

SPORT START

Basketball



A basketball program designed for young athletes with intellectual disabilities.

Created by:

**Kelly MacDonald, BA, MA
Special Olympics BC**



Special Olympics
British Columbia

2009

1st Edition

TABLE OF CONTENTS

TABLE OF CONTENTS	3
SPECIAL OLYMPICS	4
HISTORY OF SPECIAL OLYMPICS	4
SPECIAL OLYMPICS BC	5
SPORT START	7
INTRODUCTION	8
<i>Rationale</i>	8
<i>Overview</i>	8
CHOOSING THE RIGHT PROGRAM	9
SKILL DEVELOPMENT	10
<i>Basic Motor Skills</i>	10
<i>Sport Motor/Movement Skills</i>	10
<i>Social/Cognitive Skills</i>	11
<i>Developmental Perspective</i>	11
STARTING A PROGRAM	15
PLANNING FOR A PROGRAM	16
LESSON PLANNING	18
<i>Tips for a Successful Training Session</i>	19
<i>Attendance Sheet</i>	20
LESSON PLAN DESIGN	21
<i>Lesson Modifications and Adaptations</i>	22
SAFETY	22
EMERGENCY ACTION PLAN	25
<i>Sample Emergency Action Plan</i>	26
<i>Special Olympics BC Medical Incident Report Form</i>	27
<i>Special Olympics BC Behavioural Incident Report Form</i>	28
BASKETBALL	29
<i>History of Basketball</i>	30
<i>Overview of the Sport</i>	31
<i>Basketball Glossary</i>	33
BASKETBALL MOTOR/SPORT SKILLS	35
STRETCHING GUIDE	45
LESSONS	49
ATHLETE EVALUATION	143
ATHLETE EVALUATION CARD	145
GOAL SETTING	147
<i>Goal Setting Card</i>	148
RESOURCES	149
CONTACT INFORMATION	152
MEDIA RESOURCES	152
<i>What's Next?</i>	154
FEEDBACK	156
<i>Athlete Feedback Form</i>	157
<i>Leader Feedback Form</i>	161
REFERENCES	164

SPECIAL OLYMPICS

History of Special Olympics

Special Olympics is an international organization that provides sports training and competitive opportunities for persons with intellectual disabilities. The organization is recognized by Sport Canada as the main provider of these services to people whose primary diagnosis is an intellectual disability, although some participants also have physical challenges.

The Birth of Special Olympics in Canada

In the early sixties, children with intellectual disabilities were tested for physical fitness levels with the results revealing that these individuals were half as physically fit as their non-disabled peers. It was assumed that the low fitness levels were a direct result of their disability. However, troubled by this assumption a Toronto researcher, Dr. Frank Hayden, began to conduct his own research on the subject and discovered that given the opportunity, people with an intellectual disability could become physically fit, and acquire the physical skills necessary to participate in sport. Inspired by his discoveries and seeing the need for new kinds of sport opportunities, Dr. Hayden sought ways to develop a national sports program designed specifically for people with an intellectual disability. His work came to the attention of the Kennedy Foundation in Washington, D.C. and led to the creation of Special Olympics.

The first sports competition organized under the Special Olympics banner was held at Soldier's Field in Chicago in 1968. To ensure that Canada was well represented at the competition, Dr. Hayden called on renowned broadcaster, successful businessman and humanitarian, Harry "Red" Foster. Upon returning to Canada, after accompanying a Canadian floor-hockey team to these first games, Red set about laying the foundation for the Special Olympics movement in Canada as a way to enhance the lives of Canadians with an intellectual disability. The following summer, 1969, the first Special Olympics Canada event was held in Toronto.

Today, over 31,000 athletes with intellectual disabilities participate in Special Olympics programs across the country. Around the world, Special Olympics has grown to service over three million athletes in more than 160 countries.

Special Olympics BC

Since 1980, Special Olympics British Columbia (SOBC), a registered charitable organization, has provided high-quality sports programs and competitions to meet the needs and interests of individuals with intellectual disabilities, enriching lives and celebrating personal achievement through positive sports experiences. Today, over 3,500 athletes participate in Special Olympics BC sports programs in 55 communities across British Columbia. Special Olympics BC offers year-round programs in 18 sports, as well as local, provincial, national and international competitive opportunities. These sports opportunities provide athletes with far more than the physical benefits of improved health and athletic ability. Participation in sports provides opportunities for athletes to develop social skills, cultivate friendships, strive for and achieve goals and increase their self-esteem – enabling athletes to win in sport, and in life.

SOBC Mission- To provide individuals with intellectual disabilities the opportunity to enrich their lives and celebrate personal achievement through positive sports experiences.

**Special Olympics British Columbia:
210-3701 East Hastings Street
Burnaby, BC
V5C 2H6
Tel: 604-737-3078
Fax: 604-737-3080
Toll Free: 1-888-854-2276
E-Mail: info@specialolympics.bc.ca
www.specialolympics.bc.ca 10**



Special Olympics
British Columbia

Sport Start

INTRODUCTION

Welcome to Special Olympics BC and the Sport Start program. You are about to become involved in a very important program within the organization and through your participation will have the opportunity to change the lives of young athletes in a positive and exciting way.

Rationale

The Sport Start Program relies on the premise that youth with intellectual disabilities are more than capable of participating in fitness and sport programs. We believe that if provided with early instruction in the areas of basic motor and sport skill there is an excellent opportunity for improvement in physical, social and cognitive abilities.

Overview

The Special Olympics BC Sport Start Program is the first of its kind in BC. It provides specific training and educational opportunities for youth between the ages of 12 and 18 years with mild to profound intellectual disabilities (Ministry of Education categories: C, K, and possibly G), many of whom may lack opportunities and/or access to traditional structured physical fitness programs. The Sport Start Program has been designed as a continuation for those participants who have graduated from the FUNdamentals program as well as an introduction for individuals new to Special Olympics who are looking to develop more specific sport-related.

The program is geared towards youth aged 12-18 years olds with an intellectual disability. However, it is important to keep in mind that Leaders consider not only the age of the athlete but their level of development and ability before beginning the program.

The Sport Start leader's Guide was developed to provide Program Leaders with the tools necessary to ensure positive and safe sport experiences for participants. The Sport Start Leader's Guide also educates Program Leaders in the areas of positive movement skills, sport development, and healthy living.

The Guide will assist Leaders in explaining the benefits of positive movement experiences and the importance of healthy nutrition, as well as providing sport specific lesson plans that can be taught to young athletes who want to improve their basic motor and sport skills. The Sport Start Guide also emphasizes the role of physical activity in the development of athlete self-esteem, confidence and ability to socialize with peers and in group settings.

Thank you for your involvement and helping to build a Sport Start program!

CHOOSING THE RIGHT PROGRAM

No matter the age or level of ability, Special Olympics BC has a program for everyone with an intellectual disability.

ACTIVE START

ActiveStart is a program that provides specific physical activity information relating to young athletes with an intellectual disability between the ages of 2 and 6 years. It introduces the values of positive movement experiences during childhood development, and describes activities aimed at improving basic motor skills.

FUNDAMENTALS

FUNDamentals is a program for children aged 7 to 11 years with intellectual disabilities that focuses on acquiring fundamental movement skills in a fun environment. The goal of the program is to teach children basic sport and physical activity skills so they can participate in sport and live healthy active lifestyles at any age. The FUNDamentals Leaders Program Guide was also developed to educate Program Leaders in the areas of positive movement skills, nutrition, sport introduction, and the importance of caregiver involvement in the lives of children with an intellectual disability.

SPORT START

Sport Start is the next step in Special Olympics BC's youth development program. It builds on an athlete's existing *basic* motor skills and teaches *sport* specific motor and movement skills. The program is designed for youth between the ages of 12 and 18 years with intellectual disabilities. The program helps to translate basic motor abilities into sport specific skill development by introducing the youth to specific sport skills and game play and providing them with the opportunity to learn and practice the sport skills needed to participate in an organized sport program, like our traditional Special Olympics programs.

It is important to keep when determining the best program for an athlete that not only the age of the athlete is considered but also their level of development, ability and size before beginning the program, within reason. For example, in basketball, it *may* not be a good idea for 12-year-old to compete against or with an 18-year-old athlete because of the potential size difference between the athletes and the safety risks associated with that difference. Additionally, we recommend that athletes wishing to participate in the Sport Start program be capable of performing the following motor skills: walking, running, striking, catching, balancing and jumping. These abilities need not be completely developed but a basic competency is crucial to the program.

SKILL DEVELOPMENT

Basic Motor Skills

Basic motor/movement skills are the building blocks on which all movement is based. They are divided into three main areas; manipulation, transport and balance.

Transport Skills

These skills enable a person to move from one point to another. Transport skills include:

- Walking
- Running
- Jumping
- Skipping

Manipulation Skills

These skills are associated with the ability to receive, handle, control or propel an object with the hands or feet or with an instrument. Manipulation skills include:

- Bouncing
- Catching
- Overhand Throwing
- Kicking

Balancing Skills

These skills are necessary to maintain and control body position and posture while at rest or in motion. They are characterized as static (stationary) or dynamic (moving).

(Pee-Wee Program Guide, Special Olympics Manitoba, 1997)

Sport Motor/Movement Skills

Typically, motor/movement skills begin to develop in the first years of life, however persons with intellectual disabilities are often delayed in their development of such skills. They may lack the balance, dexterity, coordination and motor/movement skills necessary for performing daily activities. Fortunately acquisition of these skills is ongoing and continues through adulthood. The best way to develop basic motor/movement skills is through early intervention, practice and working at the individual's ability level. The more movement experiences to which an individual can be exposed and the more practice they have, the better their skills will become. However, it is important to recognize that it is not only the quantity of practice time but also the quality of that time which makes the difference.

Sport programs are an excellent way for youth with an intellectual disability to learn, practice and fine tune their basic and sport motor-skills. By participating in sport programs like Sport Start, designed specifically for youth with intellectual disabilities, young athletes can build on their basic motor skills and acquire the movement abilities

necessary to compete in sport and those required for the activities of daily life. They can improve their flexibility, strength, balance and mobility which can lead to greater personal independence, as well as the ability to be physically active and participate in sport in safe and fun ways.

Social/Cognitive Skills

Additionally, increased physical ability and competence has been positively linked to higher levels of cognitive and social development. For example increased confidence, levels of enjoyment, and self-esteem are frequently associated with participation by individuals with intellectual disabilities in physical activity and sport programs.

Developmental Perspective

It is important to keep a developmental perspective while working with children and youth in the physical activity setting. There are a number of factors that contribute to skill development. The Council of Physical Education for Children (1998) and has developed guidelines for movement programs. There are 6 components to motor development that we need to consider when planning lessons for youth:

- 1) Development is qualitative: Movement patterns will increase in mechanical efficiency. As a child acquires skills, the quality of their performance increases.
- 2) Development is individual: All individuals progress through the same sequence but they will go at their own rate. To have generalized expectations of what each child should be able to do in your program is not realistic because youth will be at different stages and development is dependent upon experience.
- 3) Development is sequential: Progress from simple to more complex actions in a somewhat predetermined sequence (i.e. Crawling happens before walking; catch a large ball before catching a smaller one). By understanding the sequence of development, leaders can plan progress.
- 4) Development is cumulative: Previously learned skills are the building blocks for skills that develop later.
- 5) Development is directional, not static. It progresses forward toward a goal or regresses due to lack of the right practice.
- 6) Development is multi-factorial: The ability to perform a specific skill depends on a number of factors. For example: A child may be able to walk when he or she has sufficient understanding, strength, balance *and* motivation.

NUTRITION

Equally important to participation in sport is total body wellness. Healthy behaviors, like proper nutrition, are crucial components of physical fitness and health.

Eating good food is an important part of every single day. Nutrition is what keeps the body going whether while walking to practice, playing basketball and even during sleep! The right kind of food allows young athletes to function at their best, making them feel good and helping them to become better athletes.

Additionally, proper nutrition is one way to improve the secondary conditions that may accompany an intellectual disability. For example proper nutrition can improve symptoms of fatigue, constipation, diarrhea and help to control weight problems. Eating a good balance of healthy foods can also help individuals with intellectual disabilities reduce the risk of chronic disease and live longer, healthier lives.

The Sport Start program incorporates nutrition education into different sections in the Guide. The nutrition sections provide basic nutrition information about the 4 food groups, calorie intake and hydration. Nutrition tips, facts and activities are also included at the end of each of the 12 lesson plans because healthy eating fuels young athletes.

**Please note that some individuals may require special diets for proper and adequate nutrition. Contact your physician or registered dietician if your young athlete has difficulty eating or drinking, has food allergies, or secondary conditions like diabetes or drug side effects for information about therapeutic diet options.*

WATER

- Dehydration can cause fatigue, headache, irritability, dizziness and even impaired physical performance
- People need more fluids when they are physically active
- Sports drinks have a significant number of calories. Drink water to stay hydrated

Competition and Hydration

In addition to daily fluid intake, hydration is important before during and after sport. Follow this 3-step plan for optimal hydration around sport.

STEP 1 - Pre-hydration Primer

Drink at least 1-2 cups (250-500ml) of fluid approximately 1-2 hours before practice or competition.

STEP 2 - During Sport Drinking

Encourage athletes to drink at least 2-3 large gulps of fluid every 15-20 minutes.

STEP 3 - Post Sport Refill

Replacing fluids should be top priority, aim for a minimum of 1-2 cups (250-500mls) of water, chocolate milk or diluted fruit juice right away and in the hours following exercise.

CALORIES

Females 9-13yrs:	Active=1600-2400	Non-Active= 1600-1750
Females 14-18yrs:	Active=2000-2750	Non-Active= 1800-2000
Males 9-13yrs:	Active=1800-2850	Non-Active= 1800-2000
Males 14-18yrs:	Active=2400-3800	Non-Active= 2200-2500

FOOD GROUPS

Average Youth 9-13 years needs: (servings/day)

- Vegetables/fruit: 6
- Grain products: 6
- Milk and alternatives: 3-4
- Meat and alternatives: 1-2

Average Youth 14-18 years needs: (servings/day)

- Vegetables/fruit: 7-8
- Grain products: 6-7
- Milk and alternatives: 3-4
- Meat and alternatives: 2-3



**People who are at a healthy weight but need more food because they are very active may need to eat extra servings but should monitor their intake of fat, sugar and salt.*

HEALTHY SHOPPING LIST

Vegetables: Lettuce Asparagus Green beans Cauliflower Tomatoes Potatoes Spinach Onions Broccoli Corn Carrots Peppers (red, green, yellow or orange) Celery	Fruits: Oranges Apples Bananas Strawberries Blueberries Raspberries Blackberries Mangoes Pineapples Nectarines Cherries Lemon/limes Applesauce	Milk and Alternatives: Cheddar cheese Cream cheese Cottage cheese Low-fat yogurt Low-fat frozen yogurt or ice cream Eggs Skim or 1% milk Soy, rice or almond milk (ensure that it is calcium fortified)
Tips: <ul style="list-style-type: none"> • Don't get stuck in rut, eat different types and colours everyday! • Choose portable fruits and vegetables as snacks at school and after sport • Use low-fat versions of cheese with less than 20% milk fat (MF) on the label 		
Grain Products: Whole wheat bread Whole wheat english muffins Whole wheat bagels Whole wheat tortillas High fibre cereal and crackers Pancake mix Brown rice Whole wheat pasta	Meat & Alternatives: Fish fillets Chicken breasts Lean beef for stir fry Lean ground beef Hummus Eggs Frozen shrimp Tuna (canned in water) Beans (any type) Fat free deli meats Tofu Unsalted nuts	Condiments: Olive oil Mustard Peanut butter Jam (fruit jam). Maple Syrup Honey Drinks: Water 100% fruit and/or vegetable juice Milk
Tips: <ul style="list-style-type: none"> • Look for "High Fibre" Cereal with more than 3g fibre per serving • Look for "low fat" granola bars, crackers (less than 3g fat per serving) • Choose low fat lunch meats such as turkey breast instead of salami and bologna. • Avoid high fat meats like frankfurters, other sausages, and bacon 		

Visit the Virtual Grocery Store - a virtual shopping tour on-line. Learn how you can use the nutrition information on the label of packaged foods to make healthy choices for you and your family.

(www.dietitians.ca/public/content/eat_well_live_well/english/index.asp)

Starting A Program

STARTING A PROGRAM

Planning for a Program

Below are a few steps to follow when starting a program in your community or school.

1. Book a Venue

A playing field is the best fit for our program however other indoor spaces can also work, including indoor soccer facilities or even gymnasiums.

2. Recruit Volunteers

For any program to be successful the need for committed volunteers is a must. A few excellent locations to find volunteers include:

- Your current Special Olympics base
- Parents or caregivers
- Universities/Colleges/High Schools (Faculties of Kinesiology, Education and Nursing in particular) where many students need volunteer hours to complete their studies
- Recreation Departments
- Retired professionals in your community who are eager to get involved in sport and volunteer opportunities

**Please note that all coaches are required to receive their coaching certification within one year of the program start date. This will be provided at no cost to the volunteer.*

3. Work with Volunteers

- Decide on a day and time based on volunteer and participant availability.
**It may be that a weekend morning or weekday evening is the best fit for your Local. Decide collectively.*
- Provide your volunteers with responsibilities
**It helps to have volunteers fill a specific role in the program, so try to provide each with a role of interest to keep them excited about their volunteer experience.*
- Ensure that you hold a short meeting to discuss the program and the specifics about Special Olympics before starting.

4. Tell the Community

Be sure to publicize your program.

- Contact your local newspaper/radio with the program details (time, place, contact number)
- Design posters to put up at schools, libraries or community boards, your local Child Development Centre, and your Society for Community Living

**Special Olympics BC can help with media releases but need to know the specifics, so touch base with us at your convenience.*

Program Launch

1. Be Organized and Prepared

Ensure that you have all of the equipment needed for the day including:

- Lesson Plan
- Sport Equipment
- Registration Forms (athlete and leader)
- Injury/Incident Forms

Try to have as much of the lesson set-up in place before the lessons begin and ensure that volunteers are aware of their roles and duties.

2. Greet your Guests

When your children and parents arrive to the first session make sure they are warmly greeted by a volunteer and informed about what the child needs to bring including medical information, attire, and emergency contact information.

3. Registration**

In order for any athlete or volunteer to participate in a sanctioned Special Olympics Program a registration form must be filled out. One copy should remain with the Leader of the program and a second copy sent to the Local Special Olympics Committee. The registration process is *very* important for insurance purposes and any participant who has not completed a registration form is not covered by the Special Olympics BC Insurance Policy.

Additionally, all athletes are required to complete a medical history form prior to participating in a Special Olympics.

**Registration and medical forms are available through your Special Olympics Local chapter or SOBC.*

4. Introductions

Introduce yourself and the rest of your volunteer team. It is also very helpful to have the parents and children introduce themselves in order for everyone to get to know everyone else.

5. Work Through the Lesson

Begin to work through your lesson plan, always keeping in mind the principles of positive sport experiences and safety.

6. Have Fun!

Remember that the entire program is based around the concept participants are more likely to respond to what is being taught and will be excited about attending each week if they are having fun.

Lesson Planning

- Adjust lesson plans to suit the facilities available and the athletes' levels of ability
 - *Drills and activities don't necessarily need to be altered for every athlete but your expectations of performance and outcome may need to be adjusted on an individual basis*
- Provide activities that are short and active
- Move quickly from one activity to the next
- Make the activities in each lesson fun
- Change activities before athletes lose interest
- The two most important elements you can bring to a practice are a high level of enthusiasm and a willingness to be flexible
- Have brief water breaks throughout the training session
- Encourage athletes to imitate your technique
- Summarize the session and make announcements about the next session at the end of training

Tips for a Successful Training Session

There are simple ways to create a training environment that brings out the best in each Special Olympics athlete.

Be Organized

- Visit the training facility before lessons begin to familiarize yourself with the amenities available (ie. Space available for training, goalposts, baskets, etc.).
- Familiarize yourself with the equipment and how to use it.
- Be fully equipped to run the session (cones, balls, scrimmage vests, watch, etc.).
- When possible, have all equipment and stations prepared before the athletes arrive.
- Have enough help (coaches, parents or helpers) to keep the practice on schedule.

**Special Olympic programs require there to be 1 coach for every 4 athletes.*

Establish Team Etiquette

Athletes should understand the value of team rules. For example:

- Arrive on time.
- Come properly dressed.
- Listen to coaching instructions.
- Give 100% at all times.
- Support and encourage teammates.
- Encourage player responsibility

**Consider giving individual players tasks or responsibilities during a training session. (eg. Collecting/distributing pinnies or cones)*

Lesson Plan Design

At the beginning of each lesson plan is a list of the equipment needed and the basic motor and sport skills that will be focused on in that lesson.

WARM UP

The warm up is an important component of a lesson plan. If implemented properly, this step can help prevent injuries. The warm up gets participants moving and ready for the activities that follow in the lesson plan. Warm up activities can be fun and accomplished by playing different games; just be sure to keep in mind that the warm up should target the muscles, ligaments and joints that will be used during the lesson. Stretching should take place only after the muscles are warm.

MOTOR & SPORT SKILL DEVELOPMENT

In these sections of the lesson plan the motor and sport skills specific to each sport are broken down into simple steps that will help the athlete learn and practice the skills necessary to play their chosen sport. Each skill is introduced, demonstrated and practiced in a drill by the athletes before it is incorporated into an activity that focuses on that skill set.

