



Teaching the Game

Canada Basketball has developed a basketball pyramid to aid coaches in their planning and teaching of the game of basketball. The pyramid has been adapted from the Hockey Canada Player Development Pyramid to fit the unique nature of the game of basketball. The pyramid combines the progressions a coach should use when teaching basketball skills, fitness, life skills and motivation with Canada Basketball's Athlete Development Model (ADM). The ADM uses long term athlete development (LTAD) as its guide. It states that in order for athletes to achieve success at all stages of development the unique characteristics of each stage must be adhered to.

Figure 8 The Basketball Pyramid

The pyramid has four faces:

- Face 1 - Basketball Skills
- Face 2 - Fitness
- Face 3 - Mental Skills
- Face 4 - Life Skills

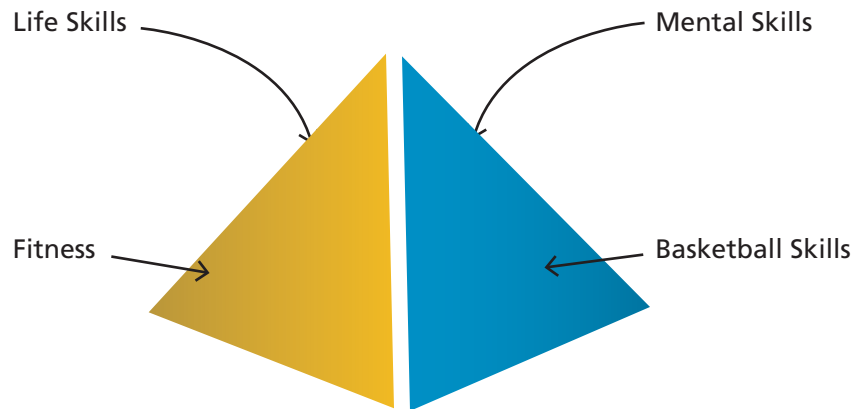


Figure 9 Basketball Pyramid Components



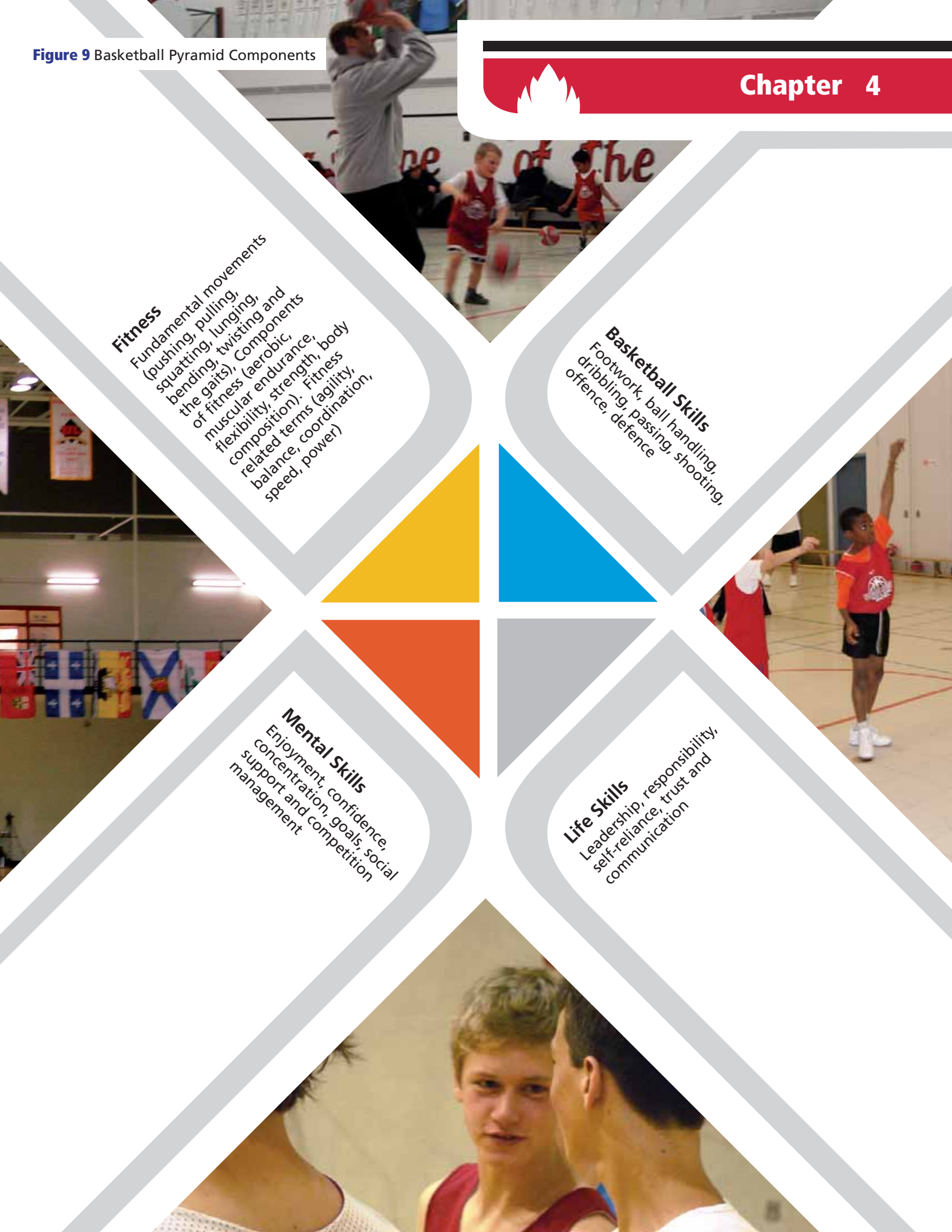
Fitness

Fundamental movements (pushing, pulling, squatting, lunging, bending, twisting and the gaits), Components of fitness (aerobic, muscular endurance, flexibility, strength, body composition). Fitness related terms (agility, balance, coordination, speed, power)

Basketball Skills
Footwork, ball handling, dribbling, passing, shooting, offence, defence

Mental Skills
Enjoyment, confidence, concentration, goals, social support and competition management

Life Skills
Leadership, responsibility, self-reliance, trust and communication





Fundamentals

These are the foundation skills or principles that all players need to learn. In learning the fundamentals, the player will be educated in the “how to” and “why to” of basic basketball. For example; if a player knows how to dribble and why to dribble, he/she has acquired the basic fundamental skill of dribbling.

Technical

