

## Appendix A

# *Coaching as Teaching* A Curriculum for Youth Basketball Coaching Workshops

Delivered to the LA84 Foundation  
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Los Angeles Sports Foundation

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## Preface

This project began as a series of conversations between an accomplished professional basketball player and coach who had worked in youth basketball for over a decade, and a professor of developmental psychology who had worked in adult ethical and intellectual development for twice as long. Steve Venables and Cheryl Armon, respectively, were talking a lot about *What if?* What if youth basketball coaches had some background in developmental psychology? What if young players were given respect and significant authorship of their activities during practices and games? What if all players got equal playing time?

Steve had just created the Los Angeles Sports Foundation (LASF), a non-profit organization with the goals of promoting healthy social and emotional development of players and coaches while providing effective sports instruction ([www.LAsportsfoundation.org](http://www.LAsportsfoundation.org)). As the director of a university teacher education program, Cheryl was attempting to teach her candidates how to provide instruction that challenged both teachers' and students' critical thinking, while creating mutual respect in the classroom. Together, they wanted to see if their combined knowledge and experience could help make youth basketball coaching sports more informed, effective, and fair, as well as more fun and satisfying for coaches, kids, and their families.

The result is this curriculum, which consists of a introductory theoretical and pedagogic framework, agendum, lesson plans, handouts, and homework assignments for six, all-day youth basketball coaching workshops. The workshops were held in the summer of 2007, and a small group of ethnically diverse, young adult, volunteer youth coaches all of whom had no, or little, coaching or playing experience in any sport attended.

The workshops were held at the Lou Costello Recreation Center, which is part of the Los Angeles Recreation and Parks Department, in the Los Angeles community of Boyle Heights. After completion of the workshops, the workshop coaches participated with other youth coaches in a seven-week youth basketball league (ages 9-11) at the same location.

Independent experts identified the skill levels of all kids who participated and then the players were placed on teams by evenly distributing skill levels. Research was conducted on the impact of the curriculum on the coaches who participated, and on the effect of this type of basketball league on the players and their parents.<sup>1</sup>

Overall, the league was very successful based on accounts from parents, players, and all coaches. In addition, workshop coaches reported that they valued their experiences highly and recommended the workshops to all youth coaches.

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<sup>1</sup> For information on the research outcomes, contact Cheryl Armon, [cheryl\\_armon@antiochla.edu](mailto:cheryl_armon@antiochla.edu)

The curriculum is offered here in an attempt to share the workshop successes with other youth coaches who want to improve not only their coaching but also provide positive, enjoyable experiences for players, players' families, and the local community.

We are grateful to those who helped make this project a reality. In particular, we thank Wayne Wilson and the LA84 Foundation for its generous financial support, as well Antioch University Los Angeles, LASF, and the Los Angeles Department of Recreation and Parks for their sponsorship and in-kind support. In addition, the project was sustained by many volunteers, notably Juan and Lilliana Camacho, Donnie and Deborah Cain, Steven Chinn, Cindy Cornel, Darlene Cruz, Danny Cuevas, Laura Cuellar, Eloisa Darraza, Crystal Davis, Nicki Holloway, Mandy Jackson, John Kopcha, Nick Long, Adriana Lopez, Isabel Lopez, Jose Sotelo, and Ilene Val Essen. Their assistance was essential to the success of the project and we offer our heartfelt gratitude.

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Steve Venables, The Los Angeles Sports Foundation*

*September 27, 2007  
Los Angeles, California*

## Introduction

This curriculum is *semi-emergent*, which means the instructor(s) develops parts of it with input from participants throughout the workshop series. Many parts of this curriculum were built in real time around the interests and needs of the coaches who participated. We encourage those who use this curriculum to see it as flexible and adaptable to the specific groups who participate in it. In addition, although these workshops are designed for basketball coaches, the approach is not limited to any particular team sport. Finally, while this curriculum is set up for six, five-hour workshops, it could be adapted for use with fewer workshops.

The curriculum and approach to instruction represented here is dependent on a particular theoretical and pedagogic framework that is supported by accepted work in philosophy, education, psychology, and sports. (See bibliography and key readings.) Its central pedagogic underpinnings are grounded in the works of educational philosophers, John Dewey and Paulo Freire, psychologist Lev Vygotsky, and epistemologist Jean Piaget. Core ideas from their work include the concept that knowledge is not transferred from instructors to students. Instead, instructors facilitate *the construction of knowledge*, which takes place in students' minds. Constructed knowledge requires an interaction between the student and the material to be learned, interplay between conceptual and experiential learning, and effective relationships between instructor and students.

This approach requires the instructor to model *all* teaching methods that the coaches are expected to perform with their players, not only in terms of the sports skills, but also in terms of the social and emotional climate that is created by the instructional methods.

For this project, coaches participated in reading, listening to, and discussing research-supported models of different ways of learning, different models of authority, ways to stimulate critical thinking, models of effective communication, and ways to create a positive social and emotional climate. The constructivist approach requires participants to act on new material by (1) interacting with the concepts through reflection and discussion, (2) experiencing the learning hands-on by participating as students in the lessons they were later expected to teach, (3) reflecting on their experiences as students not only in terms of what they learned, but also how they learned it and how they felt learning, that is, the nature of the social and emotional conditions and contexts within which the lessons took place, and, finally, (4) practice-teaching the lessons to young players while their peers and instructor observed (in real time and later through video tape) and evaluated the content of the lessons, the instructional effectiveness of the teaching, and the extent to which they promoted a positive social and emotional climate.

By playing an active role as participants in a "learning community," the coaches experience a less authoritarian, less obedience-oriented form of teaching in favor of

a dynamic, interactive form of teaching and learning. Coaches are encouraged to share their authority with their players and create shared ownership of the team. In this model, the coach remains the leader, yet, he or she acknowledges the contributions of the participants in the learning community, recognizing that, perhaps at different levels, everyone is a student, and the group (team and coach) is learning together. In addition, all participants in the group were to have a voice in determining how the team works together to meet its own goals.

For learning to be meaningful, it needs to be understood at the appropriate developmental level of the student. Even in a group of children ages nine-to-eleven, individuals are likely to be at significantly different developmental levels in terms of their intellectual processing and understanding, and in their social and emotional development. To help coaches determine developmentally appropriate expectations, the workshops include lessons in the basic principles of children's intellectual, social, and emotional development. Coaches are taught how to learn more about their players' thinking, and to promote critical and reflective thinking by using Probing Questions and Problem Posing. Probing questions encourage coaches to hold back their immediate judgments and responses to players' communication and, instead, to ask players to examine the reasoning behind their initial judgments. Problem Posing is a method by which coaches can construct meaningful problems for players to solve.



The curriculum also relies on knowledge from social psychology and models of conflict resolution in the presentation of how to regulate team meetings and coach-player relationships that encourage player self-esteem, responsibility, and a sense of ownership within the team. These player sensibilities contribute to players' motivation to give their best effort since they are doing it for goals and objectives they have participated in forming. A key activity in this regard is a specially-structured Team Meeting, held at the beginning of each practice, in which coaches facilitate a develop mentally appropriate discussion concerning what the team needs to work on, and the goals the team has for the practice, the next game, and the season as a whole. Such discussions naturally lead individual players to not only determine what they need to work on, but also to feel pride and responsibility both individually and collectively.

Furthermore, successful coaches need to have at least a basic understanding of how the sport is played. The curriculum provides developmentally appropriate drills, exercises, and practice experiences that lead to successful basketball play. The coaches practice all drills before teaching them to their players.

In this curriculum, coaches participate in equal amounts of classroom and court time. In addition, during the court time, they need to have access to a group a youth players with whom they can practice during part of the workshop.

Finally, the curriculum development process maintained alignment with the Core Values of the Los Angeles Sports Foundation, the organization centrally responsible for the curriculum. These values are Mutual Respect, Effective Communication, Clear and Developmentally Appropriate Expectations, and Advancing Intellectual and Ethical Responsibility. They are defined in Attachment 1-2.

It is a challenging curriculum. Interestingly, one of the most challenging aspects is to engage coaches in thinking about authority in a different way. Our American education system, of which we were all a product, rests in traditional authoritarian models of teaching. Similarly, in professional sports, coaches are seen as rulers rather than teachers. As a result, when it comes to teaching or coaching, it is often difficult for any of us to think in ways other than the coach/teacher as "the boss," and the player/student as a passive, obedient recipient. This curriculum challenges coaches and their players to change their definitions of the teacher-student dynamic from one of "expert-authority" and "passive-receiver" to "expert-learner" and "active-participant." Consistently, research has shown that strict authority and blind obedience are not conducive to most forms of learning and that they particularly inhibit the development of critical thinking, personal responsibility, and ethical behavior in children and adults.

An abundance of research studies have also shown that when students—regardless of age—have a voice in determining what they will learn as well as how they will be learning it, they are more likely to develop and maintain motivation for learning and are more likely to internalize (retain) what they've learned. "Having a voice," however, does not mean "running the show," nor does this form of teaching and learning lead to anarchy. Instead, when coaches, as teachers, respect their players enough to engage them in *thinking about their learning*, rather than mere listening, repeating, and/or memorizing, players feel more a part of the enterprise and are willing to give more of themselves to meet self-determined goals. Similarly, when players are expected to *think about the game*, and the place of various plays within it, rather than simply doing what the coach tells them without thinking, they play better on the court, and feel better about their participation.

During the implementation of this curriculum, the coaches enjoyed the dynamic, participatory form of teaching and learning and were, therefore, more likely to recreate it with their own players. On the whole, the players coached in these ways demonstrated more cooperation and effort, which was reflected in their elevated empirical success as players on the court and their overall enjoyment of their sports experience.

*Coaching as Teaching*  
Workshop #1

I. Module 1 (classroom)

Distribute materials:

- Name tag (pre-printed)
- Three-ring binder Lined
- paper Dividers 3X3 post-its
- Pens and pencils

A. Community building and review (no review in WS #1)

1. Signature Game (Attachment 1-1 contains instructions and worksheet.)

B. Present goals for the workshop series. Describe structure (classroom and gym modules) and content (pedagogy, psychology, and skills development). Introduce the Core Values (Attachment 1-2) and discuss them. Explain that as they are engaged in various activities, they will be asked to relate aspects of those activities to the Core Values as appropriate.

II. Module 2 (classroom)

A. Coaching Objectives Formulation

As a group,<sup>2</sup> participants determine the learning objectives of the workshop series through discussion of their specific goals. Key questions are:

1. What are your goals as a coach?
2. What gives you the most trouble?
3. Which basketball skills or drills are important for you to teach in your practices?

All the goals and objectives are written on the chart paper by category and the group rank-orders the objectives. The instructor models Probing Questions during the discussion (Attachment 1-3) and relates participants' goals and objectives to the Core Values

This material is used by the instructor to inform the curriculum and for the coaches to use in Workshop 2 during Practice Planning. Instructor explains that the Objectives Formulation is a core process that allows participants to be co-creators in curriculum design. The process will be used in the same way with their players in the design of practice sessions. (Attachment 1-4 provides example responses.)

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<sup>2</sup> If the group is larger than 8, they should first work in threes with a recorder and a reporter and then report out to the group.

B. Active Listening. Instructor models Active Listening during Objectives Formulation and then identifies the specific behaviors of Active Listening, e.g., restating, paraphrasing, and checking. (See Attachment 1-5.)

### III. Module 3 (gym)

See Basketball Skill Development Attachments 1-6 Footwork, 1-7, Ball Handling, 1-8, Dribbling.

#### A. Demonstration and Practice

Instructor demonstrates each drill, emphasizing specific movements and positioning. After the participants practice each of the drills, they discuss the experience. Key discussion questions: "How did it feel to be doing it (for the first time, perhaps)?" "How do the movements and positions relate to the game? Specifically, participants are asked "Why is this important?" encouraging them to relate the activities to their particular perspectives of the way the game should be played.

#### B. Model Pedagogy

Instructor models Active Listening, Probing Questions, the behaviors the group identified to encourage a positive socio-emotional climate, and the transfer of authority to players when appropriate. He or she participates in the gym review meetings and in the final classroom review, sharing observations and evaluations.

### III. Module 4 (classroom)

#### A. End of day reflective discussion and critique

Did the coaches meet their goals?

Did the coaches practice Active Listening?

What does each coach want to be sure to work on next time?

B. Homework activity: Interview youth players using the Player Interview Protocol (Attachment 1-9). Encourage coaches to use Active Listening during interviews and to ask "Why" questions to better understand children's thinking and feelings about each topic.

#### C. Learning Journal

Each participant spends five minutes writing responses to (1) What did I learn the most about today and (2) What do I want to learn more about? Instructor collects journals to inform workshop formulation.

D. Complete Workshop Evaluation (Attachment 1-10, to be used at the end of all workshops).

## **The Signature Game**

This is a fun, no-physical-impact activity that gets people out of their chairs and talking to other people in the room.

Supplies: A pencil and the Signature Game Worksheet

Directions: The facilitator distributes the Worksheet and reads and explains the categories to be addressed.