FITNESS

This phase of the lesson is centred around activities specific to the fitness needs of the particular sport being taught. Athletes will work on cardio, muscle strength, endurance and flexibility in continual work and break scenarios. The fitness component is an important part of any sport program as it helps prepare the body for physical learning and for the rigorous sport matches and competitions.

SKILL GAMES

Just like quality practice and repetition in a controlled setting are essential for improving basic motor/sport skills, incorporating skills into game-like situations is a great way for athletes to further develop their skills. The aim of this section is to introduce athletes to structured game/competition situations and provide them with the opportunity to use the skills they have learned in the lesson or prior lessons in competition meaningful ways. The games/competitions are meant to be fun and can be adapted to the level of ability of the athletes.

COOL DOWN/ NUTRITION BREAK

The cool down is a crucial component of any lesson plan. This is the time for athletes to slowly cool their bodies down and stretch out their muscles and joints. Taking time to cool down properly helps prevent injuries and speed up recovery time. It is also an opportunity to talk about other aspect of healthy living, like nutrition.

As a major goal of the Sport Start program is to promote healthy nutrition and food choices, leaders should use this time to talk about proper nutrition with the athletes. At the end of each lesson there is an activity or information section about proper nutrition. Topics like healthy food choices and hydration are included.

Lesson Modifications and Adaptations

The lessons outlined in this manual provide a general guideline for teaching basketball motor and sport skills. While each lesson has been developed to accommodate the needs of athletes with intellectual disabilities, additional modifications or adaptations can be made by the leader to tailor the program to individual athletes. Try to create a lesson plan that allows each athlete to meet an 80 % success rate to help them build confidence and feelings of competence.

Listed below are some things to think about when planning a practice or training session and some adjustments that can be made to the suggested lesson plans.

Age

- Adjust timelines
- Work/rest ratios
 - *The ideal work/rest ratio should be 2:1 regardless of age, although the lengths of time for fitness and recovery can be adapted*
- Use the appropriate NUTRITION activity
 - *Some lessons have two different approaches to the discussion of nutrition. Choose #1 for younger or lower functioning athletes and #2 for older or higher functioning athletes.*

Number of Participants

- Group size
- Grid size
 - *Increase or decrease the size of grids or groups depending on the number of participants at the training session*

Level of Ability

- ***Adjust expectations***
 - *If athletes are having difficulty with a skill, consider focusing on key skill points rather than the entire skill breakdown*
- Adjust timelines
- Work/rest ratios
 - *The ideal work/rest ratio should be 2:1 regardless of age, although the lengths of time for fitness and recovery can be adapted*
- Consider partner vs. solo work (or vice versa)
- Grid size
 - *Increase or decrease the size of grids depending on the ability of the participants*
- Adjust hoop height
 - *Lower or raise hoops based on ability and size of the athletes*

Practice Location

- Grid size
- Grids can be comprised of cones or lines on the floor

SAFETY

The safety of all participants is paramount to the Sport Start program and is the responsibility of all Program Leaders. Below is a list of guidelines that will ensure that participation in any Sport Start program is conducted in a safe and positive environment.

Lesson Plans

- Try to develop lesson plans that keep athletes moving. Long waits can lead to loss of interest, cooling down and acting out in dangerous behavior.

Equipment

- The equipment used for Sport Start should accommodate the athletes' ability, age and physical development.
- Always take time before each practice to examine the equipment that is being used and ensure that it is not showing any signs of deterioration or damage that could cause an injury to a participant.
- Ensure that you are fully aware of the specific safety standards related to the equipment used in your activity.
- Any equipment that has been modified to meet the needs of participants should be tested before use in a training session.
- Equipment should always be kept in a secure location when it is not being used.
- Carry a first aid kit at all times.

Environmental Risks

- Always ensure that factors related to weather have been taken into consideration including water on playing surface, heat/cold of practice location, humidity etc.

Facilities

- Always conduct a check of the facilities and practice area before the start of any practice to ensure there are no hazards that could injure participants or volunteers. Include the restroom facilities in the pre-activity check.
- Ensure that any facility chosen for your Sport Start program meets the needs of your participants. For example, if your program has 20 participants then find a location that can accommodate a large group.
- The chosen facility should not include dangerous equipment that is accessible to athlete participants. (Swimming Pool, Ladders, etc)

Human Risk Factors

- Activities should always take into consideration the participants first. No lesson plan should include activities that put a participant at risk. Consider an athlete's height, weight, ability and strength.
- Be aware of any potential behaviors problems within the group like: difficulty working with others, tendencies to act out aggressively, concentration abilities and overall attitude toward physical fitness activities.
- Consider a volunteer's training, experience and supervision abilities when assigning responsibilities.
- Inform the parents and the participants of the risks inherent to the activities.
- Properly explain the safety procedures and instructions related to all activities, and check that the participants understand them.
- When giving explanations for an activity during a practice highlight potential risks. For Example, if participants are required to cross paths, ask them to keep their heads up and to be alert to where others are as they are moving around.
- Ensure that the number of participants involved is not so high as to compromise adequate supervision and safety. Sport. Start programs require a minimum of 1 adult leader for every 4 athletes.
- Keep in mind that participants need to be constantly supervised. Stop all activities if you have to leave the site for any reason, or delegate responsibility for the group to a competent person.
- Look for signs of fatigue and aggression in participants and, if necessary, stop the activity.

Registration

- All participants, whether volunteers or athletes, must have filled out a SOBC registration form before taking part in a Special Olympics program.
*Keep one copy for yourself and forward the original to the Local.
- Always ensure that you have medical information and emergency contact information on hand for all participants and volunteers.
- Before any SOBC program can begin the leader must have been granted approval from the Local SOBC Committee and the SOBC Provincial Office.

Emergency Action Plan

*Always have an Emergency Action Plan (EAP) on hand and ensure that all volunteers are familiar with the information on it.

An EAP is a plan that is created by program Leaders to assist them when responding to emergency situations. The EAP will enable them to respond quickly and efficiently in the case of an emergency.

**Always remember that in an emergency calling 911 should be your first step.*

The EAP should be designed with the facility that your program regularly uses in mind. It should include the following:

1. Who is responsible in the case of an emergency? (It may be You!)
2. Always have a fully charged cell phone or know exactly where there is access to a public phone.
3. Always have emergency phone numbers with you that include the Facility Manager, Police, Fire Department etc. Refer to your Special Olympics Local medical form for participant medical information.
4. Ensure that you have the address of the facility on hand and it is a good idea to include the closest intersection or local landmark to help emergency personnel find the facility as quickly as possible.
5. Always have a first aid kit that is fully stocked with necessary equipment.
6. Your EAP should include the name of a pre-assigned person that will be responsible for calling emergency services and ensure that this person also has detailed facility directions.

An Emergency Action Plan should be activated if a participant:

- Is not breathing
- Does not have a pulse
- Is Bleeding Excessively
- Is having difficulty staying conscious
- Has an injury to the back, neck or head
- Has visible trauma to a limb

Emergency Action Plan Checklist:

- Cell Phone or Change Available for Public Phone
- Accurate Directions to Venue
- Participant Information (Contact Numbers and Medical Profile)
- Personnel Information - Who is in Charge? Who makes the call? Who supervises the other athletes?
- First Aid Kit

Sample Emergency Action Plan

Charge Person

1. Clear the risk of further harm to the injured person by securing the area and shelter the injured person from the elements.
2. Designate who is in charge of the other participants.
3. Protect yourself (wear gloves if he/she is in contact with body fluids such as blood).
4. ABCs: (checks that the airway is clear, breathing is present, a pulse is present, and there is no major bleeding).
5. Wait by the injured person until EMS arrives and the injured person is transported.
6. Fill in an accident report form.

Call Person

1. Call for emergency help.
2. Provide all necessary information to dispatch (e.g. facility location, nature of injury, any first aid has been done).
3. Clear any traffic from the entrance/access road before ambulance arrives.
4. Wait by the driveway entrance to the facility to direct the ambulance when it arrives.
5. Call the emergency contact person listed on the injured person's medical profile.

Special Olympics BC Medical Incident Report Form

NAME: _____

DATE OF ACCIDENT: _____

LOCATION OF ACCIDENT: _____

DESCRIPTION OF ACCIDENT: _____

DESCRIPTION OF INJURY: _____

ACTION TAKEN: _____

FOLLOW UP ACTION NEEDED: _____

DATE: _____

SIGNATURE: _____

POSITION: _____

Special Olympics BC Behavioural Incident Report Form

NAME: _____

DATE OF INCIDENT: _____

LOCATION OF INCIDENT: _____

DESCRIPTION OF INCIDENT: _____

ACTION TAKEN: _____

FOLLOW UP ACTION NEEDED: _____

DATE: _____

SIGNATURE: _____

POSITION: _____

LESSONS

History of Basketball

Basketball was invented by a Canadian, Dr. James Naismith, in 1891 in Springfield Massachusetts, USA. Organized league games were originally played in the YMCA as a means of recreation for young men. However, by 1920 basketball was being played by many women in Canadian schools and universities. For example, the Edmonton Grads, a women's basketball team from Edmonton, are credited with having the most team wins in Canadian sport history. Although the first National Basketball Association (NBA) game was played in 1947, recreational tournaments were being held all over Canada in the 1940's. In fact, Basketball was a popular sport among First Nations people who worked in canneries along the Northwest coast. Today up to 50 First Nations teams from the USA and BC compete in an All-Native tournament held every February.

Player Profiles

Kendra Ohama (06/01/65)

National Wheelchair Basketball Team player
Three-time Paralympic gold medalist.
Canadian Wheelchair Basketball League All-Star

Steve Nash (02/07/74)

NBA Player
Former Canadian National team player
Two-time NBA MVP

Tammy Sutton-Brown (01/27/78)

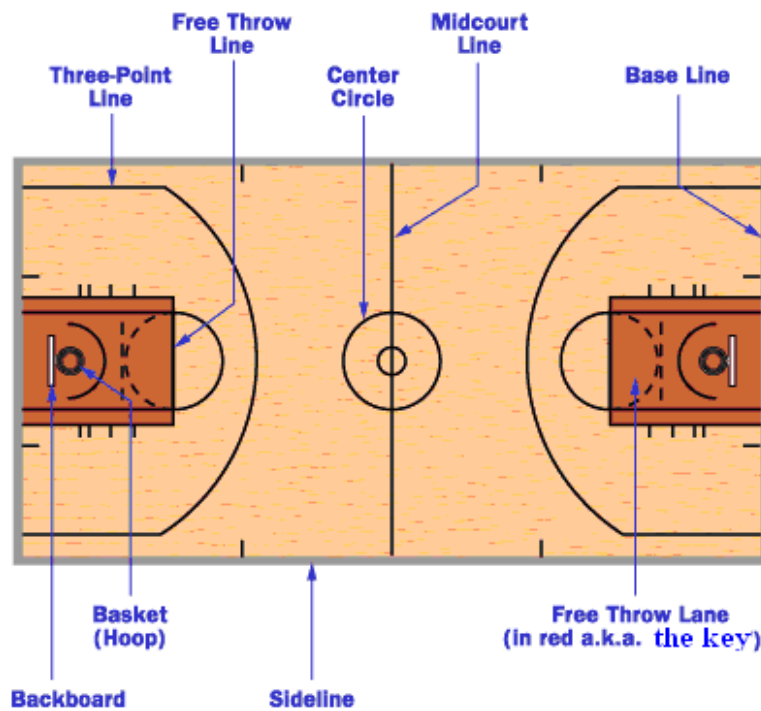
WNBA Player
Former Canadian National team player
First Canadian player to participate in a WNBA All-Star game

Overview of the Sport

Basketball is a sport in which two teams try to score points on one other by throwing a ball through a hoop. The team with more points at the end of the game wins. Each team has 5 players on the court at one time. The ball can be advanced on the court by dribbling it or passing it between teammates. Disruptive physical contact is not permitted and there are restrictions on how the ball can be handled. While competitive basketball is carefully regulated, numerous variations of basketball have developed for casual play, like one-on-one, H.O.R.S.E, etc. Because of its adaptive nature basketball can be played by individuals with all levels of ability.

Basketball Facility

Below is a diagram of a basketball court. However, a training session can be played inside or outside on any flat, open surface with basketball hoops, though preferably the space should be large enough to accommodate a 25m x 25m grid.



Basketball Equipment

Below is a list of equipment that coaches and players will need for a game and/or training session.

- Whistle – a visual signal (like a flag) is also a good idea
- Basketballs – consider smaller sizes for smaller players or those with less developed abilities
- Pinnies – at least two different colours
- Cones/pylons – for making grids, use as obstacles, etc.
- Basketball hoops – can be raised or lowered depending on ability of athlete

Basketball Attire

Athletes, coaches and volunteers must wear appropriate competitive and/or ceremonial uniforms when attending any competition or training program when representing Special Olympics, using Special Olympics funds or using the Special Olympics name. All athletes, coaches and program volunteers can wear the following articles of clothing:

TRAINING

- T-shirts/Sweat shirts
- Jersey
- Shorts/Athletic pants
- Runners/Court shoes

COMPETITION

- Matching Jersey/Numbered Jersey
- Shorts
- Athletic Shoes

****If you know of an athlete who would like to take part in the program who is unable to obtain proper equipment, please contact your Local Special Olympic organization.**

Basketball Rules

- 2 points are awarded for each basket made within the three point line
- 3 points are awarded for baskets made outside the three point line
- Foul shots are worth one point each
- Players possessing the ball may not take more than 1 and a half steps without dribbling the ball – this is known as travelling
- A team will have five players on the court at one time
- Substitutions may be made on a dead ball.
- A foul is an infraction of the rules involving personal contact with an opponent or unsportsmanlike behavior. It is charged against the offender.
- On all fouls (personal, common, technical), the offended against team will get possession of the ball for either a free throw or an inbound play
- An offensive player, including the shooter, may remain in the free throw lane for only three seconds. The penalty for this infraction is loss of possession.

**For a complete list of Special Olympic Snowshoeing rules please visit the website at www.specialolympics.bc.ca/resources/Coach%20Resources/Basketball%20Rules%20Official.pdf*

Basketball Glossary

Airball: A shot that entirely misses the backboard, rim, and net.

Backboard: A 6-by-4-foot rectangular structure of wood or fiberglass that holds the basket.

Backcourt: The area from the center line to the baseline nearest the basket being defended by the team.

Bank shot: A shot on which the ball is bounced off the backboard.

Baseline: One of the two lines that mark the lengthwise boundaries of the court.

Basket: The goal in basketball, made up of a metal rim 18 inches in diameter, suspended 10 feet above the floor, with a corded net 15 to 18 inches long.

Blocking: A personal foul where a player uses their body to impede an opponent's path

Bounce pass: A pass thrown to a teammate on one bounce.

Center circle: A 12-foot circle in the center of the court with a 4-foot jumping circle in its center, where a jump ball is held to start a period.

Center line: A line midway between and parallel to the baselines that divides the court into halves.

Charging: An offensive foul committed when a player runs into a defender who has established position and is essentially motionless.

Chest pass: A two-handed pass thrown from chest level.

Dead ball: The ball is dead after an official whistle, after any score, and after it has gone out of bounds. It is then put back into play with a free throw attempt, a throw-in, or a jump ball.

Double dribble: A violation in which a player resumes dribbling after having stopped a dribble series, or dribbles the ball with both hands simultaneously.

Dribble: To bounce the ball repeatedly with one hand, while moving or standing still. As a noun, the act of dribbling.

Dunk: A shot on which the player leaps above the rim with the ball and pushes it into the basket from above.

Forward: A position usually played by taller players who set up to the sides of and close to the basket. Also known as a Post.

Foul: An infraction of the rules by a player, coach, or official that is not a violation.

Free throw: An undefended set shot taken from the free throw line. Players from both teams line up alternately on both sides of the free throw lane. No one can enter the lane or the free throw circle until the ball has touched the backboard/net/rim. A successful free throw is worth one point.

Free throw line: One of two lines, 12 feet long and 2 inches wide, marked 19 feet from and parallel to the baseline, from which a player attempts a free throw.

Guard: One of two or three players who are typically responsible for bringing the ball out of the backcourt, setting up plays, and taking outside shots.

Jump shot: A shot on which the shooter jumps into the air and releases the ball from above the head, making it difficult to block.

Key: The six foot area between the baseline and free throw line; also called the free throw lane

Lay-up: A shot on which the shooter leaps up from near the basket and banks the ball off the backboard.

Out of bounds: Outside of the playing area; beyond the sideline and/or the baseline.

Pivot: Footwork in which a player swivels on one foot and moves the other forward and backward. It is used to find a pass receiver when dribbling is not an option

Point Guard: The position designated to bring the ball up the court and is usually the designated play maker.

Rebound: Gaining possession of the ball after it has come off the backboard.

Technical foul: A type of foul usually called because of a procedural violation or misconduct not involving physical contact between players, although very violent contact is sometimes punished with a technical foul as well as a personal foul. Technical fouls are most commonly called for unsportsmanlike conduct, such as showing disrespect for an official through excessive argument or using profanity.

Three-point line: A semi-circle drawn around the center of the basket. Baskets scored outside this line are worth 3 points.

Three-second rule: The rule that an offensive player can spend no more than three consecutive seconds within the free throw lane.

Throw-in: A method of putting the ball into play after it has gone out of bounds; after a score, a violation, or a personal foul for which no free throws are awarded. The player making the throw-in has five seconds to pass the ball inbounds.

Traveling: A violation on which the ball handler takes too many steps without dribbling, drags or moves the pivot foot

Turnover: A loss of possession through a bad pass, a violation, or a steal by the opposition.

Basketball Motor/Sport Skills

Jogging

- From a stand start, push off with rear foot and front foot simultaneously while stepping forward with rear foot.
- Arms are bent at 90 degrees and swing at a relaxed pace
- Power body forward by lifting the heel and pushing off with toes.
- Jog forward, swinging arms in opposition to legs across the chest, shoulders relaxed
- The heel of the lead foot should touch the ground just before the toe of the trailing foot leaves the ground, in heel-toe movement.
- Hold hands so the fingers are bent, yet relaxed and loose.
- Jog with the head looking forward and the torso erect and centered over the hips.
- Let toe and calf muscle push body forward with feet landing in a straight line
- Note that the hip of the swinging leg reaches its lowest point, and the other hip reaches its highest point, as the feet pass each other.
- Roll up onto and off the toes of the back foot to increase drive; note that the back foot becomes nearly vertical at high speeds.

KEY POINTS

- Posture is tall with trunk and head directly above hips with body leaning forward slightly placing body weight on toes and balls of feet
- Bend elbows forming a 90 degree angle between lower and upper arm
- Swing your arms back and forth, not across the body (opposite arm to leg movement) with no help from shoulder muscles
- Speed is controlled by how much force is applied with each foot strike.

