



Community Sport - FUNdamentals

Coach Toolbox



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National
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1 USING THE TOOLBOX

The toolbox is meant to be a small reference book that you can take with you to every practice. You have been provided with 10 **lesson plans** that can be used with children 6 & 7. If you have more than 10 sessions with the children, there is no harm in repeating some of the lessons. You can also mix and match activities from the various sections:

- Warm-Up
- Fundamental Movements
- Basketball Skills
- Game Progression
- Debrief

The same is true if your lessons are longer than one hour. Pick a few extra activities from the other lessons to add or just lengthen the activities. If you find you are running short of time, you can always eliminate certain activities or shorten the length of time of the remaining activities.

The **Practice Preparation Sheet** is something you should review before each practice. It helps you prepare for the session. Be sure to pay particular attention to the part on management, which is about planning. Look at the practice plan for that week and see what equipment will be required. Think through how you will move from one activity to the next. A little time taken to plan before you arrive will make the lesson flow smoother when you get there.

You do not have to run out and buy all of the **equipment** listed. Use your imagination when using equipment. Very often the children can be very creative in this area.

Also included is a section focused on **teaching skills** for children 8 – 11. The skills will need to be used based on the skill level of the children. For example: rebounding for 8 & 9 year olds might be focused on movement to get the rebound and then for the 10 & 11 year olds you can also incorporate boxing out.

The **Facility Checklist** is something you should do before every session. The **Emergency Action Plan (EAP)** is also something that you should have with you at all times. Be sure to fill it out. If you use more than one facility, you should have a completed EAP for each.

You have also been provided with various tools to help you track your feedback to the children. One is the **Value Tracker**. This will help you in recording what values you have discussed with the children. The other is a sheet titled, **Are You Spreading Your Attention Around?** It can be used by your assistant coach or a trusted parent to help you improve how you give feedback to the children. It also helps you see what children you have talked to on a regular basis.

There are also some **Assessment Tools for Community Coaches**. These will help you debrief yourself on how you are doing.

Good luck and enjoy your experience. You are about to embark on an adventure that will positively impact the lives of those you coach. In return, they will teach you something about yourself each and every day.

2 PRACTICE PREPARATION SHEET

Planning

- Read over the practice plan
- Think about how many children will be present and the amount of space and equipment you have available
- Anticipate problems that might occur; people arriving late, odd numbers in the groups; run short of time...
- Think the practice through before you arrive
- Have as much of the administration work done ahead of time

Management

- Arrive early and inspect the gym
- Meet and greet the children and their parents as they arrive
- Establish routines:
 - What are we going to do with our “stuff”? (e.g., jacket, boots, equipment bag)
 - What are the children allowed to do when they arrive? (e.g., put stuff away, then free play)
- Have equipment ready. For the first session, you will require:
 - A basketball for every child (it is best if they are size 3 for the youngest children, but size 5 works fine also)
 - Baskets at a lower height (hang a hula hoop from a regulation hoop)
 - 20 bean bags (you can use markers, rolled up socks, crumpled paper with masking tape around them, etc.)
 - 4 to 6 hula hoops (use marks on the floor, cardboard boxes, carpet ends)
 - 10 pylons or spot markers (shoes or boots, plastic pop bottles filled with a little sand or beans)
 - 2 skipping ropes (a piece of rope)
- Invite parents to stay and watch or even help out

Objectives

- Have fun!
- Get to know the children by name
- Help the children understand the routine of the sessions and how to play
- Teach the children how to work together
- Teach the movement skills and basketball skills through fun activities

3 VALUES

1. Treat others the way you want to be treated.
2. Do what is right.
3. Do your best.

Key Factors

- Discuss the 3 values. Ask the children what it means to treat others the way they want to be treated and how they can demonstrate that in the session. You can do this with each value.
- Emphasize that it is their effort and attitude that is important. Everyone will make mistakes, but that is how everyone learns.
- Use lots of imagination and fantasy. Phrases like, “Let’s pretend” work very well. Also, the use of music is very helpful at times.
- Make personal challenges. E.g., “Let’s see if you can do it one more time...”

Inclusion Note

- If you have a wheelchair basketball player in your program, please refer to the Brief Inclusion Summary for modification guidelines.

Observations

- Watch for signs of the children using the three values. Catch them doing things right.
- Watch for children not paying attention during instructions.
- Watch for hesitation or confusion after instructions have been given. Do not always assume that it is because the children are being disrespectful or are unable to do the skill. It may be that they do not understand the instructions.

Interventions

- Praise their effort and attitude, not their ability. We want the children to learn that they can only control their effort and attitude. Talent or ability is something that we all have.
- If problems arise, frame the solution to the problem through the three values. For example, if a child is not trying, ask him/her what it means to do his/her best.
- Avoid comparing to others
- If a child is not paying attention, talking, and not listening, use it as a chance to teach the entire group. Say, “When someone is talking, we should give him/her our eyes and ears and listen. Then, when that person talks, I will do the same.”
- Be more concerned with the big picture at first. Is everyone involved having fun rather than is everyone able to execute the small details of the skills?

Debrief

- At the end of the session, frame your questions through the three values.
- Point out the children’s examples of when you saw them making use to the values. (Refer to your **Value Tracker**.)
- Assign a homework assignment. E.g., “During the next week, I want you to make use of the three values at home or at school. I will ask you how things went next session.”
- Debrief yourself. Ask yourself:
 - What happened?
 - What went well?
 - What did I learn?
 - What can I improve for next time?

3 THE COACH/PARENT MEETING

Successful coaches are aware of the importance of securing the aid and support of well-informed parents. A parent meeting will assist you in preventing potential problems because of lack of communication or misunderstanding. Make it part of your first session.

Objectives of the Meeting:

- a) Introduce yourself to the parents
- b) Improve parent understanding of youth sport
- c) Discuss expectations of players and parents
- d) Cover administrative details

Introduction

- Welcome everyone and have some brief comments about yourself; your background and how you became involved in coaching. (Do not worry if you do not have an extensive coaching background. Be honest, but let the parents know you have taken the NCCP clinic and are excited to continue to grow and learn as a coach).
- Inform the parents of some of the skills you have learned that will help you in working with their children.
- Have the players and parents introduce themselves.

Your Coaching Philosophy - Briefly explain what you plan to emphasize as a coach and why this is important. Make reference to Canadian Sport for Life and the Athlete Development Model. This can help explain your reasons for why you will be coaching the way you do. You may want to provide parents with copies of the material from this website: www.ltad.ca.

- Participation vs. restricted playing time based on ability level
- Development of skills vs. the emphasis on winning at this stage of Development. All of the children need to learn the basic skills for all positions of the game of basketball. The children will be developing their fundamental movement skills. Most importantly of all, it needs to be fun.

Basic Expectations of the Children - Explain what your expectations will be from the players emphasizing the three values. Give specific examples instead of more general words like a *good* attitude or *good* behaviour.

The three values are:

1. Do what is right – use equipment/facilities as intended, ask if this is the right thing to do (positive, not negative behaviour e.g., stealing and swearing)
2. Do your best – active participation, trying to do new activities, improve on past performances
3. Treat others the way you want to be treated – be polite to others, share, take turns, say please and thank you.

You will also be expecting children at this age to start to show the four levels of leadership. You are beginning to take the children on the journey from being dependent on their parents to being independent.

1. Lead themselves – look after their own water bottle, snack, and equipment
2. Give energy to the group – help make the gym safe and clean
3. Know when to follow – listen to instructions
4. Know when to lead – use a leadership voice

Basic Expectations of the Parents

- Explain to the parents that they are responsible for the arrival and pick-up time for the children. Being on time is very important since you have a short time in which to operate. Children arriving late often feel left out.
- Ask parents to please communicate with you when their child cannot attend and/or if there are any conflicting dates. This assists in your planning and relieves worry.
- Ask if any parents wish to become involved in coaching, administration, or any other little tasks that will help the program.
- Parents are responsible for making sure their children have the necessary “stuff” for the sessions i.e., clean gym clothing, appropriate footwear, nutritional snacks, labeled water bottle, etc. Emphasize that children should not bring valuables to the gym.
- You must decide if you want the parents to help or just support their child.
- Give the parents a procedure if an issue arises: call me at home, set up a meeting, not to discuss the issue in front of the child.
- Explain to the parents what behaviours are expected when watching the sessions. Again, be specific! Some examples of being a supportive parent are: stress fun while learning new skills; help your child develop specific, realistic goals; support the rules of fair play; learn the rules; be a good spectator.
- Avoid making comments from the sideline. The children need to learn to focus on the task at hand. They are learning to do activities without you, the parent. Negative comments during the session that can be heard by the children or the coaches are not acceptable.

Inherent Risks

- By the very nature of the activity, minor injuries may occur. Inform the parents that with proper planning and organization these may be eliminated.
- The main concern is to prevent injuries or accidents from happening.
- If an accident does occur, you have an EAP (Emergency Action Plan) in place.
- Also, explain that with membership in the Canada Basketball/provincial organization, the children have insurance.
- Ask if there are any parents who have training in emergency procedures. You are specifically looking for people with first-aid and CPR. Are they willing to assist?

- It is also important that parents let you know about any possible health concerns or sensitivities that their child may have that will help you better coach him/her. Most parents are very familiar with this procedure when dealing with schools. You must respect the child's privacy in these matters.

Schedule

- Go over league or association rules that may differ from the adult game people may see on television.
- Give a brief overview of the season and the goals you have.
- Explain when the sessions will be held. It is important to again stress that if the session starts at 6:00 PM, what time should the children arrive. If you finish at 7:00 PM, the children can be picked up at what time.
- Explain what doors will be used and rules that the facility may have that can impact the parents, such as parking, no boots on the gym floor, coffee cups, etc.
- You may want to explain how the money the parents paid to join is being spent.

Contact Information - It is important to have emergency contact information for the children. Parents may not wish to give out health card numbers. If not, that parent must be accessible. You should also include your contact information.

Summary Sheet - Distribute a one-sheet summary of what you have gone over. Be sure to include your contact information and the schedule. You may want to give the parents some of the reference material you have on Fair Play.

Closing

- Ask for questions, but mention when you will be available to have a private talk about a child.
- You do not want to get into deep disagreements on philosophy. As long as you apply your learnings from your NCCP training, you will have the support of both the provincial and national bodies. The vast majority of the parents will also be in agreement.
- Conclude on a positive note. Emphasize how excited you are to work with the children and if the children have fun, puffy cheeks, and want to come back, we are successful.
- The children will grow in many areas from this experience: confidence, leadership, working with others, self-esteem, physical fitness, etc.

Note: In many associations, the child cannot participate or the parent cannot watch a game until the parent(s) has attended the parent meeting. Too often, the parent(s) with which you will have the problem will conveniently miss the meeting.

4 Lesson Plans

Session # 1

Welcome (5 min)

- get to know everyone's name
- what to do on a whistle
- what to do with the basketball

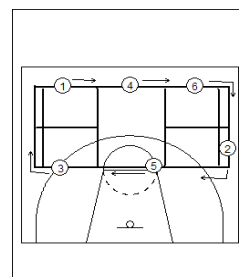
Fundamental Movement Skills (15 min)

Court Movement (4 min)

Moving around the lines of the court the players execute the different types of movements as called out by the coach.

Note: Using the badminton courts is a good way to divide the children up into manageable groups.

- walking – use this to familiarize the players with the lines of the court
- Call "Stop" – get in a 'grizzly bear' stance. Bend and show your claws. This is a ready position.
- Jog
- run backward
- change of speeds on different lines
- skip
- double leg hop
- hops side to side over the line

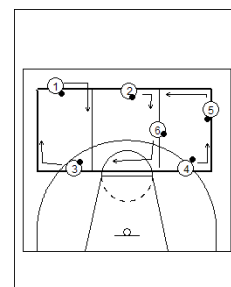


Pac man (2 min)

The players spread out around the gym but must stand on a line. One player is chosen as "the PAC man". The Pac Man makes a chopping movement with their arms like an alligator, so they know who is it. He/she 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.

Variations

- If you have a large group use the lines of a badminton court to divide the group into smaller groups.
- Vary the type of movement the children use: walking, sliding, skipping, high knees running, hopping, dribbling.



Bending and twisting (2 min)

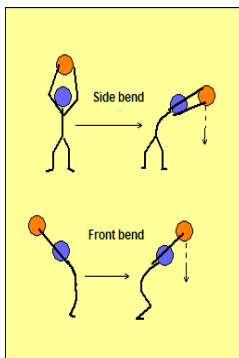
These can be done with or without a ball but having the athletes pound the ball hard on the floor will also prepare the hands for catching.

Side bends

Facing forward bend to the side and bounce the ball with a hard two hand dribble. Catch the ball and repeat to the other side. Note: The ball should be pulled through with the entire body not just with the arms.

Front bends

The above action is repeated only bending forward and backward

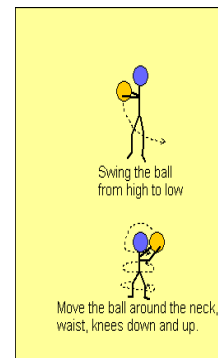


Twisting and swing (2 min)

The ball is held with the arms straight and swung in a pendulum action. It can be kept at the same height or from low to high or high to low. (Like a golf swing).

Moving ball around the body

The player moves the ball around various parts of the body; neck, waist, legs etc.



Tracking Skills (2 min)

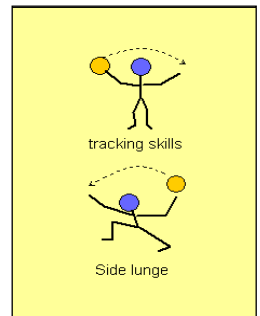
It is very important that the players learn to track the ball with the eyes and coordinate this movement with the hands to catch the ball.

Start by pouring the ball from one hand to the other while standing straight.

Note: with young children catching with two hands is enough of a challenge. Use the same progression below.

Loading the skill;

- toss it faster
- toss it higher
- toss it behind the neck
- add an action (clap hands, spin 180 *) before catching



Ball toss (3 min)

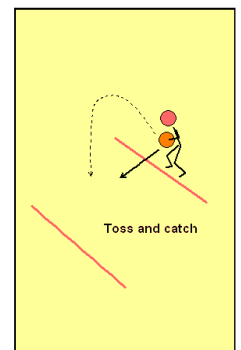
The player stands behind the line with the ball. Start in a grizzly bear stance with the ball. Begin by tossing the ball in the air and catching it. Next have the players clap and catch the ball. Make it a personal challenge.

“How many claps can you make and still catch the ball.”

“See if you can’t make one more clap.”

Make these personal challenges not group challenges.

Finally have the child 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 child runs and catches the ball. Assume a grizzly bear stance once you catch the ball.



Basketball Skills (15 min)

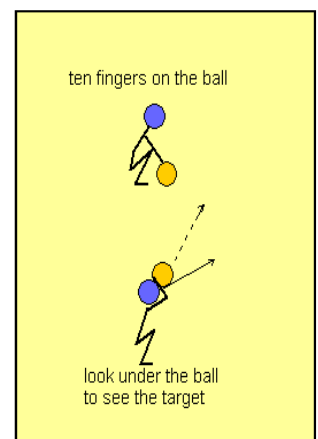
Frog Shooting (7 min)

Perform a squat. It is important that the "player sit in the chair". Place ten fingers on the ball. 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.

The next step is to place the ball at different spots on the floor. Have the athlete get behind the ball and perform the shooting action.

Third progression is for the coach to roll the ball to the player to pick it up before shooting.

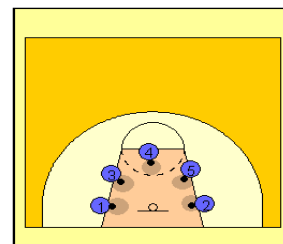
The target does not always have to be a basket. Give the players different objects to shoot at varying heights. We want the players to discover that "finesse not power" is needed to shoot a basketball. Power comes from the legs. Having a partner or a coach (parent) holding a hula hoop makes a good target or hang the hula hoop over the rim of the basket.



Around the world shooting (8 min)

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.

One way is to hang a hula hoop from the rim. This way the children have two targets to shoot at; a higher target and a lower target.

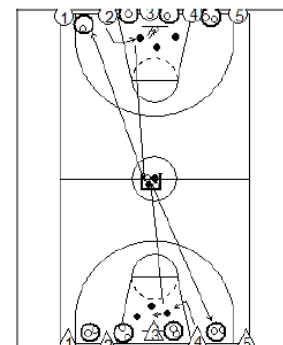


Games Progression (20 min)

In the first part of the game the bean bags are all in the centre. You can have up to three players per team go at a time. The child scores a basket and runs to half to retrieve a bean bag. The child places the bean bag at the team's pile. The next child in line then goes. The children keep scoring baskets until all of the bean bags are depleted from the middle. The coach can determine how many children can go at a time. It is best to allow only two or three children from each group to go at any given time. Control this by using the number of balls that you want in play.

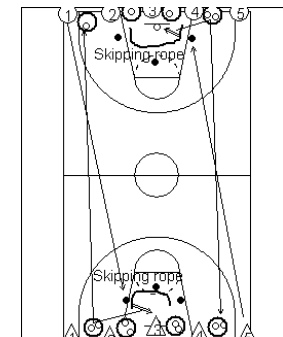
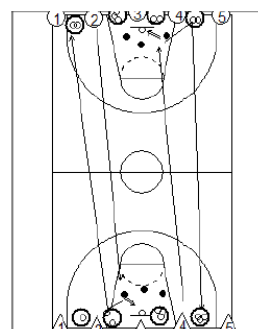
Record which teams has the greatest number of bean bags

In the diagram player #4 for the triangles shoots a basket and then runs to centre to collect a bean bag. The player runs back to the end line and places the bean bag beside the marker. Player #2 does the same task for the circles.



In the second part of the game the players must now run to the far end and shoot a basket. After making the basket the players take a bean bag from the opposing team's pile and return to their own end, placing the captured bean bag on their team's pile. Restrict the number of players who go at any one time. Time the length of the game. Count which team has the most bean bags in order to determine the winner

If time permits repeat the second phase only add a restricted area from which the ball must be shot behind. A skipping rope is a good way to mark this space.



Debrief (5 min)

Have the children assist in putting the equipment away

Practice slow deep breathing to help relax them and prepare to leave – have them model your breathing pattern.

Ask debriefing questions:

What activities did you enjoy?

What can you do on your own before our next session?

Session # 2

Welcome (5 min)

- Meet and greet each child as they arrive
- Allow children free play time

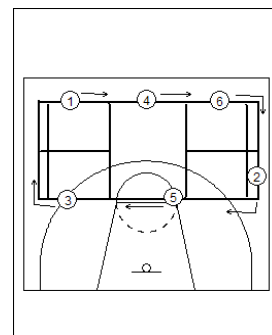
Fundamental Movement Skills (15 min)

Warm up (6 min)

Moving around the lines of the court the players execute the different types of movements as called out by the coach.

Note: Using the badminton courts is a good way to divide the children up into manageable groups.

- walking – emphasize arm action – swing from front to back keep the elbow bent at 90 °.
- jog – emphasize arms
- double leg hops
- single leg hops
- stops – two foot, one two stop



Go & Stop (8 min)

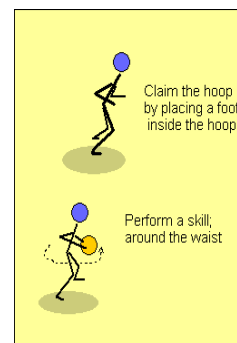
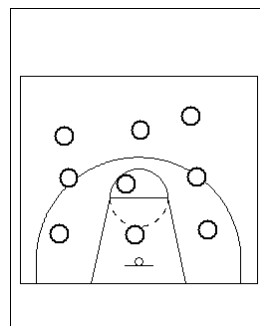
Markers are evenly spread on the floor. There should be one marker for each child. When the coach says go the players move randomly around the court doing a specified movement:

- running, skipping, sliding, hopping or with a ball

When the coach says stop the players must find one of the markers and stand beside it. Once there 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 (review the actions from session #1) ball handling.

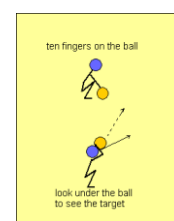
Repeat a number of times.



Basketball Skills (15 min)

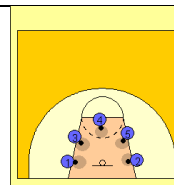
Frog Shooting (3 min)

Review the skill from session #1. Remember the key is to develop power from the legs and finesse from the hands and arms.



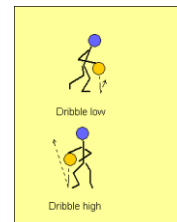
Around the world shooting (6 min)

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.



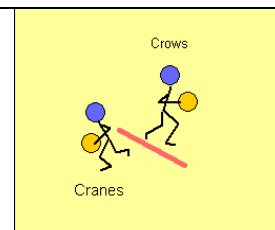
Introduce dribbling (3 min)

Each player should have a ball and follow the dribbles of the coach. Explain the rules of dribbling that only one hand may be used at a time. Start stationary: dribble right hand, left hand, alternate hands, high, low, side to side, front to back. Now dribble and move – have the players follow the coach as he/she moves around the gym.



