

# **FOLEY PARKS & RECREATION**

## **BASKETBALL COACHING**

### **MANUAL**



#### **DISCLAIMER**

**This manual is intended as a resource for new or returning coaches in the City of Foley with a primary emphasis on players under the age of 15. This document is not intended for duplication as the information provided has been taken from many other manual websites, books, and other coaches.**

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## INTRODUCTION

The purpose of this manual is to be an overview of the rules, regulations, and procedures for the City of Foley's Parks and Recreation Department's Sports programs. We hope that by reviewing this manual, you will have a better understanding of our programs, policies, and procedures.

## CONTACT INFORMATION

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Monday - Friday: 8:00am - 5:00pm

## IMPORTANT LINKS

Parks & Recreation Website Home Page: [www.foleyrecreation.com](http://www.foleyrecreation.com)

RecDesk: <https://foleyrecreation.recdesk.com/Community/Home>

Coach Safely: <https://www.coachsafely.org>

Mojo Sports: <https://www.mojo.sport/coachs-corner/?search=>

Basketball For Coaches: <https://www.basketballforcoaches.com/basketball-drills-and-games-for-kids/#tve-jump-1727747b91f>

## **OUR MISSION**

The City of Foley Parks and Recreation Department's Mission is to offer the widest range of recreation opportunities at an affordable cost to our diverse population. In addition, we want to improve the quality of life for our residents while providing a safe environment and facilities.

## **PROGRAM PURPOSE**

The purpose of recreational sports is to provide an opportunity for the participants to have fun, learn the sport and develop life skills including a lifelong love of the game. To ensure competitive equality, players 7 years of age and older are required to attend assessments in order to be drafted to teams. The purpose of drafting teams is to ensure fairness in the league by creating teams that are as equal in ability as possible. The draft process allows for greater league parity by evenly distributing the better players in the league across all teams.

## **PROGRAM OBJECTIVES**

To have fun of course! It is critical that players involved in youth sport enjoy the game in which they are playing. This also relates very closely to how players perceive their coach(es) and their interaction with them.

### ***Main Objectives:***

1. To instill a passion and enjoyment in the game.
2. Develop skills that are transferable throughout life (i.e. physical, psychological, and social skills).
3. Create positive, safe, and encouraging learning environments.

### ***Coaching Objectives:***

1. Be a positive role model
  - Demonstrate respect for team members, opponents, referees, parents, spectators, and opposing coaches
2. Understand who you are coaching
  - All children/athletes are different and learn differently
  - Children are not defined by chronological age alone
  - Each child matures and develops at his/her own pace
  - Treat each child as an individual
  - Not all children participate for the same reasons
  - Children are humans with feelings- be patient, kind, and understanding
  - Find ways for your players to have fun and learn

## Thanks for Coaching!

First let us thank you for volunteering this season! We know that it is a significant commitment of your time and energy. By coaching you are helping to provide an exciting athletic experience for the youth in our community.

Our hope is that each player is allowed to achieve their personal best while having fun. This manual will hopefully give you some ideas and resources that will prepare you to be able to create a friendly and encouraging environment for all your players that will allow them to achieve their personal best all while having fun.

