

# Coaching as Teaching: Executive Summary

## Introduction

The LA84 Foundation funded a pilot project in 2007 called “Coaching as Teaching,” which developed and implemented an innovative curriculum for educating youth sports coaches, and evaluated the impact of that curriculum in a youth basketball league. The project was conceived and conducted by the Los Angeles Sports Foundation.

## The Coaching Education Curriculum

The curriculum was presented in six, five-hour workshops to a small group of coaches with little or no coaching experience. Participants spent half their time in the classroom and the other half on the basketball court. The curriculum adapted accepted teaching methods from successful classrooms. Coaches were asked to identify themselves as teachers as well as coaches.

Throughout the series of workshops, the coaches played a role in developing the curriculum. Many parts of the curriculum were built in real time around the needs and interests of the coaches who participated.

The curriculum emphasized experiential learning, mutual respect, effective communication, appropriate expectations of young athletes, and intellectual and ethical development. Coaches learned to write lesson plans, create clear objectives and to articulate their methods for achieving those objectives. In addition, the curriculum promoted the importance of coaches sharing authority with players, rather than relying on an authority-driven model.

In terms of basketball skills, the curriculum focused on individual skills including passing, dribbling, shooting, and moving and positioning without the ball. Set plays were not part of the curriculum.



## **Methodology**

To test the impact of the curriculum, the Los Angeles Sports Foundation created a co-educational basketball league for children ages 9 to 12 at the Lou Costello Recreation Center in the Los Angeles community of Boyle Heights. The league included 60 players and eight teams. Two independent, professional basketball coaches assessed the players' skill levels and formed balanced teams. Four head coaches who had completed the curriculum comprised the experimental group. The other four head coaches, who received no training, served as the control group. Each team played seven games. Although this was a pilot study, it employed multiple and sophisticated methods of data collection. Researchers filmed practice sessions and games, quantified player and team performances during games, observed and recorded spectator behavior during games, administered questionnaires and conducted post-test interviews with players and parents, as well as pre- and post-season interviews with coaches. These data collection methods provided information rarely found in studies of youth sports and have much potential for additional analyses in the future.

## **Findings**

The teams whose coaches participated in the workshops had a better over-all competitive record. The experimental group teams had a winning percentage of 57% compared to 43% for the control group. The two best teams in the league were the teams in the experimental group.

Young athletes on the experimental teams played differently from their opponents. They took half as many three-point shots as control-group players, while averaging more assists per game.

The team practices of the two groups were markedly different. The experimental-group coaches were more efficient in their use of practice time. Players on their teams were almost always engaged in learning activities. These coaches used lesson plans, solicited player feedback, gave homework assignments, encouraged players to critique themselves, and displayed empathy when working with players. Experimental coaches did not punish players with running drills or push-ups. Unlike coaches in the control group, experimental coaches did not offer players material rewards for behavior or performance. They had fewer conflicts with players during practices than their control-group counterparts.

Post-season interviews with players revealed differences in the way the two groups of young athletes perceived their teammates and coaches. Although boys and girls in both groups were generally happy with their coaches and

enjoyed playing in the league, players in the experimental group reported more harmonious relationships with their teammates than did control-group players. Experimental-group players, when asked why they liked their coaches, tended to say that their coaches did a good job of teaching them basketball skills. By contrast, players in the control group were more likely to say the coach was “fun.” Experimental players were far more imbued with the concept of teamwork by the end of the season. Whereas players in the experimental group perceived a responsibility to the team and their teammates, control-group players were likely to say that their primary responsibility was to follow their coaches’ instructions.

Observations of parents and other spectators at the games revealed no significant differences between parents of experimental- and control-group teams. In general, grown-ups at the games were positive, supportive and well-behaved.

The experimental-group coaches indicated in written and verbal evaluations that they were pleased with the curriculum developed in the workshops and with their experience as coaches in the league. They valued the workshops not only as a place to learn about basketball, but as an opportunity to learn about learning. Coaches in both the experimental and control groups evaluated the league positively, noting the collegial atmosphere among coaches and a general sense of community among all parties including players and parents.

## **Discussion**

“Coaching as Teaching” was a pilot program. It was not intended to be a large-scale, tightly controlled social science experiment that would yield definitive answers about the best ways to educate coaches. Nevertheless, the study yielded several significant findings. The most obvious one was that coaching education makes a difference.

The coaches in the experimental group won more games than coaches who received no training. Their practices were more task-oriented and produced fewer player-coach conflicts. Their players played differently and viewed their basketball experience differently from players whose coaches did not go through the workshops.

The type of coaching education that took place in “Coaching as Teaching” was unusual in several respects. Coaches were expected to be teachers and identify themselves as such. The project incorporated methods of teaching found to be the most effective in regular academic classrooms with pre-adolescent and adolescent students. Particularly notable among these methods was authority sharing, which gave young players an opportunity to contribute to the design of practice sessions and game plans. This approach clearly ran counter to the

dominant authoritarian model of youth sports coaching. Many coaches and parents will be reluctant to believe that what they mistakenly view as a “soft” or “touchy feely” approach to coaching can be effective. The findings of this pilot study, however, suggest that a non-authoritarian approach can produce teams capable of competing effectively.

In another departure from the dominant coaching model, two coaches in the experimental group employed an equal-time player-rotation system similar to one introduced by the curriculum. Other coaches used a more traditional rotation that substituted less skilled players for other less skilled players, and did not result in equal time. The two teams with the best records in the league, 6-1, were the teams whose coaches used the equal-time rotation.

Regarding the superior winning percentage of the experimental group, it is interesting to note that the team with the worst won-lost record also was in the experimental group. In the estimation of the researchers, the coach of this team, which finished with a 1-6 record, was the one person in the experimental group who would not or could not utilize the teaching methods introduced by the curriculum. That a coach in the experimental group was unwilling, or unable to employ the methods offered in the curriculum may indicate that even with training that is far more extensive than youth sports coaches typically receive, some coaches will be unable to abandon the dominant coaching model of giving orders and demanding obedience.

The behavior of parents and other spectators at the games was a positive aspect of the league. Some coaches in post-season interviews indicated that they had experienced significant difficulties with parents when coaching in other leagues. It is unclear whether the good behavior of spectators in the Costello Recreation Center league resulted from the influence of the experimental-group coaches, the “moral atmosphere” fostered by the league director or some other factor.

## **Conclusions**

The effectiveness of coaching education can be judged by its impact on athletes, their parents and fellow coaches. For many readers the most salient point about “Coaching As Teaching” will be that a coaching curriculum emphasizing experiential learning, mutual respect, communication skills and shared authority can produce teams that are athletically successful. Winning is the immediate goal in sports. It is a rare player, coach or parent who does not prefer winning over losing. The impact of the “Coaching as Teaching” project, however, should not be judged solely by the competitive success of coaches and teams.

The curriculum, it can be argued, had emotional, cognitive and behavioral impacts as well. It is clear that the coaches who completed the curriculum

derived a great deal of satisfaction from what they learned and how they applied it as coaches. Similarly, parents viewed the league in a positive light. While players on all teams enjoyed playing in the league, players on the experimental-group teams demonstrated a deeper understanding of the fundamentals of basketball, got along better with teammates and developed a greater sense of responsibility to their teams. In short, “Coaching as Teaching” contributed to a comfortable emotional and social league environment.

