

Basketball4Life



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Sector Programme "Sport for Development"

Friedrich-Ebert-Allee 36

53175 Bonn, Germany

T +49 (0) 228 4460 - 3403

Sport-for-development@giz.de

www.giz.de/sport-for-development

Edited by

Norman Brook (Skillshare International)

Design and layout

Snowballstudio

Photography

Stefan Oosthuizen Photography

Chris Johnston

Joash Perera

George Weston

Frank Albin

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Addresses of the BMZ offices

BMZ Bonn

Dahlmannstrasse 4

53113 Bonn, Germany

Tel. +49 (0)228 99 535 - 0

Fax +49 (0)228 99 535 - 3500

poststelle@bmz.bund.de

www.bmz.de

BMZ Berlin

Stresemannstrasse 94

10963 Berlin, Germany

Tel +49 (0) 30 18 535 - 0

Fax +49 (0) 30 18 535 - 2501

poststelle@bmz.bund.de | www.bmz.de

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This manual has been developed with all the relevant partners (NBF, DOSB, UNICEF, UNAIDS, Score) in a consultation workshop in May 2015. Norman Brook from Skillshare International South Africa conducted the workshop where the aims and content of this manual were discussed. Local expertise and knowledge was shared in order to customize a manual that addresses the most important issues that Namibian children and youth are facing. The workshop also identified the coaches for whom this manual is developed and to make sure that this is a joint product that will be used by all coaches working with young people in Namibia.

Therefore, a special thanks to all the participants of the consultation workshop:

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Barry Rukoro
Klaus Staerk
Frank Albin
Ramah Mumba
Jacqueline Kabambe
Isack Hamata
Hulda Goagose
Valerie Ostheimer
Norman Brook



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DEAR COACHES, COLLEAGUES AND BASKETBALL LOVERS

Basketball in Namibia has had its ups and downs in the past years but there is one aspect which has always been growing and progressing, and that is youth participation in all kinds of basketball activities. Basketball has so much potential to grow and spread all over Namibia that it has become the number one goal for the Namibian Basketball Federation (NBF) and all basketball affiliates to work together and achieve this milestone.

The youth is facing a lot of challenges in their daily lives such as peer pressure, alcohol and drug abuse, gender based violence, teenage pregnancies and most of all HIV infections. The numbers are alarmingly high with 24 percent of all HIV new infections in the age group between 15 and 24 years. The majority of young people who are not engaged in free time activities after school are more likely to get involved in risky behaviour. Sport has been identified as an activity which promotes the development of physical and social skills and contributes to the empowerment and social responsibility of young people.

In this regard, coaches play the most important role in young player's lives; it is not just about developing basketball skills to play at a professional level. Coaches are also mentors, parents, friends, protectors, guardians, role models, motivators and the list goes on. A coach must not only teach their players to succeed in sports but also teach them ways to succeed in life. This is achieved when a circle of trust is created amongst players and coaches. A basketball coach becomes a successful Basketball4Life coach by focusing on sport as well as youth development.

The Basketball4Life manual contains sample sessions on how to coach young people. It is furthermore a resource manual with background information on HIV and AIDS, Sexual Reproductive Health and Life Skills. The Basketball4Life approach educates young people through basketball in a fun way. Healthy lifestyle themes are integrated in a sports session. It illustrates the importance of sports and how it can relate to real life situations. A unique and effective approach is used which brilliantly connects sports skills to life skills. Every coach should use the power of sport as a tool to educate our youth.

Therefore the advice I can give to all coaches that will use this manual is strive to develop a good relationship with your players and be a Basketball4Life coach, not only focusing on sport skills but also on social skills. This can guarantee that you will receive so much success as a coach and your players will be protected from many of the social issues they encounter, in turn your players will become future coaches and develop sustainability and progress through implementing life skills through sports to other young people.

Yours in basketball,

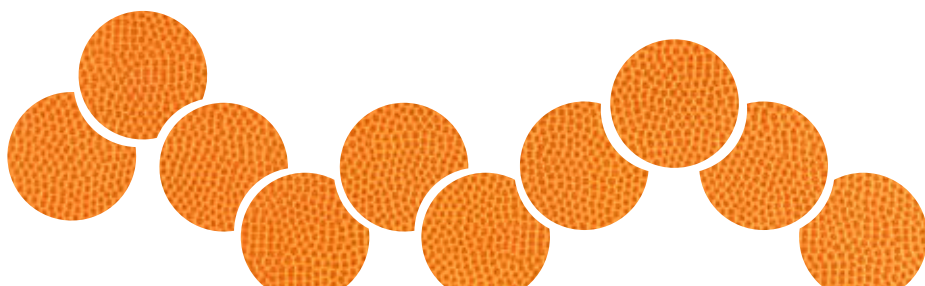
R. Mumba

Ramah Mumba

NBF Secretary General

Coordinator of the Basketball Artists School (BAS)

Project Coordinator of "Free Throw" - Basketball Artists against HIV & AIDS



AIDS	Acquired Immune Deficiency Syndrome
BMZ	German Federal Ministry for Economic Cooperation and Development
CBO	Community Based Organisation
DOSB	German Olympic Sports Confederation
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
HIV	Human Immunodeficiency Virus
NBF	Namibian Basketball Federation
NGO	Non-Governmental Organisation
YDS	Youth Development through Basketball
S2L	Sport2Life - a UNICEF Namibia Sport for Development Model
TB	Tuberculosis
UNICEF	United Nations Children's Fund



The Basketball4Life Manual has been written to assist basketball coaches to facilitate positive youth development among Namibian youth (boys and girls) who like to play basketball. It has been commissioned by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ), working in partnership with the Namibian Basketball Federation (NBF) and the German Olympic Sports Confederation (DOSB). The manual seeks to promote sport as a tool for both positive youth development and the adoption of healthy lifestyles.

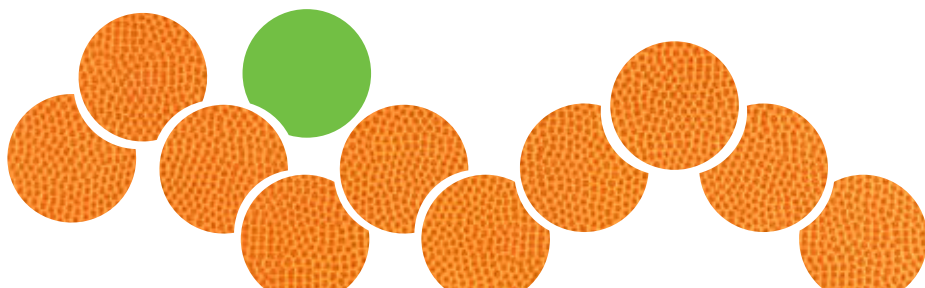
The principles set out in this manual can be used by basketball coaches operating in basketball clubs/teams who wish to promote the holistic development of their players or can be used by basketball coaches working in NGOs where sport is used specifically as means of reaching young people and developing their life skills. The manual can be used by coaches coaching youth under 20 years of age, but the content of the healthy lifestyles section has most relevance to the under 13 and under 15 age groups who are transitioning through adolescence from childhood to adulthood.

This manual builds on two approaches to developing young people (boys and girls) to make healthy lifestyle choices and become active citizens. It also provides background information for coaches on healthy lifestyle themes that will help in selecting sports activities that can assist in communicating healthy lifestyle messages to youth in a fun and enjoyable way. The manual helps coaches in two ways: by conducting basketball training sessions and by educating young people through basketball. It is a resource manual that explains how to integrate health topics into day to day basketball training sessions.

The manual recommends using the Sport2Life (S2L) and the GIZ Youth Development through Sport (YDS) approaches when you are planning your basketball sessions. It envisages basketball coaches developing a basketball skill, using a Sport2Life coaching skill and addressing a healthy lifestyle theme or topic during sessions. Each session should work towards developing the basketball ability, positive attributes and life skills of boys and girls in Namibia. Youth face many challenges in leading a healthy lifestyle in Namibia. Poverty and unemployment can lead to low self-worth, which in turn can lead to risky behaviour like alcohol abuse, which is also linked to high levels of violence against women and children. They also face health issues such as HIV&AIDS, Sexually Transmitted Infections and Tuberculosis often as a result of poor health and lifestyle choices. The manual helps basketball coaches educate young people informally and in a comfortable environment.

Sport2Life (S2L) is an approach to youth development through sport created by UNICEF Namibia that helps young people practicing and playing basketball to develop personal attributes that make them more likely to be able to make healthy lifestyle choices, avoid risk behaviour and become active citizens of the country. The S2L approach helps coaches from different sports codes facilitate positive outcomes by developing skills in young people that enable them to better make consistent, long term healthy lifestyle choices on and off the field of play. S2L attempts to bring to the sports field a different approach, one that works within the sport experience itself to try to promote healthy lifestyles and change behaviours.

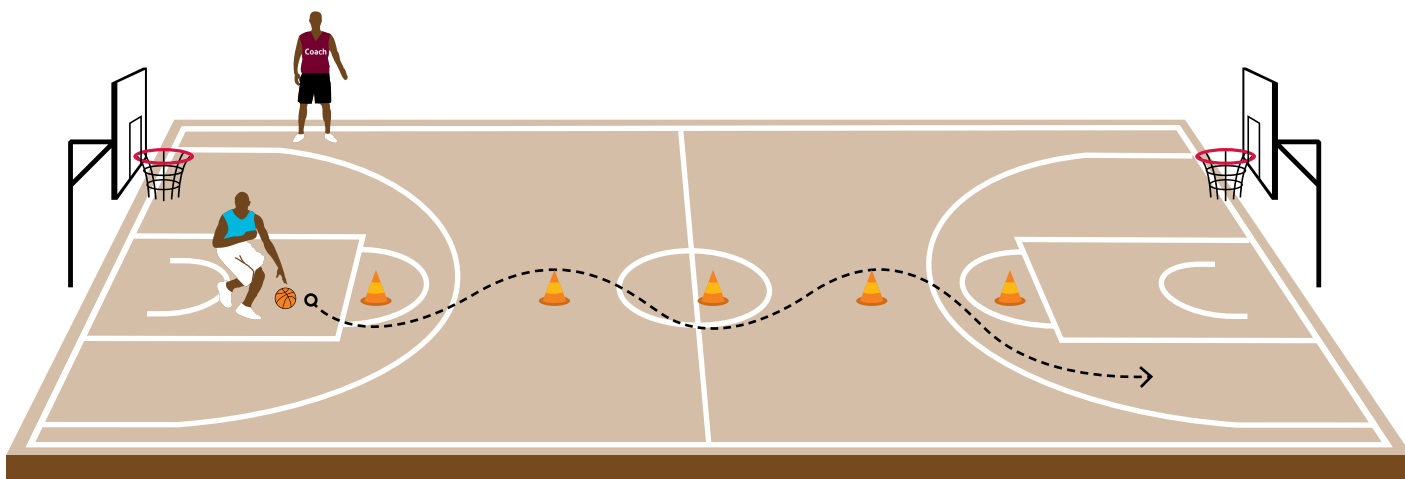
S2L is a concept that helps coaches link important life skills on the sport field to “real” life situations for young people. Our approach in the Basketball4Life manual is to bring these S2L skills together with basketball and health based life skills helping coaches better understand what and how to coach. It is anticipated that the S2L approach will be combined with sports based activities and traditional non-sport risk reduction and life skills activities. This will all integrate different approaches to help young people make healthy lifestyle choices on a regular basis.



Youth Development through Sport (YDS) is an approach developed by the GIZ on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ), which originally sought to teach young people life-skills alongside football. These principles are now being applied to other sports. The YDS approach aims to support socially disadvantaged boys and girls in such a way that young people are able to take their own lives “in their own hands” and behave responsibly.

The Youth Development through Sport (YDS) approach is to deliver basketball programmes for youth (boys and girls) and to build basketball based activities into these programmes that develop life skills as well as basketball skills. Life skills activities are delivered mostly on the basketball court through basketball activities or games that seek to pass prevention, life skill or risk reduction messages or information to young people.

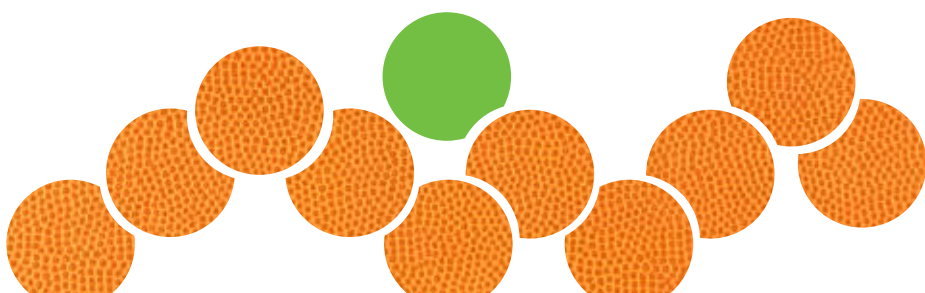
The following diagram is an example of a basketball based activity or game addressing HIV Prevention. This activity develops basketball skills whilst teaching young people how HIV is transmitted.



- Players dribble in a zig-zag pattern through cones lined up from one baseline to the other.
- Using a whistle, the coach signals when the players must stop. They must stop with the correct footwork.
- Players must make a cross over every time they get to a cone.
- When the signal is made, those players who are caught up between cones must answer a true or false question about how AIDS is transmitted.
- The game assistants administer the quiz.
- Players move in a clockwise direction

Figure 1: Example of a basketball based activity teaching about HIV prevention

(Adapted from DUNKING AIDS OUT; Learning About AIDS Through Basketball Movement Games by Davies Banda & Oscar Mwaanga.)



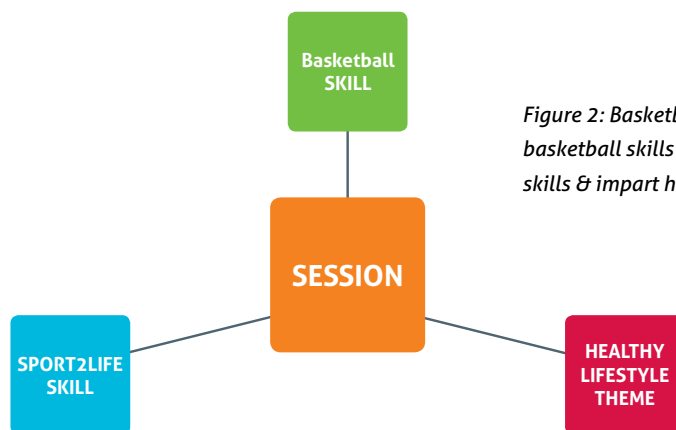


Figure 2: Basketball4Life sessions combine basketball skills development, use Sport2Life skills & impart healthy lifestyle messages.

CHAPTER 1 of the manual examines the parallel pathways that coaches and players follow in their development. This manual is for coaches coaching young people in basketball as well as in skills for life. As children grow they experience physical, mental, and emotional changes. They continue to develop their skills, knowledge, attitudes as well as what motivates them. All of these changes are encapsulated in the long term player development pathway that ensures that a young person's needs are addressed as they grow and develop. In a similar manner, coaches develop over time and with experience. The pathways that coaches follow are captured in the long term coach development pathway.

CHAPTER 2 of this manual looks at approaches to positive youth development through sport.

CHAPTER 3 reviews the Sport2Life approach, whereas **CHAPTER 4** looks at the YDS approach and how sessions can be planned that include principles from both the S2L and YDS approaches.

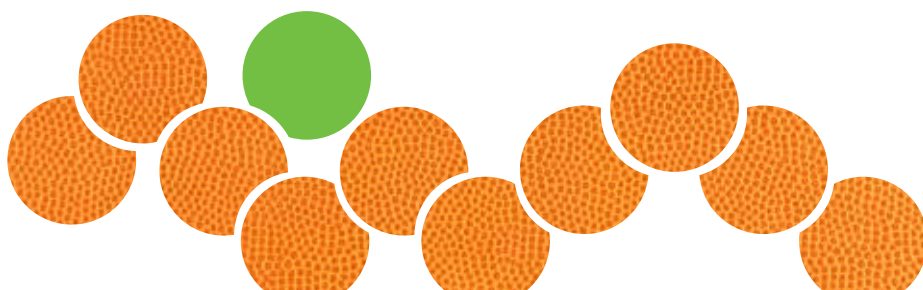
CHAPTER 5 comprises a number of sample sessions from the YDS manual for different age groups which coaches can use for inspiration in planning their own sessions. We also direct basketball coaches to the GIZ YDS manual for coaches which contains a methodical series of progressions around different basketball skills.

CHAPTER 6 provides 10 worksheets for coaches that cover a number of healthy lifestyle themes or topics. These provide background information for the coach, identify key messages for young people, provide a sample activity, most using basketball, to convey messages to young people, and ideas for connected conversations on the healthy lifestyle theme. The ten topics are not intended to be an exhaustive list of healthy lifestyle themes or topics that could be covered through life skills training but rather a sample of important issues that Namibian youth are faced with.

CHAPTER 7 introduces community mapping as a means of ensuring both the basketball coach and the young basketballers know what support exists in their own community in respect of health and other social issues.

Basketball coaches need to be able to review their sessions and programmes, so in **CHAPTER 8** the monitoring & evaluation process is considered.

This manual is intended to assist basketball coaches to plan basketball training sessions that build knowledge, and promote positive attitudes and behaviour in young people by incorporating the philosophy of the Sport2Life and GIZ YDS approaches in to their basketball training sessions.



CHAPTER

1

LONG TERM COACH & PLAYER DEVELOPMENT



The Basketball4Life manual recognises the importance of developing coaches so they are equipped to apply sound coaching principles and practice to develop young basketball players. There is an opportunity here for not only the players to develop but also the coaches. This chapter looks at the long term development pathways that are followed by the coach and the player.

LONG TERM COACH DEVELOPMENT PATHWAY

It is understood that the users of this manual will be basketball coaches with different levels of experience and coaching skills.

Most coach education or long term coach development systems recognise four levels of coach:

Level		Role description
4	Master Coach	Design, implement and evaluate the process and outcome of long term/ specialist coaching programmes.
3	Senior Coach	Plan, implement, analyse and revise annual coaching programmes.
2	Coach	Prepare for, deliver and review coaching sessions.
1	Assistant Coach	Assist more qualified coaches, delivering aspects of coaching sessions, normally under direct supervision.

Prior to undertaking some coach education and qualifying as a level 1 Assistant Coach a person assisting in coaching sessions would be considered to be at the pre-coaching stage.

The assumption is made that most basketball coaches using this manual will specialise in coaching either youth or adults and that they will coach community participation or performance based teams and players.

COACHING CONTEXTS

The 4 x 4 coach model shown below sets out the four levels of coach and the four main contexts within which coaches operate. Users of this manual should be able to identify where in this model they sit.

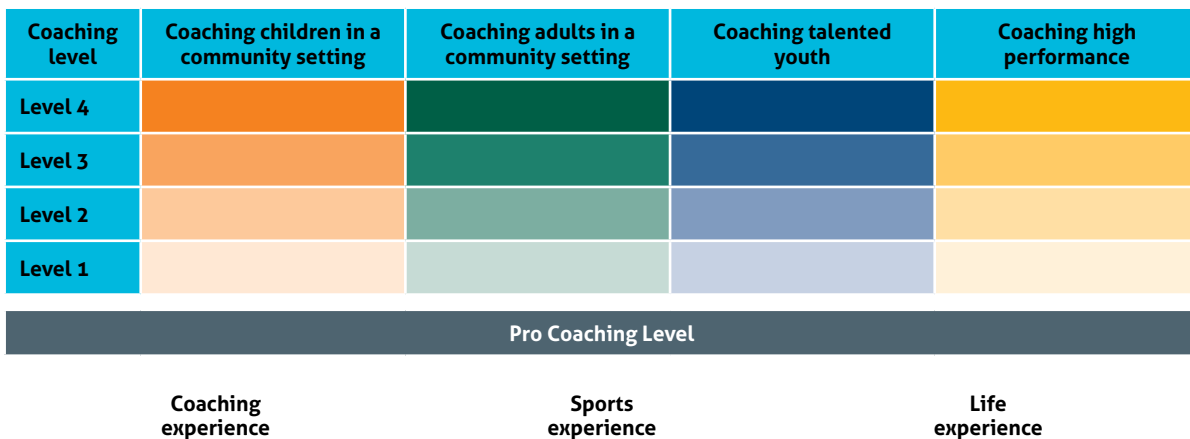
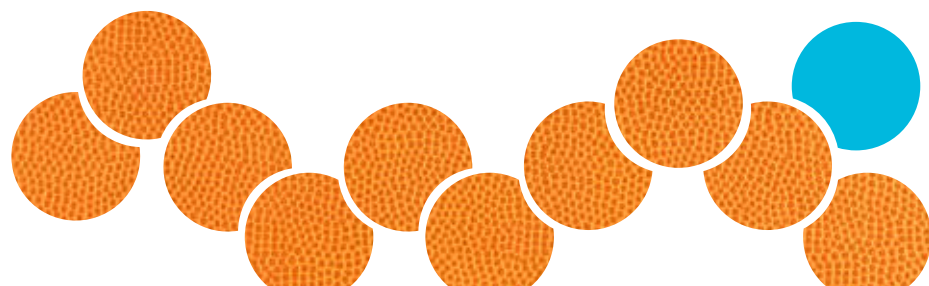


Figure 3: The 4 x 4 coaching model



The Basketball4Life manual is specifically written for basketball coaches who are at levels 1 and 2 on the coaching model. Basketball coaches at level 2 can plan, deliver and review sessions and those at level 1 can assist in the delivery of sessions often planned by a more experienced coach and with the ambition of going on to plan, deliver and review their own sessions.

We expect coaches using this manual to develop the skills to plan, deliver and review sessions of both basketball and life skills. Specific advice on preparing to deliver basketball based sessions that use the S2L and YDS methodologies is given in Chapter 4.



BASKETBALL & LIFE SKILLS

The context for the Basketball4Life coaching manual and philosophy is coaching school age children (boys and girls) at a community participation level. In this context our focus is to offer youth access to quality basketball activities and to develop their life skills.

This could be in a **SPORT PLUS** setting where the primary purpose of the organization delivering coaching is to develop the sport of basketball and where the secondary goal is the holistic development of the basketball player.

Alternatively, it could also be in a **PLUS SPORT** setting where the primary purpose of the organisation is youth development, developing the high impact attributes of young people and teaching them life skills. In this context positive youth development is the primary concern and basketball is a useful way of bringing young people together.

This manual is designed to be used by coaches working in both Sport Plus settings i.e. through the Namibian Basketball Federation and their youth and club structures, as well as in Plus Sport settings i.e. through NGOs and CBOs.

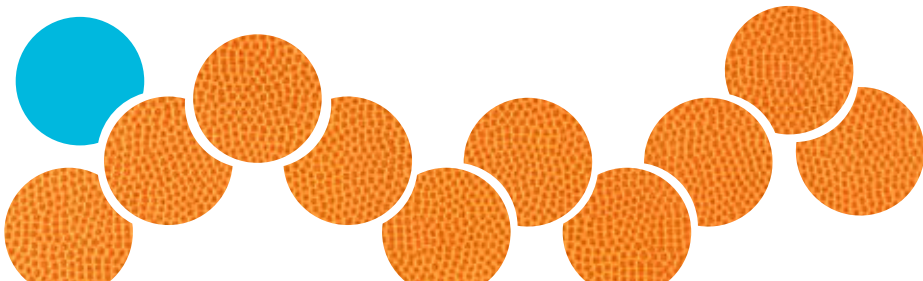


LONG TERM PLAYER DEVELOPMENT PATHWAY

When we talk about coaching school age children, we are covering a wide age range of growing young people who are at different stages of physical, mental and emotional development.

The following diagram sets out some important stages of the young basketball player's development pathway:

Children		Youth		
Fun phase	Foundation phase	Formative phase	Mid-youth phase	Final youth phase
Under 11 (6-10 Years)	Under 13 (11-12 Years)	Under 15 (13-14 Years)	Under 17 (15-16 Years)	Under 20 (17-19 Years)
Fundamentals	Learning to train	Training to train	Training to compete	Training to win



FUNDAMENTALS

In the “FUNDAMENTALS” stage, children should develop fundamental movement skills, including agility, balance, coordination and speed. Children should participate in fun and challenging activities. They need to participate in a variety of well-structured activities that develop basic skills. Programmes and activities should focus on fun, and match play should be kept to a minimum. Learning fundamental movement skills throughout this stage is a key to the overall development of physical literacy. The ABCs of agility, balance, coordination and speed are the foundation blocks for developing basic movement skills.

LEARNING TO TRAIN

During the “LEARN TO TRAIN” stage, children should be converting their fundamental movement skills into basic sport skills. This stage is often referred to as the “Golden age of learning” for sport skills. Children during this stage are ready to take part in more formal methods of training. More time is spent on training and practicing skills than competing in matches.

TRAINING TO TRAIN

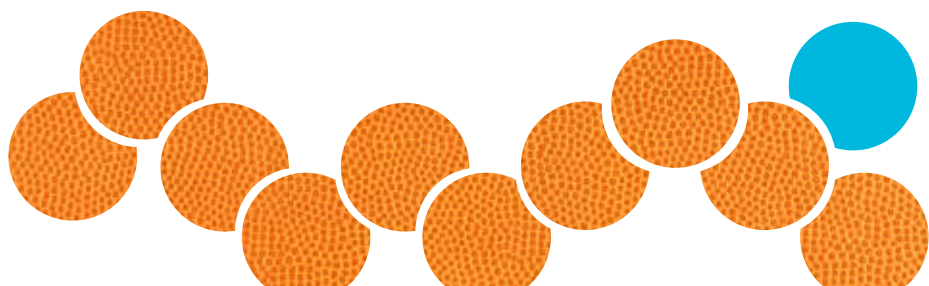
The “TRAINING TO TRAIN” stage sees young players building cardiovascular fitness and consolidating their basic basketball skills. Towards the end of the stage, they start training to improve strength and anaerobic energy systems. Increased training hours are needed at this stage to develop each athlete’s long-term potential. The ages that define the training to train stage are based on the approximate onset and end of the adolescent growth spurt. At this stage, athletes are ready to consolidate their basic basketball skills and tactics. It is also a major fitness development stage. Athletes may exhibit special talent, play to win, and do their best, but they still need to allocate more time to skills development and training their physical capacities than focusing solely on basketball matches. To maximise their long-term potential, winning should remain a secondary emphasis.

TRAINING TO COMPETE

In the “TRAINING TO COMPETE” stage players concentrate on and excel in basketball rather than multiple sports. Players will train to solidify their basketball and position-specific skills and all of their physical capacities. Players are aiming to compete in teams in local, national and international matches. It is at this stage where competition becomes “serious.” Players who enter this stage have chosen to specialise in basketball and to excel at the highest level of competition possible. Players need to commit to high-volume and high-intensity training throughout the year. Instruction in topics such as nutrition, sport psychology, recovery and regeneration, injury prevention, and injury management also become very important. Formal competition becomes more prominent in annual training, competition and recovery plans, and includes major national and international events.

TRAINING TO WIN

The “TRAIN TO WIN” stage is the final stage of the young players development. Being a member of a team and training to win matches becomes the players main focus.



AGE VERSUS STAGE OF DEVELOPMENT

Whilst in an ideal world all young people would progress through each phase of the long term athlete development model, some young people may not take the sport up until a later age. This means that different children of the same age can be at different stages of development in terms of their basketball skills. Basketball coaches need to be able to differentiate between young people of the same age but with different skill levels. The young basketballer who took up the sport at 13 years may not be as skilled at this stage as the 13 year old who started practicing basketball at 6 years of age.

COACHING SKILLS

Basketball coaches need to know "WHAT TO COACH" and "HOW TO COACH". This manual provides information for coaches on both aspects of coaching.

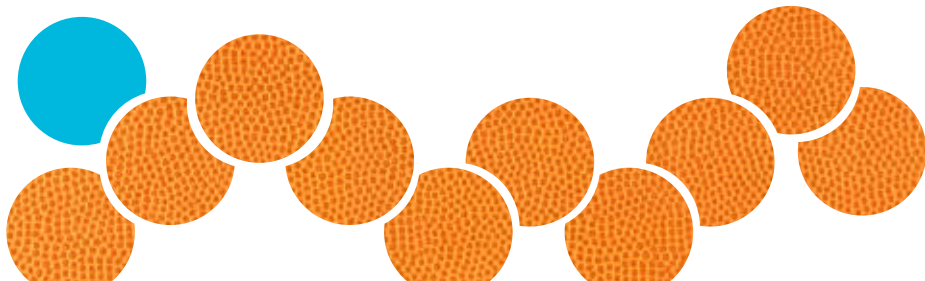
WHAT TO COACH

Coaches will find sample sessions that provide examples of what to coach in Chapter 5. Whilst all coaches are encouraged to plan, deliver and review their own basketball and life skills sessions, you will find useful sample activities in this chapter to include in your planning.

Chapter 6 provides background information for coaches on a number of healthy lifestyle themes. These set out some key messages for young people that can be delivered through basketball based activities, connected conversations, and traditional non-sport risk reduction and life skills activities. It is hoped that this section will better equip basketball coaches to deliver social messages to the young players they coach.

HOW TO COACH

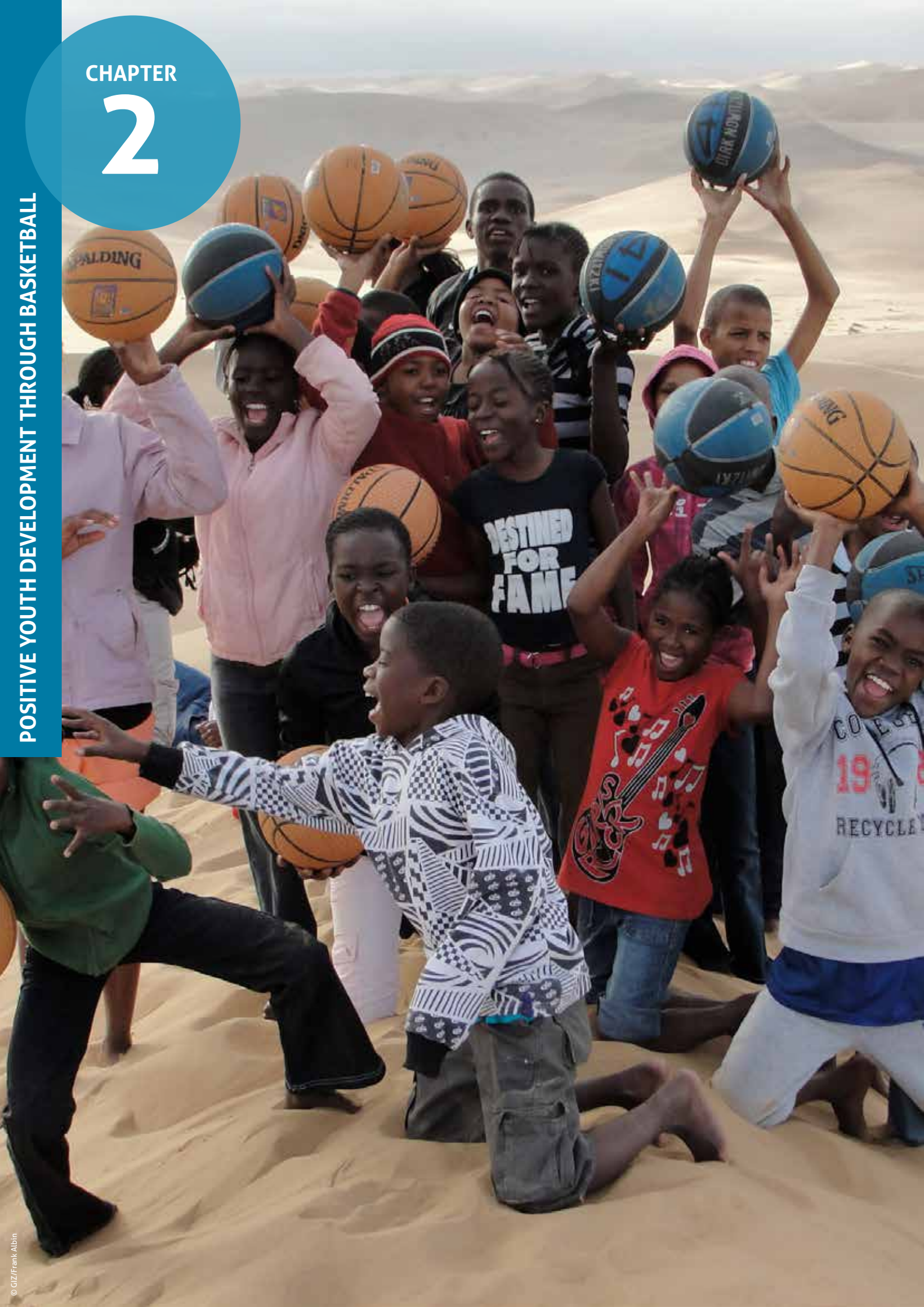
Chapter 3 examines how a coach can adopt the Sport2Life skills, whilst Chapter 4 provides guidance to coaches on how to prepare sessions to develop basketball skills. How to coach prevention, life skill or risk reduction messages for information to young people. In Chapter 7 guidance is offered on how the coach can map their community helping the young people they coach identify safe spaces, unsafe spaces and where they can find support in their own communities. Chapter 8 provides advice on how to monitor and evaluate sessions.



CHAPTER

2

POSITIVE YOUTH DEVELOPMENT THROUGH BASKETBALL



In basketball, we work to equip young people with the physical, mental, technical and tactical skills that will make them a good player and allow them to contribute to the success of their teams. We also want to develop well rounded individuals that will become positive role models and lead healthy and productive lives. We want all the young people (boys and girls) we coach to have a positive future, on and off the court.

ROLES OF A YOUTH BASKETBALL COACH

There is more to the role of a youth basketball coach than teaching basketball skills and organising a team. The basketball coach's are working with young people to help them develop not just as basketballers but also as young individuals. The coach assumes many different roles while working with the youth. They are responsible for assessing the young person's level of ability, providing instruction that helps them develop their skills, and motivating/ encouraging them. They are a performance analyst, a teacher, a motivator.

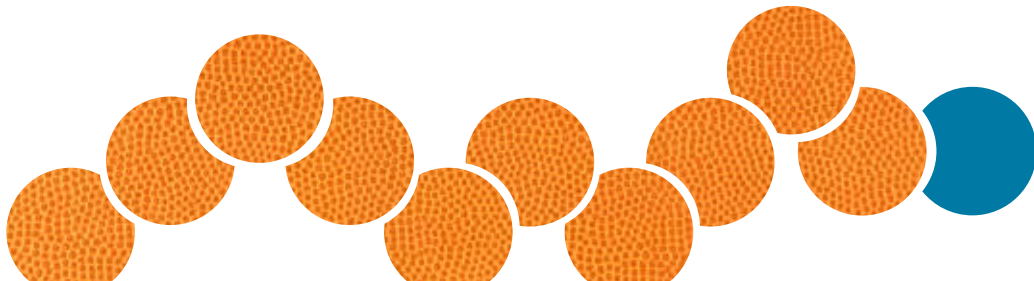
The youth basketball coach is also responsible for providing guidance to the youth in life as well as in their chosen sport. The roles of the youth basketball coach will therefore be many and varied from assessor, teacher, motivator, friend, mentor, facilitator, demonstrator, adviser, supporter, fact finder, counsellor, organiser and planner.

RESPONSIBILITIES OF A YOUTH BASKETBALL COACH

When someone undertakes the role of a basketball coach to the youth they assume a range of responsibilities.

These responsibilities include:

- Ensuring the health and safety of the young people participating in activities you lead;
- A duty of care for young people that includes protecting children from abuse;
- Ensuring the balanced long term development of the young person taking into account their physical, technical, psychological and social needs.
- Continuing to update your own knowledge of basketball and basketball coaching;
- Planning and evaluating your coaching sessions;
- Providing opportunities for youth to play basketball and have fun;
- Involving young people in decision making around their own participation.



DEVELOPMENT OF THE YOUNG BASKETBALL PLAYER

One of the responsibilities of a youth basketball coach is the long term development of the player. This means developing the young person in terms of their technical/tactical skills, their physical fitness, their mental or psychological fitness, and their social or life skills.



Figure 4: All-round development of the young basketball player

Technical skills are the sport specific skills such as being able to dribble, pass and shoot. Tactical skills are about being able to read the game and make good tactical decisions, to work out the strengths and weaknesses of the opposition, to make decisions on the court on how to play as a team and to score goals against the opposition.

Physical fitness helps you to play better basketball by making you more agile, building up your endurance, speed and strength.

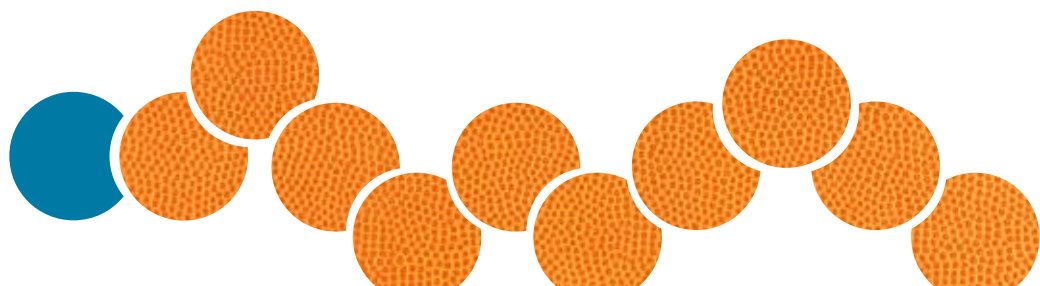
Mental and psychological fitness helps you perform at a high level under pressure, and enables one to make good decisions and keep going even when the going gets tough.

Social skills are life skills that can be developed through the experience of being involved in a sport like basketball. They are skills that you carry from basketball into other aspects of your life. They include qualities such as having self-confidence, being able to make positive choices, to make positive connections with others, being motivated to be successful in life, etc.

THE NEEDS AND ENTITLEMENTS OF CHILDREN

Children are defined as being young people under the age of 18 years. Children have specific needs and entitlements which are enshrined in international charters, and in many cases, in a countries' laws and policies.

These can be categorised as **social needs, protective needs, personal needs and sporting needs.** Basketball activity delivered appropriately by good youth basketball coaches can provide for the needs and entitlements of children.



Social Needs	Protective Needs
<ul style="list-style-type: none"> • to play, leisure, rest; • to a family life; • to be a member of a safe, inclusive community. 	<ul style="list-style-type: none"> • protection from abuse; • protection from exploitation; • to be kept safe; • to protect their health.
<p>Social needs can be addressed through basketball by creating and connecting youth to a sporting environment where they can relax and enjoy sport and physical activity, supported by their families and wider community.</p>	<p>Protective needs can be addressed through basketball by providing safe environments where youth can participate in basketball and develop their health & fitness; life skills; confidence; and self-esteem.</p>

Personal Needs	Sporting Needs
<ul style="list-style-type: none"> • to good nutrition; • to good health; • to a holistic education; • to develop relationships with people of varied backgrounds. 	<ul style="list-style-type: none"> • to develop physical literacy; • to be experience quality sport and play; • to lifelong participation; • to realise their talents.
<p>Personal needs can be addressed through basketball by giving youth access to positive role models and mentors in the community are a key factor in the development of successful youths.</p>	<p>Sporting needs can be addressed through basketball by providing quality sport, physical activity and play environments where participants can develop their health & fitness; confidence; creativity; and skill as well as be sign posted to future participation and elite pathways.</p>

SAFEGUARDING CHILDREN IN BASKETBALL

Children are entitled to protection from abuse and youth basketball coaches have a moral duty to care and help safeguard children. Children who feel safe from threat of abuse are more likely to develop the personal attributes needed to make healthy lifestyle choices and to go on to become positive and active citizens.

There are five types of abuse that coaches should be aware of physical, emotional, sexual, neglect and bullying.

- ! Physical abuse**

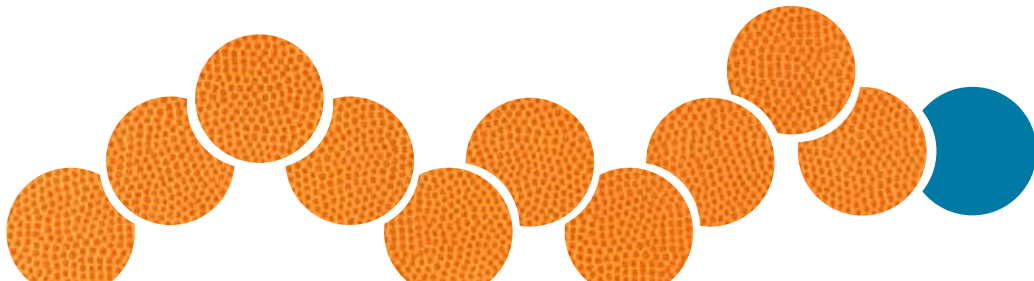
 - Where a child is physically hurt or injured by an adult, or where an adult gives a child alcohol or drugs.
- ! Emotional abuse**

 - Persistent criticism, denigration, or putting unreasonable expectations on a child or young person.
- ! Sexual abuse**

 - An adult or peer uses a child or young person to meet their own sexual needs.
- ! Neglect**

 - A child’s basic physical needs are consistently not met or they are regularly left alone or unsupervised.
- ! Bullying**

 - Persistent or repeated hostile and intimidating behaviour towards a child or young person.



Youth basketball coaches need to be able to recognise these five forms of abuse and should develop knowledge and skills that will help them deal with suspected cases of abuse when they occur. Basketball coaches who can recognise abuse, know how to take steps to safeguard children, know their organization’s policies and know where to find service providers who specialise in child safeguarding, will be better able to safeguard children.

Youth basketball coaches should also be aware of their responsibility to be an adult role model. They should always demonstrate good practice when working with children and young people, and make sure to not abuse their position of trust.

When the needs of children and young people are not made a necessary priority, the child’s welfare is compromised which results in declining or poor participation in practice.

Poor coaching practice may not constitute abuse but may create an environment in which children do not feel safe and where abuse becomes more possible. Examples of poor practice would include:

- excessive training or training inappropriate for the age or stage of development a young person, possibly leading to injury;
- focusing on the talented members of your group and not fully involving all members of the group equally;
- working with children on a one to one basis without other adults present;
- ridiculing and criticising a young player who makes a mistake during a game;
- allowing players to be abusive to other players or to the referee;
- failing to follow health and safety guidelines.

POSITIVE YOUTH DEVELOPMENT

Research shows that if we create the right settings for young people that it is more likely they will develop into positive young adults who possess the attributes needed to make healthy lifestyle choices, to avoid risk behaviour, and to become active citizens making a contribution to self, their families, communities and to civil society.

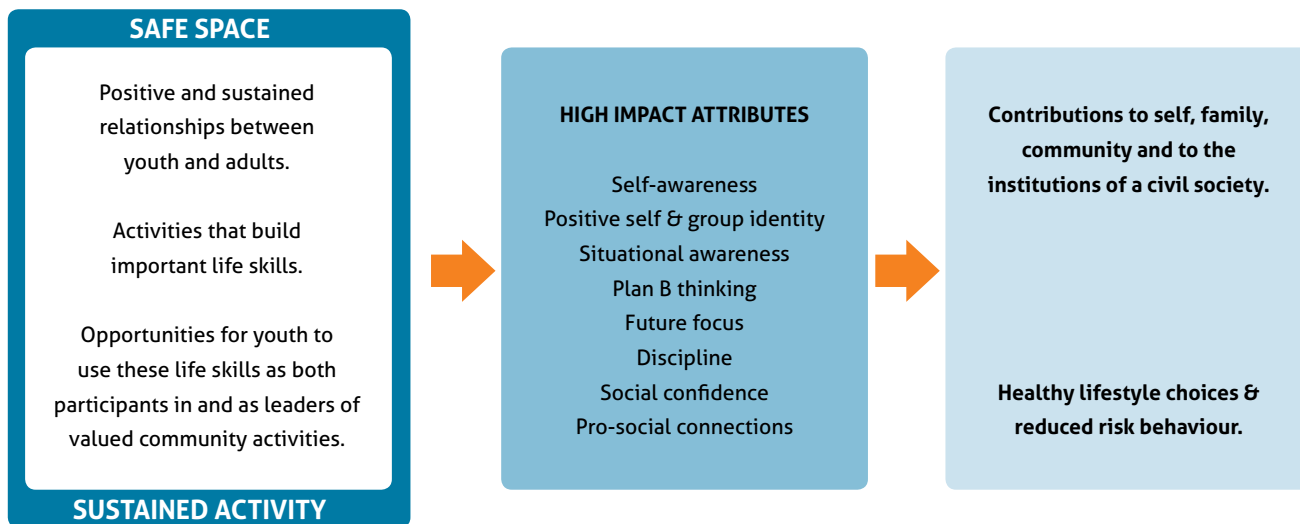
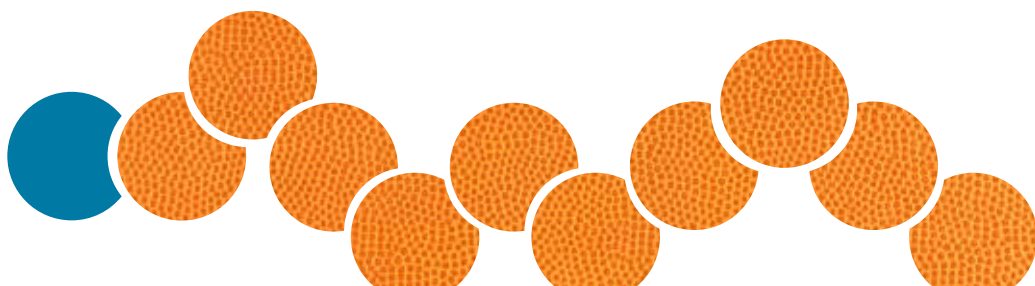


Figure 5: Settings that develop high impact attributes leading to healthy lifestyle choices and positive and active citizens.



As shown in figure 5, key factors in creating the right settings for positive youth development are:

1. Positive and sustained relationships between youth and adults.
2. Activities that build important life skills.
3. Opportunities for youth to use life skills as both participants in and as leaders of valued community activities.
4. Conducting activities in a setting where youth (boys and girls) feel safe, a place where safeguarding is a priority.
5. Participation in sustained activities. Programmes of ongoing activity as opposed to one off events or sessions. It is only through sustained programmes of activity that positive and sustained relationships can develop between young people and adult coaches or leaders. Just as sports skills need practice over a period of time, life skills also need to be developed over time through sustained activity.

These settings develop high impact attributes and lead to a situation where young people are more likely to become responsible citizens that contribute back to their families, communities and to civil society in a positive way. They are also better prepared to make positive healthy choices in their lives and to avoid choices that put them or others at risk.

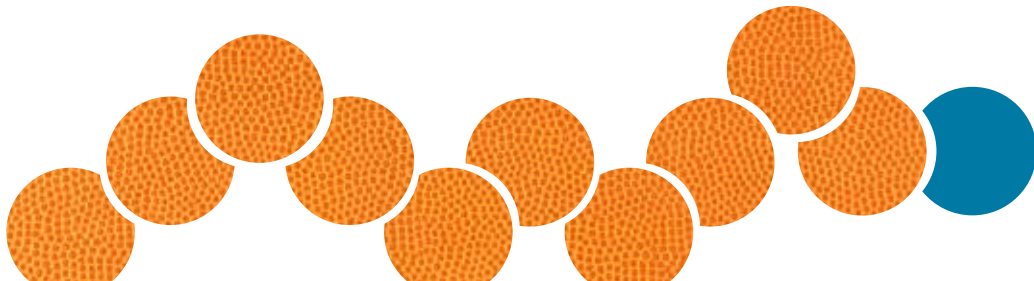
 HIGH IMPACT ATTRIBUTES

Different positive youth development processes describe the attributes that youth develop that lead to them making healthy lifestyle choices, avoiding risk behaviour and becoming active citizens in different ways. For the purpose of this manual we are adopting the attributes identified through research in Namibia to create the Sport2Life approach and manual.

Research conducted for UNICEF Namibia revealed that there are certain attributes that some young people possess that make them more likely to make healthy lifestyle choices.

These are called high impact attributes and are:

1. **Self-awareness:** The ability to tune into and identify internal feelings, understanding strengths and weaknesses, knowing personal boundaries and using self-talk/coaching.
2. **Positive self and group identity:** The feeling that you are valuable and have a strong affiliation with others; self-efficacy and positive self-confidence.
3. **Situational awareness:** The set of skills that helps you accurately read your surroundings, scanning the environment, seeing the details and the big picture, making accurate risk assessments and understanding one’s personal risk tolerance.
4. **Plan B thinking:** The ability to consider multiple options, having back-up plans, anticipating outcomes and consequences in complicated/risky situations.
5. **Future focus:** The level of emphasis and commitment on some desired future state, defining priorities, setting goals and planning.
6. **Discipline:** The ability to delay gratification, stick to routines and rules and exhibiting self-control.
7. **Social confidence:** The ability to share your opinion/thoughts, ask questions and take a stand for what matters to you.
8. **Pro-social connections:** The positive connections you have to people in your life, being connected to one or more people who genuinely care and support you.



HEALTHY LIFESTYLE THEMES

Life can present a range of challenges to youth as they are growing up and face having to make choices on how they behave. Making the right decisions based on facts rather than myths, can lead to them having a bright, healthy and prosperous life. Informally educating children involving activities such as basketball can help them make the right choices to avoid potentially damaging behaviour.

Making the right choices will lead lead young people to a healthy future which will lead to a healthy nation.

Good choices around hygiene, sexual and reproductive health, relationships, gender, major diseases like HIV&AIDS and TB, alcohol and drug use, exercise and nutrition can all contribute to a healthy life.

In Chapter 6 you will find fact sheets for basketball coaches that provide background information on some healthy lifestyle issues, provide key messages for young people, suggest activities and games through which key messages can be passed to young people, and suggested conversation pieces for connected conversations.

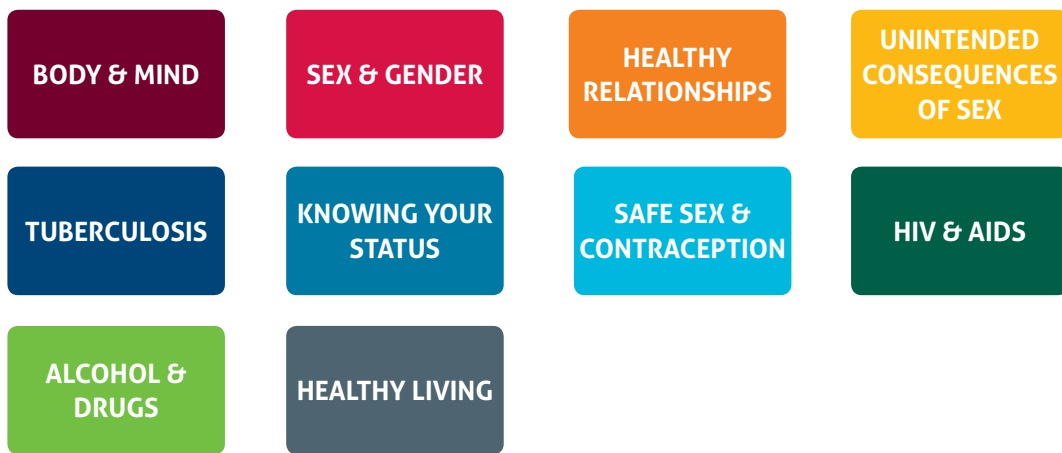
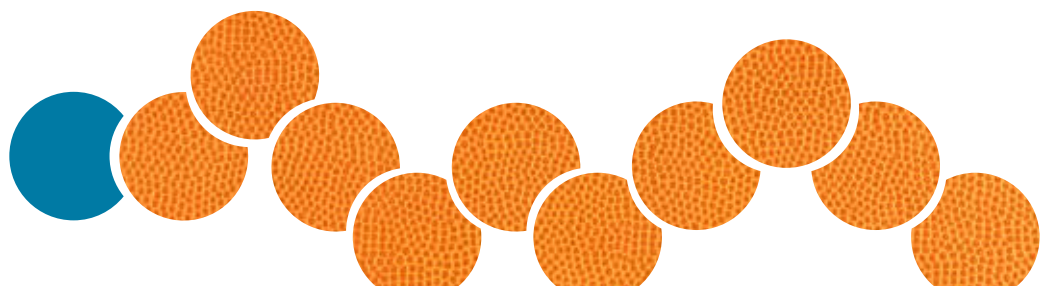


Figure 6: Healthy lifestyle themes





Sport2Life is a sports based coaching approach developed to help coaches from different sports codes to facilitate the development of positive attributes in young people. By integrating Sport2Life skills into the sports experience, coaches are able to facilitate the development of positive attributes, helping young people to develop the skills they need to be able to make consistent, long-term, healthy lifestyle choices on and off the sports field.

Research conducted in Namibia revealed that young people do not have the skills they need to make consistent, long-term, healthy lifestyle choices. There are many factors that influence how young people make choices. The Sport2Life approach was developed to help young people build the skills needed to make good choices. The approach has identified and included attributes, a coaching language (Sport2Life skills) and a methodology (Inside-out coaching), which equip the coach to enhance the quality of the sports experience and support the development of young people to make healthy lifestyle choices.

The Sport2Life approach focuses on the “how to coach”; how to use the Sport2Life skills and methodology to develop the attributes of young people.

