



FOR YOUTH DEVELOPMENT  
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# Coaches Manual

# Youth Basketball

## Ages 9-14

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



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## 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.



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**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.



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## 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



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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.

**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 positive attitudes, and give the time to do the job well.

A person who understands 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.



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## **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-year 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



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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 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



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



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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, their 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**

Severe weather refers to a host of potential dangers, including lightning 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,



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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 possible. 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**

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**



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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:

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.



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

Evaluate whether the athlete's 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 athlete's 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 athlete's 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.

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.



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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, elevated 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.

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

**I** Ice the area to reduce swelling and pain



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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 bump or 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 player 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 causes 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).

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



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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. You're 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
6. Supervise the activity closely

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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.



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## YMCA YOUTH SPORTS PRACTICE SESSION PLANS

### Week 1

#### Warm-up (10 minutes)

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

Players travel from one basket to the next dribbling, jump stopping, and shooting short shots (two to three feet).

#### Fitness Component (5 minutes)

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

**Key Idea:** General Fitness

“In basketball, running makes our hearts beat faster and our leg muscles stronger. Spread out into your own space. Everyone run in place and I will pass the ball to some of you. If you get the ball, pass it back to me and keep running!” Continue for about 30 seconds. “Playing basketball improves our physical conditioning or fitness. We get better at running, jumping and dribbling the ball, and we can keep going longer before we get too tired. How can I keep from getting too tired when I am running?” Encouraging suggestions: “how about dribbling? It is also important to take a rest when you need one and to drink water during practice at home. We will talk more about the difference areas of fitness in our Fitness Circles throughout the season.”

#### Skills Drills (15 minutes)

1. Introduce, demonstrate and explain how to make overhead, bounce, and chest passes.
2. Have your players practice making overhead, bounce and chest passes

#### Description

Pair up players. Practice the three types of passes.

#### Game / Play (10 Minutes)

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### **Description:**

Play 2v2 half-court games. Teams earn a point only when they complete a pass before shooting. Players can dribble three times before passing.

### **Coaches Cue:**

Passing- "step in the direction of the pass" "Elbows in!" "Follow Through-fingers pointed to target."

Catching- "Target hands!" "Eyes on the ball!" "Reach!" "Pull it in."

Dribbling- "dribble to move forward!" "Pass on the move!" "Control the ball." "Lead your partner."

### **Intro to Values (10 minutes)**

#### **Team Circle**

**Key Idea:** YMCA Five core values

Gather players into a circle with one ball. "Everyone hand the ball to the one next to you until it makes it around the whole circle." After the ball has gone around the circle one time, have it passed to you. "WE play basketball to be more healthy and fit, but it also teaches us to become good teammates and good people. This season we will talk about five qualities of a good person and teammate: caring, honesty, respect, responsibility, and faith. Our team needs to have all of these qualities in our practices and games. Remember- we can't be a team without each of you doing your part. Let's pass the ball to each other and say one of the core values before you pass. This will help you remember to use all five of the qualities so we can work together."



## Week 2

### Warm-up (10 minutes)

Individual or group- players practice dribbling in the following ways either individually, in a small group, or under your direction:

- Dribbling and changing speed of travel (travel both fast and slow in general space).
- Dribbling while changing directions (forward and backward, right to left).
- Dribbling in straight, curved and zigzag pathways.

### Fitness Component (5 minutes)

**Key idea:** Flexibility

Bring a rubber band and show it to the children or have them visualize one. "This rubber band is like our muscles. Can you tell me why?" Listen for children's responses- stretches when pulled, goes back to original shape, and so on. Demonstrate band movement. "Your muscles work the same way. When you reach and stretch, your muscles stretch just like the rubber band. When your body comes back, your muscles go back to their original shape. Everyone reach down to the floor with your arms slowly and then bring your arms back up." Have children repeat three times. "Your leg muscles need to stretch because we use them the most in basketball. When muscles are flexible, it keeps them from getting hurt and makes the muscles feel good."