Youth sport is an endeavor that loses most of its participants by the age of 13 or 14. The reasons for the high attrition rates are multifaceted, but among the reasons cited by kids for dropping out of organized sports are the negative pressures imposed by coaches and parents. Anyone with even a passing acquaintance with youth sports leagues knows that abusive behavior by coaches and parents can be a serious problem. Nationwide, youth sports providers report a shortage of referees and umpires, who cite the misbehavior of coaches and parents as the number-one reason for quitting. Other factors, in addition to adult misbehavior, also may account for the drop-out rate. It has been suggested, for example, that most kids playing youth sports simply are not taught well by coaches. As a result, only those with high natural talent or significant parental encouragement (or pressure) continue to play. Youngsters who have not learned the fundamental concepts and skills of their sports, and therefore cannot compete well, are less likely to go on. Seen against this backdrop, the value of a coaching education program that enables coaches to more effectively teach sport skills while creating a positive, enjoyable sports experience for children and adolescents is difficult to over estimate.

# The Coaching as Teaching Pilot Project

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Cheryl Armon, Ed.D. & Steve Venables<sup>2</sup>

## ABSTRACT

This report introduces a new form of coaching education and describes the outcomes of its evaluation. Nine volunteer male youth coaches were recruited for the project. Five participated in a series of educational workshops in which accepted, progressive teaching strategies were taught for the purpose of coaching beginner youth players in basketball. An eight-team league was formed and administered in which four of the coaches had participated in the workshops and four had not. Most of the players had little or no basketball experience. Multiple sources of data collected during the workshops and the league were used to evaluate the coaching education program and the league that was formed. All coaches were pre- and post-tested on ethical reasoning, concepts about coaching, and their thinking about the relationships between coaching and teaching (N=7). Players (N=53), and parents (N=40) were interviewed at the end of the league; all coaches were videotaped during practices, teams were videotaped during games, and observations of spectators were conducted during games. In general, the program was evaluated highly by all groups. Coaches who had participated in the coaching education program outperformed the other coaches on a variety of important measures.



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<sup>2</sup> Cheryl Armon is a Professor of Human Development at Antioch University Los Angeles and Steve Venables is the Executive Director of the Los Angeles Sports Foundation. Direct correspondence to [steve@lasportsfoundation.org](mailto:steve@lasportsfoundation.org)

This final report summarizes the key outcomes of the "Coaching as Teaching" Pilot Project. The project was developed with the premise that *coaching is teaching*. By partnering a sports organization with a university teacher education program, a coaching education program was developed that incorporates many of the successful theories, research, and strategies used for effective and progressive instruction in elementary and middle school classrooms. Strategies that support adult learning and development were also employed. The program was delivered to five volunteer youth coaches from the downtown Los Angeles area. At the completion of the coaching education program, a local basketball league was formed with eight teams. Four of the coaches had completed the workshop series while four had not. A central objective of this project was to observe and measure the effectiveness of the curriculum and, specifically, to investigate whether the coaches who had participated in the educational program would demonstrate better coaching strategies and skills than the coaches who had not. A secondary objective was to form a league that upheld principles of mutual respect and collaboration which would result in a reduction of conflict and the presence of supportive behavior amongst players, coaches, and spectators. The specific hypotheses were (1) teaching coaches effective instructional methods will enhance their coaching effectiveness; (2) student-centered, experiential, or "hands-on," coaching instruction will be highly satisfactory to the coaches receiving the instruction; and (3) creating a league that upheld principles of mutual respect for all parties would create a "moral atmosphere" conducive to positive, pro-social behavior by volunteer youth coaches,

youth athletes, parents and relatives, and administrators.

The curriculum was delivered during a series of six, four-hour workshops at a Los Angeles Recreation and Parks facility near downtown. The league was held at the same location, and was seven weeks long, with one game and two, two-hour practices each week. Data were collected on player satisfaction, player performance, team performance, coach reasoning about coaching before and after the workshops and league, coach behavior during practice sessions, parent satisfaction, and spectator behavior during games.

### **Curriculum**

The coaching education curriculum that formed the core of this intervention was *semi-emergent*, an educational approach first used with young children in which the instructor develops parts of the curriculum in relation to the interests, motives, and values of the students. In this curriculum, coaches participated in equal amounts of classroom and court time. During the court time, they had access to a group of youth players with whom they practiced some of the skills taught in each workshop. Although the workshops are designed for basketball coaches, the educational approach is appropriate for coaches of any sport. This curriculum is designed for six, four-hour workshops, but it could be adapted for use with fewer or more workshops.

The curriculum relied on a strong collaborative development process that is aligned with the works of Paulo Freire (1970/2007) and with the Core Values of the Los Angeles Sports Foundation, the organization centrally responsible for the curriculum. These values—Mutual Respect, Effective Communication, Clear and Developmentally Appropriate Expectations, and Advancing Intellectual and Ethical Development—were defined and reflected upon during the workshops.

Importantly, in contrast to a traditional, authority-driven approach, the curriculum relies on a progressive pedagogy in which players and coaches alike are in the roles of both *teachers and learners*, recognizing in each other the ability to both teach and learn. As John Dewey (1944) advocates, group experiences are viewed as opportunities to question, resolve conflicts, learn skills, and demonstrate mutual respect for all persons, regardless of their position or their level of skill. Research studies in education for the last four decades have shown that passive learning, such as that experienced in lecture and/or non-experiential demonstration models are generally less effective, particularly when the learning objectives are not only intellectual material, but also physical skills and specific actions (e.g., Kaufman, 1996).

During the implementation of this curriculum, the coaches were actively engaged and reported satisfaction with the dynamic, participatory form of teaching and learning. This was in evidence by their active participation in all workshop activities, including their

engagement in the co-construction of the learning objectives and in the collaborative critique of what we were doing together. *Appendix A contains the entire curriculum.*

### **The League**

The co-educational league was organized and began immediately after the completion of the workshops. Players were recruited in the local area through the park office, flyers, and announcements at local community centers and schools. Sixty boys and girls signed up and came to the assessment day. There was no charge for participation. On the day of the assessments, two independent, professional basketball coaches assessed the skill levels of all players and formed eight balanced and competitive teams. All players received uniforms and basketballs.

The target age range was 10 to 11. There were several children slightly older or younger but possessed skill levels that were appropriate for the league. The teams formed by the independent evaluators were then randomly assigned to each coach. Each team had the opportunity for two practices before their first game and all teams played seven league games and conducted two, two-hour practices each week.

League games were thirty-two minutes long and consisted of four, eight-minute quarters; the game clock was only stopped for time-outs and at the end of each quarter. The game was stopped for substitutions at the mid-point of each quarter. Teams were not

allowed to press beyond half-court and were required to play man-to-man defense. In the coaching workshops, a method of equal playing time was described and recommended. During the league, however, no particular distribution of playing time was required.

## **Research**

### ***Participants***

Participant groups included (1) volunteer youth coaches; (2) youth players; (3) parents of youth players, and (4) league teams.

Coaches. The volunteer youth coaches who participated in the league included 8 males, ranging in age from the early 20s to the late 30s. There were two African-American, one Caucasian, and five Latino participants. Four of the coaches had participated in the workshop series (experimental group) and four had not (control group). In the experimental group, one coach was removed after the third week due to absenteeism and tardiness. One of the other coaches from the experimental group took over that team and coached two teams for the rest of the season. Practices were combined for these two teams.

Players. Sixty children, ages 9-12 participated in the summer league. (Four dropped

out at different points over eight weeks.) Of the 60, 15 (25%) were female. All players were Latino and lived in the local area. Of the 53 players who were available for interviews at the end of the season, fourteen (26%) were female. Skill levels varied from no experience to a few players with significant basketball experience. The majority, however, had very little or no experience with team basketball.

Parents. Between 20 and 45 parents attended each of the games. The term "grown-ups" is more apt, or simply relations, as spectators were often siblings, aunts, uncles, grandparents, and/or neighbors of players. Forty parents completed the survey (1 parent per child).

League Teams. When the league started, there were eight co-educational teams with 7-8 players on each team (fewer girls than boys on each team.)

