



RESULT 05

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EXERCISE BOOK No. 5

BASKETBALL BETA COACH – TRAINING COURSE PROGRAM





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MACIEJ GUZIK

IO5 BASKETBALL COACH TRAINING COURSE PROGRAM

THE MAIN GOALS AND ASSUMPTIONS OF THE TRAINING PROGRAM

Bearing in mind the main goal of the project, which is mainly improvement of the qualifications of young athletes starting their sports road, while paying special attention to aspects related to creating a sports career in a two-way manner, the proposed training program seeks to pay special attention to aspects related to the construction of patterns and directions activities of a modern sportsman, connected mainly with sports and substantive preparation to perform a demanding profession in the future, on the one hand a professional athlete, basketball player, on the other hand, a basketball coach, educator, teacher preparing to perform a demanding profession, being basketball coach.

The project, in its basic assumption, pays special attention to elements related to the improvement of professional qualifications at every stage of a sports career, with particular emphasis on its initial stage, the age of a teenager (14–19 years old).

The key to the project assumptions is the fact that representatives of the basketball environment, young sportsmen, basketball players, receive the basic knowledge necessary to take up the newly learned professional profession – being a basketball coach, regardless of the country represented, culture, material level or social status.

Through its formula, the project allows to create positive patterns concerning the contemporary, adequate to contemporary environmental requirements approach to the profession, which is being a professional athlete. It allows you to look at young athletes representing different environments, different countries, different cultures on the aspect of competitive sporting from the same perspective, at the same time in a much more mature way, indicating in the first place elements related to education, improving qualifications, gaining new professional experience. At the same time, with a view to future activities, that are an element of the near future, the end of a sports career, starting a coaching career.

It should be noted that the project in a very clear and legible manner indicates the contemporary direction of development of a young athlete,



> Basketball Champions League



> Euroleague Women



> DIRECTV Liga de las Americas



> FIBA Europe Cup



> EuroCup Women



> FIBA Asia Champions Cup



> FIBA Africa Basketball League



> FIBA Africa Women's Champions Cup



> DIRECTV Liga Sudamericana

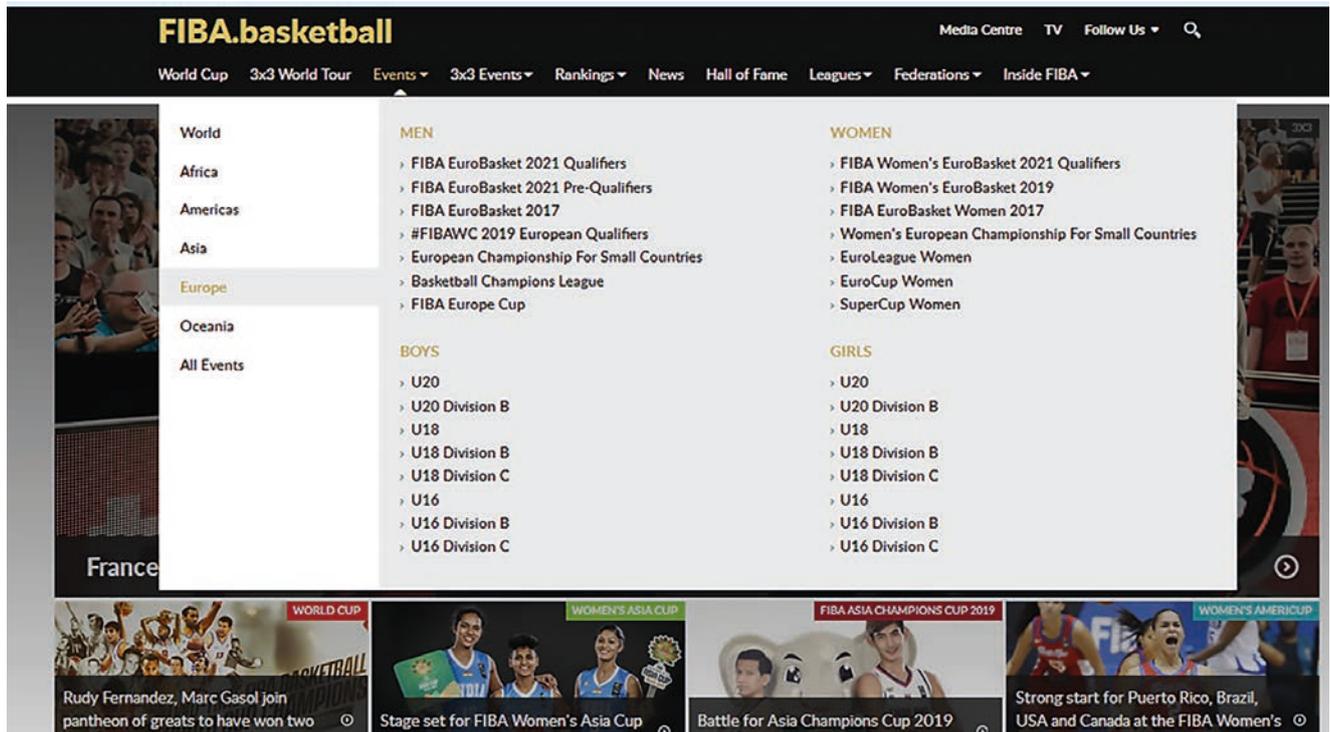


> FIBA Liga CentroAmericana



> FIBA Intercontinental Cup

Scheme 1. FIBA basketball leagues.



Scheme 2. FIBA events.

regardless of the specificity of the sport discipline. Namely, in the first place it puts a two-pronged approach to creating one's own sports career path, which in turn allows for a fully effective use of time related to sporting in a professional manner, over a dozen years of professional-level playing, while building the necessary base related to the preparation for performing future professions, being a basketball coach.

The key value of the course is to acquire knowledge about the basics of the sport represented by the participants, while paying particular attention to the basic direction and form of the knowledge transferred—classes through practice and building the resources of exercises necessary for future trainers, trainers, educators of talented youth.

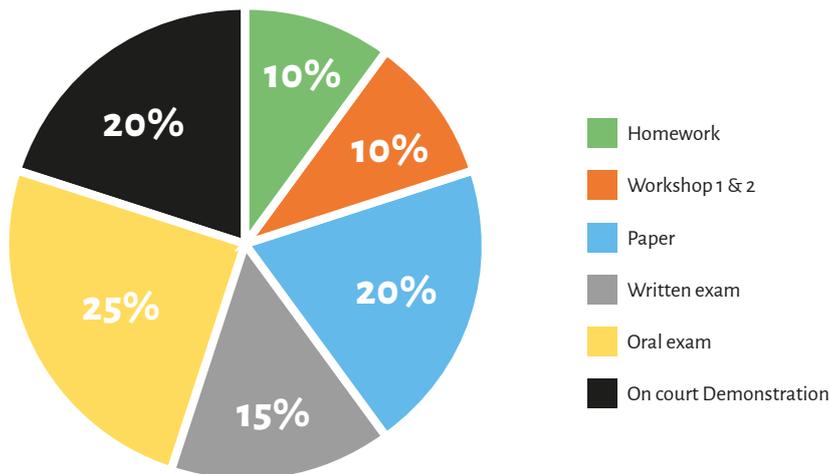
The proposed solutions are rather a guideline than a specific solution proposal, which allows adapting individual courses to the realities of the environment and country represented, while emphasizing the key aspect of the career from the point of view of the class participant—currently a player, in the future a trainer.

THE DEVELOPMENT OF BASKETBALL IN EUROPE AND IN THE WORLD

Basketball, as a sport discipline, is characterized by a special attitude, directed at the elementary approach to mastering the basic elements related to the possibility of practicing it in a competitive way. At the same time, it requires continuous improvement of qualifications in order to adapt to the constantly changing conditions associated with its cultivation at an appropriately high level, regardless of the country, environment or culture represented.

FIBA EURO COACHING CERTIFICATE (FECC) – OPPORTUNITY TO IMPROVE

The training and improvement system of coaches representing both national level and international level basketball federations proposed by the European Basketball Federation FIBA aims primarily to meet the natural environmental requirements, drawing attention to the great dynamics of basketball development as a sport discipline, and consequently to prepare coaches and coaches characterized by high quality of services rendered.



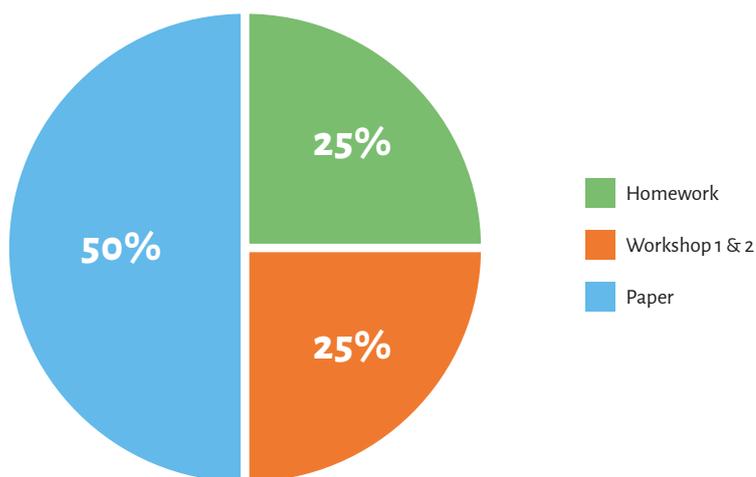
Scheme 3. FIBA Euro Coaching Certificate (FECC). Overview of final grade.

An interesting addition to the coaching career path is the project developed by the European federation of FIBA basketball, which aims to constantly improve the professional qualifications of trainers.

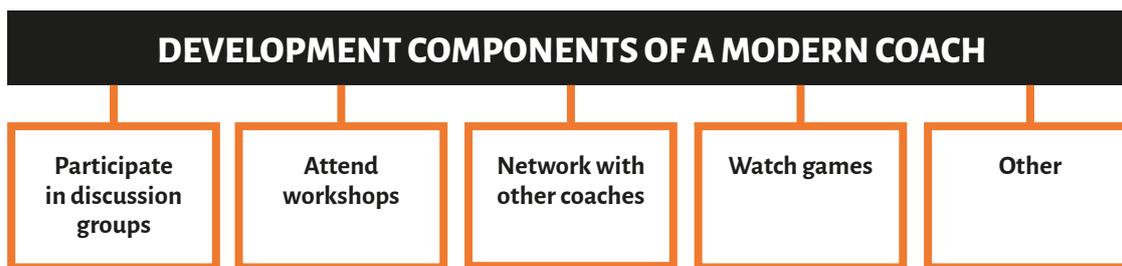
Constant improvement of professional qualifications, in addition, the ability to correctly assess the athlete's potential, as well as the ability to adapt to constantly changing conditions appear as the basic elements that make up the workshop of a modern trainer.

There are numbers of components that have a significant impact on the shape of the future career path of a modern coach. Among the most important are, among others, participating in discussion groups, attending workshops, networking with other coaches, watching games, etc.

It should certainly be emphasized that the educational success of a modern coach, in addition to elements directly related to the ability to transfer typically substantive knowledge, consists of many elements



Scheme 4. FECC Qualification Grade for the final exam.



Scheme 5. Development components of a modern coach.

related to the performance of daily duties directed towards improving professional qualifications. Observation of matches, participation in discussion groups and training workshops, work in a group of professionals or online cooperation with other trainers on the level of experience exchange are just some of the elements that make up the final success.

