



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Coaches Manual

Youth Basketball

Ages 3 – 6

Contents:

Welcome	3
Y's Philosophy of Youth Sports	4
Your Role as a Coach	7
Safety Guidelines	9
Practice Outlines	20
Child Abuse Prevention	54
Volunteer Code of Conduct	59
League Rules	61
Contact Information	63



The Y's Mission: To put Christian principles into practice through programs that build healthy spirit, mind and body for all.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Welcome Coaches

Welcome to the YMCA Youth Sports

Thank you for agreeing to be a coach in the YMCA Youth Sports program. As a YMCA coach, you will introduce a group of young people to the game of basketball. We ask you to not only teach your players the basis kills and rules of the game, but also make learning the game a joyful experience for them. You see, we want them to play basketball not only for this season, but also for many years to come, and we want you to have fun teaching basketball because we'd like you to help us again next season.

Okay, let's get started. In this guide, you will find essential information about teaching basketball the YMCA way. In the first section, we will explain the philosophy of the YMCA Youth Sports. Next is your job description for being a YMCA basketball coach, with reminders about how to work with this age group. Then we will show you how to teach basketball and provide you with a season plan and a complete set of practice plans for this age group. In the next part we will explain how to teach the YMCA Youth Sports Values. In the last section we will discuss risk management procedures.

Please read the entire guide carefully and consult it regularly during the season. Your YMCA offers you the opportunity to participate in a YMCA Basketball Coaches Clinic. The three hour clinic will help you use this approach to teaching basketball and the values.

Let's Play!



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Philosophy of Youth Sports

YMCA of Greater Tulsa Philosophy of Youth Sports

What we want youth sports to be in the YMCA is stated in our Seven Pillars of YMCA Youth Sports:

Everyone plays: We do not use tryouts to select the best players, nor do we cut kids from YMCA Youth Sports. Everyone who registers is assigned to a team. During the season everyone receives equal practice time and plays at least half of every game.

Safety first: although children may get hurt playing sports, we do all we can to prevent injuries. We've modified each sport to make it safer and more enjoyable to play. We ask you to make sure the equipment and facilities are safe and to teach the sport as we've prescribed so the skills you teach are appropriate for the children's developmental level. We ask you to gradually develop your player's fitness levels so they are conditioned for the sport. We also ask you to constantly supervise your young players so you can stop any unsafe activities.

Character Development: Honesty, caring, respect, and responsibility are about playing by the rules and more. It's about you and your players showing respect for all that are involved in YMCA Youth Sports. It's about you being a role model of sporting behavior and guiding your players to do the same. Remember, we're more interested in developing children's character through sports than in developing a few highly skilled players.

Positive competition: We believe competition is a positive process when the pursuit of victory remains in the right perspective. The right perspective is when adults make decision that put the best interest of the children before winning the contest. Learning to compete is important for children, and learning to cooperate in a competitive world is an essential lesson of life. Though YMCA Youth Sports, we want to help children learn these lessons, and parents to do the same.

Family Involvement: YMCA Youth Sports encourages parents to be involved appropriately in their child's participation in our sports programs. In addition to parents helping as volunteer coaches and timekeepers, we encourage them to be at practices and games to support their child's participation.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Sport for all: YMCA Youth Sports is an inclusive sport program. That means that children who differ in various characteristics are included in rather than excluded from participation. We offer programs to all children regardless of race, gender, religious creed, or ability. We ask our adult leaders to encourage and appreciate the diversity of children in our society and to encourage the children and their parents to the same.

Sport for fun: Sports are naturally fun for most children. To love the challenge of mastering the skills of the game, playing with their friends, and competing with their peers. Sometimes when adults become involved in children's sports they over organize and dominate the activity to the point that it destroys children's enjoyment of the sport. If we take the fun out of sports for children, we are in danger of the kids taking themselves out of sports. Remember the sports are for the kids; let them have fun.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Job Description

Your duties as a coach

Here are your seven duties as a YMCA basketball coach

Teach the skills and tactics of basketball to the best of your ability: We want you to teach children the physical skills and tactics to play the sport to the best of their ability. Kids value learning these skills and tactics, and they respect those who can help them master them. Be a good teacher, but remember that not all children have the same ability to learn. A few have the ability to be outstanding, many to be competent, and a few to barely play the sport. We ask that you help them all be the best they can be. We will show you an innovative games approach to teaching and practicing these skills that kids thoroughly enjoy. These games are designed to be developmentally appropriate for the children you will be teaching. You will avoid monotonous drills in which youngsters stand in line waiting their turn, and instead keep everyone active practicing basic skills in game like conditions. To help you, we'll provide season plans and practice plans.

Help your players learn the rules and tradition of basketball: We will ask you to teach your players the rules of basketball as they learn the basic skills through the modified games of the sport. Beyond the rules, we'll also ask you to teach the basic traditions of the sport. By traditions, we mean the proper actions to show courtesy and avoid injury- in short, to be a good sport.

Help your players become fit and value fitness for a lifetime: We want you to help your players be fit so they can play basketball safely and successfully. However, we also want more. We want you to do so in a way that your players learn to become fit on their own, understand the value of fitness, and enjoy training. Thus, we ask you not to make them do push-ups or run laps for punishment. Make it fun to get fit for basketball and make it fun to play basketball so they will stay fit for a lifetime.

Help young people develop character: Character development is teaching children the core values: caring, honesty, respect, and responsibility. These intangible qualities are no less important to teach than kicking or defensive skills. We ask you to teach these values to children by conducting team circles, which are built into every practice plan, and demonstrating and encouraging behaviors that express these values at all times.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Help each child develop a sense of self worth: An essential goal in conducting YMCA Youth Sports programs is to help children gain a strong, positive sense of their worth as human beings. For each of us, our most important possession is self-worth. Please teach our children basketball in a way that helps them grow to respect themselves and others.

Make it fun: Make learning the game a fantastic positive experience so your players will want to continue playing for many years to come.

Being a good coach: Just what makes a good basketball coach?

A person who knows the sport of basketball well. If you're not familiar with the sport, be sure to attend the YMCA Basketball Coaches Clinic and study more about the sport on our training site:

A person who wants to teach basketball to young people and cares. Excellent teachers are motivated, have positives attitudes, and give the time to do the job well.

A person who understand young people, who possesses empathy. Empathy is caring about the young people you teach by showing you understand them.

We hope you will do your best to be a good basketball coach for the children on your team. By doing so, you can help them develop their spirits, minds, and bodies- the goal for all YMCA programs.

Youth Sports Pledge

Win or lose, I pledge before God to do my best, to be a team player, to respect my teammates, opponents and officials, and to improve myself in Spirit, Mind, and Body. Amen.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Safety & Risk Management Guidelines

One of your players breaks free down the field, dribbling the ball. But a defender comes up and accidentally trips the goal-bound player. Your player is not getting up from the ground and seems to be in pain. What do you do?

No coach wants to see players get hurt. But injury remains a reality of sport participation; consequently, you must be prepared to provide first aid when injuries occur and to protect yourself against unjustified lawsuits. Fortunately, there are many preventive measures coaches can institute to reduce the risk. They are:

Create the safest possible environment for your players, respond appropriately when players get hurt, and protect yourself from injury liability.

Equipment and Facilities Inspection

Another way to prevent injuries is to ensure that all players have adequate shin guards and that they wear them. Remember also to examine regularly the field on which your players practice and play. Remove hazards, report conditions you cannot remedy, and request maintenance as necessary. If unsafe conditions exist, either make adaptations to avoid risk to your players' safety or stop the practice or game until safe conditions have been restored.

Player Match-Ups and Inherent Risks

We recommend you group teams in two-years age ranges if possible. You'll encounter fewer mismatches in physical maturation with narrow age ranges. Even so, two 12 year old boys might differ by 90 pounds in weight, a foot in height, and three or four years in emotional and intellectual maturity. This presents dangers for the less mature. Whenever possible, match players against opponents of similar size and physical maturity. Such an approach gives smaller, less mature youngsters a better chance to succeed and avoid injury, and proves more mature players with more of a challenge. Closely supervise games so that the more mature do not put the less mature at undue risk.