Backpedaling *

- Start from a tall standing position
- Bend forward slightly at the waist, feet are no wider than the hips
- Hips and shoulders remain parallel to the intended direction of the run
- Extend one leg back taking a short step, land on ball of foot and lower foot without touching the heel down
- Now drive front leg back, again landing on ball of foot
 - Both legs will stay slightly flexed throughout the run
- Steps are small and choppy compared to a forward run
- Repeat this sequence while swinging arms
- Arms should be bent at 90 degrees, close to the body and move in opposition to the legs

Sprinting

- Posture is tall with trunk and head directly above hips facing forward, let arms hang loosely at sides
- Close hands loosely, thumbs out
- Lean forward slightly and bend ankles placing body weight on toes and balls of feet
- Bend elbows forming a 90 degree angle between lower and upper arm
- Keep head in neutral position looking forwards, with facial muscles relaxed
- Keeping the body low, lift one heel and push off hard with ball of foot and toes
- Bend that knee and raising the leg off the ground, drive knee forward and fully straighten leg
- Bring raised foot forward under the knee and strike the ground with the ball of foot under the center of the body and ankle flexed, while shifting weight onto the front foot
- Landing foot moves backward under body upon landing
- Landing should be a fluid motion, not pounding, slapping or jarring
- Repeat the with the other leg, beginning the sequence as the first foot re-contacts the ground
- Back heel should be back and high as your drive foot leaves the ground
- Pump arms with every stride (opposite arm to leg movement)
- Drive knees up
- Use the arms vigorously, bringing loosely-closed hands to chest line during upswing and stopping them at back side of hips on downswing
- Use short, quick steps at the beginning, allowing stride to increase in length as velocity increases, gradually standing up
- Increasing stride length or stride rate will increase speed

KEY POINTS

- Posture is tall with trunk and head directly above hips with body leaning forward slightly placing body weight on toes and balls of feet
- Landing should be a fluid motion, not pounding, slapping or jarring
- Back heel should be back and high as your drive foot leaves the ground
- Use the arms vigorously, bringing loosely-closed hands to chest line during upswing and stopping them at back side of hips on downswing.-drive knees up
- Use short, quick steps at the beginning, allowing stride to increase in length as velocity increases, gradually standing up

Jumping

- Chin up, head straight, arms extended in front of body
- Bend knees and ankles and lean forward while strongly swinging arms back
- Forcefully swing arms forward and low past knee reaching for target (up for height, out for distance), push off with the balls of feet and drive legs up by straightening at the knee
 - Toes should leave the ground last
- Arms are used to drive body upwards into the air
- When landing, balls of feet should contact the ground first
- Bend knees on impact and allow arms to swing back behind the body

KEY POINTS

- Chin up, head straight, arms extended in front of body
- Bend knees and ankles and lean forward strongly swinging arms back then forward while pushing off of the balls of feet driving legs up by straightening at the knee
- Land on balls of feet, bending knees to absorb impact

Lay-up*

- Focus on back board sweet spot (square above hoop)
- Grip ball firmly with both hands
- Place shooting hand behind the ball, the supporting hand is to the side and underneath the ball
- Step left, right, left, hop (1,2,3, jump off last planted foot) carrying the ball in front of body with both hands
- Raise same knee as shooting hand and jump off opposite ball of foot
- Lift the ball upwards as high as possible with both hands
- Extend shooting arm fully releasing the ball by snapping wrist down
- Aim ball at the shooters' square and allow the ball to rebound into the basket

KEY POINTS

- Grip ball firmly with both hands placing shooting hand behind the ball, the supporting hand is to the side and underneath the ball
- Step left, right, left, hop (1,2,3, jump off last planted foot) carrying the ball in front of body with both hands
- Lift the ball upwards extending shooting arm fully releasing the ball by snapping wrist down, aiming at the shooters' square

Changing Direction*

- From a run, slow down, plant the foot opposite to the intended direction
- With other foot step in desired direction bending knee and pushing off of ball of foot

Pivoting*

- Feet are shoulder width apart
- Pretend one foot is nailed to the floor and cannot move
- Keeping the nailed foot in one place, allow the free foot to move the body in a circle around the pivot foot.
- Keep elbows out to protect the ball

Ready Position (offensive)*

- Feet are shoulder width apart with one foot slightly ahead
- Weight is evenly distributed on both balls of both feet, with heels slightly off the ground
- Knees are bent and seat lowered
- Back is straight and head is up
- Elbows are bent and close to the body with arms forearms extended out front

Ready Position (defensive)*

- Feet are shoulder width apart with one foot slightly ahead
- Weight is evenly distributed on both balls of both feet, with heels slightly off the ground
- Knees are bent and seat lowered
- Back is straight and head is up
- With a non-shooting opponent: extend both arms out to the side at waist height
- With a shooting opponent: extend one arm up and forward into the sight line of the opponent, the other arm should be extended out at waist height
 - Do not touch the opponent
- To move shuffle sideways without crossing feet

Dribbling (control)

- Bend forward slightly from waist and bend knees
- Spread fingers and cup hand
 - Both fingers and thumb of one hand should be in contact with the ball
- Push ball straight down firmly towards the floor by straightening elbow and extending wrist and fingers
 - Do not slap or hit at the ball to make it go down
- Allow ball to bounce back up into hand
- Upon contact allow flexion in wrist to absorb impact
- Keep the ball between knee and waist height, and close to the body
- Keep head up and look forward

KEY POINTS

- Bend forward slightly from waist and bend knees
- Spread fingers and cup hand
- Push ball straight down firmly towards the floor
- Allow ball to bounce back up into hand

Dribbling (speed)

- Performed while walking or running
- Stand in upright position
- Spread fingers and cup hand
 - Both fingers and thumb of one hand should be in contact with the ball
- Push ball down firmly towards the floor by straightening elbow and extending wrist and fingers
 - Do not slap or hit at the ball to make it go down
- Project ball ahead of the body
- Allow ball to bounce back up into hand
- Upon contact allow flexion in wrist to absorb impact

KEY POINTS

- Bend forward slightly from waist and bend knees
- Spread fingers and cup hand
- Push ball straight down firmly towards the floor
- Project ball ahead of the body
- Allow ball to bounce back up into hand

Shooting (set shot)*

- Square shoulders to basket
- Focus on basket
- Feet are shoulder width apart, and the same foot as the shooting hand slightly ahead
- Place shooting hand behind the ball and the other hand to the side and beneath the ball
- Fingers and palm are used to grip the ball
- Shooting arm is bent at 90 degrees and directly below shooting hand
- Bend knees slightly then straighten as ball is pushed upwards
- At the same time reach up and straighten shooting arm, releasing the ball by snapping the wrist and fingers forward

KEY POINTS

- Square shoulders to basket
- Place shooting hand behind the ball and the other hand to the side and beneath the ball
- Shooting arm is bent at 90 degrees and directly below shooting hand
- Bend knees slightly then straighten as ball is pushed upwards
- Release the ball by snapping the wrist and fingers forward

Shooting (Jump shot)*

- Square shoulders to basket
- Focus on basket
- Feet are shoulder width apart, and the same foot as the shooting hand slightly ahead
- Place shooting hand behind the ball and the other hand to the side and beneath the ball
- Fingers and palm are used to grip the ball
- Shooting arm is bent at 90 degrees and directly below shooting hand
- Jump and push ball upward with shooting arm
- Release the ball by snapping the wrist and fingers forward

KEY POINTS

- Square shoulders to basket
- Place shooting hand behind the ball and the other hand to the side and beneath the ball
- Shooting arm is bent at 90 degrees and directly below shooting hand
- Jump as ball is pushed upwards and snap the wrist and fingers forward

Receiving a Pass*

- Feet are shoulder width apart with knees slightly bent
- Keep head up and eyes on the ball
- Arms are extended at chest level, palms facing out, fingers are spread comfortably
- As ball contacts hands grip ball with fingers and thumbs while allowing wrists to break and elbows to bend towards chest to cushion ball
- Hold ball firmly close to chest

Two-foot jump stop*

- Used to stop forward motion
- From a run, begin to slow down then push off one foot and jump
- Land on both feet shoulder width apart, bending knees to absorb impact

Rebounding*

- Try to anticipate the direction in which the ball will rebound as the shot is missed
- Position body under ball
- Bend knees and push off of balls of feet to jump straight up towards the ball
- At the same time swing arms from back to front reaching high over head with hands ball width apart
- Upon contact with ball squeeze ball with both hands gripping with palms and fingers
- As you land on both feet, bend elbows pointing them out and pull ball to chest

Ready Position (defensive)*

- Feet are shoulder width apart with one foot slightly ahead
- Weight is evenly distributed on both balls of both feet, with heels slightly off the ground
- Knees are bent and seat lowered
- Back is straight and head is up
- With a non-shooting opponent: extend both arms out to the side at waist height
- With a shooting opponent: extend one arm up and forward into the sight line of the opponent, the other arm should be extended out at waist height
 - Do not touch the opponent
- To move shuffle sideways without crossing feet

Chest passing*

- Grip ball with both hands on either side of the ball
 - Fingers are spread and thumbs are behind the ball
- Hold ball at chest level and close to the body with elbows pointing down and staying close the body
- Step towards the target
- Straighten elbows and extend arms towards target, thumbs point down
- Release the ball by snapping wrists and fingers and transfer weight to front foot
- Follow through with arms extended

KEY POINTS

- Grip ball with both hands on either side of the ball
- Hold ball at chest level and close to the body with elbows pointing down and staying close the body
- Step towards the target while straightening arms and snapping wrist and fingers to release the ball
- Follow through with arms extended

Overhead passing*

- Grip ball with both hands on either side of the ball
 - Fingers are spread and thumbs are behind the ball
- Lift ball over and slightly behind head bending elbows and pointing them forward
- Step towards target, keeping weight on back foot
- Straighten elbows and extend arms towards target
- Release ball and snap wrists and fingers forward and transfer weight to front foot
 - Ball should be released before elbows pass eye level
- Follow through with arms

KEY POINTS

- Grip ball with both hands on either side of the ball and lift it over and behind head with elbows pointing forward
- Step towards target while straightening elbows and extending arms towards target
- Release ball and snap wrists and fingers forward and transfer weight to front foot and follow through with arms

Bounce passing*

- Grip ball with both hands on either side of the ball
 - Fingers are spread and thumbs are behind the ball
- Hold ball at chest level and close to the body with elbows pointing down and staying close the body
- Step towards the target
- Straighten elbow and extend arms at an angle to pushing the ball to the floor 2/3 of the way to the target
- Release the ball by snapping wrists and fingers and transfer weight to front foot
- Follow through with arms extended

KEY POINTS

- Posture is tall with trunk and head directly above hips with body leaning forward slightly placing body weight on toes and balls of feet
- Landing should be a fluid motion, not pounding, slapping or jarring
- Back heel should be back and high as your drive foot leaves the ground
- Use the arms vigorously, bringing loosely-closed hands to chest line during upswing and stopping them at back side of hips on downswing
- -Drive knees up
- Use short, quick steps at the beginning, allowing stride to increase in length as velocity increases, gradually standing up

**Content noted has been generously provided by Premier Sport Awards Program.*

STRETCHING GUIDE

When stretching *remember* to:

- Relax into a stretch: no pulling, pushing or forcing a stretch
- Hold every position for 30-60 seconds
- Keep breathing. Don't hold breath
- There should be a *gentle* stretch in the muscle. **STOP** if sharp pain occurs!

*Neck Side Stretch

- Stretch ear toward one shoulder
- Extend opposite arm slightly out from the body and down
- Hold stretch
- Repeat on opposite side



→ Avoid complete neck circles.

Shoulder Circles

- Let arms hang loose at side of body
- Rotate each shoulder forward and then backward, in a slow and controlled manner keeping the body still
- Circle the shoulders together and one at a time
- Repeat forward and backward rotations 5 times



Shoulder Stretch

- Bring one straight arm across the body
- Use your other arm to pull the arm towards the chest
- Hold and repeat with other arm



*Upper Back Stretch

- Stand with legs hip width apart, knees loose
- Extend both arms forward
- Clasp hand together with thumbs up then rotate hand to point thumbs down
- Lower head to look at ground
- Round shoulders
- Hold stretch and repeat



Tricep Stretch

- Raise one arm straight up above head and bend arm at the elbow reaching hand down back
- Place the palm of other hand on the elbow and gently push the elbow down
- Hold and switch arms



*Chest Stretch

- Stand with legs shoulder width apart, knees loose
- Extend both arms wide to the side
- Gently squeeze shoulder blades together and stretch arms beyond the shoulders while holding chest tall and strong
- Extend finger tips
- Hold and repeat



→Keep arms below shoulder level.

Mid-Back Stretch

- Kneel on the ground with knees slight hip width apart
- Sit on back of heels
- Lean forward and place your forehead on the ground
- Swing arms forward reaching overhead then bring your arms around and to your sides, palms facing upward



*Side Trunk Stretch

- Stand with legs shoulder width apart, knees loose
- Extend one arm straight up overhead and lean slightly to the opposite side
- Support weight with opposite arm on leg
- Hold and repeat on opposite side



→Avoid hunching and over arching back

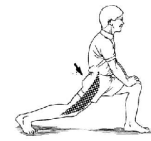
Hamstring Stretch

- Sit tall on the ground legs slightly apart in front of body
- Bend one leg placing heel on the inside of the other leg
- Keeping back straight, lower chest towards ground
- Reach with both arms down the straight leg
- Hold and repeat with other leg



*Hip and Quadriceps Stretch

- Step forward and bend knee at 90 degrees
- Align front knee with front heel
- Back knee gently rests on ground
- Support weight on front leg
- Keep chest tall
- Hold and repeat with opposite leg



Quadriceps Stretch

- Lie on side, legs straight and together
- Use forearm and hand or elbow to support upper body and help balance
- Bend top leg
- Reach back with top arm and grab ankle and pull it towards seat until a slight stretch is felt



→Keep bent leg in line with body. Do not pull it wide or back behind body.

→Avoid pulling on foot or toes.

*Calf Stretch

- Place hands on hips and stand with one foot ahead of the other
- Keep both heels flat on the ground
- Slowly bend front knee until a gentle stretch is felt in the back lower leg and heel of both legs
- Hold and repeat with the other leg



*Ankle rotations

- Stand and rotate one ankle on the ball of the foot
- Circle one way ten times then the other
- Repeat with opposite foot



→Consider using balance aids.

**Content noted has been generously provided by Premier Sport Awards Program.*

LESSON 1

Skills:

- Jogging
- Dribbling

Equipment:

- Basketballs
- Proper footwear and clothing
- Cones
- Whistle or flag (optional)
- Coloured pinnies

**Please note that while a time frame has been provided for a 1.5 hour training session, this is meant only as a guideline. Timelines can be shortened or lengthened to suit your training schedule. Additionally, if an activity takes more or less time to run, feel free to adjust the lesson as time permits.*

Warm-Up (10 minutes)

1. Warm-Up (5 minutes)

Tasks on Command

- Using cones set up a square grid
- On 'Go' start jogging in any direction all around grid
- Leader will call out tasks to be complete by athletes
- Complete the task and return to jogging

- Tasks:
 - 5 (High five a partner)
 - Left (reach down and touch ground with left hand)
 - Right (reach down and touch ground with right hand)
 - Down (put belly on the ground)
 - Up (jump straight up)
 - Freeze (stop)

2. Stretching (5 minutes)

*See Stretching Guide p.45

Motor Skills (15 minutes)

1. Jogging

Introduction: Explain jogging technique.

- From a stand start, push off with rear foot and front foot simultaneously while stepping forward with rear foot.
- Arms are bent at 90 degrees and swing at a relaxed pace
- Power body forward by lifting the heel and pushing off with toes.
- Jog forward, swinging arms in opposition to legs across the chest, shoulders relaxed
- The heel of the lead foot should touch the ground just before the toe of the trailing foot leaves the ground, in heel-toe movement.
- Hold hands so the fingers are bent, yet relaxed and loose.
- Jog with the head looking forward and the torso erect and centered over the hips.
- Let toe and calf muscle push body forward with feet landing in a straight line
- Note that the hip of the swinging leg reaches its lowest point, and the other hip reaches its highest point, as the feet pass each other.
- Roll up onto and off the toes of the back foot to increase drive; note that the back foot becomes nearly vertical at high speeds.
 - The quicker the foot strikes the ground, the faster the athlete runs.
 - Leg turnover and stride length determine the speed at which an athlete runs

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

- Athletes line up along baseline
- On 'Go' jog from baseline to baseline, then turn and back to the start
- Repeat this sequence until the athletes are comfortable performing the skill

→ *Teaching tip: Contact with the ground should be a quick touch down with a roll from the outer edge to the front of the foot.*

2. Control Dribbling

Introduction: Explain control dribbling technique.

- Bend forward slightly from waist and bend knees
- Spread fingers and cup hand
 - Both fingers and thumb of one hand should be in contact with the ball
- Push ball straight down firmly towards the floor by straightening elbow and extending wrist and fingers
- Allow ball to bounce back up into hand
- Upon contact allow flexion in wrist to absorb impact
- Keep the ball between knee and waist height, and close to the body
- Keep head up and look forward

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

-Every player needs a ball

-Standing in one place dribble the ball 10 times with right hand then switch to the left hand and dribble 10 more times

-Repeat this sequence until the athletes are comfortable performing the skill

*If the player(s) is having trouble with this skill have them dribble the ball as many times as they can.

→*Teaching tip: Do not slap or hit at the ball to make it go down.*

Coaching Point

Outline the aim of each activity and the key elements

Sport Skills (20 minutes)

1. Control Dribbling and Moving

Introduction: Explain how to move forward while dribbling.

- Bend forward slightly from waist and bend knees
- Spread fingers and cup hand
 - Both fingers and thumb of one hand should be in contact with the ball
- Push ball straight down firmly towards the floor by straightening elbow and extending wrist and fingers while stepping forward with the opposite leg
- Allow ball to bounce back up into hand then step forward with the other leg
- The speed of the forward motion will determine the pace of the dribble
- Upon contact with the hand allow wrist to flex to absorb the ball's impact
- Keep the ball between knee and waist height, and close to the body
- Keep head up and look forward

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

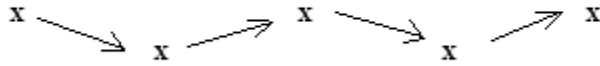
- Athletes line up along baseline with a ball each
- On 'Go' walk all the way around the outside of the court in single file
- Increase speed to as players become more comfortable with the skill
- Repeat this sequence until the athletes are comfortable performing the skill

→*Teaching tip: Control Dribbling is not about speed.*

Activity:

Zig-Zag Dribbling

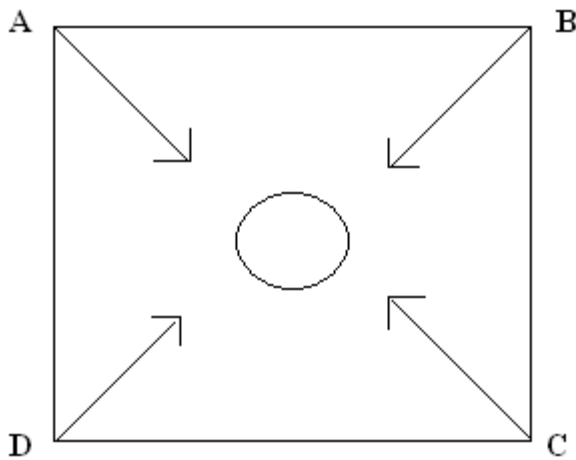
- Divide players into even groups, one ball per player
- Using cones mark a start and end line. Between the start and turn around point, set up cones that the athletes must weave around (one line per group)
- Players line up behind the start cone
- The first person in each group dribbles around the cones making their way to the end line
- At the end line dribble straight back along the outside of the cones to the end of the line
- The second person in line begins dribbling when the first person has gone half way through the patter



→Teaching tip: *This is not a race, use good technique.*

Non-Stop Dribbling

- Divide the players into four equal groups, each participant with a ball
- Form a square around centre court
- On 'Go' the first person in each line dribbles across the square diagonally, in an 'X' pattern
- Players will cross paths when dribbling through the circle
- The next player in line starts dribbling when their line teammate steps into the centre circle
- While waiting in line, players should dribble their ball for practice



→Teaching tip: *Keep head up to limit physical contact.*

Fitness (12 minutes)

Wall Sits

- Each player stands with back against the wall
- On 'Go' lean against wall and bend knees to 90 degrees, like sitting in a chair
- Hold the squat for 20-30 seconds, then push up into a standing position again
- Repeat this exercise 4 times and rest

Figure Eights

- Every player needs a ball
- Stand with feet slightly wider than shoulder width apart
- Hold basketball in hands
- Bend over at the waist so that the ball is held just above knee level
- Keep knees slightly bent and move the ball in a “Figure 8” pattern, passing it from hand to hand between the legs.
- Perform 5 figure 8’s one way, then repeat in the other direction without dropping the ball

STSC

(Sit-Throw-Stand-Catch)

- Each player needs a ball
- Sit holding a basketball with your hands
- Throw the ball straight up in the air
- Get up without using hands and catch the ball before it bounces
- Repeat 10 times then rest

*If this is too difficult, allow one bounce before the catch, or have athletes start on their knees instead of sitting on the ground.

Games (15 minutes)

Circle Knock-Out

- Using cones mark a circle grid large enough for a small scrimmage
- Each player has a ball
- On ‘Go’ control dribble around the circle
- On ‘Game On’ keep dribbling but now also try to knock other players’ balls out of the circle
- Players whose balls have been knocked outside the circle are out and should move to the outside of the circle and practice stationary control dribbling
- The last player with a ball is the winner!

*Players should not be standing still but continuously moving, either dribbling or kicking balls out.

Inclusion Note

Make it clear to athletes and caregivers that you expect everyone to be treated respectfully regardless of differences in gender, race, religion, sexuality, etc.

(CAAWS, 2009)

Cool Down (10 *minutes*)

1. Cool-Down (5 *minutes*)

Jogging

- Slowly jog around the training area
- Take long slow strides, breathing deeply

Shake it Out

- Stand feet shoulder width apart and shake each body part from head to toe in that order

2. Stretching (5 *minutes*)

*See Stretching Guide p.45

Modifications

Modify drills so that all athletes can compete. This may mean:

- Decreasing the size of a grid and/or training area
- Using smaller and/or softer balls
- Lowering the nets
- Spreading cones further apart
- Using a visual cue as a start command (eg. Hand signal, waving a pinnie, etc.)
- Partnering players who are having difficulty with those who are better able to perform the skill or drill
- Using brightly coloured equipment

Nutrition (10 minutes)

1. Why is it important to eat the right foods before and after exercising?

Answer:

-The right foods will give you energy and the wrong ones will leave you tired and unable to exercise to your best ability.

What foods should you eat before exercising?

Answer:

-Healthy foods with lots of nutrients, not too much sugar or fat.

-Good Foods to eat before a workout:

- *low fat yogurt and fruit smoothie

- *low fat cottage cheese with pineapple or apple chunks

- *hard boiled eggs with whole wheat toast

-Try to eat 1-3 hours before exercising so that your body has time to digest the food and release its energy.

What kind of foods should you eat after a training session in order to replenish the body's nutrients and energy supply?

Answer:

-Try to eat a mixed meal containing food from each food group, but avoid eating overly fatty foods.

Good foods for after exercise:

- *poached eggs with toast and fruit

- *stir-fried chicken and vegetables with brown rice

- *whole-wheat pasta with chicken and broccoli

- *whole grain cereal with milk and a banana

2. What are the right kinds of food to eat before exercising and why? What are some examples?

Answer:

Before Exercise:

-Try eating complex carbohydrates before you exercise as these foods are rich in nutrients and will break down slower in the body to make sure you have energy throughout your exercise.

-Avoid eating sugary food and sweets because these foods will release all their energy too soon and won't last through your activity.

-Avoid eating high fat foods as these can be slow to digest and will remain in the stomach longer, taking more of your energy to digest while you exercise.

-The right foods will fuel your body and help you compete at your best and the wrong ones will leave you flat.