- Someone who has coached an all-girls team
- Someone who went to school in a place very different from Los Angeles
- Someone who has coached a winless season
- Someone who has completed a marathon (running or biking)
- Someone who has coached a player whose first language was not English
- Someone who has attended a College Basketball game
- Someone who has coached a player with a disability

The facilitator says: "Your job, in the next 15 minutes, is to move around the room and obtain the signatures of a person who fits each category. Please sit down once you have obtained all seven signatures, so I'll know when you're done. And have fun with this. It's a great opportunity to talk to other people. And, by the way, categories can be broadly defined, so don't worry about being too exact. Everybody stand up. Go."

At the end of 15 minutes, when people look like they're getting close, ask them to sit down to report back. For example, "Mark, can you tell us about someone who has coached an all girls team?" Mark says, "I want to tell you about Jerry." Continue through all seven categories.

## Signature Game Worksheet

Someone who has coached an all-girls team

Someone who went to school in a place very different from Los Angeles

Someone who has coached a winless season

Someone who has completed a marathon (running or biking)

Someone who has coached a player whose first language was not English

Someone who has attended a College Basketball game

Someone who has coached a player with a disability

**Los Angeles Sports Foundation (LASF)**  
**Core Values**

L.A.S.F. Programs are guided by the core values of:

- *Mutual Respect*

In order for individuals to work effectively together, they need to be able to recognize the worthiness of each other as persons, to identify the strengths and weaknesses of others without blame, and perform reflective self-assessments. Mutual respect is the foundation of a physically and emotionally safe environment; it provides the social context for physical, social and ethical development. Understanding and demonstrating mutual respect are both essential for social competence, which all students need to be successful.

- *Effective Communication*

Effective speaking, listening, reading, writing, and body language skills for the purposes of greater understanding provide youth with access to opportunities for advancement, growth, and development. Effective communication depends not only on the communicator but also on the receiver of the communication. An effective communicator takes into account the readiness of the receiver, including attention to his or her physical, emotional, and developmental needs.

- *Clear and Develop mentally Appropriate Expectations*

Setting and clearly communicating expectations appropriate to the cognitive, emotional, and physical development of the other brings out the best in both coaches and players. By communicating clear expectations, individuals are respected and more able to participate in the activity. Thoughtfully constructed expectations lead to higher performance by everyone. Importantly, everyone's expectations need to be assessed and shared to achieve a common understanding of each individual's expectations.

- *Advancing Intellectual and Ethical Development*

Many everyday problems in school, social gatherings, and on the court are complex. Helping children and adults to identify conflicts and problem-solve for solutions helps them to develop both their thinking and their character. It is important to engage each other in problem solving by, for example, taking more information into consideration, gaining a more sophisticated understanding of the information, predicting the consequences of one's actions, and constructing alternate solutions. Importantly, learning to take the perspective of another not only helps individuals solve problems, it also helps them develop a profound sense of respect for the experience of another.



Attachment 1-3  
**Probing Questions**

Probing questions are used to promote mutual respect and understanding. It is a method of questioning that broadens and expands communication by asking speakers to clarify their thinking, the reasons they have for their judgments, and the evidence they have for their reasoning. Probing questions are asked in a neutral, non-evaluative way. By asking individuals to not only expand, but also reflect on their thinking, probing questions help individuals deepen their thinking and construct their own solutions to problems. It also demonstrates respect for the speaker's words and thoughts. The following table gives many examples of probing questions.

The following table has been adapted from:

Paul, Richard, *Critical Thinking: How to Prepare Students for a Rapidly Changing World*, 1993.

<b>Questions that Probe Reasons and Evidence</b>		
<b>Questions of Clarification</b>	<b>Questions that Probe Assumptions</b>	<b>Questions that Probe Reasons and Evidence</b>
What do you mean by ___?	What are you assuming?	What would be an example?
What is your main point?	What is Jenny assuming?	How do you know?
How does ___ relate to ___?	What could we assume instead?	Why do you think that is true?
Could you put that another way?	You seem to be assuming _____. Do I understand you correctly?	Do you have any evidence for that?
Is your basic point ____ or ____?	All of your reasoning depends on the idea that _____. Why have you based your reasoning on ____ instead of ____?	What difference does that make?
What do you think is the main issue here?	You seem to be assuming _____. How do you justify taking that for granted?	What are your reasons for saying that?
Let me see if I understand you; do you mean ____ or ____?	Is that always the case? Why do you think the assumption holds here?	What other information do you need?
How does this relate to our problem/discussion/issue?	Why would someone make that assumption?	Could you explain your reasons to us?
		Are these reasons adequate? Why do you say that?

<p>What do you, Mike, mean by this remark? What do you take Mike to mean by his remark?</p> <p>Jane, can you summarize in your own words what Richard said? . . . Richard, is this what you meant?</p> <p>Could you give me an example?</p> <p>Would this be an example, ...?</p> <p>Could you explain this further?</p> <p>Would you say more about that?</p> <p>Why do you say that?</p>		<p>What led you to that belief?</p> <p>How does that apply to this case?</p> <p>What would change your mind?</p> <p>But, is that good evidence for that belief?</p> <p>Is there a reason to doubt that evidence?</p> <p>Who is in a position to know that is true?</p> <p>What would you say to someone who said that ____?</p> <p>Can someone else give evidence to support that view?</p> <p>By what reasoning did you come to that conclusion?</p> <p>How could we find out if that is true?</p>
<p><b>Questions about Viewpoints or Perspectives</b></p>	<p><b>Questions that Probe Implications and Consequences</b></p>	
<p><i>The term "imply" will require clarification when used with younger students.</i></p> <p>What are you implying by that?</p> <p>When you say ____, are you implying ____?</p> <p>But, if that happened, what else would happen as a result? Why?</p> <p>What effect would that Have?</p>	<p>How can we find out?</p> <p>What does this question assume?</p> <p>Would ____ ask this question differently?</p> <p>How could someone settle this question?</p> <p>Can we break this question down at all?</p> <p>Is this question clear? Do we understand it?</p>	

<p>Would that necessarily happen or only possibly/probably happen?</p> <p>What is an alternative?</p> <p>If ____ and ____ are the case, then what might also be true?</p> <p>If we say that ____ is ethical, how about ____?</p>	<p>Is this question easy or hard to answer? Why?</p> <p>Does this question ask us to evaluate something? What?</p> <p>Do we all agree that this is the question?</p> <p>To answer this question, what other questions must we answer first?</p> <p>I'm not sure I understand how you are interpreting this question. Is this the same as ____?</p> <p>How would ____ state the issue?</p> <p>Why is this issue important?</p> <p>Is this the most important question, or is there an underlying question that is really the issue?</p>	
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## **Coaching Objectives Formulation**

### **Example Responses**

#### **Question 1: What are your goals as a coach?**

1. Focus on team effort
2. Teach fundamentals
3. Teach sportsmanship
  - Player-referee relations
  - Teammate and opponent relations
4. Building character
  - Positive attitude on and off court
  - On time
  - Take instructions
  - Integrity
  - Help teammate
  - Responsibility for actions
5. Building self-esteem
6. Teach that winning is not everything
  - BB, friends, fun
7. Teach / Emphasize effort and work ethic
8. Bond / Connect with kids

**Question 2: What gives you the most trouble?**

1. Focus/ keeping kids attentive

2. Parents

3. Playing time

4. Bad attitude

- Team
- Parents
- Practice
- Coaches
- Others

5. Being likable to all kids/players

6. Knowledge of how to teach BB

- Drills
- Strategies
- Plays

7. Staying on schedule

8. Team defining theme

- Team building

**Question 3: Which basketball skills and drills are important for you to teach in your practices?**

1. Dribbling
2. Shooting
3. \*Def-Indd.
4. Def- Team
5. Passing
6. Teamwork/ Playing together
7. Rebounding- Boxing out

Attachment 1-5  
**Lesson Plan: Active Listening<sup>3</sup>**

This lesson encourages effective communication, which coaches are expected to practice with parents, players, referees, and each other. Effective communication enhances understanding and reduces disruptive behavior and insincere speech. An integral part of effective communication is active listening. It allows the listener to (1) more fully understand the speaker's concerns or ideas, (2) shows respect for the speaker thoughts and ideas and, (3) demonstrates respect for the speaker, generally, because what they say is worthy of the listener's attention.

**Overall Objectives**

Coaches will learn active listening methods. Coaches will learn to use voice tone and facial expressions to indicate to the speaker that the listener is taking the speaker's words seriously.

Coaches will learn to articulate the methods of active listening.

Coaches will learn to articulate the value of active listening in their role as a coach.

Coaches should feel interest in and empathy for the speaker.

**Assessment (to be observed during practice sessions)**

Coaches will demonstrate re-stating the speaker's statements, paraphrasing the speaker's statements, "checking" with the speaker.

Coaches will use voice tone and facial expressions that indicate to the speakers that they are taking his or her words seriously.

Coaches will attempt to demonstrate and report feelings related to his or her interest in and empathy for the speaker.

**Procedures**

1. Instructor demonstrates each of the Active Listening behaviors with a small group of the participants in a relevant role-play situation. (For example, while engaging players in the Objectives Formulation process during a practice session.)
2. Each small group of participants practices the behaviors with one another while the instructor observes and gives feedback.

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<sup>3</sup> Based on *The Group Leader's Handbook: Resources, Techniques, and Survival Skills* (1977). Merritt, R.E., Walley, D.E., Champaign, IL: Research Press Co.

## **Lesson Plan: Footwork Fundamentals**

### **Overall Objectives**

Coaches should understand the importance of footwork as it relates to successful play and be able to teach their players proper footwork.

### **Assessment**

Coaches will demonstrate their understanding by:

1. Effectively participating in structured drills
2. Identify and describe the key points in the drills
3. Identifying game situations in which the actions occur
4. Teaching a group of players a sample drill

### **Procedures**

1. Explain the importance of footwork as it relates to effective offensive play, and as the foundation of balance and efficient movement.
2. Identify key teaching points and give examples of them
  - Jump Stop (e.g., when receiving a pass)
  - Front and Reverse Pivoting (e.g., squaring to the basket and creating space with the ball)
  - V-cut (e.g., to create a lead without the ball)

### **Drill - Footwork Series**

Organize coaches in three single-file lines along the baseline. The instructor models the drill and then the coaches perform it. On the instructor's verbal signal, the first coach in each line runs to a predetermined area on the court (e.g., free-throw line) and performs the appropriate action. The instructor provides feedback as the coaches execute the drills. The groups precede down the court, performing the drills on, for example, the free throw line, half-court line, baseline, etc.)

Activity 1. Jump Stop

Activity 2. Jump stop and Front pivot

Activity 3. Jump Stop and Reverse pivot

Activity 4. Jump Stop, Front Pivot, Reverse Pivot

### **Breakout Session**

Group discusses the key teaching points in terms of strengths and weaknesses. The instructor records comments on chart paper. Coaches take short, note-taking break.



### **Coaching Practicum**

Each coach takes a turn teaching the drill to a group of youth players for five-to-seven minutes. The instructor and other coaches observe and take notes on what they think was and was not effective related to the objectives of this skills lesson, as well as the objectives of Active Listening and Probing Questions. The Practicum concludes with a reflective discussion of these observations. The instructor should consistently model Active Listening and Probing Questions during these sessions.

## Lesson Plan: Ball-Handling

### Overall Objectives

Coaches should understand the importance of ball handling and be able to teach their players ball-handling skills.

### Assessment

Coaches will demonstrate their understanding by:

1. Effectively participating in structured drills
2. Identify and describe the key points in the drills
3. Successfully teaching a group of players a sample drill

### Procedures

1. Explain the importance of ball-handling as it relates to offensive players' abilities to control the ball in their possession.
2. Identify key teaching points and give examples of them
  - Ball Control: Emphasize fingertip control and dexterity
  - Speed: Go so fast that you make mistakes. Run drill at game speed and emphasize appropriate responses to mistakes, e.g., "Play out of it!"

### Drill - Ball Handling

Organize coaches in a circle around the instructor. The instructor models the drill and then the coaches perform it.

Activity 1. Waist wraps—players pass the ball around their waists from hand to hand.

Activity 2. Leg wraps—players pass the ball around the right leg and left leg, same as above, around each leg separately and then together.

Activity 3. Figure eight—players spread their feet shoulder width apart, and pass the ball through their legs in a figure eight fashion.

Activity 4. Spider catches—**in** a feet-spread-apart stance, players hold the ball between their legs with one hand in front and one behind. Players drop the ball then alternate their hand positions to catch it again. The hand that was in front changes to the back and vice versa.

Activity 5. Clap and Catch—players throw the ball in the air and clap their hands as many times as they can before catching it.

Activity 6. Clap and Catch Behind the Back—players throw the ball in the air, clap their hands and then catch the ball behind their backs.

**Breakout Session**

Group discusses the key teaching points in terms of strengths and weaknesses. The instructor records comments on chart paper. Coaches take short, note-taking break.

