrate it:** Get everyone involved! Ensure that all the kids get equal playing time. This will allow them to all develop their skills and to realize that even if they are making mistakes, they are still going to play. Intentionally make at least one positive comment to each athlete during practice and games – this will boost their confidence further. Don’t forget: Positivity is contagious!

CONFIDENCE BOOSTERS	CONFIDENCE BASHERS
Positive Feedback	Harsh criticism
Equal playing time	‘Benchwarmer’
Complimenting others on a job well done	Making fun of other people’s mistakes
Keeping things simple	Tackling too many complex tasks
Concentrating on the positives	Dwelling on the negatives



**Coach’s Activity:** Have your team “Play it Forward”. When someone does a good deed for them, encourage them to pay it forward instead of repaying the person who committed the good deed. For example, if someone shares their basketball with them during practice, they might pay it forward by offering to help someone else who they see struggling with their jump shot. This exercise will help spread positivity and in turn boost everyone’s confidence, as everyone is doing something good for someone else.

**Player’s Activity:** Everyday, give someone a compliment. Take note of how good it makes them feel, and how good it makes YOU feel. You can improve someone’s confidence with the smallest gesture!

### **9.5 – FOCUS & DETERMINATION**

**Is:** concentrating one’s whole energy in order to achieve something; giving 100% of one’s attention and effort.

**Communicate it:** There is no better example of focus and determination than yourself: if you are determined to help/coach your young athlete, they will be determined to learn from you and succeed. If you notice someone is struggling, help them out, encourage them to stay focused and let them know it’s ok to make mistakes. It’s easy to lose focus as the season progresses – monitor everyone to make sure all the athletes stay dedicated.

**Celebrate it:** Young athletes should take great pride in their accomplishments – when they maintain focused and dedicated, anything is possible. Share that with them and recognize them for their determination and effort. Following a practice, talk about the good things that were accomplished, and the thing that need further improvement. With greater focus and determination, those improvements will be made and further praise can be given.

<b>CHARACTERISTICS OF A FOCUSED &amp; DETERMINED PERSON</b>	<b>CHARACTERISTICS OF A NON-FOCUSED &amp; DETERMINED PERSON</b>
Hard working	Lazy
Motivated and enthusiastic	Non-enthusiastic and de-motivated
Persistent	Gives up easily
Set goals	Lacks a clear vision
Identifies weaknesses and strives to improve	No desire to improve; careless & indifferent

**Coach’s Activity:** Write down the words ‘focus’ and ‘determination’. Have the athletes share other words and characteristics that they associate with these words and discuss ways to become a more focused and dedicated person.

**Player’s Activity:** Who is the most focused and dedicated person you know? Write a one-page response to this question, and share with your teammates. How can you become more like them? Can their characteristics be transferred on and off the court?





## 9.6 – GOAL SETTING

**Is:** the process of establishing specific and measurable objectives; time-measurable (i.e. setting goals for the week, the month and/or the season); helps to challenge oneself and can help identify and improve weaknesses in order to maximize potential.

**Communicate it:** Kids need to know how to come up with a proper goal and what to include: share with them that goals need to start out small, be measurable and achievable. Help them to establish a plan for achieving their goals – talk to them about allotting sufficient time for practice, and for study. They should be encouraged to set weekly, monthly and seasonal goals and to evaluate regularly. Remember, all kids have goals. They just may not communicate them properly. Encourage them to share them with you so you can help them attain them and to ensure that they aren't setting themselves up for disappointment if they are unrealistic.

**Celebrate it:** Monitor their goals, and talk to them when the deadline approaches. Have they attained their goal? If yes, praise and encourage them to set up their next goals. It can take many weekly and monthly goals in order to reach the larger goal. Help them to re-evaluate their goals so they can attain them. Did they not allow themselves enough time? Did they fail to seek help from other resources that could have helped along the way? Identify the issues and let them know that obstacles and mistakes are part of the goal-setting process and can often be the best way for them to learn.

WELL WRITTEN GOALS	POORLY WRITTEN GOALS
"Becoming a better free-throw shooter by practicing free throw shots for 15 minutes everyday for a month. Aim for 30 consecutive shots by month's end."	"I want to become a better basketball player"
"Make the high school varsity team by attending all try-outs and practicing on my own for an hour on days between try-outs."	"I want to become a professional athlete."
"Get an 'A' on the upcoming history test, by studying for an hour every night for a week prior to the test."	"I want to be a straight A student this year."

**Coach's Activity:** It's important that your teammates realize that adult set goals too. Discuss some of your own goals with the team and ways that you plan on achieving them. Share past goals that you have attained, as well as goals that you failed to reach and discuss why this may have occurred.

**Player's Activity:** Prior to the beginning of the season, write down 3 goals that you would like to achieve pertaining to your performance on the court. Also, write down 3 academic/social goals. Break them down further by creating monthly goals that will ultimately help you to achieve them. Chart your progress and re-evaluate at month's end, and season's end.



## 9.7 – HARD WORK & DISCIPLINE

**Is:** the concept of exerting a lot of effort and perseverance to develop a skill or accomplish a task.

**Communicate it:** It takes hard work and determination to accomplish a task, and discipline to stick to it. Persistence is vital – the harder you work the better you'll develop your skills. Don't let players give up on themselves, or each other. Encourage them to learn from their mistakes and get right back up to try again. Encourage a routine – they'll be less likely to falter if they have a routine to stick to.

**Celebrate it:** Nothing is more fulfilling for a young athlete than to finally accomplish what they have set their mind to after a great deal of hard work. What makes it that much better is when someone recognizes what they have accomplished and praise them for their effort. Tell them how much you appreciate them for coming out to every practice and how much it will pay off for them in the future. When other kids witness the benefits of hard work and discipline, they too will start trying harder!

CHARACTERISTICS OF A WELL-DISCIPLINED HARD WORKING PERSON	CHARACTERISTICS OF A POORLY DISCIPLINED LAZY PERSON
Shows up on time to every practice and game	Constantly late
Never misses a practice	Inexcusable absences from practices and games
Create a practice schedule and sticks to it	Lacks a clear vision
Set goals	Unenthusiastic and de-motivated
Team player and motivates others to try their best	Very passive

**Coach's Activity:** Show video clips to your team featuring successful sports teams. They do not all have to be from one sport and they do not all have to feature winning, championship teams. Show a variety to demonstrate where hard work can take you; but that winning isn't everything.

**Player's Activity:** Think of two situations: one where you worked hard and were dedicated and one where you were not. Write a one-page response on the key differences of each and which situation worked out better. Why did you not try your best? Identifying the reasoning's.

## 9.8 - LEADERSHIP

**Is:** the process by which a person influences others to accomplish tasks and goals and directs them in an effective and efficient manner; setting positive examples, and inspiring others to do the same.

**Communicate it:** exercise both forms of leadership in order for young athletes to prosper, and recognize that both forms are equally important: encourage them (relationship-based leadership), and provide instruction when needed (task-oriented leadership). Create a comfortable environment where everyone feels they can participate – you want them to feel like they can speak their mind, not take a passive stance. It's a fine line between blending in with the pack and setting themselves apart; make sure they are encouraged to step-up and not to give in to any peer pressure tendencies.



**Celebrate it:** Don't simply tell young athletes to exhibit leadership qualities. Whenever a leader steps forward, commend them for doing so. Leaders exhibit various characteristics: they're dedicated, humble, assertive, and creative. If you see one of your athletes displaying one or more of these characteristics, commend them and share with the group that there is a leader amongst them!

GOOD LEADERSHIP	POOR LEADERSHIP
Provides encouragement	Being critical when a mistake is made
Provides instruction	Not assisting others when you recognize that help is needed
Being open to new ideas	Being aggressive rather than assertive
Being creative – think outside the box	Being passive, and “going with the flow”
Have a clear vision	Not taking initiative
Take responsibility for one's own actions	Blaming others

**Coach's Activity:** Share with your team some experiences you've had in regards to leadership – whether this be on the court or off the court. Encourage discussion amongst the group and make sure to re-iterate why these stories of leadership, whether they enforce good or poor leadership skills, have stuck with you.

**Player's Activity:** Who is your favorite leader in the sporting world? Write a one page response on who you rate as your favorite athletic leader, and explain why you have chosen this person. Highlight what makes them a leader, and how you think they exhibit leadership qualities on and off the court/field. Do you relate with him/her?

## 9.9 - RESPECT

**Is:** being honored and/or showing positive attitudes towards others.

**Communicate it:** the best way for children to learn accepted behavior and language is to observe it. Exhibit respectful behavior when interacting with all players (teammates and opponents), coaches, parents and fans.

**Celebrate it:** if you notice your team using respectful language or reacting in a respectful manner, let them know that you're proud of them for choosing the right way to handle themselves.

RESPECTFUL BEHAVIOR	DISRESPECTFUL BEHAVIOR
Exhibiting actions of self-control	Arguing with officials
Using (age) appropriate language	Using offensive language
Shake hands and say “good game” following a game	Failing to shake hands; hand slap, and mumbling after a game
Showing support for a teammate after they make a mistake	Making unnecessary comments to a teammate or being their back after they make a mistake



**Coach's Activity:** Have the kids brainstorm answers to the following questions: What is respect? How do you show respect on the court and off the court? Compare the kids answers and come up with a list of respectful behaviors that can be taken home for the kids to share with their parents, and used as a reminder of how they are always expected to act.

**Player's Activity:** Look through magazines and newspapers for photos that show athletes being respectful, as well as athletes displaying disrespectful behavior. Clip them, bring them to practice and compare with your teammates.

## **9.10 - RESPONSIBILITY**

**Is:** being accountable for one's actions; not diverting the blame/task on to someone else.

**Communicate it:** Teaching responsibility is one of the primary goals of sport, as it is one of the easiest traits that can transfer to other areas of life. Young athletes should be expected to follow all the rules, and to know what is expected of them. They have a responsibility to the team to attend all practices and games, play fair, be a good sport and try their best. If you as a coach fail to show up on time, use inappropriate language and do not respect others, young athletes will not understand the importance of responsibility – so be responsible!

**Celebrate it:** At the start of the season, make your young athletes aware that they'll be learning more than just basketball skills – it's about life skills too! When you witness a child being responsible (i.e. has never missed a practice, has never been late, etc), speak up and let them know that they're doing a great job. Be consistent – make sure all athletes are treated equal and rewarded as such. But be careful: there will be situations where kids have little control over their actions (i.e. their parents could not get them to practice on time). Make sure all parents are aware of the level of behavior that you're expecting prior to the start of the season.

<b>RESPONSIBLE BEHAVIOR</b>	<b>IRRESPONSIBLE BEHAVIOR</b>
Arriving to all practices and games on time	Being late
Never missing a practice or game	Inexcusable absences
Coming to practices/games mentally and physically prepared, with all equipments	Forgetting to bring equipment to practices/games
Treating all people (teammates, coaches, officials, parents) with respect	Arguing with officials
Supporting all teammates, and offering encouragement	Using inappropriate language

**Coach's Activity:** Throughout the season, award players with a certificate for instances of outstanding behavior. At the end of the season, reward players who have consistently demonstrated good behavior – aim to have the whole team receiving one!

**Player's Activity:** Do you consider yourself a responsible person? Do you consistently follow-through with all of your responsibilities? List the responsibilities that you have, on the court, at school and at home. Is there anything you can do to make yourself a more responsible person?



### 9.11 – SPORTSMANSHIP AND FAIRPLAY

**Is:** conforming to the rules, spirit, and etiquettes of sport; being as competitive as possible while still playing in the spirit of the game.

**Communicate it:** Treat players, coaches, officials and parents the way you want to be treated. Always demonstrate good sportsmanship. Don't just cheer for the home team; show appreciation when the opponents make a good play. Whether your team won or lost, congratulate the opponent and shake the coach's hand. Steer clear of the "win-at-all-cost" attitude. Young athletes must know and understand that it's okay to lose. The key is to have fun!

**Celebrate it:** Following a practice or game, discuss instances of good sportsmanship that you observed from your team. By recognizing these instances, it shows young athletes that demonstrating good sportsmanship is important to you and to all involved. Start young: young athletes should start to learn about the importance of being a good sport and playing fair as soon as they enter their first sport program, and even before. Make sure you're recognizing it early!

GOOD SPORTSMANSHIP	POOR SPORTSMANSHIP
Clap for an injured player as he gets up to leave the game	Heckling and making necessary comments towards the other team (players, coaches, officials, fans)
Playing by the rules	Cheating: not pointing out incorrect calls when they go in your favor
Cheer good plays made by BOTH teams	Showing off
Win or lose, shake hands following the game with opposing players, coaches and officials.	Arguing calls with officials

**Coach's Activity:** Have your players watch a sporting event. During practice, discuss with them what they watched and if they notices any instances of good or poor sportsmanship. Discuss the comparisons between sports: which sport seemed to promote the values of good sportsmanship the most?

**Player's Activity:** Keep a log of your practices/games for the month – record instances of good and poor sportsmanship that you demonstrate, as well as any that you may have observed. At the end of the month, see which side outweighs the other – if there are more instances of poor sportsmanship, talk to your coach and see what you can all do to improve the situation.

### 9.12 TEAMWORK

**Is:** a group of people working together to achieve a common goal.

**Communicate it:** Basketball is a team sport. If a team is going to be successful, all team members must work together. Although individual achievements are important, to win a basketball game, you have to play as one. The basis of teamwork is trust, enthusiasm, ambition and motivation. All team members must be able to depend on each other, share a mutual enthusiasm for the game, be united in working towards a common goal, and have the drive to achieve it.



**Celebrate it:** If your team starts working together, you will see results! Conduct team building exercises if you feel that the group needs to get more comfortable with each other. They will see that the more comfortable they are with each other, the easier it is to work together. Commend their successes, and discuss them with the group. Highlighting group achievements will show them that those are what you value!

EFFECTIVE TEAMWORK	INEFFECTIVE TEAMWORK
Taking responsibility as a whole	Blaming individuals
Have a clear vision and goal in mind	Unfocused
Clear channels of communication	Failure to communicate amongst each other
Encourage creativity	Passive and fail to contribute to the group
Able to put group goals and interests ahead of their own	Concentrate on individual interests and achievements

**Coach's Activity:** Have the entire team stand in a straight line side by side, should to shoulder. The sides of their feet should be touching each other. Mark beginning and end lines to show the distance they must travel. The group must travel from behind the start line to the end line, maintaining continuous contact with their feet. If anyone loses contact with their partner's foot, the whole group must start over. This exercise highlights the importance of cooperation, and can also be used as an exercise in leadership and communication.

**Player's Activity:** Write a one page response on a time when teamwork helped you to achieve a goal. Also include an instance when your team failed to work together. What were the key differences between the two situations? What could you do differently to ensure that your team always effectively works together?

# SECTION 10

ENCOURAGING HEALTHY  
LIFESTYLES



# 10



**CANADA**  
BASKETBALL



## 10.0 ENCOURAGING HEALTHY LIFESTYLES

How an athlete takes care of his/her body directly affects their performance on the court. You have a powerful influence over how an athlete conducts themselves: by providing them with information on how they can lead a healthy lifestyle, and help them to not only develop as an athlete, but adopt habits that they can carry with them as they mature.

### **10.1 - NUTRITION**

As a coach, it is important that you talk to your players and their parents, about what they can do to ensure that they are maintaining a healthy, well-balanced diet. What an athlete puts into his/her body and when they do directly affects their performance in a practice or game. Adopting healthy eating habits early, and providing them with the correct guidance to do so, will go a long way in their quest to keep fit and have fun.

#### What to Eat and When:

- An athlete's performance is directly affected by what they put into their body; a diet high in complex carbohydrates, and low in fat protein is the best way for them to stay energized and healthy.
- Carbohydrates are stored as glycogen in muscles and the liver – glycogen is the quick energy needed in order for muscle activity. What are your best choices? Fruits, bread, rice, pasta, milk and yogurt. Try to stay away from high carbohydrate foods which are less nutritious such as sugar, candy and soda.
- It's important that an athlete has a sufficient meal before practice or game time in order for them to ensure adequate energy levels. Meals should be eaten at least 3 hours prior to physical activity to ensure proper digestion.
- What to serve? Try:
  - > Soup and a sandwich (lean meat), with milk
  - > Small serving of pasta with plain tomato sauce
  - > Cereal, milk, fruit and toast.
- If time is a constraint, eat smaller amounts of similar foods
- By helping them eat healthy now, you can help them eat healthy for life!

### **10.2 - HYDRATION**

It's very important that your athletes stay hydrated during the duration of their practice and/or game. Fluid is needed in order to regulate body temperature. Make sure that parents send them along with a full water bottle, and that you provide them with plenty of water breaks. Although sports drinks can be a beneficial alternative to water, as they contain carbohydrate that helps to maintain blood glucose levels, they are not always necessary for young athletes. Water is a young athlete's greatest tool to staying hydrated before, during and after exercise. Remember: the body's thirst mechanism has a delayed response so don't depend on it to cue the need for a drink. Drink early, and drink often!

### **10.3 – SLEEPING PATTERNS**

Young athletes who are sleep deprived commonly suffer from decreased performance, and are more prone to injury. Hours of sleep required differs at various ages - 5-6 years old: 10-12 hours/day; 7-12 years old: 10-11 hours/day; and 13 years old: 8-9 hours/day. They are more likely to get the right amount of sleep each night if a routine is established. Communicate this with their parents – encourage them to establish a routine that allows their child to go to bed at the same time each night and get the right amount of rest. Coupled with healthy eating habits, good sleeping patterns will go a long way in establishing a healthy lifestyle that will allow young athletes to prosper on and off the court.





## **10.4 – LIFE BALANCE**

It can be quite easy for children to get so involved in extracurricular sports that they forget about their other responsibilities. Parents are ultimately accountable for ensuring that they maintain balance in their child's life between sports, school and family. As a coach, however, you have an important role to communicate its importance; without balance, one aspect will ultimately suffer.

### Tips on Finding Balance:

- Balance sports and time with family - Encourage all members of the family to make it out to practices and games. This not only is a great family activity, but it shows young athletes that the whole family supports him/ her. Encourage parents to allot time each week to spend with the family that does not revolve around the basketball court – have a Family Game Night, cook a healthy meal together, or plan a weekend getaway.
- Ensure academics come first - Encourage your athletes to complete his/ her homework before practices and games. Take an interest in their academics and ask how school is going and what they are learning. Talk to parents about the importance of good grades - if you believe that the time devoted to sport is negatively affecting their academics, talk to them so they understand that the time spent on the court is a way for them to have fun after their school work is done.
- Maximize travel time - Travelling to and from practices is an ideal time for parents to communicate with their children. Talk to the parents and encourage them to take advantage of this time to not only talk about practices/games, but their academic and social life.

# SECTION 11

INDIVIDUAL FUNDAMENTAL  
SKILLS DEVELOPMENT



# 11



**CANADA**  
BASKETBALL



# 11.0 INDIVIDUAL FUNDAMENTAL SKILLS DEVELOPMENT

Every athlete develops their skills at their own pace. Players at certain age levels will be able to perform all of the skills and drills at different levels. There will also be players that are younger who are very capable of handling the concepts that are intended for them and more, while there will be other players who will require more time on certain activities in order to grasp the concepts. It is up to you as a coach to distinguish what is enough, what is not enough, and what is too much. All of the skills, drills and methods for teaching these drills are suggestions. You may have your own way of describing a particular activity and your own methods of teaching that may work better for you.

## **11.1 – FUNDAMENTAL MOVEMENTS**

As was mentioned in an earlier section, developing an athlete's physical characteristics is critical in their overall long term development. This is a list of some fundamental movements that need to be developed:

- Athletic stance
- Proper running form – forward and backward
- Starting and stopping
- Change of direction
- Hopping
- Skipping
- Jumping
- Balance
- Pivoting
- Lunging
- Squatting
- Twisting
- Pushing
- Pulling

### **Warm up**

At the beginning of each session, during a proper warm up, is an ideal time to train and develop these fundamental movements.

The purpose of a warm up is to prepare the players to play the game by warming the body and at the same time using the muscles in all of the movement planes that the body requires. It should also be fun. Class time is limited, so don't waste time having kids run laps just to warm up. Proper warm-up should capture student interest while providing extra practice attempts.

The following are a number of fun activities that coaches can use to warm up players. It is important to understand that you would never use all of the activities at one time. Most of these activities can be done with or without a ball. It is best to do them without the ball when the players are first learning. It is also imperative to watch the players to ensure that they are properly performing the skills. Be sure to follow a brief warm-up with stretching the warm muscles, tendons, and ligaments.

These are just a few simple examples and by no means represent an exhaustive list.



### 1. Animal Walks

A fun way to do a warm up which utilizes dynamic stretching is by having the children imitate various animals. This gets them to move in different planes of the body and use different muscles. Little kids will love to add the animal noises. Make the animals move in different directions – forward, backward, left, right, turn in a circle.

Another great idea is to play **transformer**. Have the children start as one animal and transform into another. For example start as a two legged animal and transform into a four legged animal. You will find that children can be very creative. Have them come up with their own ideas.

Some Examples are:

- Horse – Gallop like a horse (skipping action)
- Dog – Walk on hands and feet, opposite arm and leg. To get a good hip stretch, occasionally have the dog raise it's leg to a pretend tree.
- Deer - Bounding, hold the knee high in the air
- Scorpion – Laying face down take the right leg lift it behind your back to touch your left hand. Switch legs.
- T-Rex – Lunge walk , add some twists
- Stork – Balance on one foot, have them reach down and touch the floor with their hand.
- Kangaroo – Hopping on two feet
- Bear – Walking on the same hand and foot at the same time.
- Spider – Pretend to crawl along the wall, stay low to the floor
- Crab - With your belly facing up move on hands and feet. Work different directions
- Seal – Drag the feet, flippers, by pulling yourself along with your arms
- Frog – Squat down and explode out into a two foot jump
- Inch worm – Start with the hands on the ground and walk out to a push up position. Now walk the feet into the hands. Repeat.
- Duck walk – Walk in a crouched position. Keep the arms in like wings. With older players this is a great way to get them to move low into a shot.
- "Little Sumo" – Spread the legs wide apart. Squat with the back straight and the elbows pushing out on the knees. Keeping pressure pushing outward on the knees start moving forward with little steps.

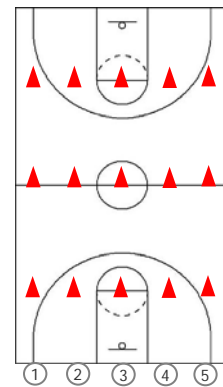
### 2. Change of speed

The purpose here is to teach the children that changing speed is one of the best ways to come under control when approaching defense.

Have them line up on the end line. Instruct them on the different speeds they can move: slow (walk), medium (jog heel toe), fast (run on toes). When they reach the pylon have them change speeds. Be careful of going fast at a wall.

Load the drill:

- Mix up the speeds.
- Come to a complete stop at the pylons; or stutter at the pylons.
- Add basketballs.
- Add defense.

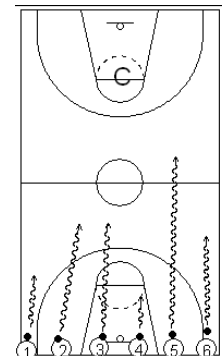


### 3. Red light green light

The players line up on the endline with a ball. One coach (or player if you are by yourself) starts with his/her back to the group at the other end. When the coach says "green light" the players move forward. When he/she calls "red light" the players must freeze. Anyone caught moving must go back to the start. Emphasize changing speed and being under control.

Load the drill:

- Make the players balance on one foot and start moving from one foot.
- Change the type of movement – transform to animal walks; stop in fun positions.





#### 4. Fugitive Tag

Players are paired up according to size and abilities, designating a partner 1 and partner 2 in each pair. Have all partner 1s (the detectives) go to the center of the gym, face the center, and cover their eyes. Partner 2s (the fugitives) “escape” by moving throughout the space with a locomotor movement you choose and trying to avoid their partners. On the command – “Detectives, find your fugitive!” – the detectives open their eyes and then must locate and tag their partner to capture them. Have partners switch roles and repeat an equal number of times. Choose different locomotor movements.

Load the drill:

- Use different locomotor movements including: walking, skipping, galloping, sliding, hopping (one foot), jumping (two feet), leaping, etc.
- Add basketballs.

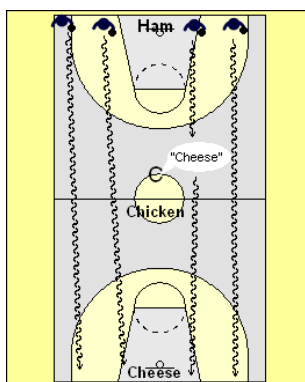
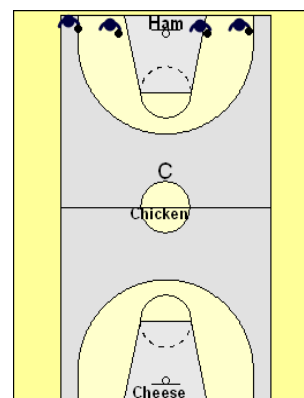
#### 5. Ham, Chicken and Cheese

Start by having the players line up on one baseline. This line is called “ham”. The center line is called “chicken” and the far baseline is called “cheese”.

When the coach calls out “cheese”, the players run as fast as they can to the far baseline.

Have the players work on different movements between the lines:

- Side shuffle
- Carioca
- Run forward/backward
- skipping, hopping, jumping



Have the players stop on the line in a different pose:

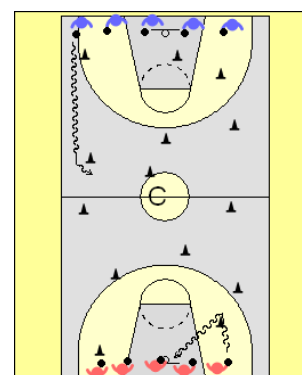
- Triple threat
- Front pivot, back pivot
- One foot balance

The coach may call out “chicken” and then as the players are part way there, call out “ham”. This works on concentration and making quick decisions. It is also beginning to help players learn signals. In basketball, we often call out play that simulates an action.

#### 6. Memory Chain

The group spreads out along the respective baselines. Each player has a ball. The first player must dribble to a pylon and perform some action – at the FUNdamental stage, start with basic movement skills (i.e. jumping jacks, one foot hops, etc); as athletes progress in skills, introduce basketball specific ball-handling skills (i.e. ball around waist, etc). The second person must get to the first pylon, repeat what the first player did, then go to a second pylon, and perform a new task. Each successive player must remember what the players in front performed.

It helps young players to pay attention to detail. In addition, it reminds them when standing on the sideline they still need to pay attention.

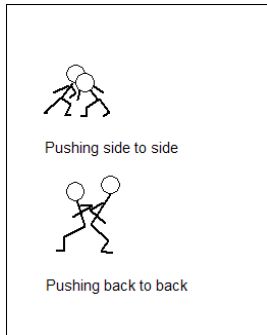




### Starting drills

It is a good idea to start drills with one of these movement patterns. It helps the athletes understand the importance of the movement and places it in its proper context. Many standard drills can be started in fun and creative ways to challenge the athletes. For example, to start 1-on-1 start with a ball tussle.

**Note:** If done properly many athletes will become very fatigued when performing these activities. They will be activating muscles that are seldom used. When the athlete's form breaks it is time to stop. This is when injuries can occur.



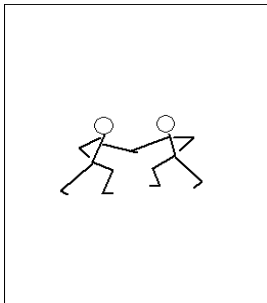
### Pushing

The athlete should be able to legally push using different parts of the body:

- a) With their side - when dribbling, defending, cutting
- b) With their front - setting screens, fronting on defense
- c) Back - sealing, boxing out
- d) Hands - many different situation
- e) Forearm

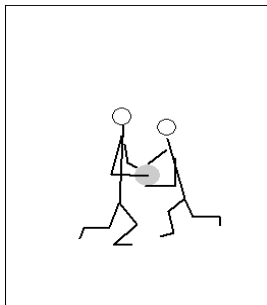
### Drill:

- a) back to back
- b) side to side
- c) front to front



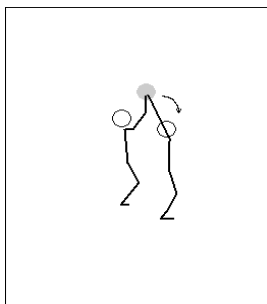
### Push-Pull

Players grasp each others forearms. On a signal they try to push and pull their partner to lose balance (move his /her feet).



### Partner Ball Tussle

Work the core - both players grab the ball and work to twist, pull and push the ball. They give resistance to each other. After going for a designated length of time, switch hand position on the ball.

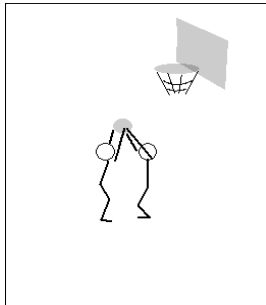


### Gain Possession

Start drills with a ball tussle. If you are playing 1-on-1 start with a rip to get possession of the ball. You can start from a high, medium or low position.

Here the player pull the ball down simulating a rebound. The other player gives guided resistance.

(\* Caution: The person behind should not pull ball hard).

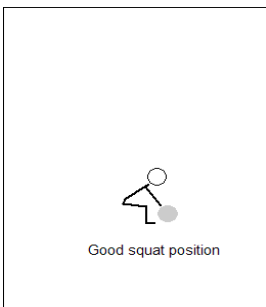


**Gaining possession into another action**

Start the drill by gaining possession. Then have the player perform a game like action.

- a) (Rip - Pass - Run)
- b) (Rip - Run - Pass)
- c) (Rip - Balance - Score - i.e. Mikan)

In this example the player rips the ball down to gain possession and then gains his/her balance and then uses a drop step move to score.

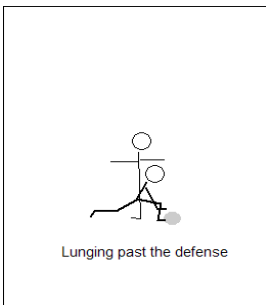


**Squatting**

Proper bending of the joints. Activate the core. Start in a good athletic stance (squat position).

**Ball shooting off the floor**

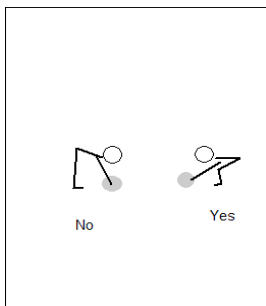
Start with a good squat. Do not lose sight of your toes when bending. The knees should be straight in line with toes. Raise the ball to the head and push.



**Lunging**

Explosive first step on offense and defense

- a) With partner lunge past the defender leading with your shoulder not your chest.
- b) Straight drive
- c) Cross over step

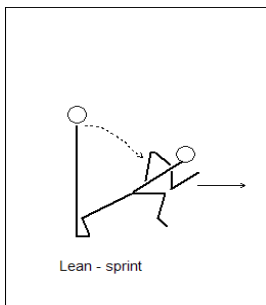


**Bending**

Athletes have to know how to bend and how to pick the ball up properly. Diving on the floor is a type of bending, taking a charge is bending

Combining bending with squatting exercises is a good idea.

Take the ball and use it like a medicine ball. Bend in all different direction. The good morning exercise is a good drill to do. Take the ball from the floor and straighten up to have the ball directly over the head.



**Gait**

Make sure the athletes use the full foot. Many do not push off their toes. Standing still; the athlete rocks from heel to toe. This also helps with balance.

Athletes need to know the difference between jogging and sprinting. You will need to work on arm action and getting up on the toes.

**Forward lean into sprint**

This is a good drill to teach acceleration. The athlete stands straight, leans forward and then sprints out as the toe hits the floor.



## **11.2 – FOOTWORK**

To be effective in basketball, players need to be able to perform a variety of offensive skills. Since footwork makes it possible for players to simultaneously execute skills and move about on the court, it is important that players learn both offensive skills and footwork.

This section will cover the following topics relating to Footwork:

- 11.2.1 - Footwork
- 11.2.2 - Ready Position/ Triple-threat position
- 11.2.3 - Starting Movement
- 11.2.4 - Running
- 11.2.5 - Stopping
- 11.2.6 - Pivoting

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### **11.2.1 - Footwork**

The prerequisites of correct footwork: quickness, balance, agility and technique. Players need:

- Quickness to deceive and beat an opponent.
- Balance to maintain body control.
- Agility to change speed and body position quickly.
- Technique to make optimal use of quickness, balance and agility.

It is recommended that players execute footwork as follows:

- Maintain a balanced position.
- Move along straight lines whenever possible.
- Change direction sharply.
- Execute combinations of footwork patterns and fakes with and without the ball.

When introducing players to the fundamentals of footwork, start without the ball – it distracts beginning players and should be introduced only once players can correctly perform fundamentals without it.

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### **11.2.2 – Ready Position/Triple Threat Position**

#### **Ready Position**

The ready position is a balance stance that provides a strong base and therefore enables players to initiate movement in any direction.

To get into a ready position, emphasize the following:

- Feet shoulder width apart, slightly staggered.
- Weight distributed evenly on balls of both feet.
- Bend ankles, knees and hips.
- Head upright and looking forward, back fairly straight.
- Arms are extended out to side in position to intercept a pass (defense); or in position to receive a pass (offense).
- Must be balanced.

#### **Triple Threat Position**

The Triple Threat Position is an extremely important stance in basketball, as all offensive movements originate from this position. This should be one of the first skills that you teach your players, as it is something they will always have to do.

Whenever players catch the ball on the court within their shooting range, they should face the hoop and get into the *triple threat stance*. This stance allows them to become a threat to attack the defense and move quickly in any direction they choose to go.





In a *triple threat stance*, the offensive player has three movements they can make. From this position, the player can: i) shoot, ii) dribble, or iii) pass.

To get into a Triple Threat position, emphasize the following:

- Feet are shoulder width apart in a stable, balanced position.
- Shooting foot ahead of non-shooting foot in heel-toe relationship.
- Weight is evenly distributed on balls of feet.
- Knees bent, butt down, back slightly flexed.
- Chin over shooting foot.
- Hold ball with dominant hand on back of ball, with finger tips on ball, fingers comfortably spread, wrist bent back.
- Elbow of shooting arm bent to 90 degrees and pointing toward the rim.
- Non-shooting hand on the side of the ball, fingers point upward.
- Ball is held near hip and tight to the body when not preparing to shoot.

#### **Triple Threat Position Drills**

*Starting from the Triple Threat Position* – On the sound of the whistle, players take two dribbles, come to a jump stop and get into a triple threat stance. Once players are still and low in their triple threat stance, blow the whistle again. Proceed in this manner up and down the floor. Players must be balanced – it is a good idea to go around and give players a small nudge to make sure they are balanced.

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#### **11.2.3 - Starting Movement**

It is important to initiate movement with quick, explosive steps. To start effectively, players should:

- Lean in intended direction of movement.
- Push off explosively with back foot, drive lead foot forward.
- Swing arms to increase acceleration.
- Take short steps initially, gradually lengthening them.

#### **Starting Movement Drills**

*Starting from the Offensive Ready Position* - Players assume the offensive ready position. On the whistle, players accelerate, taking five explosive steps, and gradually decelerate to a stationary position. The focus of this drill is on explosiveness, body lean, and arm action.

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#### **11.2.4 – Running**

Players need to be able to run forward, run backward, change pace while running, and change direction while running.

##### **Running Forward**

To run forward, the player runs on the balls of the feet, lifts knees high, and takes long strides forward. The upper body is erect and head is upright. The arms swing rhythmically back and forth, not from side to side. Players can increase their speed by pumping their arms forcefully.

##### **Running Backward**

Players run backward by pumping their arms back and forth and rocking from the ball to the heel of the foot. The backward lean cannot be too pronounced, or players will lose their balance.

#### **Running Drills**

The best drill for running forward/backward is simply running. Encourage players to concentrate on high knee lift, correct foot placement, optimal body lean when going forward, and rhythmic arm swing.



### **Change of Pace Running**

In change-of-pace running, players change their running speed to gain an advantage over an opponent. To change pace, players change either the length of their stride or the frequency with which their feet hit the ground. When changing pace, players need to act convincingly and realistically, keep their balance, and make dynamic changes.

### **Change of Direction Running**

Change-of-direction running is the basis of many offensive and defensive maneuvers. For example, players often need to change from running forward to running backward or vice versa, when coming back on defense.

It is recommended that players change direction as follows:

- Slow down, plant outside foot in the direction opposite that of the new direction.
- Flex knee of the planted leg, and drop the hips to lower the body's center of gravity.
- Push forcefully off the outside foot, and simultaneously take a short, powerful step in the new direction.

#### **Change of Direction Running Drills**

**Relay Races** – Players divide into groups of three or four, and line up at the end line. The first player in each line runs backward from the end line to center, forward from center to the opposite end line, backward from the opposite end line to center and forward from center to the original end line. The next player then begins, and the sequence is repeated.

**Whistle Drill** – In this drill, players react to a whistle. On the first single whistle, players start running from the offensive ready position. At each single whistle thereafter, players change direction. On the first double whistle, the drill ends.

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### **11.2.5 - Stopping**

There are a number of methods of stopping in basketball: the stride stop, the two-foot jump stop and the stutter stop. In all cases, players may perform the stop with or without the ball.

In the stride stop, the feet land one after another and are staggered, making the first foot to contact the floor the pivot foot. In the two-foot jump stop, both feet land simultaneously and slightly staggered, making either foot available to be the pivot foot. In both stops, the dominant foot should be slightly advanced. In a stutter stop, the feet land after a series of stuttering (rapid fire) steps to close out offensive players and limit forward momentum.

In a **Stride Stop**, emphasize the following:

- Player begins in ready position and moves forward.
- Body lowers, feet land one foot after the other, slightly staggered.
- First foot to contact floor becomes pivot foot.
- Body lowers, knees bend, arms balance.
- Body in ready position.

In a **Two-Foot Jump Stop**, emphasize the following:

- Player begins in ready position and moves forward.
- Body lowers, two feet land simultaneously, slightly staggered.
- Body lowers, knees bend, arms balance.
- Body in ready position.

In a **Stutter Stop**, emphasize the following:

- Player begins in ready position and moves forward.
- Body lowers, feet slow down through a series of stutter (rapid fire) steps.
- Body lowers, knees bend, arms balance.
- Body in ready position.



### **Stopping Drills**

*Go-Stop Drill* – Players stop and start on a signal from the coach. Emphasize heads-up running and landing with balance and control. Keep the drill short and vary the signals to keep players alert.

### **11.2.6 - Pivoting**

Pivoting is one of the most important basic basketball skills a player must master. Pivoting occurs when a player rotates his/her body position, maintaining balance with one foot in constant contact with the floor.

A player can use pivots to:

- Protect the ball from defensive player.
- Improve view of court while in possession of ball.
- Square up to the basket.
- Improve passing or driving lane.
- Beat a defensive player by pivoting around him/her.

Once a pivot foot is established, it may not be changed. A player must visualize that their pivot foot is stuck to the ground, until they dribble or pass the ball. When a player catches the ball or stops dribbling the ball, the first foot to hit the floor is the pivot foot. Therefore, it is a good idea to have a player come to a jump stop on two feet, so that their pivot foot is not pre-determined. Once this occurs, it is up to the player to choose a pivot foot based on the situation.

When pivoting, emphasize the following:

- Keep the pivot foot in constant contact with floor.
- Stay low.
- Pivot quickly and aggressively.
- Lead with elbows.
- Stay in triple threat stance.

There are two types of pivots:

- **Front Pivot** - In the front pivot, a player turns forward while pivoting on one foot. That player does not lose sight of the basket and remains in a triple threat position throughout the movement.
- **Reverse Pivot** - In the reverse pivot, the player turns their back, away from where they were. Again, the player must remain in a triple threat stance so that they protect the ball.

### **Pivoting Drills**

*Pivot Drill* – Players assume a triple-threat position, perform both front and reverse pivots to protect the ball from a defender, and return to the triple threat position facing the basket. Players must keep their knees bent throughout this drill.

*Stop and Pivot Drill* – At designated lines on the court, have each player perform a two foot or stride stop and perform either a front or reverse pivot. Have players react to a whistle at random for each stop. Have players dribble and execute footwork.



## **11.3 – PASSING AND RECEIVING**

Passing and receiving the basketball are two fundamental aspects of offensive basketball that must be worked on so children can learn to share the basketball and promote team play. The purpose of successful passing is to move the ball up the court quickly, or to move the ball into an area to improve scoring opportunities for teammates. Every successful pass requires two things: a good passer and a good receiver.

This section will cover the following topics relating to Passing and Receiving:

- 11.3.1 - Purpose of Passing
- 11.3.2 - Passing Techniques
- 11.3.3 - Receiving Techniques
- 11.3.4 - Types of Passes
- 11.3.5 - Teaching Progression
- 11.3.6 - Games Approach Notes

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### **11.3.1 - Purpose of Passing**

- Advance ball up court as quickly as possible.
- Achieve better court position.
- Improve shooting position and scoring opportunities.

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### **11.3.2 – Passing Techniques**

When teaching passing, emphasize the following:

- Always be in a triple threat position.
- Anticipate the movements of teammates and use peripheral vision to look for open receivers.
- Focus and make eye contact on receiver's target.
- Hold ball with finger tips and finger pads while keeping elbows in near body.
- Pass ball towards target by flicking the wrists, finishing with thumbs pointed down and 'pinkies' up.
- Step in the direction of the pass to give it more power.
- Follow through as ball is released.

---

### **11.3.3 – Receiving Techniques**

When teaching receiving, emphasize the following:

- Show a target.
- Anticipate passes directed toward them.
- Be in a ready position with hands up in position to receive ball.
- Trace flight of ball, see ball into hands.
- Absorb the ball by catching it with your fingers and bend at the elbows.
- Get into triple threat position when ball is caught.

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### **11.3.4 - Types of Passes**

#### **Chest Pass**

The chest pass is a straight, quick pass that moves on one plane. The distance between passer and receiver should be approximately the width of the key for children. This pass is often the best method to advance the ball up the court or around the perimeter, but is generally not a good penetrating pass.

When performing a chest pass, emphasize the following:

- Start in triple threat position.
- Identify target, call name of receiver.
- Hold ball close to chest with two hands.



- Fingers point to target.
- Keep elbows close to sides.
- Step into the pass.
- Extend arms forward at chest level.
- Snap wrists.
- Follow through so palms face outward and thumbs point to the floor.
- Return to ready position.

### **Bounce Pass**

The bounce pass is similar to a chest pass except the ball hits the ground about two-thirds of the distance towards the receiver and hitting the receiver in their target hands. The bounce pass is effective when either the passer and/or receiver is being pressured. The bounce pass is the most effective pass into the post to penetrate the key.

When performing a bounce pass, emphasize the following:

- Start in triple threat position.
- Identify target, call name of receiver.
- Hold ball close to chest with two hands.
- Fingers point to target.
- Keep elbows close to sides.
- Take one step towards receiver.
- Extend arms forward at chest level.
- Snap wrists.
- Follow through so palms face outward and thumbs point to floor.
- Bounce ball 2/3 of the distance to receiver.
- Return to ready position.

### **Overhead Pass**

The overhead pass is effective during transition to cover a longer distance in advancing and out- letting the ball up the court.

When performing an overhead pass, emphasize the following:

- Start in triple threat position.
- Identify target, call name of receiver.
- Transfer and hold ball over the top of head with two hands.
- Take one step towards receiver.
- Extend arms forward over head level.
- Snap wrists.
- Follow through so palms face outward and thumbs point to floor.
- Return to ready position.

### **One Handed Push Pass**

Once players have mastered the chest pass and bounce pass, they can move to the one handed push pass. This pass is slightly quicker than the chest pass and a more natural movement to make.

When performing a one handed push pass, emphasize the following:

- From triple threat position, locate target, call name of receiver.
- Ball in front of hip of lead foot.
- Shooting hand is behind ball, non shooting hand on side of ball.
- Step forward on to front foot.
- Push ball towards target with shooting hand.
- Target is receiver's chest.
- Wrist snaps and follows through.
- Fingers and thumb point at the floor.
- Return to ready position.



### 11.3.5 - Teaching Progression

Passing drills should be practiced in this progression:

- Stationary – stressing the technique.
- Passing on the run; in motion.
- Games approach – Passing in the half court offense and transition.
- Incorporate fakes such as i) looking away; ii) faking one way and going the other way.

### 11.3.6 – Games Approach Notes

- Passes should be short and crisp to avoid steals and deflections.
- Create good passing angles with use of dribble.
- Do not telegraph passes.
- Do not pull up dribble to pass unless teammate is open to receive pass.
- Don't leave the ground when passing (penetration). This will lead to the passer being out of control and committing charges or bad passes.
- Use ball fakes to create better passing angles.
- The ball can get down court quicker with a pass than with a dribble.

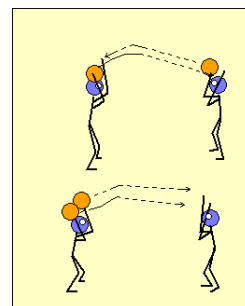
#### Passing Drills

1. Wall Passing – Have players stand two to six meters from a wall and throw chest passes at the wall; the player aims at a target at about chest height and concentrates on technique. The player begins the drill close to the wall but moves farther away as skill increases. Execute other passes: bounce pass, overhead pass, one hand push pass.

2. Partner Passing (Stationary) – Have players partner up and stand about 10-15 feet apart. Player will then execute the instructed pass, back and forth to each other. The receiver must always give a target, and the passer must always try to hit that target. Execute all passes.

• **Load #1:** Partner Passing with 2 Balls – Have each player get a ball and stand 10-15 feet apart as before. As one partner executes a bounce pass, the other throws a chest pass.

• **Load #2:** Alternate passes each time, and go faster.



3. Partner Passing on the Move (In Motion) – Players have a partner and one ball. Stand 10-15 feet apart, and get the players to slide down one side of the floor, throwing the instructed pass back and forth. To modify this drill, have the players run down the floor, progressively faster as they improve.

• **Load #1:** Three Man Passing on the Move – Players form three lines at one end of the court, and players in the center line have basketballs. As the first group of three begin to move down the floor in a parallel line and run straight down the court, the player in the middle line passes the ball to one of the outside lines, receive a pass back, turns and passes to the player on the other side. Player proceeds down the floor at faster and faster speeds, but always remains in their lines.

• **Load #2:** Three-Player Weave – Player form three lines at center. Players in the middle have basketballs and slap the ball as a signal for the first player in each line to start running. Players in the center pass to the left or the right and follow the pass. Players receiving a pass, catch the ball and pass to the player in the opposite outside lane who moves toward the ball. The player moving toward the ball then passes to the player who was originally in the middle, who shoots a lay-up. (A full court version of this drill can be performed by using a similar pattern and incorporating one or two extra passes.)



4. **Pass and Replace** - The players spread out in groups of three with one ball. The first player passes the ball using the designated pass. They then follow the pass to end up behind the receiver.

• Teaching Points: 1) Call names; 2) Give a target; 3) Move to receive the pass; 4) Run to the right jump stop and pivot to get back in line.

• **Load #1: Pass and Replace with Pressure** – The drill works the same as before only now the passer becomes a defender on the receiver. The passer is not allowed to dribble. He/she must work on fakes and pivots to create a passing lane.

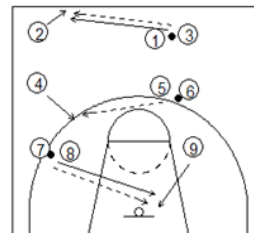
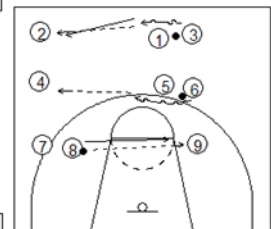
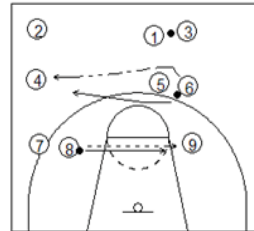
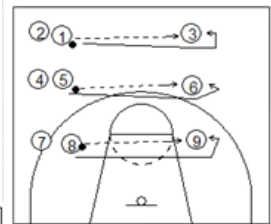
\* Teaching Points: 1) Beat the feet of the defender; 2) Crisp fakes; 3) Receiver have a target.

• **Load #2: Pass and Replace with Pressure and a Dribble** – Same as before only now the player is allowed to take a strong dribble to beat the defender.

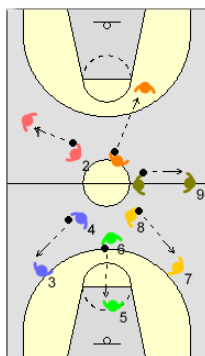
\* Teaching Points: 1) Pivot first before dribbling; 2) Strong protected dribble using both hands; 3) Pass off the dribble or off a stop.

• **Load #3: Break the Three in a Row** - Same as before only the receiver must break the straight line of the ball, the defense and receiver. The passer wants to fake away from the direction the receiver cuts. You will need bigger space to do this drill.

\* Teaching Points: 1) Fakes; 2) Cut to a space where defense cannot deflect the ball.



### 5. Circle Passing Progression



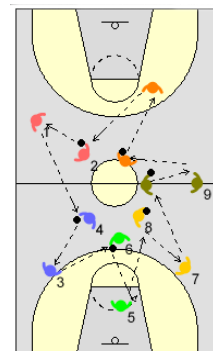
The twelve players partner up and form two big circles. The player on the inside circle has the ball. The partner on the outside circle faces in. The drill starts very simply with the players on the inside passing to the outside. It is a good way to introduce or review different passes.

• **Load #1:** Each player on the inside/outside has a ball and they must communicate when to pass the two balls at the same time.

• **Load #2:** Stationary dribble then pass when the partner shows ten fingers.

• **Load #3: Pass around the circle** – The player passes the ball to the next player in the opposite circle. With younger players, start with one ball and progress up to six (6) balls. Eventually, you can move to twelve (12) balls. This requires great communication and team work.

• **Load #4: Pass and Move** – When the inside player passes, he/she must now find a new partner to receive a pass from, who is located on the outside. Players must communicate and try to receive a pass from every outside player.





6. *Hot Potato* – This is a progressive passing relay that works very well with young children, but can quickly advanced into an excellent passing drill vs. guided defense for players of all ages.

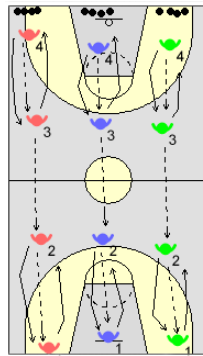
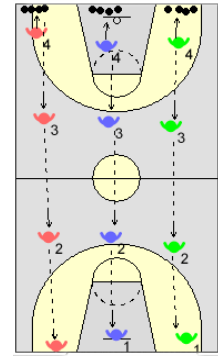
Divide the team into four (4) groups and line them up as shown in the diagram. You may find with younger players that the distance is too great and you may want two lines of six players. Each team has four (4) balls on the baseline. The object is to see how quickly the four (4) balls can be passed to the other end of the floor.

This will take communication and teamwork. The first player will often want to pick up a ball and pass it without waiting for the next player to be ready. The middle people must remember to quickly pivot and look for the next pass.

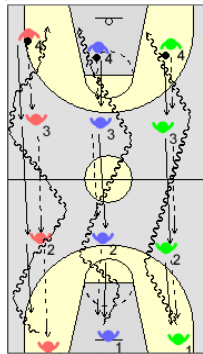
- **Load #1:** *Pass Down and Back*

- **Load #2:** *Use Different Types of Passes*

- **Load #3:** *Pass and Move* – This time after passing, #3 and #4 must trade places as do #1 and #2. This builds the concept of moving after passing. It also adds to the timing and communication.



- **Load #4:** *Pass Move Dribble Weave* – The players only need one ball per group for this activity. The ball is passed and the players follow their passes to fill the spot of the person they pass to. When the last person receives the ball, he/she dribble weaves back through the other players to the first spot. Go until the first passer returns home. To further load on this progression, make it live defense on the dribbler. The players guard the ball handler in their zone of the grid.



Hot Potato vs. Defense: Now one of the teams comes over and plays defense. The coach counts the number of times the team can advance the basketball to the other baseline. The last player must dribble the ball across the baseline and set it down. Call traveling and 5 second counts as turnovers.



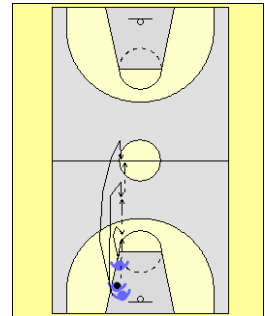


7. Crocodile Passing – The objective here is to teach passing and catching while progressing towards the Hoop. The floor is the water, which is filled with crocodiles who like to eat basketballs that hit the water.

Spread out 2-3-4 players under a hoop with one Ball. The player with ball passes to someone and moves forward to an open spot. Whomever the ball was passed to needs to concentrate and catch the ball without it hitting the floor (crocodiles are waiting). They then pass to a different person and moves forward. Keep passing until everyone catches it at least once; get close to the other basket, and then someone shoots.

As that group reaches half way up the court, get another group of 2-3-4 kids moving.

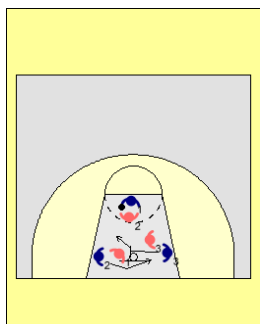
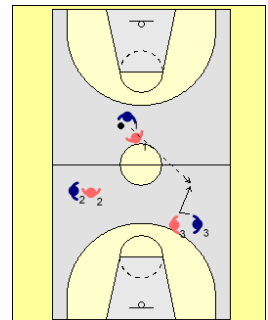
- **Load #1:** Use Different Types of Passes
- **Load #2:** Use two basketballs



8. Keep Away – 'Keep Away' has been used by coaches for generations. It is effective in teaching players how to pass and move without the ball. Here are some various versions of keep away.

20 passes – Divide the players into two teams. The team must complete 20 passes in a row without a fumble or turnover. If the defense knocks the ball down or the pass is incomplete, it becomes their ball.

- **Load #1:** String together dribble-pass-pass sequence. Each sequence counts as one point.
- **Load #2:** Everyone has a ball. Use another ball to pass. Works on dribbling with the head up.



Keep Away in a Small Space

Two teams of three players keep away inside the key. Players must work on passing in tight spaces. Pass opposite the defence. Make sure of pass fakes, screen and face ups.

Keep Away in Big Space

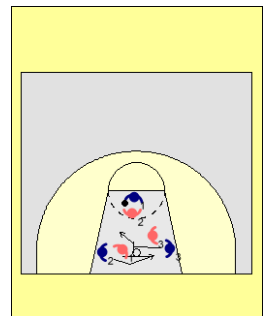
All passes must be caught in key or outside the three point line.

- **Load #1:** Only counts when you square to basket.
- **Load #2:** Catch in paint, play live.

9. Penetrate Rotate Pass Pass

How many penetrate-pass-passes can you string together? Score a point for each sequence.

This is very difficult because the player driving is not allowed to score; therefore the defense does not have to help on the drive. The dribbler does not pick up the ball until someone is open for the pass. The players without the ball must work to get open.



10. Full Court Passing Game

Full court game of basketball with no dribbles. Divide into two even teams. Explain the object of the game is to complete at least five passes in a row in order to score a point. If the ball is dropped or intercepted, the other team begins its attempt to make five passes. Emphasize on passing concepts – proper spacing, defensive position, open passing lanes, etc.



