

jr. nba •



CANADA
BASKETBALL

PARENT GUIDE



CANADA
BASKETBALL
PROGRAM

JNYB PARENT GUIDE



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WELCOME LETTER

Dear JNYB Parent/Guardian,

Thank you for your interest in Jr NBA Youth Basketball. We are proud to offer a platform to bring healthy development tools to the next generation of Canadian ballers! Through the teaching of sport and life skills, it is our hope that this program will allow our young athletes to develop competence and confidence in their physical and social skills to be active for life.

Basketball is becoming an increasingly popular sport in Canada, especially amongst youth. This excitement is driving young athletes from coast to coast to enter the sport, have fun, develop a passion and create memories that last a lifetime.

Through Jr NBA Youth Basketball, we deliver a program that focuses on an athlete-first approach to allow our young athletes to grow on and off the court. Throughout the season, you'll see the principles of inclusion, leadership and fairness integrated into our lesson plans. We are proud to use basketball as a vehicle for development of young athletes to become better citizens in today's society.

Whether it's your child's first time trying out basketball, or you've been involved with the program for a number of seasons/years, thank you for taking your time to ensure your child is getting the attention, encouragement and enjoying the best sporting experience possible. Your involvement is crucial in the emotional and psychological development of a young athlete. We hope that you'll continue to participate, educate, develop and progress within the role you play for your community and the health and happiness of your child.

Thank you for being a part of this program. See you on the court!

Sincerely,
Jr NBA Youth Basketball

ABOUT JNYB



Welcome to Jr. NBA Youth Basketball [JNYB] - a national youth basketball program designed to develop fundamental skills, sportsmanship and a love of the game of basketball among Canadian youth. This grassroots initiative supports and empowers community-based recreational groups and facilities, schools and other institutions across Canada in an effort to positively influence youth through basketball. The goal of the program is to allow participants the opportunity to maximize their potential, while promoting youth basketball as a vehicle to build character, discipline, self-esteem and sportsmanship.

The model for JNYB was established after extensive research of existing community basketball programs across North America and follows the holistic approach to athlete development based on Sport Canada's Long Term Athlete Development Model [LTAD]. The program is flexible in nature to allow local organizers to adapt the program and functionally implement it in their community while following the principles and philosophies of the program. JNYB hopes to see volunteer-driven basketball clubs, sport centres, and community groups establish and offer JNYB locally to youth across the country.

VISION

To create opportunities across Canada for all children and youth aged 5-12 to:

- Learn and play basketball through qualified coaching and programming
- Compete in a positive, safe, supportive, and development-focused environment
- Improve the "Health of the Nation"

VALUES

FUNDamentals
Learning
Activity
Success
Respect

OBJECTIVES

Participation: To provide opportunities for youth between the ages of 5-12 across Canada to play basketball.

Education: To address the need for a consistent and appropriate basketball curriculum aligned with the LTAD model.

Development: To offer coaches and officials training and support through the National Coaching Certification Program [NCCP].

Progression: To encourage youth to pursue high performance opportunities by acting as the first step of the Canada Basketball development pathway.

Character Building: To allow participants to maximize their potential, using basketball as a vehicle to develop self-esteem, leadership, and other life skills.

ABOUT JNYB



PROGRAM BENEFITS

- Enrollment in a program endorsed and sanctioned by NBA Canada, Canada Basketball, all provincial and territorial organizations, and Sport Canada
- Evidence based curriculum aligned with the LTAD Model
- Certified coaching from NCCP trained Community Coaches
- Provincial or Territorial Sport Organization [PTSO] membership
- National membership including access to resources, news, discounts, and more
- Insurance coverage
- JNYB jersey, basketball, drawstring bag, certificate, and poster

COACH DEVELOPMENT

NBA Canada, Canada Basketball and its Provincial/ Territorial Sporting Organizations [PTSOs] support the development and training of coaches at the local level through the National Coaching Certification Program [NCCP].

All JNYB coaches complete an NCCP Community Coach workshop to ensure proper knowledge and application of the FUNDamentals of basketball. In addition, PTSOs and local JNYB programs and administrators will provide additional training and certification opportunities for coaches who wish to pursue further education and development.

LEARN MORE

JNYB is always encouraging its participants to take control of their basketball and sport education and experience - and the same goes for parents! Please visit us at jrnba.ca for a host of resources, tools, and other websites.

If you want to learn more about the LTAD Model, Physical Literacy, and how you can support your child's athletic development, please visit: basketball.ca/en/page/cs4l for more details.

For additional conversation on the youth sports environment, philosophies, and trends, please check out our JNYB Blog at: JRNBA.ca



BASKETBALL IN CANADA

Basketball was invented in 1891 by Dr. James Naismith of Almonte, Ontario. The game's early origins can be traced to a schoolyard game played by Dr. Naismith during his days in Almonte. However, he invented the game while teaching a physical education class at the International YMCA training school in Springfield, Massachusetts. The original game had just 13 rules and made use of a peach basket hung 10 feet above the gym floor.

Shortly after the turn of the century, basketball was being played in Canada at schools and by amateur teams. The sport caught on quickly, as Canada sent a representative to the Olympics as early as 1936 and a representative to the World Championships as early as 1954. The game today has seen many changes and modifications to Dr. Naismith's original version. Rules have been added, court dimensions and markings have changed, and there are now professional leagues for men and women worldwide.

The world's most well recognized league, the National Basketball Association [NBA], also has origins in Canada. The league's first game was played at Maple Leaf Gardens (now the Mattamy Athletic Centre) on November 1, 1946 and featured the Toronto Huskies and the New York Knickerbockers. Today the league maintains a franchise in Canada - the Toronto Raptors.

At the university and college level, basketball is played within the USport and the Canadian Colleges Athletic Association [CCAA] with more than 90 universities and colleges competing.



