

Coaching Territorial Sports (Basketball) 12

District Name: Mission

District Number: SD #75

Developed by: Frank Chan and Anthony Luyken

Date Developed: February 2007

School Name: Heritage Park Secondary

Principal's Name: Bill Fletcher

Course Name: Coaching Territorial Sports (Basketball)

Grade Level: 12

Number of Course Credits: 4

Number of Hours of Instruction: 120 hours

Prerequisite(s): Coaching Territorial Sports 11
(completion of Level 2 theory and technical components must be completed before the Level 2 Practical component can be attempted).

Board Approval: March 13, 2007

Board Authority: _____

Course Synopsis/Rationale:

This course is designed to provide an opportunity for our students to achieve a Level 2 practical certification in basketball technical in the National Coaching Certification Program (NCCP). Completing the practical certification (along with our Coaching 11 course) will give the student complete Level 2 certification in basketball. Coaching Territorial Sports 12 requires NCCP Level 2 Theory and Technical components to be completed (completed in Coaching Territorial Sports 11). Coaching 12 requires students to demonstrate the skills and understanding of coaching strategies and techniques learned in Coaching 11 in a practical and real situation (basketball season of a team).

The coaching certification program is designed to allow coaches to develop competencies by progressing through specified levels. It is comprised of three elements: technical, theory and practical components. This class will allow the students to complete the practical portion of certification. The practical portion requires the observation of the student coaching a team for an entire basketball season. This portion cannot be completed until the theory and technical portions have been finished.

These concepts are taught in the Coaching Territorial Sports 11, our class will review the following concepts and the students will be required to demonstrate these concepts during their practicum:

- Socialization
- Teaching
- Analysis of skill
- Footwork and dribbling
- Individual offense
- Team offense
- Rebounding
- Defense
- Mental training
- Physical fitness
- Care and prevention of injuries
- Planning

By providing our students with this opportunity, we will be encouraging our students to understand the skills required to coach in the community and prepare them to coach in the community (possibly at an elementary school) if the opportunity arises. The student would also benefit from the exposure to the mental training and fitness aspects of the course. The expectation is the students would apply these concepts to their own sport training, thus improving themselves as athletes.

Organizational Structure:

Unit	Title	Time
1	Communication and Analysis of Skill	5 hours
2	Analysis of Footwork and Dribbling	15 hours
3	Application of Offensive Skills	25 hours
4	Implementation of Defensive and Rebounding Strategies	15 hours
5	Mental Training and Fitness	10 hours
6	Care and Prevention of Injuries	5 hours
7	Analysis and Implementation of Season Plan	10 hours
8	Application of Knowledge	25 hours
	Total Hours	120 hours

Unit Descriptions:

Unit 1: Communication and Analysis of Skill

Time: 5 hours

Students will become familiar with the numerous strategies of teaching a motor skill and then analyzing the taught skill. They will practice communication skills – emphasizing the skill of providing positive and constructive criticism using many techniques (e.g. “sandwich” method). The concepts of *leadership*, *motivation*, *encouragement*, *reinforcement* and *commitment* will be explored.

Learning Outcomes:

It is expected that students will:

- apply the techniques of motivation, positive reinforcement and constructive criticism to instruct players through practice
- demonstrate knowledge and adjustments of the individual skills for coaching basketball to different players
- apply the BDM (Basketball Development Model) of instruction
- demonstrate effective communication skills when analyzing and correcting individuals

Unit 2: Analysis of Footwork and Dribbling

Time: 15 hours

Students will be analyzing and teaching the proper footwork technique and dribbling technique prescribed by Basketball Canada. They will provide drills to show mastery of the skills and the instruction of these skills. Throughout the process, students will be modeling skills learned from the previous unit.

Learning Outcomes:

It is expected that students will instruct and reinforce:

- the proper mechanics for running, stopping, pivoting, jumping and defensive stance while demonstrating the physiological advantages and disadvantages of each technique
- proper footwork technique for the following skills:
 - shooting:
 - off dribble – providing instruction on both one-two stop and jump stop
 - off balance shots – hook shot, fade and pop backs
 - passing – situational passing – when to use when double teamed; off hand passing, no look/blind passes and passes in transition
 - defense (defensive stance, closeouts, shuffling, rebounding and recovery) – concentrating on the position of the hands and feet in relation to the court position
- a number of dribbling skills (e.g. crossover situational, behind the back situational, inside-out, inside-out cross, double cross) – concentrating on position of the ball on each move (i.e. wide ‘V’ on the crossover and accelerating through the move)
- effective communication skills when instructing individuals and groups

Unit 3: Application of Offensive Skills

Time: 25 hours

Students will continue to demonstrate communication skills learned earlier in the course, while applying the concepts of the motion offense (prescribed by Basketball Canada). They conduct practices and design drills to teach the concepts of *spacing*, *reading the defender*, *screening* and *fast break transition*. Other commonly used offenses will be introduced (Triple Post, Triangle and multiple continuity Zone offenses). Fundamental offensive skills will be emphasized.