Matching helps protect you from certain liability concerns. But you also must warn players of the inherent risks involved in playing basketball, because "failure to warn" is one of the most successful arguments in lawsuit against coaches. So, thoroughly explain the inherent



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

risks of basketball, and make sure each player knows, understands, and appreciates those risks.

The preseason parent meeting is a good opportunity to explain the risks of the sport to parents and players. Explain the accidents and injuries that are possible. Have a discussion about how to be careful and how to reduce possibilities of injuries.

Proper Supervision and Record Keeping

To ensure players safety, you will need to provide both general supervision and specific supervision.

General Supervision is being in the area of activity so that you can see and hear what is happening. You should be immediately accessible to the activity and able to oversee the entire activity, alert to conditions that may be dangerous to plays and to take actions protect them, and able to react immediately and appropriately to emergencies.

Specific supervision is direct supervision of an activity at practice. For example, you should provide specific supervision when you teach new skills and continue in until your athletes understand the requirements of the activity, the risks involved, and their own ability to perform in light of these risks. You need to also provide specific supervision when you notice players breaking rules or a change in the condition of your athletes.

As a general rule, the more dangerous the activity the more specific the supervision required. This suggests that more specific supervision is required with younger and less experienced athletes.

As part of your supervision duty, you are expected to foresee potentially dangerous situations and to be positioned to help prevent them from occurring. This requires that you know basketball rules that are intended to provide for safety. Prohibit dangerous horseplay and hold practices only under safe weather conditions. These specific supervisory activities will make the play environment safer for your players and will help protect your form liability if a mishap does occur.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

For further protection, keep records of your season plans, practice plans, and player's injuries. Season and practice plans come in handy when you need evidence that players have been taught certain skills, whereas accurate, detailed injury report forms offer

protection against unfounded lawsuits. Ask for these forms from your YMCA and hold onto these records for several years so that an "old basketball injury" of a former player doesn't come back to haunt you.

Environmental conditions

Most problems due to environmental factors are related to excessive heat or cold, though you also should consider other environmental factors such as severe weather and pollution. A little thought about the potential problems and a little effort to ensure adequate protection for your athletes will eliminate most serious emergencies that are related to environmental conditions.

Heat

On hot, humid days the body has difficulty cooling itself. Because the air is already saturated with water vapor (humidity), sweat doesn't evaporate as easily. Therefore, body sweat is a less effective cooling agent, and the body retains extra heat. Hot, humid environments make athletes prone to hear exhaustion and heatstroke. And, if you think it's hot or humid, it's worse on the kids-no just because they are more active, but because youngsters under the age of 12 have more difficult time than adults regulating their body temperature. To provide for player's safety in hot or humid conditions, take the following preventive measures.

Monitor weather conditions and adjust practices accordingly.

Acclimatize players to exercising in high heat and humidity. Athletes can make adjustments to high head and humidity over 7 to 10 days. During this time hold practices at low to moderate activity levels and give the players water breaks every 20 minutes.

Switch to light clothing. Players should wear short and white t-shirts.

Identify and monitor players who are prone to heat illness. Player who is overweight, muscled, or out of shape will be more prone to heat illness, as are athletes who work



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

excessively hard or who have suffered heat illness before. Closely monitor these athletes and give them water breaks every 15 to 20 minutes.

Make sure athletes replace water lost through sweat. Encourage your players to drink a liter of water each day, to drink eight ounces of water every 15 minutes during practice or competition, and or drink four to eight ounces of water every 15 minutes before practice or competition.

Replenish electrolytes lost through sweat. Sodium (salt) and potassium are lost through sweat. The best way to replace these nutrients is by eating a normal diet that contains fresh fruits and vegetables. Bananas are a good source of potassium. The normal American diet contains plenty of salt, so players don't need to go overboard in salting their food to replace lost sodium.

Water, water everywhere

Encourage players to drink plenty of water before, during and after practice. Because water makes up 45 percent to 65 percent of a youngster's body weight and water weighs about a pound per pint, the loss of even a little bit of water can have severe consequences for the body's systems. And it doesn't have to be hot and humid for players to become dehydrated. Nor do players have to feel thirsty; in fact, by the time they are aware of their thirst, they are long overdue for a drink.

Cold

When a person is exposed to cold weather, they body temperature starts to drop below normal. To counteract this, the body shivers and reduces blood flow to gain or conserve heat. But no matter how effective the body's natural heating mechanism is, the body will withstand cold temperatures better if it is prepared to handle them. To reduce the risk of cold-related illnesses, make sure players wear appropriate protective clothing, and keep them active to maintain body heat. Also monitor the wind chill.

Severe Weather



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Severe weather refers to a host of potential dangers, including lighting storms, the potential for tornadoes, hail, heavy rains (which can cause injury by creating slopping field conditions) and so on.

Lightning is of special concern because it can come up quickly and can cause great harm or even kill. For each five-second count from the flash of lightning to the bang of thunder, lightning is one mile away. A flash-bang of 10 seconds means lightning is two miles away. A flash bang of 15 seconds means the lightning is 3 miles away. A practice or competition

should be stopped for the day if lightning is three miles away or less (15 seconds or less from flash to bang).

Safe places in which to take cover when lightning strikes are; fully enclosed metal vehicles with the windows up, enclosed buildings, and low ground (under cover of bushes, if possible). It's not safe to be near metallic objects- flag poles, fences, light poles, metal bleachers, and so on. Also avoid trees, water, and open fields.

Cancel practice when under either a tornado watch or warning. If for some reason you are practicing or competing when a tornado is nearby, you should get inside a building if possibly. If not, lie in a ditch or low-lying area or crouch near a strong building and use your arms to protect your head and neck.

The keys with severe weather are caution and prudence. Don't try to get in that last 10 minutes of practice if lightning is on the horizon. Don't continue to play in heavy rains. Many storms can strike both quickly and ferociously. Respect the weather, and play it safe.

Responding to Players injuries

No matter how good and thorough your prevention program, injuries will occur. When injury does strike, chances are you will be the one in charge. The severity and nature of injury will determine how actively involved you'll be in treating it. But regardless of how seriously a player is hurt, it is your responsibility to know what steps to take. So let's look at how you should prepare to provide basic emergency care to your injured athletes, and how to take the appropriate action when injury does occur.

Being prepared



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Being prepared to provide basic emergency care involves three steps; being trained in cardiopulmonary resuscitation (CPR) and first aid; having an appropriately-stocked first aid kit on hand at practices and games; and having an emergency plan.

CPR and First aid training

We recommend that all YMCA coaches receive CPR and first aid training from a nationally recognized organization. You should be certified based on practical and written test of knowledge. CPR training should include pediatric and adult basic life support and obstructed airway.

Emergency plan

An emergency plan is the final step in preparing to take appropriate action for severe or serious injuries. The plans call for three steps.

Evaluate the injured player. Alert Y staff to the injury so they can begin necessary first aid or CPR.

Call the appropriate medical personnel. If possible, delegated the responsibility of seeking medical help to another calm and responsible adult who is on hand for all practices and games. Write out a list of emergency phone numbers and keep it with you at practices and games. Include the following phone numbers: Rescue unit, Hospital, Physician, Police, Fire Department.

Take each athlete's emergency information to every practice and game. This information includes who to contact in case of an emergency, what types of medications the athlete is using, what types of drugs he or she is allergic to, and so on.

Gives an emergency response card to contact person calling for emergency assistance. This will provide the information the contact person needs to convey and will help keep the person calm, knowing that everything he or she needs to communicate is on the card. Also complete to an injury report form and keep it on file for any injury that occurs.