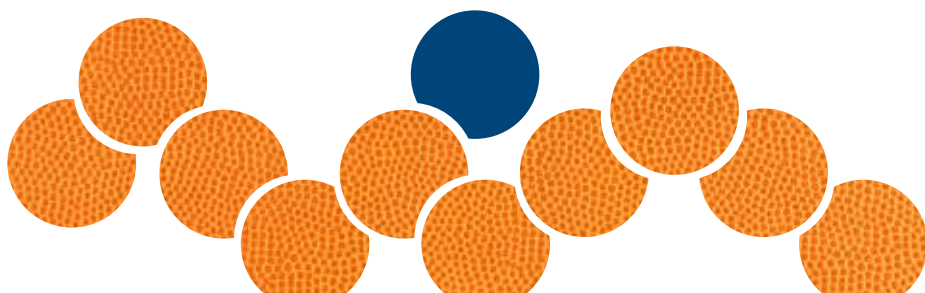
Practicing and playing sport provides an environment where young people have to make hundreds of decisions, all of which have direct consequences. Sport is not predictable and the feedback loop is immediate. Sport is therefore a good place to teach young people how to make good decisions that are applicable on and off the field.

HIGH IMPACT ATTRIBUTES

Research conducted in Namibia revealed that there are certain attributes that young people possess that make them more likely to make healthy lifestyle choices. These are called high impact attributes and are described in detail in the previous chapter:

1. **Self-awareness**
2. **Positive self and group identity**
3. **Situational awareness**
4. **Plan B thinking**
5. **Future focus**
6. **Discipline**
7. **Social confidence**
8. **Pro-social connections**

Sports coaches have a unique opportunity to instil these attributes in the young people they coach, helping youth to make healthy choices both on and off the field of play.



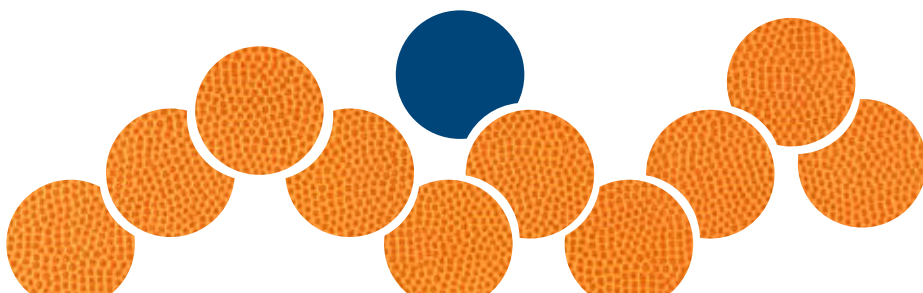


The 8 high impact attributes of young people have led to the creation of six Sport2Life Skills, which are:

1. **Come to play** - young sports people come to play when they are prepared for a training session or a match. They are willing and able to do what is necessary to complete the task at hand, and when they are committed to their team and themselves. When a young person comes to play, they bring their game to the field and everything they do in life.
2. **Prioritise, goalset & plan** - P-G-P is about knowing what you want on and off the field, setting goals and a plan to achieve them.
3. **Look and list** - Look and list helps young people to understand and make important decisions. When you look and list, you do your best to understand everything you can about a situation and what options are available to you. After you have assessed the situation (Look) and understood everything there is to know (List) then you are able to make the best possible decision open to you.
4. **Stay in the game** - is about finding the focus and discipline to keep going, even in difficult situation and despite failure. Staying in the game means that you are focused on your goals and what needs to be done to make sure you are successful.
5. **Use your voice** - is about not being afraid to share your thoughts and opinions. When you use your voice you have the confidence to ask difficult questions and to speak your mind.
6. **Build your team** - is about surrounding yourself with positive, strong, trustworthy and dependable people you can count on for support.

Each of these six skills has been designed to trigger a mindset or action that is applicable both on and off the sports field. Using these skills, coaches can help young people to provide players with a language and skill-set that they can use to help them remain positive and focused in sport and in life.

USING THE S2L LANGUAGE		
Continuously ask questions	Test your players knowledge	Encourage and instruct
How did you <i>stay in the game</i> during the session?	During the opening team circle we talked about <i>use your voice</i> . Can anyone tell me what <i>use your voice</i> is?	Rock stars, remember that you must <i>build your team</i> by working together to catch the ball.
Can anyone give me an example of how <i>use your voice</i> helped your team to improve the way you played?	Can we use <i>build your team</i> in other situations?	Jerry, <i>use your voice</i> does not mean you can scream at other players on your team. You should <i>use your voice</i> to support and encourage your teammates.
How can you use <i>look and list</i> to help you resist peer pressure at school?	Can anyone give me an example of how your team used <i>stay in the game</i> during the session?	Hafeni, make sure you <i>look and list</i> before you pass the ball. Lukas was open on the far side of the pitch.
What happens if you <i>build your team</i> with negative people?	Who can tell me what the <i>P-G-P</i> for today's session was?	Raymond and Katrina, i know it is difficult to be the defenders in the middle circle with 3-balls coming at you from different directions. You must <i>stay in the game</i> and work together to defend the plastic bottle.
How can this S2L skill help us to make better decisions at school, home or when we are out with our friends?	How can we teach others to <i>come to play</i> ?	Emma, you have not <i>come to play</i> . Pay attention to your teammates and not the boys on the side of the pitch.





INSIDE-OUT COACHING

The six S2L skills are applied to each session using the concept of inside-out coaching. This is a unique set of techniques that coaches can use inside their practice sessions and competitions to develop the 8 high impact attributes.

The goal is for youth basketball players to know and use the six S2L skills both in their sport and in their lives. To do this, coaches, need a special way of coaching, inside-out coaching, that introduces, reinforces and develops these six skills.

In this approach the coach uses certain coaching techniques that will help directly promote the development of the six S2L skills that we want the youth players to develop.

Inside-out coaching is distinct for several reasons:

- It lets the coach deliver a typical basketball training session or match, but transform it into a meaningful and powerful way to promote the S2L skills;
- It is not a progression of individual activities, but instead is a set of coaching habits that the coach uses every single time they coach;
- The more frequently the coach uses this approach the greater the likely impact on the youth players decision-making skills, both in sport and in life.

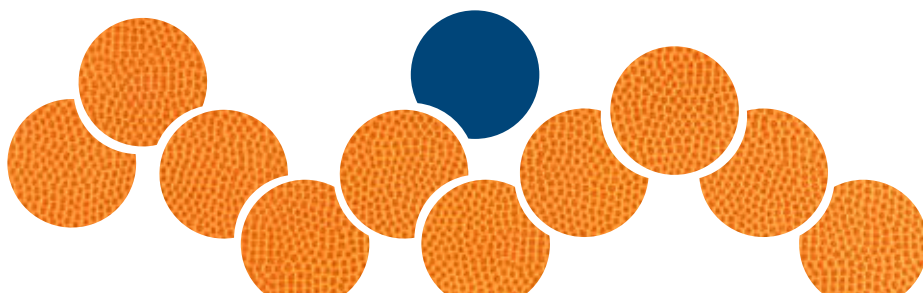
For the reasons above, Inside-out coaching can be slightly challenging to understand because it is not easy to see in action like a specific life skill game. This is because it is happening inside the sport experience.

From the outside, it may look like a regular approach to coaching. However, as you will see, what you are doing is specifically and intentionally designed to help develop these specific S2L skills in players.

Inside-out coaching is structured to follow the natural flow of a sport session/match, using the three most basic components of a sport session/match.

Warm-up	Main part	Conclusion
1. Lead opening team circle	4. Follow routines & traditions	7. Lead a closing team circle
2. Introduce the P-G-P for the session	5. Test everything	8. Review S2L skill
3. Introduce the S2L skill	6. Reinforce the S2L skill	9. Lead a connected conversation

The Inside-out coaching approach is designed to fit into each of these three parts of the sport experience. Instead of coaching your sport and then leading a life skill activity after your session/match, you will be using small but powerful techniques to turn your sport experience into a life skills and decision making skills laboratory. The more consistently you use this approach the greater the chance you will have of positively influencing your players. Therefore, repetition and reinforcement are essential to this approach.



CONNECTED CONVERSATIONS

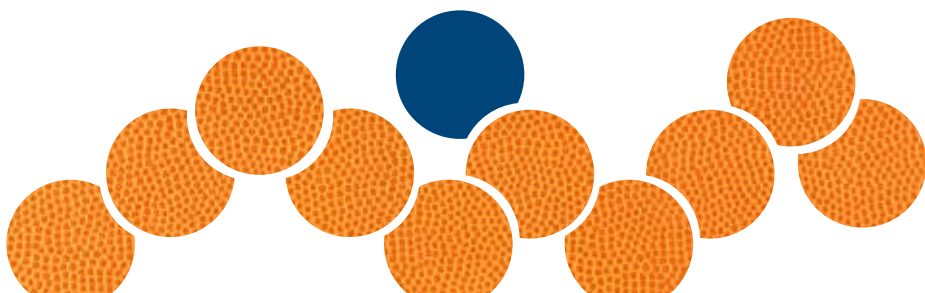
There are two primary types of connected conversations:

1. **Closing team circle:** As part of every closing team circle, we lead a connected conversation. These conversations typically involve the entire team together. They can be as short as two or three minutes or as long as 15 or 20 minutes.
2. **Spontaneous:** As you become more comfortable with the S2L skills and the Inside-out coaching techniques, you will discover that there are many opportunities in a session/match or during informal time before or after a sport session to work with players on making these direct connections between S2L skills and life. These conversations could be with the entire team, with a smaller number of players or even with individual players.

Your first priority as a S2L coach is to develop your comfort and ability to lead connected conversations during closing team circles. As you develop confidence and skill leading the closing team circle connected conversations you will find that your ability to lead spontaneous connected conversations will then improve.

There are several important things you must do to lead a successful connected conversations. They are:

1. **Lead a connected conversation every time you are together with your team:** Connected conversations will have the most impact when they become an expected part of your practice and competition routine. They don't always have to be the same length, but they do need to happen every time.
2. **Be patient:** Because our primary focus in this S2L approach is the sport, it will take several weeks/months before the players really start to understand connected conversations. Be patient. At first, they may not have much to say because this type of conversation will be new to them. But as they see these conversations happening every time the team gets together and that the topics/questions are interesting and important to them, they will begin to participate more.
3. **Sit down:** Sometimes our opening team circles may be short enough that we can lead them with everyone standing. However, for connected conversations it is important that everyone sits down. Even if we are planning for a short conversation, when our players are sitting they are more comfortable and more likely to engage with the conversation.
4. **Follow the same guidelines for a team circle:** This conversation is an extension of our closing team circle. Therefore we want to follow the same guidelines we use in our circle ups. They are:
 - a. Start with a round circle, no blocking
 - b. Place yourself on the circle with the players, not in the middle of it
 - c. Encourage the players talk more than you do.
5. **Use the S2L skill of the day to make the direct connection between sport and life:** Connected conversations will have the most impact when you make the direct connection between the S2L skill in sport and life. You must always remind the players what the S2L skill is. Then make one or two statements about how this skill helps us in life. The pages that follow provide you with examples of how to introduce the conversation and make the connection.

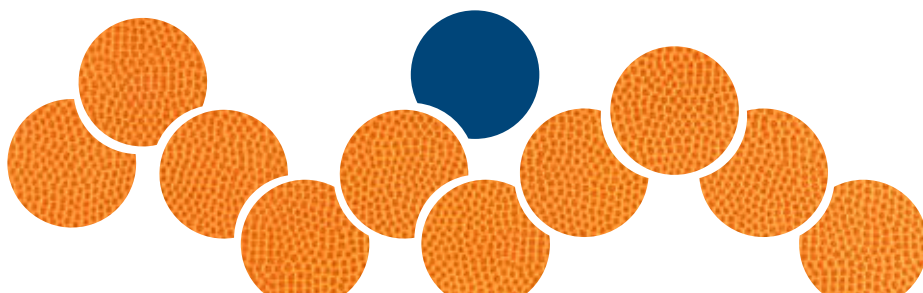


6. **Ask questions that make your players think:** We know that giving clear information and messaging to young people about their choices and risks does not seem to be enough to fully influence their choices. Therefore, it is up to us to ask questions that challenge them to share more about what they are thinking about certain choices, as well as push them to really think deeply about their choices.
7. **Encourage players to share their own advice and experience:** A connected conversation is about trying to help young people with their choices and to provide them as many options, perspectives and insights as possible to assist in these choices. Even though young people have less overall experience making choices than adults, they still have a level of experience. Further, there are some young people who have managed to make important healthy lifestyle choices where others have not been as successful. Therefore we want to include these peer perspectives and experiences in the conversation. Some of what a young person shares may not be appropriate or relevant. In this case, as the adult and facilitator of the conversation, you may need to redirect the conversation. However, we don't want to exclude the young person's perspective.
8. **Close the connected conversation by challenging players to use the S2L skill in their life:** Developing the S2L skills takes practice and frequent use. Therefore, each time we finish a Connected Conversations challenge your players to use the S2L skill and what they have learned in some immediate way in their life.

Connected conversations always have the same four steps:

1. **Transition:** Create a direct connection between the S2L skill and the life topic that you are focusing the conversation on.
2. **Connected conversations:** Lead a safe and open conversation on the topic.
3. **Closing:** Summarise the conversation, reminding players what the S2L skill of the day is.
4. **Challenge to use the S2L skills:** Present the group with a way to use the S2L skill in their life and challenge them to take action with it.

In the next chapter we will take the Sport2Life skills presented here and integrate them with the 'Youth Development through Basketball' approach. This will create a Basketball4Life approach that focuses on the development of basketball skills in young people whilst developing their attributes through the use of S2L skills and knowledge of social challenges through sports based activities and traditional non-sport risk reduction and life skills activities.



CHAPTER

4

PLANNING BASKETBALL4LIFE SKILLS SESSIONS



In the last chapter we focused on the use of the Sport2Life skills when coaching basketball sessions in order to develop high impact attributes in young people that will lead to them making healthy lifestyle choices and to becoming positive and active citizens. In this chapter we look at the planning of basketball coaching sessions that adopt principles from the S2L and YDS approaches in coaching young people in basketball and life skills.

The YDS approach focuses on developing life skills through basketball activities alongside the young players basketball skills development. It looks at the holistic development of the player and encourages coaches to increase their knowledge of important development issues so that they can better advise young people. The YDS programme develops basketball coaches' knowledge around issues such as violence prevention, health matters including HIV & AIDS, gender equity, the inclusion of people with disabilities and protection of the environment.

The ideal basketball coaching session is led by a competent coach and features young people who are enthusiastic, interested, motivated and eager to learn. The coach should be competent, qualified and well prepared. His/her session should be planned and have a clear focus and objectives. The coach will be professional, technical, methodical, organized and socially competent. His/her conduct should be exemplary before, during and after sessions. Sessions should be planned and be age appropriate for the young people participating. Small children means small groups, short legs means short distances. The venue for sessions should be held at a safe and child oriented venue.

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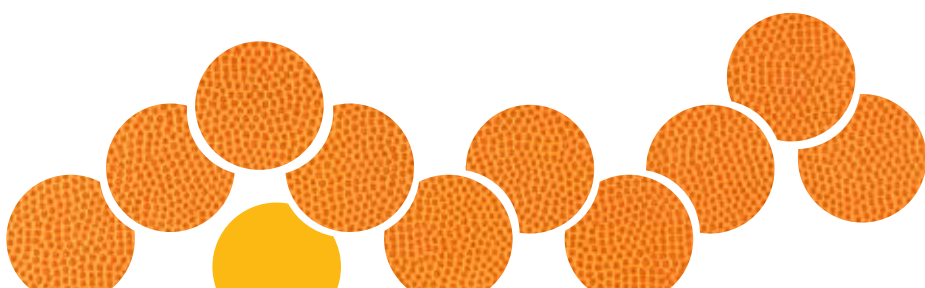
PREPARING & STRUCTURING TRAINING SESSIONS

The process of preparing and structuring basketball sessions should include three phases i) the warm-up, ii) the main part, and iii) the conclusion and cool down. The following diagram illustrates how the structure of a basketball session might include both the S2L and YDS approaches.

Warm-up	Main part	Conclusion
<ol style="list-style-type: none"> 1. Lead opening team circle 2. Introduce the P-G-P for the session 3. Introduce the S2L skill 4. Conduct the warm-up activity involving focal basketball skills. 	<ol style="list-style-type: none"> 5. Conduct main coaching session focused on basketball focal skills while continuously reinforcing the S2L skill. 	<ol style="list-style-type: none"> 6. Conduct a small sided game involving basketball focal skills or an activity focused on a health message. 7. Lead a closing team circle 8. Review P-G-P 9. Review S2L skill 10. Lead a connected conversation



- 1. Lead opening team circle** - The coach gathers the youth participating in the session round in a team circle. A few seconds is taken to allow the group to settle and quieten. A team cheer is then conducted. The coach welcomes the players and the attendance roll is called.
- 2. Introduce the P-G-P for the session** - The coach introduces our priorities (P) for this week, what skills are we focusing on, then explains the goals set (G) for the session, what we hope to achieve in this session. This is then followed by a brief explanation of the plan (P) for the session, what activities we are going to do.
- 3. Introduce the S2L skill for the session** - the coach explains the S2L skill that we are working on this week.
- 4. Conduct the warm-up activity** - the coach then wraps up the team circle and conducts the warm-up activity with the players using the S2L skill and the basketball skill that the session will focus on.
- 5. Conduct the main coaching session focused on a basketball skill** - the coach organizes and delivers the main coaching session focused on the basketball skill selected for the session. The session includes progressions that develops the skill towards its use in a game setting. During the session the coach actively practices the S2L skill.
- 6. Conduct a small sided game or activity focused on a healthy lifestyle theme** - the coach next uses the skill in a game setting or alternately introduces a fun activity focused on a social message linked to a health theme. If the coach is running several sessions per week with the same youth, then one session might feature the skill being practiced in a game form and in another session a social message game or activity might feature. This activity may be followed by some cool down activities.
- 7. Lead a closing team circle** - the coach brings the players together in a closing team circle. In this circle we review what the team worked on, lessons learned and how they are developing as players.
- 8. Review the P-G-P** - the coach reviews the priorities, goals and plan for the session with the players and assesses if the goals have been achieved or some progress has been made in their direction.
- 9. Review the S2L skill** - the coach reviews with the team players how the S2L skill helped in achieving the P-G-P for the session.
- 10. Lead a connected conversation** - the coach finishes the session by leading a conversation with the team that helps players link the S2L skills they learned on the pitch to life and the healthy lifestyle messages.



**In preparing your session you need to ask:**

- When and where will your session take place?
- What is the size of group and what age, phase and stage of development are the players?
- What equipment and materials do you need?
- What is your focal point or session objectives – S2L skill, basketball skill, healthy lifestyle theme?
- What variations of games and exercises do you have for the focal point or session objectives?
- How will you organise the session to ensure all players have as many contacts with the ball as possible?
- How will you organise the session to create a sense of achievement for all players?
- How will you organise the session to avoid long breaks or waiting times?

Problems often occur with sessions when:

- The coach does not have a clear focus and objectives for the session;
- The coach fails to involve all of the players;
- The coach fails to retain the attention of the children and youth in the session.

Player motivation often drops when:

- The group training is too big;
- There is restricted available space;
- There is limited equipment;
- The coach lacks the ability to confidently handle groups of mixed performance ability.
- The players get too little contact with the ball and there are too few shots on goal;
- The activities are too easy;
- There are long waiting times between activities.

The GIZ YDS approach is to encourage all young people to take part in basketball and to support them to do so by providing all participants with a positive experience. This is an inclusive approach where all children and youth are welcome, are empowered to develop their personal skills and are encouraged to mix and play together.

The GIZ YDS approach encourages the coach to focus on the development of the individual child or youth not just the game of basketball. As every child or youth is at a different stage of development and has their own learning style and needs, coaches need to be able to adapt and modify their coaching to meet individual needs and include all children and youth equally in their sessions.

GIZ YDS coaches are asked to plan and deliver sessions for different age groups. This involves coaches being responsible for modifying sessions and setting skills development practices at a level appropriate for the players' age and stage of skills development.

Coaches should be aware that in any group of players regardless of their age or the phase they have reached in their development that there will be individuals with different levels of ability or skill. GIZ YDS coach guidelines on training children and youth have as their first principle "train the youth as individual". This means that basketball coaches need to be able to adapt even within sessions to make sure that the training being delivered is appropriate for all individuals in the group.

GIZ YDS coaches need to be flexible to deliver successful sessions to groups of children and youth especially when there are a mix of abilities in the group. They need to consider how they can organise the numbers into suitable sized groups, how they can utilise space, how they can adapt things like the size of the goals to encourage achievement, variations of the activity to make the level of difficulty easier or more challenging, how they motivate and enthuse the players.

PLANNING A SESSION

The following diagram sets out how a youth basketball coach might plan a session that incorporates the S2L and GIZ YDS approach. The weeks basketball sessions being built around the focal points for a) Sport2Life skill (which skill are we focusing on this week), b) basketball skill (which basketball skill are we focused on developing this week) and c) healthy lifestyle theme (which healthy lifestyle theme are we focused on this week).

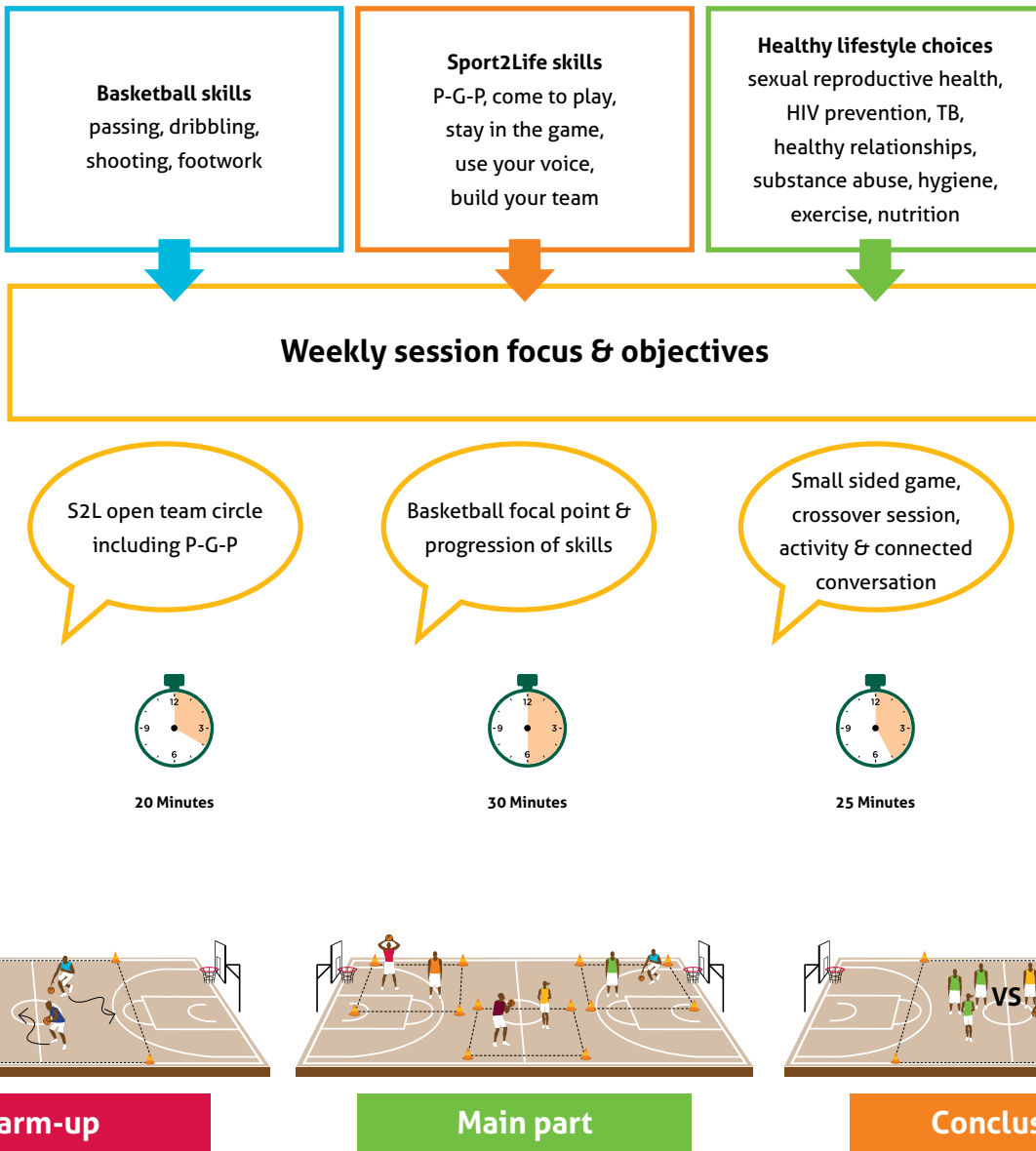
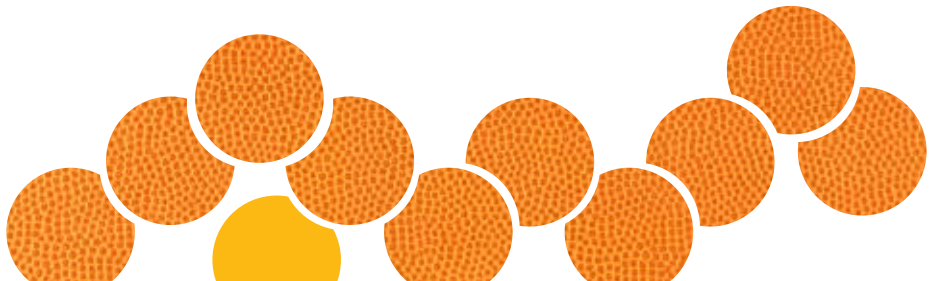


Figure 7: Linking the focus of the week's training objectives to each session.





SESSION PLANNER

See chapter 8 for a blank session planner that can be copied and used to plan and evaluate Basketball4Life sessions.



BUILDING SESSIONS INTO PROGRAMMES

Basketball4Life sessions should be planned to meet the age and stage of development of the youth basketball players. The content of sessions need to be appropriate in terms of basketball skills development and in terms of relevant healthy lifestyle themes.



BASKETBALL SKILLS DEVELOPMENT

Basketball skills development sees basic skills being progressed from a closed situation where the young person practices the skill in a simple setting without any external influences to being able to practice the skills in a game situation. An example would be the development of dribbling skills where the progression would be to practice without opposition in a straight line. Progressing to dribbling without opposition and changing direction by 45-90 degrees. Then progressing to dribbling with a 180 degree turn. Then dribbling at faster speeds. Then introducing dealing with opposition whilst dribbling.

Basketball coaches should plan progression into their programmes so that over a number of weeks we see a development of the skills level of each of the young players.

Another important principle is that of differentiation. Not all players commence with the same skill level and different youth players progress at different rates. This means that when organising basketball skills training during a session that although all players will be working on the same skill i.e. dribbling, they will be working at different stages in the progression of the skill. This means we might see one group practicing dribbling in a straight line, a second group practicing dribbling with a change in direction, whilst a third group is practicing dribbling at speed against opposition.

When planning sessions the coach will consider not just the age of the players, but also their individual skill levels and will choose activities that match the young player's stage of development.



SPORT2LIFE SKILLS DEVELOPMENT

Young people will need to learn and practice the Sport2Life skills of **come to play; prioritise, goalset & plan; look and list; stay in the game; use your voice; and build your team**. Basketball coaches will therefore select what skill they wish to incorporate in each session and will ensure all skills are practiced across the duration of the programme of sessions.



HEALTHY LIFESTYLE THEMES

Basketball coaches wishing to develop young people in a holistic manner will want to develop their basketball skills, high impact attributes and their knowledge of healthy lifestyle issues. When planning programmes of sessions they will want to identify themes that can be addressed in crossover sessions that link basketball games with health messages or connected conversations that include important topics that impact on the lives of young people. **As with basketball skills, these need to be appropriate to the age and stage of development of the young basketball players.**

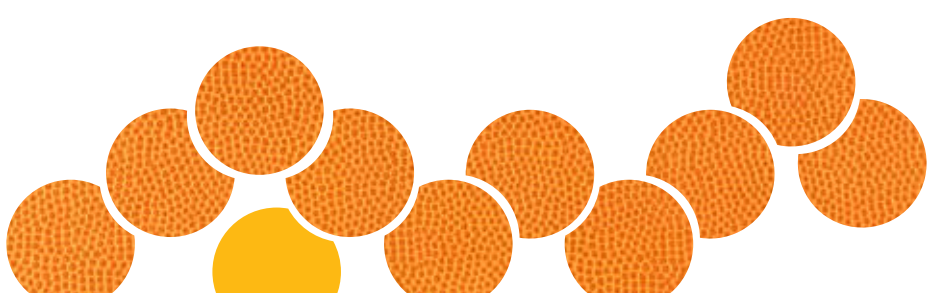
With young children we might choose some basic topics such as washing our hands before eating to avoid picking up germs that might make us sick or keeping safe when crossing the road. With young people that have reached puberty we might be covering more advanced topics such as sexual and reproductive health or substance abuse. Our choice of topics or themes will reflect the age and stage of development of the young basketball players we are working with.

PROGRAMMES

The number of basketball sessions a young person participates in during a week will vary depending on their age, the availability of different youth activities in the community, the level of commitment of the young player and their level of participation. Generally, the number of sessions of basketball practice that a young basketballer takes part in during a week will increase as they get older.

Programmes can last a few weeks or can last a few months, but in order to give an example of a programme versus a basketball session we have included the following six week example.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Sport2Life skill	Come to play	P-G-P	Look & list	Stay in the game	Use your voice	Build your team
Basketball skill	Passing	Dribbling	Shooting	Footwork	Passing	Dribbling
Healthy lifestyle theme	Body & mind	Sex & gender	Healthy relationships	Unintended consequences of sex	Safe sex & contraception	HIV & AIDS



CHAPTER

5

GIZ YOUTH DEVELOPMENT THROUGH BASKETBALL SESSIONS



The following pages set out sample basketball sessions for coaches to conduct with children and youth.

Basketball coaches need to consider what skills to teach young players and which progressions are useful when planning sessions for young players of different ages and stages of development. Basketball coaches start younger or less skilled players with simple practices that develop the basic skill being practiced. As the young player masters these skills, the sessions are gradually made more challenging by adding changes in direction, by adding opposition, by requiring the player to perform the skill and then complete another action.

A skill such as dribbling might start with simple dribbling around some cones in a straight line. It might progress to dribbling around cones requiring changes in direction. It might then progress to dribbling past other players. It then might require the young player to dribble the ball to a position and then pass the ball to another player or take a shot at the basket. Gradually the basketball coach makes the practice more challenging and develops the level of skill of the young players. This approach allows the basketball coach to make the practices relevant to the age of the player and each individual's stage of skill development.

This manual uses a Long Term Player Development Model and presents sample sessions for different age groups.

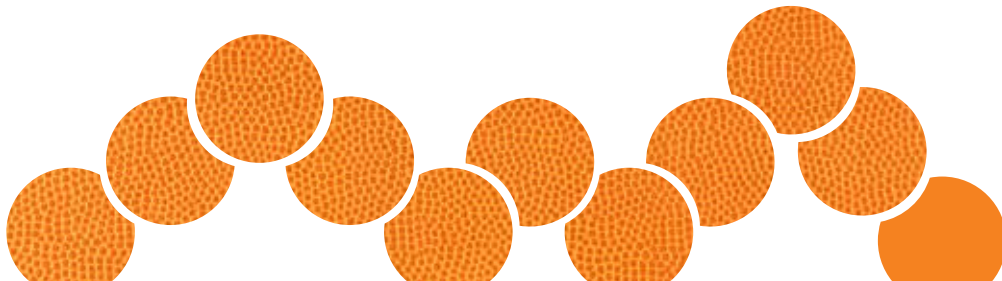
In this manual we have used the following model to relate as closely as possible to the NBF age groups.

Children		Youth		
Fun phase	Foundation phase	Formative phase	Mid-youth phase	Final youth phase
Under 11 (6-10 Years)	Under 13 (11-12 Years)	Under 15 (13-14 Years)	Under 17 (15-16 Years)	Under 20 (17-19 Years)
Fundamentals	Learning to train	Training to train	Training to compete	Training to win

The sample sessions presented here are for the 6-9 years and 10-12 years which closely relate to the fun and foundation phases. Then also the 13-16 years which closely relate to the formative/ mid youth phases.

When looking at sessions, basketball coaches will understand that age is only one factor in considering the content of the session, the other will be the player's stage of skill development. In any session, basketball coaches will be called on to make sessions easier or more challenging depending on the stage of development of the players in their team. Coaches may even be setting up different drills to ensure that the session is equally challenging for different players in their team at different levels of skill. A good basketball coach adapts their sessions to encourage and develop all of his players from the novice to the most experienced.

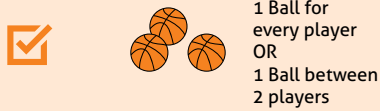
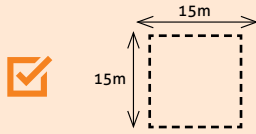
The suggested equipment in the practical sessions below is not always available and only the ideal case. The sessions can be the same fun with alternatives like sticks instead of cones or stones instead of other markings. Coaches should be creative to make the session the same fun even without all the equipment!



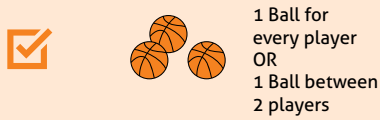
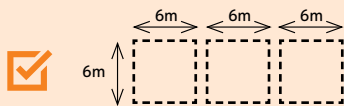
CHECKLIST



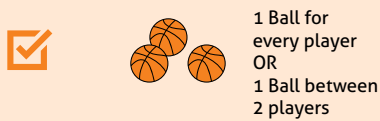
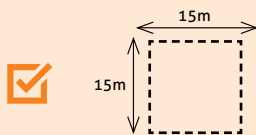
WARM UP - 20 MINUTES



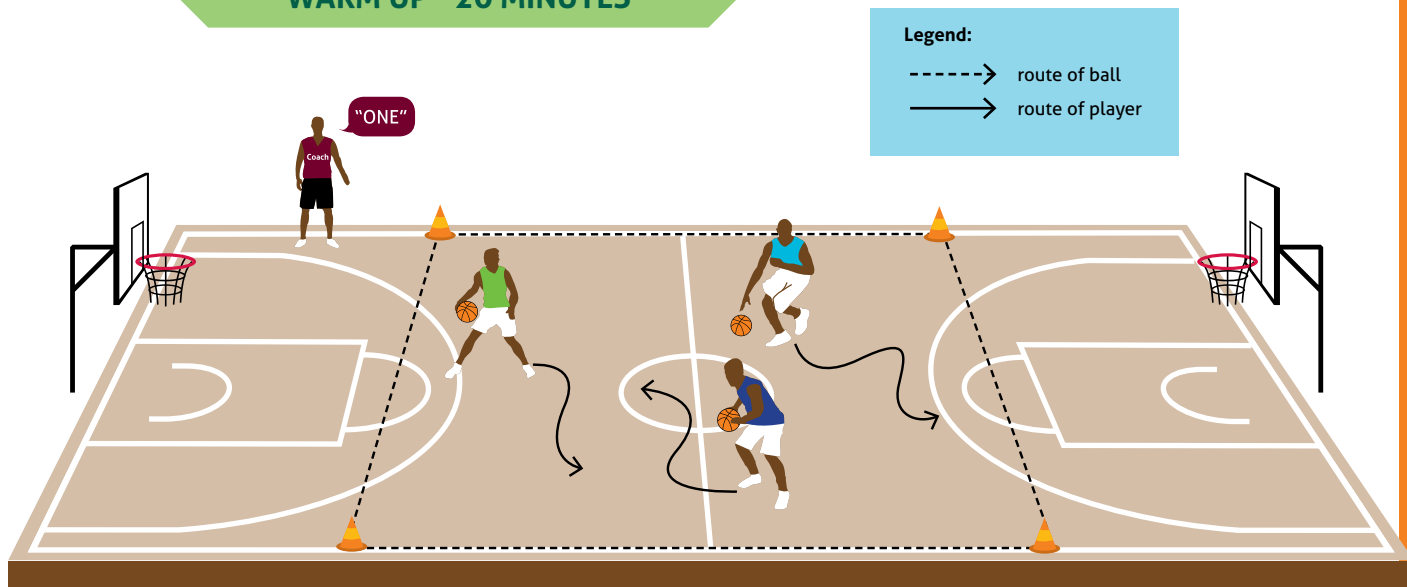
MAIN PART - 40 MINUTES



CONCLUSION - 20 MINUTES



WARM UP - 20 MINUTES



Legend:

- > route of ball
- > route of player

- Start moving around the area in different directions.
- Develop using commands as below.
- In pairs, players are to pass the ball around the court.

PHASE 1

Commands

- 1= change direction
 - 2 = jump in the air acting out catching a ball
 - 3 = act out receiving a pass from a team mate
 - 4 = side steps
- Or whatever actions you think are appropriate.

Variation

- Give extra guidance where appropriate when in group activities.
- Stipulate certain pass if necessary during drills.

- You can add more commands in to 'shout' to the players, for example '5'= sit down and get back up!
- Why not challenge the players by 'mixing the numbers up'?

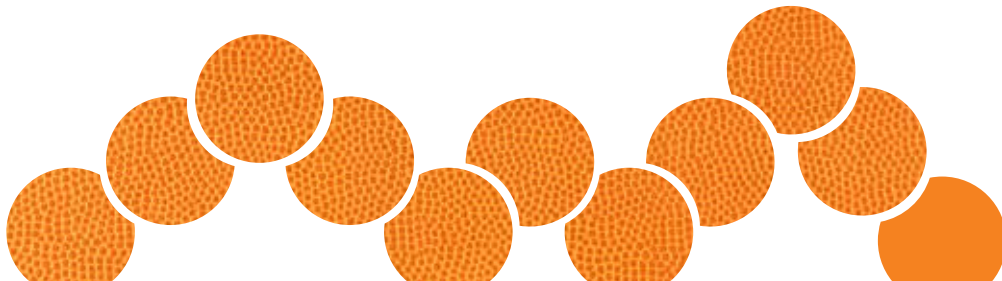
PHASE 2

Variation

- Ask the players to try and dribble around the area quicker, without bumping into anyone!

GUIDELINES

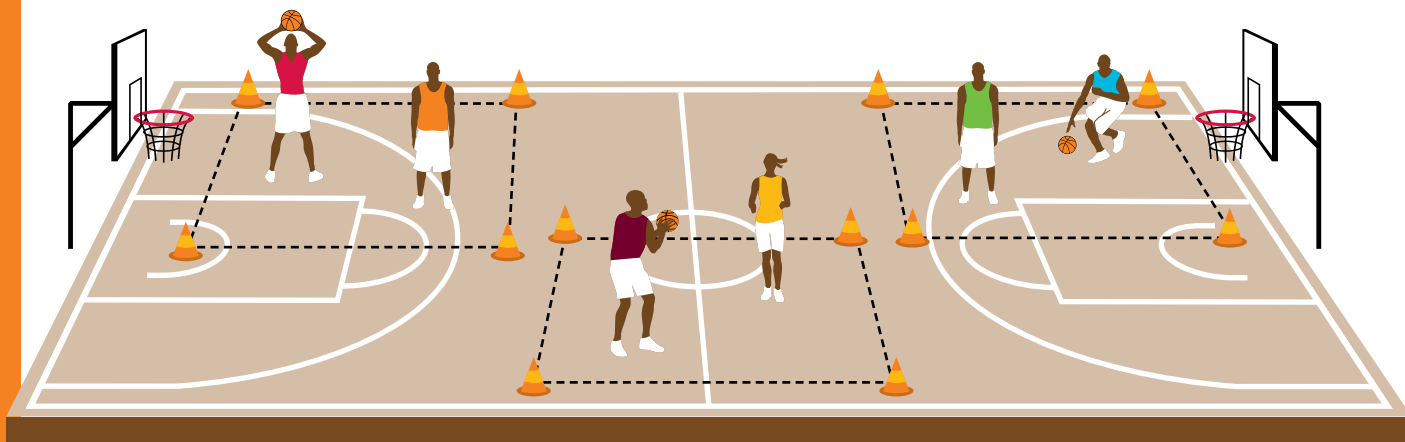
- Encourage the players to try their best to try different techniques.
- Identify and applaud teams with good communication.
- Identify, encourage and applaud good sportsmanship in teams.



TARGETS

- this session promotes great technique for young people in a fun way!

MAIN PART - 30 MINUTES



Working in twos!

Explain and demonstrate Bounce Pass to pupils as a whole group.

- Players moving around the small area you have marked out (appropriate to the size of group)
- The ball is pushed into the floor 2/3 thirds away from partner.
- Often used when passing to a pupil who has a defender behind them.
- Use drill above to allow pupils to practice in the area.

Explain and demonstrate overhead throw as a group.

- Emphasise it starts at the forehead and not behind as in football.
- Used when passing long distances or when a defender is smaller than the attacker.
- Practice using the same area, however increase the distance between pupils.

Explain and demonstrate Chest pass to pupils as a group.

- Start at chest
- Push away sharply
- Follow through with thumbs pointing down towards legs
- Used for short distances as a quick pass

Variation

Try working in groups of threes and fours. This will encourage you to use your vision and see other players around you, instead of just you and your partner!

PHASE 1

- Have two or three separate areas so you can now throw to any area and then make a movement to another, not following the ball.

- One player passes to other team member in the other area, then moves to the next square

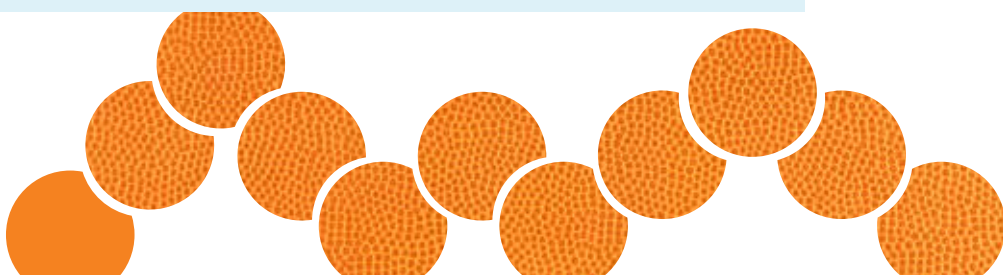
Variation

- Try and use a different pass every time you throw the ball.
- Why not try and dribble the ball for 20 seconds before passing to add more skills in.

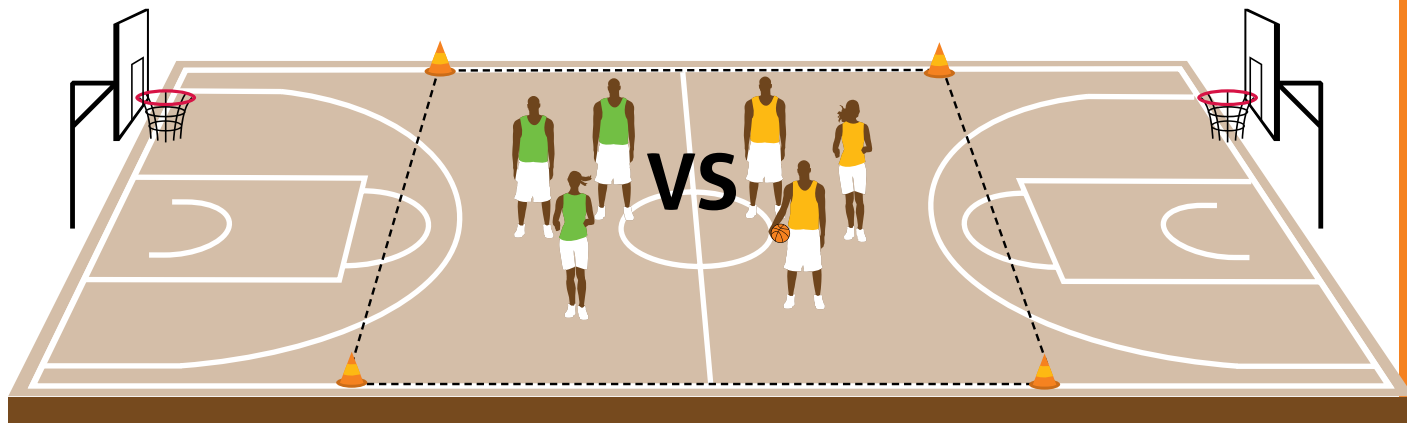
PHASE 2

GUIDELINES

- Encourage quality effort!
- Praise good/creative thinking, positive play and skill development.
- Encourage receiving player to signal for the ball and never pass until the receiver is ready.



CONCLUSION - 25 MINUTES



Now for a game of 3v3!

- 3 players on each team.
- Each basket counts as 1 point.
- If your team pass the ball three times before scoring a basket, the basket then counts as 4 points!

PHASE 1

Variation

- If you have unequal teams why not 'outnumber' the highest achieving team and make them play with fewer players!

- Organise into a small tournament and give points for winning games and also award points for good technique and fair play!

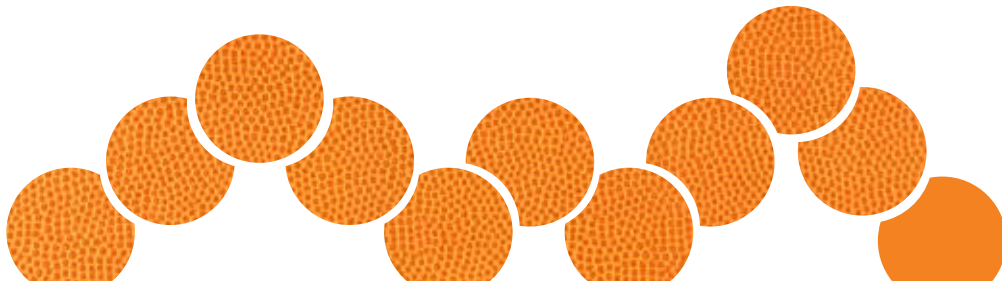
PHASE 2

Variation

- If you are with these players for a number of weeks, you could make this into an ongoing tournament each week!

GUIDELINES

- Try and pass the ball in ways they've been learning.
- Identify different circumstances where different passes are appropriate.
- Understand and try and concentrate on the technique of the passes you're making.
- If your players are doing very well and succeeding, encourage the way they have learnt the techniques.



CHECKLIST



WARM UP - 20 MINUTES



1 Ball for every player
OR
1 Ball between 2 players



Coaches whistle



Cones



Bibs



MAIN PART - 40 MINUTES



1 Ball for every player
OR
1 Ball between 2 players



Coaches whistle



Cones



Bibs



CONCLUSION - 20 MINUTES



1 Ball for every player
OR
1 Ball between 2 players



Coaches whistle



Cones

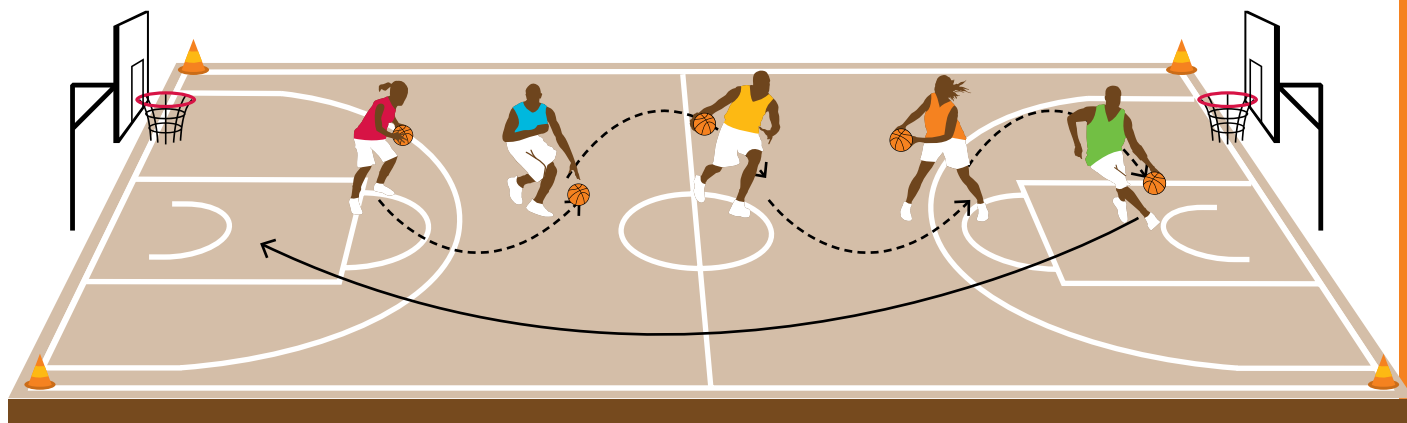


Bibs

WARM UP - 20 MINUTES

Legend:

- > route of ball
- > route of player



- Ask groups of 5 players to stand in straight line.
- Players to move ball down the line in a most creative way.
- Once ball reaches the last player they are to run to the front.
- First group to get the original starting player to front wins.

PHASE 1

Variation

- Give pupils example of under and over. They are not allowed to use this example.
- Rules – Everyone's head must face forward. Last pupil can only run when they have possession.

- Using the playing space players to move round the hall in different ways and directions.
- Look for pupils moving in creative ways rather than simply jogging.

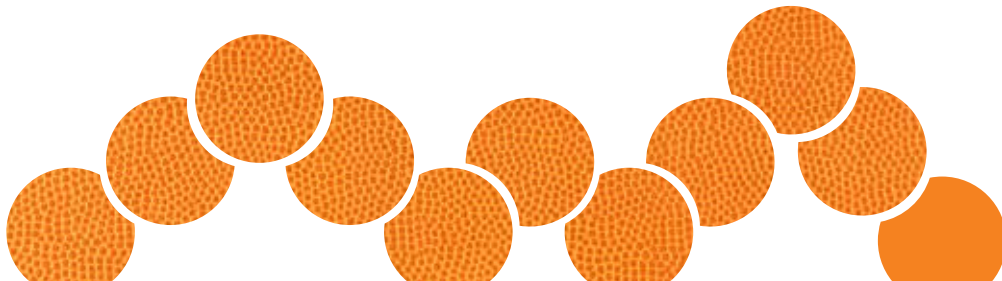
PHASE 2

Variation

- Try side stepping, high knees, heel flicks, jumping, sideways movement, moving backwards.
- Tip: Use a whistle or command to get pupils to change direction if required.

GUIDELINES

- Keep your head up, looking where you're going on the court!
- Stay on your toes to enable you to change direction more easily.



EXAMPLE TRAINING SESSION 2

FOR CHILDREN
AGED 6-9

DRIBBLING

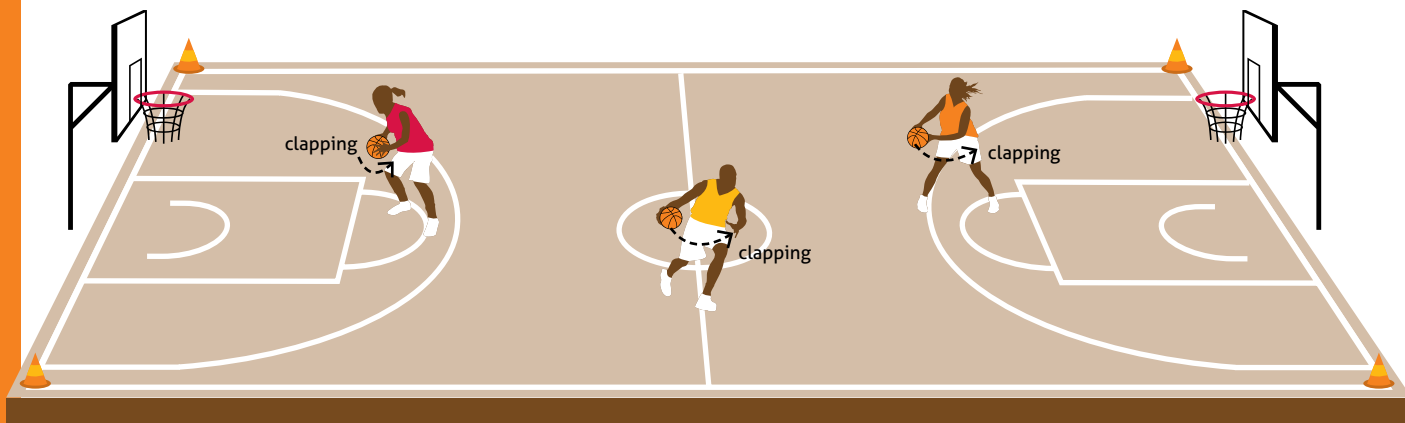
TARGETS

- this session is encouraging young people to enjoy exercise and movement!

MAIN PART -40 MINUTES

Legend:

- > route of ball
- > route of player



- Move the ball in the finger tips from hand to hand just in front of their body.
- Move the ball from high to low.
- Walk forwards and backwards moving the ball from hand to hand with finger tips.

PHASE 1

Variation

- Move ball around the body not touching any part.
- Figure of Eight: Stand with feet shoulder width apart; circle ball between and around each leg in a figure of 8 patterns.



- Paired activity.
- Throw ball up and see how many times you can clap before the ball is caught again.

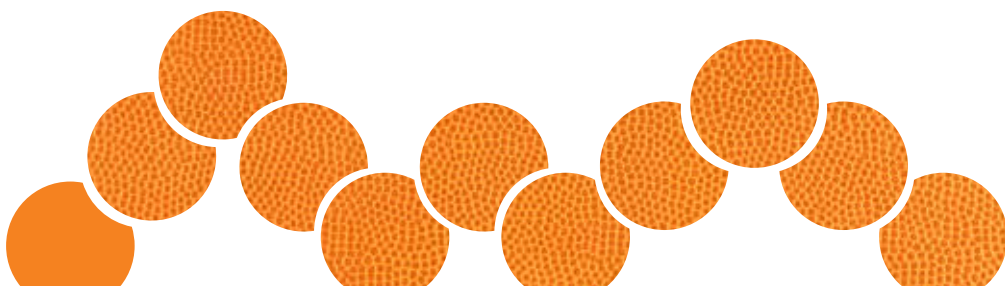
PHASE 2

Variation

- Hold ball between knees, release ball, clap hands and try to catch ball before it drops to the floor.
- One pupil on playing area, other to stand at side to avoid congestion/accidents. Swap over after 5 go's.

