



PLANNING A SESSION

SKILL BREAKDOWN

Coaching kids basketball is a tricky task. For all intents and purposes what you see on the court looks and feels like chaos.

Success is about how you get a result from the chaos.

Working with kids is a rewarding experience, especially when a coach sees the kids grow and learn. But it can also be overwhelming without the right coaching tools and the right attitude.

People coaching kids basketball should know several important tips and be prepared for every practice in order to optimize the learning curve for the kids;

- try to maintain control over the team – try to keep them focused on playing basketball
- try to keep their attention at all times and make sure that they listen to you
- keep them interested at all times
- make drills competitive and offer rewards
- make sure drills and games are within the scope of the skill sets of the kids
- if the drill is too hard and the kids cannot succeed they will not enjoy it and they will not work at getting better
- ensure that the drills fit the physical strength of the kids – again, if they cannot do it they will give up trying

TEACHING POINTS

- Every skill execution has a process
- Know the Basics
- Know the Processes
- Know the rules applicable
- Keep it Fun
- Keep it Positive
- Create a Routine
- Don't run the same drills all of the time – find different ways of developing the same skill set
- Self Evaluate – what can you do better
- Evaluate how the kids are learning – how do you measure the success of each individual
- Evaluate the success of the team on AND off the court
- Be prepared to change your plan if it is not working – you WILL do this a lot



HOW DOES THE COACH DO THIS

There are many key areas to consider when evaluating your coaching session:

- ensure that you are consistent in your demonstration of skills as you want the kids to attempt to execute those skills – if you demonstrate incorrectly – the kids will learn incorrectly
- be persistent – keep encouraging kids to execute skills correctly – ball handling; shooting; footwork are the three major skill sets
- know the rules – what are the two most important rules that influence the way the game is played based on how those rules are administered by the referees
- know the processes – every skill is process based – know what the processes are for the basic required skills
- know what the basic skills are
- how do you encourage inclusion
- how do you resolve conflict
- how do you keep all players active for the majority of the time
- how do you identify what to focus on to make sense from chaos

NOTES

Your training session and how you go about planning it will determine how your kids learn and develop during the season, how much fun they have and ultimately, what type of a participation experience they have.

All kids learn in different ways; have different levels of physical literacy; have different reasons for wanting to play.

All kids want to learn; want to be included; want to have a chance to play; want to have FUN !!

Kids need to learn to LOVE the game before they learn to PLAY the game.

There are, and will be, times when it all looks like CHAOS.

Research shows that kids learn more effectively when allowed to work things out for themselves. Just provide them with a couple of rules of engagement.

Try to ensure that your session:

- Covers skill development
- Allows for the level of Physical Literacy – can they catch and throw;
- Progresses to personal challenges
- Involves encouraging inclusion
- Involves team development
- Involves inclusion
- Involves structure
- Involves Progression



ASSESSMENT ACTIVITY – PLANNING A SESSION

Remember the following:

- Always work on two of the three major fundamental skill sets
- Always encourage the kids to execute fundamentals correctly
- Keep the drills interesting
- Keep the drills competitive
- Make the drills FUN
- Make the kids accountable
- Promote teamwork – respect; inclusion; encouragement; trust; support



YOUR SESSION PLAN

Date & Training Group:	
Sport	
Venue	
Training Phase	
Length of Session	
Participants	
Presumptions:	
Main Objectives – Coach:	
Main Objectives – Participants:	



Warm Up:	
Rules of Engagement:	
Guiding Questions to Participants:	
Points of Emphasis:	
Desired Outcomes	



SAMPLE SESSION PLAN

Date & Training Group:	1 st April 2017
Sport	Basketball
Venue	Primary School
Training Phase	Grass Roots Basketball – always learning (both Kids; parents and coaches)
Length of Session	One Hour
Participants	Grade ¼ Primary School
Presumptions:	<ul style="list-style-type: none"> • that all participants can comfortably catch and throw • that all participants have a fundamental understanding of game sense
Main Objectives – Coach:	<ul style="list-style-type: none"> • To involve all participants • to develop the fundamental offensive team skills in order to help them to score • to have them understand the skills required and the correct execution of those skills • to assist in them making quality game sense decisions • to have fun
Main Objectives – Participants:	<ul style="list-style-type: none"> • to be involved • to learn • to be competitive • to work with each member of the group to obtain the best outcome (i.e. a score) • to have fun