Crows and cranes (3 min)

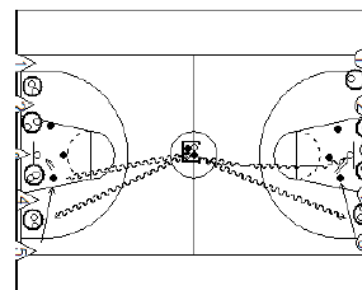
Players line up with a partner on either side of a line. The players are designated Crows or Cranes. When the coach calls out the word "crows"; all of those players must dribble to a safety area before the "cranes" can tag them. Have another line a short distance away as the safety area. Be careful of walls near the line.



Games Progression (20 min)

This is a continuation of the same game from Session #1

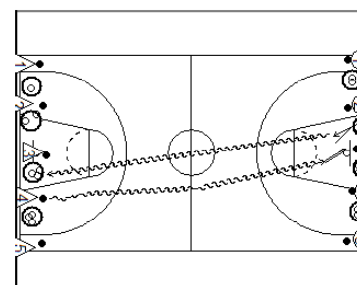
In progression #2 dribbling is added to the game. The players make their shot and then rebound the ball and dribble to half to collect the bean bag. Encourage the players to alternate which hand they dribble with. This part of the game is played until the entire bean bags are gone from the centre.



In the second part of the game the players now have to dribble the length of the floor to shoot the ball. Collect the bean bag and dribble back.

The third part is to add a spot a bit further back from which the players must shoot the ball.

Time the length of the game. Count which team has the most bean bags in order to determine the winner



Debrief (5 min)

Have the children assist in putting the equipment away

Practice slow deep breathing to help relax them and prepare to leave – have the children lie on their backs on the floor. Have them place the ball on their belly. Watch the ball move up and down as they breathe in and out. They should see their belly rise on the inhale and lower on the exhale. Promote counting to 5 seconds for both the inhale and exhale.

Ask debriefing questions:

Tell me some things you learned about dribbling today. You may need to ask questions to get the discussion going like, what part of the hand do you dribble with? How high should you dribble?

Session # 3

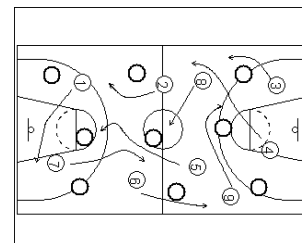
Welcome (5 min)

- Meet and greet each child as they arrive
- Allow children free play time

Fundamental Movement Skills (15 min)

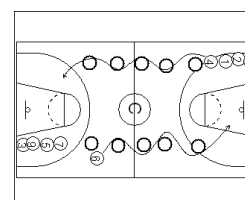
Go & Stop (5 min)

The children spread out around the gym. When the coach says go they move about in an action directed by the coach. Review the different types of movements from the previous sessions. When the coach says stop the players must come to a two foot stop. When the coach says "go" they must find a marker and stop beside it. The coach then directs them to do a movement activity such as a one foot balance, a two foot jump, a twist and a bend. Give them the next movement for before saying go.



Changing direction (5 min)

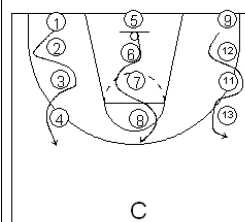
Line the markers up in two lines as shown in the diagram. The children run between the markers changing direction. Emphasize pushing off the outside foot.



Changing direction (5 min)

The players line up in three lines with enough space between each player so that with their arms stretched out they cannot touch the player in front.

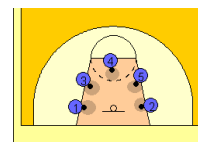
On the coaches command the players weave to the front of the line and do a jump stop at the front. Once that player is ready the next player goes. The emphasis is on changing direction and moving quickly



Basketball Skills (15 min)

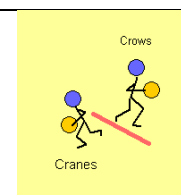
Around the world shooting (3 min)

This is a review of shooting. If you find the children are not using the legs, do some frog shots.



Crows and cranes (3 min)

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. Be careful of walls near the line.



Session # 4

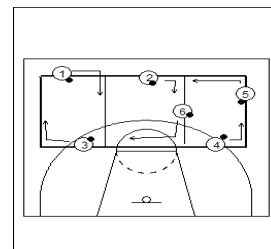
Welcome (5 min)

- Meet and greet each child as they arrive
- Allow children free play time

Fundamental Movement Skills (15 min)

Pac man (6 min)

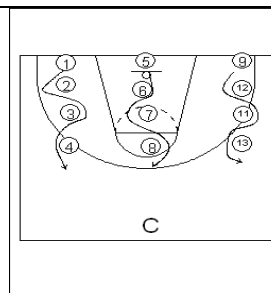
The children spread out on the badminton court lines. One player is chosen as the Pac Man. The other players are the ghosts (the children can make the noise of a ghost). Once the Pac man tags someone there are now two Pac men. Go until all of the ghosts are caught. The coach can add red lights and green lights. When red light is called everyone must stop. Have the children do a movement activity. Then call green light to start again.



Changing direction (6 min)

The players line up in three lines with enough space between each player so that with their arms stretched out they cannot touch the player in front. On the coaches command the players weave to the front of the line and do a jump stop at the front. Once that player is ready the next player goes. The emphasis is on changing direction and moving quickly

Now introduce sliding. The players slide while weaving through the other players. Be sure to have them go twice so they can practice in both directions



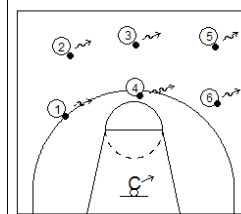
Basketball Skills (15 min)

Wave dribble (3 min)

The players must react to the directions the coach points.

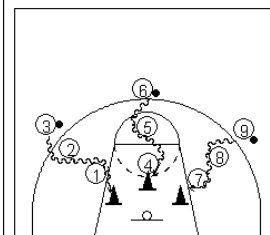
Key:

Do not change too quickly at first; you want the players to move in the desired direction with some speed. If you change too fast they end up standing



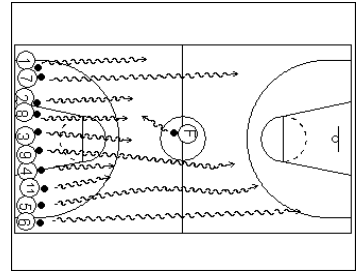
Dribbling around teammates to score (6 min)

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. They cannot use their feet. Have the dribbler attempt to keep his/her body between the ball and the defender. This is a good drill to use imagination. Pretend the defenders are trees blowing in the wind.



The Fisherman Game (6 min)

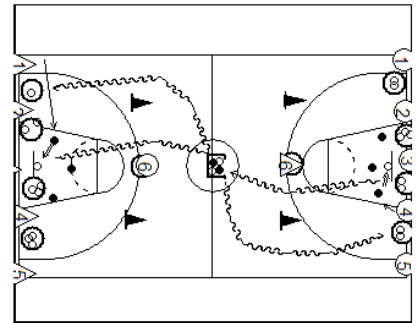
All the players line up on the baseline with a ball. They are the fish. The player in the middle with the ball is the fisherman. When the coach says go the fish try to dribble to the far end of the gym without being caught. If caught they also become a fisherman. Go until all of the fish are caught. Emphasize using both hands.



Games Progression (20 min)

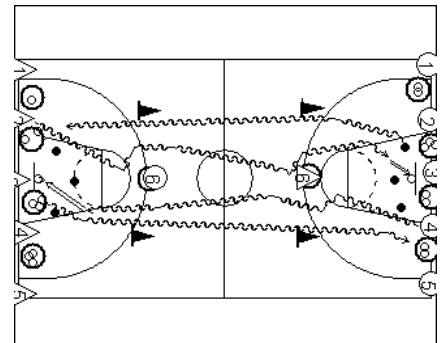
This is a continuation of the same game from Session #3

In this progression the concept of protecting the ball while dribbling is added. Each team places a defender beside their pile at the other end of the floor. After the player makes a shot he must dribble between the pylons where the defender is located. If he loses control of the ball he must retrieve it and return through the pylons. Be sure to change the defender



The second part is to dribble to the far basket through the stationary defender.

The final part is to add the shooting spot. As you can see each session the players get to play the game three times constantly adding to the level of difficulty



Debrief (5 min)

Have the children help put away the equipment
Have the group form a circle and lead a relaxed static stretch.

Ask debriefing questions:

Did you like the fisherman game?

Did you dribble with each of your hands or only with one?

Session # 5

Welcome (5 min)

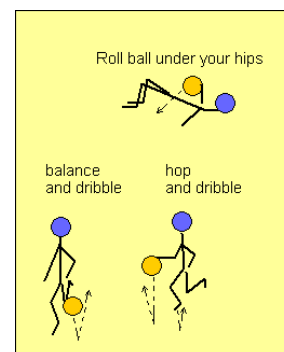
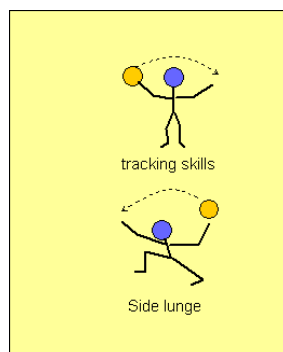
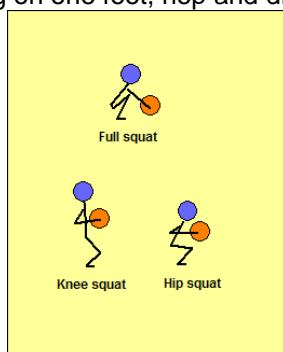
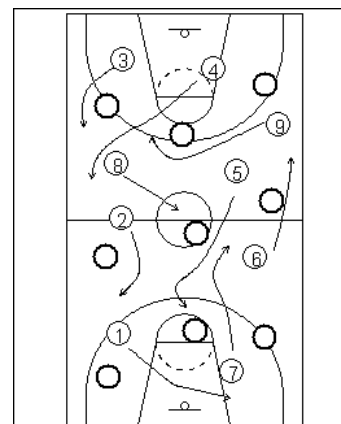
- Meet and greet each child as they arrive
- Allow children free play time

Fundamental Movement Skills (15 min)

Go & Stop (15 min)

The children spread out around the gym. When the coach says go they move about in an action directed by the coach. Review the different types of movements from the previous sessions. When the coach says stop the players must come to a two foot stop. When the coach says “go” they must find a marker and stop beside it. The coach then directs them to do a movement activity such as a one foot balance, a two foot jump, a twist and a bend. Give them the next movement before you say go.

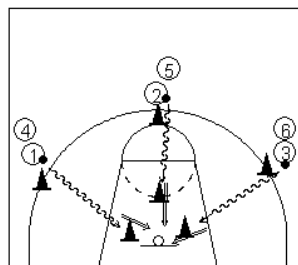
Now add a basketball – the children perform the same activity. Encourage them to different dribbles with the head up. When the coach says stop the player must dribble to a marker. Have them perform various activities with the ball: toss and catch, move ball around the body, lying on the ground move the ball under your raised hips, dribble while balancing on one foot, hop and dribble



Basketball Skills (15 min)

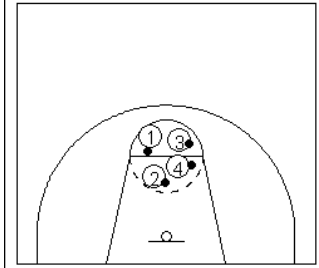
Dribble to score (5 min)

The players line up in the three lines behind the pylons. The players dribble to the second pylon and shoot until they put the ball in the basket. The move to the next line. They return and give the ball to the next player. If you have enough coaches every child should have a ball and a basket.



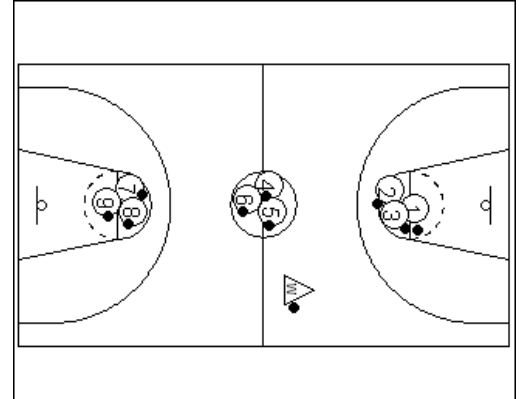
Keep away (5 min)

The players each have a ball and are placed in a confined space. The object is to keep their heads up as they dribble while trying to knock the other balls away. Do not punish the players for losing the ball. If the ball goes out of the space retrieve it and start again. The size of the space depends on the number of people in the drill. In this case we have placed four players of equal ability inside the circle.



The Wolf and Sheep game (5 min)

All the players have a ball and place themselves inside the three jump circles. They are the sheep. One player outside the circle is the wolf. When the coach says **“The wolf isn’t here”**. The players can dribble freely throughout the court. They cannot stay in or near the circles. This includes the wolf that cannot touch the sheep. When the coach says; **“Here comes the wolf”**. The wolf can touch as many sheep as possible. Those touched become wolves. If a sheep gets into the pen, the circles, he/she is safe.



Games Progression (20 min)

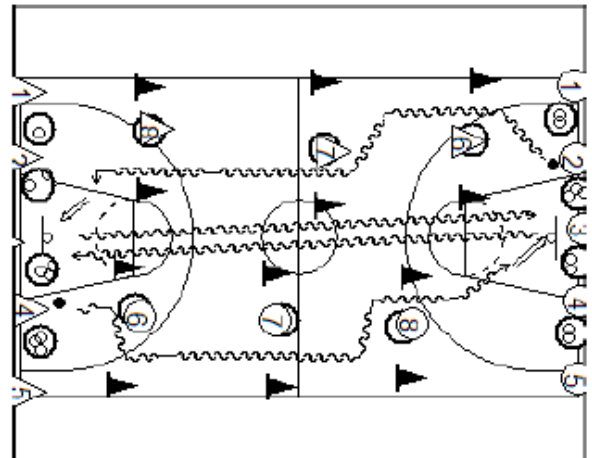
This is a continuation of the same game from Session #4

In this progression we have added multiple stationary defenders. The defenders can't move their feet.

Be sure to change the directions the teams travel and also the defenders.

There are still the same three progressions:

- Shoot at the near basket, dribble to $\frac{1}{2}$ and back
- Dribble to the far basket, shoot and dribble back – this promotes using lay ups
- Add the shooting spot – this promotes shooting from further out. Remember to allow the children to rebound and make their shot.



Debrief (5 min)

Have the children assist in putting the equipment away
Have them practice deep breathing to relax.

Ask debriefing questions:

Did they like the new Wolf & Sheep game?
What did they practice when they played it?

Session # 6

Welcome (5 min)

- Meet and greet each child as they arrive
- Allow children free play time

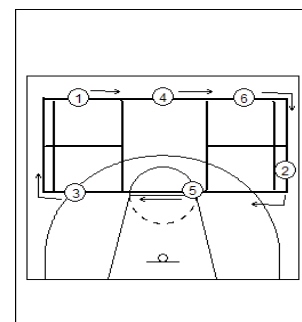
Fundamental Movement Skills (15 min)

Warm up (6 min)

Moving around the lines of the court the players execute the different types of movements as called out by the coach. Review all of the different movements. You can use music if wish.

Note: Using the badminton courts is a good way to divide the children up into manageable groups.

Now add a basketball – be sure to emphasize the change of hands as it will be used later in the practice. Also work on changing speeds.

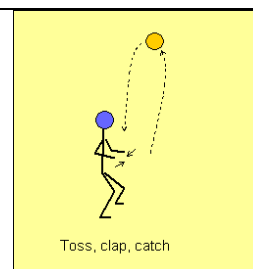


Throwing and catching (4 min)

Toss the ball up, clap hands and catch the ball. See how many claps they can make.

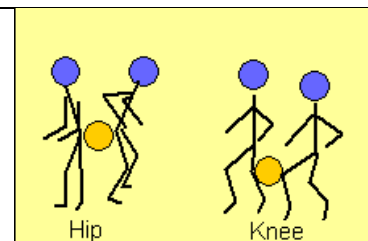
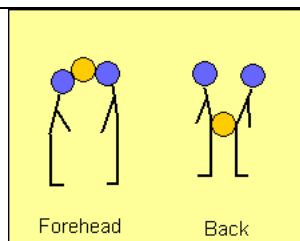
Toss the ball spin around and catch it.

Have the children throw the ball against the wall and catch it. Add claps.



Partner drills (5 min)

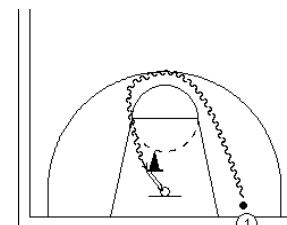
Pair the children up with one ball and standing on the side line. Working together they must manoeuvre across the floor by having the ball touch different parts of the body. If the ball drops start from where the ball fell.



Basketball Skills (15 min)

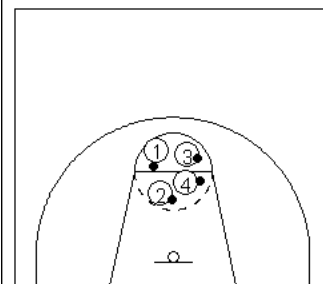
Circle dribble to score (5 min)

The players line up on the baseline as shown in the diagram. They dribble around the jump circle stop at the pylon and shoot. The coach can change the location of the pylon.

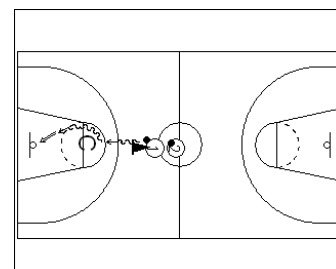


Keep away (5 min)

The players each have a ball and are placed in a confined space. The object is to keep their head up as they dribble while trying to knock the other balls away. Do not punish the players for losing the ball. The size of the space depends on the number of people in the drill. In this case we have placed four players of equal ability inside the circle.

**Protected dribble vs. guided defence (5 min)**

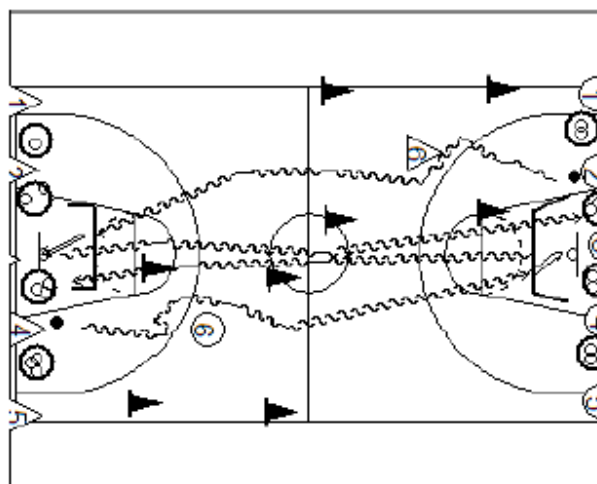
The players line up behind the pylon. One player dribbles at the coach. If the coach reaches with his/her hand the players must dribble by the coach with the opposite hand. Here we are trying to teach the concept of keeping your body between the ball and the defense. The players should now be attempting to go past the guided defender with speed.

**Games Progression (20 min)****This is a continuation of the same game from Session #5**

In this progression an active defender is added. You should remind the defence that they want to put their body between the offensive player and the basket. Hitting or slapping is not allowed. The players must dribble through a designated area in which the defender is allowed to play. Be sure to switch the sides of the floor and the defenders.

There are still the three progressions:

- Shoot go to $\frac{1}{2}$ and back to your own end
- Go to the other end to score
- Add a shooting spot.

**Debrief (5 min)**

Have the children assist in putting the equipment away
Have the group form a circle and lead a relaxed static stretch.

Ask debriefing questions:

What part of today's practise did you like the most?
What did you like about it?

Session # 7

Welcome (5 min)

- Meet and greet each child as they arrive
- Allow children free play time

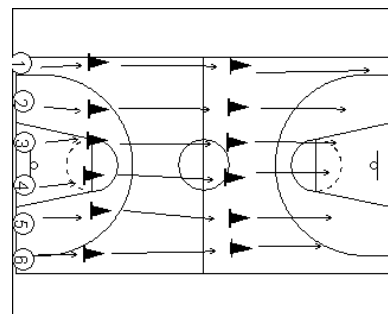
Fundamental Movement Skills (15 min)

Warm up (6 min)

"Simon Says" Explain the concept of the game. Only do an activity when it is preceded by the words "Simon says" Do not eliminate players. Have them keep track of how many times they get caught by Simon. Use this as a way to review your fundamental movements. Running, jumping, stopping, hopping, lunging, twisting etc.

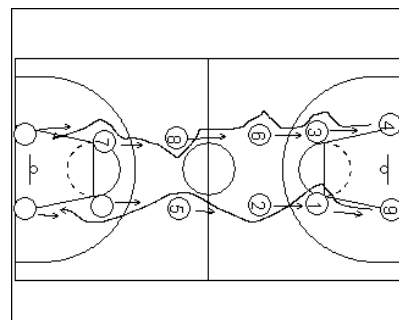
Change of speed (4 min)

The purpose here is to teach the children that changing speed is one of the best ways to come under control when approaching defence. Have them line up on the end line. Instruct them on the different speeds they can move. Fast (run on toes), medium (jog heel toe), slow (walk) When they reach the pylon have them change speeds. Be careful going fast at a wall.