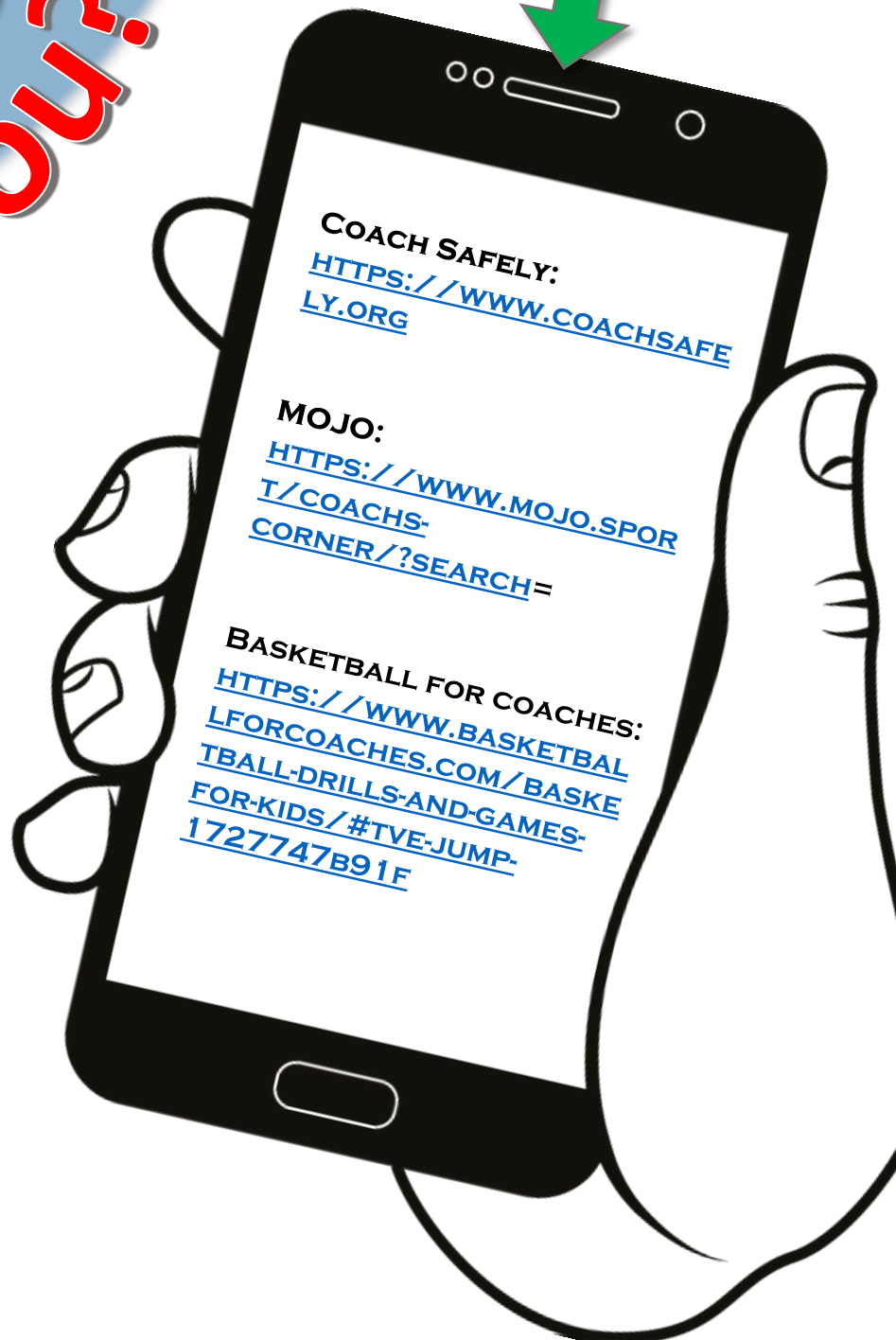
### **A Friendly Reminder:**

You do not need to be the best coach or even know that much about the techniques of any sport to be considered the “greatest coach in the world” by your players. By creating a fun and safe environment for your players (of ALL ages) you will give them the room to fall in love with the sport. Teaching sports is not the most important task you have while coaching your players. In fact the younger or inexperienced players must first learn how to run, jump, stop, move, fall, etc. without a ball before they will be physically ready to do all of those movements with a ball. In U.S Soccer's “Best Practices” Guidelines they state that for this age group “Training sessions should be treated more as physical education than specifically as soccer training”. One of the biggest mistake coaches make during these ages is thinking that these ages playing sports should look like the “real” sport and that they should be trying to get the little people to play like that as soon as possible.

This manual is designed on the principle of **player-centered** and not **coach-centered**. In other words, practices should “fit the activity to the child....not the child to the activity or what’s easier for the coach”. This is why we have given you insight into the developmental stage that you are coaching. The hope is that by understanding the age appropriate skills and activities that you are coaching helps to decrease frustrations and increase individual and team successes. We have given you activities that are developmentally appropriate and will teach the appropriate skills in a progressive way. These practices focus on activities (drills) aimed at teaching and reinforcing physical movement skills, as well as individual sport-specific skills such as; dribbling, shooting, passing, and over-all ball control. Activity difficulties will increase with the older age groups.



Try these!



COACH SAFELY:  
[HTTPS://WWW.COACHSAFE  
LY.ORG](https://www.coachsafely.org)

MOJO:  
[HTTPS://WWW.MOJO.SPOR  
T/COACHS-  
CORNER/?SEARCH=](https://www.mojo.sport/coaches-corner/?search=)

BASKETBALL FOR COACHES:  
[HTTPS://WWW.BASKETBAL  
LFORCOACHES.COM/BASKE  
TBALL-DRILLS-AND-GAMES-  
FOR-KIDS/#TVE-JUMP-  
1727747B91F](https://www.basketballforcoaches.com/basketball-drills-and-games-for-kids/#tve-jump-1727747b91f)

Is this you?!



**WE GET IT!**

Try these videos from our favorite websites and apps!

These are perfect for visual learners and those who hate or don't have the time to read!



## ROLES OF THE COACH

The main goal for both coaches' is to work together to balance each other to create a positive learning environment for the players.

### *Roles of the Head Coach:*

#### **1. The leader of the entire program/team:**

- a. Teach/model character
- b. Teach discipline
- c. Teach work ethic
- d. Teach Sportsmanship
- e. Teach commitment to the team

#### **2. Decision Maker:**

- a. Make major decisions
- b. "Bad Cop"- decide discipline and rules.
- c. Create practices and game line-ups.

#### **3. Head Voice of the Team:**

- a. Play maker- make the calls during practice and games, corrects mistakes as they see fit.
- b. Create the environment for practice and create game plans.

#### **4. Create Roles for Assistant:**

- a. The Head Coach is the role model for how they want things done.
- b. Teach expected roles for the Assistant Coach and explain to them their responsibilities and privileges. Don't assume that the Assistant Coach already knows what to do.
- c. Never criticize your assistants- this hurts you and the program and causes players to lose respect for their coaches.
- d. Set plans and responsibilities for your assistant. Explain to them what you would like for them to do before, during, and after practices and games.
- e. Be open for Assistant Coach's input and work with them.



## ***Roles of the Assistant Coach:***

### **1. Main Role:**

- a. Implement and support the Head Coach's philosophy, instructions, decisions, and things that they may need assistance with. Don't just assume what to do or do something other than what the Head Coach is asking.
  - Ask the Head Coach on what they may need help with or to clarify something that you do not understand.
- b. Support and encourage players while boosting their attitudes.
- c. The Assistant is not a second head coach- the responsibilities and privileges differ.
  - The assistant enforces the Head Coach's instructions and expectations.
- d. Help with little things such as:
  - Make sure that a player understands and performs a technique correctly.
  - Make sure that an activity continues if the Head Coach has to step away and handle a situation.
  - Help to set up and break down practices and warm-ups.

### **2. Decision Enforcer:**

- a. Not the decision maker- the Head Coach makes the major decisions.
  - Assistant is meant to help support the Head Coach's program/team.
  - Assistant Coach does not make calls during practices or games unless stated otherwise by the Head Coach.
- b. "Good Cop"- support, encourage, and ensure that players understand the instructions/rules without contradicting things that the Head Coach's has stated. (Even if you do not agree).
- c. Head Coach determines the discipline, the Assistant Coach relays the information to the Head Coach for them to decide what discipline is necessary.

