



Coaches Manual

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Green Shoots

The Green Shoots programme is a national youth basketball programme that is designed to develop fundamental movement skills and implement a LTAD (Long Term Athlete Development) plan for Basketball Ireland culminating in selection for Irish under 15 development squad. Our goal is to make basketball a fun, enjoyable and social activity for children.

We have to prioritize the technical teaching with respect to the tactical teaching: the tactical only gives short-term results; the technical skills will follow the player for his/ entire career.

As a coach on the Green Shoots programme, one should always adhere to the following principles:

- Coaches should encourage players by praising their efforts as children like to be told that they are doing a good job.
- Coaches should recognise the individual differences of each child and work to address them differently/appropriately. There are different types of learning such as visual, verbal or kinaesthetic.
- New skills and games should be clearly introduced with a demonstration.
- Players learn 80% from what they see and only 20% from what they hear.
- If you are not capable of demonstrating, use your best player.
- During the demonstration, slow down when you want to emphasize the key part of the movement. If necessary, break the whole skill into several components.
- The most important and rewarding aspect of our job is coaching, and children who enjoy working with a coach leave the session happy and look forward to coming back next time.
- Sometimes allow the players to analyse their execution of the fundamentals. Let them realize if they can see and/or understand their mistakes.
- Break down the movement to correct the part that has to be analysed.
- Divide the corrections of the single player (while practice is running) from the collective corrections (stop the practice only every once in a while).
- The quantity and the rhythm of the corrections add to the quality and the intensity of the entire practice.

Stages of the development process

1 FUNDamentals

All participants will learn the fundamental movement skills at the appropriate stages of development. Basic skills such as balance, running form, jumping, and landing, throwing and catching will be introduced at the appropriate stage of development. Children will also be taught the correct technique for body weight squats and lunges. Through proper training in movement, children will develop an appreciation for physical activity and properly execute sport-specific skills.

2 Specialization

Specializing in sports such as basketball can lead to a lack of basic fundamental movement skills, overuse injuries, early burnout and early retirement. At an early age, children should be encouraged to try different sports and activities in order to build a more rounded athlete experience. A range of sporting activities will aid in children's overall athletic maturity and development for when they do specialize later on. Young athletes should also experience all positions while in the Green Shoots programme regardless of height.

3 Development Age and Maturity

We as coaches must recognise that not all children develop at the same rate. On average, females will develop faster than males and this should be catered to. We cannot apply the same LTAD model to all ages regardless of age or gender. Coaches must accept that participants in this programme will be learning skills and movement patterns for the first time and it is important not to rush their development or apply adult models to children's training sessions. LTAD and Athlete Development Model (ADM) strive to develop the whole athlete, which not only includes the skills of the game but also their mental, cognitive and emotional development as well.

4 Continuous Improvement

The game of basketball is constantly changing and evolving. We must strive to stay up to date with basketball trends and rule changes. Pathways for athlete development, including games or exercises should be shared without prejudice to all coaches in Ireland who are interested in implementing this system. Best practice implemented at all levels will aid in the overall development of basketball in Ireland

Stages of LTAD (Canada Basketball)

Canada Basketball has developed eight stages of Long Term Athletic Development. The following is a detailed summary of these stages that has been slightly modified to suit the needs of the Green Shoots programme. Basketball Ireland can learn from international best practice and cherry pick what has worked for governing bodies who have implemented Long Term Athlete Development strategies in the past.

1 Active Start (Males/Females 0-7 years)

Basketball is a late maturing sport, therefore it is not recommended that formal training or organised sessions that focus on form or skills are recommended.

2 Fundamentals (Male/Female 7-10 years)

To learn the basic basketball skills through modified games while still emphasizing fundamental movement skills in a fun and inclusive environment.

- **Technical Skills 20% (individual player)**
- **Multi-player game 30%**
- **Movement skills 20%**
- **Basketball skills 30%**

- Focus on fun inclusive games that incorporate basketball skills
- Focus on movement skills, running, jumping, landing, animal movements
- Include LTAD skills, squats, lunges, stretching (body weight)
- Ensure a fun and accepting environment
- Allow and encourage children to make mistakes while attempting games and exercises.