Changing direction Reg's Drill (5 min)

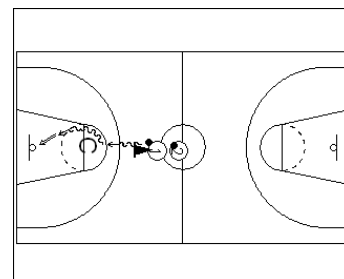
Two lines where the baseline and foul lanes meet. The first player starts to jog to the other end. The second player waits until player one hits the foul line. This action continues. The idea is to keep that spacing as they run. When the player reaches the far end he/she weaves back through the approaching players.



Basketball Skills (15 min)

Protected dribble vs. guided defence (5 min)

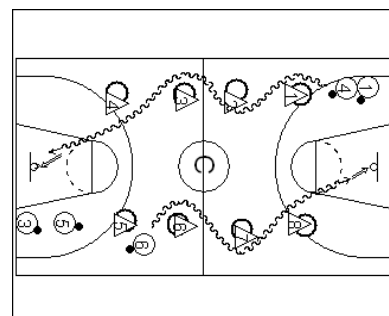
The players line up behind the pylon. One player dribbles at the coach. If the coach reaches with his/her hand the players must dribble by the coach with the opposite hand. Here we are trying to teach the concept of keeping your body between the ball and the defense.



Protected dribble vs. many defenders (5 min)

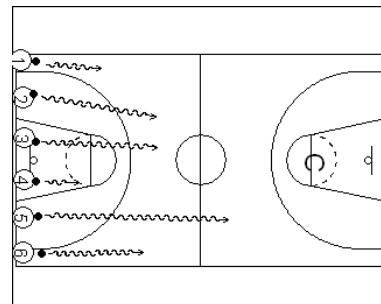
The players dribble through the defenders who are very active with their hands. The coach should emphasize keeping your body between the ball and the defender.

Remind the children on defence that slapping the player is not allowed. They are trying to tip the ball.



“Red light green light”(5 min)

The players line up on the end line 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.



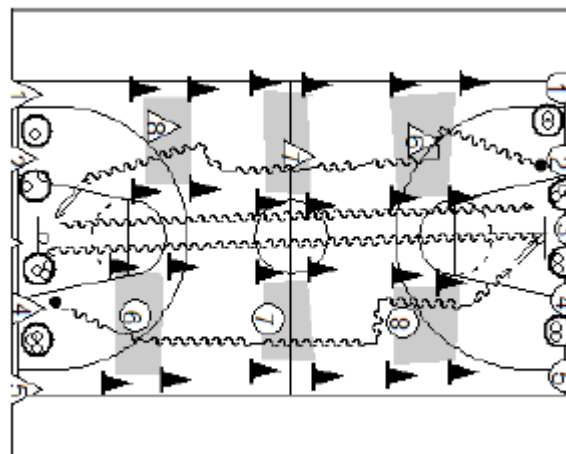
Games Progression (20 min)

This is a continuation of the same game from Session #6

This progression has multiple active defenders. The dribbler must navigate his/her way through the three defensive zones. Be sure to mix up the direction the players dribble and the defenders.

Still use your three progressions;

- To 1/2
- To the far end
- Add a shooting spot



Debrief (5 min)

Have the children assist in putting the equipment away

Have the practice breathing.

Ask debriefing questions:

What did you learn about defense today?

Lead questions if necessary, where should you be positioned?

Can you hit the other player?

What is it called if you do?

Session # 8

Welcome (5 min)

- Meet and greet each child as they arrive
- Allow children free play time

Fundamental Movement Skills (15 min)

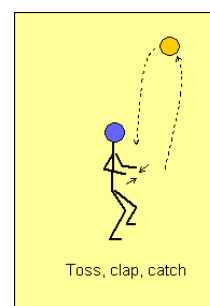
Animal walks (6 min)

Pretend you are going on a trip to the zoo. The children spread out along the sideline. As you walk through the zoo and see an animal the children simulate the walk of that animal. Kangaroo – two foot hop, crabs – backward on arms, Seal – drag the back legs, bear – on all fours. Allow them to be creative.

Throwing and catching (3 min)

Toss the ball up, clap hands and catch the ball. See how many claps they can make.

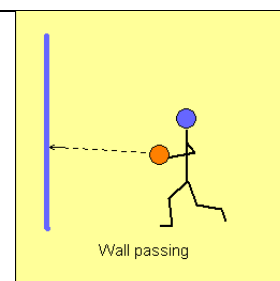
Toss the ball spin around and catch it.



Wall passing (6 min)

Now have the children go to the wall. Have them pass the ball against the wall.

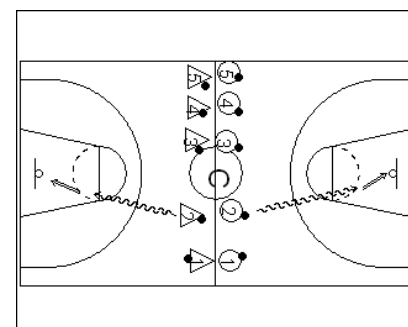
- have it bounce before they catch the ball
- have it stay in the air before they catch it
- make it a personal challenge to see how many in a row they can catch



Basketball Skills (15 min)

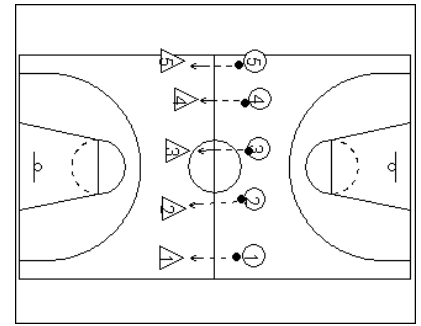
Dribble score race (5 min)

The players are divided into two teams. Each player has a ball and lines up on opposite sides of the centre line. The players are given numbers. When the coach call the number, in this example “2”. Both number two’s dribble in to score a shot. The player stays until scoring and then returns. You can have more than one pair go at a time. Keep the kids active.

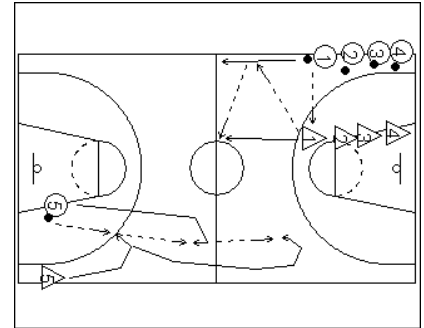


Partner passing (5 min)

Have one team of players put their balls away. Now work on passing to a partner. See how many passes the children can make in a row. With their partner. Show them different ways to pass the ball.

**Partner pass and move (5 min)**

The objective is to have the players to 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 this concept so have the children go slow and stay close together. You will have to assist them on the timing of when to move. You can have them score at the basket.

**Games Progression (20 min)**

This is a continuation of the same game from Session #7

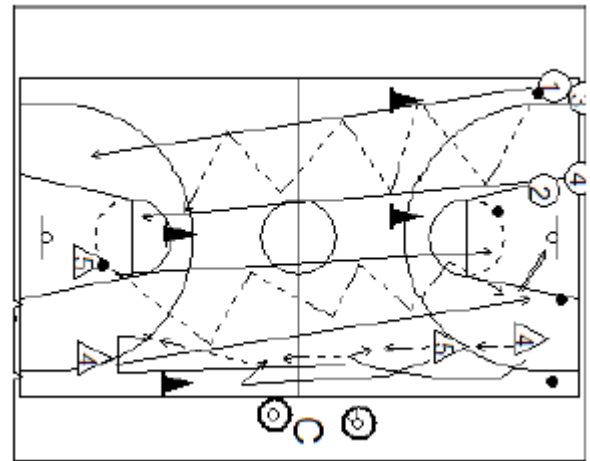
This progression adds the idea of passing the ball. The players work on going in pairs passing the ball back and forth as they advance the ball. After each player scores a basket the players return passing the ball. When returning one player passes and runs to get in front of the other player. This gives the players two ways of partner passing.

Still use the same three progressions.

Notice that the coach is on the sideline keeping score with the bean bags

Still use your three progressions;

- To 1/2
- To the far end
- Add a shooting spot

**Debrief (5 min)**

Have the children assist in putting the equipment away
Have the group form a circle and lead a relaxed static stretch.

Ask debriefing questions:

What did you learn today about passing?
What was the hardest part about it?

Session # 9

Welcome (5 min)

- Meet and greet each child as they arrive
- Allow children free play time

Fundamental Movement Skills (15 min)

Car Game (10 min)

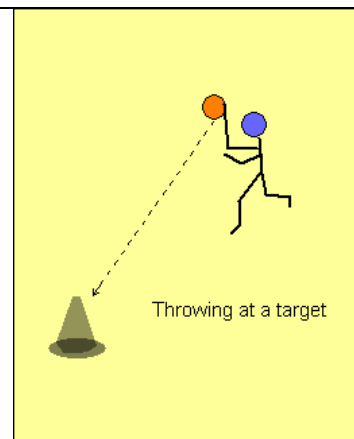
Every child has a ball. They pretend they are cars. When the car is shut off the ball is held in the hands. When the car starts they begin to dribble on the spot (the engine is running). They back the car up by dribbling backward. Be to check to see if the street is clear! Have them dribble around the 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 care and stop the engine. Practice some of the ball handling skills. Move the ball around the body, toss and catch, bending, twisting.

Throwing and catching (5 min)

Each child needs a ball and a pylon (something they can use as a target) You could go in pairs. Place the pylon near a wall so the children can retrieve the ball easier. Have them practice different ways to hit the target.

- roll the ball
- throw under hand
- Chest pass
- One hand push pass (try both hands)
- Over hand throw (two hands)
- Over hand throw one hand (try both hands)

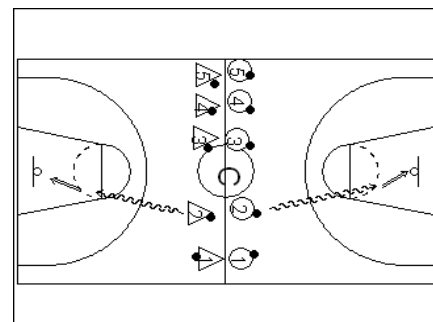
Try to encourage stepping to throw.



Basketball Skills (15 min)

Dribble score race (5 min)

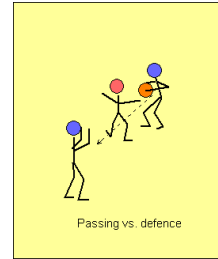
The players are divided into two teams. Each player has a ball and lines up on opposite sides of the centre line. The players are given numbers. When the coach call the number, in this example “2”. Both number two’s dribble in to score a shot. The player stays until scoring and then returns. You can have more than one pair go at a time. Keep the kids active.



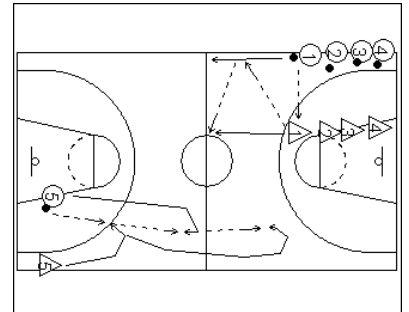
Partner passing vs. defence (5 min)

Put the players into groups of three. The two outside players must pass around the defender. Be sure to switch up the defender.

The kids will want to throw over the head, encourage using fakes and throwing around and under the arms.

**Partner pass and move (5 min)**

The objective is to have the players to 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 this concept so have the children go slow and stay close together. You will have to assist them on the timing of when to move. You can have them score at the basket.

**Games Progression (20 min)****This is a continuation of the same game from Session #8**

Now there are static defenders added to the passing. The defensive players must not move their feet. On the way down the floor the players pass while running side by side. On the way back one player passes and runs to get in front of the player to whom he/she just passed. Be sure to mix up the defenders and the sides of the floor the players move down and back. .

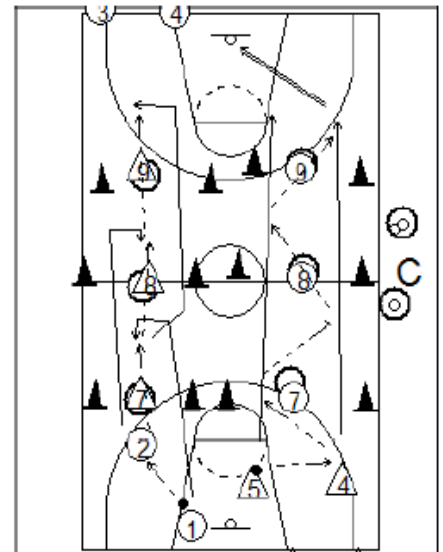
Still use the same three progressions.

- A) score at your own end
- B) Score at the far end with lay ups
- C) Score at the far end with shots

Notice that the coach is on the sideline keeping score with the bean bags

There are still the three progressions:

- a) Shoot go to ½ and back to your own end
- b) Go to the other end to score
- c) Add a shooting spot.

**Debrief (5 min)**

Have the children assist in putting the equipment away

Have the group practice breathing.

Ask debriefing questions:

Did you like the car game?

What do you think we were practicing when we played the car game?

Did you dribble with both of your hands?

Session # 10

Welcome (5 min)

- Meet and greet each child as they arrive
- Allow children free play time

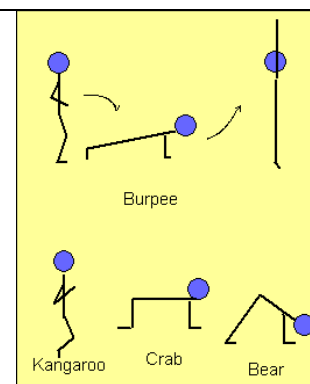
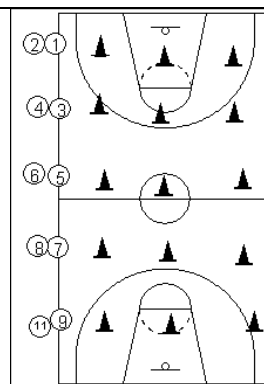
Fundamental Movement Skills (15 min)

Warm up (8 min)

Choose one of the warm up activities that the children liked to do from the past sessions. You should increase the body temperature and have the children use many different movement skills. Bending, twisting, lunging, squatting, jumping, hopping, and running in different directions. Car Game, Animal Walks, Simon Says, Go & Stop, Pac man

Fundamental movement relay (6 min)

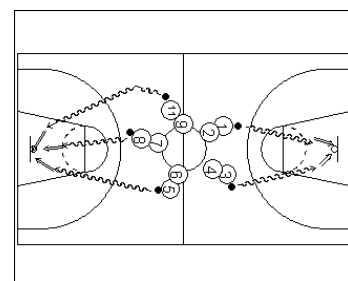
The children line up with a partner on the sideline. They have three markers (or designate three lines) in front of them. On go the first player does three jumping jacks and then kangaroo hops to the first pylon. Here the player does three burpees. The player then crab walks to the second marker. Here the player does three crunches. The player bear walks to the last marker and does three push ups. (these can be done from the knees) The player runs back and tags the second player.



Basketball Skills (15 min)

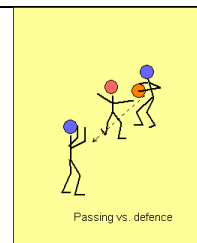
Dribble shooting relay (5min)

The players move to the centre circle with each pair having one ball. On "go" one player dribbles to a basket until he/she scores. He then comes back and passes to his/her team mate who then goes. You can have them score at all of the baskets or go for a set amount of time. Mix in lay ups and shots.



Partner passing vs. defence (5 min)

Put the players into groups of three. The two outside players must pass around or over the defender. Be sure to switch up the defender. Start to talk about faking.

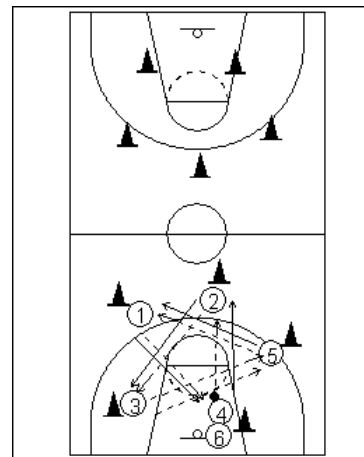


Star passing (5 min)

The objective is to have the players to be able to pass and move. Place five pylons in the shape of a star. You can have two groups go so that the players have more repetitions. You will need at least six players per group. The player with the ball passes the ball to the person two places to the right. The extra player starts behind the player with the ball. Calling names really helps in this drill. After passing move to fill the line where the ball was passed. The ball is continued to be passed around the entire star.

You could add two defenders if the children have mastered the passing. When defence is in place you can pass to anyone. After passing go to the line you passed too.

Players must be aware of the other players as there will be lots of movement.



Games Progression (20 min)

This is a continuation of the same game from Session #9

The final progression is to have active defenders in three zones that the offensive players must pass around and over. Be sure to mix up the defenders. Some of the children may have to be reminded about what is allowed on defence.

Still use the same three progressions.

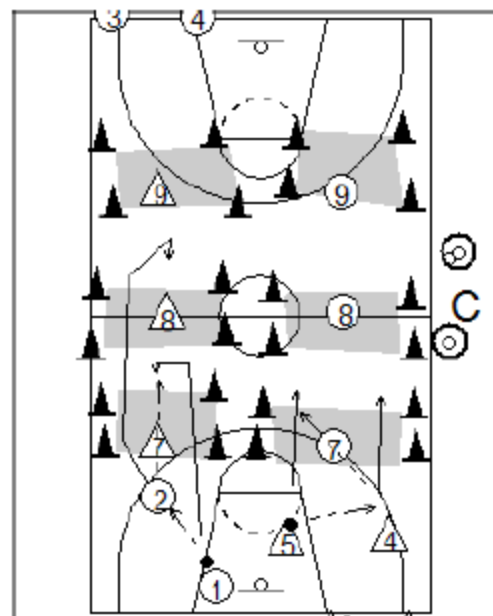
- A) score at your own end
- B) Score at the far end with lay ups
- C) Score at the far end with shots

Notice that the coach is on the sideline keeping score with the bean bags

The players have now learned the basic concepts of the game of basketball.

There are still the three progressions:

- a) Shoot go to $\frac{1}{2}$ and back to your own end
- b) Go to the other end to score
- c) Add a shooting spot.



Debrief (5 min)

Have the children assist in putting the equipment away

Have the group form a circle and lead a relaxed static stretch.

Ask debriefing questions:

This is our last practice. Did you have fun? I hope you will all play again next year.

5 Teaching Basketball Skills

5.1 Fundamental Movements

The importance of fundamental movement skills has been referenced throughout this manual. The development of these skills is imperative to progressing to more complex and specific sport skills, for basketball and other sports. Some fundamental movements include:

- Running
- Throwing
- Agility
- Jumping
- Catching
- Balance

5.1.1 Warm-Up

The warm-up period of each session is an ideal time to train and develop these fundamental movements. The purpose of a warm-up is to prepare players for activity by stretching tendons and ligaments, activating muscles, and raising the heart rate. An ideal warm-up will prepare younger athletes for physical activity through fun and engaging exercises and games.

It is encouraged that coaches use a mix of specific dynamic stretches as well as short high-intensity games.

Dynamic Stretching

Dynamic stretching is superior to static stretching for preparing athletes for physical activity. Some common dynamic stretches include:

- Arm circles (forwards / backwards)
- Lunges (forwards / backwards)
- High knees
- Soldier kicks / straight-leg kicks
- Squats and squat jumps
- Sprints and cuts
- Side shuffles
- Lateral lunges
- Butt kicks
- Hurdle walk (forwards / backwards)
- Skips for height / distance
- Carioca

5.1.2 Games & Drills

Animal Walks

<i>Focus:</i>	Using different muscles and body planes
<i>Execution:</i>	<p>Players start on one baseline</p> <p>Choose an animal for players to imitate; have one player demonstrate</p> <p>Players move to the other baseline (or half court) imitating that animal</p> <p>Choose different animals, and have players suggest their own</p>
<i>Suggestions:</i>	<p>Horse (galloping)</p> <p>Bear (walking on hands and feet)</p> <p>Deer (skipping)</p> <p>Stork (balancing on one foot, reaching for the ground)</p> <p>Kangaroo (hopping on two feet)</p> <p>Crab (walking on hands and feet with belly up)</p> <p>Frog (low squat jumps)</p> <p>Caterpillar (walking out with hands then walking feet to hands, bending at hips)</p>

Memory Chain

<i>Focus:</i>	Experiment with fundamental movements Improve focus								
<i>Set-Up:</i>	<p>Distribute cones randomly throughout the gym</p> <p>Have players start at one baseline</p> <p>Depending on numbers, divide players into smaller groups for multiple games</p>								
<i>Execution:</i>	<p>The first player moves to a cone and performs some action, movement, or skill</p> <p>The next player will repeat that action, move to a new cone to perform their own</p> <p>The third player will repeat both actions, move to a new cone to perform their own</p> <p>The game continues with each successive player repeating the previous actions</p>								
<i>Suggestions:</i>	<table> <tr> <td>Jumping jacks</td><td>Push-ups</td></tr> <tr> <td>One-foot hops</td><td>Sit-ups</td></tr> <tr> <td>Squat jumps</td><td>High knees</td></tr> <tr> <td>Burpees</td><td>Butt kicks</td></tr> </table>	Jumping jacks	Push-ups	One-foot hops	Sit-ups	Squat jumps	High knees	Burpees	Butt kicks
Jumping jacks	Push-ups								
One-foot hops	Sit-ups								
Squat jumps	High knees								
Burpees	Butt kicks								
<i>Variations:</i>	<p>As players get comfortable, include balls and dribbling moves or actions</p> <p>Have players perform movements on their way to each cone (i.e. skips, lunges, etc.)</p>								

5.2 Footwork

Footwork transfers to every other basketball skill. Effective footwork allows players to learn, develop, and execute all other skills without having to worry about what their feet are doing.