Provide first aid- if medical personal are not on hand at the time of the injury, you should provide first aid care to the extent of your qualifications. Again, all Y staff are CPR and first aid trained, the following are important notes:

The Y's Mission: To put Christian principles into practice through programs that build healthy spirit, mind and body for all.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Do not move the injured athlete if the injury is to the head, neck, or back; if a large joint (ankle, knee, elbow, shoulder) is dislocated; or if the pelvis, a rib, or an arm or leg is fractured.

Calm the injured athlete and keep others away from him or her as much as possible.

Evaluate whether the athletes breathing is stopped or irregular, and if necessary, clear the airway with your fingers.

Administer artificial respiration if breathing is stopped. Administer CPR if the athletes circulation has stopped.

Remain with the athlete until medical personnel arrive.

Taking appropriate action

Proper CPR training and first aid training, a well-stocked first aid kit, and an emergency plan help prepare you to take appropriate action when an injury occurs. We spoke in the previous section to the importance of providing first aid to the extent of your qualifications. Don't play doctor with injuries, sort out minor injuries that you can treat from those for which you need to seek medical assistance.

Emergency steps

Check the athlete's levels of consciousness

Send a contact person to call the appropriate medical personnel, call the athletes' parents, and alert Y staff.

Send someone to wait for the rescue team and direct them to the injured athlete.

Assess the injury.

Administer first aid.

Assist emergency medical personnel in preparing the athlete for transportation to a medical facility.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Appoint someone to go with the athlete if the parents are not available. This person should be responsible, calm, and familiar with the athlete. Assistant coaches or parents are best for this job.

Complete an injury report form while the incident is fresh in your mind.

Minor injuries

Although no injury seems minor to the person experiencing it, most injuries are neither life-threatening nor severe enough to restrict participation. When such injuries occur, you can take an active role in their initial treatment.

Stop the bleeding by applying direct pressure with a clean dressing to the wound and elevating it. The play may be able to apply this pressure while you put on your gloves.

Do not remove the dressing if it becomes soaked with blood. Instead, place an additional dressing on top of the one already in place. If bleeding continues, elevate the injured area above the level of the heart and maintain pressure.

Cleanse the wound thoroughly once the bleeding is controlled. A good rinsing with a forceful stream of water, and perhaps light scrubbing with soap, will help prevent infection.

Protect the wound with sterile gauze or a bandage strip. If the player continues to participate, apply protective padding over the injured area.

Remove and dispose of gloves carefully to prevent you or anyone else from coming into contact with blood.

For bloody noses not associated with serious facial injury, have the athlete sit and lean slightly forward. Then pinch the player's nostrils shut. If the bleeding continues after several minutes, or if the athlete has a history of nosebleeds, seek medical assistance.

Strains and Sprains; the physical demands of basketball practices and games often result in injury to the muscles or tendons (strains), or to the ligaments (sprains). When your players suffer minor strains or sprains, immediately apply the PRICE method of injury care:

P Protect the athlete and injured body part from further danger or further trauma.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

R Rest the area to avoid further damage, and foster healing.

I Ice the area to reduce swelling and pain

C Compress the area by securing an ice bag in place with an elastic wrap

E Elevate the injury above heart level to keep the blood from pooling in an area.

Bumps and Bruises; inevitable, basketball players make contact with each other and with the ground. If the force of a body part at impact is great enough a bump or bruise will result. Many players continue playing with sore spots, but if the bruise is large and painful, you should act appropriately. Follow the PRICE formula for injury care and monitor the injury. If swelling, discoloration and pain have lessened the play may resume participation with protective padding; if not, the play should be examined by a physician.

Treating Bloody Injuries

You shouldn't let a fear of acquired immune deficiency syndrome (AIDS) stop you from healing a player. You are only at risk if you allow contaminated blood to come in contact with an open wound, so the surgical disposable gloves that you wear will protect you from AIDS should one of the players carry this disease. Check with your director or the YMCA of the USA for more information about protecting yourself and your participants from AIDS.

Serious Injuries

Head, neck, and back injuries; Fractures; and injuries that cause a player to lose consciousness are among a class of injuries that you cannot and should not try to treat yourself. In these cases you should follow the emergency plan. We want to examine more closely your role in preventing and handling two heat illnesses; heat exhaustion and heatstroke.

Heat exhaustion: heat exhaustion is a shock-like condition caused by dehydration and electrolyte depletion. Symptoms include headache, nausea, dizziness, chills, fatigue, and extreme thirst. Signs include pale, cool, and clammy skin; rapid weak pulse; loss of coordination; dilated pupils; and profuse sweating (this is a key sign).



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

A player suffering from heat exhaustion should rest in a cool, shaded area, drink cool water, and have ice applied to the neck, back, or stomach to help cool the body. You may have to administer CPR if necessary, or send for emergency assistance if the athlete doesn't recover or his or her condition worsens. Under no conditions should the athlete return to activity that day, or before he or she regains all the weight lost through sweat. If the player has to see a physician, he or she shouldn't return to practice until you receive written permission from that physician.

Heatstroke

Heatstroke is a life threatening condition in which the body stops sweating and body temperature is dangerously high. It occurs when dehydration causes a malfunction in the body's temperature-control center in the brain. Symptoms include the feeling of being on fire (extremely hot); nausea; confusion; irritability; and fatigue. Signs include hot, dry and flushed or red skin (this is a key sign); lack of sweat; rapid pulse; rapid breathing; constricted pupils; vomiting; diarrhea; and possibly seizures, unconscious or respiratory or cardiac arrest.

An athletic who has suffered heatstroke can't return to the team until he or she is released by a physician in writing.

Protecting Yourself

When one of your players is injured, naturally your first concern is his or her well-being. Your feelings for youngsters, after all, are what made you decide to coach. Unfortunately, there is something else that you must consider can you be held liable for injury?

From a legal standpoint a coach has 9 duties to fulfill. Following are your legal duties

1. Provide a safe environment
2. Properly plan the activity
3. Provide adequate and proper equipment
4. Match or equate athletes
5. Warn of inherent risks in the sport

The Y's Mission: To put Christian principles into practice through programs that build healthy spirit, mind and body for all.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

6. Supervise the activity closely
7. Evaluate athletes for injury or incapacitation
8. Know emergency procedures and first aid.
9. Keep adequate records.

Keep records of the season plan and practice plans that we provide, and of the player's injuries. Season and practice plans come in handy when you need evidence that players have been taught certain skills, and injury reports offer protection against unfounded lawsuits. Hold on to these records for several years so that an "old injury" of a former player doesn't come back to haunt you.

In addition to fulfilling these nine legal duties, you should check your YMCA's insurance coverage and your insurance coverage to make sure your policy protect you from liability.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Working with 3-6 Year olds

Behaviors of development

Motor/physical development- lots of energy. Enjoys running, galloping, jumping, dancing. Enjoys throwing balls, beanbags, etc.

Social/ Emotional Development- parallel play values into cooperative play. Friendships develop and many develop a special friend who they seek for play.

Cognitive Development- Imaginative. Appreciation for diversity, uniqueness in children.

Activities to promote development

Motor/Physical development- provides lots of physical activities, such as tricycles, balls, skipping ropes. Enjoys throwing activities such as Frisbees, balls, beanbags, ring toss, bowling, etc.

Social/ Emotional Development- Opportunities to get together with friends. Cooperative games, rules.

Cognitive development- Can recognize signs and logos. Understands and appreciated other children's individuality.

Language development- takes things literally. "You can't have your cake and eat it too!" would look around for cake?

Cognitive development- need to begin to make some of their own decisions by planning and managing their own time.

Motor/physical development- very energetic masters skipping, throwing a ball. Catching is still not mastered. By this age, it is evident whether they are right or left handed. At 5 years of age, body is poised and controlled. Will develop certain interests in sports. Physical skill development related closely to development of self esteem.

Social/emotional- Pleasant disposition to 5 ½ years. Then can become brash and disobedient over demanding and explosive. Need patience and understanding. Enjoys helping receiving praise for same. Shows pride in achievements.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

YMCA YOUTH SPORTS PRACTICE SESSION PLANS

WEEK 1

Warm-up (5 minutes)

Begin each practice with 5 to 10 minutes of warm-up activities to get players loosened up and ready to go.