Decision Making

While playing basketball, athletes must be capable of thinking and acting for themselves without the aid of coaches. In training, the coach must provide the players with problems and encourage them to find a solution. Too often, coaches TELL players the solutions without allowing the players the valuable experience of learning. Mistakes in the early stages of development are acceptable and even encouraged in order to increase a depth of understanding. With this in mind, coaches should progress through the following phases of teaching.

Athletic Growth

1. Build athletes first and basketball players second

If players do not acquire the appropriate fundamental movement skills, these skills become the limiting factor in performance later on. For example; if a player cannot move from a lunge to a one-foot balance he/she will not be capable of correctly executing a one-footed layup.

2. Agility and Coordination

Coaches must spend time working to increase the player's ability to change direction and move in a synchronized manner. Players need to have the ability to use both hands and feet. This will greatly enhance their technical ability. Agility is an important component when training physical qualities such as strength, power and technique.

Agility is "A rapid whole-body movement with change of velocity or direction in response to a stimulus" (Sheppard 2006).

3. Balance

The more effective a player's balance, the quicker they will be able to move. In order to move with control, one first must find their balance. For example, if a player has his/her head too far forward in their defensive stance, in order to move backward, he/she must first get their head over their body before they can push backward. This costs valuable time.

4. Proprioception

Proprioception is the awareness of the body segments in time and space. Players should be aware of how their body moves and be capable of reacting quickly. A simple example of this can be demonstrated by telling a player to close their eyes and holding their hand behind their head, the innate sense that your hand is behind your head is proprioception. This sense is important to train in lower limbs for the prevention of ligament injuries.

4. Speed

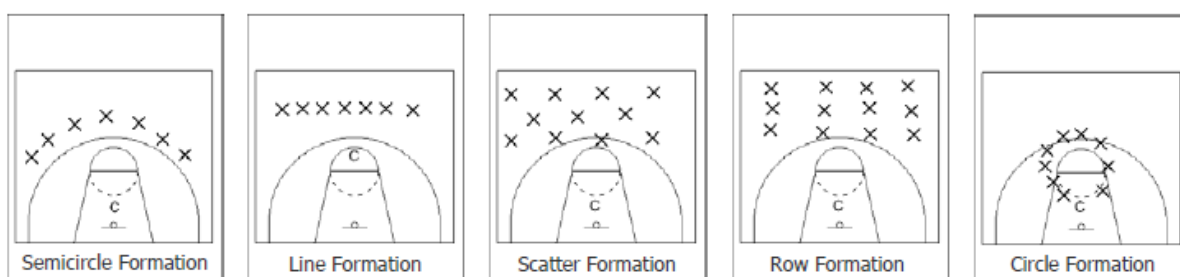
Speed needs to be trained every day. Players must constantly work to improve the speed at which they execute their skills. Caution!!!! The speed at which you execute your skills should never be faster than your vision, balance and co-ordination. For example, a player cannot dribble at maximum speed with his/her head down. This player

will not be able to see open teammates or if defenders are in his/her path. A player must be in full control of their body while operating at speed.

Teaching Techniques

1. Teaching formations

Learning can be enhanced by varying the physical arrangement of children for discussions and demonstrations. Ensure that children can see and hear you at all times while you are talking. Children should be close enough to make eye contact with you. If teaching in a circle, do not stand in the middle as it cannot be guaranteed that children can hear you or make eye contact.



*Note that when using the circle formation, try not to instruct from the centre of the circle. Participants behind you may have trouble hearing and seeing and lose interest or become discipline problems. In a circle formation, one should stand on the perimeter with the children, as part of the circle.

2. Five stages of skill development

Initiation (Technique Training) - First exposure to skill or game

Acquisition (Decision Training) - Learning and performing the skill

Consolidation (Guided Competition) - Can perform the skill while under pressure

Refinement (Live Competition) - Can perform consistently under pressure

Creative - Comfortable enough with the skill to vary and effectively perform

3. Helping children to listen and concentrate

Practice listening by teaching the kids to run in and form a semi-circle, challenge the kids to see how quickly they can perform this task.

Listen to the children and, within reason, allow them to voice their thoughts and concerns.