To maintain body control, change speed and direction, and deceive opponents, players need to develop:

- Balance
- Coordination
- Foot speed
- Technique

Some cues and keys to remember when coaching footwork include:

- Maintain a low, wide position with arms up for balance
- Change direction quickly using sharp corners
- Move in straight lines whenever possible
- Keep eyes forward without looking at feet
- Introduce any footwork skills without the ball

5.2.1 Ready Position & Triple Threat

Ready Position

Ready position is a balanced stance that provides a base of support enabling players to initiate movement in any direction

The keys to effective ready position:

- Spread feet shoulder-width apart (slightly staggered)
- Evenly distribute weight on the balls of both feet
- Drop the butt and stay low, bending at the hips, knees, and ankles
- Maintain good posture, keeping the head up, back straight, and chest out
- Extend arms with hands ready to deflect (defense) or receive (offense) a pass
- Keep eyes up and in front

Triple Threat

The triple threat position is a stance players learn as the base for their offensive moves. Triple threat allows a player to pass, dribble, or shoot effectively, as well as keep the ball protected when making decisions. Players should adopt triple threat as soon as they receive a pass.

The keys to effective triple threat position:

- Spread feet shoulder-width apart (with dominant foot staggered slightly forward)
- Evenly distribute weight on the balls of both feet
- Drop the butt and stay low, bending at the hips, knees, and ankles
- Place the dominant hand on the back of the ball (wrist bent)
- Place the non-dominant hand on the side of the ball
- Hold the ball firmly in both hands, tight to the body (near either hip)

5.2.2 Running & Backpedaling

Running and backpedaling are two key footwork skills for any sport. Don't spend too much time on these skills specifically, but be aware of which players perform are may be struggling with them.

Running

When running, the balls of the feet should be the main contact points. Make sure players are driving their knees up towards their chest and taking long strides with each step. The torso should remain upright, with a straight back and head up. Finally, arms should move rhythmically in opposition of the legs, with hands relaxed (not clenched).

Backpedaling

When backpedaling, players should rock from the balls of their feet to their heels. Feet should reach backwards, with smaller quicker strides. It is important that athletes keep their hips low to control their weight and momentum. Again, arms should pump rhythmically in opposition of the legs, and hands should be relaxed.

5.2.3 Changing Pace & Direction

The ability to change pace and direction is crucial for athletes to excel in any sport. Spending some time on these concepts is helpful to expose players to the basics, though the best way to develop these skills is through competitive games and drills.

Changing Pace

Changing pace can create separation from a defender, and requires awareness as much as physical preparation. Changing pace requires a change in either the length or frequency of strides. Players should learn to adjust their speed without their opponent copying that change; this understanding comes from experience rather than explicit coaching cues.

Changing Direction

Another way to create separation is by changing direction. Cuts are the basis for many offensive actions, and are fundamental to effective execution. By changing direction athletes are able to get open to receive a pass, or deceive a defender with a crossover. Players need to learn to slow down, get low, and plant their outside foot in order to explode in the new direction.

5.2.4 Stopping

Stride Stop

In a stride stop the athlete lands with their feet staggered, one landing after the other, allowing for quick direction change.

The keys to an effective stride stop:

- When moving forwards, begin to lower body to maintain balance
- Land with feet staggered, one foot in front of the other
- The first foot to land becomes the pivot foot (if on offense with the ball)
- Assume ready position, or triple threat (if on offense with the ball)
-

Jump Stop

A two-foot jump stop lands the player on both feet simultaneously, which allows either foot to become the pivot.

The keys to an effective jump stop:

- When moving forwards, begin to lower body to maintain balance
- Jump and land with both feet simultaneously, slightly staggered for balance
- If another step is taken, the planted foot must remain the pivot foot (with the ball)
- Assume ready position, or triple threat (if on offense with the ball)

Stutter Stop

A stutter stop keeps contact with the ground, while “chopping” the feet; this also allows for a quick direction change.

The keys to an effective stutter stop:

- When moving forward, begin to lower body to maintain balance
- Perform stutter steps, chopping feet quickly on the ground in order to slow down
- Either come to a complete stop or make a quick cut

5.2.5 Pivoting

Pivoting allows a player with the ball to rotate and adjust their body position, allowing for one step without travelling. When a player establishes a pivot foot, that foot must remain planted until the player makes a pass or takes a shot.

Two types of pivot steps:

1. Front Pivot: player turns inwards on their pivot, turning to face the basket
2. Reverse Pivot: player turns outwards on their pivot, turning away from the basket

Pivoting provides the offense player a number of options:

- Protect the ball from a defensive player by using body position
- Improve the view of the court in order to see teammates
- Square up to the basket in order to take a jump shot
- Improve a passing or driving angle
- Create legal space from a defender
- Beat a defender at the hoop by pivoting around them

The keys to an effective pivot:

- Assume triple threat position
- The pivot foot must remain in contact with the ground at all times
- Pivot quickly and aggressively
- Adjust ball position relative to the position of a defender

5.2.6 Games & Drills

Reactive Running

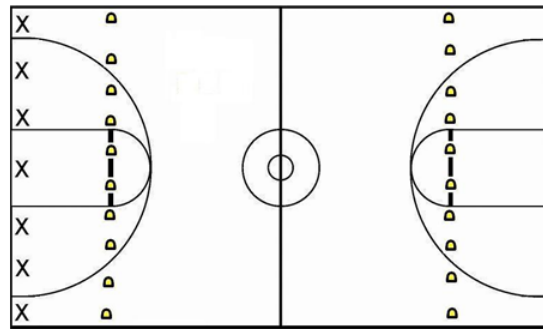
Focus: Change of pace (acceleration and deceleration)

Set-Up: Divide the court into sections (using gym lines or cones)
Have players start at one baseline
Explain that you will call out “Walk”, “Jog”, “Run”, or “Sprint” at each line

Execution: Players move at the speed called by the coach
Call out different speeds as players approach each line

Variations: Have players make a cut at each line (moving down the court in a zig-zag pattern)
Have players come to a complete stop (using stutter steps) and into ready position
Use as a conditioning drill
Add basketballs to include dribbling

Diagram:



Partner Running

Focus: Build leg strength and lower body power

Set-Up: Have players find a partner (ideally of similar height)
Assign Partner A and Partner B

Execution: Partner A will run first, with Partner B providing resistance
Partner B faces Partner A, placing their hands on his or her shoulders
Partner A begins to run forwards; Partner B provides resistance while backpedaling
Run a specified distance, then switch roles

Variations: Have players perform the same drill with backpedaling (partners will be back-to-back)

Run Rabbit Run

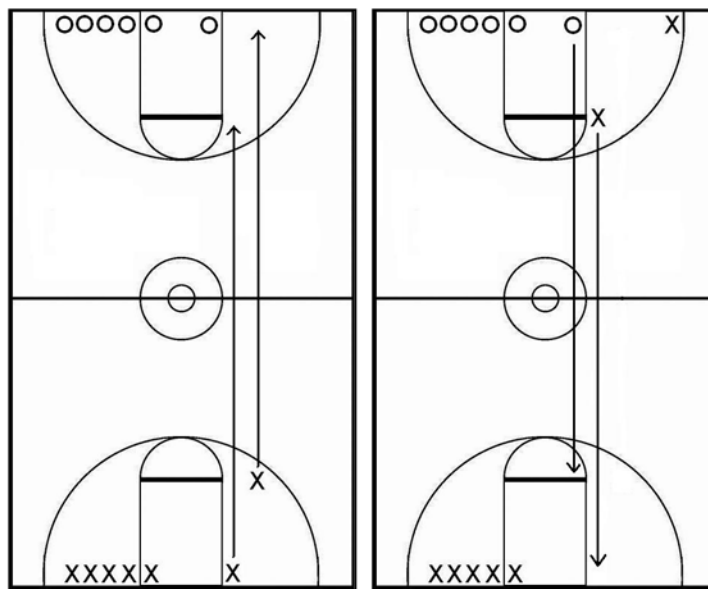
Focus: Speed and change of direction

Set-Up: Divide players into 2 groups, lined up at each baseline
 Select 1 player to start as the Rabbit, they will start at a free-throw line
 Select 1 player to start as the Chaser, they will start from the close baseline

Execution: On the whistle, the Rabbit runs to the opposite baseline with the Chaser chasing them
 When the Chaser reaches the opposite free-throw line, they become the new Rabbit
 The new Rabbit changes direction to the opposite baseline
 The next person in line becomes the new Chaser, chasing the new Rabbit
 The drill continues until everyone has had a turn to be the Rabbit

Variations: Add elimination; if a Rabbit is caught by a Chaser they are out
 Add basketballs to include dribbling

Diagram:



5.3 Ball Handling and Dribbling

Working on ball familiarity and control allows young athletes to improve their dexterity, hand-eye coordination, and finger and hand strength – all of which translate to other ball skills such as passing and shooting. Dribbling is a natural extension of ball handling, allowing athletes to become independent offensive players.

Ball Handling Keys

- Dribble from a triple threat position
- Keep head up and eyes off the ball
- Use the finger tips, not the palms, for more control
- Protect the ball with the off-hand and body position
- Become comfortable with both hands
- Dribble low and quickly.

Dribbling Violations

Teaching the dribbling violations early helps players avoid developing bad habits. Enforce proper dribbling in drills so when players are in game situations they are already comfortable with the rules.

Double Dribble: bounding the ball with two hands at once, or picking up the ball between dribbles

Carrying: letting the ball come to rest in the palm of one hand while moving or dribbling

Travel: taking more than two steps without dribbling, or picking up a pivot foot

Progressions

Some general progressions for ball handling and dribbling drills and games are included below:

- 1 Static or stationary dribbling
- 2 Controlled dribbling
- 3 Speed dribbling
- 4 Change of direction and cross-over moves

Games & Drills

Basic Cone Dribbling

Focus: Ball handling & protecting the ball

Set-up: Set 4 or 5 cones up in a line about 3 feet apart
Set up multiple lines depending on the number of players

Execution: Demonstrate dribbling in and out of the cones there and back – switch hand protecting the ball from the cone.
Let the children try the first time without telling them to protect the ball, most will do this from your demonstration.
Second time through point out that they need to change hands and protect the ball.

Suggestions: Use players instead of cones. After they dribble they switch with one of the players acting as a cone.
Players can try to steal the ball without moving their feet. Make sure they aren't fouling.

Cone Drills

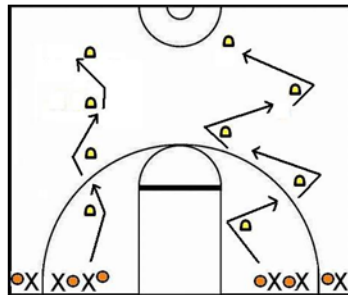
Focus: Agility while dribbling

Set-Up: Place cones around the gym in a pattern
Depending on numbers, set up multiple "courses"

Execution: Have players work their way through the cones, keeping control of the basketball
Encourage players to go as fast as they can without losing the ball

Variations: Have players only use their non-dominant hand to improve dexterity
Have players work their way through the drill dribbling two balls
Advanced players can practice their crossovers at corners and turns
Have players pair up to add a defender (ensure partners switch roles)

Diagram:

**Maravich Series**

Focus: Ball handling and familiarization

Set-Up: Stand in the centre of the gym with a basketball
Have players spread out in a circle, each with a basketball

Execution: Demonstrate a series of ball familiarization and stationary dribbling actions
Have players follow along with each
Keep each action short (approx. 30 seconds, or for 10 repetitions)
Remember to do every action with both hands (when applicable)

Suggestions:

- Ball slaps (hard and loud, with palms)
- Finger tipping (moving the ball up above the head and down below the knees)
- Ball circles (circling the ball up and down the body, around the head, waist, and ankles)
- Leg wraps (from a lunge, circling the ball around each leg, in both directions)
- Figure-8 wrap (weave the ball in between legs in a figure-8 pattern, in both directions)
- North-South dribbles (push/swing the ball forwards-backwards next to body)
- East-West dribbles (push/swing the ball left-right in front of body, with both hands)
- Between legs dribbles (in a lunge, dribble the ball between the legs using both hands)
- Leg wrap dribbles (in a lunge, dribble the ball around each leg, in both directions)
- Figure-8 dribbles (dribble the ball between legs in a figure-8, in both directions)
- Spider dribble (dribble the ball between legs, alternating hands in front/behind body)
- Scissor dribble (in a lunge, dribble the ball between legs and jump to switch lead foot)
- Ball toss (throw the ball in the air, clap as many times as possible before catching it)

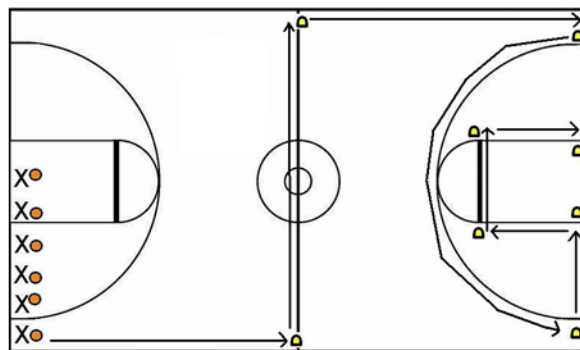
2-Ball Dribbling

<i>Focus:</i>	Ball familiarization and dribbling with both hands
<i>Set-Up:</i>	Have players find a partner (they will share balls and take turns)
<i>Execution:</i>	Demonstrate a series of 2-ball dribbling actions Start with stationary actions and progress to movement (forwards and backwards)
<i>Stationary:</i>	Simultaneous dribbling (bouncing both balls simultaneously, at various heights) Piston dribbling (alternating the bouncing of balls, at various heights) North-South dribbles (push/swing the balls forwards-backwards next to body) East-West dribbles (push/swing the balls left-right in front of the body) Cross-over (switch hands, crossing both balls over to the opposite hand) Figure-8 dribbles (dribble the balls in between legs in a figure-8, both directions)
<i>Movement:</i>	Running forwards and backwards Cross-overs while moving forwards Moving up the court in a zig-zag pattern Stopping and going on the coaches whistle

Learn-the-Court

<i>Focus:</i>	Learn the lines of the court Improve dribbling at speed
<i>Set-Up:</i>	Determine a path for players to follow, using basketball court lines as “roads” Use a mix of sidelines, baselines, half-court, free-throw lines, and the 3-point arc Have players start in one corner, each with a basketball
<i>Execution:</i>	Have players dribble the path one at a time (allow sufficient space between players) Repeat the path moving in the opposite direction
<i>Variations:</i>	Have players only use their non-dominant hand to improve dexterity Have players work their way through the drill dribbling two balls Advanced players can practice their crossovers at corners and turns

Diagram:



5.4 Passing & Receiving

Passing skills promote team play and dynamic offensive movement. Passing moves the ball faster than dribbling, allowing the ball to move up the floor and to improve scoring opportunities. Effective passing requires a good passer and receiver.

Passing Keys

- Pass from a triple threat position
- Keep the head up to look for open teammates
- Call the name of the receiver
- Hold ball with the finger tips, keeping elbows tight to the body
- Push the ball towards the target and flick the wrists (pointing thumbs down)
- Step in the direction of the pass for power, and follow through on the release of the ball
- Anticipate passing lanes and players' movement
- Keep passes short and crisp
- Use ball fakes to create better passing angles

Receiving Keys

- Receive a pass from ready position
- Keep head up, eyes on the ball
- Anticipate passes and open spaces
- Hold hands up to show a target for the pass
- Trace the flight of the ball, seeing ball to hands
- Finish the catch in triple threat position and square to the basket

Types of Passes

Chest Pass

The chest pass is the basic pass in basketball – as straight quick pass that moves on one plane. This pass is ideal for moving the ball up the court or around the perimeter.

Keys to an effective chest pass:

- Hold the ball at chest height with both hands
- Keep the elbows high and wrists bent
- Follow Through with extended arms, flicked wrists, and fingers pointing to the target
- Step in the direction of the pass for power

Bounce Pass

The bounce pass is similar to the chest pass, except the ball bounces en route to the receiver to avoid defenders. The pass should bounce two-thirds the distance to the receiver for the best angle. The bounce pass is most effective when passing into the post or when penetrating the key.

Keys to an effective chest pass:

- All the same keys as the chest pass
- Bounce the pass 2/3 of the distance to the receiver
- Push the ball out not down.

One Hand Push Pass

The one hand push pass is a progression from the chest or bounce pass. The pass is quick, making it harder to predict.

Keys to an effective one hand push pass:

- Hold the ball on the hip of the lead foot
- Passing hand is behind the ball (wrist bent) and the non-passing hand acts as a guide
- Step with the lead foot for power
- Follow through with an extended arm, flicked wrist and fingers point down

Two Hand Overhead Pass

The hand overhead pass is more advanced pass, used to pass over defenders. Move on to the overhead pass once athletes are strong enough and have mastered the other passes.

Keys to an effective two hand overhead pass:

- Start with the ball at chest level, held firmly with both hands
- Raise ball up and back behind the head
- Use both arms and core for power
- Use finger and wrists to guide the ball
- Step in the direction of the pass for power
- Do not leave feet on the pass
- Follow through with arms

Progressions

Some general progressions for passing drills and games are included below:

- 1 Stationary passing
- 2 Passing on the run
- 3 Passing against a defense
- 4 Creative passing, fakes and look-offs

Games & Drills

Wall Passing

Focus: Introduce passing fundamentals

Set-Up: Have players space out around the gym, in front of a wall
Initially, players should stand approx. 10 feet away from the wall

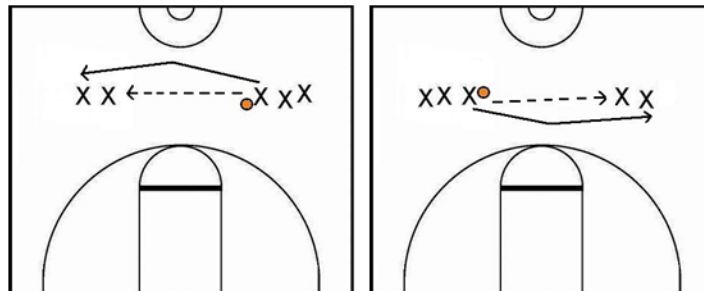
Execution: Have players practice each type of pass (chest, bounce, one hand push pass, etc.)
Emphasize proper technique for both passing and receiving
As players become comfortable, have them move further away from the wall

Partner Passing

<i>Focus:</i>	Passing and receiving
<i>Set-Up:</i>	Have players find a partner and a ball Players should form two lines, standing across from their partners Initially, partners should stand approx. 10 – 15 feet away from each other
<i>Execution:</i>	Have players practice each type of pass (chest, bounce, one hand push pass, etc.) Emphasize proper technique for both passing and receiving As players become comfortable, have them move further away from their partners
<i>Variations:</i>	Add a second ball, having one partner do a chest pass and one do a bounce pass Add a third player, having them defend the passer (i.e. monkey-in-the-middle) Add movement, having partners run up the floor while passing back and forth

Pass & Replace

<i>Focus:</i>	Passing and receiving
<i>Set-Up:</i>	Divide players into small groups of 3 – 5 Have each group break into 2 lines, with 1 ball at the front of one of the lines Initially, lines should be approx. 10 – 15 feet apart
<i>Execution:</i>	Have players pass to their opposite line After each pass, players will follow their pass to join the back of the opposite line
<i>Variations:</i>	Increase the distance, having lines take a couple steps back to make longer passes Have each player perform a close-out on the player they passed to Add defense, having each player stay and guard the new passer after the close-out Allow a dribble, so passers can escape their defender with one dribble before passing

Diagram:

5.5 Shooting

Shooting is a difficult skill to develop, but through repetitions of proper technique, anyone can learn to be a great shooter.

Shooting Keys

It is worth noting that not every player will use the exact same shot technique, and not all players need to shoot the same way. That being said, there are valuable cues to pay attention to and habits to develop when trying to improve a shot.

Keys to an effective shot:

- Eyes on the target, aiming at the back of the hoop/rim
- Start low, bent at the hips and knees
- Jump into the shot for power, releasing before the top of the jump
- Hold the ball with the finger tips (not the palm) and cock the wrist of the shooting hand
- Use the non-shooting hand as a guide for the ball
- Release ball at the appropriate angle, with a smooth stroke and the shooting arm finishing high
- Hold the follow-through, flicking the wrist and rolling the ball off the middle finger

BEEF method is helpful tool to help young players remember the cues for good shot technique.

- Balance – player is squared to the basket, with feet shoulder width apart, **knees bent**, hips and butt back and the toes pointed at the basket
- Eyes – eyes on the target, focused on the back of the rim.
- Elbow – Shooting arm should start “cocked”, with the elbow bent at a 90° angle and the ball resting in the fingertips.
- Follow-through – Hold the follow through, with the shooting arm reaching up and wrist flexed as if reaching into a cookie jar.