-Good Foods to eat before a workout:

- *low fat yogurt and fruit smoothie

- *low fat cottage cheese with pineapple or apple chunks

- *hard boiled eggs with whole wheat toast

How long should you eat before exercising and why?

Answer:

-Try to eat 1-3 hours before exercising so that your body has had time to digest your meal which will give you energy and will make sure that your body isn't devoting energy to digestion during your activity.

What are the right kinds of food to eat before exercising and why? What are some examples?

Answer:

After Exercise:

-Try to eat a mixed meal containing food from each food group, but avoid eating overly fatty foods.

-It's important to eat smart after a good workout to replenish used nutrients and restore your energy levels.

Good foods for after exercise:

- *poached eggs with toast and fruit

- *stir-fried chicken and vegetables with brown rice

- *whole-wheat pasta with chicken and broccoli

- *whole grain cereal with milk and a banana

NOTES

After the lesson, please use this section to make notes about the training session. For example you could indicate what worked or did not work, drill modifications, ideas for new drills, and/or comments about the skills that need further attention, etc.

LESSON 2

Skills:

- Jogging
- Sprinting
- Dribbling

Equipment:

- Basketballs
- Proper footwear and clothing
- Cones
- Whistle or flag (optional)
- Coloured pinnies

**Please note that while a time frame has been provided for a 1.5 hour training session, this is meant only as a guideline. Timelines can be shortened or lengthened to suit your training schedule. Additionally, if an activity takes more or less time to run, feel free to adjust the lesson as time permits.*

Warm-Up (10 minutes)

1. Warm-Up (5 minutes)

Toe Touch High Fives

- Divide the group into pairs
- Partners stand 1m apart facing each other
- Bend down and touch toes
- Stand back up and reach across body to give partner a high five
- Repeat using the other arm
- Give 5 high 5's on each side

Controlled Leg Swings

- Using a partner or wall for support, lift the outside knee to waist height and point the toe upwards from the ground
- Slowly extend the knee so that the leg is raised straight in front of the body at waist height and the toes point down toward the knee
- Return to the bent knee position with the toes pointing to the ground
- Bend and stretch the leg 10 times on each side

2. Stretching (5 minutes)

*See Stretching Guide p.45

Motor Skills (15 minutes)

1. Jogging

Introduction: **Review jogging technique.**

- Posture is tall with trunk and head directly above hips with body leaning forward slightly placing body weight on toes and balls of feet
- Bend elbows forming a 90 degree angle between lower and upper arms
- Swing your arms back and forth, not across the body (opposite arm to leg movement) with no help from shoulder muscles
- The athlete controls his/her speed by how much force is applied with each foot strike.
 - The quicker the foot strikes the ground, the faster the athlete runs.
 - Leg turnover and stride length determine the speed at which an athlete runs

Demonstration: **Demonstrate or have an athlete demonstrate proper technique.**

Practice: **Have athletes practice the skill.**

-Athletes jog around gym in different directions until they are comfortable performing the skill

→*Teaching tip: Keep eyes up to avoid collisions.*

2. Sprinting

Introduction: **Explain sprinting technique.**

- Posture is tall with trunk and head directly above hips facing forward, let arms hand loosely at sides
- Close hands loosely, thumbs out
- Lean forward slightly and bend ankles placing body weight on toes and balls of feet
- Bend elbows forming a 90 degree angle between lower and upper arms
- Keep head in neutral position looking forwards, with facial muscles relaxed
- Keeping the body low, lift one heel and push off hard with ball of foot and toes
- Bend that knee and raising the leg off the ground, drive knee forward and fully straighten leg

- Bring raised foot forward under the knee and strike the ground with the ball of foot under the center of the body and ankle flexed, while shifting weight onto the front foot
- Landing foot moves backward under body upon landing
- Landing should be a fluid motion, not pounding, slapping or jarring
- Repeat the with the other leg, beginning the sequence as the first foot re-contacts the ground
- Back heel should be back and high as your drive foot leaves the ground
- Pump arms with every stride (opposite arm to leg movement)
- Drive knees up
- Use the arms vigorously, bringing loosely-closed hands to chest line during upswing and stopping them at back side of hips on downswing.
- Use short, quick steps at the beginning, allowing stride to increase in length as velocity increases, gradually standing up.
- Increasing stride length or stride rate will increase speed

Demonstration: **Demonstrate or have an athlete demonstrate proper technique.**

Practice: **Have athletes practice the skill.**

-Athletes line up along baseline

-On 'Go' sprint from baseline to baseline, then turn and back to the start

-Repeat until the athletes are comfortable performing the skill

→*Teaching tip: Increasing stride length and/or stride length will increase speed.*

Sport Skills (20 minutes)

1. Control Dribbling and Moving

Introduction: **Review control dribbling while moving key points.**

- While moving forward at a walk or jog push ball straight down firmly towards the floor by straightening elbow and extending wrist and fingers while stepping forward with the opposite leg
- Allow ball to bounce back up into hand then step forward with the other leg
- The speed of the forward motion will determine the pace of the dribble
- Keep head up and look forward

Demonstration: **Demonstrate or have an athlete demonstrate proper technique.**

Practice: **Have athletes practice the skill.**

- Athletes line up along baseline with a ball each
- On 'Go' jog from baseline to baseline control dribbling the ball, then turn and back to the start
- Repeat this sequence until the athletes are comfortable performing the skill

→ *Teaching tip: Ensure that players are alternating the use of their right and left hands.*

Coaching Point

Praise effort and the process of the task, not the outcome

(Farres, 2009)

Activity:

Circle Knock-Out

- Using cones mark a circle grid large enough for a small scrimmage
- Each player has a ball
- On 'Go' control dribble around the circle
- On 'Game On' keep dribbling but now also try to knock other players' balls out of the circle
- Players whose balls have been knocked outside the circle are out and should move to the outside of the circle and practice stationary control dribbling
- The last player with a ball is the winner!

*Players should not be standing still but continuously moving, either dribbling or knocking balls out.

2. Speed Dribbling

Introduction: **Explain speed dribbling technique.**

- Performed while running
- Stand in upright position
- Spread fingers and cup hand

- Push ball down firmly towards the floor by straightening elbow and extending wrist and fingers
 - Do not slap or hit at the ball to make it go down
- Project ball ahead of the body
- Allow ball to bounce back up into hand
- Upon contact allow flexion in wrist to absorb impact
- Keep the ball at waist height
- Keep head up and look forward

Demonstration: **Demonstrate or have an athlete demonstrate proper technique.**

Practice: **Have athletes practice the skill.**

- Athletes line up along baseline with a ball each
- On 'Go' run from baseline to baseline speed dribbling the ball
- At the opposite baseline turn and speed dribble back to the start
- Increase speed to as players become more comfortable with the skill
- Repeat this sequence until the athletes are comfortable performing the skill

→ *Teaching tip: Both fingers and thumb of one hand should be in contact with the ball.*

Activity:

Speed Dribble Relay

- Divide the players into equal groups, one ball per group
- Groups spread out along baseline
- On 'Go' the first person in line speed dribbles to half court, then turns and speed dribbles back to the start and tags teammate before going to the back of the line
- Repeat the sequence until all the players have completed 1 or 2 legs of the race
- The first team done is the winner!

Fitness (12 minutes)

Shuttle Lines

- Using cones mark the baseline, free throw line, centre line, opposite free throw line and opposite baseline
- Athletes spread out across the start line with a ball each
- On 'Go' sprint to the first line (free-throw line), touch the ground and sprint back to the baseline
- Touch down and sprint to the centre line, touch down and sprint back to the baseline

- Touch down and sprint to the opposite free throw line, touch down and sprint back to the baseline
- Touch down and sprint to the opposite baseline, touch down and sprint back to the baseline
- Rest and repeat 3 times

Games (15 minutes)

Number Game

- Divide the group into two equal teams giving each a different coloured pinnie
- The teams stand on opposite base lines
- Give each person on the team a number, so that each team will have the same numbers (ie. Team A -1, 2, 3 & Team B – 1, 2, 3)
- The leader will place a ball in the centre circle and call out number
- The two people from each team with that number will race to ball and now it is game of one on one... the person with the ball is on offense the person without is on defense
- The object of the game is to dribble the ball over the other team's baseline
- The teammates not involved in the game play passive defense (do not try to steal the ball but remain standing where they are along the baseline)
- If the ball is 'scored' or goes out of bounds the play is over and the two players return to their baseline

*Leaders can all out multiple numbers at once or can even call the same pair again if their turn ended abruptly.

Inclusion Note

Avoid creating an environment that promote hyper-masculinity, over aggression, and places *too much* emphasis on competition as these can be intimidating to some youth.

(Deakin & Fraser, 2005)

Cool Down (10 minutes)

Jogging

- Slowly jog around the practice area for 2 minutes
- Take long slow strides, breathing deeply

Body Circles

-Move the ball slowly around the body in circles

Wake-up Stretch

-Stand feet shoulder width apart, arms at sides

-Inhale and crouch down half way and cross arms across the body, hands going past opposite elbow

-Exhale and stand up while uncrossing arms and reach arms to the side up over head

-Interlock fingers and turn palms up

-Straighten elbows and look at hands

-Rise onto toes and stretch whole body upward. Breathe slowly and deeply holding for 5-10 seconds

-Exhale, lower heels, and repeat sequence 3 times

2. Stretching (5 minutes)

*See Stretching Guide p.45

Modifications

Modify drills so that all athletes can compete. This may mean:

- Decreasing the size of a grid and/or training area
- Using smaller and/or softer balls
- Lowering the nets
- Spreading cones further apart
- Using a visual cue as a start command (eg. Hand signal, waving a pinnie, etc.)
- Partnering players who are having difficulty with those who are better able to perform the skill or drill
- Using brightly coloured equipment

Nutrition (10 *minutes*)

1. On a day when you will be exercising, when is the right time to drink water?

Answer:

-Before, during and after exercise.

Make sure that you:

-Fill your water bottle before practice

-Drink between drills

-Do not drink your whole bottle at once

-Try to drink one bottle of water during the hour after practice

**Do not drink pop after activities... Water is the best way to rehydrate. If you do need something sugary after exercising try a piece of fruit or an exercise drink as they have less calories.

2. What is the best drink to hydrate your body for an exercise session (Gatorade/Powerade, Juice, Pop or Water)?

Answer:

-Water. Water should be drunk before, during and after exercise.

What is a good way to stay hydrated during exercise?

Answer:

-Fill your water bottle before practice

-Drink between drills

-Do not drink your whole bottle at once

-Try to drink one bottle of water during the hour after practice

-If you do need something sugary after exercising try a piece of fruit or an exercise drink as they have less calories.

NOTES

After the lesson, please use this section to make notes about the training session. For example you could indicate what worked or did not work, drill modifications, ideas for new drills, and/or comments about the skills that need further attention, etc.

LESSON 3

Skills:

- Jogging
- Sprinting
- Dribbling

Equipment:

- Basketballs
- Proper footwear and clothing
- Cones
- Whistle or flag (optional)
- Coloured pinnies

**Please note that while a time frame has been provided for a 1.5 hour training session, this is meant only as a guideline. Timelines can be shortened or lengthened to suit your training schedule. Additionally, if an activity takes more or less time to run, feel free to adjust the lesson as time permits.*

Warm-Up (10 minutes)

1. Warm-Up (5 minutes)

Jogging

-Jog around the practice area for 5 minutes, changing pace and directions

2. Stretching (5 minutes)

*See Stretching Guide p.45

Motor Skills (15 minutes)

1. Control Dribbling

Introduction: Review control dribbling technique.

- Bend forward slightly from waist and bend knees
- Spread fingers and cup hand
- Push ball straight down firmly towards the floor
- Allow ball to bounce back up into hand

Demonstration: **Demonstrate or have an athlete demonstrate proper technique.**

Practice: **Have athletes practice the skill.**

- From a standing position control dribble the ball 10 times with each hand
- Then while continuing to dribble kneel down (do not sit on heels), by bending one leg at a time and keep the ball under control
- Keep dribbling and try to stand up

→*Teaching tip: Keep the ball between knee and waist height in all positions.*

Activity:

High and Low

- Every player needs a ball
- Begin dribbling at normal waist height
- Begin to bounce the ball higher and higher until the dribble is so high that jumping is almost necessary
- Bring the ball back down to normal dribbling waist height, then as low as possible
- Bring the ball back to normal dribbling waist height and switch hands

Sport Skills (20 minutes)

1. Control Dribbling and Moving

Introduction: **Review control dribbling while moving key points.**

- While moving forward at a walk or jog push ball straight down firmly towards the floor by straightening elbow and extending wrist and fingers while stepping forward with the opposite leg
- Allow ball to bounce back up into hand then step forward with the other leg
- The speed of the forward motion will determine the pace of the dribble
- Keep head up and look forward

Demonstration: **Demonstrate or have an athlete demonstrate proper technique.**

Practice: **Have athletes practice the skill.**

- Athletes line up along baseline with a ball each
- On 'Go' jog from baseline to baseline control dribbling the ball, then turn and back to the start
- Increase speed to as players become more comfortable with the skill
- Repeat this sequence until the athletes are comfortable performing the skill

→Teaching tip: *Use finger pads to dribble. Do not use the palm.*

Activity:

Dribble Keep Away

- Divide the group into pairs, each pair will need 2 balls
- Both partners control dribble at the same time while trying to knock the basketball away from their partner
- Each player must keep dribbling at all times
- If the ball is knocked away, retrieve the ball and start again

→Teaching tip: *Do not foul your partner.*

2. Speed Dribbling

Introduction: **Review speed dribbling key points.**

- Bend forward slightly from waist and bend knees
- Spread fingers and cup hand
- Push ball straight down firmly towards the floor
- Project ball ahead of the body
- Allow ball to bounce back up into hand

Demonstration: **Demonstrate or have an athlete demonstrate proper technique.**

Practice: **Have athletes practice the skill.**

- Athletes line up along baseline with a ball each
- On 'Go' sprint from baseline to centre line speed dribbling the ball
- At the centre line two foot jump stop then turn and speed dribble back to the start using the opposite hand
- Repeat this sequence until the athletes are comfortable performing the skill

→Teaching tip: *Keep eyes up!*

Coaching Point

Use key words that athletes can focus on when describing a skill to help in execution/process

(Farres, 2009)

Activity:

Stop and Go

- Every player needs a ball
- Spread out along baseline
- On 'Go' speed dribble towards the other baseline
- When the leader shouts 'Stop', two foot jump stop and control dribble the ball
- Anyone not dribbling in control must restart from the baseline
- The goal is to get to the opposite baseline first

*If players are unable to transition from speed dribbling to control dribbling allow players to hold the ball when stopped.

Fitness (12 minutes)

Dribbling Shuttle Lines

- Using cones mark the baseline, free throw line, centre line, opposite free throw line and opposite baseline
- Athletes spread out across the start line with a ball each
- On 'Go' speed dribble to the first line (freethrow line) and back to the baseline
- Speed dribble to the centre line and back to the baseline
- Speed dribble to the opposite free throw line and back to the baseline
- Speed dribble to the opposite baseline and back to the baseline
- Rest and repeat 3 times

Games (15 minutes)

Dribbling 1vs.1

- Divide the group into two teams, assigning each a different coloured pinnie and stand on the sideline
- Game of one-on-one
- Using the three point line or using cones mark a grid 6m wide x 9m long play a game of 1 vs. 1
- Offensive player starts at the top of the grid and tries to dribble and jump stop on the baseline while the defender tries to prevent this and steal the ball
- If the offensive players scores the play is over and the next pair restart the game

- If the defensive player steals the ball or retrieves a misplayed ball they must 'clear' (dribble) the ball to the top of the grid and then restart the game as the offensive player
- Standard foul rules apply

Inclusion Note

Use inclusive language. For example: Don't assume that everyone on the team is heterosexual.

(CAAWS, 2009)

Cool Down (10 minutes)

1. Cool Down (5 minutes)

Jog/Walk

- Jog around the practice area for 2 minutes
- Take long slow strides, breathing deeply
- Slow down and walk for 1 minute

2. Stretching (5 minutes)

*See Stretching Guide p.45

Modifications

Modify drills so that all athletes can compete. This may mean:

- Decreasing the size of a grid and/or training area
- Using smaller and/or softer balls
- Lowering the nets
- Spreading cones further apart
- Using a visual cue as a start command (eg. Hand signal, waving a pinnie, etc.)
- Partnering players who are having difficulty with those who are better able to perform the skill or drill
- Using brightly coloured equipment

Nutrition (10 minutes)

What kind of information can you find on a food label? Why is this information important?

Answer:

-Labels provide lots of information about the contents of food, including how much fat, sugar and sodium a food has.

-Reading the health labels on food is an important step to making healthy eating choices.

-Try going shopping with your caregiver or asking him/her to check and compare the labels of the food they buy. Help them to pick foods with lower fat, calorie and sodium content.

NOTES

After the lesson, please use this section to make notes about the training session. For example you could indicate what worked or did not work, drill modifications, ideas for new drills, and/or comments about the skills that need further attention, etc.

LESSON 4

Skills:

- Jumping
- Shooting

Equipment:

- Basketballs
- Proper footwear and clothing
- Cones
- Whistle or flag (optional)
- Coloured pinnies

**Please note that while a time frame has been provided for a 1.5 hour training session, this is meant only as a guideline. Timelines can be shortened or lengthened to suit your training schedule. Additionally, if an activity takes more or less time to run, feel free to adjust the lesson as time permits.*

Warm-Up (10 minutes)

1. Warm-Up (5 minutes)

Partner Twists

- Divide the group into pairs, one ball per pair
- Partners stand back to back, legs astride
- One person holds the ball with two hands in front of the body, then turns to the side by turning the trunk
- Partner also turns to the same side and takes the ball from partner
- Both people then turn to the other side and repeat the passing/taking sequence

Toe Touch → Star Jumps

- Stand feet shoulder width apart, arms relaxed at sides
- Bend down reaching in front with arms to touch toes
- Stand back up quickly and jump, reaching arms overhead
- Repeat sequence 15 times

2. Stretching (5 minutes)

*See Stretching Guide p.45

Motor Skills (15 minutes)

1. Jumping

Introduction: Explain jumping technique.

- Chin up, head straight, arms extended in front of body
- Bend knees and ankles and lean forward while strongly swinging arms back
- Forcefully swing arms forward and low past knee reaching for target (up for height, out for distance), push off with the balls of feet and drive legs up by straightening at the knee
 - toes should leave the ground last
- Arms are used to drive body upwards into the air
- When landing, balls of feet should contact the earth first
- Bend knees on impact and allow arms to swing back behind the body

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

- Jump in place, reaching up as high as possible 10 times
- Jump on right foot only 10 times
- Jump on left foot 10 times

→ *Teaching tip: Use arms to drive body upwards.*

Coaching Point

Acknowledge & celebrate athlete achievements and reached goals.

(Storm, 2002)

Activity:

Jumping races

- Divide the players into equal groups
- Stand along the baseline in team lines
- On 'Go' the first person in each line two foot jumps to the free throw line extended and back to the start line and tags the next person in line then goes to the back of the line
- Repeat this sequence until everyone has raced
- The first team done is the winner!

2. Shooting – Set Shot

Introduction: Explain set shot technique.

- Square shoulders to basket
- Focus on basket
- Feet are shoulder width apart, and the same foot as the shooting hand slightly ahead
- Place shooting hand behind the ball and the other hand to the side and beneath the ball
- Fingers and palm are used to grip the ball
- Shooting arm is bent at 90 degrees and directly below shooting hand
- Bend knees slightly then straighten as ball is pushed upwards
- At the same time reach up and straighten shooting arm, releasing the ball by snapping the wrist and fingers forward

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

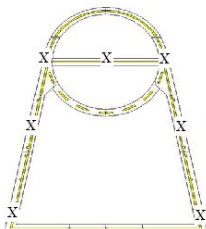
- Every player needs a ball
- Shoot ball into the air directly above head then catching the ball
- Repeat until the athletes are comfortable with the ball

→ *Teaching tip: The ball is pushed with the shooting arm, the guide arm is meant only to hold the ball steady.*

Activity:

Around the world

- Divide the players into small groups, with a ball and hoop per group
- Using cones, mark 'stops' around the outside of the key
- The first person in line starts at the first cone and takes a shot, if s/he makes the shot s/he moves to the next cone for a shot
- Repeat the sequence until a shot has been made at each cone
- Have the other members of the group collect the balls and pass them to the Shooter
- Switch roles and repeat



Sport Skills (20 minutes)

1. Shooting - Jump Shot

Introduction: Explain jump shot technique.