Players free dribbles and handle the ball in space (one ball per player), using an area no larger than half-court.

Player's dribbles and shoot at a target: a hoop mounted against the wall, a bushel basketball at a low height against the wall, or a square or circle taped to the wall.

Fitness component (5 minutes)

Following the warm-up gather the players and briefly discuss the fitness concept for the practice.

Key idea: general fitness

Gather children into a group. "Everyone jump 10 times. Our muscles help us jump. When you use your muscles a long time without getting too tired, it improves your endurance, which means you can run longer without getting tired. Now run really fast to the free throw line and back." Wait for them to return. "Running strengthens your heart and lungs. Now touch your toes; try to keep your fingers down there while I count to 10. Stretching makes you flexible like a rubber band. When we play basketball, our bodies run, jump, and move. It makes our bodies stronger and improves our fitness, which means we can run play and play longer and faster. Having good physical fitness is important for basketball and for being healthy. Every practice we'll talk about fitness in our fitness circles. At the beginning of each practice, after the warm-up, we'll have a fitness circle. The fitness circle is a time during which we will learn more about how basketball makes you healthy and fit and how being healthy and fit helps you play better basketball."

Skills drills (15 minutes)

Introduce, demonstrate, and explain how to dribble without losing control.

Have your players practice dribbling without losing control.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Description

Individual- players should stand apart from each other (allow 15 seconds for them to move to their own space); on a signal, they begin dribbling around the court without losing control. Players stop and catch the ball quickly on a signal. Repeat three times using short intervals (20, 30, and 45 seconds).

Coaches' cue:

"Use your finger pads"

"Keep your eyes over the ball"

"Keep the ball low"

"Keep the ball at your side"

Game/play (10 minutes)

Description: dribble relay race

Divide players into 2 or 3 teams. Set up cones, chairs or parents and have players dribble to and/or around obstacles, and return to the line. The next player then takes their turn. Emphasize ball control instead of speed.

Team circle

Key idea: YMCA five core values

Gather the team into a circle. "This season we'll talk about five qualities of a good person and teammate. List the five core values: caring, honesty, respect responsibility & faith. Now ask the team "can you tell me ways to show caring to people? Good! The second is honesty. What ways do you show honesty? Next is respect. Do you know what respect is? The forth is responsibility. One way to show responsibility is to pick up after yourself. Don't wait for others to pick up after you. The fifth is faith. Believing in yourself is one way to show faith. Good teammates show these five values to each other." Ask the team to share ways to show the five values.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

WEEK 2

Warm- up (10 minutes)

Individual – players should stand apart from each other (allow 15 seconds for them to move to their own space); on a signal, they begin dribbling around the court without losing control. Players stop and catch the ball on a signal. Repeat this exercise three times in short intervals (20, 30, and 45 seconds)

Key idea: cardio respiratory fitness

Gather children into a group. “Everyone hold one hand up and make a fist. Squeeze your fist tightly, then let go. Keep tightening and letting go.” Children continue for 10 counts. “Your heart is a special muscle that tightens and relaxes just like your fist is doing. Your heart is about the size of your fist. Let’s put of fist over out chest. Every time it tightens, or beats, it pumps blood all over our body. When you run during basketball, your heart beats faster. The beats slow down when you slow down. Let’s run with high knees for 15 counts while we count together. Stop and feel your heartbeat by putting your hand over your chest.” Models for players. “Running strengthens your heart and lungs and improves your fitness.”

Description

Individual- each player practices dribbling. Have them try the following activities:

Dribbling and moving with the ball

Dribbling in different places around the body while stationary

Dribbling continuously while switching hands

Dribbling at different heights.

Coaches’ cue:

“Use your finger pads”

“Keep your eyes over the ball”

The Y's Mission: To put Christian principles into practice through programs that build healthy spirit, mind and body for all.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

"Keep the ball low"

"Keep the ball at your side"

Game/play (10 minutes)

Goal

Players keep possession of the ball using dribbling in a game

Description

Players will dribble down the court or around goals while being guarded by a defensive player. Player receives a point for each times they switch hands

Team circle

Key idea: caring

Gather the team into a circle. Stand in the middle of the group with a basketball. Pass to each child and give him or her a turn to pass back to you. "I am going to pass the ball. If a pass come to you pass the ball back to me." Work around the entire circle. Talk to children about having fun and learning when they come to practice. "Who had a turn to touch the ball?" wait for their responses. "I made sure everyone had a chance to touch the ball. Raise your hand if it felt good to be able to have a turn. How would you have felt if you did not have a turn?" listen to the responses. "We need to share the ball and take turns so everyone can learn and play. Sharing and taking turns shows you care."



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

WEEK 3

Warm-up (10 minutes)

Individual- each player has a ball to practice dribbling. Have them try the following. Have them try the following activities:

Dribbling an moving with the ball

Dribbling in different places around the body while stationary.

Dribbling continuously while switching hands

Dribbling at different heights

Fitness component (5 minutes)

Key idea: muscular strength and endurance

Gather children into a circle. "Everyone find your own space so that you don't bump your neighbor. You're going to run in your own spot for 30 seconds, then stop. Ready, go!" time the children and verbally let them know the time remaining; stop them at the end of time. "What part of the body did we use the most?" wait for their responses. "Muscles in our body help us to move our legs. Playing basketball well help our leg muscles get stronger and grow bigger."

Skills drills (15 minutes)

Introduce, demonstrate and explain how to pass and receive.

Have your players practice passing and receiving.

Description

Individual or pairs- demonstrate throwing and catching, and then have players practice some of the following throwing and catching activities.

The Y's Mission: To put Christian principles into practice through programs that build healthy spirit, mind and body for all.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Tossing to self and catching.

Catching from a skilled thrower.

Bouncing the ball to self and catching it.

Passing or throwing to a target.

Catching the ball in different places around the body.

Passing the ball against the wall and catching it.

Coaches' cue:

For receiving

"Target the hands"

"Keep your eyes on the ball"

"Reach for it"

For passing

"Put your hands on the sides of the ball, with your thumbs pointing to each other"

"Step forward with you preferred foot"

"Push the ball forward at chest level elbows out, and snap it."

(After the pass) "Move your thumbs down, backs of your hands facing each other, and weight forward."

Description: dribble relay race

Divide players into 2 or 3 teams. Set up cones, chairs or parents and have players dribble to and/or around obstacles, and return to the line. The next player then takes their turn. Emphasize ball control instead of speed.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Team circle

Key idea: Honesty

Gather the team into a group near two cones about 10 feet apart. "Can you step out of bounds when you have the basketball? What if it's an accident and nobody saw you? Those who think its okay to step out of bounds stand by this cone. Those who think it's not okay to step out of bounds stand by this one" wait for the children to choose. Ask them why they choose the cone that they did. Explain that stepping out of bounds, even when it's an accident, is against the rules. "What should you do if this happens? Those of you who think

You should just keep playing, stay at this cone; those of you who think you should tell the coach and give the ball to the other team, go stand by that cone." Wait for everyone to choose. "It's important to be honest. If you step out of bound with the ball, even if no one sees it, tell the coach and give the ball to the other team."



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

WEEK 4

Warm-up (10 minutes)

Individual- players dribble in different pathways:

Move in straight, curved and zigzag pathways in general space.

Follow the straight lines on the gym floor.

Move in a straight pathway, each time a player meets another player or hears your signal; he or she turns quickly to the right or the left and continues to dribbling.

Move throughout general space, quickly moving from side to side in a zigzag.

Key idea: safety and rules

Gather the children into the circle. "What are the easiest ways to get hurt while playing basketball?" wait for answers (slipping and falling, getting poked in the eye, getting hit in the face with a pass). "What's the best way to keep from getting hurt? How do we prevent these accidents from happening?" point out that while no sport is injury free, their risks of being hurt are much reduced when they follow the rules and care about each other.

Skills and drills (15 minutes)

Introduce, demonstrate and explain how to chest pass and bounce pass.

