



COMMUNITY ATHLETE  
DEVELOPMENT PROGRAM



# **COMMUNITY COACHES GUIDE**

**2020**

## **SA COUNTRY BASKETBALL COMMUNITY COACHES GUIDE**

This Coaches Guide is for coaches participating in their association's CADP (Community Athlete Development Program) or community level competitions. It has been designed as a framework to assist coaches on how to develop community level athletes who are looking to have fun, generally improve, or improve to a level, where they can compete to earn places in the High-Performance program for SA Country Basketball.

It is a semi-structured, fun focused framework that is easy to understand, and highlights the basic principles of teaching the game at community level. It provides coaching tips and emphasizes teaching the fundamentals of basketball and creating a positive and fun learning environment.

SA Country Basketball recommends associations run CADP sessions, and to use this guide as a resource for coaches delivering those sessions.

## **WHAT IS THE SA COUNTRY COMMUNITY ATHLETE DEVELOPMENT PROGRAM**

Community level development programs are key to an association's development success. It is essential not only for player and coach retention, but also provides key development opportunities to progress through respective performance pathways.

The CADP gives athletes and coaches a chance to develop in a fun environment with multiple resources and coach development opportunities provided by SA Country Basketball. It clearly shows the pathway for athletes and coaches coming out of foundation level, with potential to progress to high performance.

The CADP is aimed at athletes between the ages of U12s-U16s who will train for one hour per week, focusing on fun and developing fundamental basketball skills.

The Community Skill Development book will include activities that cover the skills that players in the program should work on at the Community level. The skills have different levels of difficulty, so coaches can add challenges as the players progress in their abilities. The activities are guidelines and are not compulsory.

## WORKING WITH YOUNG ATHLETES

The CADP is about developing fundamental skills of young athletes, but in order for those athletes to want to return, they have to be having fun.

### When coaching, it is important to remember that young athletes:

1. Have differing needs to achieve. 2. Learn at different rates. 3. Have different interests and values. 4. Need time to develop a newly acquired skill. 5. Learn faster when the sequence is logical and clear. 6. Respond positively to encouragement. 7. Enjoy variety.

## PLANNING

Coaches should check the CADP skills book and have prepared activities ready for the session. Coaches can use development methods provided in the skills book, or use their own.

Coaches should arrive early to ensure court is clear, have balls and other necessary equipment available, and make sure with venue supervisor that the court is booked for the time needed for the session. All athletes participating should be registered and if the association is charging for their program, be paid in full.

A useful acronym to use when learning to plan session is FATBACK.

**F**-Does the activity **Fit**? What is the context or purpose you're trying to teach? What are the emphasis and coaching points? Does it fit the skill level and age of the athlete?

**A**-What is the **Availability**? How much court space is there? How many players do you have? Is the court booked? Can you access it?

**T**-How much **Time** do you have?

**Back**- Do you have a **Back up** plan? What if only half the players show up? What if you only have a court? How do interruptions and unforeseen circumstances impact your plan?

## Keep it simple but engaging

Coaches should make sure the players are not overwhelmed with too many development activities throughout the session, however engagement is also a key component. It is encouraged that skill development exercises are incorporated into a small-sided game where athletes compete and can be free to be creative. Game sense activities can be very useful to break up the session and provide a fun game, while still developing key basketball instincts.

## Communication

Communication is any piece of information that can benefit your team. It is important that you teach your athletes on how to communicate, not just telling them to communicate. For example on defense, SA Country teach the ELO principle.

**Early:** Communication must come early. For example, don't call the ball screen when it happens. Call it before or, as the action is about to commence. Call it as soon as you see it about to happen.

**Loud:** Scream, what is happening, where it's coming from and what they should. For example, "Ball screen, left, switch!"

**Often:** Keep repeating until necessary, then continue communicating.

## ACTIVITY DELIVERY

It is important that coaches demonstrate all activities. Physical demonstration and modeling are a much more powerful learning tool than verbally explaining the activity.

### 1: Gain Attention

Use a strong voice, clap, or whistle

### 2: Introduce skill/game and provide teaching points/rules

Depending on the activity, coaches will be giving players rules, teaching points or a combination of both. Before these are given the relevance of the

basketball skill should be briefly explained to provide context.

Teaching points are the key, 'cues' tell players what they need to be aware of when executing the skill.