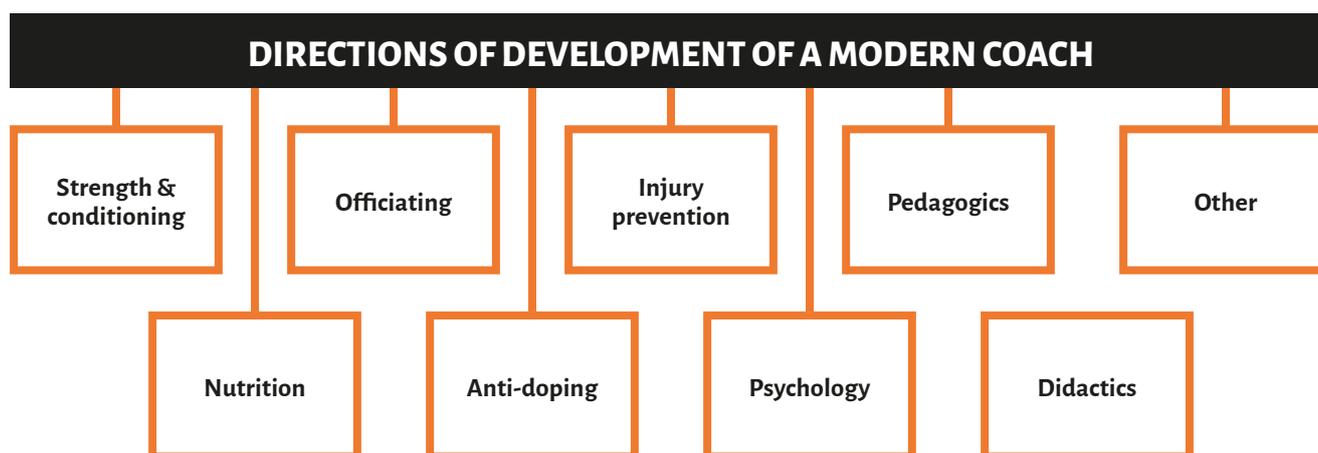
Also important is the aspect related to constant learning about the specificity of elements not directly related to the basketball workshop, but related to the external environment, naturally associated with the represented sport discipline, which has a key impact on the smooth development of coaching craft. These elements include, among other strength & conditioning, nutrition, officiating, anti-doping, injury prevention, psychology, education, pedagogics and didactics.

MODERN COACH – LEGAL AWARENESS (BASIS)

A key element determining the identity of a modern trainer, at the same time the basic aspect from the point of view of the profession, is having basic knowledge about legal aspects related to the functioning of athletes in market-wide realities.

It is necessary to have knowledge, that the acquisition of the legal status of all athletes in the European Union, uphold the free movement of people in line with internal market principles.

In the field of sport, this means ensuring that sportspeople can circulate freely across the EU, while taking into account the specific



Scheme 6. Directions of development of a modern coach.



Scheme 7. Athletes and their interests.

characteristics of the sport sector and the needs of individual sporting disciplines. Every year, a myriad of young athlete make the move overseas in order to further their burgeoning professional career. The principles of free movement for athlete-workers, non-discrimination and citizenship are established in EU law. According to European Law there it is a general principle that there shall be no discrimination on grounds of nationality, which applies independently only to situations governed by Community law for which the Treaty lays down no specific rules prohibiting discrimination.

PROFESSIONAL ATHLETE – OPPORTUNITIES AND THREATS

Modern sport requires athletes practicing it in a competitive way, at the same time appropriate physical, athletic and general development preparation, while being aware of the presence of all elements related to the natural anatomical and psychological background, which is the base necessary to become a professional athlete.

Extremely important role, from the point of view of a future trainer, often working with training material of various potential – player’s age,

acquired experience, natural physical conditions, genetic conditions or the number of years of play at a certain level, physical preparation, fitness, with simultaneous awareness concerning the elements necessary to maintain balance from the point of view of the discipline represented – basketball.

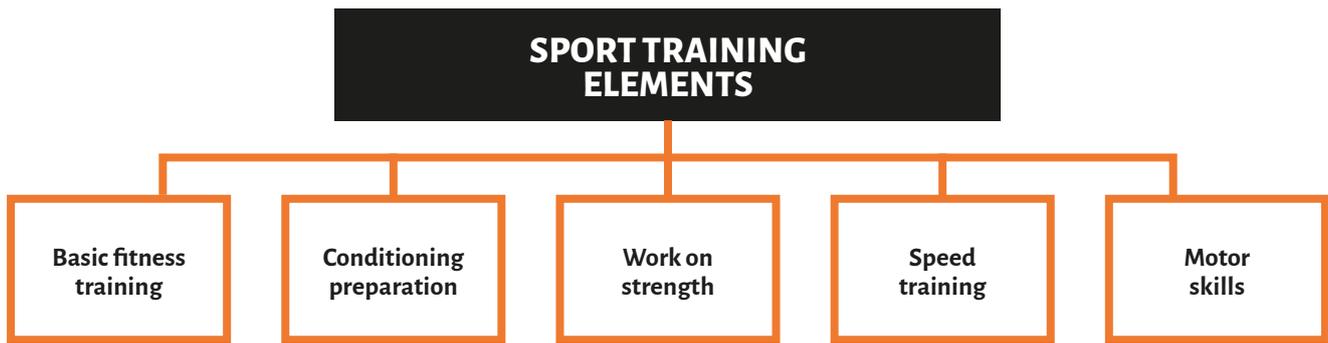
General development preparation, construction of speed bases, exposure to training overloads of over-used parts of the body – spine, knees, shoulders, arms are just some of the elementary knowledge necessary to possess for the purpose of conducting the appropriate training cycle.

SPORT TRAINING AND SPECIFIC FITNESS IN SPORT

An extremely important element, both from the point of view of a professional athlete and, above all, from the point of view of the trainer, coach who works with athletes practicing a selected sport on a daily basis, is an in-depth knowledge of the specificity associated with the type of preferred training and the specificity of physical and general development preparation.



Scheme 8. Player expected behaviours.



Scheme 9. Sport training elements.

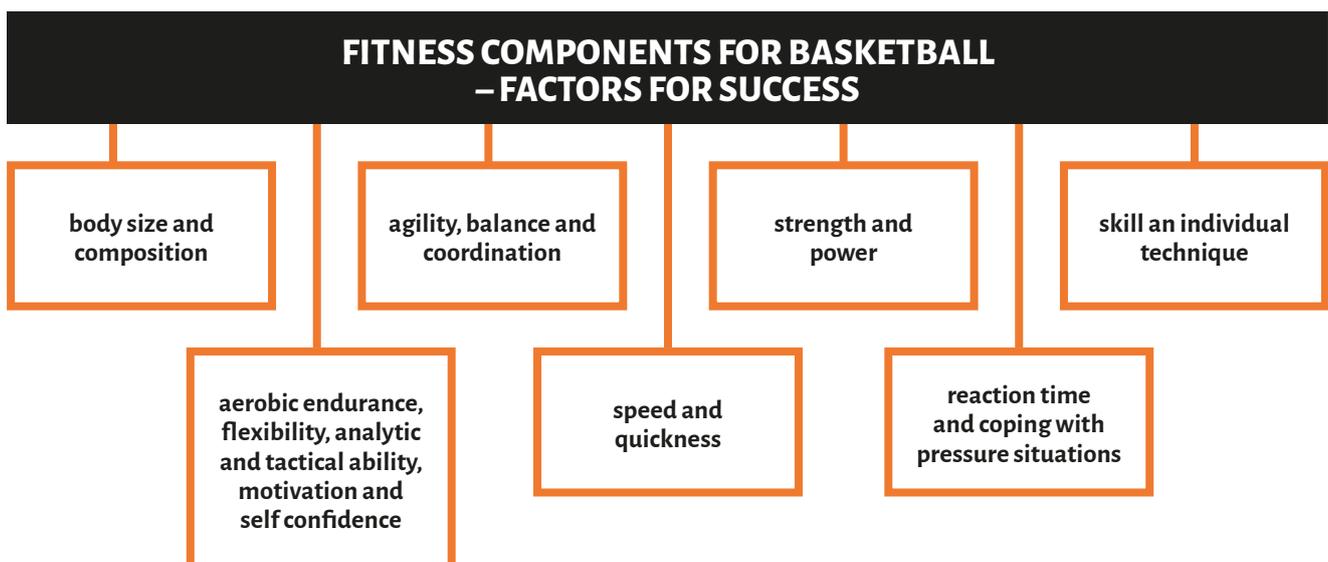
Elements such as basic fitness training, conditioning preparation, work on strength, speed and elements of motor skills, especially in the context of such a demanding sport discipline as basketball, require the trainer knowledge and competence in the topics related to the proper preparation of training, and, what is important, specificity and characteristics of general fitness preparation.

The key, from the point of view of the trainer approaching the long-term work with the group, is the appropriate selection of exercises and elements supporting the basic training. The beginning of the classes, the main part and the final part of the training are characterized by different dynamics, and thus are associated with various types of exercises and accompanying elements of the start-up preparations used at a given stage.

FITNESS COMPONENTS FOR BASKETBALL

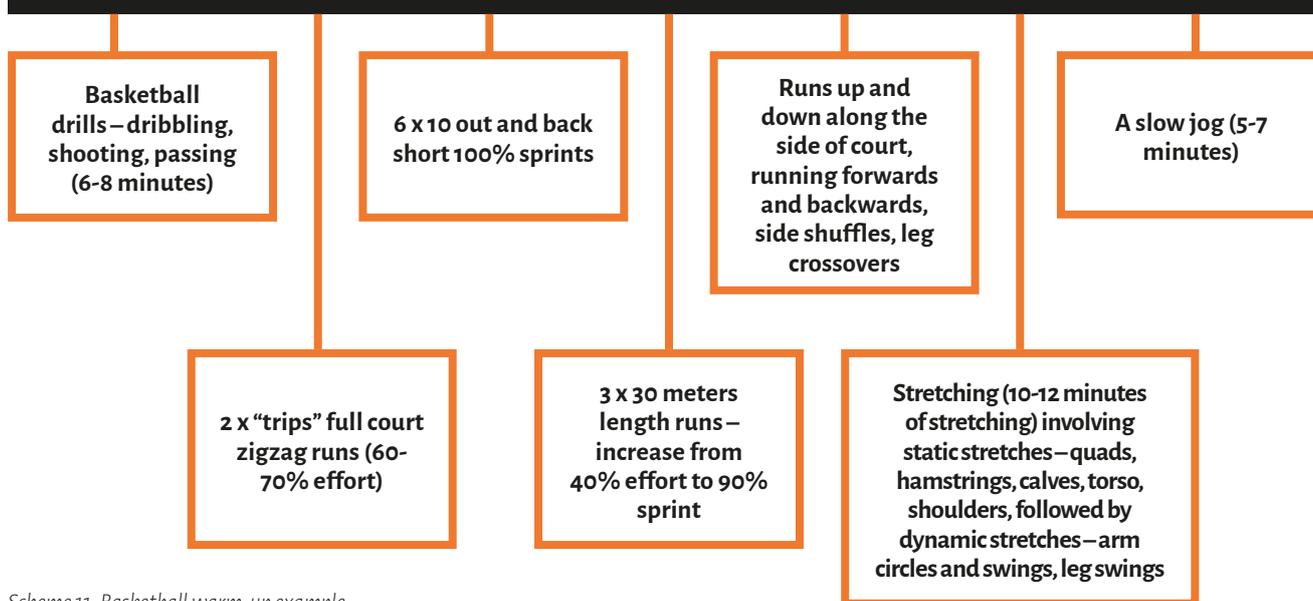
A contemporary athlete, basketball player, without any division into natural physical conditions or a nominal position on the pitch on which he / she is nominally present, should be above all quick and agile. The contemporary trainer must obligatorily be fully aware of it.

Most important factors for success in basketball seem to be a) skill an individual technique, b) reaction time and coping with pressure situations, c) strength and power, speed and quickness, agility, balance and coordination, d) aerobic endurance, flexibility, analytic and tactical ability, motivation and self confidence, e) body size and composition.



Scheme 10. Fitness components for basketball. Success factors.

EXAMPLE BASKETBALL WARM-UP (BASIC PREPARATION FOR TRAINING)



Scheme 11. Basketball warm-up example.