### **3. Head Ear of the Team:**

- a. Listen for things that need to be addressed to the Head Coach.
- b. Provide players with a positive support system on the bench during games, boost attitudes, and monitor injuries and report progress to the Head Coach.
- c. Allow the Head Coach to speak for themselves.
  - Try to refrain from interrupting while the Head Coach is talking. Allow them to extend an invitation for comments/input.
    - Interruptions could increase player confusion, decrease time during breaks, and/or decrease flow of practice or the activity. Instead of interrupting, simply ask, "Coach may I add something?"
      - This will encourage respect on both sides.
- d. Offer suggestions and inputs to the Head Coach; Head Coach will use info as they see necessary.

## EQUIPMENT

### Coaches' Equipment

At your first practice, you will receive a gear bag with the items listed below:

1. Basketballs (you can bring your own as well)
2. Cones
3. Pinnies (bibs, practice jerseys)
4. Pump

Suggested but not required:

1. *Medical Kit*- A simple kit for games and practices is a good idea for every coach. A kit should include: **Ice Packs, Band aids, Antibiotic ointment.** If you use chemical cold packs, be careful about applying them directly to skin; some types are exceedingly cold!
2. *WHISTLE and a CLIPBOARD*- (for practice plans, contact forms, substitution schedules) are helpful items.

### Players' Equipment

1. **BALL**- Encourage each player to have his or her own ball and to use it often, not just during team practice. Players will not derive maximum benefit from practice unless they each have their own ball for warm-ups and individual drills. Have the players write his or her name on the ball.
  - Basketballs come in a variety of sizes, each designated by a number:
    - size 27.5 – Youth/junior size (6U)
    - size 28.5 - Intermediate size (8U-12U Girls)
    - size 29.5 – Full/Regulation size (12U Boys-14U)
2. **TENNIS SHOES**- Open toe shoes such as crocs or flip-flops are not allowed.
3. **WATER BOTTLE** (with player's name on it)
4. **SHIRTS & SHORTS**- Uniforms must be matching during the game.

## TEAM MANAGEMENT

### PARENT ORIENTATION MEETING:

The parent meeting is very important. It is an opportunity to get to know your families better and let them get to know you. This will allow you to set the stage for open communication, share your philosophies and goals, and give season and team information.

#### In This Meeting You Should:

- Briefly introduce yourself.
- Tell them what your focus is for the players and team. ( i.e. Have fun, teach appropriate skills, have them want to play again)
- Tell them what they can expect from you: to be on time, be prepared, be positive, be fair, no coaching from the sidelines, etc.
- Tell them what expectations you have of them: get child to practice, communicate if they will be absent or late, be positive, pick-up on time etc.
- Make sure you cover how you will communicate all information about games and practices with them (email, text, group me, team sports apps, etc.)
- Make sure you have all the correct emails and phone numbers.
- Make sure everyone is aware of practice and game schedules.
- You are responsible for your parents and spectators behaviors. Make sure everyone understands the code of conduct.
- Get parent volunteers for assisting or help with snacks, carpools, etc.

### TEAM ORIENTATION MEETING:

It is also a good idea to take a few minutes to have a team meeting with your players. Keep this brief and simple. Remember the more you talk, the less they listen. Just introduce yourself and have each player introduce themselves. You can also have them answer a simple question such as “what is your favorite food” or “what is your favorite animal”? This is a simple icebreaker that will help the players get to know each other. You also will want to let them know what your coaching will focus on, but in a way they will be able to understand.

#### For Example You Could Say:

“We are going to have a great time this season! We are going to learn all the ways we can move our bodies and learn how to play basketball. You all are going to be learning lots of new things and even if things are hard to begin with, I am going to want you to keep giving your best effort. That is how we will know if we are winning our games....if we are giving our best effort and learning new things. Not by the score of the game but how hard you tried. OK?! Now let’s get started!”



## PLAYER DISCIPLINE

It is also important to discuss your team rules. Your rules will all be slightly different depending on your own personal style, but keep it short and easy to remember.

At the first practice it is valuable to establish team rules concerning attendance, listening carefully, respecting teammates, *etc.* You will be most successful if you do this with the cooperation and consent of the players themselves. Make it clear to all what the penalty will be for breaking team rules (*e.g.* time out from practice or a scrimmage). This is also a good time to set realistic team goals for the season (*e.g.* to have fun, to work together as a team, to practice good sportsmanship).

### Some other ideas on team discipline:

- Keep your players busy so they don't have time to misbehave. If you have kids standing in line all the time, you are inviting disaster.
- Be positive: say "Please walk" instead of "Don't run".
- Try to deal with problems before they get worse.
- *Speak* with the culprit first, before resorting to other disciplinary measures.
- If time outs don't work, then talk to the parents; ask them to attend practice, if necessary.

Work on your communication skills. Many coaches can speak clearly, use appropriate words well enough and have content that is appropriate to young players. *However, most coaches need a great deal of work on listening to young players, controlling and reading non-verbal cues, and understanding the emotional responses of different athletes to what they say.* The better you understand your players, the less trouble you are likely to have with misbehavior.

### Some Examples Of Team Rules Are:

- 1) No talking when the coach is talking.
- 2) Give your best effort.
- 3) No negative comments to others.
- 4) Have fun!



## SUGGESTIONS ON DEALING WITH PARENTS

Coaching is exciting and rewarding, but occasionally you may experience difficulty with parents. Some parents may want their child to play more, others may question your judgment as a coach. Whatever the concern, a parent is generally just looking out for their child, often at your expense. Don't be discouraged. There are some things you can do to open up communication and make dealing with parents a positive aspect of your coaching duties.