When giving rules/teaching point's coaches should be aware of the amount of information given. Most adults can remember three or four pieces of information (think of your mobile phone number - do you remember it as one stream or 3-4 number sequences?). Give the players one or two teaching points/rules alongside the demonstration for the activity to get it started. You can add extend and advance the activity later after it has commenced.

Be consistent with words and terminology. Try and use the same word for the same action all the time. For e.g. If a coach calls a screen a pick sometimes, this may confuse players who are trying the skill for the first time. Pick a word for an action, and stick with it.

Don't assume knowledge. Just because you know what you are talking about, doesn't mean everyone else does.

### **3: Demonstrate**

People have different learning styles such as: Visual learning, Auditory learning, or kinesthetic (doing) learning. An effective learning style for coaches to use is Visual learning; hence we give a demonstration of the activity via a walkthrough.

#### **Key points to remember when demonstrating:**

Speak, rather than yell. It may help to huddle the group close to save your voice. Make sure demonstrations are the centre of attention. If participants are distracted by background events or noises they will focus away from the demonstration.

Gain their attention – eyes and ears is a great cue. Talk and demonstrate at the same time rather than explaining the game and then demonstrating. Keep teaching points or rules short (two or three maximum). Coaching should focus on “what to do”, rather than “what not to do”.

At the end of your demonstration be sure to check for understanding of the group by asking specific questions to a player. E.g. - “John, what are we wanting to see when we shoot the basketball?”, “When would we use this in a game?”, “What happens when the defense reacts this way?” Asking

participants if they have any questions can lead to all sorts of questions that may not relate to the demonstration. Demonstrations should only go for 2 minutes max.

### **During the activity, it's important to 'Teach on the run':**

**Talk:** Give participants feedback on what they are doing correctly and/or incorrectly. Ensure participants have enough time to discover the solution themselves. The initial teaching points or rules you provided to them will set your feedback.

**Walk:** Move around all groups. If you stand still you will only coach the groups closest to you.

**Look:** Is the activity achieving the outcomes you planned? Look at a participant in the activity for ten seconds. Does the participant have many opportunities to be involved in the activity? (E.g. touches, catches, passes, dribbles, shots).

**Multiple involvements:** Engagement is key. **No involvements:** Time to modify activity and/or group size.

## **6. Refine, adapt and ask more questions**

When you observe a significant teachable moment, or that the activity needs to be changed, it is a good time to pause the activity and ask questions of the participants to guide their learning and the direction of the activity. Open questions that require a creative response from the participant are preferred to closed questions that require a yes/no answer.

## **PRESENTING**

The expectation of Community coaches in this program is that, when ready and when comfortable, they will pass on basic concepts and knowledge to other coaches in their program.

The coaches can do this by,

- Running a clinic
- Starting a coaches chat group with concepts, skill development and training plans.
- Creating a book that community level coaches can use for training

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This instigates a viable and sustainable coaching network at the association. It also allows the coaches, who are closest to the association and know what specific topics need to be addressed, to speak directly with other coaches there. Coaches will be expected to deliver one of these concepts as part of their development.

## STAGES OF LEARNING

When learning any skill (on or off the basketball court), participants will go through three stages of learning, which the coach needs to recognise and adapt to.

STAGE OF LEARNING	PARTICIPANT TRAITS	COACHING STYLE
<b>INTRODUCTION</b>	<ul style="list-style-type: none"> <li>• Lots of skill errors</li> <li>• Success rate 0-1 (out of 5)</li> </ul>	<ul style="list-style-type: none"> <li>• Use demonstrations</li> <li>• Keep it simple (less talk)</li> <li>• Keep it simple (less talk) Encourage skill exploration and errors whilst learning</li> </ul>
<b>PRACTICE</b>	<ul style="list-style-type: none"> <li>• Simple elements mastered, errors remain with complex elements</li> <li>• Success rate 2-3 (out of 5)</li> </ul>	<ul style="list-style-type: none"> <li>• Less reliance on cues from coach and demonstrations</li> <li>• Continued positive reinforcement</li> </ul>
<b>AUTOMATIC (FINE-TUNING)</b>	<ul style="list-style-type: none"> <li>• Fluid movement</li> <li>• Can perform other tasks concurrently</li> <li>• Success rate 4-5 (out of 5)</li> </ul>	<ul style="list-style-type: none"> <li>• Add further challenges or pressures (tactics, additional tasks)</li> <li>• Ask plenty of questions about the skill</li> </ul>

Once a participant is performing a task in an “automatic” manner, it is time to add a challenge to the skill/activity that shifts that participant to the Introduction phase of the more important skill. It may be necessary to progress participants within the group at different rates to ensure that each

participant is having fun and being challenged rather than bored or overwhelmed.