WARM-UP FOR BASKETBALL (BASIS)

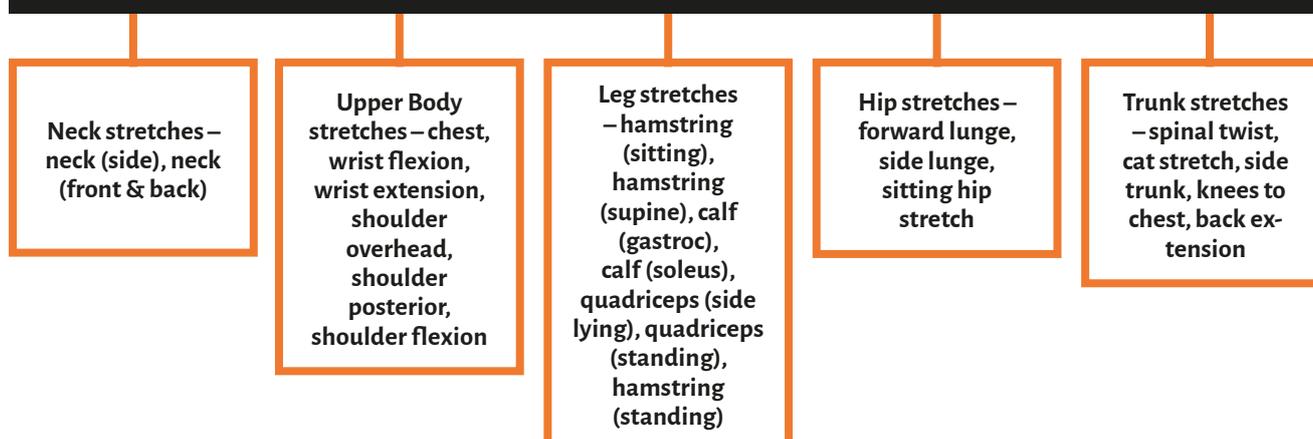
An extremely important element, especially before the start of the main training, is to carry out a properly designed, tailored to individual needs of individual players, as well as the whole group of exercisers, warm-up.

It is very important to adapt the form of the proposed training to the sports level of the exercisers, the age of the players, the training period (before the season, during the season, after the season) or the time available (time restrictions related to the length of training – training on the day after the match, training in the middle week, training immediately before the competition) and environmental conditions.

STRETCHING – THE KEY ELEMENT OF AN ATHLETE’S TRAINING

A very important point of the class, preparing the competitor for effective training, is stretching. The modern trainer is aware of how important this element is in the training. A properly prepared trainer at the same time draws attention to individualism in the approach to the participants participating in the classes. Player's age, physical conditions, nominal position on the pitch, natural motor predispositions, stages related to the disposition of the player at a given time (full fitness, time after injury, illness, indisposition) or other factors, including non-sport ones, should be taken into account in the context of proposed stretching exercises.

STRETCHING



Scheme 12. Stretching examples.

STRETCHING METHODS

Both, from the point of view of a modern coach and a modern player, one should be aware that there are many methods related to the way of stretching. Their use depends, among others, on factors such as the type of training, age of the player, physical and motor conditions, natural position on the court or the preparatory period of the season during which they are used.

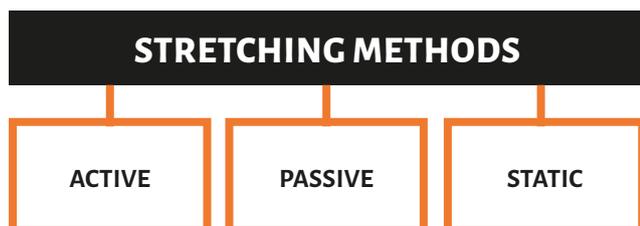
Generally, there are static, passive or active methods of stretching, each have their specific purpose and benefits.

The general classification of different types of stretching methods are active stretching, ballistic stretching, dynamic stretching, isometric stretching, passive or static stretching or PNF stretching (Proprioceptive Neuromuscular Facilitation), which is considered to be an assisted stretch that will help in gaining a deeper stretch.

Each and every athlete, player, coach or trainer should be aware that a body properly prepared for training is able to give more efficient results in the long term. Being flexible is very important part of overall fitness. There is a long held belief that by increasing flexibility by stretching reduces injuries.

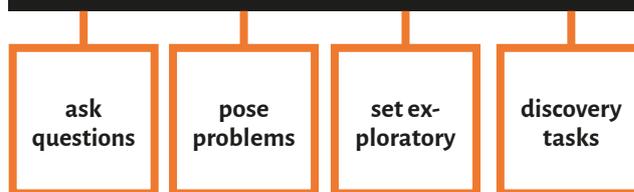
To sum up, stretching includes the benefits such as reduced risk of injury to joints, muscles and tendons, enhanced physical fitness, enhanced dynamic range of motion during activities, increased mental and physical relaxation, enhanced ability to learn and perform skilled movements, reduced muscular soreness, reduced muscular tension or enhanced development of body awareness.

Of course, it should be realized that not all scientific methods and research support the aspects related to the positive effect of stretching on sports-related effects, however, there are many advantages and benefits that confirm the large role of stretching as an important element affecting the effectiveness of training sports and the length of the sports career of the subject, the athlete using them.



Scheme 13. Stretching methods.

COACH EXPECTED BEHAVIOURS



Scheme 14. Coach expected behaviours.

PROFESSIONAL COACH – ADVANTAGES AND DISADVANTAGES

In the contemporary, rapidly changing, at the same time characterized by significant dynamics, the world of professional sport, the profession of a contemporary trainer is characterized by a large number of variables and determinants making up the final, possible professional success.

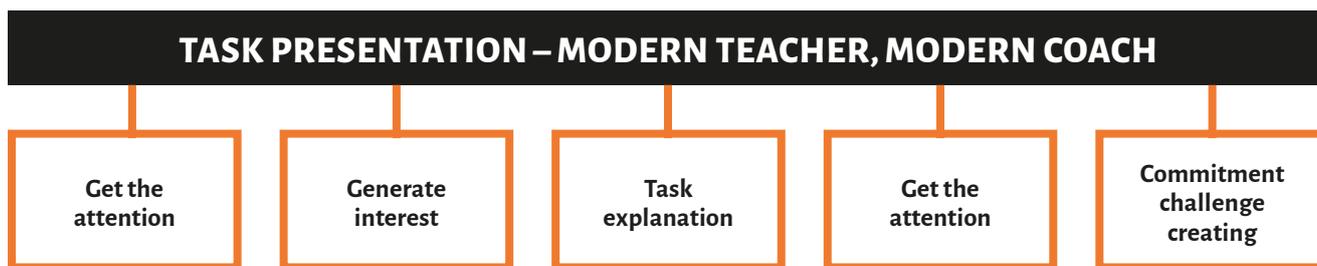
MODERN COACH – PEDAGOGICAL APPROACH – TEACHING METHODOLOGY

By undertaking work as a coach or trainer, the modern coach faces particularly important training challenges facing the task of the most effective, optimal transfer of knowledge to the mentees who are at the currently represented training stage, and at the same time at the individual stage of the professional career – the sports level represented leagues, potential of the represented team, individual skills, age, development directions, etc.

In fact, there are many components related to the sportsman's training system and teaching methodology suitably suited to the needs of the athlete. The sporting success of the trainer depends on the innumerable factors that affect the final effect – the sporting success achieved, both individually and in a team.

EFFECTIVE TEACHING

The teaching intervention requires different strategies to do the training more effective. We must not forget that the coach is the main axis throughout the process, designing the tasks and guiding the athletes to achieve the objectives. Therefore, it is essential to meet a series of basic requirements such as the attitude, the knowledge, the skill, and the behaviour. Besides the attitude and motivation for improving the learning of the participants, the trainer should consider the general concepts



Scheme 15. Task presentation – modern teacher, modern coach.

of pedagogy, methodology used, and the lesson structure. The trainer needs to control different skills according to each context and situation. As a consequence, he or she should think about the presentation of the tasks, organization of the team, and the control of the practice time (Vázquez et al, 2001).

Presentation of the tasks: a) get the attention of the student in an adequate spatial setup, choosing a specific place, and requiring silence; b) generate interest towards the task communicating directly the task and giving confidence; c) explanation of the task giving specific details, demonstrating and explaining as the tasks suggest; d) start of motor commitment launching the task creating a sense of challenge.

Team organization: Trying organize group to seek the maximum learner participation with simultaneous and alternative execution with all the students at the same time or in pairs. It could be useful to distribute the materials and equipment adapted to each group, determining their place and when each learner can use it.

Taking advantage of the practice time increasing the time of motor commitment. The control of the team helps trainers to achieve the lesson goal. One measurement could be to create daily routines with a signal system, the delegation of responsibilities in learners, and establish an interaction system based on responsibility and motivation.

TEACHING APPROACH

Considering basketball as an invasion game (Almond, 1986), it is more positive for learners to apply a global methodology than an analytical. As a consequence, we propose Teaching Games for Understanding (TGfU) as the most suitable approach for this game and context (Bunker & Thorpe, 1982). In this sense, some of the pedagogical features of TGfU are the use of questions, game modifications, the tactics before the techniques, the learner as the centre of the learning, and his/her reflection and understanding (Morales-Belando & Arias-Estero, 2018).

In the design of lessons process, it is crucial the discussion between trainers and researchers. In order to understand TGfU approach, they

need to take into consideration the pedagogical features, expected trainer' behaviours, expected learners' behaviours, and aligned lessons:

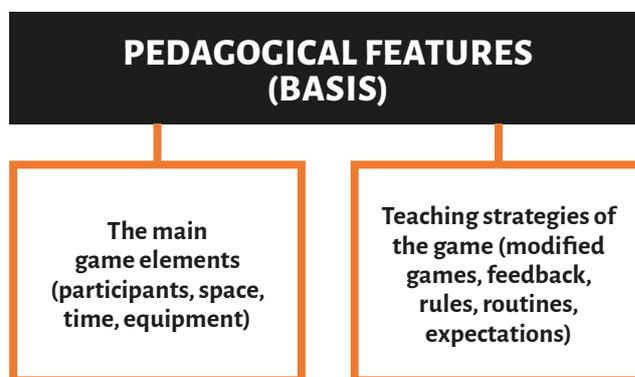
Pedagogical features: the main game elements (participants, space, time, and equipment) and the teaching strategies of the game for understanding (modified games, feedback, rules, routines, and expectations).

The expected coach and trainer behaviours during the intervention. That is, the trainer had to ask questions, pose problems, set exploratory and discovery tasks (tasks in which learners choose from and perform a range of movement patterns), enable all the learners to be successful, help participants become independent learners, develop skilfulness, and foster understanding.

The expected learners' behaviours. That is, pupils had to play an active role, wrestle with problems, propose solutions, explore, answer questions, and carry out ideas.

Alignment among: (a) goals; (b) technical and tactical contents and their distribution across the unit; (c) modifications made; (d) number of players; (e) feedback; and (f) practice area.

According TGfU features, another important part is the teaching of tactics before techniques and the use of questions to reflect about the



Scheme 16. Pedagogical features (basis)

COACH & TRAINER EXPECTED BEHAVIOURS



Scheme 17. Coach & trainer expected behaviours.

integration of decision making and skill execution in the game. In this regard, the lesson should follow the structure of 'game form', 'teaching for understanding', 'drills for skill development', 'return to game form', and 'review and closure' (Morales-Belando & Arias-Estero, 2017):

In the 'game form' task, learners autonomously experience the exaggeratedly or representative modified game form, they practice the tactical aspect similar to the real game. The first step is to define the goal based on tactical principles of play. It could be about attack or defence. The trainer has to modify the game elements to obtain the tactic goal by the practice. This part of the lesson has a duration of 15 minutes.

In 'teaching for understanding', they reflect on the decisions they made in the first task. They have to reflect about what they had to do and why. For doing that, the trainer has to design between 3 and 6 questions. This part of the lesson has a duration of 10 minutes.

In 'drills for skill development', they practise the related technique in order to improve it. The task could be directed by the trainer with demonstration and explanations of the correct technique. The technique content should be related to the task content worked in the first task. This part of the lesson has a duration of 15 minutes.

In 'return to game form', they once again explore the possibilities of a game form that is more similar to the real game, they would perform a task very similar to the initial task. In this task the learner should integrate the tactic and technique contents learned in the previous tasks. This part of the lesson has a duration of 15 minutes.

In 'review and closure', they again reflect to make sense of the decision-making during game play and its relation with skill execution. They would reflect on the integration and understanding of decision-making and technical execution. After practicing the lesson, the trainer has to ask between 3 and 6 questions about the previous contents. This task should be done together with all the team and establishing the conclusions of the lesson learning. This part of the lesson has a duration of 5 minutes.

