



CLUB COACH PROGRAM

| PROGRAM | CONTENT TO BE COVERED | LEARNING OUTCOMES | PRESENTER |
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| Module 1 | Overview: Club Coach Accreditation Program Objectives, competencies developed, content, delivery, assessment, mentored coaching, candidate responsibilities, updating | <ul style="list-style-type: none"> Outline the objectives of the Club Coach accreditation program | |
| Module 1 | <p>The Game of Basketball</p> <ul style="list-style-type: none"> Pathways in Australian basketball <ul style="list-style-type: none"> Player pathways Coach pathways Rules of the game <ul style="list-style-type: none"> Time outs - when to call them, what to say Types of fouls/violations Timing (awareness of the shot clock, 8 second backcourt, 5 second held ball) Completing the score sheet | <ul style="list-style-type: none"> Describe the player and coach pathways in Australian basketball Explain the basic rules of basketball | |
| Module 1 | <p>Role of the Coach in Club Level Basketball</p> <ul style="list-style-type: none"> Staffing your team - Head Coach, Team Manager, Assistant Coach Roles and responsibilities of the Head Coach, Team Manager, Assistant Coach The Head Coach as a role model and mentor to players and staff <ul style="list-style-type: none"> Importance of ethical coach behavior | <ul style="list-style-type: none"> Outline the coach's roles and ethical responsibilities Emphasise the importance of good sportsmanship, respecting the game rules and the referee's decision Provide players with encouragement and | |

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| | <p>and positive and constructive relationships with others involved in club level basketball (team staff, players, officials, administrators, parents)</p> <ul style="list-style-type: none"> ○ Strategies for developing positive and constructive relationships with others involved in club level basketball ○ Educating players and parents about the importance of good sportsmanship • Understanding appropriate contact with players (physical, SMS and other social media platforms) | <p>positive, constructive feedback</p> <ul style="list-style-type: none"> • Arrive at sessions on time and keep activities to time • Identify the information needs of the coach and where to get further information | |
| Module 1 | <p>Adaptive Coaching</p> <ul style="list-style-type: none"> • Varying club level player activities to: <ul style="list-style-type: none"> ○ Cater for a wide range of ability levels and varying individual needs ○ Maximise participation ○ Include all players | <ul style="list-style-type: none"> • Vary activities to cater for the wide range of ability levels and needs amongst club level players, maximise participation and include all players | |
| | <p>4. Managing Risk</p> <ul style="list-style-type: none"> • Managing risk in club level basketball <ul style="list-style-type: none"> ○ Typical injuries in basketball - types, cause, basic management/treatment ○ Strategies to minimise injury (e.g., adequate warm up, appropriate matching of players, use of mouth guards and taping) ○ Who do you send players to? ○ | <ul style="list-style-type: none"> • Describe the main types of injuries that occur in basketball • Outline strategies to minimise risk of injury | |
| | <p>Planning and Reviewing</p> | <ul style="list-style-type: none"> • Plan a session to meet the needs of club players | |

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| | <ul style="list-style-type: none"> • Planning a session for club level players <ul style="list-style-type: none"> ○ Varying a session plan in response to circumstances (e.g., players missing, ill or injured; weather; courts not available; insufficient number of balls, hoops, etc.) • Planning a series of sessions for club level players <ul style="list-style-type: none"> ○ Identifying skills to be taught across a season ○ Setting goals across a season ○ Factors which determine progressions across sessions (player needs, not the plan) ○ Keeping it fun through planning, simple and concise instructions, variety, maximizing participation time, including and challenging everyone (using CHANGE IT or TREE), having enough equipment, avoiding overtraining | <ul style="list-style-type: none"> • Adapt and vary a session plan in response to changing circumstances • Plan a series of sessions to meet the needs of club players | |
| Module 2 | Individual Offensive and Defensive Techniques | | |
| Module 2 | Conducting an Effective Training Session <ul style="list-style-type: none"> • Group management skills to run activities • Utilising assistant coaches and/or parents/observers to assist in conduct of session | Use National Curriculum <ul style="list-style-type: none"> • Implement “coaching on the run” techniques • Use group management skills to run activities | |
| Module 2 | Individual Offensive Skills <ul style="list-style-type: none"> • Moving the Ball <ul style="list-style-type: none"> ○ Advanced ball handling (Figure 8, crossovers, more advanced dribbling, ball wraps) | Use National Curriculum - Triple Treat Skills <ul style="list-style-type: none"> ▪ Teach advanced ball handling, basic passing and catching , and “getting the ball” (leading technique) ▪ Teach Dribbling technique | |