GUIDELINES

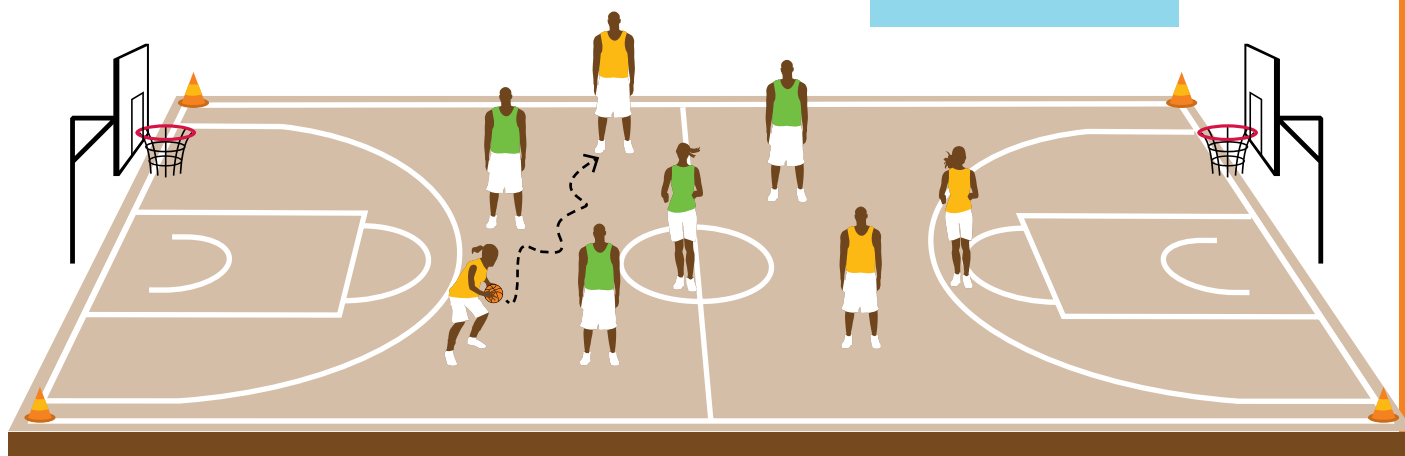
- Encourage good efforts made.
- Why not let one of the more confident players show the rest?



CONCLUSION - 20 MINUTES

Legend:

- > route of ball
- > route of player



- Divide players into mixed ability groups of 4.
- Play in small areas with a target at each end for Basket.
- Using what they have learnt pupils are to attempt different ways of touching/bouncing the ball before attempting to score.
- To score, the players have to throw the ball, without it bouncing to the player at the end of the area.

PHASE 1

Variation

- Encourage players to use different hands and speeding up their dribble to the basket.

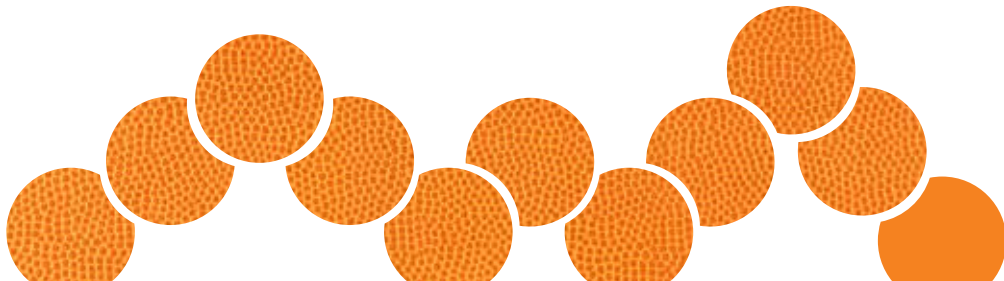
Closing Team Circle:

- Praise good/creative thinking during session.
- Ask questions about the importance of ball control and why it is important during games.
- Review understanding with pupils.
- Ask questions to clarify.

PHASE 2

GUIDELINES

- Ask players questions about their learning and what they understand about dribbling.
- Be positive about the players performances and effort.



CHECKLIST



WARM UP - 20 MINUTES

-
- 1 Ball between 2-3 players
- Cones
- Bibs



MAIN PART - 40 MINUTES

- 1 Ball for every player
- Cones
- Bibs



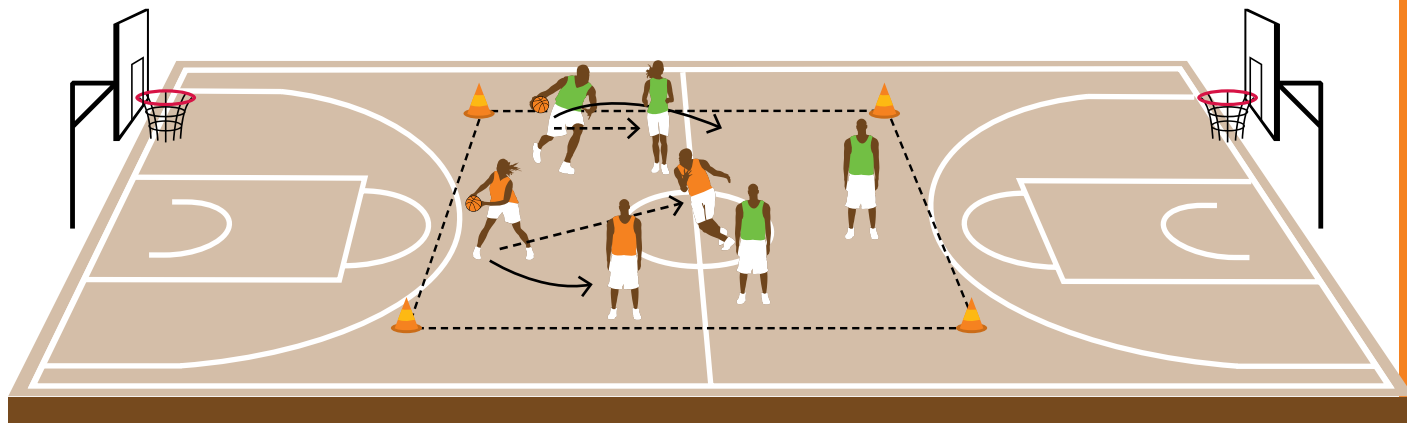
CONCLUSION - 20 MINUTES

- 1 Ball for every player
- 4 Cones
- Bibs
- 2 Baskets

WARM UP - 20 MINUTES

Legend:

- > route of ball
- > route of player



- In an area, players randomly passing to each other and moving around the area. **PHASE 1**
- When the players receive the ball, they must bounce it twice before passing to someone else.

Variation

- Let's challenge the players to bounce the ball once with their right hand then once with their left hand, the pass it on.

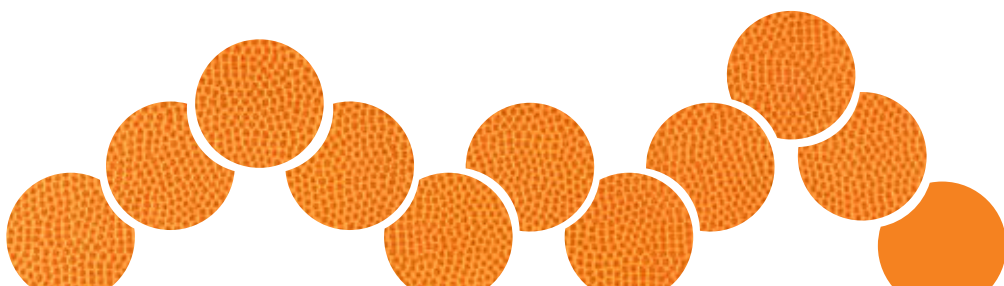
- In an area, players are split into two teams. **PHASE 2**
- The players can only pass to their own team mates but have to now bounce the ball twice on each hand before passing it on.

Variation

- Let's encourage the players to do 'different' bounces if they can, for example bounce it through their legs and from left hand to right hand!

GUIDELINES

- Ensure demonstrations are easy enough to understand.
- Be positive when players make mistakes.
- Let the players, play! It's OK for them to make mistakes with their technique. Help them and guide them to improve.



EXAMPLE TRAINING SESSION 3

FOR CHILDREN
AGED 6-9

SHOOTING

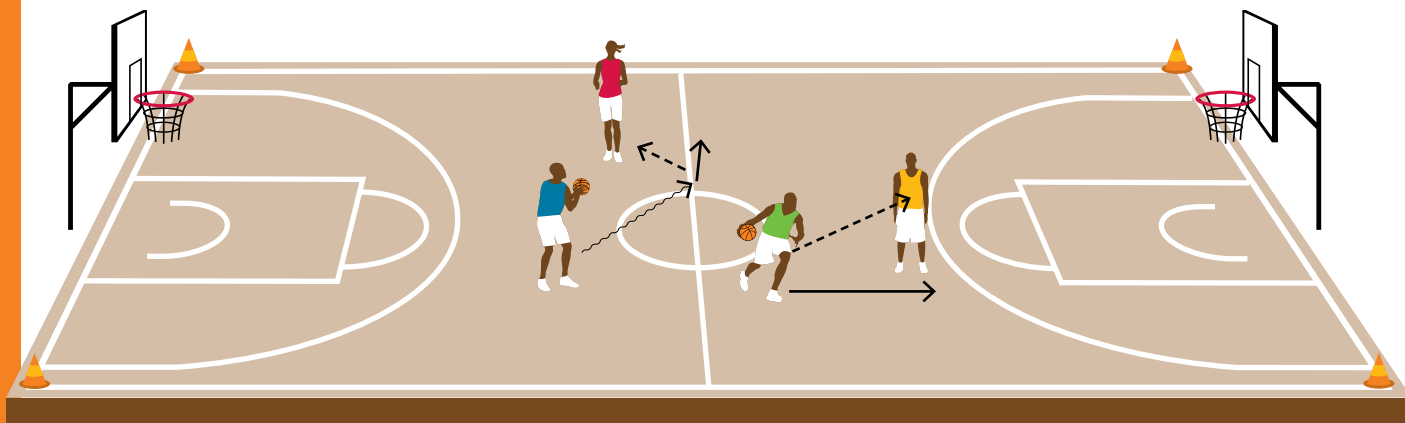
TARGETS

- check out the young people using their concentration to 'shoot' well!

MAIN PART -40 MINUTES

Legend:

- > route of ball
- > route of player
- ~~~~~> dribbling



- Two players stand opposite and have to 'shoot' at each other. Promote the overarm technique for shooting the basketball.
- Their aim should be to not have the opposite player move too far out of their way to receive the ball.
- Every time the players 'hit their target' they get a point.

PHASE 1

Variation

- Let's ask the players to try these using different hands! This will test their skills!

- In an area, ask the players to get into two's.
- One player can stand on the side of the area whilst the other dribbles around.
- After 10 seconds the dribbling player has to find their partner and go 'shoot' the ball to land in their arms.
- This then gets repeated by the other player.

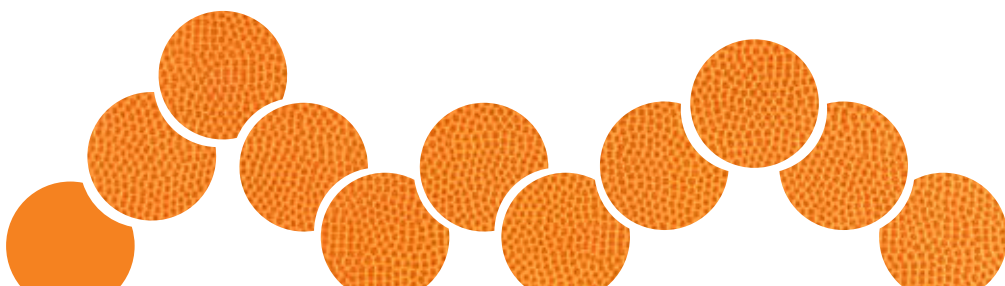
PHASE 2

Variation

- You could make this a count of 'bounces' and not time managed by the players. You could also get the players to use other players to 'shoot' at on the outside of their area to change their focus!

GUIDELINES

- Ensure demonstrations are easy enough to understand
- Promote the correct technique
- ENDORSE EFFORT AND ENCOURAGE PLAYERS!



CONCLUSION - 20 MINUTES

Legend:

- > route of ball
- > route of player



- In two lines, the front person at the row take it in turns to run up to the basket to shoot
- Once the players have shot a basket, they go to the back of the row
- If the players score a basket it's praised and encouraged
- If the players miss (likely!) help and support with technique advice!

PHASE 1

Variation

- The players might be able to dribble up to the basket with both hands and then stop to shoot! Why not challenge them!

- The players can now go up to the basket in two's.
- They throw the ball between each other until they reach a point where one shoots.
- Make sure that both players get equal shots on the basket to be fair and save arguments!

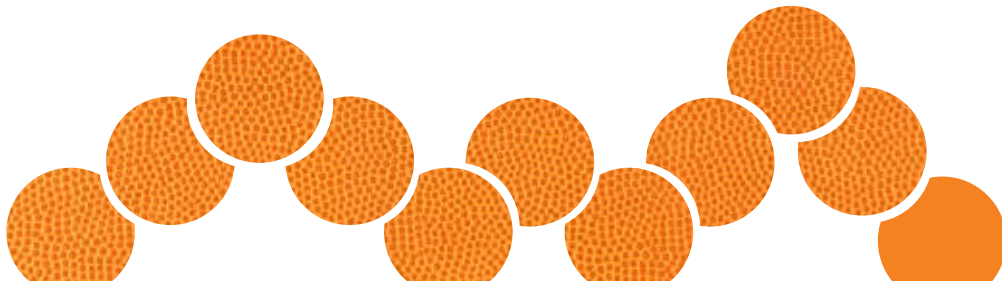
PHASE 2

Variation

- Why not challenge the players to shoot from further away from the basket if they can be confident enough?

GUIDELINES

- Ensure demonstrations are easy enough to understand.
- Don't have more than four players in a line, otherwise they could get bored!
- Encourage players to challenge themselves and don't tell them off for missing!



CHECKLIST



WARM UP - 20 MINUTES

-
- 1 Ball
- Cones
- Bibs



MAIN PART - 40 MINUTES

-
- 1 Ball for every player
- Cones
- Bibs
- Line of Ladders



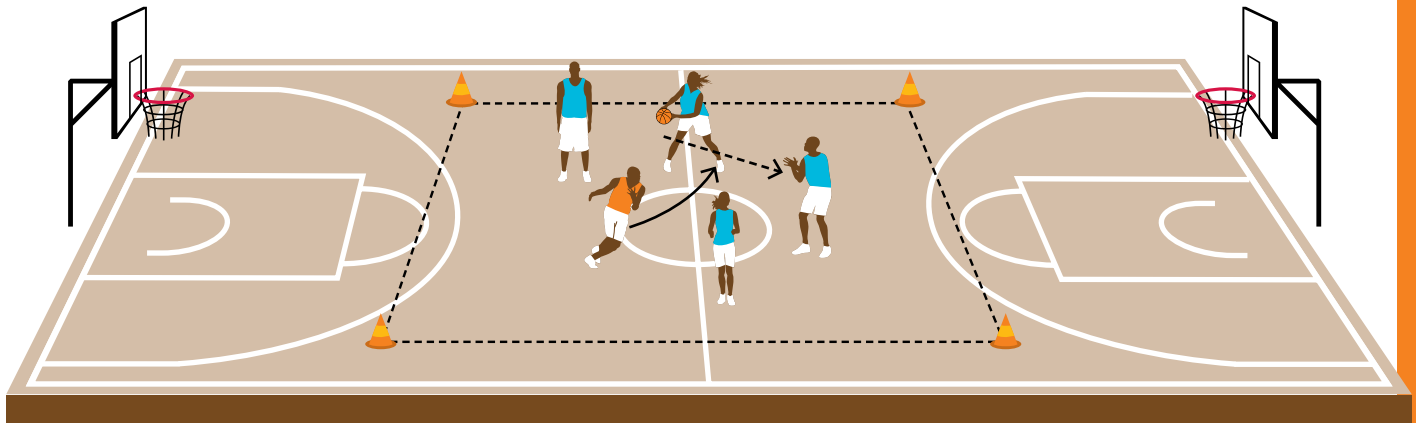
CONCLUSION - 20 MINUTES

- 1 Ball for every player
- 4 Cones
- Bibs

WARM UP - 20 MINUTES

Legend:

- > route of ball
- > route of player

**Let's play Bull in the Ring!**

- In groups of 5 players make a circle, 1 player in the middle.
- Player in middle is now 'bull'.
- Players in the circle to make passes and not let the 'bull' catch the ball.
- 'Bull' has to try and intercept.

PHASE 1

Variation

- Why not challenge the players and put two players as the 'bull'!

Pivoting Drill

- In pairs, one has the ball and must stop defender touching it.
- No movement other than pivoting is allowed.
- Change over when instructed and give the other person a go!

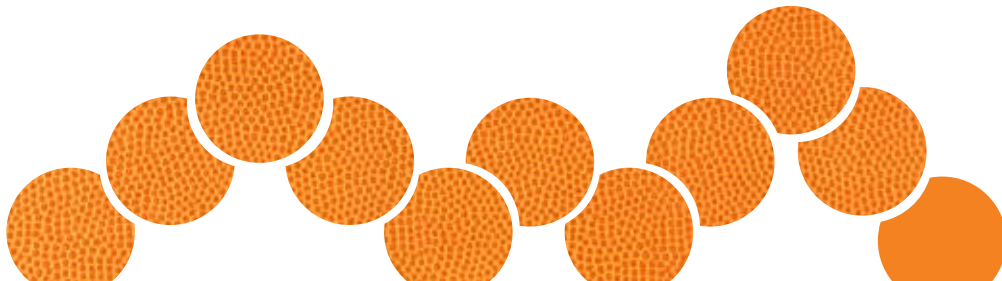
PHASE 2

Variation

- Why not challenge the players and make them do this back to back as a start position?

GUIDELINES

- Not allowed to pass to person next to you.
- Encourage head up, looking at position of defender.
- Change 'bull' after interception.
- Allow pupils to be creative, see what they can remember.



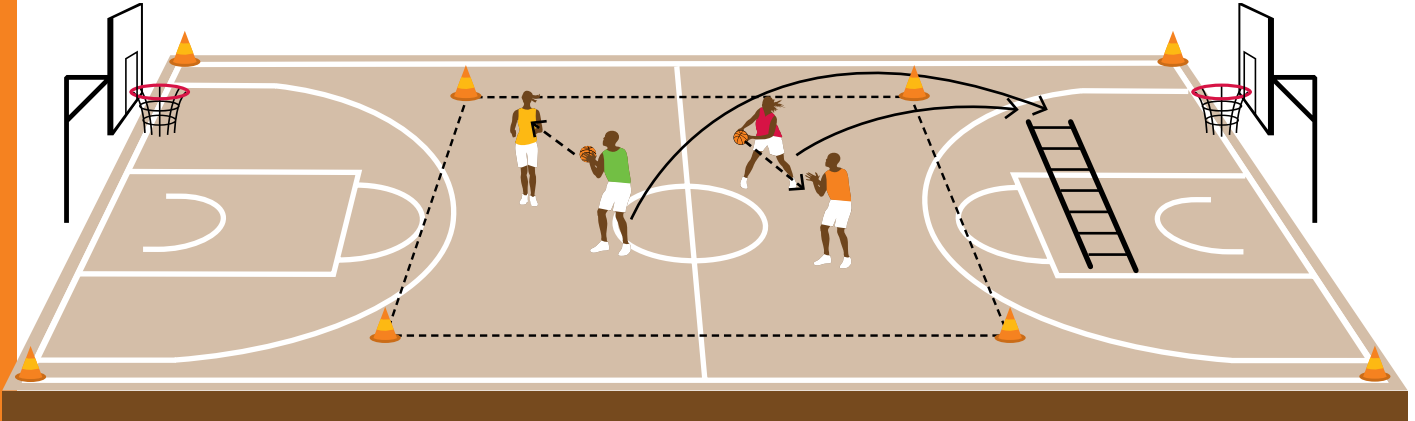
TARGETS

- this is excellent for young players learning foot/body coordination!

MAIN PART -40 MINUTES

Legend:

- > route of ball
- > route of player

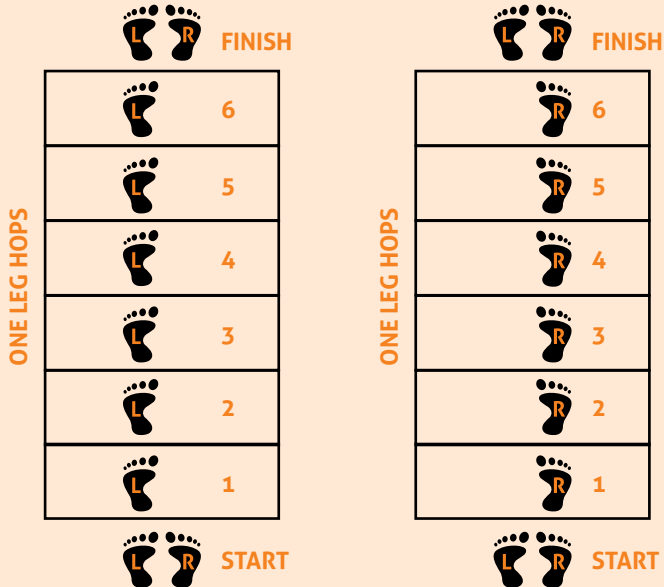


- Pupils to run around the area set up freely; on command they execute the 'set stop' (Pupil lands on two simultaneous feet approximately shoulder width apart. Either foot can become pivot foot).
- After making a clear stop, pupils execute a pivoting action to move off.
- Introduce 3 standing pupils who have a ball each.
- When pupils stop the standing pupils make a pass to a nearby pupil. Receiver catches to become a standing pupil.

PHASE 1

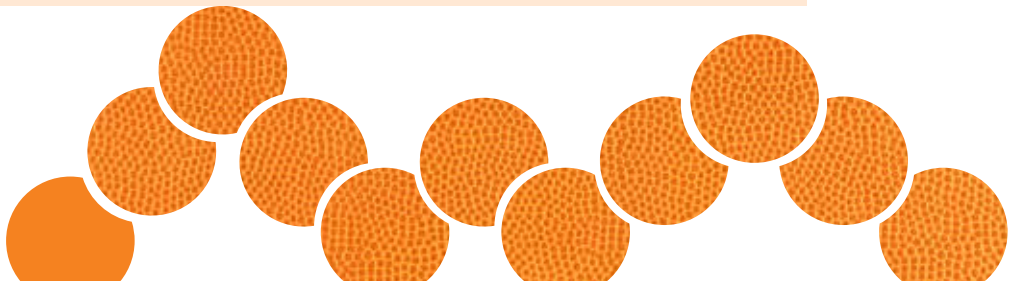
- Once the players are happy with the above 'Phase 1' drill.
- When they have passed the ball to another player, they must go off the court and go through one set of ladders on the floor in the following fashion (see diagram below) on their left foot and then with their right foot.

PHASE 2

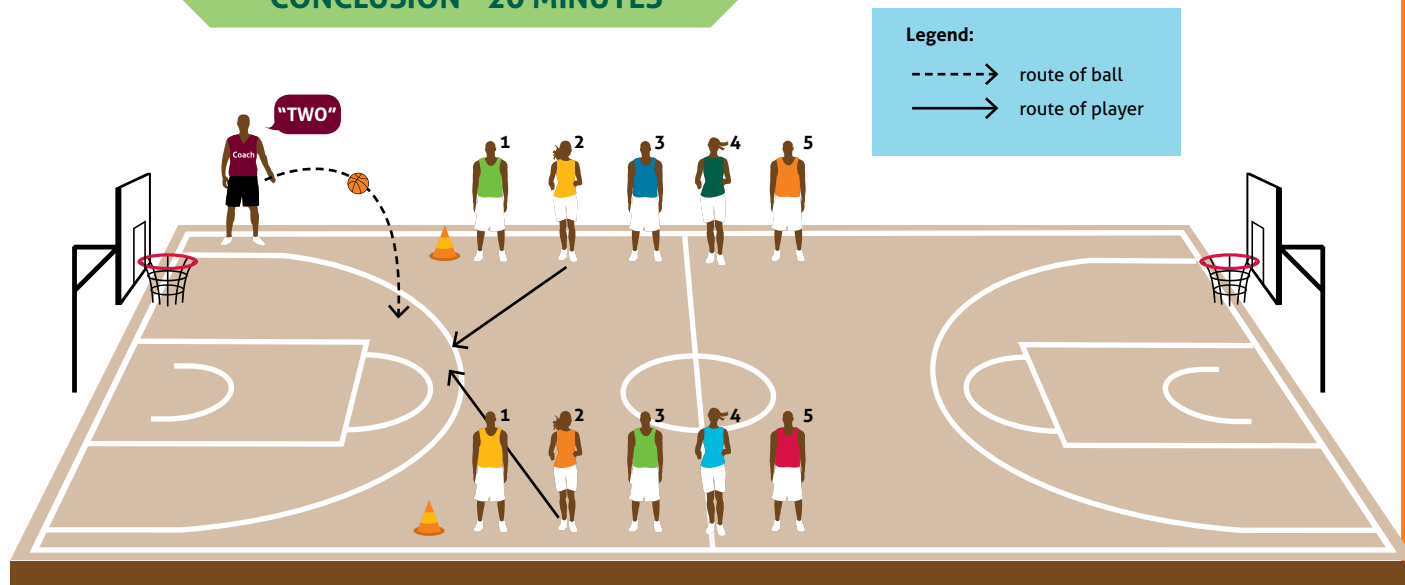


Variation

- Why not try and do different ways of moving through the ladders! This could be challenging for the players!



CONCLUSION - 20 MINUTES



- Two teams are chosen to stand at opposite ends of the court.
- Each team member is given a number between 1-9 (depending on numbers).
- The coach blows the whistle and shouts a number.
- That number from each team has to compete for the ball and score a basket!

PHASE 1

Variation

- The coach can shout more than one number to get a 2v2 or more out on court!

- Split the group into six teams and have a 'round robin' tournament.
- The players can make their own rules up but have to tell the coach what relevance the rules are to the footwork drills.

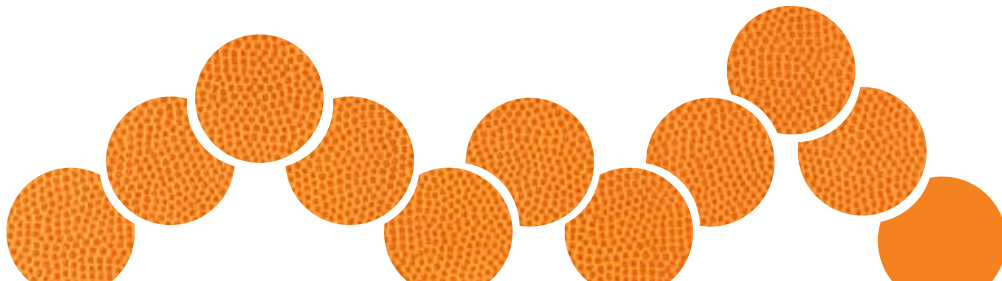
PHASE 2

Variation

- Let's ask the players to 'pick a player' on their team who will be awarded more points if they score. This will be interesting to see who they pick. This player must change every time that player scores a basket.

GUIDELINES

- Ask the players to take responsible ownership for the decisions they make with regards the 'chosen players'.



CHECKLIST



WARM UP - 20 MINUTES

- 15m
15m
- 1 Ball between 2 players
- Cones
- Bibs
- Coaches whistle



MAIN PART - 40 MINUTES

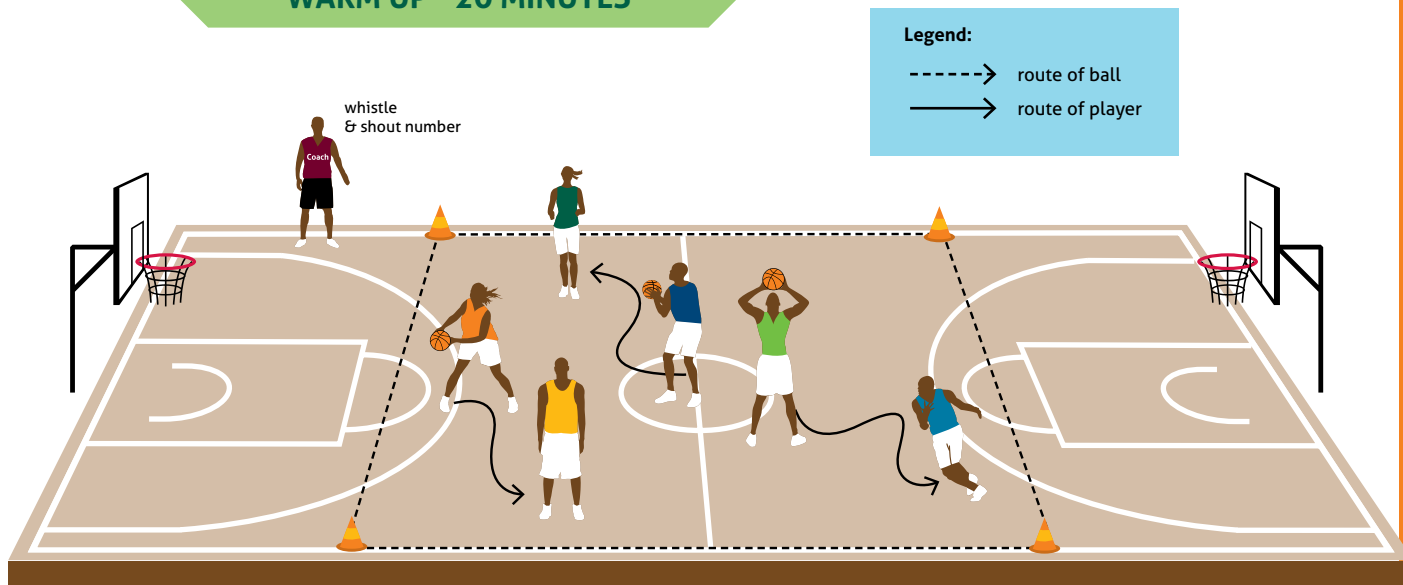
- 10m
10m
- 1 Ball between 2 players
- Cones
- Bibs
- Coaches whistle



CONCLUSION - 20 MINUTES

- 1 Ball between 2 players
- Cones
- Bibs
- Coaches whistle

WARM UP - 20 MINUTES



Legend:

- > route of ball
- > route of player

- Start moving around the area in different directions.
- On blow of whistle change direction.
- Give different numbers which will trigger different movements and changes of direction.
- We will then introduce a ball between 2!
- Encourage different ways of passing to each other in the area marked, without directly explaining what to do.
- Players cannot run/walk when they are in possession of the ball.

PHASE 1

Variation

- Change over after 30 seconds and make the passing styles different each passes they complete.

Don't get caught!

- In pairs, 1 'dodger' and 1 'marker'
- 'Marker' to stay within touching distance and try to anticipate changes of direction.
- Look for space, when space is seen and run into it.
- 'Dodger' to look and think ahead.
- Change space and try to get rid of marker.

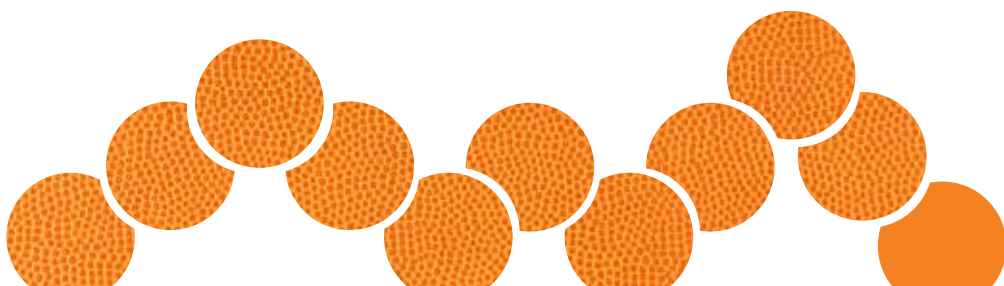
Variation

- Change the style the players are allowed to dribble and move the ball.
- The players can now use their body to shield the ball where necessary.

PHASE 2

GUIDELINES

- When changing direction bend knees slightly and push off with opposite leg.



EXAMPLE TRAINING SESSION 1

FOR CHILDREN
AGED 10-13

PASSING

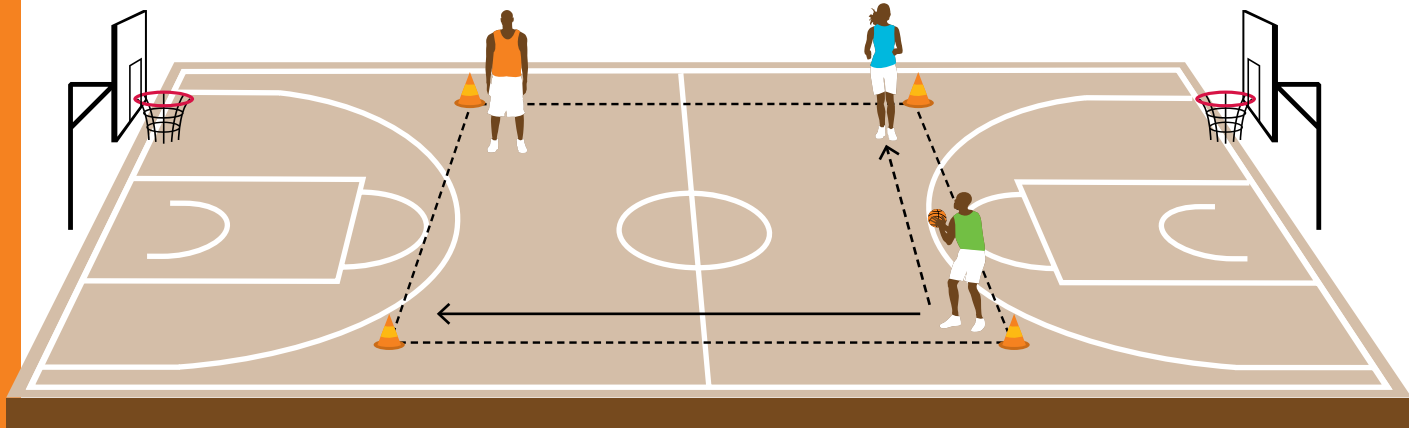
TARGETS

- this session is great for players learning about special awareness!

MAIN PART - 40 MINUTES

Legend:

- > route of ball
- > route of player



We will look at the 'Triangle Pass'

- Introduce the idea of passing into a space.
- Use 4 cones to make a square.
- In 3's, 1 pupil at each cone - leaves one free.
- After a pass, a pupil will move to the free cone.

Variation

Add a player on the 'spare' cone and the players now have to move to either the 'free cone' OR they follow their pass, whichever one is 'on'.

PHASE 1

- Have different markers spread out around, randomly in the area.
- Have one player (minimum) on each cone and the players have to pass the ball and move to a spare 'un-manned' marker.

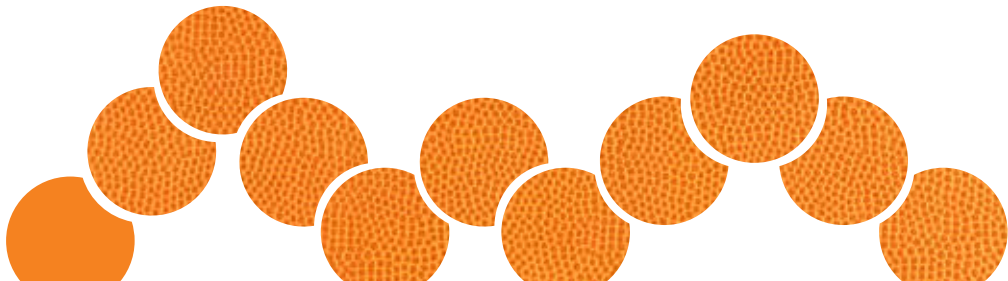
Variation

- Have one player that is trying to 'defend' and win the ball back from the players manning the cones.

PHASE 2

GUIDELINES

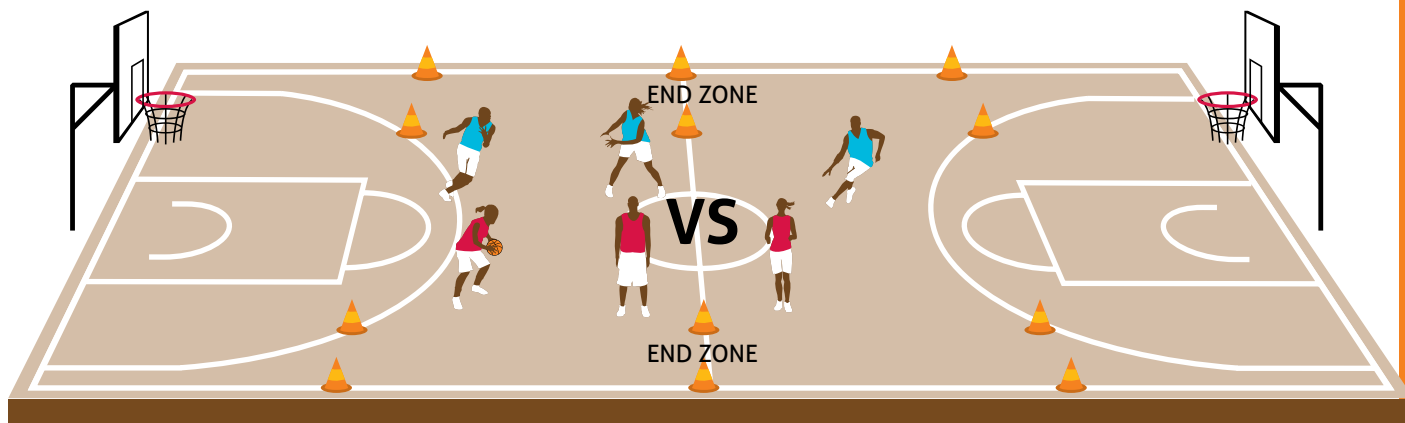
- Awareness of who will be manning the cones.
- Try and use different styles of passing and receiving.
- Make the players aware about the ways you can utilise the body to shield players trying to get the ball back from you.



CONCLUSION - 20 MINUTES

Legend:

- > route of ball
- > route of player



- In 5's – 3 attackers, 2 defenders.
- 3 attackers must not move but have to pass the ball to each other.
- Defenders must try and intercept the ball – defenders can move.
- The aim of the game is to get into the 'end zone'.

PHASE 1

Variation

- Attackers can now move and are advised to be aware of space they can move into!

- In the whole session have a 'spare' extra attacker that can 'float' from one small game to another small game to make the 'overload' of players on one team if they are struggling.

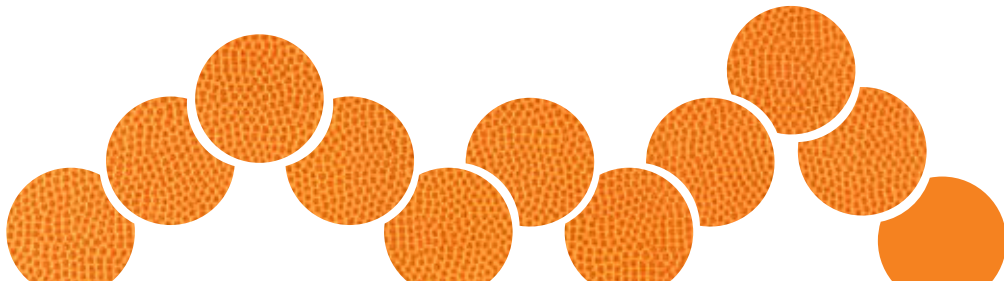
PHASE 2

Variation

- The 'floating attacker' can now move from game to game, but isn't allowed to be on the attacking team so will only help the 'defending' teams. This will make the game more challenging to score!

GUIDELINES

- Identify and act on players doing well and support some that might be struggling with the game.
- Each team member must support and help their team mates with positive words and actions.
- Make sure you're practising the skills and techniques that have been practised during the session.



CHECKLIST



WARM UP - 20 MINUTES

- Bibs
- 1 Ball for every player
- Cones



MAIN PART - 40 MINUTES

- Bibs
- 1 Ball between 2 players
- Cones



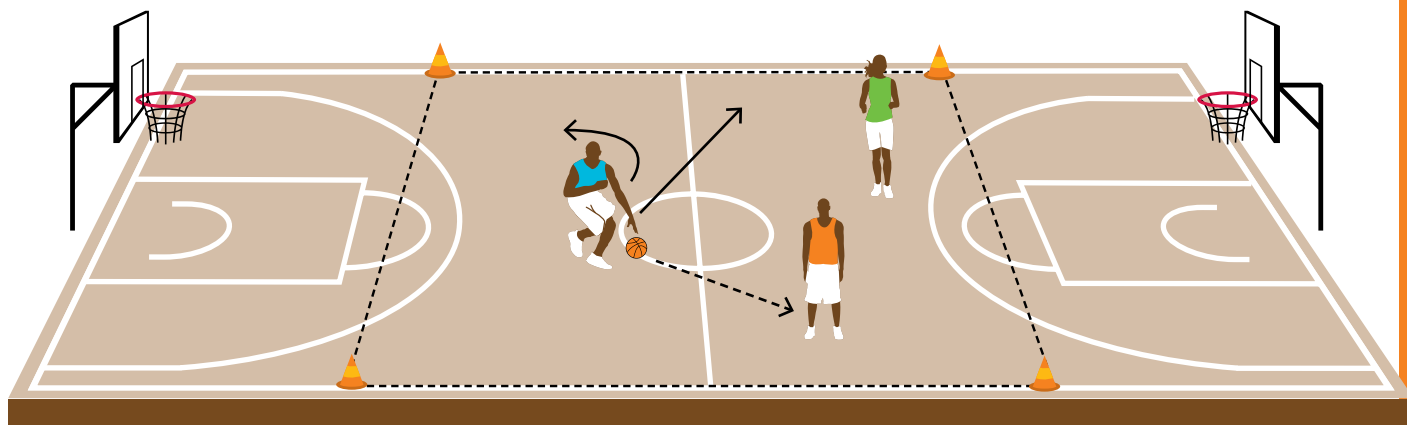
CONCLUSION - 20 MINUTES

- Bibs
- 1 Ball between 2 players
- Cones
- 4 Baskets or 4 ways of 'scoring' (end zone or key player)

WARM UP - 20 MINUTES

Legend:

- > route of ball
- > route of player



- Players moving around in a square marked out by the coach.
- Players can throw the ball to each other using bounce passes and from the chest too.
- Once the players have thrown the ball, they 'jump up' or 'touch the floor'.
- Once the jump has been done, have a small sprint into space in the area.

PHASE 1

Variation

- Mix up the 'after' throw tasks by suggesting they move in different directions and in different ways.

- Give every player a number 1-10 (or however many players are in the group).
- Player number '1' and player number '5' start with the ball.
- They have to pass the ball to the next number up i.e. player '1' passes to player '2' and this carries on.. (player '10' passes to player '1').

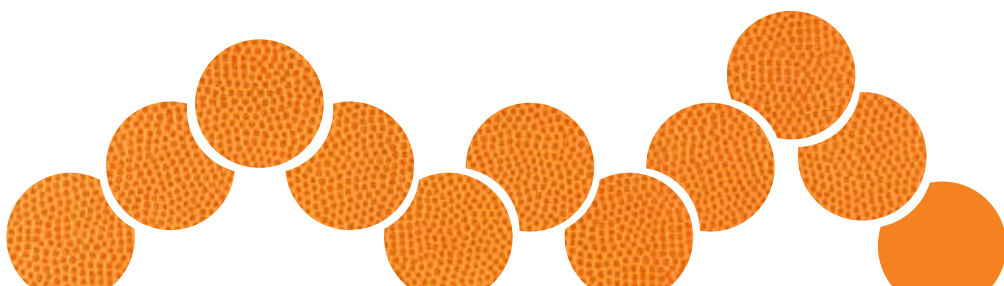
PHASE 2

Variation

- Let's challenge the players and ask them to only pass in 'odds' and 'evens' numbers ('2' passes to '4' who passes to '6' etc.).

GUIDELINES

- Encourage to help others within their small groups.
- Encourage pupils to lead within small groups.
- Encourage the players to communicate and support each other with the task.



EXAMPLE TRAINING SESSION 2

FOR CHILDREN
AGED 10-13

DRIBBLING

TARGETS

- great for young players to learn about ball control AND core strength!

MAIN PART - 40 MINUTES

Legend:

- > route of ball
- > route of player



Dribble development

- All pupils to have a ball
- Start with dribbling whilst seated.
- Move to dribbling whilst kneeling.
- Develop into dribbling whilst standing.

PHASE 1

Variation

Once skills have been done individually, the coach can use command numbers:
1=Dribble sat down 2=Dribble kneeling 3=Dribble standing

Let's play paint the court!

- All pupils to have a ball.
- Aim to pretend ball is full of paint and they have to empty the ball by bouncing the ball on every bit of the court, you can mark out as many different parts of the court if this helps.
- Encourage different pace of dribbling with the ball and changes of direction.

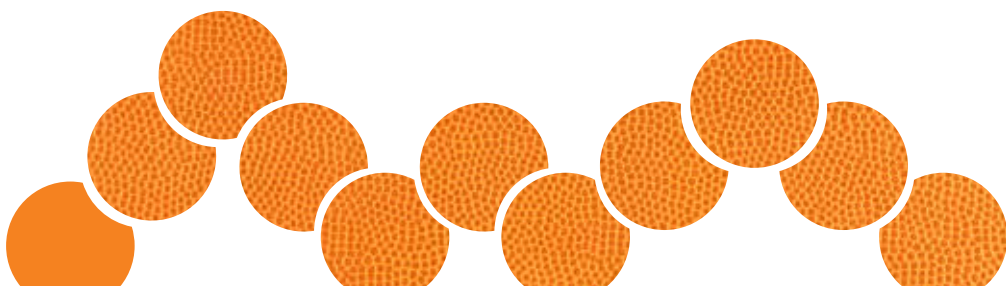
PHASE 2

Variation

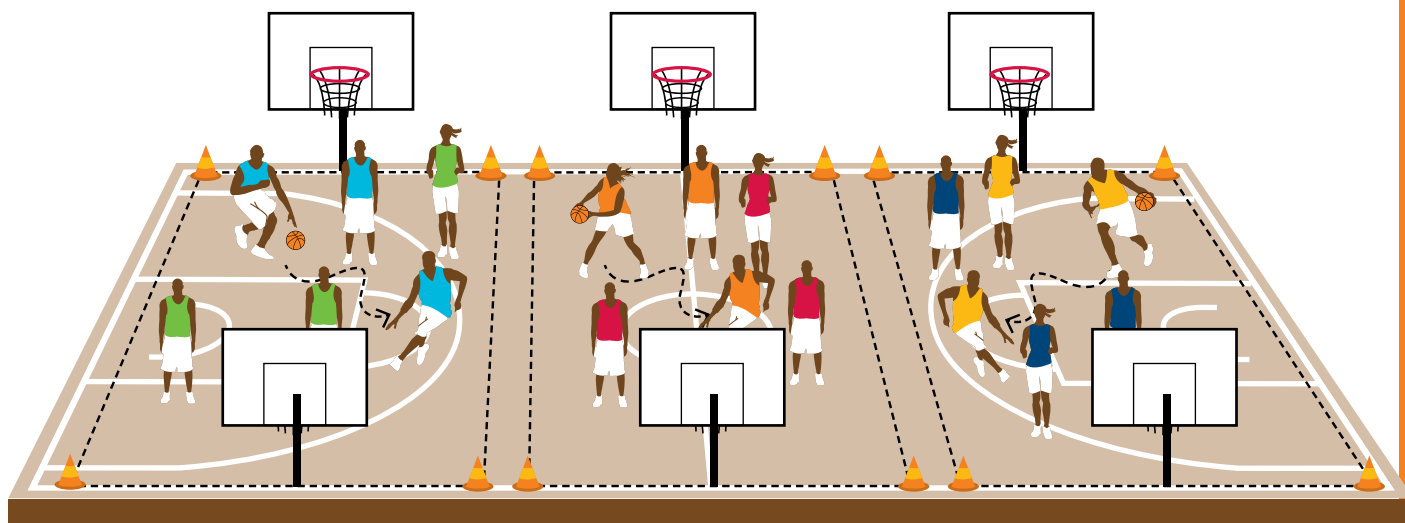
- Why not challenge the players to work in two's and task one with being the defender to put pressure on the dribbler to move around the court quicker with more touches on the ball.

GUIDELINES

- Allow pupils to practice using both dominant and weaker hands.
- Encourage the players to change direction in a positive attacking manor.



CONCLUSION - 20 MINUTES



- Split the players into equal teams.
- Have 3 games of 7 minutes each (or relevant time to suit).
- During each game, the team with the most 'complete dribbles' wins.

PHASE 1

Variation

- Why not challenge the players to make sure that every player must be encouraged to try and make the dribble.

- Keep the same game as above;
- A new rule is for the coach to highlight that if every player on the team successfully completes a dribble the team get five free points as recognition of good teamwork!

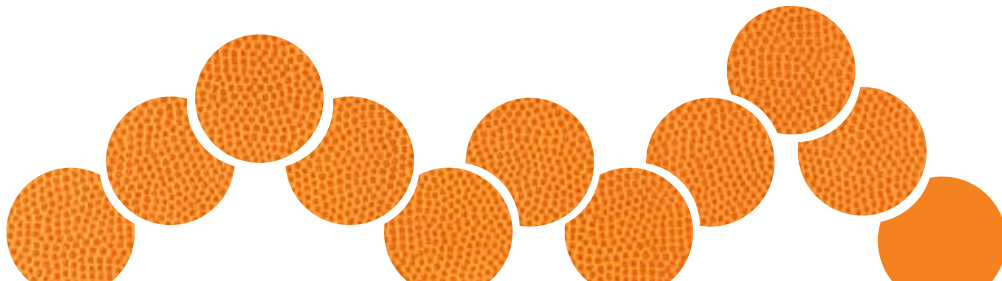
PHASE 2

Variation

- Why not challenge the players and make the 'complete dribble' an 8 second one instead of 5 seconds!?

GUIDELINES

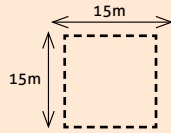
- A 'complete dribble' is a team member that dribbles the ball for 5 seconds and successfully passes the ball on to another team member.
- Encourage players to pass to team mates in space and once in appropriate space, then dribble.



CHECKLIST



WARM UP - 20 MINUTES



Bibs



1 Ball for every player



Cones



MAIN PART - 40 MINUTES



1 Ball for every player



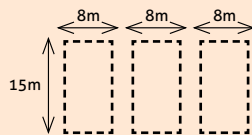
Cones



Bibs



CONCLUSION - 20 MINUTES



Bibs



1 Ball for every player



2 Baskets to shoot in (portable if possible)

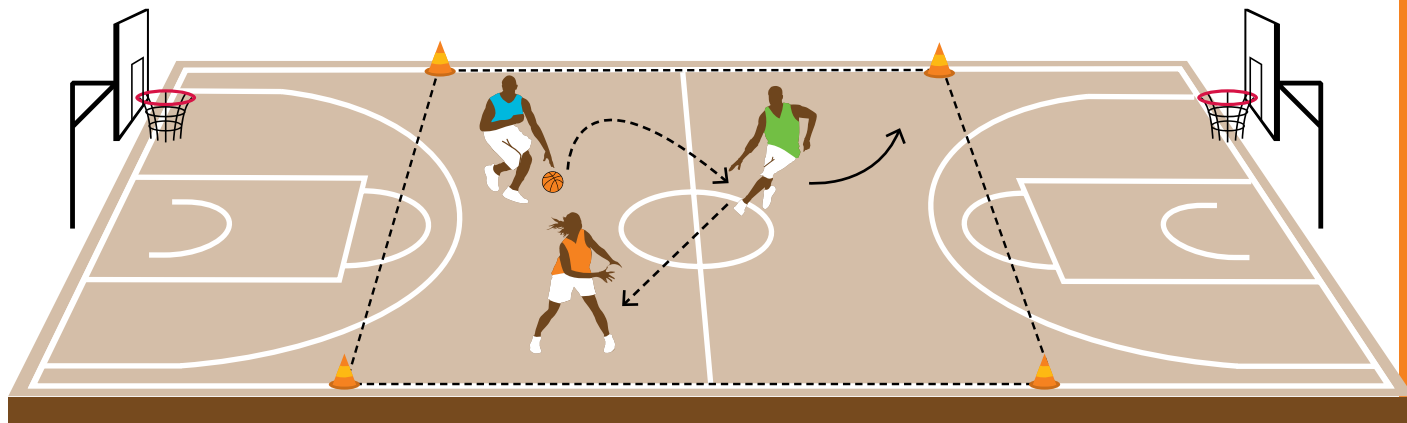


Cones

WARM UP - 20 MINUTES

Legend:

- > route of ball
- > route of player



- Players moving around the area randomly passing the ball to each other.
- The passes have to be different each time they do it.

PHASE 1

Variation

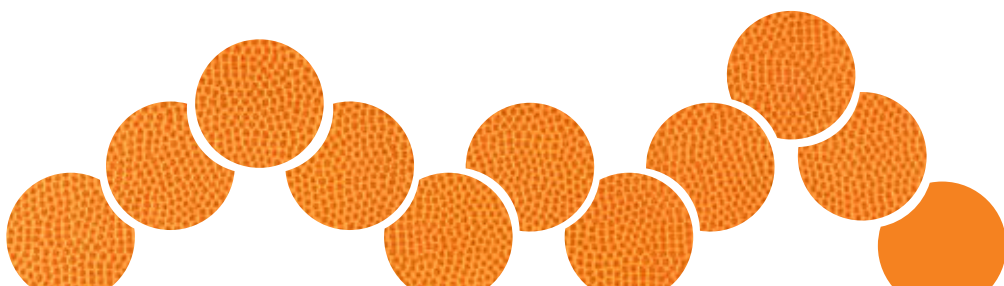
- To learn names and to promote positive communication, have the players call out the name of the person they're passing to.
- Let's try and put three of the players in bibs and have the other players always looking to pass the ball to them whenever they're 'on'.

- In the area marked out, deliver the game as above.
- Once the players have passed their ball to another player, they then sprint to touch two cones/markers before they get back involved.
- Once they're back in the game they continue the game as before.

PHASE 2

Variation

- Once the players have passed the ball, they could do two press ups or star jumps before sprinting to the markers.



EXAMPLE TRAINING SESSION 3

FOR CHILDREN
AGED 10-13

SHOOTING

MAIN PART - 40 MINUTES

TARGETS

- what a great way for players to start recognising different court positions to shoot from.

Legend:

- > route of ball
- > route of player



- Player 1 makes a good chest pass to player 2.
- Player 1 follows the pass and closes on player 2, but does not try to block the shot or simply fly by the shooter.
- 2 takes the shot (no dribbling) and follows it for the rebound.
- Now player 2 passes back out to player 1 (who is at position A) and closes-out on 1, who is now the shooter.

PHASE 1

Variation

After both players have shot from position A, they move next to position B, and on around the circle and then back around again (E->D->C->B->A).

- With the same game, we will now add a player in on position 'B' to close the ball down when it's moving from player 1.
- This will put more pressure on player 2 to move quickly to receive the ball, but more importantly get the shot off quickly against opposition.

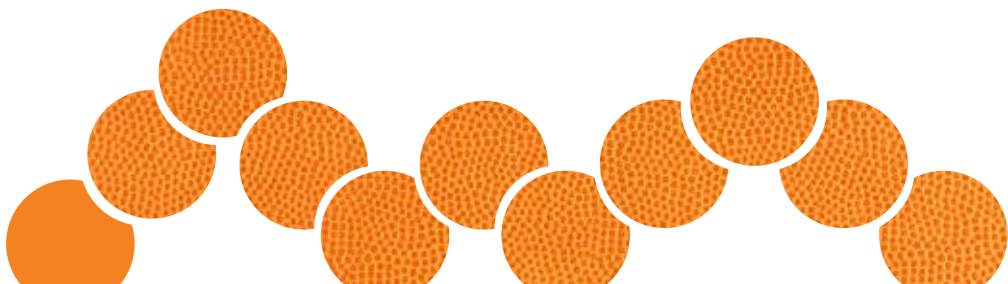
PHASE 2

Variation

After both players have shot from position A, they move next to position B, and on around the circle and then back around again (E->D->C->B->A). Once this has happened, change the angle of which the defender is pressuring the shooter from.

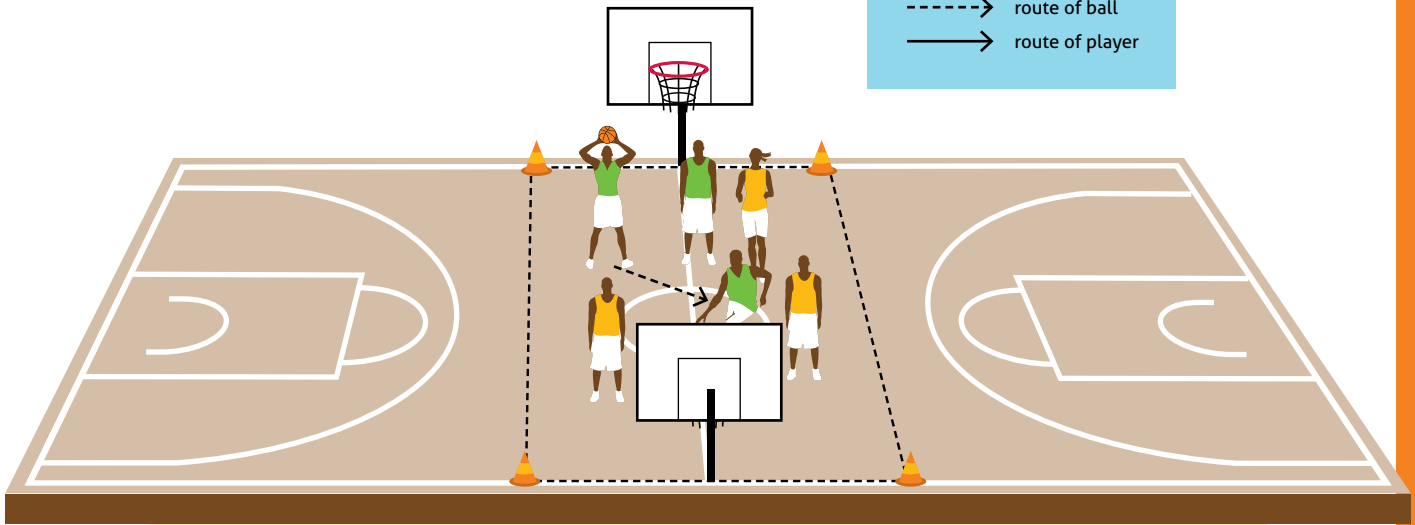
GUIDELINES

- Encourage players technique.
- Always make sure you enable the shooter to have time to shoot (afterall, this is the aim for the session).
- Encourage good listening and leadership from the players around the shooter.



CONCLUSION - 20 MINUTES

Legend:
 -----> route of ball
 ———> route of player



PHASE 1

- Evenly split the group into 3 teams.
- Play team vs team and the 'winner' stays on.
- Make the court as small as you can to make sure plenty of shooting is practised.
- The emphasis should remain on the technique of shooting with focus also being on being in space to receive.

Variation

- If the teams are very good at this, let's challenge the players by making the shots worth more points in relation to where they shoot from and the technique shown.

PHASE 2

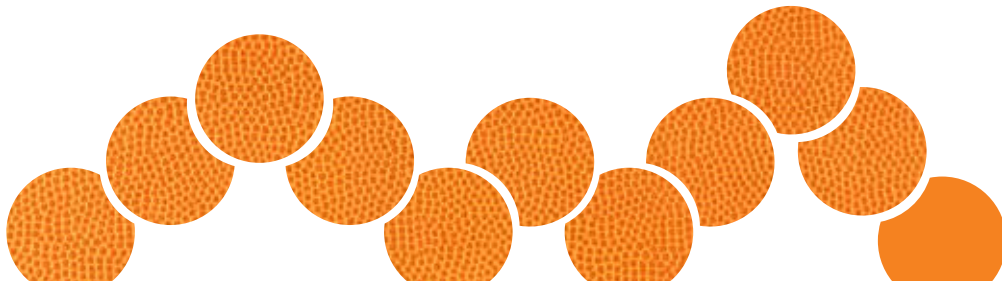
- To close the session off, partner up one member from each team to have a 'shoot off' against each other.
- Each time a player scores it counts as one point and it's the first team to score 7 baskets wins!

Variation

- Why not change the way the players are shooting! Make them shoot off their strong arm and weaker arm too.

GUIDELINES

- Ensure demonstrations are easy enough to understand.

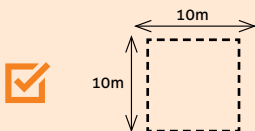




CHECKLIST



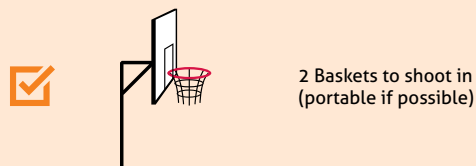
WARM UP - 20 MINUTES



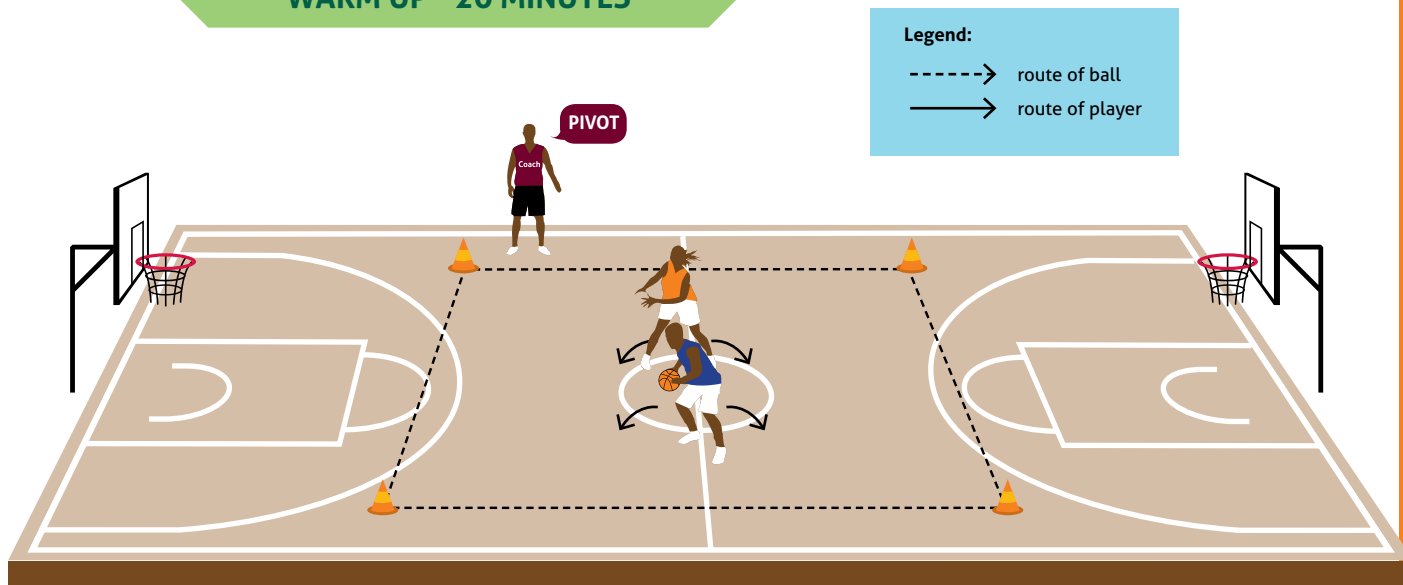
MAIN PART - 40 MINUTES



CONCLUSION - 20 MINUTES



WARM UP - 20 MINUTES



Legend:

- > route of ball
- > route of player

Let's play 2 Bulls in the ring!**PHASE 1**

- In groups of 4 players make a square, 2 players in the middle.
- Players in the square to make passes.
- Bull has to try and intercept.

Variation

- Why not challenge the players and put three players in against the four! This will challenge the players to make intelligent movements.

Pivoting Drill**PHASE 2**

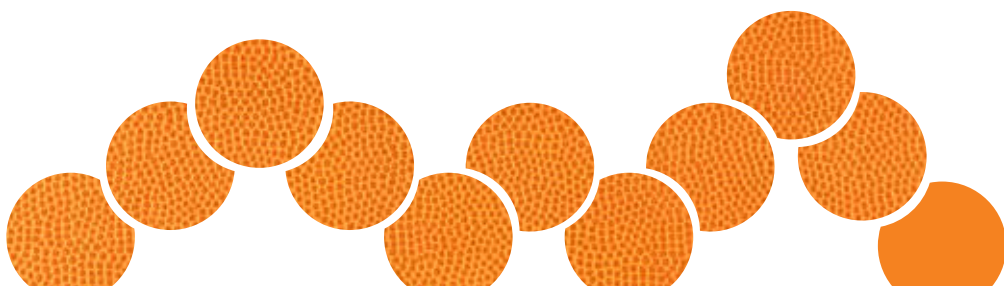
- In pairs one has ball and must stop defender touching it.
- Foot movement is allowed as well as pivoting.
- The ball is allowed to be passed through the player on the balls legs to encourage the pivot.
- Change over when instructed and give the other person a go!

Variation

- Why not challenge the players and make them do this back to back as a start position!?

GUIDELINES

- Encourage different passes to the players (bounce pass, chest pass etc).
- Keep head up, looking at position of defenders.
- Change 'Bulls' after interception.
- Allow pupils to be creative, see what they can remember.



EXAMPLE TRAINING SESSION 4

FOR CHILDREN
AGED 10-13

FOOTWORK

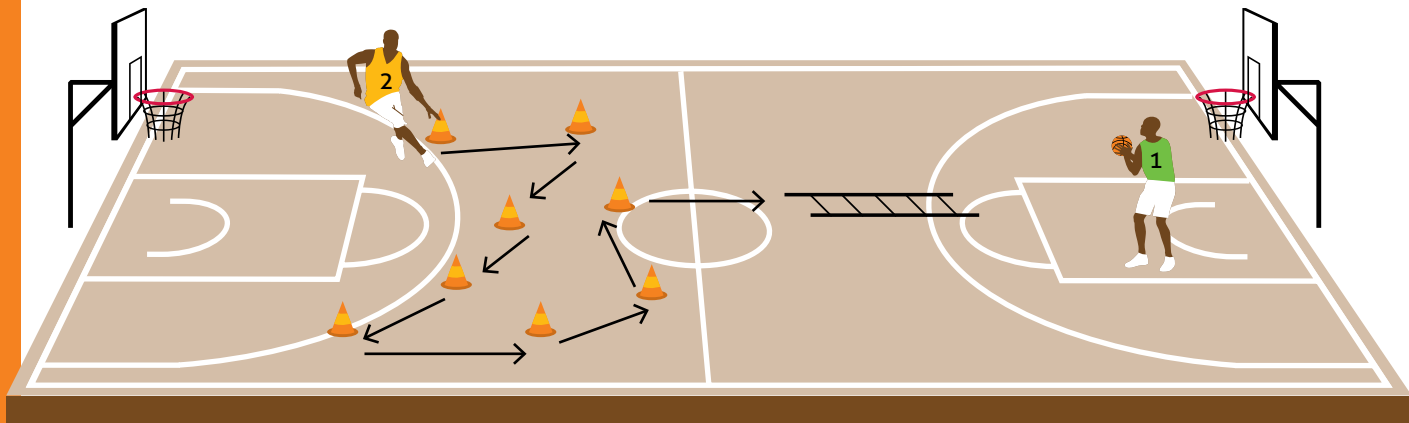
TARGETS

- this practise really promotes concentration on body movement and coordination.

MAIN PART - 40 MINUTES

Legend:

- > route of ball
- > route of player



3 player Pass and Move drill

PHASE 1

- 3 players all working in a small area.
- The ball starts with the line with 2 players in.
- They pass the ball to the opposite line and immediately go through the ladders and join the other line opposite.
- This continues at a good pace to ensure all the players go through the ladders and pass the ball too.

- Start position is player '1' under the basket as a follow up player with the ball.
- Player '2' with various cones randomly thrown in one half of the court in front of him.
- The player '2' has to touch all the cones without the ball then go through the ladders before receiving a pass from player '1', then must shoot.
- The players will then change and swap roles

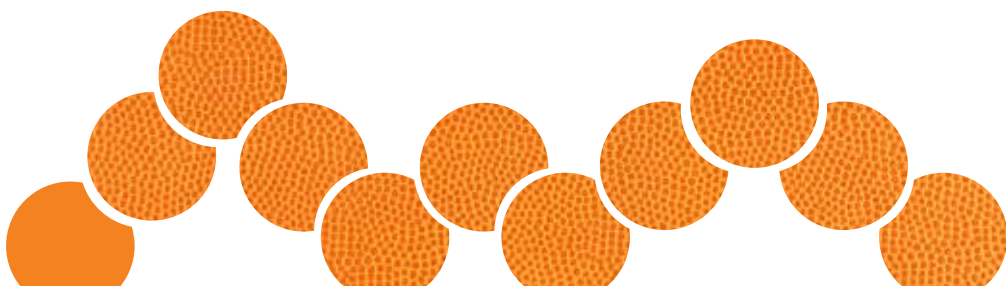
PHASE 2

Variation

- Let's challenge the players and ask them to go through the ladders with a different variation on where to put their feet and what sequence to use.

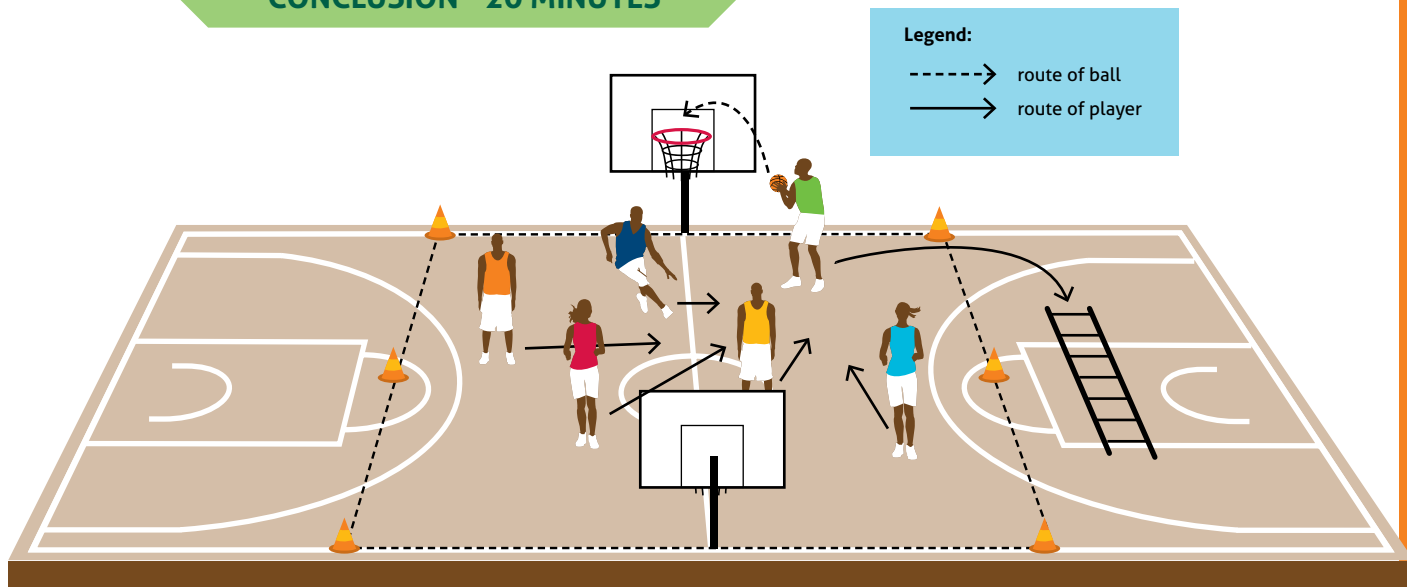
GUIDELINES

- Encourage speed.
- Encourage technique and good footwork.
- Encourage bent knees and spring off from touching the cones.





CONCLUSION - 20 MINUTES



PHASE 1

- Set a game up 6 v 6.
- Normal rules basketball in a small area or one to suit the players.
- When the coach whistles, the players have to sprint on the spot for 30 seconds and then go through the ladders before the game starts again.

Variation

- Why not make the teams go through ladders when they score a basket as a prize (development) for doing well. Let's challenge the players and really focus our praise on their footwork and floor skills!

PHASE 2

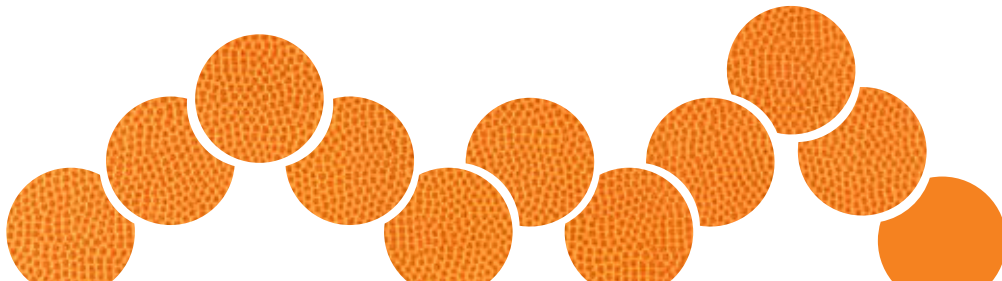
- The players can now split their team up in two sides to make 2 teams representing 1 side.
- We can now make this a 'round robin tournament' where the players are competing against the opposition in smaller sides.

Variation

- Why not challenge the players to think of their own 'fakes' or 'dummies' to 'sell' to their opponents.

GUIDELINES

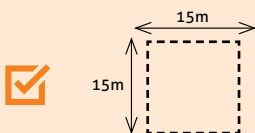
- Ensure demonstrations are easy enough to understand.



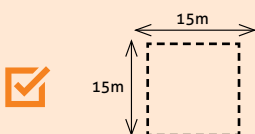
CHECKLIST



WARM UP - 20 MINUTES



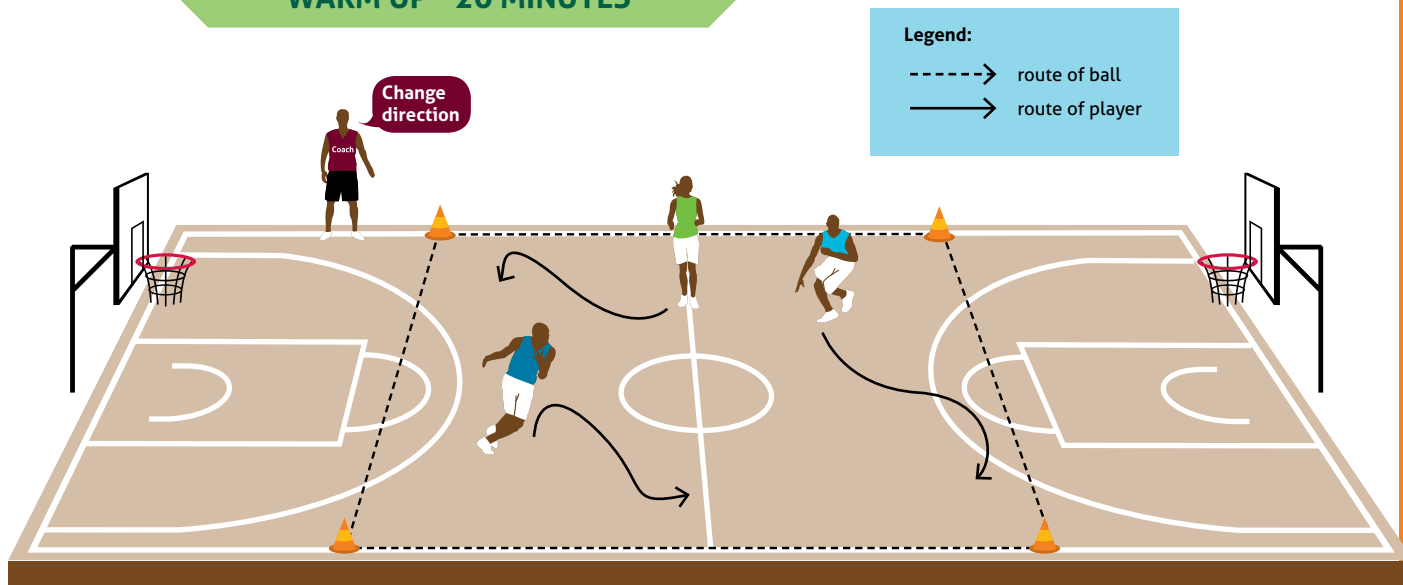
MAIN PART - 40 MINUTES



CONCLUSION - 20 MINUTES



WARM UP - 20 MINUTES



- Start moving around the area in different directions.
- Give the commands as below:
 - a. Jump up
 - b. Touch the floor
 - c. Right hand high five
 - d. Left hand high five
 - e. Change direction
 - f. Stand on a line
- Shout the above commands normally so players get used to it.

PHASE 1

Variation

- Now make the players do every command 'opposite' then what you're saying, for example below:
 - a. Jump up (now means touch the floor)
 - b. Touch the floor (now means jump up)
 - c. Right hand high five (now means left hand high five)
 - d. Left hand high five (now means right hand high five)
 - e. Change direction (now means continue forward)
 - f. Stand on a line (now means don't stand on a line)

'Don't get caught!'

- In pairs - 1 'dodger' and 1 'marker'.
- 'Marker' to stay within touching distance and try to anticipate changes of direction.
- Look for space, when space is seen and run into it.
- 'Dodger' to look and think ahead.
- Change space and try to get rid of marker.

Variation

- Change the style the players are allowed to dribble and move the ball.
- The players can now use their body to shield the ball where necessary.

GUIDELINES

- When changing direction bend knees slightly and push off with opposite leg.

EXAMPLE TRAINING SESSION 1

FOR YOUTHS
AGED 14-16

PASSING

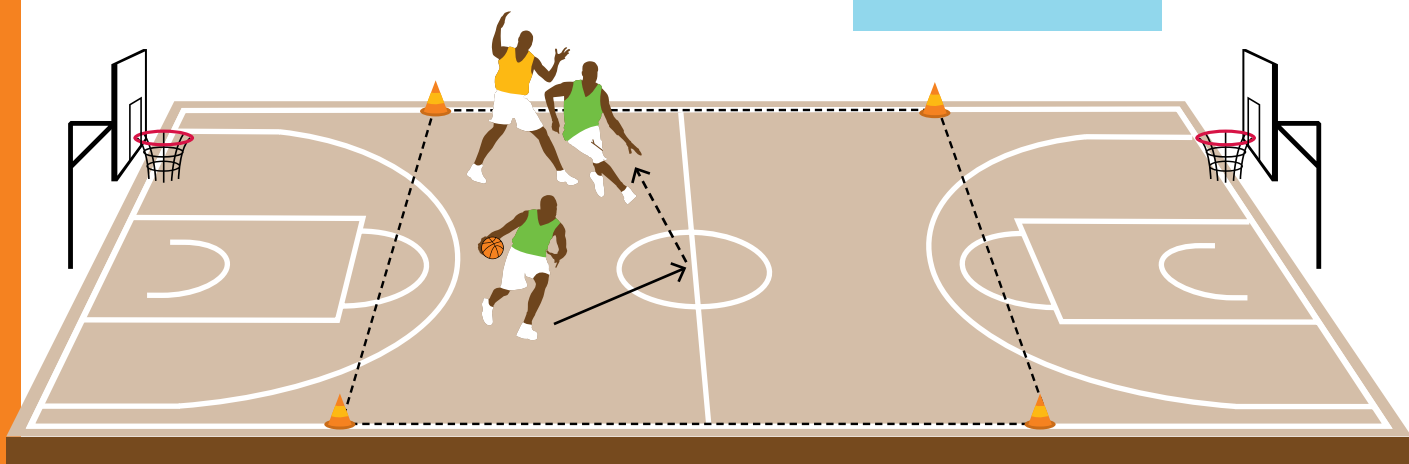
TARGETS

- excellent for teaching players to see 'threats' when making a pass!

MAIN PART - 40 MINUTES

Legend:

- > route of ball
- > route of player



- We will be now looking at players in space and where to pass:
 - Introduce the idea of passing into a space.
 - In 3's one player is the server and throwing to one player (the attacker) who has a defender marking them
 - The 'attacker' must find space in the area to receive the ball safely
 - The server throws the ball to the 'attacker's' safe side (the side where the defender can't reach it).

PHASE 1

Variation

- Try and use different passes appropriate to where the defender is and their body position on where to put their feet and what sequence to use.

- In the same area make it 3 attackers vs 2 defenders (the server can become an attacker).
- To 'score a point' the attacking team have to complete four different passes to each other without the defenders touching the ball.

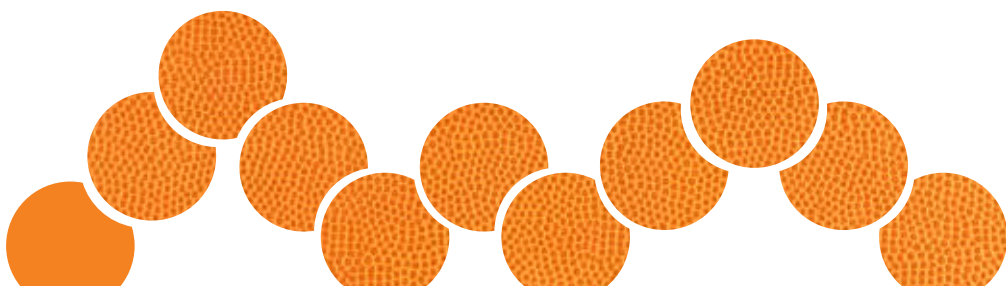
PHASE 2

Variation

- Try making the area smaller and challenge the players to really go into 'detail' on the passes, for example which hand to pass to, what is their body position like? Are you throwing into space?

GUIDELINES

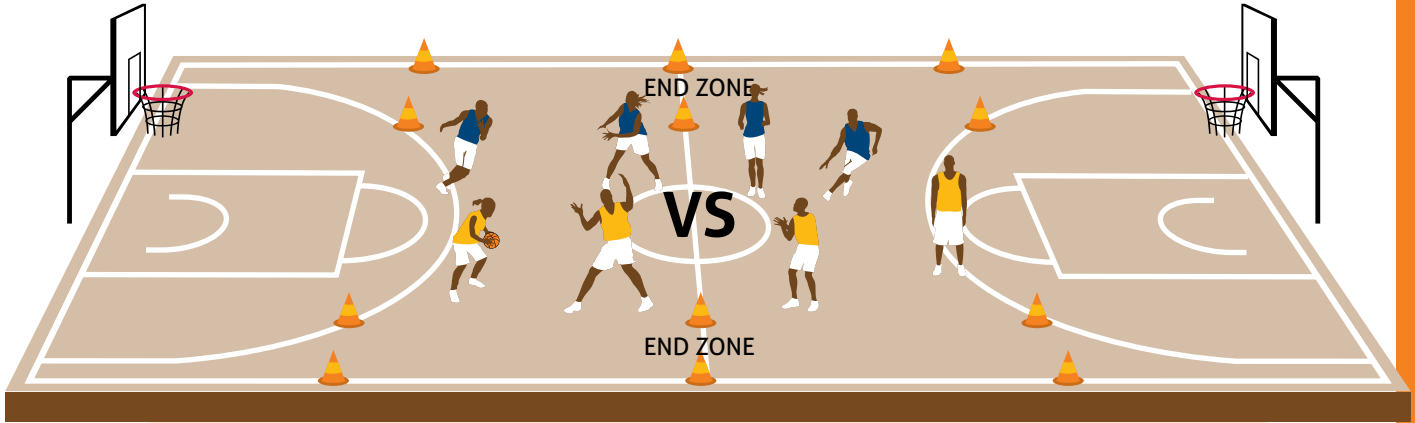
- Awareness of where defenders are in relation to the attacking player.
- Awareness and to have knowledge on what passes are used for which specific circumstances.



CONCLUSION - 20 MINUTES

Legend:

- > route of ball
- > route of player



- Time for a game - 4 v 4.
- Instead of 'baskets' to score in, players have to enter the 'end zone' to score a point for their team.
- One team is only allowed to pass the ball in one style (bounce pass) and another team are allowed to use all styles of passes.
- Discuss what the challenges were for only being allowed to use one style of pass for the games.

PHASE 1

Variation

- Change the passes allowed to be used

- Same game set up as Phase 1 but now we limit the 'dribbling' and 'movement' of players on both sides so they have to try and adopt different styles of passing to suit the challenges and distance they're passing the ball across.

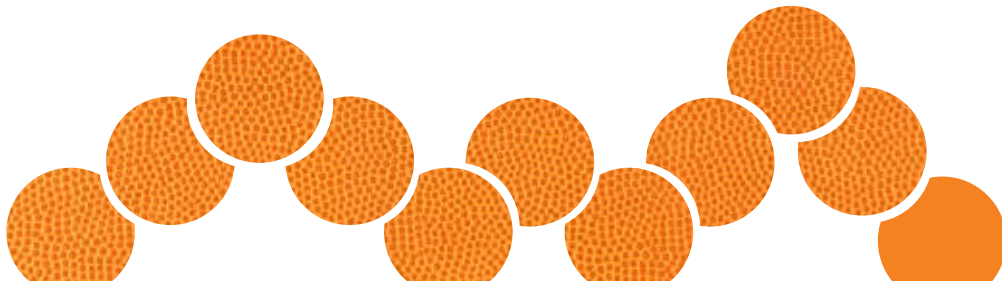
PHASE 2

Variation

- Why not try and see how 'aware' the players are and take the bibs off the players so everyone is in the same shirts with no colour distinguishing them! This will mean the players have to be aware when passing of the players they're passing to!

GUIDELINES

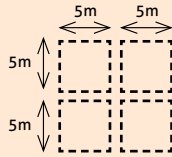
- Players need to 'look' and be aware of the players they're passing to.
- Ask the players what 'detail' they should be looking at when passing. Highlight body position when receiving, hand passing to, transition and types of pass available.



CHECKLIST



WARM UP - 20 MINUTES



Bibs



1 Ball for every player



Cones



MAIN PART - 40 MINUTES



1 Ball between two players



Cones



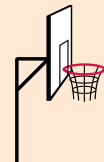
Bibs



CONCLUSION - 20 MINUTES



1 Ball for every player



4 Baskets or 4 ways of 'scoring' (end zone or key player)

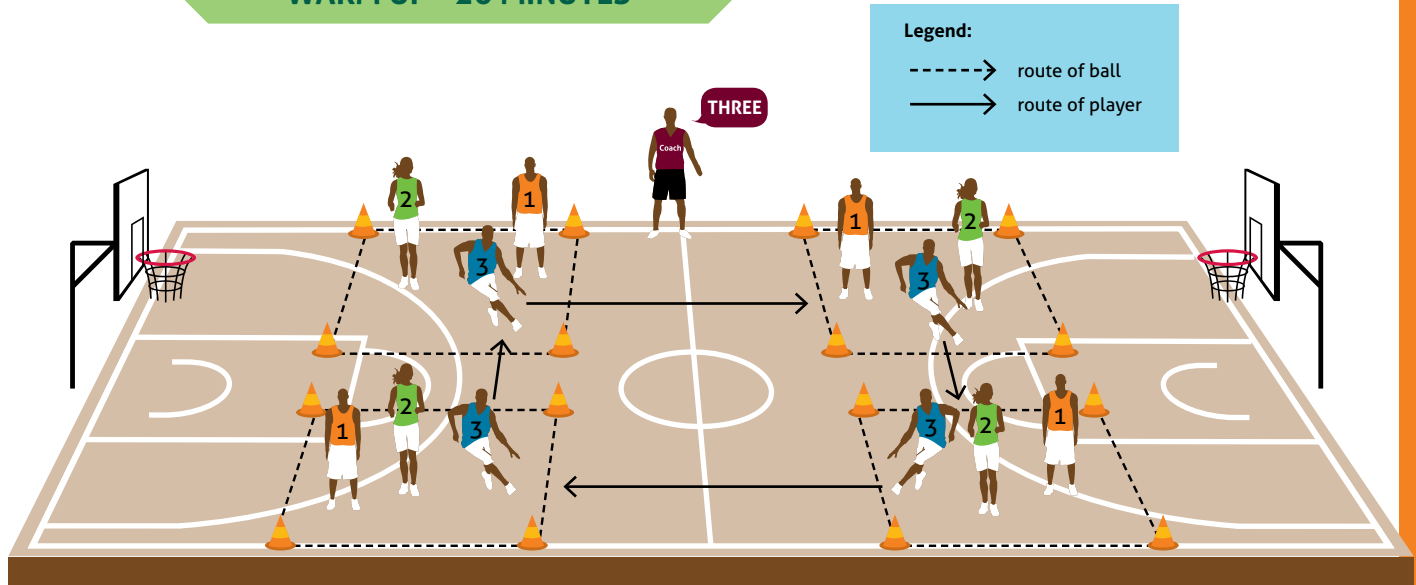


Cones



Bibs

WARM UP - 20 MINUTES



Legend:

- > route of ball
- > route of player

- Give every player a number 1-10 (or however many players are in the group). **PHASE 1**
- Player number '1' and player number '5' start with the ball.
- They have to pass the ball to the next number up i.e. player '1' passes to player '2' and this carries on.. (player '10' passes to player '1').

Variation

- Let's challenge the players and ask them to only pass in 'odds' and 'evens' numbers ('2' passes to '4' who passes to '6' etc.)

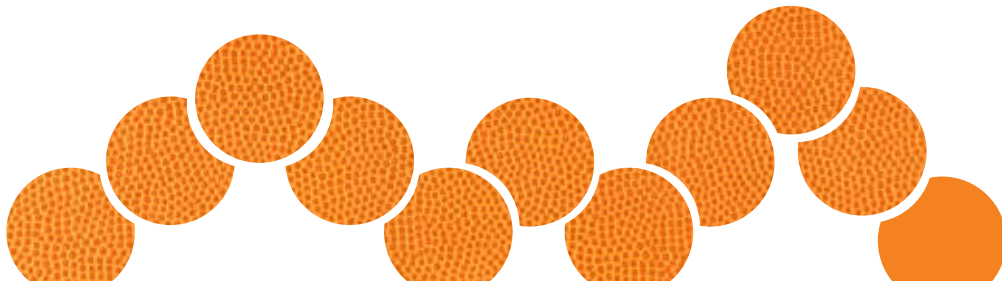
- Split the area into four smaller areas. **PHASE 2**
- Evenly split the players into the four smaller areas.
- Play the 'numbers' game as in phase 1 in their separate areas.
- When the coach shouts a 'number' that number has to move, with the ball to another area but look to see where the other players are going so there doesn't end up with too many players in one single area.
- Continue the game and really challenge the players to listen carefully to the 'calls'.

Variation

- Why not call the 'numbers' something else to confuse the players! For example instead of '1' you could give it a top basketballers name.. this will encourage concentration and listening skills.

GUIDELINES

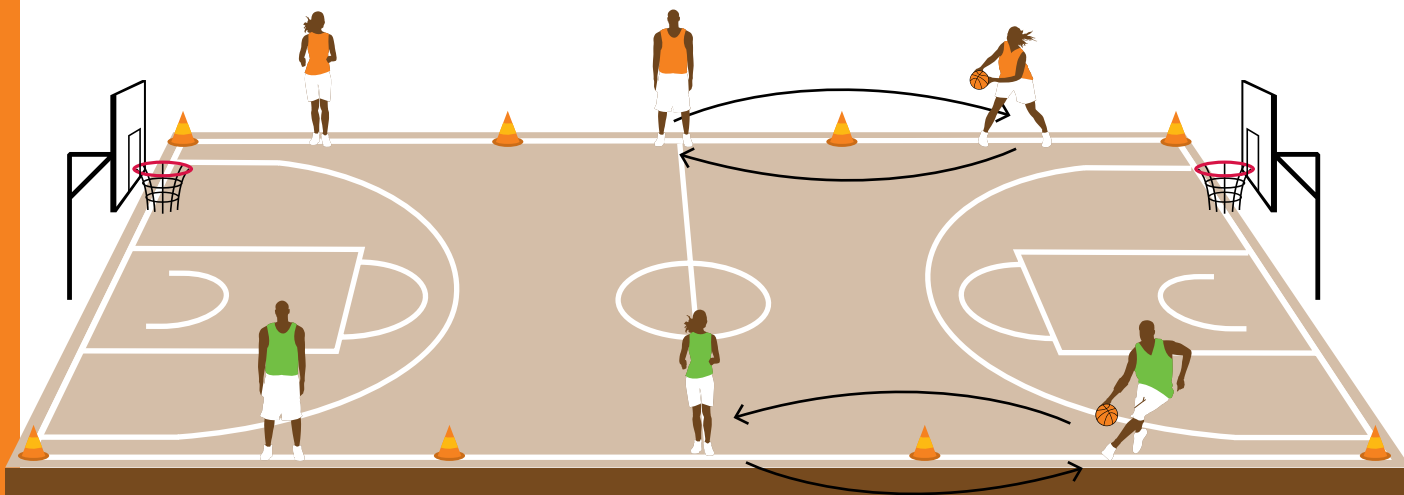
- Encourage to help others within their small groups identify rules as they go along.
- Encourage pupils to lead within small groups.
- Encourage the players to listen to the numbers to help each other.



MAIN PART - 40 MINUTES

TARGETS

- a really fun way for players to learn to be aware of players movement in front of them, whilst controlling the ball and dribbling!



Mirror, Mirror!

- Players in two's and stand opposite each other.
- The players stand between cones that are equal distance to either side of them (6 metres to their right and 6 metres to their left).
- The player with the ball can go to the right cone or left cone but has to dribble (not travelling) beating the player without the ball to the cone.
- Each player has four go's at this, then swap over.

PHASE 1

Variation

- Why not ask the players to try and 'fake' which way they go to then change direction!

- Three players stand opposite three players.
- One line has the ball and can pass or move down/along the row facing each other.
- Every time the ball moves to someone else, the player has to move spaces.
- The opposite person has to replicate and copy the movement of their opposite person.
- When the team with the ball decides, they can then 'dribble' the ball to the cone to score a point.
- The person opposite has to copy this movement and try to get to 'the cone' before they do.

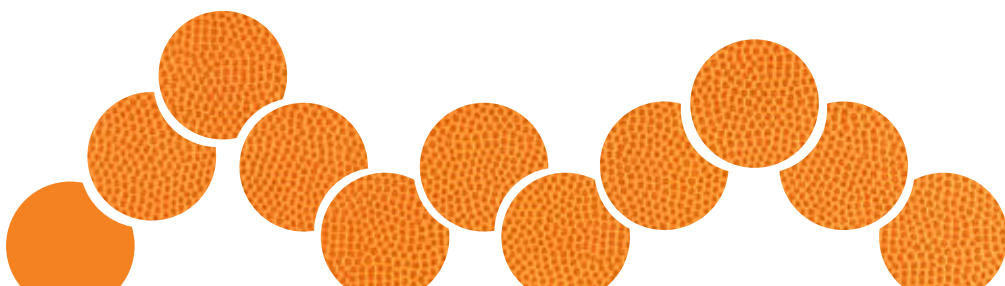
PHASE 2

Variation

- Challenge the players to use their other team mates as 'diversions' to hide the ball behind when making movements.

GUIDELINES

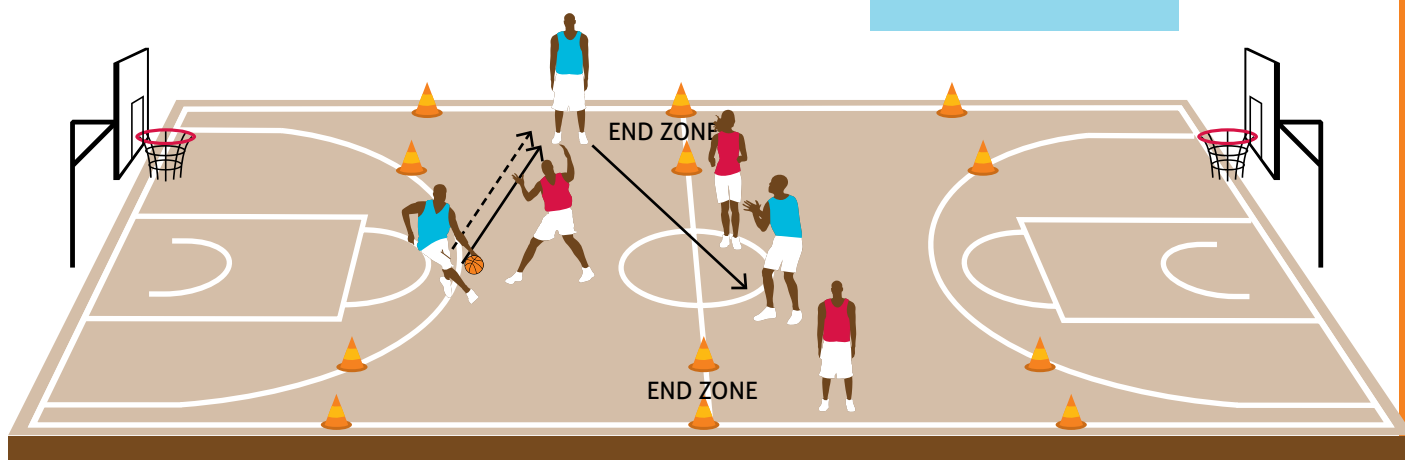
- Make sure all players are 'on their toes' and ready for movements to avoid being beaten to the cone by the oppositions.
- Encourage the players to work with one another to make sure they get the best chance of succeeding.



CONCLUSION - 20 MINUTES

Legend:

- > route of ball
- > route of player



- Split the teams into four equal teams on two different courts.
- Have one player 'spare'.
- This 'spare' player can go on any team at any time he/she wants.
- To score a basket, the players need to pass the ball into the end zone to their other player.
- That player then can get back on the court and the passer and end zone player swap places.
- Three 'dribbles' must be 'completed' before the ball can be sent into the end zone.

PHASE 1

Variation

- Increase the number of dribbles needed to be completed before the ball can be passed to the end zone.

Let's set challenges on the above game!

- One team are only allowed to use their right hand.
- The other team are only allowed to use their left hand.
- Only certain passing techniques should be used by one team (i.e. bounce pass for one team and the opposite team from the chest pass).

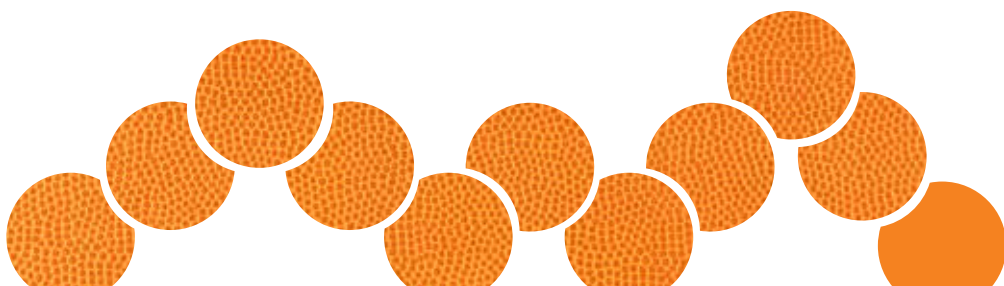
PHASE 2

Variation

- Change the rules and set different challenges for the players!

GUIDELINES

- Encourage the players to communicate through hand gestures and voice commands.
- Concentrate on the quality of the techniques being used by the players.



CHECKLIST



WARM UP - 20 MINUTES



1 Ball for every player



Cones



Bibs



MAIN PART - 40 MINUTES



1 Ball for every player



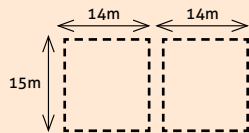
Cones



Bibs



CONCLUSION - 20 MINUTES



1 Ball for every player



Cones

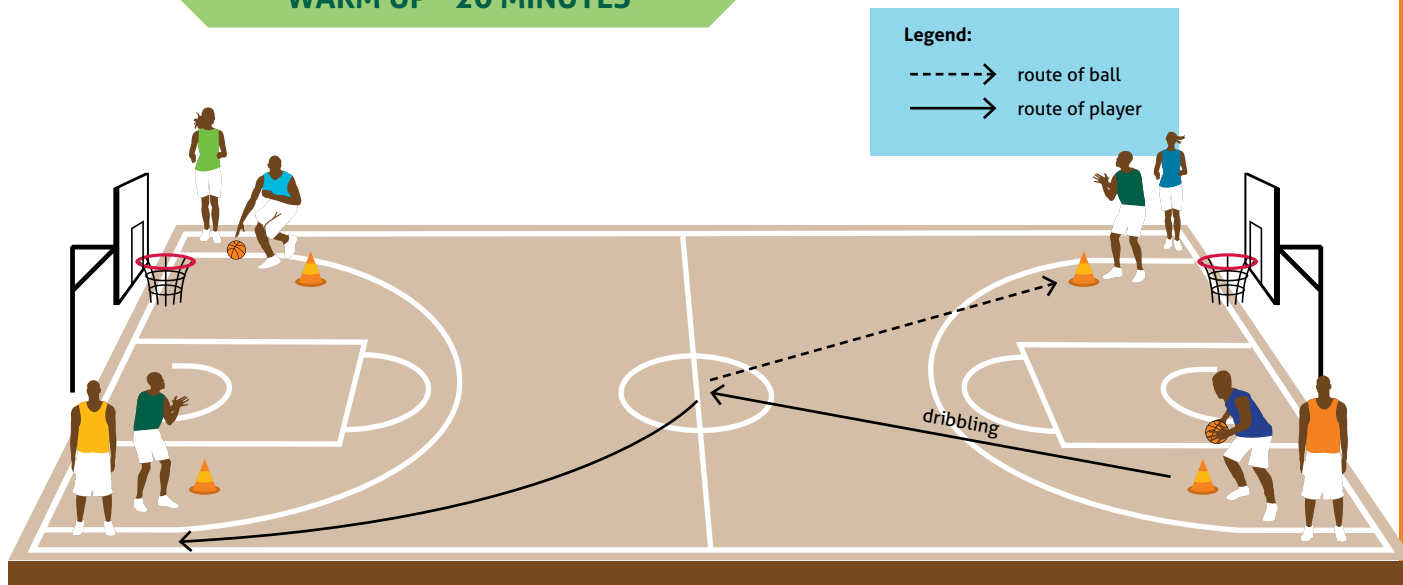


Bibs



4 Baskets to shoot in (portable if possible)

WARM UP - 20 MINUTES



- PHASE 1**
- Start in the corner of the court by the side line and baseline, players lined up one behind another along the baseline.
 - First player leads the line crouched and sidestepping diagonally across one half of the court.
 - All the players following in line and copying the first player.
 - Keep low, arms outstretched as if defending.
 - At the corner of the half court line and the side line jog normally along the half court line.
 - At the opposite side of the court, low crouched sidestepping diagonally to the corner of the court at the baseline and the side line.
 - Jog normally along the baseline to the starting position.

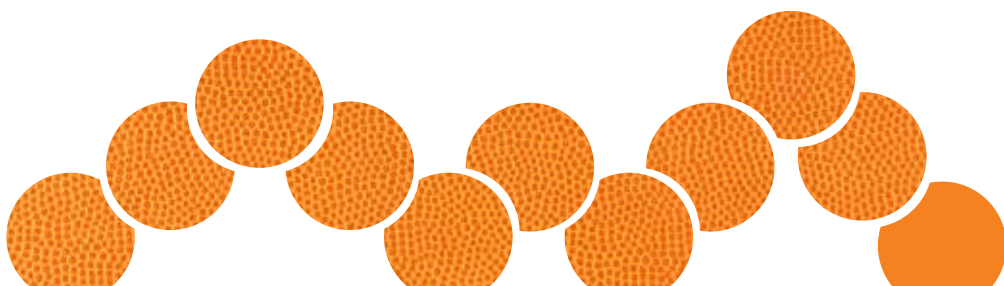
Variation

- Why not try different commands and ways of moving! E.g. coach could shout numbers 1= jump up, 2= press ups, 3= change direction, 4= person at the back runs to the front