## **11.4 BALL HANDLING / BALL FAMILIARIZATION**

Becoming comfortable with how the basketball feels is a critical first step for young players. The more often they have a ball in their hands, the quicker their touch will develop. They must be able to hold and move the ball properly before they can begin to work on fine motor skills like dribbling and shooting.

When teaching ball handling/ ball familiarization drills, emphasize the following:

- Keep eyes up and off the ball.
- Players should be in a balanced position – feet shoulder width wide.
- Use your fingertips, not your palms – fingertips exert more control.
- Learn to become comfortable with the basketball using both hands.
- Encourage players to try to go faster in these drills – Encourage mistakes!

### **Ball Handling/ Ball Familiarization Drills:**

For these drills, each player should have their own ball. It is important to encourage mistakes when doing these drills, as the more mistakes one makes, the better they become. Always try to go faster and do drills at maximum speed; especially with more advanced players.

1. *Finger Tipping* – tip ball back and forth between fingers at different heights and different distances from body.
2. *Hand Slaps* – slap ball with alternate hands; make sure to pound the ball hard.
3. *Body Circles* – players circle ball by moving the ball from one hand to the other around the body. One can start by doing circles around the head, then moving down to the chest then around the waist, down to the knees and finally ending by doing circles around the ankles. To add variety to the drill, move the ball back up the body, changing the direction of the circles.
4. *Leg Circles* – in a stride stance, circle ball around one leg, then the other.
5. *Figure 8's* – Player stands with legs shoulder width apart and weaves the ball through the legs in a figure 8 fashion. Player weaves the ball in both directions and may also perform the drill while walking forward. Work on developing speed.
6. *Pretzel* – Player holds the ball between their legs with one hand in front of their legs, the other behind. Player must keep the ball in this position while changing hands on the ball – the hand in front moves to the back, and the hand in back moves to the front. Repeat. Work on speed.
7. *See Saw* – Player holds the ball behind the knees – release the ball between the legs then catch the ball with two hands in-front of the knees – release the ball again and catch it with both hands once again behind the knees. Work on developing speed.
8. *Ball Throw* – Player start with ball in front of body, toss ball in air, clap as many times as possible and catch ball behind body. Try to increase the number of claps.



## **11.5 - DRIBBLING**

Dribbling is the act of bouncing the ball against the floor with one hand while running, walking or standing. The purpose of dribbling is to enable players to move the ball at varying speeds.

This section will cover the following topics relating to Dribbling:

- 11.5.1 - Purpose of Dribbling
- 11.5.2 - Dribbling Techniques
- 11.5.3 - Types of Dribbling
- 11.5.4 - Teaching Progression
- 11.5.5 - Games Approach Notes

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### **11.5.1 - Purpose of Dribbling**

- Advance the ball into offensive end when a pass is not possible.
- Improve an opportunity for passing or shooting.
- Relieve pressure in a congested area.
- Make an offensive move to the basket.

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### **11.5.2 – Dribbling Techniques**

When teaching dribbling, emphasize the following:

- Start in triple threat position.
- Keep center of gravity low, body compact and moving together.
- Keep head up and never watch the ball; maintain court awareness.
- Push the ball down with fingertips; don't slap at ball.
- Keep dribble low; less chance of defender deflecting it.
- Protect the ball with body, outside leg and non-dribbling arm against defensive pressure or in congested areas.
- Learn to use both hands effectively.

The following actions violate the rules governing dribbling:

- Bouncing the ball with two hands at the same time.
- Have the pivot foot leave the floor before releasing the ball from the hand to initiate the dribble/pass/shoot.
- Letting the ball come to rest in the hand while continuing to move, known as carrying or palming the ball.
- Dribbling, stopping, and starting again in a single possession.

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### **11.5.3 - Types of Dribbling**

#### **Static/Stationary Dribble**

In the static dribble, players dribble the ball under control and in a stationary, protected position.

When performing Static Dribbling, emphasize the following:

- Start with knees flexed and feet shoulder width apart.
- Head up and eyes forward.
- Foot of non-dribbling hand forward.
- Ball dribbled with dribble hand slightly ahead of back foot.
- Push ball to floor using fingertips, not palms.
- Elbow bent, wrist follows through.
- As ball returns to hand, repeat the pushing motion.
- Protect the ball by keeping the non-dribbling shoulder, arm and leg between the ball and defensive players.



### Static Dribble Drills

1. *Static Dribble Drill* – Have player stand with feet shoulder width apart, knees flexed with back straight and chin up. Player bounces ball at waist height, ball is kept tight to body and bounced 'hard' to the floor. Use both left and right hands. Encourage players to stay low to the ground while keeping eyes off the ball.

- **Load #1:** Static Dribble at different height and direction.
- **Load #2:** Static Dribble adding figure-8 dribbling and around-the-leg dribbling.
- **Load #3:** Static Dribble using two balls at the same time.

2. *Push Pull* – Have the player bring the ball out in front of body, then back behind body with one hand. The arm and hand will be working as a lever, swing back and forth while bouncing the ball.

- **Load #1:** Push Pull at different height and direction.
- **Load #2:** Push Pull with two balls at the same time.

3. *Half Cross Over* – Using one hand at a time, have the player bring the ball from outside one knee to outside the other knee, back and forth in front of the body.

- **Load #1:** Half Cross Over with two balls at the same time.

4. *Between Legs* – Player stand with legs apart, one in front and one behind, bouncing ball through legs; switch legs.

- **Load #1:** *Scissor Dribble* – Same as above except now the player switches front and back leg with every bounce.

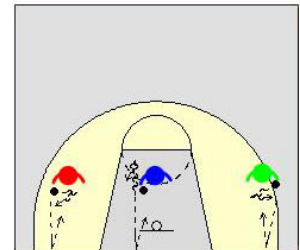
5. *Stationary Dribble to Wall Pass* – The players work on stationary push, pull dribbles across the front of the body. After three dribbles, the player makes a one handed pass to the wall. After catching the ball, the player now uses the other hand.

Dribbles: i) Push/Pulls: ii) Front/Back

Key Points:

- Athletic stance
- Eyes Up
- Low quick dribbles

Note: You can load the drill with any stationary dribble and pass you wish the players to make.



### **Dribbling with Movement – Control Dribble, Speed Dribble**

When dribbling while moving, players push the ball ahead in the direction they are going.

When Dribbling with Movement, emphasize the following:

- Review static dribbling progression.
- In triple threat position, head up and eyes forward.
- Strong hand on top of ball with fingers as wide as possible.
- In control dribble, push ball slightly ahead; in speed dribble, push ball farther out in front the greater the speed.
- Step forward with opposite foot to meet ball and continue forward at a controlled speed.

The **control dribble** is a low, controlled, protected dribble that players use while moving at medium-slow speed. Players use this dribble to improve a passing angle, move ball away from defensive pressure in congested areas or move the ball up the court toward the basket when closely guarded.

Players use the **speed dribble** when they are running near top speed and are in an uncontested area with little defensive pressure, for example, on a fast break or breakaway.



### Dribbling with Movement Drills

1. *Partner Control Dribble Drill* – Two players dribble within an area of the floor bounded by lines, and try to steal each other's ball while maintaining their dribble.

**Load #1:** Using two balls at the same time.

**Load #2:** Using more players – *Dribble Tag*.

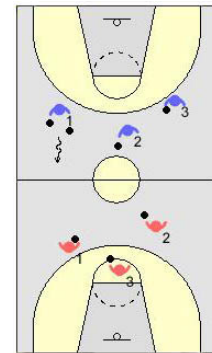
2. *Speed-Control Dribble* – Players gather at one end of the gym and divide into groups of 3 or 4; every player in every group has a ball. On a signal, the first player from each group starts a speed dribble; on the next signal, each switches to a control dribble. Players also change hands while they are dribbling and stop and start without traveling.

3. *Speed Dribble Relay Race* – Players gather at one end of the gym and divide into teams of 3 or 4. On a signal, the first player on each team speed-dribbles to the far end of the gym, returns with the speed-dribble with the other hand, and passes to the next player on the team. The winning team is first to have all its members finish dribbling.

**Load #1:** Using two balls at the same time.

4. *Dribble game* – Every player has a ball. One extra ball is the **game ball**. It helps if the ball is a little different (i.e. different color). Player must constantly be dribbling their ball. The object is to move the game ball by dribbling or passing it down the court to score. You must dribble two balls at once in order to move. If you hold the game ball and are moving, it is considered a traveling violation. When catching the ball, the player can pick up their ball to make the catch.

**Load #1:** Require the defense to dribble with their weak hands.



### **Change of Direction Dribble**

When changing direction while dribbling, players plant in one direction, change dribbling hands, then push in the opposite direction.

When performing Change of Direction Dribble, emphasize the following:

- Plant outside foot.
- Bend knees to lower centre of gravity.
- Push off outside foot.
- Step and transfer weight on to opposite foot.
- Keep the ball tight to the body.
- Bounce ball slightly ahead and towards opposite hand.
- Change pace-accelerate into change of direction.

Types of Change of Direction Dribble:

- Crossover in Front of Body
- Crossover Between the Legs
- Spin Dribble
- Behind the Back Dribble

### 11.5.4 – Teaching Progression

Dribbling drills should be practiced in this progression:

- Static/ Stationary – Stressing the technique using both hands.
- Dribbling with Movement – Control Dribble, Speed Dribble.
- Change of Direction.
- Games Approach – Dribbling in the half court offense and transition.



### 11.5.5 – Games Approach Notes

- Have a purpose, don't over dribble, and don't forget that there are four other players on your team on the court.
- Dribble the ball up court with your off or weaker hand so that when the defense pressures you or overplays you, you can go to your strong hand.
- Show the defender different moves to keep him/her guessing.
- Don't waste your dribble.
- Don't pull up your dribble without the intention of passing or shooting; this invites overplay, denial and trapping.
- When dribbling on the fast break, push the ball in front to cover more distance.
- Understand the importance of attacking:

#### **1. Attacking space**

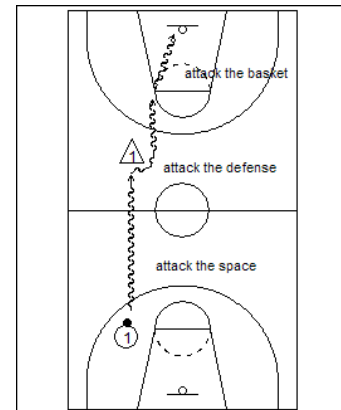
When a player with the ball has open space and no shot or passing opportunity, he or she needs to close that space quickly and under control.

#### **2. Attacking the defense**

Once the defense is engaged and no pass is open and the clock is winding down, the player may need to attack the defender. This would require a different form of dribbling than attacking space.

#### **3. Attacking the basket**

Once an open drive lane to the basket has been established the ball handler must quickly go to score before a defender can take away the drive lane.



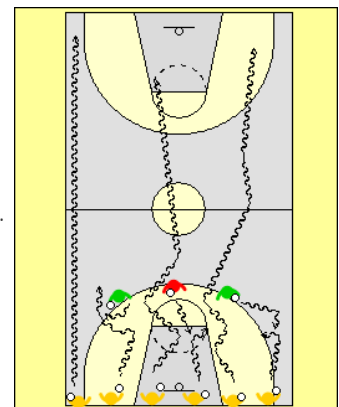
#### **Dribbling Drills**

1. *Tennis Ball Activities* – Dribble with tennis ball for a few minutes; notice how the players really have to concentrate on catching the smaller ball and then tossing down. Get a good feel for the ball; always switch hands.

- **Load #1:** Dribble basketball and toss tennis ball in one hand.
- **Load #2:** Dribble tennis ball and basketball at the same time.
- **Load #3:** Partnering up with another player, both dribbling the basketball while tossing the tennis ball back and forth to one another.

2. *Run-a-way Reindeer* – Have one person be Santa (he/she wears red pinnie or a Santa hat). Select two other players to be his/her elves (they wear green pinnies). The others are the reindeer and line up on the baseline. When Santa says, "Merry Christmas", the reindeer must dribble to the other side of the gym without Santa or his/her elves catching them. Once the reindeer are caught, they stand in a designated area (behind pylons, by the bleachers) and they have to do ball circles around their body (try other ball handling drills – ball taps, ball circles around legs, etc). The last person playing wins and Santa announces the winner is Rudolph! If time allows, play this twice and let Rudolph become the new Santa and select different elves to catch the reindeer.

Note: you must decide how many elves to start with. It will depend on the abilities of your players, the amount of space and how long you want the game to last.



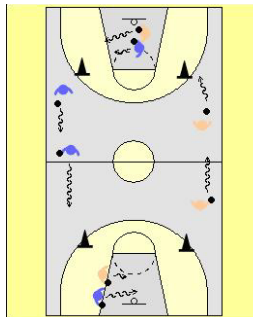
3. *Wolves and Sheep* – All kids with a ball. Put 2-3 good ball handlers in centre circle. Others are evenly divided in each key area (Sheep's pen). When the coach hollers "The Wolves are away", the Sheep can come out of their pens and dribble around the gym. When the coach hollers "The Wolves are home", the wolves can dribble out of the centre circle and try and tag a Sheep, while dribbling. If they tag any sheep before they get back in either Pen, they become wolves for the next hunt.



4. Rag Tag/Clothespin Tag – Pin a clothespin on each person's shirt or insert a strip of cloth in the shorts with half sticking out. For younger players, try without a ball first and have them go around and try to collect as many pins or pieces of cloth, without losing theirs, as they can in a period of time. Add basketball for the next session.  
Note: Be aware not to run it too long as there is an elimination factor. Also, use more than one group if you have a lot of kids so they have more room.

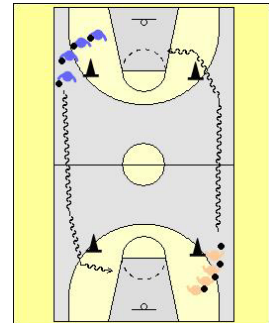
5. Nemo – Nemo needs to stay in the safe place (the reef) and so does the player. A coach stand in each key and is the seaweed. Their feet are planted but they can wave their arms. One player stays in the jump circle at center court and is a crab. The "reef" is the area of the floor defined as a continuous line joining the outermost edge of both keys right up the floor. Players must dribble only in the reef but still get by the seaweed and the crab (the crab may move his/her feet) and take a shot at the other end. If they step out of the reef, the other players (sharks) are able to take the ball. When the player is done, he/she becomes a shark, working his/her way back up the floor.

6. Roller Derby – Place four pylons in a rectangle to form a track. You decide the size of the race track. Be sure to give enough room for more than one player to safely dribble around the pylons and have a safe distance from the walls. Place the players on two teams – it is best to have them wear different colors for ease of identification. Each player has a ball. On the signal to start, everyone on both teams start to dribble around the track in the pre-determined direction. The object is to pass players of the opposing team.



When the player is passed, there are a number of things that can happen. It depends on the purpose of the drill:

- The passed player is eliminated – this usually eliminates the player who needs to work on the skill the most. It is recommended that you have the child go work on some skill when eliminated.
- The players who do the passing are eliminated. This encourages and rewards the players for going fast. You could have them go shoot foul shots. It means those who need the conditioning or skill work stay in longer.

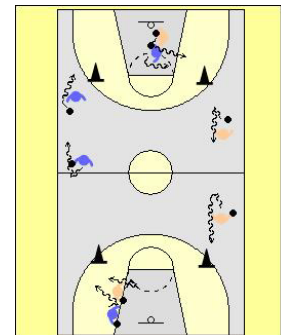


Other variations:

Call Change – in this version, the coach calls change or blows a whistle. The players who were at the end and at a disadvantage now have the advantage if he/she can quickly change direction.

Reduce the size of the track – If you are eliminating players, you may want to keep reducing the size of the track. This means it will be easier to eliminate players as the numbers dwindle.

Have four teams – make the track a square. Have a team start at each corner.



7. Clone Dribbling – Partners begin with a control dribble facing each other cross-court. On coach's signal, they advance toward the center of the court with a power or speed dribble. When they arrive, they resume control dribble, execute a change-of-direction skill (such as a crossover, reverse pivot, behind the back, or the like), and proceed to the opposite side from which they started. Once players arrive at the opposite sideline, they go back to a control dribble. On the next signal, they return using the left hand.

Possible down-and-back rotation combinations include the following:

- Power, reverse pivot, speed
- Power, crossover, speed
- Speed, behind the back, speed



## **11.6 – SHOOTING**

Shooting is a key basketball skill that is learned through repetition of proper techniques. Not all players become great shooters, but with good technique and plenty of practice, any player can develop into a good shooter.

When teaching shooting, it is important to be aware of individual differences amongst players. Not all players have the strength or coordination necessary to use the same technique, but two players can use slightly different styles and still adhere to the basic principles of shooting. Habits form early in young players – it is essential that proper technique is ingrained in athletes at an early age. The concept here is for young shooters to learn the basic shooting principles and positive action necessary to allow them to develop their shooting ability and become better shooters as they mature.

This section will cover the following topics relating to Shooting:

- 11.6.1 - Basic Principles
- 11.6.2 - Shooting Techniques
- 11.6.3 - Teaching Progression
- 11.6.4 - Games Approach Notes

### **11.6.1 – Basic Principles**

Shooting is a fine motor skill and players must practice a great deal in order to become good shooters. Fortunately, most players enjoy shooting and gladly practice it on their own. However, practicing can be much more productive if players incorporate the following basic principles:

- Aim at the hoop – have a “quiet eye” on the target.
- Select an appropriate angle of release where the elbow finishes at around forehead level.
- Use all joints that can be used – knees, elbows, and wrist.
- Incorporate hip extension to add power.
- Start from a balanced position – triple threat position.
- Practice. Practice. Practice.
- Take psychological factors into account – concentration, shot selection, and confidence.

It is important for coaches to judge the following factors during the stages of an athlete’s shooting progression:

- Ball Size
- Basket Height
- Distance of shot.

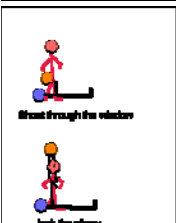
Using the wrong ball size, basket height and/or shooting distance can dramatically effect the player’s shooting form, compromising finesse for power. Coaches must understand the size and strength of their athletes.

### **11.6.2 – Shooting Techniques**



#### **Shooting Grip**

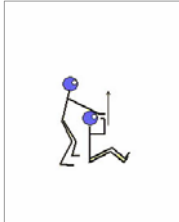
Hold the ball in the hand with the palm up. Quickly move the ball back and forth from side to side. If the ball is not held on the finger pads the player will lose control. This is excellent for younger players who often grip the ball incorrectly. It can not be emphasized enough the number of players who start with a poor grip. So many other problems are magnified by this basic mistake.



#### **Release**

The release is the key to good shooting. To develop a consistent release, the shooter lies on his/her back and shoots the ball up in the air with one hand. The player needs to lock the elbow and wave goodbye to the ball. The ball should return to the same hand. It is important to note that the ball should come off the middle and index finger last. This will ensure the ball stays on line providing these fingers point at the middle of the basket at the finish.





Another way to work on the consistency of a player's release is to have the player seated on the ground with the shooting arm forming the perfect 90 ° angle. It is like they are holding a tray. The coach stands behind the player and gives downward resistance. The player must push up and slightly out. At the very end, the coach releases the hand and the player snap the wrist like elastic. Have them close the eyes to focus on the feeling.

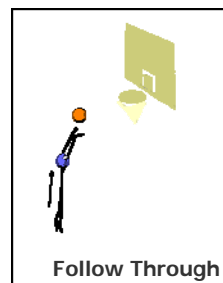
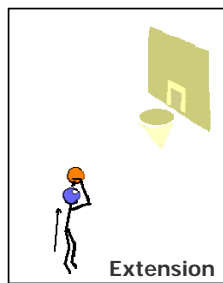
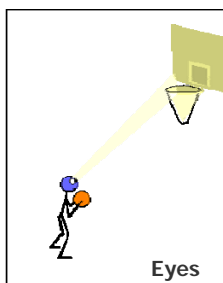
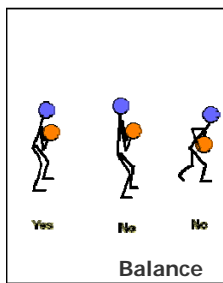
To become a good shooter, it is important to continue to work on the consistency of a player's release.

### Form Shooting using "B-E-E-E-F" techniques

Form shooting is done at a slow pace concentrating on achieving the perfect form. The movements are exaggerated for emphasis. You can also break it down further by concentrating on a specific body part i.e. wrist, foot, elbow. The following "B-E-E-E-F" technique will help break down proper shooting form by emphasizing Balance, Eyes, Elbow, Extension, Follow Through.

#### Introducing "B-E-E-E-F" techniques

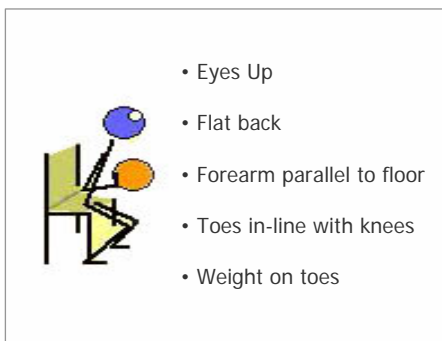
- **Balance** - Player squares up to basket with toes pointed to hoop; feet shoulder width apart with knees flexed. *(Note: When players are bending their knees, it is important to make sure their buttocks are down and back; bending knees with back straight and buttocks directly under torso is incorrect).*
- **Eyes** – Eyes should be focused on target (basket); never leaving target during shot.
- **Elbow/ Hand placement** – Extend shooting hand directly in front of you and then bend it 90 degrees (making an "L") upward at the elbow; cup your shooting hand so that the ball fits in it with the guide hand guiding the ball in position. As the ball is raised up to the release point, guide hand fingers are pointed to the ceiling.
- **Extension** – Feet push off floor, knees straighten, hips raise, elbow lifts to shoulder height; Pushing ball up and out and releasing shot through fingertips getting rotation on the ball.
- **Follow through** – Release the ball off the fingers and push fingers through the ball while bringing the wrist through, to put some backspin on the ball. Follow through with the palm facing down; directing the ball into the basket.





### Form Shooting using Chair Shooting Techniques

Using a chair to teach shooting is one of the best ways to help developing players learn to generate power from the legs. If done properly, the athlete must push hard with the legs to get up out of the chair.



#### Starting position:

The athlete starts by lightly sitting in the chair. Their butt is on the edge of the chair, as if they were just about to stand up.

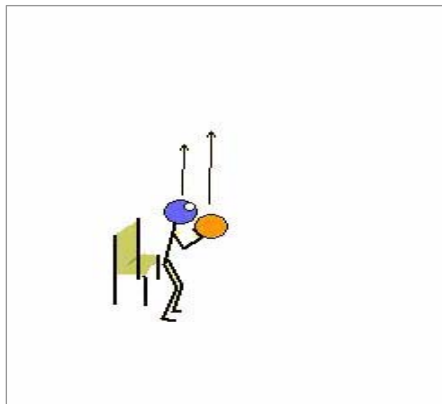
The **eyes** are up looking at their target. You can start by shooting at the wall or at the basket.

The player has a **flat back**. The upper body is leaning forward and flat. Emphasis on a slight body lean – no roundness in the upper or lower back.

The **forearm is parallel** to the floor with the wrist set. Ensure the athlete is properly gripping the ball.

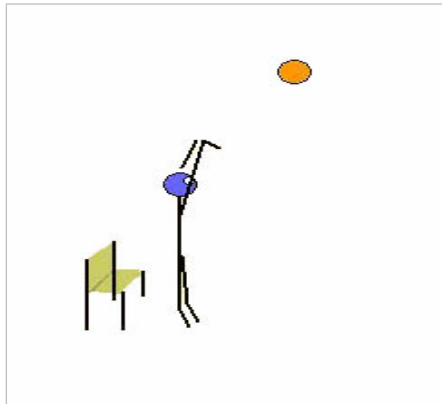
The **toes are in line with the knees**. This puts the athlete in a squat position so that he/she can push straight up to the ceiling. The knees should be shoulder width apart and facing straight ahead.

Their **weight is on their toes**. This ensures that the first movement is up.



#### First Movement:

Watch the athlete from the side. You should see them explode upward in a straight line from the chair. They must **JUMP!** The ball should be moving from a position where they are looking over the top to a position where they will look under the ball at release. It is a full body movement.



#### Finish:

The body should form a straight line. Many athletes do not use their gluteus maximus (butt) when jumping. You will see a slight bend still between the stomach and the legs. To jump up, you need to tighten the butt.

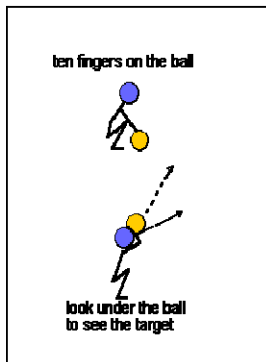
The athlete should go straight up and come straight down in front of the chair. Hold the follow through.



### 11.6.3 – Teaching Progressions

Shooting drills should be practiced in this progression:

- Learn the proper grip.
- Form shooting.
- Shooting from a pass.
- Shooting off the dribble.



#### **Frog Shooting**

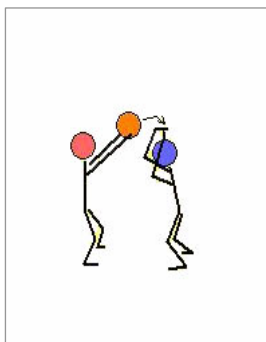
In the early stages of teaching shooting progression, it is important to teach young players emphasis on the use of the legs.

Perform a squat while picking up the ball from the ground. Place ten fingers on the ball gripping the ball only using the pads of the fingers. Raise the ball to the forehead at the same time pushing with your legs. The player should be able to look under the ball to see the target at release. This is to teach the proper activation of the shooting muscles.

*(Note: this should happen in a continuous motion. The children may sight the target by looking over the ball, but at the release you should encourage them to be looking under the ball. Power comes from the legs, finesse from the upper body.)*

#### **Key Emphasis:**

- Feet - should be shoulder width apart; ten toes pointed to the rim; weight on the ball of the feet.
- Knees - should be flexed; a slight rhythmic bounce with the legs.
- Arms – shooting elbow should be in, not sticking or wandering to the side of the body; shooting arm is at a 90 degree angle.
- Hand – wrist is cocked back with the ball resting on the pads or finger tips; non-shooting hand is placed on the side of the ball guiding the shot.
- Head – Eyes on target the entire time.
- **Follow Through** – It is important for kids at a young age to establish a proper follow through. Emphasize the push motion shooting up and then out. At the end of the shot, the elbow must finish above the eyes to ensure proper arc. Have players hold their follow through after releasing the shot.



#### **Release Position**

The shooter starts in a loaded position with the hands ready to receive the ball. It is crucial that the player be looking under the ball and have two eyes on the target. Once the ball is in place, the player pushes up through the body, locking the elbow and holding the good follow through position.

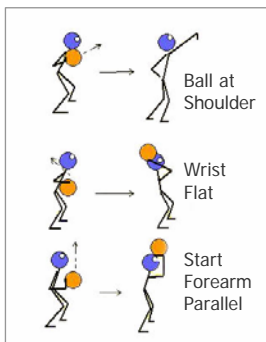
#### **Key Emphasis:**

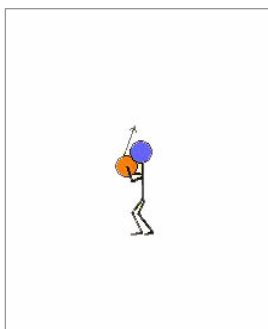
The key emphasis here is the final release position. It is important to note that due to the physical capabilities of younger players, they will tend to start at a lower position in order to place more emphasis on the legs to generate more power for their shot. As coaches, it is important to encourage them to shoot at a manner that will allow them to continue their progression while improving their shooting ability.

When starting with the ball tight at the shoulder, the player's first action must be a movement forward. Inevitably it leads to a shot put action. That leaves them twisted at end of the shot.

If the player starts with the wrist not set, usually because they have the ball on the hip, somewhere in the shot, the player must sling the ball back to set the wrist. This often happens above the shoulder and leads to a two piece action. Since the forward action will be from the elbow, the shoulder gets eliminated from the shot.

The best position is to start with the forearm parallel to the floor and the wrist set. By starting parallel, the player can pivot at the shoulder and lift the elbow while maintaining 90 ° angle with the elbow and wrist. This is a one piece action with no pause.



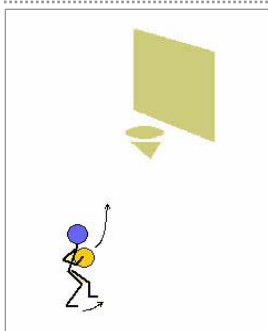


### Triple Threat to the Release Point

The player must now learn to take the ball from the triple threat position to the high release point in one piece action. This movement should be smooth and involves the coordination of the entire body. Many younger players will start to straighten their lower body before the ball is raised to the high release point. This means they have no power left for the shot. They will have to go back down or take a big step forward to generate power.

#### **Key Emphasis:**

Again, at the younger age group, focus on the push motion shooting up and out. As players continue to develop their strength, emphasize more on elevating the release point.



### Step to Shoot

As the player steps into the shot, he/she must load the legs. Too many players raise their hips. Therefore, when the second foot hits the ground, they need another way to produce power. It is usually a dropping of the shoulder to shoot put the ball or by continuing to jump forward.

As the second foot hits, the player should be looking under the ball with both legs loaded so he/she can push up through the ball with one continuous motion.

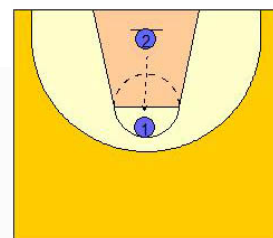
### Shooting From a Pass

It is important to work on different concepts in shooting from a pass.

- Rhythm - the player works on a gradual movement working to "feel" his shot. Repetitions.
- Quick release - more game like; increasing the number of shots in a certain amount of time.
- Moving into a spot - the player must move into a spot with good footwork, shoot, then move to a new spot.
- The pass angle - not all passes will come from the direction of the basket. Have the passer move to a more "game like" pass.
- Shots off the dribble - start in one spot, fake and move to another spot to shoot.
- Contested shots - have the passer chase out and apply pressure.
- Competitive - shooting games with other pairs to concentrate on making baskets.

#### **Key Emphasis:**

- Have the hips down and the hands high waiting for the pass.
- Quickly return to the ready position.
- Always work on good form and consistency.
- Get behind the ball.
- Shoot immediately on the catch without pivoting or bobbing.
- The passer hits the player on the move, don't let the shooter be standing still.

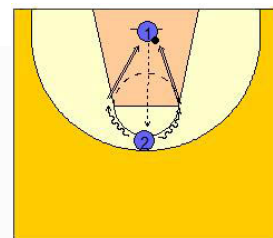


### Shooting off the Dribble

Player catches the pass, shot fakes and dribbles into a new spot to shoot.

#### **Keys Emphasis:**

- Make your shot fake look like a shot.
- Go shoulder to shoulder past the defender.
- Pound the last dribble to pick it up (for momentum).
- Ball to hand when dribbling with non-shooting hand.
- Hand to ball when dribbling with the shooting hand.
- Consistency with the feet, inside pivot, jump stop, or permanent pivot.





### 11.6.4 – Games Approach Notes

- Always shoot within your range or spot on the floor.
- Don't force your shots; be patient.
- Square up to the basket; shoulders facing the basket when shooting.
- When shooting the ball on the catch, pivot with inside foot and square up to basket.
- Use self-imagery; visualize or picture yourself making the shot.
- Be confident when shooting; tell yourself that "I will make the shot".
- Practice! Practice! And Practice shooting more! It will become second nature for players in the game.

#### **Shooting Drills**

1. *Wall Shooting* – Have players line their forearms on wall so biceps are parallel with floor. Make sure toes are pointed straight at wall and all technical points are followed very closely. Player then steps back from wall, keeping arm at 90 degrees angle. Player then places ball on shooting hand and using the entire body, shoots ball up against wall, finishing on toes and holding follow through. Important that players do not shoot the ball too high on the wall as this will lead to incorrect form.

2. *Imaginary Shooting* – Have players partner up with one basketball between them. Players stand 10-15 feet apart. Players work on perfect shooting form as they shoot the ball back and forth to each other. After each shot, it is important that the player holds their follow through.

3. *Form Shooting* – Players stand 2 to 5 feet away from basket and shoot perfect shots into basket. Emphasize on perfect form shooting and taking their time to take the shot. After each shot, players must finish on their toes and hold their follow through. Try to get them to make a perfect swish, no rim or back board. First have them use one hand then add the balance hand to the side of the ball.

4. *Range Finder* – Player starts close to the basket working for 5 baskets. Once this is completed player backs up to a new spot. The purpose is to find shooting range from different angles and different spots on the floor. The player will know when he/she is out of his range when he/she loses his form and cannot make five shots in ten attempts.

5. *Partner Shooting* – The players partner up with one basketball between the two of them. One player shoots while the other spots up. They player who shoots ball, follows the shot, retrieves the rebound and passes to partner who is spotted up anywhere within shooting range.

Player who is receiving pass for shot must get into the shot ready position, so they are prepared to shoot the ball before they receive it. To get shot ready, the player must be squared to the basket, toes pointed at the basket and have their hands up, ready to catch the ball in a shooting pocket position. This allows the player to catch and release much faster than having the player not ready to shoot.

Have the 5 or 6 groups of players at different baskets if possible and play until one group hits ten shots. After each make, players must count out their score loudly. This will also get players talking and communicating with each other. Have players take shots from different areas on floor. i.e. Baseline, top of key, elbows, etc.

Emphasize the following:

- Get low in a shot ready position.
- Hands up ready to catch the ball.
- Have them calling for the pass.
- Stay close to the basket within shooting range.
- Be LOUD.

6. *4 UP* – This drill requires two players and two basketballs. This drill begins with players shooting from opposite sides of the key, at the same time, within their shooting range. Regardless of a make or miss, they get their own rebound and alternate sides. This object is to get 4 more makes than the opponent. With younger players, you may only wish to play games to 2 points. Since players are shooting at the same time, the amount they are up or down will be constantly fluctuating, so it is crucial that players are verbal and loud, as the score of the game changes. When one player gets 4 more makes than their opponent, the game is finished.



7. Pop Out Shooting – Players are arranged into one of four lines. Two lines underneath the basket on each side of the key and two lines at each foul line extended. It does not matter where the players begin as they will all have turns from each spot. After a player from underneath the basket passes to a shooting line in the wing position, that player fills in behind that line and becomes a shooter. After a player shoots, that player goes to the passing line on the other side of the floor.

8. Step Up Shooting – This is a three player shooting drill, two basketballs are required. There is a shooter on the wing, a rebounder underneath the basket and a passer at the top of the key. The shooter assumes the shot ready position and receives a pass from the passer, but only on the command of the shooter who calls for the ball. Have the shooter take 10 to 15 shots in a row, then switch roles until each player has had a turn shooting the ball. Switch sides.

Have players get low, hands in a shooting pocket, with a wide base before they catch the ball. On the catch, player brings the back leg forward and steps up into their shot in one motion.

9. Fill Cut to Shot – Players are divided into 2 lines. Each line is foul line extended, with one line having balls and the other without. The line without the balls cuts towards the middle and receive a pass from the passing lines. Upon catching the pass, the shooter must square to the basket and shoot the ball. The passer and the shooter then switch lines.

On the catch, player's feet must hit the ground in a one-two (stride) fashion, so that the inside foot hits the ground first. Shooter must stay low, and have hands up.

10. Pull Up Jump Shots – Once a player has the ball, they may decide that they want to get closer to the basket. To do this, they will take a dribble or two towards the basket. At the conclusion of the dribble, it is important that the player comes to a one-two stop as opposed to a jump-stop. Each foot hits the floor separately in a quick continuum. This one-two stop is more effective than the jump stop as players will be able to go quickly into their shot, and be more balanced at the conclusion of their dribble.

To work on this, have players randomly scattered around gym. The player is in triple threat stance, takes one dribble and comes to a one-two stop.

Then have a player at the hoop, spin a ball out to themselves, pivot, and then take one dribble into a pull up jump shot.

11. Pressure Shooting Drill – Players form pairs in different shooting areas. The rebounder passes the ball to the shooter, moves forward, and puts a hand up to force the shooter to sight "through" and "over" the defender's hand while shooting. The defender does not try to block the shot. Shooters get the rebound and pass to their partner, who is now the shooter.

## 11.7 - LAY-UPS

The lay-up is a shot that is taken close to the basket. Lay-ups should be worked on from both the right and left hand sides. The lay-up is taken on the move, usually off the dribble or a pass. The name is derived from the action of shooting – that is, laying the ball off the backboard.

This section will cover the following topics relating to Lay-Ups:

11.7.1 - Lay-up Techniques

11.7.2 - Teaching Progression



### 11.7.1 – Lay-Up Techniques

When teaching lay-ups, emphasize the following:

- By using the right hand on the right side and the left hand on the left side, players can use their body to protect the ball from the defender.
- To attain maximum height on the jump, players should jump off the foot on the side opposite the shooting hand.
- Players should convert forward movement into upward momentum by leaning back slightly, dropping the hips, and shortening the last two or three strides.
- To set up the take off foot, players usually take stutter steps during the last few dribbles or just before receiving a pass.
- Players should concentrate on learning to pick up the ball with both hands.

### 11.7.2 – Teaching Progression

It is recommended that you use the following teaching progression to teach the lay-up off the dribble:

- Wall shooting
- The One-Step Lay-up
- The Two-Step Lay-up
- The Three-Step Lay-up
- The One Dribble Lay-up
- The Complete Lay-up off the dribble

#### **Wall Shooting**

Players should have a basic level of proficiency with the one-handed set shot before starting to learn the lay-up – especially when learning with their weak hand. Players can develop proficiency with the weak hand by shooting one-handed set shots against a wall.

#### **The One-Step Lay-up**

The player starts from just in front of the basket in the following stance:

- The feet are parallel and shoulder width apart.
- The knees are bent.
- The player is holding the ball; the shooting hand is behind the ball, and the off hand is on the side of the ball.
- The player concentrates on a point on the backboard.

The player then takes a step with the inside foot (for example, the left foot on the right side) and shoots a lay-up. Emphasize the following points:

- Step with the correct foot.
- Simultaneously jump and drive the opposite knee upward.
- Shoot with the correct hand using the correct arm motion.

#### **The Two-Step Lay-up**

To shoot a two-step lay-up, players back up one full step from the starting position for the one-step lay-up, and assume the triple threat position. They then take two steps and jump off the correct foot for shooting a lay-up. Emphasize the teaching points for the one-step lay-up and the following:

- To prepare for the jump, make the second step shorter than the first.
- Keep the ball in front – do not move it from side to side.

#### **The Three-Step Lay-up**

To shoot three-step lay-up, players position themselves three running steps from the basket (choosing a reference mark on the floor often ensures consistency). They then assume the starting position for the two-step lay-up and shoot a lay-up using three steps and no dribble. Shooting in this way is actually traveling, but it helps develop a running rhythm.



### **The One-Dribble Lay-up**

This part of the teaching progression is identical to the three-step lay-up except that the player adds a dribble that coincides with the first step. The key points of this sequence are as follows:

- Dribble the ball with the outside hand (i.e. the left hand when doing a left-handed lay-up).
- The ball and the first step should hit the floor at the same time.
- Pick up the ball by letting it bounce up into the dribbling hand. Trap the ball with the off hand, thus forming a good shooting grip with the hands.

### **The Complete Lay-up off the dribble**

To perform the lay-up off the dribble, players need to be able to take stutter steps – to make it possible to arrive on the correct foot for shooting. Concentrate on jumping off the correct foot using the following progression:

- Dribble on the spot; then shoot a one-dribble lay-up.
- Start at about half-court, and dribble toward the basket at half to three-quarter speed to shoot a lay-up.

#### **Lay-Up Drills**

1. *Two Line Lay-ups* – Players form two lines, one on each side of the basket at about the 3pt line. Start with the balls on the right hand side, have the players dribble in for lay-ups. As the lay-up is shot, a player from the other line rebounds and passes the ball to the next person in the lay-up line. Players then switch lines. Perform lay-ups from both sides.
2. *Ball Toss Lay-ups* – Have players toss the balls to themselves, catch with a jump stop. The player then pivots, still in a triple-threat stance facing the basket, and dribbles in for a lay-up.
3. *Moves on Move* – Start players at half court with balls. A pylon will be set up at the 3pt line of each side. Player dribbles towards pylon and executes the instructed cross over move and goes in for lay-up. Player then executes the same move on the other pylon going back the other way. As players improve, encourage them to go faster and harder.

## **11.8 - REBOUNDING**

The focus of rebounding for young players should be on creating a desire for the basketball. As a coach, you must place great emphasis on the importance of having possession of the ball. Any player, regardless of their size can be an effective rebounder, and it is important for young players to understand this. Rebounding, much like defense, is a choice. A player either wants to be a good rebounder or they do not.

Unlike scoring, rebounding involves all five players on the floor. Every player is a potential rebounder on each missed shot. Thus to out-rebound the other team, each player must neutralize the player he or she is guarding, every time on the floor. There are some technical points that should be covered, but above all, an importance and a desire for the ball must be established.

### **11.8.1 – Rebounding Techniques**

When teaching rebounding, emphasize the following:

- The first thing to do when a shot is taken is not to follow the ball, but to find your check. Rebounding begins when the shot is released, not after it hits the rim.
- Next, you must go and make contact with your check. If you can't make contact with your check, cut him/her off from going to the basket.
- Now you must turn and "Boxout" your check – getting your elbows up, arms up and out, your butt down and legs flexed. Contact must be maintained with your check.
- Finally, go and get the ball with 2 hands and 2 feet – 2 hands to secure the ball and 2 feet to land on the ground in a wide, balanced stance.
- If you can't rebound the ball, at least get a piece of the ball to "keep it alive".
- Come down with the ball chinned, and held tightly in hands with elbows out and ball below chin.
- Successful rebounding is simply a matter of desire, aggressiveness, awareness and consistency.





### Rebounding Drills

1. *Bench Rebounding* – One player stands on a bench and holds a ball in the air. Another player jumps up, grabs the ball, and returns to the floor using proper rebounding techniques. Players may also perform this drill in pairs – one player tosses the ball against the backboard, and the other rebounds.

2. *Back to Back Box-Outs* – Have players stand back to back, and on the coach's cue, they must get low, legs wide, butt down, elbows up and push against each other. Use the center court as a marker. Have each player start on either side of the line, back to back and try to push each other out as far as possible.

3. *Circle Box-Outs* – Have players partner up and line up around one of the three circles on the court. Have them face each other, with one person on the inside of the circle (defender), and the other on the outside (offensive player).

Place a ball in the middle of the circle. On coach's cue, the player on the outside tries to get the basketball, while the player on the inside, turns and boxes out, preventing the offensive player from getting the ball. Have them switch roles after a few tries.

4. *Bangs (Wall Taps)* – Have each player get a ball. Have them standing against the wall. On coach's cue, they put the ball above their head, keeping it high, gripped tightly between their hands and bang the ball against the wall at the top of each jump. Have them jump for ten seconds and then rest. Repeat a few times.

5. *"Big Boards"* – Have players in one straight line, just inside the foul line. Coach throws ball off back board, player must jump up, get ball with two hands, chin ball, land on floor with a wide 2 foot base and yell "BALL".

6. *Rebounding to One-on-One* – Divide players into two separate lines, form each line just inside the free throw line at the corners of the key. These two separate lines form two different teams. The players at the front of each line are up first. Coach shoots the ball and misses on purpose so there is a rebound. The two players compete to get the rebound. The player who gets the rebound tries to score while the other player plays defense. Only one shot is allowed. The teams compete to a score of five. One point for making a basket.

# SECTION 12

OFFENSIVE/DEFENSIVE  
CONCEPTS



# 12



**CANADA**  
BASKETBALL



# 12.0 OFFENSIVE/ DEFENSIVE CONCEPTS

## **12.1 – OFFENSIVE CONCEPTS**

When teaching young kids offense, some of the most important concepts to remember are that of **patience** and **spacing**. When players get the ball, they often start panicking. When this happens, their initial instinct is to do something without thinking. It is important that they slow down, not become over anxious and take the time to make their decisions.

As for spacing, everybody usually wants to be close to the ball. If players are left to figure this concept out on their own it will be 10 players within 2 feet of one basketball. This leaves little or no room for the player with the ball to do much of anything. It is important that players are instructed to space out, which will give them more room to operate. It is a good idea to use the 3-point line, or other floor lines at similar distance, as a reference point. For example you may want to say to them “if you’re confused or don’t know what to do, space out to the 3-point line.”

There are several other ‘rules’ that may be followed depending on the skill level of your athletes:

- After every pass a player makes, they must cut or move.
- Have the offense make a certain number of passes before a shot can be taken.
- Mini, modified games, such as 2-on-2 or 3-on-3 are effective in teaching these concepts.
- When a player dribbles towards you, you must cut or get out of the way.
- Use the cut the defense gives you.

It is also important to remember that every player should learn to play every position and that offense is not about learning a pattern; it is about learning to use their skills to work together to put the ball in the basket. When players are assigned specific positions, their personal development is consequently limited.

This section will cover the following topics relating to Offensive Concepts:

- 12.1.1 - Team Offense Rules
- 12.1.2 - Offensive Movement Concepts
- 12.1.3 – Offensive Attack Concepts
- 12.1.4 – Loading and Modifications
- 12.1.5 – Teaching Offense

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### **12.1.1 – Team Offense Rules**

In team offense, players must integrate their skills into the flow of the game, while understanding and applying the basic rules of team offense. The following team offensive rules apply at all levels of basketball:

- **See the ball** – Players should see the ball at all times by using peripheral vision and by turning their head to the ball.
  - **See teammates** – Players must keep teammates in view at all times.
  - **Maintain appropriate spacing** – Avoid cluster around the ball both on offense and on defense.
  - **Attack the Middle** – Players attacking the middle can create better shot angles and passing angles.
  - **Read the defense** – Players can react to defense and take advantage of what the defense gives them, forcing defenders to make errors.
  - **Get back on defense** – Once a team loses possession, players must get back immediately on defense.
-



### **12.1.2 – Offensive Movement Concepts**

Offensive concepts for each of these mini, modified games will now be explained in the following sections. Playing games of 2-on-2 or 3-on-3 are beneficial because they are less congested, and therefore less confusing for players.

**NOTE:** Do not be overly concerned with offensive sets. It is important that we allow children to be creative and to play, which means having fun.

#### **The Straight Ball Cut**

Players on the weak side (the side away from the ball) should always be looking for opportunities to cut to the ball. Players can increase the probability that a cutting lane will be open by:

- Using fakes to keep the defender occupied on the weak side.
- Moving to stay out of the defender's line of sight.
- Cutting without hesitation and without telegraphing the cut.

#### **The Change of Direction Ball Cut**

The weak-side offensive player can create a clear cutting lane by cutting in one direction to "freeze" the defender and then changing direction to cut toward the ball. i.e. Starting low and cutting high; starting high and cutting low.

Players can use the change of direction cut effectively by:

- Making the initial cut in the direction of the defender is favoring (i.e. cut low and then high if the defender is playing low).
- Getting close to the defender before changing directions. This approach makes it difficult for the defender to cut off movement in the new direction.

#### **Give and Go Cut**

The give and go is a two-player maneuver that encourages passing, movement, spacing and cooperation. The player with the ball passes to a teammate and cuts to the basket. The cut to the basket is a straight cut if the cutting lane is open, or performs a change of direction cut if it's not open. Receiver looks to return the pass to the cutter.

##### **Give and Go Drill**

1. *Give and Go* – Have players in 2 lines, one at the top and one on the wing. The line at the top will have basketballs. The top line begins by passing the ball to the wing. After the pass has been made, this player then cuts towards the basket, gives a target hand and receives the pass back from the wing. On the catch that player then makes a lay-up or shoots. You could also start the drill with the top line being at half court. This line then must take 3 or 4 dribbles, make a pass to the wing and cut to the basket.

#### **Cut and Replace (3-on-0)**

The Cut and Replace concept is a basic movement of the offense. This is a very simple offense that kids will be able to grasp. To illustrate, have 3 players on offense situated with one player at the top and the other two players on the two wings. The rule here is that one of the 3 spots must always be filled (the spots being one at the top and one on either wing).

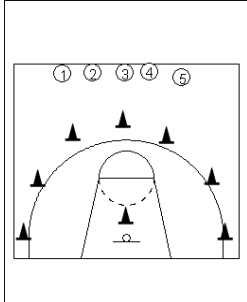
The player from the top can pass to either wing. When a pass is made player 1 must move. This player can either cut to the basket or exchange away with the opposite wing. If player 1 cuts to the basket, player from the opposite wing must replace him/her at the top. Player 1 then rotates out to the wing. When this happens the spots must be refilled, so players must rotate.

#### **4-ON-4 / 5-ON-5**

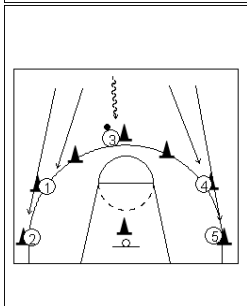
The basic **cut and replace** offensive movement concepts as described in the 3-on-0 section are taken and used while playing 4-on-4 and 5-on-5.



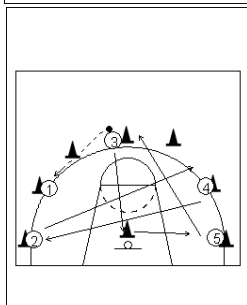
Instead of the 3 open spots that existed in 3-on-3, there are now 8 spots that can be filled.



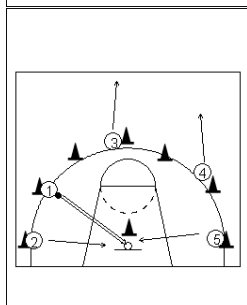
**Diagram 1:** Eight pylons are positioned around the floor. One at the top, two on the swing, two on the wing (foul line extended), one at the front of the basket and two in the corner. The younger the players, the closer you can move the pylons to the basket. But remember that these do not have to be in the shooting range.



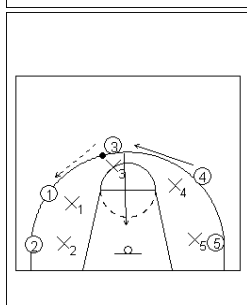
**Diagram 2:** When the coach says "go" the players fill five of the eight spots (no basketball). When the coach says "change" the players move to a new pylon.



**Diagram 3:** This time the players start at half with a ball. The player with the ball takes it to the top or one of the wing spots. The other players fill the open spots. Ideally we want to have some balance. It is not a good idea to have the right corner, right wing, right swing and top all filled at the same time. Make a pass, count to 3 and everyone without the ball must move to a new spot. The reason you wait is to allow the person with the ball time to get ready.



**Diagram 4:** Now the player who passes the ball cuts to the basket. Count to three, everyone finds a new spot. The player with the ball is taught to scan the rim first, and then look to the right and left. This is teaching players "global" basketball. Everyone plays every position.



**Diagram 5:** Anyone above the foul line extended goes back on defense, anyone below goes for a rebound. You now have a great little offense for beginning basketball players. To score, the players incorporate the skills they have been taught. Avoid the temptation to teach a set play and putting players in assigned positions. Each time the players are on the floor let different players bring the ball up the floor and inbound the ball.



### 12.1.3 – Offensive Attack Concepts

The acronym used in describing offensive concepts in attack basketball:

- A** – Attack the basket
- C** – Create Space
- T** – Teammates

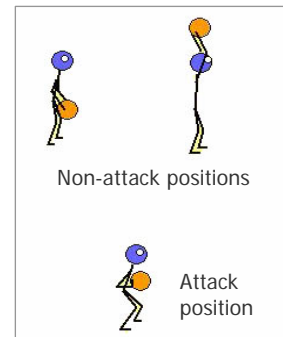
#### Attack the basket

There are many ways this can be accomplished:

- Attack with your eyes – players need to learn to scan the rim upon receiving the ball. This doesn't always imply squaring the body to the basket. Sometimes a simple peek over the shoulder is all that is required.
- Attack with your body – this may be a cutter going to the basket or putting your body in position so you can attack the basket with a pass, shot or drive.

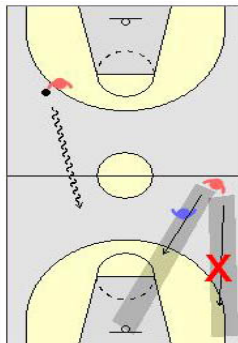
The classic triple threat position embodies the idea of attacking the basket with your eyes and body. The player is able to shoot, drive or pass the ball.

- Attack with the ball – the basket can be attacked with the ball by dribbling, passing or shooting.



#### Create Space

If the basket is not open, players need to learn to use and create space. In the diagram to the left, we see the wing player stay wide in the lane because the defender is between him/her and the basket. By doing this, it leaves the basket open for the ball handler. He/she uses the spaces by dribbling to the open basket.



#### Teammates

When the basket is not open and space has been created, players must now start to include their teammates in their decisions. On one level, it is recognitions of strengths and weaknesses.

- Who is guarding me?
- Who is my teammate?
- Who is guarding him/her?

This often involves having a plan based on our collective strengths and weakness. If one sees a good shooter in the corner, teammate should recognize and set a down screen to bring the shooter to the ball.





### 12.1.4 - Loading and Modifications

There are numerous variations you can implement to load and develop specific skills:

- Score by passing to a player in the key.
- Play full court.
- Have a violation if two offensive players are in the key at the same time (only if they are stopped and looking for the ball).
- Make the defense play close to the offensive to put more pressure on the ball.
- Violation for not squaring to face the basket.
- Minimum number of passes before scoring.
- Designate one offensive player to be the shooter so the offense has to work hard to get that player a shot (alternate the designated shooter and don't let the defense know who this is going to be).
- Violation for holding the ball above the head.
- One-second rule - Offensive player must make a decision with the ball within one second upon receiving the ball. The player must pass, dribble or shoot. This forces the players to think quickly and make decisions off the dribble.
- Must use weak hand dribbles.
- Give extra points for a pass – pass (two consecutive quick passes after penetration).

### 12.1.5 – Teaching Offense

Good offense is a blend of skills, rhythm (timing and spacing) decision making and teamwork. So often when teaching offense, these areas are broken up into separate pieces with the hope that they magically fit together when the game begins. For example, the coach has the players do endless repetitions of the actions used in the offense; usually done on air with no guided defense.

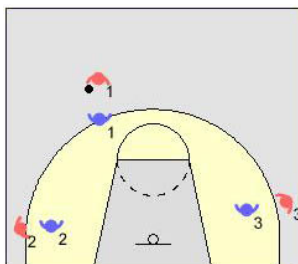
Unfortunately, the brain does not work this way and many of our athletes are stuck in their total skill development where their skills breakdown when facing pressure situations. When most of our learning is done on air with no guided defense, it is difficult to have a clear mental picture of what proper execution should look, and more importantly feel like. Also, when players do the same drills over and over again with no loading or increased challenge, they do not have to find new solutions. As such, their overall skill package deteriorates when faced with new and challenging situations.

