



Aberfeldie Jets Basketball Club

Coaching Manual

Updated March 2018



Dear Coach

Thank you for volunteering your time to coach an Aberfeldie Jets Basketball team. Your support is greatly appreciated by the Aberfeldie Jets Basketball Club Committee, families and players.

The purpose of this document is to provide basic information and Guidelines to assist you as a coach throughout the season. As a Coach your points of contact will be

Team Selection/ Player registration Issues

Girls girlsregistrar@aberfeldiejets.com.au

Boys registrar@aberfeldiejets.com.au

Training Venue Issues

training@aberfeldiejets.com.au

Coaching Equipment issues

equipment@aberfeldiejets.com.au

Assistance with coaching/ Drill ideas/ coaching resources

Coaching Co Coordinator coaching@aberfeldiejets.com.au

All other enquiries should be directed to the Jets Admin Officer at admin@aberfeldiejets.com.au

Also refer to the website as there is lots of information about the club along with drills and resources.

www.aberfeldiejets.com.au

1. INTRODUCTION

Welcome to the Aberfeldie Jets Basketball Club – a domestic youth basketball club designed to develop fundamental skills, sportsmanship and a love of the game for basketball.

Your role as a coach at the Aberfeldie Jets will give you an opportunity to mould character and develop young athletes. Even though you may only see them once or twice a week, you have the opportunity to have a major impact on their development; mentally, socially and physically.

Our coaches are entrusted with the responsibility of giving our young players every opportunity and resource available so that they can continue to develop both mentally and physically. As coaches, we must instil proper fundamentals and life skills so that our players possess the tools required to reach their potential.

1.1 MISSION

"To provide and promote a safe and fun recreational basketball program for children between the ages of 6 and 18. To encourage good sportsmanship and teamwork. To develop playing and athletic skills, and to promote friendly relationships among the players, coaches and parents."

1.2 PHILOSOPHY

A good coach can be described as very loud and vocal while another could be calm and quiet.

Ultimately, good coaches are not restricted to just one particular style of coaching. However, there is a wrong way to coach, especially when dealing with children and youth. As competitive as coaches sometimes are, being negative and disrespectful towards players, other coaches or officials is unacceptable and can set a bad example for your players to follow.

Your goal is to make playing basketball an enjoyable physical, social, and mental experience for your players. This is a time when kids should learn to work as a team in a positive and encouraging environment.

Regardless of your coaching background, your responsibility is to create a positive and safe learning environment in which kids can challenge each other and themselves to become better players and people.

Kids must feel as though they can make mistakes, as this is how they learn best. Encourage them to make as many mistakes as possible and push themselves to improve. Without this kind of determination and without kids feeling as though it is alright to make mistakes, it will be difficult for them to improve.

Children are not good at judging their own ability, they depend on others to tell them how well they are doing in developing skills and how they compare with their peers. As such, coaches play an important role in shaping children's perception of themselves. The way in which a coach corrects a skill, reinforces a behaviour, or highlights an error plays an important role in either developing or impairing the self-esteem of young athletes. Good coaching is based on a positive approach and raising the confidence of young children through building on strengths rather than weaknesses.

DEVELOP THE WHOLE CHILD

Be an educator who promotes learning over outcome.

Teach the five core values:

- > Fundamentals
- > Learning
- > Activity
- > Success
- > Respect

Promote inclusion and belonging.

Move with purpose and speak with passion.

1.3 ROLE OF THE COACH

A coach is...

- A teacher, a friend and a role model for children, parents and other coaches.
- Organized, prepared, flexible and resourceful enough to meet goals.
- Fair and sensitive to everyone's needs.
- Patient and enjoys helping others learn and grow, not just in sport, but as a whole person.
- A teacher of the core values of the program.

A good coach communicates clearly. A picture is worth a thousand words. New skills should be clearly introduced with a demonstration.

A good coach makes encouraging comments to the group. Coaches should encourage their players by praising their efforts. Children like to be told they are doing a good job and working hard.

A good coach provides specific instruction to individual children. Coaches should recognise the individual differences of each child and addresses them differently/appropriately.

A good coach provides opportunities for feedback and questions from the children. Children should never be discouraged from asking questions.