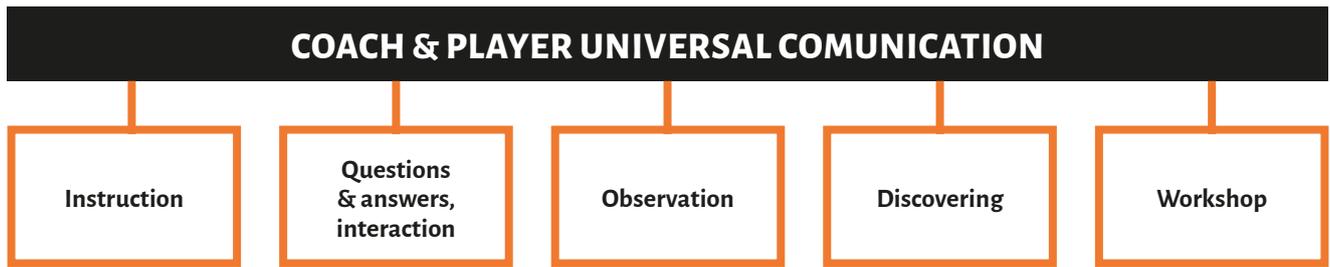
The key to training success seems to be the educational role that the trainer takes. He or she becomes an example, creates a positive atmosphere, skillfully indicates the right role models. He or she appears as a motivator who cares about the proper and smooth development of his pupils.

By undertaking work as a coach, trainer, with particular emphasis on working with children, the trainer, as a person who transfers knowledge, is obliged to comply with, at the same time, create the highest standards of work and communication.

First of all, it should be focused on creating optimal training conditions, where the main focus is on sports development while creating a fun atmosphere. Classes should be organized in a formula that creates a moderate, interactive competition with the simultaneous approval of small, symbolic prizes awarded to players for their "small successes". In the context of created competition, emphasis should definitely be placed on fun. The specificity of working with children requires an approach that should be fun-oriented, not exaggerating with the introduction of competition at the initial stage of professional development. Classes should be conducted as part of the concept of "sport through play", while strictly reducing aggression directed towards other training participants.

Building efficiency and effectiveness should be achieved by achieving long-term goals, where the sporting result is not considered in the "here and now" category. Constructive conclusions should be drawn from individual classes. The pursuit of optimization of classes should be achieved through skilful individualization, with particular attention paid to differences in potential and training at the initial stage of professional development.

Particular attention should be paid to identifying differences in individual skills, motor skills, physical conditions resulting from the natural stage of physical development of the participant. Generally, by creating optimal conditions for development, learning the basics of basketball craft at the initial stage of professional development should be done by creating interactive fun with comprehensive movement training, while



Scheme 18. Coach & player universal communication ways.

teaching elements of technique in the basic form, where individual technique is definitely a key element.

STRATEGY AND TACTICS IN BASKETBALL – TEAM GAME BASED ON INDIVIDUALITY

An extremely important element, from the point of view of both, the competitor and most of all the contemporary trainer, is the appropriate selection of tools having a significant impact on the chosen and implemented strategy and the tactics used at the moment.

Especially in the context of basketball, extremely dynamic discipline, fast-changing basic directions of development, properly selected strategy and skilful tactics incorporated into the field realities significantly affect the possible final success of the coach, player, team, entire organization or federation.

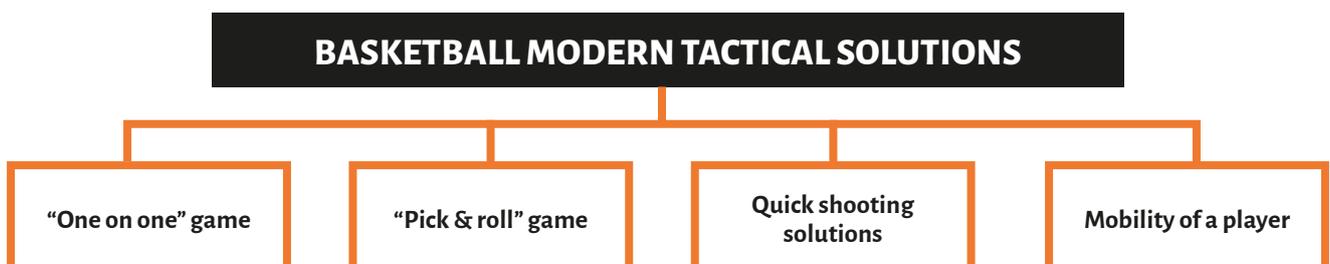
Contemporary basketball is based in particular on elements inseparably related to speed, mobility and the ability to instantly adapt to the constantly changing conditions of the game, both in defense and in attack. For this reason, the key seems to be the fact that the trainer who can quickly adapt the tactics and strategy to the current variables significantly increases the likelihood of sports success.

Modern tactical solutions are mainly a fast game based on the use of individual skills of individual players, “one-on-one” game, “pick-and-rolls” that open the way to the basket, quick shooting solutions and mobility of each of the players staying at the given moment on the basketball court.

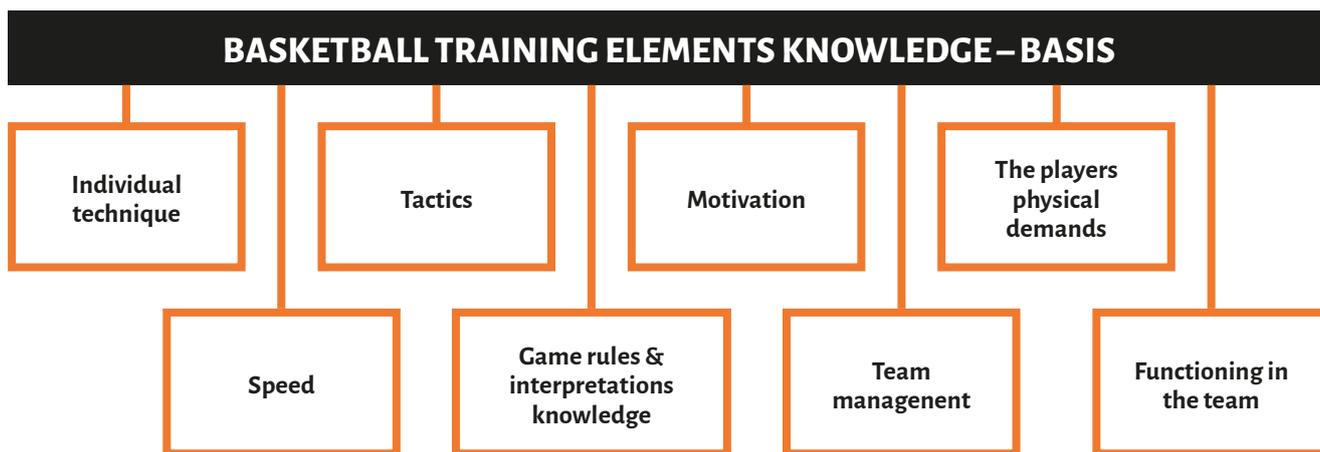
TRAINING COMPONENTS – SPECIFICITY

Taking into account the teaching as well as the teaching approach, the key element from the training coach's point of view is having basic knowledge on the one hand the methodology of the disciplined sport (basketball) and the training methods used, on the other, knowledge of elements related to the characteristics of the discipline represented, its in-depth understanding, in particular recognition of all aspects related to its functioning.

The necessary basis is to have knowledge of elements relevant to basketball training, such as individual technique, speed, tactics, knowledge of game rules and interpretations, motivation, team management or the players physical demands and their functioning in the team.



Scheme 19. Basketball modern tactical solutions.



Scheme 20. Basketball training elements knowledge – basis.

TRAINING CONSTRUCTION – MAIN TASKS OF THE COACH

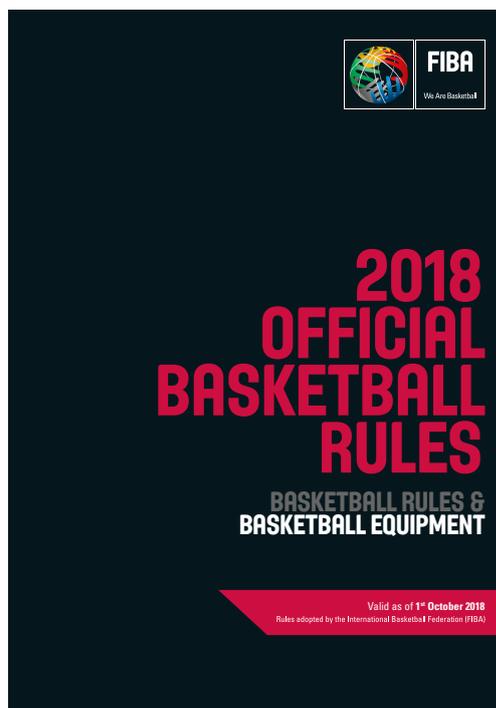
When preparing an optimally constructed training unit, special attention should be paid to the fact that building efficiency and effectiveness of training should be achieved through achieving long-term goals. Constructive conclusions should be drawn from individual classes. The pursuit of class optimization should be achieved through skilful individualisation, paying particular attention to the diversity of training potential represented by class participants.

Generally, creating optimal development conditions, learning basketball crafts at every stage of professional development should take place by creating an interactive attitude, including comprehensive movement training, while teaching and consolidating elements of individual technique and team tactics, where applied technology appears to be a key element.

GAME RULES AND REGULATIONS – KEY ELEMENT OF PLAYING BASKETBALL

Possessing basic knowledge about game regulations and regulations concerning the sport discipline represented in a decisive way helps to function at the appropriate sports level, both from the point of view of the trainer and the athlete actively practicing sports. Good knowledge of the rules of the game and regulations, especially from the point of view of the trainer, allows to significantly improve the efficiency of training. The fluent knowledge of the details of the game regulations and any changes taking place in them gives an advantage not only theoretical,

but above all practical, in the context of both preparing and conducting training classes, and, above all, while coaching the team during games and competitions.



Picture 1. 2018 Official basketball rules. Basketball rules & basketball equipment.

BASIC TRAINING EXERCISES – BASKETBALL

Preparation of the training requires the trainer to have knowledge regarding both the appropriate approach to training from the general development – warming up, stretching, strength and speed exercises, as well as typical directional – individual use technique, dribbling, passing, moving around the field, running with the ball individually and as a team, playing in individual and team defense, or elements of tactics in attack and defense.

BASIC TRAINING SCHEME – GENERAL ASSUMPTIONS BEGINNERS

An important element of the training program is the skilful preparation of a training scheme to serve as the basic basis for future training activities. A very important role is played by a skilful approach to the start of training classes, where the trainer in a nice atmosphere, in a constructive way greets participants, presents the current training plan, performs a warm-up with stretching.

Another key element, from the point of view of optimal training in the most effective way, is to conduct the main part of training, including elements of teaching basic basketball skills, both from the point of view of individual players' skills as well as team solutions in the form of mini games and team running games.

Another extremely important element of training is the final part of training, where the direction of the trainer's focus is on the theoretical summary of classes.

At this stage, the trainer first tries to correct undesirable errors, at the same time appears as a positive motivator showing the right actions. On the one hand, it gives commands and instructions on how to pro-

ceed, how to perform individual exercises, on the other, it builds an atmosphere of interaction, asks questions, provides answers. At the same time, he discovers the directions of action, uses the workshop method, observes and draws conclusions from the tests and methods of action used during the training.

GENERAL DEVELOPMENT – TRAINING AND MOVEMENT

Considering the age of the participants, at the same time the level of the exercisers' skills (initial level) seems that the primary goal of the trainer, trainer conducting training classes at this stage of professional career development is first to create basic habits related to general development preparation, familiarizing with the principles and key elements related to the athlete's motor skills, with particular emphasis on the aspect related to the direct impact of the proposed activities on the length of the sports career and its quality (represented sports level). The key element is conducting varied exercises paying special attention to forms of movement examining coordination, general development and preparation for training using specialized training equipment, in addition, organizing mini games in the form of games, matches, races focused on building the foundations of individual and team competition.

