



Community Sport - FUNdamentals

Coach Workbook





PARTNERS IN COACH EDUCATION

The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada.



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1 CHILD-CENTRED COACHING

1.1 Reasons Children Participate in Sport

1.1.1 In Column 1, list top 4 reasons why you participated in sport when you were a child. In Column 2, list why children participate in sport today.



p. 3 & 4

Column 1	Column 2
Why I participated in sport as a child...	Why children participate in sport today...

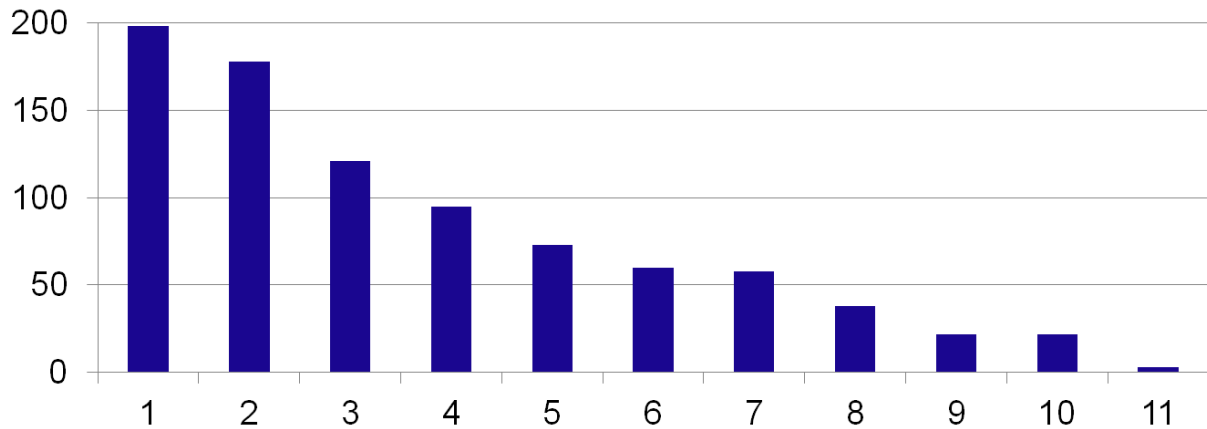


1.2 Parents' Expectations

1.2.1 What are parents expectations



p. 5



Legend

- 1 Make sport enjoyable
- 2 Respect Children as individuals
- 3 Be a knowledgeable leader
- 4 Be safety conscious
- 5 Act in a mature and adult manner
- 6 Be Fair
- 7 Respect rules and officials
- 8 Give equal opportunity for playing time
- 9 Plan activities effectively
- 10 Be approachable
- 11 Strive to win

Source: Government of British Columbia

2 SAFETY

2.1 Scenario: First Practice

You arrive at your first practice; you unlock the school and let the children and parents in. You have everyone remove their boots at the door and then go to the gym. You can't find the light switches and you are all standing in the gym in the dark. Finally you find the light switches and get the lights turned on.

The children removed their coats and put them, their bags & water bottles on the sidelines of the gym. Some of the parents stay to watch and sit on the benches.

The players have picked up a ball and started shooting; some of the parents are out on the floor with the players. Some of the players haven't put their runners on or have not tied them. You notice that they are slipping on the dusty floor.

You start looking at the gym you notice that baskets on the sides are right against the wall with no space between the backboard & the wall. You also notice that the volleyball stands are laying on the floor in the corner of the gym.

Your team has 10 players but only 6 have arrived. You are not sure if some will arrive late or not at all. Your practice plan is built around 10 players.

The longer you take to figure things out the more active the children are becoming; they are running around and shooting from long distances.

2.2 Identifying Risks

List the risks under the appropriate categories.

Environmental Risk	Equipment and Facilities Risk	Human Risk



p. 31-45

2.3 Reducing Risks

The following is a least of things that the coaches could do to manage the risks at specific times in the season.

Before the season

- Have each child complete a medical profile
- Inform parents of possible risks
- Ensure that facilities and equipment meet established safety requirements
- Make a list of things that need to be done before each practice
- Create and fill in a facility safety checklist for each facility used
- Review last season's injuries or common injuries in your sport
- Prepare an Emergency Action Plan

Before a practice or competition

- Inspect equipment and facilities
- Remove items that put children at risk. Get parents involved
- Plan specific safety measures for practices/competitions (e.g., first aid kit)
- When planning a practice allow for the facility shortcomings like the baskets against the wall. Also make plans flexible to allow for different number of participants.