### ***Game Statistics***

The eight teams each played seven games during the league. Experimental-coach teams played only against control-coach teams. As can be seen in Table 1, two experimental-coach teams finished the league significantly ahead with a record of six wins and one loss. Two control teams finished in a tie for third place with four wins and three losses, and one experimental team had the least wins.

**Table 1**  
Team Records

Team #	EXP	CONTROL	wins	loses
1	X		6	1
2	X		6	1
6		X	4	3
8		X	4	3
4	X		3	4
5		X	2	5
7		X	2	5
3	X		1	6

***Game Video Analysis***

Beginning with the second official game, all games were videotaped. After the league was over, six game videos for each set of teams were viewed and coded by two collegiate basketball coaches from a local university. The videos were coded for commonly kept game statistics. They were also coded using a rubric for specific player movements postulated to be important for effective team play (Krause & Pim, 2002). These additional game statistics reflected three measures of potential player movement after passing—cutting to the basket, setting screens, and repositioning. It was also noted when the player receiving the pass assumed the triple-threat position. Prior to the video coding, each of the coding coaches underwent training and achieved an acceptable level of inter-rater reliability.

Regression analyses were performed on all game statistics for both control and

experimental teams seeking to explain the differences in performance that might be related to wins and losses. None were found.

ANOVAs (Analysis of Variance) were performed comparing experimental and control team scores on a number of variables. The experimental group had significantly fewer Three Point Field Goal Attempts and significantly more Assists than did the control group. Experimental teams attempted close to half as many three point shots as the control teams.

### ***Parent Survey***

During the last week of the summer basketball league, all parents were given a pencil and paper survey in both English and Spanish that included eleven statements with scores to circle from 1 (don't agree) to 5 (agree) and an open-ended comment section. The statements referred to their perspectives of their children's experiences in the league, particularly with their coaches, and their own evaluation of the league and their children's coaches. Appendix B contains the Parent Survey in Spanish and English.

Forty parents completed surveys with various levels of thoroughness; 29 entered responses to the open-ended request for comments at the end of the survey, 16 of which were parents of control coaches and 13 were parents of experimental coaches. All coaches received very high feedback scores on the statement agreement portion of the survey. On the 1-5 scale, all coaches' mean (average) scores fell between 4.88 and 4.94.

### ***Open-ended Questions***

For the free-response section, 29 parents produced 50 responses that were easily categorized into eight types: (1) Player Improvement; (2) Overall Good Program (e.g., program appreciation, well organized, community contribution); (3) Child Had a Good Experience (fun, happy); (4) Wants Program Repeated; (5) Good Coach; (6) Poor Coach; (7) Poor Player Distribution; and (8) No Player Improvement. Forty-six of the 50 comments fell into positive categories 1-4. Thus, on the whole, the parents reported an overwhelmingly positive experience no matter which coach their children had.

### ***Spectator Observations***

The original draft of the project plan included a workshop lesson plan on communicating with parents. In the workshops, however, the coaches did not identify parent problems in the process of generating the learning objectives for the workshop series. Therefore, the lesson was not delivered. Nevertheless, ethnographic, timed observations of "sideline," or spectator behavior were conducted during the last four games. In the analysis of the ethnographic observations, spectators' verbal comments were easily organized into encouragement-oriented comments and instruction-oriented comments. Encouragement-oriented comments included such statements as saying or yelling "Good job" or "All you have to do is try" to players as they played. Examples of instruction-oriented comments included, for example, an exchange between a mother and son at halftime: "Tell (name of teammate) to pass it to you; you are open."

The analysis revealed that the spectators made nearly twice as many encouragement-oriented comments than instruction-oriented comments. During the league, no significant problems with the spectators (mostly parents and other family members) were observed and this assessment was supported by the overwhelmingly positive responses on the Parent Survey completed at the end of the league (see Parent Survey, above), as well as comments made by all the coaches during the post-test coach interviews also conducted at the end of the league. Although some of our coaches reported significant difficulties with parents in other leagues, virtually all parents in this league were helpful and supportive to both players and coaches.

Investigation of a comment made by a coach in his post-test interview, however, provided an interesting opportunity for analysis in this area. He talked about a mother "who was basically telling the child what to do at every game, every single move when he was on the floor." The coach referred to the child as "acting like a robot... and that every time he got the ball, he would look at the mother and the mother would tell him what to do" (3). This coach-reported event was compared with the ethnographic observations taken during this coach's games. Few parents of this particular coach's team attended the games. One in particular was a basketball player herself. She stood out because of her interaction with her son during the games. Moreover, in the player interviews, the player in question stated that his reason for playing was because his mother played basketball in a women's league at the same location. The following excerpts from

observations conducted during one game include comments this mother made:

Parents complain to each other about the coach of team X's lack of engagement and lack of communication with his players during the game.

One of the mothers says in Spanish "He [the coach] does not do anything; he is only sitting down."

During halftime, a mom calls out her son and gives him pointers and tells him to tell a girl on his team to shoot from the paint instead of passing.

It is likely that the parent who coach X is referring to in his interview is the same one observed above. If so, these are clearly different perceptions. Having multiple data sources allows for comparing the perspectives of the coaches and the parents. Such inconsistencies between perspectives reveal the complex, relational dynamics among parents, coaches, and players.

In general, no inappropriate behaviors, such as disagreements with the referees, coaches, or score-keepers were observed among the spectators.

### ***Coach Interviews***

All coaches were interviewed individually by a professional interviewer prior to their involvement in the project and directly after the end of the league. All interviews were recorded and transcribed verbatim. Three interview protocols were employed. The first consisted of a set of open-ended questions concerning the coaches' concepts and reasoning about good coaching and its relationship, if any, to good teaching. The

second set consisted of the Moral Judgment Interview (Colby, Kohlberg, et al., 1981), Form A, which contains three parts of a challenging dilemma that pits the right to life against the right to property. During the second interview, after the end of the season, all coaches were also asked questions about their experience in the league. In addition, coaches who participated in the coaching workshops were asked for their frank evaluations of that experience and its impact on their coaching during the league, if any.

Moral judgment. The results of the moral judgment reasoning stage analysis of the pre- and post test interviews were as expected, and demonstrated the equivalency of the control and experimental coach groups in this area. All coaches' scores were near or within the conventional level of moral judgment (i.e., stages two and three). Using the 13-point scale, stage scores ranged from 2(3)-3/4. There were neither statistically significant variations between coaches in the pre-test, nor within any coach between pre- and post-test results. Table 2 presents the coaches' stage scores.

**Table 2**  
Coaches' Moral Judgment cores

Coach ID	Pre-test	Post-test
1	3(4)	3(2)
2	3/4	3/4
3	2/3	3(2)
5	2(3)	2(3)
6	3	3
7	2(3)	2(3)
8	2(3)	3(2)

## ***Workshop Assessment***

### *Written Coach Workshop Evaluations*

At the conclusion of each workshop, participant coaches filled out questionnaires anonymously. The questions were designed to encourage reflection and critique of the workshop experience. This information was used not only for evaluation purposes, but also to inform the curriculum as we went along. The questions asked which aspects of the workshop were most and least beneficial to the individual, whether enough or too much time was allotted to specific activities, whether and how the presentations were meaningful, whether the small group work was productive, whether activities were facilitated adequately and, finally, coaches were asked to describe how they felt about the workshop and what they would like to see at the next one. (Appendix C contains the Workshop Evaluation Form.)

In general, all evaluative responses were highly positive. That is, all participants at all the workshops wrote that they felt positively about their experience. What follows are descriptions of the forms of written responses to the other, specific questions. All responses to the question "What aspects/activities of the coaching workshop did you feel were most beneficial to you? Why?" could be easily sorted into four main categories:

1. Helping me to be a better teacher; learning about learning styles and teaching strategies (e.g., probing questions, active listening) and self

evaluation and self-improvement.