**Coaching Practicum**

Each coach takes a turn teaching the drill to a group of youth players for five-to-seven minutes. The instructor and other coaches observe and take notes on what they think was and was not effective related to the objectives of this skills lesson, as well as the objectives of Active Listening and Probing Questions. The Practicum concludes with a reflective discussion of these observations. The instructor should consistently model Active Listening and Probing Questions during these sessions.

## Lesson Plan: Dribbling

### Overall Objectives

Coaches should understand the importance of dribbling and be able to teach their players dribbling skills.

### Assessment

Coaches will demonstrate their understanding by:

1. Effectively participating in structured drills
2. Identify and describe the key points in the drills
3. Identifying game situations in which the actions occur
4. Teaching a group of players a sample drill

### Procedures

1. Explain the importance of dribbling as a method of ball movement in effective offensive play.
2. Identify key teaching points and give examples of them
  - Dribble Height—in the half-court and speed dribble
  - Ball Control—pound the dribble and ball placement in the half-court and speed dribble

### Drill - Dribbling Basics

Organize the coaches in a circle facing the instructor. The instructor models the dribbling drill and then the coaches perform it.

Activity 1. Stationary Dribble- player dribbles in one place

Activity 2. Windshield Wipers- Keeping the ball in one hand, player dribbles side to side in front of their body, turning their hand so that their fingers point in the direction of their dribble as they alternate from left to right

Activity 3. Push-Pulls- keeping the ball in one hand, player dribbles the ball by the side of their leg in a front-to-back motion "pushing" the ball forward, then "pulling" the ball back. The ball hits the ground next to their foot.

Activity 4. Figure 8s- With a low dribble, player begins in front of their body and slowly moves their dribble around the back of their right leg and dribbles through their legs to their left hand, which continues the figure eight pattern by dribbling around behind the left leg and crosses through the legs to the right hand

### Drill - Dribbling and Footwork

Organize the coaches in single file lines with the ball in the front of the line. Coach dribbles out 15 feet and Jump Stops, Pivots, and passes to the next player in line, who repeats the action. The first coach goes to the end of the line.

### **Drill - Crossovers**

Crossover is defined as a way to transfer the ball from one hand to the other while dribbling, allowing players to protect the ball while changing direction. There are five different crossovers which should be identified, learned, and practiced:

1. Crossover in front
2. Between the legs
3. Around the back
4. Behind the back
5. Spin dribble

### **Breakout Session**

Group discusses the key teaching points in terms of strengths and weaknesses. The instructor records comments on chart paper. Coaches take short, note-taking break.

### **Coaching Practicum**

Each coach takes a turn teaching a drill of their choice to a group of youth players for five-to-seven minutes. The instructor and other coaches observe and take notes on what they think was and was not effective related to the objectives of this skills lesson, as well as the objectives of Active Listening and Probing Questions. The Practicum concludes with a reflective discussion of these observations. The instructor should consistently model Active Listening and Probing Questions during these sessions.

## **Coaches' Interview Protocol**

**(with 2 players, age 11-12)**

Find a quiet, relatively private place to do your interview. Describe the purpose of the interview as an opportunity for you to learn how to be a good coach. Ask the child to be as honest as possible. Let him know that his answers will remain confidential (private).

1. What do you think is a good coach? (What do you like to see in a coach? What kind of coach do you like to have/work with?)
2. What are your goals for participating in a basketball team? (What do you want to contribute to a team? What do you want to get out of the experience?)
3. What are the most important reasons you have for being on a basketball team? (Why do you do it?)
4. What are the skills you most want to learn in basketball? How do you think is the best way to learn those skills?
5. What are some of the best things that can happen to you by playing sports?
6. What are some of the worst things that can happen to you playing sports?
7. Is there anything else you would like to tell me about playing sports?

***Thank you for doing this interview with me.  
You are helping me to become a better coach!***

### **Workshop Evaluation Forms**

1. What aspects/activities of the coaching workshop did you feel were most beneficial to you? Why?
2. What aspects/activities of the coaching workshop did you feel were least beneficial to you? Why?
3. Did you feel enough/too much time was allotted to any one activity, and if so, please explain which activity(ies).
4. Were the presentations meaningful? Did they help you to grow or understand the topic better?
5. Were the small groups productive? Do you feel they were facilitated adequately?
6. Overall, please tell us how you felt about your experience at the coaching workshop and tell us what you would like to see at the next one.

*Coaching as Teaching*  
Workshop #2

I. Module 1 (classroom)

A. Community building and review

The group discusses the children's responses to interviews. (See Attachment 2-1 for example player responses.) The instructor uses Probing Questions to encourage coaches to compare their expectations of children's responses, as well as their own expectations, with the actual responses they received. Coaches are asked to reflect on their use of Active Listening during the interviews. The instructor facilitates discussion comparing Professional and Youth Basketball (e.g., young players often refer to professional players as role models. The instructor puts comparisons on chart paper, for example:

<b>Professional</b>	<b>vs.</b>	<b>Youth</b>
* More serious		*Finding out what sport they enjoy
*\$\$\$\$		*Influenced by the pros
*winning		*Learning fundamentals
*competition		*Developmental

II. Module 2 (classroom)

A. Social and Emotional Objectives Formulation

As a group,<sup>4</sup> participants respond to the question, "What social conditions should a good team have?" and discuss their experiences and expectations of the social and emotional dynamics of a good team. Responses were derived from Workshop 1's discussion of the coaches' goals and objectives for a "good coach," as well as from the what the children's responses to the interview questions. Instructor encourages critical thinking and reflection by facilitating a discussion of what sorts of coach behaviors appear to bring about emotions such as trust, confidence, and self-esteem, since these were the positive emotions that the coaches identified as desirable during the Objectives Formulation in Workshop 1. Instructor uses Probing Questions, and relates the participants' ideas to the Core Values (Attachment 1-2).

In addition, the instructor encourages the coaches to break down common terms such as "sportsmanship," "being a team player," how players should help each other, and how coaches can encourage positive social and emotional experiences. Instructor records responses on chart paper for current discussion and later use.

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<sup>4</sup> If the group is larger than 8, they should first work in threes with a recorder and a reporter and then report out to the group.



### III. Module 3 (gym)

See Lesson Plans: Attachments 2-2, Passing and Receiving, 2-3, Shooting, and 2-4, Team Defense 2-4, (Team Defense, will be used during future workshops as well).

#### A. Demonstration and Practice

Instructor demonstrates each drill, emphasizing specific movements and positioning. After the participants practice each of the drills, they discuss the experience. Key discussion questions: "How did it feel to be doing it (for the first time, perhaps)?" "How do the movements and positions relate to the game? Specifically, participants are asked "Why is this important?" encouraging them to relate the activities to their particular perspectives of the way the game should be played.

#### B. Model Pedagogy

During the demonstration and practice, instructor models Active Listening, Probing Questions, the behaviors the group identified to encourage a positive socio-emotional climate, and the transfer of authority to players when appropriate. He or she participates in the gym review meetings and in the final classroom review, sharing observations and evaluations.

### IV. Module 4 (classroom)

#### A. Reflective discussion and critique

Did the coaches meet their goals?

Did the coaches practice Active Listening?

Did the coaches practice the behaviors that support a positive socio-emotional climate on the court?

What does each coach want to be sure to work on next time?

B. Homework Activity: Coaches are asked to write down the steps in each of the practice drills from Workshops 1 and 2. They are encouraged to break down each of the steps for discussion in the next workshop.

C. Learning Journal- 5 minute writing (1) what did I learn the most about? and (2) What do I want to learn more about? Instructor collects journal to inform workshop formulation.

#### D. Workshop Evaluations

## **Children's Responses to Interviews Conducted by Workshop Participants**

### Coach 1

- (1) Get better, bragging rights, best player
- (2) The one that talks to me. The one who won't yell at me. They one who let's me play all the time and takes me to McDonalds.
- (3) Show everyone I know how to play and I am the best.
- (4) Cross-over so I can posterize the other players (scare them).
- (5) Become a pro and make a lot of money like Kobe, or like Tony Parker with a nice girlfriend.

### Coach 2

- (1) Wants to be the best. Wants to be part of a winning team. Wanted to learn more about teamwork, learn more about being a team player.
- (2) Someone who keeps working with you; doesn't give up. Coach not quitting on him because of frustration.
- (3) Have fun. Wanted to stay busy. Be part of something.
- (4) Drive the ball. Learn by dribbling around chairs. Play well in all positions. He thinking having a good coach is the best way to learn.
- (5) Feeling like a winner. Staying motivated.

### Coach 3

- (1) Contribute and help out his team and win the championship, go to the playoff. And have fun.
- (2) Someone who teaches defense more than offense. Someone that is fun to be around and hang around with. Has a good personality.
- (3) To get better at sports. Get in shape. /to hang out with their friends, basketball can show her more about life. And learn about friendships and hard work.
- (4) Learn how to shoot free throws, lay-ups, and dribbling by practicing. WHO? HOW? Ask my brother, doesn't know./how to play point guard, passing, etc. Who? Uncle. What about the coach? Said Jason. She didn't know.
- (5) Good friendships with teammates and other teams. Keep in shape/winning the championship.

### Coach 4

- (1) Being part of the team and making friends. Had a bad experience on a team that didn't get along. She thinks that it is more fun and the team works better together when they are all getting along. Doesn't like blaming. She wants to get better, but have fun doing it.
- (2) Someone who doesn't yell because they would be put on the spot, being singled out and embarrassed. Nice and understanding. Coaches who yell and scream look silly, having hissy fits.

- (3) Likes being on a team, with everyone working together. He has been a captain where he could help other players.
- (4) Ball handling, dribbling, playing point guard, shooting like the pros. How? Practice. A camp taught him some good drills that were fun and he could do on his own.
- (5) Winning so that all the hard work paid off.

#### Coach 5

- (1) I want to have fun and learn how to shoot and dribble better. I want to win the championship. Coach asked why he wanted to win the championship, he said 'cause Kobe did. That is where all the money is.
- (2) A coach who gives everyone a chance to play.
- (3) Learn team work because your team mates help you win the game.
- (4) Shoot and dribble. He watched Bill Walton on TV (on demand) to learn.
- (5) Winning, wants to be like Kobe.

## **Lesson Plan: Passing and Receiving**

### **Overall Objectives**

Coaches should understand and be able to teach their players how to properly pass and receive passes.

### **Assessment**

Coaches will demonstrate their understanding by:

1. Participating in structured drills
2. Identify and describe the key points in the drills
3. Identifying game situations in which the actions occur
4. Teaching a group of players a sample drill

### **Procedures**

1. Introduce Passing/Catching
2. Identify content objectives of Passing/Catching: Passing with Accuracy (follow through), power (stepping into the pass), and ball backspin.
  - Right pass at the right time
  - Chest pass (two hands)
  - Push pass
  - Bounce pass (into the post)
  - Overhead pass: For outlets
  - Passing against the defender: Fake the pass, Make the pass
  - Passing lanes: On either side of the head, by either leg, or by the shoulder

### **Drill - Passing and Receiving**

Demonstrate proper passing and receiving techniques, e.g., target hands, ball in the air, feet in the air.

Practice partner passing from single file line: Player #1 runs 3 steps up the court, jump stops, and pivots to face partner with the ball. Player #2 passes the ball and runs past the receiver who opens up (pivots) to the passer who then acts as player #1 and runs up the court 3 steps and repeat.

### **Drill - Partner Passing**

Organize coaches in pairs facing each other, 12-15 feet from one another. One coach has a ball and passes to his or her partner, focusing on proper passing technique. The receiver focuses on proper receiving technique.

### **Drill - Monkey in the Middle**

With the same organization as Partner Passing, this drill incorporates a defensive player who pressures the passer, attempting to "tip" or "deflect" the pass. If they are successful in doing so, the offensive player whose pass was deflected switches positions with the defender. If the defender is unsuccessful in tipping the pass, he or she must turn and sprint to the player who has just received the pass and apply defensive pressure once again. The defender stays "in the middle" until he or she successfully tip a pass or cause a turnover. Other reasons for a turnover are if the receiver has to move significantly to catch the pass (an errant pass). Similarly, players should not throw passes directly over the head of the defender because they are likely to be tipped or be slow, looping passes that give the defense more time to steal.

### **Breakout Session**

Group discusses the key teaching points in terms of strengths and weaknesses. The instructor records comments on chart paper. Coaches take short, note-taking break.

### **Coaching Practicum**

Each coach takes a turn teaching the drill to a group of youth players for five-to-seven minutes. The instructor and other coaches observe and take notes on what they think was and was not effective related to the objectives of this skills lesson, as well as the objectives of Active Listening and Probing Questions. The Practicum concludes with a reflective discussion of these observations. The instructor consistently models Active Listening and Probing Questions during these sessions.

## **Lesson Plan: Shooting**

### **Overall Objectives**

Coaches should understand the importance of shooting as an underpinning of successful play and be able to teach their players how to shoot properly.