Become friends with the children and adopt a friendly, non-threatening posture.

Do not talk for too long, explain the task quickly, demonstrate for the group and allow the children to try the activity for themselves. They will be less likely to become distracted and will learn much quicker by experiencing the task for themselves.

Sample Lesson Plan

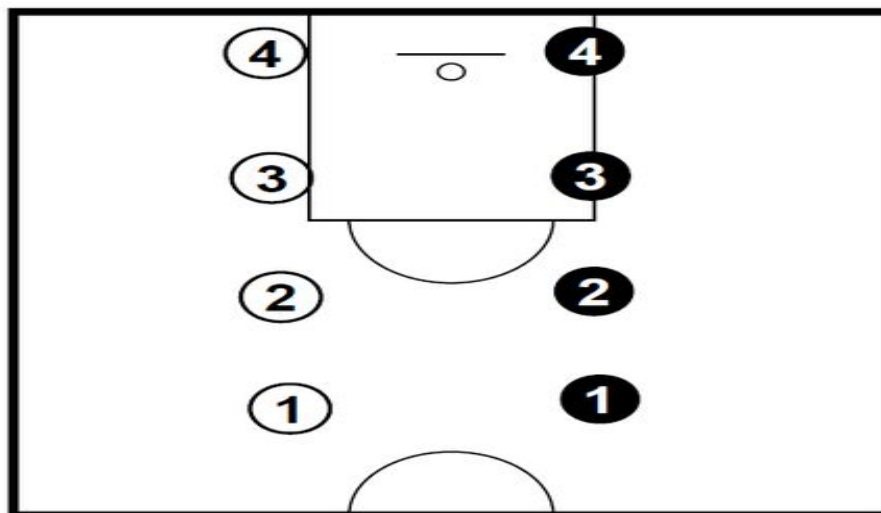
Getting Stated	Variable	Inspect venue, arrange equipment, greet children
Warm-up	5 minutes	Dynamic warm-up or use a fun game to get the children moving
Technique Training	20 minutes	Squats, lunges, animal movements
Fun Games	35 minutes	Can use games provided
Ball Handling Games	20 minutes	Individual, Pairs and Groups
Cool down and say goodbye	10 minutes	Take time to say good bye to each individual

Ball Handling

Equal time should be spent developing both left and right hands

1. Partner dribbling

Partner Dribbling
Drill Station



- Each player should have a ball. Players dribble the ball while facing each other. Each player will take turns to hold up a finger count. The opposite player must yell the number. Coaches can vary the type of dribble being used. The purpose of this drill is for players to be comfortable keeping their heads up while dribbling the basketball. This drill can be altered by getting players to “High Five” when they hear the whistle.

1.1 Partner competition

- Two players stand opposite each other with a cone (tennis ball, disk etc.) in the middle. Players will dribble the ball until they hear the coaches whistle, upon hearing the whistle both players will reach to pick up the cone. The first player to pick it up wins. Coaches will vary the type of dribbling.



2. Bulldog

**Bulldog
Drill Station**

Three or four players line up on the half way line with a basketball, the rest gather on the baseline without a ball.