1. Have a parent meeting before the first practice to discuss your plans and expectations for the season. See the section: "Parent Meeting" for tips on how to do this well. Encourage questions from the parents and let them know that you have given a lot of thought to the upcoming season.
2. Express appreciation for their interest and concern. This will make them more open and at ease with you.
3. Always listen to their ideas and feelings. Remember, they are interested and concerned because it is their children that are involved. Encourage parental involvement. (If you have a preference for a certain time to voice these concerns, such as after practice, make this clear at the Parent Orientation Meeting.) Ask for solutions and not just problems. Implement the 24-hour rule.
4. Know what your objectives are and do what you believe to be of value to the team, not to the parents. No coach can please everyone!
5. Know the league and game rules. Be prepared to abide by them and to explain them to parents.
6. Handle any confrontation one-on-one and not in a crowd situation. Try not to be defensive. Let the parent talk while you listen. Often a parent will vent their frustrations just by talking. Listen to their viewpoint, then thank them for it.
7. Resist unfair pressure. It is your responsibility as coach to make the final decision. This doesn't mean that you can't still listen to parents.
8. Don't discuss individual players with other parents. The grapevine will hang you every time. Show the same respect for each player on the team that you want the parents to show toward you.
9. Ask the parents not to criticize their children during practice or a game. Don't let your players be humiliated, even by their own parents.

10. Don't blame the players for their parents' actions.

11. Be consistent! If you change a rule or philosophy during the season, you may be in for trouble. At the very least, inform players and parents of any change as soon as possible.

12. Most importantly, be fair! If you treat all players equally and with respect, you will gain their respect, and that of their parents as well.

\*\*\* Remember that you will be dealing with all types of children, and with parents having different backgrounds and ideals. The challenge for you as a coach is to address these differences in a positive manner so the season will be enjoyable for everyone involved.



## PRACTICES

### Practice Guidelines

Be realistic in selecting your objectives! Consider the age and experience of your players. Decide on your priorities - what are the most important things you want to cover before the games begin?

Identify one or more assistant coaches. Assistant coaches are extremely valuable. They make it possible to divide players into smaller groups so that each player gets individual attention. Parents who would like to help but feel they lack the necessary skills should be encouraged to attend practice to help collect balls and direct traffic. The preseason Parent Meeting is an excellent time to solicit help!

### Practice Planning

Have a *written* or drawn-out plan for each practice. You cannot have a good practice if you do not have an idea of what you want to accomplish during that practice. The plan should be written out in detail on a practice planning form or it may just be notes jotted on note card, etc. Writing down your plan will help you think through the equipment and the setup that you will need for the topics to be covered. Save these plans as a record of performance and to help develop a progressive program for the season.

As you plan your practices, remember these tips to keep players' interested and avoid boredom:

- Minimize the amount of talking that you do.
- Get all of the players involved.
- Turn "drills" into games.
- Give players many touches on the ball.
- Give players many chances to shoot and score.
- Let the kids PLAY!
- Ask guided questions to increase their sport knowledge. Don't just tell them what they are doing.

Keep the practice focused. If you are trying to teach new skills, your practice should concentrate on a single major topic (*e.g.* passing), rather than on many different topics. Make sure to let practice the learned skill in a scrimmage.

Practices should follow a progression: warm-up, drills, scrimmage, and cool down.



## Practice Planner

Plan warm-ups so that each player uses a ball. Incorporate games and exercises that emphasize a lot of touches, dribbling, passing, and shooting. If possible, use or create conditioning exercises that require the players to work with a ball rather than just running; the kids will have more fun and they will learn more **sport-specific skills!**

Be sure to include dynamic stretching (moving) throughout warm-ups. Younger players don't need a lot of stretching, but you should start the habit early. Avoid static stretching (standing still or holding poses and counting)

Drills should be appropriate for the skills you are teaching. Limit the number of drills in a given practice, and don't spend too long on any one drill. Remember that a child's attention span is limited! Be ready to switch things up if the drills aren't going as planned.

Keep it varied and interesting with a minimum of oral instruction (don't lecture!). Demonstrate as much as possible. If you feel uncomfortable demonstrating techniques, don't hesitate to ask your more skillful players, or perhaps older players, to help you. MAXIMIZE the number of touches for each player by running drills with several small groups at the same time; no child likes to stand in line waiting!

Small-sided games (*e.g.* 3 v 3) are an excellent practice and warm-up tool. They help keep everyone involved and, by reducing the size of each playing field, you can have two games going at the same time.

Drills should be organized to progress into controlled scrimmages (*e.g.* no shots until at least four consecutive passes have been made). Follow up a controlled scrimmage with an open scrimmage. **Remember, the kids signed up to *play!*** Make sure they get to practice playing the real thing.

Be prepared to change your plans. Weather, field conditions, the number of players who come to practice, can all affect your plans. Be flexible and adjust to conditions. You may also need to extend the time spent on a particular drill if the players are having difficulty acquiring a particular skill. If it is especially hot, allow for more frequent water breaks.

After the season starts, it is helpful to take a few minutes of practice to discuss the previous game, emphasizing what your team did well, what can be improved upon, and what the goals should be for the coming week. Ask and encourage your players to answer and ask questions!





***The MAIN POINTS to remember for a successful practice are:***

1. BE PREPARED. Have a plan for what you will cover during the practice.
2. Keep it SIMPLE. Give a short demonstration with a minimum of talk, then have the players work on the drill. MAXIMIZE touches for each player.
3. Make it FUN. Sometimes the drills in books or videos just don't work for you and/or your players. Be prepared to switch to something you know they can handle.
4. Strive for a PROGRESSIVE acquisition of basic skills. Begin with relatively simple drills. Add movement and then opposition to simulate game conditions. Always consider the age and skill level of your players. The percentage of time spent on practice without opposition should decrease as players become older and more skillful. Restricting space and number of touches are other ways to make drills more demanding.
5. Always have time when the players JUST PLAY.
6. Always BE SAFETY CONSCIOUS with your players.
7. **Avoid the "4 Evil L's"**
  - Laps: warm-up with fun games with the ball instead.
  - Lectures: Don't speak for more than 30 secs.
  - Lines: No standing waiting for turn. Have them all with a ball participating
  - Language: Watch what you say and how you say it. Don't be inappropriate.