In watching players play one-on-one, it is very easy to determine the players who have learned to read the defense and the ones who have developed a repertoire of dominant moves (i.e. dribbling hard right). Players with a few dominant skills may score on a few occasion. More often than not, as the defense adjusts, the player becomes stymied. The same is true for a team. When the team first run their sets, they look great. But once the defense adjusts, problems begin to occur with the timing and execution if the offense does not know how to read the defense.

When teaching offense, it is important to stress on teaching decision making in athletes. Coaches are encouraged to promote the use of guided defense and games approach in teaching the game. From the very start, players need to incorporate their brain in making decisions. The first steps of the paths are laid down. When coach or athlete goes and breaks the skill down into simpler steps, the players can trace over the pathway already established.

#### **Games Approach Drill**

##### 1. 3-on-3 Games Approach



**Rule#1** – Cannot pick up your dribble outside the key. (Reason – To encourage players to drive into the key area.)

Be sure to load the drills with guided defenders and with increased decision making to shape the learning. Anything that challenges the offensive players to improve their vision is helpful. They will also need time to make mistakes. Trial and error is the key to learning. If a decision is involved, give the players a read so they have to decide which option to use instead of showing one option on air.



## **12.2 – DEFENSIVE CONCEPTS**

Successful defense in basketball depends on each player's learning and executing a set of fundamental skills to defensive play. Any player can be a good defensive player and have the opportunity to be a contributor on the defensive end.

Defense is a choice. There is some technique to becoming a good defensive player, but more importantly than learning technique is learning to consistently work hard. It is important for coaches to make an extra effort to encourage and reinforce the acquisition of defensive skills.

This section will cover the following topics relating to Defensive Concepts:

- 12.2.1 - Defensive Ready Position
- 12.2.2 - Defensive Footwork
- 12.2.3 - Defending the player with ball/ without ball
- 12.2.4 - Defensive Concepts
- 12.2.5 - Team Defense
- 12.2.6 – Communications

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### **12.2.1 - Defensive Ready Position**

The ready position is the basic body position for defense. It is a balanced defensive stance that provides a strong base and enables players to initiate movement in any direction. Assuming this position enables defensive players to maintain a position between the offensive player and the basket, and react to the offensive player's movement.

When in a defensive ready position, emphasize the following:

- Feet shoulder width apart, slightly staggered.
- Weight distributed evenly on balls of both feet.
- Bend ankles, knees and hips.
- Head upright and looking forward, back fairly straight.
- Arms are extended out to side in position to intercept a pass.
- Hands are above elbow and below shoulder.
- Must be balanced.

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### **12.2.2 – Defensive Footwork**

#### **Defensive Slides**

The defensive slide enables players to move laterally while maintaining the ready position. Players should maintain this stance unless they have been beaten, in which case they turn, run to cut off the player with the ball, and then assume the defensive ready position.

When performing defensive slides, emphasize the following:

- Point toe in direction of the slide.
  - Push off the back leg and reach with the front leg while propelling the body with a strong lateral push.
  - Make sure the feet do not come together or cross – maintain a wide base.
  - As player slides, make sure they do not bob up and down by keeping the feet close to the floor. The level of their head must remain constant.
  - When a player is sliding, have the lead hand up in passing lane and the trailing hand down to discourage a cross over.
  - If a player wishes to change direction while guarding the ball, that player must perform a “drop step” in which the trail leg is dropped back to a 45 degree angle while the lead foot is used to push off into the new direction.
-





### **Defensive Footwork Drills**

1. *Military Drill* – On your command of “stance!”, everybody slaps the floor and yell “stance”. This is a good time to walk around to kids and give them a light nudge to make sure they are balanced. On next command, yell “choppers”. On this command, players are to run on the spot (foot fire) while remaining in their stance. Coaches can then instruct players to perform the required movement based on the hand signals:

- If coach points left, kids defensive slide 3 times to the left (maintaining foot fire motion).
- If coach points right, kids defensive slide 3 times to the right (maintaining foot fire motion).
- If coach points up, kids jump up with a hand in the air and yell “shot” – this simulates a shot challenge.
- If coach points down, kids jump on floor and back to their feet.

This drill encourages kids to become familiar with the concept of a defensive ready position, defensive slides, hard work and gets them to be vocal.

2. *Key Slides Drill* – Players line up on one side of the key and perform lateral slides – slides from one side of the key to the other. Players may make this drill competitive by recording the number of slides in a specific period of time. Make sure they keep the correct form.

### **12.2.3 – Defending the player with ball/ without ball**

When guarding the dribbler, the following points should be followed:

- Get low and ready to move in any direction.
- Stay at least one arm’s length away from your check.
- Keep eyes on the mid-section of player.
- Stay between the ball and the basket.
- Once the offensive player has started to dribble, drop-step and perform defensive slides to maintain proper defensive positioning.
- Pressure the dribbler to reverse direction or pick up his/her dribble.
- If beaten, turn and sprint to regain position between the dribbler and the defensive basket.

When guarding a player without the ball, the defender must do the following:

- Be between their check and the ball.
- Be in the Ready Position.
- Point to the ball and to their man.
  
- Be below the ball so that they can see ball and their man.

### **Defending the Dribbler Drill**

1. *Partner Zig-Zag Drill* – Players form pairs: one offensive and one defensive player. The offensive player dribbles the length of the court in a zigzag pattern while the defensive player uses drop steps and defensive slides. Defensive players should stay one arm’s length away from the ball-handler. When reaches the baseline, reverse roles and continue the drill. As players become better at this drill, they can increase the speed and intensity at which it is performed.

### **12.2.4 – Defensive Concepts**

Players are often over taught the details of team defense to the point that they forget the basic concepts. Some of the basic concepts that we want to teach the players in on the ball defense:

- To mirror the offensive players movements.
- To turn the ball handler in a new direction.
- To channel the ball handler in one direction.

The following is a discovery approach method to help players discover the proper way to accomplish the concepts mentioned above.



**Mirror the pace of the defender**

Defenders must learn how to mirror the actions of the offensive player. These simple drills help the players discover what is important. It is crucial in all of these drills that the coach takes the time to debrief the athletes to help them remember the key lessons learned.

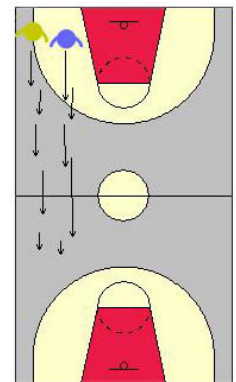
**Drill #1: Cops and robbers**

This is a great little game to teach players how to mirror the pace of the offensive player. It also works the offensive player on how changing pace can shake a defender.

The player chosen as leader move forward in a straight line by using the three paces - walk, jog, run and stopping. He/she attempts to get the defender to pass in front. Every time this happens a point is scored. When the players get to the other end they switch roles.

**Loading and Modifications**

- Monitor the speeds. Be sure the offense works on adding a variety of speeds.
- Allow fakes.
- Allow changes of direction - you need lots of room; be aware of others.
- Add the ball.

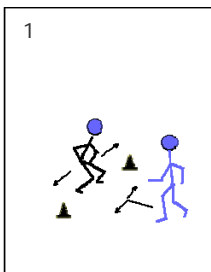
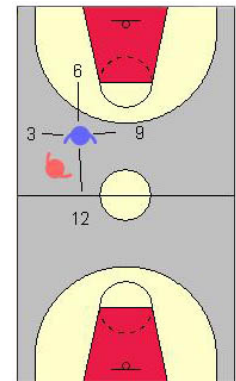


**Drill #2: Stay in the Clock**

Visualize the offensive player standing on a clock. The defender wants to be in a good low stance and close enough to touch the lead hip of the offensive player. As the offensive player moves forward the defender must attempt to stay in the 1/4 of the clock from 12 to 3. The ideal is on the number 1 and 2. This is teaching the player to channel or force an offensive player to move in a certain direction. The drill is the same as cops and robbers. A point for every time the player leaves the quadrant.

**Loading and Modifications**

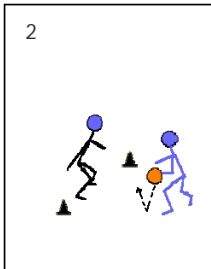
- Work in the other front quadrant.
- Add the ball.
- Allow changes of direction.



**Turn the ball handler in a new direction**

Two players partner up with two pylons (if you don't have pylons use a line on the floor). The offensive player is working on change of speed, change of direction and fakes to get between the two pylons. The defense is working on keeping his/her chest in front of the offensive player. Make them change direction. (Picture 1)

You can go for a length of time or a certain number of times. Score a point for the offense every time he/she gets two feet passed the pylon. Put a time limit on the offense to allow the defense to have another way to score.

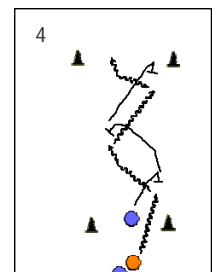
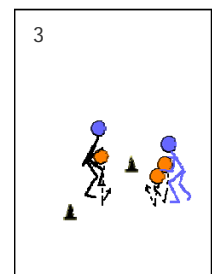


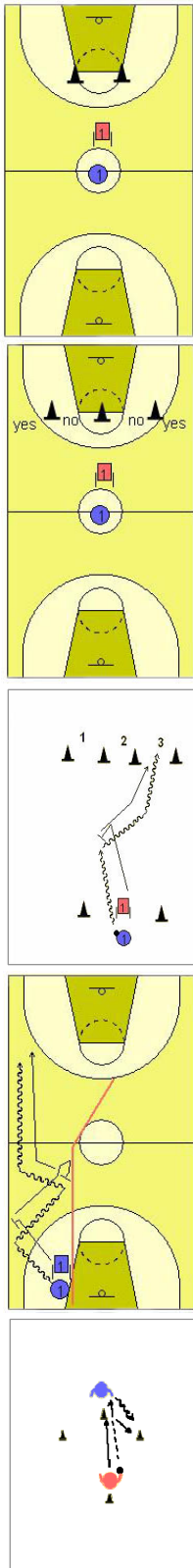
**Loading and Modifications**

• The first progression is to add a ball to the offensive player. Make the offensive player turn and change direction. (Picture 2)

• A great way to work on ball handling is to have the offensive player dribble two balls and the defender one ball. (Picture 3)

• Give the players a rectangle to dribble in. The defender is trying to turn the offensive player three times before he/she reaches the end of the rectangle. You can vary the number of turns required. (Picture 4)





### Channel the ball handler in one direction

We now take the drill full court. Player #1 starts in the centre circle. X1 starts on the perimeter of the jump circle. With no ball involved X1 must keep #1 from running between the pylons at the foul line (you can narrow the pylons if you wish). To make it harder on the defense make the players grab their shorts. The next progression is to add the ball.

They will eventually learn it is easier to start on an angle and allow the offensive player to start running in one direction. The offense will discover that changing speeds, changing direction and fakes makes them tougher to guard. You can restrict the offense by only allowing change of direction or change of speed.

### Load #1: Channel

We now give the defense a reward for channeling the defense to the outside. Start with no ball.

Please note that this is a very difficult drill with out the ball, but players will gain confidence once the ball is added.

### Load #2: Channel plus turn

We now combine the two concepts. The coach tells the defense which hole he/she is to make the offense to go through. The offense does not know. Like a sheep dog the defender works to maneuver the sheep into the corral.

### Load #3: Turn two times channel to the side

The final piece is to move the drill to the full court. The goals are:

- To force the player to dribble to the sideline first.
- To turn the dribbler twice in the back court.
- To make the dribbler cross half at the side line.
- To make the offense attack the basket from the wing positions not the middle of the floor.

### Close out

This drill is used to help the defender learn to close out and turn the offensive player from moving forward. Force the offense to move in circles not straight lines. The defender passes the ball to the offense and sprints under control. Use a stutter to decelerate. The offense then dribbles at one of the pylons. The defender mirrors this action.

### Loading and Modifications

- Make it a game – the offense scores by getting between the pylons.
- Allow fakes.
- Have the defense channel the player toward one of the pylons.



### 12.2.5 – Team Defense

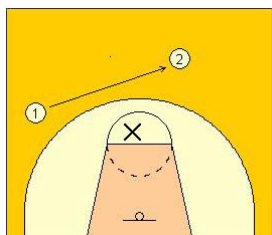
Team defense means that everybody on the floor is working together to prevent the other team from advancing the ball to an advantageous position on the floor and denying them an opportunity for a good shot. It is not the player who is guarding the basketball that is responsible for stopping that player from scoring – it is all five defenders on the court. These defenders work as a cohesive unit, providing support for teammates wherever needed. Nowhere else in the game of basketball is communication as important as on the defensive end.

When teaching the concept of team defense to younger players, the most important concept that they need to grasp is that of **seeing** the ball, regardless of its position on the floor.

For example, if a player's check is on the side of the floor opposite to the ball, they must be able to not only see their man, but the ball as well. So that if their teammate gets beat off the dribble, the off the ball defender can be there to help.

Therefore, the "help side defender", as they are called, must be in a **Man-You-Ball** relationship. This means that the defender is between the man they are guarding and the ball. They are able to see both. He is in a position called a **Pistol Stance**, in which he has both fingers pointing: one at their check and one at the ball. If a player is in this stance, they will be aware of where the ball is and where their check is.

To see both the ball and defender's check, that defender must be **below the line of the ball**.



The line of the ball is as follows:

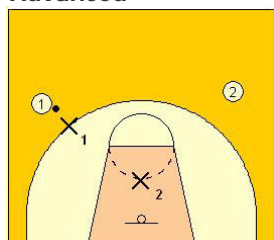
- If player 2 has the ball, player 1's defender is a step back of the line of the ball.
- In being a step back of the line of the ball, 1's defender is able to see what 2 is doing.
- If 2 happens to drive the ball to the basket, 1's defender may provide help to stop the dribble.

To teach this concept, have players organized into the 3 positions as above. The defender is responsible for 1 but remains one step below the line of the ball. Have the ball with 2. On the coach's cue, 2 drives the ball to the basket, while 1's defender (X) must stop the ball. If 2 can go all the way to the basket and score a lay-up, he does. If he gets stopped, the drill is completed and new players step in.

**NOTE:** This should be all that younger players are capable of handling. At this age, concepts should be kept simple with more emphasis placed on the fundamentals than team concepts.

For older or more advanced players, other defensive concepts and commands can be introduced, but there still should not be a large emphasis on this. Most time should be spent on fundamentals.

#### **Advanced**



From this 1-on-2 configuration, we can then move to a 2-on-2 configuration to better illustrate the concepts of being in the correct positions to help teammates.

In the following diagram, 1 and 2 are on offense and being guarded by two defenders. 1 has the ball, x1 is guarding the ball and must say "**Ball!**" to alert teammates. 2 is on the opposite wing and their man is in a help side position and is one step below the line of the ball. Their verbal call must be "**Help!**" If the ball is changed to player 2 then the player x2 says "**Ball!**" while x1 says "**Help!**" If the player guarding the ball gets beat on penetration then the help side must be in position to provide help.

When teaching this drill, you must maintain control of the situation by dictating when a pass or drive occurs. When the concepts of "Ball" and "Help" have been established, you can move on to the final defensive command – "Deny."



### Teaching the Deny Stance

The purpose of the denial stance is to not allow the defender's check to catch the ball.

When denying the ball on the right hand side of the floor, the defender must have his back to the ball, yet his head must be rotated in such a way that he can see the ball and their check. Their right hand is out in the passing lane, discouraging the pass to the wing. Their feet are shoulder width apart.

#### Deny Drills

1. *Denial Stance Drill* – To practice the denial stance have players line up on the baseline and on the coach's cue, they will slide up to the free throw line and back to baseline, using perfect denial stance sliding technique. Go back and forth several times, or until technique is adequate.

Now have two players on the wing. Defender 1 is denying the ball from the offensive player, who is going half speed to start, from the wing down to the block. 1 continues to deny the ball 3 times up and down. The defender's verbal is now "denial."

To progress in this drill, have the offensive player increase the speed at which they make their cut and this will force the defender to go faster and work harder.

2. *2-on-2* – Have 2 players on each wing, 1 on offense and 1 on defense. We can work on all 3 defensive stances in this drill. These stances are "help", "ball" and "deny." The ball begins with the coach at the top of the key.

**Rule #1** – If a player is 1 pass away from catching the ball, that player must be denied. If the coach is at the top of the key in the middle of floor, both defenders must yell "deny, deny, deny." The coach can then dribble the ball to one side of the floor. The defender on this side will then be in a denial stance and yell "deny" while the defender on the other side of the floor will be in a help stance and yell "help".

**Rule #2** – If the defender is guarding a check who is 2 passes away; they must be in a help stance. The coach has the option of dribbling back over to the other side, so that players must change their stance again, or coach can throw the ball to one of the offensive players and they can play 2-on-2.

#### Key Emphasis:

- Getting into the proper stance – help, ball, denial.
- Talking loud all the time. This is great for kids as it forces them to talk. Talking is important for two reasons.
  1. So they talk to each other to let each know where each other are and what they are doing.
  2. So that they talk to themselves – if players are talking out loud they are usually concentrating.
- Correct denial stance. Correct help stance – Pistols.

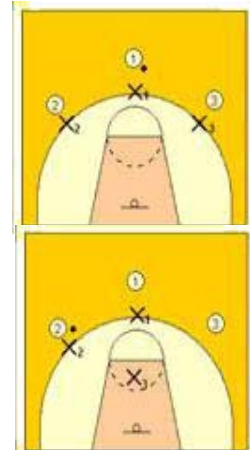
3. *3-on-3* - Once players are familiar with all 3 stances (help, deny and ball), you can then put them into a 3-on-3 situation where they will be able to move quickly from stance to stance.

To begin, have players in the following positions- 3 on offense on the perimeter and 3 on defense.

The following rules apply:

- Players may only pass the ball on the coach's cue.
- Players must talk the entire time, calling out the stance they are in.
- 3 things a player can say – "Ball", "Help" and "Deny".
- Every time a pass is made all players must rotate to new, correct position.
- Remember rule #1 and #2.

To simulate a situation where help side may come into play, have the defender guarding 2, slap floor on coach's cue of "go". This will force the help side defender X3, to provide help, making the situation game like.

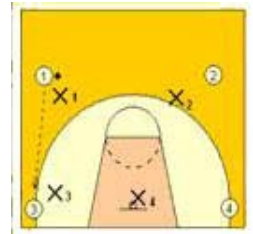




**Deny Drills**

4. *4-on-4 Shell* – Organize players as follows:

Again, the above rules apply. Players must constantly be talking. Coach should control the ball movement only allowing players to pass after the defense is set. Before each pass is made, players must be aware of their stance (Ball, Help, or Deny). After 6 passes, players are allowed to shoot the ball.



**12.2.6 – Communications**

Talking while on court is essential to successful team defense. Communication both increases enthusiasm for playing defense and keeps players informed about important aspects of play, including:

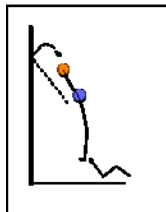
- Who is guarding the ball in a breakdown situation.
- Whether help is needed.
- Whether help is available.
- When a shot is taken.

Communication is facilitated when players know exactly what to say in particular situations. It is therefore important that players work out with their teammates what terms to use in specific situations. For instance, the player guarding the ball might say “help” to indicate the he or she is beaten, the help side defender might use “alone” to indicate that no help is near, or everyone who sees a shot might call “shot” to indicate that a shot has been taken.

**12.3 – TRANSITION**

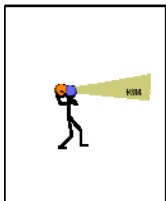
When teaching transition or fast break basketball, we are really trying to get our young players running and passing the basketball, and making decisions at a faster pace in the full court.

The following is a break down of drills to help players improve on the skills required to play transition basketball.



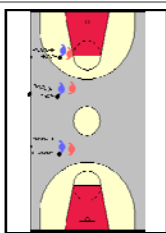
**Starting on Offense**

The first break down drill is tossing the ball off the wall jumping and rebounding. We want the players to learn to jump and catch the ball with two hands. Call “ball”.

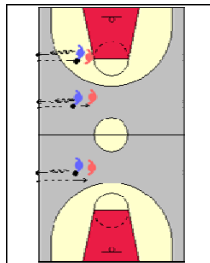


**Land Like a Quarterback**

Ideally, we want the player to land so they are looking down the floor with the ball being held by the ear with two hands. This requires them to do a quarter turn in the air. Their eyes should be on the far rim. Have someone hold up fingers or touch different parts of the body. This ensures that the player is scanning. Be sure to practice turning both ways.

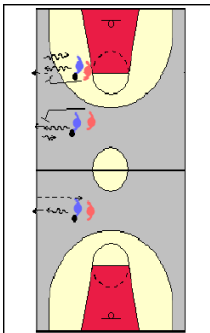


Drill #1. *Dribble Toss Rebound* – Have athletes partner up and spread out along the wall. The first player dribbles the ball up and tosses it off the wall. He/she jumps, calls “ball” and rebounds with two hands, making the quarter turn in the air. On landing, he/she must call out how many fingers his/her partner displays. The ball is passed and the other partner goes.



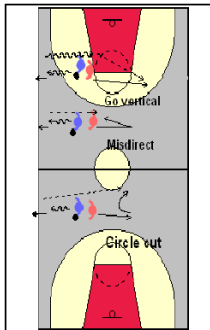
### Breakout Dribbles

Now when the ball is rebounded, the player scans the rim and sweeps the ball with a strong break out dribble. Take two hard dribble and hand the ball off to your teammate who repeats the drill.



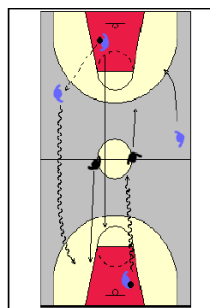
### Breakout Dribble with a guided defender

This time the partner follows the first player to the wall. On the rebound, jam the rebounder to the right or left. The rebounder must read and react and break out to the proper side. Don't allow them to turn their back and dribble to the sidelines. The dribble must go vertical.



### Outlet

We now want to concentrate on the outlet. Once the ball is secure we want to start by going vertical. This puts instant pressure on the defense and creates space. If the rebounder is in trouble we can cut straight back to the ball. If the player breaks out we continue to go long. As players improve they add the circle cut where they curl in front of the defender as they cut back. This gets their momentum going vertical. This can happen early or late. As players go long they must always be scanning their teammate with the ball.



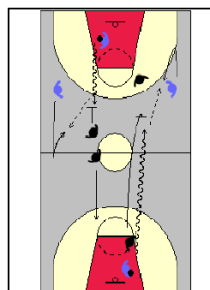
### 2-on-1 in Small Space

A good progression is to play 2-1 in small spaces. The rebounder can either break out dribble or make the outlet. The players can fill the wing and swings or front rim on one side of the floor. The defenders are working on making fakes and deciding who to guard.

#### Loading and Modifications

- Start the defender in different places.
- Jam the rebounder to give a read.

The player in front must decide to create space for a teammate or to attack the lone defender. If attacking we like to go through the elbow. This gives the best chance to score at either angle.



### 2-on-2 in Small Space

Now they play 2 on 2. The key teaching point here is for the outlet to recognize when his/her teammate is in trouble. This could be early or late.

**Note:** Again it is important that the coach mix up the spacing the players play in. Do not always use wing-swing. Sometimes play swing and swing or any other combination.



## Transition Drill for young players

### Four corner long pass lay-ups

The players start in four corners of the gym. One player tosses the ball off the backboard and passes the ball to the outlet on that side of the floor. The player must decide to pass or dribble the ball. The other corner player is sprinting to the open basket. The ball is passed and the lay up scored. (*Diagram 1*)

The player who scored the basket now takes the ball and starts back down the court with the two new players in the corners. The other two players had to sprint to be in the key for the rebound. They now fill the corners as subs. (*Diagram 2*)

This is where the corner people would pass a ball to the two players who did not score before joining in as the next offensive players.

#### **Key emphasis:**

- Choose a side when inbounding the ball, not directly under the basket
- Communicate
- Sprint the floor
- Dribble to shorten the pass
- Lead the player with the pass

### **Breakout dribbles**

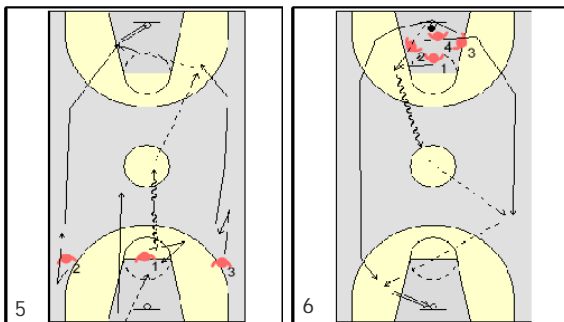
Now we add the breakout dribble. If the lay up is missed the player who rebounds, drop pivots to see the whole floor. He /she dribble up the middle of the floor. When one of the wing players is ahead of the ball it is passed. If the opposite wing is ahead of the ball it is also passed. Everyone must sprint to be in the key on the shot. It is important that the players waiting in the corners anticipate the rebound or the made basket. (*Diagram 3*)

**Load #1:** Add a coach as a guided defender on the rebounder. The player must decide to make the outlet pass or breakout dribble.

**Load #2:** Add guided defenders on the outlets

### **2 on 1**

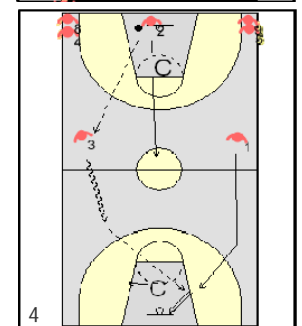
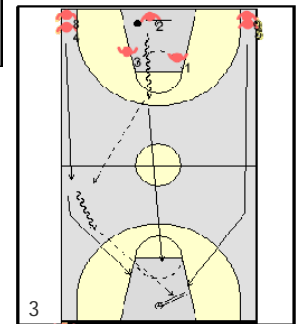
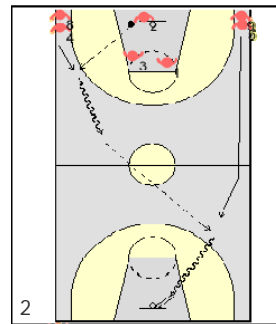
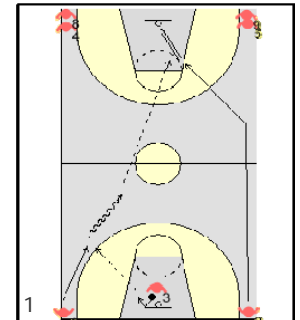
We now add a coach at each end as a guided defender. The players must keep their eyes up and read if the basket is open. Eventually allow the players to play defense. (*Diagram 4*)



### **4 on 0**

Four players set up as in the diagram. The three players in the lanes use misdirection cuts to get open. The inbounder passes the ball to the player in the centre lane. The outside lanes run the floor. When someone is ahead of you pass the ball. All four players must get into the key for the rebound. (*Diagram 5*)

The player who inbounded the ball must rebound the ball before it hits the floor. The two wing players cross and run in the other direction. The outlet gets the ball and the drill starts back in the other direction. (*Diagram 6*)





# SECTION 13

TEACHING THE GAME



# 13



**CANADA**  
BASKETBALL



## 13.0 TEACHING THE GAME

This section is designed to outline some basic principles and philosophies about teaching the game of basketball to children and youth. Its purpose is to guide you through concepts and ideas on effective development of basketball for athletes in Steve Nash Youth Basketball.

### 13.1 - TECHNICAL BASKETBALL SKILLS

#### **Development Principles for Steve Nash Youth Basketball.**

This list is a quick outline of what basketball skills are to be taught in Steve Nash Youth Basketball:

#### **1. Footwork**

- Ready Position/ Triple Threat Position
- Starting Movement
- Running – Change of Pace, Change of Direction
- Stopping – Stride Stop, Jump Stop, Stutter Stop
- Pivoting – Front Pivot, Reverse Pivot

#### **2. Passing and Receiving**

- Types of Passes – Chest Pass, Bounce Pass, Overhead Pass, One Handed Push Pass
- Passing techniques
- Receiving techniques
- Faking

#### **3. Ball Handling / Ball Familiarization**

- Ball familiarity
- Ball control
- Ball positioning

#### **4. Dribbling**

- Dribbling techniques
- Types of Dribble – Static Dribble, Dribbling with Movement, Change of Direction Dribble, Change of Pace Dribble

#### **5. Shooting**

- Shooting techniques
- Form shooting
- Shooting from a pass
- Shooting off the dribble

#### **6. Lay-Ups**

- Lay-Up techniques
- Footwork

#### **7. Rebounding**

- Rebounding techniques
- Boxing out

#### **8. Offensive Concepts**

- Straight Ball Cut, Change of Direction Ball Cut
- Give and Go cut, V-Cut, L-Cut, Backdoor



- Cut and Replace
- 4-on-4 / 5-on-5

### **9. Defensive Concepts**

- Defensive Ready Position
- Defensive Footwork
- Defending player with ball/ without ball
- Turning
- Channeling
- Close Out
- Deny
- Communication

### **10. Transition**

- Break-out dribbles
- Outlet
- Running the lane

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## **13.2 - LOADING**

Loading in a basketball context refers to the continual progression of a drill or activity to increase the level of difficulty and thus increasing the challenge level for the participants. One of the most effective ways to develop athletes is through this balance between challenge and boredom that is accomplished through loading. Loading also allows the coach to effectively utilize training time. This is because time is not wasted changing between drills or teaching new ones.

The idea is to start with a basic drill or activity and as the participants begin to gain a certain level of success the coach adds, or loads, more components or requirements needed to complete the drill so as to increase the challenge and thus increase the level of development.

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## **13.3 - GAMES APPROACH**

Games approach is another teaching principle that can be very effective when coaching youth. The idea behind a games approach is to use mini or modified games during training as opposed to constant, specific drills to teach the game. Drills can become repetitive and athletes can start to lose interests by continually doing drills during practices. As we know all children love to play games and implementing that into basketball training is crucial, especially at a young age.

There are also numerous other benefits from using a games approach for teaching, including the development of various other skills during game play; such as vision, decision making, etc.

The key in finding success using a games approach to teaching is to develop specific rules to modify how the game is played to develop certain skills. For example, if you wanted to work on passing, one way would be to partner everybody up so they can pass back and forth. A games approach to developing passing would be to play a game of 3-on-3 or 4-on-4 or 5-on-5 with the rule that there is no dribbling allowed. Every time a player dribbles the ball it is a violation and a change of possession. Players would develop a variety of different passing skills as well as decision making, vision, getting open, defense, etc.

It is also imperative to monitor the game to ensure that the players have the necessary fundamental skills to achieve some level of success. This refers to the principle of loading in that you may need to stop the game and go back and work on some basic fundamentals before continuing the game. It is imperative to continue to modify or load the drill to provide sufficient challenge to the players.

# SECTION 14

OFFICIALS OVERVIEW



14



CANADA  
BASKETBALL



## 14.0 OFFICIALS OVERVIEW

### 14.1 – MISSION

Steve Nash Youth Basketball helps promote the participation and development of young officials in an encouraging and positive environment. Our mission is to train new Officials and to educate children, Coaches and Parents on the basic rules of the game. Steve Nash Youth Basketball strives to put Officials into an educating role, rather than a policing role, working cooperatively with Coaches to teach the game and to teach skills.

### 14.2 – PHILOSOPHY

#### ***Facilitate play, educate children.***

- Be a teacher of the rules of the game through reinforcing learning and praising positive behavior.
- Support the program's five core values:
  - > FUNdamentals
  - > Learning
  - > Activity
  - > Success
  - > Respect
- Introduce and reinforce a positive relationship between Coaches, Referees and children.

### 14.3 - ROLE OF AN OFFICIAL

- An Official is a teacher who reinforces the rules and skills of the game.
- An Official praises good play.
- An Official must be friendly, patient and positive in relating to children and must strive to be consistent and impartial.
- An Official facilitates the flow of the game in a fair and friendly manner, using judgment when helping to ensure children enjoy their experience while following the game's rules.

### 14.4 - OFFICIALS CREED

*As an Official in Steve Nash Youth Basketball, I will...*

- Assist in teaching and promoting the program's philosophy, core values, and the game of basketball.
- Enjoy what I am doing and show that enjoyment to the players.
- Work in conjunction with Coaches, parents and volunteers to support children's learning, participation, personal success and development.
- Help make basketball fun and enjoyable for all participants.
- Dress, speak and behave in a professional manner.
- Always be fair, impartial, approachable, open and encouraging.
- Know and understand the Steve Nash Youth Basketball game, its concepts and its rules.
- Help players understand the Steve Nash Youth Basketball game, its concepts and its rules.
- Exercise judgment and discretion, making decisions that are in the best interests of the players.
- Ensure a safe learning atmosphere for the players.
- Maintain a player first focus at all times.

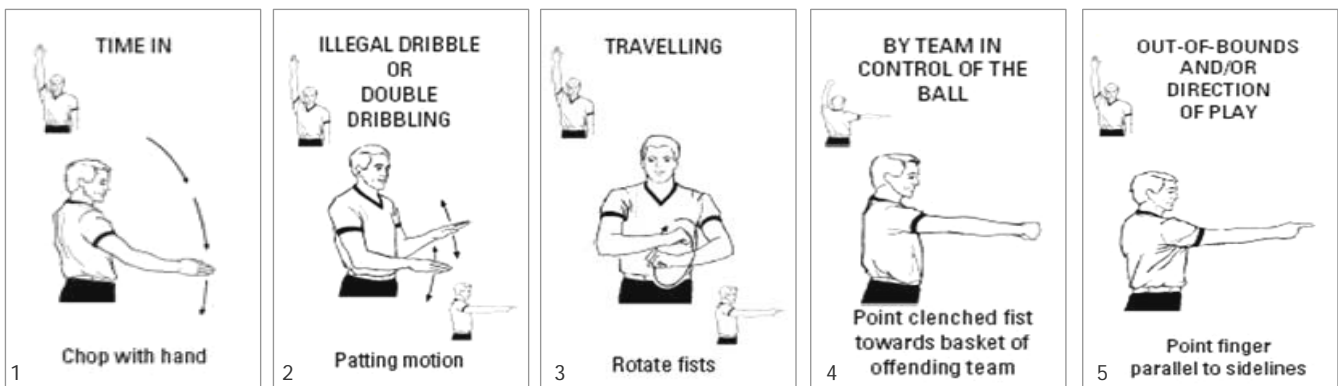


## 14.5 – OFFICIALS SIGNALS

The Steve Nash Youth Basketball Game makes use of five signals. These signals are the following:

- Begin/Resume play
- Dribble Violation
- Travel Violation
- Foul
- Out-of-bounds

The use of minimal number of signals serves to introduce players to the presence and role of the Official without establishing the Official as the ultimate authority.



### **Begin and Resume Play** (Picture 1)

To begin play or to resume play after an interruption, begin the sequence by extending the arm straight into the air, palm open. Then drop the arm in a chopping motion to signal beginning/resumption.

### **Dribble Violation** (Picture 2)

Move the hands, palms open, in an up-and-down or patting motion; the signal should be delivered at a height midway between the navel and the chest; briefly explain what has happened.

### **Travel Violation** (Picture 3)

Rotate closed fists around each other in a circular fashion at a height midway between the navel and the chest; hold the signal long enough for the violating player to see it; briefly explain what has happened.

### **Foul Signal** (Picture 4)

Arm extended straight into air, fist closed; hold signal long enough for the fouling player to see it; briefly explain what has happened.

### **Out-of-Bounds** (Picture 5)

Point to the spot where the ball went out of bounds, followed by pointing in the direction of the ball when play resumes.

# SECTION 15

MODIFIED RULES



# 15



**CANADA**  
BASKETBALL



## 15.0 MODIFIED RULES

Steve Nash Youth Basketball contains three distinct developmental groups: FUNdamentals, Learn to Train and Train to Train. This means that the established rule set for each group must facilitate each stage of development. FIBA rules will be the basis for each rule set with each group having its own set of approved modifications to assist in long term athlete development.

### 15.1 - APPROVED RULE SETS

#### FUNdamentals

The suggested rule set for the FUNdamentals group will be playing **Small Ball**. An overview of the Small Ball rules that will be used is covered in the next section.

#### Learn to Train

The suggested rule set for the Learn to Train group will be playing **FIBA Mini Basketball**. An overview of the FIBA Mini Basketball rules that will be used is covered in the next section. A complete and up to date Mini Basketball rules guide can be obtained free of charge on the FIBA website at [www.fiba.com](http://www.fiba.com).

#### Train to Train

The suggested rule set for the Train to Train group will be playing **Full FIBA**. A complete and up to date FIBA rules guide can be obtained through your PTSO or directly from the FIBA website at [www.fiba.com](http://www.fiba.com).

### 15.2 - SMALL BALL GAME RULES

Small Ball game rules for 5-6 year-olds are similar to those for 7-8 year-olds.

#### **Object of the Game in Small Ball**

- To have fun playing basketball.
- Use and develop skills.
- Be a team player.

#### **EQUIPMENT** - *Baskets comprising rings and nets.*

Each of them shall be:

- 2.1336 m (7 ft) above the floor for boys and girls of 5 - 6 years of age
- 2.4384 m (8 ft) for children 7 – 8 years of age.

#### **SCORING AREAS**

A scoring area is designated at each end of the court. This area consists of a basket, located at the mid-point of the endline, as well as three shooting spots, each within 5 feet of the centre of the basket. The placement of the shooting spots can be changed before each game, provided each spot remains within 5 feet of the basket.

#### **TEAM COMPLIMENT**

#### **Number of Players**

Before the game the players are divided into groups of 3 or 4 per group. Each player will have the opportunity to play an equal amount of time.





### Number of Coaches

There can be either one or two Coaches per team.

- If only one Coach is present, he/she remains on the sideline encouraging team concepts and supervising substitutes.
- If two Coaches are present, one Coach is on the court facilitating play (for example, encouraging team concepts) while the other Coach remains at the team bench to supervise substitutions.

**NOTE:** If you only have one Coach per team, try to recruit a parent to supervise the substitutes to allow the Coach to concentrate on facilitating play.

### Number of Officials

It is ideal to have one designated Official for the game. However, if a team has two Coaches, the on-court coach can serve in place of an Official.

### Suggested Playing Time

Suggested playing time for each shift will be four minutes, straight running time. Officials and Coaches should strive to minimize interruptions of playing time. However, when it is necessary to interrupt the game (for an injury or for any other valid reason determined by the Official), the Official will approximate the time of interruption and extend playing time appropriately. If a game clock is being used, then the clock will be stopped during the interruption.

The Official will verbally alert players and Coaches when twenty seconds of playing time remains. In the event that a volunteer is not available to run a game clock, the Official will be responsible for keeping time on a watch.

## THE GAME

### How the Game is Played

*How the game begins:*

- When players come onto the court at the beginning of the game and at the beginning of each shift, they shake hands with the player they will be guarding.
- The players each point towards the basket they will be scoring on.
- The Official then gives the ball to a player in the backcourt.
- That player then attempts to advance the ball, at which time the game begins and the clock starts.

*How Additional shifts begin:*

- Using alternating possession will make sure a different team starts each shift with possession of the ball.

### Defending

Each player on the defending team guards only his/her opposing player, staying at arm's length distance from the player. Players may not guard an opposing player until after that player has crossed over the mid-court.

**NOTE:** If one or more players fail to observe the distance restriction, the Official may briefly interrupt the game and correct the situation without penalty.

### Scoring

- There will be no score kept during the game.
- When the offensive team scores, the opposing team will get possession of the ball, becoming the offensive team.

### Advancing the Ball

The ball may be advanced by dribbling or passing. To move around the court with the ball, a player must bounce (dribble) the ball with the following restrictions:

- The ball must not come to rest in his/her hand between bounces.
- Each player is limited to a maximum of four bounces when dribbling.
- If the ball does come to rest in the dribbler's hand(s) during the dribble, or if the dribbler has bounced the ball the limit of four times, then the dribble is considered to have ended. That player must then pass or shoot for a goal.
- **The dribbler may not touch the ball with both hands simultaneously, except when passing and shooting.**



**NOTE:** The Official, or on-court Coach, should be available to the offensive team as an additional receiver. If a player has ended his/her initial dribble and is having difficulty finding a teammate to pass to, that player may pass to the Official/Coach. The Official can then resume play by passing to another player on the offensive team.

## **VIOLATION**

### **Dribble**

If the dribbler dribbles for a second time after his/her initial dribble has ended, or dribbles more than four consecutive times, then a dribbling violation has occurred. **If the dribbler has touched the ball simultaneously with both hands a dribbling violation has also occurred.**

#### **Correction for Dribble Violation**

The Official interrupts play and briefly explains the error. Play then resumes from the point of interruption with the same player continuing to control the ball. If, however, that player repeats the error, a dribble violation has occurred and the ball is awarded to the opposing team for a throw-in at the nearest sideline.

### **Travel**

When not dribbling, a player who is holding the ball may not take more than one step (movement of both feet). To advance the ball by passing, the passing player may not move more than one step (movement of both feet) before releasing the pass.

#### **Correction for Travel Violation**

The Official interrupts play and briefly explains the error. Play then resumes from the point of interruption with the same player continuing to control the ball. If, however, that player repeats the error, a travel violation is called and the ball is awarded to the opponents for a throw-in at the nearest sideline or endline.

### **Out-of-Bounds**

A player who is in contact with the ball must not touch or move beyond the sidelines or endlines.

#### **Correction for Out-of-Bounds Violations**

The ball is awarded to the opposition at the point where the violation occurred.

### **Shooting**

Players may attempt to score only from the designated shooting spots. If a player attempts to score from a position other than at a designated shooting spot, then a shooting violation has occurred.

Once a player has attempted an unsuccessful shot, that player may not attempt another shot until a teammate has done so first.

#### **Correction for Shooting Violation**

There is no loss of possession of the ball resulting from a shooting violation. The ball becomes dead when a shooting violation has occurred. The Referee briefly explains the error. Play resumes with the violating team being given the ball.

### **Fouls**

Defensive players can not use hands, arms or extended legs to prevent an opponent from advancing or passing the ball, nor use the body to push a stationary opponent from their position.

Offensive players will not use hands, arms or extended legs to prevent a defensive player from securing the ball or preventing a pass.

#### **Correction for Fouls**

Any violation of the above results in the ball being awarded to the team not committing the foul at the point nearest to where the foul occurred.

**NOTE:** A record of the number of fouls is not kept, neither for individual players nor for a team.



### **15.3 FIBA MINI BASKETBALL RULES**

Mini Basketball is a modification of the adult game that has been adapted to the needs of children.

The philosophy is quite simple: do not make children play a game that is not suitable for their physical and mental development, but change the adult game to suit them.

The aim of Mini-Basketball is to provide opportunities for children of all abilities to enjoy rich and quality experiences, which they will transfer to Basketball with enthusiasm.

#### **Definition**

Mini-Basketball is a game for boys and girls who are eleven years or less in the year the competition begins.

Mini-Basketball is played by 2 teams of 5 players each. The aim of each team is to score in the opponents' basket and to prevent the other team from scoring.

#### **EQUIPMENT** - *Baskets comprising rings and nets.*

Each of them shall be:

3.05 m above the floor for boys and girls of 10 - 11 years of age

2.60 m for children under 10.

#### **Beginning the Game**

- Each game is started by a jump ball in the centre circle administered by the game official. The clock begins when the ball is legally tapped by one of the jumpers.
- All other periods and jump ball situations will use the alternating possession method.
- For the start of the second half the teams shall exchange baskets.

#### **Jump Ball and Alternating Possession**

- A jump ball occurs when the official tosses the ball in the centre circle between two opponents at the beginning of the first period.
- During a jump ball, the two jumpers shall stand inside the half of the circle nearest to their own basket. The non-jumpers shall remain outside the circle until the ball has been tapped.
- The ball shall be tapped by one or both of the jumpers only after it has reached its highest point.
- If a player violates during the jump ball, the opposing team will be given possession and a throw-in.
- If there is a violation by both teams or if the official makes a bad toss, the jump ball shall be retaken.

A jump ball situation occurs when:

- Two or more players of opposing teams have one or both hand(s) firmly on the ball (held ball).
- The ball goes out-of-bounds and the officials are in doubt or disagree which of the opponents last touched the ball.
- The ball goes out-of-bounds and it was last touched simultaneously by two opponents.
- A live ball lodges on the basket support.
- A double foul is called.
- To begin periods 2, 3 and 4.

The alternating possession is a method of causing the ball to become live with a throw-in rather than a jump ball, i.e. in all jump ball situations, teams will alternate possession of the ball for a throw-in at the place nearest to where the jump ball situation occurred.

The team that did not gain control of the ball on the court after the jump ball at the beginning of the first period will start the alternating possession.



### **Status of the Ball**

- The ball can be either live or dead.
- The ball becomes live when:
  - > During the jump ball the ball is legally tapped by a jumper.
  - > During a free throw, the ball is at the disposal of the free-throw shooter.
  - > During a throw-in, the ball is at the disposal of a player for the throw-in.
- The ball becomes dead when:
  - > Any field goal or free throw is made.
  - > A referee blows his whistle.
  - > The game clock sounds for the end of a period.

### *Exceptions*

- The ball does not become dead and the goal counts, if made, when:
  - > The ball is in flight on a shot for a field goal and
    - > A referee blows his whistle.
    - > The game clock sounds for the end of a period.
  - A player commits a foul on any opponent while the ball is in control of the opponent in the act of shooting for field goal and who finishes his shot with a continuous motion, which started before the foul occurred.

### **Goal - When Made and its Value**

- A goal is made when a live ball enters the basket from above and remains within or passes through the net.
- A goal from the field counts two points and a goal from a free throw counts one point.
- After a field goal or successful last free throw, the opponents shall have the ball to make a throw-in within 5 seconds, from any point on or behind the endline, with the ability to run up and down the baseline.

### **End of the Game. Tied Score**

- The game shall terminate on the sounding of the game clock signal indicating the end of the playing time.
- If the score is tied at the expiration of the fourth period, the result shall stand and no extra time shall be played.

### **Substitutions**

Each player must play in a minimum of two periods, except a player who is injured, disqualified or has committed five fouls. Each player shall therefore sit on the bench as a substitute for the remaining two periods, except when it is necessary to replace a player who is injured, disqualified or has committed five fouls.

### **How the Ball is Played**

- The ball is played with the hand(s) only and may be passed, shot or dribbled in any direction, subject to the restrictions of these Rules.
- To run with the ball, deliberately kick or strike it with the fist is a violation. However, to accidentally come in contact with the ball with any part of the leg is not a violation.

### **Control of the Ball**

- A player is in control of the ball when:
  - > They are holding a live ball.
  - > They are dribbling a live ball.
  - > They are set to pass the ball in from out of bounds.
- A team is in control of the ball when a player of that team is in control of a live ball or when the ball is being passed between team-mates.

### **Player in the Act of Shooting**

A player is in the act of shooting when, in the judgment of the official; they start an attempt to score. The act of shooting ends when the ball has left the shooter's hand(s), and in case of an airborne shooter, both feet have returned to the floor.



## **VIOLATIONS**

### **Definition**

- A violation is an infraction of the Rules that is penalized by awarding the ball to the opponents for a throw-in from out-of-bounds at the place nearest to where the infraction took place.

### **Throw-In**

- A throw-in occurs when the ball is passed into the court from out-of-bounds, at the place indicated by the official, except if it is after a field goal or a last successful free throw.
- When the official hands or tosses the ball to the player who is to make the throw-in they have five seconds to throw the ball into play.
- When a throw-in is being made, no other player may have any part of his body over the boundary line; otherwise the throw-in is retaken.

### **Player-Out-of-Bounds. Ball Out-of-Bounds**

- A player is out-of-bounds when he touches the floor or any object on, above or outside the boundary line, except a player.
- The ball is out-of-bounds when it touches a player, the floor or any object, including the backboard support or the back of the backboard on, above or outside the boundary lines.

### **Pivot**

- A pivot is the legal movement in which a player who is holding the ball, steps once or more than once in any direction with the same foot, while the other foot, called the pivot foot, is kept at its point of contact with the floor.
- Establishing a pivot foot for a player who catches a ball on the court:
  - > While standing with both feet on the floor: The moment one foot is lifted, the other becomes the pivot foot.
  - > While moving or dribbling: If both feet are off the floor and the player lands, the foot that lands first becomes the pivot foot.

### **Progressing with the Ball**

A player may progress with the ball in any direction within the following limits:

- Progressing with the ball for a player who has established a pivot foot:
  - While standing with both feet on the floor:
    - > To start a dribble, the pivot foot may not be lifted before the ball is released from the hands(s).
    - > To pass or shoot for a field goal, the player may jump off a pivot foot, but neither foot may be returned to the floor before the ball is released from the hand(s).
  - While moving or dribbling:
    - > To start a dribble, the pivot foot may not be lifted before the ball is released from the hands(s).
    - > To pass or shoot for a field goal, the player may jump off a pivot foot and land on one foot or both feet simultaneously. After that both feet may be lifted but may not be returned again to the floor before the ball is released from the hand(s).
- To progress with the ball in excess of these limits is a traveling violation and the ball is awarded to the opponents for a throw-in.

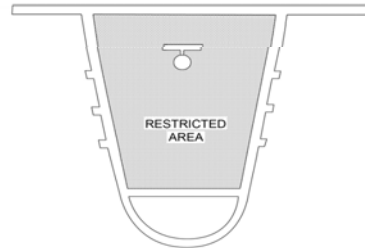
### **Dribbling**

- If a player wishes to progress while in control of the ball, they must dribble, that is to bounce the ball on the floor with one hand.
- A player is not allowed to:
  - > Dribble the ball with two hands at the same time.
  - > Let the ball come to rest on the hand(s) and then continue to dribble.
- To dribble a second time after the first dribble has ended is a violation (double dribble) and the ball is awarded to the opponents for a throw-in.
- The following are not considered as dribbles:
  - > Successive shots for a field goal.
  - > Tapping the ball from the control of another player and then recovering it.



### Three Second Rule

A player shall not remain in the opponents' restricted area for more than three seconds whilst his team is in control of the ball in his frontcourt and the game clock is running.



### Closely Guarded Player

- A player who is holding a live ball on the court is closely guarded when an opponent is in an active guarding position at a distance of no more than one normal step away.
- A violation shall be called if a closely guarded player with the ball does not pass, shoot or dribble the ball within five seconds. The ball is then awarded to the opponents for a throw-in.

### Ball Returned to Backcourt

- A player who is in control of a live ball may not cause the ball to be illegally returned to his backcourt. This restriction is valid also for the throw-ins.
- The ball has been illegally returned to the backcourt when a player of the team, in control of the ball, is the last to touch the ball in his frontcourt, after which that player or a team-mate is the first to touch the ball in his backcourt.
- To return illegally the ball to the backcourt is a violation (**over and back**) and the ball is awarded to the opponents for a throw-in from the nearest place to where the violation took place.

## FOULS

### Definition

- A foul is an infraction of the rules concerning illegal personal contact with an opponent and/or unsportsmanlike behavior.

### Personal Foul

- A personal foul is a player's foul, which involves contact with an opponent.
- A player shall not hold, block, push, charge, trip or impede the progress of an opponent by extending his hand, arm, elbow, shoulder, hip, knee or foot, nor by bending his body into an "abnormal" position nor use any rough tactics.
- If personal contact occurs and results in an unfair advantage, not intended by the Rules, the official shall call a personal foul against the player responsible for the contact.
- If the foul is committed on a player who is not in the act of shooting, the ball is awarded to the opponents for a throw-in.
- If the foul is committed on a player who is in the act of shooting and the shot for goal is not successful, he is awarded two free throws.
- If the foul is committed on the player who is in the act of shooting and the shot for goal is successful, no free throw is awarded and the game is started by a throw-in taken by the opponents from the endline.

### Unsportsmanlike Foul

- An unsportsmanlike foul is a personal foul, which in the opinion of a official, is not a legitimate attempt to directly play the ball within the spirit and intent of the Rules.
- If a player in an effort to play the ball causes excessive contact (hard foul), then this contact shall also be judged to be unsportsmanlike.
- A player charged with two unsportsmanlike fouls shall automatically be disqualified.
- Two free throws are awarded to the player who was fouled by an unsportsmanlike foul, unless this player was shooting and succeeded in scoring followed by a throw-in for the same team at the centre line extended, opposite the scorer's table.



### **Disqualifying Foul**

- A disqualifying foul is any flagrantly unsportsmanlike behavior of a player.
- Two free throws are awarded to the opponents followed by a throw-in for the same team at the centre line extended, opposite the scorer's table.

### **Double Foul**

- A double foul is a situation in which two opponents commit personal fouls against each other at approximately the same time.
- A personal foul shall be charged against each offending player and a jump ball situation occurs.

## **RULES OF CONDUCT**

### **Technical Foul**

- In Mini-Basketball all players shall always show the best spirit of cooperation, sportsmanship and fair play.
- Any deliberately or repeated non-compliance with the spirit of this Rule shall be considered as a technical foul, which is a **behavior non-contact foul**.
- The official may try to prevent technical fouls by warnings or even overlooking minor technical infractions, unless there is repetition of a similar infraction after a warning.
- Two free throws shall be awarded to the opponents, followed by a throw-in for the same team at the centre line extended, opposite the scorer's table.

## **GENERAL PROVISIONS**

### **Free Throws**

- A free throw is an opportunity given to a player to score one point, uncontested from a position behind the free-throw line and inside the semicircle.
- The free-throw shot shall be made within five seconds after the ball is at the disposal of the free-throw shooter. Whilst the player is attempting a free throw, he shall not touch the free-throw line nor the restricted area, until the ball enters the basket or strikes the ring.
- When a player is attempting a free throw, a maximum of five other players shall occupy the restricted area places:
  - > Two players from the defending team may occupy the two places near the basket.
  - > Two players from the shooter's team may occupy the next two places.
  - > One player from the defending team may occupy one of the next two places.
- The players in the restricted area places:
  - > Shall not occupy rebound places to which they are not entitled.
  - > Shall not enter the restricted area or leave the places until the ball has left the hand(s) of the free-throw shooter.
- All the players who are not in these places shall be behind the free-throw line extended until the ball touches the ring or it is evident that it will not touch it.
- If the last free throw does not touch the ring, the ball is awarded to the opponents for a throw-in from the free-throw line extended.
- No player from either team may touch the ball until it touches the ring.
- An infraction of these Rules is a violation:
  - If committed by the free-throw shooter, the point, if made, shall not count and ball is awarded to the opponents for a throw-in from the free-throw line extended unless there is a further free throw to be administered.
  - If a free throw is successful, all violations committed by any player(s) other than the shooter are disregarded and the point shall count.
  - If a free throw is not successful and a violation is committed by:
    - > A team-mate of the shooter during the last free throw, the ball shall be awarded to the opponents for a throw-in from the free-throw line extended unless there is a further free throw to be administered.
    - > An opponent of the shooter, a substitute free throw shall be awarded to the shooter.
    - > Both teams on the last free throw, a jump ball situation occurs.



## **15.4 - DUTIES AND POWERS OF MINOR OFFICIALS**

### **Definition**

- The minor officials will include the scorekeeper and the timekeeper.

### **Scorekeeper**

- The Scorekeeper is responsible for the Scoresheet.
- They keep a running summary of the points scored, recording the field goals and free throws made.
- They will also operate the alternating possession.

### **The Scoresheet - Instructions to the Scorekeeper**

A. Before the game starts fill in, using capital letters:

- The names of the teams.
- Date, time, place, number of the game and name of the competition.
- Names of official(s).
- Names of the players, along with their uniform number.
- Names of the coaches.