2. Participating in drills; having "hands-on" experience.
3. Having a knowledgeable/experienced instructor; observing good demonstrations.
4. Learning basketball fundamentals, good skills and drills.

The majority of the comments fell into the first category, helping the coaches become better teachers. Indeed, this was the only category that all workshop coaches wrote about. For example, one coach wrote, "I struggle with how I would teach (offense) to kids, now I have the skills/knowledge that will help." Another responded, "... the humanistic learning approach. It puts coaching in more of a perspective." A third coach wrote, "Learning the similarities between teaching, coaching, and parenting." The second most common responses fell into Category 2, above, Participating in the actual drills and/or having a "hands-on" experience. For example, one coach wrote, "I enjoyed actually working with kids and doing the drills that we learned." Another said, "By practicing coaching the drills with the kids, it really gave me the opportunity to carry out and execute what I was taught."

The coaches also commonly remarked that they enjoyed having an experienced and/or knowledgeable instructor and competent demonstrations of the drills (Category 3, above) and also that they were able to learn many new skills and drills related to basketball (Category 4, above).

At the end of each evaluation, the coaches were asked to critique their experiences and to tell us what they would like to see at the remaining workshops. Comparing earlier and later responses to this question provided indicators as to how the coaches' thinking may have changed over the course of the workshops.

In earlier workshops, coaches' responses showed more of a concern for information and basic skills about the sport of basketball. One coach wrote, "I felt my understanding of the sport grew vastly." Another stated, "Overall, it was a great learning experience that taught me some basic skills."

In later workshops, by contrast, the comments shifted from a concern about learning new skills and drills to a focus on how they could effectively teach youth players. As one coach said, "[I] feel very good and [am] becoming more comfortable actually working with the kids and becoming more and more confident with our coaching." Another stated, "... it gives me insight into those I want to coach." A third coach said, "I would have liked more time with the kids to see how much was learned." A fourth coach commented, "We could have gone over the aspects...that would have been most effective and most important for the kids to know about after walking away from doing the drill."

The coaches' comments also demonstrated an interest in learning more about coaching

and adopting more effective methods and ideas than those they had used in the past, as these comments exemplify: "I enjoyed the different types of teaching/coaching lecture; it helps us know what we want to try to do." And, "I was satisfied with the vast amount of information that was provided. Anything and everything that will help me continue in the growing process." These later comments indicate an increase in self-reflection as well as a greater concern about effective teaching and self-assessment.

### ***Five-Minute Learning Journals***

At the conclusion of each workshop, the participants were asked to write a five-minute journal entry. There were two prompts: "What did you learn the most about today?" and "What do you want to learn more about?" Their answers to these questions provided information about their learning.

Coach responses to the questions consistently highlighted an interest in effective teaching strategies. In addition, their entries demonstrated not only recognition of, but also an appreciation for the personal interaction apparent in the teaching method, specifically, differentiated instruction where each student is taught in response to his or her interests and needs. Some coaches recognized that "differentiated instruction" was necessary for them to do as well in order to create the forms of personal interaction that they were experiencing in the workshops. The following excerpts from the Five-Minute Learning Journals provide examples of these points.

I learned that all kids can be taught something new despite the level of knowledge they might possess. (Journal 5-1)

I learned many different ways of how to make the kids more comfortable and really be motivated to learn. (Journal 5-5)

During today's lesson I learned most about the different approaches I can take towards teaching and coaching the kids, also the different styles of teaching. (Journal 4-2)

I would like to continue to learn about the different styles of teaching. Learning these styles is helping me to learn good communication skills that will be most effective. (Journal 4-3)

I learned that I must relax more and let others help me to coach them better. Ask questions and let the kids answer them. (Journal 2-5)

I want to learn more about how to be positive and help be a mentor as well as a coach and how to find that half-way point with the kids to make that connection. (Journal 5-5)

More drills are always helpful and in addition learning more on the styles of coaching and teaching. (Journal 4-2)

### ***Post-Test Interviews: Workshop and League Evaluations***

In the post-test interviews, the experimental coaches were asked to evaluate their workshop experience and both the experimental and control group coaches were asked to describe their experience coaching in the basketball league and how it compared with previous experiences. They were also asked additional questions, for example, about the two, two-hour practices. The following excerpts from the post-test interviews provide illustrative examples. (All caps indicate the interviewer.)

### Workshop Experience (experimental coaches)

Coaches that participated in the workshops were asked about their experience in the post-test interviews. While they viewed the experience from different perspectives, there was a common theme about the workshops providing a place for coaches to learn, to learn about learning, and be supported through the learning process.

One coach found the process of reflection on how learning takes place useful for his own coaching:

...CAN YOU TELL ME OTHER THINGS THAT WERE POSITIVE ABOUT THE WORKSHOP ASPECT?

... another thing that was good was when you broke it down and were showing us how the learning takes place. That was interesting. It's not something that we cover. So we understand how children learn and using that, we're trying to develop something else. I was thinking about that every time I was out there with those kids.

GREAT.

...every kid was learning in a different way, so I was trying to get to the way they were learning, try[ing] to focus the whole lesson on them. So just the joy I was getting out of those workshops, too. (2)

Another coach reflected on his initial fear about whether he would be able to coach effectively, and how the workshops helped him to gain confidence and learn in a supportive environment.

FIRST I WANT TO ASK YOU WHAT YOU THOUGHT WERE SOME OF THE GOOD THINGS ABOUT THE COACHING WORKSHOP.

The workshops were good... The teaching part of it, because I was scared going into it because I didn't know much about basketball... The fact that [instructor] was willing to hear us out and say, OK, what is it you want to learn about this. And if we had any problems he takes ... us aside and tells us, this is...what you can do. I thought that was great. The whole strategy of connecting with the kids. That stuff's

always good to review... I really enjoyed it.

WHAT DID YOU THINK OF THE FORMAT OF HAVING CLASSROOM TIME WHERE WE GOT TO DISCUSS DIFFERENT IDEAS, AND THEN GOING OUT ON THE GYM AND ACTUALLY GETTING TO PRACTICE IT YOURSELF?

The workshops we did and how we did it? I loved that. I'm more of a kinesthetic learner so you can explain it to me and I'll probably miss, from step 1 to step 10, I'll probably miss 4-8. But if you're able to explain it to me, this is what we're trying to accomplish, ok, now we go see it, we go do it. I love that. I get to do what you're telling me and I get to see how it works first hand. Of course, some of the instructions were difficult; some of the concepts were pretty hard concepts so it took a while to learn some of these drills for me. But after a few practices I got them down. (1)

League Experience. All of the coaches made insightful comments about the league, including what made it good from their perspective and how it was different from other leagues they had participated in.

WHAT DO YOU THINK WERE THE BEST THINGS ABOUT THIS PARTICULAR LEAGUE?

"...the coaches were nice to each other. The players were nice. It was very sportsmanlike. Everything was very well organized. The refs were very nice and helping out the kids. It was basically like a learning experience for everybody so I think it was one of the best leagues I've seen."

WOULD YOU LIKE TO PARTICIPATE IN THE LEAGUE AGAIN?

"Definitely. I would love to be back in the league and see the kids again, see the new kids. It was a very comfortable situation. There were different people, whether it would be another coach that you could go to and talk to, or yourself or [the instructor], who were there to help, whether we used the help or not it was good to know. The community was good. All the parents got along. That means a lot, too. Sometimes you go places and I tell you, it's another [scene]. It was a very comfortable atmosphere... Especially me being one of the few African Americans that you even see over here. Everyone treats me really nice. It was a good feeling." (3)

WHAT WERE SOME OF THE BEST PARTS OF THIS LEAGUE FOR YOU?