### **Assessment**

Coaches will demonstrate their understanding by:

1. Participating in structured drills
2. Identify and describe the key points in the drills
3. Identifying game situations in which the actions occur
4. Teaching a group of players a sample drill

### **Procedures**

1. Introduce Shooting form
2. Identify content objectives of Shooting B.E.E.F. Form:
  - Balance (stance)
  - Eyes on the rim
  - Elbow as a gun barrel
  - Follow through- elbow above eyebrow

### **Drill - Statue of Liberty Progression**

Shooting form:

- with partner
- against wall
- against backboard
- Make 5, Miss 2 progression

The following drills incorporate the previously covered components of footwork, passing/catching, dribbling, and shooting.

### **Drill - Follow the Leader Pair Shooting**

Player #1 shoots, retrieves their own rebound and passes to Player #2 who follows to the same spot on the floor and catches and shoots.

### **Drill - Player Spin-Outs**

(Players simulate being passed the ball by spinning the ball to themselves away from the basket, squaring to the basket and shooting the ball)

**Breakout Session**

Group discusses the key teaching points in terms of strengths and weaknesses. The instructor records comments on chart paper. Coaches take short, note-taking break.

**Coaching Practicum**

Each coach takes a turn teaching a drill of their choice to a group of youth players for five-to-seven minutes. The instructor and other coaches observe and take notes on what they think was and was not effective related to the objectives of this skills lesson, as well as the objectives of Active Listening and Probing Questions. The Practicum concludes with a reflective discussion of these observations. The instructor should consistently model Active Listening and Probing Questions during these sessions.

## **Lesson Plan: Team Defense**

### **Overall Objectives**

Coaches should understand the importance of a team defense as an underpinning of successful play and be able to teach their players effective team defense.

### **Assessment**

Coaches will demonstrate their understanding by:

1. Participating in structured drills
2. Identify and describe the key points in the drills
3. Identifying game situations in which the actions occur
4. Teaching a group of players a sample drill

### **Procedures**

1. Explain the importance of team defense positioning.
2. Key teaching points are:
  - Emphasize stance and footwork technique of Help and Recover
  - Defensive Rotation Principles: Help and Recover; Pressure vs. Contain
  - Help-side position in relation to the ball
  - Team Communication

### **Drill - 2 on 2 Half-court Shell**

Position a pair of coaches (as an offensive and defensive player) on each wing. In this position, the opposite defensive player maintains a help-side position when the ball is on the wing. On the instructor's call, the offense throws a skip pass and the two defensive players rotate accordingly (the ball defender pressuring the ball and the opposite player in help-side). Emphasize that players should sprint into help (Stay Low, Drop Knee, and Point Shoulders) on the "airtime" of the pass. Emphasize communication ("Ball", "Help Middle") with each pass. Emphasize stance and close-outs on the ball.

### **Drill - 3 on 3 Half-Court Shell**

This drill is a progression of the 2 on 2 shell drill, with an offensive and defensive tandem added at the top of the key. This defensive player "jumps to the ball" when the ball is passed to provide help from the top if the offense were to dribble drive middle. The defensive player in help side continues their position to provide help defense if the offense drives baseline. Emphasize communication; all players should rotate when the ball is passed and call their new position. Progress this drill so that the offense dribble drives on command or at random so that the defense can rotate and respond accordingly.



### **Drill – 4 on 4 Half-Court Shell**

This drill is a progression of the same principles and rotations as the previous shell drills. It is slightly different in that the four offensive player alignments consist of two guards (one at each lane line extended) and the same two wing alignment. When the ball is passed, all players two passes away sprints to a help position with at least one foot in the key. Emphasize "Sprint on airtime of the pass" and team communication on each pass. Progress this drill to allow free skip passes and allow live drives (opportunities to draw the charge).

### **Breakout Session**

Group discusses the key teaching points in terms of strengths and weaknesses. The instructor records comments on chart paper. Coaches take short, note-taking break.

### **Coaching Practicum**

Each coach takes a turn teaching a drill of their choice to a group of youth players for five-to-seven minutes. The instructor and other coaches observe and take notes on what they think was and was not effective related to the objectives of this skills lesson, as well as the objectives of Active Listening and Probing Questions. The Practicum concludes with a reflective discussion of these observations. The instructor consistently models Active Listening and Probing Questions during these sessions.

*Coaching as Teaching*  
Workshop #3

I. Module 1 (classroom)

A. Community building and review

Instructor collects homework on drills breakdown, provides feedback and returns it to coaches at the next workshop. Each coach presents his or her practice plan and the group compares and contrasts them with the example practice plans. Instructor refers to backwards planning and asks coaches to place their practice plan in the context of his or her season goals.

B. Problem Identification

Group discusses coaching problems such as parents, motivation, effort, attendance, etc. Instructor records problems on chart paper. The group discusses these problems. Instructor encourages coaches to examine the potential causes of such problems and how they might address those using Probing Questions and Active Listening.

C. Team Meetings

Instructor introduces the idea that Team Meetings, properly facilitated, are opportunities to develop knowledge about each of the players and to establish meaningful relationships with them. (See Attachment 3-1, Lesson Plan on Team Meetings.)

II. Module 2 (classroom)

A. Lesson on models of teaching and learning, which describes how different models of teaching indicate different ideas of learning and human nature. (See Attachment 3-2.)

III. Module 3 (gym)

(See Lesson Plan Attachments 3-3, Team Offense, 3-4, Individual Defense, and 3-5, Rebounding.) Attachments 2-4, Team Defense and 3-4, Individual Defense are to be used during the remaining workshops, the extent to be determined by the participants' prior knowledge and the time available.

A. Demonstration and Practice

Instructor demonstrates each drill, emphasizing specific movements and positioning. After the participants practice each of the drills, they discuss the experience. Key discussion questions: "How did it feel to be doing it (for the first time, perhaps)?" "How do the movements and positions relate to the game? Specifically, participants are asked "Why is this important?" encouraging them to relate the activities to their particular perspectives of the way the game should be played.

## B. Model Pedagogy

During the demonstration and practice, instructor models Active Listening, Probing Questions, the behaviors the group identified to encourage a positive socio-emotional climate, and the transfer of authority to players when appropriate. He or she participates in the gym review meetings and in the final classroom review, sharing observations and evaluations.

## IV. Module 4 (classroom)

### A. Reflective discussion and critique

Did the coaches meet their goals?

Did the coaches practice Active Listening?

Did the coaches use Probing Questions?

Did the coaches practice the behaviors that support a positive socio-emotional climate on the court?

What does each coach want to be sure to work on next time?

B. Homework Activity: Coaches are asked to write about the qualities of their most and least favorite teachers. They are asked to identify the specific behaviors each of these teachers did in the classroom and consider the types of authority and control that those teachers used, and the types of relationships they developed with their students.

C. Learning Journal- 5 minute writing (1) what did I learn the most about? And (2) What do I want to learn more about? Instructor collects journal to inform workshop formulation.

### D. Workshop evaluations

## **Lesson Plan: Team Meetings**

### **Overall Objectives**

Coaches should understand the importance of facilitating Team Meetings so that they provide opportunities to learn about their players, develop meaningful relationships with them, and share authority with the team.

### **Assessment**

Coaches will demonstrate their understanding by:

1. Reflecting on their experiences in the workshops in relation to shared authority.
2. Discussing and identifying key ideas in their experiences and observations during the workshops and coaching practica.
3. Identifying relevant social dynamics observed in groups of players
4. Facilitating a team meeting with a group of players that includes Objectives Formulation, Probing Questions, and Active Listening.

### **Procedures**

1. Explain the importance of Team Meetings as a method that supports positive group process, effective play, and the conditions necessary for an enjoyable, participatory experience for both coaches and players.
2. Explain that the workshop structure has been based on the same model of Team Meetings that they will be facilitating with their players.
3. Ask the coaches to identify aspects of the workshops that encourage shared authority and getting to know each other (e.g., Active Listening, Probing Questions, Objectives Formulation) and how they think these practices can contribute to successful team dynamics.
4. Record comments on chart paper and discuss.

### **Activity**

Each coach holds a team meeting with a group of youth players to determine an area to be practiced (Objectives Formulation) and accordingly facilitates a brief practice session.

Coaches should try to:

1. Identify group goals, e.g., "What do we need to work on?"
2. Use Probing Questions for understanding, e.g., "Why is that important?"
3. Relate players' understanding to a broader context and promote greater understanding, e.g., "What else is that related to?"

## Attachment 3-2

### **Forms of Teaching and the Models of Human Nature they Support**

Cheryl Armon, Ed.D., Antioch University Los Angeles

Today we are going to examine some ideas from research in education and psychology about teaching. This is important because while many coaches don't often think of themselves as teachers, they are acting on the same premises that teachers act on every time they run a practice, coach a game, or have a team meeting. What are those premises?

- working with children as the expert among novices (to some degree, anyway)
- providing instruction in specific knowledge and skills
- expecting their players/students to demonstrate the knowledge they've been taught
- evaluating the performances of their players/students and seeking ways to improve those performances

These four specific activities are at the heart of the California Standards for the Teaching Profession, the standards that all professional teachers are evaluated by. So, I think it is fair to say that if you are doing these things, you are a "teacher."

#### *Pedagogy*

The word "pedagogy" refers to methods, studies, and analyses of teaching, regardless of the people doing the teaching or the population being taught. So, today, we're going to talk about pedagogy. I want to talk to you about teaching, by drawing on the knowledge you already have and connecting it to the knowledge I have. So first we're going to work on your ideas about teaching.

One would think, after about 2,600 years of contemplation about teaching and learning, we would know how and agree upon how it is that children--or adults for that matter--actually learning anything. However, there is no agreement on this question, but there are theories about it.

Importantly, each theory or perspective on "learning" is built upon a basic concept of human nature. We all have concepts of basic human nature in our minds somewhere, although, typically, we have never really thought about it that much, nor have we spelled out what our concepts of human nature are.

Let me give you a couple of examples of what I mean by a basic concept of human nature. If I think that the best way to teach someone how to do something is to (1) provide direct instruction (like a lecture) until the student demonstrates that they have learned it and then (2) to provide positive reinforcement for that learning, I am operating on the social learning, or behaviorist, model of human nature.

## *Models of Human Nature*

Social Learning Theory. This popular theory of human nature presents people born as a tabula rasa, that is, a "blank slate," and it is parents' and teachers' jobs to write on the slate, so to speak. With this approach, teachers carry a big responsibility to transmit appropriate material and to model appropriate behavior. Students not only absorb material more or less directly, but also imitate the behavior of authority figures. The primary emphasis of this model is on content, that is, specific skills and knowledge that are transmitted from the teacher to the student. In addition, modern social learning theory relies extensively on schedules of reinforcement, which empower the teacher with significant authority.

Maturation Theory. The second, also popular, theory is the maturational theory. Under this theory, people are seen to develop in a sort of "unfolding" process, in which increasing aspects of a person's "potential" are unleashed. This theory sees human beings much like plants and trees, in that what they will become is already relatively complete (pre-wired, genetic) when they are born. Thus, to ensure that the individual will become all that she can be, parents and teachers need to provide the nurturance and the tools the individual needs to "fulfill her potential"—that is, the emphasis is more on *not* inhibiting or impeding her development or learning, rather than on having a particular impact on the student. Rousseau popularized this approach to education with the publication of his study of one of his students, -Emile, a book still read religiously in schools of education.

Interactionalist or Constructivist Theory. Finally, the Progressive model is the most modern, and brings together aspects of the other two (social learning and maturational). In this view, people become what they are through action on the environment and the resulting re-actions that their actions make happen. The human infant is neither blank nor pre-wired at birth. Rather, each person brings into the world a set of capacities that are almost instantly modified as the infant begins interacting with the world. Thus, through the person's interactions with the world, and the feedback she receives from those interactions, she continuously *constructs* both capacities and knowledge.

Can you identify one of these models as similar to your own theory of human nature? Or, maybe you have another model? It is useful to define one's assumptions about human nature and learning because those assumptions guide how one teaches. Moreover, a self-critique of one's assumptions can help define how one actually wants to teach for optimal results.

### *Forms of Pedagogy*

Specific forms of pedagogy have developed during the 2nd half of the 20th century that rely on these theories of human nature. Let's see what types of teaching go with which theory of human nature. (Use graphic organizer on the board or chart paper.)

Traditional Education. Traditional forms of teaching typically include lectures by teachers and note-taking by students. Similarly, objective tests of content knowledge require students to memorize large quantities of materials, typically from books and lectures, and reproduce them on exams. Students are not asked what they want to study or what they are interested in. There is a standard curriculum and the teacher is expected to "deliver" it. In essence, the teacher is supposed to deliver content from his or her own mind to the mind of the student. Paulo Freire, a literacy activist and educational reformer calls this the "banking method" of teaching. The idea being that the teacher makes "deposits" into the passive students, similar to depositing money in the bank to earn interest. Accordingly, since the teacher typically delivers a single view (his or her own) on the material to be taught, he or she is the sole authority in the classroom. This form of pedagogy relies on the Social Learning model of human nature.