<p>Warm Up:</p>	<ul style="list-style-type: none"> • grapevine up and back twice • high knees up and back • butt kicks up and back • slow jog up and back • 60% up and back • slides up and back • dynamic stretching for arms; backs; legs
<p>Rules of Engagement:</p>	<p>The game of basketball is really simple; few rules of engagement:</p> <ul style="list-style-type: none"> • try to match up on somebody approximately the same size as you, simply stay between that player and the basket • Try to ensure that the defence is legal no cheap contact • all jewellery off • at least two passes in the front court • once you have passed the ball, always move towards the basket without the ball • no more than 2 dribbles by any one player – this rule assists with including all players • all shots for the first part to be inside the keyway – this assists with working as a team to get the ball close to the basket
<p>Skills:</p>	<p>BALL HANDLING:</p> <ul style="list-style-type: none"> - Dribbling - Passing - Processes
<p>Skills:</p>	<p>SHOOTING:</p> <ul style="list-style-type: none"> - Layups - One handed shooting technique - Set shots - Processes
<p>Skills:</p>	<p>FOOTWORK:</p> <ul style="list-style-type: none"> - Defensive - Landing - Pivoting - Layup - Processes



<p>Skills:</p>	<p>Tactics:</p> <ul style="list-style-type: none"> - Defend the player with the ball - Defend the player without the ball - Ensure matching up - Spacing - Motion - Triple Threat
<p>Guiding Questions to Participants:</p>	<p>In the context of the game what is the most important requirement to score?</p> <ul style="list-style-type: none"> • how do you best protect the ball ? (demonstrate and practice triple threat) “PPP” – Protect; Pivot; Pass • how do you make the best quality decisions ? (explain benefits of triple threat) • how do you best extend the defence? (run to space past the basket)
<p>Playing One on One:</p>	<ul style="list-style-type: none"> • Play One on One • One line of players on the sideline with the ball; One line of players in the centre of the court - depending on the age and skills of the kids you might start at the three point line • Explain how to play defence “as legally as possible” and to minimise the risk of injury to yourself and opposition. The defender needs to intercept the dribbler as soon as they can and get between them and the basket; Hands Up • The offensive player needs to dribble to the basket in an attempt to score; they need to become able to play with contact • The players are to play until there is a score or a steal. • Remember we are teaching the kids to play safely.
<p>Spacing and Motion:</p>	<ul style="list-style-type: none"> • Use the Geographic Reference Points – 3 point line – stand on it for spacing; charge circle – the best place for a player to receive the ball (Position of Power) • One player at the top in the middle or thereabouts; one player on each side at the 3 point line below the foul line. • How will the wings get free for the ball – best way is to have them swap sides as the ballhandler • Simple rule always bounce passes. Once the player has passed the ball they must run to the basket and away from the ball. This provides opportunities to get the ball close to the basket. • Restrict dribbling to a maximum of two dribbles. This will ensure that they are looking for each other and playing together. • Player on the side away from the ball needs to stay there until the original passer runs towards them. We do not want to crowd the ball. • Define rules and let them play; when the rules are broken – this is a turnover • Identify what caused the turnover and how to reduce this from happening



Desired Outcomes	<ul style="list-style-type: none">• That the kids look after the ball• That they learn to look for one another• That they get inside shots – they will get better at making these as they receive the ball in that location• Let them play without too much interference always focusing on how to achieve the desired outcomes. Always reinforcing those outcomes and how to achieve them.
Cool Down and Stretch Down	<ul style="list-style-type: none">• It is preferable to create good habits in young players.• Work with them to ensure that they stretch at the end of the training session and after the game• Stretch the main muscle groups legs; arms; back

SHIFTING THE GAME (COACH TRAINING) ©

Below is an self assessment table to see how you have coped with coaching basketball for your beginner team(s)

Rate yourself based on the information provided and identify what you might be able to do better.