- PHASE 2**
- In all four corners of a square marked out by cones, have two players at each base.
 - Two of the corners have a player with a ball.
 - Those players dribble to the middle of the square and then pass to another person.
 - Then repeat.

Variation

- Try different types of dribbling and passing, including 'fakes' and 'shimmies'.



EXAMPLE TRAINING SESSION 3

FOR YOUTHS
AGED 14-16

SHOOTING

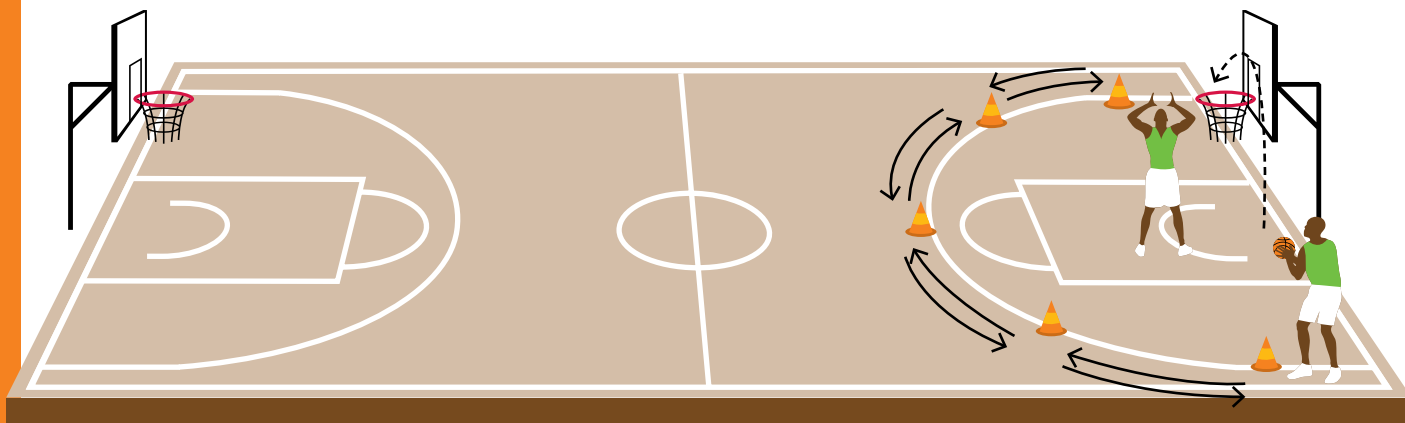
MAIN PART - 40 MINUTES

TARGETS

- superb game to help the players learn to stay calm under pressure and manage their emotions when shooting.

Legend:

- > route of ball
- > route of player



- Use two players, one a shooter and the other a rebounder.
- We shoot from 5 spots on the perimeter - 3-point shots for outside players.
- Set the clock for 2 minutes. On "go", the shooter starts in the corner and must make two-in a-row before he/she can move to the next spot (the wing).
- The shooter must make 2 of 5 shots at each spot before moving to the next (see diagram). Rotation is from right corner => right wing => top => left wing => left corner => left wing => top => right wing => right corner.

PHASE 1

Variation

- If the shooter makes it all the way around and back, he/she then goes to the top and starts shooting 3-point shots from there, and however many they makes from there (total, not consecutive) is their score... so 2 or 3 is a really good score. Next, the rebounder becomes the shooter (and vice-versa) for the next two minutes.

- Repeat the drill in Phase 1
- Put in a 'defender' whose job it is to pressure the shooter and stop them from getting a shot off!

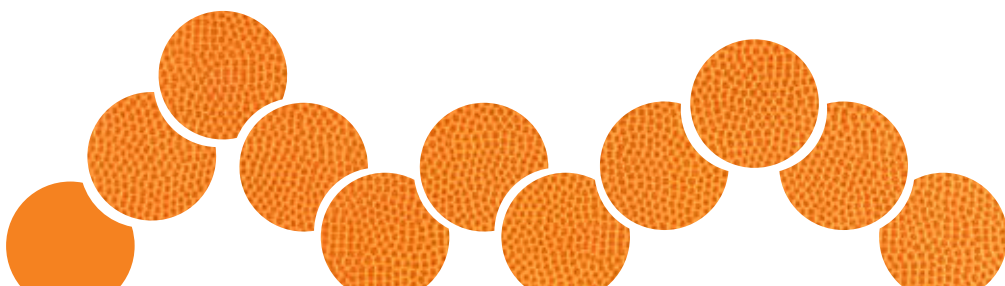
PHASE 2

Variation

- Let's challenge the players and ask them to shoot from their opposite 'weak' side!

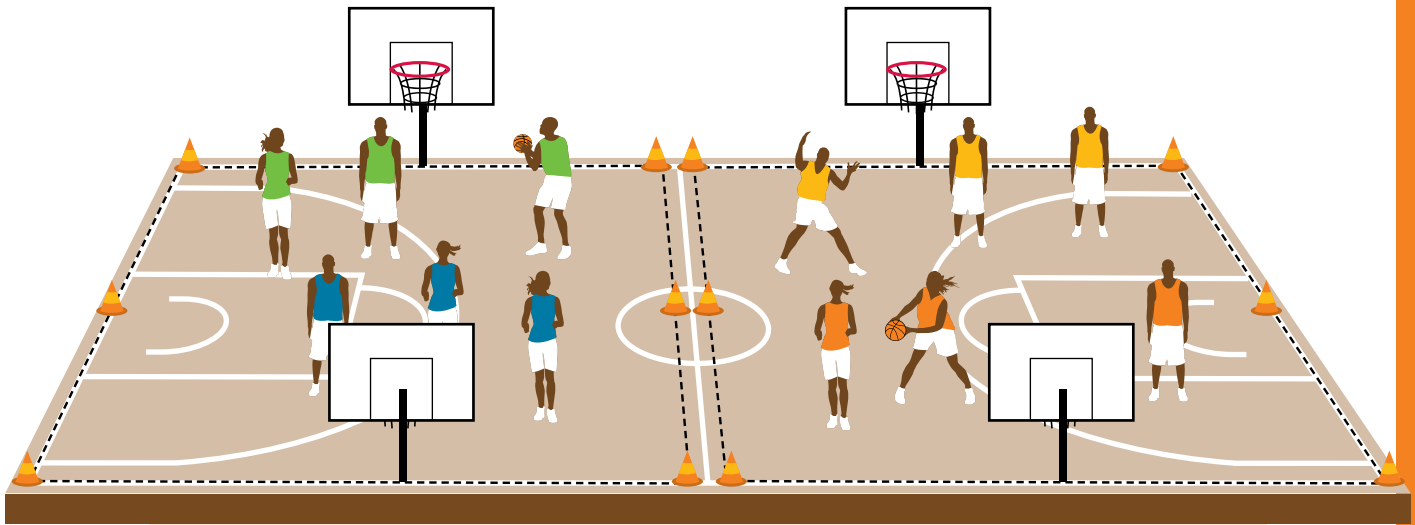
GUIDELINES

- Make sure your shooters are squared up, using good technique, elbow in, follow through, no drifting sideways.
- Shooters should receive the ball in "triple threat" position.
- Make the drills competitive and have each pair keep score.





CONCLUSION - 20 MINUTES



- Split the teams into four equal teams on two different courts.
- Have two players 'spare' and these players are the only ones allowed to score.
- These 'spare' players can go on any team at any time he/she wants.
- To score a basket, the players need to score normally as in a game situation.

PHASE 1

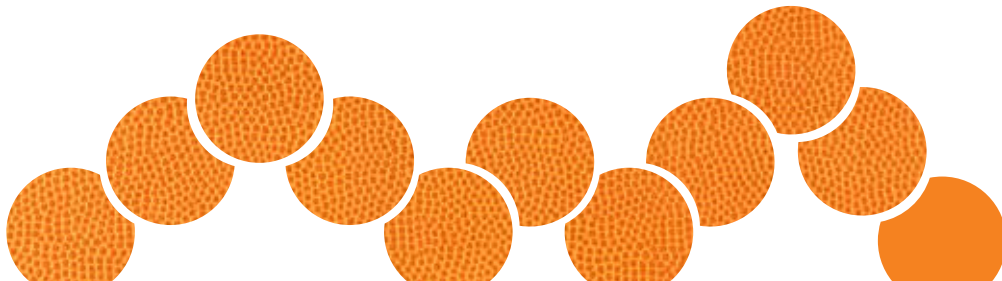
Variation

- Change the 'spare' players regularly and give each a decent amount of time on the court as the 'shooter'.

Let's now set challenges on the above game!

PHASE 2

- One team are only allowed to use their right hand.
- The other team are only allowed to use their left hand.
- Only certain passing techniques should be used by one team (i.e. bounce pass for one team and the opposite team from the chest pass).



CHECKLIST



WARM UP - 20 MINUTES



1 Ball for every player



Bench or Mat for players to stand on (the smaller the better)



Cones



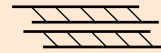
Bibs



MAIN PART - 40 MINUTES



1 Ball for every player



Line of Ladders



Cones



Bibs



CONCLUSION - 20 MINUTES



1 Ball for every player



Line of Ladders



Cones



4 Baskets for the players to score in

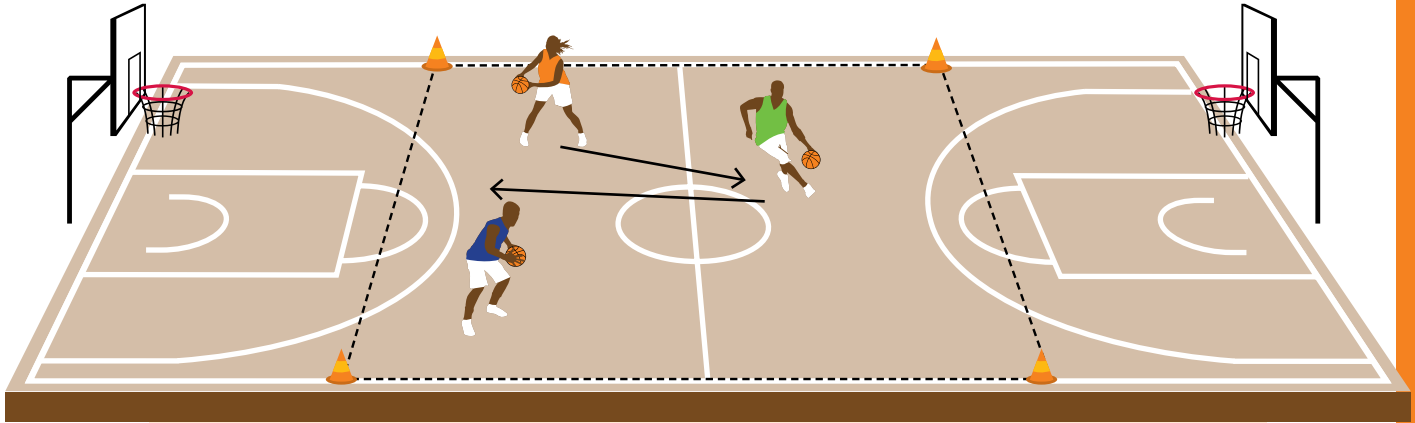


Bibs

WARM UP - 20 MINUTES

Legend:

- > route of ball
- > route of player



Let's play King / Queen of the ring!

PHASE 1

- In a big group, every player has a ball.
- To win the game you have to be the last person (king or queen) in the area with your ball under control.
- You are allowed to try and knock other people's balls out of their control.
- If their ball goes out the ring, they're out of the game.

Variation

- Why not try and make this just a 'right handed' game! OR then change the game for this to be a 'left handed' game only.

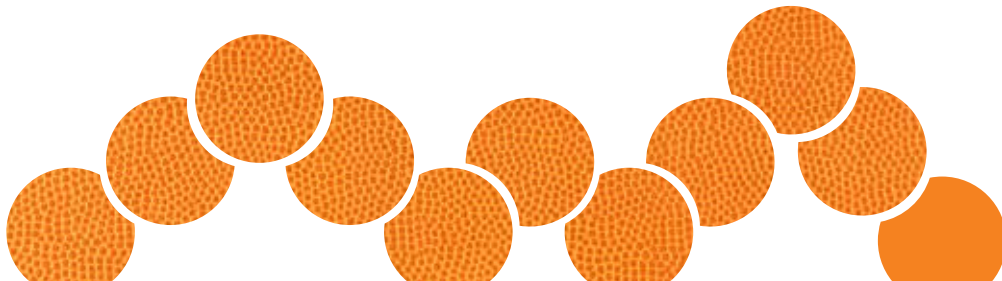
Bench ball

PHASE 2

- Split the teams up and try make 6 v 6 or as close as is possible.
- 1 pupil stands on a bench, 5 others space out on playing area.
- Your aim is to throw the ball between the players and when a player throws a complete pass to a player on the bench, they join them.
- The overall aim is to get all pupils onto bench.

GUIDELINES

- Encourage different passes to the players (bounce pass, chest pass etc).
- Keep head up, looking at position of defenders.
- Allow pupils to be creative, see what they can remember.



EXAMPLE TRAINING SESSION 4

FOR YOUTHS
AGED 14-16

FOOTWORK

MAIN PART - 40 MINUTES

TARGETS

- encourage and show positive coaching communication when the players are going through the gates (correct technique and footwork).

Legend:

- > route of ball
- > route of player



6 player Pass and Move drill

PHASE 1

- 6 players all working in a small area.
- The ball starts with the line with 4 players in.
- They pass the ball to the opposite line and immediately go through the ladders and join the other line opposite.
- This continues at a good pace to ensure all the players have a small slalom then go through the ladders and pass the ball to the front of the next line.

- Start position is player '1' under the basket as a follow up player with the ball to support.
- Player '2' and '3' from the opposite line have various cones randomly thrown in one half of the court in front of them.
- The player '2' and '3' has to touch all the cones without the ball then go through a slalom of markers, then through ladders before receiving a pass from player '1'.
- Player '2' and player '3' are racing against each other and the winner (the one that technically does well) receives the pass and then has to score a basket for it to count too.

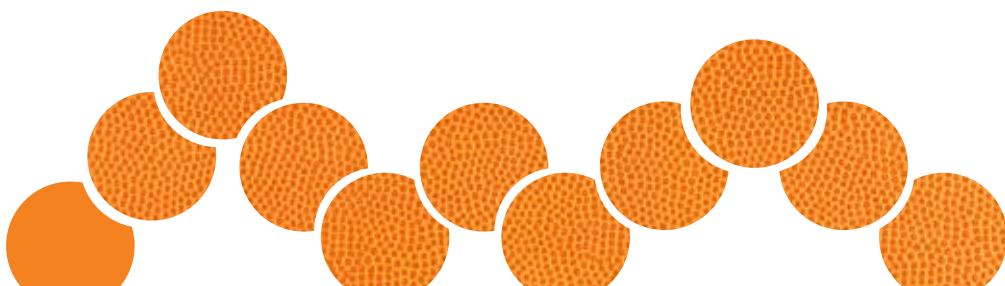
PHASE 2

Variation

- Let's challenge the players and ask them to go through the ladders with a different variation on where to put their feet and what sequence to use.

GUIDELINES

- Encourage speed.
- Encourage technique and good footwork.
- Encourage bent knees and spring off from touching the cones.

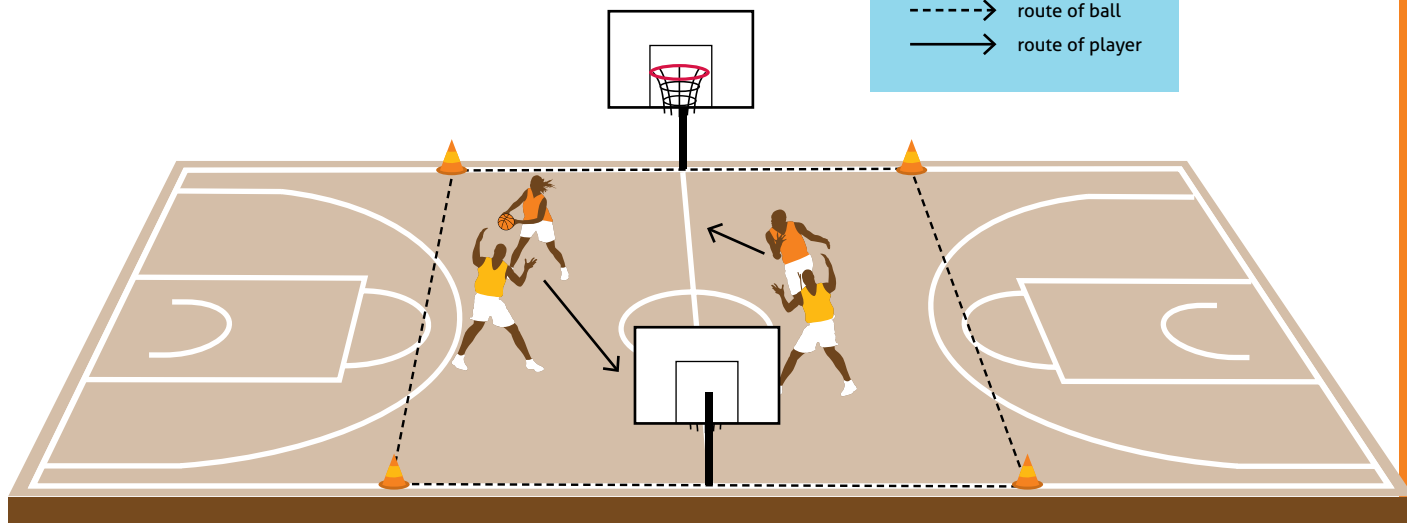




CONCLUSION - 20 MINUTES

Legend:

- > route of ball
- > route of player



- Set a game up 6 v 6.
- Normal rules basketball in a small area or one to suit the players.
- To score a basket, in the build up there has to have been a player use a 'fake' or good 'foot movement' before the team score.

PHASE 1

Variation

- Why not make the teams go through ladders when they score a basket as a prize for doing well. Let's challenge the players and really focus our praise on their footwork and floor skills!

- We can now make this a 'round robin tournament' where the players are competing against the opposition in smaller sides.
- Make the teams no more than 2 v 2 to promote and make the players utilise their footwork skills and develop their awareness in tight spaces.

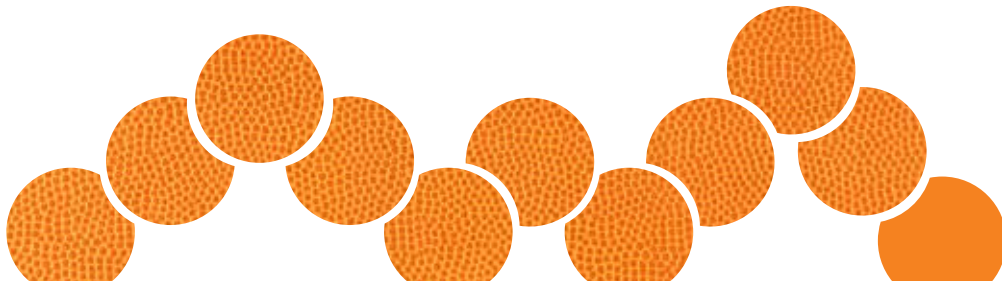
PHASE 2

Variation

- Why not challenge the players to think of their own 'fakes' or 'dummies' to 'sell' to their opponents.

GUIDELINES

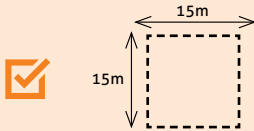
- Ensure demonstrations are easy enough to understand.



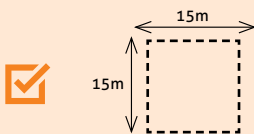
CHECKLIST



WARM UP - 20 MINUTES



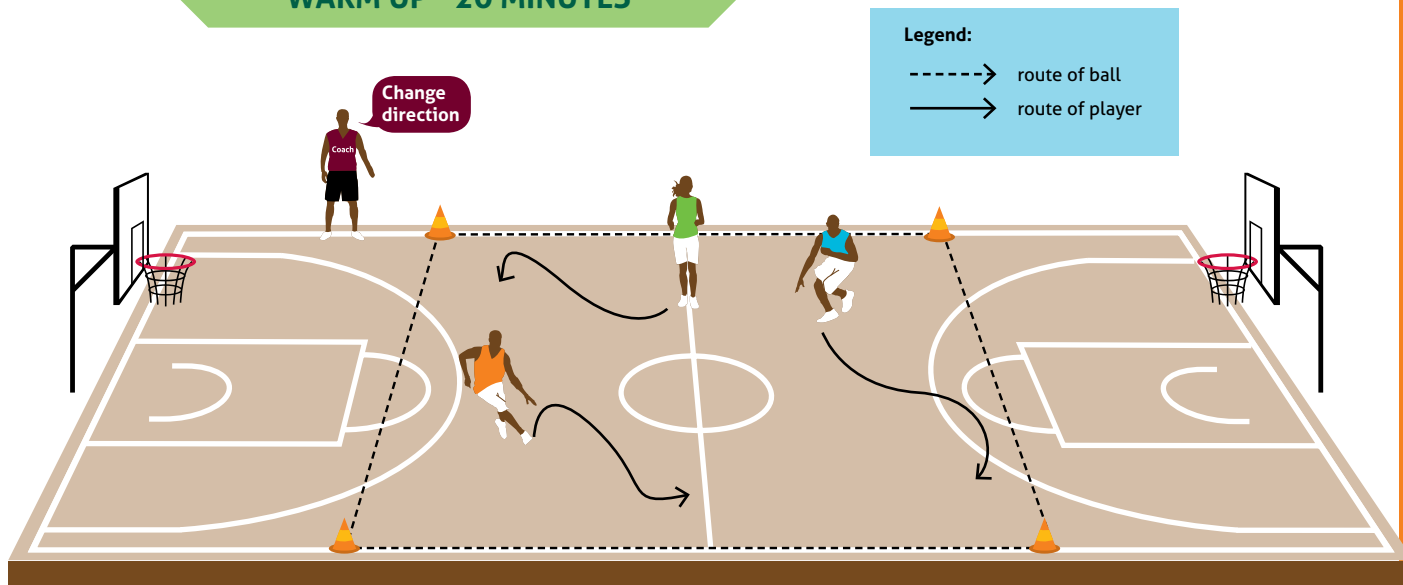
MAIN PART - 40 MINUTES



CONCLUSION - 20 MINUTES



WARM UP - 20 MINUTES

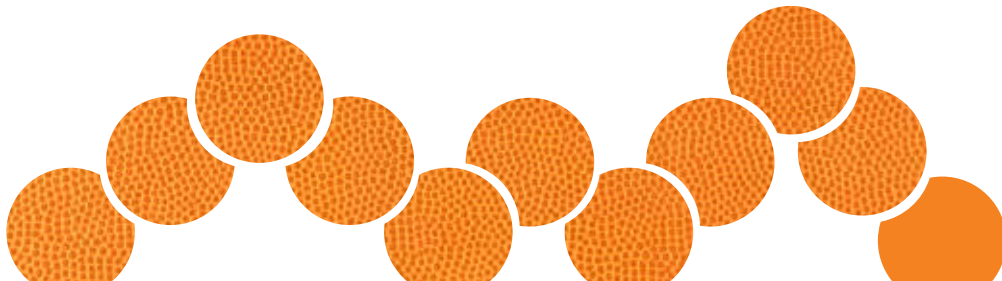


- Start moving around the area in different directions
- Give the commands as below:
 - a. Changes of pace in different directions
 - b. Lay down, jump up
 - c. Right hand down
 - d. Left hand down
 - e. Change direction
 - f. Get on someone's back/wheelbarrow position
- Shout the above commands normally so players get used to it

PHASE 1

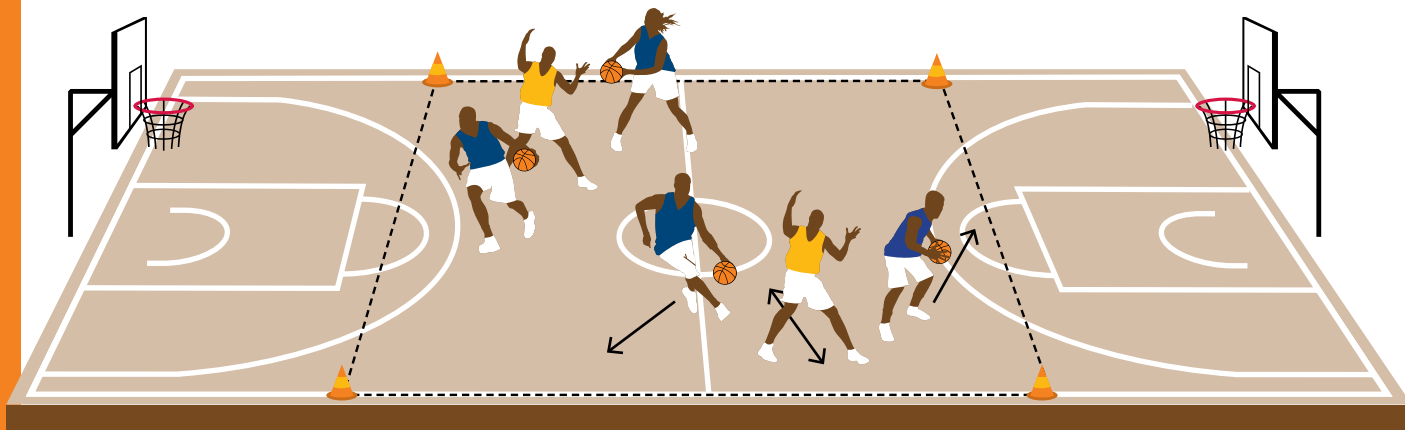
Variation

- Now make the players do every command 'opposite' the what you're saying, for example below:
 - a. Changes of pace in different directions (now means slow down)
 - b. Lay down, jump up (jump up, then lay down)
 - c. Right hand down (left hand down)
 - d. Left hand down (right hand down)
 - e. Change direction (continue going)





WARM UP - 20 MINUTES



Don't get caught!

- In pairs, 2 'dodgers' and 1 'marker'.
- Marker to stay within touching distance of both players and try to anticipate changes of direction.
- The game is for the '1 marker' to defend one cone or goal from the 2 players.
- Look for space, when space is seen, run into it.
- Marker to look and think ahead.
- Change space and try to get beyond the marker to get their 'goal'.

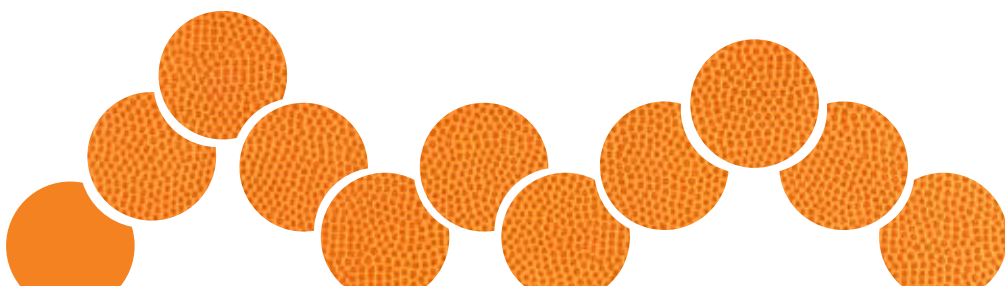
PHASE 2

Variation

- Change the style the players are allowed to dribble and move the ball.
- The players can now use their body to shield the ball where necessary.
- Talk to the marker about tactically defending the space behind him and the 'goal'.

GUIDELINES

- When changing direction bend knees slightly and push off with opposite leg.



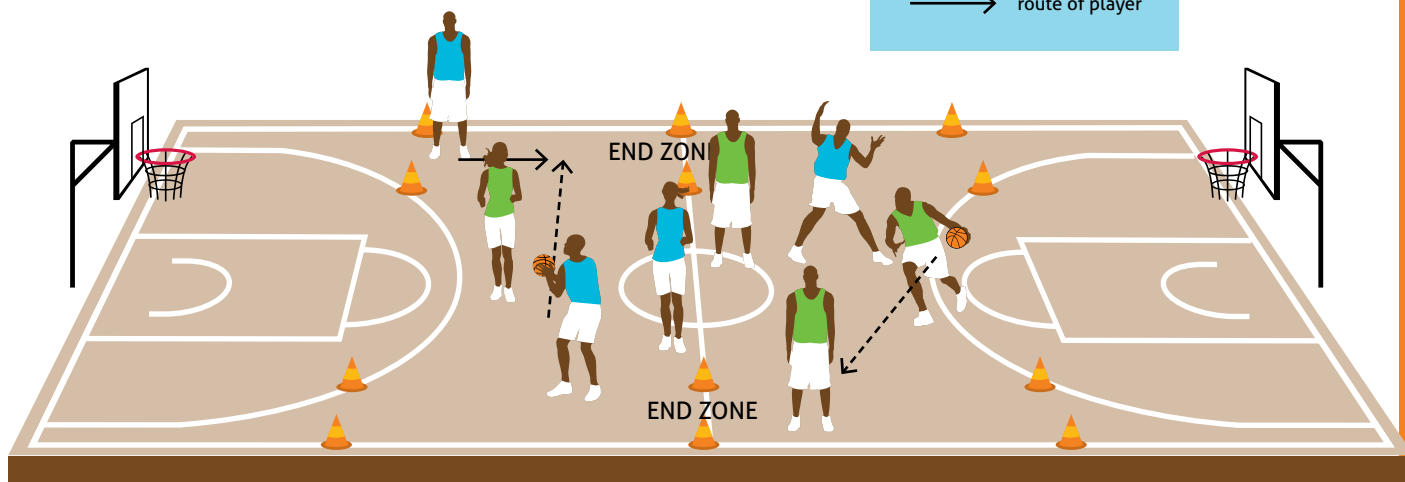
TARGETS

- great to show the element of competition when asking the players to be spatially aware.

MAIN PART - 40 MINUTES

Legend:

- > route of ball
- > route of player

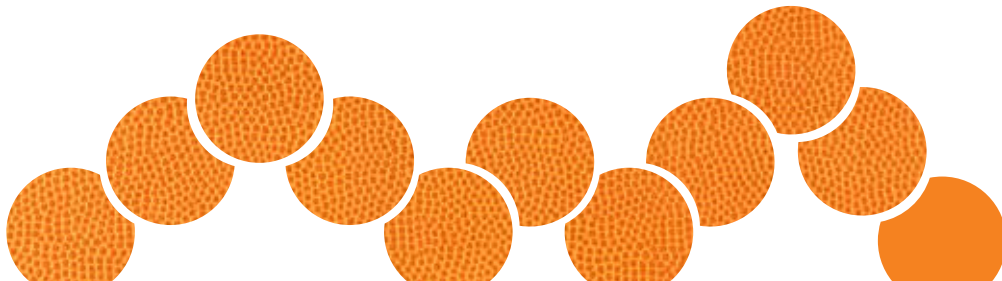


- We will be now looking at players in space and where to pass:
- In a small court with two 'end zones' to score a basket in.
- Introduce the idea of passing into a space.
- In 4's two players are the attacking team (one of those is the server too) and throwing to their team mate (the attacker) who has 2 defenders marking them.
- The receiving 'attacker' must find space to receive the ball safely.
- The server throws the ball to the 'attacker's' safe side (the side where the defender can't reach it).

PHASE 1

Variation

- Try and use different passes appropriate to where the defender is and their body position, also asking the players to think about the weight on their passes.



EXAMPLE TRAINING SESSION 1

FOR YOUTHS
AGED 17-20

PASSING

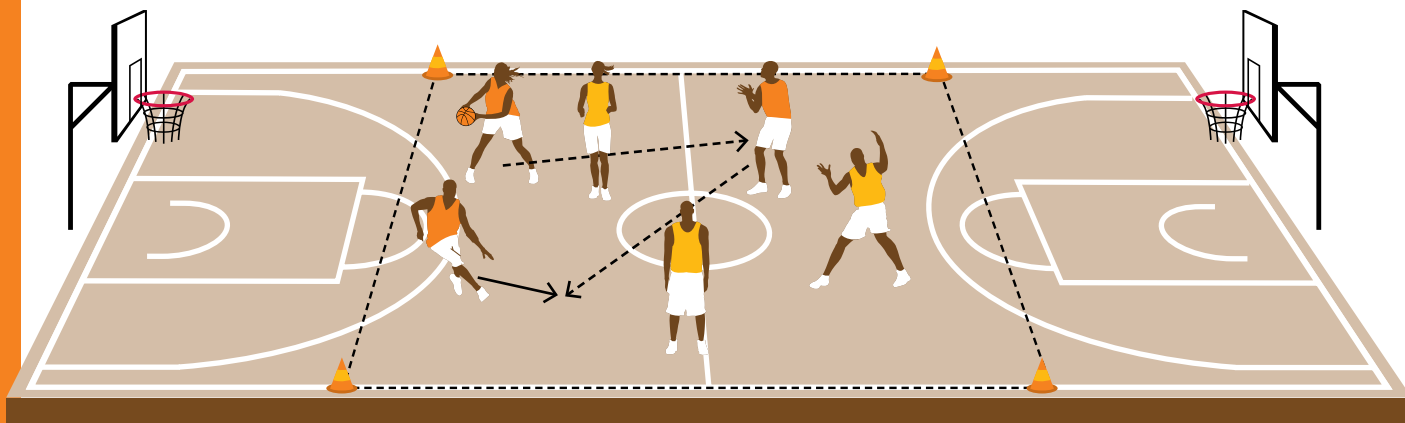
TARGETS

- encourage a broad range of passing techniques here

MAIN PART - 40 MINUTES

Legend:

- > route of ball
- > route of player



PHASE 2

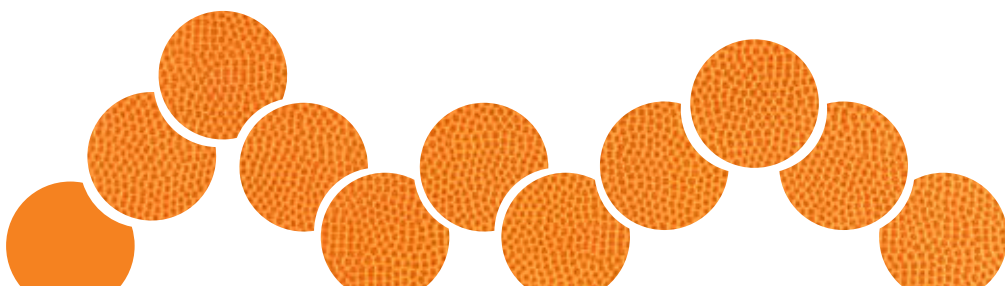
- In the same area make it 3 attackers vs 3 defenders (the server can become an attacker).
- To 'score a point' the attacking team have to complete four different passes to each other without the defenders touching the ball.

Variation

- Try making the area smaller and challenge the players to really go into 'detail' on the passes, for example which hand to pass to, what is their body position like? Are you throwing into space? What about the weight on the passes?

GUIDELINES

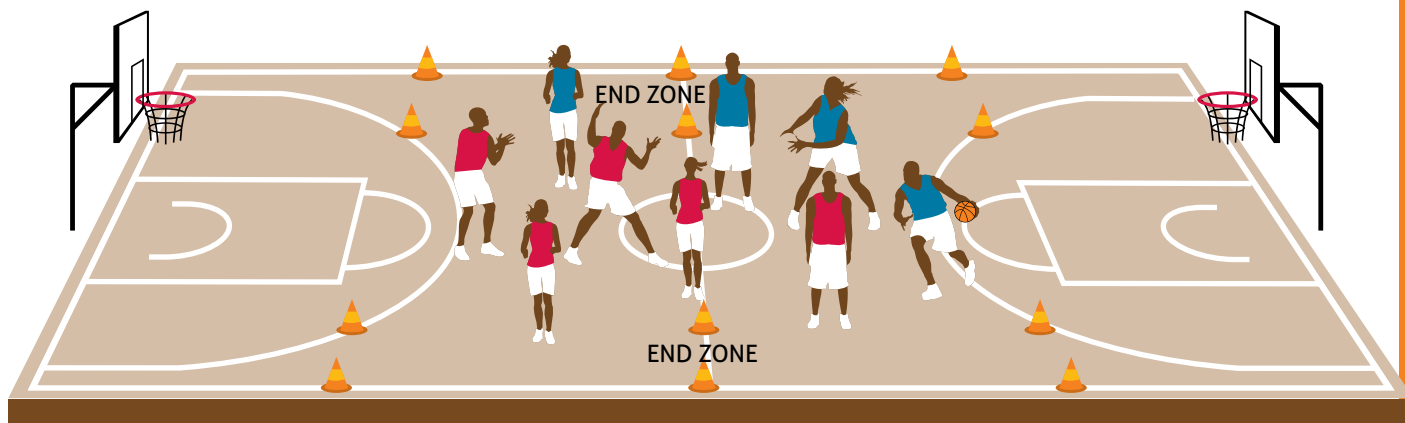
- Awareness of where defenders are in relation to the attacking player.
- Where are your players (tactically?) and what is the best way of taking advantage of the space they're in?
- Awareness and to have knowledge on what passes are used for which specific circumstances.



CONCLUSION - 20 MINUTES

Legend:

- > route of ball
- > route of player



- Time for a game! 4 v 5 with the overload of defenders.
- Always have the floater as the defending team to make it harder for the attacking team to pick out and execute passes.
- Instead of 'baskets', to score, players have to enter the 'end zone' to score a point for their team.
- One team are only allowed to pass the ball in one style (bounce pass) and another team are allowed to use all styles of passes.
- Discuss what the challenges were for only being allowed to use one style of pass for the games.

PHASE 1

Variation

- Change the passes allowed to be used and give the teams more opportunity to think about the tactics being used.

- Same game set up as Phase 1 but now we limit the 'dribbling' and 'movement' of players on both sides so they have to try and adopt different styles of passing to suit the challenges and distance they're passing the ball across.

PHASE 2

Variation

- Why not try and see how 'aware' the players are and take the bibs off the players so everyone is in the same shirts with no colour distinguishing them! This will mean the players have to be aware when passing of the players they're passing to!

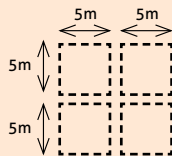
GUIDELINES

- Players need to be aware of the players they're passing to.
- Players are now needing to think more about how to make a numerical negative into something they can deal with.
- Ask the players what 'detail' they should be looking at when passing. Highlight body position when receiving, hand passing to, transition and types of pass available.

CHECKLIST



WARM UP - 20 MINUTES



Bibs



1 Ball for every player



Cones



MAIN PART - 40 MINUTES



1 Ball between two players



Cones



Bibs



CONCLUSION - 20 MINUTES



1 Ball between 2 players



4 Baskets or 4 ways of 'scoring' (end zone or key player)



Cones



Bibs

WARM UP - 20 MINUTES



- PHASE 1**
- Split the area into four smaller areas.
 - Evenly split the players into the four smaller areas.
 - Give every player a number 1-5 (or however many players in the group).
 - Player number '1' and player number '3' start with the ball.
 - They have to pass the ball to the next number up i.e. player '1' passes to player '2' and this carries on... (player '5' passes to player '1').
 - When the coach shouts a 'number' that number has to move, with the ball to another area but look to see where the other players are going so there doesn't end up with too many players in one single area.
 - Continue the game and really challenge the players to listen carefully to the 'calls'.

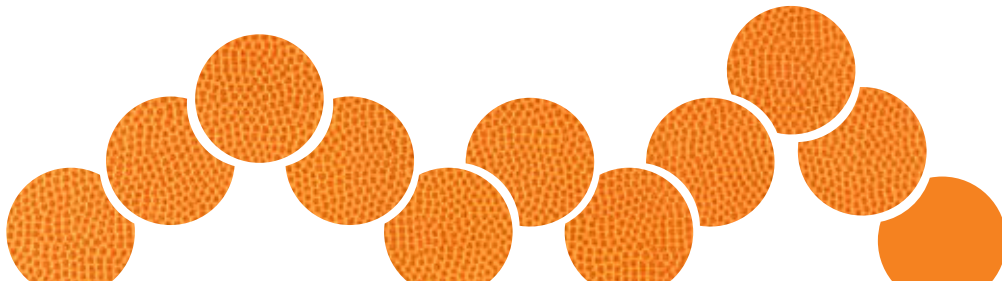
Variation

- Have the players then only use their right hand to dribble and left to pass and visa versa.

- PHASE 2**
- Play the numbers game but ADD two defenders that can 'spoil' the passing between the players! This will make the players look and be more aware of the threat to them passing successfully.

Variation

- Why not call the 'numbers' something else to relate the situation to real life games for the players! For example instead of '1' you could give it a top basketball players name... this will encourage concentration and listening skills.



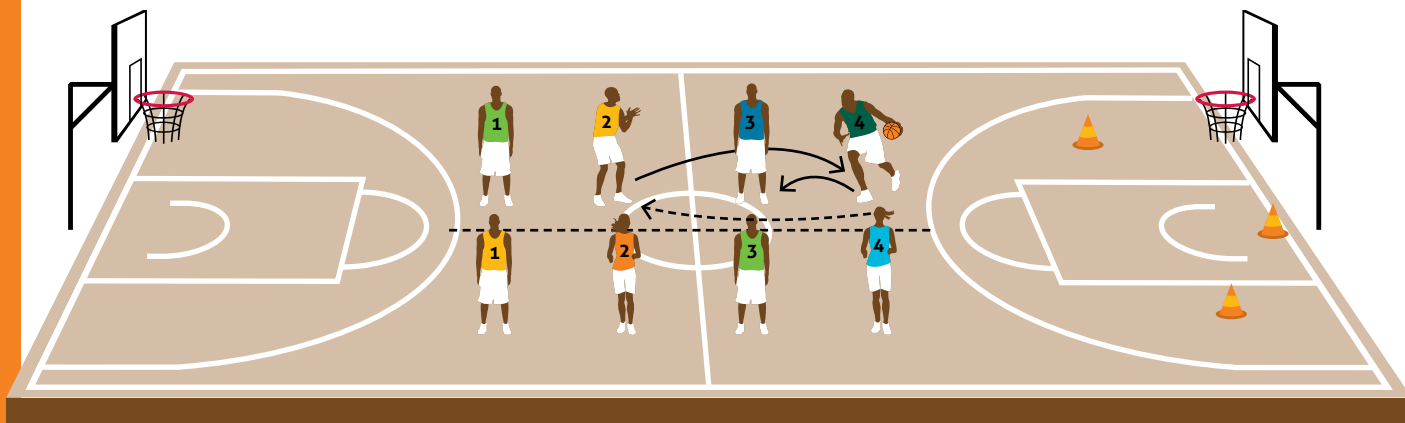
TARGETS

- brilliant game to show quick movements and good change of direction with the ball.

MAIN PART - 40 MINUTES

Legend:

- > route of ball
- > route of player



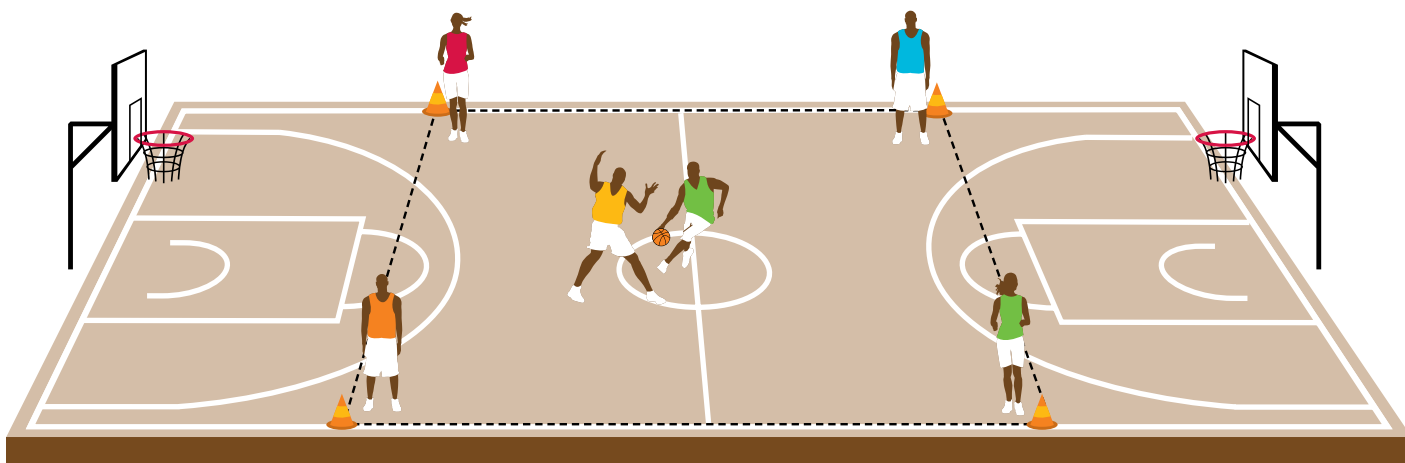
Mirror, Mirror!

- Four players stand opposite four players.
- One line has the ball and can pass or move down/along the row facing each other.
- Every time the ball moves to someone else, the player has to move spaces.
- The opposite person has to replicate and copy the movement of their opposite person.
- When the team with the ball decides, they can then 'dribble' the ball to the cone to score a point.
- The person opposite has to copy this movement and try to get 'the cone' before they do.

PHASE 1

Variation

- Have different cones to 'get to' before your opposition at varying distances.



- Have a '5 dice', symmetrical platform and have the central player dictate (similar rules to phase 1) and have the 'lead player' able to go to any of the four corners in a race with his opposition.

PHASE 2

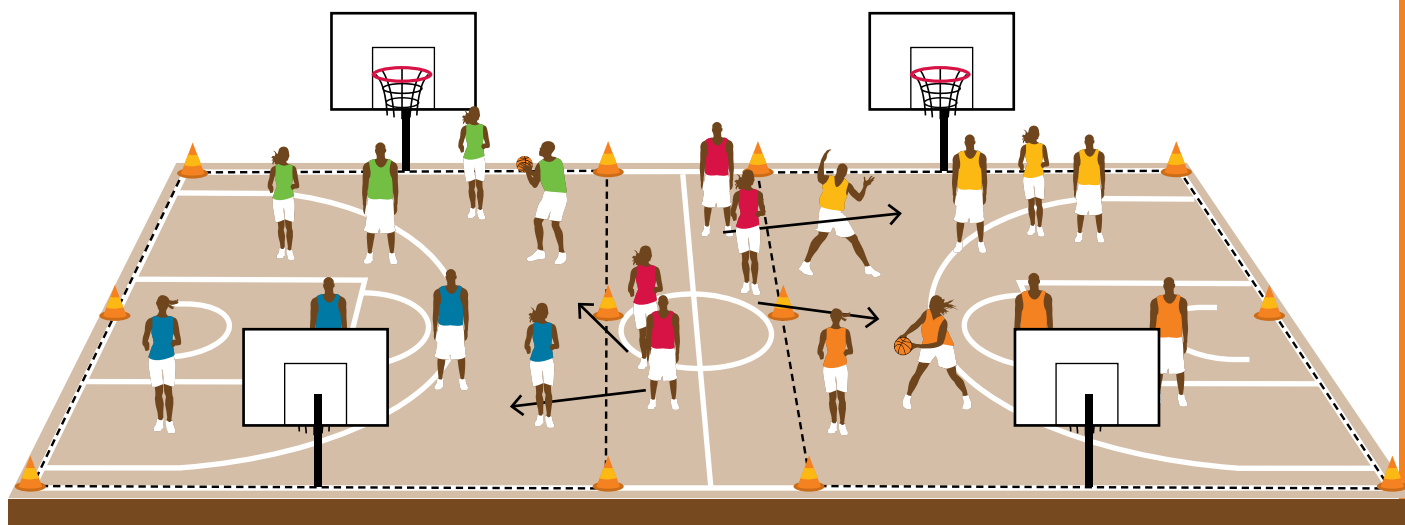
Variation

- Use fakes and different diversions to 'fake' which way the player is going.

GUIDELINES

- Make sure all players are 'on their toes' and ready for movements to avoid being beaten to the cone by the oppositions.
- Encourage the players to work with one another to make sure they get the best chance of succeeding.

CONCLUSION - 20 MINUTES



- Split the teams into four equal teams on two different courts.
- Have two players 'spare'.
- These 'spare' players can go on any team at any time he/she wants.
- To score a basket, the players need to pass the ball into the end zone to their other player.
- That player then can get back on the court and the passer and end zone player swap places.
- Three 'dribbles' must be 'completed' before the ball can be sent into the end zone.

PHASE 1

Variation

- Have some of the teams with less players to challenge both teams.

Let's set challenges on the above game!

- Give the players and teams different tactics based on either losing or winning in games. Ask them to devise tactics to overcome their disadvantage.

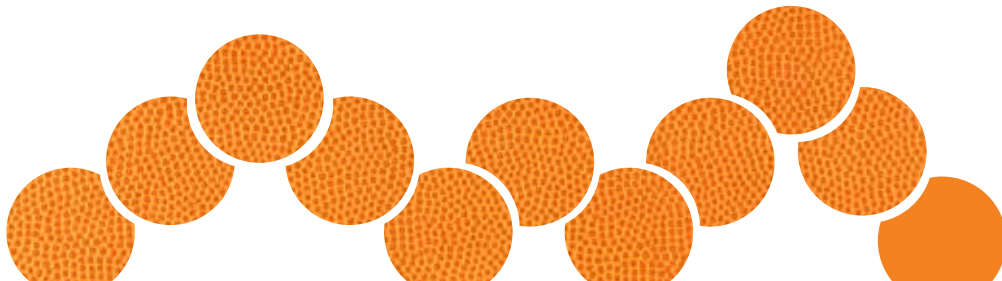
PHASE 2

Variation

- Change the rules and set different challenges for the players!

GUIDELINES

- Encourage the players to communicate through hand gestures and voice commands.
- Concentrate on the quality of the techniques being used by the players.



CHECKLIST



WARM UP - 20 MINUTES

-  1 Ball for every player
-  Cones
-  Bibs

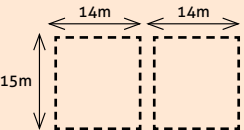






MAIN PART - 40 MINUTES

-  1 Ball for every player
-  Cones
-  Bibs



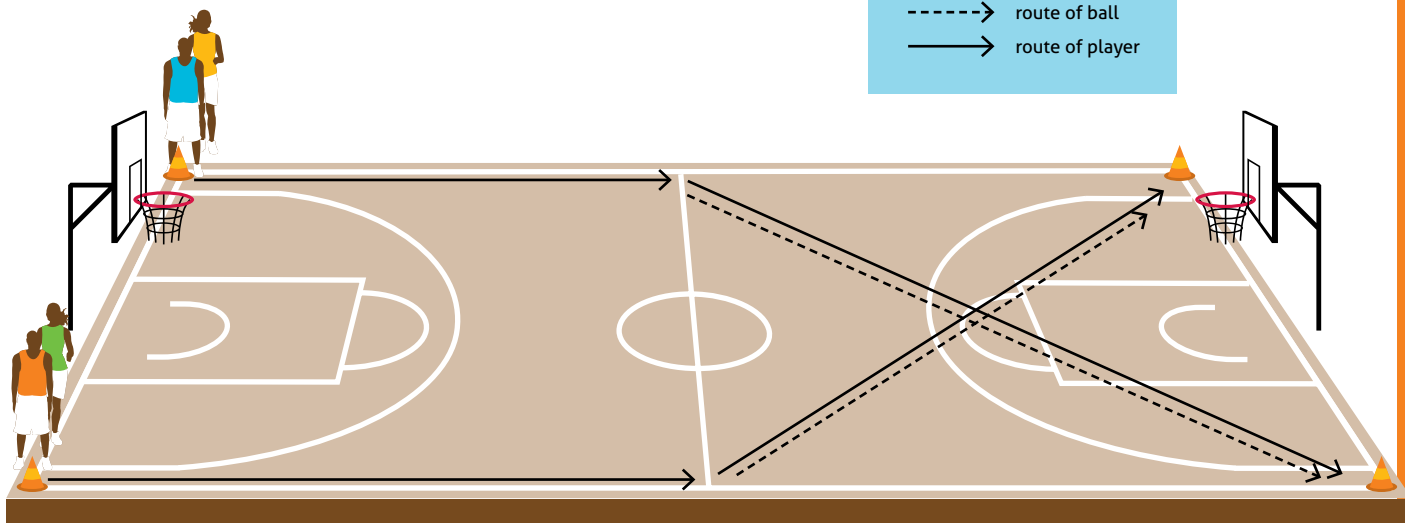
CONCLUSION - 20 MINUTES

- 
 15m
 14m 14m
-  1 Ball for every player
-  Cones
-  Bibs
-  4 Baskets to shoot in (portable if possible)

WARM UP - 20 MINUTES

Legend:

- > route of ball
- > route of player

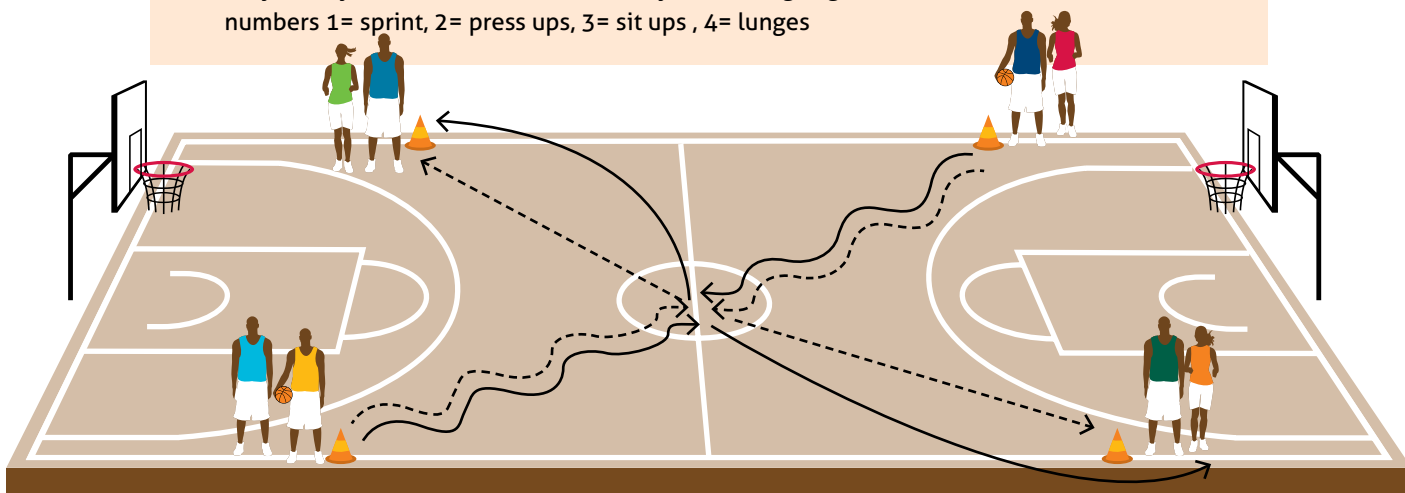


PHASE 1

- Start in the corner of the court by the side line and baseline, players lined up one behind another along the baseline.
- First player leads the line crouched and sidestepping diagonally across one half of the court.
- All the players following in line and copying the first player.
- Keep low, arms outstretched as if defending.
- At the corner of the half court line and the side line jog normally along the half court line.
- At the opposite side of the court, low crouched sidestepping diagonally to the corner of the court at the baseline and the side line.
- Small sprints to and from the baseline to warm up.

Variation

- Why not try different commands and ways of moving! E.g. coach could shout numbers 1= sprint, 2= press ups, 3= sit ups, 4= lunges



PHASE 2

- In all four corners of a square marked out by cones, have two players at each base.
- Two of the corners have a player with a ball.
- Those players dribble to the middle of the square and then pass to another person.
- With the dribbling, change directions and methods of getting to the middle and playing off one hand or strong side.
- Try to always 'balance' the four corners with equal players, making the dribbler be aware of where the player overload is at each corner.

Variation

- Try different types of dribbling and passing, including 'fakes' and 'shimmies'.



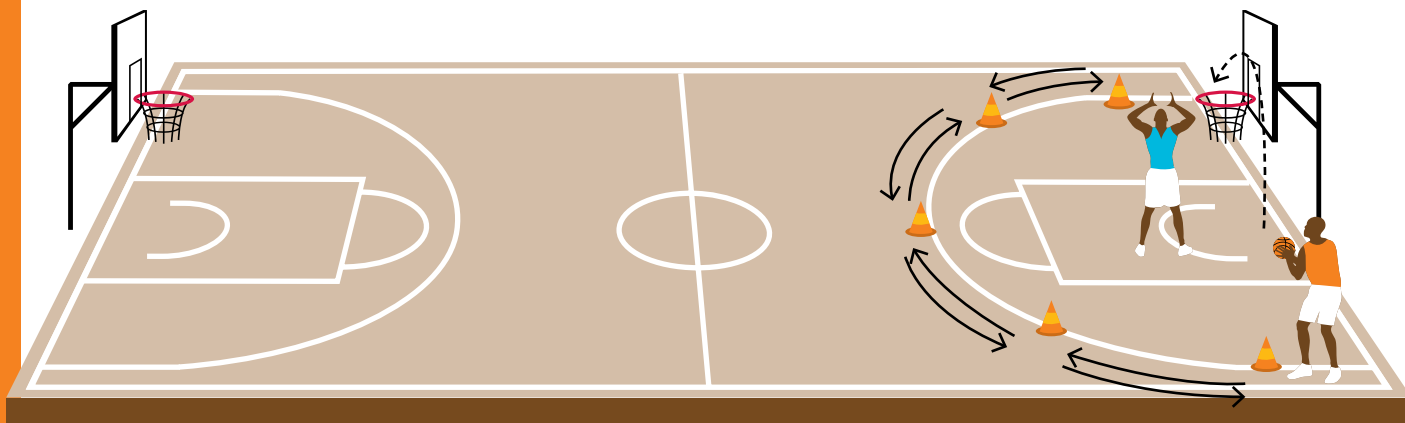
MAIN PART - 40 MINUTES

TARGETS

- put the time pressure on the players and great chance to positively communicate with them.

Legend:

- > route of ball
- > route of player



PHASE 1

- Use two players, one a shooter and the other a rebounder.
- We shoot from 5 spots on the perimeter: 3-point shots for outside players.
- Set the clock for 2 minutes. On "go", the shooter starts in the corner and must make two-in-a-row before he/she can move to the next spot (the wing).
- The shooter must make 2 of 5 shots at each spot before moving to the next (see diagram). Rotation is from right corner => right wing => top => left wing => left corner => left wing => top => right wing => right corner.

Variation

- Put in a 'defender' whose job it is to pressure the shooter and stop them from getting a shot off!
- If the shooter makes it all the way around and back, he/she then goes to the top and starts shooting 3-point shots from there, and however many they makes from there (total, not consecutive) is their score... so 2 or 3 is a really good score. Next, the rebounder becomes the shooter (and vice-versa) for the next two minutes.

PHASE 2

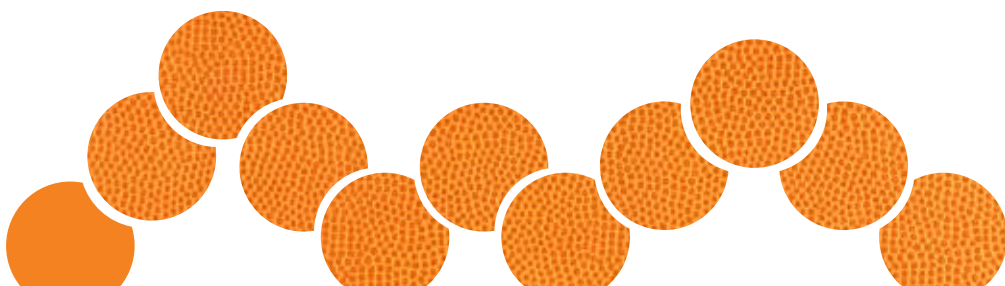
- Add a 'defending team' of two players to try and 'destruct' the play going on by the attacking team.
- The defending team have to come up with tactics to stop the points being scored and make the attacking players come up with a different route or way of scoring.
- Only one defender can work at once.

Variation

- Let's challenge the players and ask them to come up with a tactically astute plan whereby they can 'change' tactics if necessary to accommodate more defenders.

GUIDELINES

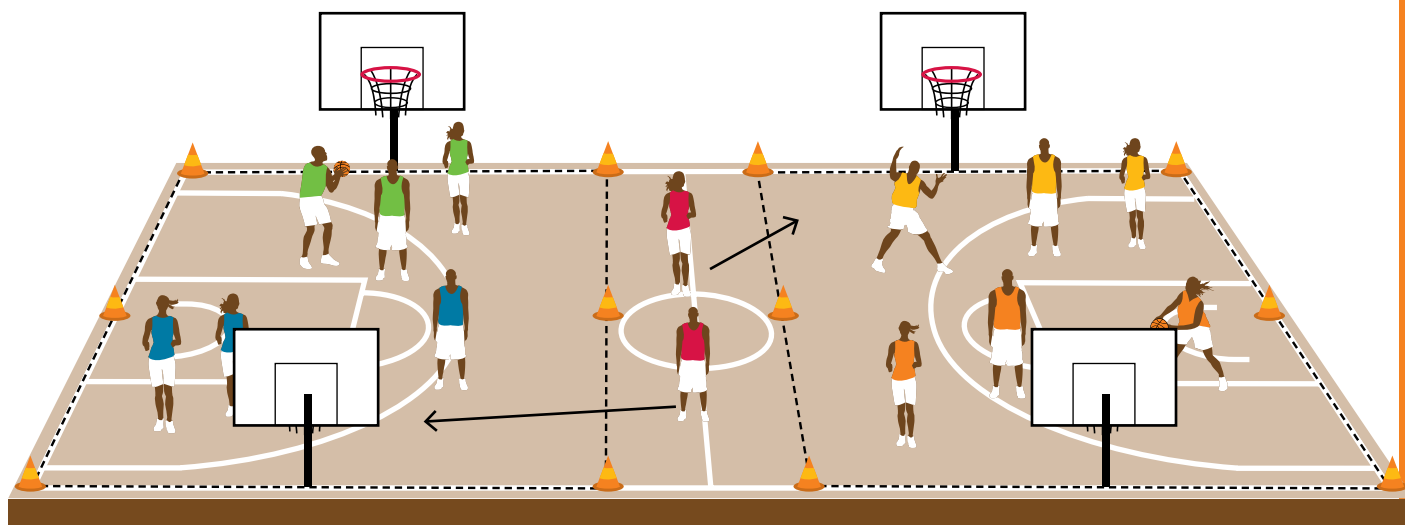
- Make sure your shooters are squared up, using good technique, elbow in, follow through, no drifting sideways.
- Shooters should receive the ball in "triple threat" position.
- Make the drills competitive and have each pair keep score.



CONCLUSION - 20 MINUTES

Legend:

- > route of ball
- > route of player



- Split the teams into four equal teams on two different courts.
- Have two players 'spare' and these players are the only ones allowed to score.
- These 'spare' players can go on any team at any time he/she wants.
- To score a basket, the players need to score normally as in a game situation.

PHASE 1

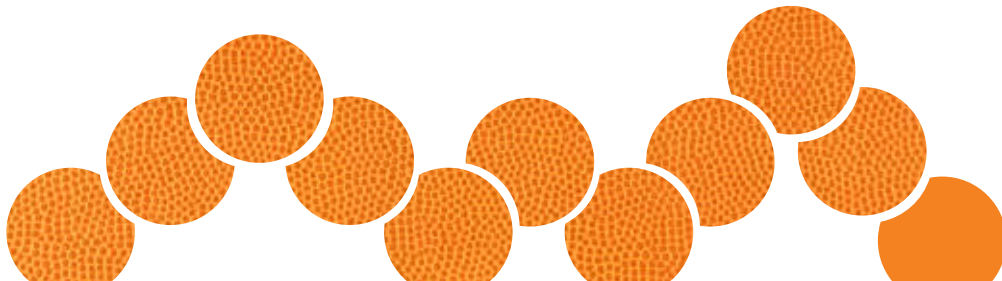
Variation

- Change the 'spare' players regularly and give each a decent amount of time on the court as the 'shooter'. Players and teams to come up with tactically sound ways of dealing with an extra player OR one fewer players.

Let's now set challenges on the above game!

PHASE 2

- One team are only allowed to use their right hand.
- The other team are only allowed to use their left hand.
- Only certain passing techniques should be used by one team (i.e. bounce pass for one team and the opposite team from the chest pass).



CHECKLIST



WARM UP - 20 MINUTES



1 Ball for every player



Bench or Mat for players to stand on (the smaller the better)



Cones



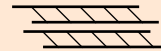
Bibs



MAIN PART - 40 MINUTES



1 Ball for every player



Line of Ladders



Cones



Bibs



CONCLUSION - 20 MINUTES



1 Ball for every player



Line of Ladders



Cones



4 Baskets for the players to score in

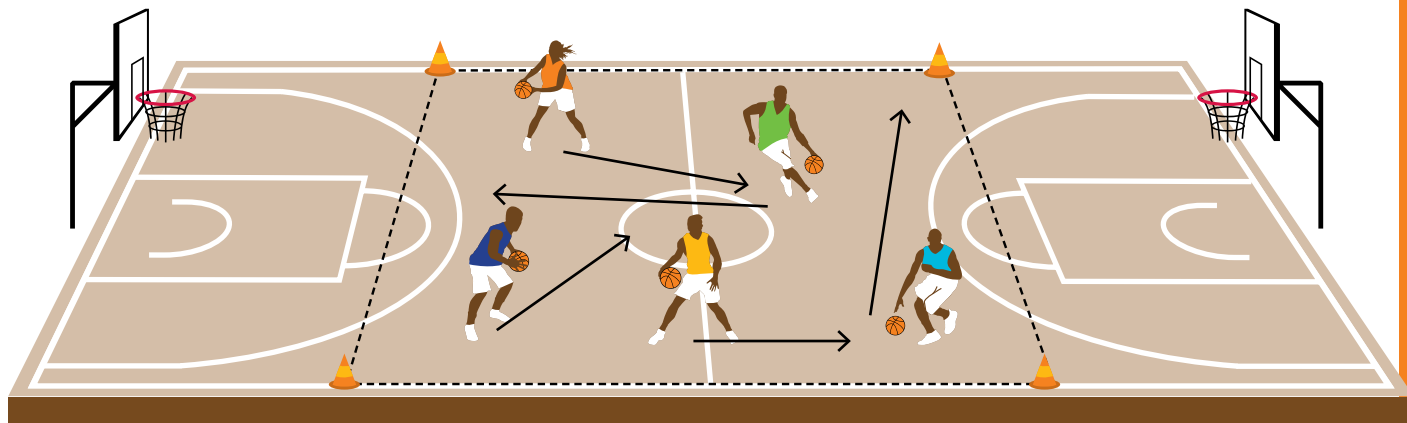


Bibs

WARM UP - 20 MINUTES

Legend:

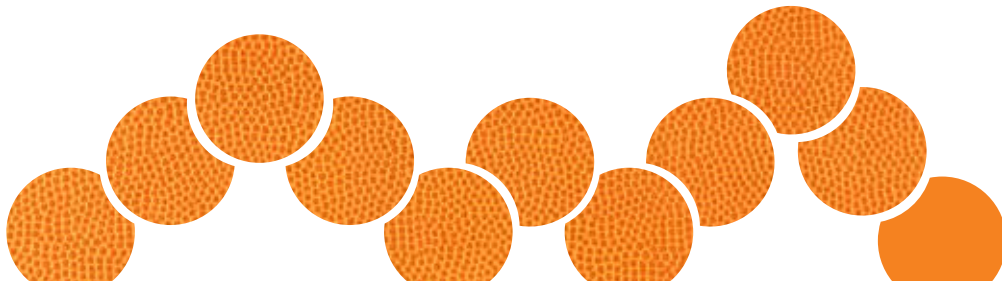
- > route of ball
- > route of player

**Let's play King / Queen of the ring!****PHASE 1**

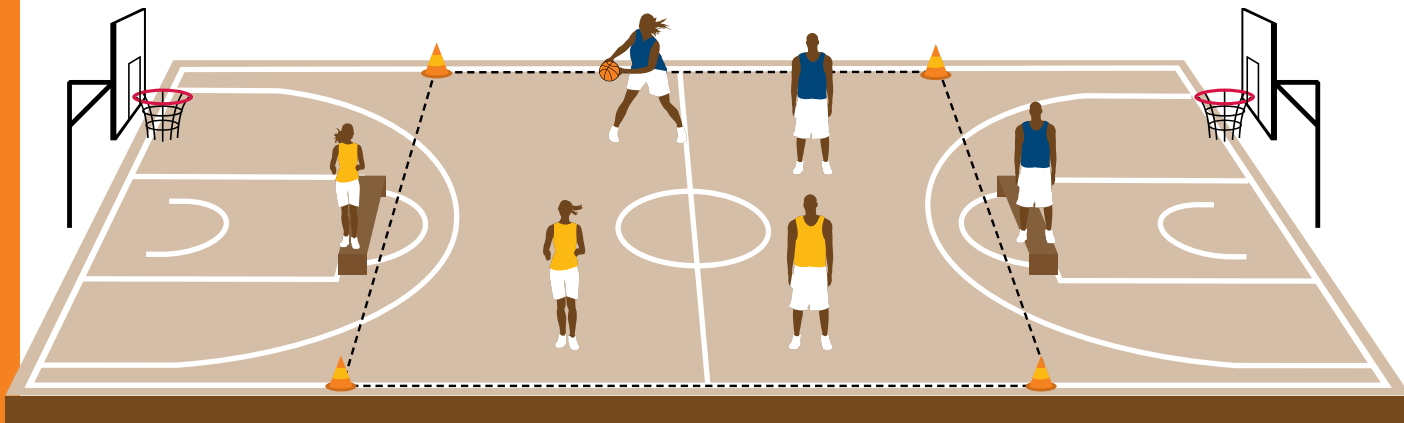
- In a big group, every player has a ball.
- To win the game you have to be the last person (king or queen) in the area with your ball under control.
- You are allowed to try and knock other people's balls out of their control.
- If their ball goes out the ring, they're out of the game.

Variation

- From the start, give 3 players in the game 3 different tactics to use and to keep them quiet. In the discussion on 'how the game goes' ask other players to try and identify what the tactics of the other players have been.



WARM UP - 20 MINUTES

**Bench ball**

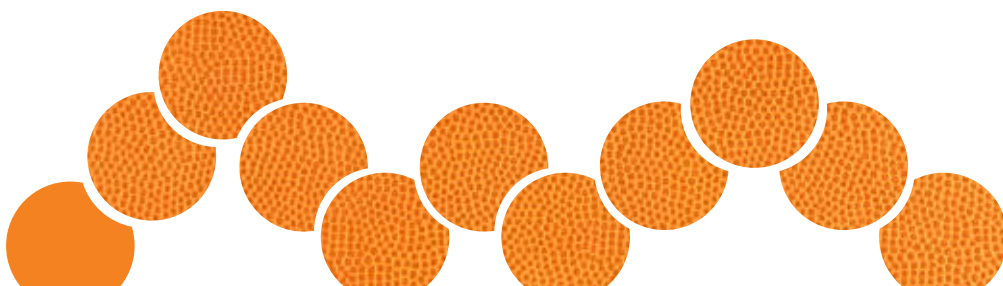
- Split the teams up into three teams and try make 3v3v3 or as close as is possible.
- 1 pupil stands on a bench, 2 others space out on playing area (of each team).
- Your aim is to throw the ball between the players and when a player throws a complete pass to a player on the bench, they join them.
- The overall aim is to get all pupils onto bench, this will be a tough challenge as it will depend on how well individual players can move!

PHASE 2**Variation**

- Suggest different techniques and tactics for different teams to see how they go about implementing them.

GUIDELINES

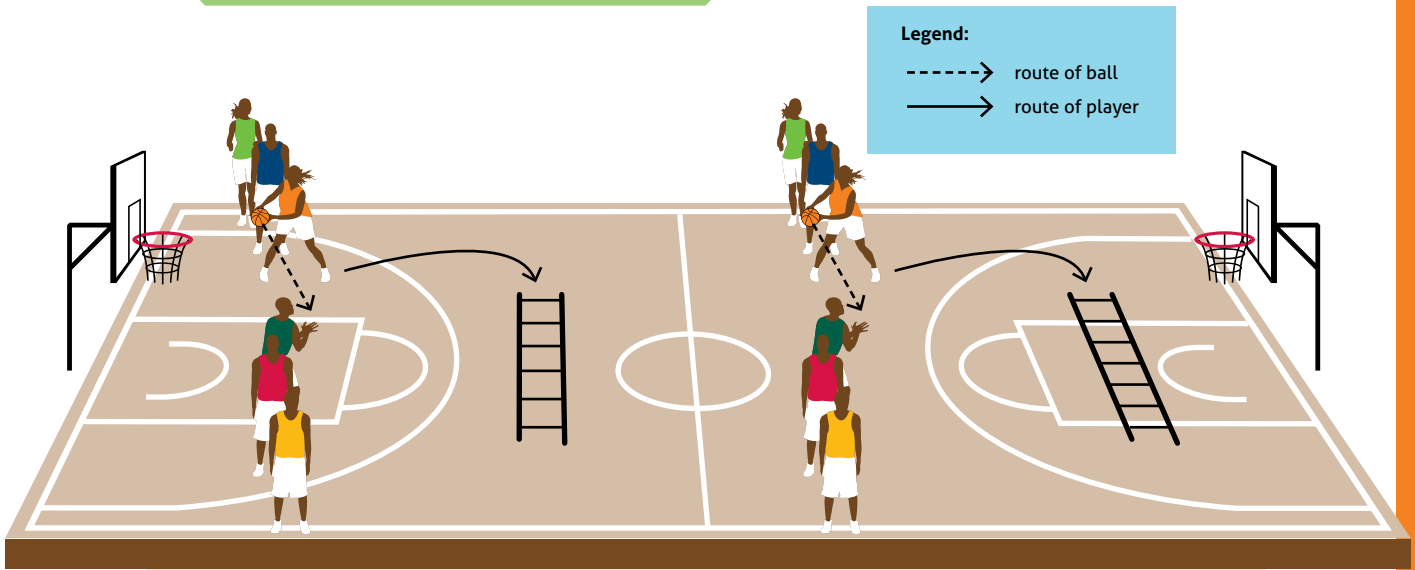
- Encourage different passes to the players (bounce pass, chest pass etc)
- Keep head up, looking at position of defenders
- Allow pupils to be creative, see what they can remember



MAIN PART - 40 MINUTES

TARGETS

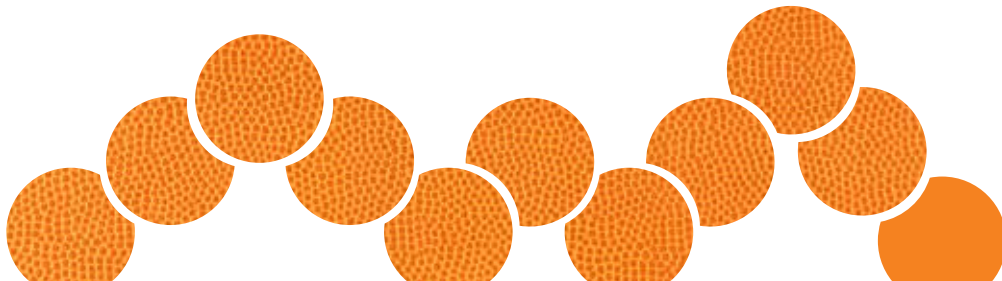
- concentrate on the technique of the passing and the footwork. This will suffer with the competition element! Be positive!



6 player Pass and Move drill

- 6 players all working in a small area.
- The ball starts with the line with 4 players in.
- They pass the ball to the opposite line and immediately go through the ladders and join the other line opposite.
- This is done in competition with another line next to them... the only way a team can win is if the technique is done correctly and before the other team!

PHASE 1





MAIN PART - 40 MINUTES

Legend:

- > route of ball
- > route of player



PHASE 2

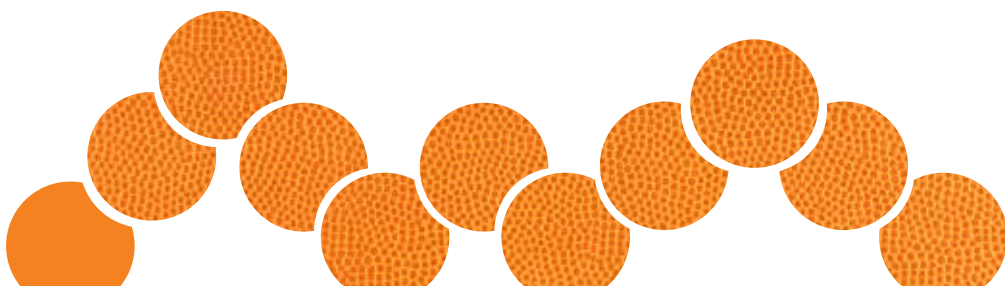
- Start position is player '1' under the basket as a follow up player with the ball to support.
- Player '2' and '3' from the opposite line have various cones randomly thrown in one half of the court in front of them.
- The player '2' and '3' has to touch all the cones without the ball then go through a slalom of markers, then through ladders before receiving a pass from player '1'.
- Player '2' and player '3' are racing against each other and the winner (the one that technically does well) receives the pass and then has to score a basket for it to count too.

Variation

- This footwork drill has to link to Tactics of the game. Let's now make it two players vs two and they have to tactically come up with a strategy to do this drill quickest, at the same time as completing it technically well.

GUIDELINES

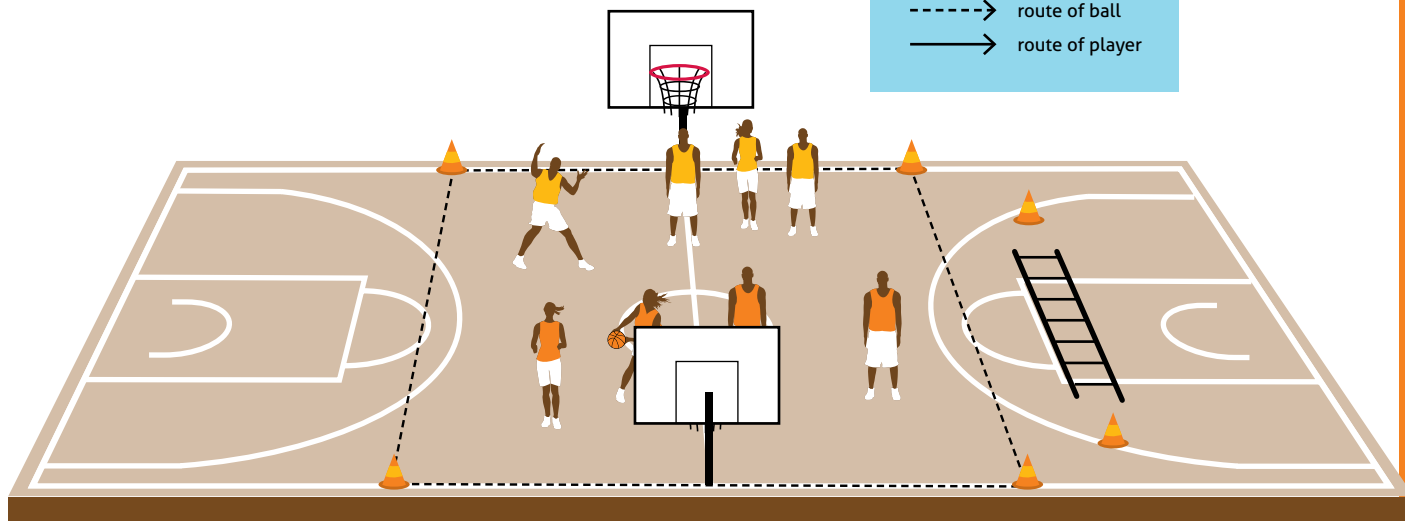
- Encourage speed.
- Encourage technique and good footwork.
- Encourage tactically astute/relevant decisions.
- Encourage diverse range of tactics based on competition.



CONCLUSION - 20 MINUTES

Legend:

- > route of ball
- > route of player

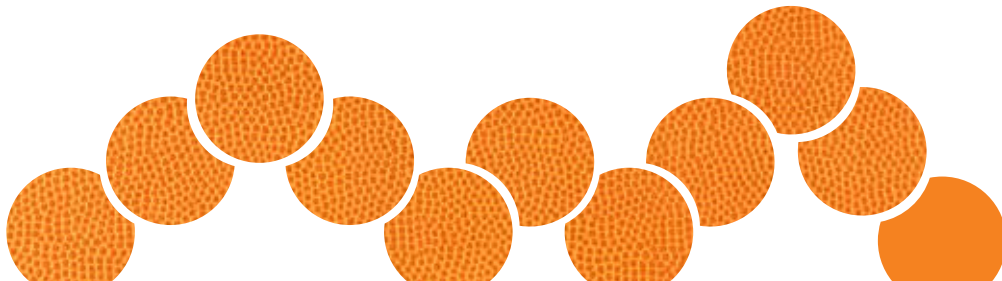


- Set a game up 6 v 6.
- Split the game into three thirds, time wise.
- Give each team time to discuss tactics and give themselves challenges that is based on 'winning' the game against the opposition (when to 'press' and 'drop off').
- Normal rules basketball in a small area or one to suit the players.
- To score a basket, in the build up there has to have been a player use a 'fake' or good 'foot movement' before the team score.

PHASE 1

Variation

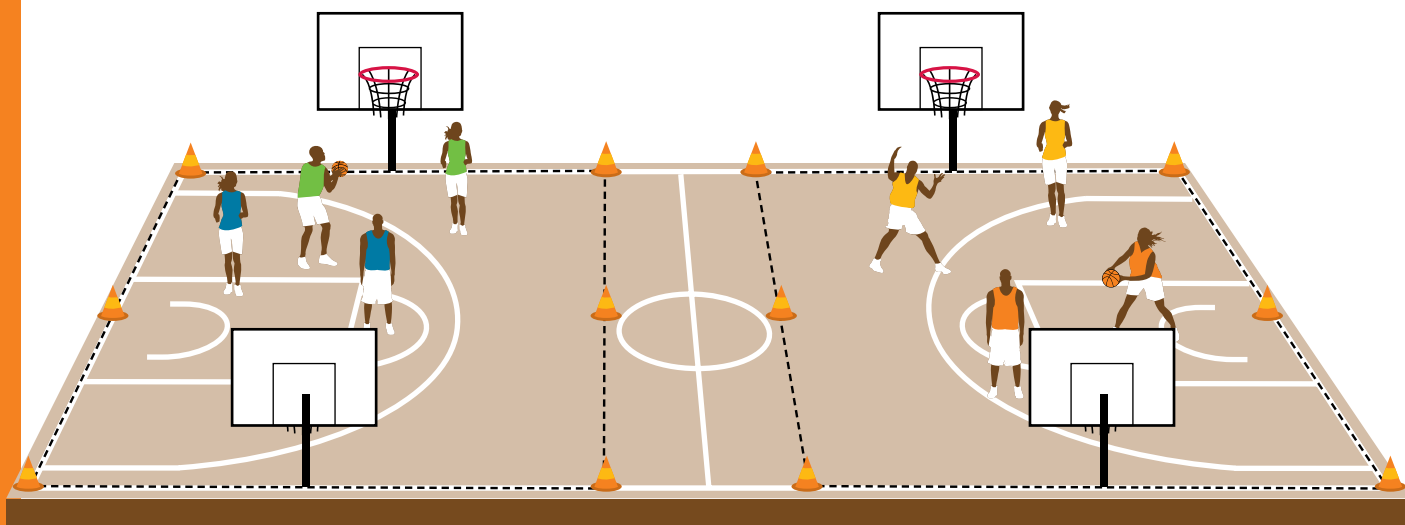
- Why not make the teams go through ladders when they score a basket as a prize for doing well. Let's challenge the players and really focus our praise on their footwork and floor skills! Talk about the tactics and ask the players to do a small briefing to the opposition on their tactics and how they approached the game.



CONCLUSION - 20 MINUTES

Legend:

- > route of ball
- > route of player



PHASE 2

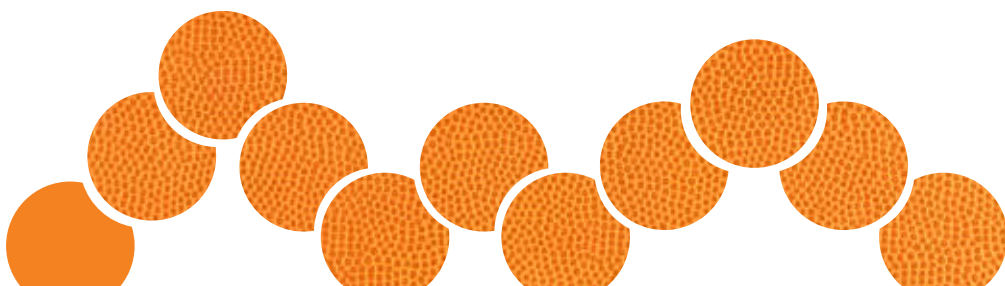
- We can now make this a 'round robin tournament' where the players are competing against the opposition in smaller sides.
- Make the teams no more than 2 v 2 to promote and make the players utilise their footwork skills and develop their awareness in tight spaces.

Variation

- Why not challenge the players to think of their own 'fakes' or 'dummies' to 'sell' to their opponents. Ask the players to come up with appropriate tactics to play 2v2 on.. this will give the players a different perspective on competing.

GUIDELINES

- Ensure demonstrations are easy enough to understand.





In this section we cover ten healthy lifestyle topics providing background information for youth basketball coaches and key messages to pass to young players. You will also find examples of basketball based activities and connected conversations which can be used to reinforce these messages.

This section on healthy lifestyle themes forms a resource for coaches. We would not expect to see coaches integrating these into every session, but at times when it is felt important or when the players have questions.

The information contained in this chapter will assist coaches in answering questions asked by young people in their teams or help them know where to refer players to find the information they need. In the next chapter, we encourage basketball coaches to develop a community map involving the young players in a participatory process. The community map will help identify places where advice and support on many of the issues we cover here can be found locally.

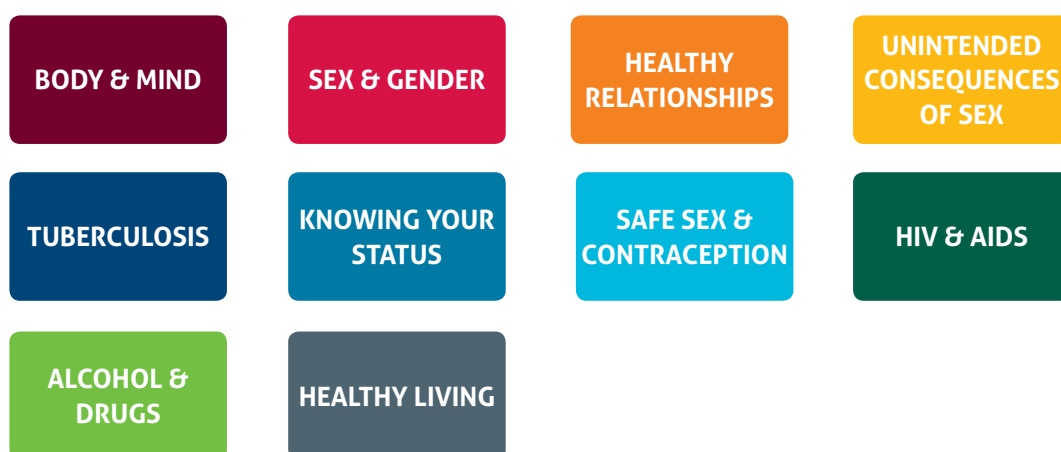


Figure 8: Ten healthy lifestyle themes

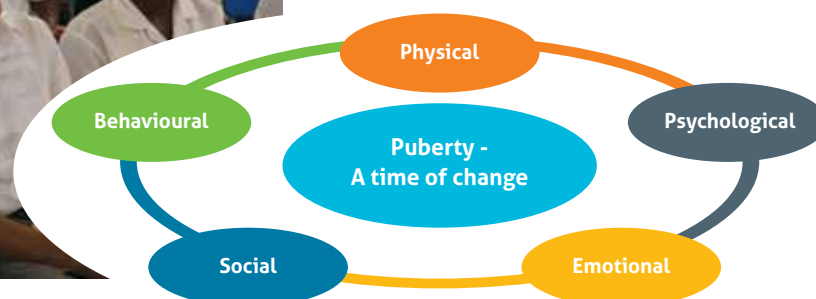
Connected Conversations

Youth basketball coaches can help provide informal education around healthy lifestyle themes by using connected conversations and linking key messages for youth to the Sport2Life skills they have learned. We provide some prompts that you can use to start making the links to each healthy lifestyle theme.

1. **Come to play** - young sports people come to play when they are prepared for a training session or a match. They are willing and able to do what is necessary to complete the task at hand, and when they are committed to their team and themselves. When a young person comes to play, they bring their game to the field and everything they do in life.
2. **Prioritise, goalset & plan** - P-G-P is about knowing what you want on and off the field, setting goals and a plan to achieve them.
3. **Look and list** - Look and list helps young people to understand and make important decisions. When you look and list, you do your best to understand everything you can about a situation and what options are available to you. After you have assessed the situation (Look) and understood everything there is to know (List) then you are able to make the best possible decision open to you.
4. **Stay in the game** - is about finding the focus and discipline to keep going, even in difficult situation and despite failure. Staying in the game means that you are focused on your goals and what needs to be done to make sure you are successful.
5. **Use your voice** - is about not being afraid to share your thoughts and opinions. When you use your voice you have the confidence to ask difficult questions and to speak your mind.
6. **Build your team** - is about surrounding yourself with positive, strong, trustworthy and dependable people you can count on for support.

BODY & MIND

The intended outcome of this theme is that young people will be able to explain how their bodies and their feelings change through puberty.



BACKGROUND

Puberty is the process of physical changes through which a child's body matures into an adult body capable of sexual reproduction. Hormones released in the body promote accelerated growth in what is termed the pre-pubertal growth spurt. This is followed by the appearance of secondary sexual characteristics. On average, girls begin puberty at around 10–11 years and boys around 11–12 years. Girls usually complete puberty by ages 15–17, while boys usually complete puberty by ages 16–17. The major landmark of puberty for females is menarche, the onset of menstruation, which occurs on average between ages 12–13; for males, it is the first ejaculation, which occurs on average at age 13. Factors such as poor nutrition may lead to puberty occurring at a later age for both boys and girls. During puberty children may experience physical, psychological, emotional, social and behavioural change. Coaches can help young people to understand these changes and to support them through this period.