- Square shoulders to basket
- Focus on basket
- Feet are shoulder width apart, and the same foot as the shooting hand slightly ahead
- Place shooting hand behind the ball and the other hand to the side and beneath the ball
- Fingers and palm are used to grip the ball
- Shooting arm is bent at 90 degrees and directly below shooting hand
- *Jump* and push ball upward with shooting arm
- Release the ball by snapping the wrist and fingers forward

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

- Every player needs a ball
- Stand 1m from the wall and pick a target spot on the wall
- Jump and shoot the ball against the target
- Repeat the sequence until players feel comfortable performing the skill

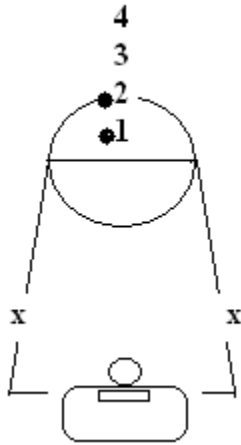
→ *Teaching tip: Ball should leave finger tips last.*

Activity:

Free Throw Knockout

- Divide the players into groups no smaller than 4, with two balls per group
- Using two cones, place one on either side of the key 1m from the basket
- Line up at the free throw line in single file.
- The first two players have the balls
- On 'Go' the first player in line shoots a free throw. If they make it, they will retrieve the ball and pass it to the next person in line without a basketball. If they miss, they must retrieve the ball and try to make the shot from the cone
- The next player in line is allowed to shoot a free throw as soon as the previous player's ball hits the rim or goes through the net
- If the previous player misses, the next player is attempting to make a free throw (or rebound shot) before that player makes their rebound shot.
- If the player shooting next makes the basket before the previous shooter then the first shooter sits out for the rest of the drill

-This process continues until only one player remains



Fitness (12 minutes)

Lunges

- Lunge forward with first leg, landing on heel then forefoot
- Lower body by bending knee and hip of front leg until knee of rear leg is almost in contact with ground
- Return to original standing position by shifting body weight forward and standing up with front leg while bringing back leg to same position as front leg
- Repeat by alternating lunge with opposite leg

-Using cones make a start and end line (at least 10 metres), athletes spread out along start line

-On 'Go' do lunges all the way to end line then sprint back to start line

-Complete circuit twice then rest

-Do 3 sets and rest

Squats

-Athletes spread out in practice area

-Feet are shoulder width apart

-Squat down, bending legs to 90 degrees, keeping chest high and back straight

-Stand back up straight and repeat

-Repeat this exercise 4 times

*To keep this interesting see how many squats the athletes can complete in 30 seconds after they have done a couple rounds successfully without competition. Ensure athletes are not sacrificing technique for speed.

Alternate Toe Touches

- Stand with your feet spread as far apart as comfortably possible.
- Lean forward toward one leg and try to reach your foot or until a *comfortable* stretch is felt in your low back and hamstrings.
- Then try to touch the other foot with the opposite arm. This motion should be continuous alternately touching each foot (as close as possible) with the opposite hand.

*Skip this activity if an athlete is prone to low back pain or if it causes any discomfort.

Games (15 minutes)

1 vs. 1 Scramble

- Divide the players into two teams
- Line up on either side of the centre-line, with the line stretching towards the team's defensive court (outside the basketball lines)
- The leader places a ball in the centre circle
- On 'Go' the first person to each team races to the centre circle to grab the ball
- The first person to get to the ball is on offense and tries to dribble down the court and shoot a basket
- The opposing player is the defender and tries to prevent the basket
- If the defender steals the ball, rebounds a missed shot or the ball goes out of bounds the turn is over.

*Play using basketball rules. For example: no travelling, no double dribbling, no fouls, etc.

Inclusion Note

Avoid using gendered language. For example: Instead of man-to-man defense, use player-to-player.

(Storm, 2002)

Cool Down (10 *minutes*)

1. Cool Down (5 *minutes*)

Jog/Walk

- Jog around the practice area for 2 minutes
- Take long slow strides, breathing deeply
- Slow down and walk for 1 minute

2. Stretching (5 *minutes*)

*See Stretching Guide p.45

Modifications

Modify drills so that all athletes can compete. This may mean:

- Decreasing the size of a grid and/or training area
- Using smaller and/or softer balls
- Lowering the nets
- Spreading cones further apart
- Using a visual cue as a start command (eg. Hand signal, waving a pinnie, etc.)
- Partnering players who are having difficulty with those who are better able to perform the skill or drill
- Using brightly coloured equipment

Nutrition (10 *minutes*)

1. Have athletes play a guessing game:

What am I?

1. I provide important nutrients like iron, zinc, magnesium, B vitamins, fat and protein to the body.
2. I am an important source of energy
3. The body needs me to help build and repair tissue, like muscles tears or cuts
4. The protein in me helps to build a strong immune system
5. Eggs, beans, nuts and chicken can all be found in my food group.

Answer: Meat and meat alternatives

- Average Youth 9-13 years needs 1-2 servings/day
- Average Youth 14-18 years needs 2-3 servings/day

2. What are the benefits of meat and meat alternatives and how many servings should we eat a day?

Answer:

- Important nutrients like iron, zinc, magnesium, B vitamins, fat and protein to the body.
- Important source of energy
- Helps build and repair tissue, like muscles tears or cuts
- Helps to build a strong immune system

Information:

- Average Youth 9-13 years needs 1-2 servings/day
- Average Youth 14-18 years needs 2-3 servings/day
- Many meat alternatives provide the same benefits as meat like beans, eggs & nuts
 - *Try adding hard cooked egg to a salad, try out new kinds of beans, or pack a handful of nuts in your bag/purse as a snack while you are out.

Examples: Eggs, beans, nuts and chicken can all be found in my food group.

NOTES

After the lesson, please use this section to make notes about the training session. For example you could indicate what worked or did not work, drill modifications, ideas for new drills, and/or comments about the skills that need further attention, etc.

LESSON 5

Skills:

- Jumping
- Shooting

Equipment:

- Basketballs
- Proper footwear and clothing
- Cones
- Whistle or flag (optional)
- Coloured pinnies

**Please note that while a time frame has been provided for a 1.5 hour training session, this is meant only as a guideline. Timelines can be shortened or lengthened to suit your training schedule. Additionally, if an activity takes more or less time to run, feel free to adjust the lesson as time permits.*

Warm-Up (10 minutes)

1. Warm-Up (5 minutes)

Walking basketball

-Using half the gym as a court play a game of *walking* basketball

2. Stretching (5 minutes)

*See Stretching Guide p.45

Motor Skills (15 minutes)

1. Shooting – Set Shot

Introduction:

Review set shot technique.

- Square shoulders to basket
- Place shooting hand behind the ball and the other hand to the side and beneath the ball
- Shooting arm is bent at 90 degrees and directly below shooting hand
- Bend knees slightly then straighten as ball is pushed upwards
- Release the ball by snapping the wrist and fingers forward

Demonstration: **Demonstrate or have an athlete demonstrate proper technique.**

Practice: **Have athletes practice the skill.**

- Divide the players into pairs and have them make two lines 2m apart
- Partners face each other
- Practice shooting over an invisible wall to partner on the other side
- The ball should be shot high and straight so that it lands in partners hands without them having to move

→*Teaching tip: Using leg muscles will help push ball into the air.*

Coaching Point

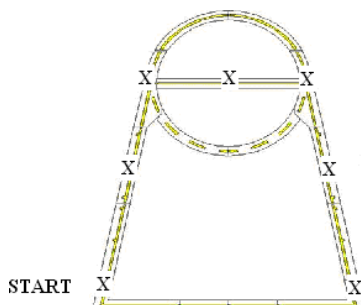
Don't make assumptions
about an athlete's
knowledge of game.
Inform players of all
necessary game info

(Special Olympics
International)

Activity:

Consecutive Around the World

- Divide the players into pairs, with a ball and hoop per group
- Using cones, mark 'stops' around the outside of the key
- The first person starts at the first cone and takes a shot, if s/he makes the shot s/he moves to the next cone for a shot
- If s/he misses the player must start at the beginning again
- To finish the drill, the player must make a basket at each cone on the first try



*If players are having difficulty increase the number of chances the player has to make his/her shot.

Sport Skills (20 minutes)

1. Shooting – Jump Shot

Introduction: Review jump shot technique.

- Square shoulders to basket
- Place shooting hand behind the ball and the other hand to the side and beneath the ball
- Shooting arm is bent at 90 degrees and directly below shooting hand
- Jump as ball is pushed upwards and snap the wrist and fingers forward

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

-Every player needs a ball

-Practice the jump shot from different places inside the three point line

→*Teaching tip: Keep elbows in.*

Coaching Point

Use verbal direction and demonstration, as well as physical prompting or physical assistance when teaching a skill.

(Special Olympics International)

Activity:

H-O-R-S-E

-Divide group into small groups and give each person a number (eg. 1,2,3,4)

-Each group needs a basket and a ball

-The first player chooses a spot on the court and takes a shot

-If the shot is made the next player in line must repeat the same shot

-If the shot is made the third player takes the same shot, and so on until each person in the group has had a turn

-If someone misses the shot then the player receives a letter (H/O/R/S/E)

-When a player has missed 5 shots (and spells H-O-R-S-E) they are out

-If the first person misses their shot, Player 2 is now the lead shooter. Repeat this switch for every first shooter who misses their shot

-Play as time allow or until only one player remains

Fitness (12 minutes)

Explosion Jumping

- Jump as high as you can by bringing your knees to your chest
- After you touch the ground immediately jump as high as you can again.
- Do 20 explosions and rest. Do 3 sets

*If this is too hard, do 10 explosions instead of 20.

Elbow to Elbow

- Divide the group into pairs
- One person is the Shooter the other is the Rebounder
- The Shooter stands at one of the elbows of the key and the Rebounder is under the net
- On 'Go' take a shot from the elbow then sprints to half court and back to the other elbow
- The Rebounder sprints to get the ball and pass it to the Shooter
- Repeat this sequence for 20 shots then switch roles

Games (15 minutes)

Any-hoop basketball

- Divide group into two teams, have them wear different coloured pinnies
- Using all the basketball hoops in the gym play a game of basketball
- Teams may score on any basket in the gym but may not score on the same basket twice in a row
- If a foul is committed or the ball goes out of bounds the ball will be restarted by the leader
- The team with the most points wins!

*Play fair and obey all other basketball rules.

Inclusion Note

Adolescent girls are more likely to play sports when: Their efforts are supported and encouraged, performances aren't criticized and realistic expectations are placed on their abilities.

(Storm, 2002)

Cool Down (10 *minutes*)

1. Cool Down (5 *minutes*)

Jogging

- Slowly jog around the practice area for 1 minute
- Take long slow strides, breathing deeply

Arm Circles

- Hold arms out to side at shoulder height; make 15 small circles rotating arms forward
- Rest, repeat arm circles by rotating arms backward 15 times

Shake it Out

- Stand feet shoulder width apart and shake each body part from head to toe in that order

2. Stretching (5 *minutes*)

*See Stretching Guide p.45

Modifications

Modify drills so that all athletes can compete. This may mean:

- Decreasing the size of a grid and/or training area
- Using smaller and/or softer balls
- Lowering the nets
- Spreading cones further apart
- Using a visual cue as a start command (eg. Hand signal, waving a pinnie, etc.)
- Partnering players who are having difficulty with those who are better able to perform the skill or drill
- Using brightly coloured equipment
- Use brightly coloured equipment

Nutrition (10 minutes)

What food group should you eat the most servings of everyday and why?

Answer:

-Vegetables and fruit because:

-They contain important vitamins, minerals and fibre.

-They are usually low in fat and calories.

-They may reduce the occurrence of certain kinds of cancer.

-Try to eat at least one dark green and one orange vegetable each day. These vegetables are rich in folate and vitamin A, two essential nutrients for the body.

NOTES

After the lesson, please use this section to make notes about the training session. For example you could indicate what worked or did not work, drill modifications, ideas for new drills, and/or comments about the skills that need further attention, etc.

LESSON 6

Skills:

- Sprinting
- Jumping
- Passing
- Catching

Equipment:

- Basketballs
- Proper footwear and clothing
- Cones
- Whistle or flag (optional)
- Coloured pinnies

**Please note that while a time frame has been provided for a 1.5 hour training session, this is meant only as a guideline. Timelines can be shortened or lengthened to suit your training schedule. Additionally, if an activity takes more or less time to run, feel free to adjust the lesson as time permits.*

Warm-Up (10 minutes)

1. Warm-Up (5 minutes)

Walking Tag

- Using cones mark a square grid
- One person is IT and the non-Its all start on one line of the grid
- On 'Go' non-Its try to speed *walk* across the grid to the other side trying not to get tagged
- If an athlete is tagged they join hands with the other IT person and they are now IT too
- The game is won by being the last one not IT in the grid

2. Stretching (5 minutes)

*See Stretching Guide p.45

Motor Skills (15 minutes)

1. Chest Passing

Introduction:

Explain chest pass technique.

- Grip ball with both hands on either side of the ball
 - Fingers are spread and thumbs are behind the ball

- Hold ball at chest level and close to the body with elbows pointing down and staying close the body
- Step towards the target
- Straighten elbows and extend arms towards target, thumbs point down
- Release the ball by snapping wrists and fingers and transfer weight to front foot
- Follow through with arms extended

Demonstration: **Demonstrate or have an athlete demonstrate proper technique.**

Practice: **Have athletes practice the skill.**

- Every player needs a ball
- Stand 2-3m from the wall and chest pass the ball at a target point on the wall
- Repeat this sequence until the athletes are comfortable performing the skill

→ *Teaching tip: Arms follow through in the direction of the target.*

Activity:

Target passing

- Every player needs a ball
- Using cones or pinnies as target, place these items at different points before half court
- Try to chest pass to each of the targets

2. Bounce Passing

Introduction: **Review bounce passing technique.**

- Grip ball with both hands on either side of the ball
 - Fingers are spread and thumbs are behind the ball
- Hold ball at chest level and close to the body with elbows pointing down and staying close the body
- Step towards the target
- Straighten elbow and extend arms at an angle to pushing the ball to the floor 2/3 of the way to the target
- Release the ball by snapping wrists and fingers and transfer weight to front foot
- Follow through with arms extended

Demonstration: **Demonstrate or have an athlete demonstrate proper technique.**

Practice: **Have athletes practice the skill.**

- Every player needs a ball
- Stand 2-3m from the wall and bounce pass the ball at a target point on the wall
- Repeat this sequence until the athletes are comfortable performing the skill

→*Teaching tip: Emphasize quick-snap release.*

3. Receiving a Pass

Introduction: **Explain receiving technique.**

- Feet are shoulder width apart with knees slightly bent
- Keep head up and eyes on the ball
- Arms are extended at chest level, palms facing out, fingers are spread comfortably
- As ball contacts hands grip ball with fingers and thumbs while allowing wrists to break and elbows to bend towards chest to cushion ball
- Hold ball firmly close to chest

Demonstration: **Demonstrate or have an athlete demonstrate proper technique.**

Practice: **Have athletes practice the skill.**

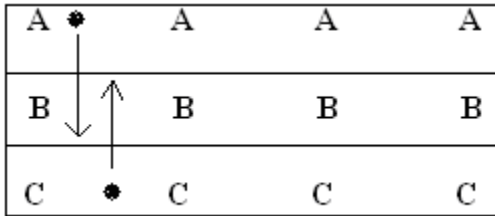
- Divide the group into pairs, one ball per pair
- Partners stand 4-5m apart facing each other
- Bounce pass to partner who catches the ball rolls it back to partner
- Repeat 5 times then switch roles

→*Teaching tip: Cushion and protect the ball.*

Activity:

Guardball

- Create three groups and have them form three rows 2m apart from each other
- On 'Go' the two teams try to bounce or chest pass successfully to each other while the middle team attempts to intercept or deflect the passes
- If the ball is intercepted by the middle team, they switch places with the team that lost the ball



Sport Skills (20 minutes)

1. Jump Stop

*Used to stop forward motion.

Introduction: Explain two-foot jump stop technique.

- From a run, begin to slow down then push off one foot and jump
- Land on both feet shoulder width apart, bending knees to absorb impact

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

- Line up along the side line, walk a few steps and jump stop
- Repeat until other side line is reached
- Repeat at a jog then a sprint
- Repeat until the players are comfortable performing the skill

→ *Teaching tip: Keep feet shoulder width apart and knees bent when landing to help stay balanced.*

2. Moving to a Pass

Introduction: Explain how to move to a pass.

- Turn body to face the passer
- Step towards the approaching ball
- Two-foot jump stop as you catch the ball

Demonstration: **Demonstrate or have an athlete demonstrate proper technique.**

Practice: **Have athletes practice the skill.**

- Divide the group into pairs, one ball per pair
- Partners stand 5m apart facing each other
- Pass the ball to partner
- Partner takes a few steps towards the approaching ball and jumps stops as s/he catches the ball, then takes a few steps back and the sequence is reversed
- Repeat until players are comfortable performing the skill

Coaching Point

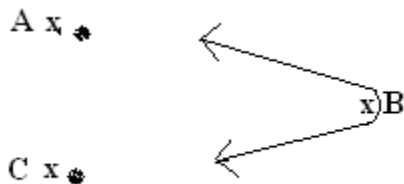
When giving instruction make eye contact with the athletes speak simply and clearly.

(Special Olympics International)

Activity:

Around the Cone Receiving

- Using 3 cones, make triangle with two long sides and one short
- Divide group into groups of three, two balls per group
- Each player stands on a different cone, the balls are with the players at the base of the triangle
- On 'Go' Player A bounce or chest passes the ball to Player B who moves towards the ball, catches it and passes it back to A
- After passing Player B turns and runs around cone towards Player C who now passes the ball
- Player B completes 2 successful passes on each side and then the players switch role
- Repeat until each person has completed the passing role



Fitness (12 minutes)

Foot Fire

- Players spread out in a line facing the leader
- Players are in ready position and feet are shoulder width
- On 'Go' players begin to quickly pitter patter their feet (alternating feet) 1 inch of the ground ---foot fire
- Leader will call out tasks that should be performed and players return to original starting point and resume foot fire

- Left (pivot on the left foot until they are facing the leader again)
- Right (pivot on the right foot until they are facing the leader again)
- Up (Jump)
- Forward (sprint 5 steps forward)
- Back (back pedal)

Games (15 minutes)

No Dribble Game

- Divide the players into two teams
- Play a mini game of basketball using the hoops at both ends of the half court
- The object is to score a basket without having dribbled the ball

*If this is no dribbling is too difficult allow 1-3 dribbles per player.

Inclusion Note

Use person-first language. If you must use labels, place the emphasis on the person and not the disability. For example say: Athlete with an intellectual disability.

(BC Soccer Association, 2004)

Cool Down (10 *minutes*)

1. Cool Down (5 *minutes*)

Jogging

- Jog around the practice area for 2 minutes
- Take long slow strides, breathing deeply
- Slow down and walk for 1 minute

2. Stretching (5 *minutes*)

*See Stretching Guide p.45

Modifications

Modify drills so that all athletes can compete. This may mean:

- Decreasing the size of a grid and/or training area
- Using smaller and/or softer balls
- Lowering the nets
- Spreading cones further apart
- Using a visual cue as a start command (eg. Hand signal, waving a pinnie, etc.)
- Partnering players who are having difficulty with those who are better able to perform the skill or drill
- Using brightly coloured equipment

Nutrition (10 minutes)

1. How do you feel when you skip breakfast in the morning?

Answer:

Waiting until you are really hungry to eat, or not eating even when you are hungry can cause: low energy, irritability, nausea and stomach-aches, trouble concentrating, headaches, lack of coordination, feeling shaky, feint and sleepy, and over-eating later.

2. What are some consequences of skipping breakfast?

Answer:

- Low energy
- Irritability
- Nausea
- Stomach-aches
- Trouble concentrating
- Headaches
- Lack of coordination
- Feeling shaky, feint and sleepy
- Over-eating later

Why is being underweight unhealthy?

Answer: Without the vitamins and nutrients that come from eating a balanced diet from all the food groups, you can become very sick. Your bones may become fragile, you will feel fatigued, achy and short of breath and you may be more prone to getting colds and flus.

NOTES

After the lesson, please use this section to make notes about the training session. For example you could indicate what worked or did not work, drill modifications, ideas for new drills, and/or comments about the skills that need further attention, etc.

LESSON 7

Skills:

- Sprinting
- Catching
- Passing

Equipment:

- Basketballs
- Proper footwear and clothing
- Cones
- Whistle or flag (optional)
- Coloured pinnies

**Please note that while a time frame has been provided for a 1.5 hour training session, this is meant only as a guideline. Timelines can be shortened or lengthened to suit your training schedule. Additionally, if an activity takes more or less time to run, feel free to adjust the lesson as time permits.*

Warm-Up (10 minutes)

1. Warm-Up (5 minutes)

Squat Tag

- Use half the court
- Designate one person to be 'IT', and assign them a pinnie
- On 'Go' run around square trying to avoid getting tagged
- If tagged squat down and raise your arm high above your head
- To get back into the game, a teammate must pull your arm down
- Play until everyone is frozen or 5 minutes has elapsed

2. Stretching (5 minutes)

*See Stretching Guide p.45

Motor Skills (15 minutes)

1. Overhead Passing

Introduction: Explain overhead passing technique.

- Grip ball with both hands on either side of the ball
- Lift ball over and slightly behind head bending elbows and pointing them forward
- Step towards target, keeping weight on back foot
- Straighten elbows and extend arms towards target
- Release ball and snap wrists and fingers forward and transfer weight to front foot
- Follow through with arms

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

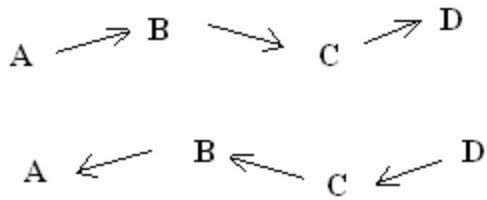
- Divide the group into pairs, with one ball per pair
- Partners stand 10m apart
- Throw the ball to partner
- S/he catches the ball and throws it back to partner

→*Teaching tip: Ball should be released before elbows pass eye level.*

Activity:

Overhead Pass Relay Race

- Divide group into even teams, a ball per team
- Using set up cones in a zig-zag pattern (one cone per player), with the first cone being the start/end cone and last cone being the turn around point
- Players each stand a different cone
- On 'Go' Player A throws the ball (using proper throw-in technique) to Player B at the next cone
- Player B catches the ball, turns and throws it to Player C
- Repeat the sequence for every player in the group
- When the Player at the turn around cone receives the ball s/he reverses the process
- The first team to pass the ball there and back wins!