### Skills Drills (15 minutes)

1. Introduce, demonstrate and explain how to receive the ball in triple threat position. This position is a version of the ready position in which the player holds the ball to the side on the hip, with elbows out and gives the player the option of either shooting, passing or dribbling.
2. Practice receiving passes in the triple threat position

### Description

Players in fours practice passing from point to wing, to baseline, to a high or low post. Mark positions with tape or markers. Players pass, and then move to another position. Players receiving the ball must:



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- Present a target for the passer;
- Receive ball in triple threat position and jump stop;
- Give the ball fake with a jab step before passing; and
- Perform a quick, accurate pass to a partner

### **Game / Play (10 minutes)**

#### **Goal**

Players will move to open positions on the court and be prepared to shoot, pass or dribble when they have the ball.

#### **Description**

Play 2v2 half court games. Teams must pass at least twice before shooting. Players cannot dribble. All restarts are made at half court.

#### **Coaches cue:**

“Target hands!” “Triple threat!” “Ready position.” “Hand Position.” “Holding Position.” “Fake a pass, then make a pass.” “Step toward your target.” “Elbows in.” “Fingers pointed at your target.”

### **Intro to values (10 minutes)**

#### **Team Circle**

#### **Key Idea:** Caring

Gather children into a circle. Stand in the middle of the circle with a ball. Choose two children to pass the ball with you. “Were going to work on our passing skills.” Pass repeatedly to them and not the others. “Tell me how you felt to have only two players get the passes.” Listen to their responses. “Sharing the ball with your teammates shows you care about them. What other things can you do to show you care about your teammates?” Their responses should include encouragement, positive comments for good play, forgiving players who make mistakes, and so on. “Good. Those are all ways you can show you care.”



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## Week 3

### Warm-up (10 minutes)

Choose one of these two activities:

1. Individual- players dribble around cones spaced three feet apart. They try to dribble 60 seconds without bumping into any cones.
2. Pairs- Players pair up with partners of similar skill. Partner 1 dribbles toward the baseline while partner 2 plays cooperative defense. You can increase the difficulty by moving into active defense.

### Fitness Component (5 minutes)

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. Every time it tightens, or beats, it pumps blood all over your body. When you play basketball, your heart beats faster and you breathe faster. Run in place with high knees. Feel your lungs and feel your heart beating by placing your hands over your chest. Count how many times your heart beats." Time for 15 seconds. Ask players the number they counted. "Running helps you improve your cardio-respiratory fitness- the heart and lungs working together to get blood to your whole body."

### Skills Drills (15 minutes)

1. Introduce, demonstrate and explain how to shoot
2. Practice shooting

### Description

Players in pairs shoot three shots from each of five spots marked around the basket (about six to eight feet away). Partners rebound the ball and pass accurately to shooters, who provide a target,



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receive the ball in triple threat, square up and shoot. The goal is to score on two out of three shots at each spot.

### **Game / Play (10 minutes)**

#### **Goal**

Players will score as many field goals as possible.

#### **Description**

Play 3v1, 3v2, or 3v3 half-court games, depending on the skill proficiency of your players. Rotate players accordingly so that all players have a chance to play offense and defense. Players must complete two or more consecutive passes before attempting a shot.

#### **Coaches cue:**

"Square up!" "BEEF!" "Base firm!" "Elbow under the ball" "Extend arm" "Follow through or flip wrist."

### **Intro to Values (10 minutes)**

#### **Team Circle**

#### **Key Idea:** Honesty

Gather children into a group near two cones about 10 feet apart. "What is a foul?" Listen to their responses. Choose a player to help demonstrate responses ( including pushing, bumping players and tripping). "Should you admit to a foul if no one sees it? Those who think yes, stand at this cone. Those who think no, stand at this one." Wait for the children to choose. "When you know you've fouled, you should raise your hand. You should never take unfair advantage of other players. Can you think of other ways honesty is practiced on the court?" Listen to responses and discuss. "All of those show honesty."



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## Week 4

### Warm-up (10 minutes)

Pairs-players practice shooting in a game of Around the Key. Use tape to mark shooting spots. Players should take all shots close to the basket.