These skills are more specific in nature and involve decision making. The emphasis is on “when to” execute a skill of the game. Lots of repetition is required in order to enhance the learning of the skills. For example: if a player sees a defender’s chest in front of his/her path and changes direction, the player has the technical skill of a “change of direction” dribble.

Strategy

This is the long-term plan. Here the learning takes place through exposure to real game-like conditions. The player is learning “what to do.” For example: the players are taught a simple pattern or given roles or concepts to attack the defence in the half court. This would be considered the team’s offensive strategy.

Tactics

These are the short-term adjustments that are made to the long-term plan. Tactics are very specific in nature and are used in preparation for or within a particular game. For example, the day before a game the team works on forcing players to drive left because they know the opponent can only drive right.

Long Term Athlete Development

The final element is adding the long term athlete development model to the pyramid. These triangles help show the coach what percentages of time should be spend on each element. The example below deals only with the basketball skill face. Work still needs to be done on the fitness/mental skills faces.

Figure 10
Teaching
Progressions

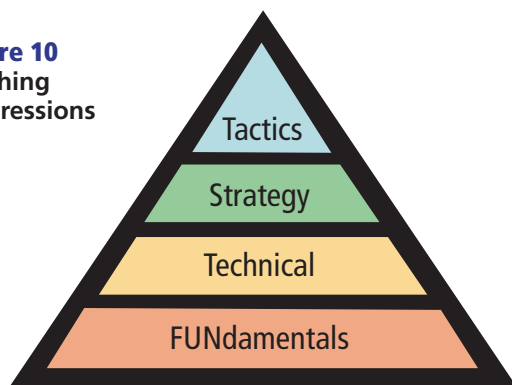


Figure 11 Combining Teaching
Progressions with LTAD



Canada Basketball's ADM has the following stages:

Active Start: Ages: 0-6 year old females and males

The objective is to learn fundamental movements and link them into play. Physical activity is essential for healthy child development. Among its other benefits, physical activity also:

- Enhances development of brain function, coordination, social skills, gross motor skills, emotions, leadership and imagination;
- Helps children to build confidence and positive self-esteem;
- Helps to build strong bones and muscles, improves flexibility, develops good posture and balance;
- Improves fitness, reduces stress and improves sleep;
- Promotes healthy weight;
- Helps children learn to move skilfully and enjoy being active.