Basketball is currently recognized as the second most popular team sport in the world, surpassed in participation only by soccer. Basketball ranks third worldwide, amongst all sports, in actual number of participants behind only soccer and athletics. With a new influx of professional talent and international success, the game is still growing rapidly in Canada and is only beginning to reach its potential.

NBA

The NBA is a global sports and media business built around four professional sport leagues: the National Basketball Association, the Women's National Basketball Association, the NBA G League and the NBA 2K League. The NBA has established a major international presence with games and programming in 215 countries and territories in 50 languages, and merchandise for sale in more than 125,000 stores in 100 countries on six continents. NBA rosters features 108 international players from a record 42 countries and territories.

NBA Digital's assets include NBA TV, NBA.com, the NBA App and NBA League Pass. The NBA has created one of the largest social media communities in the world, with 1.5 billion likes and followers globally across all league, team, and player platforms.

Through NBA Cares, the league addresses important social issues by working with internationally recognized youth-serving organizations that support education, youth and family development, and health-related causes.

For more information on NBA Canada, please visit:
<https://ca.nba.com/>



<https://ca.nba.com/>



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@NBACanada



NBA

CANADA BASKETBALL



CANADA
BASKETBALL

Canada Basketball is the National Sporting Organization [NSO] for the sport of basketball in Canada. Canada Basketball is respected throughout the world and is recognized by the International Amateur Basketball Federation [FIBA] and the Government of Canada as the sole governing body of the sport of amateur basketball in Canada. Canada Basketball represents all basketball interests, provides leadership, coordination and direction in all areas of the sport of basketball. Canada Basketball is a not-for-profit organization run under a sound business model by a volunteer board of directors and full-time professional staff members to run the affairs of the organization.

MISSION

To aspire to excellence in leading the growth and development of the game at home, and in pursuing medal performances on the international stage.



PRIORITIES

1. Unifying the basketball community
2. Developing an enduring economic model
3. Building a dynamic development infrastructure that results in international success

VALUES

Collaboration: We believe in listening to and openly communicating with our members and stakeholders.

Equality of Opportunity: We believe that our system must be open and inclusive.

Ethics: We believe only in the ethical pursuit of excellence.

Personal Growth: We believe that basketball contributes to health, happiness and the development of positive life skills.

Pathways to Excellence: We believe in providing quality opportunities for all involved to fulfill their potential.

Respect: We believe participants, administrators and supporters must honour and respect each other and our game.

Pride: We are proud of our sport and its role in both community and athlete development.

MANDATE

Canada Basketball is committed to three pillars of success that improve the quality of the game and the quality of life for participants:

1. Health of the Nation
2. Growing the Game
3. Pathway to Excellence

For more information on Canada Basketball, please visit www.basketball.ca

CANADA BASKETBALL FOUNDATION



**FONDATION
CANADA BASKETBALL
FOUNDATION™**

Basketball is a sport as diverse and beautiful as our country. It's a place where Canadians stand together with a common language of squeaking sneakers and a bouncing ball.

The Canada Basketball Foundation ("CBF") is working to expand the inclusivity of our sport by creating ways to bring more women and new Canadians to the game we love. Recognizing the lifelong impact the sport of basketball has on Canadians; including the positive influence on youth and the bonds created amongst all involved, whether its playing, coaching, officiating, volunteering, or philanthropy the funds raised by the CBF go towards development programs to grow the game.

AREAS OF FOCUS

- Rising Stars: By attracting more young people to the sport, we introduce the fundamentals of basketball to make players for life and identify a new generation of rising stars.
- Leaders: We develop coaches and officials who oversee the development of athletes as basketball players and citizens through the positive value of teamwork.
- National teams: When our teams excel in international competition, we all share in the pride of being Canadian

MAKE THE ASSIST



DONATE TODAY AT
BASKETBALL.CA

Donate today! Together, let's support and grow basketball in Canada.

The Canada Basketball Foundation is a registered foundation with the Canada Revenue Agency and will provide charitable tax receipts for donations of \$25 or more.

For more information on the Canada Basketball Foundation, please visit
www.basketball.ca/en/about/canada-basketball-foundation

CANADA BASKETBALL PATHWAY TO EXCELLENCE

1 JR. NBA YOUTH BASKETBALL (JNYB)

JNYB provides an opportunity for boys and girls aged 5-12 to participate and develop their physical literacy and basic basketball skills while developing themselves physically, emotionally, mentally, and socially.

2 NEXT GEN HIGH PERFORMANCE PROGRAMS

Programs such as Centres for/de Performance, Targeted Athlete Strategy (TAS), Junior Academy and Tall Player Project are regional training centre concepts intended to identify and develop elite-level Canadian basketball players (boys/girls) aged 13-17.

3 PROVINCIAL TEAMS

Provincial teams are comprised of the top 12 boys and girls in each of the U15 and U17 categories in their respective provinces/territories. Training camps are offered to allow players to develop their skills in a competitive setting with the opportunity to participate in the National Championships.

4 CADET NATIONAL TEAM

The Cadet (U16/U17) National Teams (men/women) are comprised of identified athletes aged 15-17 with potential for the international game. Selected teams of 12 will get their first introduction and exposure to international competition.

5 JUNIOR NATIONAL TEAM

The Men and Women's Junior (U18/U19) National Teams represent the best under-19 talent that Canada has to offer. This is the second level of elite basketball in Canada that participates in international tournaments such as FIBA Basketball World Cup and FIBA Americas Zone qualifiers.

6 DEVELOPMENT NATIONAL TEAM

The Development National Teams (men/women) are comprised of the top post-secondary student athletes ages 17-25 from Canada that compete in FISU Games (Universiade) and other exhibition international competition during the summer months.