2. Receiving a Pass

Introduction: Review receiving key points.

- Feet are shoulder width apart with knees slightly bent
- Keep head up and eyes on the ball
- Arms are extended at chest level, palms facing out, fingers are spread comfortably
- As ball contacts hands grip ball with fingers and thumbs while allowing wrists to break and elbows to bend towards chest to cushion ball
- Hold ball firmly close to chest

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

- Divide the group into pairs, one ball per pair
- Partners stand 4-5m apart facing each other
- Overhead pass to partner who catches the ball and chest passes it back to partner
- Repeat 5 times then switch roles

→ *Teaching tip: Cushion and protect the ball.*

Sport Skills (20 minutes)

1. Moving to a Pass

Introduction: Review moving to a pass key points.

- Turn body to face the passer
- Step towards the approaching ball
- Two-foot jump stop as you catch the ball

Demonstration: **Demonstrate or have an athlete demonstrate proper technique.**

Practice: **Have athletes practice the skill.**

- In pairs stand 10m apart facing each other
- One player passes the ball using an overhead pass to his/her partner who moves towards the ball and catches it
- The receiver now steps back two or three steps and overhead passes the ball to their partner
- Repeat this sequence until the players are comfortable performing the skill

→ *Teaching tip: Use communication. Call the name of the person you would like to receive the ball from and that of whom you are passing to.*

Coaching Point

Always ask permission before you touch an athlete.

(SOBC)

Activity:

Defender in the Middle

- Using cones mark a 4m x 4m circle grid
- Divide the players into small groups (no larger than 6 players), one ball per group
- Designate one player to be the Defender
- On 'Go' pass the ball (bounce pass, chest pass, overhead pass) to teammates standing around the circle
- As passes are made across the circle, the Defender tries to deflect or intercept
- The player who makes an incomplete pass replaces the Defender in the middle

Fitness (12 minutes)

Wall Sits

- Each player stands with back against the wall
- On 'Go' lean against wall and bend knees to 90 degrees, like sitting in a chair
- Hold the squat for 20-30 seconds, then push up into a standing position again
- Repeat this exercise 4 times and rest

Calf Raises

- Stand facing wall, toes 15 cm from the wall
- Place hands at shoulder height on the wall
- Raise up onto tip-toes and lower heels back down to just above the ground
- Repeat for 1 minute and rest
- Do 3 sets

Wall Push-ups

- Stand facing wall, toes 1m from the wall
- Place hands at shoulder height on the wall, arms straight
- Using a controlled movement bend arms bringing face towards wall (do not contact the wall)
- Repeat 10 times and rest
- Do 3 sets

Games (15 minutes)

3 Pass Half Court Basketball

* In half-court games, only one basket is used, with the requirement that the ball be 'cleared' whenever possession of the ball changes. To clear the ball means that the defensive team must dribble or pass the ball to the half before assuming an offensive role.

- Divide the team into two teams (no more than 5 players per team on the court at once), assigning each a different coloured pinnie
- Play a game of half-court basketball, with the stipulation that each team must make 3 passes before they can shoot the basketball.
- The passing count resets after each shot

*If the group is large have the extra players sit out and substitute them in so that everyone gets equal game time.

Inclusion Note

Where possible, allow participants to choose their own clothing, as long as it is a safe choice for the activity and does not restrict movement.

(Fenton, Frisby & Luke, 1999)

Cool Down (10 *minutes*)

1. Cool down (5 *minutes*)

Jogging

- Slowly jog around the practice area for 1 minute
- Take long slow strides, breathing deeply

Shake it Out

- Stand feet shoulder width apart and shake each body part from head to toe in that order

Wake-up Stretch

- Stand feet shoulder width apart, arms at sides
- Inhale and crouch down half way and cross arms across the body, hands going past opposite elbow
- Exhale and stand up while uncrossing arms and reach arms to the side up over head
- Interlock fingers and turn palms up
- Straighten elbows and look at hands
- Rise onto toes and stretch whole body upward. Breathe slowly and deeply holding for 5-10 seconds
- Exhale, lower heels, and repeat sequence 3 times

2. Stretching (5 *minutes*)

*See Stretching Guide p.45

Modifications

Modify drills so that all athletes can compete. This may mean:

- Decreasing the size of a grid and/or training area
- Using smaller and/or softer balls
- Lowering the nets
- Spreading cones further apart
- Using a visual cue as a start command (eg. Hand signal, waving a pinnie, etc.)
- Partnering players who are having difficulty with those who are better able to perform the skill or drill
- Using brightly coloured equipment
- Use brightly coloured equipment

Nutrition (10 minutes)

-Snacking is a good way to avoid feeling hungry between meals. BUT... it is important to avoid snacks that are high in calories, fat, sugar and/or salt. Unhealthy snacks like cookies, candies, buttered popcorn, chocolate bars and soft drinks add extra calories to your day and aren't very nutritious.

Can you think of some ideas for healthy alternatives for:

-Sweet treats like cakes, cookies and ice creams?

*try fruit with yogurt, a baked apple with cinnamon and graham crackers, frozen yogurt

-Salty snacks like potato chips, French fries and nachos

*try plain popcorn, baked sweet potato wedges, home made baked pitas

-Sugary drinks like sports drinks or soda pop

*try adding lemon, lime or cucumber to your water, milk or 100% juice

NOTES

After the lesson, please use this section to make notes about the training session. For example you could indicate what worked or did not work, drill modifications, ideas for new drills, and/or comments about the skills that need further attention, etc.

LESSON 8

Skills:

- Jogging
- Shooting
- Lay-up
- Dribbling

Equipment:

- Basketballs
- Proper footwear and clothing
- Cones
- Whistle or flag (optional)
- Coloured pinnies

**Please note that while a time frame has been provided for a 1.5 hour training session, this is meant only as a guideline. Timelines can be shortened or lengthened to suit your training schedule. Additionally, if an activity takes more or less time to run, feel free to adjust the lesson as time permits.*

Warm-Up (10 minutes)

1. Warm-Up (5 minutes)

Tasks on Command

- set up a square grid using cones for the corners
- each player has a ball in the grid
- On 'Go' start dribbling the ball with both hands in any direction all around grid
- Leader will call out tasks to be complete by athletes.
- Complete the task and return to dribbling

- Tasks:
 - Fast (take 5 fast dribbles in any direction)
 - Trade (trade balls with another player using a bounce pass)
 - Stop (Jump stop)
 - Jump (jump)
 - 5 (high five a teammate)

2. Stretching (5 minutes)

*See Stretching Guide p.45

Motor Skills (15 minutes)

1. Shooting

Introduction: Review shooting key points.

- Square shoulders to basket
- Focus on basket
- Place shooting hand behind the ball and the other hand to the side and beneath the ball
- Fingers and palm are used to grip the ball
- Push the ball upward by straightening shooting arm and releasing the ball by snapping the wrist and fingers forward

DEMONSTRATION: Demonstrate or have an athlete demonstrate proper technique.

PRACTICE: Have athletes practice the skill.

- Laying on back, bring the ball up to a shooting position with your dominant hand
- Keeping elbow in line with shoulder extend arm and flick wrist and fingers as if shooting a basket
- Keep hands up after shooting in order to catch the ball
- If this is done correctly the ball should back spin into the awaiting hands

-Repeat until the players are comfortable performing the skill

→ *Teaching tip: Concentrate on weighting the ball to go no more than 60cm up.*

Activity:

Individual Shooting Practice

- Every players needs a ball and a hoop
- Stand 30cm to the side of the basket
- Shoot the ball using the shooter's square
- Catch the ball and shoot again
- Repeat 10 times and switch sides and shooting arms

*If the group is large, have two players at each hoop practicing on either side of the basket.

Sport Skills (20 minutes)

1. Lay-Ups

Introduction: Explain right-sided lay-up technique.

- Focus on back board sweet spot (square above hoop)
- Grip ball firmly with both hands
- Place shooting hand behind the ball, the supporting hand is to the side and underneath the ball
- Step left, right, left, hop (1,2,3, jump off last planted foot) carrying the ball in front of body with both hands
- Raise same knee as shooting hand (right hand in this case) and jump off opposite ball of foot
- Lift the ball upwards at high as possible with both hands
- Extend shooting arm fully releasing the ball by snapping wrist down
- Aim ball at near top corner of the shooters' square and allow the ball to rebound into the basket

*For a left-sided layup step right, left, right.

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

1. 1 Step Lay-up

- Stand directly under the basket facing the wall
- Turn sideways and step forward on the left leg 30cm to the left side of the basket
- Place body weight on left leg and square shoulders to the backboard
- Jump off of left leg while pushing ball up toward the shooter's square with right hand
- Land on both feet
- Catch the basketball as it comes through the hoop and now step to the left side with right leg, jump off that leg and shoot with the left hand
- Repeat until players are comfortable performing the skill

2. 3 Step Lay-up

- Stand 3 big steps back from the right side of the basket
- Gripping ball firmly in hands in front of the body
- At a walking pace step left, right, left, hop and shoot the ball with the right hand
- Land on both feet
- Catch the ball and do to the end of the line
- Increase the pace as confidence and competence increases
- Repeat activity on left side
- Repeat until the players are comfortable performing the skill

*If players are having difficulty performing the skill with proper footwork, consider doing the drill without the ball at first

→*Teaching tip: Emphasize proper footwork over making the shot at this point.*

1. Lay-Up with a Dribble

Introduction: Explain how to do a right-handed lay up with dribbling.

- Dribble the ball
- Pick the ball up on your last dribble and step onto the inside leg (left leg in this case)
- Grip ball with both hands placing shooting hand behind the ball and the supporting hand to the side and underneath the ball
- Step left, right, left, hop (1,2,3, jump off last planted foot) carrying the ball in front of body with both hands
- Raise same knee as shooting hand (right hand in this case) and jump off opposite ball of foot lifting the ball upwards as high as possible with both hands
- Extend shooting arm fully releasing the ball by snapping wrist down

*For a left-sided layup step right, left, right, and shoot with left hand.

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

- Start at the right elbow of the key
- Use a walking pace to start
- Dribble once and go into the lay-up sequence at a walking pace
- Shoot then retrieve the ball and go to the back of the line
- Increase the pace as confidence and competence increases
- Repeat on the left side
- Repeat until players are comfortable with the skill

→*Teaching tip: Use the shooter's square of the backboard to guide the shot into the net.*

Coaching Point

Avoid talking too much. Athletes learn by doing

(Special Olympics Canada & Coaching Association of Canada)

Activity:

Lay-up Race

- Divide the group into two teams, each on a different baseline
- Each team member is given a number, the opposite team will have the same number set
- Put two balls at centre
- The Leader calls a number and those two people run to the centre and grab a ball and speed dribble back to their net and do a lay-up
- The first person to sink the basket earns a point for their team

Fitness (12 minutes)

Intervals

- Using the half court lines
- Divide the group and have equal amounts of players stand on all four corners
- On 'Go' jog around the grid slowly
- Increase the speed on the next two laps
- Sprint the 4th lap
- Jog the 5th and walk the 6th
- Rest and Repeat 3 more times

Games (15 minutes)

Lay-up 3 vs. 3

** In half-court games, only one basket is used, with the requirement that the ball be 'cleared' whenever possession changes. To clear the ball means that the defensive team must dribble or pass the ball to half court before assuming an offensive role.*

- Divide the team into teams of three, assigning each a different coloured pinnie
- Play a game of half-court basketball, with the stipulation that points can only be scored by a lay-up
- Let each team play for 2 minutes and switch teams

Inclusion Note

Consider the abilities of your group when choosing drills, games, equipment and facilities. Design lesson to ensure that all athletes will be able to participate.

(SOBC)

Cool Down (10 *minutes*)

1. Cool Down (5 *minutes*)

Jogging

- Slowly jog around the training area
- Take long slow strides, breathing deeply

Shake it Out

- Stand feet shoulder width apart and shake each body part from head to toe in that order

2. Stretching (5 *minutes*)

*See Stretching Guide p.45

Modifications

Modify drills so that all athletes can compete. This may mean:

- Decreasing the size of a grid and/or training area
- Using smaller and/or softer balls
- Lowering the nets
- Spreading cones further apart
- Using a visual cue as a start command (eg. Hand signal, waving a pinnie, etc.)
- Partnering players who are having difficulty with those who are better able to perform the skill or drill
- Using brightly coloured equipment

Nutrition (10 minutes)

1. Brainstorm what can happen if you continue to eat after the body signals that you are full.

Answer:

-Feel uncomfortable and sleepy and weight gain over time. This may lead to serious medical problems in the future and won't help you play sports to the best of your ability.

2. What are the consequences of eating after you are full?

Answer:

-Feel uncomfortable and sleepy and weight gain over time.

Why is being overweight unhealthy?

Answer:

-Being overweight and obese is hard on the body and contributes to conditions like diabetes and high blood pressure. Being too heavy also makes it harder for your body to perform at its best. Try to keep a healthy weight by eating a balanced diet with healthy serving sizes and by getting lots of exercise.

NOTES

After the lesson, please use this section to make notes about the training session. For example you could indicate what worked or did not work, drill modifications, ideas for new drills, and/or comments about the skills that need further attention, etc.

LESSON 9

Skills:

- Sprinting
- Ready position
- Pivoting
- Changing direction

Equipment:

- Basketballs
- Proper footwear and clothing
- Cones
- Whistle or flag (optional)
- Coloured pinnies

**Please note that while a time frame has been provided for a 1.5 hour training session, this is meant only as a guideline. Timelines can be shortened or lengthened to suit your training schedule. Additionally, if an activity takes more or less time to run, feel free to adjust the lesson as time permits.*

Warm-Up (10 minutes)

1. Warm-Up (5 minutes)

Dribble Tag

- Using cones divide half court in half (1/4 of the court)
- Designate one person to be 'IT' to start the game
- On 'Go' dribble around the grid and play tag
- Everyone, including the 'IT' person must be in control of the ball
- If tagged, join the 'IT' team and tag the others
- The last one not IT wins!

2. Stretching (5 minutes)

*See Stretching Guide p.45

Motor Skills (15 minutes)

1. Offensive Ready Position

Introduction: Explain ready position technique.

- Feet are shoulder width apart with one foot slightly ahead
- Weight is evenly distributed on both balls of both feet, with heels slightly off the ground
- Knees are bent and seat lowered
- Back is straight and head is up
- Elbows are bent and close to the body with arms forearms extended out front

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

-Line up along sideline facing the court in ready position
-Leader calls out tasks to be performed by player and after each task player resumes ready position

→Fast (take 5 fast steps forward and return to start line)

→Jump (jump)

→Dribble (dribble on the spot)

-Repeat until the players are comfortable performing the skill

→Teaching tip: Be ready to dribble, shoot or pass!

2. Pivoting

Introduction: Explain pivoting technique.

- Feet are shoulder width apart with one foot slightly ahead
- Weight is evenly distributed on both balls of both feet, with heels slightly off the ground
- Knees are bent and seat lowered
- Back is straight and head is up
- Elbows are bent and close to the body with arms forearms extended out front

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: **Have athletes practice the skill.**

- Spread out on the court
- Stand in a ready position
- Leader will call out a direction (left or right)
- Pivot on that foot once around going forward and backward
- Repeat until players are comfortable performing the skill

→ *Teaching tip: Keep pivot foot 'nailed' to one spot.*

Sport Skills (20 minutes)

1. Changing Direction

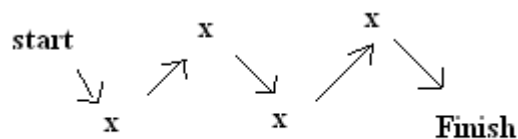
Introduction: **Introduction: Explain how to change directions while running.**

- From a run, slow down, lower hips and lean backwards slightly
- Plant foot opposite to the intended direction of travel
- Step in the intended direction with the other foot
- Push off planted foot in the new direction

Demonstration: **Demonstrate or have an athlete demonstrate proper technique.**

Practice: **Have athletes practice the skill.**

- Using 6 cones mark a start line and end line 10m apart, with 4 cones in the middle placed 2m apart in a zig-zag pattern
- Athletes line up behind start cone
- On 'Go' the first player in line sprints to the first cone, changes direction, runs to the second cone, and so on until reaching the finish line
- After the last cone backpedal back beside the zig-zag cones to the start and go to the end of the line
- Repeat until players feel comfortable performing the skill



Coaching Point

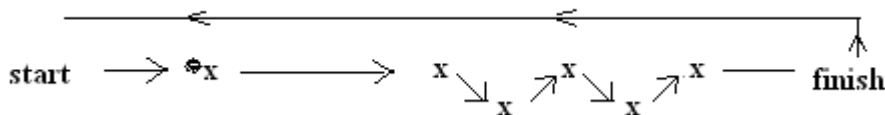
Tailor activities to an athlete's level of motor function, not their age development level

(Special Olympics Canada & Coaching Association of Canada)

Activity:

Obstacle Race

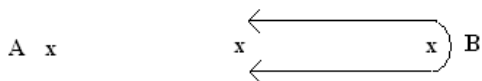
- Using cones set up an obstacle course. Use the first and last cones as start and end lines, then use the remaining cones to designate passing, pivoting and zig-zag tasks
- Divide group into equal teams and have one course per team and one ball per team
- On 'Go' the first person in line sprints to the first cone, jump stops, pivots and receives a bounce pass from the next person in line
- The player catches the ball and passes it back to their teammate, pivots again and sprints to the next cone where s/he will run a change of direction pattern, then sprints to the end line and all the way back to the start line
- The racer tags the next person in line and they begin the course
- After the tag the racer sits down at the end of the line and waits for everyone to complete the course
- The first team to complete the race and be sitting down wins!



Fitness (12 minutes)

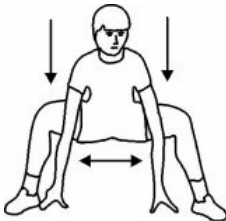
Out and Backs

- Place 3 cones in a line 10m apart, use one set per group
- Divide the group into pairs, one ball per pair
- Player A stands on the first cone with the ball, Player B begins on the last cone
- On 'Go' Player B sprints to the middle cone and receives chest pass from Player A
- Player B catches the ball and overhead passes the ball back to Player A
- Player B then turns and sprints around the last cone and back to the middle cone to receive the next pass
- Repeat the sequence for 1 minute then switch roles. Repeat 3 times per person



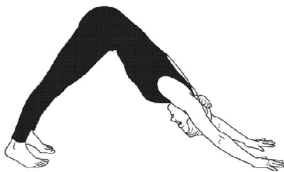
Frog Stretch

- Stand with feet half a metre apart (a little wider than shoulder width)
- Squat down as low as you can while keeping your heels on the floor
- Press elbows against knees
- Keep torso as upright as possible
- Hold for 30 seconds and return to starting position
- Repeat 3 times



Dog Stretch

- Start on ground on hands and knees; hands, knees and feet shoulder-width apart
- Inhale then exhale and straighten legs keeping upper body in same position with hands on the ground
- Pushing your heels to the ground, tuck your chin to your chest and raise your bum to the sky
- Hold for 30 seconds and return to starting position
- Repeat 3 times

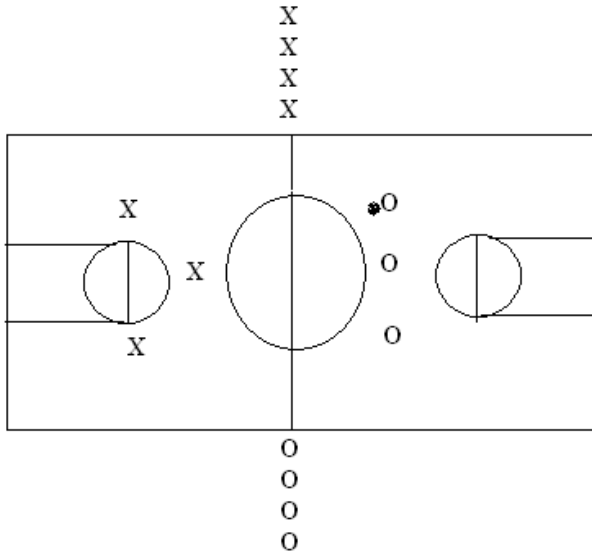


Games (15 minutes)

3 vs. 3 Continuous

- Divide the players into two groups assigning each a different coloured pinnie
- Each group lines up opposites sides of the court at the centre line
- 3 people from each Team X and Team O will start on the court in their respective ends
- Team X is on offense to start and Team O is on defense
 - *Defenders must remain in their end until the offensive players bring the ball over centre
- Team X brings the ball up the court and tries to score on Team O's basket
- If Team X scores, they remain in the game. They take the ball outside the baseline and inbound the ball from the end and begin again going the other direction

- Team O defenders will leave the court and 3 new Team O defenders will enter the game as defenders in the back court
- If Team O's defenders steal the ball or Team X misses their shot, Team O is now on offense. They will take the ball outside the baseline and inbound the ball.
- The Team X offensive players leave the court and 3 new Team X players enter the game in the back court to play defense



Inclusion Note

Treat all athletes equitably. Do not make some participants feel more or less worth than others based on their gender, sexual preference, socio-economic status, ethnicity, etc.