### Fitness Components (5 minutes)

**Key Idea:** Cardio-respiratory fitness

Gather children in a group. "Everyone put your hand up in the front of you and make a fist. What did we pretend our fist was at the last practice?" Wait for response- should be the heart. "What do our hearts do?" Wait for responses- pumps blood. "Everybody open and close your fist. Put your hand over your chest and feel what is happening. Now let's run to the hoop and back. Will our hearts beat faster or slower?" Listen to responses- should be faster. "Put your hand over your chest. Is your heart beating faster or slower? Are your lungs breathing faster or slower? When we run during basketball, the heart beats faster just like the fist opening and closing and the lungs breathe faster. They slow down when we slow down. Making your heart beat faster helps to improve your cardio-respiratory fitness."

### Skills Drills (15 minutes)

1. Introduce, demonstrate and explain creating passing lanes. Players create passing lanes by using cuts and screens, by maintaining space and court balance, and by keeping the middle open, and by quickly moving to a vacated spot.
2. Have your players practice chest passes and bounce passes.

### Description

Play 3v1 games. Offensive players move to open space. Defenders play cooperative to active defense. Use offensive positions on one or both sides of the basket. Players pass, then move to an offensive position (point, wing, baseline, or high or low post) adjacent to the ball. Players should provide a target for receiving the ball, receive it in triple threat, and use a ball fake before passing. Emphasize using quick jab steps to create passing lanes.

### Game / Play (10 minutes)



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**Goal:**

Players will support their teammate with the ball

**Description:**

Play 3v1, 3v2, or 2v2 short-court games, depending on the skill proficiency of your players. Rotate players accordingly so that all players have a chance to play offense and defense. Players must complete at least three passes before shooting. They receive one point for three consecutive passes, and two points for every field goal.

**Coaches cue:**

“Quick cuts!” “Fake a pass, make a pass.”

**Intro to Values (10 minutes)**

**Team Circle**

**Key Idea:** Respect

Gather children into a group. “What have you learned about basketball this season?” Listen to their responses. “What does respect have to do with playing basketball or any sports? It takes many years to master the game of basketball, so basketball deserves your respect. Every year there are new skills to learn and improve on; every year you play, you’ll get better. That’s why you need to come back next year! What examples of players showing respect have you seen this so far this season?” Listen to their responses and discuss.



## Week 5

### Warm-up (10 minutes)

Individual- players dribble from one basket to the next, and then jump and shoot. All shooting should be close to the basket. Jump shots should be taken within two feet of the basket.

### Fitness Component (5 minutes)

**Key Idea:** Cardio-respiratory fitness

Gather children in a group. "Everyone find their own space. Put your fist up in front of you we pretend our fist is our..." Wait for response- heart. "The heart does what things?" Wait for response-pumps blood and beats faster when we run or move faster. "When I say 'Go!' run in your own space and make your fist open and close faster at the same time. When I say 'Stop!', stop as fast as you can." Begin activity. "When you run, your heart beats faster. Every time your heart beats faster, it gets stronger because it is a muscle. Muscles get stronger when you use them. Basketball is a great way to keep your heart healthy and strong and improve your cardio-respiratory fitness."

### Skills Drills (15 minutes)

1. Introduce, demonstrate and explain how to execute V-cuts and L-cuts. Players execute cuts by planting one foot on the court at the end of a slightly shortened stride, then pushing off that foot to shift their momentum in another direction. Players should use an L-cut or V-cut when a defender has a foot and hand in the passing lane to deny them from catching the ball.
2. Practice V-cuts and L-cuts.

### Description

Play 2v2 games with the focus on players using V-cuts and L-cuts, receiving passes, and using jump stops and the triple threat position. Sequence:

- Player 1 ball fakes, jab steps, and passes to Player 2 who V-cuts as Player 1 is ball faking.
- P-2 catches the ball in a triple threat position using a jump stop.
- Repeat three times and rotate.