7 SENIOR NATIONAL TEAM

The Senior National Teams (men/women) are the pinnacle of the Canada Basketball pathway. The senior teams represent Canada and participate in international basketball events such as Olympics, Pan American Games, FIBA Americas Championships and FIBA World Cups.

PARENT/GUARDIAN OVERVIEW

MISSION

- To integrate and involve parents/guardians into a positive and active role in the program both during and between sessions.
- To help parents/guardians play a supportive role in their child's development and nurture their sport experience to be fun, safe and valuable.

PHILOSOPHY

- Promote the development of the youth athlete
- Support all participants in the program (including players, coaches, officials, and organizers)
- Be positive and enthusiastic with the children
- Take an active interest in the child and their involvement in JNYB
- Learn more about the game of basketball

ROLE

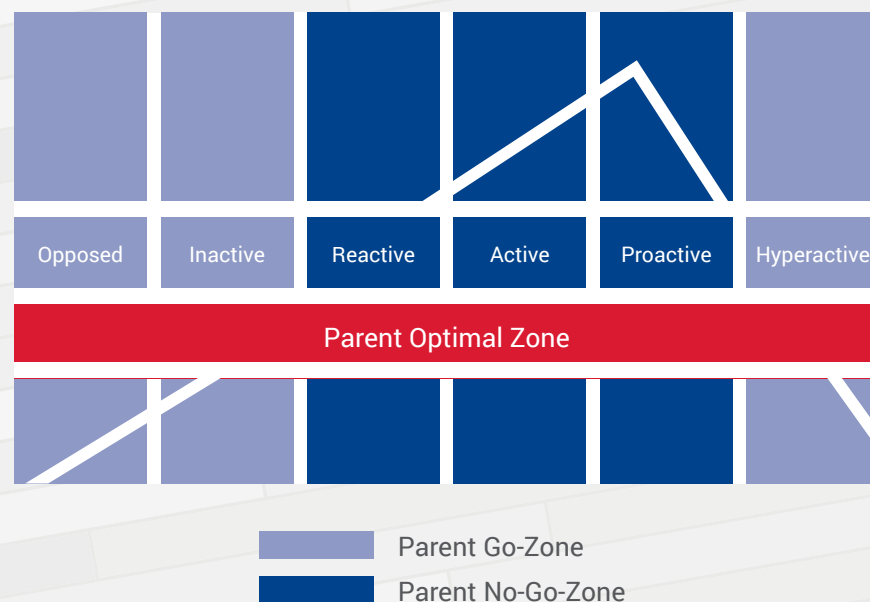
- Authority figure who is honest, open, and caring
- Mentor who is patient, understanding, and encourages process over results
- Supporter of positive efforts of the volunteers, providing constructive input when appropriate
- Cheerleader who provides encouragement, support, and positive reinforcement




PARENT/GUARDIAN INVOLVEMENT

The figure below shows how children respond to the level of involvement of their parents/guardians in their sport or activity.

In the optimal zone of involvement, parents are reactive, active, and proactive in their children's activity. By contrast, "inactive" parents (those who make no effort to be involved) and hyperactive parents (those who make become an overwhelming influence) tend to reduce their child's enthusiasm for sport.





**PLAY BECAUSE IT'S FUN, AND
NOT TO BECOME A PRO, THE
BEST WAY TO REALIZE THAT IS
BY LOVING WHAT YOU DO."**

STEVE NASH



SUPPORTING YOUR CHILD



The sport experience of your child is directly affected by the mental and emotional messages they receive before, during, and after participation in sport activity. It is important for JNYB parents to use positive messaging when discussing the sport experience with their child, and to seek out ways to enhance and support their child's involvement in the program.

PROMOTING SELF-ESTEEM & CHARACTER

- Encourage your child to talk about their favourite aspect of the activity
- Invite your child to retell the story of a particular personal success or achievement
- Acknowledge the details and successes they find important - what is important to them is what should be important to you!
- Reinforce values of discipline and responsibility, teamwork and inclusion, and leadership and empowerment - all tenets of JNYB
- Discuss values which may be "challenged" during participation in the program

POSITIVE SUPPORT AT SESSIONS

- Attend sessions and cheer enthusiastically for all players - not just your child
- Encourage your child to take part in all activities and to try their best
- Take pictures and videos of your child engaged and participating
- Be loyal to the program and to the coaches
- Do not foster negative feelings toward players because of incidents that may have occurred

ENCOURAGEMENT AT HOME

- Ensure your child arrives to sessions on time, well-fuelled, well-rested, and ready to participate
- Give positive reinforcement before and after each session
- Encourage your child by showing enthusiasm for the program and their involvement
- Promote a healthy lifestyle and consult with the coaches for recommendations regarding eating, sleeping, and training regimens

EQUIPMENT CHECKLIST

The JNYB program provides each participant with a reversible JNYB jersey and a JNYB basketball. Players are expected to bring both to each session, helping ease the demands of coaching a group.



CHOOSING A SHOE

Consider the following when purchasing a new pair of basketball or court shoes for your child:

1. **Comfort** - the most important aspect is that the shoe fits, is comfortable, and has sufficient padding or cushioning.
2. **Durability** - look for quality brands and materials that will survive the wear and tear of multiple seasons.
3. **Breathability** - consider nylon, mesh, leather, or other breathable materials.
4. **Stability** - look for a shoe with a strong arch as well as effective ankle support (found in a "high-top" shoe design).
5. **Guidance** - if you are not comfortable with process of purchasing a basketball shoe, be sure to ask a sales associate for assistance and recommendations!