A good coach has happy children. Children who enjoy working with a good coach leave practice sessions and games happy and satisfied, ready to come back the next time.

1.4 COACHES CREED

As a coach at the Aberfeldie Jets, I will...

- Teach and promote the club's philosophy and core values: Fundamentals, Learning, Activity, Success and Respect.
- Ensure a safe learning atmosphere for the children at all times.
- Make basketball participation fun and enjoyable for all children.
- Act in a professional manner pertaining to dress, language and behaviour.

- Strive to learn the game, its concepts and its rules.
- Lead by example in demonstrating fair play and sportsmanship to all players.
- Be organized and prepared to teach, by dedicating the necessary time to training preparation.
- Ensure that all activities undertaken are suitable for the children's: age and experience; ability; fitness level.
- Respect and foster the uniqueness of each child while developing realistic expectations that are based on individual abilities.
- Place the emphasis in all activities on active involvement with a CHILD FIRST philosophy.
- Encourage and include the support of parents.
- Be a positive role model for the children, parents/guardians and other volunteers

1.5 PLAYER SAFETY

Our number one priority when coaching is the safety of our players physically and mentally. When you are coaching your team at training or during games, you must be aware of any objects or threats that could harm players, i.e. water on court or dangerous play. We must keep our players safe at all times

1.6 COMMUNICATION

To be successful in coaching, you must be able to effectively communicate with your players, team manager, parents, other coaches and officials. Good communication skills arise from constantly making an effort to become a better communicator.

The keys to becoming an effective communicator are being able to communicate openly, positively and clearly.

Communicating openly depends on you being honest with your athletes. It relies on you being sensitive to their needs and responding to their needs. It relies on you listening in a non-judgmental fashion, to what they have to say, both as individuals and as a group. Then you can make judgments where you deem necessary. It is very important to communicate openly with parents as well.

Communicating positively, especially with young athletes, is extremely important. We must remember why children participate in sports – to have fun and be with their friends. Everything else is secondary. When corrections are made (and there will be many), it should be done in a very non-threatening manner. For example, the sandwich effect – “You had a great follow through on your shot, but you must use your legs more, and it was great to see your feet squared to the basket.” In this technique, a negative is sandwiched between two positive and encouraging statements.

Communicating clearly involves getting to your point in a simple, precise manner. It is a good idea to speak a little louder than normal to get the attention of wandering ears. In order to keep everyone focused when you are talking, be sure to make eye contact with each person.

When communicating with your players:

- Make eye contact at all times
- Use non-verbal communication
 - > High 5's
 - > Thumbs Up
 - > Clapping
- Provide each player with genuine and deserved praise.
- Make statements in a positive manner and praise them.
- Use the child's name whenever possible.
- Use humor where appropriate.
- Encourage each player to do their best.
- Emphasize fun and fairness.
- Teach players to respect their teammates, their opponents and the officials.

When communicating with your parents:

- Be clear with expectations around timely attendance at training and games
- Outline the team goals for the season
- Determine the best time and method that parents can make contact with you to discuss the progress of their child

2. PLAYER DEVELOPMENT

Aberfeldie Jets Basketball Club's number one coaching goal is player development. We must make this our highest priority in order for the players to succeed at higher levels.

We are trying to develop every player, to the best of their ability. One of our goals has to be to limit each player's weakness as much as possible.

Identify the strengths and weaknesses of the players and develop good fundamentals to improve the weaknesses and enhance their strengths. There are times where repetition is the order of the day, so be patient!

Some of the fundamentals we need to enhance are:

- Dribbling Left & Right Hand
- Shooting Left & Right Hand
- Closing out on Shooters
- Boxing out on Rebounds
- Denying Passes
- Defensive Pressure on a Ball Carrier.

2.1 AGE GROUP BREAKDOWN

There must be a focus on individual development as well as team concepts. (See Skills Matrix.)

2.2 SETTING GOALS

As a team you decide what you are trying to achieve for the season. What are your team goals for the season? We need to set long term and short-term goals. Set high but attainable goals so the players can see success.