"I felt it was good for me to have somebody like [the instructor] I could turn around to and say, I'm having trouble with this, what can I do? Whereas, in other leagues you're on your own. You'd never see the commissioner but on game days and if

you have trouble, other coaches are competitive within their own league. They don't even want to talk to you and I'm like, Guys, we're trying to work together."

I GUESS THAT'S RIGHT BECAUSE THEY'RE PLAYING AGAINST YOU, RIGHT?

"Yeah. Here I felt like me and J developed a good relationship where if I saw that something wasn't working with me and I saw that I needed help, I felt free and comfortable asking J, "Hey J, I saw that you had good response with whatever, how can I make that work? How can I implement that with mine? He told me and then we'd talk." (2)

DO YOU THINK THE COACHES WERE MORE FRIENDLY WITH ONE ANOTHER IN THIS LEAGUE?

"Definitely. The other league, the coaches all hated each other!! There was so much bad blood and nobody liked the director of the league... everybody was bad-mouthing him. I wasn't 'cause I was the newest person there, but everyone was telling me, this person that, this person this, blah, blah, blah. But in this league, no one had anything against anyone."

IS THERE ANYTHING ELSE YOU WOULD LIKE TO ADD?

"No...I just want to say again that it was a great experience for me and I'd like to do it again." (5)

Coaches also noted the effect that offering a free league in the community had on the participants and how that contributed to an overall positive atmosphere for the coaches.

WHAT DO YOU THINK WERE THE ASPECTS THAT YOU LIKED ABOUT PARTICIPATING IN THIS LEAGUE?

"The part that, how you guys came in and gave the kids balls and their uniforms, it was a free program for them to come in here. All the games here are [usually] charged for. That's what brought most of the kids in here. The love of the sport. Given the chance that they didn't have to worry about paying for something and just letting them play the game. I also liked how you guys were always on top of everything, making sure that we were fine, the whole team was fine, the coaches, and everything was running smoothly. That was another positive thing. How everything was run, basically. It was very positive. No negativity around. All the coaches [acted like they knew] each other, if it's from sight or somewhere else. Everybody was always cool with each other. They were, "Hi, how are you doing?"

No matter if we were on the court or practicing. All the coaches were, How you doing? The same thing with the teams. The little facts, Oh yeah; we're going to beat you. But they were all cool off and on the court. That was another positive on the whole league." (5)

Longer and More Frequent Practices. One of the biggest differences between the set up of the LASF league compared to other leagues is that each team had two, two-hour practices per week, whereas many leagues consist of one, one-hour practice a week. Interestingly, not only did all the coaches approve of this practice time, but also half of them said they wished there had been more practice time.

WHAT DO YOU THINK WERE THE BEST THINGS ABOUT THIS PARTICULAR LEAGUE?

The practices. The practices gave you plenty of time. Often you only have 1 hour...the amount of time definitely gave you...everybody seemed to be on the same page. (3)

DID THIS LEAGUE SEEM REALLY ANY DIFFERENT TO YOU FROM OTHER LEAGUES YOU'VE WORKED WITH IN THE PAST?

You know what? It did seem different. Well, I had more interaction with the kids, I had more time with kids...in the other league, we just practiced before the season, in the park before it started. This was pretty different. I had a lot of fun in this league. (5)

WHAT DID YOU THINK ABOUT THE TWO 2-HOUR PRACTICES EACH WEEK? DID YOU THINK THAT WAS TOO MUCH, NOT ENOUGH, OR JUST RIGHT?

It came out a little short.

MOST BASKETBALL LEAGUES JUST HAVE 1 HOUR OF PRACTICE PER WEEK.

Two hours came out a little bit short. There's always something that you wanted to do with them and you couldn't do it... Maybe an hour more or one more day of practice would have been fine. (7)

WHAT ABOUT THE 2 HOUR PRACTICES PER WEEK, WERE THEY TOO MUCH, TOO LITTLE, OR JUST RIGHT?

It wasn't bad. I thought it was enough time. I think I accomplished quite a bit of stuff.

MOST LEAGUES FOR THIS AGE HAVE 1 HOUR OF PRACTICE A WEEK INSTEAD OF 4.

I thought it was pretty good. The kids loved to play scrimmage so the cool thing is, I got to teach them a few things and for the last half hour we'd do scrimmage. We'd save the scrimmage for the last half hour and we'd discuss things and we'd work on this. I think it was great. I tend to plan overboard anyway. (1)

Another coach noted that the players really benefited from the extra practice time to work on improving their skills.

YOU KNOW HOW, TYPICALLY, IN A YOUTH LEAGUE YOU GET 1 HOUR OF PRACTICE PER WEEK AND 1 GAME PER WEEK. WHEREAS [here] YOU HAD 4 HOURS OF PRACTICE PER WEEK.

Just looking at the level that it was at, that was good for the level it was at. I think 11-12 year olds, even in my case I had an 8-year-old, even in that case with that I had time to really work out certain things with them...I was able to do different things. (6)

### ***Coach Practice Video Analysis***

All of the coaches were videotaped during some of their weekly practice sessions. During a two-hour practice, each coach was videotaped while wearing a lavalier (under chin) wireless microphone during the first, middle, and last fifteen minutes of the practice.

Two videotaped practice sessions for each coach were selected from the last two weeks of the season. These recordings of the actual conversations among coach and players provided a unique source of information that would be otherwise unavailable during typical observations. All videos were viewed multiple times by a research

assistant who took detailed ethnographic notes on each one. The notes were analyzed using a general coding scheme constructed from the workshop objectives. Appendix D contains the coding categories for the coach practice analyses.

The preliminary analyses of these tapes revealed startling differences between the control and experimental coaches' behavior. For the most part, the experimental coaches instructed the children in the same ways they had been instructed during the workshops, including using the same teaching strategies. For example, experimental coaches included the players in formulating practice plans and objectives, they asked for players' opinions, they encouraged players to self-critique, they demonstrated empathy, they integrated homework to reinforce learning, they helped players identify their strengths and weaknesses and were able to help individual players find ways to work on their weaker areas. In addition, they had practice plans, similar to lesson plans, with specific objectives and planned activities to reach those objectives. Moreover, experimental coaches had fewer conflicts with and among players during practice. In general, experimental coaches used their instructional time well and provided more effective instruction. Thus, most of their players were engaged in the group activities most of the time, whether it was a team meeting or running a practice drill. Finally, experimental coaches did not use punishments, such as "running suicides" or doing push-ups if players were late or disagreeable. Instead, they used discussion and mediation techniques when necessary.

In contrast, the control group practices were, generally, poorly organized with significant periods of "down time" in which players were unsupervised, running around the gym, shooting at baskets in other areas of the gym, and just plain fooling around.

Alternatively, they were running laps or "suicides" or doing push-ups as a consequence for a behavior deemed punishable by the coach (e.g., lateness). Drills were often poorly organized such that players were waiting long periods of time while a single player had his/her turn doing a drill.

In addition, while the tapes revealed all control group coaches to be predominantly friendly and supportive of their players, they were uniformly authoritarian, making all decisions and expecting blind obedience from the children, e.g., "Do it because I said so." Surprisingly, the tapes also revealed that three of the four control coaches used material rewards, including cash, trips, and trinkets as rewards for good behavior, such as making shots. This behavior had gone unnoticed by the league administrator, project director, and research assistants. None of the experimental coaches used a material reward system.