Some players may not have the strength to shoot a ball properly; judge the following to help players develop proper form:

- Ball size
- Basket height
- Distance of shot

Progressions

Some general progressions for shooting drills and games are included below:

- 1 Form shooting and grip practice
- 2 Shooting from a pass
- 3 Shooting off the dribble
- 4 Shooting against defense

Games & Drills

Frog Form Shooting

<i>Focus:</i>	Shooting technique Using legs for power
<i>Set-Up:</i>	Each player with a ball at a basket
<i>Execution:</i>	Have players start close to the rim with the ball at their feet Players must squat down low (like a frog) to pick up the ball Ensure players sit back on their heels, keeping a big chest and straight back From here they can take their jump shot Ensure players finish as long and extended as possible (like a frog jumping)
<i>Variations:</i>	Slowly take steps away from the rim to increase the distance of the shot

Alternates

<i>Focus:</i>	Shooting off the catch
<i>Set-Up:</i>	Have players find a partner, and distribute groups at each basket with a basketball
<i>Execution:</i>	The first player will take their shot, get their rebound, and pass to their partner Their partner will then take a shot, get their rebound, and pass back to the first player Play for a set amount of time, or to a total number of shots
<i>Variations:</i>	Have players shoot from the same spots, or change position with each shot Make it a competition, playing first to make a set number of shots (e.g. 10) Have players close-out their partner after each pass (no shot blocking) Have players take one dribble before taking their shot

7-UP

<i>Focus:</i>	Shooting under pressure
<i>Set-Up:</i>	Have players line up at the free-throw line, each with a ball Depending on numbers, have multiple games going at multiple baskets
<i>Execution:</i>	The object of the game is NOT to get points Players take turns shooting free-throws one at a time If a player makes their shot, there is now 1 point "on the ball" If the following player makes their shot, there are now 2 points "on the ball" If a player misses their shot, that player gets all the points that were "on the ball" When a player has 7 (or more) points they are eliminated for that round Ensure players keep track of their own score; the last player standing wins

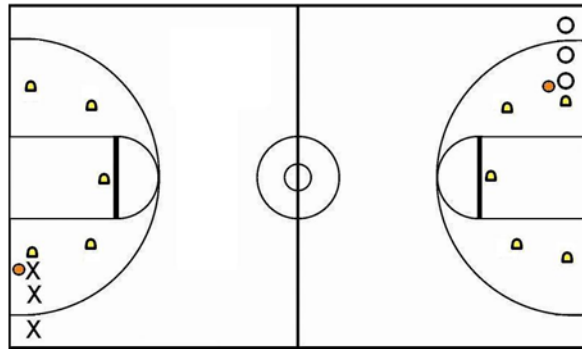
Shooting Stars

Focus: Shooting under pressure

Set-Up: Divide players into teams, each at their own basket
 Make sure each team has 2 basketballs
 Assign 5 shooting spots (both baselines, both wings, and at the free-throw line)

Execution: Teams are competing to be first to hit 5 shots at each of the 5 spots
 All teams will start at the same spot at their own basket (on one of the baselines)
 On the coaches whistle, the first player for each team will take their shot
 Players get their own rebound, pass to the next player, and join the back of the line
 When a team hits 5 shots at a spot, they have "won" that spot
 At this point ALL teams will rotate to the next spot, competing for that new spot

Diagram:



5.6 Lay-ups

Lay-ups are a priority when coaching younger players. The lay-up is the easiest way to score in basketball, and any player who struggles is at a disadvantage. Lay-ups are taken close to the basket, usually while on the move and using the back-board. Practice lay-ups with both hands, from both sides of the basket.

Layup Keys

- Use the right hand on the right side of the basket; use the left hand on the left side of the basket.
- Pick up the ball with both hands
- Use the off-hand and body to protect the ball against defenders
- Develop appropriate footwork, timing the steps on the approach to avoid travelling
- Take off on the jump with the opposite foot from the shooting hand
- Finish elevated, with the release hand finishing towards the rim and backboard

Types of Lay-ups

Regular Lay-ups

A lay-up uses a one hand release (using the outside hand). For example, a lay-up from the right hand side of the rim should release from the right hand and vice versa on the left.

A lay-up also uses a one foot take-off using the inside leg. For example a lay-up from the right hand side of the rim should elevate using the left leg and vice versa on the left.

It sometimes helps to imagine a string tied from each elbow to the same-side knee; extending with the right hand brings up the right knee meaning the left leg is used to jump. This allows players to protect the ball from defenders with their body. Ensure players are proficient at the regular lay-up before introducing variations.

Crossover Lay-up

A cross-over lay-up uses the same mechanics as a regular lay-up, except that the player crosses over to the other side of the rim to finish. For example, a player attacking the right side of the court can make a cross-over move to the left, and then finish from the left side of the key by avoiding the defender.

Power Lay-up

A power lay-up uses a two foot take-off, adding some stability and strength, and the release can come from one or two hands. Power lay-up are best used when a player has lost their dribble under the basket or is strongly contested by a defender in position between the ball and the basket.

Reverse Lay-up

Reverse lay-ups are used when a player is attacking a baseline and finishing on the far side of the rim. Reverse lay-ups are finished with the same-side hand as they are attacking; for example, if a player attacks the right baseline, they will finish with their right hand on the far side of the rim. The footwork is the same as a regular lay-up, though the angle of the body and release point are different.

Progressions

Some general progressions for lay-up drills and games are included below:

- 1 Shooting next to the rim
- 2 Footwork lay-up without a dribble
- 3 Regular lay-up with a dribble
- 4 Ay-ups against a defense
- 5 Creative lay-ups; reverse lay-ups, floaters, power lay-ups, etc.

Games & Drills

Mikan Drill

Focus: Lay-up technique (for both hands)

Set-Up: Divide players up evenly at each basket
1 ball per basket

Execution: Players will go one at a time, starting on one side underneath the rim with the ball
Have players execute lay-ups (without a dribble) from each side of the rim
Players will quickly get their rebound after each shot, without letting the ball bounce
Ensure players are using the correct hand, and elevating off the opposite foot
Ensure players use the backboard on each attempt
Play for short timed rounds (30-60 seconds) and count total made baskets

Variations: Incorporate power and reverse lay-ups to work on footwork

Lay-Up Lines

Focus: Refine lay-up technique

Set-Up: Players will divide into 2 lines (per basket)
Lines will start wide and above the 3-point arc, facing the basket
One line will start with 2-3 basketballs
Depending on numbers, you may divide into multiple groups

Execution: One player at a time will execute a lay-up from the "shooting line"
With each lay-up, another player from the "rebounding line" will collect the rebound
Once a player gets the rebound they will pass to the next player in the "shooting line"
Players will switch lines with each attempt (alternating between the two lines)
Ensure you switch the side of both lines, so players practice lay-ups with both hands

Variations: Use different lay-ups, practicing the power, crossover, and reverse lay-ups as well
Challenge your team to hit a certain number in a row (e.g. 10) for a reward
Add a "dummy" defender, using a coach to contest (not block) shots from the paint
Have players perform a give-and-go with their rebounder before finishing each lay-up



Full Court Lay-Ups Relay

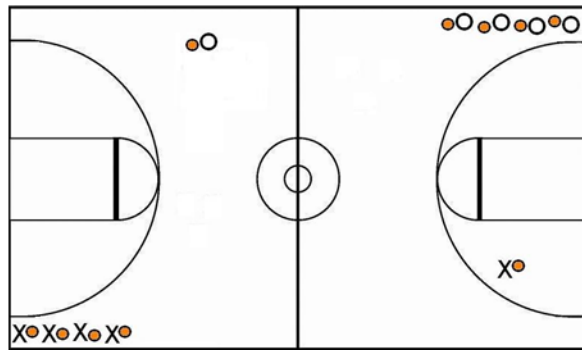
Focus: Full court lay-ups

Set-Up: Divide players into two teams, each player with a ball
Have the lines start from opposite corners (on opposite baselines)

Execution: Players will go one at a time, dribbling the length of the court to finish a lay-up
As soon as a player makes their lay-up, the next player from their team can go
The first team to have everyone finish a lay-up wins

Variations: Use different lay-ups, practicing the power, crossover, and reverse lay-ups as well
Add a “dummy” defender, using a coach to contest (not block) shots at the rim
Have players perform a crossover move at certain points on the court (e.g. half court)

Diagram:



5.7 Rebounding

The best rebounders are the players who want the basketball the most. Any opportunity for another possession is invaluable, and players should learn to work for extra possessions whenever they can. Like defense, any player can be an effective rebounder as long as they choose to work hard.

Rebounding is a mix of individual and team effort. The individual should get low and fight for inside position against their match-up. The team should work together to box out all opposing players, attempting to create a ring around the hoop for the ball to fall to.

Rebounding Keys

- As a shot is released, not as it hits the rim, locate your match-up and establish body contact
- Using your body, establish an inside position on your match-up
- Get low, bending at the hips and knees, using your legs to clear space for the rebound
- When the ball is in reach, elevate and reach for the ball with both hands
- On the landing, bring the ball up to your chin to protect it from opponents.

Games & Drills

Back-to-Back Box-Outs

<i>Focus:</i>	Box-out technique and body position
<i>Set-Up:</i>	Divide players into pairs, ideally of similar size Players will stand back-to-back across centre court (each facing a baseline) Before starting, players should get low and wide (box-out position)
<i>Execution:</i>	On the whistle, players will try push their partner away from the centre line Play for short timed rounds, then reset Switch partners regularly to keep things interesting and competitive

Wall Taps

<i>Focus:</i>	Elevation and extension when rebounding
<i>Set-Up:</i>	Have players space out around the gym facing a wall Before starting, players should raise their arms straight above their head
<i>Execution:</i>	On the whistle, players will jump as high and as fast as they can On each jump, players will tap the wall with BOTH hands Have players note their highest jump; use that as a goal for each other jump Play for short timed rounds, then reset
<i>Variations:</i>	For older or stronger players, have them hold a ball in their hands Use as a conditioning drill

Competitive Rebounding

Focus: In-game rebounding

Set-Up: Initially start players competing 1-on-1
Players will stand next to each other in front of the rim (in the key)
A coach will start with a ball (outside the key)

Execution: The coach takes a jump shot (missing intentionally)
Players will attempt to box each other out and gain control of the rebound
Each rebound is 1 point
Change partners regularly

Variations: Introduce team rebounding, competing 2-on-2 or 3-on-3
Have players start from a jogging circle, so players start from new positions each time
Assign offense/defense, where defense starts with "inside position" on the offense
Allow the offense to score on offense rebounds for additional points

5.8 Offensive Concepts

3-on-3 Basketball

SNYB coaches are expected to adopt 3-on-3 basketball as a teaching tool and competition model. 3-on-3 basketball provides young players with benefits that simplify the game and improve skill development.

1. More Touches

For young players to develop an offensive skill set they need to be given opportunities to play with the ball in their hands. Not surprisingly, players get more individual touches on offense (as well as more engaged defensive plays) in a game of 3-on-3 than in a game of 5-on-5. Players may get up to twice as many opportunities to influence a play (offensively and defensively) in a 3-on-3 game. In addition, the extra spacing leads to more passing (as much as 20%) compared to a game of 5-on-5.

2. More Spacing

Spacing is a key concept in basketball at all levels of competition. At youth levels, sufficient spacing on the court allows players the necessary room to develop their skills. Crowding a player creates a stressful situation, causing them to speed up the game, force decisions, and succumb to mistakes. 3-on-3 basketball keeps the court open and provides players with sufficient room to operate.

3. More Individual Skills

As mentioned, 3-on-3 basketball is the best environment for young athletes to practice their individual skills. The extra spacing and touches gives players ample opportunity to practice new skills in a game-situation; this is especially true for team oriented concepts and decision making skills.

4. More Competition

3-on-3 basketball is also the ideal competition model for youth athletes. Games are shorter, allowing players to face multiple opponents in one session. Also, because there are fewer players each individual can have more of an impact, and opportunity to learn, in each game.

5. More Global Players

SNYB is committed to developing well-rounded basketball players. The spacing and continual movement in 3-on-3 basketball allows athletes to develop all aspects of their game rather than fall into one “position”. Offense in basketball is not about learning plays, but about using the collective skill sets of a team to score more effectively.

Games & Drills

3-on-3 Continuous

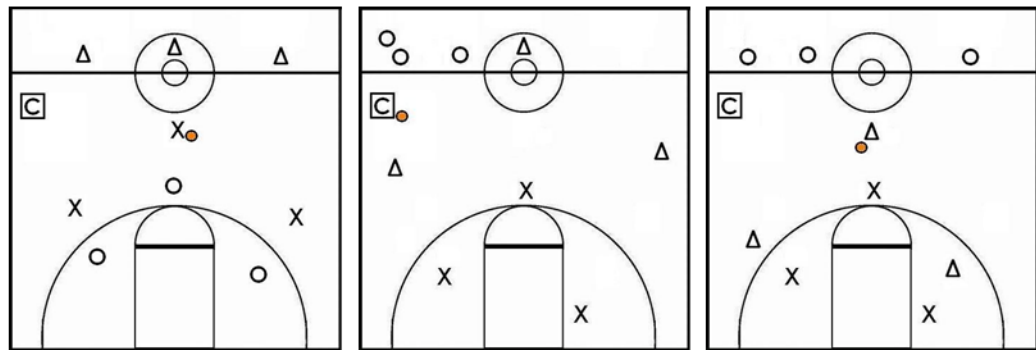
Focus: 3-on-3 offensive and defensive concepts

Set-Up: Divide players into teams of 3
Assign 3 (or more) teams to a basket
1 basketball per basket

Execution: One team starts on offense, one team starts on defense, one team waits at half court
Teams will play one possession of 3-on-3, ending with a shot and rebound
On the rebound, the ball is passed to the coach
The team on offense rotates to defense, the team on defense rotates off
The coach then passes to the new team (waiting at half) who will initiate their offense

Variations: Track points to add an element of competition
Used timed rounds or rotate teams to new baskets
For advanced players, play with teams of 4-on-4

Diagram:



Keep-Away

Focus: Offensive spacing and movement
Passing against a defense

Set-Up: Divide players into groups of 6 (2 teams of 3), 1 basketball per group
Assign groups a specific area of the gym (ideally at baskets) and include boundaries

Execution: Teams play “keep away” with the basketball, passing between themselves
On a turnover, the opposing team earns possession and the drill continues

Variations: Use timed rounds (approx. 1 minute) for teams to complete as many passes as possible
Track points (first to 15 or 20) where each completed pass is an earned point

Graduation Tournament

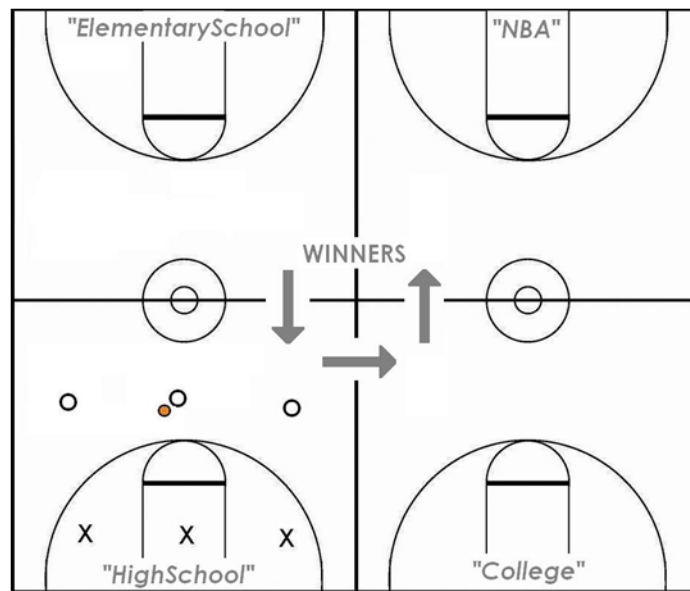
Focus: 3-on-3 offensive and defensive concepts

Set-Up: Assign each basket in the gym a "level", 1 basketball per basket
Divide players into teams of 3; place 2 teams at each basket to start

Execution: Play short games of 3-on-3 at each basket (ensure a tie-breaker method is in place)
When a team wins at their basket, they graduate up a "level"
When a team loses at their basket, they move down a "level"
Example: playing at *College*, winners move to the *NBA*, losers move to *High School*

Variations: Use timed rounds (the team with the most baskets after 2 minutes) or a point total
Make adjustments if games are unfair or teams are waiting between rounds

Diagram:



5.9 Playing without the Ball

While the majority of individual offensive skills focus on situations when the player has the ball in their hands, the reality is that most of the time a player is moving without the ball. Off-ball offensive concepts facilitate flow of the offense but a player needs to get open if they are to receive a pass.

1. Spacing & Movement

The habit of “swarming” the ball is a common problem in all youth sports. Swarming congests the spacing of an offense (limiting individual skill development) and makes the defenses job easy (with multiple offensive players in the same area). Any youth athlete wants the ball in their hands, but it is important that athletes rely on their own movement and team passing, rather than chasing the ball.

2. Separation & Deception

Young athletes often struggle to get open for two reasons; either they stand in one spot, or are predictable in their cuts. These can hurt the options of the offense, and limit the individual's development – if a player cannot get open to receive a pass, they cannot develop ball skills. Help players develop the skills necessary to create separation from defenders using hesitations, fakes, change of pace, and change of direction.

3. Cut & Replace

Cut and replace builds on the idea of proper spacing and continual movement on offense. Cutting effectively will get a player open and create scoring opportunities when they do get the ball. When one player cuts away from an area, it creates an opportunity for a new player to fill that vacant space. Coach your athletes to cut ready for a pass (with their eyes and hands up), to move with urgency, and to always cut looking to score.

Games & Drills

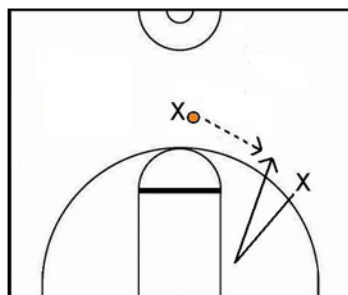
Ball Tag	
<i>Focus:</i>	Cutting without the ball Creating separation through fakes, hesitations, and change of pace Passing skills
<i>Set-Up:</i>	Choose 4 – 5 players to be “it” wearing a specific color/pinnie (include coaches) Assign strict boundaries (such as the out-of-bounds line of the main court) Start with 2 – 3 balls Highlight potential safety concerns, including being gentle with the balls
<i>Execution:</i>	Players who are “it” work together to pass the ball in order to tag others Players with the ball cannot take steps (other than their pivot) or dribble with the ball When a player gets tagged with the ball, they join the “it” team (and change color/pinnie) Add more balls as the “it” group grows
<i>Variations:</i>	Include coaches in the game, as part of the “it” group and as target players Adjust the size of the court, the number of “its”, or the number of balls

Give & Go's

- Focus:** Tandem passing and scoring
General defensive positioning and awareness
- Set-Up:** Same set-up as in **V-Cuts** [see above]
- Execution:** The cutter works to get open and receive a pass on the wing
The passer then makes a basket cut, looking to score at the rim
Rotate players through positions (defender to cutter to passer) before joining the line
- Variations:** As players become more comfortable, add a 2nd defender to guard the top player
Include a 2-on-2 possession (ending in a shot and rebound) for a more advanced group
Adjust the starting spots of the cutter and passer to make use of the whole court
Initiate the drill from half-court, so the passer takes 3 – 4 dribbles before passing

V-Cuts

- Focus:** Creating separation through fakes, hesitations, and change of pace
- Set-Up:** Assign a passer, who will begin with the ball at the top of the key/3-point line
Assign a cutter, who will begin at one of the wings
Assign a defender, to guard the cutter on the wing
All other players will line up off the court
- Execution:** The cutter works to separate themselves from their defender
Give players multiple attempts to get open
Pause the drill if necessary to highlight valuable coaching points
Rotate players through positions (defender to cutter to passer) before joining the line
Execute the drill from both sides of the court
- Variations:** To maximize player repetitions use as many baskets as possible (1 coach per basket)
If players struggle to get open, remove the defender to focus on the movements
Use a coach or volunteer as the passer if there is a shortage of numbers
Adjust the starting spots of the cutter and passer to make use of the whole court
Include a 1-on-1 possession (ending in a shot and rebound) for more advanced groups

Diagram:

Cut & Replace Offense

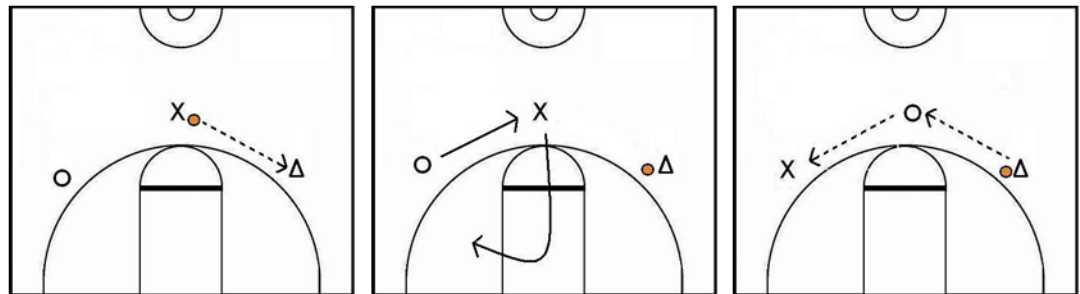
Focus: Offensive spacing and movement
Off-ball cutting concepts

Set-Up: Divide players into teams of 3
Position 1 player at the top of the key/3-point line, and the other 2 on either wing
1 basketball per group

Execution: Explain that each spot should always be filled, and players need to cut after a pass
When a player leaves their spot, another player should cut to fill that vacated spot
Try not to script movements; let players experiment with this concept for themselves
Have players square up when receiving a pass; each pass and catch is a chance to score

Variations: Have players score after a certain number of passes or on the coach's whistle
When players become comfortable, introduce a defense
For advanced groups, introduce a 4th offensive player (and therefore 4th offensive spot)

Diagram:



5.10 Playing with the Ball

While players spend the majority of their time off-ball, it is when they have the ball in their hands that they can have the greatest impact on a play. Developing basic on-ball skills and principles when players are young can do wonders for their game as they mature.