(Special Olympics Canada & Coaching Association of Canada)

Cool Down (10 *minutes*)

1. Cool Down (5 *minutes*)

Jogging

- Jog around the practice area for 2 minutes
- Take long slow strides, breathing deeply
- Slow down and walk for 1 minute

2. Stretching (5 *minutes*)

*See Stretching Guide p.45

Modifications

Modify drills so that all athletes can compete. This may mean:

- Decreasing the size of a grid and/or training area
- Using smaller and/or softer balls
- Lowering the nets
- Spreading cones further apart
- Using a visual cue as a start command (eg. Hand signal, waving a pinnie, etc.)
- Partnering players who are having difficulty with those who are better able to perform the skill or drill
- Using brightly coloured equipment

Nutrition (10 minutes)

Eating healthy when you are out can be challenging.

What are some ways that you can eat healthy when you are away from home?

Answer:

- Pack healthy snacks or meals from home, with servings from each food group
- Order smaller portions or share with a friend when you are at a restaurant
- Take time to savour every bite and give your body time to feel full
- Look for restaurants that offer whole grains, vegetables and fruit and lower-fat options.
 - *Some restaurants even provide nutrition information about their food choices so that you can make healthier choices.
- Drink water with your snack or meal instead of sugary drinks
- Have a potato or salad instead of French fries

NOTES

After the lesson, please use this section to make notes about the training session. For example you could indicate what worked or did not work, drill modifications, ideas for new drills, and/or comments about the skills that need further attention, etc.

LESSON 10

Skills:

- Backpedalling
- Ready position
- Rebounding

Equipment:

- Basketballs
- Proper footwear and clothing
- Cones
- Whistle or flag (optional)
- Coloured pinnies

**Please note that while a time frame has been provided for a 1.5 hour training session, this is meant only as a guideline. Timelines can be shortened or lengthened to suit your training schedule. Additionally, if an activity takes more or less time to run, feel free to adjust the lesson as time permits.*

Warm-Up (10 minutes)

1. Warm-Up (5 minutes)

Tasks on Command

- set up a square grid using cones for the corners
- each player has a ball in the grid
- On 'Go' start dribbling the ball with both feet in any direction all around grid
- Leader will call out tasks to be complete by athletes.
- Complete the task and return to dribbling

- Tasks:
 - Fast (take 5 fast dribbles in any direction)
 - Trade (trade balls with another player)
 - Stop (wedge trap the ball)
 - Jump (jump)

2. Stretching (5 minutes)

*See Stretching Guide p.45

Motor Skills (15 minutes)

1. Defensive Ready Position & Shuffle

Introduction: Explain defensive ready position technique.

- Feet are shoulder width apart with one foot slightly ahead
- Weight is evenly distributed on both balls of both feet, with heels slightly off the ground
- Knees are bent and seat lowered
- Back is straight and head is up
- With a non-shooting opponent - extend both arms out to the side at waist height
- With a shooting opponent - extend one arm up and forward into the sight line of the opponent, the other arm should be extended out at waist height
- Move sideways by shuffling feet without crossing them

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

- Spread out in practice area facing inward to the court
- On 'Go' shuffle sideways in the defensive ready position all the way to a sideline then back to the other sideline
- Repeat until players are comfortable performing the skill

→ *Teaching tip: Keep seat low and arms out in front.*

Activity:

Shadow Shuffle

- Use the entire length of the court
- Divide the group into pairs, one ball per pair
- Spread out along one sideline, pairs stand 1m apart
- The player with the ball is the Dribbler, the player without is the Defender
- On 'Go' the Dribbler dribbles slowly across the court to the other sideline while the Defender shuffles at the same pace keeping the Dribbler in front of them
- At the other sideline switch roles
- Each participant should have three turns at each role

*Increase the pace as confidence and competence increases.

2. Backpedalling

Introduction: Explain backpedalling technique.

- Start from a tall standing position
- Bend forward slightly at the waist, feet are no wider than the hips
- Hips and shoulders remain parallel to the intended direction of the run
- Extend one leg back taking a short step, land on ball of foot and lower foot without touching the heel down
- Now drive front leg back, again landing on ball of foot
 - both legs will stay slightly flexed throughout the run
- Steps are small and choppy compared to a forward run
- Repeat this sequence while swinging arms
- Arms should be bent at 90 degrees, close to the body and move in opposition to the legs

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

-Spread out along the baseline

-On 'Go' backpedal to the centre line then jog back to the start

-Repeat this sequence until the athletes are comfortable performing the skill

→*Teaching tip: Keep weight centred over balls of feet.*

3. Jumping

Introduction: Review jumping key points.

- Chin up, head straight, arms extended in front of body
- Bend knees and ankles and lean forward strongly swinging arms back then forward and up while pushing off of the balls of feet driving legs up by straightening at the knee
- Land on balls of feet should bending knees to absorb impact

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

- Stand toes against the wall with arm extended over their head touching the wall
- See how high arm can reach up, then choose a target higher than that on the wall
- Without an approach jump and try to touch the target with hand
- Repeat until players are comfortable performing the skill

→*Teaching tip: Use arms to drive body upwards.*

Sport Skills (20 minutes)

1. Rebounding

Introduction: Explain rebounding technique.

- Try to anticipate the direction in which the ball will rebound as the shot is missed
- Position body under ball
- Bend knees and push off of balls of feet to jump straight up towards the ball
- At the same time swing arms from back to front reaching high over head with hands ball width apart
- Upon contact with ball squeeze ball with both hands gripping with palms and fingers

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

- Throw the ball no more than 2m above head
- Jump straight up with arms high and catch ball above head
- Bring it into chest while landing
- Repeat this sequence until players are comfortable performing the skill

→*Teaching tip: Catch the ball as high in the air as possible, rather than waiting for it to come down.*

Coaching Point

Where appropriate, allow athletes to make the choice about equipment and/or activity to give them a sense of control.

(FUNdamentals, 2008)

Activity:

Tossback Rebounding

- Stand in a line at the right elbow of the key
- The leader throws the basketball underhand off the backboard
- Move towards the backboard and catch the ball midair
- Land with a wide base, pivot and chest pass the ball back to Leader
- Return to the end of the line
- Each player should get 3 turns

Top Rebounder

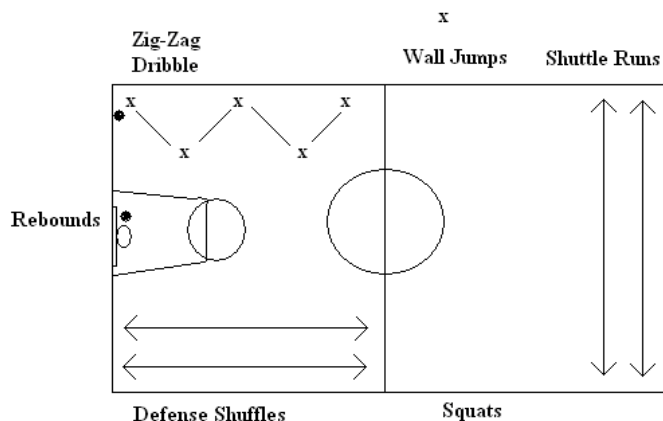
- Begin with 3 players in the key, one on each side of the basket and one in front
- The Leader shoots the ball (and misses), the three players try to rebound the ball
- The player that gets the rebound stays in the game while the other players go to the end of the line and two more players enter the game

Fitness (12 minutes)

Circuit Training

- Set up different stations where athletes must perform a different fitness skill
- Athletes spend 1 minute at each station then rotate in a clockwise direction

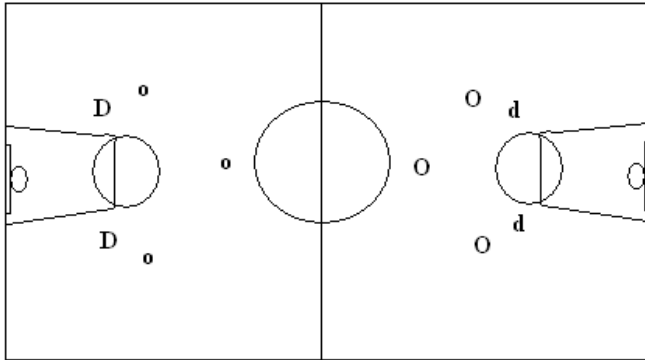
Eg.



Games (15 minutes)

Two court Basketball

- Divide the group into teams of 5, assign each team a different coloured pinnie
- Two people on each team are the Defenders and 3 people are the Attackers
- Play a normal game of basketball except the Defenders from each team must stay in their half and Attackers must stay in their opponents half



Inclusion Note

Interact with others in a manner that enables all participants in sport to maintain their dignity.

(Special Olympics Canada & Coaching Association of Canada)

Cool Down (10 minutes)

1. Cool Down (5 minutes)

Run/Walk

- Leaders will alternate calling out 'Run' or 'Walk' and athletes will perform that task
- Jog and walk slowly around the training area taking long slow strides, breathing deeply for 3 minutes

2. Stretching (5 minutes)

*See Stretching Guide p.45

Modifications

Modify drills so that all athletes can compete. This may mean:

- Decreasing the size of a grid and/or training area
- Using smaller and/or softer balls
- Lowering the nets
- Spreading cones further apart
- Using a visual cue as a start command (eg. Hand signal, waving a pinnie, etc.)
- Partnering players who are having difficulty with those who are better able to perform the skill or drill
- Using brightly coloured equipment

Nutrition (10 minutes)

Why does our body need water?

Answer:

- Water makes up over 70% of your total body weight
 - *around 90% of your blood content is water
- Water helps carry nutrients through the body and helps to control body temperature
- Water is the best way to quench your thirst
 - *you need to consume more water when the weather is warm and when you are exercising
- Water helps prevent tooth decay

NOTES

After the lesson, please use this section to make notes about the training session. For example you could indicate what worked or did not work, drill modifications, ideas for new drills, and/or comments about the skills that need further attention, etc.

LESSON 11

Skills:

- Dribbling
- Ball control

Equipment:

- Basketballs
- Proper footwear and clothing
- Cones
- Whistle or flag (optional)
- Coloured pinnies

**Please note that while a time frame has been provided for a 1.5 hour training session, this is meant only as a guideline. Timelines can be shortened or lengthened to suit your training schedule. Additionally, if an activity takes more or less time to run, feel free to adjust the lesson as time permits.*

Warm-Up (10 minutes)

1. Warm-Up (5 minutes)

Jogging In-Place

- Jog in place for 20 seconds, feet come slightly off the ground, arms bent at 90 degrees and swing in time with opposite leg
- Bring knees to their chest while jogging for 15 seconds – speed of jog will increase
- Return to jogging for another 20 seconds
- Repeat the sequence again

Caterpillar Walk

- Begin in a push-up position
- Walk feet toward hands
- Then walk hands away from feet
- Repeat sequence

2. Stretching (5 minutes)

*See Stretching Guide p.45

Motor Skills (15 minutes)

1. Figure-Eights

*Used to improve ball handling skills.

Introduction: Explain figure-eight technique.

- Stand with feet slightly wider than shoulder width apart and knees bent
- Bend over slightly
- Moving the ball from hand to hand, pass the ball between legs in a figure-eight motion
- Start with the ball in the right hand and pass it between the legs, behind the left leg, transferring the ball into the left hand
- Bring the ball around the front of the left leg, then go back through the legs and around the right leg, transferring the ball back into the right hand

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

-Every player needs a ball

-Standing in one place do figure-eights with the ball

-Repeat until the athletes are comfortable performing the skill

*If players are having difficulty with the skill, begin by rolling the ball on the ground.

→*Teaching tip: Start slowly.*

2. Control Dribbling

Introduction: Review control dribbling key points.

- Bend forward slightly from waist and bend knees
- Spread fingers and cup hand
- Push ball straight down firmly towards the floor
- Allow ball to bounce back up into hand

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: **Have athletes practice the skill.**

- From a standing position control dribble the ball 10 times with each hand
- Then while continuing to dribble kneel down (do not sit on heels), by bending one leg at a time and keep the ball under control
- Keep dribbling and try to stand up

→*Teaching tip: Hand is always on top of the ball. Placing the hand under the ball and rolling the ball forward is not permitted... this is called carrying the ball.*

3. Two Ball Dribbling

Introduction: **Explain two ball dribbling technique.**

- Bend forward slightly from waist and bend knees
- Spread fingers and cup hand
- Dribble one ball with each hand
- Push balls straight down firmly towards the floor
- Allow both balls to bounce back up into hands

Demonstration: **Demonstrate or have an athlete demonstrate proper technique.**

Practice: **Have athletes practice the skill.**

- Every player needs a ball
- Standing in one place dribble both balls at the same time 10 times
- Then try alternating the dribbles... As the right ball hits the ground, push the left ball down
- Repeat this sequence until the athletes are comfortable performing the skill

→*Teaching tip: Try to establish a consistent rhythm.*

Sport Skills (20 minutes)

1. Control Dribbling and Moving

Introduction: Review control dribbling and moving key points.

- While moving forward at a walk or jog push ball straight down firmly towards the floor by straightening elbow and extending wrist and fingers while stepping forward with the opposite leg
- Allow ball to bounce back up into hand then step forward with the other leg
- The speed of the forward motion will determine the pace of the dribble
- Keep head up and look forward

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

-Athletes line up along baseline with a ball each

-On 'Go' jog from baseline to baseline control dribbling the ball, then turn and back to the start

-Repeat this sequence until the athletes are comfortable performing the skill

→*Teaching tip: Keep eyes up.*

Coaching Point

Instill the importance of being a good sport and playing fair

(BC Soccer Association, 2004)

2. Crossover Dribbling

Introduction: Explain crossover technique.

- Dribble the basketball with your right hand
- Step forward with your right foot and push the ball on an angle so that it bounces in front of the left leg

- Bend left elbow and reach hand forward to meet the ball as it bounces off the floor
- Begin dribbling normally with left hand

*For a left handed crossover dribble with your left hand and step forward with your right leg.

Demonstration: **Demonstrate or have an athlete demonstrate proper technique.**

Practice: **Have athletes practice the skill.**

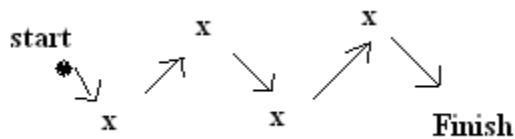
- Dribble the ball normally for two steps and crossover
- Dribble and crossover from baseline to baseline
- Repeat until the players are comfortable performing the skill

→ *Teaching tip: Keep the crossover dribble close to the body.*

Activity:

Crossover Relay

- Divide the group into equal teams
- Using cones mark a zig-zag pattern with cones 3m apart from the baseline to the centre line. Set up one pattern per team
- Line up behind the baseline in front of the cone pattern
- On 'Go' the first player in line sprints to the dribbles to the first cone, does a crossover to change directions and dribbles to the next cone
- Repeat the sequence until reaching the centre line then speed dribble to back to the start and tag the next person in line
- The first team to have all players complete the pattern wins!



Fitness (12 minutes)

Gut Laps

- Spread out along baseline
- On 'Go' sprint to the opposite baseline and back
- Do 5 gut laps and rest
- Repeat 3 times

*Encourage the players to race their teammates.

Games (15 minutes)

Scrimmage

- Divide the players into 2 teams, assign each a different coloured pinnie
- Play a regular basketball game, with 5 players from each team on the court
- If the ball is scored, goes out of bounds or a foul is committed, restart the play with a throw-in from behind the baseline or sideline

Inclusion Note

Recognize the inherent power dynamics that exist between an athlete and coach/ leader.

(Special Olympics Canada & Coaching Association of Canada)

Cool Down (10 minutes)

1. Cool Down (5 minutes)

Jogging

- Slowly jog around the practice area for 1 minute
- Take long slow strides, breathing deeply

Shake it Out

- Stand feet shoulder width apart and shake each body part from head to toe in that order

Wake-up Stretch

- Stand feet shoulder width apart, arms at sides
- Inhale and crouch down half way and cross arms across the body, hands going past opposite elbow
- Exhale and stand up while uncrossing arms and reach arms to the side up over head
- Interlock fingers and turn palms up
- Straighten elbows and look at hands
- Rise onto toes and stretch whole body upward. Breathe slowly and deeply holding for 5-10 seconds
- Exhale, lower heels, and repeat sequence 3 times

2. Stretching (5 minutes)

*See Stretching Guide p.45

Modifications

Modify drills so that all athletes can compete. This may mean:

- Decreasing the size of a grid and/or training area
- Using smaller and/or softer balls
- Lowering the nets
- Spreading cones further apart
- Using a visual cue as a start command (eg. Hand signal, waving a pinnie, etc.)
- Partnering players who are having difficulty with those who are better able to perform the skill or drill
- Using brightly coloured equipment
- Use brightly coloured equipment

LESSON 12

Skills:

- Dribbling
- Passing
- Catching
- Shooting
- Lay-up

Equipment:

- Basketballs
- Proper footwear and clothing
- Cones
- Whistle or flag (optional)
- Coloured pinnies

**Today is a designed to be a Fun/Games day! This lesson is designed to allow the athletes to practice the skills they have learned by playing in various activities and games played throughout the program.*

While time frames for a 1.5 hour training session have been provided, this is meant only as a guideline. Feel free to shorten or lengthen any activities. The emphasis today is on having Fun playing basketball!

Warm-Up (10 minutes)

1. Warm-Up (5 minutes)

Walking Tag

- Using cones mark a square grid
- One person is IT and the non-Its all start on one line of the grid
- On 'Go' non-Its try to speed *walk* across the grid to the other side trying not to get tagged
- If an athlete is tagged they join hands with the other IT person and they are now IT too
- The game is won by being the last one not IT in the grid

2. Stretching (5 minutes)

*See Stretching Guide p.45

Games (65 minutes)

1. Dribbling

Introduction: **Review dribbling key points.**

- Bend forward slightly from waist and bend knees
- Spread fingers and cup hand
- Push ball down firmly towards the floor
- Allow ball to bounce back up into hand

Activity:

Circle Knock-Out

- Using cones mark a circle grid large enough for a small scrimmage
- Each player has a ball
- On 'Go' control dribble around the circle
- On 'Game On' keep dribbling but now also try to knock other players' balls out of the circle
- Players whose balls have been knocked outside the circle are out and should move to the outside of the circle and practice stationary control dribbling
- The last player with a ball is the winner!

*Players should not be standing still but continuously moving, either dribbling or knocking balls out.

2. Passing

Introduction: **Review passing key points.**

- Grip ball with both hands on either side of the ball
- Hold ball at chest level and close to the body with elbows pointing down and staying close the body
- Step towards the target and transfer weight to front foot while releasing the ball by snapping wrist and fingers
- Follow through with arms extended

3. Receiving a Pass

Introduction: **Review catching key points.**

- Feet are shoulder width apart with knees slightly bent
- Keep head up and eyes on the ball
- Arms are extended at chest level, palms facing out, fingers are spread comfortably
- As ball contacts hands grip ball with fingers and thumbs while allowing wrists to break and elbows to bend towards chest to cushion ball
- Hold ball firmly close to chest

Activity:

No Dribble Game

- Divide the players into two teams
- Play a mini game of basketball using the hoops at both ends of the half court
- The object is to score a basket without having dribbled the ball

*If this is no dribbling is too difficult allow 1-3 dribbles per player.

4. Shooting

Introduction: **Review shooting key points.**

- Square shoulders to basket
- Place shooting hand behind the ball and the other hand to the side and beneath the ball
- Shooting arm is bent at 90 degrees and directly below shooting hand
- Bend knees slightly then straighten as ball is pushed upwards
- Release the ball by snapping the wrist and fingers forward

Activity:

Number Game

- Divide the group into two equal teams giving each a different coloured pinnie
- The teams stand on either side of the key on the same baseline
- Give each person on the team a number, so that each team will have the same numbers (ie. Team A -1, 2, 3 & Team B – 1, 2, 3)
- The leader will place a ball in the centre circle and call out number
- The two people from each team with that number will race to ball and now it is game of half-court one on one... the person with the ball is on offense the person without is on defence

- The object of the game is to score a basket
- If the ball is 'scored' or goes out of bounds the play is over and the two players return to their baseline
- If the defender steals the ball or gets a rebound s/he can attempt to score without having to 'clear' the ball

*Leaders can all out multiple numbers at once or can even call the same pair again if their turn ended abruptly.

4. Lay-Up

Introduction: **Review key shooting points.**

- Grip ball firmly with both hands placing shooting hand behind the ball, the supporting hand is to the side and underneath the ball
- Step left, right, left, hop (1,2,3, jump off last planted foot) carrying the ball in front of body with both hands
- Lift the ball upwards extending shooting arm fully releasing the ball by snapping wrist down, aiming at the shooters' square

Activity:

Lay-up 3 vs. 3

- Divide the team into teams of three, assigning each a different coloured pinnie
- Play a game of half-court basketball, with the stipulation that points can only be scored by a lay-up
- Let each team play for 2 minutes and switch teams

Cool Down (10 minutes)

1. Cool Down (5 minutes)

Jog/Walk

- Jog around the practice area for 2 minutes
- Take long slow strides, breathing deeply
- Slow down and walk for 1 minute

2. Stretching (5 minutes)

*See Stretching Guide p.45

Modifications

Modify drills so that all athletes can compete. This may mean:

- Decreasing the size of a grid and/or training area
- Using smaller and/or softer balls
- Lowering the nets
- Spreading cones further apart
- Using a visual cue as a start command (eg. Hand signal, waving a pinnie, etc.)
- Partnering players who are having difficulty with those who are better able to perform the skill or drill
- Using brightly coloured equipment

Wrap Up (15 minutes)

1. Athlete Evaluation

Return the Athlete Evaluation Forms.