B. During the game:

- Complete the running score requirements.
- At the end of each period, put a circle round the latest scores of each team and rule a line immediately below them.
- Enter the scores for each half in the appropriate boxes.
- Mark and count fouls of each team.

C. After the end of the game:

- Complete the "Final Score" and the name of the winning team.
- Sign the scoresheet and have it counter-signed by the timekeeper and at last by official(s).

### **Timekeeper**

The Timekeeper shall be provided with a game clock and a stopwatch and shall:

- Measure playing time and intervals of play.
- Ensure that a signal sounds very loudly at the end of playing time in a period.

The Timekeeper shall measure playing time as follows:

- Starting the game clock when:
  - During a jump ball, the ball is tapped by a jumper.
  - During a throw-in the ball touches or is touched by a player on the court.
  - A last free throw is unsuccessful and the ball continues to be live, the ball is touched by a player on the court.

Stopping the game clock when:

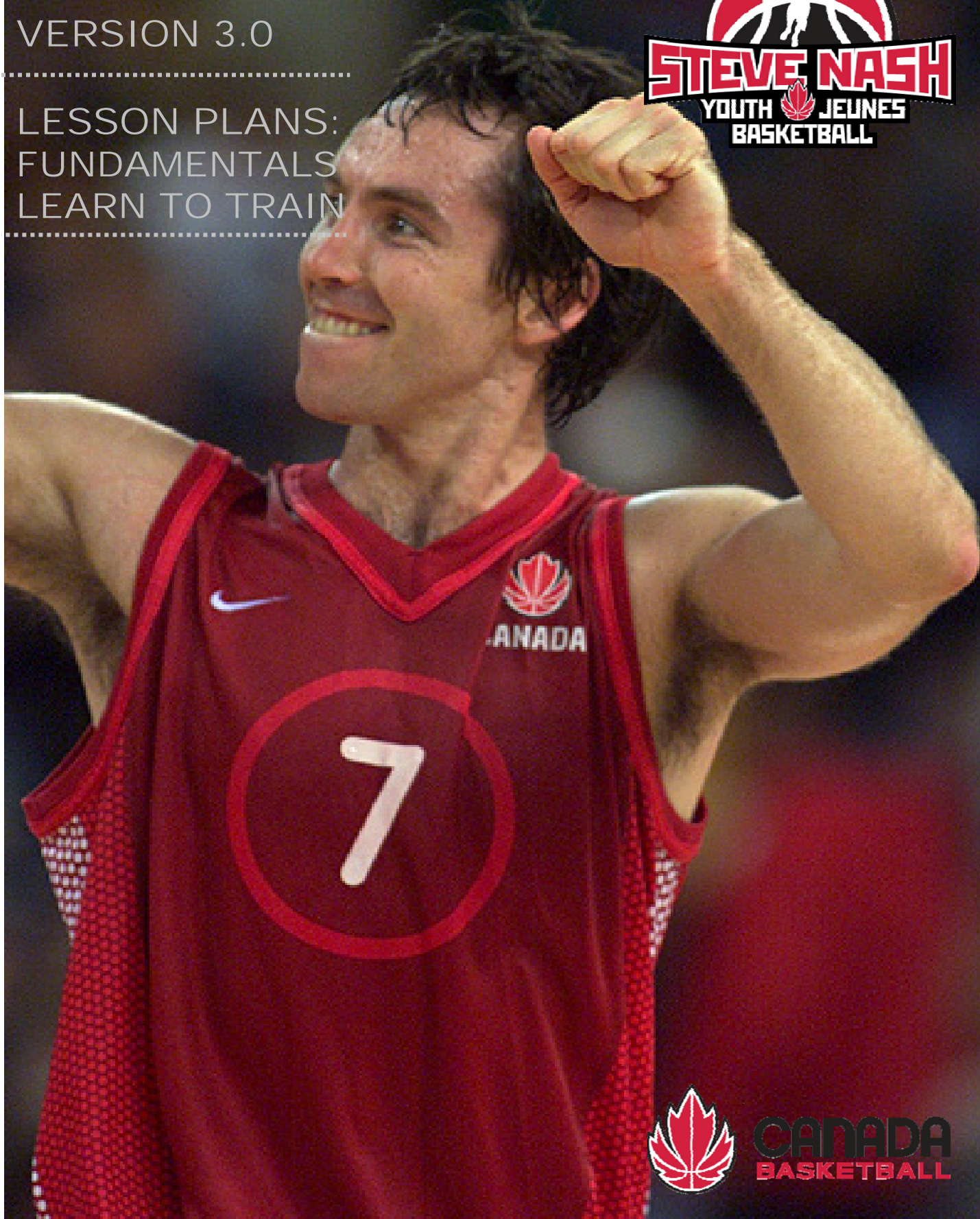
- Time expires at the end of playing time in a period.
  - A referee blows his whistle.
-



# COACHES MANUAL

VERSION 3.0

LESSON PLANS:  
FUNDAMENTALS  
LEARN TO TRAIN



**CANADA**  
BASKETBALL



STEVE NASH YOUTH BASKETBALL  
**COACHES MANUAL**



Dear Steve Nash Youth Basketball Coach:

Thank you for becoming a SNYB coach! We are thrilled to have you as part of the program and hope you are excited to be coaching youth basketball in your community. To help make your SNYB coaching experience a positive one, we have designed a 12-week practice plan/curriculum to assist you in properly running your Steve Nash Youth Basketball program at the FUNdamental and Learn to Train stage. Each set of practice plans has been carefully designed to teach the fundamental movement skills and fundamental basketball skills in a fun and exciting manner using the *games approach* teaching principle and *loading* principle.

The main objective of the Steve Nash Youth Basketball program is for the children to have fun, through the game of basketball, 'measure success with smiles'. Secondary objectives are:

- To assist the children in the development of their fundamental movement skills: running, jumping, stopping, starting, catching and throwing.
- To introduce fundamental basketball concepts in a fun inclusive environment.

Allow a brief time for free play at the start of each session. This allows for children to become acclimatized to the environment. It also encourages the children to learn on their own. Use this time to observe their behavior. Give positive feedback based on your observations.

The **fundamental movement skills** are encouraged in the early stages in order to develop the whole child. Many children may miss learning these skills if not stressed appropriately. Many school yard games can be used to teach these skills. Within the Steve Nash Youth Basketball lesson plans, the games approach teaching principle is employed to allow players to learn and practice different basketball skills in a fun and exciting way. The idea behind a *games approach* is to use mini or modified games to teach a skill, instead of focusing on the traditional method of drills and teaching through repetitions. Drills can become too repetitive and young players may lose interest quickly. Children love to play games! Keep practice fun while learning the game of basketball is critical for development and continued involvement.

At all stages, the games approach to teaching basketball has several additional benefits. Players develop critical thinking, decision making, and improve teamwork and sportsmanship. It is your job as the coach to modify how the game is played so certain skills can be developed. For example, a games approach to teaching passing would be to play 3-on-3 with the rule that there is no dribbling allowed.

The **fundamental basketball skills** taught are of a very basic nature. Shooting, passing and dribbling are the main skills at the earlier stages of development. Again, make use of fun games to practice these skills. Avoid becoming too technical. Start with the basic concept and progress through the loading principle.

**Loading** in Steve Nash Youth Basketball refers to the continual progression of a drill or modified game to increase the level of difficulty and making it more challenging for the participants. You need to ensure there is a balance between challenge and boredom and this can be accomplished through loading. The idea is to start with a basic drill or modified game and as players begin to reach a certain level of success, you add or load a new component to the activity, making it more challenging.

The lesson plans that we have designed are only a blueprint. They are a very basic, condensed version of what we hope you will be creative with and continue to improve as you experience success through the program. Do not depend solely on the practice plans. Please use your SNYB Coaches Manual as a reference guide and refer to it for diagrams, detailed explanations, and additional drills and how to load. Depending on the skill level of your players and the dynamics of your SNYB group, you as a coach can decide what is appropriate and where more or less loading is required.

Good luck coaching. Be creative, add drills and games that will excite the players, and most of all, have fun!

Canada Basketball



**PRACTICE PLAN TEMPLATE**

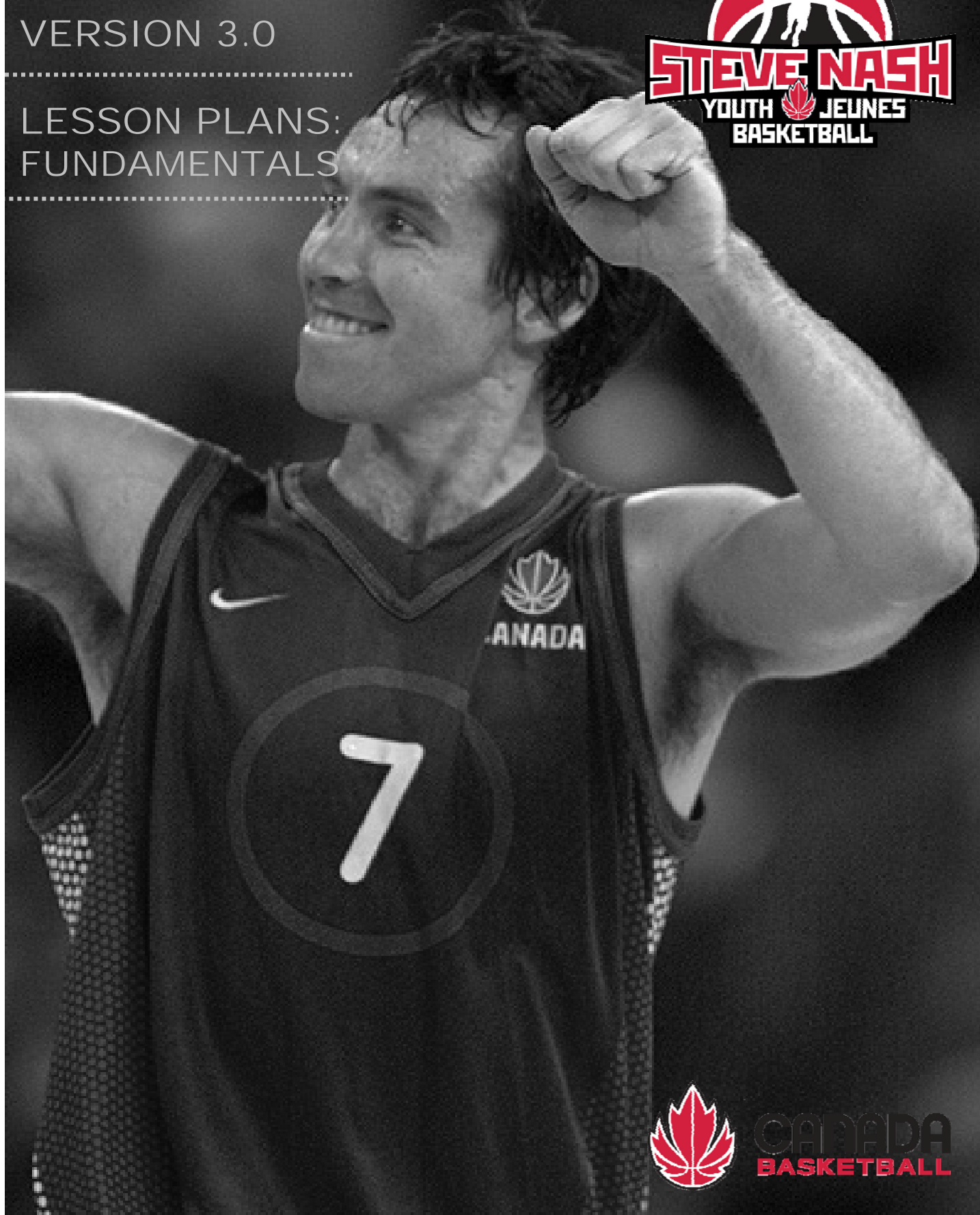
The following is a sample lesson plan that contains all of the recommended components with appropriate time allocation.

PRACTICE SECTION	TIME	KEY ELEMENTS
<p><b><u>GETTING STARTED</u></b></p> <p><b>INTRODUCTION</b> – Greet participants and let them know what will be taking place.</p> <p><b>WARM-UP</b> – Prepare the body for the efforts of the training session.</p>	<p>VARIABLE</p> <p>2-3 MIN</p> <p>5-12 MIN</p>	<p><b>Before Practice Begins:</b></p> <ul style="list-style-type: none"> <li>Inspect facilities/ Organize equipment/ Greet athletes</li> </ul> <p><b>At beginning of practice:</b></p> <ul style="list-style-type: none"> <li>Review goals of practice and activities planned</li> </ul> <p><b>Warm-up:</b></p> <ul style="list-style-type: none"> <li>Exercises or games to loosen muscles and raise body temp</li> <li>Progressive dynamic stretching</li> <li>Gradual increase in intensity that will not tire participants</li> <li>Quick transition between end of warm-up, the explanations / instructions given for the first activities and the activities themselves.</li> </ul>
<p><b><u>TEACHING PROGRESSION</u></b></p> <p>Prepare activities that will help participants improve sport-specific abilities and fitness.</p>	<p>VARIABLE</p> <p>30-45 MIN</p>	<p><b>Three or more activities linked in the proper order:</b></p> <ul style="list-style-type: none"> <li>Activities that challenge participants so that they can learn and improve while enjoying themselves</li> <li>Participants involved in an activity most of the time (i.e. not standing around and waiting in line)</li> <li>Participants allowed lots of practice for each activity</li> <li>Activities that are appropriate for the age, fitness, and ability levels of the participants and are relevant to the sport.</li> </ul>
<p><b><u>GAMES</u></b></p> <p>Allow players to have fun, while making use of the skills they have been taught.</p>	<p>VARIABLE</p> <p>20-30 MIN</p>	<p><b>Cooperative Play and Games</b></p> <ul style="list-style-type: none"> <li>Modified games that promote and encourage skill development through fun, mini, modified games.</li> <li>See Rules for age-appropriate games.</li> </ul>
<p><b><u>DEBRIEF &amp; COOLDOWN</u></b></p> <p>Begin recovery, debrief participants and tell them about the next session.</p>	<p>VARIABLE</p> <p>5-12 MIN</p>	<ul style="list-style-type: none"> <li>Gradual decrease in intensity</li> <li>Stretching, especially of muscles most used</li> <li>Provide and ask for feedback on what went well and what can be improved.</li> <li>Inform participants about next session (i.e. logistics, goals etc.)</li> <li>Team cheer</li> <li>Speak with participants before they leave.</li> </ul>

# COACHES MANUAL

VERSION 3.0

LESSON PLANS:  
FUNDAMENTALS



CANADA  
BASKETBALL



# LESSON #1

\* The first two lessons will not run in the same manner as the others. There are several administrative tasks that are necessary during the first two lessons in order to get the program off on the right track and running smoothly. We suggest that you follow these first two lessons closely.

	<b>Before the Players Arrive</b>		<b>After the Players Arrive</b>
1	Arrive at the gym 25 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle
4	Organize your teaching materials	4	Instruct the players to put the balls away
5	Have a coaches meeting to review the days lesson	5	Call the players in and have them sit with parents
6	Designate a "Head Coach" for the session	6	Wait for quiet
7	Have ready a list of player's names	7	Take attendance

**After taking attendance, address the players and their parents, covering the following:**

1	Welcome everyone to the program and introduce coaching staff.
2	Outline the program's philosophy, mission, goals and core values.
3	Outline how each session will work.
4	Reiterate that the program can always use more volunteers.
5	Hand out to the parents: Schedule, Contact Sheet, Parents Guide.
6	Explain the procedure when players arrive (for future sessions) <ul style="list-style-type: none"> <li>• Arrive</li> <li>• Change into uniform</li> <li>• When whistle blows: 1<sup>st</sup> –Put balls away; 2<sup>nd</sup> –Come in to center court and sit down quietly</li> </ul>
7	Answer any questions the parents may have.

**Once you have finished your introduction to the group:**

1	Have the parents move to the area where they can sit during the session.
2	Put the players into a teaching formation.
3	Explain the commands you will use when addressing the children (i.e. whistle, raised hand, etc)
4	Answer any questions the players may have.
5	Begin the lesson.

## **FUNDAMENTAL MOVEMENT SKILLS**

### **Active Warm Up Activity:**

#### *Animal Walks*

- Players spread out along baseline
- Coach instructs players to move like animals towards opposite baseline; coach may instruct players to add in animal noise as well.
- Repeat multiple times, having players act like a different animal each time
- Examples: kangaroo, frog, snake, gorilla, bear, t-rex, etc.

### **Lesson #1 - Overview**

- Introduce the life skill and fundamental skill while the players stretch.
- **Life Skill:** Attitude (see Coaches Manual - Chapter 9.1).
- **Fundamental Skill:** running, ball awareness, throwing and catching, shooting
- **Goal:** Brief introduction of four fundamental basketball skills



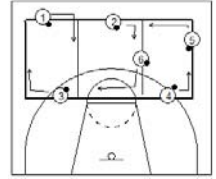
• This first lesson will allow the players to experiment with different fundamentals movements. Don't be concerned with proper execution during this first session; be more concerned with having the players experiment with each skill. You will teach the proper breakdown of the fundamental skill in each of the future lessons.

**Activity:**

Introduce each skill to the group as a whole and then break into smaller groups to execute the activities.

*Pac Man*

- Players spread out around the gym but must stand on a line.
- One player is chosen as the "PAC man".
- Pac man moves along the lines trying to tag another player.
- Once a player is tagged, that player is now the PAC man. You cannot retag the old PAC man.
- Vary the type of movement the children use: walking, sliding, skipping, high knees, hopping, etc.

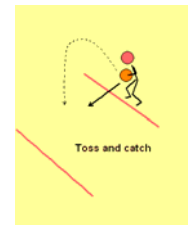


*Ball Awareness*

- Players in scatter formation with ball
- Allow players to get a feel for the ball by holding it in their hands and moving it around different parts of their bodies – neck, waist, legs, etc.
- Have the players put two hands on the ball and swing it from side to side; low to high or high to low.

*Tossing and Catching*

- Players in scatter formation with ball standing behind a line on the court.
- Start in a grizzly bear stance with the ball.
- Have the players toss the ball into the air and attempt to catch it.
- Next have the players clap and catch the ball. Make it a personal challenge – "How many claps can you make and still catch the ball"
- Instruct them to toss it high, low, off a bounce, emphasizing to keep your eyes on the ball.
- Have the player toss the ball so it goes up in the air and bounces once before it reaches the next line (About 3m away). After tossing the ball, the player runs and catches the ball. Assume a grizzly stance once you catch the ball.

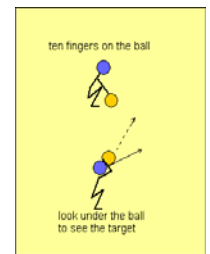


*Frog Shooting*

- Perform a squat – It is important that the "player sit in a chair".
- Place ten fingers on the ball.
- Raise the ball to the forehead at the same time pushing with the legs.
- The player should be able to look under the ball to see the target at release.
- This is to teach the proper activation of the shooting muscles.

*Note:* This should happen in a continuous motion. The player may sight the target by looking over the ball, but at the release you should encourage them to be looking under the ball. Power comes from the legs, finesse from the upper body.

- The target does not always have to be a basket. Give the players different objects to shoot at varying heights. We want the players to discover that "finesse not power" is needed to shoot a basketball. Power comes from legs.



**Wrap Up:**

1	Call players in, sit in semicircle, wait for quiet.
2	Show players how to sit with ball (crossed legged, hands on knees, ball resting in lap).
3	Bring the parents into the group or speak loud enough so parents can hear.
4	Remind parents of next session, explain importance of attending and being on time.
5	Explain that in normal sessions, a skill will be taught and activities will be played.
6	Explain each player keeps the ball they are holding, and parents must label ball with player's name, player's must bring ball to each session
7	End on a positive note (cheer), dismiss group.



# LESSON #2

\* Bring permanent marker to label balls of players who haven't done so. Have players divided into teams before the session. No balls will be needed for the activities in this session.

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

## Active Warm Up Activity:

### *Evolution*

- Players are scattered in an area on the court
- All players start out as an egg and bend down in a tuck position with arms around their knees so they look like an egg
- When the game starts, each player must find another egg, introduce themselves and play a game of rock, paper, scissors
- The player that loses stays an egg and the player that wins becomes a chicken, placing their arms as wings and making chicken noises as they walk around
- The chicken looks for another chicken and the egg looks for another egg to introduce themselves to each other and play rock, paper, scissors
- If players wins as a chicken they become a dinosaur, placing their hands out and roaring like a dinosaur; if players lose as a chicken, they go back to being an egg
- Dinosaurs then find other dinosaurs who they play and if they win they become an ultimate being, if they lose as a dinosaur they go back to being a chicken
- Ultimate beings raise their hands over their head like superman and look for other ultimate beings to play
- Goal is to have all players as ultimate beings

## **Lesson #2 - Overview**

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Balance (See Coaches Manual – Chapter 9.2)
- **Fundamental Skill:** Basic Movements and Stopping
- **Goal:** To master fundamental movements and learn to stop in control and balanced

## **Teaching Points: Stopping**

### *Two-Foot Jump Stop*

- Player begins in ready position and moves forward
- Body lowers, two feet land simultaneously, slightly staggered
- Body lowers, knees bend, arms balance
- Body in ready position

### *Stride Stop*

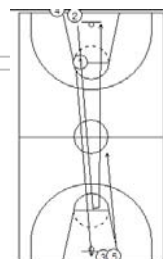
- Player begins in ready position and moves forward
- Body lowers, feet land one foot after the other, slightly staggered
- First foot to contact floor becomes pivot foot
- Body lowers, knees bend, arms balance
- Body in ready position



**Activity:**

*Stop and Go*

- Players in scatter formation
  - Players run on spot
  - On whistle, players execute a two foot (one beat) jump stop
- Repeat with:
- Faster run on the spot
  - Quieter jump stop. (Try to land softly)
  - Repeat, three steps with stride stop
  - Repeat, with players running around court making two foot jump stops or stride stops on the coach's whistle
  - \*As the players jump stop, have them verbalize aloud: **"Jump Stop!"**
  - Keep the drill short and vary the signals to keep players alert.



*Run Rabbit Run*

- Player #1 starts at the foul line and Player #2 starts at the baseline
- On a signal, Player #1 takes off running to the opposite baseline, with Player #2 trying to tag the back of Player #1
- Once #2 hits the foul line, he/she changes direction and head back to the other basket
- Player #5 now enters the contest and try to tag player #2

*Red Light/Green Light*

- Players spread out along baseline, coach at center
- Coach calls out "Green Light", players run forward
- Coach calls out "Red Light" players stop and get in stance
- Players try to run to other end of court, if not in stance on "Red Light", players are eliminated
- Repeat until one player left
- Play several times
- >> **Load:**
- Make the players balance on one foot and start moving from one foot
- Change the type of movement – transform to animal walks; stop in fun positions

**Introduce and Play Modified Game (3-on-3):**

1	Blow whistle, bring players into center court
2	Introduce the concept/object of the game in simple terms
3	Introduce the court and equipment (basket, out of bound lines)
4	Introduce the rules (Dribble Rules, Traveling Rules, Defense Rules)
5	Introduce referee, explain role in game
6	Explain shift rotations, substitutions and equal time
7	Put players into balanced teams
8	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements (Coaches give out uniforms to players)
3	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Evaluate teams for balance and make necessary adjustments
- Coaches meet





# LESSON #3

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

### Active Warm Up Activity:

#### Numbers

- All player have a ball and dribble all over the court
- Coach blows whistle and yells 'groups of 5'
- Players have to get into a group of 5 as quickly as possible
- The last group to form or players that do not make a group are eliminated and stand on the perimeter of the court dribbling a ball
- Players continue dribbling the ball all over the court and the coach blows the whistle and asks players to get into 'groups of \_\_\_' (coach can pick any number)
- Repeat until there is a winner

### Lesson #3 - Overview

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Discuss Communication (See Coaches Manual – Chapter 9.3)
- **Fundamental Skill:** Ball Handling (Toss/Catch, Ball Familiarization)
- **Goal:** Become comfortable with handling the ball

### Teaching Points: Ball-Handling

#### Toss and Catch

- Throw ball into air with two hands
- Extend hands above the head where ball will land
- Receive ball with two hands
- Cushion ball on reception and bring it in tight to body at chest or waist level

#### Ball Familiarization

- \* Keep eyes and head up
- **Hand Slaps:** Hold ball with two hands using fingertips for grip, slap ball back and forth between hands
- **Finger Tipping:** Tap ball between hands with fingertips (Different heights, different distances from body)
- **Funnel:** Continue tapping the ball between fingertips and move the ball down in front of the body and down to the floor and then back up over head
- **Body Circles:** Circle ball around different parts of the body (head, waist, knees, ankles)

### Activity:

#### Experimental Toss

- Players in scatter formation with ball
- On whistle, toss ball into the air and receive it
- Repeat, giving specific directions on how to toss ball
- Use different ways to toss ball (high, low, close, far etc.)
- Allow players to experiment after following instructions



*Tossing With Movements*

- Repeat previous drill, adding movements for players while ball is in air
- Movements (clapping hands, 1/4 turn, 1/2 turn, jog on spot)
- >> **Load:**
- When players toss the ball, have them jump and use a two-foot jump stop or stride stop when they catch the ball

*Ball Familiarization (Refer to Coaches Manual)*

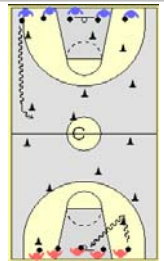
- Players in scatter formation with ball
- Coaches demonstrate ball familiarization progression, players imitate
- Try all of the ball familiarization skills

*Ball Handling Relay*

- Divide players into 2-4 teams and have teams line up on baseline
- Hand Slap ball to other baseline and back
- Tag the next player in line
- Repeat with Finger Tipping to the baseline and back
- Repeat with Body Circles around the waist and knees
- >> **Load:**
- Add pylons so that players must zigzag and change directions
- Focus on keeping eyes and head up

*Memory Chain*

- The group spreads out along the respective baselines; each player has a ball
- The first player must dribble to the pylon and perform a ball handling action (i.e. around the neck, around the waist, etc), and then dribble and score a basket
- The second person must go to the first pylon and repeat what the first player did and then go to a second pylon and perform a new task
- Each successive player must remember what the players in front performed



**Introduce and Play Modified Game:**

1	On whistle, balls away, players sit quietly
2	Coach calls out teams, players go to coach, set up game
3	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements
3	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Coaches debrief



# LESSON #4

\* Music will be needed for this lesson.

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

## Active Warm Up Activity:

*Follow the Leader*

- Choose a player to be the first leader
- Players follow the leader around the gym as leader performs various ball familiarization drills
- On whistle, the leader goes to the end of the line and the next player in line becomes the leader
- Leaders should be encouraged to be creative and use challenging tricks (various types of body circles, toss & catch etc.)
- Make sure that all players have the opportunity to lead the group (if you have a fairly large group, make two groups to play follow the leader)

## Lesson #4 - Overview

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Confidence (See Coaches Manual – Chapter 9.4)
- **Fundamental Skill:** Dribbling
- **Goal:** Dribbling with control of the ball

## Teaching Points: Dribbling

*Stationary Dribble*

- Start with knees bent and feet shoulder width apart
- Head up and eyes forward
- Feet staggered with one foot slightly ahead of the other
- Ball dribbled with dribble hand slightly ahead of back foot
- Push ball to floor using fingertips, not palm
- Elbow bent, wrist follows through
- As ball returns to hand, repeat the pushing motion
- Protect the ball by keeping the non dribbling hand extended forward, elbow flexed and arm across body between the ball and defensive player

## Activity:

*Introduce Dribbling*

- Players in scatter formation with ball facing the coach
- On whistle, players take one dribble on the spot and then pick up the ball (normal dribble, right hand)
- Repeat one dribble with left hand
- Continue increasing the number of dribbles players take before holding the ball

>> **Load:**

- Stationary Dribble at different height – high, low
- Stationary Dribble – side to side, front to back



*Music Dribbling*

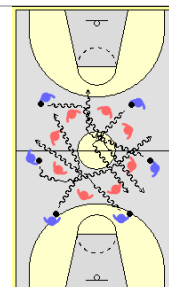
- Players in scatter formation with ball
- Players dribble around the court when music begins
- When music stops, players stop and perform a static dribble on the spot
- When the music starts again players continue to dribble around the court
- Start and stop the music several times
- Repeat, music starts, players dribble high, music stops players dribble low
- Repeat, with the players increasing speed of dribbling
- Repeat, dribble with other hand

*Volcano's and Valley's*

- At your local sports or dollar store, you can get the smaller circular cones, with a hole in the middle.
- Place them randomly in a large circle(s), half looking like Volcanoes and the other flipped on the top small hole for Valleys.
- Each player while dribbling a basketball goes and stands over a Volcano or Valley. When coach says go, as fast as you can, Volcano players go and flip over the Valleys and the Valley players flip over Volcano's.
- When coach says stop, see who has the most Valley's or Volcano's.

*Mouse Trap*

- Divide the group into two separate teams
- One forms a circle that on command can join hands – this group is the mouse trap
- The other players, the mice, each have a ball and are dribbling outside the circle
- The coach tells the players the mouse trap is now open
- The players freely dribble in and out of the circle
- When they enter the circle, they cannot exit through an adjacent spot
- When the coach give the visual signal for the mousetrap to close, the players in the circle join hands trapping any dribblers inside. Keep score of how many players (mice) were trapped



*Shake What your Momma Gave You*

- Put players in evenly balanced lines on the baseline with one ball per group.
- Opposite each line, put a hula hoop at centre court.
- When coach says go, first player dribbles to hula-hoop, puts ball down, swings hula-hoop around their hips (shake it) 5 times, drops the hula-hoop, grabs the ball and dribbles to the end hoop and takes one shot.
- They then dribble back and pass from a certain point to the next person in line.
- Everyone goes until all finished and winning team goes crazy!

**Introduce and Play Modified Game:**

1	On whistle, balls away, players sit quietly
2	Coach calls out teams, players go to coach, set up game
3	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements
3	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Coaches debrief



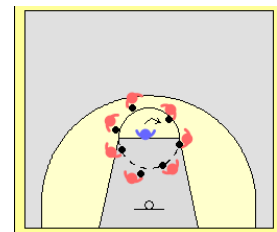
# LESSON #5

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

## Warm Up Activity:

### Guess Who

- Each player has a ball and stand in a circle
- One player is chosen as 'it' and stands in the middle and close his/her eyes
- Choose one player as the leader as he/she leads the group in ball handling drills
- The others must follow the leader
- When ready, the player who is 'it' opens his/her eyes and tries to guess who is the leader
- Note: The leader should switch the action as often as possible when 'it' is not looking



## Lesson #5 - Overview

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Focus & Determination (See Coaches Manual – Chapter 9.5)
- **Fundamental Skill:** Dribbling
- **Goal:** More Dribbling!

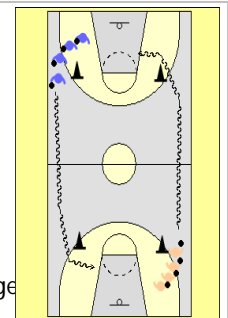
## Activity:

### Roller Derby

- Place four pylons in a rectangle to form a track (you decide the size of the race track).
- Place the players on two teams. It is best to have them wear different colors for ease of identification.
- Each player has a ball.
- On the signal to start, everyone on both teams starts to dribble around the track in the pre-determined direction.
- The object is to pass players of the opposing team.

### >> Load:

- The coach calls change or blows a whistle – the players who were at the end and at a disadvantage advantage if he/she can quickly change direction.

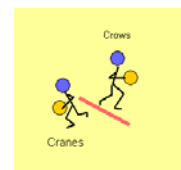


### Wolves and Sheep

- All players with a basketball.
- Put 2-3 better ball handlers in centre circle. Others evenly divided in each key area (Sheep's Pen).
- When the coach hollers, "The Wolves are away", the sheep can come out of their pens and dribble around the outside of the gym.
- When the coach hollers, "The Wolves are home", the wolves can dribble out of the centre circle and try and tag a sheep, while dribbling.
- If they tag any sheep before they get back in either pen, they become wolves for the next hunt.

### Crows and Cranes

- Players line up with a partner on either side of a line.
- The players are designated Crows or Cranes.
- When the coach calls out the word "crows", all of those players must dribble to a safety area before the "cranes" can tag them.
- Have another line a short distance away as the safety area.



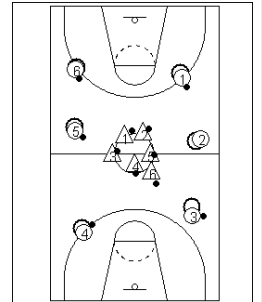


*Castles*

- Player's partner up; each pair has two basketballs, a hoop and some beanbags.
- The player inside the hoop protects the bean bags.
- The player outside the hoop visits the other hoops and attempts to steal the beanbags.
- If a player is tagged by the defender, he/she must visit another hoop.
- If a beanbag is stolen, the player returns to his/her home and switches places.
- The coach can also call switch forcing the players to switch positions.

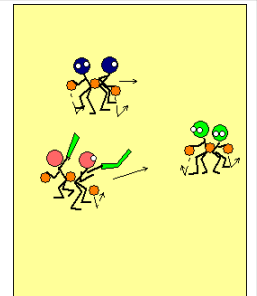
**>> Load:**

- To add more basketball skills, make the players score a lay-up when tagged before they can return to attempt a steal.



*Pressure Tag*

- The players partner up with a teammate.
- They place a ball on their backs and must keep it there with pressure.
- Each player also has a ball that they dribble.
- At first, let them practice moving about, working together.
- When the tag game starts, one pair is given pool noodles.
- They are moving about trying to tag the other pairs.
- If tagged with the noodle, that pair now becomes "it". No re-tags allowed.



**Introduce and Play Modified Game:**

1	On whistle, balls away, players sit quietly
2	Coach calls out teams, players go to coach, set up game
3	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements
3	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Coaches debrief



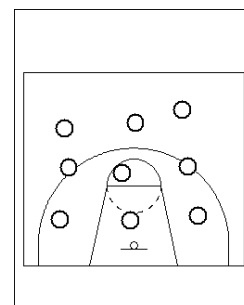
# LESSON #6

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

## Active Warm Up Activity:

### Musical Hoops

- The children spread out around the gym.
- There should be one spot markers or put pylons in the corners of the badminton lines.
- The players move randomly around the court doing a specified movement: running, skipping, sliding, hopping.
- When the music stops, the players must find a hoop by putting a foot inside the hoop.
- Once inside the hoop the players are given a fundamental movement to do: balance on one foot (move your arms, move your head up and down, side to side) squat, lunge, twisting, tracking, ball handling.
- Repeat a number of times.



## Lesson #6 - Overview

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Goal Setting (See Coaches Manual – Chapter 9.6)
- **Fundamental Skill:** Passing and Receiving
- **Goal:** Pass the ball to a target using a proper chest pass; Control the ball on reception

## Teaching Points: Passing

### Chest Pass

- Start in triple threat position, identify target, call name of receiver
- Hold ball close to chest with two hands
- Fingers point to target, keep elbows close to sides, take one step towards receiver
- Extend arms forward at chest level, snap wrists
- Follow through so palms face outward and thumbs point to floor

### Receiving

- Receiver gives a target hand
- Hands move to a position to receive ball, fingers pointing upwards with hands close together
- Eyes trace flight of ball, see ball into hands
- Hands cushion ball on reception, bringing ball in towards body
- Player gets into triple threat position on completion of reception

## Activity:

### Wall Passing

- Players stand 3 feet away from a wall
- Players throw a chest pass at about chest height and concentrate on technique
- To help players, coaches can put a target on the wall (paper, sticker)
- >> **Load:**
- Players move farther back from the wall as skill and strength increases



*Partner Passing*

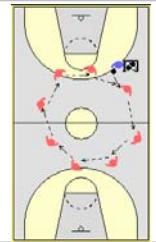
- Players in partners, 5 feet apart, one ball
- Players in Triple Threat Position facing partner
- Player with ball calls name of receiver, receiver gives target
- Player with ball chest passes to receiver
- Repeat, with partners passing back and forth 10 times
- >> **Load:**
- Repeat, increasing distance between partners (1 giant step back)

*Square Passing*

- Players in groups of 4, one ball per group
- Players in square formation, 4 feet apart
- Players chest pass ball around square
- On whistle, players change direction of passes

*Pass the Buck*

- Players arrange themselves in a circle
- Coach starts by passing a ball to one player; this ball is passed around the circle
- Coach keeps adding more and more balls into the circle
- Go until someone has two balls, a fumble or bad pass is made
- The object is to cooperate to see how many balls the team can get going
- >> **Load:**
- Call reverse and the balls must be passed in the opposite direction



*Star Passing*

- Players form 1 circle (2 circles if large group) with 1 ball
- Player with the ball chest passes to another player in the circle and calls the name of the player they are passing to (cannot pass to the player directly beside them)
- This player passes to a different player in the circle and calls their name
- Continue passing the ball around the circle
- >> **Load:**
- Have players remember the passing order (who they got the pass from and who they passed to) and continue passing in the same pattern
- Increase the speed of passing

**Introduce and Play Modified Game:**

1	On whistle, balls away, players sit quietly
2	Coach calls out teams, players go to coach, set up game
3	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements
3	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Coaches debrief





# LESSON #7

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

### Active Warm Up Activity:

#### *Keep Away*

- Players in groups of 4 in square formation
- Two players inside the square are defense and their goal is to get the basketball
- The other players must pass the ball around to try and keep the ball away from the defense
- There is no dribbling allowed
- If defense intercepts the ball, defense becomes offense and player who made the pass goes on defense

### **Lesson #7 - Overview**

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Hard Work & Discipline (See Coaches Manual – Chapter 9.7)
- **Fundamental Skill:** Passing and Receiving
- **Goal:** Pass the ball to a target using a proper bounce pass; Control the ball on reception

### Teaching Progression: Passing

#### *Bounce Pass*

- Start in triple threat position, identify target, call name of receiver
- Hold ball close to chest with two hands
- Fingers point to target, keep elbows close to sides, take one step towards receiver
- Extend arms forward at chest level, snap wrists
- Follow through so palms face outward and thumbs point to floor
- Bounce ball 2/3 of the distance to receiver

#### *Receiving*

- Receiver gives a target hand
- Hands move to a position to receive ball, fingers pointing upwards with hands close together
- Eyes trace flight of ball, see ball into hands
- Hands cushion ball on reception, bringing ball in towards body
- Player gets into triple threat position on completion of reception

### Activity:

#### *Partner Passing*

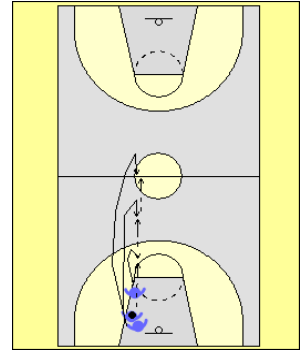
- Players in partners, 5 ft apart, one ball
- Players in Triple Threat Position facing partner
- Player with ball calls name of receiver, receiver gives target
- Player with ball bounce passes to receiver
- Repeat, with partners passing back and forth 10 times
- >> **Load:**
- Repeat, increasing distance between partners (1 giant step back)



**STAGE: FUNDAMENTALS**

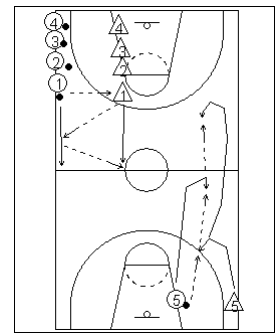
*Crocodile Passing*

- The floor is the water, which is filled with crocodiles who like to eat basketballs that hit the water.
- Spread out 2-3-4 players under a hoop with one basketball.
- The player with ball passes to someone and moves forward to an open spot.
- Whomever the ball was passed to needs to concentrate and catch the ball without it hitting the floor (crocodiles are waiting).
- They then pas to a different person and moves forward.
- Keep passing until everyone catches it at least once; get close to the other basket, and then someone shoots.
- As that group reaches half way up the court, get another group of 2-3-4 players moving.



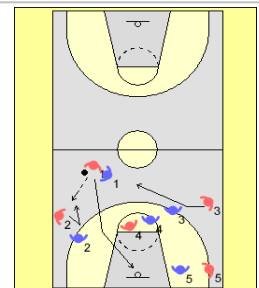
*Partner Pass and move*

- The objective is to have the players be able to pass and move.
- The first action is to pass to the side.
- On the return, the object is to run ahead and in front of the ball to receive the pass.
- You are just introducing the concept, so have the children go slow and stay close together.
- You will have to assist them on the timing of when to moce.
- You can have them score at the basket.



*Ultimate*

- Real basketball with no dribbles
- It forces players to move without the basketball.



**Introduce and Play Modified Game:**

1	On whistle, balls away, players sit quietly
2	Coach calls out teams, players go to coach, set up game
3	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements
3	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Coaches debrief



# LESSON #8

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

## Active Warm Up Activity:

### Car Game

- Every player has a basketball. They pretend they are cars.
- When the car is shut off, the ball is held in the hands.
- When the car starts, they begin to dribble on the spot (the engine is running).
- They back the car up by dribbling backward. Be sure to check to see if the street is clear!
- Have them dribble around the court.
- You can use designated lines on the floor.
- When you call "Red Light", have them stop; "Green Light", go!
- When they come to a stop sign, they stop, check both ways and continue on their own.
- Have them park the car and stop the engine – practice some of the ball handling skills (Move the ball around the body, toss and catch, bending, twisting).

## Lesson #8 - Overview

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Leadership (See Coaches Manual – Chapter 9.8)
- **Fundamental Skill:** Shooting Mechanics (B-E-E-E-F)
- **Goal:** Teach players the proper shooting mechanics

## Teaching Points: Shooting Mechanics (B-E-E-E-F)

**Balance:** Triple Threat Position

**Eyes:** Focus on target (basket), never leaving target during shot

**Elbow:** Points at the basket

**Extension:** Feet push off floor, knees straighten, hips raise, elbow lifts to shoulder height

**Follow Through:** Push ball upwards, fully extend elbow upwards, snap wrist, push ball off fingertips, point fingers at ground

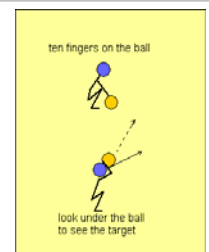
## Activity:

### Frog Shooting

- Perform a squat – It is important that the "player sit in a chair".
- Place ten fingers on the ball.
- Raise the ball to the forehead at the same time pushing with the legs.
- The player should be able to look under the ball to see the target at release.
- This is to teach the proper activation of the shooting muscles.

*Note:* This should happen in a continuous motion. The player may sight the target by looking over the ball, but at the release you should encourage them to be looking under the ball. Power comes from the legs, finesse from the upper body.

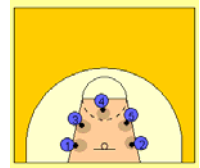
- The target does not always have to be a basket. Give the players different objects to shoot at varying heights. We want the players to discover that "finesse not power" is needed to shoot a basketball. Power comes from legs.





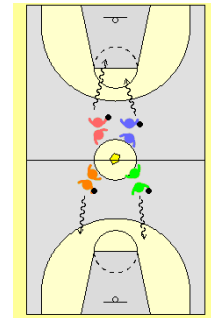
*Around the World Shooting*

- The coach marks out spots from which the players will shoot.
- Use spot markers or pylons.
- The players take turns shooting from each spot.
- The basket or target should be at an appropriate height; the distance should also reflect their abilities.



*Dice Shooting*

- The players partner up with one ball per pair.
- One player throws the dice.
- The first pair to score the exact score shown on the dice wins.
- For example:
  - 1 – a foul shot
  - 2 – two foul shots or one field goal
  - 3 – three foul shots, one foul shot and a field goal
- The players must work together and learn to play to their strengths.
- You must decide how many attempts they get before they must return to centre.
- They must alternate turns.



*Basketball Golf*

- Set up six shooting stations in the form of a golf course, with a station at each basket.
- Prepare scorecards similar to a golf scorecard, with a square for each of the team members and each of the six holes (baskets). A brief description and par for each hole should be listed.
- Divide your class evenly into six teams, and send one team to each of the six stations.
- Explain that they will be playing a shooting game similar to golf and that there are signs at each basket explaining what to do.
- Each player will record his or her score following each basket.
- Remind the players that the lower the score, the better.
- Players are encouraged to keep track of their best score and try to do better each time.

Hole 1 (Par 3)	2 right-handed layups	Score:
Hole 2 (Par 4)	2 left-handed layups	Score:
Hole 3 (Par 3)	2 free throws	Score:
Hole 4 (Par 5)	2 baseline jump shots	Score:
Hole 5 (Par 4)	3 jump shots from wing	Score:
Hole 6 (Par 3)	1 shot from each block	Score:

**Introduce and Play Modified Game:**

1	On whistle, balls away, players sit quietly
2	Coach calls out teams, players go to coach, set up game
3	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements
3	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Coaches debrief



# LESSON #9

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

### Active Warm Up Activity:

#### *Simon Says*

- Players spread out on court, each with a ball
- Coach gives a direction to players such as “dribble with your left hand”
- Players are only to follow directions if coach says “Simon says” before giving the instruction
- If coach does not say “Simon says”, players must continue the last direction
- Players who follow the instructions when the coach does not say “Simon says” are eliminated
- Repeat several times

### Lesson #9 - Overview

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Respect (See Coaches Manual – Chapter 9.9)
- **Fundamental Skill:** Footwork (Pivoting)
- **Goal:** Rotate body, without traveling, to protect ball

### Teaching Points: Pivoting

- Start in Triple Threat Position
- Back foot (pivot foot) in constant contact with floor
- Stay low
- To pivot, front foot leads body in 45 degree rotation
- Body can pivot backward (reverse pivot), or forward (front pivot)

### Activity:

#### *Pivot Drill*

- Spread players along sideline in triple threat position without ball
- Players have one foot in front of line, other foot behind line
- Coach says “**Pivot!**” the players rotate front foot forward one step
- Coach says “**Return!**” the players return to triple threat position
- Coach says “**Pivot!**” the players rotate front foot forward a quarter turn
- Repeat several times monitoring players progress
- Next have players run on the spot
- On whistle, players jump stop into triple threat position and execute a front pivot
- Players must keep their knees bent throughout this drill

#### *Pivot and Pass*

- Players in partners, one ball per pair
- Partners stand 6 feet apart
- Chest pass the ball, players catch the ball, pivot around and pass back to partner
- Each player makes 10 pivot and passes
- Repeat with a bounce pass

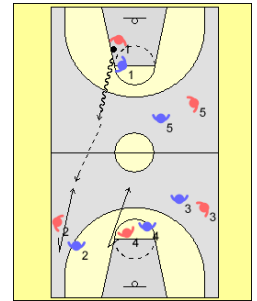


*Pivot Relay Race*

- Put players in four equal lines on baseline, one ball each line
- First player runs to half court, jump stops, pivots around in a full circle, runs to the baseline, stride stops, pivots around to face line and runs all the way back to the foul line extended where they jump stop and make a good chest pass to the next player in line
- Next player in line repeats this sequence
- Continue until each player has gone, first team to finish wins

*Basketball Hockey*

- The ball cannot be dribbled, by a player, over the centre line.
- It must be passed. This forces the ball handler to push the ball with the pass.
- It also forces the players down the floor to cut back for a pressure release.
- Skills required:
  - Eyes up with dribbling
  - Cutting back to the ball
  - Moving without the ball
  - Utilizing pivots to get better passing angles



**Introduce and Play Modified Game:**

1	On whistle, balls away, players sit quietly
2	Coach calls out teams, players go to coach, set up game
3	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements
3	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Coaches debrief



# LESSON #10

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

## Warm Up Activity:

### *The Land of the Raptors*

- \* This game is essentially British Bulldog with dribbling added
- Choose 2 players to be Raptors and put the Raptors in the middle of the court to start
- The rest of the players start on the baseline
- On the whistle, players run through *The Land of the Raptors*
- If a Raptor tags a player, that player becomes a Raptor as well
- Keep playing until only 1 player is left

## Lesson #10 - Overview

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Responsibility (See Coaches Manual – Chapter 9.10)
- **Fundamental Skill:** Triple Threat Position and Jab Step
- **Goal:** Introduce triple threat position so players can shoot, pass or dribble

## Teaching Points: Triple Threat Position

### *Body Position*

- Feet shoulder width apart, in balanced stance
- Shooting foot ahead of non-shooting foot in heel-toe relationship
- Weight on balls of feet
- Knees bent, butt down, back straight
- Chin over shooting foot

### *Hand & Arm Position*

- Finger tips on ball, comfortably spread, wrist bend back
- Non shooting hand on side of ball, fingers point upward
- Thumbs of both hands form a "T", but do not have to touch
- Elbow of shooting arm bent to 90° and pointing toward the rim
- Keeping same arm & hand position, ball near hip when not preparing to shoot

## Activity:

### *Random Stops*

- Players in scatter formation, each with a ball
- Players jog around court
- On whistle, players jump stop into triple threat position
- Coaches move through group and test players for balance (gentle push on shoulders)
- Repeat several times using different types of movement (hopping, sliding, running backwards etc.)



*Military Drill*

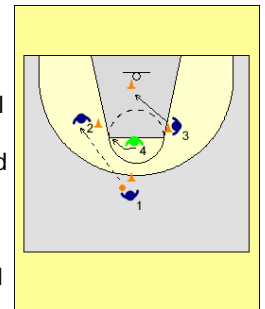
- Players spread out in 3 lines in front of the coach
- On coach's command, all player toss the ball to themselves and get into triple threat position
- Coach yells "Jab Left", players jab step left
- Coach yells "Jab Right", player jab step right
- Repeat commands in different orders
- Coaches can also add their own commands, such as pivot

*Self Toss*

- Players in partners, spread out on the court, each with a ball
- Players will toss the ball to themselves and get into triple threat position once they catch the ball
- Coach will say "jab step", "dribble", or "shoot"
- For "jab step", players will jab step right or left
- For "dribble", players will take one dribble right or left and then pick up the ball
- For "shoot", players will shoot the ball in the air

*Help*

- Form a small diamond with four pylons. You want them close enough that the player in the middle can deflect the passes.
- One player has a ball and the other two players are at the pylon closest to the player with ball
- The player in the middle is attempting to steal or deflect the pass.
- Player being covered is in triple threat position, using pivot foot and jab step, must get around defender and pass to partner
- Defender closes out on player with ball, player jabs and makes a pass
- Players switch roles when defender gets ball, or when coach blows whistle to switch
- When the ball is passed, the players must learn to fill the pylons closest to the player with ball
- Load the drill by adding a second defender; increase the space.



**Introduce and Play Modified Game:**

1	On whistle, balls away, players sit quietly
2	Coach calls out teams, players go to coach, set up game
3	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements
3	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Coaches debrief





# LESSON #11

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

## Active Warm Up Activity:

### Line Tag

- Players spread out, one player is "it"
- Each player finds a line to start on
- On "GO", it is a basic game of tag but players must stay on the lines on the court

## Lesson #11 - Overview

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Sportsmanship & Fair Play (See Coaches Manual – Chapter 9.11)
- **Fundamental Skill:** Defensive Stance
- **Goal:** Players understanding basic defensive position and stance

## Teaching Points: Defensive Stance

- Feet shoulder width apart
- Knees bent, butt over heels, body low, weight balanced
- Back straight and leaning slightly forward
- Head up, eyes forward
- Hands up, thumbs pointing to shoulders

## Activity:

### Scatter Stance

- Players in scatter formation
- Players run on the spot
- On whistle, players jump stop into stance
- Players yell "Defense" loudly when in stance
- Repeat several times

### Defensive Ready Position

- Demonstrate a proper defensive ready position
- On whistle players slap the court, yell 'defense' and get into defensive ready position
- Coaches walk through group testing for balance
- Once all players are balanced, coaches blow double whistle and players do fast feet/stutter step
- If coach points left, players defensive slide 3 times to the left, if coach points right, players defensive slide to the right 3 times
- Repeat multiple times, shouting out different commands ("shot" – players jump up and block a jump shot, "loose ball" – players dive on to the court and yell 'ball')



*Tracing the Ball*

- Players in partners with one ball
- Player with ball in Triple Threat position
- Player without ball in defensive stance, one arms length away from ball
- Player with ball moves ball by pivoting
- Player in defensive stance follows the ball with hands and yells “ball” on each move
- Repeat, switching offense and defense

*Zig-Zag Slides*

- Players in one line at corner of baseline
  - In proper defensive stance, players slide between the sideline and imaginary line down the centre of the court
  - When players reach the side or centre line, drop-step and change direction and then begin to defensive slide again
  - When players reach the baseline, sprint to other side of court and repeat zig-zag defensive slides
- >> **Load:**
- Add an offense player who runs in a zig-zag pattern down the court
  - Defense should try to beat the runner to the sides in order to turn them
  - Switch roles on the way back down the court
  - Increase speed and intensity after several repetitions

**Introduce and Play Modified Game:**

1	On whistle, balls away, players sit quietly
2	Coach calls out teams, players go to coach, set up game
3	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements
3	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Coaches debrief



# LESSON #12

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

## Active Warm Up Activity:

### Red Light/Green Light

- Players spread long baseline with a ball, coach at center
- Coach calls out "Green Light", players dribble forward full speed
- Coach calls out "Yellow Light", players dribble forward at a slow speed
- Coach calls out "Red Light" players stop and get into a control dribble
- Players try to be the first to dribble to other end of court, if not in a control dribble on "Red Light", players are eliminated
- Repeat until one player left
- Play several times

## Lesson #12 - Overview

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Teamwork (See Coaches Manual – Chapter 9.12)
- **Fundamental Skill:** Dribbling (Change of Direction)
- **Goal:** Dribble under control while changing direction

## Teaching Points: Dribbling with Movement

### Dribbling with Movement (Control Dribble, Speed Dribble)

- Dribble hand on top of ball with fingers as wide as possible
- Push ball to floor using fingertips (not palms)
- Elbow bent, wrist follows through
- As ball returns to hand, repeat the pushing motion

### Change of Direction Dribble

- Plant outside foot, bend knees, lower centre of gravity
- Push off outside foot, step and transfer weight on to other foot
- Change pace-accelerate into change of direction

## Activity:

### Wave Dribble

- The players must react to the directions the coach points.
- Do not change too quickly at first; you want the players to move in the desired direction with some speed.
- Encourage players to keep their heads up.



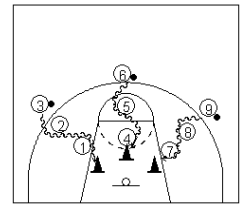
### Speed Dribble

- Players in 3 lines on baseline, each with a ball
- On whistle, first 3 players dribble the ball with right hand full speed to the end of the court and back
- Repeat using left hand dribble
- Repeat using right hand there, left hand back



*Dribble around teammates to score*

- The players line up in lines of three.
- The player furthest from the basket weaves around the other two players, does a jump stop in front of the pylon and shoots the ball.
- The first time the defenders are static.
- The second time, the defenders can use their hands to knock the ball away.
- Have the dribbler attempt to keep his/her body between the ball and the defender.