**Bulldog
Drill Station**

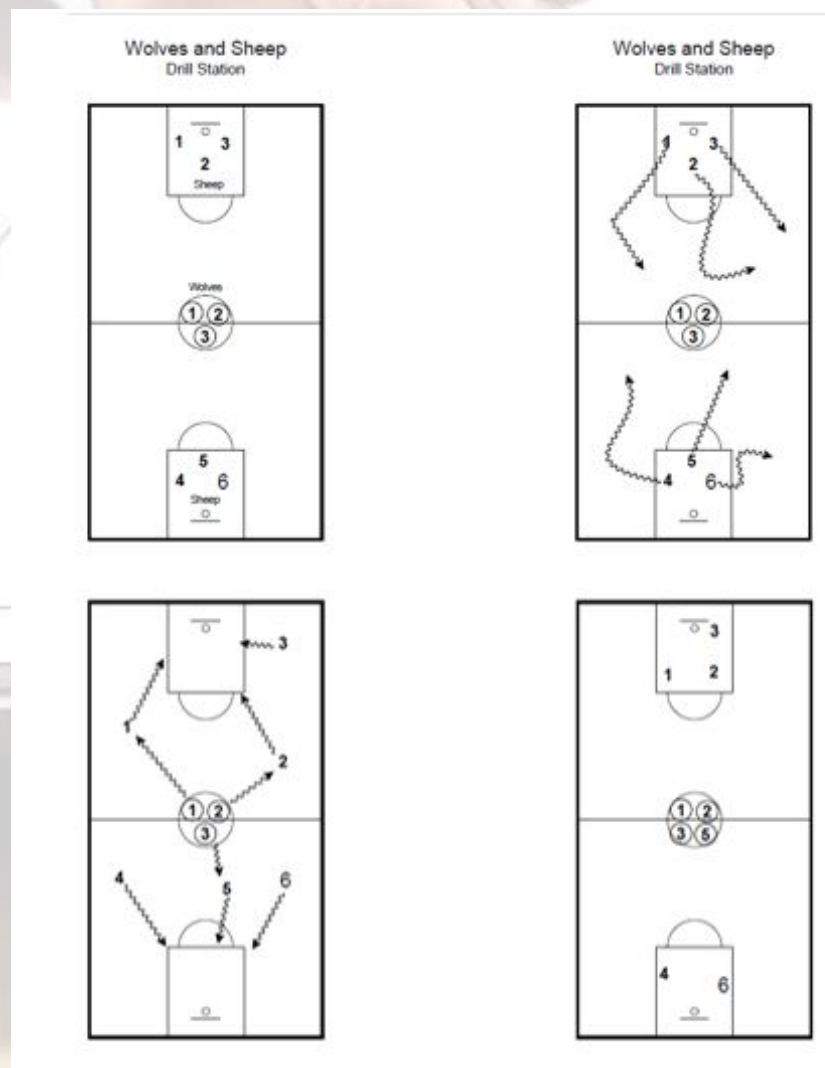
When the whistle sounds, the players on the baseline must run and make it to the other baseline without being tagged by the ball handlers on the half way line.

**Bulldog
Drill Station**

Players that are tagged must stand in a pre-designated area and have to do ball circles around waist and legs until the game is over.

3. Wolves and sheep

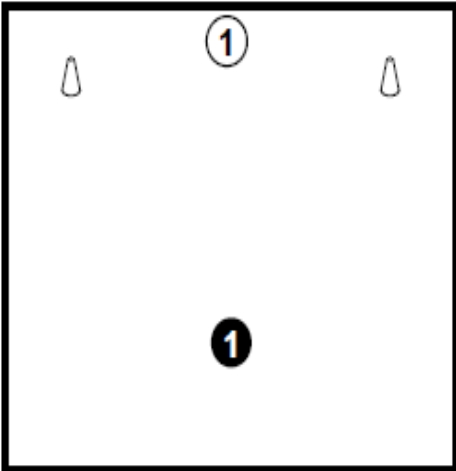
- Two or three good ball handlers are in the centre circle. Others are evenly divided in each key area (sheep's pen). When the coach yells "The wolves are out", the sheep can come out of their pens and dribble around the court. When the coach yells "The wolves are home", the wolves can dribble out of the centre circle and can tag the sheep, while dribbling. If the sheep are tagged before they can get back in the pen, they will become wolves for the next hunt.



4. Dribble Dodge-ball

Dribbling Dodge Ball
Drill Station

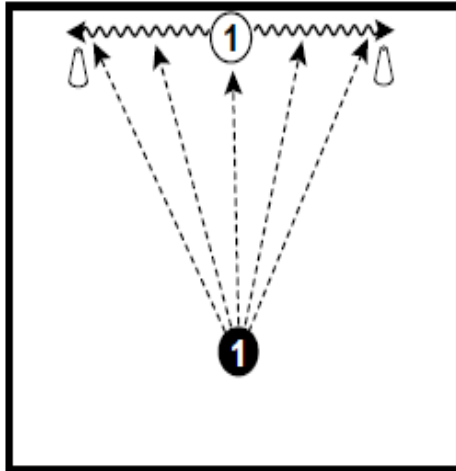
Wall or Bleachers



Place two cones about 15 feet apart about three feet from a wall. A player with a basketball starts in the middle, facing toward half-court to start. Another player will have a soft, spongy ball to throw at the dribbler. A deflated volleyball is normally good for this drill. Very good drill for agility, dribbling moves, and keeping your head up.