During a practice or competition

- Inform children of specific safety measures relating to activities, facilities, and equipment
- Ensure there is proper supervision
- Evaluate children
- Ensure principles of Fair Play are followed

After a practice or competition

- Replace items that were moved
- Store equipment safely
- Fill in an accident report if one occurred
- Start/update an accident/injury log

After the season

- Analyze your accident/injury log

2.4 Emergency Action Plan (EAP)

Hopefully, no emergencies will happen but it is important to have a plan in place. The EAP will be activated when someone:

- Isn't breathing
- Has no pulse
- Is bleeding profusely
- Has impaired consciousness
- Has injured the back, neck, or head
- Has a visible major trauma to a limb

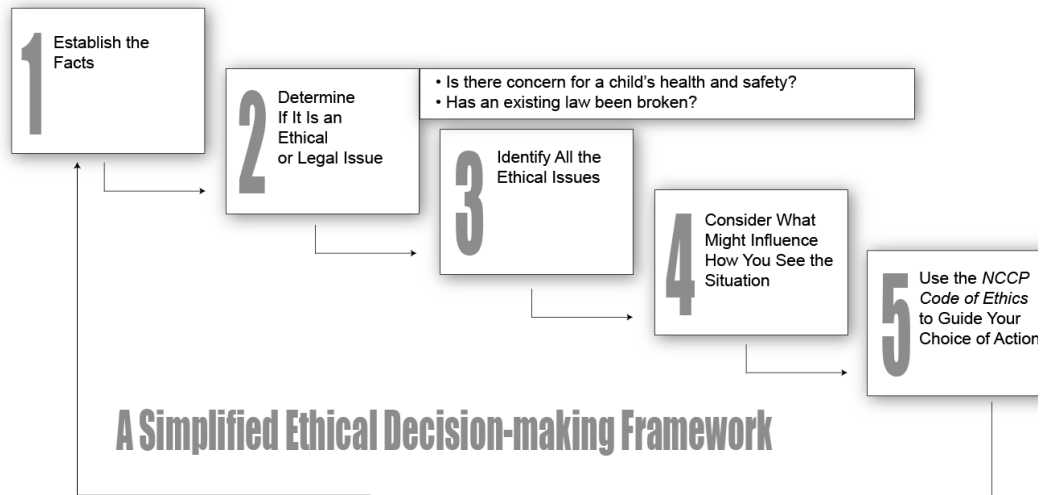
2.5 Brain Injuries

Complete the scavenger hunt by completing the following:



Define Concussion	
What happens to the brain when a concussion occurs?	
List 10 signs & symptoms of a concussion.	
What are the 6 steps to return to play?	
What is the coach's role in determining if a child can return to play?	

3 MAKING ETHICAL DECISIONS



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3.1 Scenario: To Play or Not to Play

You're coaching a recreational team where no scores are kept and no standings are maintained. At the end of the season, the local association hosts a festival that teams from all over the region attend. The teams are organized into groups by ability, and they play a tournament within their ability group. Scores are kept during the festival, and a winner is declared for each group.

Luke, a player on your team, was diagnosed with a concussion two weeks ago during a game. Luke's parents kept him home from school for the first two days and kept him home from practice for the rest of that week. They brought Luke to all the practices over the next week, expecting him to participate.

At first Luke told you he felt fine and wanted to practise. But when you talked to him more, you realized he was still getting headaches and dizzy spells and still couldn't remember the game where the concussion happened. You also found out that he played video games and watched TV for the two days he was home from school and participated in the school intramural sport tournament immediately after returning to school. You therefore told Luke he wouldn't be able to take part in any practices until all the concussion symptoms were completely absent for at least a week.

Three days later, the parents are insisting that their son participate in the practices. There are two weeks to go before the festival. They insist that Luke wants to play and is ready to play. They have a doctor's note supporting this. You are still uneasy about Luke's recovery and don't think he should play. The parents threaten to take this situation to the head of the local association.

What should you do?

3.2 Step 1: Establish the Facts

3.2.1 When gather facts consider the following questions:

- What has happened?
- Who is involved?
- Who is affected by the decision or action and in what way?
- What do all of the parties involved have to say about the situation (i.e., what are all the sides of the story?)
- Has anything like this happened before and, if so, what was done and what were the consequences?