Have your players practice chest passes and bounce passes.

Description

Pairs-players passing to each other. After the have passed the ball four times, the change partners.

The Y's Mission: To put Christian principles into practice through programs that build healthy spirit, mind and body for all.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Coaches' cue:

"If you have the ball you must dribble to move."

"Pass on the move."

"Control the ball."

Lead your partner."

Game/ play (10 minutes)

Goal

Pairs of players will play as a team.

Description

2 v 1, modified half-court games- two players become partners and play against one defensive player, the one player must switch roles with the defensive player. Switch at least twice so all players get to play defense. Limit players to dribbling three times before passing. Do not call any traveling or double dribble violations.

Team circle

Key idea: respect

Gather the team into a group. "I'm going to ask you some questions about things I notice on the team. Tell me if you agree. Do you try to learn new skills at practice? Do you work hard to improve your skills? Do you help your teammates? Do you follow directions? Do you feel good about yourselves when you play a good game?" listen to responses following each question. "Think about players who will be your opponents. What qualities if things do they have or do? Are they the same as you?" Listen for yes or no. It's important to think of our opponents in the same way we think of ourselves. You respect yourself, and you should respect your opponents. They are a lot like you and are learning the same things."



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

WEEK 5

Warm-Up (10 minutes)

Pairs—Partners play follow-the-leader in single file while dribbling (have players leave three feet between them); they should switch who leads frequently.

Fitness Component (5 Minutes)

Key Idea: Healthy Habits Gather children in a circle. "Do you know that when your body doesn't eat healthy foods and get enough sleep it moves slowly? Let's pretend we have no energy to move because we didn't eat enough healthy foods or get enough sleep." Begin to move slowly and encourage the children to follow. Move extremely slowly. "Everyone stop. Now fill your bodies up with healthy foods. Pretend we are sleeping. When I say "Wake up!" you can move faster because you have enough energy and enough rest. Wake up and move faster. Stop! What are some other healthy habits you have learned?" Examples: daily exercises, brushing teeth, saying no to drugs, no smoking. It's important for everyone to practice healthy habits."

Skill Drills (15 Minutes)

1. Introduce, demonstrate and explain how to shoot baskets with a set shot.
2. Have your players practice shooting baskets with a set shot.

Description

Individual or pairs-players can practice shooting individual or in pairs in a game of around the key. For this game, mark shooting spots with tape in an arc around the basket (inside

The Y's Mission: To put Christian principles into practice through programs that build healthy spirit, mind and body for all.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

the key.) All shots should be close to the basket. Each player moves from spot to spot in order, shooting at each spot. If pairs are playing, player 2 gets the rebound and passes the ball back to player 1. Players should “high five” their partners when those partners score a basket.

Game/Play (10 Minutes)

Description: Dribble relay race

Divide players into 2 or 3 teams. Set up cones, chairs or parents and have players dribble to and/or around obstacles, and return to the line. The next player then takes their turn. Emphasize ball control instead of speed.

Team circle

Key idea: Responsibility

Gather the team into a circle. Stand in the middle of the circle with a basketball. You’ll try to dribble the ball out of the circle. The children will have 2 chances to keep the ball from escaping the circle. During one turn they’ll use minimal effort, and during the second they’ll use their maximum effort. “I am going to try to dribble the ball out of the circle. Everyone work together to keep the ball in the circle. Pretend that you are snails that can’t get to the ball fast enough.” Begin to dribble and try to get the ball out of the circle, reminding players that snails move slower. “This time move like busy bees that fly fast and keep moving.” Repeat activity, encouraging players to be “busy bees.” “When you try to be like busy bees, you’re being responsible to your teammates.”



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

WEEK 6

Warm-up (10 minutes)

Pairs-partners practice shooting in the game "Around the key". They keep track of the number of baskets made.

Fitness Component (5 minutes)

Key idea: flexibility

Bring a rubber band and show children or have them visualize one. "This rubber band is like our muscles. When I pull it, it stretches; when I let go, it pulls back to its original shape." Show the action of a band-stretch it out and back repeat using a gentle slow action. Your muscles are stretching just like the rubber band. When your body comes back, your muscles go back to their original shape. Everyone slowly reach down to the floor with your arms and then bring your arms back up." Have children repeat three times. "Your leg muscles need to stretchy because we use them a lot in basketball; it makes them more flexible. When muscles are flexible, it keeps them from getting hurt and makes the muscles feel good."

Skill drills (15 minutes)

1. Introduce demonstrate and explain how to start, stop and change direction quickly while dribbling

The Y's Mission: To put Christian principles into practice through programs that build healthy spirit, mind and body for all.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

2. Have your players practice starting and stopping changing direction quickly while dribbling

Description

Individual-players practice starting and stopping and changing directions quickly while dribbling, using the following activities:

Dribble moving slowly at first, and then gradually increase speed.

On a signal, quickly stop both moving and dribbling-jump stop.

Dribble in general space. On the signal, stop quickly in a front-back stance, maintain the dribble, and then continue moving forward on the signal. To increase the challenge, pivot in another directions and then continue moving.

Move from one basket to the next by dribbling, and then jump stop and shoot. All shooting should be close to the basket (within two feet)

Coaches' Cue:

For jump stops "stay in a balanced position"

"Keep a front-back stance"

"Bend the knees"

"Lower the body"

Game/ Play (10 minutes)

Goal

Players dribble and drive to shoot

Description

2 v 2, modified half-court game—if a team makes a basket, that team gets the ball again (gets a second turn). Designate the area (such as the lane) from which players must shoot to earn a point. Call modified double dribble and traveling violations. For example, a player

The Y's Mission: To put Christian principles into practice through programs that build healthy spirit, mind and body for all.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

can stop and start toward the basket three times before you call a double dribble violation, and a player can take four steps while not dribbling before you call a traveling violation. If a violation occurs, the team's opponent takes a turn.

WEEK 7

Warm-up (10 minutes)

Individual—each player dribbles from one basketball to the other, and then jump stops and shoots. All shooting should be close to the basket (within two feet).

Fitness component (5 minutes)

Key idea: muscular strength and endurance

Gather children in a group. Have a ball and show children the differences between dribbling with minimal effort and close to maximum effort. "Watch how the ball moves when I dribble it two different times." Show both dribbles to children. "Let's make a circle and you show me how you would dribble the ball. Now step back two big steps and show me a fast dribble as you go across the circle." Highlight the ball going farther in the second dribble. "You can dribble the ball farther when the muscles in your arms get stronger when you practice dribbling."

Skills drills (15 minutes)

Description

Individual –Each player practices dribbling. Have them try the following activities:

The Y's Mission: To put Christian principles into practice through programs that build healthy spirit, mind and body for all.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Dribbling and changing the speed of the movement (moving both fast and slow in general space)

Dribbling while changing directions forward and back or right to left.

Dribbling in the different pathways:

Move in straight, curved, zigzag pathways in general space

Following the straight lines on the gym floor

Move in a straight pathway. Each time a player meets another person or hears your signal; he or she turns quickly to the right or the left and continues dribbling.

Move throughout general space, quickly moving from side to side to side in a zigzag.

Coach: what are the different ways you have moved towards the basket (target) while dribbling?

Players: dribbling fast or slow, changing direction, and stopping and starting.

Coach: How do you do that?

Players: Keep the ball low; change hands; keep the ball at my side; use my finger pads; keep my eyes over the ball.

Coaches' cue:

"Use your finger pads.

"Keep your eyes over the ball."

"Keep the ball low."

"Keep the ball at your side."

Game/play (10 minutes)

Goal

Players keep possession of the ball using dribble.

The Y's Mission: To put Christian principles into practice through programs that build healthy spirit, mind and body for all.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Description

2 v 2, modified half-court game- each player attempts to dribble and shoot at a basket while being guarded by an opponent, the offensive team must pass twice or more before shooting. Teams earn a point if they dribble and attempt a shot close to the basket (for example, in the lane). Designate the area (such as the lane) from which players must shoot to earn a point. Call modified double dribble and traveling violations. If a violation occurs, the team's opponent takes a turn.