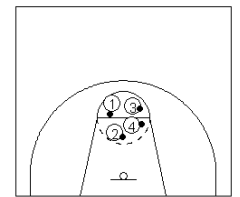


*Change of Direction Dribbling Relay*

- Players in three lines, four feet between players
- First player in line dribbles in and out of the line of players to the end, turns around and comes back running through the line of players
- First player tags the next player who goes to the front of line before repeating
- Allow every player a chance to run through the line

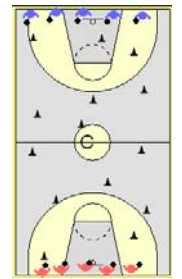
*Keep Away*

- Players in scatter formation with ball in a confined space.
- Players attempt to knock away other player's ball while maintaining control of their ball
- Do not punish the players for losing the ball; if the ball goes out of the space, retrieve it and start again.
- Restrictions can be placed on the are (full court, half court, 3-point line, key)



*Memory*

- Numbered pylons are placed randomly around the gym
- Underneath each pylon is a distinctive object or a playing card
- Each team is given a time limit in which to dribble around looking underneath each pylon; players must remember where each object is located
- The teams line up on their respective baselines
- Coach calls out an object or card
- One player from each team dribbles to the pylon and stand beside the one in which they think the object is located
- The team gets a point if the object is under the chosen pylon



**Introduce and Play Modified Game:**

1	On whistle, balls away, players sit quietly
2	Coach calls out teams, players go to coach, set up game
3	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements
3	Thank everyone (players, parents, coaches, volunteers) for participating in SNYB
4	Hand out player certificates
5	End on a positive note (cheer), dismiss group

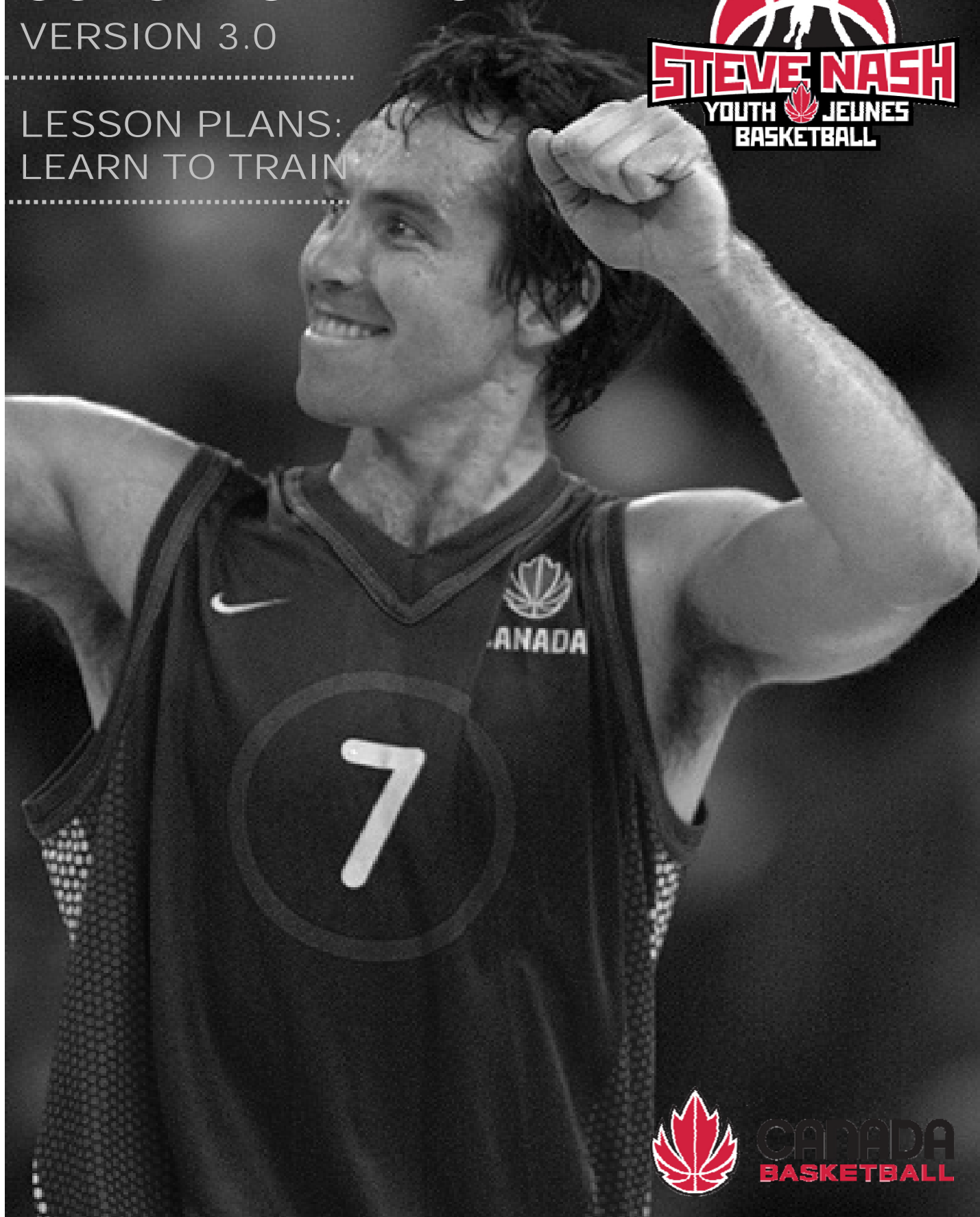
**Post Lesson Tasks:**

- Coaches debrief

# COACHES MANUAL

VERSION 3.0

LESSON PLANS:  
LEARN TO TRAIN



CANADA  
BASKETBALL



# LESSON #1

STAGE: LEARN TO TRAIN

\* The first two lessons will not run in the same manner as the others. There are several administrative tasks that are necessary during the first two lessons in order to get the program off on the right track and running smoothly. We suggest that you follow these first two lessons closely.

**FUNDAMENTAL SKILL:** Introduction

**LIFE SKILL:** Respect

Before the Players Arrive		After the Players Arrive	
1	Arrive at the gym 25 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle
4	Organize your teaching materials	4	Instruct the players to put the balls away
5	Have a coaches meeting to review the days lesson	5	Call the players in and have them sit with parents
6	Designate a "Head Coach" for the session	6	Wait for quiet
7	Have ready a list of player's names	7	Take attendance

After taking attendance, address the players and their parents, covering the following:

1	Welcome everyone to the program and introduce coaching staff.
2	Outline the program's philosophy, mission, goals and core values.
3	Outline how each session will work.
4	Reiterate that the program can always use more volunteers.
5	Hand out to the parents: Schedule, Contact Sheet, Parents Guide.
6	Explain the procedure when players arrive (for future sessions) <ul style="list-style-type: none"> <li>• Arrive</li> <li>• Change into uniform</li> <li>• When whistle blows: 1<sup>st</sup> –Put balls away; 2<sup>nd</sup> –Come in to center court and sit down quietly</li> </ul>
7	Answer any questions the parents may have.

Once you have finished your introduction to the group:

1	Have the parents move to the area where they can sit during the session.
2	Put the players into a teaching formation.
3	Explain the commands you will use when addressing the children (i.e. whistle, raised hand, etc)
4	Answer any questions the players may have.
5	Begin the lesson.

## Warm Up Activity:

### Evolution

- Players are scattered in an area on the court
- All players start out as an egg and bend down in a tuck position with arms around their knees so they look like an egg
- When the game starts, each player must find another egg, introduce themselves and play a game of rock, paper, scissors
- The player that loses stays an egg and the player that wins becomes a chicken, placing their arms as wings and making chicken noises as they walk around
- The chicken looks for another chicken and the egg looks for another egg to introduce themselves to each other and play rock, paper, scissors
- If players wins as a chicken they become a dinosaur, placing their hands out and roaring liking a dinosaur; if players lose as a chicken, they go back to being an egg
- Dinosaurs then find other dinosaurs who they play and if they win they become an ultimate being, if they lose as a dinosaur they go back to being a chicken
- Ultimate beings raise their hands over their head like superman and look for other ultimate beings to play
- Goal is to have all players as ultimate beings



**Lesson #1: Overview**

- Introduce the life skill and technical skill of the day while the players stretch.
  - **Life Skill:** Be respectful of coaches, players (teammates and opponents), officials, and fans. Explain the importance of always showing respect.
  - **Fundamental Skills:** Footwork, Dribbling, Passing, Shooting
  - **Goal:** Brief introduction of four basic basketball fundamentals
- This first lesson will allow the players to experiment with different fundamentals movements. Don't be concerned with proper execution during this first session; be more concerned with having the players experiment with each skill. You will teach the proper breakdown of the fundamental skill in each of the future lessons.

**Activity:**

Introduce each skill to the group as a whole and then break into smaller groups to execute the activities.

*Footwork*

- Divide players in three equal lines along baseline, no balls
- Select three lines as stopping lines
- Players start in basketball stance
- On whistle, first players runs to first line, stops, gets in stance, then runs to next line, repeating until reaching other end of court
- On next whistle, next player in line repeats
- Repeat running in zig zag, changing direction at each line

*Dribbling*

- Players in scatter formation with ball
- Demonstrate dribble, have players practice stationary dribble
- On the whistle, allow players to dribble freely throughout court
- Repeat asking players to vary height of dribble
- Repeat asking players to dribble with opposite hand

*Passing*

- Players in partners, 6-8 ft apart, with one ball
- On whistle, players pass ball to partner
- Count consecutive passes without dropping ball
- Repeat having player bounce the ball to partner (count consecutive passes)
- Repeat with players passing with one hand

*Shooting*

- Players in scatter formation, demonstrate shooting technique
- Players stand 3ft from wall, shoot at target on wall 7ft high
- Put players in equal lines, 8-10 ft from basket, players with ball
- On whistle, first player dribbles to basket and shoots
- Repeat giving each player five shots at basket

**Wrap Up:**

1	Call players in, sit in semicircle, wait for quiet.
2	Show players how to sit with ball (crossed legged, hands on knees, ball resting in lap).
3	Bring the parents into the group or speak loud enough so parents can hear.
4	Remind parents of next session, explain importance of attending and being on time.
5	Explain that in normal sessions, a skill will be taught and the modified game will be played.
6	Explain each player keeps the ball they are holding, and parents must label ball with player's name, player's must bring ball to each session
7	End on a positive note (cheer), dismiss group.



# LESSON #2

\* Bring permanent marker to label balls of players who haven't done so. Have players divided into teams before the session. No balls will be needed for the activities in this session.

**FUNDAMENTAL SKILL:** Movement

**LIFE SKILL:** Sportsmanship and Fair Play

Before the Players Arrive		After the Players Arrive	
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

**Warm Up Activity:**

*Line Tag*

- Players spread out, one player is "it"
- Each player finds a line to start on
- On "GO", it is a basic game of tag but players must stay on the lines on the court

**Lesson #2 - Overview**

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Discuss what it means to demonstrate good sportsmanship. Explain Fair Play and Players Code of Conduct
- **Fundamental Skill:** Movement (Stopping/Changing of Direction)
- **Goal:** To stop/change direction on balance and under control

**Teaching Progression: Stopping**

*Two-Foot Jump Stop*

- Player begins in ready position and moves forward
- Body lowers, two feet land simultaneously, slightly staggered
- Body lowers, knees bend, arms balance
- Body in ready position

*Stride Stop*

- Player begins in ready position and moves forward
- Body lowers, feet land one foot after the other, slightly staggered
- First foot to contact floor becomes pivot foot
- Body lowers, knees bend, arms balance
- Body in ready position

*Change of Direction*

- Lower shoulder in the direction the child wants to go.
- Plant hard the outside foot
- Push in the new direction
- Shift weight on to new foot
- Move forward



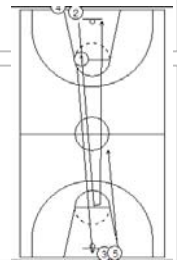


**Activity:**

*Stopping, Changing Direction*

- Players in scatter formation
- Players run on spot
- On whistle, players execute a two foot (one beat) jump stop
- >> Repeat with:
  - Faster run on the spot
  - Quieter jump stop. (Try to land softly)
  - Repeat, three steps with stride stop
  - Repeat, with players running around court (each time with different movements), changing directions

\*As the players jump stop, have them verbalize aloud: **"One Beat Stop or Jump Stop!"**



*Run Rabbit Run*

- Player #1 starts at the foul line and Player #2 starts at the baseline
- On a signal, Player #1 takes off running to the opposite baseline, with Player #2 trying to tag the back of Player #1
- Once #2 hits the foul line, he/she changes direction and head back to the other basket
- Player #5 now enters the contest and try to tag player #2

*Red Light/Green Light*

- Players spread out along baseline, coach at center
- Coach calls out "Green Light", players run forward
- Coach calls out "Red Light" players stop and get in stance
- Players try to run to other end of court, if not in stance on "Red Light", players are eliminated
- Repeat until one player left
- Play several times
- >> **Load:**
  - Make the players balance on one foot and start moving from one foot
  - Change the type of movement – transform to animal walks; stop in fun positions

**Introduce and Play Modified Game:**

1	Blow whistle, bring players into center court
2	Introduce the concept/object of the game in simple terms
3	Introduce the court and equipment (basket, out of bound lines)
4	Introduce the rules (Dribble Rules, Traveling Rules, Defense Rules)
5	Introduce referee, explain role in game
6	Explain shift rotations, substitutions and equal time
7	Put players into balanced teams
8	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements (Coaches give out uniforms to players)
3	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Evaluate teams for balance and make necessary adjustments
- Coaches meet



# LESSON #3

**FUNDAMENTAL SKILL:** Ball Handling

**LIFE SKILL:** Leadership

Before the Players Arrive		After the Players Arrive	
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

## Warm Up Activity:

### *Follow the Leader*

- Choose a player to be the first leader
- Players follow the leader around the gym executing various types of dribble and ball familiarization drills
- On whistle, the leader goes to the end of the line and the next player in line becomes the leader
- Leaders should be encouraged to be creative and use challenging tricks (various types of dribbles, change of pace. etc.)
- Make sure that all players have the opportunity to lead the group (if you have a fairly large group, make two groups to play follow the leader)

## Lesson #3 - Overview

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Discuss leadership, qualities/characteristics of a leader, how players can be leaders on their team
- **Fundamental Skill:** Ball Handling (Toss/Catch, Ball Familiarization)
- **Goal:** Become comfortable with handling the ball

## Teaching Progression: Ball-Handling

### *Toss and Catch*

Throw ball into air with two hands

Extend hands above the head where ball will land

Receive ball with two hands

Cushion ball on reception and bring it in tight to body at chest or waist level

### *Ball Familiarization*

\* Keep eyes and head up

- **Hand Slaps:** Hold ball with two hands using fingertips for grip, slap ball back and forth between hands
- **Finger Tipping:** Tap ball between hands with fingertips (Different heights, different distances from body)
- **Funnel:** Continue tapping the ball between fingertips and move the ball down in front of the body and down to the floor and then back up over head
- **Body Circles:** Circle ball around different parts of the body (head, waist, knees, ankles)
- **Full Body Circles:** Circle ball around entire body (moving from head to waist to knees to ankles)

## Activity:

### *Experimental Toss*

- Players in scatter formation with ball
- On whistle, toss ball into the air and receive it
- Repeat, giving specific directions on how to toss ball
- Use different ways to toss ball (high, low, close, far etc.)
- Allow players to experiment after following instructions



*Tossing With Movements*

- Repeat previous drill, adding movements for players while ball is in air
- Movements (clapping hands, 1/4 turn, 1/2 turn, jog on spot)
- >> **Load:**
- When players toss the ball, have them jump and use a two-foot jump stop or stride stop when they catch the ball

*Ball Familiarization (Refer to Coaches Manual p.54)*

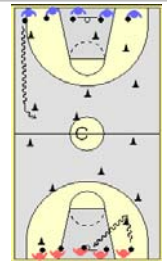
- Players in scatter formation with ball
- Coaches demonstrates ball familiarization progression, players imitate
- Try all of the ball familiarization skills

*Ball Handling Relay*

- Divide players into 2-4 teams and have teams line up on baseline
- Hand Slap ball to other baseline and back
- Tag the next player in line
- Repeat with Finger Tipping to the baseline and back
- Repeat with Body Circles around the waist and knees
- >> **Load:**
- Add pylons so that players must zigzag and change directions
- Focus on keeping eyes and head up

*Memory Chain*

- The group spreads out along the respective baselines; each player has a ball
- The first player must dribble to the pylon and perform a ball handling action (i.e. around the neck, around the waist, etc), and then dribble and score a basket
- The second person must go to the first pylon and repeat what the first player did and then go to a second pylon and perform a new task
- Each successive player must remember what the players in front performed



**Introduce and Play Modified Game:**

1	On whistle, balls away, players sit quietly
2	Coach calls out teams, players go to coach, set up game
3	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements
3	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Coaches debrief



# LESSON #4

\* Music will be needed for this lesson.

**FUNDAMENTAL SKILL:** Static Dribbling

**LIFE SKILL:** Goal Setting

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

## Warm Up Activity:

### Frozen Dribble Tag

- All players have a ball and spread out around the court
- Choose two players to be "chasers", other players dribble throughout court
- If chasers tag dribbler they become frozen and must do a ball handling drill (i.e. body circles) on spot
- To be "freed" a teammate must dribble a ball between their legs to unfreeze
- Change chasers every minute



## Lesson #4 - Overview

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Discuss why goal setting is important. Set some goals for the practice and for the program
- **Fundamental Skill:** Dribbling (Static, Experimental)
- **Goal:** Dribbling with control of the ball

## Teaching Progression: Static Dribbling

### Static Dribble

- Start with knees bent and feet shoulder width apart
- Head up and eyes forward
- Feet staggered with one foot slightly ahead of the other
- Ball dribbled with dribble hand slightly ahead of back foot
- Push ball to floor using fingertips, not palm
- Elbow bent, wrist follows through
- As ball returns to hand, repeat the pushing motion
- Protect the ball by keeping the non dribbling hand extended forward, elbow flexed and arm across body between the ball and defensive player

## Activity:

### Static Dribbling

- Players in scatter formation with ball
- On whistle, players dribble on the spot (normal dribble, right hand)
- Repeat (normal height, left hand)
- Repeat (vary height of dribble)
- Repeat, coach holds up fingers, players shout out number of fingers
- >> **Load:**
- Use 2 balls
- Bounce ball at same time and alternating
- Add figure 8 dribbling and around the leg dribbling
- Add Push-Pull, Half Cross-Over



*Follow the Leader*

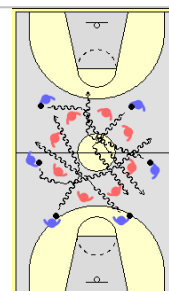
- Players in semi circle formation with ball
- One player demonstrates type of dribble (high, low, fast, slow, alternate hands etc)
- Other players imitate
- Give each player a chance to be the leader

*Music Dribbling*

- Players in scatter formation with ball
- Players dribble around the court when music begins
- When music stops, players stop and perform a static dribble on the spot
- When the music starts again players continue to dribble around the court
- Start and stop the music several times
- Repeat, music starts, players dribble high, music stops players dribble low
- Repeat, with the players increasing speed of dribbling
- Repeat, dribble with other hand

*Mouse Trap*

- Divide the group into two separate teams
- One forms a circle that on command can join hands – this group is the mouse trap
- The other players, the mice, each have a ball and are dribbling outside the circle
- The coach tells the players the mouse trap is now open
- The players freely dribble in and out of the circle
- When they enter the circle, they cannot exit through an adjacent spot
- When the coach give the visual signal for the mousetrap to close, the players in the circle join hands trapping any dribblers inside. Keep score of how many players (mice) were trapped



*Dribble Elimination*

- Players in scatter formation with ball
- Players attempt to knock away other player's ball while maintaining control of their ball
- Players are eliminated if they lose their dribble or have their ball knocked away
- Restrictions can be placed on the are (full court, half court, 3-point line, key)

**Introduce and Play Modified Game:**

1	On whistle, balls away, players sit quietly
2	Coach calls out teams, players go to coach, set up game
3	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements
3	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Coaches debrief



# LESSON #5

**FUNDAMENTAL SKILL:** Lay-Ups

**LIFE SKILL:** Attitude

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

### Warm Up Activity:

#### Numbers

- All player have a ball and dribble all over the court
- Coach blows whistle and screams 'groups of 5'
- Players have to get into a group of 5 as quickly as possible
- The last group to form or players that do not make a group are eliminated and stand on the perimeter of the court dribbling a ball
- Players continue dribbling the ball all over the court and the coach blows the whistle and asks players to get into 'groups of \_\_\_' (coach can pick any number)
- Repeat until there is a winner

### Lesson #5 - Overview

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Discuss what it means to have a good attitude and a positive attitude
- **Fundamental Skill:** Lay-Up
- **Goal:** Proper right and left hand lay-ups

### Teaching Progression: Lay-ups

#### Proper Lay-Up Technique

- Basic steps: outside, inside, up
- 45° angle approach the hoop
- Step with outside foot, full step with inside foot, push off inside foot
- As right hand goes up, right knee should elevate
- Push ball to the hoop by extending the elbow and pushing ball off fingertips
- Aim for the top corner of the square on the backboard

### Activity:

#### Lay-Up Steps

- Players spread out on court
- Practice lay-up steps (outside, inside, up) with no ball
- Have players say "outside, inside, up" as they take the lay-up steps
- Be sure to practice the lay-up steps for a right and left lay-up
- >> **Load:**
- Each player practices the lay-up steps with a ball, using shooting hand to push ball and off hand to guide the ball



*Basic Lay-Ups*

- Players line up with a ball on the right block
- Players practice proper lay-up step with no dribble
- Repeat on left side

*2-Line Lay-Ups*

- Divide players into 2 groups at 2 baskets
- Form 2 lines at the blocks (lay-up line on the right side and rebound line on the left side)
- First player shoots a lay-up (no dribble) and runs to the end of the rebounding line
- First player in the rebounding line rebounds the ball and dribbles to the end of the lay-up line
- Repeat drill on left side to practice left-hand lay-ups

>> **Load:**

- Repeat, starting from the block again but introduce a dribble with the lay-up,
- Practice right and left lay-ups
- Repeat, start lay-ups from elbow with players dribbling the ball twice as they execute a lay-up

**Introduce and Play Modified Game:**

<b>1</b>	On whistle, balls away, players sit quietly
<b>2</b>	Coach calls out teams, players go to coach, set up game
<b>3</b>	Play the game

**Wrap Up:**

<b>1</b>	Review the fundamental skill and life skill
<b>2</b>	Make any announcements
<b>3</b>	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Coaches debrief



# LESSON #6

**FUNDAMENTAL SKILL:** Passing and Receiving

**LIFE SKILL:** Communication

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

## Warm Up Activity:

### *Flinch*

- Players form a circle and the coach (the flinch master) stands in the middle with a ball
- The players making up the circle should stand about 8-10 feet away from the flinch master
- The flinch master passes the ball to each player in the circle in no particular order
- This is an elimination game and the flinch master gets players out by pump-faking a pass
- All players stand with their hands by their side and are eliminated if they flinch when a pass is not made, or if they drop the ball when it is passed
- The last player standing becomes the new flinch master

## Lesson #6 - Overview

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Explain the importance of communication in basketball and in day-to-day life, discuss different methods of communication
- **Fundamental Skill:** Passing and Receiving
- **Goal:** Pass the ball to a target using proper chest, bounce, and push pass; Control the ball on reception

## Teaching Progression: Passing

### *Chest Pass*

- Start in triple threat position, identify target, call name of receiver
- Hold ball close to chest with two hands
- Fingers point to target, keep elbows close to sides, take one step towards receiver
- Extend arms forward at chest level, snap wrists
- Follow through so palms face outward and thumbs point to floor

### *Bounce Pass*

- Start in triple threat position, identify target, call name of receiver
- Hold ball close to chest with two hands
- Fingers point to target, keep elbows close to sides, take one step towards receiver
- Extend arms forward at chest level, snap wrists
- Follow through so palms face outward and thumbs point to floor
- Bounce ball 2/3 of the distance to receiver

### *Push Pass*

- Start in triple threat position, identify target, call name of receiver
- Ball in front of lead foot hip
- Shooting hand is behind ball, non shooting hand on side of ball (same as shooting)
- Step forward on to front foot, push ball towards target with shooting hand
- Wrist snaps and follows through, fingers and thumb point at the floor





*Overhead Pass*

- Start in triple threat position, identify target, call name of receiver
- Hold ball over the top of head with two hands
- Take one step towards receiver, extend arms forward over head level, snap wrists
- Follow through so palm face outward and thumbs point to floor
- Return to triple threat position

*Receiving*

- Receiver gives a target hand
- Hands move to a position to receive ball, fingers pointing upwards with hands close together
- Eyes trace flight of ball, see ball into hands
- Hands cushion ball on reception, bringing ball in towards body
- Player gets into triple threat position on completion of reception

**Activity:**

*Partner Passing*

- Players in partners, 6 ft apart, one ball
- Players in Triple Threat Position facing partner
- Player with ball calls name of receiver, receiver gives target
- Player with ball passes to receiver
- Repeat, with partners passing back and forth 10 times
- Start with chest pass, then repeat passing with a bounce pass, overhead pass, and one-hand push pass (right/left)
- >> **Load:**
- Repeat, increasing distance between partners by 2 ft

*Two Man Passing on the Move*

- Players in partners, 6 ft apart, one ball
- Facing each other, partners chest pass the ball back and forth while shuffling down the court
- Repeat with bounce pass, overhead pass, push pass (left/right)
- >> **Load:**
- Use 2 balls

*Keep Away*

- Players spread out on court
- Two players are defense and their goal is to get the basketball
- The other players must use all 4 passes to try and keep the ball away from the defense
- There is no dribbling allowed
- If defense intercepts the ball, they switch with the player who passed it

**Introduce and Play Modified Game:**

1	On whistle, balls away, players sit quietly
2	Coach calls out teams, players go to coach, set up game
3	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements
3	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Coaches debrief



# LESSON #7

**FUNDAMENTAL SKILL:** Shooting Mechanics

**LIFE SKILL:** Hard Work and Discipline

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

## Warm Up Activity:

### Passing Tag

- 2 players are it, the rest of the players are spread out on the court
- The 'it' players attempts to tag other player by passing the ball to each other until they are close enough to tag the player with the ball; the ball cannot be thrown
- Players without the ball are allowed to move within the boundary
- Once a player has been tagged by the ball, they join the "it" team or passing team
- Game continues until only one player is left

## Lesson #7 - Overview

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Explain the importance of working hard and giving 100% effort. Discuss self-discipline
- **Fundamental Skill:** Shooting Mechanics (B-E-E-E-F)
- **Goal:** Teach players use proper shooting mechanics

## Teaching Progression: Shooting Mechanics (B-E-E-E-F)

**Balance:** Triple Threat Position

**Eyes:** Focus on target (basket), never leaving target during shot

**Elbow:** Points at the basket

**Extension:** Feet push off floor, knees straighten, hips raise, elbow lifts to shoulder height

**Follow Through:** Push ball upwards, fully extend elbow upwards, snap wrist, push ball off fingertips, point fingers at ground

## Activity:

### Self Shooting

- Players in scatter formation with ball, players stand on a line, take one step back
- From Triple Threat players shoot the ball in the air using BEEEF mechanics
- Players hold follow through until ball hits the ground
- Players retrieve their ball and repeat
- >> **Load:**
- Players try to shoot the ball in the air so that it lands on the line in front of them
- Count consecutive times they can hit the line

### Target Shooting

- Players in line formation with ball, 3ft from wall
- Each player chooses a target on the wall 9ft high
- Players shoot ball at target using BEEEF mechanics (hold follow through until ball hits wall)
- Players shoot ball ten times and then switch spots with another player
- Have players count consecutive times they can hit the target



*Partner Mirroring*

- Players in partners, 5 ft apart, one ball
- Player with ball in triple threat shoots ball in air to self, player without ball imitates BEEEF mechanics
- Repeat several times switching shooter each time
- Repeat switching partners

*Basket Shooting Relay*

- Players in equal lines, starting on the block, one ball per line
  - On whistle, first players shoot the ball. This is a shooting competition
  - Players take one shot, get their rebound and pass the ball to the next player in line.
  - First team to score 10 baskets wins
- >> **Load:**
- Repeat shooting game but move shot back to 6 ft and 8 ft from the basket

**Introduce and Play Modified Game:**

1	On whistle, balls away, players sit quietly
2	Coach calls out teams, players go to coach, set up game
3	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements
3	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Coaches debrief



# LESSON #8

**FUNDAMENTAL SKILL:** Footwork (Pivoting)

**LIFE SKILL:** Focus and Determination

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

## Warm Up Activity:

### Foot Fire

- Players lined up in 3 horizontal lines in front of the coach
- On one whistle, all players jump into basketball stance and stutter-step as quickly as possible
- On two whistles, the players execute a quarter turn right or left depending on coach's command
- When coach points up, players jump up with hands in the air and yell "shot"
- Players immediately return to starting position and continue the stutter-step

## Lesson #8 - Overview

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Discuss how players can stay focused and what it means to be determined
- **Fundamental Skill:** Footwork (Pivoting)
- **Goal:** Rotate body, without traveling, to protect ball

## Teaching Progression: Pivoting

- Start in Triple Threat Position
- Back foot (pivot foot) in constant contact with floor
- Stay low
- To pivot, front foot leads body in 45 degree rotation
- Body can pivot backward (reverse pivot), or forward (front pivot)

## Activity:

### Pivot Drill

- Spread players along sideline in triple threat position without ball
- Players have one foot in front of line, other foot behind line
- Coach says "**Pivot!**" the players rotate front foot forward one step
- Coach says "**Return!**" the players return to triple threat position
- Coach says "**Pivot!**" the players rotate front foot forward a quarter turn
- Repeat several times monitoring players progress
- Next have players run on the spot
- On whistle, players jump stop into triple threat position and execute a front pivot
- Repeat using a jog, and then other movements



*Protect the Ball - One Partner*

- Players in partners, one ball
- Player with ball on a line, player without ball is arms length distance apart
- Player without ball cannot touch the player with the ball
- Player with ball in Triple Threat Position pivots to protect ball
- Player without ball tries to touch ball without touching player
- Repeat, switching player with ball
- Repeat, switching partners

*Pivot Relay Race*

- Put players in four equal lines on baseline, one ball each line
- First player dribbles to other end of court, jump stops, pivot around to face line and dribble back to line
- Next player in line repeats this sequence
- Continue until each player has gone, first line to finish wins
- Repeat, allowing players to shoot ball to self after pivoting

**Introduce and Play Modified Game:**

1	On whistle, balls away, players sit quietly
2	Coach calls out teams, players go to coach, set up game
3	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements
3	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Coaches debrief



# LESSON #9

**FUNDAMENTAL SKILL:** Triple Threat Position, Jab Step, Ball Fake

**LIFE SKILL:** Responsibility

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

## Warm Up Activity:

### *The Land of the Raptors*

- \* This game is essentially British Bulldog with dribbling added
- Choose 2 players to be Raptors and put the Raptors in the middle of the court to start
- The rest of the players start on the baseline
- On the whistle, players run through *The Land of the Raptors*
- If a Raptor tags a player, that player becomes a Raptor as well
- Keep playing until only 1 player is left

## Lesson #9 - Overview

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Discuss responsibility (on the court, at home, at school) and how players must be responsible for their own actions
- **Fundamental Skill:** Triple Threat Position, Jab Step, Ball Fake
- **Goal:** Introduce correct body positioning for shooting, passing, dribbling, create space from defender

## Teaching Progression: Triple Threat Position

### *Body Position*

- Feet shoulder width apart, in balanced stance
- Shooting foot ahead of non-shooting foot in heel-toe relationship
- Weight on balls of feet
- Knees bent, butt down, back straight
- Chin over shooting foot

### *Hand & Arm Position*

- Finger tips on ball, comfortably spread, wrist bend back
- Non shooting hand on side of ball, fingers point upward
- Thumbs of both hands form a "T", but do not have to touch
- Elbow of shooting arm bent to 90° and pointing toward the rim
- Keeping same arm & hand position, ball near hip when not preparing to shoot

## Activity:

### *Random Stops*

- Players in scatter formation, each with a ball
- Players jog around court
- On whistle, players jump stop into triple threat position
- Coaches move through group and test players for balance (gentle push on shoulders)
- Repeat several times using different types of movement (hopping, sliding, running backwards etc.)



*Military Drill*

- Players spread out in 3 lines in front of the coach
- On coach's command, all player toss the ball to themselves and get into triple threat position
- Coach yells "Jab Left", players jab step left
- Coach yells "Jab Right", player jab step right
- Coach yells "Pass Fake", players pass fake
- Repeat commands in different orders
- Coaches can also add their own commands, such as pivot, drop step, etc.

*Monkey in the Middle*

- Players in groups of 3, one ball
- 2 players 8-10 feet apart from each other, third player guarding one player
- Player being covered is in triple threat position, using pivot foot, jab step and fakes, must get around defender and pass to partner
- Defender closes out on player with ball, player jabs and fakes, makes a pass
- Players switch roles when defender gets ball, or when coach blows whistle to switch

*Jab and Dribble*

- Players stand with a partner outside the key, one ball
- First player tosses ball to self, catches and gets into triple threat position
- Player jab steps and takes one dribble left or right toward the basket
- Switch partner after 10 self tosses
- >> **Load:**
  - Partner becomes guided defense
  - Player tosses ball, catches and gets into triple threat position
  - Jab step and take a dribble with the goal of beating defender

**Introduce and Play Modified Game:**

<b>1</b>	On whistle, balls away, players sit quietly
<b>2</b>	Coach calls out teams, players go to coach, set up game
<b>3</b>	Play the game

**Wrap Up:**

<b>1</b>	Review the fundamental skill and life skill
<b>2</b>	Make any announcements
<b>3</b>	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Coaches debrief



# LESSON #10

**FUNDAMENTAL SKILL:** Defense

**LIFE SKILL:** Balance

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

## Warm Up Activity:

### *Defensive Ready Position*

- Demonstrate a proper defensive ready position
- On whistle players slap the court, yell 'defense' and get into defensive ready position
- Coaches walk through group testing for balance
- Once all players are balanced, coaches blow double whistle and players do fast feet/stutter step
- If coach points left, players defensive slide 3 times to the left, if he points right, they defensive slide to the right 3 times
- Repeat multiple times, shouting out different commands ("shot" – players jump up and block a jump shot, "loose ball" – players dive on to the court and yell 'ball')

## Lesson #10 - Overview

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Discuss with players what they think balance means. Explain the importance of having balance between school and sport/work and fun
- **Fundamental Skill:** Defensive Stance
- **Goal:** Players understanding basic defensive position and stance

## Teaching Progression: Defensive Stance

- Feet shoulder width apart
- Knees bent, butt over heels, body low, weight balanced
- Back straight and leaning slightly forward
- Head up, eyes forward
- Hands up, thumbs pointing to shoulders

## Activity:

### *Scatter Stance*

- Players in scatter formation
- Players run on the spot
- On whistle, players jump stop into stance
- Players yell "Defense" loudly when in stance
- Repeat several times

### *Tracing the ball*

- Players in partners with one ball
- Player with ball in Triple Threat position
- Player without ball in defensive stance, one arms length away from ball
- Player with ball moves ball by pivoting
- Player in defensive stance follows the ball with hands and yells "ball" on each move
- Repeat switching offense and defense





*Zig-Zag Slides*

- Players in one line at corner of baseline
- In proper defensive stance, players slide between the sideline and imaginary line down the centre of the court
- When players reach the side or centre line, drop-step and change direction and then begin to defensive slide again
- When players reach the baseline, sprint to other side of court and repeat zig-zag defensive slides

>> **Load:**

- Add an offense player who runs in a zig-zag pattern down the court
- Defense should try to beat the runner to the sides in order to turn them
- Switch roles on the way back down the court
- Increase speed and intensity after several repetitions

**Introduce and Play Modified Game:**

1	On whistle, balls away, players sit quietly
2	Coach calls out teams, players go to coach, set up game
3	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements
3	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Coaches debrief



# LESSON #11

**FUNDAMENTAL SKILL:** Dribble and Change of Direction

**LIFE SKILL:** Confidence

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

## Warm Up Activity:

### *Red Light/Green Light*

- Players spread long baseline with a ball, coach at center
- Coach calls out "Green Light", players dribble forward full speed
- Coach calls out "Yellow Light", players dribble forward at a slow speed
- Coach calls out "Red Light" players stop and get into a control dribble
- Players try to be the first to dribble to other end of court, if not in a control dribble on "Red Light", players are eliminated
- Repeat until one player left
- Play several times

## Lesson #11 - Overview

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Ask players what they think confidence means. Discuss how players can build self-confidence
- **Fundamental Skill:** Dribbling (Change of Direction)
- **Goal:** Dribble under control while changing direction

## Teaching Progression: Dribbling with Movement

### *Dribbling with Movement (Control Dribble, Speed Dribble)*

- Dribble hand on top of ball with fingers as wide as possible
- Push ball to floor using fingertips (not palms)
- Elbow bent, wrist follows through
- As ball returns to hand, repeat the pushing motion

### *Change of Direction Dribble*

- Plant outside foot, bend knees, lower centre of gravity
- Push off outside foot, step and transfer weight on to other foot
- Change pace-accelerate into change of direction

## Activity:

### *Changing Direction*

- Players in scatter formation with ball
- On whistle, players dribble randomly
- Players change direction at every line
- Players continue dribbling and changing direction every whistle

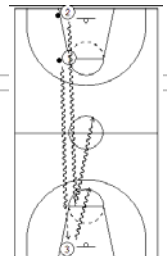


*Zig-Zag Dribbling*

- Players in one line at corner of baseline, each with a ball
  - Players dribble in a zigzag pattern between the sideline and imaginary line down the middle of the court
  - When players reach the sideline or centre court line, they plant their foot and change direction, executing a crossover dribble and switching dribbling hands
- >> **Load:**
- Players can use a crossover in front of body, crossover between legs, and behind the back dribble to change directions

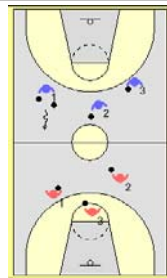
*Speed/ Control Dribble*

- Players in 3 lines on baseline, each with a ball
  - On whistle, first 3 players dribble the ball with right hand full speed to the end of the court and back
  - Coach blows whistle and players must stop and switch into a control dribble
  - Double whistle indicates players to speed dribble again
  - Repeat using left hand dribble
  - Repeat using right hand there, left hand back
- >> **Load:**
- Speed dribble with 2 balls
  - Control dribble with 2 balls



*Run Rabbit Run with a Ball*

- #1 starts with a ball on foul line and #2 starts with a ball on the baseline
- When #1 starts to dribble, #2 dribbles attempting to tag #1 on the back
- When #1 crosses the foul line, he/she passes a ball to #3
- #3 can go when #2 touches the foul line



*Dribble Game*

- Every player has a ball. One extra ball is the 'game ball'
  - Players must constantly be dribbling their ball
  - The object is to move the game ball by dribbling or passing down the court to score
  - Player must dribble 2 balls at once in order to move; other players must be dribbling in order to move
  - When catching the ball, the player can pick up their ball to make the catch
  - Once they move both balls must be dribbled
- >> **Load:**
- Require the defense to dribble with weak hands

**Introduce and Play Modified Game:**

1	On whistle, balls away, players sit quietly
2	Coach calls out teams, players go to coach, set up game
3	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements
3	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Coaches debrief



# LESSON #12

**FUNDAMENTAL SKILL:** Jump Shot

**LIFE SKILL:** Teamwork

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

## Warm Up Activity:

### Memory

- Numbered pylons are placed randomly around the gym
- Underneath each pylon is a distinctive object or a playing card
- Each team is given a time limit in which to dribble around looking underneath each pylon; players must remember where each object is located
- The teams line up on their respective baselines
- Coach calls out an object or card
- One player from each team dribbles to the pylon and stand beside the one in which they think the object is located
- The team gets a point if the object is under the chosen pylon

## Lesson #12 - Overview

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Discuss the importance of teamwork. What is valuable about teamwork?
- **Fundamental Skill:** Jump Shot
- **Goal:** Properly execute a jump shot

## Teaching Progression: Set Shot

- Review shooting mechanics (B-E-E-E-F)
- From Triple Threat, take one dribble
- Jump stop into triple threat, under control/on balance
- Square up to basket, focus eyes on target
- Shoot ball at target with proper follow through
- Allow players to jump when skill is refined

## Activity:

### Self Shooting

- Players in scatter formation with ball
- Players toss the ball to themselves, catch and get into triple threat position,
- players then jab step, take one dribble and jump stop
- Players shoot the ball in the air using BEEEF mechanics
- Players hold follow through until ball hits the ground
- Players try to shoot the ball in the air so that it lands two feet in front of them
- Players retrieve the ball and repeat
- Repeat using two dribbles



*Pop Out Shooting*

- Players are arranged in 1 of 4 lines, 2 lines under the basket at each side of the key, 2 lines at the each elbow
- Player in the passing line under the basket passes the ball to the player in the shooting line who pops out to the wing
- Player catches in triple threat position, squares up to the basket and shoots a jump shot
- Passer moves to the end of the line they passed too, shooter gets rebound and goes to end of the passing line on the other side of the floor

>> **Load:**

- Shooter catches the ball in triple threat position and does a jab step or ball fake before taking the jump shot

*Dribble Jump Shot*

- Players form a line on the baseline and a line at the foul line, balls at baseline
- Player under the basket passes the ball to the shooter
- Shooter catches ball in triple threat position and takes a dribble left or right towards the basket
- Player must jump stop, square up to the basket and take a jump shot
- Shooter gets rebound and joins the end of the line

>> **Load:**

- Passer becomes guided defense and closes out on shooter
- Shooter will add a jab step or fake before dribbling left or right and pulling up for a jump shot

*Around the Court Shooting*

- Players dribble around outside of court
- As they approach each basket, players jump stop and shoot at each basket
- Repeat, changing dribbling direction around court

**Introduce and Play Modified Game:**

1	On whistle, balls away, players sit quietly
2	Coach calls out teams, players go to coach, set up game
3	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements
3	Thank everyone (players, parents, coaches, volunteers) for participating in SNYB
4	Hand out player certificates
5	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Coaches debrief



# CANADIAN BASKETBALL

**ATHLETE DEVELOPMENT MODEL**



**CANADA  
BASKETBALL**



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Canada 

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## The Athlete Development Model

### Overview

Canada Basketball presented their strategic plan to the country in the fall of 2003. The mission was described as: *2020 "A World Leader in Basketball"*

*Leading a unified basketball community to engage all in quality experiences and drive international success.*

The priorities were to:

- Unify the basketball community
- Develop an enduring economic model
- Build a dynamic developmental infrastructure by improving coaching at all levels by developing a system based on principles, which encompass participation and excellence.

The Athlete Development Model (ADM) is a key step in achieving the mission. It provides a consistent framework from which coaches can work. This document has been designed with the input of sport scientists and coaches from across the country. It is a long-term player/athlete development model that illustrates to coaches, parents, volunteers and administrators at the local, provincial and national levels, the importance of a systematic and consistent approach to the development of athletes. It also recognizes the importance of participation in securing the health of the nation.

The model is to be used as a guide for coaches and administrators. This will assist them in understanding the importance of teaching particular aspects of the game to athletes at specific stages of development. It is hoped that with this systematic approach, skills and abilities needed to achieve excellence in basketball will be reachable. It will also ensure that all participants will receive the appropriate training that will produce well-rounded people and maintain a lifelong passion for the sport.

The delivery of an aligned, consistent, and systematic development system ensures that everyone's needs are being met at every level of programming. Every participant in the game will be able to see the pathways which will lead him or her to their own level of self-fulfillment. Proper application of this document will ensure that coaches are educated with respect to the needs of their players. The ability of the coach to teach these skills then becomes of paramount importance. Therefore, the development of the coach as a teacher must be the primary focus. Coaches must be supported with frequent clinics and other educational resources

that are made available through Canada Basketball and the Provincial/Territorial Associations in order to stay current.

This is a growing, living document that will constantly be fed with new ideas and concepts.

*"It takes 10 years of extensive practice to excel in anything."*

-Dr. Herbert Simon, Nobel Laureate

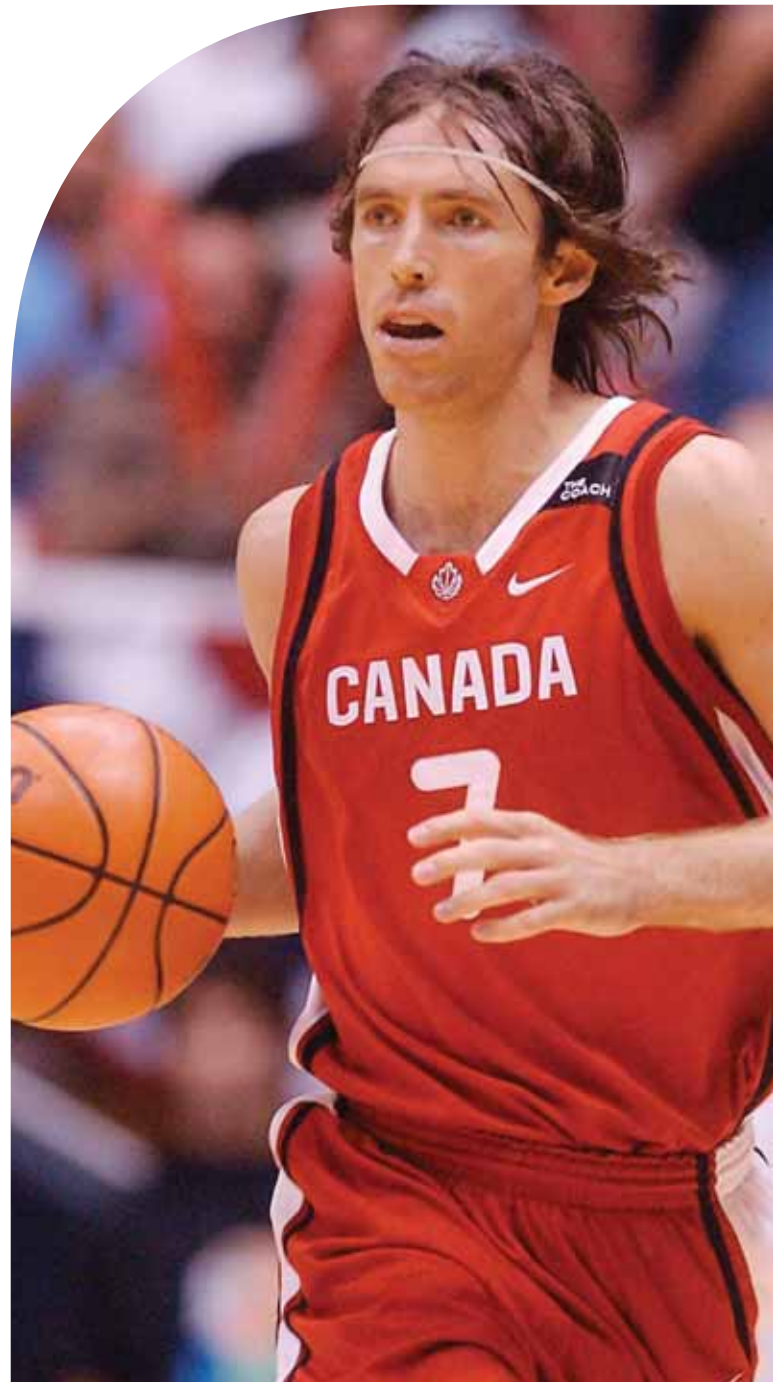
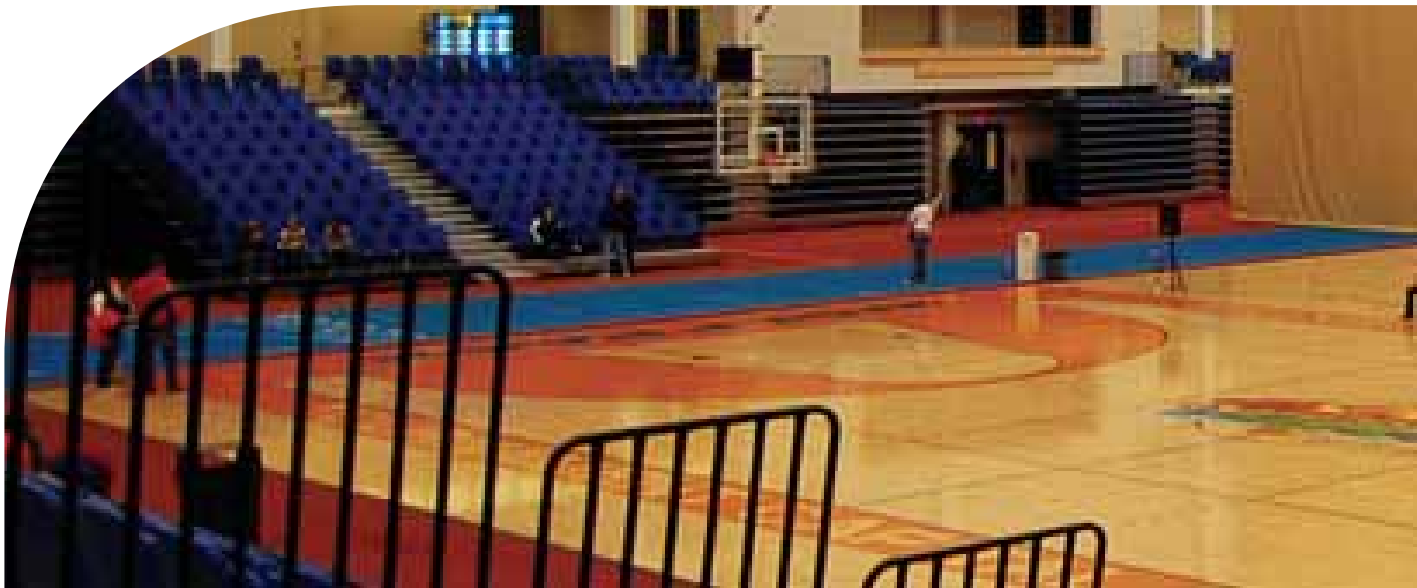
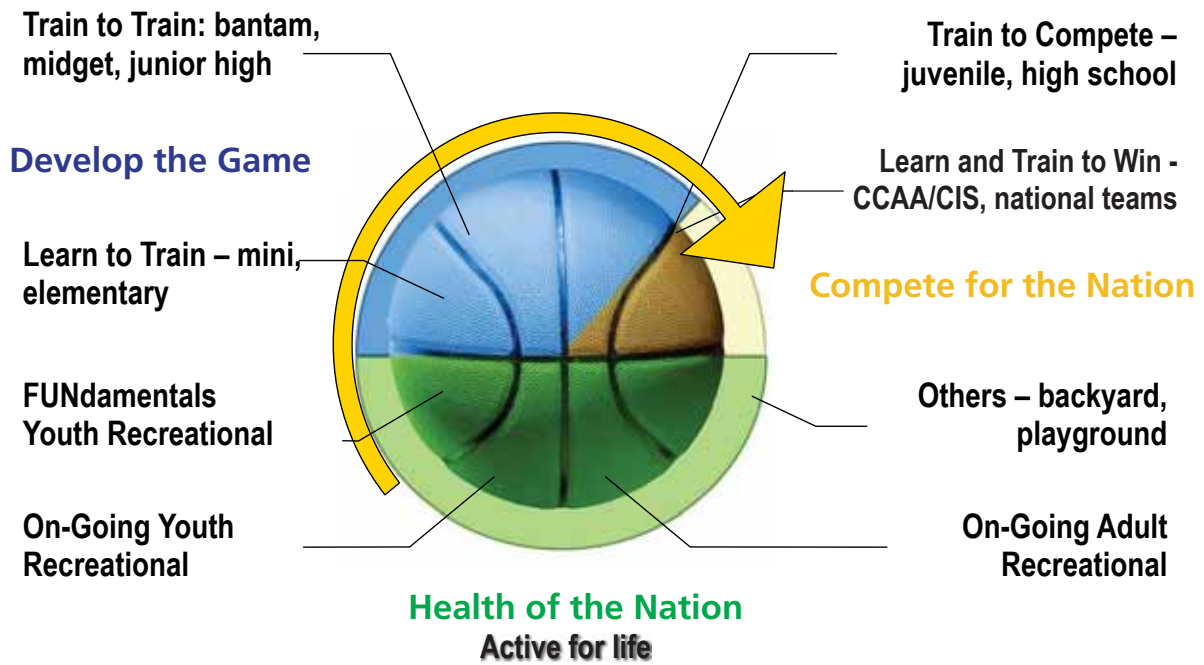


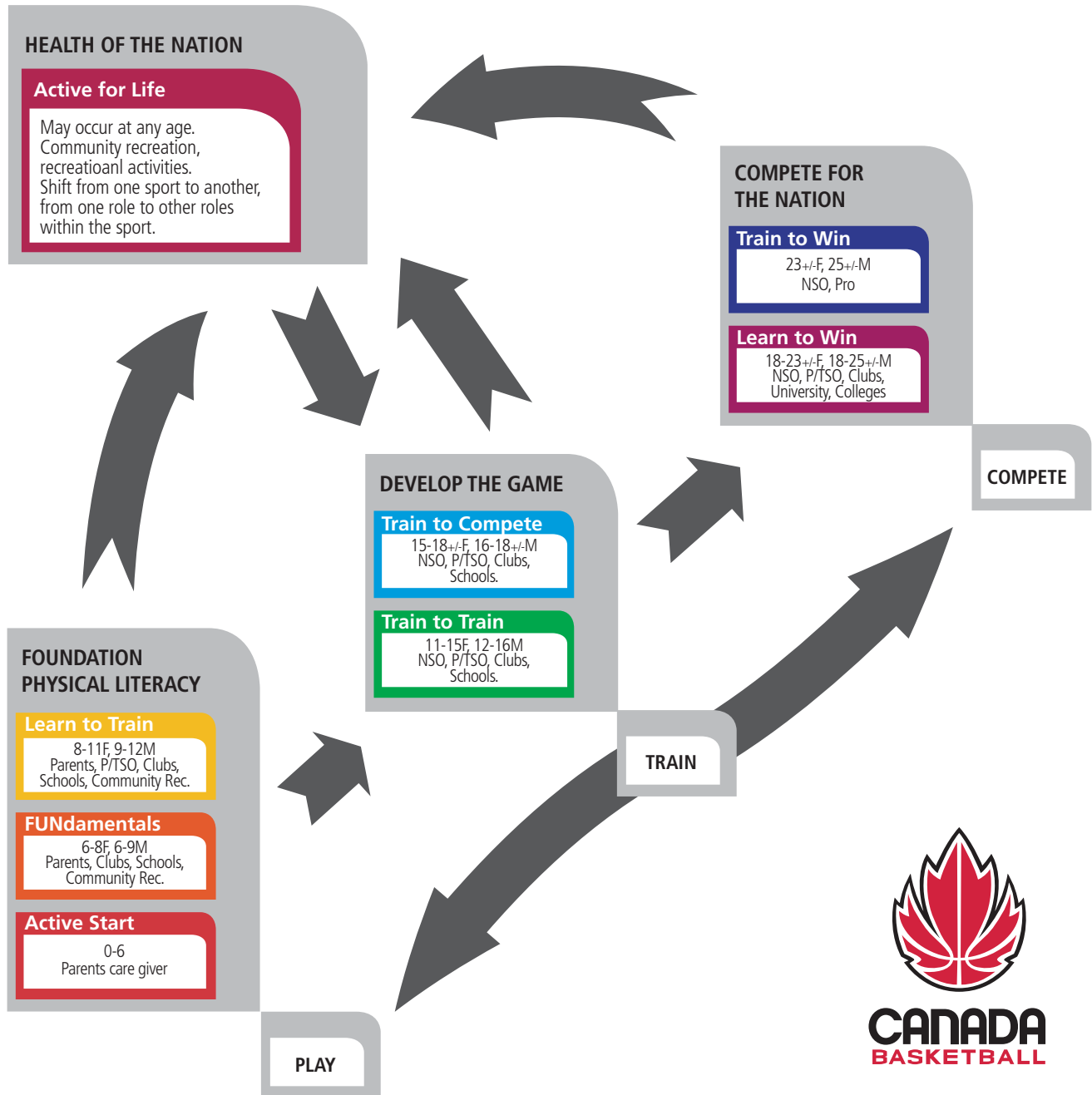


Figure 1

# Athlete Development Model



**Figure 2**  
**Canadian Sport for Life**  
**Basketball Pathways**





## Stages of Development

### Health of the Nation

#### Competition/Fun Continuum

The model recognizes that every individual chooses a different pathway in his or her quest to find self-fulfilment through the game. Basketball by its very nature is a competitive game. The level of competition falls on a continuum from having fun through participation to winning medals at the highest level of play. Closely tied to this continuum is the age of the participants and their skill levels. At a young age it is recognized that fun and participation should be the highest priority. As age increases the amount of healthy competition can increase appropriately. As skills improve competition can also increase. There does however come a point in time when participants will want to drop out of highly competitive situations to return to participatory situations which are less competitive, but provide enjoyment and needed exercise. These opportunities are crucial for the health of the individual and the nation. It allows people of all ages to maintain their personal fitness, develop important values such as co-operation and teamwork and can alleviate many of society's pressing social problems. It gives people something to do that is positive in their life.