EQUIPMENT CHECKLIST

Parents are also reminded of the following items that you may wish to bring for each session:

- Re-fillable water bottle to keep your child hydrated
- Change of clothes for post-session
- Basketball or gym shorts and shoes
- Towel or sweatband/wristband to wipe away sweat and dust from shoes
- Healthy halftime or post-game snack



HEALTH & WELLNESS

NUTRITION

Maintaining a healthy and balanced diet is crucial for all children, regardless of sport involvement. Adopting a healthy diet at a young age can go a long way to improving athletic performance as well as maintaining healthy eating habits into adulthood. JNYB parents should also consider their own dietary habits, and how they may be influencing the nutrition of their child.

Consider the following suggestions in order to optimize your child's dietary habits:

- Meals should be eaten 3 hours prior to exercise to allow for proper digestion
- Eat a variety of foods, including grain products, fruits and vegetables, dairy, and meat or alternatives
- Snacks are rarely required during activity - offer healthy snacks after exercise as a reward or celebration



SNACK	SPORT SUPPORT	OVERALL NUTRITION	HEALTHY ENVIRONMENT
Oranges, watermelon, etc.	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●
Raisins, dried fruit, etc.	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●
Chocolate milk	● ● ● ● ●	● ● ● ● ●	● ● ●
Trail Mix, nuts, seeds	● ● ● ● ●	● ● ● ● ●	● ● ●
Fruit juice	● ● ● ● ●	● ● ●	● ● ●
Sport bars	● ● ● ●	● ● ●	● ●
Sport drinks	● ● ● ●	● ●	● ●
Granola bars	● ● ●	● ● ●	● ●
Cheese strings	●	● ● ●	●
Cookies, muffins, etc.	●	●	● ●
Slushies	●	●	●
Popsicles	●	●	●



HEALTH & WELLNESS



HYDRATION

Effective hydration during exercise is the easiest way for parents to limit injuries and ensure optimal performance for their child. Consider the following suggestions to guarantee proper hydration before, during, and after exercise so your child is ready to perform at their best:

- Bring a full, re-usable water bottle to sessions - sport drinks are unnecessary for youth athletes
- Be sure to drink plenty of water before, during, and after physical activity
- Effective hydration benefits physical endurance and improved skill and concentration
- Fluid loss can be tracked by calculating changes in body weight before and after exercise
- Athletes may lose up to 1L/hour of fluids during high-intensity training or competition

SLEEP

It is not unusual for children and youth athletes to suffer from sleep deprivation or irregular sleep schedules. Poor sleep habits are a common cause of fatigue, injury, and reduced mental and physical performance.

Lack of sleep can also result in suboptimal performance in the classroom. Ideally your child should be on a consistent sleep schedule, getting sufficient sleep on a regular basis.

AGE	5-12 YEARS	13+ YEARS
SLEEP	10-11 HOURS	8-9 HOURS

INJURIES

Most injuries are preventable through some simple preparation, including facility safety checks, proper athletic attire and shoes, and an effective dynamic warm-up. Of course, any participation in physical activity carries some injury risk, and injuries are impossible to avoid entirely.

It helps for parents to have a basic understanding of common injuries in basketball and youth sport, and how they can be prevented and treated. Most importantly, be sure your child gets plenty of time to recover - if there is still pain or discomfort during exercise, they are not ready to return to activity!



MUSCLE CRAMPS	MUSCLE PULLS/STRAINS	ANKLE ROLLS/SPRAINS
	DESCRIPTION:	
A sustained contraction out of your control; most common in the lower limbs.	A sharp pain in the muscle will limit range of motion and ability to use the muscle; most common in the hamstrings or lower back.	The stretching or tearing of the ligaments surrounding the ankle joint, causing swelling and pain.
	CAUSE:	
Dehydration and fatigue, resulting in loss of minerals (salts), will allow muscles to inactivate and release a contraction.	Overexertion of the muscle(s) and/or poor technique in performing a particular movement or exercise.	Numerous causes including a poorly performed plant-and-stop or change of direction, as well as an awkward landing such as on an opposing players foot.
	PREVENTION:	
Effective warm-up and cool-down and drink plenty of fluids.	Effective warm-up and cool-down and proper coaching of movement patterns and technique.	Effective warm-up and cool-down and improved fundamental movement skills (including balance and coordination).
	TREATMENT:	
Rest muscle for a short period, massage area if necessary, and drink plenty of fluids	Rest and ice on the area; if the pain does not subside, see your health professional.	Rest, ice on the area, and elevate the injury; if the pain does not subside, see your health professional.

COMMUNICATING WITH YOUR CHILD

Parents/guardians play a crucial role in the emotional and psychological development of a young athlete. Too often adults project their own goals or perceptions onto a child's sport career, which almost always acts as a negative influence on the child. As a parent it is vital to focus on process and development, and to remain positive and supportive regardless of performance or results.

Consider these suggestions when communicating with your child before or after a session:

- Provide words of encouragement before they compete and words of assurance after.
- Smile and show confidence, reminding children that they've been well prepared for the game through practice - now they can just have fun.
- Help your child focus on what he/she wants to do, rather than on the outcome; remind your child of past good performances and foster positive thoughts.
- Any questions you ask should focus on your child's performance, not the outcome or result.
- Share feelings and attempt to relate to their sport experience.



COMMUNICATING WITH YOUR CHILD'S COACH

Parents are encouraged to engage in open communication with coaches, while understanding that no coach will be perfect. It is your role as a responsible parent to ensure that the coaches can work with your child to create a positive experience while providing education and leadership. It is important to understand the role and responsibilities of a youth coach in order to work alongside them. Consider the following focus aspects of youth coaching, and how you may be able to support their efforts:

PHILOSOPHY

- Coaches should keep winning and losing in perspective, prioritizing effort over results.
- Coaches should make sure that the sport - and the learning process - is fun and engaging.
- Coaches should emphasize skill development and support the child in achieving their goals.

MOTIVES

- What are the coach's motives for coaching?
- Does the coach seek personal recognition at the expense of the players?
- Is the coach focused more on team success rather than individual development?