3.2.2 List the key facts in the scenario To Play or Not to Play.



- Recreational league, no standings are kept
- Festival coming up
- Player was diagnosed with a concussion two weeks ago in a game
- Player returned to school and physical activity two days after the concussion
- Player played video games and watched TV the day after the concussion
- Player returned to activity immediately on returning to school (shortly after concussion)
- Player stayed home from practice for first week after concussion
- Player still exhibited signs and symptoms of concussion at beginning of second week after concussion
- Coach sent player home from practice for another week
- Parents want child to practice and to play in festival
- There is a doctor's note supporting player's return to play



3.3 Step 2: Determine If It Is an Ethical or Legal Issue

3.3.1 Ethical. No laws are being broken.

3.3.2 Legal

- Child abuse – emotional or physical
- Use of or condoning the use of illegal substances (narcotics, performance-enhancing drugs, alcohol, tobacco)
- Harassment, sexual, verbal or psychological
- Sexual relations with a minor
- Theft or malicious damage to property
- Assault

Note: If legal contact authorities

Is the scenario Play or not to play ethical or legal.

3.4 Step 3: Identify All the Ethical Issues



The *NCCP Code of Ethics* is a guide you can use at various stages of the ethical decision-making process. The Code specifies the standards of behaviour that coaches are expected to demonstrate in certain areas.

Answer the questions in the table below regarding actions and behaviours that might occur in the To Play or Not to Play scenario.

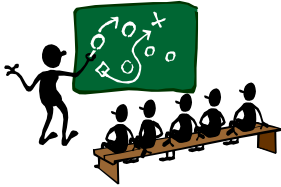
Is there a potential issue with...	Is this question relevant?	Why is this question relevant?
Outcomes		
<input type="checkbox"/> Did the actions of an individual or group prevent an individual or group from reaching a goal?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
<input type="checkbox"/> Did certain actions or non-actions result in harm to anyone	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Means		
<input type="checkbox"/> Was the issue related to the way someone did something?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
<input type="checkbox"/> Are there guidelines that indicate how a similar situation should be addressed?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Rules and Laws		
<input type="checkbox"/> Have specific rules or laws (of the game) been broken?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
<input type="checkbox"/> Have team policies been violated?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
<input type="checkbox"/> Have specific rules or laws been misinterpreted (accidentally or deliberately)?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
<input type="checkbox"/> Does the rule or law need to be changed?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Responsibilities and Duties		
<input type="checkbox"/> What duties and responsibilities did the parties involved have toward each other?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
<input type="checkbox"/> Has an individual or individuals failed to fulfil duties or responsibilities?	YES <input type="checkbox"/> NO <input type="checkbox"/>	



3.5 Step 4: Consider What Might Influence How You See the Situation

- Experience as a participant
- Experience as a coach
- Life experiences
- Education and training
- Cultural beliefs
- Religious beliefs

3.6 Step 5: Use the *NCCP Code of Ethics* to Guide Your Choice of Action



Recall the scenario To Play or Not to Play. For each of the three options for action presented in the table below, list two positive consequences and two negative consequences.

Option for Action	Positive Consequences	Negative Consequences
<input type="checkbox"/> Don't allow the child to play		
<input type="checkbox"/> Allow the child to play		
<input type="checkbox"/> Allow a form of modified/conditional play		

Complete the following sentence:

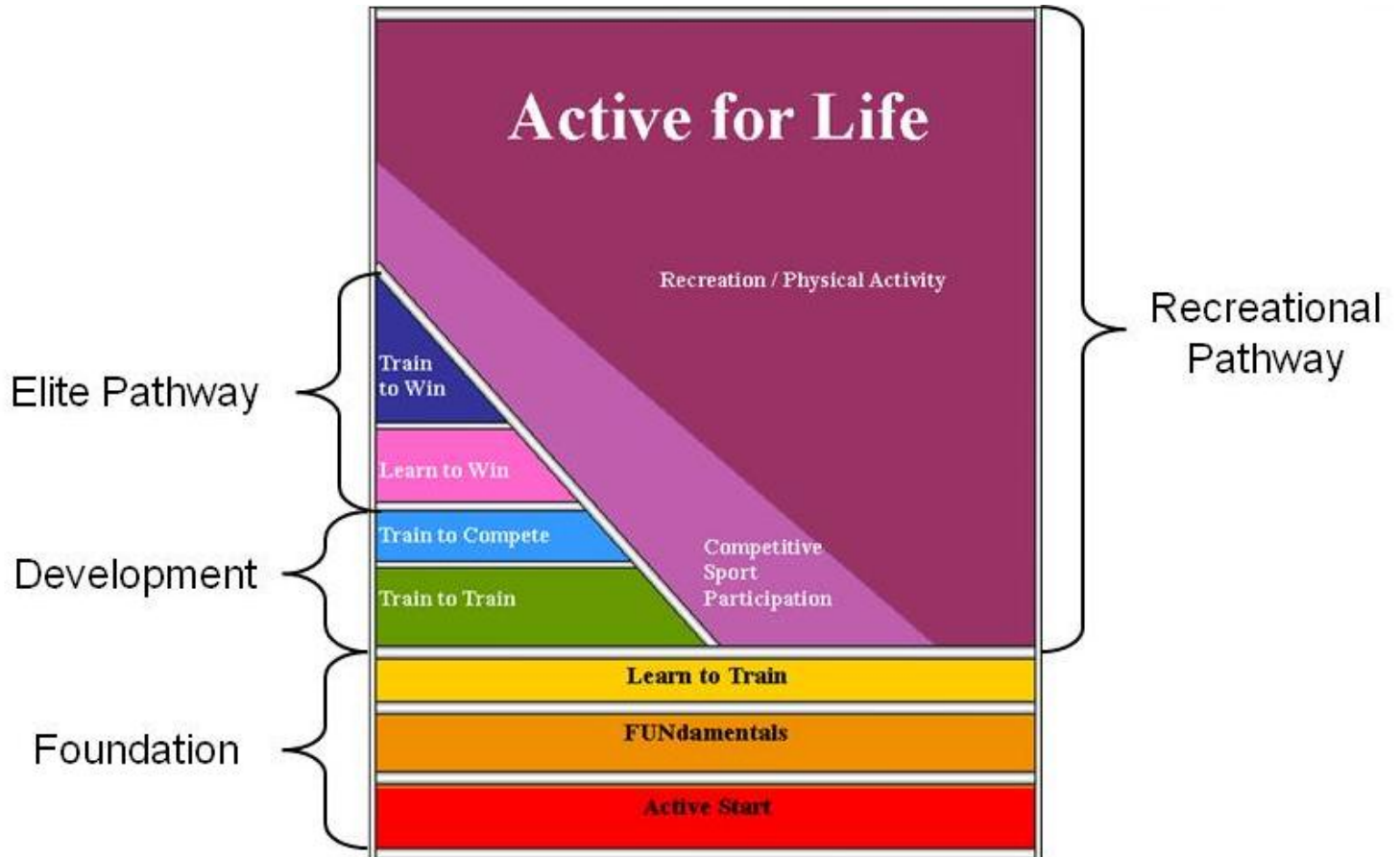
- Given the positive and negative consequences listed in 0, the best option for action is _____.