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- When all four players in a group have practiced the V-cut three times, go through the rotation again, this time practicing the V-cut on the opposite side of the basket.
- Use the same sequence to practice the L-cut

The defense should play passive, cooperative defense (to simplify, begin with no defense)

### **Game / Play (10 minutes)**

Players will provide support to their teammate with the ball, using V-cuts and L-cuts to get open.

#### **Description:**

Play 3v1, 3v2, or 2v2 short-court games, depending on the skill proficiency of your players. Rotate players accordingly so that all players have the chance to play offense and defense. Players must complete at least three passes before shooting. They receive one point for three consecutive passes, and two points for every field goal.

#### **Coaches cue:**

“Quick cuts!” “Fake a pass, make a pass.”

### **Intro to values (10 minutes)**

#### **Team circle**

#### **Key Idea:** Responsibility

Gather children into a group between two cones about 10 feet apart. Stand in the middle of the circle with a ball. “I am going to show you two different ways to handle the same situation. Think about which is the best way to handle this.” Choose a player to receive a pass from you. Make a bad pass and then stomp angrily away from the group. Retrieve the ball and make another bad pass. This time, run to get the ball and make a pass that goes directly to the player. “If you think the first response is the way to handle making a bad pass, stand next to this cone. If you think the second way is better, stand next to this one.” Ask players to explain their choices. “It’s important to be a good sport in basketball.” Highlight how and why. “That’s being responsible to your teammate.”



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## Week 6

### Warm-up (10 minutes)

Individual- players dribble from one basket to the next, and then jump stop and shoot. All shooting should be close to the basket (jump shots within two feet of the basket).

### Fitness Component (5 minutes)

**Key Idea:** Flexibility

Gather children in a group. Show them a rubber band or have them visualize one. Demonstrate how it stretches. "We pretend this rubber band is..." Wait for response- a muscle. "It moves back and forth, stretching and moving. Let's move our bodies just like the rubber band. Reach and stretch slowly without bouncing or quick movement." Have children continue for a minute. "Our muscles help us to move and stretch. We need to stretch. We need to stretch muscles to keep them flexible or able to move easily. When muscles can move easily they don't get injured and our bodies feel good."

### Skills Drills (15 minutes)

1. Introduce, demonstrate and explain how to use a jump stop prior to shooting.
2. Practice shooting off of jump stops.

### Description:

Play 1v1; defenders play cooperative defense. Players with the ball use a ball fake, jab step and drive to the basket. They jump stop about two feet from the basket and shoot. (To simplify, begin with no defense.)

### Game / Play (10 minutes)

#### Goal

Players will attempt to score in 15 seconds or less.

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## **Description**

Play 1v1 games. The player with the ball starts at the foul line. Check the ball (defensive player starts with the ball and gives it to the offensive player when they are ready play). The offensive

player begins in triple threat position... The offensive player gets two points for every basket scored off a jump stop, and one point for every basket scored otherwise.

## **Coaches cue:**

“Arm should look like a yo-yo.” “Ball down, eyes up.” “Two-foot jump stop.” “Eyes on target.” “In the square, in the basket.”

## **Intro to Values**

### **Team Circle**

#### **Key Idea:** Faith

Have the team line up in two equal lines facing each other. Have the players stand diagonally across from one another, not directly across from one another. Give the ball to the first person in one of the lines. That person is going to pass the ball to the person across from them in the other line. The ball is caught then passed diagonally across to the next person in line and this continues until everyone has had a chance to catch and pass the ball. Now do this again, but add in a second ball, then a third ball, etc. Begin a discussion about trusting your teammate to wait until you are looking before they pass you the ball. Explain the importance of trusting or having faith in your teammates.



## Week 7

### Warm-up (10 minutes)

Individual- players dribble from one basket to the next and then jump stop and shoot. All shooting should be close to the basket (jump shots within two feet of the basket).