The first physical manifestation of puberty in boys is increased testicular and penis size. Testicles will become larger and begin to hang below the body as opposed to being up tight and they will start to produce sperm. Full fertility will occur around 14-16 years. Once a boy reaches his teenage years, erections occur much more frequently due to puberty and can occur spontaneously at any time of day which can be embarrassing if they happen in public. During puberty, if not before, the tip and opening of a boy's foreskin becomes wider, progressively allowing for retraction down the shaft of the penis and behind the glans, which ultimately should be possible without pain or difficulty. Once a boy is able to retract his foreskin, penile hygiene should become an important feature of his routine body care. Pubic hair often appears on a boy shortly after the genitalia begin to grow. In the months and years following the appearance of pubic hair, other areas of skin that respond to hormones may develop hair such facial and under arm hair. A boy's voice may deepen and an Adam's apple forms during puberty. They will experience skeletal and muscular growth as they turn from being a child to a man. Hormones will result in changes to perspiration and a more adult body odour as well as increased secretion of oil which may result in acne.



The first physical sign of puberty in girls is the development of their breasts. Pubic hair is often the second noticeable change in puberty and out of sight the vagina, uterus, and ovaries start to mature. The first menstrual bleeding is referred to as menarche and occurs around two years after the breasts first start to grow. Ovulation starts to take place after girls have started to menstruate. Girl's body shapes, fat distribution and body composition change in response to rising levels of the female hormone estrogen. Hips widen and fat tissue increases to a greater percentage of body composition. Girls may also experience a more adult body odour and increased secretion of oil resulting in acne.



The age at which girls start menstruating can vary widely, some girls getting their first period as early as 8 years old and others not until they are 15 years old. Signs that girls are nearing their first period include breast development and pubic hair growth which often begin a couple of years before menstruation. About one year before their first period, many girls experience a marked growth spurt. Prior to getting their first period, girls sometimes experience a vaginal discharge. This is perfectly normal and is the body getting ready for menstruation.

Girls who can talk openly with a significant female in their life, which could be their mother, sister or even a female coach whom they trust, about menstruation manage better than girls bound by secrecy, myths and taboos. Menstruation is a normal part of growing up.

A girl's first period is usually very light, with sometimes only spotting or very little blood. Periods can last from 3-7 days. A typical menstrual cycle is 28 days long, but periods are often irregular during the first few years of menstruation.

Menstruation is not unclean or dirty – it is the healthy process of a girl's body cleansing itself for a few days each month. It simply needs to be handled in a sanitary way. Tampons and pads/cloths can be used to soak up blood from a period. They should be changed at least every four to six hours. Pads/Cloths are worn in underwear, and are often easiest for young girls to use. With tampons, someone will need to explain how to insert them correctly so they are not uncomfortable. Sanitary pads or tampons need to be changed regularly. Sanitary pads/cloths need to be changed and washed regularly. Hand washing with soap is necessary after handling sanitary cloths or pads.

Having a menstrual cycle means that a girl's body is ovulating (releasing eggs) and preparing for a baby. Some girls even ovulate just prior to having their first period. So talk to girls about sex and pregnancy prevention when you are discussing her menstrual cycle.

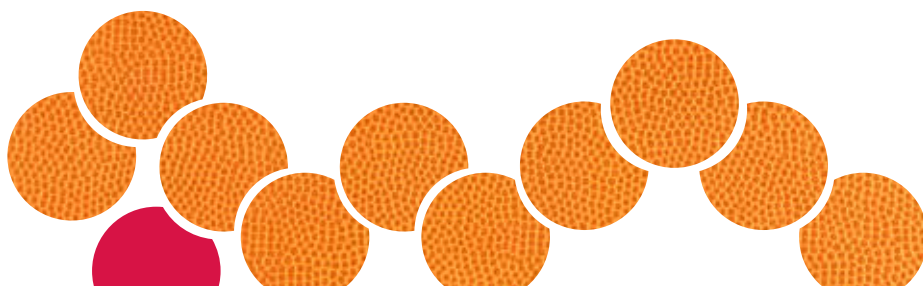
Some girls may experience cramps, retaining water and weight fluctuation, mood swings, and headaches before and during their period. Menstrual cramps and other symptoms can be managed with over the counter pain relief.

It is OK to play sport during menstruation.

During puberty boys and girls experience physical changes which may lead them to feel uncomfortable or sensitive about their physical appearance. This may lead to feelings such as being irritable, difficulty in controlling their temper or feeling depressed. Being aware of the physical and behavioural changes that take place during puberty and being able to talk to someone about feelings can help young people cope better with these changes.

Young people start to work out what makes them unique as they progress through puberty and they tend to associate more with their friends and less with their family. They start to work out how they fit into the world as an individual and become more independent.

Being in a place where you are becoming an adult and are no longer a child can create feelings of uncertainty. Young people and their peers are going through change. They may be expected to take on greater responsibilities than was expected of them as children. Over time they grow into new roles and become more certain about themselves, but as this process takes time it can cause much uncertainty.



Young people and their peers become more influenced by popular media and culture as they progress through puberty. They pick up on what's in and what's out in terms of dress, language and behaviour. This can be uncomfortable at times, peer group and societal influences changing likes and dislikes. Some struggle to fit in with their peers and there is often a gap between what is perceived as appropriate by parents and peers.

Teenage youth often feel stuck between how they were as a child and how they wish to be as an adult. They might want to be more independent whilst at the same time, looking for support from their parents.

Adding to conflicting thoughts, young people may also experience frequent and sometimes extreme changes in their mood. These frequent mood swings may be caused by changing levels of hormones in the body and other changes taking place during puberty.

These experiences are more pronounced for girls because they develop faster and earlier than boys. Also the changes in their bodies such as development of breasts and widening of hips are more noticeable. This may make them feel more conscious about their body in presence of their peers.

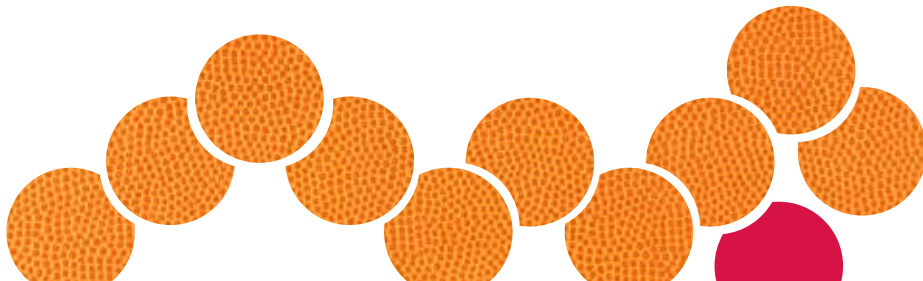
Puberty is also the phase after which boys and girls develop sexual maturity. Sexual maturity is the stage of your life when you can have children. One aspect of sexual maturity is being curious about sex and also about bodies of people that they are attracted to. With the onset of puberty, it is normal for a boy or a girl to be sexually attracted to people that they would want be more than 'just friends' with.

They may also feel sexually excited by normal everyday activities such as reading a romantic novel or watching a romantic scene on television. These feelings are normal and are nothing to feel guilty about. Teenagers may have many questions about sex and may look to a trusted adult such as their coach with whom they are comfortable discussing sex for advice.



Key Messages for Young People

- Young people need to understand and embrace the changes they face during puberty as positive, healthy and natural.
- Boys mature slightly later than girls and they will have more muscular physiques, develop pubic and facial hair, they will experience penile erections and ejaculations, & their voices will deepen.
- Girls mature earlier than boys, they will develop breasts, pubic hair, their body shapes will change and become more rounded, & menstruation will start.
- It is natural for young people to explore and touch their own bodies. This is not something to worry about or feel guilty about.
- Young people will start to develop feelings for others and may be attracted to someone else and want to form an intimate relationship with them.
- Menstruation is a normal for girls and is not dirty or unclean. It is OK for girls to play sport during their period.





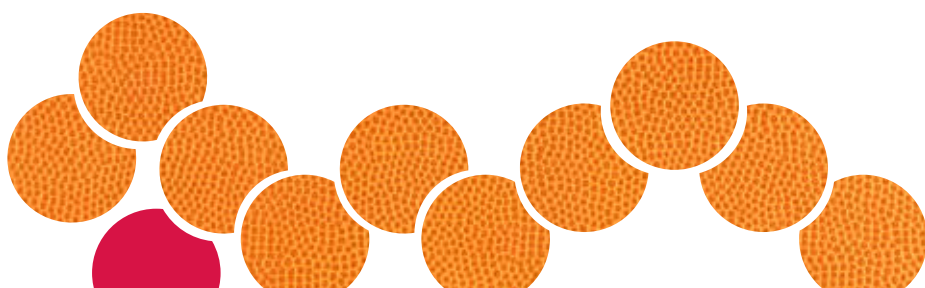
SUGGESTED ACTIVITY

Body Mapping Activity (11-15 years)

1. Ask the group to form pairs of the same gender. Each pair takes a large sheet of paper and traces the outline of our bodies on to it.
2. The pairs are asked to mark on the body all of the changes that occur during puberty for their gender. Drawing inside the body represent our body parts & sexual organs as well as feelings, ideas and beliefs. Drawings on the outside of the body represent the social and physical environment. Ask them to mark sexual organs and name them whatever they want.
3. Ask questions such as what are the good things about growing up, what are the bad things about growing up, what names have we given our body parts, what are the correct terms for our body parts, why do these change take place, how do you feel about these changes, what problems do we have with changes?
4. Bring the group together and ask them to share their body maps, if they feel safe and comfortable. Share some of the answers and ideas from the questions asked above.
5. Add any additional information you think is missing.
6. Allow the group to ask questions and invite participants to use their body maps to answer the questions.

Connected Conversations

1. **Come to play** - understanding the physical and emotional changes young people will experience during puberty as they progress from childhood to adulthood will help them view these as positive, healthy and natural changes.
2. **Prioritise, goalset & plan** - young people who understand the changes that take place due to growth will not let these changes stop them from participating, setting personal goals and planning their future in basketball and in life.
3. **Look and list** - know and understand the physical and emotional changes that take place during puberty.
4. **Stay in the game** - young people do not let physical changes and emotions detract them from achieving their goals in sport.
5. **Use your voice** - young people can use their voice to encourage their peers, who might be struggling with body or emotional changes.
6. **Build your team** - find people that you trust and can talk to about physical changes and your feelings as you progress through adolescence.



SEX & GENDER

The intended outcome for this theme is that young people can explain the difference between sex & gender, what are gender norms and the need for gender equality.

SEX ≠ GENDER

Sex Male / Female

Biology:

chromosomes, hormonal profiles, internal and external sex organs

Gender Masculine / Feminine

Culture:

the characteristics that a society or culture delineates as masculine or feminine

BACKGROUND

The term "sex" refers to the biological distinction between males and females whereas the term "gender" refers to the social differences between males and females.

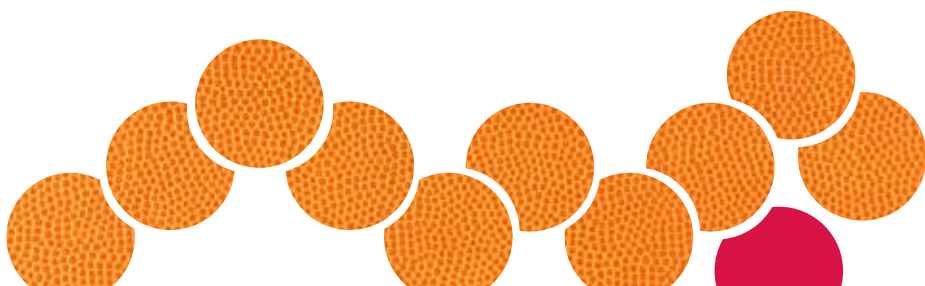
Gender norms are a set of ideas about how each gender should behave. They are not based on biology, but instead determined by culture or society. For example, women are not better than men at doing housework, but often they are expected to perform those tasks. It is important to remember that gender norms can be very different from one culture to another. What may be acceptable behaviour for a male or female in one culture may be unacceptable in another. In some countries, gender norms can be harmful especially towards women. Women not being able to negotiate condom use for example has made them more vulnerable to HIV infection. Women not being able to acquire certain work that can improve their livelihood can make them dependent on men and unable to achieve financial independence.

Gender equality means that women and men, and girls and boys, enjoy the same rights, resources, opportunities and protections. It does not require that girls and boys, or women and men, be the same, or that they be treated exactly alike. Gender equality is a human right.

Gender equity is the process of allocating resources, programs, and decision making fairly to both males and females without any discrimination on the basis of sex and addressing any imbalances in what is available to males and females.

In basketball it is clear that men and women can play the game. However, gender norms in some countries and communities do not encourage women to play basketball. Gender equality is a human right and women and girls have a right to play basketball should they wish to do so. Actions being taken by FIFA and the Namibia Basketball Association to encourage women and girls to play basketball is part of the process of gender equity.

Article 10 of the Constitution of the Republic of Namibia guarantees equality before the law and the right to non-discrimination on the basis of sex.



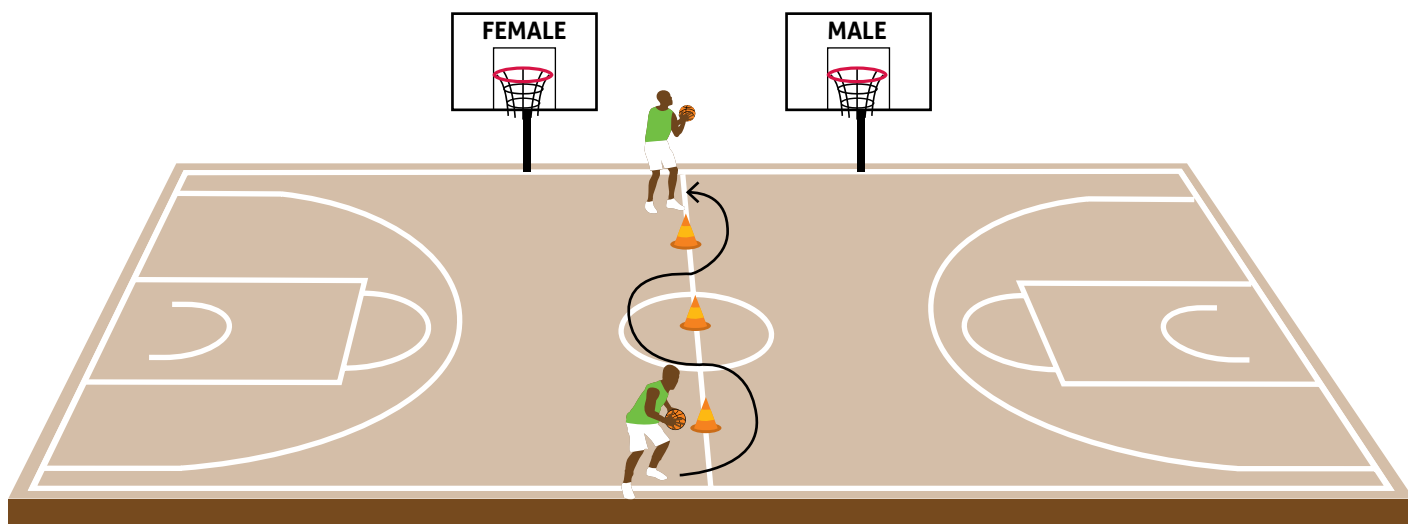
Key Messages for Young People

- Sex describes our body parts – things we are born with.
- Gender describes what society expects of us because of our sex.
- Gender norms can be challenged and changed.
- We used to believe that only boys could play basketball. That gender norm has been challenged and changed. We now have a FIFA World Cup for Women's Basketball and programmes such as the Namibian Basketball Federation's Galz&Goals Programme.
- Women and girls are often at risk where we do not have gender equality which is a human right. They can be subject to health risks such as early pregnancy, HIV infection and injury from physical violence.
- Women and girls who are treated equally in society to men and boys do better in education, achieve economic independence, avoid gender based violence and avoid health risks.



SUGGESTED ACTIVITY

Gender Stereotypes (11-15 years)

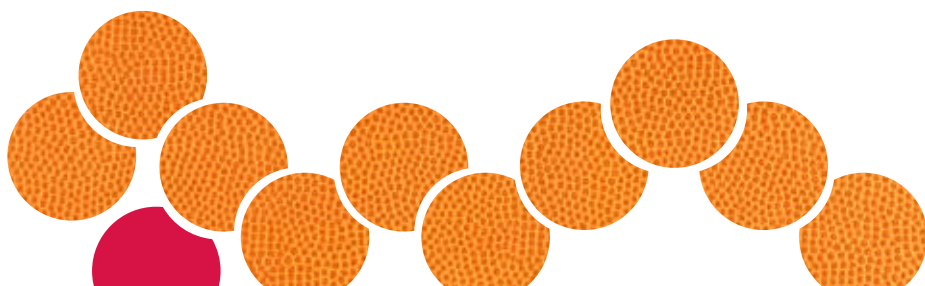


Shooting competition

- The player starts to dribble into the slalom-course, when the coach shout out stereotypes or attitudes.
- Depending on the statement (female or male attitude!), the player has to shoot on the left or right basket.

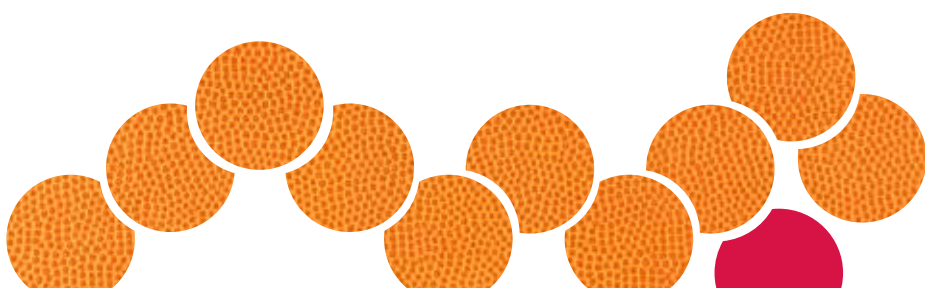
Progression

- Start with a shorter distance to the basket for beginners and increase distance as they get used to it.
- Create a competition: a right decision scores one point and a basket another point.



Connected Conversations

- 1. Come to play** - basketball is a game for both boys and girls, men and women to play. Can you identify role models for both men's and women's basketball? Men and women can represent Namibia in international basketball.
- 2. Prioritise, goalset & plan** - gender norms and stereotypes may place greater emphasis on men and boy's having sporting and life goals, but women and girls can also have similar goals in basketball and in life.
- 3. Look and list** - What are the gender norms and stereotypes in Namibia and how can these be challenged and changed?
- 4. Stay in the game** - boys and girls are encouraged to stay in the game so that they can play as adults. Basketball is a game for women and not just men, boys and girls. Can we identify successful women basketball players?
- 5. Use your voice** - young people use their voice to encourage women and girls to play basketball and to celebrate the success of women and girls in basketball.
- 6. Build your team** - can we encourage everyone connected with basketball in Namibia to promote gender equity in the sport.





HEALTHY RELATIONSHIPS

The intended outcome for this theme is that young people can identify when a relationship is healthy or unhealthy.



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BACKGROUND

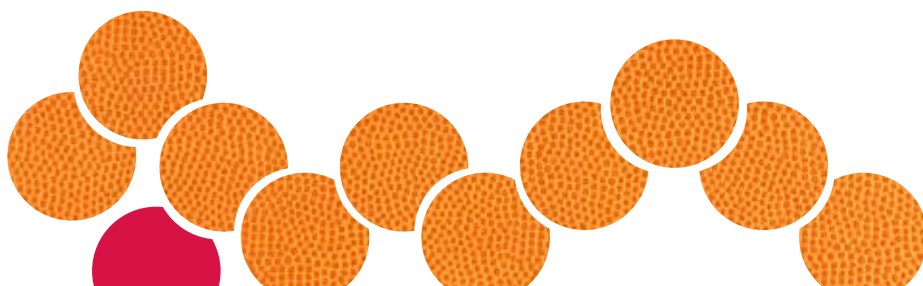
Relationships are important for all young people and form part of a healthy life. Some relationships are based on family or friendship while other relationships involve love and intimacy. Healthy relationships are fun and make young people feel good about themselves. Healthy relationships with family, friends and dating partners are based on trust and where there is open and honest communication.

Unhealthy relationships exist where one person in the relationship exercises power over the other. Signs of an unhealthy relationship are when those in the relation do not talk, where there is poor communication, where one party does not listen, where there is a lack of trust, jealousy, a lack of respect, or abuse of any form. Unhealthy relationships can be very destructive, however, it is not always easy for a young person to recognise that they are in an unhealthy relationship until it is too late.

Young people with self-esteem, self-confidence, decision making skills; good communication and negotiation skills are better positioned to establish healthy relationships.

As young people develop intimate relations they are often confronted with strong emotions and feelings. They may want to show their affection and to experiment with intimacy. There are various stages of intimacy and young people can often be confused with strong feelings and believe that the only way to show love is through sexual intercourse.

Deciding to have a sexual relationship is a big deal for a young person as it involves the body, mind and emotions. Young people need to be supported to make sure that it is the right decision for them. There are many things that young people need to know and think about before deciding to have sex. Is this the right person, the right time in my life, how they will feel if and when the relationship breaks up? Young people need a safe space to discuss the many ways they can show affection for those they care about.



Unhealthy relationships exist where there is physical or emotional abuse exercised against one person in the relationship. This can include where one person is coerced to have sex or is even raped. Poverty and a lack of financial independence often creates an environment for relationships where younger boys and girls become involved with older men and women as they engage in sexual relations in return for money or gifts. This is often called having a sugar daddy or mommy, someone who looks after you financially in return for sex.

Intergenerational and transactional sexual relationships are high risk for young people. They are a major driver of HIV and other Sexually Transmitted infections. They are a cause of unwanted or teenage pregnancies. Such relationships are a concern in Namibia.

Healthy relationships are an important part of a healthy and fulfilling life. Some intimate relationships turn into long term relationships or marriages. Some people choose their marital partner whilst others have them chosen for them.

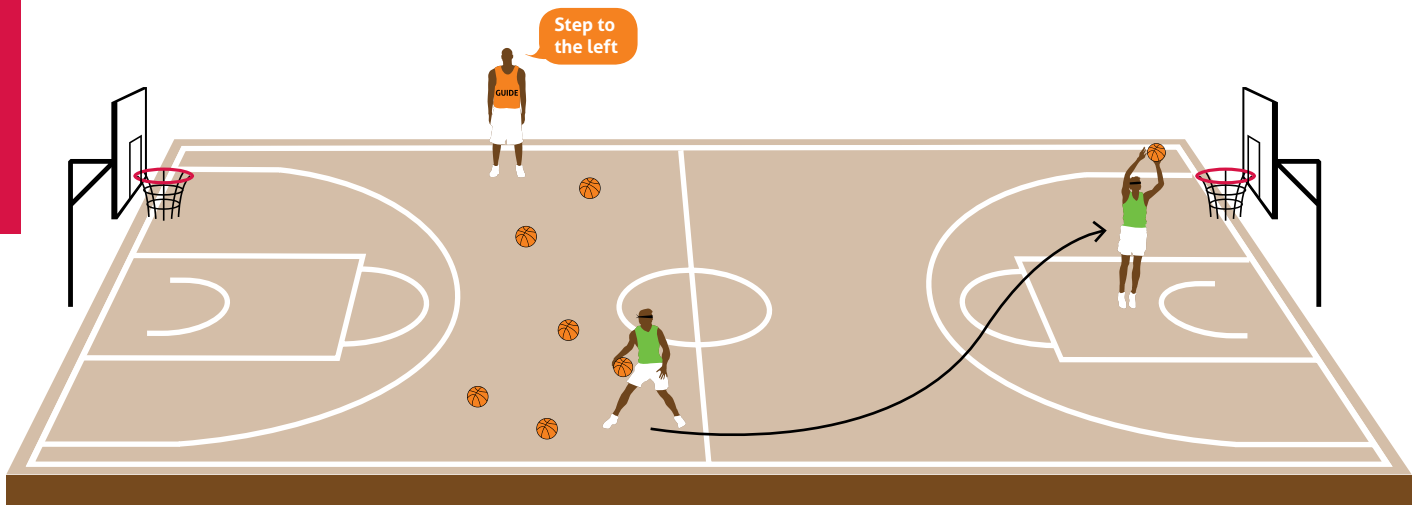
Key Messages for Young People

- Encourage young people to look at the relationships they have, family, friends, team mates, intimate partners and identify the positive things they get from these relationships.
- Get young people to think about the difference between friendship, sexual attraction, infatuation, and love.
- Young people should reflect on the differences between healthy and unhealthy relationships.
- Young people should think about the different ways of showing affection and feelings for someone. Consider the intimacy ladder (Kind words and gestures -> a fond touch -> holding hands -> arm around waist or shoulders -> hugging -> kissing -> touching/caressing -> dry humping -> masturbation or mutual masturbation -> oral sex - sexual intercourse).
- Understand why relationships sometimes break down.
- Think about what life skills help in building a healthy relationship;
- Be aware that violence including assault and rape are not healthy in a relationship.
- Know where to go in the community for help if they are in an unhealthy relationship.
- Understand the difference between passive, assertive and aggressive behaviour and learn how to communicate effectively.

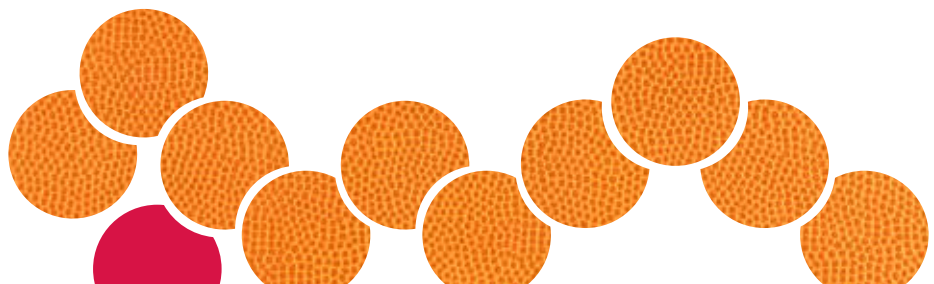


SUGGESTED ACTIVITY

Trust Your Partner (13-17 years)

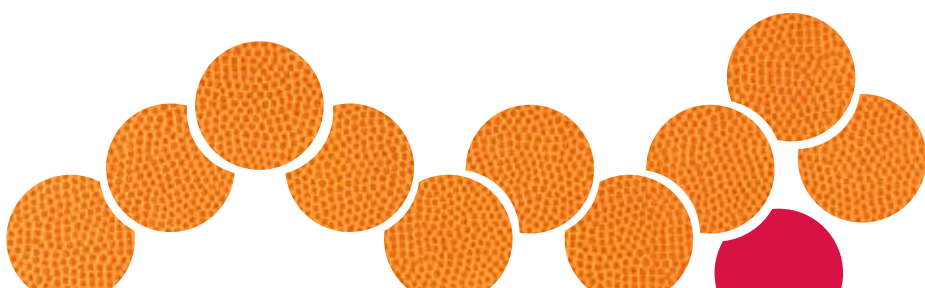
**Trust you partner!**

- Place some basketballs on the court.
- A blindfolded player has to collect balls and dribble them to a position from where they can make a shot on the basket with the help of their partner, who is not blindfolded.
- Guide focus on the responsibility they have when their partner cannot see anything. He/she depends on you!



Connected Conversations

1. **Come to play** - discuss how young people can be prepared when they can enter into an intimate relationship with someone.
2. **Prioritise, goalset & plan** - young people discuss where having an intimate relationship fits in their priorities at this stage of their life, what would their long term goals for a healthy relationship look like, what is their life plan.
3. **Look and list** - young people should be aware of the intimacy ladder (Kind words and gestures -> a fond touch -> holding hands -> arm around waist or shoulders -> hugging -> kissing -> touching/caressing -> dry humping -> masturbation or mutual masturbation -> oral sex - sexual intercourse) and consider when is each type of behaviour appropriate.
4. **Stay in the game** - boys and girls discuss where having an intimate relationship fits into their life plan.
5. **Use your voice** - young people use their voice to communicate in relationships, to be assertive not passive or aggressive and to be able to negotiate with the other person so that they are an equal partner in the relationship.
6. **Build your team** - encourage young people to surround themselves with positive people with whom they can develop healthy relationships whether intimate or non-intimate.





CONSEQUENCES OF SEX

The intended outcome for this theme is that young people should be able to explain what the intended and unintended consequences of engaging in sex are.

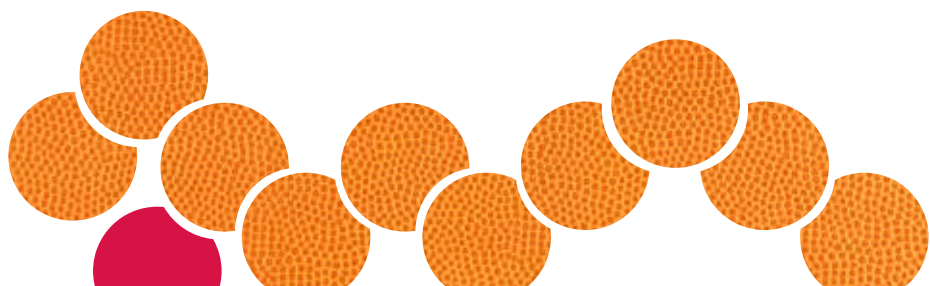


BACKGROUND

All sexual choices, from deciding to have sex with someone, to deciding to abstain from sexual activity, can be positive, made after careful reflection and a strong sense of what is right for the individual. Safe sexual activity between consenting and mature individuals can bring intended outcomes of pleasure, bonding, pregnancy, family, and partnership.

Sexual activity that involves coercion, violence or pressure can bring great pain, fear and injury. Unsafe sexual intercourse can result in an unwanted pregnancy or the transmission of STIs including HIV.

Teenage pregnancies present health risks to both mother and child. In Namibia around 18.6% of girls aged 15-19 years are mothers. Unplanned pregnancies during adolescence impact on the education (school dropout) of girls and trap many young women in poverty. Early pregnancies also contribute the numbers of single parent families as relationships between the young people often dissolve. Teenage girls are often victims of coerced sex from peers or from adult men. Gender based violence is common with gender based norms denying girls many of their rights.



Sexual activity leading to a teenage boy becoming a father can have a negative impact on his future prospects. Teenage fathers are less likely to do well in education and will inherit financial responsibilities that are hard to meet. There is less support for teenage fathers and they may be shunned by family and community members. Teenage fathers are often confused by what has happened and end up making other bad life choices.

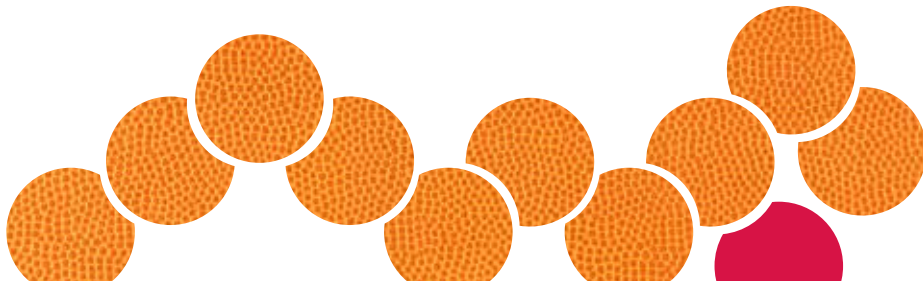
Gender based violence, transactional and intergenerational sex are also linked to high levels of unwanted pregnancies and contraction of HIV and other sexually transmitted infections. Girls are four times more likely to contract HIV than boys.

Sexually transmitted diseases can be bacterial or viruses. Bacterial infections can be cured if the infected person seeks medical advice. Infections caused by viruses can be managed through medical treatment. There are a range of sexually transmitted infections that include Bacterial Vaginosis, Chlamydia, Genital Herpes, Gonorrhoea, Hepatitis B, Hepatitis C, Human Papillomavirus, Lymphogranuloma Venereum (LGV), Pubic Lice (Crabs), Scabies, Syphilis, Trichomoniasis and Yeast Infections. Having a sexually transmitted infection increases the possibility of contracting HIV if having sex with an HIV positive person.



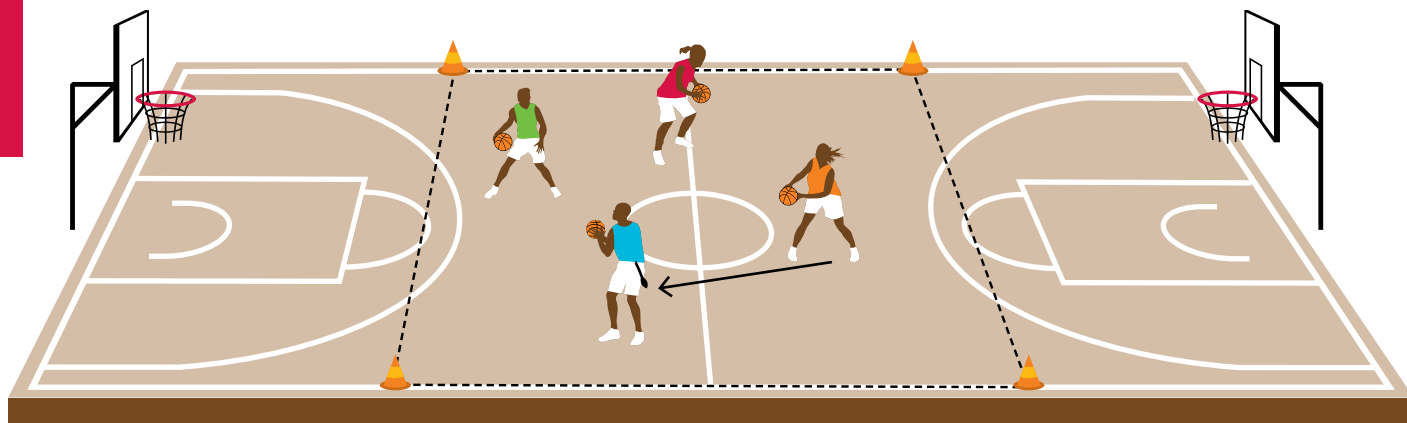
Key Messages for Young People

- The age of consent for a young person to have sexual intercourse in Namibia is 16 years for girls.
- Young people in Namibia have to be 18 years old to marry and if under 21 years have permission of their parents.
- Unprotected sexual intercourse can lead to an unwanted pregnancy which can derail a girl's life goals.
- The Human Immunodeficiency Virus (HIV) can be transmitted during unprotected sex. Both boys and girls can contract the virus if they have unprotected sex with an infected partner. Girls are four times more at risk of HIV infection due to biological factors and gender norms.
- There are a number of sexually transmitted infections that can be passed during unprotected sexual intercourse.
- Many young people do not know that they have a sexually transmitted diseases and so do not seek treatment.
- STIs can cause a gateway for the transmission of HIV during unprotected sex.

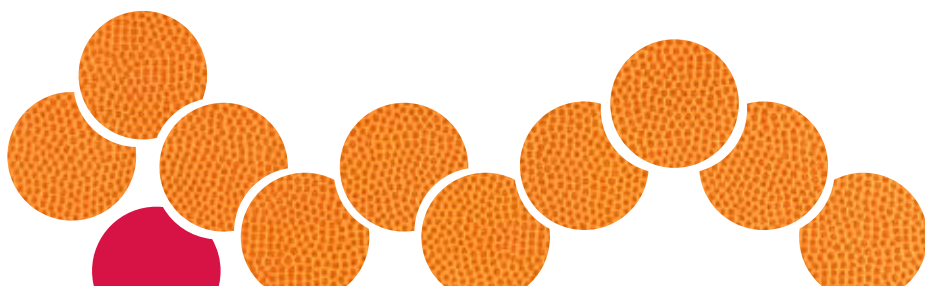


 SUGGESTED ACTIVITY

Guard Yourself from Sexually Transmitted Infections (STI's) (13-17 Years)

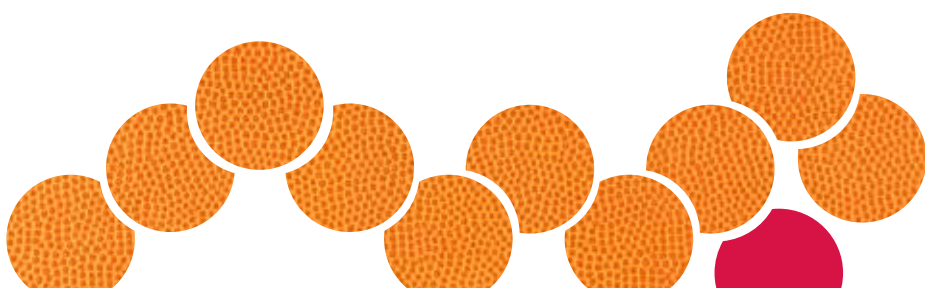
**Guard yourself!**

- Have the players start in a confined area.
- Each player should have a tail clipped to the back of his/her jersey or pushed through his/her shorts.
- Each player should have a ball.
- At the signal, the game commences with each player attempting to grab the tail of any other player.
- Players must continue to dribble while attempting to take/steal tails from other players.
- Player must dribble the ball at all times and maintain control of the ball while attempting to steal a tail or protect own tail.
- When a tail is stolen, the player leaves the playing area and stands off to the side of the playing field joining the activity leader as an umpire.
- The last player who still has a tail after all have been eliminated is the winner, since he/she has protected him/herself from a sexually transmitted infection.
- The activity leader will then facilitate a discussion about how to protect oneself from contracting a sexually transmitted infection. The participants must explore the ABC prevention message and other known traditional morals.



Connected Conversations

1. **Come to play** - consider how you can protect themselves from unwanted pregnancies or contracting a sexually transmitted infection?
2. **Prioritise, goalset & plan** - how does an intimate relationship fit with your priorities in life, what are your life goals and what impact would an unwanted pregnancy have on these?.
3. **Look and list** - be aware of the factors that can lead to an unwanted pregnancy or contracting HIV or a sexually transmitted infection and consider how you would avoid these risks.
4. **Stay in the game** - recognise that to stay in the game and to achieve life goals we need to protect against the unintended consequences of sexual intercourse.
5. **Use your voice** - know how to negotiate intimate relationships including condom use in order to protect yourself from the unintended consequences of sexual relations.
6. **Build your team** - surround yourself with people you can trust, who respect you and who are aware of the risks associated with sex.



HIV & AIDS

The intended outcome of this theme is that young people are able to explain what HIV and AIDS are and are able to identify how to prevent HIV infection.



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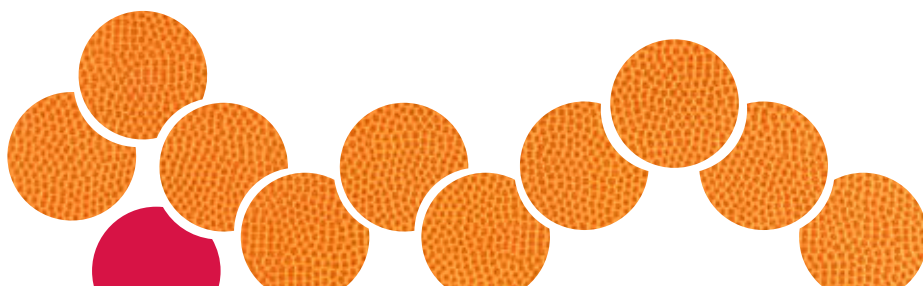
1 IN 4
New HIV infections occur in the
age group 15 to 24 years

BACKGROUND

HIV stands for Human Immunodeficiency Virus. Viruses are a common cause of illness in humans which our immune system usually seek out and destroy. What makes HIV different is that it seeks out and penetrates the cells in our body that would normally attack and destroy infected cells. HIV replicates itself by infecting the immune systems CD4 cells weakening the immune system. Although the body creates more CD4 cells to fight the virus, over time the immune system weakens making it unable to protect the body from illness and infection. At the point where the body is too weak to fight infections the person is said to have AIDS which means Acquired Immunodeficiency Syndrome. At this point the body's CD4 Cell count is very low and is at risk from opportunistic infections. Treatment in the form of antiretroviral (ARVs) drugs slow down the speed at which HIV attacks the body and leads to an increase of CD4 cells boosting the body's immune system.

The level of HIV is highest in the body 6-8 weeks after infection. This means that people in this "window period" are much more likely to pass on HIV to another person. If you have more than one partner and you contract HIV, you are much more likely to spread it to your other partners.

Namibia still has one of the highest HIV prevalence rates worldwide. According to the Namibian Ministry of Health and Social Services (MoHSS 2014) 14% of the population are infected with the virus with 43% of all new infections in the age group of 15-24 years. Many people are unaware of having contracted the virus as they do not undergo routine voluntary HIV testing. Furthermore, people are not making sufficient use of HIV prevention measures mainly due to a lack of services catering for the needs of specific target groups. Although treatment is available for free, many people living with HIV are not making use of it, mainly due to the extra cost of transport and the fear of disclosing their status.

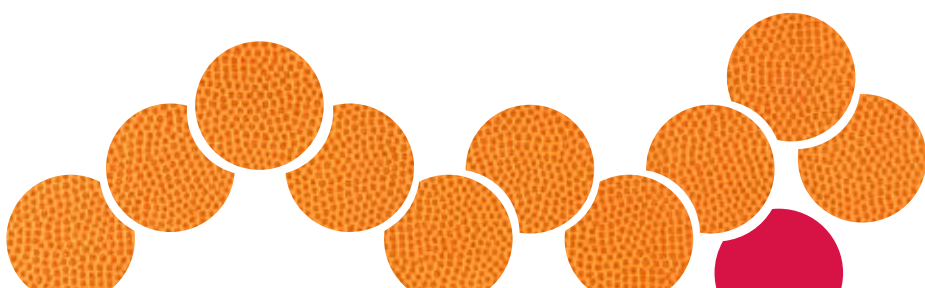


There are 4 body fluids that can spread HIV: blood, semen, vaginal fluid, and breast milk. HIV can be contracted through unprotected sex with an infected partner; sharing needles with an infected person; transmission from an infected mother to child; and infection from blood products. Oral sex has a small risk of infection, vaginal sex a high risk and with anal sex this can be up 20 times more dangerous than vaginal sex because there is likely to be tears, causing blood-to-blood contact. Anal sex is the penetration of a penis into an anus and can happen between a man and a woman or between 2 men. Anal sex is not a safe way to avoid pregnancy or preserve virginity. Unprotected sex, whether vaginal or anal, can put you at high risk of HIV infection.

The most common way HIV is spread in Namibia is through unprotected sex with multiple concurrent partners. You can avoid HIV through sex by abstaining, having one uninfected, mutually faithful partner, and using condoms every time you have sex. Most new HIV infections in Namibia occur through unprotected heterosexual sex. Despite progress towards eliminating new HIV infections there is still some way to go and we need to continue to educate youth in Namibia around HIV prevention.