KNOWLEDGE

- Coaches must understand the rules and appropriate rule modifications for youth basketball.
- Coaches must understand the foundational skills of both physical literacy and basketball.
- Coaches should know how best to teach and develop those skills in youth athletes.

LEADERSHIP

- Does the coach include players in leadership and decision-making, or do they call all the shots?
- Is the coach's leadership built on intimidation or mutual respect?
- Does the coach lead by example and demonstrate skills and behaviours effectively?

UNDERSTANDING

- Is the coach sensitive to the emotions of the players?
- Does the coach understand the unique make-up of each child, treating each one as an individual?
- Does the coach make an attempt to work with each child to help them reach their goals?

COMMUNICATION

- Coaches' words and actions should communicate development and positivity.
- Coaches should know when to instruct and when to listen.
- Coaches should be engaging and relatable while maintaining control of the group.

RESPECT

- Do the players respect and listen to what the coach says?
- Do the players look up to the coach as a person to emulate?
- Does the coach conduct themselves as a positive role model for players?

Adapted from the book SportParent by the American Sport Education Program.



INVOLVEMENT OPPORTUNITIES

Every youth sport program needs enthusiastic parental involvement to be successful. Being active in the program and volunteering your time not only helps your child and the program, it is also a great way to meet people and make friends.

Here are a few different ways you can involve yourself in JNYB:

EXECUTIVE COMMITTEE

Most JNYB programs are run by an Executive Committee, the size of which depends on the scale of the program and the number of volunteers available. The Executive Committee oversees the administrative, logistical, and operational tasks of their local JNYB program. Roles with the Executive Committee may include, but are not limited to:

- President
- Vice-President
- Treasurer
- Facilities Coordinator
- Age-Group Coordinator
- Coaching/Officials Coordinator
- Equipment Manager
- Secretary

COACH

Coaching is a great opportunity to give back to the community and impact the development of an entire group of young athletes. Regardless of basketball background and experience, anyone can become a coach in the JNYB program by completing the NCCP FUNDamentals workshop. In addition, all JNYB coaches are provided with user-friendly JNYB Coaching Resources, including curriculum, lesson plans, games, and more to educate and support coaches in their role with the program.

OFFICIAL

Volunteering as an JNYB Official also requires no prior basketball experience. The user-friendly JNYB Coaching Resources includes a section specifically for officials and contains all the information needed to help you become a successful referee for youth basketball and the JNYB program. The role of the official in JNYB is to facilitate the game by reinforcing the rules, promoting the fundamental skills, and recognizing effort and positive sportsmanship on the court.

SESSION VOLUNTEER

During each session, the program administrator, coaches, and officials may require additional help in order to ensure the program operates smoothly and efficiently. Parents are encouraged to take part and assist in areas such as facility safety checks, gym set-up and tear-down, equipment monitoring, and more. Be involved, show interest, and give the coach help when needed - your engagement in the program will show your child you support their interest in basketball, and you may even enjoy the sport yourself!



FAIR PLAY CODES

Fair play involves everyone in community sport. As a parent, you play an important role in creating an atmosphere that encourages everyone to play fairly. By promoting and demonstrating fair play values to your child, you will make a positive impact on their sport experience and individual development. The following codes of conduct will help you make fair play an integral and rewarding aspect of your child's involvement in JNYB.

PARENTS CODE OF CONDUCT

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

PLAYERS CODE OF CONDUCT

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



LONG TERM ATHLETE DEVELOPMENT (LTAD)

The Canada Basketball Long Term Athlete Development [LTAD] Model is based on the Canadian Sport for Life [CS4L] Resource Paper, which was developed by Canadian world leaders in the area of child and sport development. The LTAD Model is an athlete centered, coach implemented, and administration, sport science, and partner supported program. It integrates elite, community, and scholastic sport, athletes with a disability, physical education, and the general health of the nation.

LTAD ensures physical literacy in all children, providing the foundation for optimized training, competition, and recovery programs based on the level of maturation of the young athlete. Physical literacy is the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life. Encouraging healthy, lifelong activity and wellness while providing a training path for high performance athletes, the LTAD Model accommodates individuals of all skills and abilities.

The JNYB curriculum is fully aligned with the LTAD Model and is a strong supporter of the CS4L Physical Literacy philosophy. Physical literacy gives young athletes the tools they need to succeed in physical activity and sport. As such, physical literacy skills and development are an integral part to the JNYB curriculum and program, focusing on developing the complete athlete while ensuring sustained development and participation in sport.

**I DON'T CARE
WHAT OTHER
PEOPLE SAY. I
FIGHT EVERY DAY
TO BE THE BEST
PLAYER I CAN."**

STEVE NASH

10 FACTORS OF LTAD

Research points to 10 key factors that influence athlete development. By building JNYB around these LTAD factors, the curriculum ensures that athletes experience optimal development in basketball and will remain physically active for lifelong wellness.

1 DEVELOPING THE WHOLE ATHLETE

LTAD is about developing the complete athlete. Every youth sports program should address the four cornerstones of development - movement skills, sport skills, life skills, and mental skills.

2 PERIODIZATION

Periodization is time management applied to training; a logical training schedule should be used for each child that specifies how often, and for how long, an athlete should work on their body and skills.

3 FUNDAMENTALS

FUNDamental movements and skills should be taught through fun and games at early ages; FUNDamental movement and sport skills make up Physical Literacy, which addresses the competency of these skills.

4 SPECIALIZATION

Sports can be classified as early specialization (where children are required to learn skills before maturation, such as gymnastics or figure skating) or late specialization (where children should specialize only after reaching puberty, such as volleyball or basketball). Late specialization sports can be mastered (typically between the ages of 12-15) as long as the athlete has a sufficient foundation of physical literacy and movement skills.