## SESSION OUTLINE EXAMPLE

**Session Length:** Times differ with each age group; make sure to include water breaks

### Practice Session Structure:

- **Warm up:** 5 min for 6U-7U; 8 mins for 9U-11U, 10-15 minutes for 14U
  - Dynamic stretching- make them move with soccer specific movement. NO static stretching! No standing still in circle and counting.
  - Get the blood pumping!
  - 2-3 fun games to get the excited and ready to play.
    - Sharks and Minnows
    - Freeze Tag
    - Knockout
    - Small side games
    - And more
- **Physical:** 10 min (with and without a ball)
  - 1-2 activities to help develop physical abilities:
    - Running and stopping
    - Changing direction- forward, backward, left, right
    - Jumping and balance
- **Technical:** 15-20 min (main activities to introduce/refine skills)
  - 4-5 fun game activities approximately 5min each for this age they would cover:
    - Dribbling
    - Passing and receiving (inside of foot, sole, laces)
    - Finishing (shooting-inside and laces)
    - Defense
    - Offense
- **Game/Scrimmages:** 15-25 min (see examples below)
  - Small game/scrimmage activities such as 1v1, 2v2, 3v3, 1v2, 2v3.
  - Defense vs Offense
  - Scrimmage another team
- **Warm-down (cool-down):** 5min
  - Slow dynamic stretching; stretch what you need to stretch
- **Reflection:** 1-3 min
  - If time allows, have a brief meeting to discuss what they learned. Ask them questions and let them respond. Don't just tell them what they did.

## SKILL DEVELOPMENT

### Teaching Techniques

Young players do not automatically know how to execute the various techniques (skills) associated with the game. Even after learning the basic skills, players need instruction on how and when to use the techniques they have learned in a game situation. Remember that everyone learns and comprehends differently. Some may need instructions more simplified than others.

Our job as coaches is to teach our players the basic techniques and give them the knowledge of the game and confidence in themselves that will help them reach their full potential as athletes. Here are some tips to help you teach the fundamentals to your players:

1. Explain the importance of the technique. Keep it short and relatable!
  - The players are more willing to want to learn if you tell them how and when the technique fits into a game setting.
2. Give 3 or 4 key points to help the players perform the technique.
3. Demonstrate the technique.
  - If you are unable to do it, ask one of your better or eager players to do it for you. Correct technique if needed.
4. Organize the team into small groups.
  - The smaller the better, depending upon the technique and the amount of help you have.
5. Practice the technique.
  - Observe the players trying to do the technique. Make sure to explain to them when they would use this technique in an actual game.
6. Make corrections as necessary.
  - Be POSITIVE and try to point out when the technique is being done well; however, you must correct technique that is being done wrong. You can do this without directing your corrections at any particular player. If none of your players can perform the technique, you need to reconsider whether it is appropriate for their age and experience level.
  - Make sure to acknowledge their attempts!



7. Practice game-like situations and conditions.
  - In order to tell if the players can do the technique in a game-like situation, increase the difficulty by adding a defender, making their space smaller, or by speeding up the pace of the activity. Small-sided games work well to show whether a technique has been learned.

### Teach Using Progressions

The basic idea in teaching techniques is to start simple and increase the level of difficulty.

1. Start with the simplest elements of the technique. Let the players learn initially without any pressure.
2. Gradually add more elements of the skill.
3. Gradually increase the difficulty level of the activity. Increase difficulty (pressure) by:
  - a. increasing the number of players executing the skill in a limited area
  - b. reducing the space available for executing the drill
  - c. specifying the direction the player must move
  - d. adding a passive defender/s ("shadow defense")- No contact
  - e. adding an active defender/s
  - f. Finally, perform the skill in the way it would be used in a game.

**Note:** You can keep practice/court layouts the exact same but add challenges.

Keeping the same layouts helps player development, encourages initiative (players already know what to do when they arrive to practice and games), reduces anxiety and confusion, helps create smooth sessions, and makes planning easier.



## COACHING THE 6U PLAYER

The 6U player should have fun and develop an appreciation for the game of basketball. The major emphasis for the youngest players should be on getting comfortable with the ball while introducing basic techniques. "Coaching" should be kept to a minimum; teach through enjoyable games and exercises. Tactics are not important at this age. Be patient and encouraging!

Listed below are some developmental considerations and techniques which you can reasonably expect to introduce to kids during the season.

### DEVELOPMENTAL CONSIDERATIONS: "ME AND MY BALL"

- **Psychological/Cognitive:**
  - Individually oriented (egocentric)
  - Short attention span
  - Easily bruised psychologically
  - Perform tasks one at a time
  - "My Ball" is a commonly used phrase.
  - Limited tactical abilities
  - Biggest concern is which way to go when they have ball.
  
- **Physical/Motor:**
  - No sense of pace...will often run until they drop
  - Running, jumping, skipping, hopping and maintaining balance are not fully developed at this age.
  - Will often fall when changing direction because of high center of gravity.
  - Need multiple breaks during practice and games.
  
- **Psycho– Social:**
  - Typically this if first exposure to team sport.
  - Need to feel secure in practice and games
  - Social development is limited
  - Low interest in team activities.
  
- **Coaching Consideration:**
  - Give brief directions
  - Use several short activities
  - Lots of water breaks
  - Emphasize confidence and familiarity with the ball (every child needs to have access to a ball for entire session)
  - Give plenty of encouragement and very little criticism or correction.
  - Primary focus is making the seasons so enjoyable that when the child has choices in activities, they continue to choose to play sports.
  - Encourage decision making: "Should I dribble, pass, or shoot"

## COACHING THE 8U PLAYER

The 8U player should have fun and develop an appreciation for the game of basketball. The major emphasis for the youngest players should be on getting comfortable with the ball while introducing basic techniques. "Coaching" should be kept to a minimum; teach through enjoyable games and exercises. Tactics are not important at this age but can begin to be introduced at this age. Be patient and encouraging!