Eg: Long Term Goals - Make our division finals, Win a tournament final

Short Term Goal- Win our next two games and keep the opposition to 25 pts.

You must set individual goals within your team goals; eg: become a stronger rebounder, improve throwing technique, learn how to use the post.

Players who have personal goals and see improvements are more likely to keep working hard during the season.

2.3 SEASON/TRANING PLANNING

'If you fail to plan, you are planning to fail!'

Plan your season then break it down. Have a plan of what you want to achieve during the season. Where do you want your team to be in week 4? What do you want to have mastered by week 9 and week 12? We have limited time to help our players grow their game. You ask them to come prepared, so you as coach must also come prepared. We ask our players to work on their craft, as a coach we must work on our craft also. Be prepared for the whole season. Refer to the sample season plan.

2.4 TRAINING

As coach, we need to show up to training on time and be prepared. We must have a training plan (See example attached) with us to action at each session. What are we going to work on today? Is this session geared towards offense or defense?

These are some of the questions you should be thinking about while preparing for your training session. You should move quickly through training, trying not to let the session lag. If you talk too much, players will get bored and restless. Remember, a child's attention span is far less than that of an adult.

Don't spend too much time on one drill. Engage more than one player at a time. Have the players moving and working hard and your session will move quick and the players will stay focused. Don't be afraid to leave a drill if it is not working and move on. Get a feel from the players on how the drill is going. Do you need more time? Can you add a drill or take a drill out?

Talk to your players before and after training. Ask them how they enjoyed the session! That way you will know what is working and what is not.

Remember, players are still children and also have a lot going on in their lives. They will have good days and bad days.

Be aware of any player with injuries and rest them if need be from training. If they have suffered a major injury requiring a long period off from training, then ask the parent for a Doctor's certificate which gives the player the all clear to resume training.

If the injury is only minor, then the player is still expected to attend your session, even if only to watch what is happening, so they won't be left behind.

2.5 COURT TIME

Court time is very important to a player's development. The responsibility of a domestic coach is to try and give your players as much court time as you can. Aberfeldie Jets Basketball Club has the expectation that coaches will try to give almost equal court time to their players, particularly in the Round games. During finals, the focus can shift a little towards achieving team success and winning finals. This may mean that not all players will get equal court time in finals.

Refer to the Club website for rotation templates which can assist you in planning your rotations.

Many coaches plan rotations in advance of the game so that they can focus on the game rather than be distracted by working out substitutions.

It can also be a good idea to enlist the assist of a suitable parent or your Team Manager to help manage the bench and talk to players about the forthcoming substitutions – ie who they are taking off and what position they will play.

2018 Winter – Under 12 Girls Dear

Parent and Players,

After a reshuffle of the teams, I have been given an opportunity to coach the Under 12 Girls team in which your child is playing. I am excited at the opportunity to coach the team and further develop your child's individual skills and the team play strategies as a whole.

This team is a development team with a mixture of skill and experience – some girls have played up to 4 seasons and for others this will be their first season! Success of the team will be judged by individual and team development and not necessarily by wins and losses.

What is my basketball and coaching experience?

As a junior I played representative basketball for Ballarat in Under 12, Under 14 and Under 16 level. Whilst studying at University, I coached several school teams at the National Junior Volleyball championships which gave me experience in coaching school aged children. I have also recently completed the Basketball Australia Club Coaching course.

What can you expect from me to support your child?

I am committed to further developing your child's individual skills in basketball and developing the team's game play strategies whilst ensuring that the children are having FUN!

I will be carefully planning and preparing for each training session and game. Initially, I will focus on teaching some fundamental skills of basketball which include footwork (pivoting, jump stops and defensive footwork), passing, dribbling, shooting, court movement and learning the rules of the game (as more of the specialised rules will be enforced in Under 12 such as Key Time Violations).

Equal court time for all players in games will be a priority in the round games however should our team be in a position to compete in finals, then the focus of the team will shift to achieving finals success as a team.

I will provide you as a parent with a number drills and teaching points to help you to correctly practise some of the individual skills at home; improvement will happen more quickly if your child is practising at home!

What can I expect from you to support your child?