4 LONG –TERM ATHLETE DEVELOPMENT (LTAD)

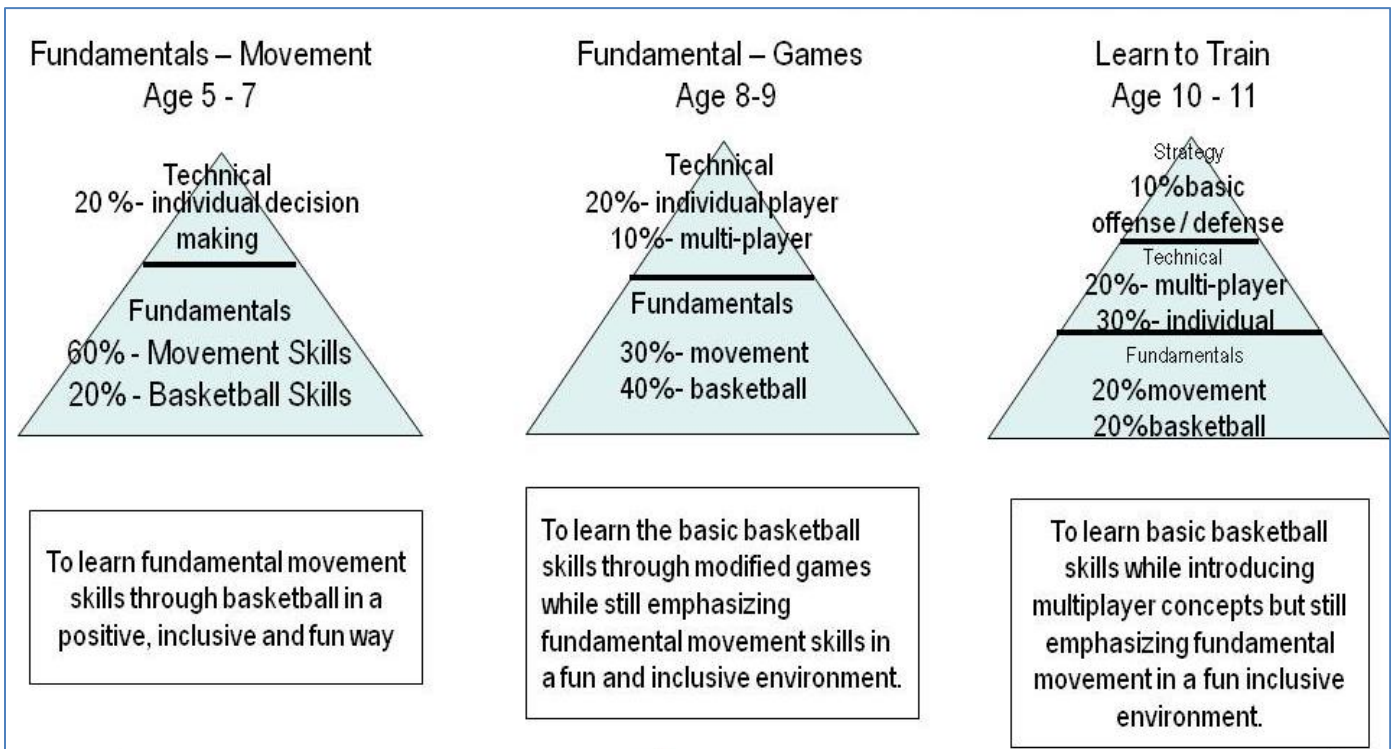
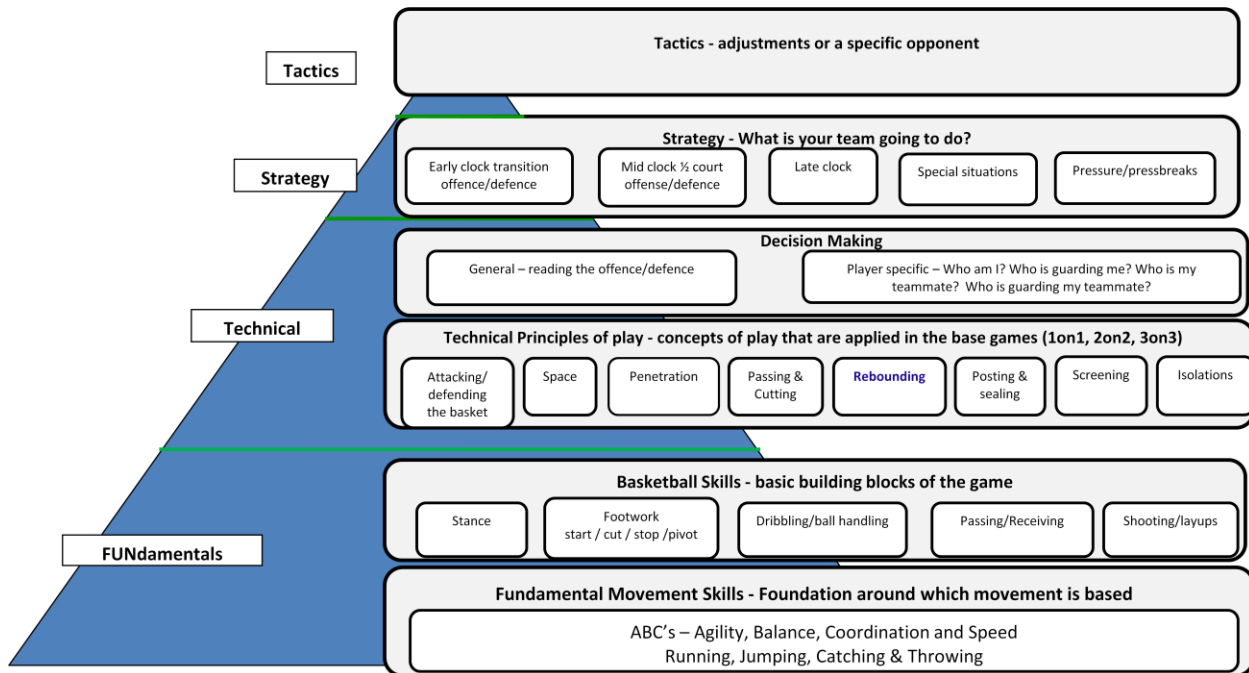