INDIVIDUAL TECHNIQUE – BASIS

The main purpose of the part of the training related to the work on individual technique of players is to familiarize participants with the basic characteristics of the sport discipline, learn the characteristics of the equipment used during training and competition, learn the properties of a basketball while paying attention to the elements of dribbling, bouncing the ball from the ground during dribbling and while passing with a dribble to a partner, rolling the ball on the ground, parabola of the flight of the ball during a throw into the basket. An extremely important element should be conducting basic exercises with passing and dribbling the ball, learning the basic techniques of throwing the basket, familiarizing yourself with the basic forms of movement with

Table 1. Basic training scheme.

BASIC TRAINING SCHEME
START OF TRAINING – welcoming participants, presenting a training plan, mini running games, warm-up, stretching.
MAIN PART "A" – substantial teaching of basketball skills.
MAIN PART „B" – mini games (mini games 2x2, mini games 3x3, mini games 5x5)
END/FINISH OF PRACTICE – relaxation, stretching, theoretical summary, presentation of the plan for the next training
COACHES TASK – correcting errors, providing answers, positive motivation, commands and instructions, building atmosphere of interaction, asking questions, providing answers

the ball, including finishing the action – dribbling ended with a “lay up” and throw on the basket, uncomplicated individual exercises building a base regarding free operation of the ball – dribbling, rolling the ball around the court.

GAME EXERCISES – BASIS

The main goal of this part of training should be to pay attention to the specifics of team games, to present the general principles of team functioning, fair play rules, sports approach to matches and competitions, respect for partners on the field, opponents, etc. The dominant element seems to be building knowledge about the basic principles of team games with an opponent, conducting multi-themed games and movement games to approximate the basics of proper movement on the pitch, both with and without the ball, conducting directed towards moderate competition of so-called “small games” as a basis for familiarizing yourself in practice with the basic elements of individual utility technique related to dribbling, throwing, passing or catching the ball. It seems that in this part of training should be preferred activities in small groups rather than regular play.

GAME EXERCISES – MINI GAMES

The overriding goal of the final part of the training is to teach participants the rules related to the practical application of basic basketball rules, basic interpretations regarding fouls, errors, procedures, with particular emphasis on learning elements such as dribbling, steps, kicking the ball, lines limiting the pitch, free throws, etc. Activities in 5x5 groups seem to be preferred, in addition to familiarizing participants with the basic rules of the game in defense and attack, the correct defensive position, running on the pitch in designated zones, moving on the court, etc.

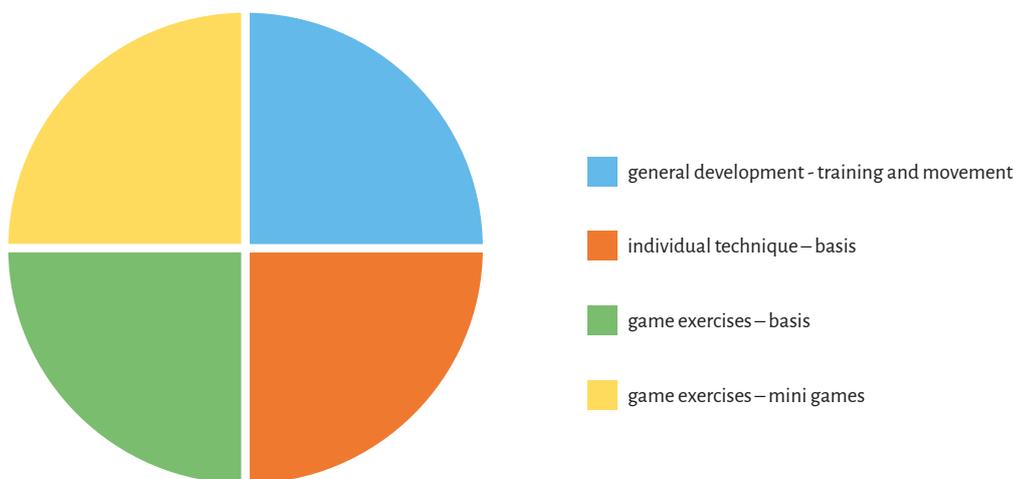
Considering the above guidelines and directions of activities, it is easy to construct a training unit targeted at players at the initial stage of professional development. In this case, the main task, at the same time, the direction of the trainer’s activity, is to create optimal conditions for proper professional development as well as interesting and interactive fun during the training.

PLAYERS ACTIONS – DRILLS AND EXERCISES

Bearing in mind the fact that basketball, as a sport discipline, is a technical discipline focused on the development of individual skills in combination with the philosophy of functioning in a team, at the same time a discipline strongly emphasizing and diversifying the physical conditions predestinating players to play various positions adequate to the presented potential, at the same time, requiring high coordination of participants, the training and training system requires a modern trainer to have a uniform approach to determining the conditions of training in order to achieve optimal professional development, moreover, it clearly and legibly indicates the natural divisions resulting from the age category represented, position on the field or natural potential – physical conditions and current basketball skills of the player.

BASIC TRAINING EXERCISES – INTERMEDIATE

Players who are at the initial stage of their sports careers, but who represent a more advanced sporting level, usually attend regular training sessions and combine learning with training. In this case, training classes usually take place 3 times a week and last about 90 minutes



Picture 2. Basic training exercises.

Scheme 21. Basic training exercises – beginners.

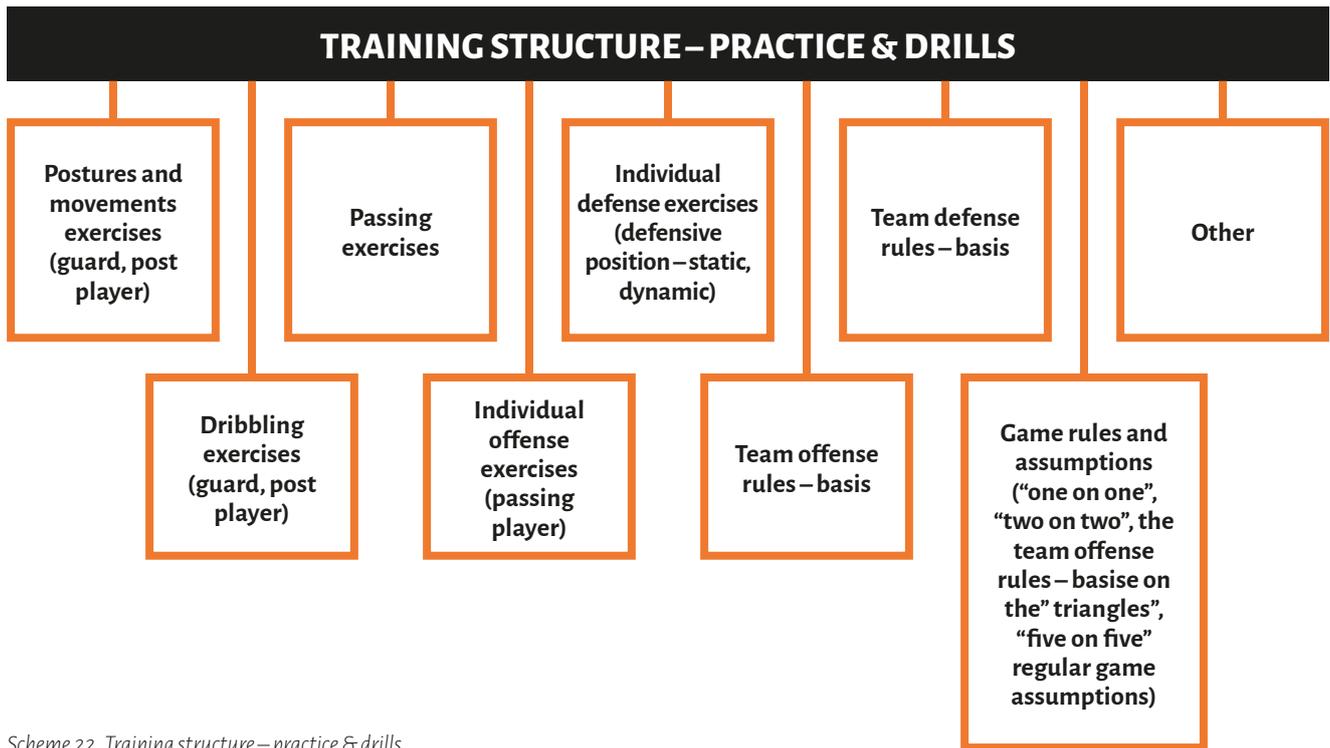
STRETCHING, WARM-UP, CONDITIONING – 10 MINUTES	Introduction – 2 minutes
	Jogging 5/6 laps around the gym (30% effort) and stretching – 7 minutes
	Zig-zag run (40% effort) – 2 minutes
	Line jumps, "skips" (60% effort) – 2 minute
	Full court sprints (75% effort) – 2 minute
PASSING EXERCISES – 10 MINUTES	Partner passing (partners in pairs front passing)
	Two hands passing – chest pass (20x)
	One hand passing – chest pass (20x)
	Dribble passing both hands – bounce pass (20x)
	Dribble passing one hand – bounce pass (20x each hand)
DRIBBLING EXERCISES – 15 MINUTES	Stationary dribbling ("ball handling" drills)
	Zig-zag full court dribbling 50% effort
	One-on-one zig-zag full court dribbling (defensive movements elements – basis) 50-60% effort
SHOOTOUT EXERCISES – 15 MINUTES	Layup shooting
	Oneshooting spot exercise (in groups) – players in groups staying in the line on one spot – the shooter will get own rebound (make or miss) and pass to the next player in line. The group who makes 10 points as a team first wins the competition
	Two shooting spot exercise – in movement (three players exercise – one of them is shooting, the other is rebounding an passing to the partner waiting for the pass on the position and the third player is passing to the partner making the "two shooting spot" exercise)
	One shooting spot exercise (individual) – players in pairs shooting 20 shots each (3x) from one spot stationary (practice the way of shooting)
	Free throws shooting – stationary in pairs 10 shots (2x) at the end of practice
GAME EXERCISES – 10 MINUTES	Two-on-two little game exercises
	Three-on-three little game exercises
	Five-on-five full court game
END OF THE PRACTICE	Summary of the practice – summary of training in the formula of praise for participation in training, small oral awards for all participants, additional awards for participants involved in individual exercises, reminder to participate in the next training.

(one training unit). This group is characterized by greater awareness associated with the sport discipline, but young basketball players are just beginning to learn elementary skills useful during regular games as part of future organized games. At this stage, particular attention should be paid to the element related to maintaining concentration during the classes conducted by participants, in addition, skillfully adapt the prepared exercises to the characteristics of the age group discussed (constant desire to play regularly despite the considerable restrictions associated with mastering individual application techniques).

As part of the discussed category of players (beginner), the training unit is conventionally divided into several stages, focused mainly on the comprehensive development of the player's overall development,

constant teaching of applied individual technique while improving basic techniques related to team play skills and free individual play with an opponent.

When preparing and conducting training at this stage of professional development, special attention should be paid, in the form of ongoing correction of undesirable behavior among participants, to the occurrence of unfavorable elements at this stage of professional development, such as excessive focus on individualism, lack of natural team behavior, fear of inaccurate throw on the basket, as a form of failure, or excessive pursuit of perfectionism externalized by excessive nervousness on partners in the face of a minor failure.



Scheme 22. Training structure – practice & drills.

At the stage of professional development, a trainer and trainer should first, by preparing and dividing the training unit into properly constructed thematic blocks, appear as a positive motivator directing players to the right actions and choices they make on the field.

When preparing a training program, in particular from the point of view of a trainer working with young players, it is necessary to take into account the skillful combination of various training elements while selecting the appropriate exercises and adapting them to the skills and level of sports involved in the training process.

A very important element seems to be a skillful start of training, properly composed and adapted to the currently represented period of training activities. Welcoming participants, creating a pleasant and friendly atmosphere among players starting training, presenting general training assumptions, then presenting a plan of training starting. These elements, together with properly performed warm-up and stretching are the basis for a well-prepared and effectively conducted training.