By following the stages of the Athlete Development Model all participants will be given the proper grounding in the age-appropriate skills needed to play the game. The participants will then be able to make the right choice as to where on the competitive continuum he or she wishes to participate. There is a slight overlap in each stage of the model. The transition from one stage to the next is often flexible rather than a concrete separation because the stages are based on developmental age rather than chronological age.

It is very important that people are able to enter the model at any stage. Allowances must be made for people who are late entering the game. Because of the way our society works, a participant's biological age will most often determine which stage he or she is entering. Coaches must be aware that specific skills may be lacking in someone who is new to the sport, but with proper coaching this can easily be overcome. Programs also need to be able to safely and effectively adapt activities to include children and adults with disabilities. We want the game to be inclusive, not exclusive.

It is important to note that the Learn to Train (L2T) and Train to Train (T2T) stages in the model are biologically based. One cannot change these facts. You cannot rush human development. Young people will mature at various paces. Research has shown that chronological age is a poor basis for athlete development models, since the musculo-skeletal and emotional development of athletes between ages 8 and 16 can vary greatly within any given age category. The content of preparation should be adjusted to the developmental levels of the players.

Canadian Sport for Life, published by the Canadian Sport Centres, states that physical activity should be fun and a required part of the child's daily life, not something required. Active play is the way young children are physically active. Basketball is a late maturation sport and therefore does not recommend any formal, adult organized basketball at the Active Start stage of development. The overall development of an athlete begins around age 6. During these years when the athlete is aged 6 to 9, it is important that they acquire fundamental movement skills. This stage is called the FUNdamental stage of the process, and the underlying message is that children should have fun in all activities. During this stage the athlete will begin to develop the basic physical, affective, cognitive and psychosocial skills. This is the foundation upon which the child's personal and athletic potential should be based. Unfortunately this is the stage that is usually neglected, because it is far too common that coaches with little or no experience are in charge of teaching a group of children. Coaches must be aware that during each stage of a child's development there are specific time periods when certain movement skills should be taught. By introducing the movement skills at the appropriate time the coach ensures that the athletes can reach their full athletic potential at some future date. By following this model, coaches will be able to meet these time frames. This experience must be extremely positive for the child. The child must be able to realize the enjoyment of success at this age. Therefore successes must be made attainable. The Canada Basketball Athlete Development Model recognizes that there are two sub-phases of the





FUNDamentals stage. The first is called the Movement phase. This is generally children ages 6 to 7 years old. Here basketball is learned through the fundamental movement skills. The second phase is the Modified Games phase which encompasses children 8 and 9 years old. Basketball is learned here through modified games such as 1-on-1, 2-on-2, etc.

The Learn to Train or Basketball Skills stage of development follows the FUNdamental stage. This is the major motor learning stage. It is often called the “skill hungry years” or the “golden age of learning” skills. One of the most important periods of motor development for children is between the ages of 9 to 12. During this time, children are developmentally ready to acquire the fundamental movement skills and fundamental sport skills that are the cornerstones of all athletic development. In addition the basic basketball skills should be emphasized, but participation in other sports is still encouraged. Basic psychological skills such as goal setting and concentration can also be introduced.

## Develop the Game

The Train to Train stage follows the Learn to Train stage and focuses upon athletes between the ages of 11 to 15 for females and 12 to 16 for males. The athletes will be introduced to many of the technical and tactical parts of basketball during these years. A more strategic, structured approach to training can be adopted during these years. An emphasis is still, however, on the fundamental movement skills. These movement skills can be further developed here, hopefully under optimal conditions. These skills are developed so that the athletes have the ability to reach their full athletic potential regardless of how intense training becomes in later years.

As athletes begin to mature, the competition to practice ratio often becomes skewed to the competition. The focus is shifted from development to winning, with practices becoming few and far between. There is often too much emphasis on competing and not enough on teaching fundamentals. Even during practices, focus is sometimes shifted to practicing sets, press break or scrimmaging, before a player can make a left handed lay-up. Our focus as leaders of the next generation of players must be to develop well-rounded basketball players. This can only happen if coaches emphasize development of the individual player more so than the team.

*Players need to learn the game,  
not a position. Individual development is  
the foundation.*

As in the FUNdamental stage there are two distinct phases of the Train to Train stage. It is during this time when the first major split in the competition/fun continuum occurs. Many athletes will not like the shift to the competition side and want to remain active in a more recreational setting. Others choose the more competitive side of the continuum. Both sides are important. The problem is when only one side of the continuum is available for delivery.

The Training to Compete (T2C) stage of training, involves athletes aged 15 to 18+/- for females and 16 to 18+/- for males. Very specific basketball, physical and mental training should now be applied. Athletes should be introduced to all aspects of the game and should begin to refine all technical aspects and most tactical components. Athletes may also begin high performance training (i.e. provincial teams, clubs teams) and need to compete against quality competition in order to improve. A high level of intensity should be associated with all training endeavours. Individualized training is paramount.





## Compete for the Nation

The next two stages of athlete preparation are the Learn to Win (L2W) and Training to Win (T2W) stages and involve athletes 18 years and older. All of their technical, tactical, physical, mental and ancillary skills and capacities should be fully established and can be refined. Shorter periods of training at high level of intensity accompanied by frequent recovery breaks to avoid burnout are recommended.

Basketball activities should be fully integrated with sport science and sport medicine programs. Athletes between the ages of 18 to 25 +/- for males and 18 to 23 +/- for females will be in Learning to Win. These athletes will be competing in the CIS, CCAA or the NCAA. Training to Win stage is 25+/- for males and 23 +/- for females. These players will be playing professionally, aspiring to represent Canada.

## Health of the Nation

The final stage of the model is Retirement and Retainment or Active for Life. During this time players will be moving from very competitive situations into more recreational programs. For many highly competitive athletes this is a time of great change. A program to aid these players in this process is crucial. For many it is retraining them into different roles, such as coaches, referees and administrators within the basketball system.

It is important to note that while this does provide a path for coaches to follow, all successful players will have one thing in common - a love or passion for the game. We, as administrators, coaches, parents and volunteers, must ensure that we provide an environment that allows players to get "hooked" on basketball. If this occurs the athletes will instinctively want to learn, to challenge their full potential.



## The Canadian Long Term Athlete Development Model (LTAD)

The core concept of the Canadian LTAD system and our Basketball Athlete Development Model (ADM) is that it recognizes that better athletic performances and a greater percentage of the population engaged in health-promoting, physical activity, are both outcomes of a well-developed sport development system.

### LTAD is:

- optimal training, competition and recovery programming with relation to biological development and maturation
- equal opportunity for participation and competition
- and athlete-centred, coach-driven and administration, sport science and sponsor supported.

The process to develop our sport's LTAD was extensive, inclusive and comprehensive. Knowledge was sought from experts across Canada and in-depth discussions have analyzed how our sport can adjust to integrate LTAD into all that we do.

This process initiated re-thinking ALL aspects of our sport including the three most difficult tasks of changing:

1. **System Alignment:** aligning the basketball community under one set of rules.
2. **System Alignment and Integration:** developing and integrating clear pathways that allow players, coaches, officials and administrators to progress through the system. These pathways must permit players to be involved in three distinct streams: health of the nation (recreational in nature), develop the game and compete for the nation. The pathways must also integrate a positive relationship between the educational and club-delivery system.
3. **Competition Schedules:** ensure the appropriate ratio of training to competition at all ages. Within our current development system we have produced a delivery stream of basketball called "competition." This was not a planned process. For numerous reasons the majority of our developing players are playing too many games without the opportunity to gain proper practice of the skills needed to play the game.

## ADM Implementation

It is hoped and encouraged that those organizations and programs that are currently providing basketball services for athletes will use this model to review their existing methodology in the development of their athletes. At each level, especially the younger levels, there are a number of implementers in each local area. It is important to emphasize here that there must be very co-operative relationships at each stage and between stages for this model to be effective.

### This would mean the following:

- The set criteria for each age level be known by each local authority;
- The recognition that each local authority may not be able to deliver the information effectively;
- That each local authority make a strong effort to educate coaches according to the stage of the athletes they are coaching;
- That the current system by which coaches are educated must be altered to cater to the developmental age specific needs of athletes;
- It must be recognized that not all participants wish to reach the highest levels. Therefore, being ultra structured and specific may turn some athletes off the sport. These athletes should be placed in less time consuming and intense environments than the athlete who wishes to compete at the highest level.

Another very important part of the implementation program is the need for facilities. It is obvious that our practice-to-game ratios are out of control - i.e. we have too many games and too few practices. If we are to change this, athletes will need more practice time, which means more gym time. To get more practice time for our athletes the basketball community must work together to find gym times at affordable prices and become involved in lobbying to build more facilities.

## Financial Concerns

We must find a way to keep the cost of our programs low. Basketball is traditionally a sport played by all cross sections of society. With costs constantly on the rise, we are losing some of our best athletes - i.e. some of our best athletes are not involved in programs and do not receive the proper training because they cannot afford it. This is an issue for athletes as they decide what programs to play for and one that we must seriously consider when organizing training programs.

Also the chance for recreation opportunities is dwindling as the cost and need for facilities continue to rise. If we want to address the health of the nation we need to continue to provide these recreational opportunities.





## 10 Key Factors of LTAD

Every group that delivers basketball across this country is encouraged to look deeply at their existing practices and make decisions on what is best for the future in the sport of basketball. There are ten key factors of LTAD under which each group should examine their current practices:

### 1. FUNDamentals

All participants need to learn basic fundamental movement skills at the appropriate stages of development. Since the nervous system develops fast in children, movement skills that involve the nervous system need to be active at this time. These include the ABC's of agility, balance, coordination and speed. If children do not learn these at the appropriate time in their development, they might not reach their fullest potential in the future. We must recognize the difference between physical literacy and physical activity. Physical literacy is the development of fundamental movement skills and fundamental sport skills that permit a child to move confidently and with control, in a wide range of physical activity, rhythmic (dance) and sport situations. Physical literacy also includes the ability to "read" what is going on around them in an activity and react appropriately to those events. This also means a child is able to effectively move the body in all planes of the body

(See [www.ltad.ca](http://www.ltad.ca) ; Developing Physical literacy: A Guide for Parents of Children Ages 0 to 12). The physically active child is energetic and on the go. This is important for maintaining health. The problem is that if a child does not learn how to move properly he/she limits their choices of physical activity at a later stage of LTAD. For example; if a child's only physical activity is walking at a younger stage what sports may this child move into in later life?

### Recommendations:

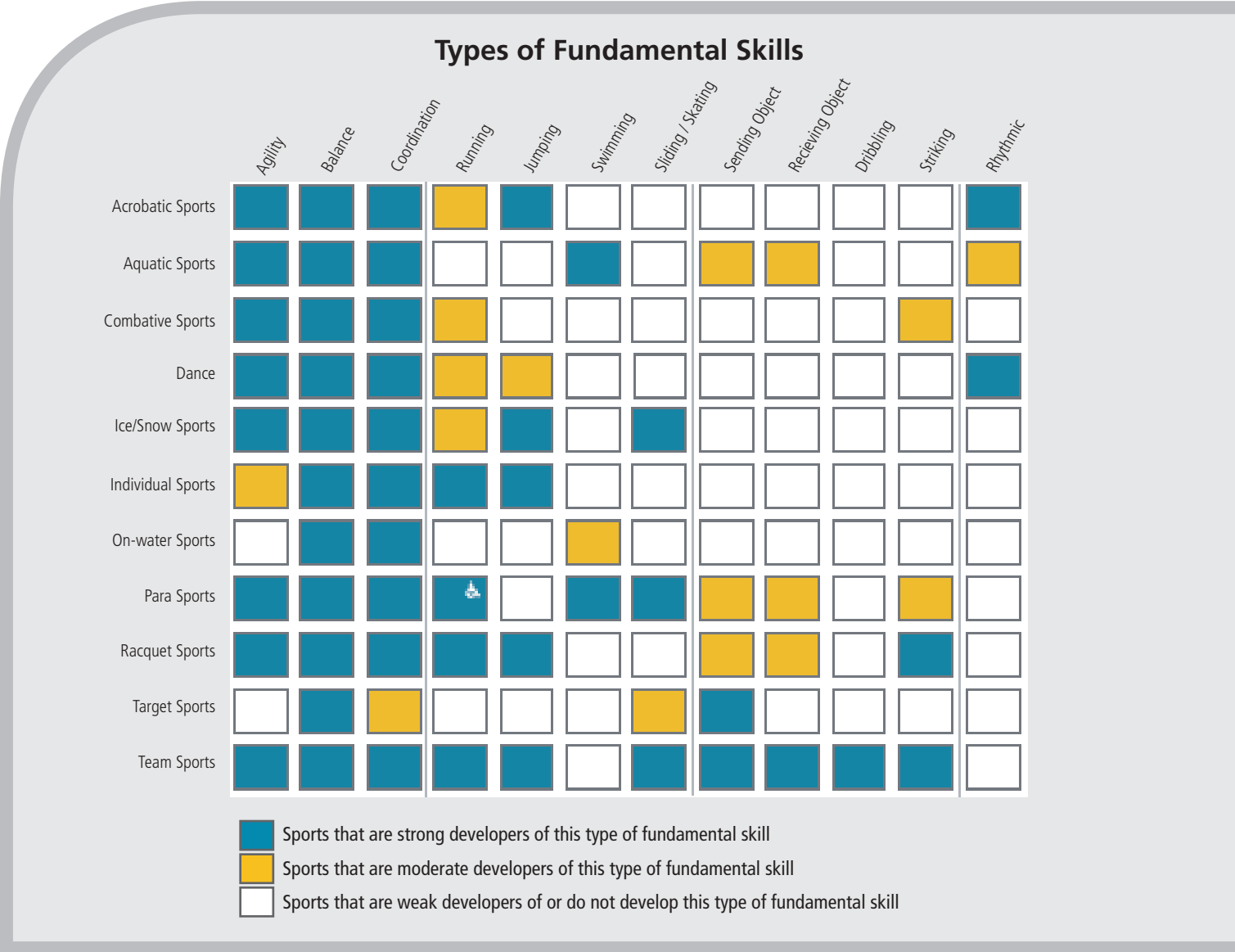
- Education of parents, coaches and administrators is crucial. Informed parents will demand this be delivered to their children: (See [www.ltad.ca](http://www.ltad.ca); Canadian Sports for Life: A Sport Parents Guide and [www.basketball.ca](http://www.basketball.ca): Basketball Parent Guide for LTAD);
- Develop templates that assist the above mentioned people to plan and implement appropriate fundamental movement development;
- Develop resources that show how these movement skills can be properly taught in a fun way. Many fun playground games naturally teach these skills. It is not always about drills;
- Work to develop relationships across other sports that are delivering sport at these stages of LTAD;
- Fundamental movement needs to be a part of warm up and early season training at all stages of LTAD;
- Athletes need individualized training that focuses on improvement of areas of weakness. Fundamental movement skills cannot always be taught en masse as each child is different.

### Rationale:

- Every child is an athlete and needs the proper grounding in movement in order to develop an appreciation for physical activity and therefore derive the health benefits. This will also let them make wiser decisions as to which pathway of sport to choose;
- Educated people will aid in the implementation of LTAD;
- Many weaknesses of sport-specific skills can be linked to ineffective or poorly developed movement skills. If the movement skill is not corrected first, the sport skill will suffer. A basketball example is the lay up. If a child has problem with skipping, a fundamental movement, he/she will struggle to develop the proper rhythm in executing a lay up.



Figure 3 Sports That Contribute to the Development of Fundamental Skills





## 2. Specialization

Early specialization in a late-specialized sport, like basketball, has been shown to lead to:

- One-sided sport-specific preparation;
- Lack of the basic fundamental movement skills;
- Overuse injuries;
- Early burnout;
- Early retirement from training and competition and often withdraw from physical activity.



Specialization is not only the concept of specialization in one sport; it is also specialization within the sport. Basketball has continually forced the tall player to play in the “post.” Often this has meant the adolescent was not been allowed to use all of the skills required to play the game at the later stage of LTAD, when other late maturing players catch up and some times pass this player. Specialization has also occurred in our training sessions where coaches tend to focus more on team development rather than player development.

### Recommendations:

- During the FUNdamental, L2T and T2T stages of LTAD we need to develop “global” players. These are players who have worked on all the skills and have trained to play every position;
- Individualized training also includes defensive work. A global player also needs to be able to defend all positions on the floor;
- Make use of offences and defences that encourage flexible positioning in the developmental stages of LTAD;
- Review our current elite system. Are we selecting provincial/ national teams too early?;
- Fundamental movement skills need to be part of daily warm ups in training and in competition;
- Strategies need to be developed that allow for coaches to account for early, average and late maturers;
- Strategies need to be developed to help with athlete identification vs. athlete selection. Currently we are selecting from the players who “show up” to try out. We need to identify future players and ensure that they receive the proper multi-skilled training at the early stages of LTAD. Many are exiting our sport in the later stages of LTAD or arrive there without the necessary skills need to compete;
- Means must be found to include athletes with a disability in all stages of programming. Resources need to be developed to show coaches how this can be accomplished.

### Rationale:

- Every child is an athlete and needs the proper grounding in movement in order to develop an appreciation for physical activity and therefore derive the health benefits. This will also let them make wiser decisions as to which pathway of sport to choose;
- The inability to detect the “great athlete” until after maturity;
- Reduce boredom, frustration, burn outs and drop outs;
- Ensure that all children develop the skills necessary to play at the next stage of LTAD if they wish to.



**Figure 4** Distribution of Birthmonths of Drafted Ontario Hockey League, Western Hockey League, and Quebec Major League Players





### 3. Developmental Age

We must recognize that not all children grow and mature at the same rate. Females also mature faster than males, on average. There is a tendency to apply adult models of sport on children. Too often it is the early maturing athlete who gets to make the elite teams during puberty. This is often based on the fact that the early maturing athlete is more aggressive and can physically dominate the other players. Research has shown that very often the late maturing children become the superior athletes since they have more time to develop the fundamental movement skills and fundamental sport skills. Also the early maturing athlete, who relies on aggression and strength, often does not learn the skills at a younger age. They do not develop the coping skills needed to survive elite sport when the physical maturity playing field is level.

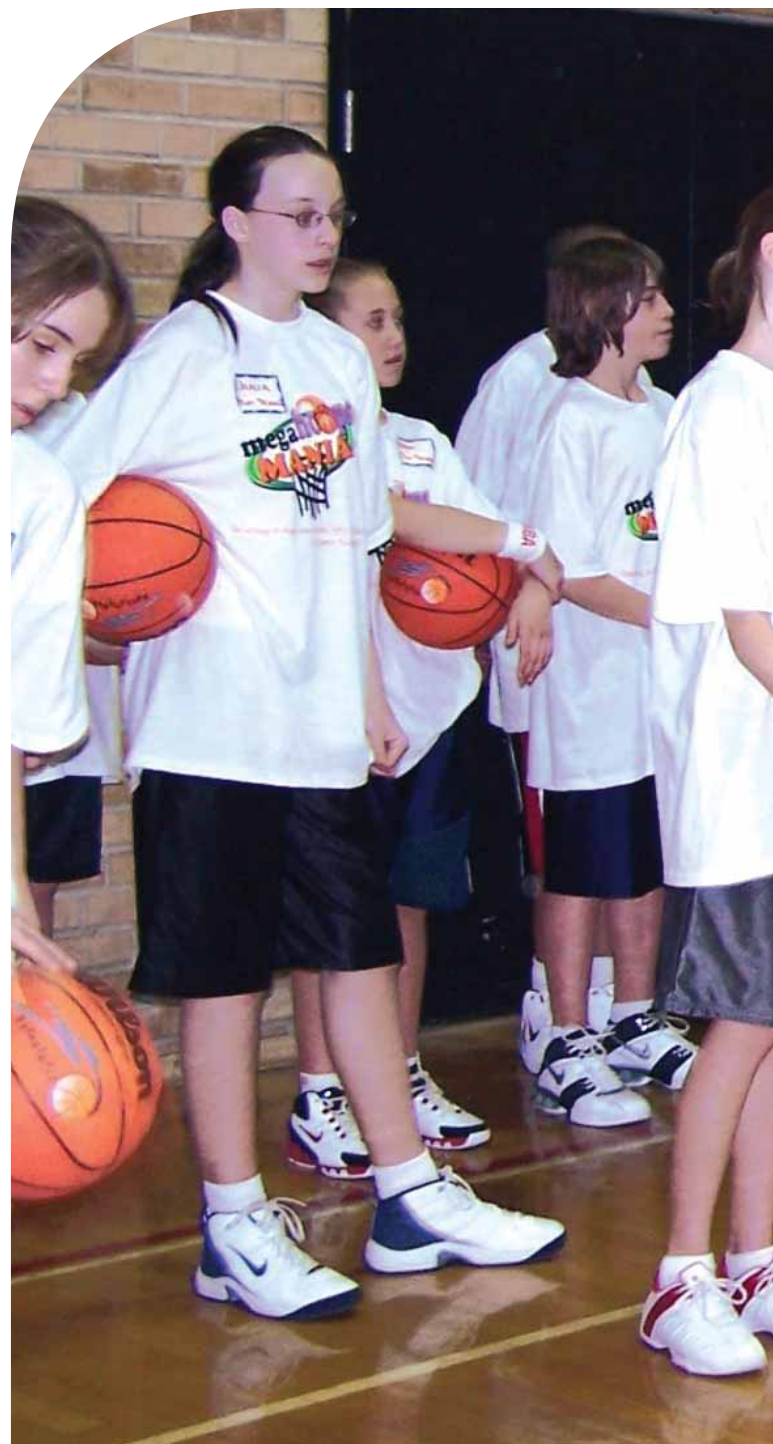
Leagues and associations that use chronological age for cut off dates, build in a natural bias to players born prior to the cut off date. If the cut off date is January 1st those players born in December are often one year less mature and therefore are often not selected. Statistics from many sports show this bias in their participation numbers. There is a big concern with the drop out rate of females from sport in their early teens.

#### Recommendations:

- Apply the LTAD wall chart to monitor growth;
- “Mine the data” - all associations need to look at their data to see if age-based biases are being created in their delivery system;
- “Mine the data” to see if male and female biases occur. What impact does co-ed programming have on the retention of females in sport? Special programs must be developed to keep female athletes involved;
- Use single age categories instead of multi-year;
- Educate parents, teachers, coaches and administrators (developmental age and relative age);
- Give templates to the above parties to allow them to easily implement LTAD appropriate training;
- Show coaches and teachers how training of early, late and average matures can be implemented in a team situation;
- Give opportunities for late maturing athletes to be involved in “select” programs;
- Re-evaluate and re-visit the rationale behind national/provincial championships during developmental stages;
- Develop ways to remove the age bias. For example; age on date for competitions;
- Individualized training must reflect the needs of the child;
- We must find a balance between what is appropriate for the child or adolescent in regard to their physical development and their social/emotional needs.

#### Rationale:

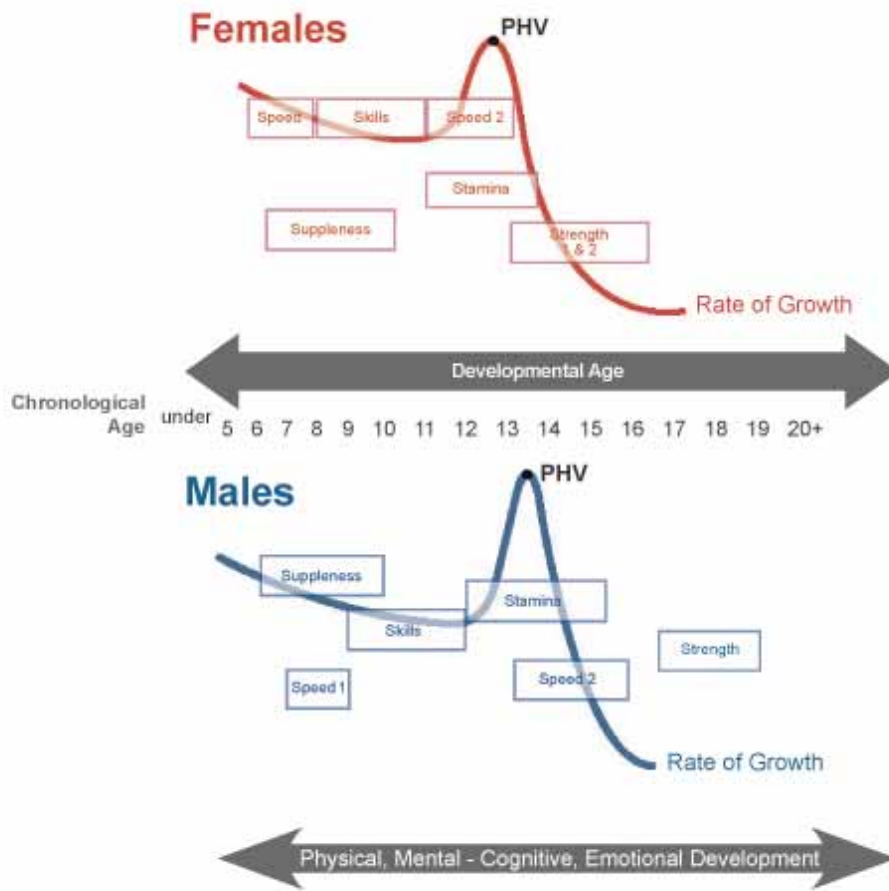
- Every child is an athlete and needs the proper grounding in movement in order to develop an appreciation for physical activity and therefore derive the health benefits. This will also let them make wiser decisions as to which pathway of sport to choose;
- Many late maturing athletes are dropping out of basketball before they have a chance to excel and withdraw from all sports and physical activity;
- Too many females are leaving sport.



- Windows of Trainability refers to the sensitive periods of accelerated adaptation to training, which occurs prior, during and early post puberty.
- All systems are always trainable, thus the windows are always open; however a window is fully open during the sensitive periods of accelerated adaptation to training and partially open outside of the sensitive periods.



**Figure 5** Pacific Sport - Windows of Optimal Trainability (Balyi and Way 2005)





## 4. Trainability

The majority of coaches worldwide currently design long and short-term athlete training models, as well as competition and recovery programs based on their athletes' chronological age. However, research has shown that chronological age is a poor basis for athlete development models, since the musculo-skeletal and emotional development of athletes between ages 8 and 16 can vary greatly within any given age category. Superimposing a scaled-down version of athlete training and competition models designed for adults is not a good alternative.

Ideally, coaches would be able to determine the biological age of their athletes and use this information as the foundation for athlete development models. Unfortunately, there is no reliable non-invasive procedure to identify biological age. So what can be done to remedy this situation?

One practical solution is to use the onset of the growth spurt or Peak Height Velocity (PHV) as a reference point for the design of optimal individual programs with relation to sensitive periods of trainability. Peak Height Velocity (PHV) is the age at which the rate of growth is fastest.

Prior to the onset of PHV, males and females can train together and chronological age can be used to determine training, competition and recovery programs. The average age for the onset of PHV is 12 and 14 years for females and males, respectively.

The term trainability refers to the genetic endowment of athletes, as they respond individually to specific training methods and how they adapt to them. In an athlete's development there are sensitive periods of accelerated adaptation to improvements of endurance, strength, speed and skill, which are often not considered during planning. But these periods are windows of opportunity and must be capitalized upon. They are important to recognize because it is during these sensitive periods, that children and adolescents are physiologically most receptive to acquiring skills and/or improving specific physical attributes such as strength, and endurance.

*There are three chronological and two biological markers to indicate the sensitive period.*

### Research in this area indicates that:

- The sensitive periods for the accelerated improvement of speed and power occur for males between ages 7 and 9 and between ages 13 and 16. For females these occur between age 6 and 8 and between age 11 and 13 (chronological age);
- There is an accelerated improvement for endurance capacities after the onset of Peak Height Velocity (PHV);
- There is an accelerated improvement in strength 12 to 18 months for males after PHV occurs;
- There is an accelerated improvement in strength immediately after PHV occurs and/or the onset of the menarche (the onset of the menstrual cycle occurs usually one year after PHV);
- The sensitive period for motor skill development occurs between ages 8 and 11 for females and between ages 9 and 12 for males. Basic motor skills such as the ABC of Athletics (running, throwing, hopping, bounding and jumping), the ABC's of Athleticism (agility, balance, coordination and speed) form the basis for all sports. By age 11 or 12, or more precisely before the onset of the growth spurt, children should be able to perform these skills proficiently;
- There is full consensus among experts in this area that if physiological abilities are not developed during the sensitive periods, the opportunity for optimum development is lost and cannot be fully retrieved at a later time;
- The onset of PHV and PHV (after growth decelerates) are the reference points for optimal training programs for the development of athletes. Otherwise, adult training programs tend to be superimposed on young athletes with less than optimal outcomes;
- We need to make use of the sensitive periods and develop basic athletic skills and attributes. Once these are mastered, we can go on to introduce and develop more specialized sports specific skills.

### Recommendations:

- Education - all parties need to know when the windows are, why these exist and what is appropriate training;
- Develop a resource that will make it easy for coaches and teachers to apply LTAD appropriate training;
- Make use of the LTAD wall chart to monitor PHV;
- Recognize that males and females grow at different rates;
- Reduce competition schedule to actually allow athletes to train;
- Individualized training plans;
- Avoid some traditional practices such as;
  - long slow distance running as the only method to improve aerobic capacity,
  - static flexibility training pre and post activity,
  - the use of strength training with heavy weights at inappropriate times,
  - lack of speed training in all phases of training.

**Rationale:**

- Every child is an athlete and needs the proper grounding in movement in order to develop an appreciation for physical activity and therefore derive the health benefits. This will also let them make wiser decisions as to which pathway of sport to choose;
- Trainability is based on scientific research;
- It allows our athletes to maximize their potential.



## 5. Physical, Mental, Cognitive and Emotional Development

More than just fitness and the skills of the game need to be addressed. All areas of an athlete's development must be included in sport programs. Training, competitive and recovery programs should consider mental, cognitive and emotional development of each athlete. Decision making is a major point of emphasis. A major objective of LTAD is a holistic approach to athletic development. This includes emphasis on ethics, fair play and character building throughout the various stages, an objective that reflects Canadian values. Programming should be designed considering the athlete's cognitive ability to address these concepts.

**Recommendations:**

- All deliverers of basketball programming need to review how they are currently developing the physical, mental and social/emotional abilities of their athletes. Also, how are ethics and values being taught and modelled within the organization;
- Decision making or "when" to use skills is to be emphasized at all stages of LTAD. This is based on keys that the athlete detects, not on coaches' commands;
- Coaches need to progress athletes through the various stages of LTAD with the goal of creating a self-reliant athlete who has the physical, mental and social/emotional skills to make their own decisions on their future;
- Work needs to be done in accounting for the differences between female and male athletes;
- We must recognize that athletes with a disability may require special attention;
- Templates need to be developed to aid all parties in delivering holistic training;
- A key component of the new NCCP is the holistic approach;
- Mental and emotional/social training needs to be delivered in conjunction with the physical training. It cannot be seen as an "add on" done outside the practice and competition site;
- Individualized training plans;
- Rewarding players solely on the basis of their physical superiority can lead to societal problems in the future. This has occurred mostly on the male side of the sport, but is becoming a problem on the female side also. Associations must check to see what "subliminal" messages are being sent through team selections, scholarships and awards.

**Rationale:**

- Every child is an athlete and needs to develop skills, knowledge and comfort in all areas in order to make the best decision in the future for their own well being;
- Canadians believe that sport has a more important role; more than just producing winners and losers. It has a key role in developing future leaders and positive members of society.





## 6. Periodization

Periodization is time management. It provides the framework for arranging all of the pieces in an athlete's training. In order for athletes to develop, they need to plan their training in a more scientific way. At a simpler level it helps recreational athletes manage their time more effectively and ensures that they are covering all components required for a healthy lifestyle. Proper periodization provides a plan that can be evaluated in the future. This evaluation helps guide future plans. Currently the majority of coaches base their plans on past practices and on the competition schedule. More individualized plans must be developed for athletes even in team sports. Coaches need to be shown ways to maximize the training time they have with their athletes.

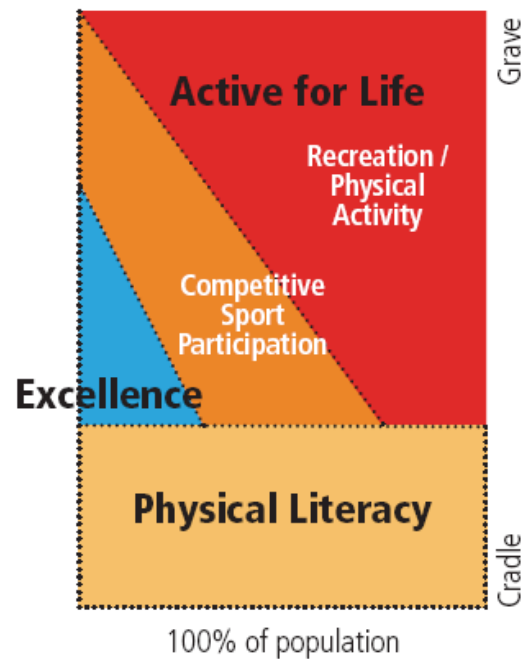
### Recommendations:

- Educate all parties as to the benefits of periodization;
- Work with the "experts" to develop more team sport friendly periodization. Much of the current research is based on individual sports and is not easily adaptable to the team sport environment;
- Develop templates that show coaches how use periodization at each stage of development. Also coaches need to be made aware of what to avoid. For example; as the "big" games approach late in the season, coaches should reduce the volume of practice, not increase the length of practice to prepare for the opponent;
- More work must be done to understand the female athlete. We cannot continually push male models onto our female athletes;
- Monitor plans with a "scientific eye" to make decisions on future revisions to the templates;
- Periodization will be part of the new NCCP coaching education;
- Seasons of play must be developed in conjunction with the various deliverers of basketball so that proper periodization can occur;
- We need to establish a positive working relationship with school-based basketball in order to implement proper periodization;
- Individualized training and recovery need to be reflected in the periodization plan;
- Work with other sports to develop proper periodization with the multi-sport athlete at the beginning stages of LTAD.

### Rationale:

- In order to maximize an athlete's potential, proper planning must occur in order to ensure all components are met;
- Constantly monitor the plan;
- Innovations and improvements should be monitored to judge their effectiveness;
- All children need to learn time management and planning as a future life skill.

**Figure 6 Source:** Canadian Sport For Life: A Sport Parent's Guide



## 7. Calendar Planning for Competition

The basketball delivery system consists of three streams: health of the nation, develop the game and compete for the nation. Another stream has crept into the delivery system that is beginning to dominate the development stage. We call it “competitive basketball.” In this stream, games between 2 teams dominate. Some players are not receiving sufficient time for training. When practice to competition ratios are at a 1 to 1 or 1 to 2 ratio, quick development may occur, but performance always plateaus later. Coaches may claim that the team improves, but players are not able to work on their fundamental movement and basketball skills. Mental and social/emotional training often gets ignored. Training is dominated by strategies and tactics in preparation for the next game. In many situations, players are not receiving quality playing time. Players therefore do not get an opportunity to use their skills; they lose conditioning, lose interest and drop out of the sport at the younger stages. Often these are late maturing athletes. Our children are currently playing too many games without enough quality training. We have adopted adult models for youth sport. All sports must get a handle on this situation.

*Planning and implementing of an optimal competition structure for all stages is the biggest challenge facing team sports in our country.*



### Recommendations:

- Education of all stakeholders in the importance of proper practice to competition ratios;
- Develop strategies to access and make better use of facilities;
- Share “best practices” that are occurring within the basketball community, but also across sports;
- Develop a positive working relationship with schools in order to work together to implement LTAD;
- Reward programs and coaches who adhere to LTAD. We must ensure that “hidden” messages are not being sent through our competition rules that encourage coaches and leagues to violate LTAD principles. Very often when associations adopt season of play without restricting the number of games, coaches attempt to “load up” with the same number of games as were played in the past;
- Improve coaching education through the new NCCP;
- Reward coaches who consistently improve players individually over time;
- Assist coaches in the concept of “training through competition.” The outcome of all games is not treated as important. Some games are designed as training;
- Coaches also need to recognize the amount of time that can be used for teaching by using warm up and half times as training and teaching time.

### Rationale:

- In order to allow athletes to develop holistically in all areas, they need time to train. Athletes do not develop all of the important skills they need at the later stages of LTAD by playing games;
- Sport needs to develop the school model. Students go to class to learn the skills. The game is the time to exhibit their mastery of the skills. Lessons learned at a younger age are built on in a progressive nature leading the developing child to the adult stage of competency;
- Every child, even those who just want to play recreational sports, needs to develop the important movement skills at the right time in their development;
- Too many “adult”-like games with the emphasis on winning has been shown in study after study as the main reason for youth to quit sport.



## 8. The 10-Year Rule

Scientific research has shown that it takes a minimum of 10 years of training for a talented athlete to reach elite levels. The trap is that many people believe that early specialization is what is needed to make this happen. “If I start young then I will be better sooner.” The opposite is actually true. Most athletes only have 10 years at an elite level. If you specialize too early the likelihood of staying in the sport is diminished.

### Recommendations:

- Delay specialization until the appropriate time;
- Focus on multi-sport skills in the pre-PHV (before the onset of the growth spurt during puberty) stages;
- Move to specialization in basketball after PHV. Position specialization should occur later during the T2C stage;
- Education of the parents, coaches and players is crucial to assist them in making appropriate decisions;
- To be an elite athlete you will eventually need to specialize in your chosen sport;
- Training includes multiple positive repetitions of the skills of the game. You do not become a great ball handler, passer and shooter through playing the game. Self-practice has always been a key to becoming great in these areas;
- Develop relationships with other sports to stop the vicious cycle of competing for younger and younger athletes.

### Rationale:

- Every child is an athlete and needs the proper grounding in movement in order to develop an appreciation for physical activity and therefore derive the health benefits. This will also let them make wiser decisions as to which pathway of sport to choose;
- When athletes reach the point where they need to specialize they will have the foundation required to excel at their highest level and the mental freshness to put in the required time;
- Poor decisions are being made too early in a child’s development. This leads to a diminished number of athletes staying in the sport in the later years when they can specialize.
- To avoid burn out at an early age;
- To avoid overuse injuries;

## 9. System Alignment and Integration

Groups cannot work in isolation. Sport Canada is facilitating all delivery agencies of their sport to become aligned. Players/athletes do not remain in the same delivery system throughout their entire sporting experience. Players/athletes, coaches, officials and administrators should be able to move seamlessly from one delivery system to the next. One rule set is the best example of aligning our system. Participants need to see clear pathways for players, coaches, officials and administrators. There needs to be various entry points. These pathways must be available for all three streams of sport: health of the nation, develop the game and compete for the nation.

System alignment also involves integrating all of the ancillary groups into the sport system. This includes such groups as the sport scientists, trainers, managers, sponsors, etc.

### Recommendations:

- Continue the movement towards one rule set;
- Formation of an LTAD rules committee to look at modifications for each stage of development;
- Continue to grow ways to bring the basketball community together;
- Work to develop positive working relationships with all deliverers of basketball;
- Continue to educate the grassroots as to the importance of LTAD;
- Distribution of the basketball specific LTAD posters;
- Develop resources to enhance sharing;
- Engage all partners in the process;
- Engage all levels of government to assist in aligning the system.

### Rationale:

- Without an aligned system we can not impact the “game”;
- Sport Canada is moving to accountability. LTAD alignment is one of the key factors. Provincial sport organizations are also moving to the implementation of LTAD. This will move across ministries (i.e. health and education at the provincial level, sport and wellness at the federal level);
- An aligned system allows basketball to be a leader and have a positive influence in all areas of the Canadian Sport System and society.

## 10. Continuous Improvement (Kaizen)

改善

Basketball must continue to respond to research that keeps them up to date. We need input from all partners. Basketball has a sport science and medical program plan (SSMP) and is continuing to build Integrated Support Teams (IST). These are groups of world class experts who provide information to the coach on the most recent and up to date material.

Group decisions are made that produce the best possible training for the athletes. No one can be the expert on all areas of a sport. We must also constantly “mine the data” to share best practices within our sport and from other sports. Change is brought about through improvement and innovation. These must be monitored to evaluate their effectiveness.

### Recommendations:

- Advisory committees need to be established to analyze current practices. These committees should be a cross section of the basketball community. It is not wise to have all members from a similar background and specialists in the same stage of LTAD;
- Action plans need to be developed to determine implementation strategies;
- Measurements need to be taken to determine the impact of the strategy;
- Constant monitoring needs to be done;
- Best practices need to be shared across the country;
- Sport-specific research needs to be done to explore the concepts and ideas that are currently in use.

### Rationale:

- LTAD is a living, growing process, without constant monitoring it becomes another “flash in the pan”;
- By engaging all parties in the process they take ownership of LTAD.





## The 10 S's of Training

The Five Basic S's (see [www.ltad.ca](http://www.ltad.ca) for more information).

**Stamina (Endurance)** - The window of optimal trainability for stamina occurs at the onset of the growth spurt. Aerobic capacity training is recommended before children reach their fastest rate of growth. Aerobic power should be introduced progressively after growth decelerates.

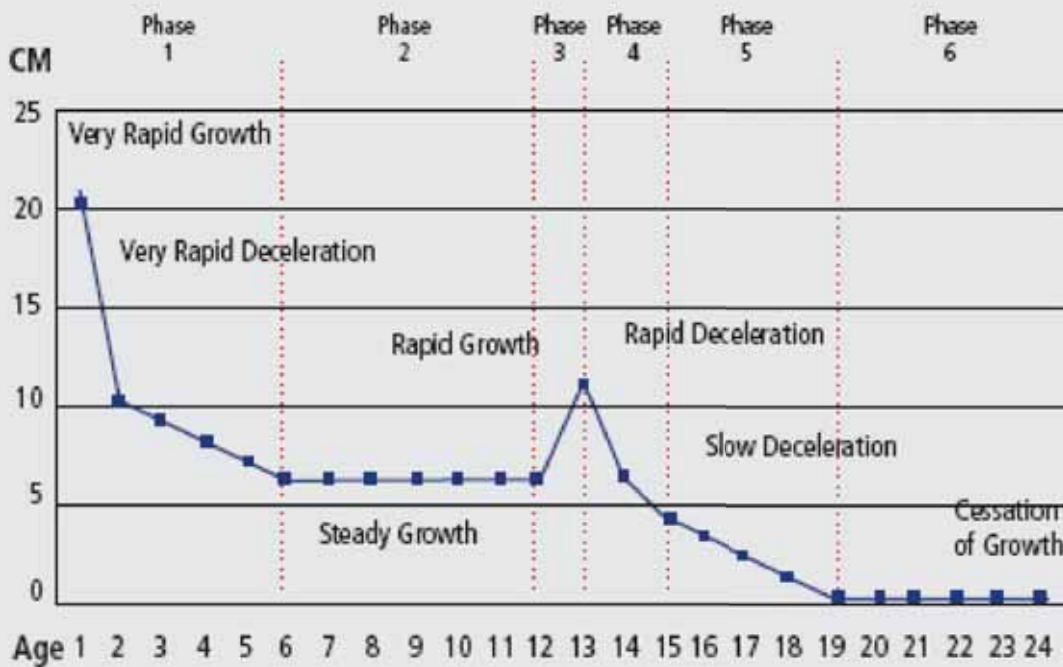
**Strength** - The window of optimal trainability for females is immediately after their fastest rate of growth and at the onset of menarche (first menstruation), while for males it is 12 to 18 months after their fastest rate of growth.

**Speed** - For males the first speed training window occurs between the ages of 7 and 9 years and the second window occurs between the ages of 13 and 16. For females the first speed window occurs between the ages of 6 and 8 years and the second window occurs between the ages of 11 and 13 years.

**Skill** - The window for optimal skill training begins at the age of 9 for males and the ages of 8 for females. This window ends at the onset of the growth spurt.

**Suppleness (Flexibility)** - The optimal window of trainability for suppleness in both females and males occurs between the ages of 6 and 10. Special attention should be paid to flexibility during the growth spurt.

**Figure 7**  
**Phases of Measurement**



## The Five Additional S's

### Structure

The structure/stature component links the six stages of growth to the windows of optimal trainability. Coaches and parents can use stature measurements (i.e. height) before, during and after maturation as a guide for tracking developmental age. Such tracking then allows coaches to address the critical or sensitive periods of physical development (endurance, strength, speed and flexibility) and skill development. Diagnostics for identifying strengths and weaknesses are critical for properly considering structure and stature in the design of training plans.

### (p)Sychology

Sport is a physical and mental challenge. The ability to maintain high levels of concentration while remaining relaxed and confident is a skill that transcends sport and enhances everyday life. To develop the mental focus for success at high levels, young athletes need mental training that complements their physical training, designed specifically for their gender and LTAD stage. Even at young ages, mental training is critical since dealing with success and failure impacts children's continuation in sport and physical activity.

### Sustenance

When the body performs physical activity, it must be replenished with a broad range of components. Sustenance prepares athletes for the volume and intensity required to optimize training and live life to the fullest. Sustenance includes nutrition, hydration, rest, sleep, and regeneration - all of which need to be applied differently to training and lifestyle plans depending on the LTAD stage. In managing sustenance and recovery, parents can assist coaches by identifying fatigue. Fatigue can come in many forms including metabolic, neurological, psychological, environmental and travel fatigue. While overtraining or over-competition can lead to burnout, improperly addressing sustenance can lead to the same results.

### Schooling

In designing training programs, school demands must also be considered. Programs should account for school academic loads, timing of exams and school-based physical activities. When possible, training camps and competition tours should complement, not conflict, with the timing of major academic events at school.

Overstress should be monitored carefully, including the everyday stresses related to schooling, exams, peer groups, family, boyfriend or girlfriend relationships, and increased training volumes and intensities. Coaches and parents should work together to establish a good balance between all factors.

### Socio-Cultural

Sports and physical activities often present children with social and cultural experiences that can enhance their holistic development. These experiences can broaden their socio-cultural perspective by providing increased awareness of:

- Ethnicity
- Geography
- Literature
- Diversity
- Architecture
- Music
- History
- Cuisine
- Visual art

Through periodization, annual planning, a child's activity or sport can offer much more than a simple commute between the activity venue and the home or hotel room.

### Goals of the ADM

- To provide a consistent, acceptable framework for coaches to use in developing players;
- To provide consistent leadership in the development of basketball in Canada;
- To provide age and stage appropriate competition to practice ratios that will allow our players to develop the skills fitting for their stage of development;
- To place the suitable emphasis on winning required for each stage of development;
- To ensure that the fundamental movement, mental, technical and tactical basketball skills are being introduced in a systematic and timely way;
- To ensure appropriate considerations are taken to designing programs that will be inclusive and allow everyone the potential for self-fulfillment;
- To recognize the importance of quality leadership at all level of programming.



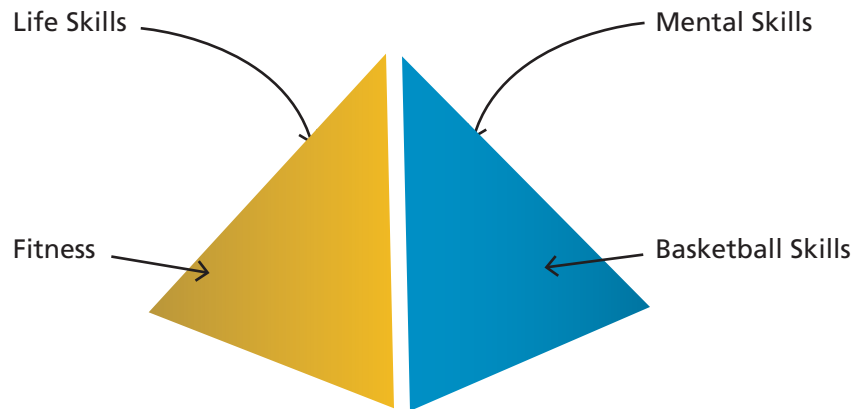
## Teaching the Game

Canada Basketball has developed a basketball pyramid to aid coaches in their planning and teaching of the game of basketball. The pyramid has been adapted from the Hockey Canada Player Development Pyramid to fit the unique nature of the game of basketball. The pyramid combines the progressions a coach should use when teaching basketball skills, fitness, life skills and motivation with Canada Basketball's Athlete Development Model (ADM). The ADM uses long term athlete development (LTAD) as its guide. It states that in order for athletes to achieve success at all stages of development the unique characteristics of each stage must be adhered to.

**Figure 8** The Basketball Pyramid

**The pyramid has four faces:**

- Face 1 - Basketball Skills
- Face 2 - Fitness
- Face 3 - Mental Skills
- Face 4 - Life Skills



**Figure 9** Basketball Pyramid Components



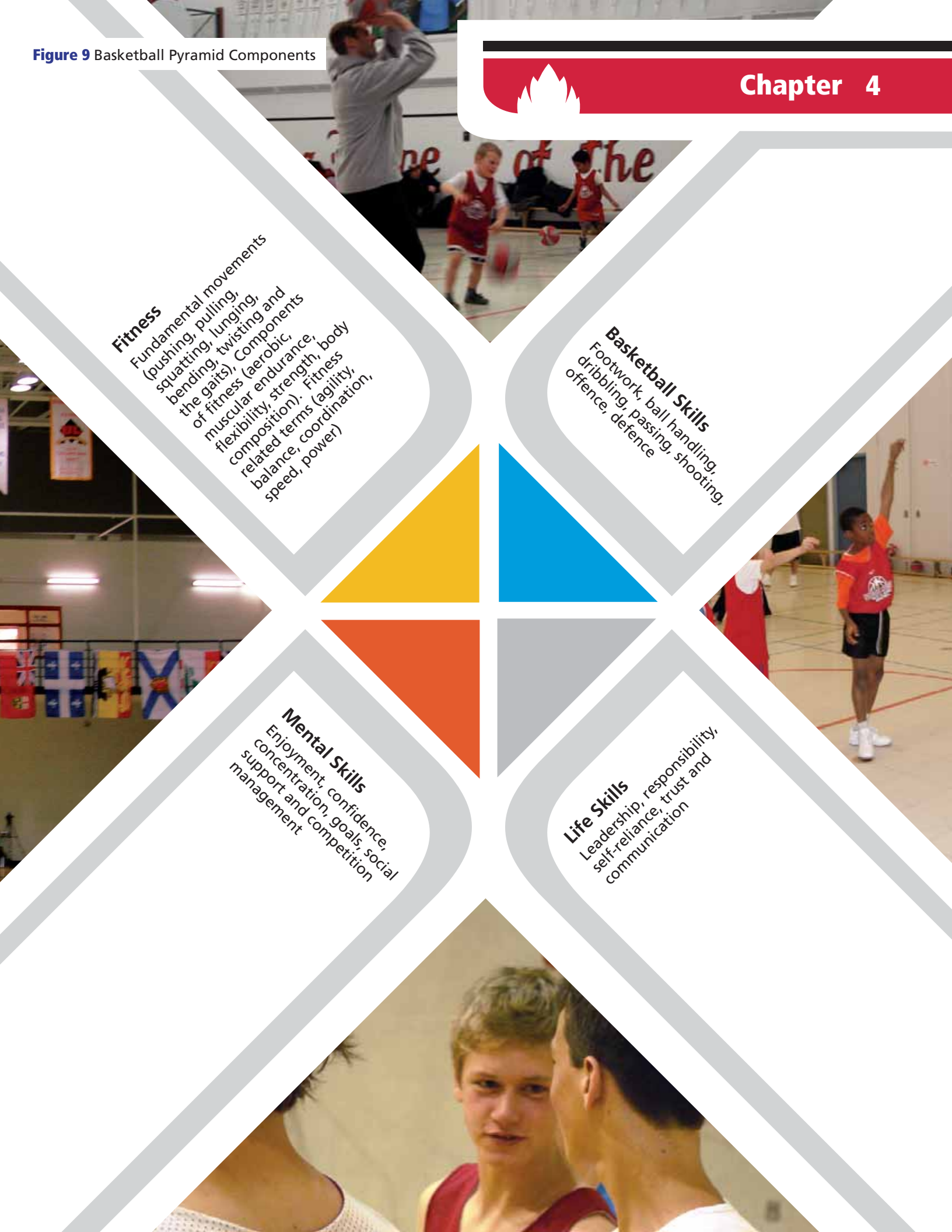
**Fitness**

Fundamental movements (pushing, pulling, squatting, lunging, bending, twisting and the gaits), Components of fitness (aerobic, muscular endurance, flexibility, strength, body composition). Fitness related terms (agility, balance, coordination, speed, power)

**Basketball Skills**  
Footwork, ball handling, dribbling, passing, shooting, offence, defence

**Mental Skills**  
Enjoyment, confidence, concentration, goals, social support and competition management

**Life Skills**  
Leadership, responsibility, self-reliance, trust and communication







## Fundamentals

These are the foundation skills or principles that all players need to learn. In learning the fundamentals, the player will be educated in the “how to” and “why to” of basic basketball. For example; if a player knows how to dribble and why to dribble, he/she has acquired the basic fundamental skill of dribbling.

## Technical

These skills are more specific in nature and involve decision making. The emphasis is on “when to” execute a skill of the game. Lots of repetition is required in order to enhance the learning of the skills. For example: if a player sees a defender’s chest in front of his/her path and changes direction, the player has the technical skill of a “change of direction” dribble.