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4.1 LTAD Model



4.2 Teaching Pyramid

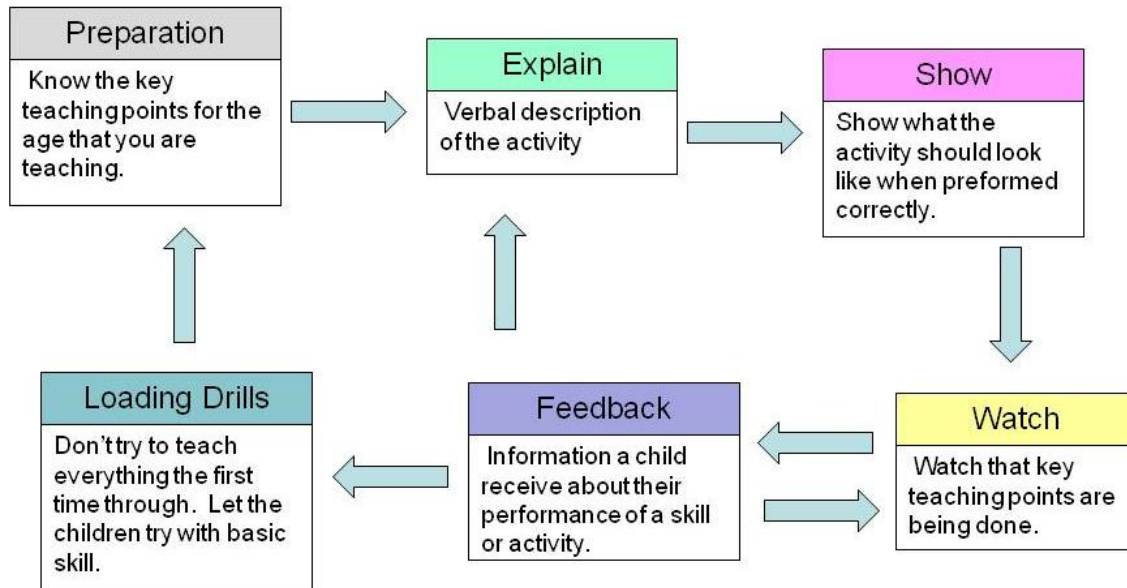


5 TEACHING BASKETBALL SKILLS



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5.1 Teaching Process



5.2 Key Points of the Processes

5.2.1 Explanation

- Keep explanation short, only provide key points and let the players try.
- Make sure you are facing all the players, speak so they can hear you and keep explanation simple.

5.2.2 Show

- If the skill needs to be broken down to teach then show the full skill then explain and show each step as you go. Example – layups
- Make sure that you are positioned that all the players can see you.

5.2.3 Watching

- Coaches need to move around to view performance from different points of view.
- Coaches need to choose observation spots that are safe for both coaches and children.
- Coaches need to know what to look for:
 - If there are safety issues, intervene immediately.
 - If children are not on task, intervene immediately and ensure that children understand the task.
 - If children are on task but are not immediately successful, let them keep practising and trying to succeed.

5.2.4 Feedback

- Feedback must be positive
 - What are they doing correctly
 - What they could try next time
- Ineffective feedback
- Positive, but not informative: “Good try.”
- Informative feedback that focuses on what NOT to do: “Stop raising your arm.”
- Critical or negative comments about the individual: “If you weren’t so lazy, you’d be able to do this.”
- Effective feedback:
- Informative feedback that focuses on what to do: “Next time, keep your elbow a little closer to your body.”

Note: After feedback you need to watch again and then give feedback again.

5.2.5 Loading Drills

- When the basic skill is developed load the drill to increase the development. This may be done immediately or at a future practice
- Keep challenging children but don’t surpass their ability or it will frustrate them. If you can, split children up between coaches to meet their level.