Dribbling Dodge Ball
Drill Station

Wall or Bleachers



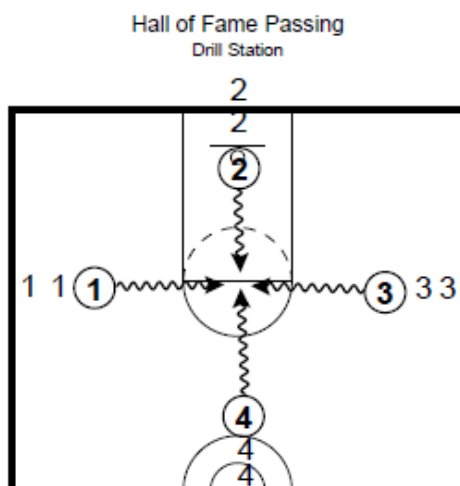
The dribbler dribbles from cone to cone, keeping their dribble and dodging the soft ball thrown by the other player. However, the dribbler can stay in one place however long they want to.

The rule is dribble moves must change each time they dribble between cones (i.e. cross over dribble the first time; between the legs the next time; behind the back, etc.). The tosser only gets five tosses to hit the dribbler. If the dribbler is hit with the soft ball they change with the thrower.

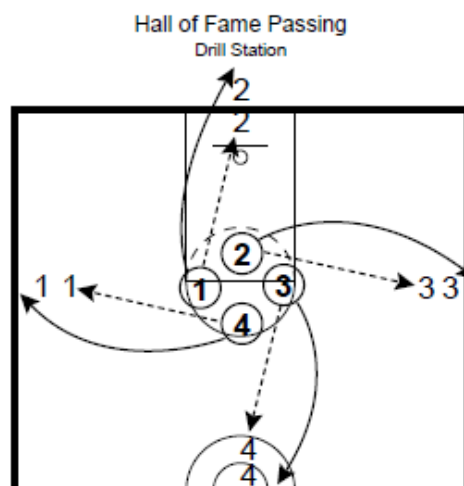
4.1 Team Dodge Ball

- Every player will have a basketball and is required to keep their dribble alive for the duration of the game (even when throwing).
- Two teams are selected and must stay in their pre-designated half of the court. Several soft balls such as deflated volley balls are introduced as dodge balls. Players on the two teams try to throw and hit players on the opposing team. When a player is hit with the dodgeball then they must sit out. If a dodgeball is caught by a player they can reintroduce a teammate to their team. A team will win the game when all opposing players have been knocked out.

5. Hall of Fame Passing



Players dribble to the center, jump stop and pivot towards a line and pass, then go to the end of the line that you passed to. Do the following pivots (presuming right handed shooter, with right foot in front): 1. Pivot off the front foot 2. Reverse pivot off the back foot 3. Reverse pivot off the front foot 4. Double pivot- pivot 180 degrees one way then swing around and pass.



Coaching Points

- Players need to keep their stance low, knees bent, to pivot correctly
- Players may get confused with the direction of their pivoting. Let them show initiative to talk and figure it out.

Variations

- One way to make the drill more games based once players have mastered the variations is to let players pivot how they want, but they cannot repeat the same pivot that was done before them, and they cannot pass to a player with a ball.