In order to support your child in their basketball endeavours, I expect that you will try to get your child to trainings at least 5 minutes prior to the training start time (with water bottle, basketball and training top) and at least 10 minutes prior to the game start time (with water bottle, no jewellery and in uniform). Can you please let me know as soon as possible if you know your child will not be able to make it to training or a game?

Practise individual skills at home and on weekends; as little as 10 minutes of passing/catching and shooting practise a day can make a huge difference! It also shows your children that you are interested and involved in their basketball and it can be a lot of fun to spend time together.

Open Communication

It is essential that there is open communication between myself and parents. I am more than happy to discuss your child's progress individually or team play strategies if you have any questions and the best time to do that is straight after training. Alternatively, you can give me a call to arrange a catch up. It is often difficult to have lengthy and detailed conversations directly after the games, so these are best left for after training.

What is the season plan?

The first four weeks will be spent covering some of the fundamental individual skills:

- body movement - pivoting, jump stops, defensive footwork
- passing/catching and dribbling – reinforcing some of the skills already developed
- shooting, lay ups, power lay ups - working on correct technique

The first four weeks will also focus on key team play strategies/team rules and game rules:

- effective zone defence – explanation of roles and how the zone defends the basket
- court movement – basic court positioning and moving into open space
- team rules – look ahead/inside and pass to those in a better position
- game rules – explanation of the Key Time Violations and Cross Court rules

During this first four-week period, it would be ideal if parents were able to attend and be prepared to actively observe on court and help out at training in order to learn the correct technique of some of the skills so you can assist/correct your child when they practise at home; perfect practise makes perfect!

The aims for the team in the longer term are to teach:

- Rebounding and Boxing Out
- Running patterns for transition
- Full court and half court press and press breakers
- Man to Man defence

Forming a great team bond and developing good sportsmanship

As this is reshuffled team with a mixture of girls who already know each other and new girls, it is essential that everyone (both girls and parents) makes an effort to introduce themselves and get to know each another. I will be ensuring this take places for the girls at trainings however for those families who know each other well, please make an effort to make the new families feel welcome by introducing yourself at trainings and in the stands at games. Whilst it's good to have a competitive spirit, it is also essential that we are modelling and teaching good sportsmanship towards our fellow team mates, opponents and the referees.

I look forward to further developing the team, having fun and hopefully adding to the trophy cabinet along the way! If you have any questions or wish to discuss this any further, please feel free to give me a call.

Go Jets!

Coach Name and Number

SEASON PLAN

TEAM:	Aberfeldie Jets
DIVISION:	U12 Girls C Grade
SEASON:	Summer 2015/2016 – 14 Rounds



Short Term Objectives – Individual Skills	Short Term Objectives – Team Skills
1. Body movement - pivoting, jump stops, defensive footwork, close out technique	2. Effective zone defence – explanation of roles and how the zone defends the basket
3. Passing and catching – fast and over distance	4. Offensive court positioning and movement – basic offensive court positioning and moving into open spaces and creating space
5. Dribbling – speed vs protection	6. Team rules <ul style="list-style-type: none"> - look ahead/inside and pass to those in a better position - forwards pass the ball in after goals, check feet and quick pass - experienced players to help out others on court especially in zone set up and free throw set up - use your voice!
7. Shooting, lay ups - working on correct technique	8. Game rules – explanation of the Key Time Violations and Cross Court rules
Long Term Objectives:	
<ul style="list-style-type: none"> • Rebounding and Boxing Out 	<ul style="list-style-type: none"> • Running patterns for transition including outlet pass
<ul style="list-style-type: none"> • Man to Man defence 	<ul style="list-style-type: none"> • Full court and half court press and press breakers

SEASON PLAN

TEAM
DIVISION:
SEASON:



Short Term Objectives – Individual Skills	Short Term Objectives – Team Skills
Long Term Objectives:	

3. TRAINING PLAN

The following is a sample training plan that contains all of the recommended components with appropriate time allocation. The internet or Youtube is an invaluable resource for drills to add to your training plans and also check out the Cannons website – Coaches and Team Managers Section – for drill ideas and more coaching resources.