The main part of training, divided into individual elements, related to concentration on exercises developing individual basketball skills of participants should focus on developing individual skills. The selected part of the exercises in the main part of the training is directed towards improving technical elements related to acquiring the ability to pass the ball, dribbling or throwing into the basket, the part focuses on learning and mastering the basics of the game both in defense and offensive.

Equally important as the beginning of training and its main parts, from the point of view of an optimally prepared training program, is the correct and properly tailored to the profile of participants the end of the training unit. Summary of training in the formula of praise for participation, small, oral praise for all players who stand out during classes or additional, small prizes for players involved in individual exercises can significantly and significantly increase motivation and willingness to participate in the next training unit. Finally, from the point of view of a properly prepared training unit, there is a clear and legible reminder about participation in the next training, as a strengthening of the power of communication regarding the weight and the need to participate in a long-term training process focused on the objectives set.

Table 2. Basic training exercises. Intermediate.

STRETCHING, WARM-UP, CONDITIONING – 15 MINUTES	Introduction – 2 minutes
	Jogging 5/6 laps around the gym (30% effort) and stretching – 7 minutes
	Zig-zag run (40% effort) – 2 minutes
	Line running, “skips” (60% effort) – 2 minutes (the players start from one line on the base line, as soon as the coach gives the signal all of the players start running to the closest free throw line then run back to the base line and touch it by hand. Afterwards they continue running and run to midcourt touch it by one hand and run back to the base line again; then again run to the furthest free throw line touch it and run back to starting base line; then the players run to the furthest base line, touch it get back and finish the drill reaching the starting base line – all the runs should be continual and the drill finishes as soon as the player runs the entire run.
	Full court sprints (75% effort) – 2 minutes
	DRIBBLING EXERCISES – 15 MINUTES
PASSING EXERCISES – 10 MINUTES	Stationary dribbling – “head up dribbling” drills (coach showing one finger up right hand, two fingers up left hand three fingers both hands in front, four fingers both hands behind the back – 7 MINUTES
	Dynamic half court dribbling in motion (coach pointing to left, right, forward and backward means players dribble to pointed direction 75% effort – 4 MINUTES
	One-on-one zig-zag full court dribbling (both defensive and offensive movement elements – basis 75% effort – 4 MINUTES
DEFENSIVE GAME EXERCISES – 20 MINUTES	Partner pass exercises (pair of players chest passing while full court running) – Two hands passing (“there and back”), One hand passing (there and back), dribbling bounce passing – both hands (“there and back”), dribbling bounce passing – one hand (2x “there and back” each hand)
	Triangle Pass & Receive (group of three players form a triangle and passing the ball to each other in a clock wise rotation, then switching the direction and passing to each other in a counter-clockwise direction) – 20 chest passes + 20 bounce passes each side
OFFENSIVE GAME EXERCISES – 15 MINUTES	Box out drill
	Two on one defense “zig-zag” shuffling (two players on defense one players on offense)
	Two on one deny the pass drill
SHOOTOUT EXERCISES – 15 MINUTES	One on one challenge drill (half court version, full court version)
	Two on one full court running drill
	Three on two full court running drill
END OF THE PRACTICE	Five on five full court running drill
	Lay-up shooting exercise full court running
	One spot shooting exercise (in groups) – players in groups staying in the line on one spot – the shooter will get own rebound (make or miss) and pass to the next player in line. The group who makes 10 points as a team first wins the competition
END OF THE PRACTICE	Two spots shooting exercise – in movement (three players exercise – one of them is shooting, the other is rebounding and passing to the partner waiting for the pass on the position and the third player is passing to the partner making the “two shooting spot” exercise)
	One spot shooting exercise (individual) – players in pairs shooting 20 shots each (3x) from one spot stationary (practice the way of shooting)
	Free throws shooting – stationary in pairs 10 shots (2x) at the end of practice
END OF THE PRACTICE	Summary of the practice – summary of training in the formula of praise for participation in training, small oral awards for all participants, additional awards for participants involved in individual exercises, reminder to participate in the next training.

Table 3. Stretching, warm-up, conditioning – 15 minutes.

STRETCHING, WARM-UP, CONDITIONING – 15 MINUTES
Introduction – 2 minutes
Jogging 5/6 laps around the gym (30% effort) and stretching – 7 minutes
Zig-zag run (40% effort) – 2 minutes
Line running, „skips“ (60% effort) – 2 minutes (the players start from one line on the base line, as soon as the coach gives the signal all of the players start running to the closest free throw line then run back to the base line and touch it by hand. Afterwards they continue running and run to midcourt touch it by one hand and run back to the base line again; then again run to the furthest free throw line touch it and run back to starting base line; then the players run to the furthest base line, touch it get back and finish the drill reaching the starting base line – all the runs should be continual and and the drill finishes as soon as the player runs the entire run.
Full court sprints (75% effort) – 2 minutes

Table 4. Dribbling exercises – 15 minutes.

DRIBBLING EXERCISES – 15 MINUTES
Stationary dribbling – „head up dribbling“ drills (coach showing one finger up right hand, two fingers up left hand three fingers both hands in front, four fingers both hands behind the back – 7 MINUTES
Dynamic half court dribbling in motion (coach pointing to left, right, forward and backward means players dribble to pointed direction 75% effort – 4 MINUTES
One-on-one zig-zag full court dribbling (both defensive and offensive movement elements – basis 75% effort – 4 MINUTES

Table 5. Passing exercises – 10 minutes.

PASSING EXERCISES – 10 MINUTES
Partner pass exercises (pair of players chest passing while full court running) – Two hands passing („there and back“), One hand passing (there and back), dribbling bounce passing – both hands („there and back“), dribbling bounce passing – one hand (2x „there and back“ each hand)
Triangle Pass & Receive (group of three players form a triangle and passing the ball to each other in a clock wise rotation, then switching the direction and passing to each other in a counter-clockwise direction) – 20 chest passes + 20 bounce passes each side

Table 6. Defensive game exercises – 20 minutes.

DEFENSIVE GAME EXERCISES – 20 MINUTES
„Box out“ drill
“Two on one“ defense „zig-zag“ shuffling (two players on defense one players on offense)
“Two on one“ deny the pass drill
“One on one“ challenge drill (half court version, full court version)

Table 7. Offensive game exercises – 15 minutes.

OFFENSIVE GAME EXERCISES – 15 MINUTES
“Two on one“ full court running drill
“Three on two“ full court running drill
“Five on five“ full court running drill

Table 8. Shootout exercises – 15 minutes.

SHOOTOUT EXERCISES – 15 MINUTES
Lay-up shooting exercise full court running
One spot shooting exercise (in groups) – players in groups staying in the line on one spot – the shooter will get own rebound (make or miss) and pass to the next player in line. The group who makes 10 points as a team first wins the competition
Two spots shooting exercise – in movement (three players exercise – one of them is shooting, the other is rebounding and passing to the partner waiting for the pass on the position and the third player is passing to the partner making the „two shooting spot“ exercise)
One spot shooting exercise (individual) – players in pairs shooting 20 shots each (3x) from one spot stationary (practice the way of shooting)
Free throws shooting – stationary in pairs 10 shots (2x) at the end of practice

Table 9. End of the practice.

END OF THE PRACTICE
Summary of the practice – summary of training in the formula of praise for participation in training
small oral awards for all participants
additional awards for participants involved in individual exercises
reminder to participate in the next training.

STRETCHING, WARM-UP, CONDITIONING – 15 MINUTES

Introduction – 2 minutes, jogging 5/6 laps around the gym (30% effort) and stretching – 7 minutes, “zig-zag” run (40% effort) – 2 minutes, line running, “skips” (60% effort) – 2 minutes (the players start from one line on the base line, as soon as the coach gives the signal all of the players start running to the closest free throw line then run back to the base line and touch it by hand. Afterwards they continue running and run to midcourt touch it by one hand and run back to the base line again; then again run to the furthest free throw line touch it and run back to starting base line; then the players run to the furthest base line, touch it get back and finish the drill reaching the starting base line – all the runs should be continual and the drill finishes as soon as the player runs the entire run, full court sprints (75% effort) – 2 minutes

DRIBBLING EXERCISES – 15 MINUTES

Stationary dribbling – “head up dribbling” drills (coach showing one finger up right hand, two fingers up left hand three fingers both hands in front, four fingers both hands behind the back – 7 MINUTES, dynamic half court dribbling in motion (coach pointing to left, right, forward and backward means players dribble to pointed direction 75% effort – 4 MINUTES, “one-on-one” “zig-zag” full court dribbling (both defensive and offensive movement elements – basis 75% effort – 4 MINUTES

PASSING EXERCISES – 10 MINUTES

Partner pass exercises (pair of players chest passing while full court running) – Two hands passing (“there and back”), One hand passing (there and back), dribbling bounce passing – both hands (“there and back”), dribbling bounce passing – one hand (2x “there and back” each hand), triangle pass & receive (group of three players form a triangle and passing the ball to each other in a clock wise rotation, then switching the direction and passing to each other in a counter-clockwise direction) – 20 chest passes + 20 bounce passes each side.

DEFENSIVE GAME EXERCISES – 20 MINUTES

“Box out” drill, “two on one” defense “zig-zag” shuffling (two players on defense one players on offense), “two on one” deny the pass drill, “one on one” challenge drill (half court version, full court version).

OFFENSIVE GAME EXERCISES – 15 MINUTES

“Two on one” full court running drill, “three on two” full court running drill, “five on five” full court running drill

SHOOTOUT EXERCISES – 15 MINUTES

“Lay-up” shooting exercise full court running, “one spot shooting” exercise (in groups) – players in groups staying in the line on one spot – the shooter will get own rebound (make or miss) and pass to the next player in line. The group who makes 10 points as a team first wins the competition, “two spots shooting” exercise – in movement (three players

exercise – one of them is shooting, the other is rebounding an passing to the partner waiting for the pass on the position and the third player is passing to the partner making the “two shooting spot” exercise), “one spot shooting” exercise (individual) – players in pairs shooting 20 shots each (3x) from one spot stationary (practice the way of shooting), free throws shooting – stationary in pairs 10 shots (2x) at the end of practice.

END OF THE PRACTICE

Summary of the practice – summary of training in the formula of praise for participation in training, small oral awards for all participants, additional awards for participants involved in individual exercises, reminder to participate in the next training.

Table 10. Example of a training unit. Beginners.

	Introduction – 2 minutes
	Jogging 5/6 laps around the gym (30% effort) and stretching – 7 minutes
	Zig-zag run (40% effort) – 2 minutes
STRETCHING, WARM-UP, CONDITIONING – 10 MINUTES	Line running, “skips” (60% effort) – 2 minutes (the players start from one line on the base line, as soon as the coach gives the signal all of the players start running to the closest free throw line then run back to the base line and touch it by hand. Afterwards they continue running and run to midcourt touch it by one hand and run back to the base line again; then again run to the furthest free throw line touch it and run back to starting base line; then the players run to the furthest base line, touch it get back and finish the drill reaching the starting base line – all the runs should be continual and and the drill finishes as soon as the player runs the entire run.
	Full court sprints (75% effort) – 2 minutes
	DRIBBLING EXERCISES – 15 MINUTES
	Stationary dribbling – “head up dribbling” drills (coach showing one finger up right hand, two fingers up left hand three fingers both hands in front, four fingers both hands behind the back – 7 MINUTES
	Dynamic half court dribbling in motion (coach pointing to left, right, forward and backward means players dribble to pointed direction 75% effort – 4 MINUTES
	One-on-one zig-zag full court dribbling (both defensive and offensive movement elements – basis 75% effort – 4 MINUTES
PASSING EXERCISES – 10 MINUTES	Partner pass exercises (pair of players chest passing while full court running) – Two hands passing (“there and back”), One hand passing (there and back), dribbling bounce passing – both hands (“there and back”), dribbling bounce passing – one hand (2x “there and back” each hand)
	Triangle Pass & Receive (group of three players form a triangle and passing the ball to each other in a clock wise rotation, then switching the direction and passing to each other in a counter-clockwise direction) – 20 chest passes + 20 bounce passes each side
DEFENSIVE GAME EXERCISES – 10 MINUTES	Box out drill
	Two on one defense “zig-zag” shuffling (two players on defense one players on offense)
	Two on one deny the pass drill
	One on one challenge drill (half court version, full court version)
OFFENSIVE GAME EXERCISES – 10 MINUTES	Two on one full court running drill
	Three on two full court running drill
	Five on five full court running drill
SHOOTOUT EXERCISES – 10 MINUTES	Lay-up shooting exercise full court running
	One spot shooting exercise (in groups) – players in groups staying in the line on one spot – the shooter will get own rebound (make or miss) and pass to the next player in line. The group who makes 10 points as a team first wins the competition
	Two spots shooting exercise – in movement (three players exercise – one of them is shooting, the other is rebounding an passing to the partner waiting for the pass on the position and the third player is passing to the partner making the “two shooting spot” exercise)
	One spot shooting exercise (individual) – players in pairs shooting 20 shots each (3x) from one spot stationary (practice the way of shooting)
	Free throws shooting – stationary in pairs 10 shots (2x) at the end of practice
END OF THE PRACTICE	Summary of the practice – summary of training in the formula of praise for participation in training, small oral awards for all participants, additional awards for participants involved in individual exercises, reminder to participate in the next training.