	Name	Category	Level		Lichert Scale	Score	Comments
1.	Correct Execution of Skills	Management			1 2 3 4 5 6 7 8 9 10		<ul style="list-style-type: none"> • does the coach break down the skill • does the coach explain why correct execution is preferred • does the coach identify what the correct execution is • does the coach identify when it could be done better • does the coach identify what needs to be done to improve the execution
2.	Persistence in encouraging Correct Execution of Skills	Management			1 2 3 4 5 6 7 8 9 10		<ul style="list-style-type: none"> • Does the coach encourage the players to complete the skill correctly • Does the coach remind the players of correct execution • Does the coach manage to maintain player focus on correct execution • Is the coach encouraging to keep the players trying to execute correctly <ul style="list-style-type: none"> • Is the feedback positive and encouraging
3.	Rule Knowledge	Management			1 2 3 4 5 6 7 8 9 10		<ul style="list-style-type: none"> • what is the criteria for legal defence • what is legal ballhandling when dribbling the ball • what is legal footwork • what is the rule for keeping the ball in the front court
4.	Process Knowledge	Management			1 2 3 4 5 6 7 8 9 10		<ul style="list-style-type: none"> • every skill is executed with a process • what is the process for a RH layup • what is the process for passing a bounce pass • what is the process for catching a basketball • what is the process for triple threat • what is the process for playing man to man defence
5.	Basic Skills Knowledge	Management			1 2 3 4 5 6 7 8 9 10		<ul style="list-style-type: none"> • major skills areas are • ballhandling – dribbling and passing • shooting – set shots and layups • footwork – offensive footwork and defensive footwork



6.	Encourage Inclusion	Management			1 2 3 4 5 6 7 8 9 10		<ul style="list-style-type: none"> • Does the coach adapt drills and games to ensure that all players are able to execute the skill • Does the coach challenge the more competent players in order to remain focused • Does the coach encourage the less competent players to “Have a go”; don’t accept “I can’t” • In game adaptations does the coach apply rules to ensure that all players get to touch the ball • Does the coach ensure that the less competent players are not excluded, demeaned or harassed
7.	Resolve Conflict	Management			1 2 3 4 5 6 7 8 9 10		<ul style="list-style-type: none"> • Does the coach intervene if a player is being bullied • Does the coach intervene if inappropriate comments are being made about any player • Does the coach set the standard for mutual respect by his/her actions • How does the coach deal with disruptive players • Does the coach identify behaviour standards to all participants
8.	Keep Players Active	Management			1 2 3 4 5 6 7 8 9 10		<ul style="list-style-type: none"> • Does the coach stop the drill if it is not working and get the players to refocus or start another drill • Does the coach keep as many players as possible moving for the majority of th time • Does the coach remind the players about developing good habits • Does the coach make the drills competitive • Does the coach challenge the players to keep improving
9.	Making Sense from Chaos	Management			1 2 3 4 5 6 7 8 9 10		<ul style="list-style-type: none"> • Does the coach keep it simple • Does the coach encourage the kids to find a man to play defence • Does the coach explain how to do that • Does the coach get the kids to try to get the ball to a team mate • Does the coach explain how to get that done
10.	Playing 3X3	Game Sense			1 2 3 4 5 6 7 8 9 10		<ul style="list-style-type: none"> • Does the coach encourage spacing outside the three point line • Does the coach encourage players to run TO THE BASKET after each pass • Does the Coach encourage Triple Threat every time a player catch the ball (3 P’s – Protect; Pivot; Pass) • How do the players without the ball get free • Does the coach encourage all players to try to get somebody on the