### Fitness Component (5 minutes)

**Key Idea:** Muscular Strength and Endurance

Gather children into a group. "okay, everyone get down on the ground and do the crab walk." Continue for 30 seconds to one minute. "Are your arms and legs getting tired? You used many of your arm and leg muscles to do the crab walk. What parts of the body do you use the most for basketball? That's right- your arms and legs. The more you practice basketball, the stronger your muscles will get. What things can we do to get our muscles stronger for basketball?" Let them answer running and dribbling. "Right Now pretend you have a basketball in front of you. Pretend to dribble the ball in your spot." Have children dribble for five counts. "Practicing dribbling helps make your arms stronger."

### Skills Drills (15 minutes)

1. Introduce, demonstrate and explain how to use a drop step and drive to the basket. Players backs lead the way as they make a reverse turn. Players should maintain a balanced stance, keep the weight on the ball of their pivot foot, and drop their non-pivot foot back.
2. Practice the drop step and drive

### Description

Play 2v2 games with a cooperative defense. Players with the ball will ball fake, jab step, then drop step and drive to the basket. Passive defenders try to shut down passing lanes. Offense off the ball uses various cuts to create a passing lane. For each 2v2 game, two other players will coach.



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One will coach the cooperative defenders to close down the lane; the other will coach the offense to reposition them to create open passing lanes. Switch roles after three attempts.

Coach: What is the Goal of the game?

Players: To score on drives

Coach: When should you drive?

Players: When you have an open lane to the basket and no teammate is open for a good shot

### **Game / Play (10 minutes)**

#### **Goal**

Players will use drop steps and drive to the basket.

#### **Description**

Play 3v1, 3v2, or 3v3 games, depending on the skill proficiency of your players. Rotate players accordingly so that all players have a chance to play offense and defense. Give two points for every basket scored off a drop step and drive, and one point for every basket scored otherwise.

#### **Coaches cue:**

"Quick cuts!" "Drop and Drive!" "Watch the belly button of the player attempting to fake."  
"Anticipate!"

### **Intro to Values (10 minutes)**

#### **Team Circle**

**Key idea:** Teamwork

Gather your players into a group. Start a discussion about the importance of teamwork. "Try to tie your shoes with one hand." Wait while players attempt to tie their shoes with one hand. "It cannot be done. Ask your teammate next to you to lend a hand and tie it with you." Wait while the players help each other tie their shoes. Explain that working together and depending on others will help teams achieve their goals.



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## Practice 8

### Warm-up (10 minutes)

Pairs- Partners take turns. One passes the ball, and the other either shoots from around the key spots or dribbles and drives to the basket.

### Fitness Circle (5 minutes)

#### Key Idea: General Fitness

Gather children into a circle. "What do our bodies need to do every day to keep going?" Wait for their responses. Discuss sleep and rest, eating, and doing regular activities. "There's one more thing that's really important- being active and exercising. Let's pretend it's a day that you do not have basketball practice. Your body needs to move every day. With no basketball today, what should we do to move our bodies?" Wait for their responses. If a child suggests an activity such as biking or swimming, have everyone act out that activity. Act out three activities. "It's important to be active when you don't have basketball practice. Your body needs to move every day."

### Skills Drills (15 minutes)

1. Introduce, demonstrate and explain proper on-the-ball positioning. Defenders can best keep their opponents with the ball from scoring by staying between them and the basket. Defenders should maintain an arms distance from the offensive player with the ball and consider their body position (ready and alert?) and court position (close enough or too close?)
2. Practice on-the-ball defensive positioning

### Description

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Pair up players. The player with the ball will dribble forward in zigzag pattern. The defensive players maintain proper defensive posture and attempt to block the offensive player's forward progress. The defender tries to steal the ball without fouling or cause a turnover. Players switch roles after one length of the court.

Coach: What did you do to keep the opposing team from scoring?

Players: Closely guarded opponent, rebounded so they wouldn't get a second shot.

Coach: What defensive position or actions interfered most and kept your opponent from scoring?

Player: Keeping the body between opponent and goal. Being sure you can always see the ball. Guarding opponent closely. Keeping hands and feet moving; playing active defense.

### **Game / Play (10 minutes)**

#### **Goal**

Defenders will play good on-the-ball defense.

#### **Description**

Play 1v1 games with active to competitive defense. Offensive players can dribble, but as soon as they pick up the dribble, defensive players move closer and use active hands and feet.