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| | <ul style="list-style-type: none"> - Description - Background, use - Key coaching points (cue words) - Modified games/activities to develop advanced ball handling skills (including questions to ask players) ○ Basic passing and catching (stationary, moving) <ul style="list-style-type: none"> - Description - Background, use - Key coaching points (cue words) - Modified games/activities to develop basic passing and catching skills (including questions to ask players) ○ “Getting the ball” (leading technique) <ul style="list-style-type: none"> - Description - Background, use - Key coaching points (cue words) - Modified games/activities to develop “getting the ball” (including questions to ask players) • Shooting <ul style="list-style-type: none"> ○ One handed shot technique (other hand protecting the ball) <ul style="list-style-type: none"> - Description - Background, use - Key coaching points (cue words) - Modified games/activities to develop one handed shot skills (including questions to ask players) ○ Lay-ups (footwork) | <ul style="list-style-type: none"> ▪ Teach Shooting technique ▪ Teach one handed shot technique ▪ Teach lay-up techniques (footwork) | |
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| | <ul style="list-style-type: none"> - Description - Background, use - Key coaching points (cue words) - Modified games/activities to develop lay-up skills (including questions to ask players) | | |
| Module 2 | <p>Individual Defensive Skills</p> <ul style="list-style-type: none"> • Basic defensive stance, footwork (“defensive step or slide”) <ul style="list-style-type: none"> ○ Description ○ Background, use ○ Key coaching points (cue words) ○ Modified games/activities to develop basic defensive stance and footwork (including questions to ask players) • Channelling a dribbler and “turning” a dribbler <ul style="list-style-type: none"> ○ Description ○ Background, use ○ Key coaching points (cue words) ○ Modified games/activities to develop dribbling skills (including questions to ask players) • Basic rebounding principles | <p>Use National Curriculum</p> <p>Teach fundamentals of individual defence;</p> <ul style="list-style-type: none"> • Stances (on ball/off ball) • Head/hand position • Movement • Vision • Communication • Positional play • Teach basic defensive stance and footwork (“defensive slide”) • Teach influencing where the dribbler goes - channelling a dribbler and “turning” a dribbler • Teach basic rebounding principles <ul style="list-style-type: none"> ○ Key coaching points (cue words) • Modified games/activities to develop basic rebounding principles (including questions to ask players) | |
| Module 3 | Offensive and Defensive Team Techniques | | |
| Module 3 | <ul style="list-style-type: none"> • ½ Court Offensive Team Tactics and Strategies <ul style="list-style-type: none"> ○ 5 Out Motion ○ Modified games/activities to develop | <p>Use National Curriculum</p> <p>½ Court</p> | |

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| | <p>5 Out Motion (including questions to ask players)</p> <ul style="list-style-type: none"> • Full Court/Transition Offensive Team Tactics and Strategies <ul style="list-style-type: none"> ▪ Basic techniques for transition (“lanes”) ▪ 2 on 1, 3 on 2 ▪ Modified games/activities to develop full court/transition skills (including questions to ask players) | <ul style="list-style-type: none"> • Teach 5 Out Motion Full Court/Transition • Describe basic techniques for transition (“lanes”) • Teach 2 on 1, 3 on 2 principles • Teach offensive rebounding principles | |
| Module 3 | <p>Team Defensive Tactics and Strategies</p> <ul style="list-style-type: none"> • ½ Court Defensive Team Tactics and Strategies <ul style="list-style-type: none"> ○ Difference between zone and man-to-man defense ○ Development benefits of man-to-man defense ○ “Split line” man-to-man defense <ul style="list-style-type: none"> - What is it? - Modified games/activities to develop split line man-to-man defense • Full Court/Transition Defensive Team Tactics and Strategies <ul style="list-style-type: none"> ○ Basic technique for defensive transition (“safety- protect basket-ball pick up”). <p>Modified games/activities to develop basic defensive transition skills</p> | <p>Use National Curriculum</p> <p>½ Court</p> <ul style="list-style-type: none"> • Explain the difference between zone and man-to-man defense • Outline the development benefits of man-to-man defense • Teach “split line” man-to-man defense • Introduce Shell drill concepts <p>Full Court/Transition</p> <ul style="list-style-type: none"> • Describe the basic technique for defensive transition (“safety-protect basket-ball pick up”) | |
| Module 3 | <p>Game Coaching</p> <ul style="list-style-type: none"> ▪ Utilising available resources | | |