## TIPS

**DRESS TO IMPRESS** Send a professional message from the moment you see your participants. Local club polo/jacket with shorts/track pants and runners should be mandatory for all sessions.

**ALWAYS BE EARLY & NEVER CANCEL** Coaches are to be courtside, ready to commence delivery, at least 30 minutes before each session. Even earlier if there is a lot to pack up and pack down.

**BE INCLUSIVE** Your challenge as a coach is to motivate **every** athlete in the session to actively participate and improve. Not just to concentrate on the more talented individuals.

**PLAN WELL** Coaches should have plans for each session, and we recommend always including 1-2 extra activities just in case you need them.

**ALWAYS BE IN CONTROL** Do not use or check phones during sessions, and coach the outside of the group with strong and engaging voice projection, rather than just the inside (the ones already engaged).

**BE ADAPTIVE** Sessions should not be affected because of unexpected changes in equipment or participant numbers.

**IMPROVE YOURSELF** Seek feedback and evaluate your sessions, and stay updated with modern coaching approaches. Coaches of all levels should always have time for each other as we work together to build the best service available for our athletes.

**YOU ARE AMBASSADORS** You will often be the first impression parents and players have with a specialised development program. Your passion and enjoyment for the sport will rub off on them - Enjoy!



## POST SESSION

### Have a chat

Coaches should get together at the end of each session and fill in the template below. This will allow discussion of ideas and opportunities for development and improvement of not only their own performance, but also the performance of the session as a whole.

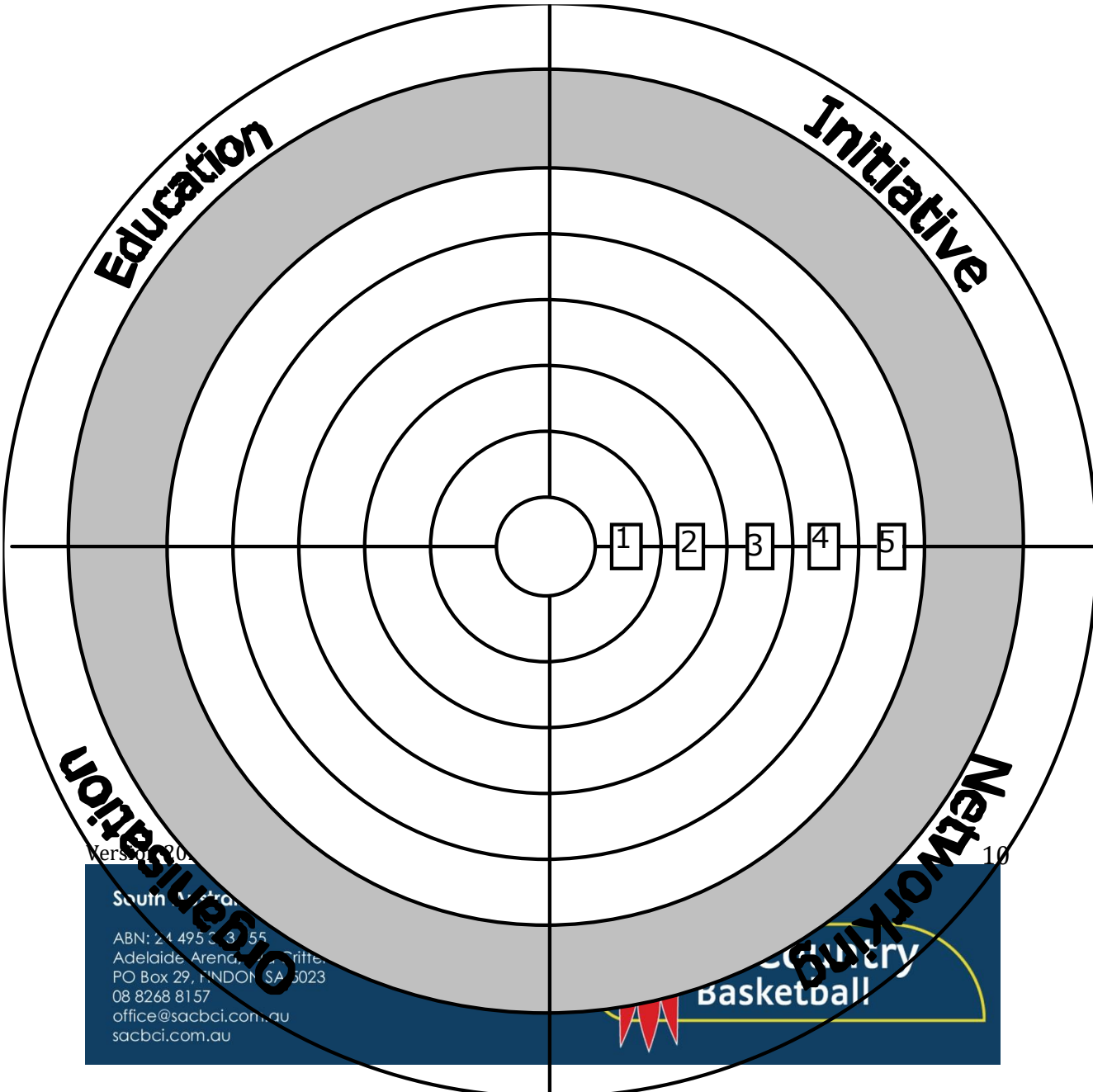
<b>How do you rate the session out of 1-10, what would you change and why?</b>	
<b>What was done well and what was done poorly?</b>	
<b>How do you rate your performance 1-10, what will you change and why?</b>	
<b>Were all coaches on time?</b>	
<b>Were players and parents welcomed through the door?</b>	
<b>Do you think the players enjoyed the session?</b>	