Humanistic Education. Humanistic education became a popular form of elementary teaching during the 60's partly as a response to what were seen as the negative characteristics of the social learning approach. For some educators, schools began to be seen as jails of indoctrination that squelched creativity and imagination. Curricula were expanded, individualized learning was emphasized, and many requirements were dropped. In this model, teachers are to provide a nurturing, supportive context, while students have most of the control over what and when they will learn because their potential to learn is within them and need only be brought out. This form of pedagogy is based on the maturational theory of human nature.

Progressive Education. Progressive education is the newest form and combines some aspects of the other two models. Progressive pedagogy also emphasizes social and emotional support and nurturance, but is focused more on trust-building. While students are included in decision-making, progressive education does not direct us to turn the classroom over to the students.

Progressive education is based on the interactionist or constructivist model of human development. By recognizing that students must construct their knowledge in experience, constructivist teaching places the student in direct interaction with the challenges and problems inherent in the course material. By emphasizing questioning rather than answering, constructivist education encourages students to develop critical thinking and ethical sensibilities. Students are often taught a mostly proscribed curriculum, but are informed as to the reasoning behind such choices. In addition, student interest is taken into account in the ways that materials are organized and the ways teaching and learning are conducted. Importantly, teachers retain authority when necessary because of the expertise in the material

being learned, neither simply because they hold the teacher title, nor because they are older.

In summary, we have discussed three models of human nature--the social learning, maturational, and interactionalist models, and three corresponding forms of education--traditional, humanistic, and progressive. (See table, below.)

Models of Human Nature X Forms of Pedagogy

	Social Learning	Maturational	Interactionalist
Traditional	X		
Humanistic		X	
Progressive			X



## Lesson Plan: Team Offense

### Overall Objectives

Coaches should understand the importance of player spacing, court balance and movements such as cutting and screening as they underpin successful offensive play and be able to teach their players these concepts and skills.

### Assessment

1. Coaches will demonstrate their understanding by:
2. Participating in structured drills
3. Discussing and identifying key points in the exercises
4. Identifying the actions in structured play
5. Teaching a group of players
6. Designing an offensive play with identified scoring options and offensive actions.

### Procedures

1. Explain and discuss the importance of spacing to effective offense. Also point out the results of bad player spacing.
2. Discuss key teaching points:<sup>5</sup>
  - Learning effective court positioning (perimeter, post)
  - Maintaining court balance; player spacing of 12-15 feet distance; Recognizing the right time and place to pass
  - Post entry
  - Ball reversal
  - Screening — Area & Headhunter screens; Off-ball screening; On-ball screening
  - Cutting - Basket cut; Fill cut; L-cuts; V-cuts

### Drill - Basket Cut and Fill Cut

Organize three coaches on offense with one at the top of the key and one on each wing. Explain and discuss wing and point spacing. Introduce the Basket cut and Fill cut. Explain and discuss key aspects of court balance.

### Drill - Team Frame 3 on 0

This drill can be used to teach offensive concepts and allows players to experience repetition under conditions that arise in game situations without the pressure of competition. Align three coaches on offense with one at the point and on each wing. The coach in the point position

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<sup>5</sup> See Glossary of Terms

(with the ball) passes to the wing (who triple-threats on the catch) and basket cuts. The coach who did not receive the pass then fill cuts to maintain proper spacing and court balance. The ball is then passed and the coaches again cut and fill. Repeat these actions so all coaches are able to experience all positions.

### **Drill - L-Cut and V-Cut**

Introduce L-cuts, V-cuts as methods for offensive players to get open on the perimeter when pressured by the defense.

### **Drill - Screening**

Introduce Screening. Explain the difference between Area and Headhunter screens. Introduce off-ball screening as a method of both getting a teammate open and creating opportunities for the screener.

### **Drill - Cut-throat 3-on-3**

This is a structured 3-on-3 drill. Organize all players in teams of three. The first two teams take the court as offense and defense and the others wait as a group on the baseline. The instructor begins the drill by passing the ball to an offensive player. The offense must observe the following guidelines:

- All players must triple threat when receiving a pass.
- Players must basket cut or screen away after passing
- Each player is limited to three dribbles at a time.

If these guidelines are broken, it is considered as a turnover and possession of the ball goes to the defensive team. When this happens, the coach stops the drill and explains why and how the action impacted the possession. When the offense turns the ball over, the defense takes possession of the ball and the next team waiting takes the court on defense. If the offense scores, they retain possession of the ball and check the ball to the coach between scores.

### **Breakout Session**

Group discusses the key teaching points in terms of strengths and weaknesses. The instructor records comments on chart paper. Coaches take short, note-taking break.

### **Coaching Practicum**

Each coach takes a turn teaching a drill of their choice to a group of youth players for five-to-seven minutes. The instructor and other coaches observe and take notes on what they think was and was not effective related to the objectives of this skills lesson, as well as the objectives of Active Listening and Probing Questions. The Practicum concludes with a reflective discussion of these observations. The instructor should consistently model Active Listening and Probing Questions during these sessions.

## Lesson Plan: Individual Defense

### Overall Objectives

Coaches should understand the importance of individual defense as an underpinning of successful play and be able to teach their players effective team defense.

### Assessment

Coaches will demonstrate their understanding by:

1. Participating in structured drills
2. Identify and describe the key points in the drills
3. Identifying game situations in which the actions occur
4. Teaching a group of players a sample drill

### Procedures

1. Explain the importance of defensive positioning as an underpinning effective play.
2. Discuss the key teaching points.
  - Defensive Stance and footwork technique of Big Step and Switch- while maintaining a balanced base and efficient movement (defensive slides)
  - Active hands: Dig Hand and Passing Lane (Windshield Wiper)
  - Approach to ball pressure: Gap, % Gap, 2 Gap Principle
  - Run-Glide-Run

### Drill – Kings Drill

Organize the coaches in lines facing the instructor. This is a "mirror" drill, meaning that the instructor models the drill and all the coaches perform the drill at the same time. The group "mirror" organization of the drill can be effectively used to emphasize and teach a team-oriented defensive approach. Switch from discussing individual defense to team defense. The mirror aspect of the drill can be an excellent teaching tool because the players can hear, see, say, and do the activities simultaneously. This aspect makes it great for introducing new concepts and drills to young players. By repeating the name of each action, it emphasizes verbal communication and is useful for building enthusiasm and defensive intensity. Because it emphasizes that players maintain a low defensive stance for an extended period, it is also excellent for building leg strength. This also makes it both a mentally and physically challenging drill that holds the potential to teach, challenge, and reinforce important defensive concepts.

## Variations

1. Set time goals for the team: 1 min, 2 min, 3 min, etc.
2. Choose a player who demonstrates effort and enthusiasm to be the "King" and lead the drill. This is an excellent way to build player responsibility and self-esteem. Because it emphasizes effort over skill, it is also an effective way of recognizing players who may be less proficient at drills which emphasize skilled handling.

### Sample Commands:

Stance	Big Step	Switch	Dig
Close Out	Charge	Loose ball	Trace/Deflect
Firefeet	Run/Glide/Run	Rebound	Dead
Screen Out	Helpside		

### **Drill – Alley/Zig-Zag Drill**

Organize the coaches in pairs of offense and defense with the defense practicing defensive slides. Section off portions of the court to be the "alley" (for example, the area from lane-line to lane-line in the key as it extends to half-court) or direct the offense to dribble three times before crossing over as they go forward. In the beginning, instruct the players to follow the rules that the defense may not steal or deflect the dribble of the offensive player, and that the offensive player may not pass by or "beat" the defense. These boundaries allow the defensive player to become accustomed to a pressure defense position without worry of being beaten and the offense to be accustomed to being pressured without worry of having the ball stolen or knocked away. In this way, both the offensive and defensive players can focus on their form and technique. Progress the drill as follows:

1. Offensive player slowly walks and holds the ball in front of them: emphasize defensive footwork and arms distance pressure
2. Offensive player goes walking speed while dribbling (include dribbling teaching points seen dribbling lesson plan)
3. Half speed
4. Intro- run-glide-run (sprint & recover)- This recreates the situation when the defensive player is beaten off the dribble and must turn and sprint back in front of the offensive player to regain their defensive stance.
5. Live with wait on steal or passed defender- "Live" or "Game-Speed" allows the players to compete at full speed with the caveat that if the defense steals the ball, they immediately give the ball back to the offense and continues, and if the offense beats the defender, then they stop and wait for the defense to regain their position in front again.

6. Full Live- Game Speed with no restrictions; the defense tries to steal the ball and the offense tries to beat the defense the finish line.
7. Full-court 1on1- This progression has the players going live and using the boundaries of the entire court. If the offense scores, the defense takes it out under their basket and is on offense; as in a full court game. Sample game goal: play to two points and rotate players.

### **Drill - Wing One on One**

Players play one on one from the wing area with a dribble limit (typically three) for the offense. The defense attempts to force the offense to the baseline. If the offense scores, they keep the ball; the defense gains possession on a defensive stop. Review and emphasize offensive goals (lay-up, foul, open jump shot) and defensive goals (force a turnover, an off balance or contested jump shot)

### **Breakout Session**

Group discusses the key teaching points in terms of strengths and weaknesses. The instructor records comments on chart paper. Coaches take short, note-taking break.

### **Coaching Practicum**

Each coach takes a turn teaching a drill of their choice to a group of youth players for five-to-seven minutes. The instructor and other coaches observe and take notes on what they think was and was not effective related to the objectives of this skills lesson, as well as the objectives of Active Listening and Probing Questions. The Practicum concludes with a reflective discussion of these observations. The instructor should consistently model Active Listening and Probing Questions during these sessions.

## Lesson Plan: Rebounding

### Overall Objectives

Coaches should understand the importance of rebounding and be able to teach their players ball-handling skills.

### Assessment

Coaches will demonstrate their understanding by:

1. Participating in structured drills
2. Identify and describe the key points in the drills
3. Identifying game situations in which the actions occur
4. Teaching a group of players a sample drill

### Procedures

1. Explain and discuss how rebounding impacts both offensive and defensive performance.
2. Identify key teaching points and give examples.
  - Positioning: On the court and with opponents; Players must attack the key on a shot- "everyone with a foot in the key"
  - Make contact with the opponent: "Go to the man, then go to the ball"
  - Effort: Assume every shot is a missed shot; try for every *potential* rebound
  - Repeated efforts: the best rebounders often are not successful on the first try; tip the ball to keep it alive and in play

### Drill – 3 on 3 Rebounding

This drill, similar to the 3-on-3 drill used to teach team offense, can be used to teach rebounding as well. Coaches can teach rebounding and emphasize the importance of consistent high levels of effort in this drill so that players are able to experience repetition under challenging conditions. Align three coaches on offense with one at the point and on each wing. The instructor (or another player) shoots the ball and all players vie for the rebound. When the defense secures the rebound, they receive one point and remain on defense. The offensive team then rotates out and a new group begins on offense. Drill can be played to a set number of points, or requires the defense to secure a set number of rebounds in a row in order to get a point. (e.g., Defense must get three rebounds before the offense gets one in order to get a point.)

### Breakout Session

Group discusses the key teaching points in terms of strengths and weaknesses. The instructor records comments on chart paper. Coaches take short, note-taking break.

## **Coaching Practicum**

Each coach takes a turn teaching the drill to a group of youth players for five-to-seven minutes. The instructor and other coaches observe and take notes on what they think was and was not effective related to the objectives of this skills lesson, as well as the objectives of Active Listening and Probing Questions. The Practicum concludes with a reflective discussion of these observations. The instructor should consistently model Active Listening and Probing Questions during these sessions.

*Coaching as Teaching*  
Workshop #4

I. Module 1 (classroom)

A. Community building and review

Coaches share their written responses (from homework activity) about the qualities of their most and least favorite teachers. Instructor facilitates a discussion connecting the teacher qualities and forms of authority to the types of teaching and learning presented in Module 2 of Workshop 3. Coaches are asked to break down the specific behaviors teachers used and to discuss how those behaviors are similar or different from their own coaching behaviors using the Teacher Authority Graphic Organizer (Attachment 4-1).

II Module 2 (classroom)

A. Using the Graphic Organizer (Attachment 4-2) to Develop an Assessment Rubric.

Coaches are assisted in organizing coaching behaviors. The group experiments with an empty Graphic Organizer, identifies various coach behaviors and discusses their effect on Emotional Climate and Instruction. Coaches take the Graphic Organizer into the gym to use during observations of instructor and their peers.

III. Module 3 (gym)

Continue using previously introduced lessons as appropriate, particularly, Attachment 2-4, Team Defense, 3-3, Team Offensive, and 3-4, Individual Defense.

A. Demonstration and Practice

Instructor demonstrates each drill, emphasizing specific movements and positioning. After the participants practice each of the drills, they discuss the experience. Key discussion questions: "How did it feel to be doing it (for the first time, perhaps)?" "How do the movements and positions relate to the game? Specifically, participants are asked "Why is this important?" encouraging them to relate the activities to their particular perspectives of the way the game should be played.

B. Model Pedagogy

During the demonstration and practice, instructor models Active Listening, Probing Questions, the behaviors the group identified to encourage a positive socio-emotional climate, and the transfer of authority to players when appropriate. He or she participates in the gym review meetings and in the final classroom review, sharing observations and evaluations.