[illegible]

Practice Plan - Week _____ of _____ .				
Focus:				
<i>Time</i>	<i>Drill</i>	<i>Fundamental/Skill</i>	<i>Points of Emphasis</i>	<i>Notes</i>

NOTES/REVIEW:

Aberfeldie Jets Skills Matrix



I = Introduced R = Reinforced M = Mastered

Fundamentals	U8	U10	U12	U14	U16
Running - Change of pace / direction	I	R	M	M	M
Stopping – jump stops & stride stops	I	R	M	M	M
Pivoting – forward & reverse	I	R	M	M	M
Court terminology	I	R	M	M	M
Passing / Receiving	U8	U10	U12	U14	U16
Catching / receiving ("ten fingers")	I	R	M		
Move to ball	I	R	M		
Chest pass	I	R	M		
Bounce pass	I	R	M		
Overhead pass		I	R	M	
Baseball pass		I	R	M	
Pass fakes		I	R	M	

Shooting	U8	U10	U12	U14	U16
Lay-up – strong hand	I	R	M		
Lay-up – weak hand		I	R	M	
Reverse lay-up		I	R	M	
Set shot		I	R	M	
Jump shot			I	R	M
Foul shots	I	R	M		
Power lay-up		I	R	M	
Catch & shoot		I	R	M	
Dribble & shoot		I	R	M	

Individual Defence	U8	U10	U12	U14	U16
Defensive stance	I	R	M		
Maintaining position	I	R	M		
Footwork – shuffle / drop-step	I	R	M		
Use of hands	I	R	M		
Turning the dribbler		I	R	M	
Channelling the dribbler		I	R	M	
Man-to-man – guarding the ball handler	I	R	M		
Man-to-man – one pass away, two or more		I	R	M	
Defensive triangle ("pointing pistols")		I	R	M	
Jumping to the ball		I	R	M	
Close out		I	R	M	
Defending cutters			I	R	M
Defending screens			I	R	M
Defending post players			I	R	M

Team Offense	U8	U10	U12	U14	U16
Court spacing	I	R	M		
Ball movement, ball reversal		I	R	M	
Pass, cut & replace		I	R	M	
Give & go		I	R	M	
Dribble entries		I	R	M	
Screen the ball & roll			I	R	M
Screen away			I	R	M
Skip passes			I	R	M
Back screens			I	R	M
Down screens			I	R	M
Cross screens			I	R	M
Offensive alignments		I	R	M	
Fast break		I	R	M	
Motion offense principles			I	R	M
Zone offense principles				I	R

Aberfeldie Jets Skills Matrix

Out-Of-Bounds Plays	U8	U10	U12	U14	U16
Offensive baseline		I	R	M	
Defensive baseline		I	R	M	
Offensive sideline		I	R	M	
Defensive sideline		I	R	M	

Rebounding	U8	U10	U12	U14	U16
Stance, Positioning		I	R	M	
Protection of ball		I	R	M	
Positioning		I	R	M	
Offensive – power layup			I	R	M
Defensive – outlet pass / power dribble		I	R	M	

Rules	U8	U10	U12	U14	U16
Scoring	I	R/M			
Double (illegal) dribble	I	R/M			
Travel	I	R/M			
Backcourt violation	I	R/M			
Jump ball – start of each half	I	R/M			
Jump ball – held ball	I	R/M			
Fouls – hands	I	R/M			
Fouls – blocking	I	R/M			
Fouls – on shooter	I	R/M			
Five fouls on a player	I	R/M			
Eight team fouls	I	R/M			
3 seconds in key		I	R	M	
5 seconds guarded		I	R	M	
8 seconds in backcourt		I	R	M	
Jump balls – held ball	I	R	M		
Out of bounds	I	R	M		
Free throws – positions and rules	I	R	M		

Jump Ball	U8	U10	U12	U14	U16
Positioning (offensive & defensive)	I	R	M		
Technique	I	R	M		
Plays		I	R	M	

Dribbling (strong and weak hands)	U8	U10	U12	U14	U16
Speed dribble	I	R	M		
Control dribble	I	R	M		
Power dribble		I	R	M	
Retreat dribble	I	R	M		
Change of pace / hesitation dribble		I	R	M	
Crossover dribble	I	R	M		
Reverse (spin) dribble		I	R	M	
Behind back dribble		I	R	R	M
Between legs dribble			I	R	M