<p><b>What can be done better?</b></p>	
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**PERSONAL DEVELOPMENT PLAN**

**Where are you now? Where do you want to be?**

Colour in the wheel below to the level that you think you are, related to that skillset. Then colour in where you want to be. What do you need to do to get there? Set some goals, and then achieve those goals.



## Example Practise Plan

**Date: 9<sup>th</sup> January 2019**

**Team: Under 14 Boys**

<b>TIME</b>	<b>SKILL</b>	<b>EMPHASIS</b>
6.00pm – 6.10pm	Warm up-integrated shooting, footwork	
6.10pm – 6.20pm	Activity 1	
6.20pm – 6.22pm	Drinks and Free throws	
6.22pm – 6.32pm	Activity 2	
6.32pm – 6.34pm	Drinks and Free throws	
6:34pm - 6:44pm	Activity 3	
6:44pm- 6:46pm	Drinks and Free throws	
6.46pm – 7.00pm	Scrimmage /Controlled scrimmage	

**MESSAGES –**

**Energy, player to player encouragement, punctuality**

**ABSENT PLAYERS – Jackson and Oscar**

**Practise Plan**

**Date:** \_\_\_\_\_

**Team:** \_\_\_\_\_

TIME	SKILL	EMPHASIS

## MESSAGES -

## ABSENT PLAYERS -

## DEALING WITH REFS AND PARENTS

### How Mistreating Refs Hurts Your Team

**Poor Coaching** - If you concentrate on the referees' calls that means you're not focused on your team, which means you will miss teachable moments for your players.

**Get Calls Against You** - If you constantly badger referees, some will purposely or subconsciously start making calls against you.

**Bad Team Play** - Players often copy their coach's actions. If you are mistreating the referees, your players probably will too. This will lead to your players getting on the bad side of the referees, which will never help in getting a fair game called.

**Takes away 'Next play' attitude**- When players blame the officials rather than taking responsibility for poor play, this can lead to a negative mind state for the whole team create bad habits and poor accountability. They should learn 'next play' attitude, as soon as the opponent has the ball, they should only be active on the next play.

### Tips for dealing with Refs:

- **Treat them with respect.** Our players see the way we treat the referees and we should teach them to respect others and learn to communicate without yelling uncontrollably. Referees are humans and they like to be treated with respect. Talk to them. Ask questions in a non-aggressive tone. Also teaches accountability by not blaming others.
- **Learn the rules.** It can be hard to mount a case when you don't know the rules yourself. Refs must know the most recent and updated rules, maybe the ones you know don't apply anymore? Or maybe there are some new ones you aren't aware of.
- **Create a dialogue and learn their names.** Referees will respect you and like the fact that you're talking to them like they are a human being. It's also a good idea

to learn their first names, so you can effectively address them during the games. The chances of them responding or listening increase if they hear their name.