Video of this and other passing drills can be found here:

<http://buff.ly/2igxQC8>

Sample Games

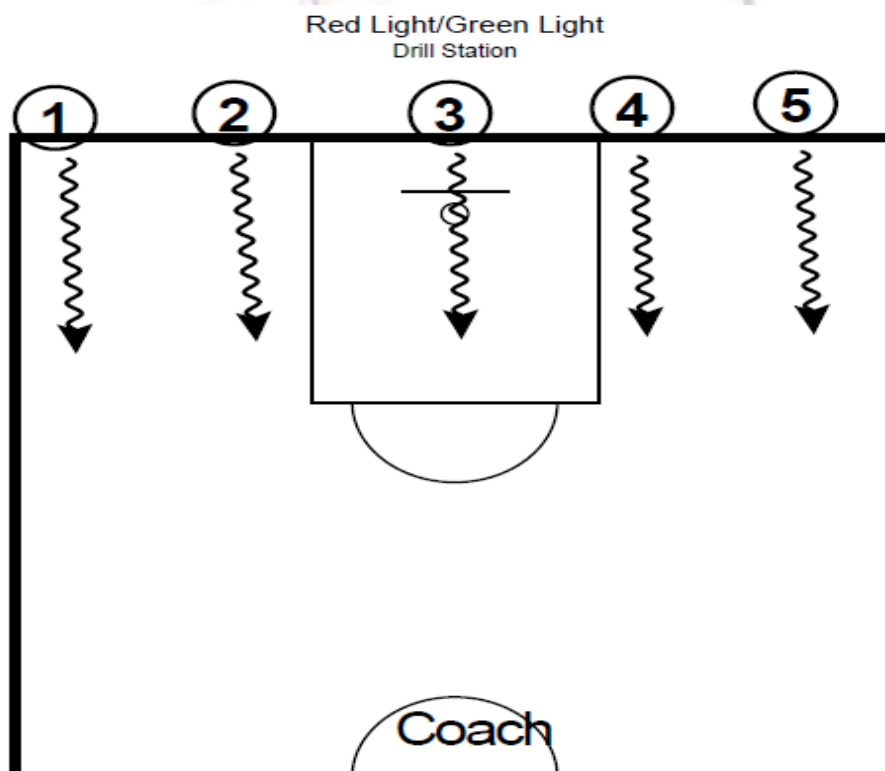
1. Animal Movements

- o Players spread out along baseline
- o Coach instructs players to move like animals towards opposite baseline; coach may instruct players to add in animal noise as well.
- o Repeat multiple times, having players act like a different animal each time.

Examples: Kangaroo, frog, snake, gorilla, bear, t-rex, lizard etc.

*Coach should have some fun and demonstrate some of the movements, Make this fun and encourage children to go outside of their comfort zone

2. Red light, Green Light



Each player has a ball and will line up along baseline. A coach or player will start with his/her back to the group at the other end. When the coach says "green light," the players proceed to move forward. When he/she yells "red light," all players must freeze on the spot. Anyone that is caught still moving must move back to the baseline and start over. Emphasis is on changing direction and speed and being under control.

3. Evolution

Players are scattered in an area on the court

- o All players start out as an egg and bend down in a tuck position with arms around their knees so they look like an egg.
- o When the game starts, each player must find another egg, introduce themselves and play a game of Rock, Paper, Scissors.
- o The player that loses stays an egg and the player that wins becomes a chicken, placing their arms as wings and making chicken noises as they walk around.
- o The chicken looks for another chicken and the egg looks for another egg to introduce themselves to each other and play Rock, Paper, Scissors.
- o If the player wins as a chicken, they become a lizard, down on all fours and rotating hips and leg forward to move forward.
- o The lizard looks for another lizard and plays Rock, Paper, Scissors. The winner will become a dinosaur, placing their hands out and roaring like a dinosaur; if players lose as a lizard, they go back to being a chicken.
- o Dinosaurs then find other dinosaurs who they play and if they win they become an ultimate being, if they lose as a dinosaur they go back to being a chicken.
- o Ultimate beings raise their hands over their head like superman and look for other ultimate beings to play.

4. Follow the Leader

Choose a player to be the first leader, every participant has a ball

- o Players follow the leader around the gym as leader performs various ball familiarization drills.
- o On whistle, the leader goes to the end of the line and the next player in line becomes the leader.
- o Leaders should be encouraged to be creative and use challenging tricks (various types of body circles, toss & catch etc.)
- o Make sure that all players have the opportunity to lead the group.

5. Turtle Chase

- Two players are on and must chase the rest of the group. If a player is caught, they must lie down on their back and put their legs and hands in the air. To be freed a player must roll them over onto their stomach. Make sure to swap players after a few minutes.