Physical activity should be fun and part of the child's daily life, not something required. Active play is the way young children are physically active. For this reason it is recommended to steer clear of adult organized basketball at this time. Children with disabilities are encouraged to take part in organized physical activity and active play. It is important for the healthy development of children with disabilities that they acquire the habits of lifelong activity.

Children during this time rapidly outgrow their mobility aids (such as bicycle, skipping rope, etc). Communities need to find effective ways - equipment swaps or rentals, for example - to ensure that all children have access to the equipment they need to be active.

FUNDamental: Ages 6-8 year old females and 6-9 year old males

a) 6-7 for females and 6-8 for males - the emphasis is on fun games that use basketball to teach fundamental movements and introduce basic basketball skills.

b) 7-8 for females and 8-9 for males - modified basketball games (1-on-1, 2-on-2, 3-on-3, and 4-on-4) are used to consolidate fundamental movements and aid in acquisition of the basic basketball fundamentals. During this stage the basic building blocks on which the game is built are being established. There are two parts:

1) Fundamental movements - pushing, pulling, lunging, squatting, bending, twisting and our three gaits, walking, jogging and sprinting. When these movements are combined they create things such as

agility, balance, throwing, catching, jumping, etc. It is also important that players can perform these fundamental movements in the three planes of the body - the frontal, which divides the body between front and back; the sagittal, which divides the body into right and left; and the transverse which divides the body into top and bottom.

2) Basic basketball fundamentals - these include stance, footwork, dribbling, passing and shooting. It is important that the athletes again are able to perform these skills using the many planes of the body. The key fundamental in regards to motivation is enjoyment. Players need to develop a love and passion for play. The technical decisions are based around simple decisions: should I pass or shoot? Should I dribble left or right?