- **Chat with them in the pregame.** A good idea is to talk to the referees in the pregame warm-ups. Even give them a heads up that you like to ask questions on calls, so you can teach your players and you would appreciate it if they took a few seconds to explain the calls, when you ask them about a call. Don't ask "What are you going to be calling", keep it short and don't try and manipulate. Most refs aren't silly.
- **If you have to question their call, do it in an assertive, but non-aggressive manner.** If you question a call in a reasonable tone, the refs will be more likely to listen to criticism. If you're yelling and screaming the whole time, they'll probably tune you out or tech you.

## Handling and Communicating with Parents While Coaching

Communication is key. Indeed, open and clear communication will help in almost all personal and professional relationships, and the coach-parent relationship is no exception.

Countless coaching guides recommend having a parent meeting at the very beginning of the season, or even better, during the preseason.

At the meeting, explain:

- The details of what will be expected of the players and parents.
- Explain your coaching philosophy -- emphasising your intentions to give every player a fair shot and your rules about playing time.
- Advise parents on what to do, not what not to do e.g.:

Note the small things a player does

Have positive body language

Stay off the phone

Cheer, but not too much

Support no matter what

Praise appropriately

Be patient

Model sportsmanship

Know what to say in the car ride home by asking. Ask the athlete if they want to talk, how they want to be communicated with.

It's the coach's worst nightmare: an intrusive, competitive parent. These types are obsessed with winning above all else. They will disagree with your coaching decisions and confront you about it. Often, they think that their child is obviously the best player on the team and should be treated as such.

This type of parent might simply want to relive his or her glory days. The parent will put the pressure of the child's future on your shoulders.

Stories of parental violence on court occur around the country all the time, so you should deal with a problem as soon as possible. If a parent is becoming angry during a game,

- If a parent confronts you and is angry about your coaching style, ask them to meet with you the next day. Have someone else from the association with you. Do not go alone. Let them vent at this meeting and listen to them. Try not to argue with them if they are still aggravated -- simply say you will consider their suggestions and do your best to incorporate them. If you can learn from these complaints, you can help avoid future incidents.
- Don't let your emotions get to you when dealing with an angry or competitive parent. Maintaining a civil attitude will help them do so as well. Whatever happens, remember the child's best interest is what's most important.

## COACHES' CODE OF BEHAVIOUR

SA Country Basketball seek to provide a safe, fair and inclusive environment for everyone involved in our organisation and sport. We require standards of behaviour of players, coaches, officials, administrators, parents/guardians and spectators.

As a coach/team manager you are expected to meet the following requirements in regard to your conduct at all times.

- Remember, players participate for enjoyment, ensure that their time spent is a positive experience
- Never ridicule or raise your voice at a player for making a mistake
- Be reasonable in your demands on young players' time, energy and enthusiasm
- Teach your players to follow the rules and show good sporting behaviour, lead by example
- Be fair, considerate and honest with all players, officials and team members, treat each player as an individual by providing each player with equal attention and opportunity; respecting the talent,

developmental stage and goals of each player and helping each player to reach their potential

- Ensure that violent or aggressive play, abuse or harassment of players is not tolerated
- Ensure that players and spectators respect the decisions of the officials and refrain from abuse or harassment of officials
- Show respect for the decisions of officials and do not display dissent, be courteous and if you have any questions approach officials at an appropriate time and manner
- Be aware of beginner officials programs that include inexperienced officials e.g. 'Green Shirt' campaign, give them an opportunity to develop their skills without harassment or abuse
- Promote good sportsmanship between your team and opponents
- Know the rules of the game and the competition by-laws
- Ensure that equipment and facilities meet safety standards and are appropriate to the age and ability of the players
- Follow the advice of a physician when determining when an injured player is ready to resume training or competition
- Ensure that physical contact with a player is appropriate to the situation and necessary for the players skill development
- Keep up to date with the latest coaching practices and the principles of growth and development of children and young people
- Respect the rights, dignity of all participants regardless of their gender, ability, sexual orientation, cultural background or religion
- Avoid unaccompanied and unobserved activities with players and persons under the age of 18



- Be responsible in the consumption of alcohol products when permitted for yourself and others under your care
- Always act in accordance with SA Country's policies and procedures including the Member Protection and Social Media Policies