Team circle

Key idea: healthy habits

Gather the team in a group. "Today we are going to talk about healthy eating habits. I am going to say different foods and I want you to raise your hand to let me know which ones you think are healthy choices." Say a variety of unhealthy foods like candy, French fries, chips and also a variety of healthy food likes fruit, yogurt and & vegetables. Explain the importance of eating unhealthy foods in moderation. "By eating healthy food you will provide your body the energy it needs to perform different activities like running, jumping, and shooting a basketball.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

WEEK 8

Warm-up (10 minutes)

Pairs-partner 1 dribbles the ball 8 to 20 times and then passes it to partner 2. Partner 2 starts dribbling the ball forward and then passes it back to partner 1. The partners continue to dribble and pass from one end of the gym to the other.

Fitness component (5 minutes)

Key Idea: training and conditioning

Gather children into a circle. "What will you do tonight after you eat dinner?" Wait for their responses. "At the ends of the day what do you do?" Encourage children to discuss sleep. "Let's pretend you are at your homes, and you climb into bed to go to sleep. Everyone lie down. Now let's pretend its morning and a new day. You don't have basketball practice today. Your body needs to move to stay in good physical condition for basketball. What should we do to move our bodies?" Wait for their responses if a child suggests biking, walking or swimming, and so on, have everyone pretend to do that activity. Then have them "sleep" again, wake up, and choose another physical activity idea.

The Y's Mission: To put Christian principles into practice through programs that build healthy spirit, mind and body for all.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Skills drills (15 minutes)

Introduce, demonstrate, and explain how to keep possession on the ball while dribbling.

Have your players practice keeping possession of the ball while dribbling.

Description

Individual—each player practices dribbling. At this point you should provide players with situations in which they must dribble with either hand without looking at the ball. Set up obstacles so players can learn to vary the force of the bounce.

Here are some examples:

Dribble in different pathways:

Play follow-the-leader- with a partner (followers are three feet behind).

Design strategies to outwit an imaginary opponent from baseline to baseline.

Dribble around stationary obstacles. Set up cones markers three feet apart. Players try to dribble 60 seconds without bumping into cones.

Dribble around stationary players. Divide players into groups of five to six players. One player is the dribbler. The other players in the group become the obstacles and arrange themselves in a zigzag obstacle pattern down the floor. The players try to make the dribbler lose control of the ball. They can stretch and pivot, but cannot move from their spots; the defensive players cannot touch the ball or the dribbler. (When the player is ready, you can make this exercise more challenging by allowing the defensive players to touch the ball but not the dribbler.)

Dribbling against an opponent. Match the players with similar skill levels. Partner 1 begins dribbling and moving toward the baseline while Partner 2 plays cooperative defense. Increase the difficulty by moving the active defense. If Partner 2 takes the ball away before seconds are up, he or she gives it back; when 30 seconds are up, partners switch roles.

Coaches' cues

"Keep your body between the obstacles and the ball."



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

"Keep the ball at our side."

Practice 8

Coach: What ways can you move to protect the basketball from your opponent when dribbling?

Players: Keep the ball on my side; keep the ball low; and change directions

Game/play (10 minutes)

Goal

Players keep possession of the ball until they shoot.

Description

3 v 2 modified half-court game – Three players play offensive and two players defend, then two offensive players must switch roles with the defensive players. Switch at least twice so all players get to play defense. Players earn a point if they keep possession of the ball (dribble with control) until they shoot or they attempt a shot close to the basket.

Designate the area (such as the lane) from which players must shoot to earn a point. Call modified double dribble and traveling violations. If a violation occurs, the team's opponent takes a turn.

Team circle

Key idea: safety

Gather the team in a group. "Today we are going to discuss safety. What would you do if you are playing basketball and one of your teammates get hurt and the coach did not see what happened?" wait for their responses. Explain to the team that she should immediately go tell an adult what happened and be ready to help out if necessary.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

WEEK 9

Warm-up (10 minutes)

Pairs – the defensive player moves in a defensive position in front of the offensive players, who is dribbling slowly and then gradually dribbles faster in a zigzag pathway. The offensive player changes speed and directions. The players move down the length of the floor then switch roles.

Fitness components (5 minutes)

Key idea: muscular strength and endurance

Have children spread out in a group. “Put your hand on the front of your thigh, then lift your leg up and set it down. Did you feel the muscle get tight when you lifted it up and set it down? Try it again five times.” Assist players if needed. “Muscles tighten or contract when you move. You use your thigh muscles and quadriceps when you play basketball. The

The Y’s Mission: To put Christian principles into practice through programs that build healthy spirit, mind and body for all.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

more you practice, the stronger your thigh or quadriceps muscles will get. That's called improving your muscular strength."

Skills drills (15 minutes)

Introduce, demonstrate and explain how to defend against an opponent.

Have your players practice defending an opponent.

Description

Paris—Match players of similar skill. The defensive player moves in a defensive position in front of the offensive player, who dribbles slowly then gradually faster in a zigzag pathway. Then have players perform the same exercise and switch roles. Have players change partners every three to five minutes.

Coach: What do you do when you are playing defense?

Players: Try to get the ball and protect the basket.

Coach: How do you defend your basket?

Players: Play the person with the ball and try to get the ball.

Coaches' Cue:

For basic defense position

"Keep the knees bent."

"Keep your body low."

"Put one hand up, one hand down."

"Keep a wide stance."

Playing for defense

"See the ball, not the opponent." (Players should focus on the ball not the person dribbling it.)

Game/play (10 minutes)

The Y's Mission: To put Christian principles into practice through programs that build healthy spirit, mind and body for all.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Goal

Players learn the basic defensive technique

Description

3 v 3, short-court game—defensive players earn point when they take the ball away. Limit offensive players to dribbling the ball three times or less before passing. Call modified double dribble and traveling violations. The defender can touch the ball, but he or she cannot touch the opponent. If a violation occurs, the opponent gets the ball.

Team circle

Key idea: Family Involvement.

Gather the players and parents into a group. Start a discussion about family and what family mean to them. Tell them it is important for family members to be supportive of their child playing sports. As for examples of how family members can be supportive of the child playing sports. Suggest that family members take a few minutes to reinforce some of the skill covered in practice. Play 1v1 with the child, practice dribbling, shoot basket, etc.

WEEK 10

Warm-up (10 minutes)

Pairs—the defensive player moves in a defensive position in front of the offensive player, who is dribbling slowly and then gradually dribbles faster in a zigzag pathway. The offensive player changes speed and directions. The players move down the length of floor, and then switch roles.

Fitness Component (5 minutes)

Key Idea: Healthy Habits

Gather children into a group. “When I say ‘Go!’ we will all run as fast as we can, without bumping into each other, staying in this area.” Mark boundary areas for children. “Ready, go!” have children run for about a minute or until fatigued. “You had enough energy to run.

The Y's Mission: To put Christian principles into practice through programs that build healthy spirit, mind and body for all.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

But when toy don't take care of your body, you can get tired must faster playing basketball. I am going to say a habit and you shout if it is healthy or unhealthy." Examples: taking drugs, smoking brushing teeth, drinking plenty of water, getting plenty of sleep/rest, eating a variety of food.

Skills drills (15 minutes)

Introduce, demonstrate, and explain how to dribble and pass in a game situation.

Have your student's practice dribbling and passing in a game situation...

Description

Group of four—three players dribble and pass while the fourth player tries to steal the ball. Rotate the player trying to steal the ball every two minutes. This is a no-contact game. Limit the space for the game to half of a short court.

Coach: What do you have to do to work as a team?

Player: You have to help each other out and support your teammate.

Coach: How do you help each other out?

Players: You get ready to receive a pass and more around.

Coaches' Cue

"Change directions, speed, and pathways."

Game/play (10 minutes)

Goal

Groups of three players will play as opposing teams.