Listed below are some developmental considerations and techniques that you can reasonably expect to introduce to kids during the season.

### DEVELOPMENTAL CONSIDERATION: "ME AND MY PARTNER"

- **Psychological/Cognitive:**
  - Attention span a bit longer than 6U but still limited
  - Developing an ability to form a rule structure.
  - Still has limited ability to concentrate on more than one task at a time.
  - Beginning to understand the relation between time and space
  - Effort is synonymous with performance for them; if they feel they tried hard, they feel they have performed well.
  
- **Physical/Motor:**
  - Bones still growing; growth plates are near joints. (Be aware of possible injuries to those areas)
  - Still lack sense of pace; will run till they drop
  - Improved coordination from 6U, but physical immaturity is still obvious.
  - Boys and girls are still similar in physical development
  - Beginning to develop physical confidence
  
- **Psycho-Social:**
  - Beginning to understand cooperative play and are more inclined towards group activities.
  - High need for approval from adults
  - Easily bruised psychologically; negative comments carry great weight.
  - Intrinsically motivated; play because it is "fun" and for their own enjoyment.
  - Increased desire for social acceptance.
  - Beginning to develop a team identity.
  
- **Coaching Consideration:**
  - Mixture of individual and partner activities; more activities designed for one ball and 2 players.
  - Introduce target games and maze-type games
  - Conclude each session with small sided games 3v3 or 4v4
  - Introduce easy/simple tactics or team concepts
  - Coach should focus on players relationship with the ball...to want it, how to find it, how to deal with it, feel comfortable with it, keep it close, etc.

## COACHING THE 10U PLAYER

The 10U player should continue to have fun and develop an appreciation for the game of basketball while building on skills learned at the 8U level. Tactics are important at this age as they can begin to work as a team on a larger pitch. Keep challenges fun and relatable.

### DEVELOPMENTAL CONSIDERATION: “THE START OF US”

- **Psychological/Cognitive:**
  - Ability to remember and follow more complex instructions
  - Ability to focus longer and stay on task.
  - Beginning to think in advance of or anticipate, the ball
  - Better understanding of moving both with the ball and without the ball
  - Developing a sense of pace.
  
- **Physical/Motor:**
  - Making huge gains in strength, endurance, balance and power
  - Can be large differences in size as some children grow much faster
  - Begin to see some significant differences between genders
  - Increased coordination and ability to perform more difficult task.
  
- **Psycho– Social:**
  - Increased peer attachment and need to belong.
  - Some becoming more serious about playing and with whom they play.
  - Pressure generated by peers is significant.
  - Association with team becomes more important.
  - The coach takes on increased significance.
  - Egos are sensitive
  
- **Coaching Consideration:**
  - Mixture of individual, partner and small group activities
  - More activities designed for 1 ball and 4 players
  - Encourage players to be creative and take risks.
  - Ask their input---They will tell you how things are going.
  - Introduce more complex games that require players to solve “problems”
  - End each practice with small sided scrimmages 4v4, 5v5, 6v6
  - Take great care in maintaining a positive team culture.
  - Keep the focus on process and performance rather than outcome of games
  - Although winning is not the main focus, keep in mind it is easier to “win games” at this age group with teams that are “organized” but lack skill...the skillful approach can result in losing games in the short term but creates creative, skillful players in the long run.

## COACHING THE 12U & 14U PLAYER

Coaching the 12U and 14U groups are similar. While the 12U still needs more help with learning and development, the 14U should practice and understand all aspects of the game.

### DEVELOPMENTAL CONSIDERATION: THE DAWN OF TACTICS: “US”

- **Psychological/Cognitive:**
  - Able to perform more complex tasks
  - Players able to use abstract thought to solve problems in the game
  - Usually eager to learn
  - Should be able to think while running and striking the ball
  - Internally motivated
  
- **Physical/Motor:**
  - Coordination improves
  - Strength and power become significant part of their performance
  - Has the ability to strike the ball a good distance with confidence in it’s direction.
  - More confidence with the ball above their waist, body traps and headers become a part of their game.
  - Skills as goalkeeper being to be developed
  - Players need to properly warm-up and stretch---strains and muscle pulls are common otherwise.
  - Significant differences in genders.
  
- **Psycho– Social:**
  - Acceptance by teammates is critical
  - How they feel about themselves effects how they relate to their teammates
  - Playing too much and feeling like they don’t have a choice in the matter can lead to burn out and drop out
  - Rules and agreements created within the team group can help maintain a positive and effective learning environment.
  - Try to hand over leadership and ownership of the team to them
  - Egos are sensitive
  
- **Coaching Consideration:**
  - Players need opportunity for individual, partner, small group and whole team practice.
  - More activities that allow tactical concepts to be practiced. (1 ball for 4 to 8 players.)
  - Small sided games allow for the most development and greatest learning tactical concepts.
  - Allow 20 mins at end of practice for unstructured play (scrimmages)



## GAMES

Game time should be a fun exciting experience that allows the players to freely play and practice all the things they have been learning. For some players who have never played or are playing against kids they don't know, they may be a bit nervous before the first game. Be patient, kind, and reassuring.