Team Defence	U8	U10	U12	U14	U16
Half-court man-to-man	I	I	R	M	
Full-court man-to-man		I	R	M	
Rotation principles			I	R	M
Zone press			I	R	M
Run and jump			I	I	R/M
Zone defence (2-1-2, 1-2-2, 1-3-1)				I	R/M
Fastbreak defence		I	R	M	
Trapping			I	R	M



CODES OF CONDUCT

Basketball is intended to be a recreational activity for enjoyment and health. These code of conduct has been developed by Basketball Victoria to give participants some guide to the expectations it has on those participants. It is intended to assist everyone to obtain the maximum benefit and enjoyment from their involvement in basketball. As a result, the quality of participation will be improved so people are more likely to start and continue their involvement in basketball. Enjoy!!

COACHES CODE OF CONDUCT

1. Remember that basketball is for enjoyment.

Remember that basketballers play for fun and enjoyment and that winning is only part of their motivation. Always make sure that participants are made to feel welcome whenever they attend for training or a match.

Ensure that activities are carefully planned, well structured and varied to provide opportunities for individual and team development. Be willing to depart from the plan to take advantage of an unexpectedly high interest in a particular activity.

Never ridicule players for making mistakes or losing a competition. See errors or losses as an opportunity to learn in a constructive way. Comment in a way that is positive and designed to create interest, involvement and development.

2. Be reasonable in your demands

In scheduling training and playing times and days, be reasonable in your demands on players' time, energy and enthusiasm, taking into account their age, level of play and other commitments such as school and employment.

Young children are likely to have more time but short attention spans. They may have plenty of energy but are likely to need more guidance on how best to look after their bodies. The differences in physical and mental maturity can be quite marked in younger children of the same age group. All these factors need to be considered in coaching young children.

Older children have greater demands from their studies and many of them need to work to assist their schooling. They also have many social demands. Try to assist them in achieving a good balance between the various demands on them.

Adults should in most cases be capable of making their own decisions on priority between basketball and other demands such as work, family and social engagements. Respect those decisions.

3. Teach understanding and respect for the rules.

Teach your players that understanding and playing by the rules is their own responsibility and that the rules exist for the safety, proper order and enjoyment of all people involved in basketball. The lessons to be learned in this respect in basketball are lessons that can and should be carried over into all aspects of their lives. Do not encourage players to ignore or deliberately break any rules.

4. Give all players a reasonable amount of court time.

All players need and deserve reasonable court time. Avoid over-playing the talented players. It is unfair to both them and those who are not so talented. Players cannot improve without the opportunity of a reasonable amount of match practice. Talented players can burn out. Having no or little time in court can cause players to suffer from morale problems and they can lose interest in the sport altogether.

5. Develop team respect for the ability of opponents including their coaches.

Part of participation in sport is respect for all participants in the game. Encourage your players to accept that their opponents are entitled to proper courtesy. This means introducing themselves to their opponents on court, congratulating them whether they win or lose and accepting loss gracefully. Teach them that the opposition coach is there trying to do the best for their team and is also entitled to respect.

6. Instil in your players respect for officials and an acceptance of their judgment.

Players should be taught to understand that officials have a very difficult task to perform and that without them games could not be played. They are there to enforce the rules of play but they cannot always be right. Teach your players to accept bad calls graciously. Abuse of referees is unacceptable behaviour that should not be tolerated. Players who consistently dispute decisions or do not accept bad decisions should be singled out for counselling and guidance.

7. Guide your players in their interaction with the media, parents and spectators.

It is sometimes very difficult for players to concentrate on the game when there is the distraction of the presence of friends and relatives as spectators. Coaches have a difficult role to play in teaching players respect for their parents and other spectators but also teaching them to maintain concentration on the team plan if spectators become over-enthusiastic.

Parents sometimes make demands on their children's time which interferes in their basketball activities. Respect this and try to structure your coaching and their training and playing times and obligations to take those demands into account. There are many other factors which need to be balanced, including venue availability and requirements of administrators. The coach's task is not easy.