						charge circle
1	Teaching how to catch the ball	Individual Offence	1	1 2 3 4 5 6 7 8 9 10		<ul style="list-style-type: none"> Does the coach explain how to catch Does the coach get the children to have their hands up Does the coach start with a soft object How does the coach del with “Ball shyness” Does the coach progress to a small (size 5) basketball Does the coach progress the drill to catching when moving Does the coach encourage bounce passes
2	Teaching Triple Threat	Individual Offence	1	1 2 3 4 5 6 7 8 9 10		<ul style="list-style-type: none"> Does the coach break down the skill 3P’s – Protect; Pivot; Pass (or shoot) Catch the ball Protect the ball between waist and chin elbows up Stay low Pivot to turn and face the basket eyes up Count to “2” Don’t rush Make a decision on the best option – try to get the ball to a team mate (Pass; Shoot;Dribble)
3	Teaching Simple Lay Ups	Individual Offence	1	1 2 3 4 5 6 7 8 9 10		<ul style="list-style-type: none"> Does the coach ensure that right hand layups are shot off the left foot Does the coach get the players to focus on the corner of the square on the backboard Does the coach adjust the drill based on the skill level of the players Does the coach adjust the drill based on the physical ability of the players If they cannot get their feet right – start with two steps (right/left) from the block – no dribble
4	Teaching Bounce Passing	Individual Offence	1	1 2 3 4 5 6 7 8 9 10		<ul style="list-style-type: none"> Does the coach ensure that the passer is facing the player that they are passing to Does the coach ensure that the passer is protecting the ball Does the coach ensure that the ball is passed and both hands follow through thumbs to the ground Does the coach ensure that the player steps into the pass with their preferred foot Does the coach always encourage bounce pass
5	Teaching One Ball Dribbling	Individual Offence	1	1 2 3 4 5 6 7 8 9 10		<ul style="list-style-type: none"> Does the coach encourage the kids to push the ball with a cupped hand rather than patting the ball Does the coach ensure that the ball is dribbled with power Does the coach ensure that the ball is always below the waist Does the coach encourage the players to try to get their eyes up and off the ball



						<ul style="list-style-type: none"> Does the coach insist on the use of both hands (one at a time) Does the coach make the drills challenging
6	One Ball Dribbling Drills	Individual Offence	1	1 2 3 4 5 6 7 8 9 10		<ul style="list-style-type: none"> Low and hard Cross Overs in Front – Narrow Low and Hard Crossovers in Front – as wide as possible Crossovers static figure 8's between the legs Crossovers behind the back Dribble tag – try to knock others basketballs out of the designated area
7	Teaching Two Ball Dribbling	Individual Offence	1	1 2 3 4 5 6 7 8 9 10		<ul style="list-style-type: none"> Does the coach encourage the kids to push the ball with a cupped hand rather than patting the ball Does the coach ensure that the balls are dribbled low and hard Does the coach emphasise CONTROL over SPEED Does the coach ensure that the ball is always below the waist Does the coach encourage the players to try to get their eyes off the ball Does the coach increase the difficulty of the drills as the competence improves Does the coach make the drills challenging and competitive
8	Two Ball Dribbling Drills	Individual Offence	1	1 2 3 4 5 6 7 8 9 10		<ul style="list-style-type: none"> Dribbling two balls together low and hard Dribbling two balls together alternately Dribbling two balls together crossover as often as you can Dribbling two balls together one in front – one between the legs Dribbling one in front - one behind the back
9	Legal Footwork	Footwork	1	1 2 3 4 5 6 7 8 9 10		<ul style="list-style-type: none"> Does the coach instruct the players with regard to what they are allowed to do With regard to landing one foot before the other With regard to landing on both feet at the same time With regard to pivoting With regard to releasing the ball correctly on the start of a dribble
10	Pivoting	Footwork	1	1 2 3 4 5 6 7 8 9 10		<ul style="list-style-type: none"> Does the coach teach the players that they must chose a pivot foot That they must keep that foot grounded until they have moved the ball on That they must protect the ball between their chin and their waist They must pivot to face the basket – this provides vision
11	One on One Defence	Individual Defence	1	1 2 3 4 5 6 7 8 9 10		<ul style="list-style-type: none"> Does the coach explain that each player should guard one player all of the time Does the coach teach the players that they need to find their man as soon as their team loses the ball Everybody should stay on their man Ty to not let him get the ball