Note: After you load the drill you need to repeat the entire teaching process.

5.3 Initial Key teaching points for basic basketball skills

5.3.1 Shooting

- Feet shoulder width apart
- Bend knees and use legs
- Elbow in at right angle (it is better to let players shoot with 2 hands than to move to the side)
- Look at the target
- Everything goes up at once in a straight line
- Follow through

5.3.2 Passing

- Look at target
- Step towards target
- Hold ball with finger tips keeping elbows tight to the body
- Push the ball to target and flick the wrists, pointing thumbs down

5.3.3 Dribbling

- Dribble with the pads of the fingers
- Hand goes up and down with the ball
- Dribble waist high or lower
- Keep eyes up

5.4 Player Development

5.4.1 Universal or specialized

Players should all be able to play all positions at this age, you don't know who will grow and if the players want to take the competitive stream they will need to do it all.

5.4.2 Offense

Players this age should be learning concepts and decision making. Practicing plays limits the time you can spend teaching skills and is usually the most boring part of a practice. You can spend a lot of time and in most cases the play will not be carried out.

5.4.3 Defense

Man to man defense should be played. Without good man to man skills proper zone cannot be played, from an offensive aspect playing zone limits the player's ability to practice basic offensive skill and forces shooting from the outside which is difficult for this age.

5.4.4 Modifications to practice scrimmages

Do scrimmages that reinforce what you did in practice for example if you worked on passing, play a no dribble game

5.5 Game Rules

5.5.1 Things to consider when determining rules

- # of players – most children involved in play, lots of touches of the ball, less players allow for better vision of the floor and reduces turnovers
- Defense - Man to man defense should be played. Without good man to man skills proper zone cannot be played, from an offensive aspect playing zone limits the player's ability to practice basic offensive skill and forces shooting from the outside which is difficult for this age.
- Pressing – players are learning defense & dribbling, as they progress they will learn skills to beat players but this takes time.
- Over & back – it is difficult to teach all rules; this is one that can be introduced at a later time.
- Screens – it is hard enough to teach man to man defense without screens, from offensive view players look to screens too often and don't learn the other skills
- Shooting fouls – foul shots are difficult especially for 8 & 9 year olds but 10 & 11 year old need to start leaning the lineup and skill
- Bonus fouls – this slows the game down and because foul shots are difficult it can be a defensive strategy to foul to force the shot
- Height of basket – promotes size & development of players
- Ball Size – right size of the age of the players
- Playing time – these are players just starting out and should all get the opportunity to develop
- Score keeping – not needed for the 8 & 9 year old but 10 & 11 year old need to start learning to win and lose graciously – don't run up the score

5.5.2 Example of Rules based on group discussion.

6 & 7 year old should not play competitive games against other teams.

	Ages 8 & 9	Ages 10 & 11
# of players		
Defense		
Pressing		
Over & back		
Screens		
Shooting fouls		
Bonus fouls		
Height of basket		
Ball Size		
Playing time		
Score keeping		

6 PUTTING IT ALL TOGETHER

6.1 With practice plan provided by league/organization

Review the practice plan that you were provided and if it doesn't include things that you learn in the clinic modify or complete it using the template on the following page.

6.2 Without practice plan provided by league/organization

Take one of the Practice Plans completed in your pre-task and modify it based on what you learnt in the clinic using the template on the following page.



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PRACTICE PLAN



TEAM:

DATE:

TIME:

LOCATION:

LTAD STAGE:

SAFETY NOTES:

PROGRAM PHILOSOPHY:

PRACTICE GOAL(S):

INTRODUCTORY MESSAGES:

WARM-UP:

ACTIVITIES	TIME	PURPOSE	COACHING POINTS	EQUIPMENT NEEDED
<i>Warm-up activity 1</i>				
<i>Warm-up activity 2</i>				

MAIN PART:

ACTIVITIES	TIME	PURPOSE	COACHING POINTS	EQUIPMENT NEEDED
<i>Main activity 1</i>				
<i>Main activity 2</i>				
<i>Main activity 3</i>				

COOL-DOWN:

ACTIVITIES	TIME	PURPOSE	COACHING POINTS	EQUIPMENT NEEDED
<i>Cool-down activity 1</i>				
<i>Cool-down activity 2</i>				

CONCLUDING MESSAGES:

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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