### ***Player Interviews***

Fifty-three players were available to be interviewed during the last week of the league. Each interview took about 30-45 minutes and was tape recorded. Players were asked over forty questions about their experiences with their coach, specifically, and in the

league generally. The interview protocol included both yes/no questions and many open-ended questions concerning the players' reasoning, thoughts, and feelings about their coach and the league. (The player interview protocol can be found in Appendix E.) Concerning the yes/no questions, analyses indicated there were few differences in players' opinions between the two groups. All but a few children reported liking their coach and their experiences, regardless of which coach they had, and all children reported that they would like to play in a similar basketball league again soon. Most children also reported that their coach was a "good coach," but more players of control group coaches identified their coaches as "bad." Virtually all players reported that their coach made them "feel good" during games, whether they won or lost, and that they "got along" with their coach.

Almost all players reported having learned during the league experience; however, the proportion of players who reported learning basketball skills, generally, and specific skills in particular was greater in the experimental group.

Another significant difference between the players of the control and experimental group coaches concerned the actions of teammates. When asked, "Did your teammates act the way you expected them to?" significantly more players of control group coaches said "No."

### ***Open-ended Questions and Responses***

A qualitative analysis was conducted on responses to open-ended questions in a two by two comparison, combining responses from two experimental and two control teams' players each of which had a comparable number of player responses.

In most cases, the responses to the open-ended responses were highly similar among the children of both control and experimental coaches. Almost every child reported liking their coach, having fun, loving basketball, and feeling that, generally, they had a good coach. However, comparative analyses of key variables yielded some significant differences.

After responding affirmatively to the question as to whether they thought their coach made them feel good, the children were asked "How did your coach make you feel good?" Seven of twelve responses from the experimental teams contained the content category "He taught me how to play basketball; he explained all the steps of the drills." In contrast, only two of twelve responses from the control coach players reported this.

Similarly, when asked "What was good about your coach?" after answering affirmatively to "Was your coach a good coach?" significantly more players of experimental coaches said their coach was good because he taught them to play better, whereas players of The control coaches were more likely to say their coach was good because he was "fun" or because "he played with us."

All players were asked "What do you think were your responsibilities on your team? What were you expected to do on your team?" Eleven of twelve responses from the experimental teams reported specific behaviors, such as "pass the ball," "block," "get rebounds," "make baskets," "not make a turnover," and so forth. Eight of twelve control coaches' players reported this. More dramatic were the differences among the teams regarding helping other teammates. Six out of twelve of the experimental teams' players responded in this area, specifically. They said, "help other players," "help beginner teammates," and "show respect for others." Only one of the control teams' players reported these behaviors as responsibilities of being on a team. Alternatively, while eight of twelve players on the control coaches' teams responded to the same question with "I didn't know," "whatever the coach told us," and "listen to the coach," only three of the twelve players from the experimental teams said this.

Each player was asked "what did you learn most in this basketball league?" Respondents from both experimental and control teams reported learning skills such as shooting, passing, and game rules more frequently than other things such as how to make new friends, or how to work as a team. First and second responses were coded. There were differences between the two sets of teams in terms of whether they reported specific skills. For example, on one of the experimental teams, out of fourteen possible responses, eleven were highly specific, such as passing, cutting to the basket, and/or making lay-ups. Only two players reported "skills," but did not elaborate, and one player

reported nothing. In contrast, on one of the control teams, also out of fourteen possible responses, only five reported a specific skill and nine reported nothing. Table 2 presents the first and second responses from two experimental and two control teams' players.

**Table 2**

Skill Reporting: Experimental vs. Control

Experimental Teams		Control Teams	
Team 1 First Response	Team 1 Second Response	Team 5 First Response	Team 5 Second Response
1=dribble knockout 2=general skills 3=passing 1=no response	1=drills 1=cutting to the basket 1=fouling others 1=doing lay-ups 1=king's drill 1=defense 1=passing	2=shooting 1=general skills 3=no response	1=defense 2=dribbling 4=no response
Team 2	Team 2	Team 8	Team 8
1=passing 1=rebounds 1=game rules 1=offense 2=no response	3=dribbling 3=no response	1=defense 2=shooting 1=game rules 3=no response	1=dribbling 6=no response

A final difference between the experimental and control team players occurred in response to the question, "What were some of the worst things that happened to you in

this league?" While players from both teams reported many expected occurrences such as sustaining an injury or getting too tired, twice as many control team players reported problems with their teammates, for example, "they were mean," team members would fight, or team members would not pass the ball.

Two of the three experimental coaches who finished the season chose to use a form of equal playing time that was described in the coaching workshops. (See Curriculum, Attachment 6-1.) At the beginning of each game, they assigned numbers to each player and rotated the series of numbers at each substitution interval during the game. This method differed from the system described in the attachment in that these coaches assigned the players new numbers at the beginning of each game, rather than players keeping their numbers throughout the season. Due to attendance issues, it could be argued that this adaptation, or something like it, was necessary. The control coaches each chose how much playing time their players would receive during the games. Interestingly, all chose the same approach and substituted their lesser skilled players into the game for other lesser skilled players, leaving the most skilled players in the game the majority of the time. This contrast in approach to the allotment of playing time is particularly significant when considering that the two coaches who used a model of equal playing time won more games than the teams which played their most skilled players most of the time.

## **Conclusions and Discussion**

This project was designed to influence coaching methods through a progressive curriculum that taught coaches accepted, effective teaching strategies. Data from multiple sources were collected in order to assess the effectiveness of this curriculum. The specific hypotheses were (1) teaching coaches effective instructional methods will enhance their coaching effectiveness; (2) student-centered, experiential, or "hands-on," coaching instruction will be highly satisfactory to the coaches receiving the instruction; and (3) creating a league that upholds principles of mutual respect for all parties will create a "moral atmosphere" conducive to positive, pro-social behavior by volunteer youth coaches, youth athletes, parents and relatives, and administrators.

Our first hypothesis—that coaches who participated in the workshops would be more effective instructors— was supported by data from multiple sources. First, the two teams that won the most games in the league were both coached by experimental coaches. These winning teams can be considered to have learned more skills than those of the control coaches, since all players in the league were assessed and fairly distributed among the teams at the start of the league.

The player interviews indicated that although almost all players really liked their coach and thoroughly enjoyed their experiences with the league, specific responses to open-ended questions revealed that players of experimental coaches were more likely to

describe their positive experiences and the value of their coach in terms of specific learning of skills, both athletic and social. This was particularly true in the area of team work. Players of experimental coaches described specific team work and helping skills as responsibilities of being on a team whereas virtually none of the players of control coaches reported this. Indeed, the most common response from the players on control teams was that they didn't know what their responsibilities on the team were other than to obey or listen to the coach. Similarly, control team players reported significantly more problems with their teammates.

Secondly, the video game analyses also supported the view that the experimental coaches provided stronger instruction in teamwork. In the workshop curriculum, the areas of passing, moving without the ball, and shooting high percentage shots (particularly lay-ups) were emphasized. The significant difference in assists indicated that the experimental team players were more successful passers. That is, they either had better passing skills or a better idea of where to pass or both. Moreover, since these passes led scoring, it appears that the experimental players were also more frequently in a position to receive a pass and shoot and score. Additionally, perhaps more positive social conditions promoted by the particular form of team meetings, as well as active listening, and mutual respect within the experimental teams made it more likely that they players trusted their teammates. Under these conditions, players are more likely to work harder to get open and more likely to pass to open teammates. (In

the Curriculum [Appendix A] Attachment 1-5 contains the Active Listening lesson plan and Attachment 3-1 contains the Team Meeting lesson plan.)

In addition, the experimental team players attempted fewer three-point shots, which indicated greater accuracy in self-assessing their abilities.

The lack of significant differences in the regression analyses performed on all game statistics for both control and experimental teams indicated that players' skill levels were evenly distributed among the teams. Had the winning teams simply had better players, there should have been differences in, for example, the field goal percentage.