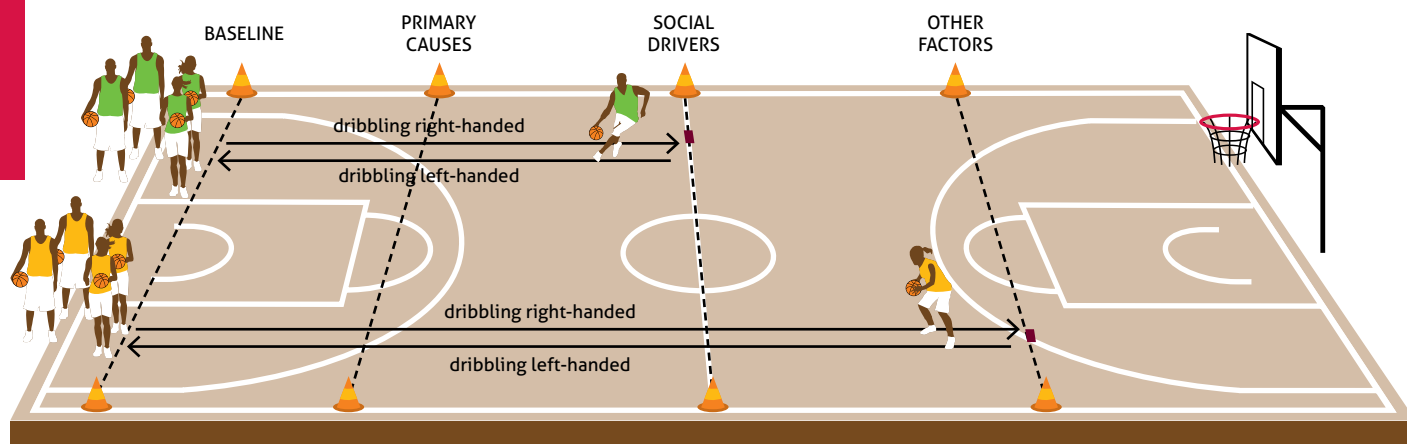
Key Messages for Young People

- HIV is a virus that attacks our immune system by infecting the cells in our bodies that fight infection. They invade these cells, and reproduce in them, spreading the virus rapidly through the body.
- Youth is highly affected with 43% of all new infections in the 15-24 year age group.
- The immune system responds by producing more cells to fight the virus, but without treatment the immune system gradually loses the battle and AIDS develops. Antiretroviral treatments can help the immune system fight the virus and can help keep those infected healthy for a long time.
- People do not die from AIDS, they contract other opportunistic infections such as tuberculosis that their damaged immune system cannot fight. It is these opportunistic infections that are the killers. Taking and adhering to ARV treatment will help keep the immune system strong for years and help avoid developing AIDS.
- It is our CD4 Cells that fight infections and ARVs help keep a person's CD4 cell count high. Other factors such as good nutrition, exercise and hygiene also help keep HIV positive people healthy.
- The most common way of passing the virus is for an infected person to have unprotected sexual intercourse with an uninfected person. Both men and women can become infected, but women are at a much higher risk due to biological differences and gender norms.
- Young people can avoid contracting HIV by delaying starting sexual relationships until they are physically and emotionally ready; by sticking to one partner whose HIV status they know: and by using condoms correctly and consistently when they do have sexual intercourse.

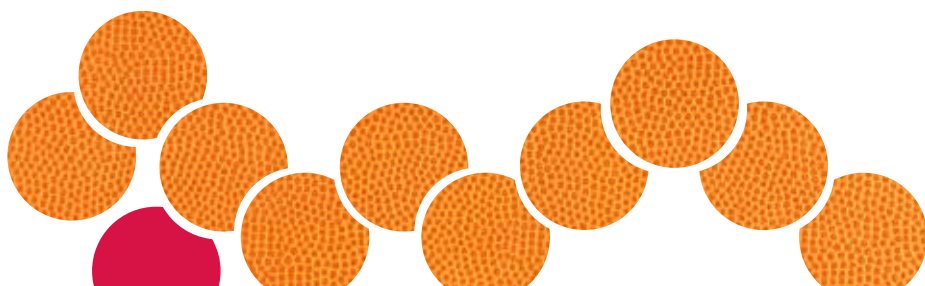


SUGGESTED ACTIVITY

Pick & Drop Relay (What are the causes and drivers of HIV)

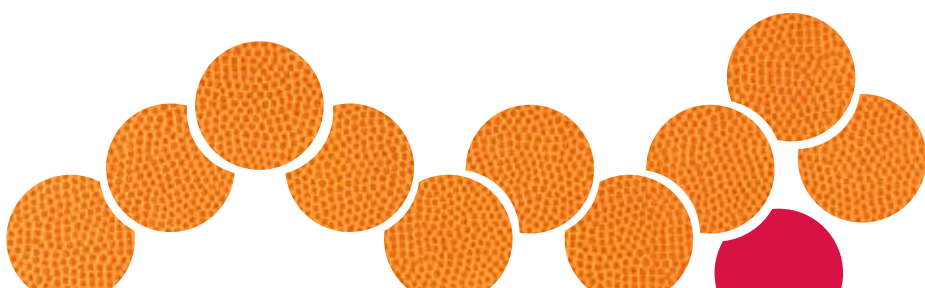


- Divide the group into teams of five and select a team leader for each team.
 - Direct the players to gather at the baseline according to their teams.
 - Introduce the game with the following statement: 'AIDS has more than one cause'.
 - Each team is given a pile of cards with different causes of AIDS written on each card: For example poverty, gender inequality, ignorance, HIV virus, injection drug use, being out of school etc.
 - Each team is required to place these cards at designated points on the court, the primary causes of the virus being passed at the free throw line, extended; the social drivers of HIV at the centerline court and the unclassified other factors at the opposite end baseline.
 - Teams are given some time to classify the causes of AIDS according to the categories mentioned above; they work as a team to complete this task.
 - Signal the start of the game after the time given to sort out the cards has elapsed.
 - The activity relay begins by one member from each team bouncing a ball in one hand and holding a card that has to be dropped at the designated point in the other hand. The players must bounce with their right hand on their way up and left on their way back. The winning team is the team that is first to complete the relay as described above.
- **Primary Causes** are unprotected sex, injecting drugs with unclean needles, Mother to Child Transmission and blood products.
 - **Social Drivers** include early sexual debut, multiple and concurrent partners, intergenerational and transactional sex, not using condoms, alcohol and drug abuse, gender based violence, etc.
 - **Other factors** include poverty, gender inequality, non-adherence to ARVs, etc.
- After the relay, the coach facilitates a discussion on the different causes of AIDS. During the discussion, the teams must explain why each cause was put in the respective category. The coach must help the players understand how, for example, poverty or gender inequality can cause AIDS.



Connected Conversations

1. **Come to play** - consider how abstaining from sex, being faithful to one partner, knowing your and your partner's status and using condoms can help you avoid HIV.
2. **Prioritise, goalset & plan** - prioritise your health and future, set goals about the types of intimate relationships you want, plan to avoid HIV infection.
3. **Look and list** - Being aware of the facts around HIV and AIDS, know how to prevent HIV infection and promote positive living amongst people living with HIV and AIDS;
4. **Stay in the game** - protection from HIV helps you keep healthy and in the game. Not stigmatizing people who are HIV positive and encouraging them to adhere to ARV treatment will keep them in the game.
5. **Use your voice** - use your voices to influence your intimate partners to avoid risky situations and prevent HIV transmission.
6. **Build your team** - surround yourself with people with the same healthy outlook to sexual and reproductive health. Support people who are HIV positive to lead positive lives and to adhere to ARV treatment.





SAFE SEX & CONTRACEPTION

The intended outcome of this theme is that young people should be able to explain what is meant by safe sex and should be able to identify different types of contraception.

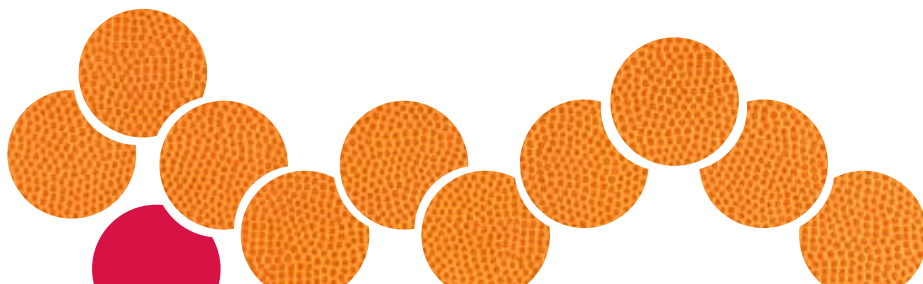


BACKGROUND

Safe sex is sexual activity engaged in by people who have taken precautions to protect themselves against sexually transmitted infections (STIs) such as HIV. Contraception is the use of birth control methods to prevent the woman becoming pregnant. Abstaining from sexual activity is the only sure way of preventing unwanted pregnancies and sexually transmitted infections including HIV. Young people should be encouraged to abstain from sexual activity until they are mature enough to make informed decisions around safe sex and contraception.

The use of condoms, the male sheath condom and the female femi-dom condom are advised to help prevent unwanted pregnancies and the transmission of sexually transmitted infections including HIV. Other forms of contraception can be used to reduce the risk of an unwanted pregnancy, but will not prevent sexually transmission of infections. It is important where two young people are not using safe sex that they know each other's HIV and sexual health status and that they are faithful to each other avoiding multiple partners.

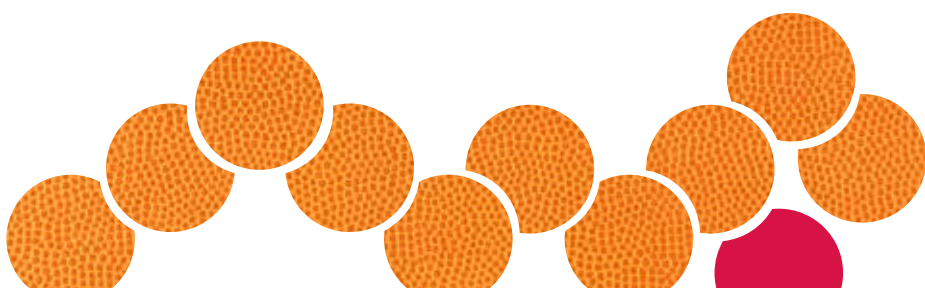
In addition to condoms there are other forms of contraception including birth control pills, the Intrauterine Device (IUD) commonly referred to as the loop, and the injection or shot. Birth control pills are oral contraceptives that contain hormones that stop a woman becoming pregnant. The loop is a small plastic metal device that comes in different sizes and shapes that is inserted into the uterus by a health professional. It is one of the most successful forms of birth control. There are two types of birth control injection, one that lasts for 2 months and is recommended for young people and another that lasts for 3 months and is recommended for women who have already given birth to 2 or more babes. There is also the emergency contraceptive pill (morning after pill) which can reduce the likelihood of pregnancy after unprotected sex. This should be taken as soon as possible after sexual intercourse and within 5 days. The emergency contraceptive pill should not be used as an ongoing form of contraception.





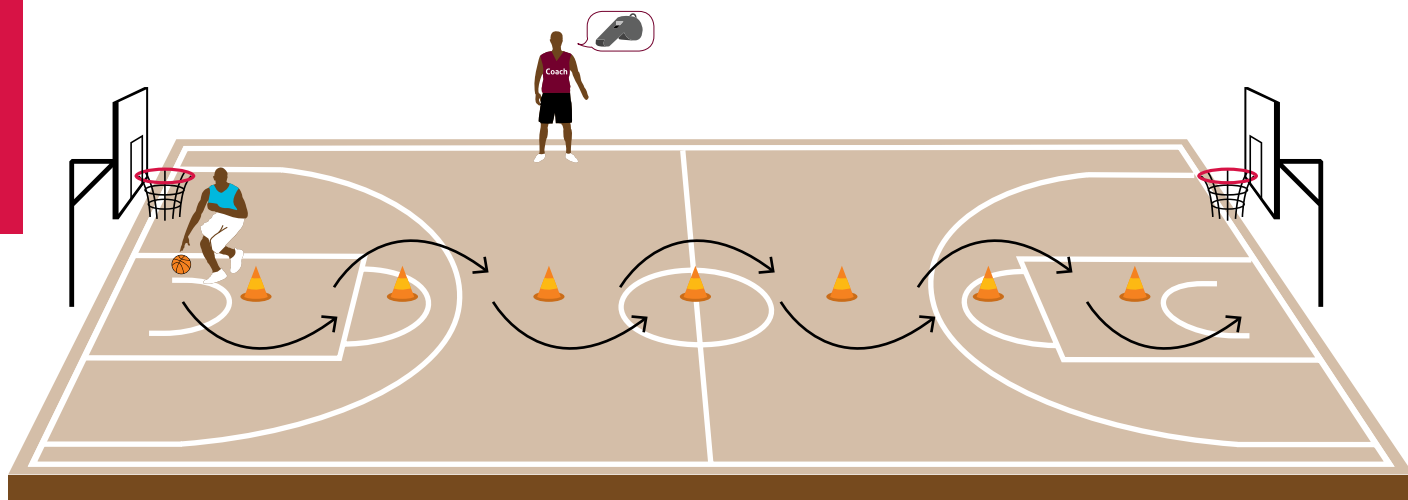
Key Messages for Young People

- Safe sex involves making choices that prevent HIV and sexually transmitted infections from being transmitted during intimate relationships.
- Contraception is about making choices of avoiding unplanned pregnancies. Contraception forms part of family planning. As condoms are not 100% guaranteed to prevent pregnancy, women may want to use condoms and another form of contraception such as the birth control pill. Advice should be taken from a health professional.
- Condoms (male and female types) create barriers that can help prevent sexually transmitted diseases or unplanned pregnancy.
- When in a trusted and faithful relationship, couples who know they are HIV negative may choose not to use condoms and choose a different form of contraception taking advice from a health professional.
- Young people should also consider other choices - choosing to abstain from sex; choosing to stick to one partner who sticks only to me; and choosing to stay away from older partners; to reduce risk of sexually transmitted infections and unplanned pregnancy.



 SUGGESTED ACTIVITY

What do you know about Condoms (13-17 Years)



- Players dribble in a zigzag pattern through cones lined up from one baseline to the other.
- Using a whistle, signal when the players must stop. They must stop with the correct footwork.
- Players must make a cross over every time they get to a cone.
- When the signal is made, those players who are caught up between cones must answer a true or false question about condom use.
- Players move in a clockwise direction
- Here are 2 ideas for questions, but you should write up some additional questions:

Statement: True or False?

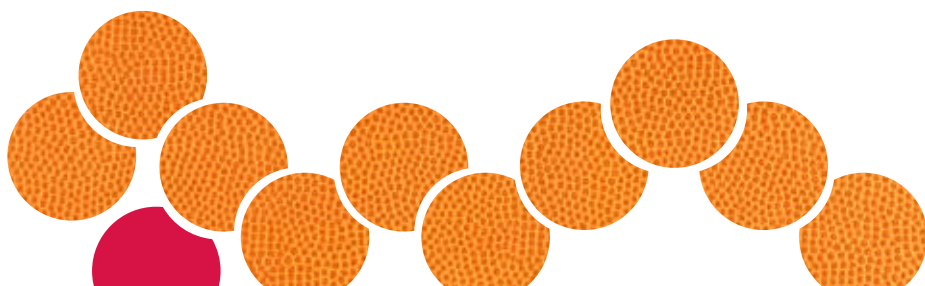
a) Condoms, even if used properly, are only effective about 50% of the time?

Answer: False - studies suggest that condoms, if used correctly are effective between 97% and 99% of the time.

Statement: True or False?

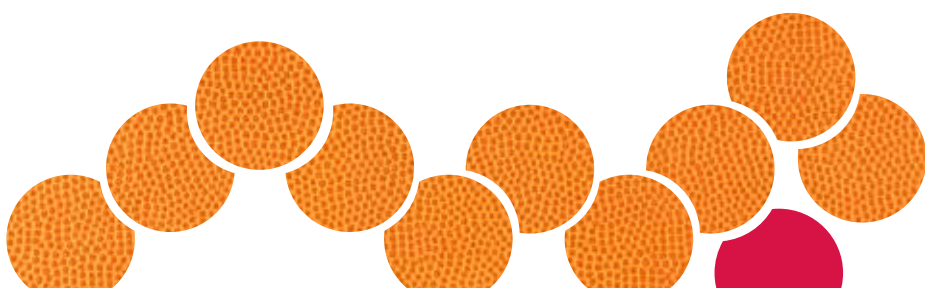
b) If my partner and I forget to use a condom, but have a shower immediately after sexual intercourse, we will probably not risk the transmission of HIV or any other Sexually Transmitted Infections?

Answer: False - Having a shower after sexual intercourse has no effect on whether or not an STI, such as HIV has been transmitted.



Connected Conversations

- 1. Come to play** - young people engaging in sexual intercourse need to know how to protect themselves from sexually transmitted infections including HIV and how to avoid unplanned pregnancies.
- 2. Prioritise, goalset & plan** - becoming intimate partner with someone is a big decision, before engaging in sexual intercourse what is your plan for safe sex and contraception?
- 3. Look and list** - Look at the different forms of safe sex and contraception, make informed decisions on using condoms and/or other forms of contraception. Understand the facts, do not be fooled by the myths.
- 4. Stay in the game** - stay in the game by protecting yourself from HIV, STIs and unplanned pregnancy.
- 5. Use your voice** - use your voice to negotiate condom use or if you are not ready for sex to say NO.
- 6. Build your team** - surround yourself with people that will respect you and in whom you can trust. Choose your intimate partner wisely.



KNOW YOUR STATUS

The intended outcome of this session is that young people can explain how to find out your HIV status and how to use this information in order to lead a healthy lifestyle.



BACKGROUND

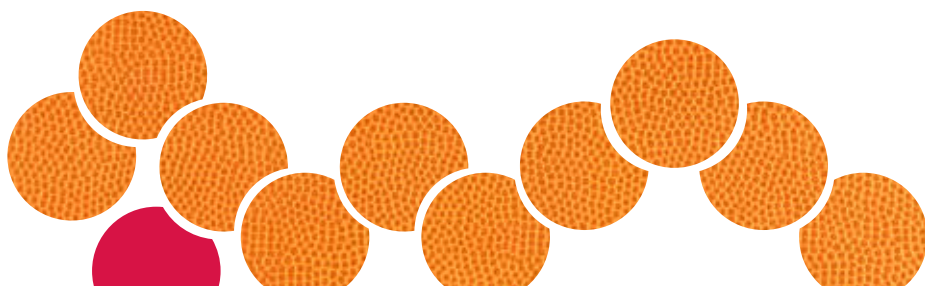
Going for an HIV test is not easy, but is the only way of knowing your HIV status. No one can force you to have a test, but when you know your HIV status, you are able to make changes to protect your health whether you are HIV positive or negative. Knowing your HIV status enables you to make the right choices for yourself and others.

Young people are encouraged to go for HIV Testing Services (HTS). Testing for HIV involves counselling before and after the test. Before the test a health professional will counsel you on the reason for the test, how it works and what the results could mean. Following the test, counselling will tell you the result of the test (HIV positive or HIV negative), tell you about the window period, give advice on future behaviour and who you can go to for further support or advice – clinics, support groups, etc.

Those who are HIV negative will receive advice on how to behave and protect themselves from the risk of HIV infection.

Those who are HIV positive will receive advice on how to monitor the infection, on anti-retro-viral treatment to control the infection, on how to lead a healthy lifestyle, on how to protect themselves from secondary infections and how to protect their partner from infection.

One of the biggest challenges in beating HIV is the stigmatization of people who are HIV positive. Treating people who are HIV positive as being different and something bad, leads to consequences that help the spread of the disease. Being open and accepting of people who are HIV positive helps them and others to fight the disease.



Stigma leads to people not getting tested, to people believing they cannot be infected by HIV, to people avoiding doctors or health workers and to people being afraid to tell their partners, family members, friends and co-workers. It leads to people not being honest with themselves and putting others at risk.

As basketball coaches we should never turn someone away from our team because they are or we might think they are HIV positive. Transmission of HIV occurs mainly through unprotected sex along with mother to child transmission, infection through blood products and through dirty needles mainly associated with drug users. There is always a risk of HIV being passed through cuts or wounds between players as a result of a collision, but this would be extremely rare and when such an incident occurs players should seek medical assistance in any case regardless of whether or not the players HIV status is known or not.

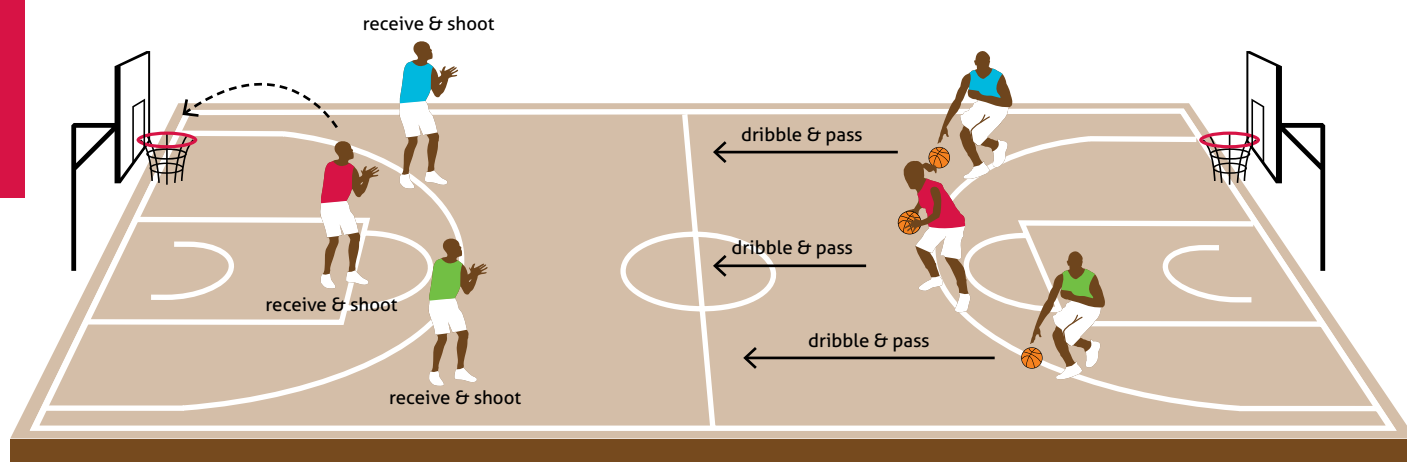
You cannot tell a person's HIV status simply by looking at them. It is also everyone's human right to keep their status confidential. So coaches cannot demand that players are tested or discriminate against anyone on grounds of their status. Players cannot pass the virus by hugging, shaking hands, giving high fives, eating together. There is no reason why people who are HIV positive cannot play basketball and be fully included in teams.

Key Messages for Young People

- You cannot tell if someone is HIV positive just by looking at them. The only way to know your status and the status of your partner is by taking voluntary counselling and an HIV test.
- Once you know your HIV status, you can work to keep yourself healthy.
- You have the right not to be tested if you do not want to be. No one can force you to be tested. Testing is always voluntary.
- If you are HIV positive, you can go to a clinic and get treatment and care that will help you stay healthy and avoid falling sick.
- If you are HIV negative you can make smart choices to protect yourself from becoming HIV positive.
- HIV testing will not change your status. It will allow you to know your status. Testing cannot make you have HIV or make you sicker.
- If you decide to be tested, you will receive counselling and advice before the test, the test is simple finger prick that collects some blood which is tested using a HIV test stick, you will also receive counselling and advice when you are given your result.
- If you have had unprotected sex in the last three months you will need another test in 3 months.
- If you are sexually active, you should take the test every 3 months.
- We should not stigmatise people who are HIV positive, we should support them. By taking ARVs they will live long and healthy lives. Stigmatising people infected with the virus risks making people hide their status.

SUGGESTED ACTIVITY

Communicate your Status (13-17 Years)



- Some players are set up to dribble down the court from the baseline.
- Other players move around the court waiting to be passed the ball.
- Players dribble their ball down the court and pass the ball to a receiver who is in a position to make a shot. In the HIV representation, the players represent possible new sexual partners for the receiver. Each new ball passed to the receiver represents each new possible sexual encounter.
- As the player passes to the receiver, the receiver should shout communicating with the player where they want the ball placed so they can receive and take a shot. In the HIV representation, communicating with the receiver before you pass represents communicating with your new sexual partner and telling them your HIV status before you think about having sex.
- **Knowing your HIV status, and communicating with your sexual partner before you have sex is key!**
- If the receiver communicates early and clearly, then the ball is passed and a shot is taken. If the receiver fails to communicate, the ball is passed out of play or to another player. In the HIV representation, if the two sexual partners communicate their status, or get tested to know their status, then they're in a better position to make safer sexual choices and can play together. If there is no communication between two sexual partners about HIV, then there should be no sex!
- **Coaches should reinforce that communication with your sexual partners is a must. Don't just know your own HIV status, but know your partner's as well. In basketball, communication between players leads to better decision making, and better results. In life, communication between partners leads to the same.**

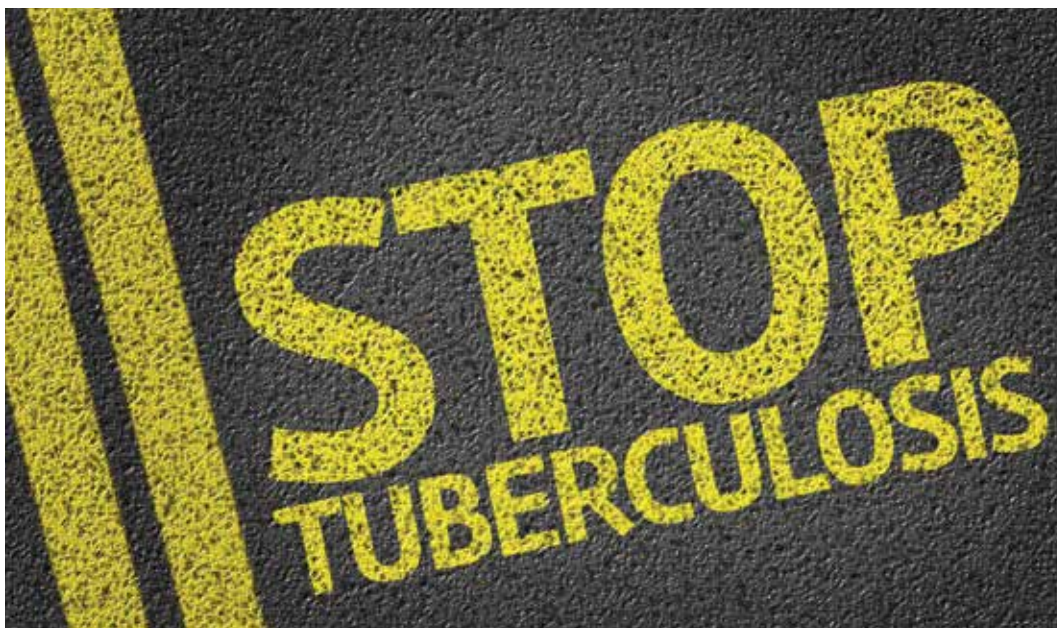
Connected Conversations

1. **Come to play** - knowing your HIV status helps you to make decisions about how you and your partner should behave in your relationship with each other.
2. **Prioritise, goalset & plan** - knowing your status helps you prioritise and plan your life, helping you set realistic goals for your future.
3. **Look and list** - Pre-test counselling helps you to look and list and then make an informed decision whether to undertake an HIV test or not.
4. **Stay in the game** - if a person is HIV positive taking ARV medication will help them stay in the game by keeping their CD4 Cell count high enabling them to fight infection.
5. **Use your voice** - you can use your voice to encourage others to know their status and to speak out against the stigmatization of people who are HIV positive.
6. **Build your team** - encourage those around you to know their status, access treatment if needed, and to behave in a way that does not put others at risk of contracting HIV.



TUBERCULOSIS

The aim of this session is that young people can describe what tuberculosis is and explain measures people can take to help stop the spread of the disease.

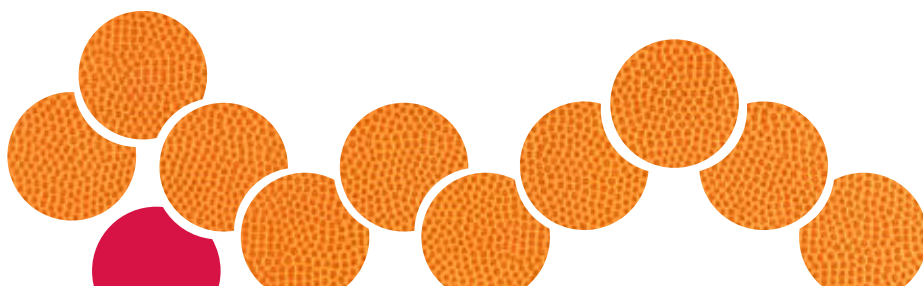


BACKGROUND

Namibia is the fourth worst TB affected country in the world, with 9,882 patients diagnosed with the disease in 2014.

Tuberculosis often referred to as TB is a serious but treatable infection, caused by a bacteria called "mycobacterium tuberculosis." TB is primarily a disease of the lungs but it can infect any part of the body. A person with TB can die if they do not get treatment. A person with latent TB infection has TB in their bodies, but they are not ill. People with **latent TB** will not have symptoms and cannot spread the illness to others. However, it is possible that they may get active TB in the future. A person with **active TB** is ill from TB. The bacteria are multiplying and destroying tissue in their body. They will usually have symptoms of TB disease. Until someone with infectious active TB in the lungs and throat has received two weeks of treatment, they will be able to pass it on to others when they cough or sneeze.

TB is spread from person to person through the air. When a person with active TB coughs or sneezes they propel small droplets with the bacteria into the air. These bacterial germs can stay in the air for several hours, depending on the environment. People who breathe in the air containing these TB germs can become infected.

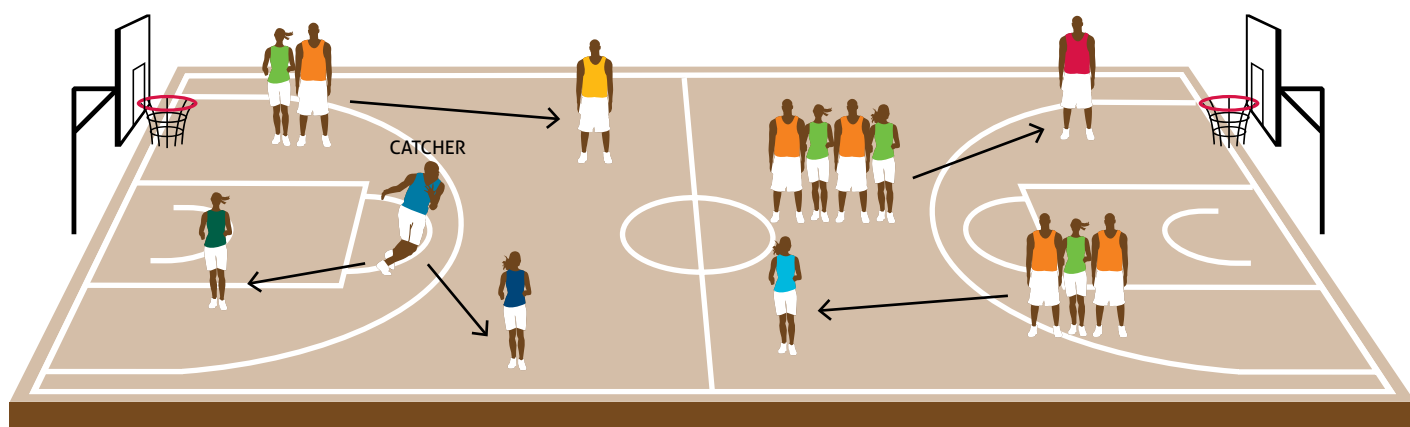


Key Messages for Young People

- TB is spread from person to person through the air. When a person with infectious TB coughs or sneezes they propel small droplets with the germs into the air. These germs can stay in the air for several hours, depending on the environment. People who breathe in the air containing these TB germs can become infected.
- TB is not spread through shared surfaces, shaking someone's hand, kissing or sharing cups and cutlery.
- Good hygiene, such as covering your mouth when you cough or using a tissue when you sneeze can help stop the transmission of TB.
- The symptoms of pulmonary TB are a cough that lasts for more than 2-3 weeks; coughing up blood or sputum; weakness or extreme tiredness; loss of appetite; weight loss; night sweats; fever and a pain in the chest.
- You should always see a GP if you have a cough that lasts more than three weeks or if you cough up blood.
- Confined spaces with poor air circulation are ideal places for TB germs from an infected person to linger, be breathed in and to spread.
- Avoid confined spaces where people are coughing and spluttering, much better to be in the open with lots of fresh air circulating.

SUGGESTED ACTIVITY

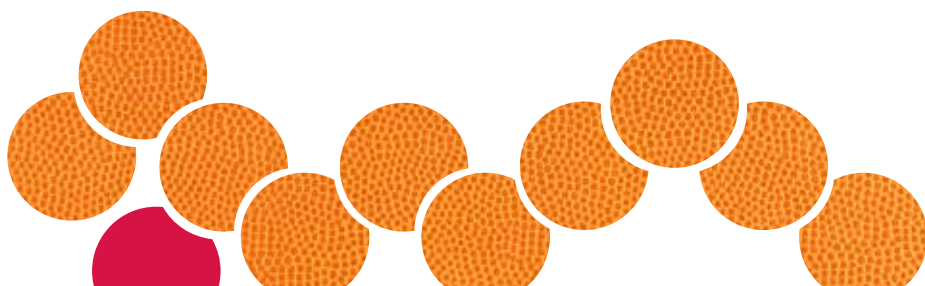
The Bacterial Chain (11-15 Years)



- All players move around the basketball court or wider area marked with cones.
- One player starts the game by touching or catching (infecting) one of the other players.
- Once the "Catcher" has caught another player, he/she will now form part of a "bacterial chain" with the catcher.
- By holding hands the "bacterial chain" of two catchers will now try and "infect" more players.
- Once there are "four catchers" it will now split into two catchers per chain. Now the bacteria spreads around faster.
- The winner of the game is the last person not part of the chain – the only player not to be infected with TB.

Connected Conversations

1. **Come to play** - Taking exercise in the fresh air and avoiding enclosed environments with poor air quality help you avoid infection.
2. **Prioritise, goalset & plan** - knowing about the disease helps you to make the right plans if you find yourself with a cough that will not go away.
3. **Look and list** - Understanding what TB is and how it spreads will help you avoid infection. Knowing the symptoms will help you know to ask for help from a doctor.
4. **Stay in the game** - avoid contracting the disease by avoiding confined spaces with poor air circulation.
5. **Use your voice** - use their voice to inform others about TB and how it can be avoided.
6. **Build your team** - educate those around you about TB and how they can avoid infection.





ALCOHOL AND DRUGS

The intended outcome for this theme is that young people will be able to explain the negative consequences of abusing alcohol and drugs.



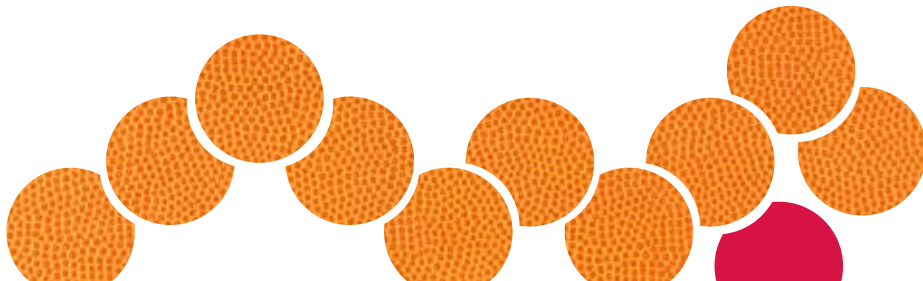
BACKGROUND

A recent survey conducted by the Ministry of Health and Social Services in Namibia reported that 80% of 14 and 15-year-old school-going children consume alcohol. The misuse of drugs is not as prevalent, but it was reported that there is some drug abuse by school age children in Namibian schools.

The abuse of alcohol is often related to road traffic accidents, violence and violence against women and children in the home. The number of car accidents in Namibia is alarming with alcohol abuse being one reason for the high number: an average of one person is killed and about 16 suffer serious injuries every day on Namibian roads, according to the Motor Vehicle Accident (MVA) Fund.

Drugs such as marijuana, cocaine, heroin, methamphetamine and methcathinone are all in use in Southern Africa, including Namibia. The three main categories of drugs are stimulants that stimulate the central nervous system and generally speed up all functioning, making the user feel pumped-up, energetic, and euphoric i.e. Cocaine, Tik, Crack, Speed, Ice, and Ecstasy. Depressants that dull the central nervous system, making one feel relaxed or drowsy, reducing inhibitions leading to abnormal behaviour i.e. alcohol, heroin, and Mandrax. Drugs that cause the user to see, hear and feel things that are not really there are known as hallucinogens i.e. Dagga, LSD (or 'acid'), PCP, (Angel Dust), and naturally occurring substances like Peyote or magic mushrooms.

Alcohol and drug abuse are connected with risk taking behaviours which place young people at risk such as driving under the influence, becoming violent, engaging in unsafe sex, and falling in with criminals. Alcohol should not be consumed if you are under 18 years and then should be consumed in moderation. Abuse of drugs should be avoided. Performance enhancing drugs are banned in sport.



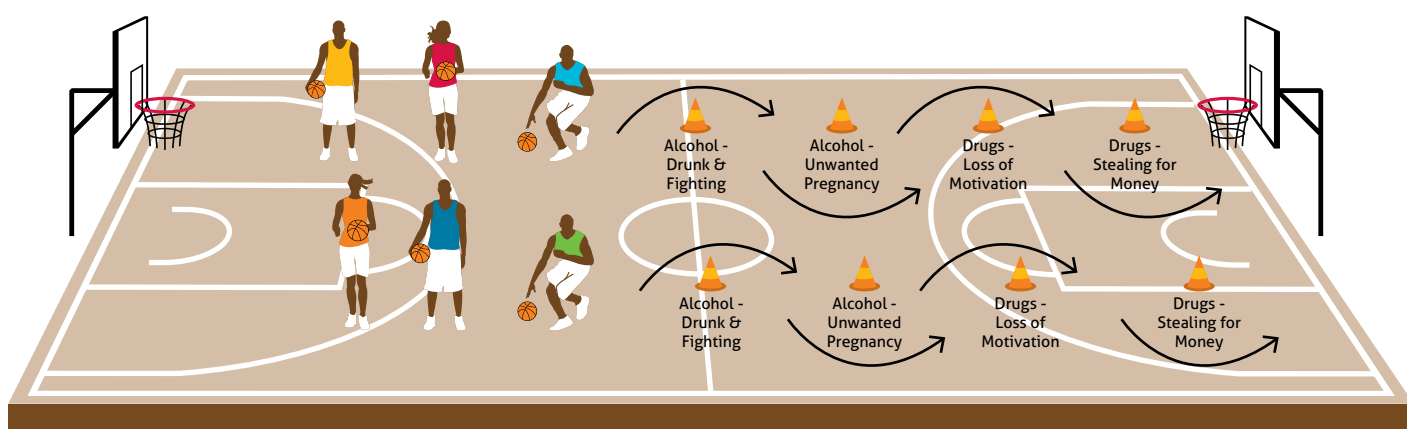
Key Messages for Young People

- The legal age to purchase and consume alcohol in Namibia is 18 years of age.
- Alcohol abuse can lead to anti-social and risk behaviour which can lead to young people not fulfilling their potential in sport and in life.
- Drug abuse can affect a person's mental and emotional health, their physical health, damage their relationships, result in them living in poverty, cause disease and put their safety at risk.
- Drug abuse can lead to addiction and damage your future prospects.
- The use of drugs for performance enhancing or for social use are banned in sport and regular drug testing takes place to detect their use.

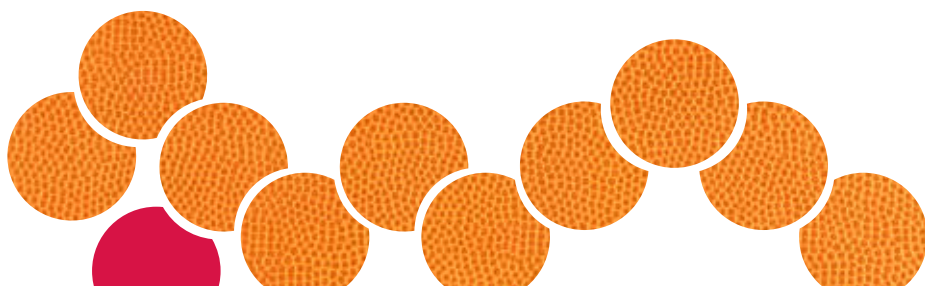
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SUGGESTED ACTIVITY

Drugs & Alcohol Risk Game (11-15 Years)

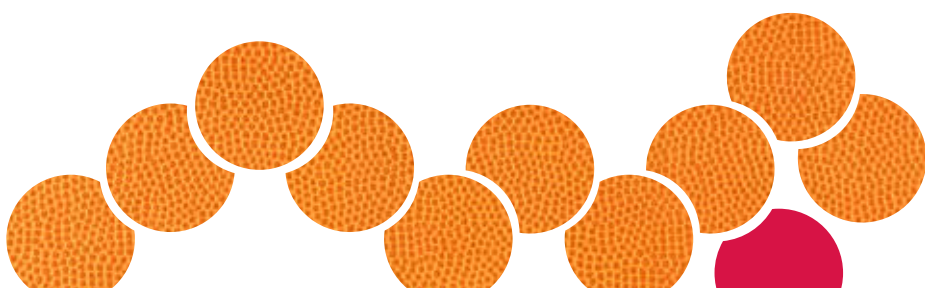


- Arrange your players into relay teams of equal numbers. Explain that each player has to dribble around the four alcohol and drugs risk cones and then pass the ball back to the next player in their team. Once the ball is passed back the player runs to the back of the team line up and sits down.
- Explain each of the cones represent abusing drugs or alcohol and that each leads to a bad consequence.
- If a team member touches a cone when dribbling or passing they must return to the line and start again.
- The relay is a race and the first team to navigate the drugs and alcohol cones without touching them is the winning team.
- The pressure of the relay race will lead to players making mistakes. You can draw through connected conversations that we often go of course in life due to drugs and alcohol. That we can always be given a second chance. That abusing drugs and alcohol can lead to bad consequences.



Connected Conversations

- 1. Come to play** - the abuse of alcohol and drugs will interfere with your capacity to play sport and will have a serious impact on your prospects in life. Young people who go down these roads inevitably run into difficulties.
- 2. Prioritise, goalset & plan** - young people with strong values, and clear life goals and plans will make positive choices when it comes to alcohol and drugs.
- 3. Look and list** - knowing the negative that abusing alcohol and drugs can have on our lives helps you avoid being lead down this path.
- 4. Stay in the game** - do not others convince you to drink alcohol or try drugs, stay fit and healthy by making healthy lifestyle choices.
- 5. Use your voice** - young people can use their voice to speak out against alcohol abuse and the use of drugs.
- 6. Build your team** - surround yourself with positive people avoid places such as shebeens and drug dens.



HEALTHY LIFESTYLES

The intended outcome for this theme is that young people should be able to identify factors that contribute to a healthy life versus factors that put their health at risk.

BACKGROUND

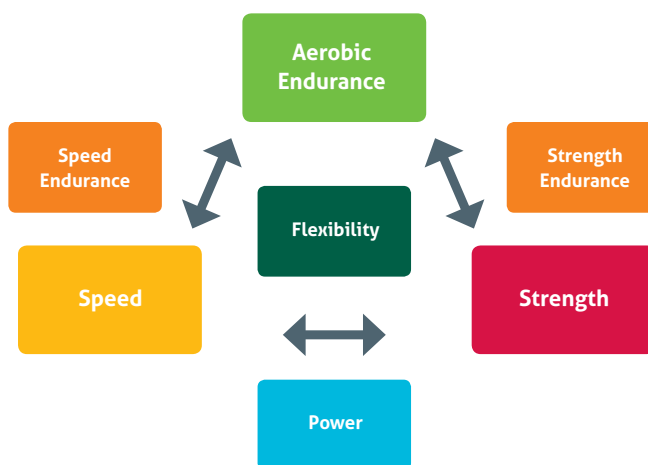
Both physical and mental health is promoted by healthy living and avoiding things that put our health at risk. Factors that put our health at risk include being underweight or overweight, engaging in unsafe sex, high blood pressure, tobacco and alcohol consumption, drug abuse, and unsafe water, sanitation and hygiene. Factors that promote good health include diet, exercise, good hygiene, working in a stress free environment, relaxation, getting 8-10 hours' sleep per night, avoiding drugs and alcohol, abstaining from sexual activity before marriage, maintaining positive relationships and practicing safe behaviours to prevent injuries.



Just as diet can assist the performance as well as the well-being of a basketball player, a balanced diet can also contribute to general health. Committed basketballers will want to train to improve their physical fitness but exercise can also improve our general health. People who are HIV positive benefit from both exercise and good nutrition as this improves their general health. Drinking water is also important for good health as is making sure that water we drink is safe to drink.

In basketball we look to improve the fitness of players by developing the following aspects. Stretching to improve flexibility. Running to improve aerobic endurance. Speed, agility and quickness exercises to improve speed. Short sprint repetitions to improve anaerobic endurance (strength and speed endurance). Body weight exercises to develop strength and poly-metric exercises to develop power.

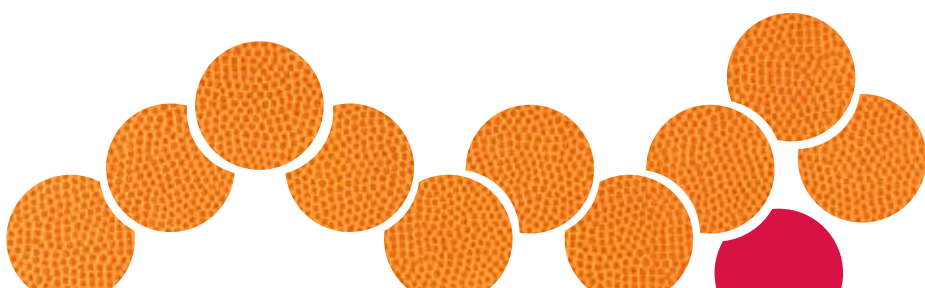
Good hygiene is also important for good health helping to stop the transmission of germs. Young players are often unable to perform at their best due to infections that could be prevented through good hygiene. Good hygiene is important for every one that wants to avoid infection and to keep well. It is also highly important for people who are HIV positive as they may be susceptible to opportunistic infection.





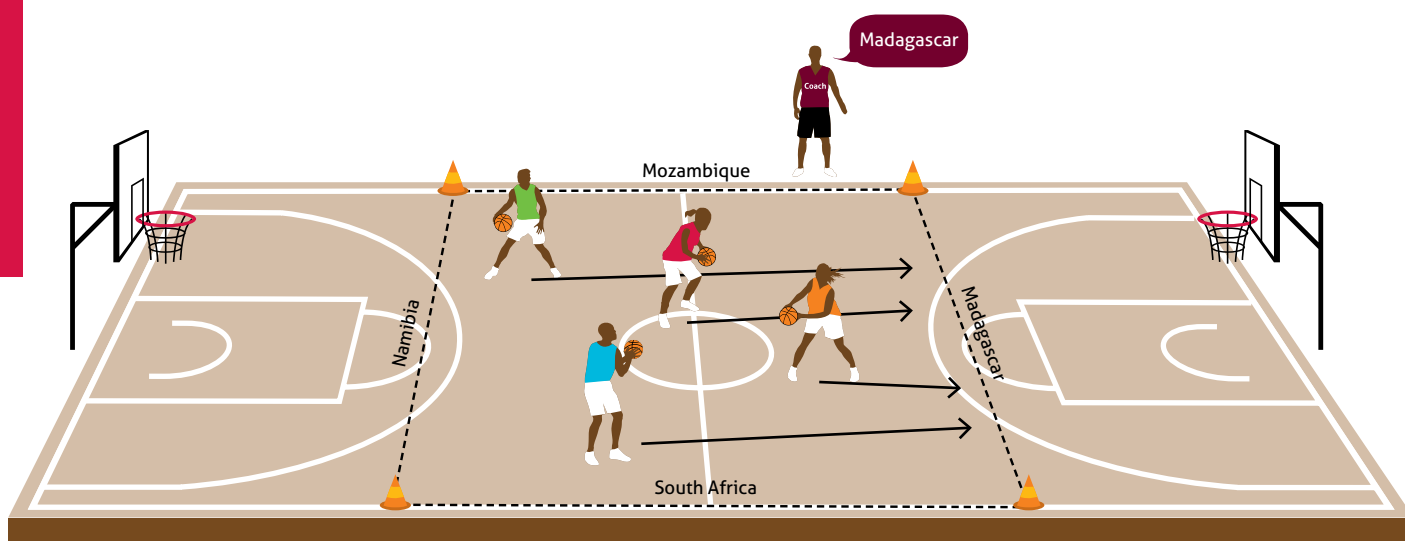
Key Messages for Young People

- Maintaining good health and fitness is important to a basketballer – exercise regularly, eat a balanced and nutritious diet, and maintain high standards of cleanliness.
- Exercise that improves your muscle flexibility and strength and improves your cardiovascular endurance is essential for improved general fitness.
- Basketballers need develop their general fitness and specific fitness for their sport which will include improving speed, agility and quickness, power, speed/strength endurance.
- We need to eat a balanced and nutritious diet that includes carbohydrates, the most effective quickly available source of energy, by eating grain products, potatoes, vegetables and fruit. Good carbohydrates should count for 55% of the diet. Fat should not be more than 30% of the diet. The rest should be protein, a balance between animal and vegetable proteins.
- Due to sweating during basketball, the body loses fluid and mineral salts. Drinking water or diluted fruit juices are good for fluid replacement.
- Practice good hygiene - use a latrine/toilet – do not defecate in the open; wash hands with soap after using the latrine, helping to clean a young child, after touching animals, contact with soil when playing or doing chores at home and before touching food or eating.
- Consume only safe drinking water that has been collected, treated, stored and retrieved properly.
- Keep fingernails and toenails short and clean, brush teeth every day, keep their hair clean, combed and tied back to prevent infection with lice or mites (which cause scabies).