5 TRAINABILITY

The responsiveness of developing each athlete varies at different stages of growth and maturation based on the training stimulus; each child has a different window of optimal trainability, and it is important to recognize and take advantage of these periods.

6 DEVELOPMENTAL AGE VS. CHRONOLOGICAL AGE

Growth refers to measurable changes like height, weight and fat percentage, whereas maturation refers to qualitative changes such as cartilage changing to bone. Development is the relationship between growth and maturation over time, and developmental age is the degree of physical, mental cognitive and emotional maturity. In contrast, chronological age is simply the time since birth.

10 FACTORS OF LTAD

7 THE 10 YEAR RULE

Scientific research shows that once an athlete starts to specialize in a sport, on average they have about 10 years of participation in that sport. It also takes an average about 10 years (or 10,000 hours) of training for a talented athlete to become elite in their sport.

8 COMPETITION CALENDAR

Calendar planning is critical to an athlete's development; at a young age developing a child's physical capacities must take precedence over competition, while later the ability to compete will become more important.

9 SYSTEM ALIGNMENT

LTAD attempts to get everyone in the sport system on the same page and establish visible connections between each stage of development. It is important for parents, schools, clubs, coaches, governments, and other stakeholders to coordinate their efforts for the child's well-being and sustained development.

10 CONTINUOUS IMPROVEMENT

New research is always emerging and LTAD recognizes that new knowledge should be reviewed and incorporated into the model as it is deemed relevant and necessary.

Please visit basketball.ca/en/page/cs4l to learn more about the LTAD Model and accompanying resources.



8 STAGES OF LTAD

1 ACTIVE START AGES 0-6

Learn fundamental movement skills, and incorporate them into free-play - as basketball is a late-maturation sport, this stage is too early to begin developing basketball specific skills.



2 FUNDAMENTALS AGES 6-8(F) & 6-9(M)

Develop fundamental movement skills through basketball while learning basic basketball skills through modified games. Tips for JNYB parents at the FUNdamentals stage:

- Consider enrolling your child in a variety of seasonal sport activities.
- Be sensitive to your child's preferences for activities
- Ask coaches and leaders about their training program and if they follow LTAD principles.
- Check if activities address the ABCs of athleticism (agility, balance, and coordination).
- Encourage your child in unstructured play outside of formal activities.
- Turn off the TV, computer, phone, and video games.

3 LEARN-TO-TRAIN AGES 8-11(F) & 9-12(M)

Learn overall sport skills and basic basketball skills while still emphasizing fundamental movement skills. Tips for JNYB parents at the Learn-to-Train stage:

- Identify sports and activities where your child has fun and can experience success.
- Narrow participation to 3 sports through the year
- If your child takes a special interest in a late specialization sport like basketball, make sure their participation in organized basketball is balanced with free-play and other sports.
- Practice should be 70% of participation time in a given activity while competition should be just 30%
- Confirm that the coach is trained or certified.
- Continue to encourage unstructured play outside of formal activities.

8 STAGES OF LTAD

4 TRAIN-TO-TRAIN AGES 11-15(F) & 12-16(M)

Build an aerobic base, develop speed and strength, and continue to develop overall sport skills; the technical and strategic aspects of basketball should also be introduced. Tips for JNYB parents at the Train-to-Train stage:

- The JNYB curriculum does not include the Train-to-Train stage, however many JNYB athletes will continue their basketball career into this stage of the LTAD Model.
- Though talent identification is acceptable, premature specialization should be cautioned against.
- Ensure athlete is participating in at least 1-2 other sports during the year.
- Be cautious of over-training in high-performance environments, leading to burnout and dropout.
- Team sport coaches should individualize training based on each child's maturation.



5 TRAIN-TO-COMPETE AGES 15-19 (F) & 16-20(M)

Optimize the body and learn to compete; athletes should begin to refine all technical and strategic components while being introduced to all aspects of basketball.

6 LEARN-TO-WIN AGES 19-22 (F) & 20-23(M)

Establish all of the technical, strategic, physical, mental and ancillary skills and capacities needed to compete at the highest levels.

7 TRAIN-TO-WIN AGES 23+ (F) & 24+(M)

Optimize performance for domestic and international competitions.

8 ACTIVE FOR LIFE ANY AGE

The transition from an athlete's competitive career to lifelong physical activity and participation in sport; reinvest time and energy through coaching, management, officiating and active participation.

PHYSICAL LITERACY

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

Some of Canada’s greatest athletes are prime examples of physical literacy in action. For example, Steve Nash was also an accomplished soccer, hockey and baseball player as a teenager. In fact, Nash did not start playing basketball until he was 12 years old! Since Nash did not specialize early in any one sport or activity, he was able to leverage the fundamental skills from numerous sports to pursue basketball.

FUNDAMENTAL MOVEMENT SKILLS [FMS]

It is important to remember that a child’s ability to master fundamental movement skills takes time - a series of development stages is typically required. Despite children maturing at different rates, each athlete will learn fundamental movement skills in the same phases.

Examples of fundamental movement skills include:

- Walking, running, and jumping
- Balance and coordination
- Agility and change of direction
- Throwing and catching

FUNDAMENTAL SPORTS SKILLS [FSS]



While throwing or running is considered fundamental movement skills, making a chest pass or executing a V-cut are considered fundamental sport skills for basketball. The fundamental sport skills can only be properly developed once the fundamental movement skills have been introduced and mastered.

Examples of fundamental sport skills for basketball include:

- Common passes (chest, bounce, one-handed, overhead, etc.)
- Specific movements (defensive slides, jab steps, drop steps, etc.)
- Dribbling and ball handling
- Lay-ups and jump-shots

AGE 1	AGE 2	AGE 3	=	Child's body is not mature enough to learn Fundamental Movement Skills.
AGE 4	AGE 5	AGE 6	=	Child's body is ready to learn.
AGE 7	AGE 8	AGE 9	=	Optimal time to learn the Fundamental Movement Skills.
AGE 10	AGE 11	AGE 12	=	Time for remedial work.