## Strategy

This is the long-term plan. Here the learning takes place through exposure to real game-like conditions. The player is learning “what to do.” For example: the players are taught a simple pattern or given roles or concepts to attack the defence in the half court. This would be considered the team’s offensive strategy.

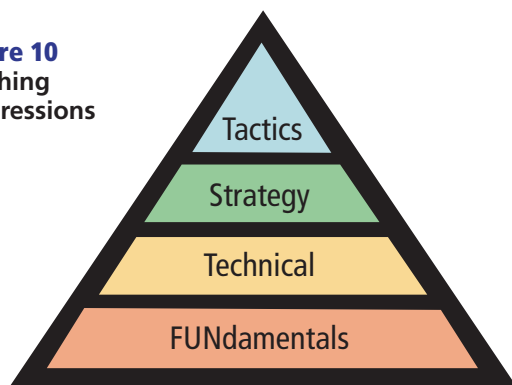
## Tactics

These are the short-term adjustments that are made to the long-term plan. Tactics are very specific in nature and are used in preparation for or within a particular game. For example, the day before a game the team works on forcing players to drive left because they know the opponent can only drive right.

## Long Term Athlete Development

The final element is adding the long term athlete development model to the pyramid. These triangles help show the coach what percentages of time should be spend on each element. The example below deals only with the basketball skill face. Work still needs to be done on the fitness/mental skills faces.

**Figure 10**  
Teaching  
Progressions



**Figure 11** Combining Teaching  
Progressions with LTAD



## Canada Basketball's ADM has the following stages:

### Active Start: Ages: 0-6 year old females and males

The objective is to learn fundamental movements and link them into play. Physical activity is essential for healthy child development. Among its other benefits, physical activity also:

- Enhances development of brain function, coordination, social skills, gross motor skills, emotions, leadership and imagination;
- Helps children to build confidence and positive self-esteem;
- Helps to build strong bones and muscles, improves flexibility, develops good posture and balance;
- Improves fitness, reduces stress and improves sleep;
- Promotes healthy weight;
- Helps children learn to move skilfully and enjoy being active.

Physical activity should be fun and part of the child's daily life, not something required. Active play is the way young children are physically active. For this reason it is recommended to steer clear of adult organized basketball at this time. Children with disabilities are encouraged to take part in organized physical activity and active play. It is important for the healthy development of children with disabilities that they acquire the habits of lifelong activity.

Children during this time rapidly outgrow their mobility aids (such as bicycle, skipping rope, etc). Communities need to find effective ways - equipment swaps or rentals, for example - to ensure that all children have access to the equipment they need to be active.

### FUNDamental: Ages 6-8 year old females and 6-9 year old males

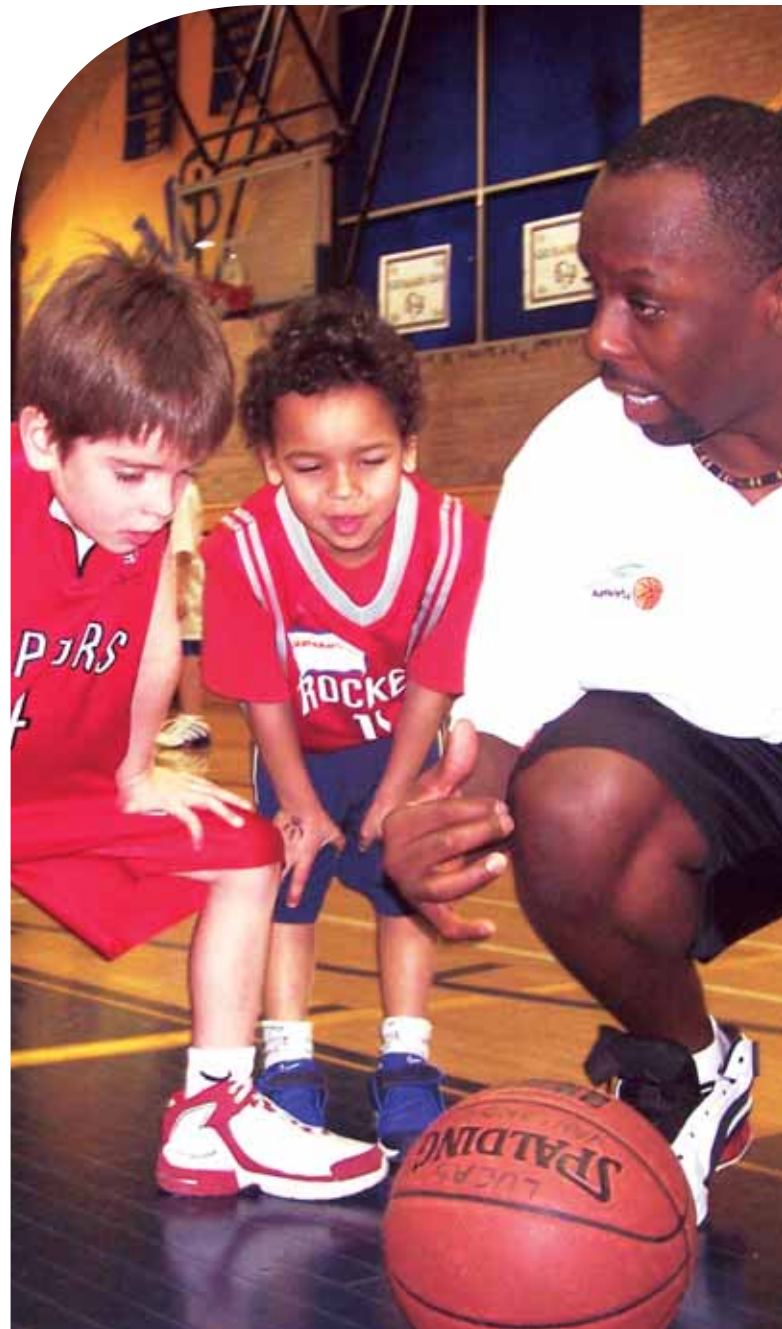
**a) 6-7 for females and 6-8 for males** - the emphasis is on fun games that use basketball to teach fundamental movements and introduce basic basketball skills.

**b) 7-8 for females and 8-9 for males** - modified basketball games (1-on-1, 2-on-2, 3-on-3, and 4-on-4) are used to consolidate fundamental movements and aid in acquisition of the basic basketball fundamentals. During this stage the basic building blocks on which the game is built are being established. There are two parts:

**1) Fundamental movements** - pushing, pulling, lunging, squatting, bending, twisting and our three gaits, walking, jogging and sprinting. When these movements are combined they create things such as

agility, balance, throwing, catching, jumping, etc. It is also important that players can perform these fundamental movements in the three planes of the body - the frontal, which divides the body between front and back; the sagittal, which divides the body into right and left; and the transverse which divides the body into top and bottom.

**2) Basic basketball fundamentals** - these include stance, footwork, dribbling, passing and shooting. It is important that the athletes again are able to perform these skills using the many planes of the body. The key fundamental in regards to motivation is enjoyment. Players need to develop a love and passion for play. The technical decisions are based around simple decisions: should I pass or shoot? Should I dribble left or right?



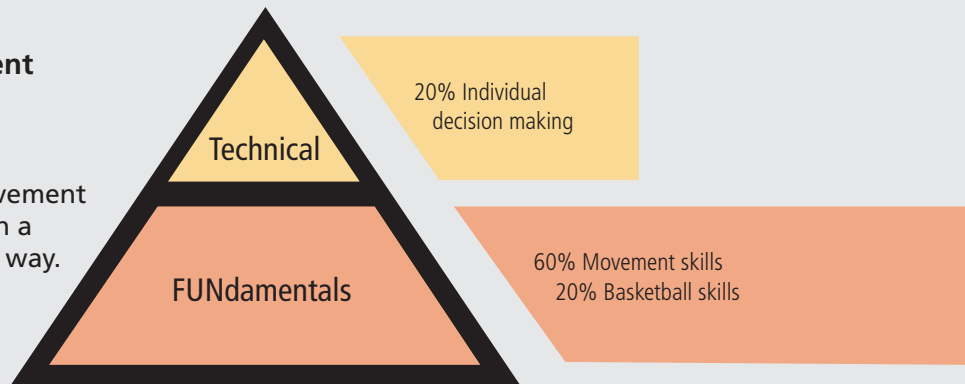


**Figure 12**

**FUNdamentals Movement**

6-7 year old females and  
6-8 year old males

To learn fundamental movement skills through basketball in a positive, inclusive and fun way.

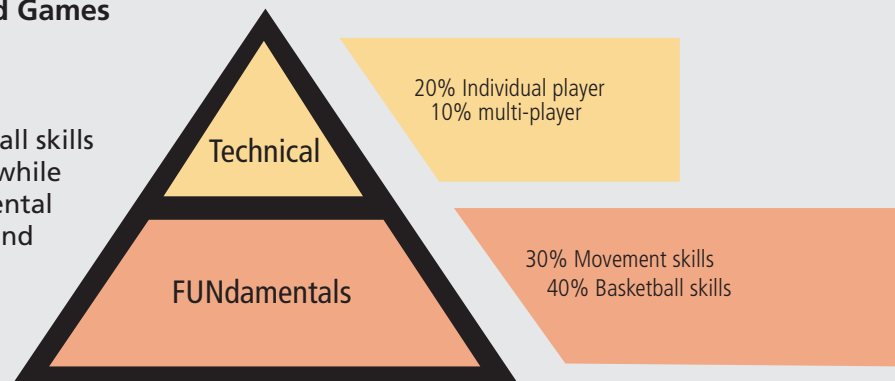


**Figure 13**

**FUNdamentals Modified Games**

7-8 year old females and  
8-9 year old males

To learn the basic basketball skills through modified games while still emphasizing fundamental movement skills in a fun and inclusive environment.



## Learn to Train: Ages 8-11 year old females and 9-12 year old year old males

At this stage the technical skills can start to be emphasized. The basic fundamentals are still important since many children will also use this stage as an entry level. Simple developmentally appropriate tactics can be used to allow the children to play team basketball. Emphasis is on applying the basic skills to game-like situations. The players must make decisions on when to use the skills and how the skill should be properly applied. Technical skills can be individual or multi-player. The basic strategies evolve around basic offence and defence. Emphasis is on proper spacing and understanding of team play. Fitness is done through the game. Children can do body weight activities (example push ups, lunges, squats, etc). Enjoyment is still a major component. Simple goal setting and concentration skills are also introduced.

## Train to Train: Ages 11-15 year old females and 12-16 year old males

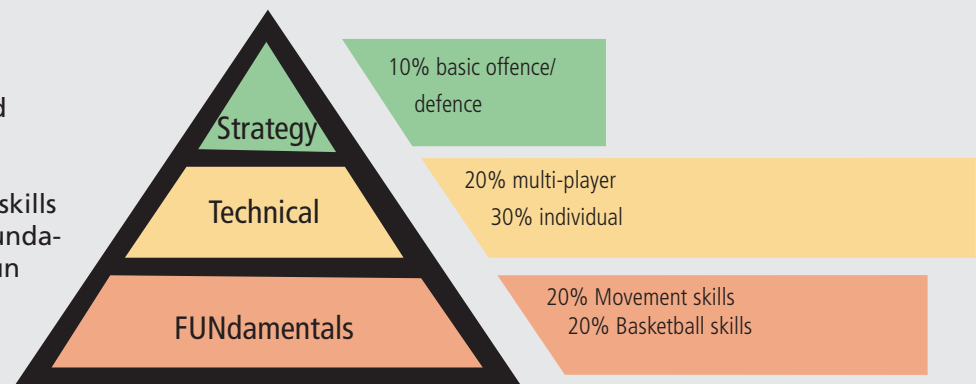
a) **11-13 females and 12-14 males** - the emphasis is still on refining the fundamentals and consolidating the technical skills. Developmentally appropriate tactics become more important.

b) **13-15 females and 14-16 males** - players should be refining their technical skills. Some athletes will begin to become creative. Tactics such as zone offence/defence and presses/press breaks are added during this stage. Near the end of this stage, simple strategies can be employed. When various technical skills are combined to form a system of play, you have created a tactic. These are conceptual in nature and still allow the players freedom to make decisions. Teams will have tactics for transition, offence, defence etc. Individualized training is important for the player to improve.

**Figure 14**

### Learn to Train 8-11 year old females and 9-12 year old males

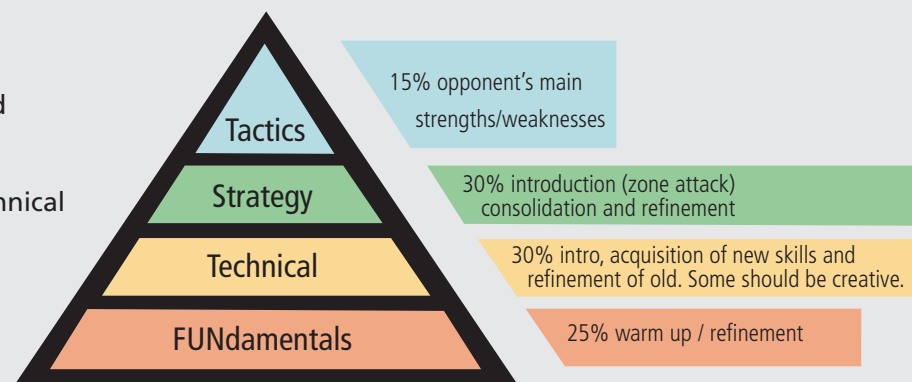
To learn basic basketball skills while still emphasizing fundamental movement in a fun inclusive environment.



**Figure 15**

### Train to Train 11-15 year old females and 12-16 year old males

To introduce the basic technical and strategies of "global" basketball with a more structured approach to training.





## Train to Compete: Ages 15-18+/- females and 16-18+/- males

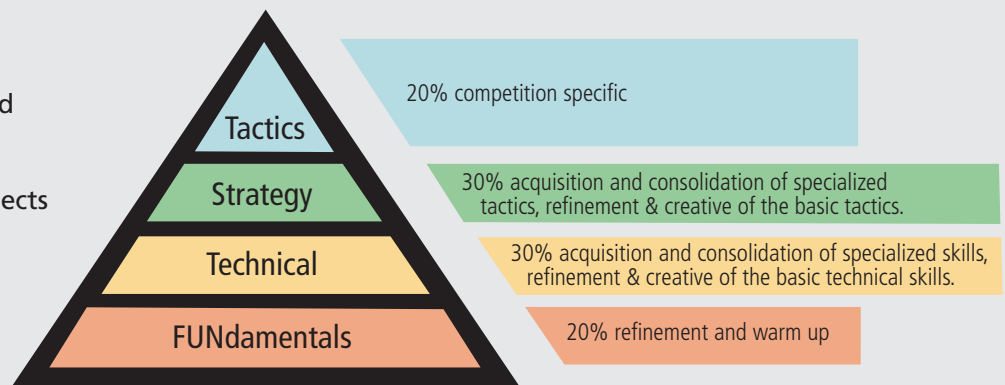
During this phase, the basic fundamentals should be taken to the creative level. Players will be introduced to many higher level technical skills that allow them to start to specialize. Players will be exposed to most if not all strategies of the game. When various technical skills are combined to form a system of play you have created a strategy. These are conceptual in nature and still allow the players freedom to make decisions. Teams will have strategies for transition, offence, defence etc. Athletes should begin to have season plans for conditioning and motivational training taking into consideration the sum of the parts of their basketball year (i.e. high school, club, provincial, national) These should be developmentally appropriate and should include quality individualized training.

**Figure 16**

### Train to Compete

15-18+/- year old females and  
16-18+/- year old males

To introduce athlete's to aspects of the game and begin to refine all technical and strategic components. The major objective of the stage is to learn how to compete under any circumstances.



## Learn to Win:

Ages 18-23 +/- females and 18-25 +/- males

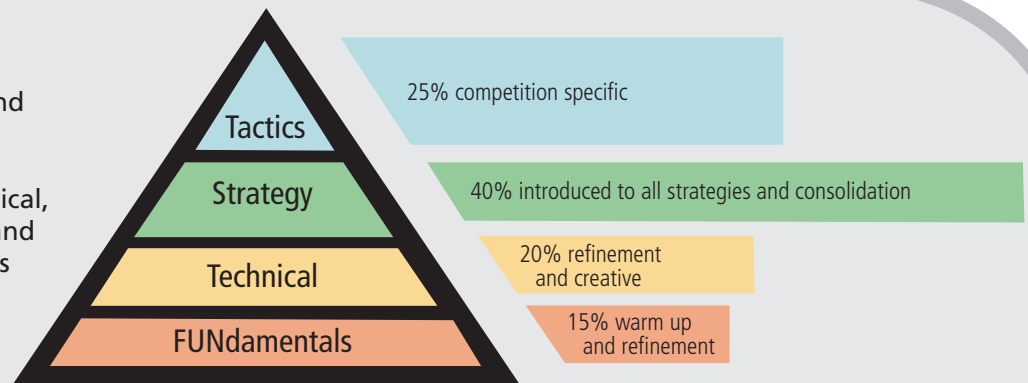
The emphasis is on refinement of all technical skills. Basic tactical skills should also be in the refinement stage. Many should be in the creative stage. The athletes will have been introduced to all strategies and specialization and that is important. When a team adjusts or emphasizes a strategy in preparation for a specific opponent, the coach is applying tactic. The season plans become very specialized for each athlete.

**Figure 17**

### Learn to Win

18-23+/- year old females and 18-25+/- year old males

To establish all of the technical, strategic, physical, mental and ancillary skills and capacities needed to compete at the highest level.



## Train to Win:

Ages 23 + females and 25 + males

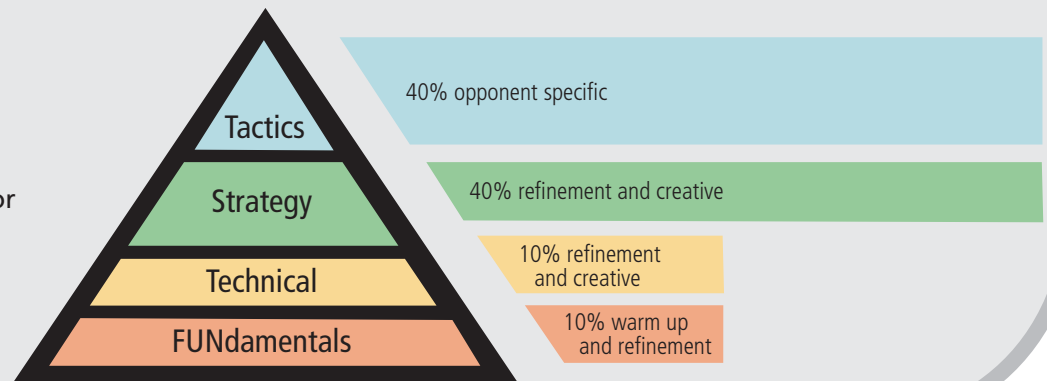
The athletes should be able to work on refinement and creative skills. The major emphasis can be on high level tactics and strategy. Athletes need very personalized programs. Preparation also needs to begin for retirement and transition other phases of the athletes' lives.

**Figure 18**

### Train to Win

23+ year old females and 25+ year old males

To optimize performance for domestic and international competition.





## Active Start

(Ages 0-6)

### Active Start To-Do List

- Provide organized physical activity for at least 30 minutes a day for toddlers and at least 60 minutes a day for preschoolers.
- Provide unstructured physical activity - active play - for at least 60 minutes a day and up to several hours per day for toddlers and preschoolers. Toddlers and preschoolers should not be sedentary for more than 60 minutes at a time except when sleeping.
- Provide physical activity every day regardless of the weather.
- Starting in infancy, provide infants, toddlers and preschoolers with opportunities to participate in daily physical activity that promotes fitness and movement skills. Provide parents and care givers with age-appropriate information.
- Ensure that children acquire movement skills that build towards more complex movements. These skills help lay the foundation for lifelong physical activity.
- Encourage basic movement skills - they do not just happen as a child grows older, but develop depending on each child's heredity, activity experiences and environment. For children with a disability, access to age and disability appropriate adapted equipment is an important contributor to success.
- Focus on improving basic movement skills such as running, jumping, twisting, wheeling, kicking, throwing and catching. These motor skills are the building blocks for more complex movements.
- Design activities that help children to feel competent and comfortable participating in a variety of fun and challenging sports and activities.
- Ensure that games for young children are non-competitive and focus on participation.
- Because females tend to be less active than males and children with disabilities less active than their peers, ensure that activities are gender-neutral and inclusive so that active living is equally valued and promoted for all children.



# FUNdamental Stage

(Ages 6-8 females, 6-9 males)

The goal at this level is to learn fundamental movement skills through basketball in a positive fun way. The participants will be introduced to very basic fundamental basketball skills. *It is not to win, but rather to have fun while playing sports* and ensuring success. It is the coach's duty to guarantee success for every participant. The intended emphasis should be focused on giving children the basic fundamental movement skills; agility, balance, coordination and speed; thereby making them physically literate. Providing these basic athletic skills will build a base for the child that will enable him or her to develop to their full physical potential in later years. Players should learn good practice technique. Enjoyment of the experience is paramount and to aid this, coaches will strive to make certain that all the children will be successful in accomplishing given tasks.

## POINTS OF EMPHASIS

### Fundamental movement skills

- Agility
- Balance
- Coordination (throwing and catching)
- Proper running technique - forwards, sideways and backwards
- Change of speed and direction
- Jumping and landing
- Starting and stopping (jump stop, stride stop)
- Pivoting-front and reverse

### Fundamental Basketball Skills

- With and without ball
- Ready Position
- Offence - triple threat stance
- Vision - play with eyes up

### Ball Handling

- Ball control
- Stationary dribbling (low, high, wide)
- Movement while dribbling (running, sliding, walking, change of direction, starts, stops, low, high)

### Passing Skills

- Stationary passing
- Moving passing
- Passing to a team mate
- Receiving the ball - absorbing
- Catching on the move
- Catching the ball with 2 hands, 2 eyes, 2 feet

### Shooting Skills

- Squaring feet and shoulders to sight the target
- Push with both legs
- Follow through (release) - first without ball/then with ball
- Close range shots
- Lay-up progression

## PLAYING PRINCIPLES

### Basic Offensive Concepts

- Advancing the ball towards your offensive basket
- Shooting the ball into the basket to score
- Spacing of players (ideal spacing is 3 to 4 m)
- Cutting of players (away from the ball or towards the ball)

### Basic Defensive Concepts

- Recognition of knowing when you are on defence
- Recognition of the person he/she is defending
- When defending the ball, stay between the person you are guarding and the basket
- When defending away from the ball, stay between the person you are guarding and the basket





## GAME MODIFICATIONS

To properly develop basketball players, we must alter the training environment of this group of athletes in order to suit their needs. The following modifications are recommended:

- Play with a smaller-sized basketball either a size 3 or 5. Small hands require small basketballs;
- Play at lower hoops. It is much easier for young players to learn to shoot correctly on hoops that are within their range. (2.60 metres is recommended);
- Reduce the number of players when scrimmaging as this allows everybody more opportunity to handle the ball. (3-on-3 or 4-on-4);
- Play player-to-player defence;
- There will be many rules violations (e.g. double dribbles, travels and other violations). Let many of them go, but explain the infraction as learning opportunity for the entire group;
- Have players play an equal amount of time of during the modified games;
- Players should be taught balanced spacing on the court. Avoid designating set positions that limit players having the opportunity to handle the ball;
- Coaches must use creative scoring principles in order to encourage learning. For example, a team scores a point for every pass completed;
- It is not recommended to keep a visible score at this time. The focus is on play and not finding the winner of the game.

## DEVELOPMENTAL CHARACTERISTICS

### Physical Development

#### Basic Characteristics

- Larger muscle groups are more developed than smaller ones;
- The cardio vascular system is still developing;
- Basic motor patterns become more developed near the end of this phase and balance is maturing;
- Females develop coordination faster than males;
- Fast twitch muscle fibre (those parts of the muscle that are responsible for athlete quickness) recruitment can contribute to future speed capacities. Speed work must be part of warm-ups when players are fresh.

### Performance Capabilities

- The child's aerobic system (for activity that lasts longer than 2 minutes) is trainable but emphasis should be on the anaerobic system (for quick activities or bursts of activity that last up to 10 seconds);
- Children are more skilful in gross movements involving large muscle groups than in precisely coordinated movements involving interaction of small muscles;
- The body is very susceptible to injuries through stress or heavy pressure;
- There is improvement in speed, agility, balance, coordination and flexibility towards the end of this phase.

### Performance Indicators

- The child demonstrates the ability to perform correct running, jumping, catching and throwing skills;
- The child demonstrates the ability to perform the basic movement skills of starting, stopping, change of direction, change of speed;
- The child demonstrates a progression in developing the ABC's of Athleticism (agility, balance, coordination and speed);
- The coach monitors body alignments (ankle, hip, shoulder, back). This is explained in NCCP Community Coach and Introduction to Competition;
- The child participates in as many activities as possible, ideally 4 per week (2 are basketball, 2 are other sports or activities and should be physically active for the other three days of the week).

### Implication for Coach

- Basic athletic skills should be developed during this phase;
- Short duration, anaerobic activities and alactic (short bursts of energy) activities should be planned. Endurance must be developed through play and games;
- Use slow progressions in hopping and bounding. Strength training limited to the body weight of the athlete, Swiss balls and medicine balls;
- Activities should emphasize coordination and kinaesthetic sense;
- Gymnastics, diving and athletics are excellent for the development of young athletes. Obstacle courses and relays are activities that improve the child's athleticism;
- Work on speed (ability to react to stimuli and move as fast as possible to desired destination) when children fresh;
- Children should be active (not necessarily basketball) at least 4 times per week for improvements to be made.

## Physical Capacities

The framework of the **Five S's of Training and Performance** will be used throughout the Athlete Development Model to describe the trainability of the various training and performance factors, namely:

- **Stamina (or endurance)**
- **Strength**
- **Speed**
- **Skill**
- **Suppleness (or flexibility)**

### The Principles of Training and Performance during the FUNdamental Stage:

**Stamina** - At this stage, the trainability of the aerobic system is good. Aerobic training should take place in the form of games with an aerobic component. Young athletes usually have a fairly short attention span so a variety of games presented one after the other is ideal. Aerobic games on and off court should be emphasized.

**Strength** - Strength gains during pre-adolescence are possible. It appears that children are as trainable as adolescents or young adults but strength gains for this age group are mainly in relative strength (percentage improvements) rather than in absolute strength.

Strength gains before puberty occur through improvements in motor coordination, and through morphological and neurological adaptations. Exercise and increased muscle activation will also increase strength. It is important to remember that structural changes, such as muscle hypertrophy (muscle shrinkage), should not be expected for this age group.

Strength training can be introduced at a very early training age using the athlete's own body weight, Swiss balls and medicine balls in exercises that are fun.

Swiss ball exercises contribute to core stabilization (strengthening the muscles of the mid-section so that the centre of gravity is maintained over the base of support during movement - these result in efficient movement) and upper and lower body strength development and help to develop balance. The development of core stabilization is very important at all training ages.

**Speed** - two sensitive windows of time are identified in the scientific literature as potential periods for accelerated adaptation to speed training (Virus et al., 1998/1999) are:

- **Females 6 to 8 years and 11 to 13 years**
- **Males 7 to 9 years and 13 to 16 years**

The first window for speed training for both females and males is not energy system but rather Central Nervous System (CNS) training (agility, quickness, change of direction). The volume and duration of training is very low but the CNS and to some extent, the anaerobic alactic system (the system used in activities of less than 10 seconds) should be challenged.

Anaerobic alactic, power and capacity should be trained by interval training (a series of short sprints). This training should only begin during the second window of accelerated adaptation to speed training which occurs in the **Train to Train** stage.) Interval training is not recommended for the **FUNdamental** stage.

**Skill** - the primary importance of this stage is to develop physical literacy, including the ABC's of Athleticism - **A**gility, **B**alance, **C**oordination and **S**peed; the ABC's of Athletics - run, jump, throw. The introduction to these activities is crucially important for future athletic development. These basic fundamental movement skills should be mastered during this stage.

Physical literacy is most trainable from the ages of 5-12. It is important to note that skill trainability gradually declines after 11-12 years of age or more precisely after the onset of the growth spurt.

**Suppleness** - the introduction to the basics of flexibility training should be done through fun and games. The use of dynamic follow-the-leader-type activities where the children move their bodies in all directions, twisting and turning the body in different planes are desirable. Flexibility is a key training and performance factor. Optimal individual and sport-specific flexibility should be established at a very early training age.

Flexibility training should be done 5 to 6 times per week if flexibility needs to be improved. 2 to 3 sessions of flexibility training each week or flexibility training every other day will maintain current flexibility levels.

Static stretching (stretching that is done very slowly, in which a body part is held for 15-20 seconds) should be removed from warm ups. Static stretching does not prevent injuries, however fitness does. In principle, static stretching and PNF (proprioceptive neuromuscular facilitation - a limb is actively and slowly taken to its end point) should be performed 2 hours prior or 2 hours after training and/or competition activities.



## Mental and Cognitive Development

### Basic Characteristics

- Children must be active because attention spans tend to be short;
- Children have a limited reasoning ability;
- Children should repeat movements;
- Children have blossoming imaginations.

### Performance Capabilities

- Children cannot sit and listen for long periods of time;
- Children like and need to be led;
- Children should be able to experiment and create.

### Performance Indicators

- The children will become restless and easily distract when listening;
- There will be hesitation in following the instruction;
- The child may have a look of confusion.

### Implication for Coaches

- Use short clear, simple instructions. Children want to move and to participate in actions;
- Coaches should adopt a “follow me” approach;
- Coach must be able to provide a correct demonstration and correction of skills;
- Coaches should encourage input from children.

### Psychological Skills

- The coach should provide a positive environment, based on positive reinforcement;
- The coach should provide enormous encouragement;
- The coach should keep things simple, and have a good demonstration of skills;
- The coach should encourage and promote self expression and self discovery;
- The coach should utilize activities that challenge and promote fun and success;
- The coach should emphasize effort verses outcome;
- The coach should combine males and females together in activities;
- The coach should encourage interaction with peers;
- The coach should provide an environment in which the children have fun while learning, playing and developing.

## Performance Indicators

- The player should demonstrate enthusiasm and desire to play and learn in a positive environment;
- The player should demonstrate the ability to deal with simple problem-solving tasks that arise out of activities;
- The player should demonstrate the ability to understand the concept of team, as well as the concept of cooperation, respect and fair play;
- The player should focus on being the best he/she can be by trying to give his/her best effort;
- The player has fun while learning, playing and developing.

## Emotional Development

### Basic Implications

- The child’s self concept is developing through experience and comments from others;
- Children like to be the center of focus and attention;
- Influence of peers becomes very strong;
- The child wants challenges and opportunities to experiment with all kinds of activity and movement. There is a limited fear attitude;
- The child understands the need for rules and structure.

### Performance Capabilities

- Children perceive athletic experiences as a form of self expression;
- If a situation becomes threatening children tend to lose confidence;
- Children enjoy playing simple games with simple rules.

### Performance Indicators

- The child will be excited to try new activities;
- Children will ask the coach to observe what he/she has done;
- Children participate with enthusiasm in an activity;
- There will be no arguing about the rules;
- Everyone is participating, no one is left out.

### Implications for Coaches

- The coach needs to provide positive reinforcement on a regular basis;
- The coach needs to structure all activities so success is guaranteed;
- The coach must be able to properly assess the basic skills and provide a varied repertoire of practical opportunities for the technical and tactical development and improvement of players;
- The coach should endeavour to make children feel comfortable enough to try a variety of activities. Do not worry about mistakes of a technical nature.



### Ancillary Capacities

- Activity elements of warm-up and cool down need to be introduced and implemented regularly by the coach so that the children can establish their own routines;
- Proper gym and activity apparel are important elements of sports;
- Introduction and development of healthy nutrition and hydration habits are guidelines set forth by the coach. This information should be provided to players and parents;
- Players should be introduced to a simple debriefing procedure. The coach can ask the players simple questions:
  - What did you do well today?
  - What did you learn?
  - What did you like best about today's practice?
  - It is best to draw from the players and not tell them what you observed as a coach. This should be done after the players have a chance to speak.

### PRACTICAL APPLICATIONS FOR THE FUNDAMENTAL PHASE

- The various stages of physical, cognitive and emotional development are predictable, but the rate or tempo of that development is individually and genetically determined. Thus, athletes will go through the same development but at different rates;
- As many sports as possible should be included in the athlete's development. Sports such as gymnastics and athletics should be high on the list since the ABC's are taught and learned in these sports;
- Speed and power training are essential during these years to teach the central nervous system how to fire properly. This type of training should be done at the beginning of practice sessions while players are fresh;
- Use body weight for strength, endurance, agility and speed development. Keep it fun and stay within the training guidelines to avoid overtraining and burnout;
- Make everything into a game;
- Technical and tactical development should be constructed in a way that ensures success for players. Tactical solutions must be based on technical abilities;
- Remember that 3 training sessions per week is maintenance only. For young players to improve, they must be active 4 times per week (ideally, 2 are basketball, 2 are other sports or activities and should be physically active for the other 3 days of the week).

### A sample practice plan for players aged 6-9 years:

- 60 minutes in length
- Warm-up including speed work and agility 5-10 min
- Technical skills and drills 35-40 min
- Scrimmage and simple tactics 10 min
- Cool down 5 min

### Emphasis should be placed on:

- Acquiring the ABC's of Athletics;
- Basic basketball fundamentals;
- Playing to have fun;
- Playing games through which the rules, cooperation and fitness will be developed.





## Learn to Train Stage (L2T)

**(Basketball Skills)**

**(Ages 8-11 females, 9-12 males)**

This is the major motor learning stage. One of the most important periods of motor development for children is between the ages of 9-12 (Balyi and Hamilton, 1995; Brohms, 1985; Rushall; 1998; Viru et al., 1998 and 1999). During this time, children are developmentally ready to acquire the fundamental movement skills that are the cornerstones of all athletic development. The fundamental skills described previously as “physical literacy” should be taken to a higher level at this stage. In addition the basic basketball skills should be mastered, but participation in other sports is still encouraged.

Young athletes at this stage need to learn how to train at its most basic level. They should be introduced to the basic technical/tactical basketball skills and ancillary capacities including: warm up and cool down, stretching, hydration and nutrition, recovery and regeneration and mental preparation. Parents should be educated in this information (See [www.ltad.ca](http://www.ltad.ca); Developing Physical Literacy: A Guide for Parents of Children Ages 0 to 12 and Steve Nash Youth Basketball Parent’s Guide.) This knowledge base is developed even further in the later stages of athlete development.

This focus on training rather than on competing should be reflected in the annual competition calendar for this group of athletes. Too many competitions waste valuable training time. Conversely, not enough competition inhibits the practice of technical skills (decision making) and learning how to cope with the physical and mental challenges presented by competitions. The key is to find the proper balance. The Competition Review for Canadian Basketball will be tasked with determining the minimum number of competitions that allows the players to apply their skills in a competitive environment and develop games sense, but do not exceed the maximum number of games that will inhibit training and development.

*Focus on the process not the outcome.*

### POINTS OF EMPHASIS:

If fundamental movement skills training are not developed between the ages of 8 to 11 for females and 9 to 12 for males, skills may not be fully recaptured at a later time (although carefully planned and early remedial programs can contribute to limited success.) For this reason fundamental movement skills and fundamental sport skills must still be stressed during this stage.

#### Fundamental Movement Skills

- Developed and refined

#### Fundamental Basketball Skills

##### Ready Position - Without Ball

- Develop and refine
- Movement - change of direction, change of pace and faking
- Vision - play with eyes up, scanning

##### Ready Stance - With Ball

- Triple threat
- Holding the ball
- Footwork - pivoting (front and reverse), using both feet to pivot on
- Movement with ball - jump stops, stride stops
- Starting - being able to push off effectively with both feet. With and without the ball

#### Dribbling

- Stationary dribbling with left and right hand
- Dribbling while moving with left and right hand in all directions
- Speed dribble, control dribble, change of direction dribble with left and right hand
- Vision - be able to handle the ball while scanning the floor

#### Passing and Catching

- Introduction or refinement of the basic stationary passes (chest, bounce, overhead, baseball)
- Passing and catching on the move
- Passing and catching against an opponent

#### Shooting

- Introduce BEEF (Balance, Eyes, Elbow, Follow through), concepts of shooting should become more exact
- Introduce or refine technique for lay-ups from both sides

#### Developing One on One Skills

- Triple threat stance, squaring up to the basket
- Reading the defence
- Ball fakes and foot fakes (small and quick)

### Getting Open

- Moving to get open
- Coming to the pass
- Pivot to be an offensive threat

### Defensive Stance on the Ball

- Introduce stance
- Moving in your defensive stance while staying between the player you are guarding and the basket
- Guarding the ball - maintain a gap between the defender and ball handler

### Defensive Stance Away from the Ball

- Staying between the player you are guarding and the basket
- Seeing the player you are guarding and the ball
- Helping your teammates
- Recover to the player you are guarding as he/she receives the ball

## PLAYING PRINCIPLES

### Offensive Concepts

- Playing with the purpose of scoring
- Playing 1-on-1
- Spacing 3 to 4 metres
- Give and go
- Cut and replace/fill
- Read the defence to attack and score

**Note:** More time should be spent on offensive concepts than defensive concepts in this stage.

### Defensive Concepts

- On the ball strategies - staying in stance between the player being defended and the basket
- Off the ball strategies - staying near the player being defended but always seeing the ball
- Towards the end of stage introduce defensive triangle (ball-you-man)
- Sprinting back on defence

## GAME MODIFICATIONS

### Use a smaller ball:

- Baskets should be 2.60 metres to 2.74 metres high;
- Play more 1-on-1, 2-on-2, 3-on-3, 4-on-4 as this allows more touches of the ball than 5-on-5;
- Play player-to-player defence;
- Everyone should play every position;
- Allow some violations to occur, but explain the rules;
- Equal playing time;
- Adjustments to the court size, substitutions and the length of the game;
- Early in this stage it is not recommended that a visible score be kept. Progress to keeping score towards the end of the stage;
- Rules that encourage the use of the basic skills over-elaborate tactics and strategies are recommended. For example, whoever rebounds the ball must advance the ball up the floor.





## DEVELOPMENTAL CHARACTERISTICS

### Physical Characteristics

#### Basic Characteristics

- Strength training using the athlete's own body weight should be used. Hopping and bounding can also be safely implemented;
- Speed can be trained during this stage, and this should be done during the warm-up phase of practise sessions;
- Stretching exercises should become a routine. Dynamic stretching should become a routine during the beginning of this phase, while PNF (proprioceptive neuromuscular facilitation) can be implemented towards the end of the phase;
- The central nervous system (CNS) is almost fully developed.

#### Performance Capabilities

- Speed, agility, balance and coordination are still improving rapidly, and are fully trainable;
- A change in the center of gravity, length of limbs and core strength will determine the content of training.

#### Implications for Coaches

- A combination of biological and chronological age should be used to group players;
- Short duration of anaerobic (short bursts of energy) activities is recommended;
- Use warm up to further develop CNS activities.

### The Five S's of Training and Performance during the Basketball Skills Stage:

Since this is the major **SKILL** learning stage, motor development should be emphasised. Accelerated adaptation to motor skills and coordination development, is from 8-11 years for females and from 9-12 years for males. It should be noted that this is a sensitive period. If the fundamental and basic sport-specific skills are not established before ages 11 and 12 respectively, then athletes may not reach their optimal or **genetic potential**. Skills will always be trainable but skills trainability gradually declines after 11 and 12 years of age. It should be developed before the onset of the growth spurt.

**Stamina, Strength, Speed** and **Suppleness** should be further improved by well sequenced training. Although there is less interference between the various training adaptations during FUNdamental and L2T two stages of training, a well laid-out training, competition and recovery program will optimize the various training effects.

**Training competition ratios:** 75 percent training to 25 percent competition ratio is recommended by experts during the L2T stage (4:1 training competition ratio vs. the 1:1 ratio that prevails presently). More training time allows for development of fundamental movement skills, fundamental sport skills, fundamental basketball skills, decision making and physical preparation. The competition review will address this topic.

At this stage, players should train in game like situations in the form of short scrimmages or competitive games and drills.

*Athletes/teams in the L2T stage following the 4:1 practice to competition ratio will be better prepared for competition in both the short and long-term, than players who focus solely on competition and winning.*

## Mental and Cognitive Development

### Basic Characteristics

- Athletes are excited to be participating;
- Athletes are eager to perfect skills.

### Performance Capabilities

- Players have a strong fear of failure;
- Individual and specific direction and structure in the learning process is required. A variety of methods to measure success is important to maintain motivation.

### Implication for Coaches

- Create optimum learning environment, match skill and drill levels;
- The coach's ability to demonstrate specific skills is important;
- Positive reinforcement is imperative.

### Psychological Skills

- Players have the ability to recall specific information from memory;
- Players have the ability to use knowledge to interpret and draw conclusions;
- Players must feel it is OK to make mistakes. They cannot be afraid to try something for fear of failure;
- All players must learn to become team players.



### Performance Indicators for Psychological Skills

- The player demonstrates the ability to absorb and apply coaching information to deal with a variety of situations;
- The player demonstrates ability to perform as a team player;
- Emphasis should be on learning and performing to the best of ability - not on winning.

### Emotional Development

#### Basic Characteristics

- Players can accept responsibility;
- Players enjoy cooperation both with coach and teammates.

#### Performance Capabilities

- Values and attitudes are created and reinforced by the group;
- Some players may be less responsive due to a fear of failure.

#### Implications for Coaches

- Coach must provide strong direction. Supervision should be exercised by coach;
- Coach should gradually give players responsibility;
- Coach must not play favourites. Early matures often become leaders and (written negatively) excel in physical performance. It is important to treat all players as equals.

#### Ancillary Capacities

- Players can learn about communication skills and values such as respect, honesty, and integrity - values in dealing with others;
- Players begin to understand and apply, in conjunction with the coach:
  - Warm up and cool down
  - Hydration
  - Nutrition
  - Respect for environment and equipment
  - Health awareness
  - Recovery and regeneration







## Train to Train Stage (T2T)

(Ages 11-15 females, 12-16 males)

**Train to Train, Phase 1:** Females 11-13 and males 12-14

The physical capacities that need to be trained are now completely dependent on the developmental age of the individual. Coaches must be aware of the differences in maturation rates and allow for appropriate accommodation. The goal at this stage is to continue to build the athletic base. Many skills will be introduced here and these skills will be emphasized. Avoid the temptation to compensate for the lack of skills with higher level tactics. The use of zones and presses will be introduced in the second phase, at the end of this stage, when players have acquired a complete grounding in the basic skills. We want to develop basketball players as opposed to positional players. This stage can still be an entry level for many players. Recognize this fact and be aware of the stage below in order to assist the athlete in accelerating his/her learning.

### POINTS OF EMPHASIS

#### Fundamental Movement Skills

- Refine skills previously identified in FUNdamentals

#### Fundamental Skills

##### Ready Stances - Without Ball

- Develop and refine
- Refine defensive stance
- Vision - play with eyes up, scanning

##### Ready Stance - With Ball

- Refine footwork-pivoting (front and reverse), using both feet for pivots
- Early decision making before the catch
- Refine movement with ball - jump stops, stride stop
- Ball handling - becoming comfortable with the ball, ball protection, vision, handling ball under defensive pressure and refining ball movements

*"We need to train our young players as athletes first – develop their athletic base. Then we need to add "basketball" skills and concepts. But mostly we need to quit playing so many games and start teaching the fundamentals of the game. Kids want to learn – it is up to us to teach them."*

-- Canadian Women's National Team Head Coach, Allison McNeill



### **Dribbling/Ball Handling**

- Expand the dribbling repertoire
- Refine and develop speed, control, change of direction, retreat, and change of pace with the right and left hand
- Refine and develop the concept of dribbling against a guided defender
- Making proper reads and reactions
- Refine ability to handle the ball while scanning the floor

### **Passing and Catching**

- Expand the passing repertoire. Add variations to the basic passes (ex. chest, bounce, overhead, baseball)
- Increasing the speed at which the ball can be passed and received
- Developing ball and pass faking concepts
- Passing and catching in guided defensive situations
- Making proper reads and reactions

### **Shooting**

- Review and refine the BEEF (balance, elbow, eyes, follow through) concepts of shooting
- Execution of the “perfect” form shooting
- Develop shot-ready techniques - catch and shoot from a pass in a variety of directions
- Develop catch and shoot off a dribble - in a variety of directions
- Review and refine a lay-up repertoire (ex. baby hook, reverse, right hand, left hand, power, zig zag)
- Develop free throw shooting routine
- Shooting and lay-ups with a guided defender and making the proper reads
- Expand shooting repertoire (ex. off dribble, off catch, different angles, different speed, range). The emphasis should be on the above progressions

### **Getting Open**

- Using change of direction, change of pace, sealing and a teammate
- Read and react to guided defence
- Move to the pass
- Get open in a variety of positions (ex. wing, post, guard, top, baseline)

### **Developing 1-on-1 Skills**

- Squaring to the hoop aggressively to be a scoring threat
- Develop a one-on-one repertoire (ex. off dribble, jab fakes, shot fakes, combinations)
- Read and react to guided defence
- Play from a variety of positions

### **Multi-Player Manoeuvres**

- Develop and refine
- Pass and catch
- Penetration principles
- Pick (ball screen)
- Screen away from the ball
- Playing without the ball
- Read and react to guided defence
- Play from a variety of positions
- Emphasize ball movement (reversals)

### **Transition Offence**

- Develop the concept of lanes and outlets
- Recognize advantages while attacking the basket
- Read and react to guided defence
- Emphasize all players playing all positions
- Emphasize ball movement

### **Defence**

- Introduce the concept of ball, ball-side and help-side defence

### **Defence on the Ball**

- Refine defensive stance against an offensive player in triple threat with emphasis on ball pressure
- Develop and refine maintaining the gap and change of direction against a ball handler with emphasis on ball pressure
- Introduce and develop the concept of contesting a shot, pass and dead ball
- Introduce the concept of influencing (perimeter and post)
- Introduce and develop defending picks (on the ball screens)

### **Defence off the Ball**

- Refine and develop stance - open and closed
- Introduce the concept of influencing (perimeter and post)
- Introduce and develop denial - open and closed
- Introduce and develop help, rotate and recovery
- Introduce and develop defending off the ball screens
- Moving from one defensive stance to another (ball stance to help stance, help stance to deny stance, etc)

### **Rebounding**

- Introduce and develop skill of defensive rebounding (boxing out)
- Introduce and develop the skills of offensive rebounding

### **Transition Defence**

- Introduce and develop the concept of team defensive balance (offensive rebounding and safeties)
- Defending the basket, ball and lanes in transition
- Sprinting to recovery



## PLAYING PRINCIPLES

### Offensive Concepts

- Reading and reacting to the defence
- Playing 1-on-1
- Penetration principles - using the dribble and pass wisely, movement without the ball
- Spacing of 3 to 4 metres
- Cutting - basket cuts, ball cuts and spacing cuts (replacement)
- Introduce and develop ball screen (pick) and screens away from the ball
- Emphasize ball movement (reversals) and player movement without the ball
- Rebounding
- Communicate with teammates

### In Transition

- Attacking from the middle
- Outlet passes, catching and passing the ball to the person ahead who has an advantage
- Running fast and wide
- Communicate with teammates

### Defensive Concepts

- On the ball strategies - staying in stance; staying between the person being guarded and the basket (maintaining the gap), maintaining ball pressure, defending picks
- Off the ball strategies - staying near the player being guarded but always seeing the ball, using the defensive triangle, defending screens
- Concept of influencing (perimeter and post)
- All players have a responsibility in team defence
- Challenging all shots
- Rebounding
- Communicate with teammates

### In Transition

- Defending the basket, defending the ball and defending a player
- Communicate with teammates

## TECHNICAL SKILLS

### Offence

- 1-on-1 attack to finish/to set up team-mate
- Expand on reading defender - with and without ball
- Post play - sealing
- Getting open
- Passing-entry versus pressure, post entry
- Expand ball reversal
- Pass, cut, replace

- Concepts of passing angles/lanes and create lanes
- Purposeful and efficient dribble
- Introduction of shooting footwork (right, left, etc)
- Introduction: shot selection and time/score
- Offensive spacing: 3-point line - balance out
- Rebound - follow shot
- Making use of 3-on-3 to demonstrate and practice these concepts

## DEFENCE

### Team Defence

- Introduce and review defensive stances - ball, deny and help
- Individual "D" to team "D"
- Concepts - deny cutter, shift/react to the ball
- Communicate your actions (cue words - ex. ball, shot, help, etc)
- Protect basket - take a charge
- Attack penetration with help
- Refine - see the ball
- Challenge shooter under control: close-out, contest
- Concept of recovery
- Footwork: shuffle to run (help)
- Full court 1-on-1 pressure
- Rebound (contact)
- Play "D" without fouling

### Transition Defence

- Floor recognition
- Stop advancing of ball
- Protect basket
- Defensive responsibility
  - Communicate
  - Definition of roles
  - Ball, basket
- Sprint to passing lanes
- Sprint to half court and turn to face oncoming ball
- Stop ball, pick up checks

## GAME MODIFICATIONS

- No zone defence or zone presses;
- Practice to game ratio of 4:1;
- Use a number 5 or 6 ball;
- Baskets should be 10 feet;
- Train by playing 1-on-1, 2-on-2, 3-on-3 so players can touch the ball more.

## Train to Train, Phase 2: (13-15 females, 14-16 males)

### Fundamental Movement Skills

- Refine same skills as FUNdamentals stage

### Fundamental Basketball Skills

#### Basic Motor Movement Skills - Without Ball

- Stances - offensive ready, defensive
- Movement - starting, stopping, change of direction
- Footwork - Agility, Balance and Coordination (ABC's)
- Vision - scanning

#### Basic Motor Skills with Ball

- Stances - triple threat, ready, shot ready
- Footwork - pivoting, balance, explosions



### Dribbling - Stationary and Moving

- Push-Pull
- Behind back
- 2 ball
- Maravich drills
- Inside out to cross over
- Between legs
- Stutter
- Hop back - to go and to shot
- Spin
- Combination moves
- Off hand
- Dribbling versus pressure

### Passing and Catching

- Outlet passes
- Full court passes

### Shooting

- Form shooting, wall shooting
- Ready to shoot
- Shot preparation
- After a cut into 1,2 footwork
- Jump shot
- 3-point shot
- Free throws
- Under pressure

### Lay-Up Skills

- From 1 foot
- From a pro hop/power layup (2-foot take off)
- Reverse
- Decision on type of finish

### Perimeter Movement with Ball (1-on-1)

- Shot fake and go
- Shot fake and cross-over
- Shot fake and pull-up
- Jab step and shoot
- Jab step and go
- Jab step and cross-over
- Combinations of the above

### Perimeter Movement without the Ball

- V-cut
- L-cut
- Blast cut
- Backdoor cut



## Post Movement without the Ball

- Sealing

## Post Movement with Ball

- Drop step
- Gather step
- Turn around Jumper

## Introduce Screening Situations late in the stage

- Cross
- Down
- Ball

## Defensive Stance on the Ball

- Ready, point, dead
- Run-glide-run
- Hip turns
- Help
- Deny
- Ball influence
- Guarding screens - "don't get screened"

## Rebounding

- Box outs
- 2 hands on the ball
- Outlet the ball/break out dribble

## PLAYING PRINCIPLES

### Offensive Transition

- Secure possession
- Attack the basket
- Outlet or breakout dribble
- Space the floor vertically and horizontally

### Defensive Transition

- Box-out
- Keep ball out of middle of floor
- 1st man back defends basket
- Stop ball
- Match up with checks by communicating with teammates

### Offensive Concepts

- Attack the basket
- Spacing is paramount
- Read the defence, read your teammates
- Be patient
- Be quick but don't hurry

## Penetration and Kick Principles

- Pushing and pulling off penetration

## Use of Dribble

- To advance the ball
- To attack the hoop
- To improve passing angles
- To get the ball out of trouble

## Defence in the Half Court (man to man)

- Stop penetration
- Force (funnel) the ball
- Turn the ball
- Help side must see ball and man
- Help the helper (help, fill and rotate)
- Challenge all shots
- Defend all screening situations (late in the stage)

## TECHNICAL OFFENCE

- Communication: verbal/non-verbal cues
- Expand on reading the defender
  - On/off ball
  - Back cuts
  - Reading overplays
  - On passing to post
- Screen on ball
- Pick and roll or pick and cut
- React to defence
- What do other players do
- 5-on-5 offence
- Concept based - attack the basket, spacing, penetration principles, passing and cutting and sealing
- Options and sequencing - spacing and balancing (3-point line)
- Screen options introduced late in the stage

## 1-on-1 - Shooting

- Decisions on second line of "D." Decision when meeting second line of defence (ex. pull up, floater, tear drop, etc)
- Shooting off screen
- Concept of freeing shooters - off screens: screen, shot and pass

## Team Defence

- Communication: cues and team awareness
- Talk to teammates
- Rotation - help and recovery

## Post "D" specific

- Screens - on and off the ball
- Hedge and recover, stab and retreat
- Concept of influencing (perimeter and post)

## Improve or Refine

- Concept of area coverage: Progression
- Emphasis on not reaching and controlled defensive body position
- Guarding ball in post
- Gap as related to quickness and skill i.e. good shooter, play tight
- Trapping, double team, run & jump
- Rebounding off rotation
- Understand offensive abilities

## Offensive Transition

- Define responsibilities
- Rebounder, outlet, 2nd outlet
- Anticipate possession
- Decision making
  - Individual strength
  - Advantages: time and score
- Advancing ball: pass, dribble
- Responsibilities after transition ends
  - Balance out and spacing - 3-point line
  - Set up offence

## Defensive Transition

- Communication
  - Awareness
  - Pointing
- Guarding/covering the entire court
  - Stop ball earlier
  - Rebounder
  - Deny outlet
  - Defend lanes (ball u man)
- Safety - 1st player back
  - Communicate "traffic controller"

*"The reason why so many athletes plateau during the later stage of their careers is primarily because of an overemphasis on competition instead of on training during these important periods (L2T and T2T) in athletic development."*

-- Istvan Balyi



## One Attack Concepts

Zone offensive and defensive concepts plus zone press and press break concepts will be introduced late in this stage after the players have acquired the necessary player to player defensive and offensive concepts. Coaches are reminded that the goal is to develop “global basketball players” rather than positional players.

- Using player-to-player concepts to attack zone
- Handle double teams, run & jump
- Passing to enable offensive efficiency
- Expand use of dribble
  - Advance ball, pass to post, improve angle, penetrate, retreat, control

## Zone Offensive Concepts

- Using player-to-player concepts to attack zone (proper spacing, penetration principles, cutting, sealing, picks and screens)
- Passing to enable offensive efficiency (ball reversal, fakes)
- Introduce and develop specific zone concepts (overload, flatten the zone, use of gaps and seams)

## Zone Defensive Concepts

- Introduce zone defensive concepts as opposed to zone defensive systems

## Press and Press Breaks

- Introduce and develop pressing pick up points
- Introduce trapping concepts (pressure defence)
- Introduce concepts to breaking traps and pressing defences (press breaks and pressure releases)

## GAME MODIFICATIONS

Regulation game (this includes the introduction of the shot clock) with the following modifications:

1. The aim is to ensure that athletes are able to use the basic skills in a competitive environment. When this aim is achieved coaches can then move into more complex tactical concepts such as zone defences and presses;
2. Coaches need to be aware that during this stage there is a great variation in physical ability due to maturation rates. This will greatly effect the decision that a coach makes in competitive situations. i.e. who is matched up against who in a game and what tactics you employ?
3. Coaches need to ensure that late maturing children entering the sport late are given opportunities to play;
4. Use a number 5 or 6 ball;
5. A smaller court may be considered.