- Make sure your clothes are washed, and bath on a regular basis.
- Help keep your home, school, and basketball fields clean.



SUGGESTED ACTIVITY

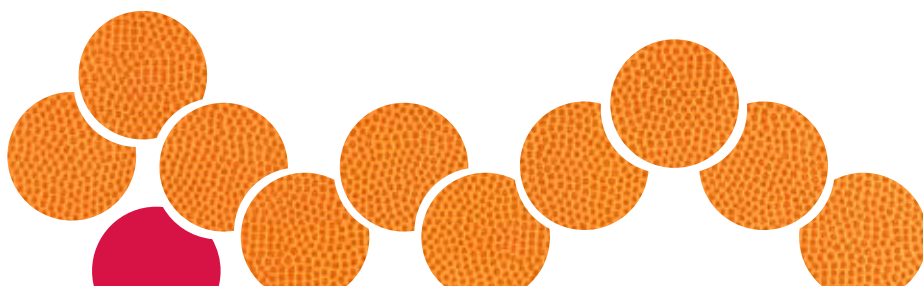
Speed Exercises (6-9 Years)

**Escape from the Sea**

- Mark a 15m x 15m sea with cones.
- Divide the players into two teams, Dolphins and Penguins.
- The four coastlines receive different names e.g. continents, countries, cities.
- As soon as the coach calls the name of a "coastline" all the players have to run across the line as soon as possible. Which team is the fastest?
- In the next phase give each player a basketball and ask them to dribble whilst bouncing their ball.
- As soon as the coach calls the name of a "coastline" all the players have to dribble their ball across the line as soon as possible. Which team is the fastest?

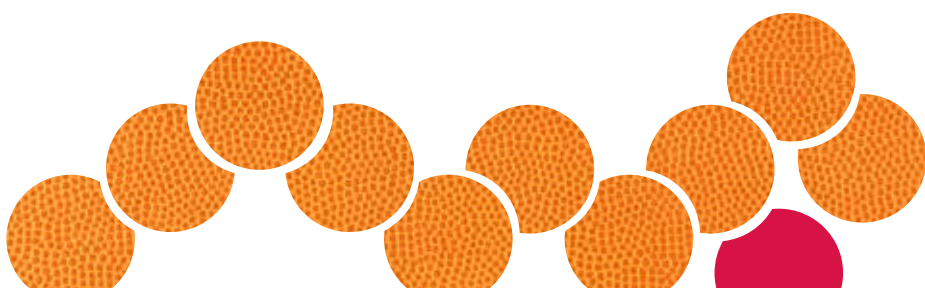
Tips

- Occasionally call a coastline that is closer to the slower children.
- Do not make the size of the sea too big.
- This can act as a warm-up activity for younger children.



Connected Conversations

1. **Come to play** - taking exercise will mean you bring higher levels of fitness to the game that will make you a stronger player. Developing an exercise habit will promote your long term health.
2. **Prioritise, goalset & plan** - we can prioritize healthy foods over junk food, aim to eat a balanced diet and plan good nutritious meals.
3. **Look and list** - we can learn about food types and how to ensure we are eating a balanced diet.
4. **Stay in the game** - keeping well hydrated is important in life but especially in sport where we lose fluids as we sweat during play. We need to drink water to stay in the game but also need to make sure that we have safe drinking water available to drink when training.
5. **Use your voice** - can we use our voices to encourage others to adopt good hygiene practice, sharing our knowledge with them?
6. **Build your team** - sharing our knowledge on nutrition, exercise and hygiene with family and friends can help build a team that's supports our efforts to stay healthy.





A basketball setting, that builds the attributes of young people and contributes to them developing into young people who are better able to make healthy lifestyle choices, avoid risk behaviour and become active citizens, will feature positive and sustained relationships between the young people and their adult coach.

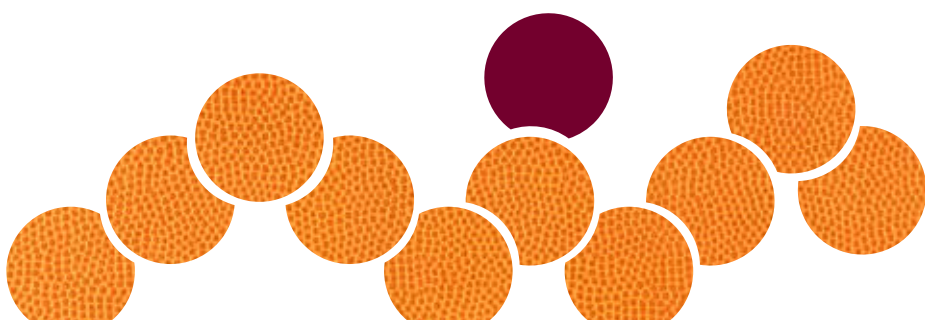
In positive basketball settings, coaches become significant adults in the lives of the young people they coach. In this respect they join parents, guardians, and teachers as adults that a young person may trust. Being someone that they learn to trust can lead to young people disclosing problems to their coach in the hope that they can provide help and support.

Whilst a basketball coach may be competent in teaching life skills to young people, he/she may not feel qualified or resourced to provide support around issues such as safeguarding or health. In such cases they may prefer to refer the young person to an organisation, health service provider or person better placed to do so. In the previous chapter we raised a number of healthy lifestyle issues. Teaching children about these issues through basketball might lead to them approaching you for further information, support or advice. As a basketball coach you might not feel qualified to be able to offer this support and may need to refer them to someone else in the community who is better placed to do so. Developing a community map and identifying who you can refer young people to regarding issues such as abuse, violence, HIV, health matters, family planning, etc., will ensure you are well equipped to be able to refer your young players to where they can receive the best information, support or advice.

It is really useful for a coach to know the community they work in and where various services for young people might be found.

It is also useful for young people themselves to know where they can access information, services, or support in their community from organisations or people who will look after their best interests. A great way of helping young people to know where they can access further information or support in their community is to develop a community map. In addition to identifying safe places for young people, a community map can also be used to identify places or spaces where young people may not be as safe. A shebeen for example may not be the best place for a child or youth to be hanging about, a youth centre may be. A community map can help young people make healthy choices to avoid places where they may be at risk.

One approach is for the coach to develop a community map and give each of their young players their own copy. A better approach would be to involve your young players in developing a community map in a participatory manner. The process of involving young people in decision making contributes to the development of high impact attributes and so getting your young players to develop their own community map is a better option in terms of their personal development. Coaches will also be surprised how much knowledge young people have about their own community and how much they will be able to bring to a process of community mapping.



Community mapping can assist the basketball coach to identify providers of child friendly support services in their community to whom they can refer their young players who disclose issues and show a need for support. The mapping process can help children learn where they can access services, but also identify safe and unsafe places in their community. The process itself is a great way of involving young people in decision making and in their own personal development.

Results from a global pilot exploring youth participation demonstrated that children and young people consistently benefit personally from active participation, developing: greater awareness of their rights; more self-confidence, heightened self-esteem; leadership skills; and improved confidence to negotiate with adults.

Community mapping is often called community based asset mapping as it aims to create a map, either in paper or web based format, which identifies the assets that exist in a community as part of a formal or informal community planning process.

In developing a community map for the young people we coach, the aim will be to identify safe and unsafe places in the community and identify where child friendly services can be accessed.

An “assets based” philosophy is common to all the community mapping where the first step in a community development process is to identify the community’s capacities and assets, including those of its residents, and then use these assets to build an action plan.

What makes asset mapping unique is that youth can be involved in the process and that community maps can be used in different ways. Asset mapping has been done with youth from urban and rural communities, developed and developing countries, and from a broad diversity of cultural backgrounds. Community mapping can be a valuable entry point for engaging young people in many different planning contexts, and contribute to better planned and more sustainable communities.





Figure 8: Example of a Community Map

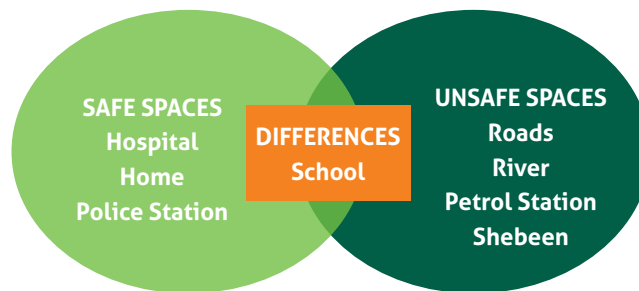
COMMUNITY MAPPING STEPS

1. The coach gathers the youth participating in the session round in a team circle. A few seconds is taken to allow the group to settle and quieten. A team cheer is then conducted.
2. The coach introduces our **priorities (P)** for the session, to develop an understanding of the assets (people, organisations, places, services) we have in our community, **goals set (G)**, to develop a community map, and to explain the **plan (P)** for the session, what activities we are going to do. It is important that the young players participating in the session understand why they are being asked to draw a picture or map of their community and to know what it will be used for. Explain that each group will draw a picture of their community through their eyes, including the places they go, the people they see and the things they do.
3. Explain that players have the right to leave the activity at any time. If anyone feels uncomfortable at any time it is okay to leave. If they want support tell them to let someone know.
4. Ask the young players what they think a "Community Map" is? Facilitate feedback drawing out that it includes where people live, where people go, the different places and landmarks, places that are good and not so good, places where you can find things you need.
5. Ask participants to think about where they live, what they do every day, and who they see.
6. Give each group a piece of large flip-chart paper and some coloured pens. You can also provide magazines, scissors, glue, coloured markers or paper if you wish, which the young people can use to bring their maps alive.
7. Ask each group of young people to draw their community on the flip-chart paper. Tell each group they have 30 minutes to complete the task. Check in the group includes the main landmarks in the community (rivers, roads, large meeting trees) and places that are important to the community (petrol station, shops, schools, churches/mosques, housing areas, water taps, restaurants, bars, markets, police/military quarters, NGOs).

8. Once each group has drawn a map ask the young people some questions to get them to think further about their community map. What are the important places in your community and why are these important? Where are the people that are important to you, who are they and what do they do? What places in the community do you go to and what do you do there? Where in the community do you learn new things?
9. Ask the young people to draw stars (*) beside all the places that are safe for children in their community. Give them a few minutes to complete the task then ask them: "What makes this place safe? Is it safe for all children? Was it always safe?"
10. After a few minutes ask participants to put a cross (x) beside all the places that are unsafe for children. Give them a few minutes to discuss and complete this. Ask them: "What makes this place unsafe? Is it unsafe for all children? Was it always unsafe?"

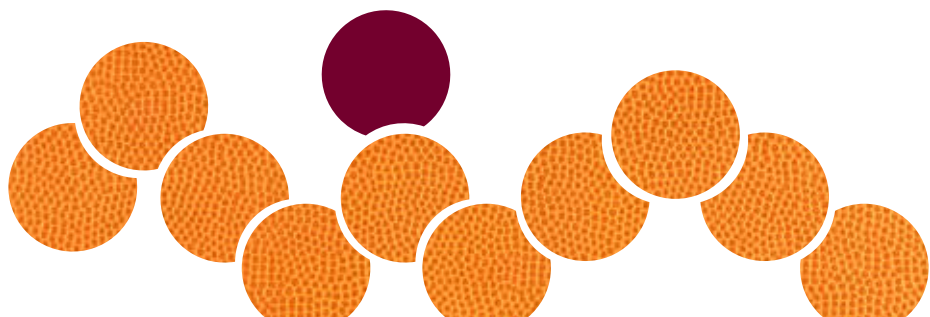
Young people may have different views of what is safe and unsafe, some places may have a star (*) and an X. Schools may be considered to be safe because they support children to learn in a child friendly environment. Some children may however associate a school as being a place of bullying or abuse and therefore unsafe.

11. Once the maps are complete, ask each group to draw a Venn diagram with Safe Spaces/ Strengths in one circle and Unsafe Spaces/Challenges in the other circle. Tell participants that the places that are both safe and unsafe should go in the centre of the Venn diagram under the title differences.



12. The coach brings the players together in a closing team circle. In this circle we review the maps the team worked on and the lessons learned from the exercise. The coach should not assume what each map means and should ask questions to help the team players gather a better understanding of each map.
13. The coach can also lead a connected conversation helping to link maps to healthy lifestyle issues and to the S2L skills.

During the activity check that all team players are comfortable with the session and that everyone is participating in the activity and having their voice heard.



PARTICIPATION OF CHILDREN

One of the factors that helps build the high impact attributes that lead to young people being more likely to make healthy lifestyle choices, avoid risk behaviours and become active citizens is ensuring they are involved in making decisions around the activities they take part in. Participation helps young people to develop the skills they need to become active citizens able to contribute positively to the societies they live in.

Young people's voices should be heard anywhere where their development, safety and well-being is involved. In addition to being one of their fundamental rights, it is through listening to children that best decisions can be made in respect of them and their development. Generally speaking in sport, coaches are not good at involving young people in decision making tending to adopt a directing style rather than an involving style of coaching. Activities like community mapping are good means of ensuring more participation by youth in decision making.

The Basketball4Life approach developing Sport2Life Skills and Healthy Lifestyles knowledge alongside sports skills development will position young people as agents of change for themselves, and their communities, health and development. The approach is based on the promotion of children's rights, empowering them to be involved and enabling them to work alongside adults.

The following steps can be taken to get young people to think about the issues impacting their lives and the lives of their communities, make decisions, develop their life skills and take action to promote health, education and development in their communities, with the support of adults.

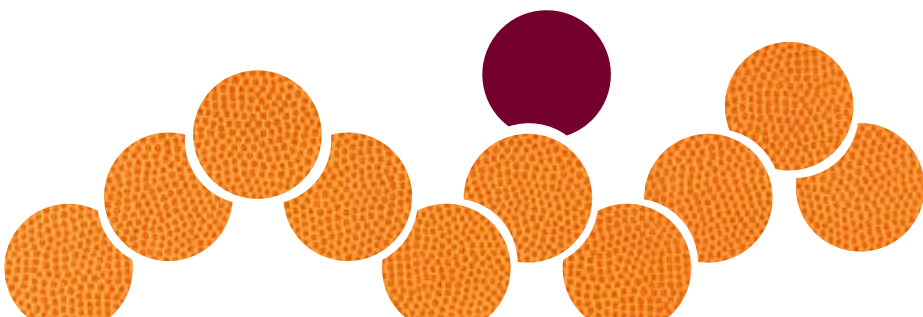
1. Creating opportunities for young people to identify and assess their problems and priorities.
2. Encouraging young people to research and find out how these issues affect them and their communities.
3. Encouraging young people to plan action based on their findings that they can take individually or together, to address issues affect them and their communities.
4. Empowering young people to take action based on what they planned.
5. Enabling young people to review the action they took, understand what went well, what was difficult and what has been achieved.
6. Enabling young people to learn from their actions and reviews in order to improve further or ongoing action

Whilst the activities are frequently initiated by or with children, adults are available for support. Increasing meaningful participation is a slow and phased process ranging along a continuum from children's active involvement to children directing initiatives.

Participation empowers children in their diverse situations to make decisions about the primary issues that affect their lives and the lives of others and the environment. It is essential for children and young people to develop their own capacities and skills to participate fully in their communities and society.

PARTICIPATION IS THE BUILDING BLOCK OF DEMOCRACY.

Globally, it is the means to create active citizen and thriving civil societies that hold governments to account, and where necessary challenge corruption and undemocratic practices.



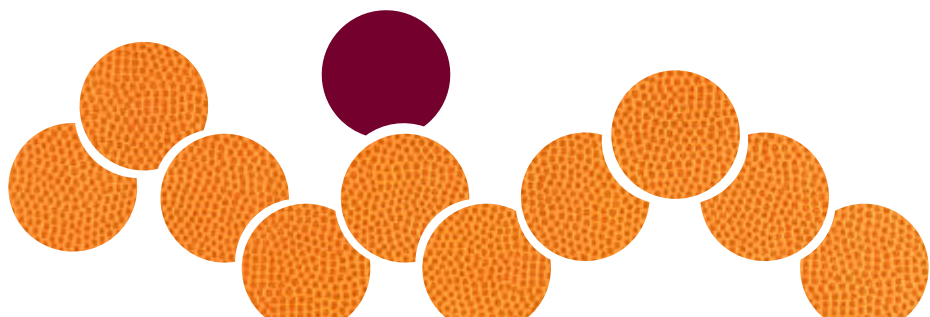


CULTURAL CHALLENGES

In some cultures, children and youth are not recognised as having useful and legitimate contributions to make towards community issues. They are seen as adults 'in the making' rather than as people in their own right 'here and now.' Young people may be viewed as being the 'property' of adults. Where other groups are also denied their rights, such women, people with disabilities and other minority groups, the position of young people will be exacerbated.

As young people lack economic, social and political power. Even those who go to school are not necessarily educated about their rights or have access to good quality education that would provide them with the information they require to understand their rights.

Consequently, children are not aware that they have the right to participate and do not have the skills or knowledge to exercise it. These challenges may be compounded by discriminatory attitudes towards children who come from marginalised groups, including girls, children with disabilities, and people from minority communities.

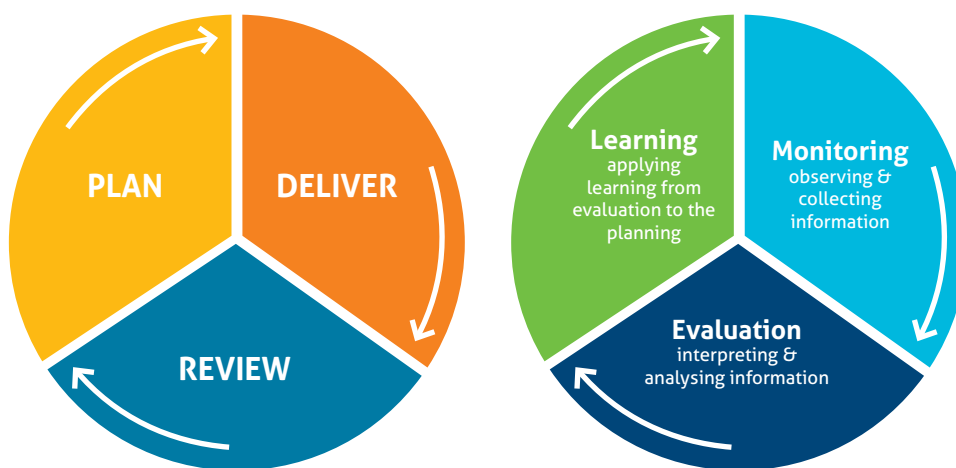




Coaching is a cyclical process consisting of three parts - **plan, deliver, and review**. This process relates closely to the Sport2Life skills - **prioritise, goal setting and plan (P-G-P)**.

The coach establishes the priorities for the session; deciding what the focus of the session will be in terms of basketball skills, Sport2Life skills, or health lifestyle themes. The coach then sets goals for the session and then a session plan developed. The coach then delivers the session. Following the session the coach reviews how things went. What the coach learns from conducting the session will then inform the planning of the next session.

Monitoring, evaluation & learning follows the plan, deliver and review process. During the session the coach is monitoring, observing and collecting information. Post the session the coach takes time to evaluate the session; interpreting and analysing the information collected. Finally the coach applies what has been learned to the planning of the next session.



Monitoring and evaluation of coaching sessions and using the learning from this process is an often neglected part of the coaching process. However, it is one area where coaches have the opportunity to reflect and improve on both their performance and that of their players.

During the evaluation the coach needs to compare what took place during the session with what was planned. The sample session planner included in this manual includes sections for coaches to record their observations and to review the session.

The review of a session might ask some of the following questions:

1. Did the session run according to the plan, if not what adjustments were made and why?
2. Were the goals for the session met?
3. Were the activities planned appropriate for the players and the goals of the session?
4. What was the feedback from the players on the session? Were they happy with it? Did they feel challenged? What did they learn from the session?
5. How was the coach's management of the session, including health, safety and welfare issues?
6. How can future coaching sessions be improved?



It is useful for coaches to discuss what they have learned from reviewing and evaluating their session with a fellow coach and getting some feedback from them. It is also good to keep a record of your evaluations and learning for future reference, either using the sample planning sheets or by keeping a coach's diary.

What are the benefits of the monitoring, evaluation and learning process?

The monitoring and evaluation of sessions is as a valuable development tool for both the coach and players and can:

- improve coach and athlete performance;
- identify areas for improvement and development;
- provide a measurement of where improvements take place;
- provide a measurable assessment of the success of a training programme;
- help deliver player-centred, developmental training programmes;
- motivate players and coaches and ensure they are working at an appropriate level.

The information collected from individual sessions along with the use of other assessment tools can be used for an evaluation of a coaching programme comprised of a number of sessions.

BEYOND BASKETBALL

As youth basketball coaches our sessions are likely to be aimed at not just improving the young players' basketball skills, but also whether they have developed the attributes associated with positive young people, and whether they have gained knowledge of health matters.

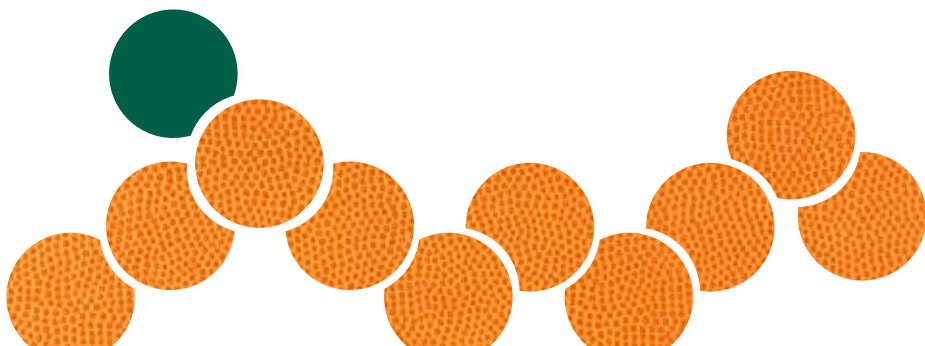
These aspects, the high impact attributes and knowledge of health matters are best measured through pre-test and post-test questionnaires conducted before the start of a programme of basketball sessions that may be conducted over a period of weeks and then at the conclusion of the programme. These questionnaires are designed to assess the knowledge, attitudes and practice (KAP) of the young people participating in the programme and are often referred to as KAP questionnaires.

We have attached a KAP questionnaire that you can use to assess your young players in respect of the high impact attributes and health matters.

QUESTIONING

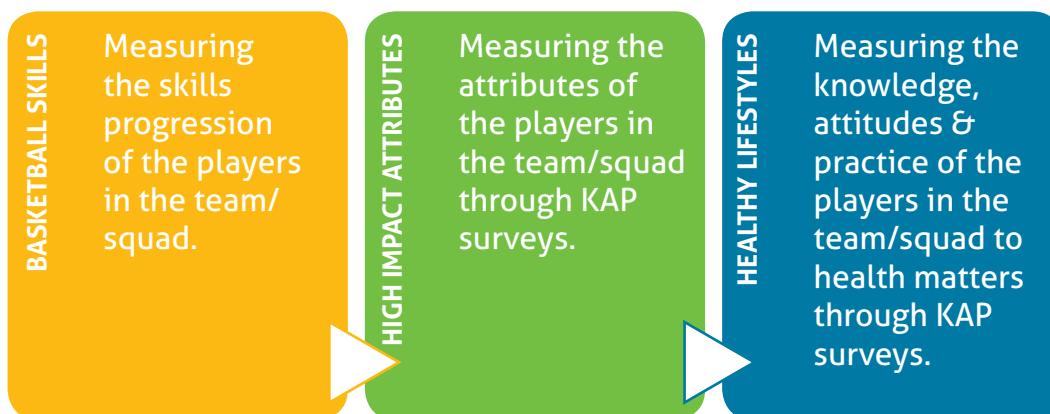
Effective questioning is a key coaching skill for coaches to enable them to assess a players understanding or to help a player learn during a session. During sessions a coach will be using questions to involve players actively, to get them thinking about the activities, to assess their understanding of the activity. Questioning during sessions becomes a part of the monitoring, observing and recording of players during sessions.

Coaches should practice and become skilled in asking effective questions and in active listening.



SPONSOR REQUIREMENTS

The monitoring and evaluation of sessions may form an important aspect of a team or a coach's agreement with funders. This is especially true when the funder is more interested in development outcomes of a programme rather than the sporting performance of players and teams. Pre-testing and post-testing offer the best solution to being able to provide sponsors or donors evidence of how their investment has benefited the young people in the programme. Before commencing the training programme you conduct a baseline assessment with all players which could include an assessment of their basketball skills and their life skills. The KAP (Knowledge, Attitude & Practice) questionnaire provided in this manual being used both prior to and following a programme of sessions to assess high impact attributes and knowledge, attitudes and practice in relation to health matters.



MONITORING, EVALUATION AND LEARNING TOOLS

Coaches are encouraged to use the following monitoring, evaluation and learning tools:

1. **Basketball4Life sign up list** - used to register all players in the team attending practice,
2. **Attendance register** - used for all sessions and to record the number of players participating in sessions delivered by coaches and the number of sessions each player has attended.
3. **Session planning & review sheets** - used by the coach to plan the session, record how the activities went and to score the overall session.
4. **Health matters questionnaire (pre and post players questionnaire)** - KAP survey used to measure players knowledge, attitudes and practice in relation to health matters prior to and after a healthy lifestyles focused programme. This questionnaire was developed for the Galz&Goals programme. The Pre-questionnaire is used at the beginning of the Galz&Goals leagues, the Post-questionnaire in the end to measure behavioural change, change of attitudes and the change of knowledge due to the attendance of the programme. The manual covers the same healthy lifestyle themes the survey does and also integrates the Sport2Life approach. Therefore, the survey can also be used by any other coach for their team. We have included the survey which has been adjusted for use with boys and girls here.



Basketball4Life Sign Up List

No	First Name	Surname	Date of Birth	ID Number	Basketball Federation Number	Telephone Number	Address
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							

Planning & Evaluation Sheet

Date:	Venue:
Coach:	Number of Players:

Session Objectives / Focal Points

(Basketball, Sport2Life, Healthy Lifestyle Theme)

Warm-Up

Time Allocated	Diagram
Organisation of Activity	
Variations	
Assessment of Activity	

Main Part 1

Time Allocated	Diagram
Organisation of Activity	
Variations	
Assessment of Activity	

Main Part 2

Time Allocated	Diagram
Organisation of Activity	
Variations	
Assessment of Activity	

Planning & Evaluation Sheet

Conclusion	
Time Allocated	Diagram
Organisation of Activity	
Variations	
Assessment of Activity	

Score 1 – 5 where 1 is poor & 5 is Excellent Venue:					
Player's Enjoyment		Player's Involvement		Player's Improvement	
Overall Organisation of the Session		Your Communication		Your Planning	
Your Adaptability		Player's Knowledge Improvement		Overall Score for Session	

START OF SEASON - Player Survey

1
PRE

This questionnaire helps us understand whether Basketball4Life meets your information and health needs. Please answer truthfully. If you are not comfortable with a question, leave it out or mark the appropriate box.

All answers are confidential. DO NOT PUT YOUR NAME ON THIS SHEET.

Date (dd/mm/yyyy)	<input type="text"/>	Region	<input type="text"/>
Name of your School	What grade are you in?		
Name of your Team	What league do you play?	<input type="checkbox"/> Under 13	<input type="checkbox"/> Under 15
		<input type="checkbox"/> Under 17	<input type="checkbox"/> Under 20

What do you know? Carefully read the statements below. Are they TRUE or FALSE? Mark your answer .

- If you have only one sexual partner, you are safe from HIV and other sexually transmitted infections. TRUE FALSE
- Young women/girls are more likely to get HIV from unprotected sex than young men/boys. TRUE FALSE
- Young women/girls cannot fall pregnant when they have sex for the first time. TRUE FALSE
- You can live with HIV for many years without feeling sick. TRUE FALSE
- There is nothing a pregnant woman with HIV can do to protect her baby from the virus. TRUE FALSE
- If you are 16 years old, you can get tested for HIV without your parents. TRUE FALSE
- When it comes to HIV, sex with an older man/woman is riskier than with a partner your own age. TRUE FALSE
- I can easily get information about HIV&AIDS, contraception and sexual health. TRUE FALSE

Know your skills! Do you recognise the skills described in the examples below? Read carefully and mark your answer .

9. Thinking about what the most important things to focus on are in your life right now is an example of...

- SPEAKING UP SETTING & ACHIEVING GOALS BEING PREPARED

10. Thinking about options and consequences before making a decision is an example of...

- BEING AWARE OF YOUR SURROUNDINGS DISCIPLINE SURROUNDING YOURSELF WITH PEOPLE WHO SUPPORT YOU

11. Taking a stand for what you believe in is an example of...

- BEING PREPARED SPEAKING UP DISCIPLINE

12. Developing a study schedule to help you stay on top of your studies is an example of...

- SPEAKING UP SETTING & ACHIEVING GOALS BEING PREPARED

13. Staying at home to be ready for the next day's game, even when there is a big party is an example of...

- BEING AWARE OF YOUR SURROUNDINGS DISCIPLINE SPEAKING UP

14. Having at least one person in your life that you can always ask for help is an example of...

- SPEAKING UP DISCIPLINE SURROUNDING YOURSELF WITH PEOPLE WHO SUPPORT YOU

START OF SEASON - Player Survey - Continued

What do you think? Carefully read the statements below. Do you agree or disagree with them? Mark your answer .

15. In a relationship, partners should take important decisions together. AGREE DISAGREE NOT SURE
16. In some situations, a man/boy has the right to hit his partner. AGREE DISAGREE NOT SURE
17. A girl can have a boyfriend without having sex. AGREE DISAGREE NOT SURE
18. I feel comfortable around people that I know are HIV positive. AGREE DISAGREE NOT SURE
19. In a group, I feel I have to do what everyone else does. AGREE DISAGREE NOT SURE
20. When I make a decision, I can stick to it. AGREE DISAGREE NOT SURE
21. I can set goals for myself and reach them. AGREE DISAGREE NOT SURE
22. I am comfortable asking for help if I do not know how to handle a situation. AGREE DISAGREE NOT SURE
23. I would feel shy to ask to use a condom. AGREE DISAGREE NOT SURE
24. I would feel comfortable to talk to a nurse about how I can prevent unwanted pregnancy. AGREE DISAGREE NOT SURE
25. If I tested positive for HIV, I could tell my family about it. AGREE DISAGREE NOT SURE
26. When I go out with my friends, I can have fun without alcohol. AGREE DISAGREE NOT SURE
-

And finally... We would like to ask you some questions about yourself and the Basketball4Life programme.

REMEMBER: Your answers are completely anonymous, so please be as open as you can. Again, mark your answer .

27. Have you already played basketball last season? YES NO RATHER NOT ANSWER
28. Has your team taken part in organised basketball activities last season? YES NO NOT SURE
29. Is your basketball coach a positive role model for you? YES NO RATHER NOT ANSWER
30. Does anyone in your family home support you in playing basketball? YES NO RATHER NOT ANSWER
31. Do you have a boyfriend or a girlfriend? YES NO RATHER NOT ANSWER
32. Has anyone ever asked you to have sex? YES NO RATHER NOT ANSWER
33. Have you ever been tested for HIV? YES NO RATHER NOT ANSWER
34. Did you have sex with anyone in the last 12 months? YES NO RATHER NOT ANSWER
35. If you had sex:
Do you and your partner use a condom the last time you had sex? YES NO RATHER NOT ANSWER
36. Do most of your friends drink alcohol? YES NO RATHER NOT ANSWER
37. Did you drink any alcohol in the last month (30 days)? YES NO RATHER NOT ANSWER
-

Thank you for completing this questionnaire!

END OF SEASON - Player Survey

2

POST

This questionnaire helps us understand whether Basketball4Life meets your information and health needs. Please answer truthfully. If you are not comfortable with a question, leave it out or mark the appropriate box.

All answers are confidential. DO NOT PUT YOUR NAME ON THIS SHEET.

Date (dd/mm/yyyy) <input type="text"/>	Region
Name of your School	What grade are you in?
Name of your Team	What league do you play? <input type="checkbox"/> Under 13 <input type="checkbox"/> Under 15 <input type="checkbox"/> Under 17 <input type="checkbox"/> Under 20

What do you know? Carefully read the statements below. Are they TRUE or FALSE? Mark your answer .

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- I can easily get information about HIV&AIDS, contraception and sexual health. TRUE FALSE

Know your skills! Do you recognise the skills described in the examples below? Read carefully and mark your answer .

- Thinking about what the most important things to focus on are in your life right now is an example of...

 USE YOUR VOICE P-G-P COME TO PLAY
- Thinking about options and consequences before making a decision is an example of...

 LOOK & LIST STAY IN THE GAME BUILD YOUR TEAM
- Taking a stand for what you believe in is an example of...

 COME TO PLAY USE YOUR VOICE STAY IN THE GAME
- Developing a study schedule to help you stay on top of your studies is an example of...

 USE YOUR VOICE P-G-P COME TO PLAY
- Staying at home to be ready for the next day's game, even when there is a big party is an example of...

 LOOK & LIST STAY IN THE GAME USE YOUR VOICE
- Having at least one person in your life that you can always ask for help is an example of...

 USE YOUR VOICE STAY IN THE GAME BUILD YOUR TEAM

END OF SEASON - Player Survey - Continued

What do you think? Carefully read the statements below. Do you agree or disagree with them? Mark your answer .

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37. Did you drink any alcohol in the last month (30 days)? YES NO RATHER NOT ANSWER

Thank you for completing this questionnaire!

“Sport moves
and
educates!”

**Basketball4Life
Manual**