COMPETITION



As a parent, it is important to remember that the JNYB program is designed to help your child become a complete athlete first, and a basketball player as they mature. As such, JNYB believes it is best to spend time on fundamental movement and sport skill development through practice rather than focus on competition.

It is important for parents to realize the importance and value of establishing physical literacy in order to be able to properly perform and compete in game situations down the road. A prevalent problem in youth team sports is that adult competition schedules have been superimposed onto youth athletes and leagues. Competition merely allows the comparison of abilities and efforts between teams and athletes - this is neither good nor bad.



While competition is not necessary at younger ages, introduction of competition can still offer benefits if conducted appropriately. The most important piece is that coaches emphasize effort and skill application rather than results or winning and losing. Coaches can often feel pressured to win by parents, which is contrary to all the factors and stages of the LTAD Model.

Other common problems in youth sports competition include, but are not limited to:

- Training time for athletes is used for game tactics and team strategies rather than individual skill development
- Limited player rotations and substitutions are made in an effort to win, slowing the development of most players
- Selective use of substitutions and play selection that hide weaknesses rather than developing a plan to strengthen those weaknesses
- Pressure to win is often augmented by tournament structures which use points for and against, encouraging coaches to leave in starters and run up scores
- Overemphasis on defensive systems to limit mistakes and win games at the expense of offensive success and creativity
- As entertaining as it is for parents to watch their child play in a game (rather than a practice) it is best for children not to be rushed beyond their maturation and skill set. No parent would expect their child to become literate by taking grammar and spelling tests rather than learning through practice and instruction. Sport development needs to be approached in the same way. It is important for parents and coaches to avoid comparisons in a competitive arena and instead appreciate the sustained, positive effects of quality training programs.

THE 10 S's OF TRAINING

1 STAMINA (ENDURANCE)

An athlete's ability to exert themselves through aerobic or anaerobic exercise for relatively long periods of time.

2 STRENGTH

An athlete's ability to use their muscles to exert force on an object.

3 SPEED

An athlete's ability to cover a certain distance over an amount of time.



4 SKILL

An athlete's ability to put what they have learned into practice.

5 SUPPLENESS (FLEXIBILITY)

An athlete's range of movement in regard to their joints and muscles.

6 STRUCTURE/ STATURE

An athlete's stage of growth as it relates to the window of optimal trainability.

7 (P)SYCOLOGY

An athlete's ability to maintain high levels of concentration while remaining confident and relaxed. Being mentally prepared.

8 SUSTENANCE

An athlete's ability to replenish their body with a broad range of components that include: nutrition, hydration, sleep, and regeneration.

9 SCHOOLING

An athlete's ability to balance school activities with sporting activities; training sessions should be scheduled at a time that complements school and doesn't conflict with it.

10 SOCIO-CULTURAL

An athlete's ability to enhance their personal development through social and cultural experiences.



MEASURING GROWTH



Paying attention to a child's physical growth can help parents and coaches determine what developmental stage the child is at. Physical and skill development varies for children based on when they go through a growth spurt and when they reach their ultimate peak.

Remember that all children develop at different rates; some mature early and some mature late. Boys who mature early typically have an advantage in youth sport as they are bigger and stronger, which can indirectly force late developing boys out of sport prematurely. The inverse is true for girls; those who develop early often drop out of sport because their early maturity can impede their sport performance relative to girls who develop later.

It is important to consider this dynamic throughout your child's sport career. Understand that regardless of developmental rates, all children should be provided the same opportunities in sport participation. JNYB aims to keep both early and late developers in the program for as long as possible to ensure that the required movement and sport skills are taught and emphasized at the appropriate stages of development and maturity.



The typical phases of growth and maturation are listed and described below:

PHASE 1 (AGE 0-6)

Very rapid growth occurs. Height and weight can be measured on birthdays.

PHASE 2 (AGE 6 TO ONSET OF GROWTH SPURT)

Steady growth until growth spurt. Height and weight can be measured every 3 months.

PHASE 3 (ONSET OF GROWTH SPURT TO PEAK GROWTH PERIOD)

Rapid growth occurs until peak is reached. Height (standing and sitting) as well as weight can be measured every 3 months.

PHASE 4 (PEAK OF GROWTH SPURT TO SLOW DECELERATION)

Rapid deceleration of growth occurs. Height (standing and sitting) as well as weight can be measured every 3 months.

PHASE 5 (SLOW DECELERATION TO CESSATION)

Slow deceleration of growth until growth comes to an end. Height can be measured every 3 months.

PHASE 6 (CESSATION)

Growth has come to an end. Height and weight can be measured on birthdays.

OPTIMAL TRAINABILITY

STAMINA (ENDURANCE)

The optimal window of trainability for stamina occurs at the onset of the growth spurt. Aerobic capacity training is recommended before children reach their fastest rate of growth. Aerobic power should be introduced progressively after their growth rate decelerates.

STRENGTH

The optimal window of trainability for girls is immediately after their fastest rate of growth and at the onset of menarche (first menstruation), while for boys it is 12-18 months after their fastest rate of growth.

SPEED

For boys, the first speed-training window occurs between the ages of 7-9 years and the second window occurs between the ages of 13-16. For girls, the first speed-training window occurs between the ages of 6-8 years and the second window occurs between the ages 11-13.

SKILL

The window for optimal skill training begins at the age of 9 for boys and 8 for girls. This window ends at the onset of the growth spurt.

SUPPLENESS (FLEXIBILITY)

The optimal window of trainability for suppleness in both girls and boys occurs between the ages of 6-10. Special attention should be paid to flexibility during the growth spurt.