**START OF THE TRAINING / BEGINNING
(INTRODUCTION, WARM UP & CONDITIONING) –
15 MINUTES**

Welcoming participants by the coach, presenting the schedule, presenting the general assumptions of the training program, around the court jogging, full court “zig zag” run without ball, stretching

**MAIN PART OF THE TRAINING / CONTINUED –
15 MINUTES**

Passing drills – partner passing, pass run passing, dribbling drills – stationary dribbling, full court dribbling, “one on one” full court “zig zag” dribbling

**MAIN PART OF THE TRAINING / CONTINUED –
15 MINUTES**

Defensive drill – defense “zig zag”, defensive drill – “head up defense” (coach showing the direction, for example the left, at the same time the

players start moving to the showed direction in legal defense position, coach showing the direction to the right the players start moving to the showed direction, coach pointing at the players the players start moving to the back, coach showing the direction back the players start moving

**MAIN PART OF THE TRAINING / CONTINUED –
15 MINUTES**

Shooting drills – lay-up shooting, shooting drill – line shooting, shooting drill – two spot shooting, shooting drill – four spots full court team shooting, shooting drill – free throws shooting

END OF THE PRACTICE

Summary of the practice – summary of training in the formula of praise for participation in training, small oral awards for all participants, additional awards for participants involved in individual exercises, reminder to participate in the next training.

Table 11. Start of the training / beginning (introduction, warm up & conditioning) – 15 minutes.

START OF THE TRAINING / BEGINNING (introduction, warm up & conditioning) – 15 minutes
Welcoming participants by the coach, presenting the schedule, presenting the general assumptions of the training program
Around the court jogging, full court „zig zag” run without ball, stretching

Table 12. Main part of the training / continued – 20 minutes.

MAIN PART OF THE TRAINING / CONTINUED – 20 minutes
Passing drills – partner passing, pass run passing
Dribbling drills – stationary dribbling with left and right hand, full court dribbling with left hand on the one half court and with right hand on the other half court, „one on one” full court „zig zag” dribbling

Table 13. Main part of the training / continued – 25 minutes.

MAIN PART OF THE TRAINING / CONTINUED – 25 minutes
Defensive drill – defense „zig zag”,
Defensive drill – „head up defense” (coach showing the direction, for example the left, at the same time the players start moving to the showed direction in legal defense position, coach showing the direction to the right the players start moving to the showed direction, coach pointing at the players the players start moving to the back, coach showing the direction back the players start moving

Table 14. Main part of the training / continued – 20 minutes.

MAIN PART OF THE TRAINING / CONTINUED – 20 minutes
Shooting drills – lay-up shooting
Shooting drill – line shooting
Shooting drill – two spot shooting
Shooting drill – four spots full court team shooting
Shooting drill – free throws shooting

Table 15. Final part of the training – the heart of the practice / continued – 10 minutes.

FINAL PART OF THE TRAINING – THE HEART OF THE PRACTICE / CONTINUED – 10 minutes
Game drill – challenge drill
Box out drill – one player is shooting from one spot position the other player is boxing out the opponent
Defense „zig zag” (shuffle) – players in pairs, one player is „zig zag” dribbling from one base line to the other base line the other player is shuffling
Full court game regular game „five on five” – regular competition – practical use of exercises performed during practice

Table 16. End of the practice.

END OF THE PRACTICE
Summary of the practice – summary of training in the formula of praise for participation in training
small oral awards for all participants
additional awards for participants involved in individual exercises
reminder to participate in the next training.

PARENTS ROLE IN SHAPING THE CAREER OF A YOUNG ATHLETE

An important element, from the point of view of a trainer working with young athletes, is the skilful matching of cooperation on the trainer-professional-parent level, especially in the context of creating the influence of parents on the optimal and sustainable development of a young player.

The role of a parent in skillfully encouraging a child to practice a selected sport is in every respect key. It is the parent who builds the positive attitude of the young player towards physical activity, encourages to start and to continue regular training, and finally provides the organizational and logistic basis that makes it possible to achieve the assumed sport goals.

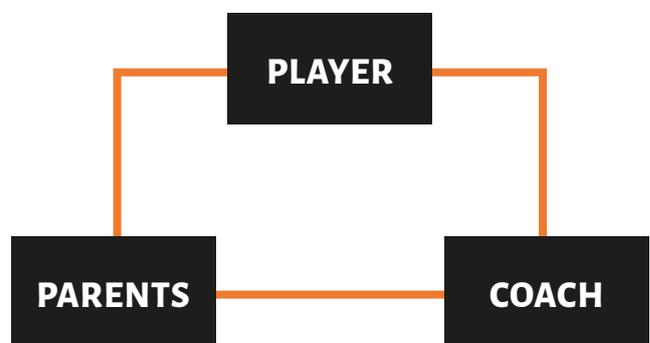
From the trainer's point of view, it seems crucial to outline the directions of cooperation and to present the rules regarding communication on the trainer-player-parent plane.

These include, among others, a constructive conversation with the parent, with an indication of an open dialogue about the current position of the player on the level of individual development (individual sports progress) and within the represented place in the team (part of the group).

Simple and clear arrangement of parent's rules for training, match, competition, tournament etc. Skillfully showing the importance of a given element related to the education of a young player in terms of the amount of time the player is on the field in relation to other players.

Explain in a diplomatic manner the role of parental doping during matches and competitions (discussing the principle of “fair play”).

Openness to parents' comments while maintaining assertiveness in relation to their own vision of conducting trainings and competitions. A clear and legible discussion of rules regarding compliance with discipline in team collaboration. The application of the above guidelines in practice will enable each of the parties, in particular the trainer, to realize the basic assumptions, which are on the one hand the balanced sports development of the young player, and on the other the atmosphere of everyday work.



Scheme 23. Player, parents, coach relation.

FIRST AID, HYGIENE AND SAFETY IN SPORT

An extremely important element that makes up a coaching workshop, especially from the point of view of a trainer working with young sportsmen on a daily basis, is to have knowledge and awareness about safety and rules of first aid in all kinds of situations threatening health and even life.

An important factor affecting the overall coach's training is his awareness of the need to secure all safety-related elements during trainings and competitions. Checking the safety of the facility where the classes take place, checking equipment that will be used during training sessions or competitions.

Finally, basic knowledge of the procedures and principles of first aid in the event of any type of injury or situation threatening the health and life of children under their care. Possessing basic knowledge about safety is a key element from the point of view of practicing the profession of a trainer.

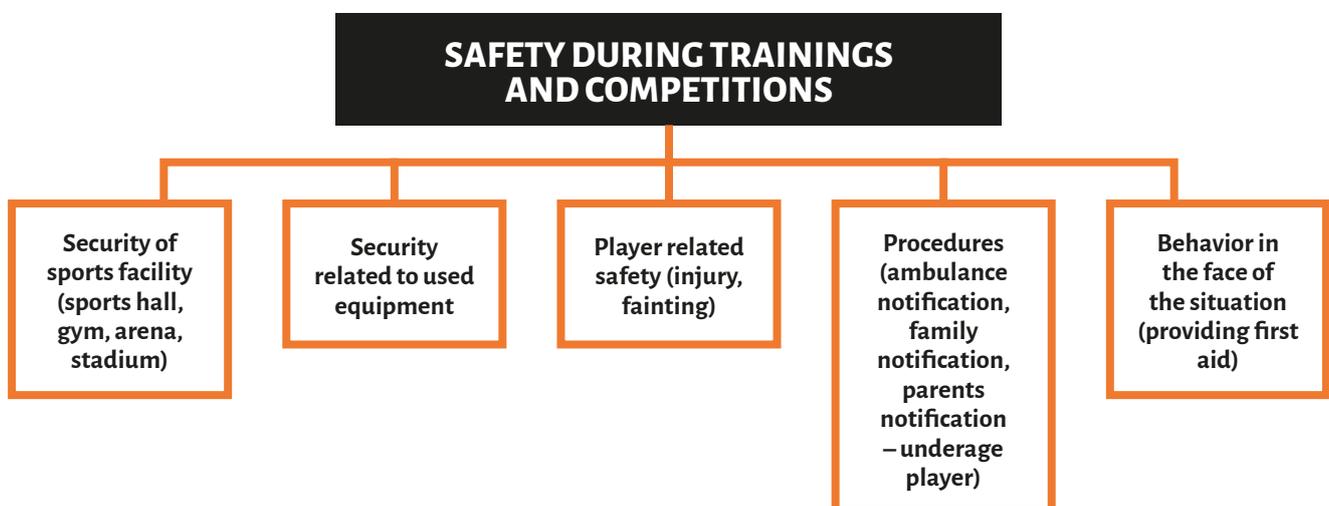
During a sporting season, players, referees, and coaches are exposed to situations where they can avoid non-vital unforeseen events such as muscle strains or trauma (Micheli, Glassman, & Klein, 2000). According to National Institutes of Health, sports safety should include wearing appropriate attire with good shoes and properly fitted clothing, the hydration before and during the exercise, and warming up and stretching to prevent joint injury.

A coach should be ready for immediate assistant to any player's minor or serious injuries. For this reason, it is necessary to know how respond to these situations (Hill & Andrews, 2011). Specifically in basketball,

the most common injuries are jammed fingers, deep thigh bruising, facial cuts, ankle sprains, knee injuries, foot fractures, and dislocations. Jammed fingers occur when the ball contacts the end of the finger and causes significant swelling of a single joint, the first aid consists in the application of ice and buddy taping the finger to the adjacent finger to provide some relief and allow the athlete to return to play. The treatment for bruises includes rest, ice, compression, and elevation. A cut may require a sterile tape and the use of ice to provide pain relief and decrease swelling, after all blood is removed and the wound is dressed, players can return to play. The treatment for an ankle sprain involves rest, ice, compression, and elevation (RICE). After cutting maneuvers or stop and go actions, the medial collateral ligament could be injured following a blow to the outside of the knee, it is treated with ice, bracing and a gradual return to activity. If the injury is in the anterior cruciate ligament, foot fractures, or dislocations happen, these are serious injuries and we can not treat it. Generally, the player feels an inability to move the body part and we should know how to act to face that situation.

The most important thing to remember in case of a serious emergency is to notify emergency services as long as possible (Hodgson & Kramer, 2009). Effective management until medical help arrives may be achieved and for this is necessary to place a player into the recovery position:

- Remove bulky objects from the player's pockets (this could be in training).
- Kneel beside the player and make sure that both their legs are straight.
- Place the arm nearest to you out of the way so it does not cause an obstruction when you turn the player towards you.
- Bring the far arm across the chest and hold the back of the hand against the player nearest cheek.



Scheme 24. Safety during trainings & competitions.