#### **Coaches cue:**

"Medium body posture." "Active hands and active feet!" "See the ball."

### **Intro to Values (10 minutes)**

#### **Team Circle**

#### **Key Idea:** Healthy Habits

Get the players into a group. "Today we are going to talk about the benefits of being fit and eating well. Being healthy is a lot easier when it becomes a routine part of life." Ask the team for examples of healthy habits. Make a point of explaining that being active will help them be healthier and feel better. It also may help their basketball game. Also discuss how other good habits can help them, such as getting enough sleep, brushing their teeth, and saying no to tobacco, alcohol, and other drugs.

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## **Week 9**

### **Warm-up (10 minutes)**

All players- divide players into two groups: a dribblers group, in which each player has a ball, have a defenders group, which does not have balls. The dribblers group should have more players. Keep the practice within a confined space. On a signal, the dribblers begin dribbling while the defenders attempt to steal the ball. If a defender steals a ball, he or she begins dribbling. Go for about 45 seconds, and then regroup and switch roles as needed.

### **Fitness Component (5 minutes)**

**Key Idea:** General Fitness

Gather children into a circle. "Everyone is going to run in place. Let's start. Pretend that your body is going to run out of energy because you ate too many chips and drank a soda before practice.

Start running slower and slower, and now stop! Now let's pretend that you ate a peanut butter sandwich and drank a glass of milk and a glass of water before practice. Let's run in place."

Continue for 30 seconds. "See how you're able to run much longer and keep your energy? Eating healthy foods and drinking plenty of water are healthy habits for every day. You should drink water several times a day and drink even more when you're exercising. Also make sure to get enough sleep; exercise; brush your teeth; and say no to alcohol, tobacco, and other drugs. Keep your body healthy!"

### **Skills Drills (15 minutes)**

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1. Introduce, demonstrate and explain proper off-the-ball positioning. Defenders should position themselves so they can see the ball and simultaneously keep track of a moving opponent who may be trying to receive a pass.
2. Practice off-the-ball defensive positioning

### **Description**

Paired up players practice off-the-ball defensive positioning (partners can also coach each other). As an option, you can have a player with the ball waiting to pass to his or her offensive teammate.

Coach: How did you position yourself to prevent the offensive team from passing?

Players: Overplayed toward potential passing lanes; closely guarded player with the ball.

Coach: How did you position yourself to deny a pass?

Players: Overplayed toward the ball; kept hand in passing lane.

### **Game / Play (10 minutes)**

#### **Goal**

Defenders try to deny offense from making successful passes; offense tries to make six consecutive passes.

### **Description**

Play 2v2 games using a competitive defensive. For each 2v2 game, two other players serve as coaches. One offensive player begins at the point, the other at wing position. The ball starts at the point. From a triple threat position, the ball handler uses a ball fake to give his or her teammate a chance to get open; or the ball handler dribbles to open a passing lane if necessary. Rotate after a turnover or after six consecutive passes. One player-coach gives feedback for the on-the-ball defense; the other player-coach gives feedback for the off-the-ball defense.

#### **Coaches Cue:**

“Medium body posture.” “Active hands and active feet!” “See the ball!” “Anticipate!”

### **Intro to Values (10 minutes):**

#### **Team Circle**

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### **Key Idea: Sportsmanship**

Get the team together in a group. Ask what sportsmanship means to the team. Explain to the team that one way of showing good sportsmanship is that at the end of each game, no matter what the score is, the two teams will shake hands. Have the team give examples of good and poor sportsmanship.

## **Week 10**

### **Warm-up (10 minutes)**

Pairs- partners take turns shooting three shots from each of five spots marked around the basket (approximately six to eight feet away). The partner not shooting rebounds the ball and passes it accurately to their shooting partner. The shooting partner gets in target position, receives the ball in triple threat, and squares up and shoots.