#### IV. Module 4 (classroom)

##### A. Reflective discussion and critique

Did the coaches meet their own goals as well as the lesson objectives?

Did the coaches practice Active Listening?

Did the coaches practice Probing Questions?

Did the coaches practice the behaviors that support a positive socio-emotional climate on the court?

Did the coaches transfer authority when appropriate?

What does each coach want to be sure to work on next time?

B. Homework Activity: Coaches write a reflection piece on how much authority they think is appropriate for good coaching.

C. Learning Journal- 5 minute writing (1) What did I learn the most about? And (2) What do I want to learn more about? Instructor collects journals to inform workshop formulation.

D. Workshop evaluations.

Attachment 4-1

**Authority Graphic Organizer**

Behavior	Authoritarian	Progressive	Permissive
E.g., teacher organizes content around student interests		<b>X</b>	
E.g., teacher drills students on curriculum history facts.	<b>X</b>		
.E.g., teacher lets the students freely determine their own learning activities.			<b>X</b>

Attachment 4-2  
**LASF/LA84 Graphic Organizer**  
Emotional Climate and Instructional Methods

Behavior	Emotional Climate	Effective

*Coaching as Teaching*  
Workshop # 5

I. Module 1 (classroom)

A. Community building and review

Instructor encourages coaches to discuss their written statements about appropriate authority, and facilitates a discussion about the levels of authority that are necessary or desirable for coaching youth sports. Coaches review what they have learned about the relationships between authority and learning, specifically, that too much authority inhibits learning and initiative, while too little doesn't challenge students/players to develop their thinking skills and to have voice and ownership in the game. Using the Coach Authority Graphic Organizer (Attachment 5-1) coaches identify specific coaching behaviors—their own and others'—and determine their appropriate category.

II. Module 2 (classroom)

Applying an Assessment Rubric made from a Graphic Organizer Group continues work on the Emotional Climate and Effective Instruction Rubric (Attachment 5-2), placing coaching behaviors observed in the gym (in the last session) into the behavior section and discussing if the behavior might have an impact on Emotional Climate, Effective Instruction, or both. Coaches take the new Rubric into the gym to use during observations of their instructor and peers.

III. Module 3 (gym)

Continue using previously introduced lessons as appropriate, particularly, Attachment 2-4, Team Defense, 3-3, Team Offensive, and 3-4, Individual Defense.

A. Demonstration and Practice

Instructor demonstrates each drill, emphasizing specific movements and positioning. After the participants practice each of the drills, they discuss the experience. Key discussion questions: "How did it feel to be doing it (for the first time, perhaps)?" "How do the movements and positions relate to the game? Specifically, participants are asked "Why is this important?" encouraging them to relate the activities to their particular perspectives of the way the game should be played.

B. Model Pedagogy

During the demonstration and practice, instructor models Active Listening, Probing Questions, the behaviors the group identified to encourage a positive socio-emotional climate, and the transfer of authority to players when appropriate. He or she participates in the gym review meetings and in the final classroom review, sharing observations and evaluations.

#### IV. Module 4 (classroom)

##### A. Reflective discussion and critique

Did the coaches meet their own goals as well as the lesson objectives?

Did the coaches practice Active Listening?

Did the coaches practice Probing Questions?

Did the coaches practice the behaviors that support a positive socio-emotional climate on the court?

Did the coaches transfer authority when appropriate?

What does each coach want to be sure to work on next time?

B. Homework Activity: Coaches write a reflection piece on how much authority they think is appropriate for good coaching, and read Attachment 5-3, Equal Playing Time essay.

C. Learning Journal- 5 minute writing (1) what did I learn the most about? And (2) What do I want to learn more about? Instructor collects journal to inform workshop formulation.

D. Workshop evaluations

Attachment 5-1

**Coach Authority Graphic Organizer**

Behavior	Authoritarian	Progressive	Permissive
E.g., asking players what they need to work on		X	
E.g., telling players what behaviors to do without clearly explaining why	X		
E.g., when players say what they want to work on is scrimmaging, coach just lets them play however they want.			X



**"On My Team, Everyone Counted the Same"**

Steve Venables, Los Angeles Sports Foundation

Team sports provide powerful opportunities for developing positive values in our youth including teamwork, sportsmanship, positive communication, respect, and fair play.

A youth coach who is committed to developing each of his players should also be committed to giving all his players equal access to the experiences that facilitate such development—including playing time. That's right. Every player plays the *same* amount of time. For some coaches, particularly those bent on winning the illustrious 8-9-year-old division championship trophy, the idea of not playing their most skilled players the majority of the game probably seems crazy. However, in this article, I hope to persuade you and them to consider several good reasons to provide equal playing time for all youth athletes.

First, I cannot overemphasize the value of playing experience in a game situation. No amount of play during practice sessions replaces it. Game-playing experience is essential to player development. To deny players access to the circumstances that lead to their development sets up a self-fulfilling prophecy: Little Johnny gets benched because he can't dribble with his left hand. What typically happens next?

- Johnny loses confidence in his abilities because he is relegated to second-class status on his team;
- Johnny experiences increased anxiety when he *does* play because he is trying to impress the coach and earn more playing time;
- Johnny feels increasing pressure while simultaneously becoming less familiar with playing in an organized game; and
- Johnny begins to lose interest, practice less, and get worse compared to his peers who are playing more in games, practicing more and getting better.

So defines the path of lesser-skilled players playing less and being singled out as the "have-nots" who will soon join the thousands that quit playing organized sports every year. Over 50% of young athletes drop out of team sports by the time they are 13 years old. As a result, many families are turning to individual sports such as tennis and golf to find an enjoyable youth sports experience. If we believe that team sports are a more powerful vehicle for imparting life lessons and positive values then this is a big problem!



Youth basketball playing experience consists of two basic components—practice time and game time. During practice, players should be exposed to a variety of skills and drills that emphasize fundamentals, and be introduced to a structured practice format. This time should be instruction and repetition oriented. During a game, players are exposed to the pressure of competition, the referee's whistle, and rules that may be new to them. It can be the only time they will play on a full-sized court. These two separate experiences carry equal importance in the development of a well-rounded player.

I advocate a developmental program that ensures kids the opportunity to do just that—develop. As a coach, speaker, and camp director, I am often asked, "What is the biggest factor that goes into winning games?" My answer is simple: The teams with the best players will usually win. In fact, this is true at all levels up through the college ranks. There are two ways to achieve this. Start out with a team of the best players or work to develop the players you have. The first way is nice, but the latter should be the mantra of every youth coach—teach your players how to improve! Practice time must be focused on improvement. Unfortunately, this is rarely the case. Many coaches opt for practice plans that consist of little more than rolling the ball out and scrimmaging. (For more on planning an effective practice, see "Practice Planning" at [www.CoachV.org](http://www.CoachV.org).)

"Ok, that sounds good," you might say, "but how can I do that in a single one-hour practice a week?" The answer is simple—you must plant the seed! When working with players, explain to them that working with a coach is only a small part of the picture and, to really improve, they must do their homework. Instead of telling them what they need to work on, ask them what was covered in the lesson that day that they can and need to work on themselves during the week. By taking a participatory role in their own assessment and choice of solution, they can begin to take some ownership of their own development. This makes them more likely to do the work they need to do unsupervised.

This is how it can play out. Coach A practices his team one hour a week and his players think this is all the practice time they need to improve. In contrast, Coach B has the same practice time, but follows every practice by giving the players homework to be done thirty minutes a day. That adds up to another three hours of practice for that team in the next six days! After six weeks of the league have gone by, Coach A's team will have practiced for 6 hours total, while Coach B's team will have logged in 24 hours! It is only a matter of time before the increased practice time will spill over into game play. So "plant the seed" of self-directed improvement. Teach your players how to set specific goals. I guarantee you will be surprised at how much they improve!

I want to be clear about implementing a standard of equal playing time in developmental leagues. This is not to suggest that all youth leagues are developmental. The world of competitive basketball contains a myriad of traveling teams and leagues that offer large trophies for their playoff winners. But there should also be a place where kids can go to gain experience and build a foundation of fundamentals and confidence while developing positive

values of respect and fair play. For this to happen, it must start with the coaches. I encourage everyone who chooses to coach in a developmental league, or even those who believe that kids deserve an equal opportunity to be successful, to adopt a policy of equal allotment of playing time for all their players. They will thank you for it.

Many coaches say that withholding playing time is the only way they feel they can punish players for missing or being late to practice. They often describe the games as "the fun part" and practices as the tedious drudgery that must be endured to get to the good stuff. Indeed, the countless practices that I have observed over the years have shown me that this is the case. But it shouldn't be! Who is really responsible when 9-year-old Devon is late or misses practice? Youth leagues are comprised solely of players who rely on parents or others for transportation! To penalize a child because of issues beyond their control is not only pointless and ineffective but unfair. It is better to hold players responsible for those things within their control, such as showing respect for their peers and for themselves!

To introduce equal playing time to your team or league, make sure you believe in it yourself. Think of ways you can express the value and ultimate goals of fairly distributing the time. I suggest using the substitution chart at the end of this article. Show them the chart and explain why you think it is important that all players play an equal amount, and how the numbers balance out to provide everyone with equal playing time over the course of the season. Point out how each player will get the opportunity to both start and finish games. (With some number combinations, it may happen that the same group will always start, such as the eight-player section of the chart. In this case, choose different starters each game.) Explain how this method relies on *everyone* to make a strong contribution throughout the season. You may even want to make a copy of the substitution chart for each player. These steps involve the players in the process by sharing your thoughts and feelings about how the game should be played with them. It won't be long before kids who didn't know if they would play again start to feel part of the team. They will begin encouraging their teammates and yelling out who is in when it is time to substitute. This is a powerful step towards building a team approach that emphasizes the collective rather than the individual. Last, but not least, it also eliminates the problems created by parents and kids who keep track of minutes— and seconds—and compare their times with others.

Equal playing time has been a highly successful strategy for me in coaching 5-13-year-olds. I have also used it with high school and college players. Equal playing time conveys in a tangible manner the ideals I wish to promote with young players. It has also proven to be a powerful catalyst for conversations with players, parents, and coaches alike about coaching a team with the goal of soliciting contributions from each player. It can be the first time that the often clichéd talk of *team* becomes an authentic demand for group effort.

One of my most gratifying moments in coaching happened one summer at a camp I directed as we discussed what players had learned that week. A boy, who was one of the top players in his age group, raised his hand and said, "I never understood before how I could be a team

player when I wasn't in the game playing, but I learned that I could help my team by supporting them because I wasn't always going to be in the game at the end, and because on my team, everyone counted the same."

*Coaching as Teaching*  
Workshop #6

I. Module 1 (classroom)

A. Community building and review

Instructor facilitates discussion on the equal playing time essay. Coaches are encouraged to discuss what they see as the strengths and weaknesses of the approach. Instructor introduces a rotation schedule (Attachment 6-1) to be used during the league play.

B. Practice Planning

Instructor describes the benefits of planning for the season and introduces Backwards Planning. Coaches work together to identify what their goals for their team are by the end of the season and then design a practice plan in relation to those goals. (See Attachments 6-2, Practice Plan Lesson Plan, 6-3 Practice Plan Handout, and 6-4, Blank Practice Plan, and 6-5, Sample Practice Plans.)

II. Module 2 (classroom)

Refining the Emotional Climate and Effective Instruction Assessment Rubric Coaches work as a group on generating or identifying additional behaviors to be added to the rubric as well as refining the descriptions and eliminating inappropriate or redundant ones. (See Attachment 6-5.) Coaches are instructed to take the new version of the assessment rubric into the gym to use during observations of instructor and their peers.

III. Module 3 (gym)

Continue using previously introduced lessons as appropriate, particularly, Attachments 2-4 Team Defense, 3-4, Team Offensive, and 3-5, Individual Defense.

A. Demonstration and Practice

Instructor demonstrates each drill, emphasizing specific movements and positioning. After the participants practice each of the drills, they discuss the experience. Key discussion questions: "How did it feel to be doing it (for the first time, perhaps)?" "How do the movements and positions relate to the game? Specifically, participants are asked "Why is this important?" encouraging them to relate the activities to their particular perspectives of the way the game should be played.

B. Model Pedagogy

During the demonstration and practice, instructor models Active Listening, Probing Questions, the behaviors the group identified to encourage a positive socio-emotional climate, and the transfer of authority to players when appropriate. He or she participates in the gym review meetings and in the final classroom review, sharing observations and evaluations.

C. Coaching Practicum Each coach takes a turn teaching a part of their practice plan to a group of youth players for approximately five to seven minutes (depending on the time available). The instructor and other coaches observe and take notes on the objectives defined by each coach for their practice plan and what they think worked and didn't work during the lesson. After all the coaches have taken a turn teaching, the coach group discusses the strengths and the weaknesses of their instruction and receives feedback from the group.

#### IV. Module 4 (classroom)

A. Final reflective discussion and critique using both the assessment rubric and the Coach Authority Graphic Organizer.

Did the coaches meet their goals?