- With your other hand, grasp their far leg just above the knee and pull it up keeping the foot on the ground.
- Keeping the hand pressed against the cheek, pull on the leg and roll the player towards you onto their side.
- Adjust the upper leg so that both the hip and knee are bent at right angles.
- In order to prevent the spread of infection, it is very important that players consider the following important points:
 - Keep finger nails short, clean and free of nail varnish.
 - Avoid wearing sharp jewelry, e.g. rings. Such jewelry might scratch the player and cause the player to have an open wound that is then at risk of getting an infection.
- The risk of a player exercising when they have an infection can have serious effects on the heart and therefore players with symptoms of infection must not undergo training nor partake in any matches until they are symptom free.
- Minimize the risk of infections with the following steps:
 - Do not allow infectious players, i.e. players with the following symptoms: diarrhea, fever, vomiting or flu-type symptoms, to attend training or play in a match. They must also avoid contact with other players so as not to spread the infection to others.
 - Ensure players wash their hands and do not share towels.
 - Monitor player training – avoid overtraining leading to excessive fatigue and declining performance.
 - If they have any systemic symptoms, such as a fever (high temperature), muscle pains, productive cough, severe sore throat or other symptoms such as diarrhea and vomiting then they should not play or train until they are symptom-free.

MODERN PLAYER, MODERN COACH – DUAL CAREER DEVELOPMENT

Thanks to the solutions and examples proposed in the prepared projections, the presented program seems to be the optimal support for young players who are at the beginning of their sports road, at the same time aware of the need for continuous development.

AFTERMATCH HORIZONS – “SIDE HUSTLING”

Considering the aspects related to optimal professional preparation to the specifics of the player's functioning after the end of active sporting career, at the same time having an optimal choice of further development of “aftermatch”, undoubtedly an important complementary element is the awareness of the occurrence of a number of complementary functions in the peripheral space, directly related to the creation of real reality related to the functioning of the represented sport discipline, not necessarily as a coach or trainer.

Colloquially, it is believed that not every outstanding player will become an outstanding trainer, while a player with less sports potential, perhaps representing an active sports club with less organizational potential, may in the future become an outstanding coach leading the team's top-tier success. Generally, there are no rules and each of these scenarios is possible.

In fact, there is a number of functions that are naturally able to manage the demand for players finishing their careers, not necessarily in the context of using them as trainers or trainees. These, so-called “side-hustling”, include functions such as statistics, referee, scout, physical preparation trainer, team leader, sports manager, speaker, announcer of the competition, or even the master of ceremony and DJ.

The presented functions appear as an interesting alternative in the context of choices regarding future professional development, planned after the end of a sports career, naturally convergent with natural predispositions, equally interesting and exciting, at the same time not necessarily associated with the choice of a trainer.



Scheme 25. Side hustling examples.

IO5 BASKETBALL COACH TRAINING PROGRAM – SUMMARY

Optimal career planning after the end of the sports path depends on many factors, often independent of the previously presented sports skills. Accurate clarification of future plans related to the development of a professional path is an extremely difficult task. Future directions of professional development are influenced, among others, by factors such as the natural environment of the athlete, often having a greater significance than the financial factor, self-confidence, presented level of sport, past achievements and successes, and finally luck in making the right decisions. Above all, however, the element that has a key impact on future development is motivation in pursuing the intended goal, success in future career.

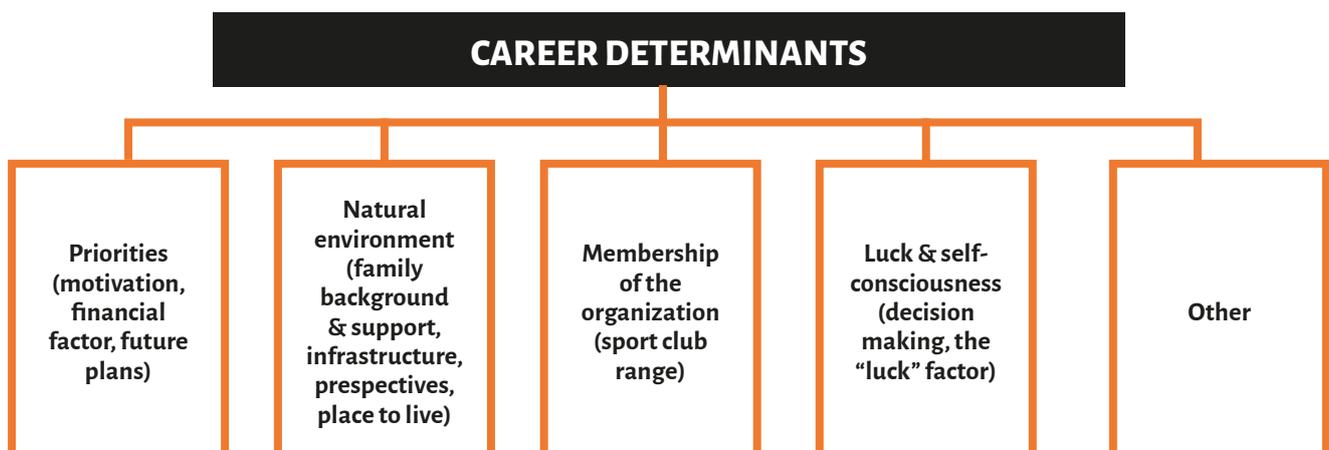
The proposed solutions are applicable in all conditions, regardless of origin, social status, cultural conditions or individually presented sports level.

Thanks to learning the basics of the specificity related to the functioning of the training system, the proposed training definitely brings closer, at the same time it facilitates young players to get acquainted at an early stage with a difficult, demanding trainer, trainer.

By highlighting important aspects related to the preparation, planning and running of sports training, the proposed training is seen as an important complementary element from the point of view of an athlete looking ahead to the future.

When undertaking work as a trainer, with particular emphasis on working with an individual approach to a player, it should always be borne in mind that the trainer, as a person transferring knowledge, is obliged to comply, while creating the highest standards of work and communication. First of all, it should be focused on creating optimal training conditions, where the main focus is on sports development while creating an optimal atmosphere.

YOUNG, PRESPECTIVE ATHLETES, GOOD LUCK ON THE FUTURE SPORTS CAREER PATH – COACHING PATH!



Scheme 26. Career determinants.

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FIRST AID, HYGIENE AND SAFETY IN SPORTS

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The most important thing to remember in case of a serious emergency is to notify emergency services as long as possible (Hodgson & Kramer, 2009). Effective management until medical help arrives may be achieved and for this is necessary to place a player into the recovery position:

1. Remove bulky objects from the player's pockets (this could be in training).
2. Kneel beside the player and make sure that both their legs are straight.
3. Place the arm nearest to you out of the way so it does not cause an obstruction when you turn the player towards you.
4. Bring the far arm across the chest and hold the back of the hand against the player nearest cheek.
5. With your other hand, grasp their far leg just above the knee and pull it up keeping the foot on the ground.
6. Keeping the hand pressed against the cheek, pull on the leg and roll the player towards you onto their side.
7. Adjust the upper leg so that both the hip and knee are bent at right angles.
8. In order to prevent the spread of infection, it is very important that players consider the following important points:
 - Keep finger nails short, clean and free of nail varnish.
 - Avoid wearing sharp jewelry, e.g. rings. Such jewelry might scratch the player and cause the player to have an open wound that is then at risk of getting an infection.

The risk of a player exercising when they have an infection can have serious effects on the heart and therefore players with symptoms of infection must not undergo training nor partake in any matches until they are symptom free.

Minimize the risk of infections with the following steps:

- Do not allow infectious players, i.e. players with the following symptoms: diarrhea, fever, vomiting or flu-type symptoms, to attend training or play in a match. They must also avoid contact with other players so as not to spread the infection to others.
- Ensure players wash their hands and do not share towels.

-
- Monitor player training – avoid overtraining leading to excessive fatigue and declining performance.

If they have any systemic symptoms, such as a fever (high temperature), muscle pains, productive cough, severe sore throat or other symptoms such as diarrhea and vomiting then they should not play or train until they are symptom-free.

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PEDAGOGICAL METHODOLOGY

EFFECTIVE TEACHING

The teaching intervention requires different strategies to do the training more effective. We must not forget that the coach is the main axis throughout the process, designing the tasks and guiding the athletes to achieve the objectives. Therefore, it is essential to meet a series of basic requirements such as the attitude, the knowledge, the skill, and the behaviour. Besides the attitude and motivation for improving the learning of the participants, the trainer should consider the general concepts of pedagogy, methodology used, and the lesson structure. The trainer needs to control different skills according to each context and situation. As a consequence, he or she should think about the presentation of the tasks, organization of the team, and the control of the practice time (Vázquez et al, 2001).

- Presentation of the tasks: a) get the attention of the student in an adequate spatial setup, choosing a specific place, and requiring silence; b) generate interest towards the task communicating directly the task and giving confidence; c) explanation of the task giving specific details, demonstrating and explaining as the tasks suggest; d) start of motor commitment launching the task creating a sense of challenge.
- Team organization: Trying organize group to seek the maximum learner participation with simultaneous and alternative execution with all the students at the same time or in pairs. It could be useful to distribute the materials and equipment adapted to each group, determining their place and when each learner can use it.
- Taking advantage of the practice time increasing the time of motor commitment. The control of the team helps trainers to achieve the lesson goal. One measurement could be to create daily routines with a signal system, the delegation of responsibilities in learners, and establish an interaction system based on responsibility and motivation.

TEACHING APPROACH

Considering basketball as an invasion game (Almond, 1986), it is more positive for learners to apply a global methodology than an analytical. As a consequence, we propose Teaching Games for Understanding (TGfU) as the most suitable approach for this game and context (Bunker & Thorpe, 1982). In this sense, some of the pedagogical features of TGfU are the use of questions, game modifications, the tactics before the techniques, the learner as the centre of the learning, and his/her reflection and understanding (Morales-Belando & Arias-Estero, 2018).

In the design of lessons process, it is crucial the discussion between trainers and researchers. In order to understand TGfU approach, they need to take into consideration the pedagogical features, expected trainer' behaviours, expected learners' behaviours, and aligned lessons:

- Pedagogical features: the main game elements (participants, space, time, and equipment) and the teaching strategies of the game for understanding (modified games, feedback, rules, routines, and expectations).
- The expected trainer behaviours during the intervention. That is, the trainer had to ask questions, pose problems, set exploratory and discovery tasks (tasks in which learners choose from and perform a range of movement patterns), enable all the learners to be successful, help participants become independent learners, develop skilfulness, and foster understanding.
- The expected learners' behaviours. That is, pupils had to play an active role, wrestle with problems, propose solutions, explore, answer questions, and carry out ideas.
- Alignment among: (a) goals; (b) technical and tactical contents and their distribution across the unit; (c) modifications made; (d) number of players; (e) feedback; and (f) practice area.

According to TGFU features, another important part is the teaching of tactics before techniques and the use of questions to reflect about the integration of decision making and skill execution in the game. In this regard, the lesson should follow the structure of 'game form', 'teaching for understanding', 'drills for skill development', 'return to game form', and 'review and closure' (Morales-Belando & Arias-Estero, 2017):

1. In the 'game form' task, learners autonomously experience the exaggeratedly or representative modified game form, they practice the tactical aspect
2. similar to the real game. The first step is to define the goal based on tactical principles of play. It could be about attack or defence. The trainer has to modify the game elements to obtain the tactic goal by the practice. This part of the lesson has a duration of 15 minutes.
3. In 'teaching for understanding', they reflect on the decisions they made in the first task. They have to reflect about what they had to do and why. For doing that, the trainer has to design between 3 and 6 questions. This part of the lesson has a duration of 10 minutes.
4. In 'drills for skill development', they practise the related technique in order to improve it. The task could be directed by the trainer with demonstration and explanations of the correct technique. The technique content should be related to the task content worked in the first task. This part of the lesson has a duration of 15 minutes.
5. In 'return to game form', they once again explore the possibilities of a game form that is more similar to the real game. they would perform a task very similar to the initial task. In this task the learner should integrate the tactic and technique contents learned in the previous tasks. This part of the lesson has a duration of 15 minutes.
6. In 'review and closure', they again reflect to make sense of the decision-making during game play and its relation with skill execution. They would reflect on the integration and understanding of decision-making and technical execution. After practicing the lesson, the trainer has to ask between 3 and 6 questions about the previous contents. This task should be done together with all the team and establishing the conclusions of the lesson learning. This part of the lesson has a duration of 5 minutes.

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