



Introduction

On behalf of Special Olympics International, THANK YOU for contributing your time and expertise. The knowledge you share with the course participants will make a significant impact on the lives of athletes with intellectual disabilities.

The Volunteer Coach Course offers a basic introduction to coaching Special Olympics basketball. The course should be relevant to coaches involved with average to lower ability Special Olympics athletes. Higher-level skills and tactics are introduced in the Advanced Coach Course and in NGB and other accreditation coaching programs.

Coaches should leave the training with a clear understanding of the following:

- Official Special Olympics basketball events, including the rules
- How to use the Special Olympics Basketball Coaching Guide
- How to organize a training session
- Techniques for warm-up and stretching
- How to teach the basic fundamentals of basketball
- Ideas for appropriate drills to reinforce basic skills
- How set up the Individual Skills Contest for lower ability athletes
- How to teach Special Olympics athletes basketball game concepts/strategies

Review the Quick Quiz at the end of this guide to identify the main points and ensure that they are covered within the course.

Suggestions for Instructors

- **Review the Special Olympics Basketball Coaching Guide.** It provides the necessary background to our coaching program.
- **Stay on schedule.** There is a lot of material to be covered, and it is easy to fall behind. Remember, this course is an overview. Encourage coaches to take additional coaching courses outside of Special Olympics to continue their coaching education.
- **Use team teaching.** Two instructors can bring different expertise to the course and also make the course more enjoyable for the participants. It is suggested that one instructor be a specialist in Basketball and the other in Special Olympics.

Your ideas on the course are welcomed. Please send any ideas for future improvement to the SOI Basketball Director, Special Olympics International, 1133 19th Street, NW, Washington, D.C. 20036.





Basketball Volunteer Coach Training School Agenda

PART 1 Classroom Session (90 minutes)

- 1.0 Introduction and Using the Special Olympics Basketball Coaching Guide
- 1.1 Special Olympics Coaching Philosophy
- 1.2 Coaching Resources
- 1.3 Athlete Assessment
- 1.4 Special Olympics Basketball
- 1.5 Preparing for Your Basketball Program
- 1.6 Eight-Week Training and Competition Plan
- 1.7 Organizing a Training Session
- 1.8 Prevention of Injuries
- 1.9 Coaching Athletes with Intellectual Disabilities

PART 2 Activity Session (150 minutes)

- 2.1 Warm-up and Stretching Activities
- 2.2 Basic Skills (Fundamentals + Training Drills)
- 2.3 Basketball Skills Assessment Tests
- 2.4 Individual Skills Contest (Quick Demonstration)
- 2.5 Teaching the Game

PART 3 Special Olympics Athletes Training Session (90 minutes)

- 3.1 Model Training Session

PART 4 Classroom Wrap-Up (30 minutes)

- 4.1 Review (Questions)
- 4.2 Quick Quiz
- 4.3 Certification Process and Application

Materials

- Course Agendas (one per participant)
- Special Olympics Basketball Coaching Guide
- Samples of recommended resource books/videos

Equipment

- 1 ball per participant
- 1 measuring tape
- 2 different colored sets of 5 scrimmage vests
- 12 plastic marker cones
- 1 roll of 2-inch “safe” wide floor marking tape or chalk for marking the floor
- 2 stop watches
- 2 clipboards and pencils
- 2 ball boxes
- First-aid kit and water





PART 1
Classroom Session
(90 minutes)

1.0 Introduction and the Using the Special Olympics Basketball Coaching Guide [10 minutes]

- Introduce yourself and your coaching background.
- Ask participants to briefly introduce themselves.
- Review the training school agenda.
- Discuss and review the Coaching Guide.
- Refer to this text as you go through the course.

1.1 Special Olympics Coaching Philosophy [5 minutes]

- Inherent in the term “**Olympics**” is a commitment to high standards of coaching.
- **Training** is critical for athlete development.
- Continually **challenge** athletes to achieve new levels of achievement.
- Special Olympics is training for **competition**, not just recreation.
- Refer to oath: “Let Me Win, But if I cannot win, let me be brave in the attempt.”

1.2 Coaching Resources [5 minutes]

Resources include people and materials. Don’t try to do it alone; provide the best experiences for your athletes.

- Involve **family members**.
- Stress importance of **assistant coaches and Partner Clubs®** with high schools and colleges
- Encourage coaches to join with **coaches’ organizations and youth programs**.
- Promote **NGB coaching courses**.
- Provide examples of recommended coaching **books and videos**.

1.3 Athlete Assessment [10 minutes]

- All athletes must be **medically certified** to participate in Special Olympics (review the **Special Olympics medical form**)
- All athletes with **Down syndrome** must have an **atlantoaxial** X-ray.
- Athletes will come from all ability levels; **assess** the ability level of each athlete.
- **Individualize** training and competition placement to benefit each athlete.