### **Fitness Component (5 minutes)**

#### **Key Idea: Muscular endurance**

Gather children into a group near two cones about 10 feet apart. Tell them that each cone represents a different food group. "This cone is healthy foods, such as fruits, vegetables, meats, milk, and breads. This other cone is special treat foods, such as chips, soda, candy and sweet snacks. What foods can you eat to keep your body healthy, with enough energy to play basketball?" As they respond, have them stand near the cone they choose. "It is important to eat more healthy foods. They give you more energy for basketball and will help you grow. Special treat foods should be eaten in small amounts. Can you tell me other examples of healthy foods and special treat foods?"

### **Skills Drills (15 minutes)**

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1. Introduce, demonstrate and explain how to box-out to rebound. Players box-out by getting between the opposing player and the basket, and putting their rear in contact with the opponent's body.
2. Practice boxing out and rebounding.

### **Description**

Play 3v3 games with a 2v2 under the boards and a shooter and an outlet. The shooter shoots the ball. One the release P-1 and P-2 turn and box out their offensive players. P-3 (the outlet) moves right or left, depending on which side of the basket the rebound occurs. The player rebounding the ball turns and passes to P-3. Repeat three times, then rotate teams. Also consider rotating duties within the teams—For example, the outlet person and the shooter become rebounders. The defenders try to successfully outlet three times in a row.

Coach: What was the goal of the game?

Players: To prevent scoring and a second shot.

Coach: What did you do to prevent a second shot?

Players: Got the rebound after the first shot.

Coach: How did you position yourself to get the rebound?

Player: Moved between offensive player and basket.

### **Coaches cue:**

"Create a stable wall between opponent and ball." "Elbows out—palms wide, feel for opponent."  
"Put buttocks under opponents"

### **Game / Play (10 minutes)**

#### **Goal**

Defenders try to prevent the offensive team from scoring—and from rebounding missed shots.

#### **Description**

Play 2v3 or 3v3 short-court games, depending on the skill proficiency of your players. Rotate players accordingly so that all players have a chance to play offense and defense. Players can't

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dribble and must take at least three consecutive passes before shooting. The defensive team receives one point for winning or rebounding the ball after only one shot.

### **Intro to Values (10 minutes)**

#### **Team Circle**

**Key Idea:** Keeping Perspective

Gather the players around in a group. This is time for reflection on the basketball season. Talk about some of the things the team accomplished this season. Ask the players to share what they learned throughout the season. Discuss some of the fun things that happened throughout the season. Ask the players to give examples of times they had fun during the season. "The most important thing in basketball is to have fun playing and learning new skills. I think you all did that!"

## **Family Huddles / Values**

### **Introduction to Family Huddles**

**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 assignments that relate to the weekly practice plan. The Family Huddles will have drills that can be used at home. Each week the skill used in those drills will be the same skill covered at the weekly team practice. Likewise, the Family Huddles have activities and assignments centered on the value that was discussed during the Team Circle at the weekly practice. Hopefully, players will complete the assignments and turn them in at the next practice. If they do, the coach will reward them with the

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Values Incentives. Each age group and sport has a different incentive. The YMCAs encourage the coaches to make this a fun and exciting process for the youth. This is an important component to the YMCA Youth Sports programs.

## **Family Huddles for 7-8 Year Olds**

### **Family Huddle #1—Introduction to YMCA Values**

**Take Home drills: Have a parent or friend work with you on chest, bounce, and over head passes. Try to hit your target in the chest. An alternative is to use a brick or concrete wall. Pick a spot and try to hit it. Practice 20 of each pass**

**Family fun — Respect, Responsibility, Honesty, Caring and Faith are the five values that all YMCA programs are built upon. As a family, think about what values are important to you and how they make up your family foundation.**

**Activity—On a piece of paper, have your child write down the 5 YMCA values: Respect, Responsibility, Honest, Caring, and Faith. Under each value write down the ways in which he/she can or does exemplify those during a basketball game.**



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## **FAMILY HUDDLE #2 – Respect**

**Take Home Drills:** In the mirror, practice the triple threat position. Make sure you are bending your knees and your body position is square to your target and your feet are shoulder width. Outside, you can practice the position and also incorporate dribbling, passing and shooting from the triple threat. Practice with a parent or a friend.