GLOSSARY (A-D)

Adolescence: The period of physical and psychological development from the onset of puberty to maturity; includes an accelerated growth in stature and sexual maturity.

Ancillary Capacities: The knowledge and experience base of an athlete and includes warm-up and cool-down procedures, stretching, nutrition, hydration, rest, recovery, and mental preparation.

Assist: The last pass that leads directly to a scored basket.

Backboard: The rectangular structure to which the rim is attached.

Backcourt: The area of the court from the baseline up to and including the centre line; the half of the court with the basket that a team is defending.

Ball Handler: The player that is in possession of the ball.

Ball Handling: Dribbling, passing or receiving the ball.

Bank Shot: A shot that uses the backboard in an attempt to score.

Baseline (Endline): The line marking the end of the court, extending from sideline to sideline.

Basket: The combination of the rim and backboard (also refers to a made basket).

Bench: The area outside the court where the coach and players sit.

Bounce Pass: A pass where the ball is bounced on the floor before reaching the receiver.

Boxing Out: Preventing an opponent from securing a rebound by making contact with an opponent while holding position between them and the basket.

Chest Pass: A two-handed pass pushed from the passer's chest towards the receiver's target.

Childhood: Spans from the end of infancy to the start of adolescence and is characterized by steady progress in growth and maturation and rapid progress in neuromuscular or motor development.

Chronological Age: The time since birth (years, months, and days); children of the same chronological age can differ by several years in their level of biological maturation.

Coach: The person who teaches the players the fundamentals of the game and guides them during training and competition.

Court (Floor): The competition area or playing surface.

Defense: The act of trying to prevent the opposition from scoring.

Defensive Stance: The position a player assumes when playing defense.

Development: The relationship between growth and maturation in relation to the passage of time; the concept of development also includes the social, emotional, intellectual, and motor realms.

Double Dribble: An illegal dribble occurs when the player a) bounces the ball with both hands at the same time, or b) bounces the ball, catches the ball, and then starts bouncing the ball again without it being touched by another player.

Dribble: When a player repeatedly bounces the ball on the floor with one hand (or alternating hands) used to control, advance, or attack with the ball.



GLOSSARY (F-O)

Fastbreak (Transition Offense): Beginning with a defensive rebound or takeaway, a team attempts to advance the ball quickly up the court with the intention of scoring; a transition from defense to offense.

Field Goal (Made Shot): Occurs when the ball is shot through the rim while in play.

Foul: Illegal contact between opposing players.

Foul Line: The line parallel to the baseline and 15-feet from the basket, where foul shots are taken.

Foul Shot (Free Throw): An uncontested shot given to a player after that player is fouled in the act of shooting; this shot is also awarded on a common foul after the fouling team has accumulated a given number of fouls.

Fundamentals: The basic skills of the game including movement, ball handling, passing, shooting, rebounding, and individual defense.

Growth: Observable, step-by-step, measurable changes in body size such as height, weight, and percentage of body fat.

Inbounds Pass: The act of throwing the ball into play.

Jump Shot: A shot taken while jumping, released at the peak of the jump.

Key (Free Throw Lane): The lane in front of each basket designated by markings on the court, beginning at the baseline and ending at the foul line.



Lay Up (1 Foot, 2 Feet Power): A shot taken by jumping towards the basket and shooting the ball off the backboard.

Loose Ball: A ball that is in play, but not in any player's control.

Maturation: Qualitative system changes, both structural and functional in nature, in the progress toward maturity (for example, the change of cartilage to bone in the skeleton).

Out-of-Bounds: The area outside of and including the baselines and sidelines.

GLOSSARY (P-T)



Pass: When a player in control of the ball throws the ball to a teammate; variations include the chest, bounce, and one-handed pass (among others).

Peak Height Velocity (PHV): The maximum rate of growth in stature during growth spurt; the age of maximum velocity of growth is called the age at PHV.

Peak Strength Velocity (PSV): The maximum rate of increase in strength during growth spurt; the age of maximum increase in strength is called the age at PSV.

Peak Weight Velocity (PWV): The maximum rate of increase in weight during growth spurt; the age of maximum increase in weight is called the age at PWV.

Personal Foul: Occurs when a player makes illegal contact with an opposing player, creating an advantage for that player or their team.

Physical Literacy: The mastering of fundamental movement skills and fundamental sport skills.

Pivot: Occurs when a player rotates their body position, maintaining balance with one foot in constant contact with the floor.

Pivot Foot: The foot that remains on the ground while pivoting; the first foot that contacts the ground when the player stops must be used as the pivot foot.

Practice Session: A designated time for the players to work on skills, techniques, and tactics in an effort to improve.

Ready Position (Stance): A balanced stance where the feet are slightly wider than the shoulders, with the dominant foot slightly forward and knees and hips bent; also referred to as 'triple threat position' (with the ball) or defensive position (when guarding an opposing player).

Rebound: A missed shot that reflects off the backboard or rim and is caught by a player.

Set Shot: A shot which a player attempts from triple threat position.

Shooter: A player who attempts to score on the opponent's basket.

Shot: A throw at the basket in an attempt to score.

Sidelines: The lines marking the length of the court.

Sportsmanship: Positive performance, attitude, and relations among all participants.

Steal: When a defensive player legally takes the ball away from an offensive player in control of the ball.

Timeout: A break in play to give the coach an opportunity to discuss the game with the players.

Trainability: The responsiveness of developing individuals at different stages of growth and maturation to the training stimulus.

Travel: An illegal move in which the pivot foot leaves the floor before the ball is released for a dribble; the pivot foot can be moved to shoot or pass, but the ball must be released before the pivot foot hits the ground again.

Triple Threat Position: The offensive ready position in which the player has control of the basketball and is in a position to shoot, pass, or dribble.

Turnover: When the offense loses possession of the ball.

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