Description

3 v3, short-court game—Limit players to dribbling three times or less before passing (you can modify the number of dribbles as necessary). Call modified double dribble and traveling violations. If a violation occurs, the team's opponent takes a turn. Also call modified foul



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

violations. This allows the defender to touch the ball, but not the opponent. If a violation occurs, the opponent gets the balls.

Team circle

Key idea: keeping Perspective

Gather the team into a group near two cones about 10 feet apart. "What did you most enjoy learning in basketball this season?" listen to their responses. "Players, who thought they tried their best to learn, stand by this cone. Players, who think they had fun this season, stand by this cone. Both of those are important. You should try our best and have fun no matter what happens during the season. The most important thing in basketball is to have fun playing with friend and to learn new skills. I think you all did that!"

Family Huddle's

The family huddles have three goals.

- 1 To encourage practicing sports skills at home.
- 2 To encourage practicing values at home.
- 3 To strengthen the family through more communication and involvement.

After each practice the coach will distribute the Family Huddles. Each week has an assignment that relate to the weekly practice plan. The Family Huddles will have drill that can be used at home. Each week the skill used in those drills will have the same skill

The Y's Mission: To put Christian principles into practice through programs that build healthy spirit, mind and body for all.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

covered at the weekly team practice. Likewise, the Family Huddles have activities and assignments centers on the value that was discussed during the Team Circle at the weekly practice. If they do, the coach will reward them with the Values Incentivizes. Each age group and sport has a different incentive. The YMCAs encourage the coaches to make this fun and exciting process for the youth. This is an important component to the YMCA Youth Sports programs.

Family Huddles #1

Introduction to the YMCA Values

Take home drills: Practice dribbling. Try to keep the ball under control and dribble 10 times consecutively using either hand.

Family Fun- The five values of the YMCA are respect, responsibility, honesty, caring, and faith. They have colors associated with them. The colors are Yellow-respect, Green-responsibility, Blue-honesty, Red-caring, and White-faith. Talk together as a family and give examples of different family values. Write down an example for each of the values.

The Y's Mission: To put Christian principles into practice through programs that build healthy spirit, mind and body for all.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Activity- Have you child color the balloons below the corresponding to the color of the values.

Family Huddles #2- Responsibilities

Take home drills

With a relative or a friend, have the player practicing bounce passing.

Family fun! Responsibility is one of the five YMCA values! Review with your child the responsibility of learning their own, as well as their parents identification information and important phone numbers. Discuss what an emergency phone number is. Talk with him/her about when and why the emergency number should be used. Have the child learn their full name, mom's & dad's full names, and their home phone numbers.

The Y's Mission: To put Christian principles into practice through programs that build healthy spirit, mind and body for all.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Activity- Have your child draws a picture of a policeman, fireman, and neighbor in the appropriate box.

Emergency Phone Number is _____

Policeman

Fireman

Neighbor

All about me

My Full Name

My Mom's Name

My Dad's Name

My Phone Number

FAMILY HUDDLE #3- Respects

Take Home Drills:

At home, have players dribble the ball around parents. Encourage the player to use either hand.

Family Fun – When you are at home, make sure you respect your parents by always keeping your room clean and by picking up things in rest of the house. Always put your toys, clothes, and other items away when you are through with them.

The Y's Mission: To put Christian principles into practice through programs that build healthy spirit, mind and body for all.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Activity- Help your child completes the word search.

R	C	A	Y	M	C	A
E	L	H	E	L	P	B
S	E	F	E	D	C	N
P	A	G	H	I	J	I
E	N	N	M	L	K	C
C	U	O	P	Q	R	E
T	P	S	H	A	R	E

Word Search

NICE RESPECT CLEAN UP SHARE HELP
YMCA

FAMILY HUDDLES #4- Honesty

Take Home Drills:

With a parent or friend, practice bounce and chest passing, alternate distance between each other.

Family Fun- Honesty is another of the five values of the YMCA programs, what ways do you show honesty? When you are honest people will trust you. Ask your family to give examples of times when they were honest.

The Y's Mission: To put Christian principles into practice through programs that build healthy spirit, mind and body for all.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

FAMILY HUDDLES #5 – Caring

Take Home Drills:

Practice overhead passing with a partner.

The Y's Mission: To put Christian principles into practice through programs that build healthy spirit, mind and body for all.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Family Fun-f the five values we talk about in YMCA programs. It is very important that we are always caring for others. Discuss ways to show caring towards family member, friends, and pets.

Activity- Have your child fills in a word that shows carting that corresponds for each letter.

C

A

R

I

N

G

FAMILY HUDDLE #6 – Faith

Take Home Drills:

The Y's Mission: To put Christian principles into practice through programs that build healthy spirit, mind and body for all.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Practice shooting. Use a basketball goal if you have access to one. If you do not have one access to a goal, designate a target that is the appropriate height of a goal and have the player aim for the target using proper shooting technique.

Family Fun – Faith is another YMCA value used in all programs. Your child needs to have faith and believe in themselves. To increase your child's faith or belief in their abilities, set aside time to practice each week. Encourage your child and be positive to help build his/her self-confidence.

Activity – Color the basketball.

FAMILY HUDDLES #7 – Family Involvement

Take Home Drills:

The Y's Mission: To put Christian principles into practice through programs that build healthy spirit, mind and body for all.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Practice by playing 1 v 1. Have your child switch between being the offensive player and defensive player.

Family Fun – As a family, make a list of different activities that you enjoy doing together. Discuss the importance of doing special activities as a family.

Activity – Have the child draw a picture of their favorite family activity in the space.

FAMILY HUDDLE #8 – Safety

Take home Drills:

The Y's Mission: To put Christian principles into practice through programs that build healthy spirit, mind and body for all.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Set up 5 cones (or use other objects) a few feet apart and have the child dribble in between the cones. Repeat using either hand 5 times.

Family Fun – Discuss the importance of safety in sports. Talk about the importance of hydrating your body properly, having a balance diet, warming up, and stretching.

Activity – Have you child color the different pictures that keep people safe while playing sports, ask them why the might be important.

FAMILY HUDDLE #9 – Healthy Habits

The Y's Mission: To put Christian principles into practice through programs that build healthy spirit, mind and body for all.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Take Home Drills:

A parent or friend plays the offense and dribbles the ball while the player plays proper defense. Run around the yard or park in different directions.

Family Fun – When you go grocery shopping, take your child and together shop for healthy foods for your family. Ask your child what is a healthy food to eat and what is not healthy to eat for your body. Fix and eat a healthy meal together as a family one night.

Activity – Have your child circle the foods that are healthy and good for his/her body.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

FAMILY HUDDLE #10 – Community Involvement

Take Home Drills:

Have a family or neighborhood basketball game. Review skills learned during the season.

Family Fun – Get the entire family together and go through all your old clothes and toys. Pick out the clothes you don't wear and the toys you don't play with anymore. Bag all clothes and toys up and take them too the local donation center, such as Goodwill. Giving back to your community can be done in many ways.

Activity – Have your child color the house below.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Child Abuse Prevention and Detection

Definitions of Child Abuse

Physical: an injury or pattern of injuries that happen to a child that is no accidental. These injuries may include beatings, burns, bruises, bites, welts, strangulation, broken bones, or death.

Neglect: neglect occurs when adults responsible for the well-being of a child fail to provide for or protect the child. Neglect may include not giving food, clothing, or shelter; failing to keep children clean; lack of supervision; and withholding of medical care.

Emotional: any chronic and persistent act by an adult that endangers the mental health or emotional development of a child including rejecting; ignoring; terrorizing; corrupting; constantly criticizing; making mean remarks; insulting; and giving little to no love, guidance, or support.

Sexual: sexual abuse is the sexual assault or sexual exploitation of children. Sexual abuse may consist of numerous acts over a long period or a single incident. Children can be victimized from infancy through adolescence. Sexual abuse includes rape, incest, sodomy, fondling, exposing oneself, oral copulation, penetration of the genital or anal openings, as well as forcing children to view or appear in pornography. The perpetrator keeps the child from disclosing through intimidation, threats, and rewards.