The presence of media at a basketball game can lead to a temptation by some players to "show off" or otherwise act differently from how they would act normally. Encourage your players to not be awed by the presence of the media. Also teach them that if they are approached for an interview after a game they are representing the whole sport and should behave accordingly.

8. Group players according to age, height, skills and physical maturity, whenever possible.

Uneven competition can lead to a loss of enthusiasm. Coaches should always try and group players of reasonably equal ability. In coaching children it is important to remember the different maturity rates for children of the same age. A player in their early teenage years may be the tallest in their team and yet because they have matured early, be one of the shorter players in only a brief time. Coaches must be ever vigilant to ensure that changes in height and other physical characteristics are noticed and acted upon.

9. Ensure that equipment and facilities meet safety standards and are appropriate to the age and ability of the players.

In our increasingly litigious and accountable society, all those involved in sport have a responsibility to take all reasonable steps to ensure the safety and wellbeing of participants. Coaches are in a unique position to control many of the factors which can have an effect on this welfare. Coaches should be aware of the dangers factors such as heat and dehydration, wet floors and other potentially hazardous environmental situations can cause. A coach has a responsibility to avoid putting players into dangerous conditions.

10. Be prepared to lose sometimes.

Everyone wins and loses at some time. Be a fair winner and a good loser. Disappointment at losing is natural, but it should not be obvious to the point of being unpleasant for others. Just as unpleasant can be the boastful winner. Recognise that even in defeat, the loser has achieved something, just by playing. Not everything in life can be a winning situation. Losing can be an important learning experience for your wider life goals. Guide your players to accept a loss in this spirit.

11. Act responsibly when players are ill or injured.

Show concern and take responsibility for players who are sick or injured whilst under your care. Follow the advice of a physician when determining when an injured or ill player is ready to recommence play. If a player is injured on court, make sure that there is no danger of further aggravation of the injury by prompt removal of the player if this is appropriate. Qualify yourself to administer first aid so that you can recognise the seriousness of an injury or illness and act accordingly.

12. As well as imparting knowledge and skills, promote desirable personal and social behaviours.

Be aware of the role of the coach as an educator. Particularly with young people, the way they perform in their lives is influenced by many factors. An important influence is the person they see as a role model. Coaches often take on the part of role model for many young people. It is therefore important to ensure that the influence from coaches is seen in a positive light rather adversely. What you say and how you act can be most important in modelling the behaviour of players.

13. Keep your knowledge current.

Seek to keep abreast of changes in sport. Ensure that the information used is up to date, appropriate to the needs of players and takes into account the principles of growth and development of children. Players cannot learn from you if your skills and knowledge are inadequate.

14. Ensure that any physical contact with a player is appropriate.

Physical contact between a coach and a player except that which would be considered usual social contact such as the shaking of a hand or a "high five" should be rare. Gestures which can be well meaning, or even considered by some to be acceptable, may be unacceptable to others. Sometimes physical contact can be misinterpreted as sexual harassment or even molestation. Particular care needs to be taken in coaching children. Ensure that if there is physical contact with a player that it is appropriate to the situation and necessary for the player's skill development.

15. Avoid personal relationships with players.

Personal relationships with players can often be misinterpreted as something sinister. Friendship with players is essential to building trust between a coach and players. However, the power imbalance in a coaching situation can make it unwise for a relationship to develop beyond friendship. Particular care must be taken when coaching children.

16. Respect the rights, dignity and worth of every person.

Regardless of their gender, ability, cultural background, religion or other factor irrelevant to the game, all persons connected with basketball are entitled to equal treatment and respect. Avoid any remarks that could be construed as offensive or discriminatory. Sometimes even a joke may give offence. Even if a person refers to themselves with a particular label, it should not be taken as an invitation for you to do so. Using discretion is imperative and it is better to err on the side of caution.

17. Always respect the use of facilities and equipment provided.

Facilities and equipment cost money and will only function properly if kept in good order. Ensure that you and your players do not abuse anything provided for use. Discourage players from hanging off hoops or "slam dunking". Quite properly, these practices are banned in most venues. Not only can equipment be damaged but serious injury can occur.