						<ul style="list-style-type: none"> • Stay between your man and the basket • Make any attempted shots as difficult as you can by keeping your hands up
12	Defending the man with the ball	Individual Defence	1	1 2 3 4 5 6 7 8 9 10		<ul style="list-style-type: none"> • when your man gets the ball you should take a position between them and the basket • focus on their belly button – their hands will lie; the ball will lie; their feet will lie and their eyes will lie – they cannot go anywhere without their belly button • move your feet to stay between them and the basket – try not to let them get by • if they have dribbled and picked up the ball – step up on them and put pressure on the pass • don't reach from the side or from behind – this can be dangerous in a game • mirror the ball – there is no distance factor you can get as close as you are able without contact • make sure that you mirror the ball • make sure that you keep your hands out and up
13	Defending the man without the ball	Individual Defence	1	1 2 3 4 5 6 7 8 9 10		<ul style="list-style-type: none"> • when defending your man and he does not have the ball • try to have vision on your man and the ball • try not to turn your head and lose vision • as your player moves try to stay between them and the basket • don't be sucked in to watching the ball
14	Legal Defensive Position	Individual Defence	1	1 2 3 4 5 6 7 8 9 10		<ul style="list-style-type: none"> • does the coach teach What is legal and what is not legal • By Rule Legal Defensive Position by a player is FEET on the Floor FIRST; FACING the player with the ball • Once that position has been established the defender can move their feet to maintain a position in the path of the ballhandler • They defender can move sideways or backwards BUT cannot legally close the gap • If the defender reaches with their hands they are responsible for the contact and a foul may be called • If a defender reaches from the side or behind this can become dangerous and it is possible that both players will get hurt • If the ballhandler gets head and shoulders past the defender the responsibility for the contact is the responsibility of the defender
15	Teamwork	Teamwork	1	1 2 3 4 5 6 7 8 9 10		<ul style="list-style-type: none"> • Does the coach encourage respect between the players • Does the coach encourage respect from the players and earn respect from the players • Does the coach reinforce team skills focusing on inclusion • Does the coach encourage sharing the ball between all players • Including all players; not allowing derogatory comments; accountability; concentrating



						<ul style="list-style-type: none"> • Does the coach intervene promptly if a player demeans another player •
16	Stride Stop	Footwork	1	1 2 3 4 5 6 7 8 9 10		<ul style="list-style-type: none"> • Does the coach encourage the players to use Stride Stop • Children often do not have functional core strength to stop quickly • Does the coach explain the benefits of better balance and control • Does the coach explain to slow down before executing the next move – passing; shooting or dribbling • Does the coach encourage the players to stay low because it is a stronger position
17	Playing through Contact	Game Sense	1	1 2 3 4 5 6 7 8 9 10		<ul style="list-style-type: none"> • Basketball is defined by rule as a contact game • Does the coach teach the players that contact is a part of the game • That the referees do not call every contact as a foul • That the players need to keep playing when contact occurs • That they should not necessarily pick up their dribble • That they should try to use both hands (one at a time) to dribble • That the ballhandler is better off to initiate the contact and be in control rather than wait until the defender makes contact
18	Playing One on One	Game Sense	1	1 2 3 4 5 6 7 8 9 10		<ul style="list-style-type: none"> • Does the Coach have the players play one on one • One on one is the ideal way to teach players how to react both offensively and defensively in a competitive situation • Running drills without defence is not realistic and players do not learn how to identify opportunities to score • Defenders learn to be energetic and to run hard to get in front • The offensive player learns to recognise situations where they may be able to get an open shot • Both players also have the opportunity to develop confidence in their skills both offensive and defensive
19	Why Not Zone Defence	Management	1l	1 2 3 4 5 6 7 8 9 10		<ul style="list-style-type: none"> • Is the coach teaching the players to play Man to Man defence • WHY MAN TO MAN DEFENCE • Does the coach encourage the players to find their man as soon as their team loses the ball • Does the coach encourage the kids to play with energy • Does the coach encourage them to stay on their man in the beginner stage • Does the coach teach the children not to reach • Does the coach teach the children to keep their hands out • Does the coach teach the children to run hard to get in front of their man