- Return the Athlete Evaluation Forms
- Explain the evaluation format
- Answer any questions athletes or caregivers have

2. Goal Setting

Help Athlete to complete the Goal-Setting Form.

- Hand out copies of the Goal-Setting Form
- Explain what goal setting is and how it can be helpful for athletes
- Assist players to complete their goal setting forms

*If this process is taking a long time, advise the athlete that these forms are for their personal use and can be completed at home.

3. Athlete Feedback Forms

Ask athletes and caregivers to complete the Athlete Feedback Form and return it to SOBC.

- Hand out the Athlete Feedback Form
- Explain why the feedback is valuable and how to fill out the form
- Inform the athletes and caregivers where to return the form

*Advise the athletes and caregivers that these forms can be completed at home and returned to the Local Coordinator or mailed to SOBC.

4. Take Home Packages

Offer Take Home Packages (copy of lesson plans) to any athlete or caregiver who wants one.

- Explain to athletes and caregivers that a take home package of the Sport Start program is available on
- Or give a copy of the Take Home Package to interested persons

5. Thank-You's and Goodbyes

Thank the athletes and caregivers for participating in the program and refer them to SOBC for registration in other SO programs.

- Thank everyone for participating
- Explain that there are other relevant SO programs available to the athletes
- Direct all inquiries and requests for more information to the Local or to SOBC

6. Leader Feedback Forms

After completion of the program, please complete your Leader Feedback Form and return it to SOBC.

Evaluation

ATHLETE EVALUATION

The goal of the Sport Start program is to provide athletes with the opportunity to learn, practice and develop their motor and sport skills. An important component of this program is evaluation of the athlete's progress. At the end of the 12 lesson program please complete one or both of the following evaluation forms for each participant and provide them or their caregiver with a copy.

Two forms that can be used to evaluate the level of ability of each athlete have been provided here.

ATHLETE EVALUATION CARD

Please evaluate the athlete using a scale of 1-5, with 5 being the highest level of ability and 1 being the lowest level of ability. Place an 'X' in the applicable column. To calculate the 'Overall Ability Level' take the average of all the sport skill scores. For an alternative evaluation card, please see the next page.

	ABILITY LEVEL	5	4	3	2	1
TRANSPORT SKILLS						
Jogging						
Sprinting						
Change of Direction						
Lay-up						
Two foot Jump stop						
Rebounding						
MANIPULATION SKILLS						
Control Dribbling						
Speed Dribbling						
Shooting						
Bounce Passing						
Chest Passing						
Overhead Passing						
Receiving a Pass						
BALANCE						
Ready Position (offensive)						
Ready Position (defensive)						
Pivoting						
OVERALL ABILITY SCORE						

ATHLETE EVALUATION CARD

Below is a form that can be used as an alternate evaluation system or can be used in conjunction with the previous evaluation form. Please evaluate the athlete using a scale based on their levels of improvement. Place an 'X' in the applicable column. To calculate the 'Overall Level of Improvement' take the average of all the improvement scores.

	GREATLY IMPROVED	IMPROVED	SOMEWHAT IMPROVED	LIMITED IMPROVEMENT
SPORT SKILLS				
TRANSPORT SKILLS				
Jogging				
Sprinting				
Change of Direction				
Lay-up				
Two foot Jump stop				
Rebounding				
MANIPULATION SKILLS				
Control Dribbling				
Speed Dribbling				
Shooting				
Bounce Passing				
Chest Passing				
Overhead Passing				
Receiving a Pass				
BALANCE				
Ready Position (offensive)				
Ready Position (defensive)				
Pivoting				
OVERALL LEVEL OF IMPROVEMENT				

Goal Setting

Goals are things we want to achieve. They give us something to work toward. They can also help athletes feel good about themselves when they accomplish their goals and motivate them to continue working hard to further develop their skills and abilities.

On the next page you will find a Goal Setting Card which can be photocopied for the each athlete in the group. This should be completed at the end of the 12 lesson program. The athletes will take this card and their evaluation cards home for review. This may help provide incentive for athletes to continue their training at home or to participate in another Sport Start program.

*The first step to improving is to set a major goal. The next step is to break down that goal into manageable tasks. The final piece is to identify the actions that need to be taken to help achieve those goals

Example:

My Major Goal is: To be a better basketball player

My First Goal is: To run faster

I will do the following things to work on my goals:

- warm and cool down each time that I exercise
- practice my sprint starts
- practice proper sprinting technique
- work on my fitness levels
- eat healthily
- Participate in another Sport Start program!**

Goal Setting Card

My Major Goal is:

My First Goal is:

I will do the following things to work on my goals:

****Remember that you can work on your goal everyday!**

RESOURCES

Contact Information

Listed below are the names and contact information for sport organizations in British Columbia and Canada that may be useful for your program or athletes.

SPECIAL OLYMPICS

Special Olympics International
1133 19th Street, NW
Washington, DC 20036-3604 USA
Tel: 800.700.8585
info@specialolympics.org
www.specialolympics.org

Special Olympics Canada
#700 - 60 St. Clair Avenue, E
Toronto, Ontario M4T 1N5
Tel: 416.927.9050
info@specialolympics.ca
www.specialolympics.ca

Special Olympic BC
#210 – 3701 East Hastings Street
Burnaby, BC V5C 2H6
Tel: 604.737.3078
Tel: 888-854-2276
info@specialolympics.bc.ca
www.specialolympics.bc.ca

NATIONAL SPORT ASSOCIATIONS

Canadian Heritage – Sport Canada
15 Eddy Street – 16th Floor
Gatineau, Quebec K1A 0M5
Tel: 819.997.0055
Tel: 866.811.0055
Tel: 888.997.3123 (TTY)
sportcanada@pch.gc.ca
www.pch.gc.ca

BC SPORT ASSOCIATIONS

Sport BC
#260 - 3820 Cessna Drive
Richmond, BC : V7B 0A2
Tel: 604.333.3400
info@sport.bc.ca
www.sport.bc.ca

Basketball BC
#310 - 7155 Kingsway
Burnaby, BC V5E 2V1
Tel: 604.718.7852
www.basketball.bc.ca

BC Wheelchair Basketball Society
#210 - 3820 Cessna Drive
Richmond BC V7B 0A2
Tel: (604) 333-3530
info@bcwbs.ca
www.bcwbs.ca

BC Wheelchair Sports Association
#210 - 3820 Cessna Drive
Richmond, BC V7B 0A2
Tel: 604.333.3520
Tel: 877.737.3090
info@bcwheelchairsports.com
www.bcwheelchairsports.com

SportAbility – Cerebral Palsy Sports Association of British Columbia
6235A 136 Street
Surrey, BC V3X 1H3
Tel: 604.599.5240
Tel: 877.711.3111
sportinfo@telus.net
www.cpsports.com

MEDICAL PARTNERSHIPS

SportMed BC

1325 Keith Road
North Vancouver, BC V7J 1J3
Tel: 604.903.3880
info@sportmedbc.com
www.sportmedbc.com

Mind in Motion Consulting Inc.

Dr. Laura G. Farres
Suite 400 – 601 West Broadway
Vancouver, BC V5Z 4C2
Tel: 604.512.3256
drlaura@mindinmotion.ca
www.mindinmotion.ca

Autism Society of British Columbia

#303 – 3701 East Hastings Street
Burnaby, BC V5C 2H6
Tel: 604.434.0880
Tel: 888.437.0880
administrator@autismbc.ca
www.autismbc.ca

Cerebral Palsy Association of BC

#801 - 409 Granville Street
Vancouver, BC V6C 1T2
Tel: 604.408.9484
Tel: 800.663.0004
info@bccerebralpalsy.com
www.bccerebralpalsy.com

Down Syndrome Research Foundation

1409 Sperling Avenue
Burnaby, BC V5B 4J8
Tel: 604.444.3773
info@dsrcf.org
www.dsrcf.org

BC Outreach Program for Fetal Alcohol Spectrum Disorder

1270 2nd Avenue
Prince George, BC V2L 3B3
Tel: 250.564.6574
www.fasdoutreach.ca
www.dsrcf.org

COACHES ASSOCIATIONS

Coaching Association of Canada

141 Laurier Avenue West, Suite 300
Ottawa, Ontario K1P 5J3
Telephone: 613-235-5000
coach@coach.ca
www.coach.ca

Coaches Association of BC

#200 – 3820 Cessna Drive
Richmond, BC V7B 0A2
Tel: 604.333.3600
info@coaches.bc.ca
www.coaches.bc.ca

GIRLS AND WOMEN SPORT ASSOCIATIONS

Canadian Association for the Advancement of Women and Sport and Physical Activity

N202 - 801 King Edward Avenue
Ottawa, ON, Canada K1N 6N5
Tel: 613.562.5667
caaws@caaws.ca
www.caaws.ca

ProMOTION Plus

#227 – 3820 Cessna Drive
Richmond, BC V7B 0A2
Tel: 604.333.3475
Tel: 877.55.PROMO
info@promotionplus.org
http://www.promotionplus.org

ABORIGINAL SPORT ASSOCIATIONS

Aboriginal Sports and Recreation Association of BC

Tel: 250.544.8172
asra@asra.ca

Media Resources

Listed below are some links to media resources that will provide visual examples of the sport skills taught in each lesson. Additionally, provided are a few key words that may be searched on-line to find additional information or media links for the basketball skills taught in this manual.

MEDIA LINKS

Lay-Up

www.articlesbase.com/videos/5min/6183768

Set Shot

www.youtube.com/watch?v=c6gsevzCAnA

Jump Shot

www.youtube.com/watch?v=thvTgiAyI5g

Pivot

youtube.com/watch?v=KJdV8uvYTnI

Speed Dribble

[/www.youtube.com/watch?v=CCeahKalQAQ](http://www.youtube.com/watch?v=CCeahKalQAQ)

Control Dribble

www.youtube.com/watch?v=7C8wOqm9U0w

Chest Pass

www.youtube.com/watch?v=vKjtT8TJZcQ

Bounce Pass

www.youtube.com/watch?v=sOszTFxoozc&feature=PlayList&p=BF3282F086A25914&playnext=1&playnext_from=PL&index=19

Overhead Pass

www.youtube.com/watch?v=zH3R7krKqdc

Rebounding

www.youtube.com/watch?v=2zx_Ix7ZWGE&feature=related

Catching

[/www.youtube.com/watch?v=rpuJF2aFwj8](http://www.youtube.com/watch?v=rpuJF2aFwj8)

KEY WORDS

- Basketball pivot
- Jump shot
- Set shot
- Dribbling basketball
- Control Dribbling
- Basketball chest pass
- Basketball bounce pass
- Basketball overhead pass

CONCLUSION

CONCLUSION

Sport Start is designed to provide athletes with the opportunity to learn about and practice sport motor skills and learn about the game. It has been developed as a guide to prepare 12-18 year olds for successful participation in future athletic endeavors. The Sport Start program is a great resource for caregivers and their future superstars however additional sport and development activities should be encouraged to help develop well rounded athletes. It is the hope of Special Olympics BC that participation in this program is just the beginning of a long standing relationship with Special Olympics.

What's Next?

Competition

The Sport Start program has been created as a means of helping athletes develop their sport skills but also as a training guide for competition.

Sport competitions give athletes another occasion to practice their skills but also the opportunity to demonstrate and implement what they have learned in their training sessions.

You are encouraged to contact the Special Olympic Local Coordinator or the provincial office to organize a competition in your area. This may mean competing against another school, community group or even another city. Competitions may even include travelling to another city for a larger scale competition like the SOBC provincial games!

When playing in organized games or competitions that use Special Olympics funds, the Special Olympics name or when representing Special Olympics, athletes and leaders/coaches must adhere to Special Olympics policies and regulations. Some of the rules and equipment requirements have already been outlined earlier in the book.

For a full list of the basketball rules please visit the SOBC website at:

www.specialolympics.bc.ca/resources/Coach%20Resources/Basketball%20Rules%20Official.pdf

For a complete breakdown of the uniform policy please visit the website at:

www.specialolympics.bc.ca/resources/Coach%20Resources/Basketball%20Rules%20Official.pdf

Traditional Special Olympic Programs

Special Olympics is proud to offer athletes the opportunity to participate in programs that provide practice and competition in an environment of fair play and fun and that have a strong focus on the development of the overall athlete and person. Special Olympians can compete against and with other athletes of similar ability in a range of events that can range from local competitions to representing Canada at the Special Olympics World Games. All Special Olympic programs are coached by certified volunteers that are trained to accommodate athletes of all ability levels.

Eligibility:

In order to participate in Special Olympics BC, individuals must meet the following requirements:

- Must be over 8 years of age
- Have an intellectual disability
- Must agree to observe and abide by the Special Olympics Canada (SOC) Sports Rules.

*For additional information about athlete eligibility please visit the Special Olympics website.

Registering:

Please note that Special Olympics BC is committed to providing sports experiences to individuals regardless of gender, race, ethnicity, or financial situation.

To register please contact your provincial chapter and they will walk you through the registration process.

Contact Information:

For more information on any Special Olympics programs please contact the Provincial Office at:

Special Olympics BC
#210-3701 East Hastings Street
Burnaby, BC
V5C 2H6

Tel: 604.737.3078

Tel: 888.854.2276

Fax: 604.737.3080

info@specialolympics.bc.ca

www.specialolympics.bc.ca

FEEDBACK

Year End:

For any program to improve feedback is a must. It is an important component in any successful program because it provides valuable information and ideas on how to better meet the needs of participants. Evaluations provide insight into how well your Sport Start program is progressing, the views of others involved, and the specific items that need to be adjusted in order to improve future programs. The wealth of information gained through this type of evaluation can also lead to great ideas or suggestions that can increase the quality and effectiveness of your Sport Start program.

There are two feedback forms used for the Sport Start program, including one for the athlete and caregiver and another for the Program Leader. The forms should be completed at the end of the program and returned to the Special Olympics BC office. However, please note that it is important to be continually speaking with athletes, parents and caregivers about the program throughout the 12 weeks and asking for feedback and thoughts on how well the program is meeting expectations.

Please photocopy an Athlete Feedback form for each participant and ensure that the athletes and guardians fill out the evaluation form at the end of program and return them to the Leader, Local Coordinator or SOBC. Leader Feedback forms should also be returned to the Local Coordinator or SOBC. All forms will be forwarded to SOBC for review.

Athlete Feedback Form

The following is Athlete Feedback form that enables athletes to provide feedback on the SPORT Start program. Please photocopy this form and encourage athletes and their caregivers to complete the form honestly and have them return it to SOBC.

Program Review

1. Please indicate all the Special Olympic programs you have participated in.

- Active Start FUNdamentals Sport Start
 Traditional Special Olympics Programs

2. How did you like the Sport Start program?

- Lots of fun Fun Okay Boring Very boring

3. What did *you* like most about the Sport Start program?

4. What did *you* like least about the Sport Start program?

5. How would you suggest ways to improve the program for next year?

6. To what extent do you agree with the following statements?

	Strongly Agree	Agree	Disagree	Don't Know
<i>The Sport Start Program has helped me...</i>				
Improve my basic motor skills (Throwing, catching, running, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Move from basic motor skills to Sport skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn to play and compete with others on a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn about the Sport and develop Sport skills that will help me play in organized Sport outside of the Sport Start program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn about healthy living	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Overall (e.g., program content, leadership, quality of instruction), how would you rate the quality of the Sport Start program?

- Very Good Good Fair Poor Very Poor

Comments:

Leader Review

8. Thinking about the program leader, how would you rate his/her in the following areas:

	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
Organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepared (had a plan for each program day)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creative (activities, ideas, games)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge (about skills, teaching, children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interacting with the children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please share any other thoughts you might have about the quality of the program leader:

Future Participation with Special Olympics

9. Will you be joining the program again?

- Yes
- No
- Undecided

If you selected “No” or “Undecided,” please explain your answer (if possible):

10. Would you consider joining other another Sport Start programs (basketball, soccer, snowshoeing, athletics)?

- Yes, _____ (which Sport)
- No
- Undecided

If you selected “No” or “Undecided,” please explain your answer (if possible):

11. Would you be interested in SOBC’s Youth/Traditional Sport programs?

- No
- Yes- Please provide contact information- name, phone, e-mail, address.

12. Comments: (Please feel free to attach an additional page)

**Thank you for completing the Athlete Feedback Form. Your feedback is appreciated and will help to improve the Sport Start program.
Please return your form to SOBC.**

Special Olympic BC
#210 – 3701 East Hastings Street
Burnaby, BC V5C 2H6
Tel: 604.737.3078
Tel: 888-854-2276
Fax: 604.373.3080
info@specialolympics.bc.ca
www.specialolympics.bc.ca

Leader Feedback Form

The following is Leader Feedback form that enables you to provide feedback on the SPORT Start program. Your evaluation is important and we encourage you to respond honestly and provide any suggestions on how the SPORT Start program could be improved.

Name: _____

Sport Start sport:

Basketball Soccer Snowshoeing Athletics

Community: _____

Date: _____ Facility: _____

Number of Volunteers: _____ Number of Participants: _____

1. How long have you been leading a Sport Start program?

Less than one Year 2 Years
 1 Year 3 Years

2. On average how many athletes attended each week? _____

3. How do you think the athletes would rate their experiences in the Sport Start program?

Lots of fun Fun Okay Boring Very boring

4. What did *they* like most about the Sport Start program?

5. What did *you* most like about the Sport Start program?

6. What did *they* like least about the Sport Start?

7. What did *you* like least about the Sport Start program and what would you suggest to improve the program for next year?

8. Keeping the intended benefits of the Sport Start program in mind, to what extent do you agree with the following statements?

	Strongly Agree	Agree	Disagree	Don't Know
<hr/>				
<i>The Sport Start Program has helped the athletes</i>				
Improve their basic motor skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Move from basic motor skills to Sport skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn the social skills needed for playing/ competing with others on a team (turn taking, following directions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn about the Sport and developed Sport skills that will help them to play outside the Sport Start program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn about healthy living	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Outside of the benefits listed above, are there other ways in which the athletes benefited from the Sport Start program?

10. Would you consider leading another Sport Start program?

- Yes
- No
- Undecided

If you selected “No” or “Undecided,” please explain your answer (if possible):



**Thank you for completing the Athlete Feedback Form.
Your feedback is appreciated and will help to improve the Sport Start program.
Please return your form to SOBC.**

Special Olympic BC
#210 – 3701 East Hastings Street
Burnaby, BC V5C 2H6
Tel: 604.737.3078
Tel: 888-854-2276
Fax: 604.373.3080
info@specialolympics.bc.ca
www.specialolympics.bc.ca

References

BC Soccer Association. (2004). Community coach children's course manual. Vancouver, BC.

Canadian Association for the Advancement of Women and Sport and Physical Activity. www.caaws.ca, Ottawa, ON, Canada.

Canadian Heart and Stroke foundation. (2009). Eating Well. Retrieved on September 22, 2009 from http://www.heartandstroke.bc.ca/site/c.kpIPKXOyFmG/b.3644309/k.F84D/Heart_Disease_Stroke_and_Healthy_Living.htm.

Coaching Association of Canada and Special Olympics Canada. (2006). National coaching certification program: Competition sport reference guide. Toronto, Canada

Cote, J., Deakin, J. & Fraser-Thomas, J. (2005). Youth sport programs: An avenue to foster positive youth development. *Physical Education and Sport Pedagogy*, 10(1), February, 19-40.

Dieticians of Canada. (n.d.). Eat well. Live well: Healthy shopping list. Retrieved on October 2, 2009 from www.dietitians.ca/public/content/eat_well_live_well/english/index.asp.

Farres, L.G. (2009). Developing athletes' mental gifts. Presentation at Special Olympics BC Team BC coaches admission and staff training conference.

Fenton, J., Frisby, W. & Luke, M. (1999). Multiple perspectives of organizational culture: A Case Study of Physical Education for Girls in a Low-Income Multiracial School. *Avante*, 5, 1-22.

Fenton, J., Kopelow, B. & Wedmann, W. (2007). Basketball: Teaching the basics resource manual. 2nd Edition. *Premier Sport Awards Program*. Vancouver, BC.

Fevens, S. (2008) FUNdamentals. Special Olympics BC
Health Canada. (2009) Eating well with Canada's food guide. Retrieved on September 22, 2009 from <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>.

Fevens, S. & McGillivray-Elgie, K. (2008) Active Start. Special Olympics BC & Special Olympics Alberta.

Prince Rupert.com (2007). About Prince Rupert: History. Retrieved on September 14, 2009 from <http://74.125.155.132/search?q=cache:DGyB8cqiYLUJ:www.princerupert.com/history+history+of+basketball+and+first+nations&cd=1&hl=en&ct=clnk&gl=ca>

MacTavish, J. & Wanlin, C. (1997). Pee-Wee Program Guide. Special Olympics Manitoba.

NBA (2002). History of basketball in Canada. Retrieved on September 14, 2009 from http://www.nba.com/canada/History_of_Basketball_in_Canad-Canada_Generic_Article-18023.html.

Special Olympics British Columbia. www.specialolympics.bc.ca. Burnaby, BC.

Special Olympics Canada. www.specialolympics.ca. Toronto, ON.

Special Olympics International. www.specialolympics.org. Washington DC, USA.

Storm, H. (2002). Go girl!: Raising healthy, confident and successful girls through sports. Source Books Inc.: Naperville, IL.

SPORT START



Basketball