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| | <ul style="list-style-type: none"> • Getting people involved • Analysing own team performance during a game • Correcting basic individual and team skills and tactics • Calling time-outs correctly and providing positive and constructive feedback during time outs • Explain basic rules to players where required (e.g., fouls/violations, timing - shot clock, 8 second backcourt, 5 second held ball) • Ensure the score sheet is correctly completed before the game and understand how to complete the scoresheet during the game | <ul style="list-style-type: none"> • Analyse own team and correct basic individual and team skills and tactics • Call time-outs according to the rules • Provide positive and constructive feedback during time outs • Explain basic rules to players where required | |
| Module 3 | Game Coaching (Practical activities) <ul style="list-style-type: none"> • Basic rules of basketball <ul style="list-style-type: none"> ○ Basic fouls and violations ○ Substituting players ○ Substituting players to maximise participation | <ul style="list-style-type: none"> • Teach the basic rules of basketball (basic fouls and violations) • Substitute players in accordance with the rules and to maximise participation • Provide positive, constructive feedback during a game | |
| Module 4 | Developing the Athlete | | |
| Module 4 | Athletic Development <ul style="list-style-type: none"> • Basic body movement with a ball <ul style="list-style-type: none"> ○ Description ○ Background, use ○ Key coaching points (cue words) ○ Modified games/activities to develop basic body movement with a ball (including questions to ask players) | <ul style="list-style-type: none"> • Teach basic body movement with a ball • Correct basic movement technique (without a ball) • Identify and teach the basic elements of efficient running technique | |

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| | <ul style="list-style-type: none"> • Basic movement without a ball <ul style="list-style-type: none"> ○ Description ○ Background, use ○ Key coaching points (cue words) ○ Modified games/activities to develop basic body movement without a ball (including questions to ask players) • Efficient running technique <ul style="list-style-type: none"> ○ Basic elements ○ Modified games/activities to develop efficient running technique (including questions to ask players) • Basic conditioning requirements for club level basketball players • Incorporating conditioning elements into skill development activities | <ul style="list-style-type: none"> • Describe the basic conditioning requirements for club level basketball players • Incorporate physical development/basic conditioning activities for physical development in a training session | |
| Module 5 | | | |
| Module 5 | <p>Game Review and Analysis</p> <ul style="list-style-type: none"> • Importance of game review and analysis • Strategies for reviewing and analysing game performance of club level players • Using game review and analysis information to improve individual and team performance in club level players from week to week <ul style="list-style-type: none"> ○ Providing positive, constructive feedback to individual players; to the team ○ Varying sessions/activities to improve performance from week to week | <ul style="list-style-type: none"> • Provide positive, constructive feedback to improve individual and team skills from week to week • Use information obtained from your game review and analysis to plan the following training session | |

The NCAS Club Coach accreditation program involves a one day workshop and mentored coaching practice (informal, group mentoring) and is aimed at coaches (for example, parents and older players) who aspire to coach teams in club level competition within a local association. The NCAS Club Coach accreditation program is designed to help coaches develop the ability to:

Competencies

- Explain the role and ethical responsibilities of the club level coach and act in an ethical manner at all times;
- Develop strategies to work with team staff, referees, parents, and players;
- Describe player/coach pathways in Australian basketball;
- Assess and manage the risks of coaching club level players;
- Plan, conduct and review a series of training sessions for club level players and vary these sessions to meet player needs and changing circumstances;
- Vary activities to cater for a wide range of ability levels and needs, maximise participation and include all players;

Duration

- Basketball-specific Units – One day workshop (6 hours) activities or incorporate into State Development Programs
- Candidates work with support coach for the period required for that coach to develop and demonstrate competency

Recommended Cost

- \$150 (Cost of resources, coach identity card, share of presenter fee, facility and equipment hire costs)
- Facility, equipment hire, resources may be determined by the State Association.

Pre-requisites

- Completed Basketball Australia Community Basketball Coach accreditation program and /or attend a Club Coach coaching clinic conducted by an experienced coach.

The NCAS Club Coach Accreditation program is driven, coordinated and managed by State and Territory Basketball Association Member Associations.