1. Patience

Young players need to learn to develop patience with the ball. Many young athletes panic when they receive a pass, resorting to poor decisions based on instinct or desperation. Encourage athletes to protect the ball, adopt a triple-threat position, and keep their head and eyes up. It is the coach's responsibility to ensure players are able to take their time with the ball, by adjusting player match-ups or enforcing an arms-length "bubble" for ball handlers.

2. Triple-Threat

When a player receives a pass, they should get in the habit of taking a "triple-threat position". Triple-threat means that the player is ready to perform the three fundamental actions in basketball offense: pass, dribble, and shoot. From this position players can develop skills like reading the defense, making pass or shot fakes, and using jab steps to keep the defense guessing. It is important that players get into the habit of adopting triple-threat whenever they get possession of the ball.

3. Attacking

Effectively attacking the basket is a skill all players should develop. Teach players to attack the paint and rim, and to work their way around defenders (not through them). Make sure players are aware that attacking the middle of the defense creates many scoring opportunities; while the attacker may have a chance at a lay-up, teammates may also become open as defenders move and adjust.

Offensive Modifications

Finally, some additional modifications to offensive drills and games are also listed. These may be implemented in different activities to highlight certain skill development or provide a specific challenge.

- Make a minimum number of passes as a team before attempting a shot
- Every player must receive a pass before the team attempts a shot
- Teams are not allowed to score from inside the key
- Teams are only allowed to score from inside the key
- Players are not allowed to dribble, and must advance the ball only by passing
- Players are only allowed to dribble with their non-dominant hand
- Add more defensive players than offensive players

Games & Drills

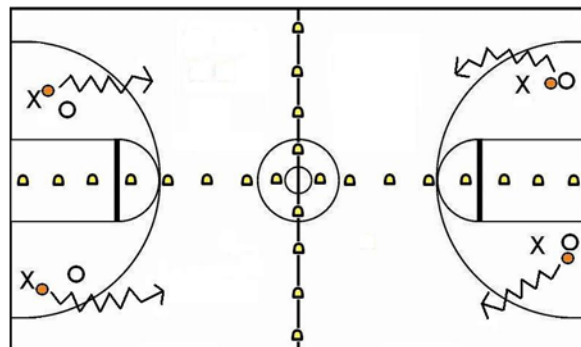
Red Light, Green Light

<i>Focus:</i>	Ball handling and court awareness
<i>Set-Up:</i>	Have players line up at one baseline, each with a ball A coach will stand at the other end of the gym
<i>Execution:</i>	When the coach's back is turned, players can dribble forwards When the coach is facing forwards, players must dribble backwards If a coach catches players dribbling forwards, they must start again from the baseline
<i>Variations:</i>	Have players use 2 balls for an additional challenge Incorporate other cues, such as triple-threat or a crossover move on a whistle

1-on-1 Grid

<i>Focus:</i>	1-on-1 offensive and defensive skills
<i>Set-Up:</i>	Use cones to divide the court into a grid (for example, splitting the gym into quarters) Split players into small groups, assigning each group to a grid area 1 basketball per group One player will start on offense, on one end of the court Another player will start on defense, on the other end of the court All other players will line up off the court
<i>Execution:</i>	The offense has to advance the ball to the other side of the court (staying inbounds) If the offense gets to the line, they earn 1 point If the offense picks up their dribble or commits a turnover, the defense earns 1 point Rotate players through the drill (offense to defense) before joining the line Ensure players get an equal opportunity to play both offense and defense
<i>Variations:</i>	Add a time limit (approx. 10 seconds) that is appropriate to the skill level of your team Rotate players from one grid to another (such as having winners play winners)

Diagram:



Drive & Dish*Focus:*

On-ball awareness and patience
Attacking and passing

Set-Up:

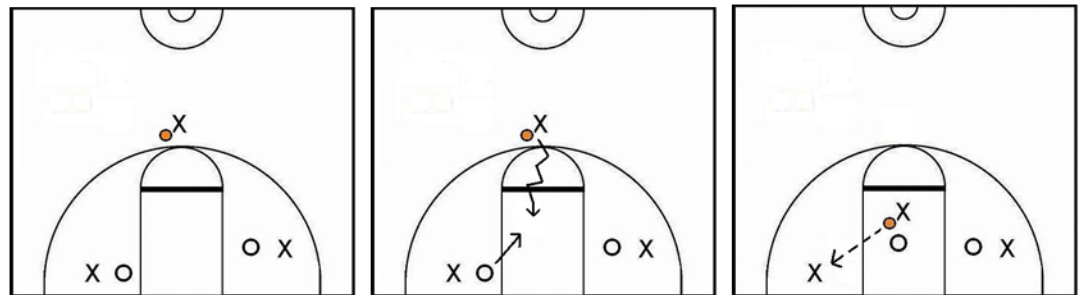
Divide players into groups of 5 – 6
Assign each group a basket
3 players on offense; 2 on defense
Additional players will watch from off the court and will rotate through the drill

Execution:

Groups will play short 3-on-2 possessions
2 offensive players will start at the blocks, their teammate at the top with a ball
2 defenders will guard the 2 low offensive players (leaving the ball unguarded)
The ball handler will attack the paint, forcing the defenders to react
If a defender leaves to stop the ball, that offensive player is now open for a pass
If no defender leaves to stop the ball, the attacker should finish with a shot or lay-up
Rotate players through each all positions, changing up the teams

Variations:

Adjust the starting position of the ball handler or other offensive players
Keep score, awarding points for made baskets and rotating teams (offense to defense)
For advanced players, progress to 4-on-3 possessions

Diagram:

5.11 On Ball Defense

The fundamentals of on-ball defense are important to develop as the skills translate well to off-ball defense. On-ball defense relies on effort, positioning, and footwork. Help your athletes develop fast feet and a competitive edge when guarding a ball handler, always staying between the ball and the basket.

Ready Position

Ready position is the basic defensive position in basketball, putting the athlete in a wide, balanced stance from which to react and move in any given direction. It should be noted that the defensive ready position applies broadly to off-ball offense and off-ball defense.

- Spread feet shoulder-width apart (staggered if forcing the ball handler in one direction)
- Evenly distribute weight on the balls of both feet
- Drop the butt and stay low, bending at the hips, knees, and ankles
- Maintain good posture, keeping the head up, back straight, and chest out
- Extend arms up or out to the side, taking up as much space as possible
- Keep eyes on the offensive player's body (not the ball)

Defensive Slides & Footwork

Exceptional on-ball defense stems from efficient footwork. The defensive slide is the fundamental movement pattern used to mirror the ball handler and to stay between the ball and the basket. Emphasize keeping an arms-length "bubble" from the ball handler, as defense should be played with the feet, not with the body or hands. Defenders should be in ready position and use defensive slides unless they are beat, in which case they must turn and sprint to get back in front of the ball.

- Assume defensive ready position, arms-length from the ball handler
- Point the lead foot in the direction of the slide
- To slide, push off the back leg and reach forward with the lead leg
- Maintain a wide base, not letting feet come together or cross over
- Keep body level, sliding as opposed to bouncing with each step
- Keep hands up and/or wide in order to discourage passes

Drop Steps & Directing the Ball

The best defenders are not only able to stay in front of the ball, but they are able to dictate where the ball can or can't go. This concept takes into account two parts; being able to turn the ball handler in the direction the defense wants them to go (using a drop step), and then being able to keep the ball handler moving only in that direction.

- Maintain defensive ready position, arms-length from the ball handler
- Use defensive slides to stay between the ball and the basket
- To turn the ball, first beat the ball handler to the spot they are attacking
- Perform a drop step, lowering the trail leg and turning the body at approx. a 45° angle
- Force the ball handler to change the direction of their attack, and resume defensive slides

Games & Drills

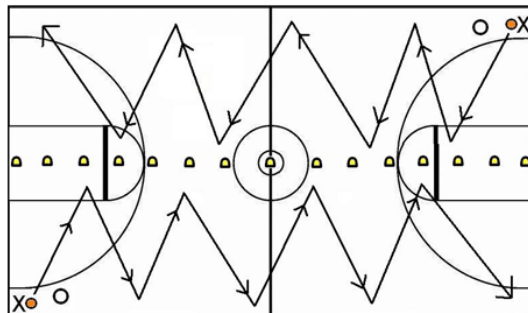
Military Drill

<i>Focus:</i>	Fundamental defensive positioning and movement Conditioning and defensive effort
<i>Set-Up:</i>	Have the group space out in lines throughout the gym, everyone facing the coach Ensure each player has enough space around them to move about freely Using various defensive cues, execute a “military style” boot camp routine Give plenty of rest breaks throughout to allow players to recover and stay fresh Have players repeat the defensive cues called out by the lead coach Suggestions for defensive cues include:
<i>Execution:</i>	Ready position Stutter steps (“hot feet”) Close-out “Shot” Charge Defensive slides Drop steps Consider including some basic body weight exercises as well, including:
<i>Variations:</i>	Push-ups Sit-ups Burpees Jumps Squats

Zig-Zags

<i>Focus:</i>	Defensive slides and drop steps
<i>Set-Up:</i>	Pair players off, with 1 basketball for each pair Outline clear boundaries for the drill, using only the width of the court Optionally, use cones to mark a zig-zag pattern up the length of the court Start players at the baseline, one pair at a time
<i>Execution:</i>	One player will provide “dummy” offense, moving up the court in a zig-zag pattern Their partner will practice defensive slides and drop steps At the end of the court, have partners switch roles and repeat coming up
<i>Variations:</i>	Introduce the drill without an offense to better practice the movement patterns For advanced players, have the ball handler perform crossover moves at each turn point As players become comfortable, have the offense actively try beat the defender Additionally, you may have pairs play a brief 1-on-1 possession after crossing half

Diagram:



The Funnel Drill

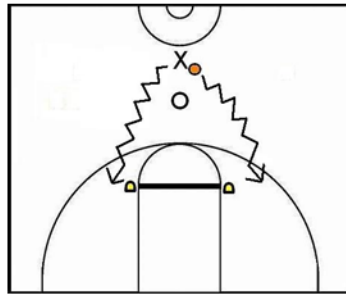
Focus: Defensive slides in a game-like situation

Set-Up: Place 2 cones near the elbows of the key
Begin with one defender and one ball handler
All other players will line up off the court

Execution: The ball handler tries to attack between the cones, getting to the paint for a lay-up
The goal of the defender is to funnel the offense outside the cones and into the corners
The drill ends either with a shot and rebound or a turnover
Have players switch roles their next attempt at the drill

Variations: Introduce the drill with a “dummy” offense to better practice the movement patterns
Have pairs keep score between themselves to incorporate competition
Initiate the drill with a defensive close-out, starting the offense slightly further back
Challenge defenders to turn the ball handler as many times as possible with drop steps

Diagram:



5.12 Off-Ball Defense

As with offense, most players spend the majority of their time on defense in an off-ball situation. It is important for young athletes to learn basic off-ball defensive concepts, especially court awareness and reaction to the movement of the ball.

Pistol Stance

The basic defensive ready position used when guarding the ball should also be used when defending off-ball. A balanced and strong base are vital for a player to be ready to react to the movement of the ball. Players should learn to adopt a “pistol stance” to see both the ball and their cover.

- Assume defensive ready position
- Be sure to see both the ball and your cover, using your hands to point at both (like pistols)
- Remain between your cover and the basket to discourage a cut
- Move in relation to the ball and your cover, so both are kept in sight at all times

Deny Position

As the ball works its way towards a defender’s cover, that defender should adjust their position so they are able to discourage a pass when the ball is “one pass away”.

- Maintain defensive ready position, arms-length away from your cover
- Turn body away from the ball and towards your cover
- Reach into the passing lane with the arm closest to the ball, discouraging a pass
- Turn head to see both the ball and your cover

Close-Outs

If a defender is out of position when their cover receives a pass they need to “close-out” to discourage a jump shot and keep a position between the ball and basket in case the offense attacks. The key to a successful close-out is to remain on the ground (don’t jump to block a shot) and to use stutter steps to control momentum on approach.

- From defensive ready position or pistol stance
- Sprint out 2-3 steps towards your cover as the ball moves on the pass
- Close-out using stutter steps or “choppy feet”, always ready to start a defensive slide
- Keep at least one hand up to contest a jump shot

Games & Drills

Key Slides

Focus: Defensive slides

Set-Up: Divide players into teams, assigning each team to a basket
Players will go one at a time, competing against the other teams at the other baskets

Execution: Players execute defensive slides from one side of the key to the other
Time rounds (approx. 30 seconds)
Have teammates count how many times across each player makes in the allotted time
Ensure proper technique, as proper form and position will break down

Variations: Lengthen the time of each round to add difficulty
Have athletes hold a basketball extended out in front of them for additional challenge

Arch Close-Outs

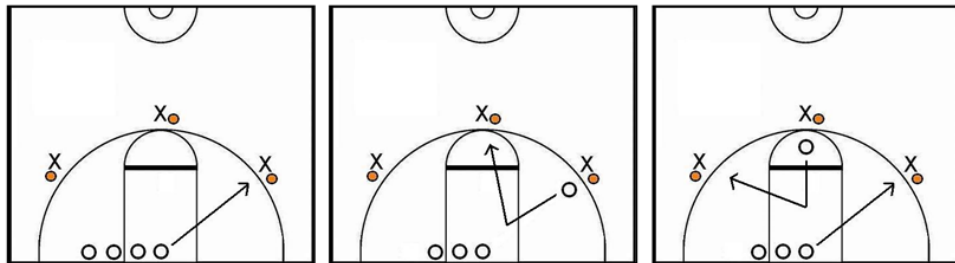
Focus: Defensive close-outs

Set-Up: Space 3 players out on the 3-point line, at the top and on the wings, each with a ball
These offensive players will remain stationary, using only pump fakes or jab steps
All other players line up at the baseline under the basket

Execution: The first player in line will close-out the offensive player on one wing, then backpedal to the key
They will then repeat and close-out the next player
As players complete each close-out, have the next player in line begin theirs
As players finish their 3 close-outs they will join the back of the line

Variations: Use coaches or cones for the 3 offensive spots to allow for more player repetitions
Add additional close-out spots for a conditioning challenge

Diagram:

**Defend the Mirror**

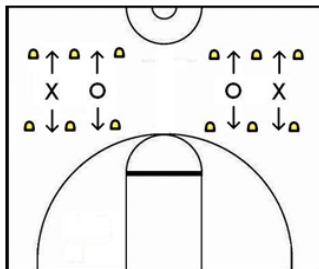
Focus: Defensive slides
Defensive reactions
Off-ball offensive fakes and hesitations

Set-Up: Pair players off, ideally with similar speed and agility
Space pairs throughout the gym, using lines to denote boundaries for each group
Have partners facing each other along their lines
No basketballs to start

Execution: One player will begin as the "offense" while their partner will be the "defense"
The goal of the drill is for the defender to mimic the movements of the offensive player
Emphasize proper defensive position and defensive slide technique
Be sure players keep within a designated area so they do not collide with other groups
Go for a timed round (approx. 30 seconds) before having players switch roles

Variations: Expand the area to a box, so players can move forwards, backwards, and laterally
Add a ball for the offense to use, to challenge their ball handling skills
Have the "defender" use a ball as well when mimicking their partner
Adjust the length of rounds to add a conditioning component

Diagram:



Deny the Touchdown

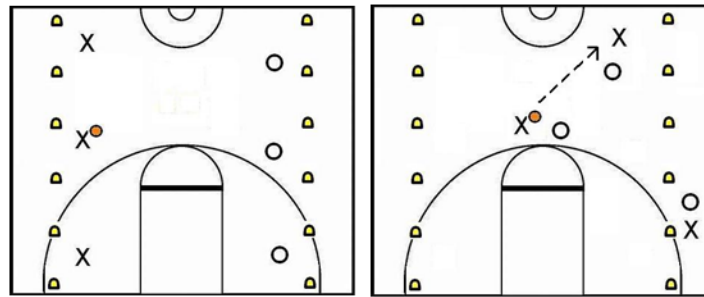
Focus: Deny position and defensive positioning

Set-Up: Mark clear boundaries and end-zones, creating a “football field” playing area
Set up multiple play areas (depending on numbers and available space)
Divide players into teams of 3 – 4, assigning 3 (or more) teams to each playing area
One team starts on offense at their own end-zone, with another starting on defense
Additional teams will wait off the court, and will rotate in throughout the drill
1 basketball per playing area

Execution: The offense passes the basketball into the opposite end-zone for a “touchdown”
The offense is not allowed to dribble the basketball, moving the ball by passing it
The defense must prevent passes, using deny position and defensive positioning
If the offense gets the ball to the opposite end-zone, they earn a point
Rotate teams (from offense to defense) and have new teams enter the drill on offense

Variations: Track points by teams to add an element of competition
Add a time limit (approx. 30 seconds) for the offense to reach the end-zone
Add a passes limit (approx. 10) for the offense to use to reach the end-zone
Rotate teams through the different playing areas so they can play multiple teams

Diagram:



5.13 Team Defense

While team defense is not the focus of the SNYB curriculum, we will highlight key concepts that are important for the complete development of a defensive basketball player. Similar to the focus of off-ball defense, team defense relies on awareness and recognition, and even more importantly, communication.

Communication

The best defensive players and teams are those that talk the most. If this habit is developed at youth levels, athletes will become superior defenders as they mature. Use calls such as “ball”, “deny”, “help”, or “shot”, so that everyone on defense knows what is going on.

Head on a Swivel

When on defense, it is important for players to see as much of the court as possible. Make sure athletes are constantly moving their heads, using their peripherals. As in off-ball defense, it is important to see both the ball and your cover, and not let any offensive players sneak behind you.

Help Defense

Help defense can become quite complicated, so it is not recommended that coaches focus on it with younger players. However, the idea of help defense has value in developing a team-centered defensive mindset, the idea that it is the team, not an individual, who is responsible for a basket. Promote the idea that if a teammate gets beat, the next defender has a responsibility to step up and help to stop the ball from attacking further.

Games & Drills

3-on-3 Shell

<i>Focus:</i>	Team defensive awareness and communication
<i>Set-Up:</i>	<p>3 players on offense, starting on either wing and at the top of the key</p> <p>3 players on defense, matched up with the offense</p> <p>All other players will line up off the court</p>
<i>Execution:</i>	<p>On the coaches cue, the offense will pass the ball around the 3-point arch</p> <p>Offense cannot move, dribble, or take a shot (this is for the benefit of the defense)</p> <p>On each pass, defensive players will move and adjust with the ball</p> <p>Defenders guarding the ball should be in defensive stance, calling “Ball”</p> <p>Defenders guarding one pass away should be in deny stance, calling “Deny”</p> <p>Defenders guarding two passes away should be in help (pistol stance), calling “Help”</p> <p>Go for short shifts, switching offense and defense</p>
<i>Variations:</i>	For advanced players, play a live possession ending in a shot and rebound

2-on-2 Help*Focus:*

Help defensive positioning and awareness
Off ball movement, passing and scoring

Set-Up:

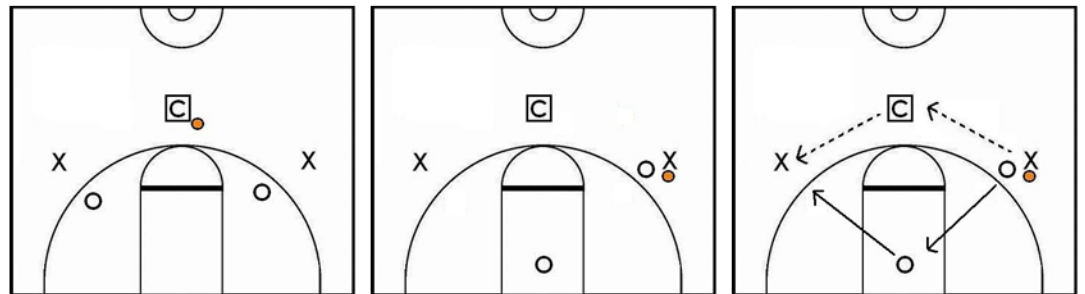
2 players on offense, starting on either wing
2 players on defense, guarding both wings
Coach stands at the top of the 3-point line with the ball
All other players will line up off the court

Execution:

The offensive players work to get open and receive a pass from the coach
The on-ball defender guards the ball; their partner will run to the key to provide help
The offense passes the ball back to the coach, to reset
Perform a series of repetitions from both sides, so defenders understand help position
Rotate teams (from offense to defense) before joining the line

Variations:

To maximize player repetitions use as many baskets as possible (1 coach per basket)
Have teams play a 2-on-2 possession, ending in a shot and rebound
Allow the offense to “reset” by passing back to the coach (re-initiating the possession)
Run a mini-tournament style competition, tracking teams total baskets

Diagram:**King of the Defense***Focus:*

Team defensive awareness and communication

Set-Up:

Divide players into teams of 3 – 4
Assign 3 – 4 teams to a basket
1 basketball per basket

Execution:

Teams play brief games of 1 possession
If the offense scores they become the defending team, and the defense rotates off
If the defense gets a stop, they remain on defense and the offense rotates off
Note that the new team (rotating in) always starts on offense

Variations:

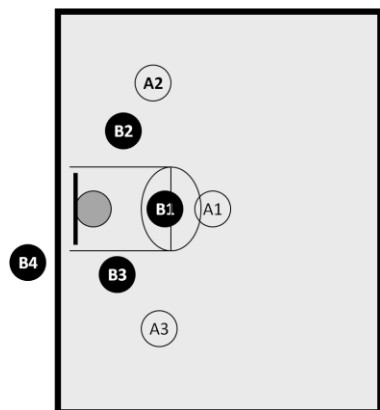
Track defensive stops as points to incorporate competition
Award points for defensive efforts like steals, communication, or diving for loose balls

6 Modified Games

The following modified games can be used in the place of scrimmages to help develop flow of a game.