In the United States between 1 and 3 and 1 in 4 females are sexually abused as children. At least 1 in 7 males have been sexually assaulted before they reach the age of 18. (Johnson and for kids sake, inc. 1992)

In 75 percent of sexual abuse cases the child knows the offender (USDHHS, Child Maltreatment 2000)

More than 3 million cases of child abuse are reported to child protective services each year (USDHHS, Child Health USA 2002) child abuse and maltreatment consists of several different types of behavior, including neglect (49 percent of all reported cases in 2001), physical abuse (18 percent), sexual abuse (9 percent), emotional and domestic violence (4 percent), and other forms of maltreatment (23 percent). More than 1,200 children die each year as a result of being abused or neglected (USDHHS, Child maltreatment 2001)

The Y's Mission: To put Christian principles into practice through programs that build healthy spirit, mind and body for all.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

The Y's Mission: To put Christian principles into practice through programs that build healthy spirit, mind and body for all.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Guide for responding to the abused child

Feelings of anger, guilt, denial, confusion are normal reactions to have. The way we respond to children will affect them. The best response is to go slowly, not to ask for too much information too quickly, and to keep the focus on the child's needs. This means that the adult responding should not focus on revenge toward the abuser or his or her own guilt. Such a response will only frighten the child.

Believe the Child

Experience in treatment and reporting indicates that children seldom make up stories about abuse. Even if the story is false or exaggerated, there may still be serious family problems.

Be a good listener

Allow the child an opportunity to talk freely with you if he or she is comfortable but also remember to respect the child's right to silence.

Reassure the child

Let the child know that sharing this information with you was the right thing to do. Let the child know that you will try to keep him or her safe and help the family. Be honest with the child regarding your responsibility to report the incident. Do not promise not to tell. Be careful not to make any promises about what may or may not happen.

Help relieve the child of guilt

Children often believe they are to blame for the abuse. Explain that what happened was the responsibility of the adult or the bigger child.

Be available to the child

For some children, the abuse may not have been traumatic, but the subsequent intervention was. The child may need your support and understanding during this family crisis.

Protect the Child's right to privacy

You may assume the special role to advocate for the child by reminding his or her peers or staff about the child's right to privacy.

Follow up

The Y's Mission: To put Christian principles into practice through programs that build healthy spirit, mind and body for all.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Mandated reporting sources usually wonder about the results of having made a report. They can call child protective services and find out if the case has been opened, the name of the assigned worker, and if the child has been placed in a foster home. They can also ask for a report on the child's progress. Because the family right to privacy is very important, however, the child protective services worked may not be able to give certain information.

The ways in which adults respond to the abused child influences the level of anxiety that the child feels. Our goal is to lessen the trauma for the child. The decision to report may pose personal and family conflicts. Regardless of the situation, failing to report allows the problem to continue. By reporting suspected child abuse, we not only protect the child but also may make the difference between a lifetime of guilt, and one of healthy family relationships.

Source: adapted from a handout developed by Child Abuse Prevention Services, Inc.
Lansing, MI.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Electronic communication guidelines between volunteers and youth

Volunteers should not send text messages to youths and/or replay to text messages from youths. If a youth attempts to communicate with a volunteer via text, the volunteer must notify the program director immediately.

Volunteers should not communicate with youths using social networking websites like facebook, twitter, or myspace. Personal social networking profiles and blogs of volunteers must be private and inaccessible to youths. Volunteers with profiles on social networking sites may not request to be friends with youths or approve friend requests from youths.

Volunteers should not instant message with youths or e-mail youths. Communication should happen between the parent and the volunteer as opposed to the youth & the volunteer. All e-mail communications with parents should be copied to the program director as well. If a youth attempts to communicate with a volunteer via e-mail or instant message, the volunteer should notify the program director immediately.

Top 10 warning signs of a child molester

1. Goes overboard with touching, roughhousing, hugging, or tickling
2. Has favorites among the children.
3. Sets poor boundaries with children.
4. Acts more like a child than a adult
5. Tries to have things in common with children, such a music or video games.
6. Shares too much personal information with children.
7. Breaks rules or makes exceptions to befriend children.
8. Uses social networking sites or text messages to contact children outside of work.
9. Talks about inappropriate topics or uses bad language with children.
10. Takes opportunities to be alone with children.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Appropriate and inappropriate touching

Appropriate

- Side hugs
- Pats on back
- Placing arm on shoulder
- Applying sunscreen under age 5
- Sitting on lap, toddler age and under
- Forehead kisses, infant only

Inappropriate

- Touching private parts, with exception of diapering
- Back rubs
- Shoulder rides
- Piggy-back rides
- Spider on the swings
- Children hanging on your legs or arms.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Volunteer Code of Conduct

Some of the guidelines employees/ volunteers are expected to follow are:

- In order to protect YMCA staff, volunteers, and program participants at no time during a YMCA program may a staff person or volunteer be alone with a child where he or she cannot be observed by others. As staff/ volunteers supervise children, they should space themselves in such a way that other staff/ volunteer can see them.
- Staff/ volunteers shall never leave a child unsupervised.
- Restroom supervision: if child is with parent, then parent will provide safety for child. If child is not with parent the following supervision procedure should be followed: stall/volunteers will make sure suspicious or unknown will stand in the doorway of the restroom while children are using the restroom. This policy allows privacy for the child and protection for the staff/volunteers (not being alone with a child.) if staff/volunteer is assisting younger children, doors to the facility must remain open. No child, regardless of age, should ever enter a bathroom alone on a field trip. Always send children to the restroom with supervision of parents, staff, or volunteers.
- Staff'/volunteers shall not abuse children including
 - Physical abuse- to strike, spank, shake, slap
 - Verbal abuse- to humiliate, degrade, threaten
 - Sexual abuse- to inappropriately touch or speak
 - Mental abuse- to shame, withhold kindness, be cruel
 - Neglect- to withhold food, water, basic care etc.
- Staff volunteers must use provide techniques of guidance, including redirection, positive reinforcement, and encouragement rather than competition, comparison, and criticism. Staff/volunteers will have age appropriate expectations and set up guidelines and environments that minimize the need for discipline.
- Staff/volunteers will respond to children with respect and consideration and treat all children equally regardless of sex, race, religion, or culture.
- Staff/volunteers will respect child's rights to not be touched in ways that make them feel uncomfortable, and their right to say no.
- Staff/volunteers will refrain from intimate displays of affection towards others in the presence of the children, parents, and staff/volunteers.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

- While the YMCA does not discriminate against an individual lifestyle, it does require that in the performance of their job they will abide by the standards of conduct set forth by the YMCA.
- Staff/volunteers must appear clean, neat, and appropriately attired.
- Using, possessing, or being under the influences of alcohol or illegal drugs during hours volunteering is prohibited.
- Smoking or use of tobacco on YMCA property or in the presence of children or parents during volunteering hours is prohibited.
- Profanity, inappropriate jokes, sharing intimate details of ones personal life, and any kind of harassment in the presence of children or parents is prohibited.
- Staff/volunteers must be free of physical and psychological conditions that might adversely affect the children physical or mental health
- Staff/volunteers will portray a positive role model for youth by maintaining an attitude of respect, loyalty, patience, courtesy, tact and maturity.
- Staff/volunteers may not be alone with children in YMCA programs
- Staff/volunteers are not to transport children in their own vehicles.
- Staff/ volunteers may not date program participants under 18 years of age.
- Under no circumstance should staff/volunteers release children to anyone other than the authorized parent, guardian, or other adult authorized by the parent or guardian (written parent authorization on file with the YMCA).
- Staff/volunteers are required to read and sign all policies related to identifying, documenting, and reporting child abuse and attend trainings on the subject, as instructed by a supervisor.
- Staff/volunteers will act in a caring, honest, respectful, and responsible, manner.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

The Y's Mission: To put Christian principles into practice through programs that build healthy spirit, mind and body for all.