### **Other important things to consider for game time are:**

- Letting families know how early to show up for a game...30 min prior? 15 min prior?
- What warm-up activities will you have your team do before a game? You will want them to get moving and ready to play, especially if the weather is chilly or wet.
- Coach the players around the ball, not the person with it. By coaching the players without the ball, you are teaching the team to play the empty spaces, support their teammates, and to not get "sucked in" to the ball which will create more opportunities for your team.
- Making sure families and players know what behaviors are acceptable on the sidelines and in the game: cheering for both teams, no negative comments, no coaching from the sidelines, good sportsmanship. Understand that the players and families will follow your example of behavior.
- Make sure to let your players know to listen to yours and their teammates' instructions. Remind parents that coaching from the sides lines causes too much confusion and frustration for the players.
- Remind your team about the purpose of the game? Winning isn't the most important part of the game....learning and having fun is.
- Have a plan for keeping track of player play time and rotation.
- Remember the developmental stage your players are in. Don't get angry or visibly frustrated when players are struggling with skills, instead guide and support them in a positive tone.
- Don't get frustrated when they don't listen or understand. Stay positive and keep instructions short and simple.
- Make sure all players are allowed to play in all areas of the field. No player should be labeled an "offensive" or "defensive" player at this level. Players benefit more from understand all positions on the field.
- Set a post-game routine be. A brief meeting/reflection about what they did well on and what they can improve on. Ask them individually as well as a team.
- Try to be consistent; your players will look forward to whatever you do. The goal is to end the day with a positive message.
- LET THEM PLAY! Keep instructions short and let them figure things out as a team. Players must learn to think for themselves. Too many instructions takes away from the players ability to express themselves and doesn't allow the opportunity for team cohesion.

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## SEASON REMINDERS

1. Address officials with respect and during quarters/halves if possible.
2. Request that your parents don't coach their kids or address the officials
3. 24 hour Rule – if someone has a question about a playing time or with the officials, please wait until the next day instead of when tensions are high immediately following a game.
4. Be consistent with handling discipline
5. Organize practices and games
6. We have insurance coverage for all kids above and beyond whatever their current insurance does not cover. If someone gets hurt, please contact a coordinator and complete an incident report.
7. Lightning – we will suspend practice and games in the event of nearby lighting.
8. Clean-up after yourself (have the players do it)
9. First aid kits in concessions stand
10. Have a team Mom or assign parents to get drinks following each game once you have your schedule.
11. Always carry a list of parents' contact info and please make certain all kids are gone before you leave or let one of us know so we can make sure they are safe.
12. Check the website [www.foleyrecreation.com](http://www.foleyrecreation.com) or our facebook page for weather updates. We will not cancel games before 4 pm, but will contact you short after that time if there are weather questions.
13. Train players in multiple positions if possible, regular season games do not count
14. Ask for help!

## COACHES LETTER TO PARENTS

Coach Name: \_\_\_\_\_

Cell: \_\_\_\_\_

- Coaching philosophy (Fun, Learning/Skills, Game Outcomes)
  - Teamwork and sportsmanship are our top priorities.
  - Please only give encouraging or positive words and not instruction to the kids during practice and/or games.
  - Everyone will have the opportunity to play every position during the season.
  - All players will have the same amount of playing time during the season.
  - We may lose some games during the season, but we will learn from our losses.
  - We will play a lot of games that encourage skill development during practice. It may not look like it, but the kids will be learning while having fun.
  - Please practice with and encourage your child to practice at home.
  - Please be on time to practice and games. Let me know if you will be running late or won't be there.
  
- Practice requirements - Ball marked with players name if you have one, and a water bottle or drink.
  
- Inclement weather procedures – You will receive a message in the group chat for any cancellations or delays. Most calls are made after 4:00pm. You can also check the [www.foleyrecreation.com](http://www.foleyrecreation.com) web site or Foley Recreation Facebook page.
  
- Rules (see [foleyrecreation.com](http://foleyrecreation.com))
  
- Uniforms will be distributed before the first games. In the event of shipment delays, we will wear matching colors until they are distributed.



# PRACTICE SESSION PLAN

Topic: \_\_\_\_\_

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

## Activity 1

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## Activity 2

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## Activity 3

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## Activity 4

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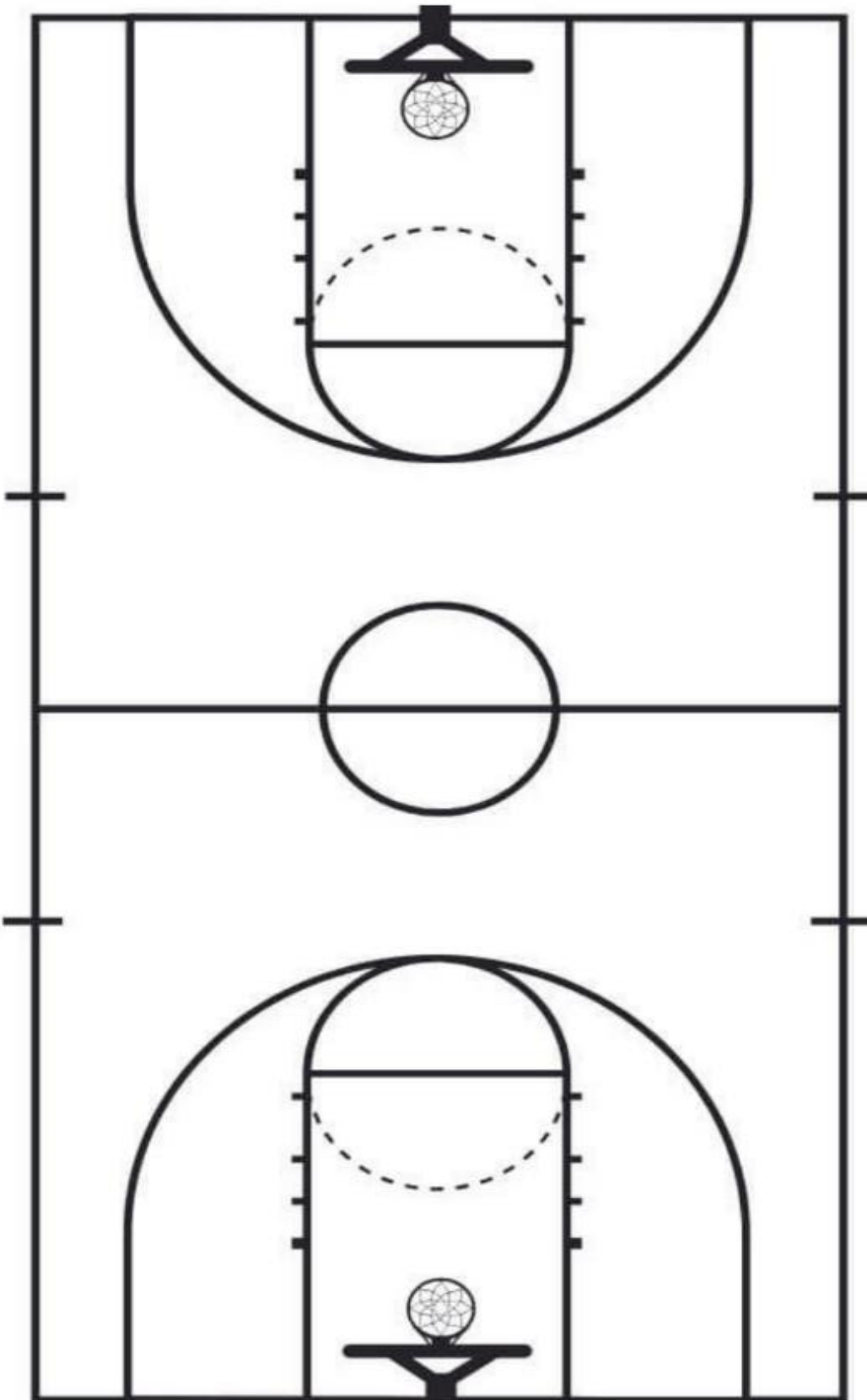
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# GAME DAY LINEUP