## DEVELOPMENTAL CHARACTERISTICS

### Physical Characteristics

#### Basic Characteristics

- Significant changes in muscle, bone and fat tissue;
- Females begin their growth spurt between the ages of 12.5 and 14 years, while males begin between 12.5 and 15;
- The on-set of menarche for females can be anywhere from 10-16 years;
- Smaller muscle groups become more developed;
- Various parts of the body are not growing at the same rate;
- Stamina can be developed here through the use of aerobic drills by using the full length of the court. It should be noted that it is sometimes difficult to implement continuous running programs due to a lack of motivation on the part of the athletes;
- Strength training using the athletes' body weight should be continued.

#### Performance Capabilities

- Early in this phase, females are faster and stronger than males. Later in this phase males become faster and stronger;
- After the on-set of menarche, iron levels of females should be monitored regularly. Watch for fatigue, dizziness, irritability, headaches and dry skin;
- Speed, agility, balance and coordination are still improving rapidly, and are fully trainable;
- A change in the centre of gravity, length of limbs and core strength will determine the content of training;
- Oxygen transport system is still developing and aerobic endurance continues to increase.

#### Implications for Coach

- Monitor training carefully and individualize the content of training to ensure adaptation;
- Chronological age is not the most appropriate way to group players. Biological age should be used;
- Situations which cause anxiety about sexual development should be avoided;
- All basic skills need to be developed. Athletes should learn how to train during this phase;
- Some of the previously learned skills will need to be refined (re-learned), since the growth of limbs will impact techniques;
- Short duration of anaerobic activities is recommended;
- Individualized training to meet the developmental needs of the athlete;
- Use warm up to further develop CNS (Central Nervous System) activities and energy systems.

## Physical Capacities

### The Five S's of Training and Performance during the Training to Train Stage:

**Stamina** - the onset of PHV contributes to accelerated adaptation in the aerobic system. This is the time at which the athlete's aerobic system is best trained. The 11-15 year old female and 12-16 year old male athletes should be grouped during training according to biological maturation rather than chronological age, since young adolescents may be 4-5 years apart within each chronological age group.

Physical training should be organized so that early, average and late maturing athletes each have their own training group. With the onset of the growth spurt a training priority should be the aerobic system using different activities. Although the aerobic system is a priority, strengths, speed, skill and suppleness should be developed further/maintained. This is building the foundation of the aerobic base of a basketball player.







## Measuring PHV

In order to estimate PHV, the University of Saskatchewan has developed a PHV calculator which requires the athlete birth date, height, sitting height and weight. The calculator provides protocols for measuring and can be used to predict adult height. See the following webpage:

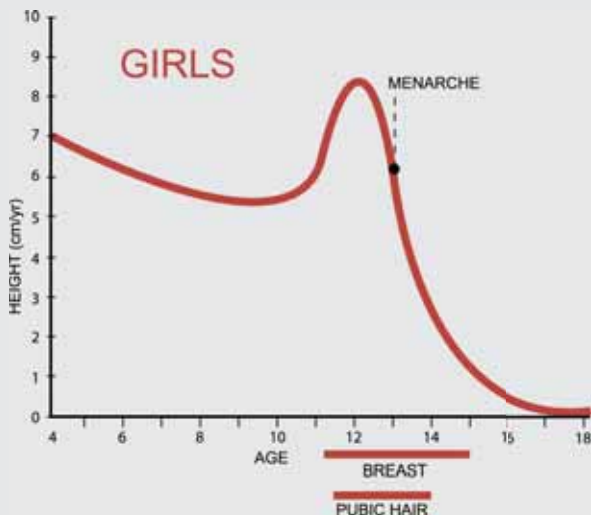
[http://athena.usask.ca/growthutility/phv\\_ui.cfm?type=1](http://athena.usask.ca/growthutility/phv_ui.cfm?type=1)

**Strength** - the peak of the growth spurt (defined below) is the reference point for implementation of strength training programs. The sensitive periods of accelerated adaptation to strength training will occur **towards the end and immediately after PHV for females. The sensitive period for males will most likely occur 12-18 months after PHV for males.**

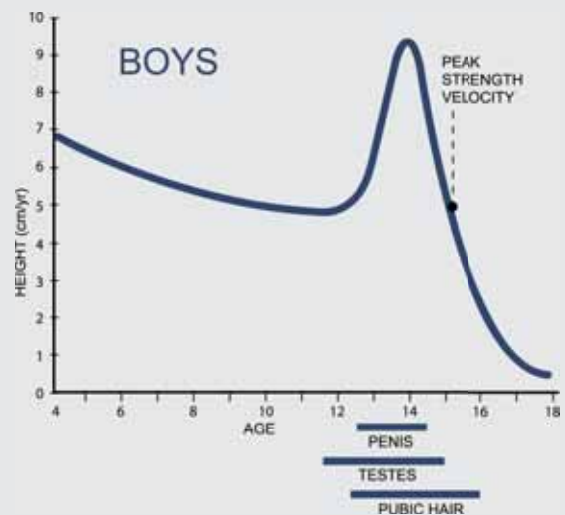
Coaches should monitor their players for the growth spurt of the PHV and the peak of PHV. These measurements accurately indicate the proper time to implement free weight programs. Standing height, sitting height and arm span should be measured quarterly after the onset of the growth spurt.

Proper weight training technique should be introduced during the "skill hungry years." This will prevent injuries from improper lifting techniques. Appropriate progressive overload procedures should be observed when implementing such programs. The training of core strength should always be a priority when training athletes of any age.

**Figure 19** Growth Spurt of the PHV



**Figure 20** Growth Spurt of the PHV



Adapted from CS4L

**Speed** - the second speed window for accelerated adaptation is 11-13 years of age for females and 13-16 years for males (Virus, 1995; Virus et al., 1998 and 1999).

Although CNS training is still very important, anaerobic training should be introduced to females during the first part of this stage and to males during the second part of the stage. Proper progressive overloading should be ensured. Linear, lateral and multi-directional movement speed should be trained by proper sequencing of speed work with other training activities.

Speed work should be done all year round regardless of the different phases and objectives of the annual cycle. It should be done at the end of the warm up, when there is no metabolic or nervous system fatigue present and the training load should be very low (ex. speed layups from half, no more than 10 seconds of speed work).

This speed work should be in the form of anaerobic alactic power and capacity. This is energy system training (versus CNS training) and the duration of the intervals should be between 5 to 15 seconds. Agility, quickness and change of direction should be trained at the end of the warm up, avoiding accumulation of fatigue.

**Skill** - due to the rapid growth of athletes during adolescence, including changes in the centre of gravity, length of the arms, trunk and legs, movement skills and fundamental basketball skills should be revisited. Coaches should be patient with the players during and immediately after their growth period because different parts of the body grow at different rates. This may have a temporary adverse effect on an athlete's movement and technical skills.

**Suppleness** - flexibility should be monitored carefully in this stage. Static stretching and Proprioceptive Muscular Facilitation (PNF) should be used to maintain or improve flexibility. The scheduling of a stretching session that is separate from other training activities is recommended during this and the next stage of athlete preparation. Dynamic mobility and pre-habilitation (exercises that prevent injury) routines should replace static stretching in warm ups.

Flexibility training should be done 5 to 6 times per week if flexibility needs to be improved, and 2 to 3 sessions of training each week to maintain current flexibility levels. Special attention should be given to flexibility during this stage due to sudden growth.

### Training Competition Ratios

Approximately 66% training to 33% percent competition ratio (3:1 training to competition ratio) is recommended by experts during the Training to Train stage. These percentages vary according to the individual/team needs. Emphasis is on individual improvement over team improvement. Again, players/teams undertaking this type of preparation will be better prepared for competition in both the short and long term than players who focus solely on games. These training to competition ratios will be further evaluated by the competition review working group.

## Mental and Cognitive Development

### Basic Characteristics

- Players develop a new form of egocentric thought. Much emphasis is placed on self-identity;
- Players are eager to perfect skills.

### Performance Capabilities

- Decision making through more complex technical training should be introduced;
- Athletes have a strong fear of failure;
- Individual and specific direction and structure in the learning process is required. A variety of methods to measure success is important to maintain motivation.

### Implication for the Coach

- Create optimum learning environment, match skill and drill levels. Introduce simple coping strategies, concentration and mental imagery;
- Decision making on tactical and strategic solutions should be based upon the skill level of the athlete;
- The coach's ability to demonstrate specific skills is important. If the coach cannot demonstrate the skill, it is important to find someone who can - perhaps a player;
- Audio/visual material and video feedback will help to create mental images;
- Positive reinforcement is imperative.



## Psychological Skills

- Players have the ability to set long term, short term and daily training goals, which are to be personally established and progressively monitored;
- Players realize that there are a variety of procedures that can be used to achieve activation controls (ideal performance state) and that they have the ability to use them appropriately;
- These include: breathing techniques, visualization and concentration techniques;
- Players begin to understand that they must be motivated, self-disciplined and dedicated to reach their full potential;
- A player's competitive spirit begins to develop. They must learn to be positive, hard working and confident;
- Players begin to maintain balance and focus while under varying amounts of pressure;
- Players must feel as though it is okay to make mistakes. They cannot be afraid to try something for fear of failure;
- Players must be given opportunities to lead;
- All players must learn to become team players.

## Performance Indicators for Psychological Skills

- Player demonstrates ability and understanding of what constitutes acceptable individual/personal best effort capabilities;
- Player begins to use goal setting, visualization imagery, mental toughness strategies and emotional control strategies;
- Player demonstrates the ability to absorb and apply coaching information to deal with a variety of situations;
- Player demonstrates ability to analyze their own levels of performance and effort. Demonstrates ability to perform as a team player;
- The athlete is able to maintain a positive self-concept through all aspects of training and competition;
- The athlete understands that the coaching emphasis is on learning and performing well as opposed to "winning."

## Emotional Development

### Basic Characteristics

- Players are influenced significantly by their peers;
- Players can accept responsibility;
- Players enjoy cooperation;
- Tension exists between adults and children;
- Physical, mental, and emotional maturity do not necessarily develop at the same rate.

### Performance Capabilities

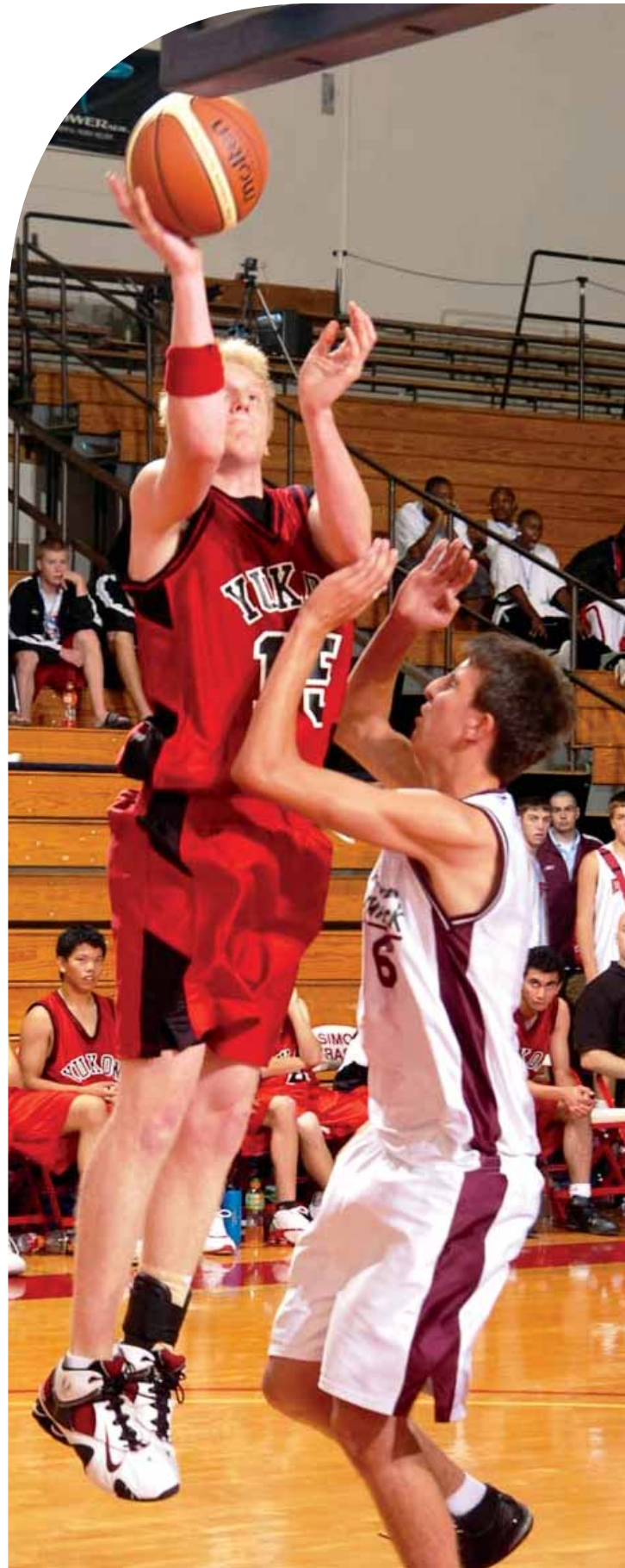
- Values and attitudes continue to be created and reinforced by the team;
- Some players may be less responsive due to a fear of failure;
- Communication channels should be kept open by the adult because all teenagers need help although they often do not recognize the need for it;
- Social activities are important events for this age group.

### Implications for the Coach

- The coach must provide strong direction and supervision;
- The coach must have open communication with the athletes;
- The players need role models;
- The coach is usually more readily accepted than other adults and should endeavour to keep the lines of communication open;
- The coach must not play favourites. Early matures often become leaders and excel in physical performance. Everyone must be treated as equals.

### Ancillary Capacities

- Athletes must have a passion for learning;
- Athletes can learn about having healthy lifestyles;
- Athletes can learn about communication skills such as respect, honesty and integrity in dealing with others;
- Athletes can be positive role models and set good examples through their actions;
- Athletes are expected to understand:
  - Warm up and cool down
  - Hydration
  - Nutrition
  - Respect for environment and equipment
  - Health awareness
  - Recovery and regeneration
  - Taper and peak





## Train to Compete Stage (T2C)

(Ages 15-18+/- females, 16-18+/- males)

During the Train to Compete stage, high intensity individual and sport-specific training is provided to athletes year round. The major objective of this stage is to learn to compete under any kind of circumstance. Athletes who are now proficient at performing both basic and sport-specific skills, learn to perform these skills under a variety of competitive conditions during training. Consideration must also be given to athletes who are late entering into the sport. A coach must be aware that these athletes may be at the Train to Compete stage in regards to physical skills but at lower stages in terms of basketball skills. With proper coaching these late entry athletes can be brought successfully into the basketball system. Special emphasis is placed on optimum preparation by modelling training and competition. Fitness programs, recovery programs, psychological preparation and technical development are now individually tailored to a greater degree. This emphasis on individual preparation addresses each athlete's individual strength and weaknesses.

At this stage of development the serious athlete will be focused and determined to be the best player he/she can become. Athletes need significant amounts of technical and tactical feedback if they are to properly develop skills. Athletes must train at a high level of intensity and must be challenged to improve by the coaching staff.

### FUNDAMENTAL SKILLS

#### Dribbling - Stationary and Moving

- Against disadvantage situations (2-on-1, 4-on-2, 4-on-3)

#### Passing and Catching

- Post entry passes (dribble and stationary)
- Skip passes

#### Shooting

- After a curl cut
- After a fade cut
- 3-point shot
- Jump shot off the dribble

#### Lay-up Skills

- Making shots with contact
- Creative finishes

#### 1-on-1

- Attacking one on one - sweeps, cross over
- Control one on one - jab series, shot fake
- One on one off the dribble
- Hop back
- Combination moves

#### Post Moves (taught towards end of the stage)

- Jump hook
- Up and under
- Double pivots
- Face up and go
- Short corner shots, cuts
- High post shots, cuts
- Crab dribble series

#### Perimeter - Movement without the Ball

- Pass into post and relocate
- Blast cut

#### Movement without the Ball - Post

- Make contact defender's body
- Feet active, arms high

#### Introduce Other Screening Situations

- Flare
- Staggered
- Double
- Pin

#### Defensive Stance on the Ball

- Closeouts
- Post defence - foot work (fronting, staying ball side, movement around offensive player)

#### Rebounding

- Breakout dribble

### PLAYING PRINCIPLES

#### Offensive Transition

- 1st post goes to front of the rim
- Trail post goes to the 3-point line

#### Defensive Transition

- Refinement of previous skill sets

### Conceptual Offence

- Spacing is paramount (3.5 metres to 4.5 metres) - allow for penetration
- Play off teammates penetration
- Look for cutting opportunities
- Look for screening opportunities
- Look for opportunities to improve passing angles and make use of relay passes
- After screening move in the opposite direction of the person being screened for (2nd cutter)
- Be patient
- Be quick but don't hurry

### Intelligent Movement is Based on:

- Players ability to read and react to defensive positioning
- Location of the ball
- Players should not watch ball until ready to receive it-they should watch their defender
- Movement of defence

### Penetration and Kick Principles

- Move and slide to an open area on penetration
- Baseline drive-baseline drift, or fill in behind driver
- Middle drive-slide to optimum position
- Penetrate pass pass
- Post movement off penetration

### Reading Screens

- Being patient and make correct reads (showing hands when ready for ball)
- Using of second cutter

### Press Break

- Spacing
- 3 passing options (middle, back, sideline)
- Working against double teams
- Vertical attack - throwing over the top

### Principles of Zone Offence

- Attacking GAPS of the zone
- Taking defence away from their positions
- Ball reversals
- Use of the high post
- Posts must look for screening, sealing and exit cut opportunities

### Defence in the Half Court - Player-to-Player

- Attack penetration (help principles)
- Keep the ball out of post (both low and high)
- Defend all screening situations
- Deny post position
- Deny ball reversal

### Principles of Zone Defence

- Communicate on every pass
- Everyone moves on every pass
- Hands up, take up space
- Keep ball out of high post
- Proper spacing (never 2 players guarding 1)





## STRATEGIC/TACTICAL SKILLS

### OFFENCE COMMUNICATE

#### 5-on-5

- What is the point of attack?
  - Mismatches - attack the weakness of a defender
  - Attack the weakness of the defence
  - Take advantage of the team's strengths
  - Isolation - take advantage of a player's strength
- Role identification
- Time/score
  - Specific end-of-game situations
  - Shot selection
- Special plays
  - Quick hitters
  - Sideline out of bounds (SLOB), baseline out of bounds (BLOB)
  - Foul line
- Zone attack concepts
- Prepare for junk defence
  - Box + 1, triangle + 2
- Offensive rebounding
  - Establish plan on who will rebound
  - Offensive block out, spin, etc.
- Emphasize possession of ball and value of it
- Flow and the awareness of the shot clock
  - Early clock
  - Mid clock
  - End of clock

#### Defence - "COMMUNICATE"

- Expansion and repetition of previous stage
- Recovery strategies
- Rebounding emphasis in all areas and defensive breakdown situations
- "Complete the defensive play" - that is, putting it all together
- Multiple defensive programs
  - Combo "D", zone presses

#### Transition - "COMMUNICATE"

##### Principles

- Decision making
  - Time/score situations
  - Player personnel
  - Advance ball
    - Advantages & disadvantages
    - Angles
  - Tempo
- Roles
  - Runners
  - 2nd outlet - new roles if 2nd outlet is used
  - Trailers - where do they go?

##### Transition - Offence

- Spacing/balancing out
- Post/perimeter into offensive positions
- Ball reversal - half court reversal

##### Transition - Defence

###### Communication

- More specifics
- Cue/action words - expand to full court
- Awareness of teammates - Where? Responsibilities?

###### Timing

- Knowing when to switch
- Depends on situation

###### Options within Transition

- Trapping - recovery
- Forcing
- Turning
- Run + jump
- Influencing - who has ball and where?
- Playing out of a scramble/disadvantage



## DEVELOPMENTAL CHARACTERISTICS

### Physical Characteristics

#### Basic Characteristics

- The circulatory and respiratory systems reach maturity;
- Increases in height and weight slow, and stabilization occurs in the muscular system;
- Skeletal maturation occurs in females and continues in males;
- By age 17 females have reached adult proportions whereas males do not reach such proportions until several years later.

#### Performance Capabilities

- Circulatory and respiratory systems are generally capable of giving maximum output;
- Muscles have grown to their mature size but strength continues to increase towards its peak in the late twenties;
- Connective tissues are still strengthening;
- Females generally gain more weight than males during this phase.

#### Implications for the Coach

- Aerobic and anaerobic systems can be trained for maximum output. Full sport specific energy system training should be implemented;
- Strength training can be maximized to improve overall strength development. Neuromuscular training should be optimized during this stage;
- Progressive overloading in training should be continued;
- Coaches should be aware how to deal with the subject of weight gain in an appropriate manner;
- Athletes should learn how to compete including all technical, tactical and ancillary components.

### Physical Capacities

#### The Five S's of Training and Performance during the Training to Compete Stage:

**Stamina** - 8-12 weeks of training are needed to induce a significant improvement of the aerobic system. This should be done during the General Preparatory Phase (GPP). Training should be done 3-4 times per week using a variety of training methods in addition to on court practices. These training methods are:

**Long Slow Distance:** When using this for improvement, the exercise should last between 30-60 minutes at 70% of maximum heart rate.

**Fartlek:** When using this method, the duration of the exercise should be 30-45 minutes, the whole time alternating 3 minutes of "slow jogging" with 3 minutes of intense training.

**Interval training:** This is work or training followed by a prescribed period of rest.

**Ultra-short interval training:** This form of training is based on the principle that sufficiently short intervals of intense work do not produce lactic acid accumulation. It is appropriate for developing alactacid and aerobic endurance and provides the opportunity for specific skill training at competition intensity.







**Strength** - Strength training at this stage should be monitored very closely as athletes' bodies are changing rapidly. Also for late maturing athletes, coaches should refer to the T2T stage strength training as these athletes are still the sensitive periods of strength trainability. Diagnostics/testing will determine the content and extent of the strength program. At this stage this should be fully individualized. 2-3 sessions should be conducted during the pre-season and 1 or 2 in-season for maintenance. Core and hamstring maintenance should be done 3 times a week. Core strength training should be a priority and should be adjusted to the athletes' needs.

**Speed** - Fatigue interferes with speed development. Speed should be trained at the end of the warm-up when there is no metabolic or nervous system fatigue present at every single training session. Speed training should be properly periodized within the annual training program.

The type of speed that is required in basketball involves acceleration, change of direction and faking or deceiving without the ball.

Short distances of 3-10 metres should be used when training speed including changing direction (linear and lateral) and chaotic speed.

Two important details of speed are proper running technique and speed dribbling with a basketball.

**Suppleness (Flexibility)** - Young athletes experience sudden increases in height and body mass, therefore it is important that flexibility be trained and monitored closely and regularly.

In principle, athletes are now fully trainable in all of the Five S's of training. It is helpful to use performance tests (performance, laboratory or field tests) to identify individual needs of athletes. Identifying the strengths and weaknesses of the athletes (physical, technical-tactical, mental and ancillary capacities) will help decision making regarding training priorities.

**Training Competition Ratios** - The training to competition and competition specific training ratio now changes to 3:1. 40% of training is devoted to the development of technical and tactical skills, and fitness improvements, and 60% is devoted to competitions and competition-specific training. These training to competition ratios will be further evaluated by the competition review working group.

## Performance Indicators

Athletes must have sport-specific training 6 times per week. The importance of individualized (this should include offensive and defensive skills) and small group work (by position and with players from different positions) is crucial to the continual development of the athlete. Individualized fitness and mental training must also be included.

There are a number of tests that can be used to measure an athlete's level of fitness. These include:

1. Vertical jump and standing long jump
2. Beep tester (Leger Boucher Test)
3. Bridges
4. Sit and reach
5. Speed and agility tests
6. Chin ups/push ups/bench press

Athletes also need to have their fundamental movements accessed before beginning strenuous training programs. Proper technique in single leg/double leg squats, lunging and balance for example, are crucial to prevent injuries; foot, ankle, knee, hip shoulder and spine alignment should be monitored and treated if necessary.

## Mental and Cognitive Development

### Basic Characteristics

- Generally by age 16, the brain has reached its maximum size but continues to mature neurologically for several more years;
- Critical thinking is well developed during this phase.

### Performance Capabilities

- Players can cope with multiple strategies and tactics, particularly during the end of this phase;
- The capacity of self-analysis, self-correction and correction by the coach are developing.

### Implications for Coach

- Coaches should encourage the refinement of all technical and tactical skills;
- Decision-making should be developed further through technical, tactical development.

## Psychological Skills

- Highly specific goal setting is recommended - on a team and individual basis;
- Goal setting should be reviewed and goals should be recommitted to at certain points during the season;
- Opportunities should be provided for athletes to develop and to apply effective mental management of imagery, focus control, attentional control, and activation arousal control;
- Athletes should begin to realize what their IPS (Ideal Performance State) is and how to achieve this;
- Athletes should begin to become very competitive and start to understand what this encompasses. Winning starts to become a goal but intensity and competitiveness is still the priority. Athletes begin to understand that they can compete hard against other players while maintaining friendly relationships;
- Players should be able to accept constructive criticism to improve abilities. Coaches should constantly provide feedback and help. From a female perspective, athletes will undergo physical changes. The coach can provide information and mental strategies to help deal with these changes;
- Encourage to develop self-control in highly demanding and pressure situations;
- Leaders should begin to emerge and opportunities should be provided for them to lead;
- This is the optimum time to introduce a sports psychologist.

## Performance Indicators of Psychological Skills

- Players begin to demonstrate the application of developing personal values and mental training to enhance basketball performance in both training and competitive activities;
- Players demonstrate the ability to apply the acquired mental management tools and skills to improve performance;
- Players demonstrate ability to understand the meanings of motivation, dedication and discipline;
- Players have the ability to set realistic short and long-term goals;
- Players demonstrate the ability to use independent thinking to problem solve;
- Players demonstrate the ability to compete hard, playing to win, but keep wins and losses introspective;
- Players demonstrate the ability to apply mental toughness strategies to overcome pressure situations;
- Players demonstrate the ability to accept and apply constructive criticism to improve performance;
- Players demonstrate ability to accept roles.





## Emotional Characteristics

### Basic Characteristics

- Peer group influence is still a powerful force;
- Players are searching for a stable, balanced self-image;
- Activities and interaction with the opposite sex are important during this phase and become a distracting influence.

### Performance Capabilities

- Independent decision-making and leadership skills are becoming more developed;
- Self-concept is still very much influenced by success and failure. Coping techniques are useful;
- Male players must be aware that female athletes now face a problem of femininity versus sport development. Female players must be aware that male athletes now face a problem of relating performance to masculinity.

### Implications for the Coach

- Athletes should be given the opportunity to develop through participation in appropriate leadership or responsible role (i.e. team captain), but strong dedication and discipline must be maintained;
- Positive evaluation of performance and positive reinforcement are imperative.

### Ancillary Capacities

- Players must refine knowledge learned in the Train to Train stage;
- Players must begin to master the aspects of:
  - Warm-up,
  - Cool down,
  - Hydration,
  - Nutrition,
  - Personal health,
  - Injury prevention,
  - Recovery and regeneration,
  - Taper and peak,
  - Integrated pre and post competition routines
  - Environmental awareness
  - Health awareness
  - Socio-cultural
- Players must also begin to master the effects of management of media, public speaking, balance of sport and academics, and organizational skills must be introduced and refined.

## PRACTICAL APPLICATIONS FOR THE TRAIN TO COMPETE PHASE

The **Train to Compete** Stage aims:

- To provide high intensity training and specificity of training all year round;
- To teach players to perform under stressful, competitive situations;
- To ensure that the athletes' training and competition programs and sport-specific technical-tactical activities are fully integrated with sport science and sport medicine programs;
- To provide training that is team and individual oriented. There will be a significant emphasis on skill development and refinement in this phase;
- Athletes begin to take ownership of their own training;
- To provide sport-specific training with both physical and mental skill emphasis. Specificity is the emphasis of this stage.

### PRACTICE/GAME MODIFICATIONS

- Position-specific training;
- Emphasis of concepts, zone principles, presses and a greater emphasis on strategies;
- Players should be encouraged to work on skill development on their own time;
- The off-season training of athletes should be emphasized;
- The use of appropriate questioning and games approach in training will enhance the decision making and understanding of the game by the players.



## Learn to Win Stage (L2W)

(Ages 18-23+/-females, 18-25+/-males)

At this point the athlete should have a very good understanding of all the basketball specific and position specific skills that are needed to be successful and the sport-specific fitness that is required to play. The athlete should understand that a great deal of time must be spent refining these skills in order to be competitive at the highest levels. The athletes must also understand that they must train at a high level of intensity under game/pressure situations in order to continue to improve.

### Fundamental/Technical Skills

The following skills must be reviewed, emphasized, developed and refined:

- Dribbling
- Passing and catching
- Shooting form
- 1-on-1 skills - post and perimeter
- Cutting to get open in the post and on the perimeter
- Setting and reading screens
- Defensive stance and guarding the ball
- Defensive stance away from the ball
- Rebounding skills - offensive and defensive

## PLAYING PRINCIPLES

### Offensive Concepts

- Transition
- Half court offence (set plays) including playing without the ball
- Concept-based offence
- Penetration and kick passes
- Setting and reading screens
- Passing and relocating
- Effective use of dribble
- Attacking pressure defence
- Principles of zone offence
- Entering ball to the post
- Post movement

### Defensive Concepts

- Organization of transition
- Half court concepts - man and zone
- Tactical considerations to defend opponents strengths
- Full court principles
- Forcing the ball

## DEVELOPMENTAL CHARACTERISTICS

### Physical Characteristics

After 10-15 years of training, it is practically impossible to increase the volume of training for an athlete. Therefore the quality/intensity and sport/individual specificity of training should be increased. Research and practical experiences have shown that for the elite athlete, the key to improvement lies in the optimal manipulation of the intensity and frequency of training.

### Basic Characteristics

- Physiologically the body reaches maturity during this phase;
- Final skeletal maturation occurs at age 17-19 for females and approximately 3 years later for males.

### Performance Capabilities

- All physiological systems are fully trainable.

### Implications for the Coach

- Coaches should use advanced physical training techniques and programs to ensure maximum adaptation and to minimize injuries;
- Coaches should ensure that all muscle groups and body alignments are well balanced, and complemented by optimum flexibility ranges;
- Coaches, when designing training programs, should use state of the art sport science and medicine information, including results of appropriate and timely testing and monitoring. Coaches need to stay current by accessing the most up to date information. Being involved with the provincial and national sport governing body will assist in this regards;
- Coaches should be careful to monitor training to ensure that over-training and over-stress are eliminated;
- Regular appropriate medical monitoring should be conducted with additional blood tests for female athletes to prevent iron deficiency.



## PHYSICAL CAPACITIES

The **Learn to Win** stage of athletic development takes the Train to Compete stage one step further.

*Now that the entire athlete's physical, technical, tactical, mental and ancillary capacities are fully established, the focus of training has shifted to the optimization of performance.*

**Stamina** - The aerobic system is highly fragile and its maintenance is imperative. It is recommended that 3 aerobic sessions per week should be conducted in addition to other training and competition activities to ensure the maintenance of established aerobic power and capacity. There are several ways to accomplish this:

- Long, slow distance running can be used after training sessions in order to remove by-products of training. For more information visit [www.ltad.ca](http://www.ltad.ca);
- During sport-specific training sessions aerobic drills or interval drills can be conducted;
- Ultra-short interval training;
- Fartlek or interval sessions can be implemented as complementary training sessions;
- Non-weight bearing activities such as pool (running with a belt or swimming), stationary bike, cycling, stair climbers or rowing machines can also be utilized (especially for the very tall players).

**Strength** - Once an athlete has learned the proper techniques for weight training the use of heavier weights will increase neuromuscular development, rather than larger muscle mass. Male and female elite players should implement Olympic-style lifting in their training regimen to enhance strength and power development. The established strength levels can be maintained for up to 10 weeks by conducting only one training session for players every 7 to 10 days, although core and upper body strength training should be performed twice per week.

*Implementing longer lower intensity periods is not beneficial for elite players. Intensity and frequency are the two key factors in the preparation of elite athletes.*

**Speed** - Speed should be trained throughout the year and throughout a player's career. The preconditions of speed training include a rested or fully recovered nervous system so speed training must be carefully planned and sequenced within the weekly training program. Although speed is important in basketball, equally important is speed while in control of the ball.

During the competition period, the warm-up provides an excellent opportunity to fine tune the player's speed capacities. It makes sense to place speed training at the end of the warm up because there is no metabolic or nervous system fatigue present, thus the conditions are right to train speed.

**Suppleness** - Static (holding), dynamic (active or ballistic) and PNF (proprioceptive neuromuscular facilitation or contact) are the more common methods of maintaining or improving flexibility. Dynamic stretching should be a part of the stretching protocol when preparing for high-intensity practical situations like pre-training warm up and pre-game warm-ups. **Static stretching should not be done as part of the warm up.** Only light static stretching is recommended after high intensity training. Stretching is recommended either 2 hours before exercise or 2 hours after exercise. To improve flexibility, stretching should be done 6 times per week. Stretching should begin when light sweating has commenced.

### Performance Indicators

- The player demonstrates continuous progression in establishing a high level of conditioning and strength practical to the game of basketball and continues to maintain, if not optimize, this fitness, throughout a competitive career
- Testing
- Several tests can be performed to monitor team and individual fitness
- Vertical jump and standing long jump
- Chin ups/push ups/bench press
- Crunches
- Leger Boucher test
- Sit and reach
- Speed and agility tests
- Medical examinations

## Mental Characteristics

### Basic Characteristics

- Neurologically the brain matures when athletes are between 19 and 20 years of age;
- There is significant understanding and acceptance of the need for rules, regulations and structure.

### Performance Capabilities

- Athletes are capable of self-analysis and can correct and refine skills themselves;
- Athletes can analyze and conceptualize virtually all facets of their sport;
- Well developed information processing skills help to improve the athlete's ability to visualize verbal instructions;
- For the young adult, the rules and structure of training and competition must be perceived as clearly defined and fair.

### Implications for the Coach

- Optimal performance becomes the major objective, but still not at the cost of player development;
- Principles of adult learning should be implemented;
- Athletes should be involved in decision-making and in the planning of team or group activities.

### Psychological Skills

- Long term, short term and daily goals must be established;
- Players have the appropriate levels of maturity and knowledge in order to effectively use and apply the mental skills of imagery, focus control and activation/arousal control;
- Players need to focus on competing to win by focusing on effort and execution (process not outcome);
- Players must be able to compete under stressful and pressure situations that will occur during a game, therefore these situations must be duplicated in practice;
- Players begin to establish a balanced and stable self concept;
- Self-assessment strategies provide athlete with information on training and competition patterns;
- Players must be able to demonstrate self-control in demanding, pressure situations, therefore the use and practice of relaxation and visualization techniques are highly recommended;
- Players are ready to assume leadership roles, therefore the coach must understand this and provide leadership opportunities;
- The coaches should promote effective communication skills between players and coaches;
- It may still be difficult for some athletes to accept specific roles and these should be continuously communicated;
- Opportunities should be provided for athletes and coaches to strategize and exercise problem solving skills.

### Performance Indicators

- Players demonstrate the ability to effectively apply mental training skills to enhance performance by:
  - Goal setting
  - Focus and distraction control
  - Activation/arousal control
  - Emotional stability
  - Positive self talk
  - Imagery
  - Self assessment
- Players demonstrate the progressive understanding of the importance of establishing strong and positive personal values to enhance their personal development;
- Players demonstrate the understanding and importance of role acceptance;
- Players demonstrate an understanding of the importance of team building to enhance individual and team performance.





## Emotional Characteristics

### Basic Characteristics

- There is a need to be self-directed and independent;
- Self-actualization and self-expression are important;
- Major decisions about career, education and lifestyles become a priority during this phase;
- Interaction with the opposite sex continues to be a priority and lasting relationships develop.

### Performance Capabilities

- The athletes are ready to assume responsibility and to accept the consequences of their actions;
- Major changes in interest, hobbies and physical activities may occur during this phase.

### Implications for the Coach

- Goal setting should be strongly emphasized to give definite direction and purpose to the athletes' overall development;
- The athletes need to be treated with respect, given direction and, provided with structure;
- Professional guidance should be made available to help athletes to make decisions about off-season and educational pursuits;
- Athletes must have ample opportunities for independent social interaction.

### Ancillary Capacities

- All ancillary capacities learned in the T2C stage must be refined;
  - Warm up
  - Cool down
  - Stretching (when, what and how)
  - Hydration
  - Nutrition
  - Recovery and regeneration
  - Taper and peak
  - Integrated pre-game and post-game routines
  - Health awareness
  - Environmental awareness
  - Socio-cultural
- Advanced ancillary capacities of time management need to be continually refined to meet the changing demands of balancing sport, education, family and professional development.

## PRACTICAL APPLICATIONS FOR THE LEARN TO WIN STAGE

- High intensity, basketball-specific training sessions of shorter duration are recommended during this phase. Careful planning these sessions with recovery and regeneration methods will provide the training necessary for major tournaments;
- Players must have 9-15 years of training before embarking upon this stage;
- Players at this stage must be fully prepared (physically, technically, tactically, and mentally) based upon the foundation that has been built during the earlier stages;
- The concept of "more is better" is a recipe for disaster. Quality over quantity must be the goal;
- The emphasis is on attaining the player's optimal capacity and on optimal performance.



## Train to Win Stage (T2W)

(Ages 23+/- females and 25+/- males)

All facets of the game have already been introduced, emphasized, developed and refined. An emphasis on refinement must still exist as it will always as improvements can be made on all technical and tactical areas throughout an athlete's career. There will be many new strategies, offensive and defensive sets and philosophies that will depend on the individual coach. A successful player will be able to adapt and accept the desired philosophy.

As in **Learn to Win**, the athlete can still make gains in terms of strength and endurance. While in the areas of speed, skill and suppleness, training must still occur for these systems to remain effective. Without the proper training of these areas, these capacities will begin to degenerate.



### Athletes at this stage face conditions that are very often unique:

- Playing for the Canadian National team:
  - The continual pursuit of performance excellence; becoming a world-class athlete and representing Canada at the highest level of international competition.
  - The commitment and passion to play for multiple years.
  - Accepting different roles within the team.
- Taking personal responsibility for the continual development and implementation of:
  - Yearly training plans (Y.T.P.)
  - Personal improvement plans (P.I.P.)
- Adjusting to the lifestyle of a professional athlete:
  - Playing in a foreign country.
  - Accepting the responsibilities, expectations, and dealing with the pressures.
  - Dealing with agents.
  - Cultural adjustments; language, food, and local customs.
- Financial planning.
- Social aspect of their lives; family, friends, and personal relationships.
- Preparing to make the transition from being a high performance player to some other aspect of the game; coach, referee, administrator or an active for life player.
- Continual lifelong involvement in the growth and development of basketball in Canada.
- Being a mentor to others.

More detailed information will be developed in these areas as the Athlete Development Model matures.





### Active for Life Stage

The age of transition from competitive sport to lifelong physical activity.

**Objective:** A smooth transition from an athletes competitive carer to lifelong physical activity and participation in sport.

Basketball programs need to ensure:

- Move from one sport to another. For example the 16-year old basketball player becomes a rower or the 12 year old gymnast becomes a basketball player;
- Move from one aspect of the basketball to another. For example assisting athletes with a disability in order that they may enjoy the game;
- Move from competitive basketball to recreational activities such as hiking and cycling;
- Move from competitive basketball to volunteering as a coach, official or administrator;
- Upon retiring from competitive basketball, move to sport-related careers such as coaching, officiating, sport administration, small business enterprises or media;
- Move from highly competitive basketball to lifetime competitive basketball through age group competitions such as Master's Games.

A positive experience in sport is key to retaining athletes after they leave the competitive stream.

Basketball must make the shift from cutting athletes to re-directing them to sports where they are pre-disposed to train and perform well.

**THIS MAY OCCUR AT ANY AGE**



## Athletes with a Disability

### Not Different, But in Addition

Athletes with a Disability (AWADs) are first and foremost athletes. For this reason, virtually everything in the able-bodied Long-Term Athlete Development (LTAD) model is applicable. The able-bodied LTAD model and its resource paper, *Canadian Sport for Life*, should be the starting point for all athletes. *No Accidental Champions* (See [www.ltad.ca](http://www.ltad.ca)) is therefore only concerned with additional factors that need to be considered when working with athletes with a disability.

Between 10% and 14% of Canadians have a disability and, for optimum health, it is critical that all Canadians, with or without a disability, fully engage in physical activity. Canadians with a disability who aspire to the highest levels of sport performance also need a sport system to help them achieve their goals. Canada's outstanding international success in Paralympic sport, Special Olympics and other sport for athletes with a disability is well known, but there is concern that Canada's pool of talented athletes with a disability is aging and being depleted. Canada therefore needs to develop the next generation of athletes with a disability to their fullest potential.

For this reason, and to ensure the long-term health of its population, Canada is creating a LTAD model for athletes with a disability.

Sport for individuals with a disability has grown tremendously over the last few decades. Nowadays, virtually any sport available to an able-bodied athlete can be pursued by a person with a disability at both the recreational and competitive levels. Basketball is no different.

High performance competitive basketball for athletes with a disability is organized by the Canadian Wheelchair Basketball Association which is responsible for the LTAD model for athletes with a disability. It closely parallels the LTAD model for able-bodied athletes.

At the world level, the International Paralympic Committee (IPC) is an organization that parallels the International Olympic Committee, overseeing the Paralympic Games. The Paralympic Games are held in the same city as each Olympic Games, usually 2 to 3 weeks after their close. Wheelchair basketball is a major Paralympic summer sport.

It is important that more is done to make basketball known and accessible to athletes with a disability. This requires that people involved in the sport make sure athletes with a disability are aware of the opportunities to play basketball. Also the first time the athlete has contact with the sport is crucial time for both the coach and the athlete. Both may feel a little apprehensive. It takes more courage for an athlete with a disability to try a new sport. Anything that basketball coaches and leaders can do to lessen this fear will go along way to actively inviting persons with a disability to try basketball.





## Strategic Initiatives

In the development of this model a number of key issues were identified that if not properly addressed will have a major detrimental impact to Canadian basketball. It is strongly recommended that the following steps be taken to help create the basketball system that will allow all participants to achieve their goals from the time of entry until reaching the active for life stage.

### First priority

**System alignment** - Players, coaches, officials, parents and administrators must be aware of the LTAD pathways. There needs to be a smooth transition from one stage to the next. This can only occur when all basketball deliverers within the Canadian basketball community are aligned with the LTAD model. One set of rules (the primary rules are the same, but the secondary rules are modified to be LTAD appropriate) for the game is an example.

### Second priority

**The coach** is the single most important person in the implementation of the key principles of the LTAD model. Most of the other priorities will not occur if we do not impact the coach. Coaching education and ensuring coaching competency are key to success. Coaches need to balance the individual development of the athletes with getting the players to work together as a team.

### Third priority

**Competition Structure/Periodization** - Many of the problems within the sport of basketball are as a result of the imbalance between competition and training. At each stage of the model appropriate practice to competition models must be adhered too. The Competition Review working group is researching and developing recommendations.

### Fourth priority

**Individualized Training** - As stated above in the second priority the coach is responsible to balance individual development with team play. Currently the pendulum has swung to the side of team play. Coaches need to develop in players the passion to improve. Coaches need to know how to teach the skills that are appropriate for their athletes' stage of development. The coach should be able to improve that athlete so that he/she can play at the next stage if the athlete so desires. The coach should not be the limiting factor. At any stage of the LTAD model the participants will benefit immensely from improving their skills whether these are basketball, mental, physical or life skills.

### Fifth priority

**Monitor Growth and Development during the Growth Spurt** - A key principle of the LTAD model is to recognize that athletes at different stages are not to be coached the same. The coach, parents and administrators need to understand the physical, mental and social /emotional characteristics of the children. This is especially important during puberty when each child is at a different developmental age. This is the time when most children are dropping out of sport. By monitoring growth and development during the growth spurt we will be better able to address the individual needs of the child and hopefully keep them active in sport.







**Adaptation** refers to a response to a stimulus or a series of stimuli that induces functional and/or morphological changes in the organism. Naturally, the level or degree of adaptation is dependent upon the genetical endowment of an individual. However, the general trends or patterns of adaptation are identified by physiological research, and guidelines are clearly delineated of the various adaptation processes, such as adaptation to muscular endurance or maximum strength.

**Adolescence** is a difficult period to define in terms of the time of its onset and termination. During this period, most bodily systems become adult both structurally and functionally. Structurally, adolescence begins with acceleration in the rate of growth in stature, which marks the onset of the adolescent growth spurt. The rate of statural growth reaches a peak, begins a slower or decelerative phase, and finally terminates with the attainment of adult stature. Functionally, adolescence is usually viewed in terms of sexual maturation, which begins with changes in the neuroendocrine system prior to overt physical changes and terminates with the attainment of mature reproductive function.

## Age

Development refers to “the interrelationship between growth and maturation in relation to the passage of time.” The concept of development also includes the social, emotional, intellectual, and motor realms of the child.

**Developmental Age** refers to the degree of physical, mental, cognitive and emotional maturity. Physical developmental age can be determined by skeletal maturity or bone age after which mental, cognitive and emotional maturity is incorporated.

**Chronological Age** refers to the number of years and days elapsed since birth. Children of the same chronological age can differ by several years in their level of biological maturation.

**Biological Age** is a variable that corresponds roughly to chronological age, determined by measures of morphological, skeletal, dental or sexual age.

**Skeletal Age** refers to the maturity of the skeleton determined by the degree of ossification of the bone structure. It is a measure of age that takes into consideration how far given bones have progressed toward maturity, not in size, but with respect to shape and position to one another.

**Relative Age** also plays an important role in coaching decisions. The relative age effect describes the observations that a greater number

of performers born early in selection years are over-represented in junior and senior elite squads compared with what would be expected based on national birth rates. This means that a child born on January 1st may participate in the same programs as a child born on December 31st of the same year - although one is almost a year older than the other. It is well documented that relative age has a great advantage in athletic selection. The age group cut-off date for entry into organized youth sport is August 1st in English school sports and January 1st in Canadian Ice Hockey. In many different sports the relative age effect is clear to see.

**General Training Age** refers to the number of years in training, sampling different sports.

**Sport-Specific Training Age** refers to the number of years since an athlete decided to specialize in one particular sport.

**Ancillary Capacities** refer to the knowledge and experience base of an athlete and includes warm-up and cool-down procedures, stretching, nutrition, hydration, rest, recovery, restoration, regeneration, mental preparation, and taper and peak.

The more knowledgeable athletes are about these training and performance factors, the more they can enhance their training and performance levels. When athletes reach their genetic potential and physiologically cannot improve anymore, performance can be improved by using the ancillary capacities to full advantage.

**Childhood** ordinarily spans the end of infancy - the first birthday - to the start of adolescence and is characterized by relatively steady progress in growth and maturation and rapid progress in neuromuscular or motor development. It is often divided into early childhood, which includes pre-school children aged 1 to 5 years, and late childhood, which includes elementary school-age children, aged 6 through to the onset of adolescence.

**Chronological age** refers to “the number of years and days elapsed since birth.” Growth, development and maturation operate in a time framework that is the child’s chronological age. Children of the same chronological age can differ by several years in their level of biological maturation. The integrated nature of growth and maturation is achieved by the interaction of genes, hormones, nutrients, and the physical and psychosocial environments in which the individual lives. This complex interaction regulates the child’s growth, neuromuscular maturation, sexual maturation and general physical metamorphosis during the first 2 decades of life.



**Development** refers to “the interrelationship between growth and maturation in relation to the passage of time. The concept of development also includes the social, emotional, intellectual, and motor realms of the child.”

The terms “**growth**” and “**maturation**” are often used together and sometimes synonymously. However, each refers to specific biological activities. Growth refers to “observable, step-by-step, measurable changes in body size such as height, weight, and percentage of body fat.” Maturation refers to “qualitative system changes, both structural and functional in nature, in the organism’s progress toward maturity; for example, the change of cartilage to bone in the skeleton.”

**Dynamic mobility** involves moving parts of your body and gradually increasing reach, speed of movement, or both.” Do not confuse dynamic stretching with ballistic stretching! Dynamic stretching consists of controlled leg and arm swings that take you gently to the limits of your range of motion. Ballistic stretches involve trying to force a part of the body beyond its range of motion. In dynamic stretches, there are no bounces or “jerky” movements. An example of dynamic stretching would be slow, controlled leg swings, arm swings, or torso twists.

**Menarche** is the first menstrual period of an individual.

**Overstress** means to place too much emphasis on or to be subjected to excessive physical or emotional stress.

**Peak height velocity (PHV)** is the maximum rate of growth in stature during growth spurt. The age of maximum velocity of growth is called the age at PHV.

**Periodization** is time management applied to training. Over time, it optimizes each child’s improvement by providing a logical training schedule that respects each stage of development.

**Physical literacy** refers to the mastering of fundamental motor skills and fundamental sport skills.

**PNF stretching** (or proprioceptive muscular facilitation) is one of the most effective forms of flexibility training for increasing range of motion. It usually involves contracting the muscles isometrically against for 20 seconds. The muscle is then relaxed before a new stretch is applied to the muscle.

**Post-natal growth** is commonly, although sometimes arbitrarily, divided into 3 or 4 age periods, including infancy, childhood, adolescence, and puberty.

**Puberty** refers to the point at which an individual is sexually mature and able to reproduce.

**Quick Hitters** are early offensive entry plays or sets.

**Readiness** refers to the child’s level of growth, maturity, and development that enables him/her to perform tasks and meet demands through training and competition. Readiness and critical periods of trainability during growth and development of young athletes are also referred to as the correct time for the programming of certain stimuli to achieve optimum adaptation with regard to motor skills, muscular and/or aerobic power.

**Sensitive periods of development** refer to a point in the development of a specific behaviour when experience or training has an optimal effect on development. The same experience, introduced at an earlier or later time, has no effect on or retards later skill acquisition.

**Static stretching** consists of stretching a muscle (or group of muscles) to its farthest point and then maintaining or holding that position, whereas Passive stretching consists of a relaxed person who is relaxed (passive) while some external force (either a person or an apparatus) brings the joint through its range of motion.

**Trainability** refers to the genetic endowment of athletes as they respond individually to specific stimuli and adapt to it accordingly. Malina and Bouchard (1991) defined trainability as “the responsiveness of developing individuals at different stages of growth and maturation to the training stimulus.”

**Ultra short Interval training** is based on the principle that sufficiently short intervals of intense work do not produce lactic acid accumulation. It is appropriate for developing alactacid and aerobic endurance and provides the opportunity for specific skill training at competition intensity. It is used for training phases where’ specific training is important. When this work is alternated with short rest periods, it is possible to complete a large amount of training at competition quality. Ultra-short intervals do not produce lactic acid accumulation. It is when lactic acid accumulates that fatigue becomes devastating and adequate recovery then takes a markedly greater proportion of time. Abbott A., Collins D., Martindale R., Sowerby K., Fundamental Movement Abilities Chart, Talent Identification and Development, An Academic Review, Sport Scotland University of Edinburgh 2002

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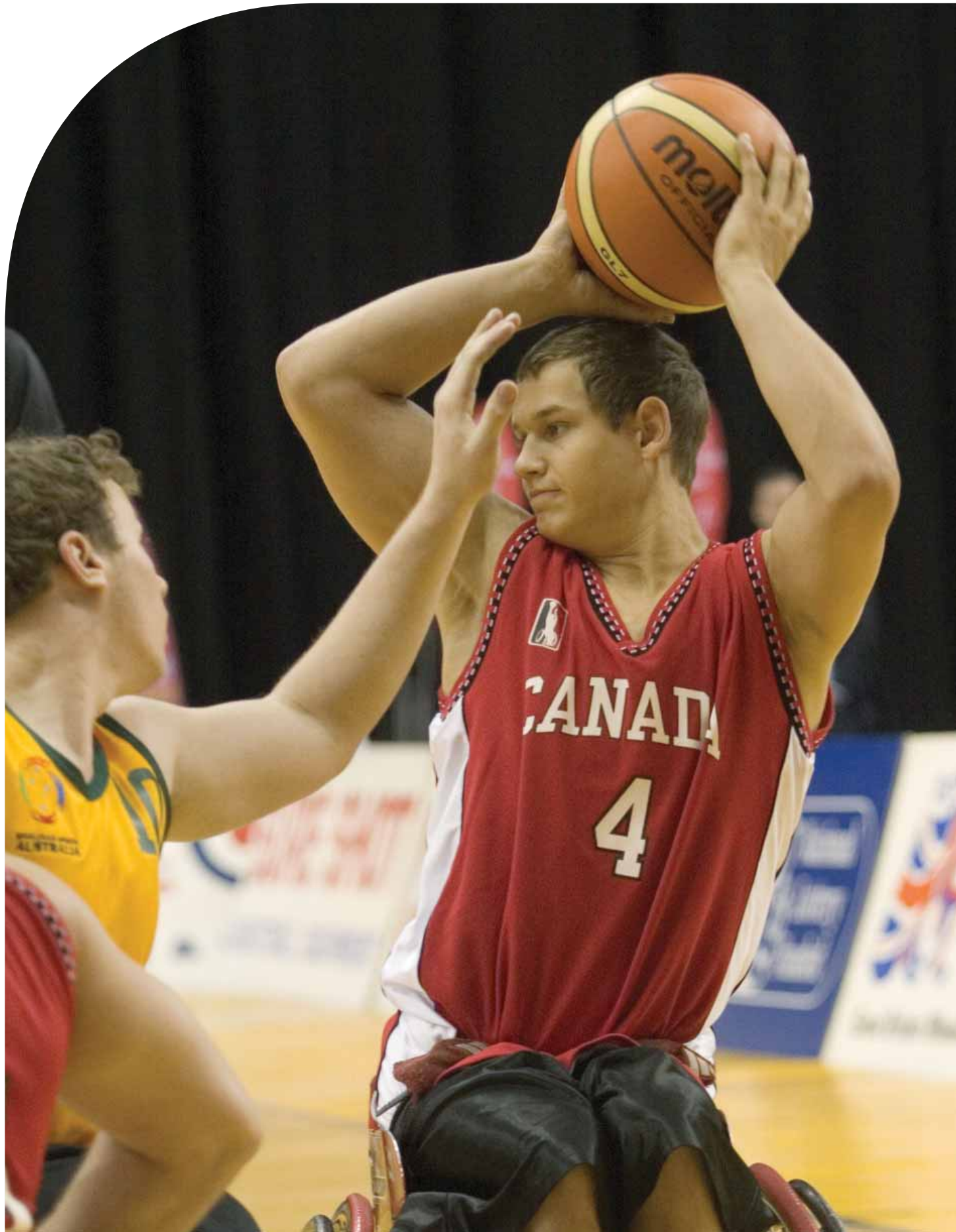
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