PART 1 (Continued)

1.4 Special Olympics Basketball Events and Rules [10 minutes]

(Refer to the Official Special Olympics Basketball Rules. If the course attendees are unfamiliar with the rules, spend more time on this section.)

- Various basketball events have been designed and are appropriate for all levels.

Ability Level	Event
– Non-ambulatory and very low ability	Speed Dribble
– Non-ambulatory, low ability, can pass and catch	Team Skills Basketball
– Very slow reactions, unable to dribble the ball more than 10 meters, do not move to catch even a slow moving ball, and do not participate in an active manner	Individual Skills Contest
– Dribble a ball at least 10 meters, pass and catch, shoot a lay-up, pursue a moving ball, and recognize the difference between teammates and opponents	3-on-3 Half-Court Basketball
– Possess good basic skills, an understanding of basketball, the rules, and basic tactics of the game plus endurance	5-on-5 Full-Court Basketball and Unified Basketball

- Special Olympics Basketball **rules** have some modifications of FIBA and NSHSA rules. Highlight key rules for **Half-Court** and **Full-Court** Competition.
- **Divisioning** allows all athletes to compete against others of similar age and ability.
- The official **Basketball Skills Assessment Tests** are used by Divisioning Committee to facilitate the preliminary classification of teams for divisioning.

1.5 Preparing for Your Basketball Program [10 minutes]

- List the essential **equipment** needed for a training session.
- Emphasize the importance of **good equipment** and **quality uniforms**.
- Suggest names of **dealers** who may supply low-cost, quality equipment.

1.6 Training and Competition Plan [10 minutes]

- A **season training plan** helps coaches effectively allocate time to different basic skills and game strategies.
- The season should begin with a **coaches' and family members' orientation** that will include a Basketball Home Training Program.
- Athletes need to **practice at least three hours a week** to show improvement. Two one and one-half hour practices are preferable to one three hour practice.
- Parents, families, and group home leaders are important resources to help athletes **TRAIN AT HOME**.
- A team needs **regular competitions** to improve its skill level. Review competition opportunities offered at Chapter/Area level. Initiate competition against other teams during the season.





PART 1 (continued)

1.7 Organizing a Training Session [10 minutes]

- Emphasize the importance of a **written training plan**.
- Outline a simple **training plan**:
 - Warm-up and Stretching
 - Basic Skills Instruction (*review previously learned skills and introduce a new skill*)
 - Competition Experience (Controlled Scrimmage)
 - Cool-Down

1.8 Safety and Prevention of Injuries [10 minutes]

- **Safety** is a coach's number one priority.
- **Check the court** for safety hazards before each practice.
- Establish **training rules** to minimize accidents.
- Provide an **emergency action plan** to your assistants and athletes, and practice it.

1.9 Coaching Athletes with Intellectual Disabilities [10 minutes]

At Training

- Establish clear **team rules** to help athletes understand exactly what is expected of them as to reduce behavior problems.
- **Break down skills and concepts or strategies** into simple parts.
- Use **one-part instructions** and "**Key Words**" to explain and reinforce skills and strategies.
- Instruct and demonstrate, but also ask appropriate *questions*. **Challenge athletes to think for themselves.**
- Be aware of **physical impairments** that affect the way athletes hear, see, pay attention, and/or move. Adapt your coaching to their needs.
- Lower ability athletes may need **physical prompting** or **physical assistance** in addition to verbal prompting and demonstration.
- Be organized and communicate positively – **repetition and reinforcement** are essential.

At Competition

- Establish a consistent **pre-game, halftime, and post-game routine**.
- Be **encouraging**.
- Keep **substitutions simple**; provide opportunities for combinations to work together in practice.
- **Compliment, Constructively criticize, and follow with a compliment** – when appropriate, demonstrate as you talk.
- Ask attendees to suggest any of their own **coaching tips**.





PART 2
Activity Session
(150 minutes)

2.1 Warm-Up and Stretching [15 minutes]

Emphasize the importance of a consistent warm-up and stretching routine.
Demonstrate and take coaches through a sample routine.

Activities

- Perform footwork drills in waves of 4 across the gym: run forward, backward, hop, skip slide two-step stop on whistle, jump-stop on whistle, pivot.
- Stretch: perform arm circles followed by calves, hamstrings, quads, groin, and triceps stretches.
- Work with a ball: perform ballhandling and dribbling drills.
- Finish with a fun dribbling game or challenge.