3-on-3 King's court

This is a great way for teaching positioning for man to man defense because you can make sure they are between their man and the basket before the ball is checked. To check the ball have the offensive player at the top of the key bounce pass to the defender, when the defense is ready the defender passes it back and the game is live. You can also stress spacing on the offense. You need at least 6 players.

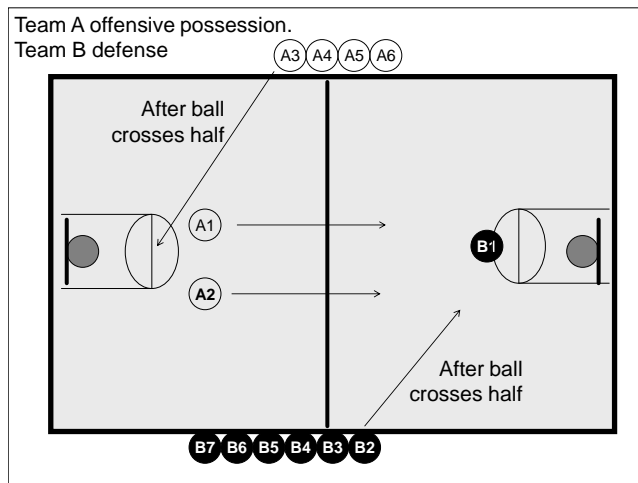


- Team A starts with possession.
 - Team A “checks the ball” with Team B at the top of the key, then the ball is live.
 - The offensive possession ends with a basket, out of bounds off the offense or defensive rebound.
 - The defense then becomes the offense with the ball being checked from the top of the key
 - If the defense fouls, the foul will be explained and the ball returned to the offense.
 - If there are substitute players they are made each time the team changes to defense.
- This is a development opportunity and we encourage the coaches to interact with the players. Ensure that the defenders are covering their player and the offense is getting open and looking for passes, attacking the basket (layups or cuts) or shooting.
 - Until the rules of traveling and double dribble are understood, explain the infraction to the players and then let the offense continue from the point of the infraction but they must pass to resume play.

For the grade 5 & 6 teams you can also play this 4 on 4 but I would start 3 on 3.

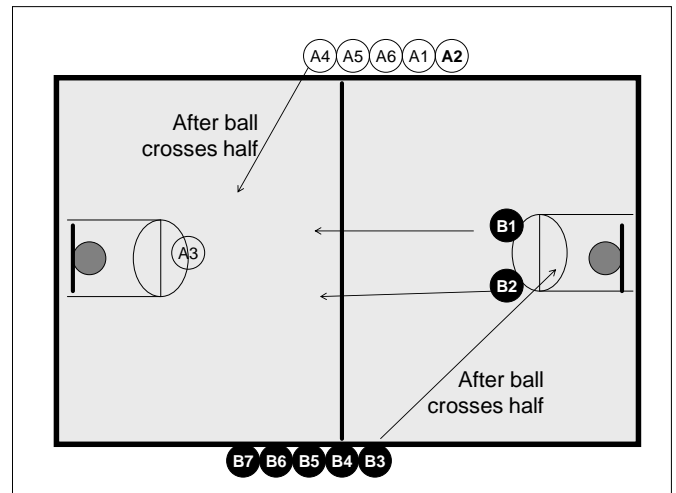
2-on-2 Advantage

This game promotes flow of the game, playing on offense with a short advantage and guarding the basket before picking up their man. You need at least 6 players.

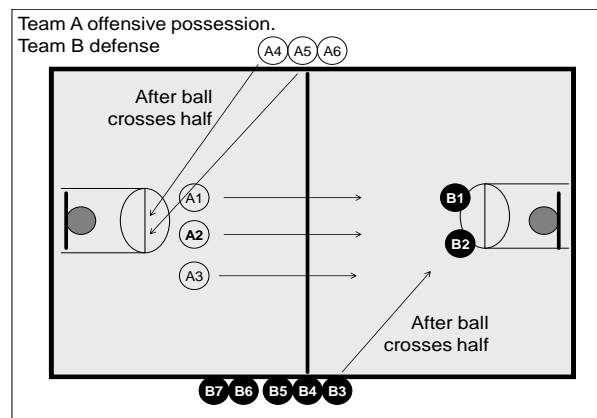


- Team A starts with possession.
- 2 players from team A start near their foul line and 1 player from team B starts on defense.
- As soon as the ball crosses half court another player from team B joins in the defense. 1 player from team A goes to their defensive end.
- The offensive possession ends with a basket, ball goes out of bounds or defensive rebound. If the defense fouls, the foul will be explained and the ball returned to the offense.

- The defense then becomes the offense and the offensive players go to the end of their line.
- The game continues with the teams switching from offense to defense.
- The rotation is defense to offense to off.
- This is a development opportunity and we encourage the coaches to interact with the players. Ensure that the defenders are guarding the basket until their other defender gets there and then start covering their player.



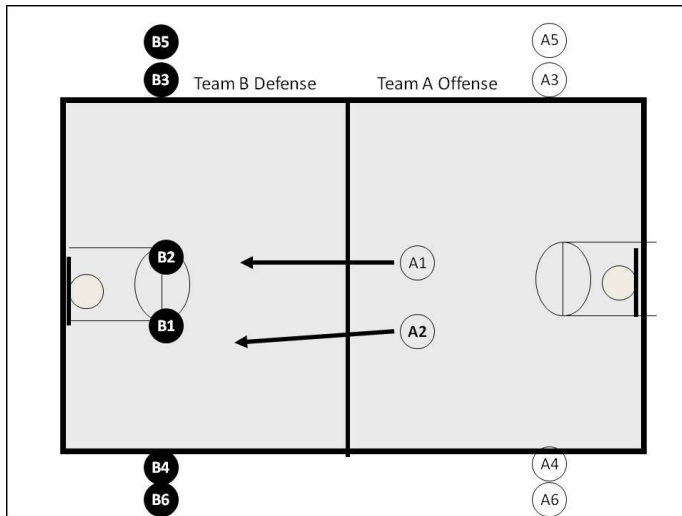
3-on-3 Advantage



- This is the same game as the 2-on-2 Advantage but adds another player.
- You need at least 10 players.

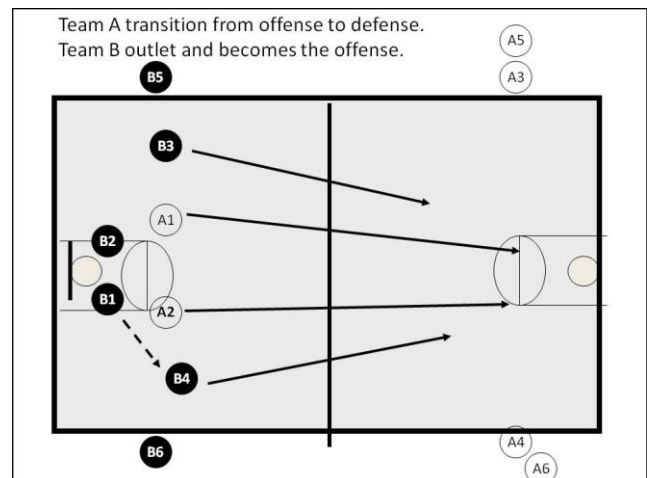
2-on-2 Continuous

This is a great transition game for all ages. Besides teaching the flow of the game it also promotes getting back on defense and running a fast break. It is also good because it is 2 on 2 and everyone touches the ball. You require at least 8 players.



- Players A1, A2, B1 and B2 begin in their respective backcourts, with A1 and A2 starting on offense.
- Substitutes from teams A and B start the game in outlet lines (two lines per team) foul line extended.
- Players A1 and A2, play one offensive possession against B1 and B2 which ends with a basket, ball goes out of bounds or defensive rebound. If the defense fouls, the foul will be explained and the ball returned to the offense.

- At the end of the offensive possession & after the defense B1 & B2 have secured possession of the ball, the offensive player become defense and hustle back to their defensive end.
- Player B3 & B4 come into the court in the outlet positions and call for the ball. The defense B1 & B2 passes to the outlet and then go to the end of the outlet line.
- Players B3 & B4 become the offense and break down the floor playing against A1 & A2.



- After B3 and B4 complete their offensive possession, A1 and A2 throw the ball to A3 and A4 who play one offensive possession against B3 and B4. A1 and A2 go to the end of the outlet line.
- Play continues in this manner.
- Excluding the first possession, players will rotate in the following manner: Come onto the court at possession of defensive teammates, play one offensive possession, play one defensive possession, throw a pass to the outlet, and leave the court, joining the back of the outlet lines.

7 Participants & Their Sport Needs

Basketball Skills	Developmental Age in Years															
LTAD Stage *	FUNdamentals					L2T		T2T			T2C				L2W	
Age	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Basic Skills																
Start, Stop, Pivots	△	△	△	✧	😊	😊	😊	😊	😊	😊	√	√	√	√	√	√
Lay ups	△	△	△	✧	😊	😊	😊	😊	😊	😊	√	√	√	√	√	√
Shooting	△	△	△	✧	😊	😊	😊	😊	😊	😊	√	√	√	√	√	√
Ball handling	△	△	△	✧	😊	😊	😊	😊	😊	😊	√	√	√	√	√	√
Passing	△	△	△	✧	😊	😊	😊	😊	😊	😊	√	√	√	√	√	√
Technical																
1 on 1	☹	△	✧	✧	😊	😊	😊	😊	😊	😊	√	√	√	√	√	√
2 on 2	☹	☹	△	✧	😊	😊	😊	😊	😊	😊	√	√	√	√	√	√
3 on 3	☹	☹	△	✧	😊	😊	😊	😊	😊	😊	√	√	√	√	√	√
4 on 4	☹	☹	☹	△	😊	😊	😊	😊	😊	😊	√	√	√	√	√	√
Strategies																
5 on 5 Offence																
Conceptual offence																
Attacking the basket	☹	☹	☹	☹	△	😊	😊	😊	√	√	√	√	√	√	√	√
Penetration principles	☹	☹	☹	☹	△	😊	😊	😊	√	√	√	√	√	√	√	√
Passing and cutting	☹	☹	☹	☹	△	✧	😊	😊	√	√	√	√	√	√	√	√
Screening	☹	☹	☹	☹	☹	☹	☹	△	✧	✧	😊	😊	😊	√	√	√
Set plays	☹	☹	☹	☹	☹	☹	☹	☹	△	△	😊	√	√	√	√	√
Defence																
Player to player																
On the ball	☹	☹	△	△	✧	😊	😊	😊	😊	√	√	√	√	√	√	√
Help	☹	☹	△	△	△	✧	😊	😊	😊	√	√	√	√	√	√	√
Deny	☹	☹	△	△	△	△	✧	😊	😊	√	√	√	√	√	√	√
Zones	☹	☹	☹	☹	☹	☹	☹	☹	☹	😊	😊	√	√	√	√	√
Pressure Defence																
Full court pick up	☹	☹	☹	☹	☹	△	△	😊	😊	√	√	√	√	√	√	√
Double teaming	☹	☹	☹	☹	☹	☹	☹	△	😊	😊	√	√	√	√	√	√
Zone Pressure	☹	☹	☹	☹	☹	☹	☹	☹	△	😊	😊	√	√	√	√	√

Basketball Skills	Developmental Age in Years															
LTAD Stages *	FUNDamentals					L2T		T2T			T2C				L2W	
Age	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Transition																
2-1	☹	☹	△	△	😊	√	√	√	√	√	√	√	√	√	√	√
3-2	☹	☹	☹	△	😊	√	√	√	√	√	√	√	√	√	√	√
Conceptual fast break	☹	☹	☹	☹	△	😊	√	√	√	√	√	√	√	√	√	√
Patterned fast break	☹	☹	☹	☹	☹	☹	☹	☹	△	△	😊	😊	√	√	√	√
Tactics																
Game adjustments	☹	☹	☹	△	△	△	△	✧	✧	😊	😊	√	√	√	√	√
Scouting reports	☹	☹	☹	☹	☹	☹	☹	△	△	✧	😊	√	√	√	√	√
Mental Training																
Enjoyment	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	√	√	√	√
Confidence	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	√	√	√	√
Concentration	✧	✧	✧	✧	✧	✧	✧	😊	😊	😊	😊	😊	√	√	√	√
Goal setting	✧	✧	✧	✧	✧	✧	✧	😊	😊	😊	😊	😊	√	√	√	√
Competition management	☹	☹	☹	☹	☹	✧	✧	✧	😊	😊	😊	😊	√	√	√	√
Social support	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	√	√	√	√
Life skills																
Responsibility	✧	✧	✧	✧	✧	😊	😊	😊	😊	😊	😊	😊	√	√	√	√
Communication	✧	✧	✧	✧	✧	😊	😊	😊	😊	😊	😊	😊	√	√	√	√
Trust	✧	✧	✧	✧	✧	😊	😊	😊	😊	😊	😊	😊	√	√	√	√
Leadership	✧	✧	✧	✧	✧	😊	😊	😊	😊	😊	😊	😊	√	√	√	√
Self-reliance	✧	✧	✧	✧	✧	😊	😊	😊	😊	😊	😊	😊	√	√	√	√

Legend

☹ Should be avoided 😊 Optimal training age △ Not a priority
 ✧ In moderation √ As needed by the sport

Fundamental Movement & Athletic Ability	Age (in years)															
		6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Running	F/M	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
Jumping	F/M	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
Throwing	F/M	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
Catching	F/M	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
Aerobic stamina (short efforts 10-15 min)	F	△	△	✧	✧	✧	✧	✧	✧	😊	😊	😊	😊	✓	✓	✓
	M	△	✧	✧	✧	✧	✧	✧	✧	✧	😊	😊	😊	✓	✓	✓
Aerobic stamina (prolonged efforts)	F	😞	😞	😞	😞	😞	😞	△	△	△	✧	✧	😊	😊	😊	✓
	M	😞	😞	😞	😞	😞	😞	😞	△	△	✧	✧	😊	😊	😊	✓
Speed-endurance	F	😞	😞	😞	😞	😞	△	△	△	△	✧	✧	✓	✓	✓	✓
	M	😞	😞	😞	😞	😞	△	△	△	△	△	✧	✧	✓	✓	✓
Strength-endurance	F	😞	😞	😞	△	△	△	△	✧	✧	😊	😊	😊	😊	✓	✓
	M	😞	😞	😞	△	△	△	△	△	△	😊	😊	😊	😊	😊	✓
Maximum strength	F	😞	😞	😞	😞	😞	😞	😞	😞	😞	✧	✧	😊	😊	😊	✓
	M	😞	😞	😞	😞	😞	😞	😞	😞	😞	✧	✧	✧	😊	😊	✓
Speed-strength (power)	F	😞	😞	😞	😞	😞	😞	😞	😞	✧	✧	😊	😊	😊	✓	✓
	M	😞	😞	😞	😞	😞	😞	😞	😞	✧	✧	😊	😊	😊	😊	✓
Flexibility	F	✧	✧	✧	✧	✧	✧	😊	😊	😊	😊	😊	😊	✓	✓	✓
	M	✧	✧	✧	✧	✧	✧	✧	😊	😊	😊	😊	😊	😊	😊	✓
Speed (efforts of 8 s or less)	F	△	△	△	✧	✧	✧	✧	✧	😊	😊	😊	😊	✓	✓	✓
	M	△	△	△	✧	✧	✧	✧	✧	✧	😊	😊	😊	😊	✓	✓
Speed (fast cadence of movement)	F	😊	😊	😊	😊	😊	😊	😊	✓	✓	✓	✓	✓	✓	✓	✓
	M	😊	😊	😊	😊	😊	😊	😊	✓	✓	✓	✓	✓	✓	✓	✓
Coordination/Agility/Balance	F	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	✓	✓	✓	✓	✓
	M	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	✓	✓	✓	✓
Basic techniques	F	✧	✧	😊	😊	😊	😊	😊	😊	✓	✓	✓	✓	✓	✓	✓
	M	✧	✧	😊	😊	😊	😊	😊	😊	😊	✓	✓	✓	✓	✓	✓
More advanced techniques	F	△	△	△	△	△	△	✧	✧	😊	😊	😊	😊	✓	✓	✓
	M	△	△	△	△	△	✧	✧	✧	✧	😊	😊	✓	✓	✓	✓
Tactics	F	😞	😞	😞	△	△	✧	✧	✧	✓	✓	✓	✓	✓	✓	✓
	M	😞	😞	😞	△	△	✧	✧	✧	✓	✓	✓	✓	✓	✓	✓

Legend

😞 Should be avoided 😊 Optimal training age △ Not a priority
 ✧ In moderation ✓ As needed by the sport F Female M Male

8 Development Characteristics

The following pages describe the developmental characteristics that should be considered when working with children at different ages.