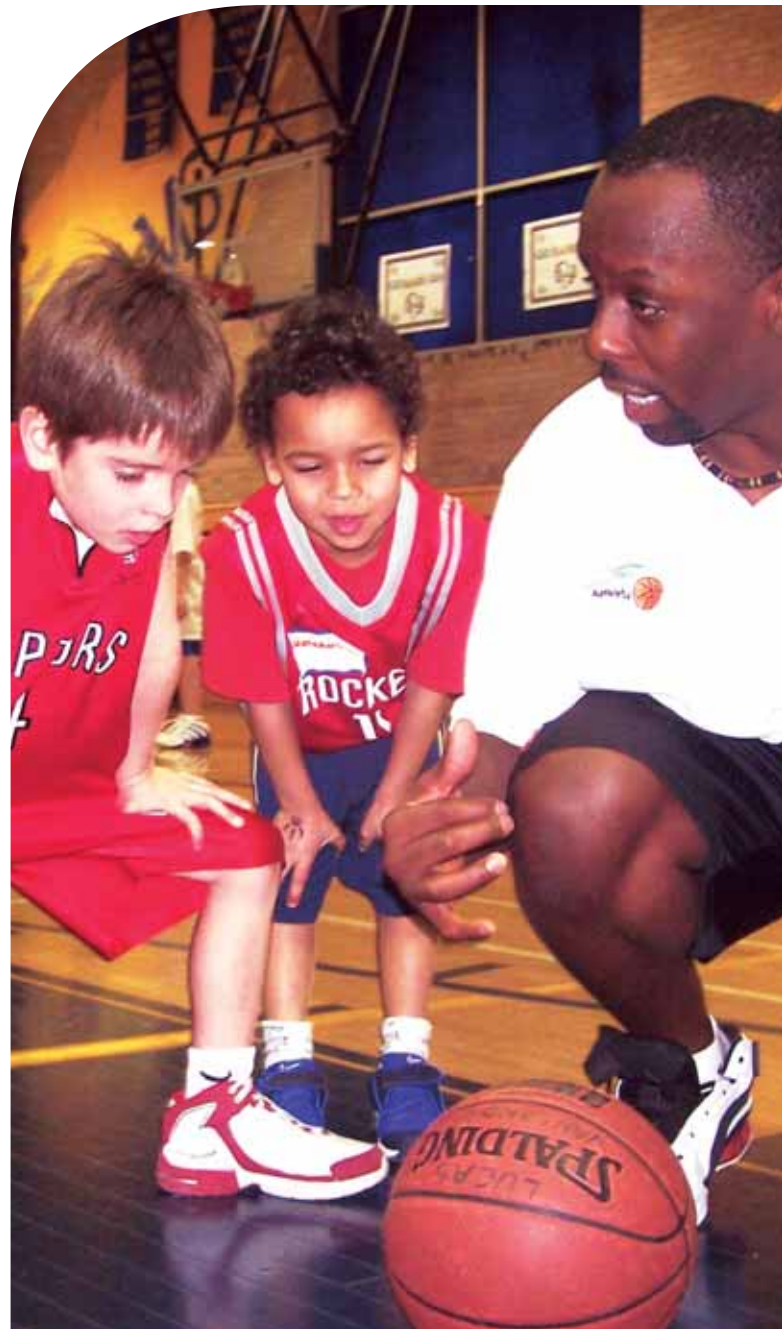




Figure 12

FUNdamentals Movement

6-7 year old females and
6-8 year old males

To learn fundamental movement skills through basketball in a positive, inclusive and fun way.

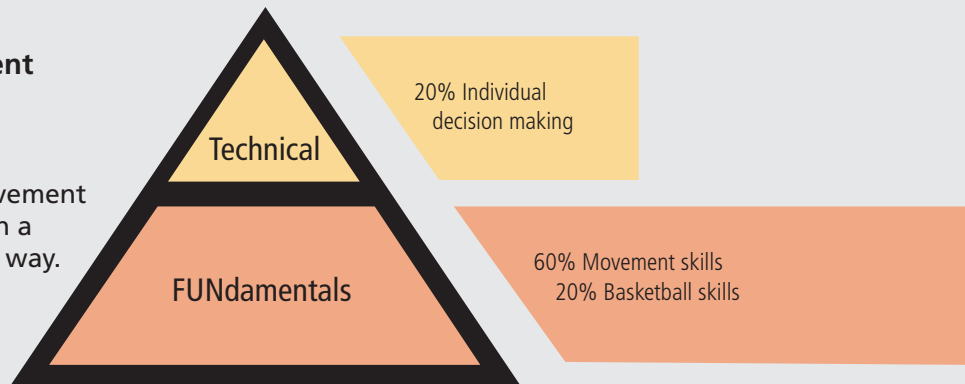
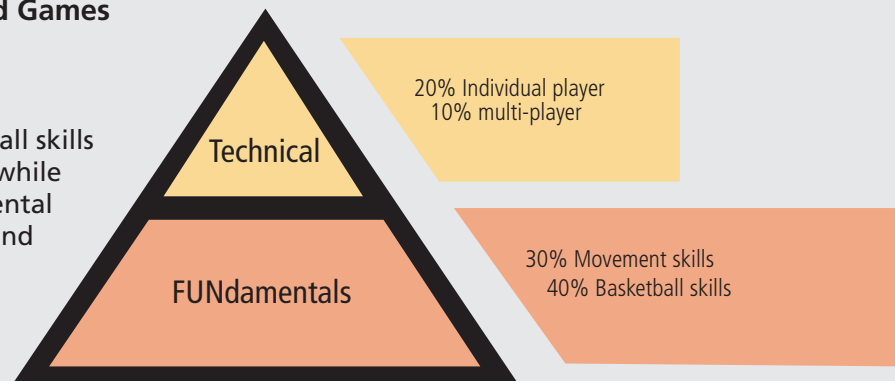


Figure 13

FUNdamentals Modified Games

7-8 year old females and
8-9 year old males

To learn the basic basketball skills through modified games while still emphasizing fundamental movement skills in a fun and inclusive environment.