Learning Outcomes:

It is expected that students will:

- instruct the concepts of *reading screens* and *fast break transition* (*sideline fast break and 5 on 4*) in full court situations
- an understanding of the proper technique of shooting and passing a basketball (concentrating on the alignment of joints for proper form and combination of lower and upper body through core stabilization for optimum performance)
- instruct fundamental penetration skills (one-on-one play) – demonstrating rocker step, double cross and jab steps
- demonstrate a variety of layups – straight, off hand, off foot, Ginobli (fake step)
- develop a variety of offensive plays or sets to demonstrate an understanding of basic defensive rotations and isolations
- demonstrate a variety of drills and adaptations to teach their team the above mentioned skills
- demonstrate advanced post play – Sikma, step back, and power pick up.
- demonstrate understanding of interior post play (team situations – more than one post and hitting cutters)

Unit 4: Implementation of Defensive and Rebounding Strategies

Time: 15 hours

Students will teach the principles of player-to-player and zone defenses (prescribed by Basketball Canada). They will conduct practices and design drills to teach the concepts of *team defense*, *help side* and *rotation*. They will teach proper defensive techniques in one-on-one player, two-player, three-player and five-player situations. Students will practice and design drills to teach rebounding skills and techniques.

Learning Outcomes:

It is expected that students will:

- demonstrate mastery of the recovery position and all the defensive positions (on ball, help and recover) relative to ball and court positioning
- demonstrate an understanding of the defensive principles of *rotations of middle penetration*, *baseline penetration* and *collapsing on the post*
- demonstrate forearm find and middle of body placement for rebounding

- identify the movement and placement of ball during offensive rebounding situations (when to go offside, same side and middle)
- demonstrate offensive rebounding techniques of spin, swim and lock down
- demonstrate the ability to provide players with different defensive strategies (i.e. player-to-player, 2-3 zone, matchup zones, etc.) and be able to determine which would provide the team with success
- demonstrate post play defense (play behind or front) and the techniques and understanding for each.

Unit 5: Mental Training, Fitness and Nutrition

Time: 10 hours

Students will learn the components of fitness, strength and mental training for peak performance. They will learn the principles of fitness and strength training and learn the methods for developing peak performance. Students will learn and perform different types of fitness and strength training (plyometric, Bosu ball, core, isometric, etc.). Mental training will involve relaxation and breathing techniques for high-stress situations. The course will aid in the development of strategies for positive mental rehearsal and imagery. Students will also learn the impact of nutrition for pre and post performance.

Learning Outcomes:

It is expected that students will provide the team with:

- mental training skills for peak performance (mental rehearsal, imagery, and self-concept)
- fitness plan for peak performance at appropriate time
- goals to develop personal fitness and motor abilities
- pre and post game activities to increase recovery and rejuvenation
- a personal detailed nutritional plan that delivers potential peak performance
- appropriate activities for personal stress management and relaxation

Unit 6: Care and Prevention of Injuries

Time: 5 hours

Students will learn emergency care for injuries that occur during a game. They will experience the proper decision making process for emergency situations. Students will learn possible ways to prevent injuries and rehabilitation for physical injuries (physiotherapy, massage therapy, etc.).

Learning Outcomes:

It is expected that students will:

- demonstrate an understanding of emergency care during an injury
- demonstrate proper decision making in an emergency situation
- demonstrate proper prevention techniques (taping, stretching - dynamic and static, pre- and post-competition)

Unit 7: Analysis and Implementation of Season Plan

Time: 10 hours

Students will learn to design a daily practice plan using the BDM. They will observe and research different strategies of practice. Students will also analyze a season plan for optimal performance and development. Students will design a training and workout plan for their chosen activity which will provide a timeline and demonstrate an understanding of peak performance development.

Learning Outcomes:

It is expected that students will:

- design and implement a practice plan demonstrating a time line and sequence for peak performance
- design a seasonal plan for peak performance at a given time
- identify environmental factors when planning and participating in physical activities in a practice

Unit 8: Application of Knowledge

Time: 25 hours

Students are required to coach a team for an entire basketball season. They will be observed for demonstration of the concepts and skills learned in the technical and theoretical portions of their training.

Learning Outcomes:

It is expected that students will:

- encourage the concepts of team work and fitness
- demonstrate an understanding of the skills learned in the technical and theoretical portions of Level 2 training
- design and execute a seasonal plan demonstrating an understanding of age, sequence and scope
- demonstrate the ability to apply game strategies and adjustments during game situations.

Instruction Components:

- direct instruction
- indirect instruction
- interactive instruction
- independent instruction
- modeling
- brainstorming
- group work
- videotape
- self and peer analysis

Assessment Components:

- thirty (30%) of the grade will be based on evaluation throughout the course. A daily written journal and a daily log of practice plans and season plan will be required. Daily participation will be graded. The preparation and implementation of a practice/season plan will be a reflection of the student's grasp of the concepts learned in this course.
- thirty (30%) of the grade will be based on the evaluation and implementation of the season plan
- forty (40%) of the grade will be based on the final evaluation on the NCCP Level Two exams towards the completion of the course.
- students will be required to coach a basketball team in the community.

Learning Resources:

- Books:
 - *Canada Basketball NCCP Technical Basketball Coaching Manual*
 - *Basketball BC Steve Nash Youth Coaching Manual (Pre-Level 1)*
 - *Coaching Basketball Successfully* – Morgan Wootten
 - *They Call Me Coach* – John Wooden
 - *Training Soccer Champions* – Anson Dorrance
- Visit to a practice run by a university/college coach
- Articles and information about coaching on Internet
- Possible guest speakers:
 - Greg Bay (head physiotherapist – Canadian National Soccer team)
 - Bruce Langford (head coach – Simon Fraser University)
 - Pat Lee (asst. coach – UCFV)
 - Allison McNeill (head coach – Canada Women's National basketball team)
 - Mike McNeill (asst. coach – Canada Women's National basketball team)
 - Teresa Kleindienst (Canada National basketball team player)
 - Kim Smith (Canada National basketball team player)
- DVD and videos:
 - Individual Improvement Drills – Tom Crean
 - The Shot – Shooting Drills and Techniques – Steve Alford
 - Heart of the Game – documentary Miramax Studios