Did the coaches practice Active Listening?

Did the coaches practice Probing Questions?

Did the coaches practice the behaviors that support a positive socio-emotional climate on the court?

Did they provide effective instruction?

What does each coach feel they still need to work on?

B. Learning Journal- 5 minute writing (1) What did I learn the most about? And (2) What do I want to learn more about. Instructor collects journals, reviews them, and returns all journals to participant coaches.

C. Workshop evaluations.

### Attachment 6-1: Rotation Schedule for Equal Playing Time

<b>NINE PLAYER TEAM</b>								
	<b>Game 1</b>	<b>Game 2</b>	<b>Game 3</b>	<b>Game 4</b>	<b>Game 5</b>	<b>Game 6</b>	<b>Game 7</b>	<b>Game 8</b>
Starting	12345	56789	91234	45678	89123	34567	78912	23456
1st Sub	67891	12345	56789	91234	45578	89123	34567	78912
2nd Sub	23456	67891	12345	56789	91234	45678	89123	34567
3rd Sub	78912	23456	67891	12345	56789	91234	45678	89123
HALF-TIME								
Starting 2nd Half	34567	78912	23456	67891	12345	56789	91234	45678
1st Sub	89123	34567	78912	23456	67891	12345	56789	91234
2nd Sub	45678	89123	34567	78912	23456	67891	12345	56789
3rd Sub	91234	45678	89123	34567	78912	23456	67891	12345
<b>EIGHT PLAYER TEAM</b>								
	<b>Game 1</b>	<b>Game 2</b>	<b>Game 3</b>	<b>Game 4</b>	<b>Game 5</b>	<b>Game 6</b>	<b>Game 7</b>	<b>Game 8</b>
Starting	12345	12345	12345	12345	12345	12345	12345	12345
1st Sub	67812	67812	67812	67812	67812	67812	67812	67812
2nd Sub	34567	34567	34567	34567	34567	34567	34567	34567
3rd Sub	81234	81234	81234	81234	81234	81234	81234	81324
HALF-TIME								
Starting 2nd Half	56781	56781	56781	56781	56781	56781	56781	56781
1st Sub	23456	23456	23456	23456	23456	23456	23456	23456
2nd Sub	78123	78123	78123	78123	78123	78123	78123	78123
3rd Sub	45678	45678	45678	45678	45678	45678	45678	45678
<b>SEVEN PLAYER TEAM</b>								
	<b>Game 1</b>	<b>Game 2</b>	<b>Game 3</b>	<b>Game 4</b>	<b>Game 5</b>	<b>Game 6</b>	<b>Game 7</b>	<b>Game 8</b>
Starting	12345	67123	45671	23456	71234	56712	34567	12345
1st Sub	67123	45671	23456	71234	56712	34567	12345	67123
2nd Sub	45671	23456	71234	56712	34567	12345	67123	45671
3rd Sub	23456	71234	56712	34567	12345	67123	45671	23456
HALF-TIME								
Starting 2nd Half	71234	56712	34567	12345	67123	45671	23456	71234
1st Sub	56712	34567	12345	67123	45671	23456	71234	56712
2nd Sub	34567	12345	67123	45671	23456	71234	56712	34567
3rd Sub	12345	67123	45671	23456	71234	56712	34567	12345
<b>SIX PLAYER TEAM</b>								
	<b>Game 1</b>	<b>Game 2</b>	<b>Game 3</b>	<b>Game 4</b>	<b>Game 5</b>	<b>Game 6</b>	<b>Game 7</b>	<b>Game 8</b>
Starting	12345	56123	34561	12345	56123	34561	12345	56123
1st Sub	61234	45612	23456	61234	45612	23456	61234	45612
2nd Sub	56123	34561	12345	56123	34561	12345	56123	34561
3rd Sub	45612	23456	61234	45612	23456	61234	45612	23456
HALF-TIME								
Starting 2nd Half	34561	12345	56123	34561	13245	56123	34561	12345
1st Sub	23456	61234	45612	23456	61234	61234	23456	61234
2nd Sub	12345	56123	34561	12345	56123	56123	12345	56123
3rd Sub	61234	45612	23456	61234	45612	45612	61234	45612

## **Lesson Plan: Practice Planning**

Planning is the foundation of informed action. The process of creating written practice plans allows coaches and players to realize their potential and requires key steps such as the formulation and clarification of goals and expectations and careful planning which connects daily drills with long-term goals. Doing this allows teams to:

1. Utilize practice time efficiently because it helps keep both coaches and players focused
2. Thoughtfully reflect by reviewing which activities were emphasized in practice during times that the team was playing well, or not playing well. It also allows coaches to self-evaluate, continue to learn and, therefore, become more productive and successful coaches.

### **Overall Objective**

Coaches should understand the importance of planning practices and learn how to construct individual lessons that correspond with an overall season plan.

### **Assessment**

Coaches will demonstrate their understanding by:

- (1) Identify and consider how resources impact practice planning
- (2) Creating individual practice plans that correspond with season goals
- (3) Creating developmentally appropriate objectives
- (4) Identifying key ideas in the drills and exercises

### **Procedures**

1. Introduce and discuss the importance of Practice Planning and review Clear Expectations from the core values and in relation to Practice Planning
2. Review sample practice plans with the coaches
3. Have the coaches organize the identified goals on the Blank practice Plan forms
4. Role-play the following Practice Planning activities with the other coaches?

### **Activity 1: Identifying available resources**

Resources are often at a premium while coaching youth sports but with proper planning, lack of resources can be overcome. Consider such questions as:

- What is the length of practice time? (day, week, season)
- Assistants: is there anyone to help?
- Court space: how much room do we have?
- How many balls do we have access to?
- How many hoops do we have?

### **Activity 2: Assess your players**

Observe your team and consider how their qualities affect your planning process. Consider such questions as:

- How many players are on the team?
- How old are they?
- What are their current levels of level of development (physical, emotional, social)
- What do they know already? (prior knowledge, e.g., years played, level)

### **Activity 3: Objectives Formulation with players: Team Meeting**

This involves players in the determination of long- and short-term goals that take players' interests and goals into consideration. Consider there reasons for playing:

- To learn Fundamental Skills? (e.g., shooting, passing, dribbling)
- Competition? (team or individual)
- Social reasons? (be with friends or make new friends)
- Health or exercise benefits?
- Class requirement or Parent directed?

### **Activity 4: Backwards planning**

- Ask yourself, "What goals are realistic to expect in a season given the circumstances?" and "What would you like your players to be doing at the end of the season?" For example, "I would like my players to be able to make lay-ups under game situations by the end of the season." Then determine the steps that would lead to that result. For example:
  - (a) Who can make a lay-up with no defense, at their own pace.
  - (b) Can they make it consistently?
  - (c) Can they make it at "Game Speed?"
  - (d) Can they make it with a "Dummy" Defender on them?
  - (e) Can they make it with a "Live" Defender on them, or in a scrimmage or game?
- Schedule time in each practice to address lay-ups.
- After determining your season goals, divide your season into chunks which emphasize the particular progressions. For example, a season of nine practices can be separated into thirds which focus on progressively more challenging content as the team improves.

### **Activity 5: Discuss your plan with the team**

- Taking into account their previously identified objectives, share with your team your ideas about what the team should work on.
- Use specific examples to tell your team what you would like for them to accomplish and why. ("It is important that we are able to make lay-ups at game speed in practice, because that is the best shot our team can get, and we need to be able to make them when we have the opportunity, even if there is a defender



near us.") I think that focusing on this goal in these steps will really help us as a team.

**Activity 6: Share plans with other coaches**

- Identify overall season goals of each coach
- Note the progression of drills in each practice plan.
- Examine whether the progression logically leads to season goals
- Note if plans are develop mentally appropriate
- Examine whether the plans have space and time for meaningful Team Meetings.

## Practice Planning Handout

Define your season goals and then break them into three segments. Once daily plans are drafted, ask yourself, "What is the main objective of this plan?"

### **Example:**

Overall, it is my goal for my players to improve individually, within the team concept. Naturally, teams will improve the longer that they are together, so I will devise a progressive practice schedule that is designed to "peak" my team at the end of the season. To do this, I will break up my ten-week season into three-week sections.

**First three practices:** focus on \*offensive fundamentals, a \*basic offense and \*basic defense. Set the tone by building defensive pride—it will make your offense stronger! If you play against the best defense in the league in practice, the games will be easier! If the other team can't score, it takes the pressure off your offense.

**Second three practices:** Now that your players have learned the principles of solid defense, improved their ability to pass and catch at "game speed" without turning the ball over, and understand the concepts of basic offensive spacing, it is time to progress your offensive scheme. Further instruction on \*setting and using off-ball screens can be added here.

**Last three practices:** Peaking at the end. Now you have covered many of the aspects of an effective offense and defense. Is your team ready for more material? (\*A full court press, a \*half-court trap, \*an early offense, etc.) Always evaluate progress and needs. Talk with your team- they will work harder when they understand the goal.

Within each practice placing mentally or physically challenging drills earlier in the practice when players have the most energy and attention span can often make a significant difference. Time dictates emphasis. The time you spend on each segment of practice speaks of its importance in your overall season goals.

### **Example:**

1-15 minutes: speech about being on time because 3 players were late.

15-25 minutes: ball-handling and dribbling

25-35 minutes: Passing and lay-ups

35-40 minutes: Water break

40- 50 minutes: Team Defense

50-60 minutes: Team Offense

**Blank Practice Plan**

DATE \_\_\_\_\_

**PRACTICE PLAN**

TEAM: \_\_\_\_\_

GOALS: \_\_\_\_\_

<b>TIME</b>	<b>ACTIVITY</b>	<b>COMMENT</b>
min		
min		
min		
min		
min		
min		
min		
min		
min		
	<b>NOTES</b>	
	<b>RECAP PRACTICE, REVIEW GOALS, GIVE HOMEWORK!</b>	

**PRACTICE PLAN #1**

TEAM: \_\_\_\_\_

GOALS: TEACH STANCE IN EVERY DRILL!

<b>TIME</b>	<b>ACTIVITY</b>	<b>COMMENT</b>
0-10 min	FOOTWORK: Jumpstops	Teach Stance
10-15 min	BALL-HANDLING: Waist Wraps	Game Speed!
15-25 min	PASSING: Partner Passing: Chest Pass, Push Pass	Stationary, Run
25-30 min	DRIBBLING: Right & Left Hand, Dribble Height & Pound	Teach Stance
30-40 min	DEFENSE: #1 - King's Drill: 'Stance,' 'Big Step,' 'Switch.'	Teach Head On Ball
	#2 - Alley Drill	
40-50 min	OFFENSE: #1 - Team Frame: Pass and Basket Cut	
	#2 - Intro to Team Offense	
50-60 min	SCRIMMAGE	
	<b>NOTES</b>	
	<b>RECAP PRACTICE, REVIEW GOALS, GIVE HOMEWORK!</b>	

## PRACTICE PLAN #2

TEAM: \_\_\_\_\_

GOALS: \_\_\_\_\_

<b>TIME</b>	<b>ACTIVITY</b>	<b>COMMENT</b>
0-10 min	FOOTWORK: Jumpstops ADD: Front Pivot	Teach Stance ADD!
10-15 min	BALL-HANDLING: Waist Wraps ADD: R. L. Legs	Game Speed! ADD!
15-25 min	PASSING: Partner Passing: Chest Pass, Push Pass ADD: Bounce Pass – Stationary & Move	Stationary, Run ADD!
25-30 min	DRIBBLING: Right & Left Hand, Dribble Height & Pound ADD: Windshield Wipers. Stationary & Move	Teach Stance ADD!
30-40 min	DEFENSE: #1 - King's Drill: 'Stance,' 'Big Step,' 'Switch.'	Teach Head On Ball
	#2 - Alley Drill ADD: 'Dig.' 'Trace.'	ADD!
40-50 min	OFFENSE: #1 - Team Frame: Pass and Basket Cut	
	#2 - Intro to Team Offense	
50-60 min	SCRIMMAGE	
	<b>NOTES</b>	
	<b>RECAP PRACTICE, REVIEW GOALS, GIVE HOMEWORK!</b>	

Attachment 6-6 Emotional Climate and Effective Instruction Assessment Rubric  
DRAFT 2

*Date of observation*

*Coach name*

*Observer name*

Scoring: Behaviors can be placed in either or both columns

<b>ID</b>	<b>Behavior</b>	<b>Emotional Climate</b>	<b>Effective Instruction</b>
	Makes consistent eye contact		
	Asks for names and uses them frequently		
	Does not use sarcasm		
	Constructive and positive response to errors (e.g., play out		
	Makes time for questions regularly and consistently		
	Encourages players		
	Clear describes expectations for activity		
	Uses questioning to help players think about the game		
	Starts with the simplest/slowest drills and builds from there		
	Rotates players through all position during drills		
	Repeats fundamentals		
	Checks for understanding with open-ended questions		
	Models the drills		
	Uses errors for positive instruction		
	Explains his or her questioning method and responses to		
	Instruction is planned and organized		

## Glossary

### Team Offense

**Area Screen:** Screener sets the screen in a particular location (i.e. at the high post) which makes it the cutter's responsibility to bring their defender to the screen.