Finally, the coach practice video analyses demonstrated that the experimental coaches were more organized, and used identifiable teaching strategies more frequently than did the control coaches. As a result, their players were engaged or "on task" much more of the time during practice, doing meaningful things that led to learning. These data demonstrated that the experimental coaches had learned and were using some of the teaching strategies taught in the workshops. They had practice plans with both social and athletic objectives which, to varying degrees, they carried out. In contrast, the control coaches appeared to have no clear plan or objectives for their practices.

It was especially interesting that three of the control coaches used material reward

systems with their players as well as punishments. These methods encourage obedience and extrinsic learning, that is, learning for the reward, rather than learning for its own sake. In addition, there was no evidence that such rewards and punishments were effective.

Our second hypothesis, that student-centered, experiential, or "hands-on," coaching instruction would be highly satisfactory to the coaches receiving the instruction was supported by the written workshop evaluations, learning journals, and by the post-test interviews with experimental coaches. These coaches specifically identified the experiential aspects of the workshops as highly beneficial. Moreover, all experimental coaches voluntarily commented that (1) they would highly recommend the workshop series to other coaches, and (2) that they wanted to attend more workshops of this sort.

Our third and final hypothesis was that creating a league that upheld principles of mutual respect for all parties would create a "moral atmosphere" conducive to positive, pro-social behavior by all participants. This hypothesis was overwhelmingly supported in our project by all data sources including coach post-test interviews, player interviews, parent surveys, and spectator observations. First, it was well-organized and had a consistent "presence." The league director was in regular communication with the park staff, and was present at all games and most practices. This made it possible to quickly resolve any issues that came up. Parents, coaches, and players were pleased most of

the time because their concerns were addressed in a timely manner. Project assistants, some of whom were fluent in Spanish, were available to discuss issues with parents without a language barrier. All coaches were collegial with one another and often helped each other out, including co-coaching at times. These observations were corroborated by the post-test interviews with both experimental and control coaches. They reported being more comfortable with the other coaches and with their players than they had experienced in the past. All coaches reported a strong interest in participating in a similar program again.

Interestingly, the overwhelming success of our program may have affected our research results in ways we had not expected. Principally, the league experience was so highly evaluated by all participants that some of the expected, statistically significant differences between the two sets of coaches/teams could not be established.

In addition, it is possible the low level of prior experience with team sports and coaching made it more challenging for players and parents to be critical of the coaches or the league. Perhaps a more experienced group would have been more critical.

In summary, the analyses demonstrate that teaching coaches effective methods of instruction does result in more effective coaching. Viewed either from a sports skills or a social skills perspective, *Coaching as Teaching* appears to represent a useful and

engaging model of coaching instruction. In addition, developing leagues that uphold ethical principles, norms of collegiality, and provide support for coaches also helps. Participants are more likely to enjoy their experience. Coaches, in particular, benefit from not only the assistance of the league administrator but also the support of their peers.

### **Program Recommendations**

This section provides recommendations for individuals and organizations that are starting or already engaged in coaching education.

#### ***Coaching Workshops***

It can be frustrating for coaching educators to teach pedagogical methods, or "theory," to volunteer youth coaches in the typically short, one-day clinics. Coaches are often much more interested in the skills and drills of the sport. Our experience presenting a series of six workshops—much more than the typical amount of time—was very helpful because we were able to see a shift in the way coaches thought about their learning experiences. Although the coaches in the experimental group began the workshops with a strong interest in learning skills and drills, their interest in how to impart their newfound knowledge grew as time went on.

Based on these outcomes, it is recommended that when presenting coaching education workshops, instructors be advised to be aware and supportive of coaches' strong initial desire to learn skills and drills over learning and applying theory. Instead of presenting lectures or "passive learning" experiences and expecting coaches to learn, we would advise creating an alignment of the pedagogy, or teaching strategies, used with the coaches and the teaching methods you want them to use with their athletes. Active learning occurs when coaches engage in meaningful learning activities that require them to observe, think, and problem solve. Similarly, when coaches engage in co-determining what they need to learn, they become active rather than passive learners. Focus first on the skills and drills and actively engage coaches in "learning by doing." Then, after a substantial amount of skill content is covered, review not only the material but how the material was presented. As coaches become familiar with effective teaching strategies, they will choose them because their athletes will learn more effectively, too.

### ***League Administration***

#### Playing Time

Coaches' decisions about the allotment of playing time is often based upon projecting which players should play the most so that the team will have the best chance to win. However, decreased playing time can contribute to disinterested players and dissatisfied parents. Based on the success of the coaches in our project that used equal playing with their teams, as well as the positive feedback from the parents, it is recommended that

leagues and coaches use similar systems to regulate equal playing time for their players.

### Parent Meetings

Although communicating with parents was not a problem identified by the coaches in our workshops and, therefore, was not covered in the workshop series, we offer a detailed lesson on parent meetings and dealing with parents generally in our curriculum. In general, we believe youth sports leagues can create a more supportive environment for youth players if the parents are actively engaged in the youth sport experience, rather than solely relegated to bringing snacks or cheering from the stands.

It is recommended that parent meetings be held by each coach prior to the start of the season and periodically, as necessary. These meetings should engage parents in an experience designed for them to identify their expectations and goals for their children, and to open the channels of communication between coaches and parents.

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## Appendix A

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

Delivered to the LA84 Foundation  
2008

Cheryl Armon, Ed.D. & Steve Venables  
Los Angeles Sports Foundation

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## Preface

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

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

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

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

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

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

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

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

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

*Cheryl Armon, Ed.D., Antioch University Los Angeles &  
Steve Venables, The Los Angeles Sports Foundation*

*September 27, 2007  
Los Angeles, California*

## Introduction

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Coaching as Teaching*  
Workshop #1

I. Module 1 (classroom)

Distribute materials:

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

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

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

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

II. Module 2 (classroom)

A. Coaching Objectives Formulation

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

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

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

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

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

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

### III. Module 3 (gym)

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

#### A. Demonstration and Practice

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

#### B. Model Pedagogy

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

### III. Module 4 (classroom)

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

Did the coaches meet their goals?

Did the coaches practice Active Listening?

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

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

#### C. Learning Journal

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

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

## Attachment 1-1

### **The Signature Game**

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

Supplies: A pencil and the Signature Game Worksheet

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

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

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

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

## Signature Game Worksheet

Someone who has coached an all-girls team

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

Someone who has coached a winless season

Someone who has completed a marathon (running or biking)

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

Someone who has attended a College Basketball game

Someone who has coached a player with a disability

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

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

- *Mutual Respect*

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

- *Effective Communication*

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

- *Clear and Develop mentally Appropriate Expectations*

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

- *Advancing Intellectual and Ethical Development*

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

Attachment 1-3  
**Probing Questions**

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

The following table has been adapted from:

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

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

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

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

### Example Responses

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

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

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

1. Focus/ keeping kids attentive

2. Parents

3. Playing time

4. Bad attitude

- Team
- Parents
- Practice
- Coaches
- Others

5. Being likable to all kids/players

6. Knowledge of how to teach BB

- Drills
- Strategies
- Plays

7. Staying on schedule

8. Team defining theme

- Team building

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

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

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

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

**Overall Objectives**

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

Coaches will learn to articulate the methods of active listening.

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

Coaches should feel interest in and empathy for the speaker.