Teaching Suggestions

- After footwork activities, combine dribbling with footwork. This helps to warm up muscles and also maintain and also maintain interest.
- Instruct proper stretching techniques. For example, perform held stretches, no bouncing.
- Show the effectiveness of an **athlete demonstrating and leading** a stretching while the coaches focus on assisting lower ability athletes.

2.2 Basic Skills [50 minutes]

In the short period of time, identify and demonstrate the basic components of each basketball fundamental skill. Then provide a simple drill or game to put the skill into a game-like situation. Refer to the Coaching Guide for more detail on the activities.

Note: In the 50 minutes allotted for basic skills, there is not enough time for the throw-in, free throw, and jumpball. Time is spent on the basic basketball fundamentals emphasizing proper form, repetition, and performance in a drill.

Teaching Suggestions

- Get as many people involved as possible. Make this an **active “doing” session**.
- Keep moving; time passes quickly. Spend 10 minutes on each of the five fundamentals, 5 to 7 minutes on form and practice, and 3 minutes on a drill or game.
- Use simple **“Key Words”** rather than technical explanations.





Drills for Teaching Basic Skills

Basic Skill: DRIBBLING

Dribble Tag

- Use the 3-point arc and baseline as boundary lines.
- Each athlete has a ball.
- Form two teams of 2-3 each (wear scrimmage vests).
- One team lines up on the endline, the other inside the arc.
- The coach blows his/her whistle to begin play.
- Athletes try to maintain their dribbling while trying to tap away their opponents' basketballs.
- When any athlete stops dribbling or when an athlete or ball goes out of bounds, that athlete goes out of the game.
- The team that wins has the most teammates within the arc after 1-2 minutes.
- The losing team does 3 sit-ups, etc.; play the best out of 3 games.

Key Words

- “Soft, But Firm Hands”
- “Protect the Ball”
- Head Up”

Basic Skill: PASSING AND CATCHING

Passing Under Pressure

- The coach divides the group in pairs.
- Partners stand across from one another 3m apart.
- Athletes practice passing and catching.
- A defender is added.
- The ball starts with one athlete versus a defender.
- The athlete with the ball looks for the “Open Door” and passes to a teammate.
- The defender attempts a steal or a steal or deflection.
- When the defender is able to make a steal or deflect the ball, he/she becomes a teammate passer.
- The person whose pass was deflected or stolen becomes the next defender.

Key Words

- “Step and Push”
- “Relax and Give with the Ball”
- “Give a Target” (with your hands)
- “Pass Through the Open Door”





Drills for Teach Basic Skills (continued)

Basic Skill: SHOOTING

Shooting Under Pressure

- The shooting line within shooting range of all athletes.
- The defending line is under the basket.
- The first athlete to shoot is handed or passed the ball.
- As soon as the athlete receives the ball, the first defender moves to defend with his/her hands up.
- The goal is for the shooter to shoot with good form under limited defensive pressure.
- The shooter can follow for a rebound.
- As soon as the shooter scores or the defense gets the ball, the play ends.
- The rotation is defense to offense to rest to defense, etc.

Key Words

- “See the Basket”
- “Ball Up Forehead; Elbow Under”
- “Follow Through”– “Gooseneck”

Basic Skill: DEFENSE

Ike Like Mike

- On the command of “Defense”, all athletes assume the proper defensive position.
- After the athletes can assume the proper position, then add movement.
- The leader is proper defensive position on a dribbler.
- The rest of the athletes are spread out in rows of 3-4 behind the leader.
- These athletes are sliding and mirroring the leader as the leader stays between the dribbler and the basket.

Key Words

- “Legs Bent”
- “Head and Hands Up”
- “Belly to the Ball”





Drills for Teach Basic Skills (continued)

Basic Skill: REBOUNDING

Rebound Ball

- Two players stand in front of the basket.
- The shooter stands within range behind the others.
- After the ball is shot, rebounders go for the ball.
- The player who gets the ball yells “Ball” and throws the ball to the coach who has yelled “Outlet”.
- The drill repeats until one person gets 2-3 rebounds.
- The person becomes the next shooter; old shooter becomes one of the rebounders.

Key Words

- “Cat-like Stance”
- “Go Get the Ball”
- “Grab the Ball”
- “Tuck Ball Under Chin”

2.3 Basketball Skills Assessment Tests [10 minutes] (Refer to the Official Special Olympics Basketball Rules.)

Provide a quick overview to develop an awareness of the purpose of these tests and to properly conduct them.

Demonstrate each test and allow two coaches to run through them while the others observe and score.

Teaching Suggestions

- Use the Basketball Skills Assessment Tests found in Section D of the *Official Special Olympics Basketball Rules*.
- Administer each test per directions to ensure that the tests are administered with consistency.
- Consistency of scoring is important and desired.