Learn to Train: Ages 8-11 year old females and 9-12 year old year old males

At this stage the technical skills can start to be emphasized. The basic fundamentals are still important since many children will also use this stage as an entry level. Simple developmentally appropriate tactics can be used to allow the children to play team basketball. Emphasis is on applying the basic skills to game-like situations. The players must make decisions on when to use the skills and how the skill should be properly applied. Technical skills can be individual or multi-player. The basic strategies evolve around basic offence and defence. Emphasis is on proper spacing and understanding of team play. Fitness is done through the game. Children can do body weight activities (example push ups, lunges, squats, etc). Enjoyment is still a major component. Simple goal setting and concentration skills are also introduced.

Train to Train: Ages 11-15 year old females and 12-16 year old males

a) **11-13 females and 12-14 males** - the emphasis is still on refining the fundamentals and consolidating the technical skills. Developmentally appropriate tactics become more important.

b) **13-15 females and 14-16 males** - players should be refining their technical skills. Some athletes will begin to become creative. Tactics such as zone offence/defence and presses/press breaks are added during this stage. Near the end of this stage, simple strategies can be employed. When various technical skills are combined to form a system of play, you have created a tactic. These are conceptual in nature and still allow the players freedom to make decisions. Teams will have tactics for transition, offence, defence etc. Individualized training is important for the player to improve.

Figure 14

Learn to Train 8-11 year old females and 9-12 year old males

To learn basic basketball skills while still emphasizing fundamental movement in a fun inclusive environment.

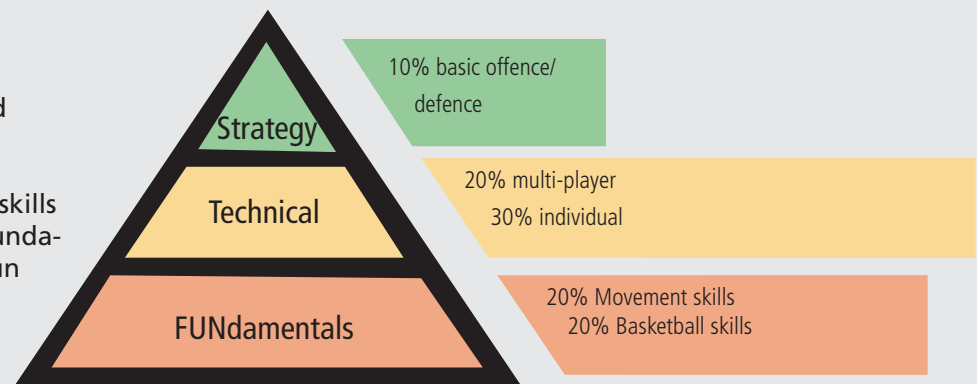
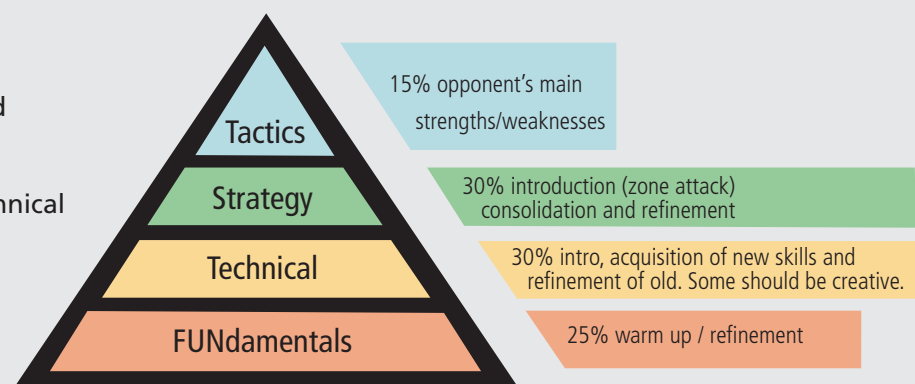


Figure 15

Train to Train 11-15 year old females and 12-16 year old males

To introduce the basic technical and strategies of "global" basketball with a more structured approach to training.