**Headhunter Screen:** Screener's responsibility to go to wherever their teammates' defender is to ensure contact. This is particularly relevant in youth basketball when the defender to be screened may be far out of the position they are "supposed" to be in, causing confusion to the screener.

**Basket cut:** The offensive player moves quickly and directly to the basket

**Fill cut:** The cut of an offensive player to fill an open spot on the floor usually vacated by another player.

**L-cuts:** When a player, beginning on the low post block, cuts up to the elbow and then to the wing, making a large "L" on the court with their movement.

**V-cuts:** When a player, beginning on the wing, cuts down to the block and replaces their position on the wing. The small change in angle makes it so the player is making a large "V" on the court with their movement.

**Help and Recover:** When a defensive player "helps" by moving to help a teammate in need (usually by providing help on the drive) and then recovers to his or her defensive assignment.

### Individual Defense

**Big Step:** A description of the type of defensive slide in which the player stretches out their leg to cover as much space as possible on their slide.

**Switch:** When the defensive player sliding to stay in front of the dribbler must change their hand and foot position due to the offensive player crossing over and going in a new direction.

**Ball pressure: Gap, 1/2 Gap, 2 Gap Principle:** A "gap" is defined as the arm's distance between the defensive player and the offensive player. A player one gap away is able to touch the offensive player with their fingertips on the shoulder. Accordingly, <sup>x</sup>h Gap is half that distance, and 2 Gap is twice the distance.

**Run-Glide-Run:** Description of the technique used by a defensive player who is beaten by the dribbler to recover their position in front of the dribbler. When they are passed by the dribbler, the defensive player should turn and "run" to a point in front of the dribbler and "glide" or leap into their defensive stance to regain position.

**Trace/Deflect:** When an offensive player moves the ball (ex. over their head) the defensive player mirrors, or "traces" the ball so that if the offense passes, they can tip or "deflect" the ball in the air.

**Fire-feet:** A rapid up and down "stutter-step" or "chatter-feet" movement which can be used for conditioning and coordination.



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**Appendix B**  
 Los Angeles Sports Foundation  
**Cuestionario Para Padres/Espanol**

*Por favor llenen este cuestionario para ayudarnos a evaluar nuestro programa de baloncesto. Sea lo mas honesto/a posible. Al último de cada oración circule el numero que mejor describe su opinión. El numero 1 quiere decir que usted no esta de acuerdo con la oración y el numero 5 quiere decir que usted esta completamente de acuerdo con lo descrito. Gracias por ayudarnos a crear el mejor programa para sus niños. Por favor entregue el cuestionario a la oficina del centro recreativo Lou Costello.*

<i>Nombre del Jugador</i>	<i>Edad del Jugador</i>	<i>Nombre del Entrenador</i>				
1. Mi hijo disfruto jugar en la liga de baloncesto.		1	2	3	4	5
		No de acuerdo			de acuerdo	
2. Mi hijo mejoro sus habilidades de baloncesto.		1	2	3	4	5
		No de acuerdo			de acuerdo	
3. Yo creo que el entrenador fue buen entrenador.		1	2	3	4	5
		No de acuerdo			de acuerdo	
4. Mi hijo se llevo bien con los otros jugadores de su equipo.		1	2	3	4	5
		No de acuerdo			de acuerdo	
5. Quisiera que mi hijo/a trabajara con su entrenador otra vez.		1	2	3	4	5
		No de acuerdo			de acuerdo	
6. Piensa que los equipos fueron balanceados.		1	2	3	4	5
		No de acuerdo			de acuerdo	
7. Durante la liga tuve una conversación con el entrenador.		1	2	3	4	5
		No de acuerdo			de acuerdo	
8. Mi hijo/a es un mejor jugador/a ahora.		1	2	3	4	5
		No de acuerdo			de acuerdo	
9. Las personas encargadas de la liga fueron respetuosas.		1	2	3	4	5
		No de acuerdo			de acuerdo	
10. Mi hijo/a quisiera jugar en esta liga otra vez.		1	2	3	4	5
		No de acuerdo			de acuerdo	
11. El entrenador me dio su información para contactarlo.		1	2	3	4	5
		No de acuerdo			de acuerdo	
12. Por favor escriba sus otros comentarios sobre la experiencia de su hijo en la liga aquí.						

---

**¡Gracias!**

Los Angeles Sports Foundation  
**Parent Questionnaire/English**

*To help us evaluate our basketball program, please fill out this questionnaire. Be as honest as you can. At the end of each statement, circle the number on the scale that best describes your opinion. #1 means you do not agree with the statement and #5 means that you completely agree with the statement. Thank you for helping us to create the best program for your children. Please return this questionnaire to the Lou Costello Recreation Center Office.*

<i>Player name</i>	<i>Player's Age</i>	<i>coach's name</i>
1. My child enjoyed playing in the basketball league.	1    2 don't agree	3    4    5 agree
2. My child improved his/her basketball skills.	1    2 don't agree	3    4    5 agree
3. I think the coach was good.	1    2 don't agree	3    4    5 agree
4. My child got along with the players on the team.	1    2 don't agree	3    4    5 agree
5. I would like my child to work with this coach again.	1    2 don't agree	3    4    5 agree
6. I thought the teams were more or less equal.	1    2 don't agree	3    4    5 agree
7. During the league I had a conversation with the coach.	1    2 don't agree	3    4    5 agree
8. My child is a better player now.	1    2 don't agree	3    4    5 agree
9. The people in charge of the league were respectful to me.	1    2 don't agree	3    4    5 agree
10. My child would like to play in this league again.	1    2 don't agree	3    4    5 agree
11. The coach gave me his contact information.	1    2 don't agree	3    4    5 agree
12. Please write your comments about your child's experience them here.		

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***Thank you!!***

## Appendix C

### LOS ANGELES SPORTS FOUNDATION COACHING WORKSHOP EVALUATION

*Please take a few moments to fill out this evaluation form and give us feedback on your experience at the coaching workshop. Please feel free to use the back of this form to add any additional thoughts. Thank you!*

1. What aspects/activities of the coaching workshop did you feel were most beneficial to you? Why?

2. What aspects/activities of the coaching workshop did you feel were least beneficial to you? Why?

3. Did you feel enough/too much time was allotted to any one activity, and if so, please explain which activity(ies).

4. What would you like to have had included that you feel was overlooked? Why do you feel that would be beneficial in the future?

5. Were the presentations meaningful and help you to grow or understand the topic better, and if so, how?

6. Did you feel the small groups were productive, and if so, please explain how. Do you feel they were facilitated adequately?

7. Overall, please tell us how you felt about your experience at the coaching workshop and tell us what you would like to see at the next one.

## **Appendix D**

### **Coding Categories for Practice Video Analyses**

#### **Authoritarian vs. authoritative/power relations/classroom management**

- Promotes autonomy and player ownership vs. promotes obedience
- Uses physical size, strength, and/or skill to intimidate players
- Uses sarcasm/humiliation to criticize players
- Gives sufficient instruction/information to empower players to be in charge
  - When players know what is expected they can be more independent (requires organization; having a plan.)
- Uses team meetings, homework to involve players in planning practices
- Uses team meetings to discuss interpersonal conflicts (between coach and player or between or among players that have arisen)
- Reprimands players for conflicts
- Encourages coach pleasing vs. self pleasing
- Encourages effective communication among players
  
- Encourages reflective self-assessment vs. coach-imposed threats and/or material rewards for performance
- Balances critical feedback with expectations for players to critique their own performance, set their own goals.
- Threatens players with adverse activities, e.g., sitting out, running "suicides," doing push-ups
- Has players decide if they need to rest or if they are injured vs. deciding himself.
- Asks players to critique practice period

#### **Encourages critical thinking/reflective learning**

- Uses instructional time to guide players to analyze activities
- Uses homework as opportunity for players to critique practices
- Asks players to discuss consequences for actions, behaviors
- Asks players to explain drills, reasons for drills
- Consistently asks players for reasons behind actions, drills, etc.
- Asks players to describe the meaning of BB terminology (e.g., "stay on your man," "pivot," etc.)
- Asks open-ended questions and waits for players' responses

#### **Encourages mutual respect/appreciation**

- Communicates emotional concerns

- Encourages players to communicate emotional concerns
- Maintains a professional demeanor (doesn't play competitively against the players, doesn't encourage players to sit/climb on him)
- Uses active listening when players speak
- Uses instructional time to resolve player concerns as a group
- Check and discusses actions of disrespect among players
- Demonstrates respect to league organizers, referees, parents
- Uses players' names consistently when giving individual instruction
- Demonstrates clear enthusiasm for player follow through/responsibility
- Avoids sexism (specifically, male preference)
- Regularly speaks to players at their eye level (kneels, sits on floor)
- Encourages players to personalize, individualize their written materials.
- Uses name-calling (e.g., lazy)
- Uses sexist language (e.g., you're playing like a girl, pussy, etc.)

Demonstrates empathy for players

- Inquires earnestly as to why players are late vs. automatically punishing them for tardiness
- Doesn't criticize children for crying

### **Use of Instructional Time/Effective instruction**

- Organized; has a plan for practice
- Runs drills with efficient use of player time. Players spend a lot/little time standing and waiting.
- Uses consistent terminology for actions
- Builds skills from simple to more complex
- Uses homework effectively to reinforce instruction
- Gives detailed instruction
- Models actions, drills
- Provides individual instruction when appropriate
- Stays on task, refers to lesson plan
- Uses errors effectively for instruction
- Uses a white board or large pad to write down significant topics
- Has players write notes about practice
- Acts accountably (when he says he'll review HW, he does, when he says he'll call a parent, he does)
- Provides a notebook and pencils for note taking/homework

**Appendix E**  
**LASF Player Pre- and Post-Test Interview**

\_\_\_\_\_  
Player's name

\_\_\_\_\_  
Interview date

\_\_\_\_\_  
Interviewers' name

1. Find a quiet, relatively private place to do the interview. Describe the purpose of the interview as an opportunity for you to learn about how kids think and feel about organized sports and basketball. Ask the child to be as honest as possible. Let him/her know that his/her answers will remain confidential (private). Explain you will need to interview him/her again at the end of the league and get his/her agreement to do so.
2. It is essential that each tape be correctly labeled with the child's name and the date of the interview, and the name of the interviewer.
3. Attach the lavalier mics to shirt below the chin. ***Be sure the mics are turned on when you start and turned off when the interview is over.***
4. Test the recording equipment before beginning. Both you and the interviewee should speak into the mics and say anything at all for a moment or two. (Remember, there is about 30 second of leader (non-recordable) tape at the start of each cassette.
5. Before beginning the questioning, record on the tape the date, your name, the name of the interviewee, and the location of the interview, for example, "This is Friday, July 13<sup>th</sup>, 2007, this is Laura and I am interviewing Charles Smith at Lou Costello Park."

**Pre-test Sports Interview Protocol**

1. **Do you like playing on a team? Why? Why not?**
2. **What is your favorite sport? Why? What do you like about it?**
3. **What do you think is a good coach? Why?**  
**(What kind of coach would you like to have? What are the best things that a good coach does?)**
4. **Tell me about your basketball coach. What was he like?**
5. **What do you like about being on a team with other players your age?**  
**Why?**
6. **Did your coach make you feel good on the team? How did he do that?**
7. **What do you like most about playing basketball? (Probe for as many things as possible)**
8. **What don't you like about playing basketball? (Probe for as many things as possible)**



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*From Success in Sports to Significance in Life*

9. What do you like the least about playing basketball? (Probe for as many things as possible)
10. When you played on Team #X, did the coach make you feel good about yourself or not so good? How? Why?
11. Did your teammates on Team X act the way you wanted them to? How did they/How did they not?
12. Was playing in this basketball league the way you expected it to be? How?/How not?
13. When you are on a team, what are your responsibilities? (How should you act when you are on a team?)
14. Did you get along with your coach? Why or Why not?
15. What did you learn about basketball in this league? Why? (Probe for as many things as possible)
16. What were the best things about your coach? Why were these the best? What were the worst things? Why were these the worst? (Probe for as many things as possible)
17. Did you get what you wanted out of playing in this league? Why?/Why not? (Probe for as many things as possible)
18. What were some of the best things that happened to you in this league? Why? What were the worst things that happened to you in this league? Why? (Probe for as many things as possible)
19. What are the skills you most wanted to learn in basketball? Did you learn those?
21. When you are playing team sports, how do you feel about the kids on the team you are playing against? Why? (Probe for as many things as possible)
22. While you were playing in this league, how did the kids on the team you are playing against act towards you?
23. Did your parents or other grown ups come to watch you play? If so, how often? Do you like them to come? Why and why not? (Probe for as many things as possible)
24. Is there anything else you would like to tell me about playing basketball in this league?
25. Would you like to play in this league again? Why/Why not?

*Thank you for doing this interview with me.  
You are helping me to help others make sports more fun for kids!*