**Family Fun –** When we learn to respect others, we are growing inside. To show respect is to act selflessly, making concern for others equal to or above concern for ourselves. One way to show respect is to care for your community. This week, take family walks and pick up trash as you go. On your way to school or at school, pick up trash on the playground or along sidewalks. Have a competition between families and friends to see who can collect the most trash in one week.

**Activity—**There are many ways to show respect. Below, list 5 ways that you can show respect to your teammates, coaches, officials, and parents. Try to incorporate these next time you practice or play a game.

1. \_\_\_\_\_

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2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### **FAMILY HUDDLE #3 – Responsibility**

**Take Home Drills:** At home or at a park, practice shooting as you learned in practice. If a goal is not available, use a wall and practice the correct form.

**Family Fun—**Responsibility is one of the YMCA values. When you are part of a team, you are responsible for helping the team play the game. You also have responsibilities at home. This week, identify 3 responsibilities you have around the house (like taking out the trash, making your bed, or cleaning your room) and perform those without being asked.

**Activity—**Look at the basketball court diagram below. Write the names of each position next to each X. Then write down the responsibilities of each position



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#### **FAMILY HUDDLE #4 – Honesty**

**Take Home Drills: With 2 friends or family members, practice passing and moving to create passing lanes. One game to play is “keep away”. When you don’t have the ball, move to an open spot. After the ball has been successfully passed 5 times or the person in the middle intercepts, switch out positions.**

**Family Fun—Honesty is another of the five values of the YMCA. To understand the game of basketball, get the family and go outside or to a park. Go over the basic rules of basketball and quiz your child on what is correct and incorrect.**

**Activity—you and the child go through the list of rules below. Circle what is a basketball rule and cross out what is not a basketball rule.**

#### **BASKETBALL RULE OR NOT???**

1. A player may dribble the basketball with both hands at the same time.

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2. A player may take two steps when shooting a lay-up.
3. A touchdown is scored when a player makes a basket.
4. Once a player has picked up his/her dribble, they may not dribble again until another player has touched the ball.
5. A player may not make contact with another player when that person is shooting or they will be called for a foul.
6. It is okay to pick up the basketball and run down the court as long as your shoes are untied.
7. When a player throws the ball in bounds after a made basket, they may run back and forth along the baseline.

### **FAMILY HUDDLE #5 – Caring**

**Take Home Drills: Practice dribbling and running this week. Try stopping suddenly and shooting or passing. Take turns with a friend dribbling while being defended. Remember, on defense you should not touch the person dribbling—it is a foul.**

**Family Fun—with your family, make a list of all the ways you show that you care for your family and friends. Once the list is made, think of other ways you can show you care, even to your pets and the environment.**

**Sunday:**

**Monday:**

**Tuesday:**

**Wednesday:**

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FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY

**Thursday:**

**Friday:**

**Saturday:**

### **FAMILY HUDDLE #6 – Faith**

**Take Home Drills:** Using a basketball goal at your house, park or the Y, practice jump shots. Shoot from different spots around the court, using the techniques your coach taught you. Focus on your form and not as much on making the basket.

**Family Fun:** Faith is one of the values of the YMCA. Having faith in yourself means to believe you can do something. It is also important to have faith in others, especially your teammates. Sit down with your parents and list ways in which you have faith in your teammates.

**Activity:** Below, list out 5 people that you know (family or friends) and next to each name describe why you have faith in them.

**Name of person**

**Reason you have faith**

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1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### **FAMILY HUDDLES #7 – Family Involvement**

Take Home Drills:

Practice by playing 1 v 1. Have you child switch 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.



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### **FAMILY HUDDLE #8 – Safety**

Take home Drills:

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.

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## **FAMILY HUDDLE #9 – Healthy Habits**

### 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.

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

### **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

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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.

## **Child Abuse Prevention and Detection**

### Definitions of Child Abuse

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**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)



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## **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 Childs 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**

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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.



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## **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.



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## **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.



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## 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: staff/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.

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- 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.

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