Train to Compete: Ages 15-18+/- females and 16-18+/- males

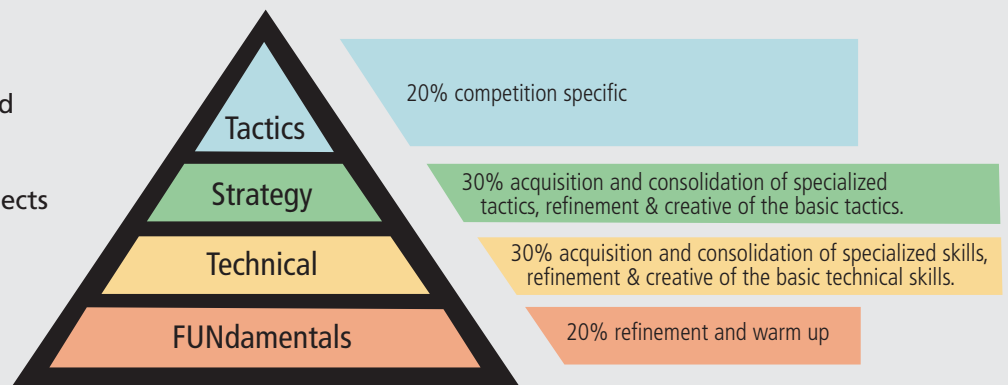
During this phase, the basic fundamentals should be taken to the creative level. Players will be introduced to many higher level technical skills that allow them to start to specialize. Players will be exposed to most if not all strategies of the game. When various technical skills are combined to form a system of play you have created a strategy. These are conceptual in nature and still allow the players freedom to make decisions. Teams will have strategies for transition, offence, defence etc. Athletes should begin to have season plans for conditioning and motivational training taking into consideration the sum of the parts of their basketball year (i.e. high school, club, provincial, national) These should be developmentally appropriate and should include quality individualized training.

Figure 16

Train to Compete

15-18+/- year old females and
16-18+/- year old males

To introduce athlete's to aspects of the game and begin to refine all technical and strategic components. The major objective of the stage is to learn how to compete under any circumstances.



Learn to Win:

Ages 18-23 +/- females and 18-25 +/- males

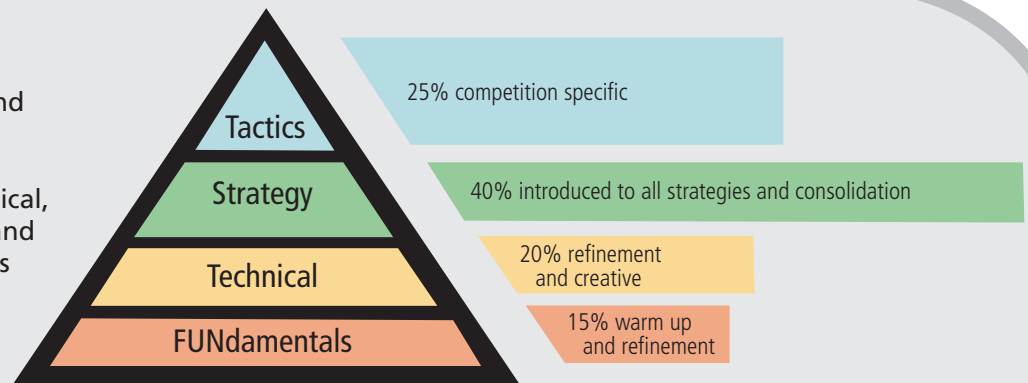
The emphasis is on refinement of all technical skills. Basic tactical skills should also be in the refinement stage. Many should be in the creative stage. The athletes will have been introduced to all strategies and specialization and that is important. When a team adjusts or emphasizes a strategy in preparation for a specific opponent, the coach is applying tactic. The season plans become very specialized for each athlete.

Figure 17

Learn to Win

18-23+/- year old females and 18-25+/- year old males

To establish all of the technical, strategic, physical, mental and ancillary skills and capacities needed to compete at the highest level.



Train to Win:

Ages 23 + females and 25 + males

The athletes should be able to work on refinement and creative skills. The major emphasis can be on high level tactics and strategy. Athletes need very personalized programs. Preparation also needs to begin for retirement and transition other phases of the athletes' lives.

Figure 18

Train to Win

23+ year old females and 25+ year old males

To optimize performance for domestic and international competition.