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

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

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

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

**Procedures**

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

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

## **Lesson Plan: Footwork Fundamentals**

### **Overall Objectives**

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

### **Assessment**

Coaches will demonstrate their understanding by:

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

### **Procedures**

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

### **Drill - Footwork Series**

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

Activity 1. Jump Stop

Activity 2. Jump stop and Front pivot

Activity 3. Jump Stop and Reverse pivot

Activity 4. Jump Stop, Front Pivot, Reverse Pivot

### **Breakout Session**

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

### **Coaching Practicum**

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

## Lesson Plan: Ball-Handling

### Overall Objectives

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

### Assessment

Coaches will demonstrate their understanding by:

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

### Procedures

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

### Drill - Ball Handling

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

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

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

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

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

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

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

**Breakout Session**

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

**Coaching Practicum**

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

## Lesson Plan: Dribbling

### Overall Objectives

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

### Assessment

Coaches will demonstrate their understanding by:

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

### Procedures

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

### Drill - Dribbling Basics

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

Activity 1. Stationary Dribble- player dribbles in one place

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

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

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

### Drill - Dribbling and Footwork

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

### **Drill - Crossovers**

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

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

### **Breakout Session**

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

### **Coaching Practicum**

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

## **Coaches' Interview Protocol**

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

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

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

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

### **Workshop Evaluation Forms**

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

*Coaching as Teaching*  
Workshop #2

I. Module 1 (classroom)

A. Community building and review

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

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

II. Module 2 (classroom)

A. Social and Emotional Objectives Formulation

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

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

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

### III. Module 3 (gym)

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

#### A. Demonstration and Practice

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

#### B. Model Pedagogy

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

### IV. Module 4 (classroom)

#### A. Reflective discussion and critique

Did the coaches meet their goals?

Did the coaches practice Active Listening?

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

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

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

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

#### D. Workshop Evaluations

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

### Coach 1

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

### Coach 2

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

### Coach 3

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

### Coach 4

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

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

#### Coach 5

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

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

### **Overall Objectives**

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

### **Assessment**

Coaches will demonstrate their understanding by:

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

### **Procedures**

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

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

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

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

### **Drill - Partner Passing**

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

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

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

### **Breakout Session**

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

### **Coaching Practicum**

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

## **Lesson Plan: Shooting**

### **Overall Objectives**

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

### **Assessment**

Coaches will demonstrate their understanding by:

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

### **Procedures**

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

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

Shooting form:

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

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

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

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

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

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

**Breakout Session**

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

**Coaching Practicum**

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

## **Lesson Plan: Team Defense**

### **Overall Objectives**

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

### **Assessment**

Coaches will demonstrate their understanding by:

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

### **Procedures**

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

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

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

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

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

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

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

### **Breakout Session**

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

### **Coaching Practicum**

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

*Coaching as Teaching*  
Workshop #3

I. Module 1 (classroom)

A. Community building and review

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

B. Problem Identification

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

C. Team Meetings

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

II. Module 2 (classroom)

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

III. Module 3 (gym)

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

A. Demonstration and Practice

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

## B. Model Pedagogy

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

## IV. Module 4 (classroom)

### A. Reflective discussion and critique

Did the coaches meet their goals?

Did the coaches practice Active Listening?

Did the coaches use Probing Questions?

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

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

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

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

### D. Workshop evaluations

## **Lesson Plan: Team Meetings**

### **Overall Objectives**

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

### **Assessment**

Coaches will demonstrate their understanding by:

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

### **Procedures**

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

### **Activity**

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

Coaches should try to:

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

## Attachment 3-2

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

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

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

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

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

#### *Pedagogy*

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

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

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

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

## *Models of Human Nature*

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

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

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

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

### *Forms of Pedagogy*

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

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

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

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

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

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

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

Models of Human Nature X Forms of Pedagogy

	Social Learning	Maturational	Interactionalist
Traditional	X		
Humanistic		X	
Progressive			X

## Lesson Plan: Team Offense

### Overall Objectives

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

### Assessment

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

### Procedures

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

### Drill - Basket Cut and Fill Cut

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

### Drill - Team Frame 3 on 0

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

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

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

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

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

### **Drill - Screening**

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

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

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

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

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

### **Breakout Session**

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

### **Coaching Practicum**

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

## Lesson Plan: Individual Defense

### Overall Objectives

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

### Assessment

Coaches will demonstrate their understanding by:

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

### Procedures

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

### Drill – Kings Drill

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

## Variations

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

### Sample Commands:

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

### **Drill – Alley/Zig-Zag Drill**

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

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

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

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

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

### **Breakout Session**

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

### **Coaching Practicum**

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

## Lesson Plan: Rebounding

### Overall Objectives

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

### Assessment

Coaches will demonstrate their understanding by:

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

### Procedures

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

### Drill – 3 on 3 Rebounding

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

### Breakout Session

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

## **Coaching Practicum**

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

*Coaching as Teaching*  
Workshop #4

I. Module 1 (classroom)

A. Community building and review

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

II Module 2 (classroom)

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

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

III. Module 3 (gym)

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

A. Demonstration and Practice

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

B. Model Pedagogy

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

#### IV. Module 4 (classroom)

##### A. Reflective discussion and critique

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

Did the coaches practice Active Listening?

Did the coaches practice Probing Questions?

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

Did the coaches transfer authority when appropriate?

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

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

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

D. Workshop evaluations.

Attachment 4-1

**Authority Graphic Organizer**

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

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

Behavior	Emotional Climate	Effective

*Coaching as Teaching*  
Workshop # 5

I. Module 1 (classroom)

A. Community building and review

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

II. Module 2 (classroom)

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

III. Module 3 (gym)

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

A. Demonstration and Practice

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

B. Model Pedagogy

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

#### IV. Module 4 (classroom)

##### A. Reflective discussion and critique

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

Did the coaches practice Active Listening?

Did the coaches practice Probing Questions?

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

Did the coaches transfer authority when appropriate?

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

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

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

D. Workshop evaluations

Attachment 5-1

**Coach Authority Graphic Organizer**

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



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

Steve Venables, Los Angeles Sports Foundation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Coaching as Teaching*  
Workshop #6

I. Module 1 (classroom)

A. Community building and review

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

B. Practice Planning

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

II. Module 2 (classroom)

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

III. Module 3 (gym)

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

A. Demonstration and Practice

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

B. Model Pedagogy

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

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

#### IV. Module 4 (classroom)

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

Did the coaches meet their goals?

Did the coaches practice Active Listening?

Did the coaches practice Probing Questions?

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

Did they provide effective instruction?

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

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

C. Workshop evaluations.

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

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

## **Lesson Plan: Practice Planning**

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

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

### **Overall Objective**

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

### **Assessment**

Coaches will demonstrate their understanding by:

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

### **Procedures**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Practice Planning Handout

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

### Example:

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

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

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

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

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

### Example:

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

15-25 minutes: ball-handling and dribbling

25-35 minutes: Passing and lay-ups

35-40 minutes: Water break

40- 50 minutes: Team Defense

50-60 minutes: Team Offense

**Blank Practice Plan**

DATE \_\_\_\_\_

**PRACTICE PLAN**

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

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

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

**PRACTICE PLAN #1**

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

GOALS: TEACH STANCE IN EVERY DRILL!

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

**PRACTICE PLAN #2**

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

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

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

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

*Date of observation*

*Coach name*

*Observer name*

Scoring: Behaviors can be placed in either or both columns

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

## Glossary

### Team Offense

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

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

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

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

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

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

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

### Individual Defense

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

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

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

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

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

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

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

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

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

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**¡Gracias!**

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

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

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

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***Thank you!!***

## Appendix C

### LOS ANGELES SPORTS FOUNDATION COACHING WORKSHOP EVALUATION

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

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

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

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

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

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

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

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

## **Appendix D**

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

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

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

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

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

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

- Communicates emotional concerns

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

Demonstrates empathy for players

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

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

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

Los Angeles Sports Foundation  
*From Success in Sports to Significance in Life*

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

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Player's name

---

Interview date

---

Interviewers' name

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

**Pre-test Sports Interview Protocol**

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

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

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