6-7 Years, Growth and Development of Participants	
General remarks	
<ul style="list-style-type: none"> • At this age the child remains fairly individualistic and self-centred; needs a lot of attention and must be in the company of an adult and/or in a small group • High dependence on parents • Acknowledges the coach as the leader • Needs to have a well-established routine in daily activities • Has no athletic or competitive background • Interest for sport activities may begin to grow 	
Psychosocial	
<ul style="list-style-type: none"> • Rather individualistic; often tries to expand social circle and the number of friends, especially with individuals of the same sex • Sometimes shy • Is conscious of own feelings and emotions, and of those of others toward him/her; can play on these feelings to obtain privileges • Boys and girls can be involved in the same activities without difficulty 	
Learning	
<ul style="list-style-type: none"> • Learns best by observing, quickly followed by doing • Short attention span (a few minutes) • Ability to reason is limited to what is readily observable • May be afraid of the unknown • Is likely to imitate and be highly imaginative; is often curious and wants to know everything 	
Physical	
<ul style="list-style-type: none"> • Development of the nervous system is almost complete • Rate of physical growth is constant, yet relatively slow; on average, little difference is observed between boys and girls with regard to height and weight • Head is still very fragile; bones, tendons, muscles, and ligaments cannot sustain heavy loads • Always seems to be moving; coordination is not very well developed; endurance is low • Resting heart rate and heart rate during exercise are higher than for adults; resting heart rate is approximately 100 bpm • Aerobic metabolism predominates during effort; low anaerobic capacity • Sweating mechanism of children is not well developed, which reduces their capacity to dissipate heat during exercise; children are at an increased risk of heat injuries; children cool off rapidly, and do not tolerate cold well. 	
Preferences	
<ul style="list-style-type: none"> • Enjoys individual activities, with some interaction with the group (e.g. tag); likes to throw, catch, hit, kick, run, jump, climb, and other activities where the whole body is involved • Enjoys all types of activities that require imagination or involve imitating an adult • Games should encourage creativity and have few rules 	

6-7 Years, Growth and Development of Participants
To avoid
<ul style="list-style-type: none"> • Activities that require repeated impact or wherein there is a risk of collision • Repetitive activities and activities that feature too much structure (to prevent boredom and also overuse injuries) • Exercising in a very cold or hot environment • Using equipment that is not designed for children (i.e. too big, too heavy) • Specialization in a sport or in a position • Repetition of all-out efforts lasting between 20 and 60 seconds; work against a high resistance; prolonged aerobic endurance efforts • Emphasizing the result or performance • Negative competitive experiences • Comparisons with other children • Lengthy explanations • Negative criticism
Suggestions
<ul style="list-style-type: none"> • All activities should take the form of games; conditions in which activities or games take place should be varied to promote the development of a variety of motor patterns and skills • Rules should be adapted to encourage a high degree of interaction between and involvement of participants, and to increase the probability of success during the activity; modified, scaled-down equipment should be used • Demonstrations should be highly specific, simple, and aimed at the achievement of a well-defined objective; duration of activities should be relatively short, and exercises should change frequently • Children need to be praised and complimented generously and regularly for their efforts; feedback should focus on one point only; choose the most important one; children should be encouraged to be proud of their own performance, and to congratulate others for theirs <p>Basic motor abilities should be developed through games; techniques should be introduced in ways that stimulate the child's imagination (e.g. refer to a funny situation of the child's life, a cartoon)</p> <ul style="list-style-type: none"> • Encourage children to drink water, and in hot conditions, ensure that there are plenty of beverages available
Examples
<ul style="list-style-type: none"> • Relay or obstacle races • Somersaults, pirouettes, jumps, runs, lateral movements, rope climbing, rope skipping, use of play structures, sliding, throwing, catching, passing a ball with hands or feet; hitting a ball • Basic strength exercises using the child's own body weight (push-ups, pull-ups, squats with own body weight)

8-9 Years, Growth and Development of Participants
General remarks
<ul style="list-style-type: none"> • Has a high degree of imagination; being active is very important; likes to work, learn, and accomplish things • Still needs a well-established routine in daily activities • Wants to act on his/her own; does not like conventions or norms, but will accept the coach's instructions if there is a sense that he/she participates in the establishment of the rules and conditions governing the activity • Very little or no athletic background • Interest in sport activities is often high • Some early developers may be entering puberty, particularly girls.
Psychosocial
<ul style="list-style-type: none"> • Is still individualistic and self-centred, but shows an increasing interest for the group; wants to be accepted by others, and usually shows a great deal of loyalty toward the team • Needs praise and positive feedback • Is conscious of own feelings and emotions, and of those of others toward him/her; can play on these feelings to obtain privileges • Boys and girls may be involved in the same activities without difficulty • Seeks the approval of others; may reject opportunities to interact with individuals of the opposite sex
Learning
<ul style="list-style-type: none"> • Accepts following instructions to learn faster, and reacts favourably to positive feedback/praise; ability to concentrate and to pay attention is relatively good; can begin to make some generalizations • The emphasis should be on motor development and the learning of skills in a variety of sports • It is possible to start teaching the rules of the game and fundamental tactical principles • Can assess the angles of moving objects (balls), yet may still have difficulty distinguishing between right and left • Ability to reason and solve problems is limited to what can be observed
Physical
<ul style="list-style-type: none"> • Physical characteristics are similar to children aged 6-7, but coordination and stamina are better; growth rate is slow, which tends to allow for a greater degree of motor control and autonomy • The development of the nervous system is almost complete • Reaction time is slow; shows an increased ability to make coordinated and quick movements • Large muscles (legs) show a greater degree of development compared to smaller ones (arms, hands) • Very little potential for increased muscle mass (hypertrophy); strength gains result primarily from increased coordination and neural factors • Resting heart rate and heart rate during exercise are higher than for adults; aerobic metabolism predominates during effort and anaerobic capacity is low • The sweating mechanism of children is not well developed, which reduces their capacity to dissipate heat during exercise; children are at an increased risk of heat injuries

8-9 Years, Growth and Development of Participants
Preferences
<ul style="list-style-type: none"> • Enjoys individual or group games, and drills where participants are paired • Likes activities where the whole body is involved (e.g. jumping, running) • Likes to assume some responsibility, and to take part in decisions relating to games or activities played • Prefers activities that will allow him/her to shine and to be successful
To avoid
<ul style="list-style-type: none"> • Activities that feature repeated impacts or where there is a risk of collision; repetitive activities (for reasons of boredom but also to prevent overuse injuries); activities that are too structured • Mechanical and/or highly repetitive approach to the teaching of fundamental techniques; use of equipment that is not designed for children • Repetition of all-out efforts lasting between 20 and 60 seconds; work against a high resistance; prolonged aerobic endurance efforts • Exposure to a cold or hot environment • Specialization in a sport or for a position • Emphasizing winning and creating a pressure to perform • Comparisons with other children • Negative competitive experiences • Lengthy explanations • Negative criticism
Suggestions
<ul style="list-style-type: none"> • Establish guidelines for acceptable behaviour, and act in a constant and predictable manner; however, accept each child unconditionally • Children need to be praised and complimented generously and regularly for their efforts; feedback must focus on one point only; choose the most important one; emphasize the following: development of confidence, self-esteem, peer interaction, cooperation, having fun, putting winning and losing into perspective, and giving a 100% effort • Demonstrations must be highly specific, simple, and aimed at the achievement of a well-defined objective; duration of activities must be relatively short, and exercises must change frequently • Focus on activities that are aimed at developing coordination, balance, and proper motor patterns; encourage participation in a variety of sports and activities; encourage the use of both right and left hands and feet whenever possible to enhance motor patterns and improve coordination; good age to use speed games • Modified, scaled-down equipment should be used; competitive games where ability levels are matched; create opportunities for the child to demonstrate the progress he/she has made in a way that will enhance self-image; participants should have the opportunity to take some responsibility, and to assess the impact of such decisions; rules should be adapted to encourage a high degree of interaction between and involvement of participants, and to increase the probability of success during the activity • Encourage children to drink water, and ensure that plenty of beverages are available when exercising in the heat

10-11 Years, Growth and Development of Participants
General remarks
<ul style="list-style-type: none"> • Develops conscience, morality, and values • May display a highly competitive attitude (wants to look like a competent performer) • Marked distinctions between boys and girls begin to be visible, particularly toward the end of this period • May want to break free from the authority of adults, and may show a defiant attitude • Athletic background may be highly variable among participants; participation in sport activities is often done on a seasonal basis, in programs that can be relatively short (a few weeks) • Time devoted to general training and acquisition of a variety of skills and motor patterns should be greater than time spent training for a specific activity, or preparing for, or being engaged in, competition
Psychosocial
<ul style="list-style-type: none"> • Is usually very interested in group activities, and creates strong links with a few friends • Wants to enjoy a greater degree of autonomy, and wants to help • Shows a high degree of loyalty to the group • Begins to be interested in individuals of the opposite sex, without showing it openly • Expresses his/her feelings easily (e.g. anger, sadness) • Boys and girls can be involved together in the same activities
Learning
<ul style="list-style-type: none"> • Child begins to show some ability to deal with abstract concepts, yet prefers concrete examples • Emphasis should still be on general motor development and the learning of skills in a variety of sports, however fine motor control improves during this period • It is possible to start teaching a few specialized techniques, as well as fundamental tactical principles; the rules of the games should be well understood • Capacity to concentrate increases (can stay focused for approximately 10 minutes at a time)
Physical
<ul style="list-style-type: none"> • Strength and endurance gains are possible as a result of fitness training, but improvements are also directly related to growth; very little potential for increased muscle mass (hypertrophy). Strength gains result primarily from increased coordination and neural factors • Flexibility improves but it should also be trained • Reaction time is relatively slow, however good visual acuity and depth perception allow for better performance in throwing/catching exercises • Sweating mechanism of children is not well developed, which reduces their capacity to dissipate heat during exercise; children are at an increased risk of heat injuries • In girls, the second half of this period marks the beginning of a major growth spurt that will last approximately 3.5 years; some girls may have their first menstruation as early as 11 years old • In some boys, puberty will begin at the end of this period.

10-11 Years, Growth and Development of Participants
Preferences
<ul style="list-style-type: none"> • Enjoys games that feature some competition, team games, as well as activities that require some form of effort or that represent some sort of a physical challenge
To avoid
<ul style="list-style-type: none"> • Activities that feature repeated impacts or where there is a risk of collision; repetitive activities (to prevent boredom and also overuse injuries); activities that feature too much structure; exposure to a cold or hot environment • Use of equipment that is not designed for children; repetition of all-out efforts lasting between 20 and 60 seconds; work against a high resistance; prolonged aerobic endurance efforts • Specialization in a sport or for a position on the team • Emphasizing winning and creating a pressure to perform • Comparisons with other children • Unpleasant or non-gratifying competitive experiences • Mechanical and/or highly repetitive approach to the teaching of fundamental techniques
Suggestions
<ul style="list-style-type: none"> • Participation in several sports/activities should be encouraged • Rules should be adapted to encourage a high degree of interaction between and involvement of participants, and to increase the probability of success during the activity; modified, scaled-down equipment should be used • Demonstrations should be highly specific, simple, and aimed at the achievement of a well-defined objective; duration of activities should be relatively short, and exercises should change frequently • Time when participants are actively involved in activities during practices should be maximized • Children need to be praised and complimented generously and regularly for their efforts • Feedback should focus on one point only; choose the most important one; emphasize the development of confidence, self-esteem, peer interaction, cooperation, having fun, putting winning and losing into perspective, and giving a 100% effort • Encourage children to drink water, and ensure plenty of beverages are available when exercising in the heat

9 FACILITY CHECKLIST

One coach must perform a safety check of the facility before each session. This quick check of the facility and equipment should be done 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?
- ☐ If there are protective mats on the walls, are they attached properly?
- ☐ Are there protective mats around the baskets? Check to make sure the baskets are safe.
- ☐ Has the floor been swept for dirt and dust?
- ☐ Is there a place for the storage of outdoor footwear?
- ☐ Do people have to walk across the floor with outdoor footwear?
- ☐ Are there any wet spots on the floor?
- ☐ Is there additional equipment in the gym that could be dangerous?
- ☐ Are there any ropes, curtains or rings that should be tied back and out of the way?
- ☐ Are the benches and chairs sufficiently away from the court area? There should be no benches or chairs directly behind the baskets, unless a safe distance from the court.
- ☐ Are there any tables, indoor soccer nets, volleyball poles, and nets in the way?
- ☐ Is the equipment storage cart away from the playing area?
- ☐ Are there dividing curtains in the gym? Are they sufficiently off the floor area?
- ☐ Are all exits accessible and useable?
- ☐ Are community emergency phone numbers readily available?
- ☐ Are 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, phone number, and gym entrance to give the emergency medical technicians?
- ☐ Is the first-aid kit on hand?

What to Check (5 minutes before the start of the session):

- ☐ Are all the 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, outdoor footwear, jackets etc. away from the playing area?
- ☐ Have the players removed all jewelry?
- ☐ Are all of the players' shoelaces tied?
- ☐ Have the players' water bottles been stored in a safe, convenient place?

10 POCKET EAP

<p style="text-align: center;">EAP</p> <p style="text-align: center;">Emergency Action Plan</p> <p>Emergency Phones: 9-1-1</p> <p>Coach Phone: _____</p> <p>Assistant Coach: _____</p> <p>Facility Phone: _____</p>	<p>Address of Home Facility</p> <p>_____</p>	<p>Charge Person (Options)</p> <p>_____</p>
	<p>Name</p> <p>_____</p>	<p>Charge Person One Name</p> <p>_____</p>
	<p>Street</p> <p>_____</p>	<p>Charge Person Two Name</p> <p>_____</p>
	<p>City Prov</p> <p>_____</p>	<p>Charge Person Three Name</p> <p>_____</p>
	<p>Postal</p> <p>_____</p>	<p>Call Person (Options)</p> <p>_____</p>
	<p>Address of Nearest Hospital</p> <p>_____</p>	<p>Call Person One Name</p> <p>_____</p>
	<p>Name</p> <p>_____</p>	<p>Call Person Two Name</p> <p>_____</p>
	<p>Street</p> <p>_____</p>	<p>Call Person Three Name</p> <p>_____</p>
	<p>City Prov</p> <p>_____</p>	<p>_____</p>
	<p>Postal Code</p> <p>_____</p>	<p>_____</p>
<p>Roles and Responsibilities</p> <p>Charge person</p> <ul style="list-style-type: none"> • Clear the risk of further harm to the injured person by securing the area and shelter the injured person from the elements • Designate who is in charge of the other participants • Protect yourself (wears gloves if he/she is in contact with body fluids such as blood) • Assess ABCs (checks that airway is clear, breathing is present, a pulse is present, and there is no major bleeding) • Wait by the injured person until EMS arrives and the injured person is transported 	<p>Roles and Responsibilities</p> <p>Call person</p> <ul style="list-style-type: none"> • Call for emergency help • Provide all necessary information to dispatch (e.g. facility location, nature of injury, what, if any, first aid has been done) • Clear any traffic from the entrance/access road before ambulance arrives • Wait by the driveway entrance to the facility to direct the ambulance when it arrives • Call the emergency contact person listed on the injured person's medical profile 	<p>MAP</p>

* Can be cut and folded along the dotted lines for an easy fit in one's pocket.

11 EAP for Concussions

Emergency Action Plan, Concussion or No Concussion?								
<p>1 Notify _____ that he/she will be responsible for the team, as you are going to be the CHARGE PERSON dealing with the player's situation.</p>								
<p>2 Notify the CALL PERSON that he/she may need to call for an ambulance. Ensure that the call person has:</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>								
<p>3 Check the player for thinking problems, complaints, and general problems, and note any you observe in the appropriate areas below. Then use the <i>Reference Material</i> to see what you've missed.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="width: 33%; padding: 5px;">Thinking Problems</th> <th style="width: 33%; padding: 5px;">Athlete's Complaints</th> <th style="width: 33%; padding: 5px;">General Problems</th> </tr> </thead> <tbody> <tr style="height: 150px;"> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Thinking Problems	Athlete's Complaints	General Problems			
Thinking Problems	Athlete's Complaints	General Problems						
<p>4 Decide what to do about the problems listed in Step 3:</p> <p>a If you decide that Lindsay's problems are serious enough to call an ambulance:</p> <p><input type="checkbox"/> Signal the CALL PERSON to _____</p> <p><input type="checkbox"/> Inform in order _____ and the _____ of your decision</p> <p><input type="checkbox"/> Debrief the _____ about the incident.</p> <p>b If you decide that Lindsay has concussion-like symptoms but that there is no need to call an ambulance,</p> <p><input type="checkbox"/> Direct Lindsay to _____</p> <p>c If you decide that Lindsay has no concussion-like symptoms,</p> <p><input type="checkbox"/> Direct Lindsay to _____</p>								



13 ASSESSMENT TOOLS FOR COMMUNITY COACHES

Great coaches are continually looking for ways to improve. In order to tell if you are improving, you will need to ask yourself and others “How am I doing?”

The following assessment tools are provided to help you check how you are doing as a community coach. You will see that they are clearly focused on your ability to provide a fun and safe environment in which children can learn through playing a sport.

You will use some of these tools during your practice coaching sessions in the workshop, but you may also choose to use them throughout your season by asking a trusted parent or an assistant to fill them in for you, or by filling them in yourself.

A few words on receiving feedback from others...

- When you ask others their feedback, remember to listen attentively to their observations and comments without expressing defensiveness. You may not always agree with their observations, but you have asked for the input, so it deserves to be considered with an open mind.
- If possible, try to gather feedback from more than one person, and look for commonalities among their comments.

It is your choice what you decide to implement and what comments you choose to ignore. The power to change your behaviours remains yours alone.

TIP

The greatest way to encourage children/youth in sport is to receive your feedback as a coach and to try to improve their abilities is to model this behaviour: Coaches who regularly ask for feedback and who actively seek to improve their intervention skills are showing the children they coach that it is good to aim at getting better in whatever you do.

It is very true that a picture is often worth more than words alone.

13.1 SELF-ASSESSMENT SHEET #1**Practice Coaching #1: Explanation, Demonstration, Organization, and Safety**

Criteria	Yes	No
Chooses and/or adapts a practice activity from a bank of pre-designed activities to develop a movement skill or a basic basketball skill		
The activity is appropriate for this level of child		
The child is challenged in a way to encourage participation in the activity		
<i>Comments/suggestions:</i>		
Safety before beginning the activity		
Equipment is appropriate for the age/size of the participant		
The playing area is checked for hazards		
<i>Comments/suggestions:</i>		
Explanation		
Coach is positioned such that all children can see and distractions are minimized		
Explanation and demonstration last 90 seconds or less in total time		
The purpose of the exercise/activity is clearly stated		
One or two key rules are emphasized (not necessarily technical aspects)		
Safety points are emphasized, if appropriate		
Coach speaks clearly and loud enough for all to hear		
The choice of words is appropriate for the age of the participants		
Participants are checked for understanding		
<i>Comments/suggestions:</i>		
Demonstration		
All the participants can clearly see the demonstration		
The speed of the demonstration allows participants to see accurately what they are to do		
Coach demonstrates in a manner that a child would be able to perform the activity		
Coach reinforces key points while he/she demonstrates		
Participants are checked for understanding		
<i>Comments/suggestions:</i>		
Organization		
A sufficient area is used for the activity		
Available equipment is used optimally		
Equipment is put out and put away in a safe and efficient manner		
Participants are active for the majority of the time (minimum waiting in line)		
<i>Comments/suggestions:</i>		
Safety during the activity		
If a potentially hazardous situation presents itself, coach deals with it immediately		
<i>Comments/suggestions:</i>		

13.2 SELF-ASSESSMENT SHEET #2

Practice Coaching #2: Skill Progression, Intervention, and Communication

Criteria	Yes	No
Chooses and/or adapts a game activity from a bank of pre-designed activities that integrates and teaches basic TECHNICAL SKILLS (Playing Skills)		
Practice activity provides opportunities for the awareness of specific technical key factors		
Practice activity provides appropriate opportunity to achieve or challenge given technical skill (timing/spatial)		
The progression for skill development is appropriate for the age/ability of the participant		
Coach focuses on the appropriate key points for the skill to be developed		
Coach adjusts the activity for more advanced and less advanced abilities within the group		
<i>Comments/suggestions:</i>		
Intervention		
Coach scans the entire group constantly and intervenes with a variety of participants		
Coach looks for input/feedback from the participant		
Correction or reinforcement is clear and a visual is provided		
Correction or reinforcement is brief and participant returns quickly to activity		
Coach focuses on communicating what to do (not what NOT to do)		
<i>Comments/suggestions:</i>		
Communication		
Coach speaks in a calm tone of voice (i.e., does not yell at the participants)		
Coach uses language that the children can easily understand		
Coach refrains from the use of foul language		
Words and body language used in the correction or reinforcement are positive*		
When praise is given, it is specific, not general (e.g., "You are doing _____ well!")		
Coach acts and speaks with enthusiasm*		
<i>Comments/suggestions:</i>		

- *This looks like:* Smiles; nods in the affirmative
- *This sounds like:* Cheers; "Sally, you did _____ very well. Way to go!" "Johnny, I see that you are improving at _____. Great job!"
- *This feels like:* High fives; safe pats on the back; a hand shake of congratulations (use these only if the child/youth is clearly comfortable with physical contact from you)

Remember, more is not necessarily better. While lots of intervention may provide motivation or reinforcement, it may also make the participant coach-dependent for feedback. Participants should be encouraged to recognize external or internal factors that affect execution of a skill.

13.3 ARE THE CHILDREN HAVING FUN?

While the children were participating, the following was observed:
(Tick once in the shape for each time it was observed)



A child smiled



A child laughed or giggled



A child encouraged another
(cheer, pat on back, high five)

YOUR SELF-ESTEEM METER (count your ticks)

Today, your coaching helped make a child feel good about
himself/herself ____ times.

Way to go!

Date of practice: _____

[illegible]

14 COACH'S DEBRIEF

Session #1	Coach's Debrief
Things that went well. What specifically made this go well?	
Things I learned. What impact will this have on me in the future?	
Things I need to improve. How will I improve them?	
Session #2	Coach's Debrief
Things that went well. What specifically made this go well?	
Things I learned. What impact will this have on me in the future?	
Things I need to improve. How will I improve them?	
Session #3	Coach's Debrief
Things that went well. What specifically made this go well?	
Things I learned. What impact will this have on me in the future?	
Things I need to improve. How will I improve them?	

COACH'S DEBRIEF

Session #4	Coach's Debrief
Things that went well. What specifically made this go well?	
Things I learned. What impact will this have on me in the future?	
Things I need to improve. How will I improve them?	
Session #5	Coach's Debrief
Things that went well. What specifically made this go well?	
Things I learned. What impact will this have on me in the future?	
Things I need to improve. How will I improve them?	
Session #6	Coach's Debrief
Things that went well. What specifically made this go well?	
Things I learned. What impact will this have on me in the future?	
Things I need to improve. How will I improve them?	

COACH'S DEBRIEF

Session #7	Coach's Debrief
Things that went well. What specifically made this go well?	
Things I learned. What impact will this have on me in the future?	
Things I need to improve. How will I improve them?	
Session #8	Coach's Debrief
Things that went well. What specifically made this go well?	
Things I learned. What impact will this have on me in the future?	
Things I need to improve. How will I improve them?	
Session #9	Coach's Debrief
Things that went well. What specifically made this go well?	
Things I learned. What impact will this have on me in the future?	
Things I need to improve. How will I improve them?	

COACH'S DEBRIEF

Session #10	Coach's Debrief
Things that went well. What specifically made this go well?	
Things I learned. What impact will this have on me in the future?	
Things I need to improve. How will I improve them?	
Session #11	Coach's Debrief
Things that went well. What specifically made this go well?	
Things I learned. What impact will this have on me in the future?	
Things I need to improve. How will I improve them?	
Session #12	Coach's Debrief
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How to be a better coach



Learn to listen, especially to the athletes –
they are excellent teachers.

Help each athlete develop all of their capacities:
physical, mental/emotional, and social.

Take a stand against doping and cheating in sport.

Thirst for knowledge
attend coaching courses, get certified, stay up to date.

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