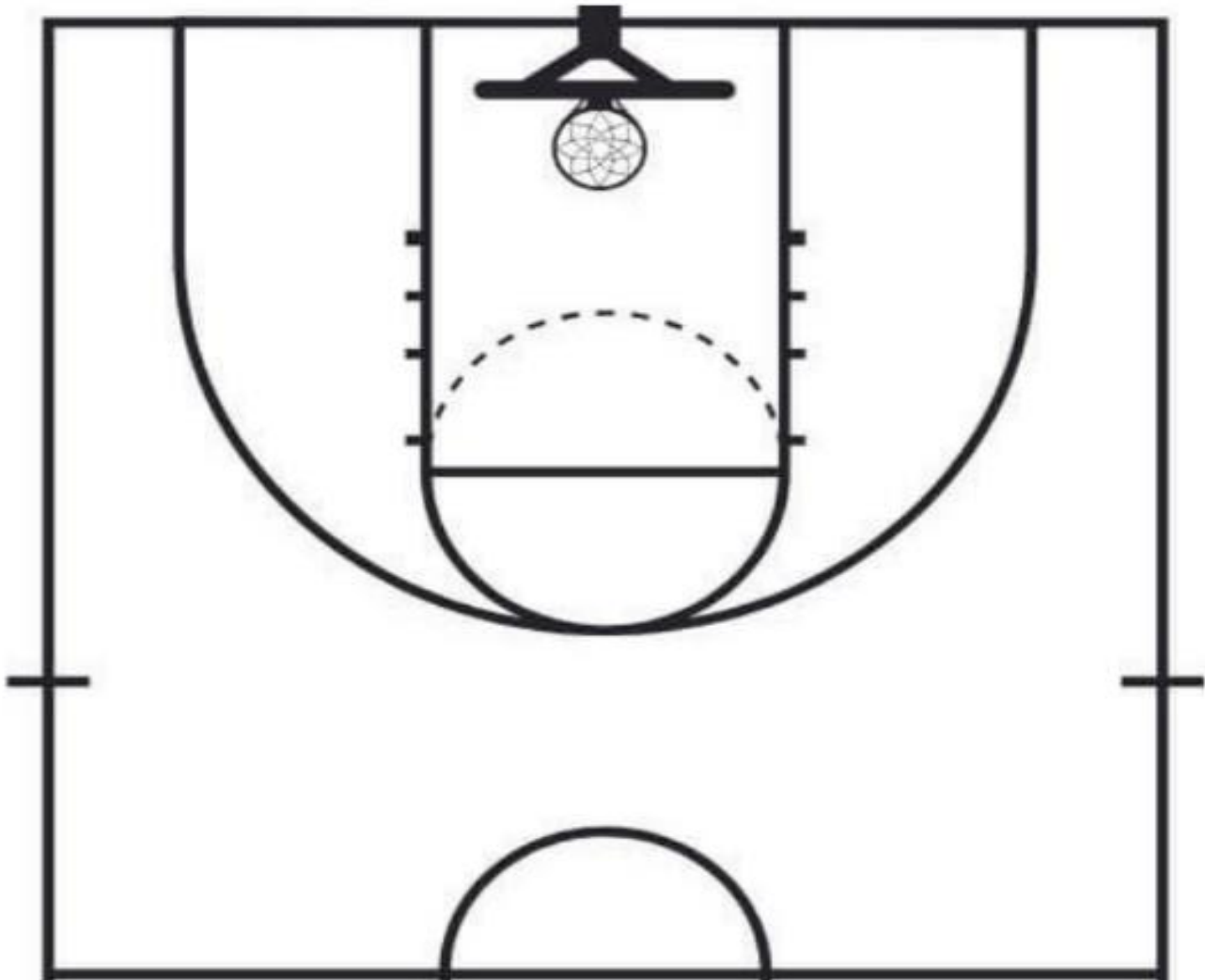


## TEAM ROSTER

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

Notes:

## GAME DAY LINEUP



### TEAM ROSTER

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|----|-----|
| 1. | 7.  |
| 2. | 8.  |
| 3. | 9.  |
| 4. | 10. |
| 5. | 11. |
| 6. | 12. |

### Notes:

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