PART 2 (Continued)

2.4 Individual Skills Competition [10 minutes]

(Refer to the Official Special Olympics Basketball Rules, Section C, part b. Also see the Coaching Guide, pages 64-66, for a full description of events.)

- Provide an overview of the Individual Skills Contest.
 - Target Pass
 - Ten-Meter Dribble
 - Spot Shot
- Briefly demonstrate each event and have two or three coaches perform it. (The ISC is designed only for lower ability athletes.)
- Check with your Chapter office to see what types of competitions are offered at the Chapter level.

2.5 Teaching the Game [60 minutes]

Explain how to simply and effectively teach game concepts and strategies. *The game itself becomes the best teacher.* Give athletes as many opportunities to play as possible. 45% of training time should be spent on basic skills and 45% on game play. Don't worry if lower ability athletes do not understand all the rules. Through repetition and reinforcement, as well as specific roles, they will learn the game.

Drills for Teaching the Game

Game Concept: ATTACK AND DEFEND [10 minutes]

One-on-One

- One offender and one defender are at the foul line.
- The goals for the defender are to stay between the offender and the basket and to obtain the ball before offender scores.
- The offender can dribble as well as shoot.
- After the ball is shot, the defender actively goes for the rebound.
- If the offender gets the rebound, offender stays on offense.
- As soon as a score occurs or the defender gets the ball, the play ends.
- The rotation is defense to offense to defense, etc.

Key Words

- “Attack”
- “Defend”

Questions to ask your athletes

“What do you do when you have the ball?”
“What do you do when opponent has the ball?”





Drills for Teaching the Game (continued)

Game Concept: RECOGNIZE AND WORKING WITH A TEAMMATE [10 minutes]

Two-on-One and Two-on-Two

- Teams are comprised of two athletes; team members wear the same-colored scrimmage vests.
- The attacking team plays with two on the court.
- The defending team plays with one on the court and one off the court.
- The coach stands at the free throw line and gives the ball to the offense.
- The offense must make at least one pass before shooting.
- The defender protects basket but tries to steal the ball.
- If the ball goes out of bounds, it counts as a possession and a turnover.
- If the offense shoots & gets the rebound, play continues.
- If the defender gets the ball, play ends.
- Each team stays on offense or defense for 3 possessions.
- On each possession, a new defender plays defense.
- The offense scores 2 points for a score and 1 point for an offensive rebound; the defense scores 1 point for an offensive rebound; the defense scores 1 point for a steal or a rebound.
- Add a second defender to play two-on-two. The game is the same as for Two-on-One.

Game Concept: TEAM OFFENSE [15 minutes]

Knowing a team position and the requirements of that position assists the athlete in learning the game. Perimeter players are outside the key facing the basket; post players are close to the lane with backs to the basket.

- Identify the athletes' abilities.
- Place athletes in positions that best fit their abilities and where they can meaningfully contribute to the team.
- Create a simple offense.
- Teach the offense on the half court with no defense – have specific set-up spots and movement for each athlete.
- Go to the half court; run to set-up spots on "Offense" cue.
- Go to the backcourt, line up defense, and repeat.

Key Words

- "Offense"
- "Set Up"
- "Go"





Drills for Teaching the Game (continued)

Game Concept: TEAM DEFENSE [15 minutes]

When teaching defense, it is much easier to begin by teaching the team a “zone” defense.

- Teach defensive positioning first (body stance & sliding).
- Identify positioning first (body stance & sliding).
- Identify the athlete’s abilities.
- Place the athletes in positions that do not require their crossing to the opposite side of the court when they play offense.
- Teach the zone area for which each athlete is responsible.
- Have athletes move within their areas while a team on offense passes the ball around the perimeter.
- Direct athletes to the half court and cue “Defense” with athletes running to their defensive positions.
- Teach offense-to-defense transition.
- Teach offense-to-defense-to-offense transition.

Key Words

- “See the Ball”
- “Belly to the Ball”
- “Step to the Ball”
- “Sprint Back to Your Spot”

PART 3

Special Olympics Athletes Training Session (90 minutes)

Guidelines

This part of the training school provides an opportunity for coaches to work directly with Special Olympics athletes and to observe expert instructors demonstrating some of the ideas introduced earlier.

Coaches will benefit from seeing how a complete training session is run. Therefore, we recommend that the instructors run a **model training session** rather than use only “skills stations.” Skills instruction is only one component of a training session. (See next page.)

A minimum of ten Special Olympics Basketball athletes is needed.

Take 5 minutes before the session to review the activities and assign coaches to lead specific groups. Instructors should lead this session and involve as many coaches as possible as active training partners.





Coaches' Responsibilities

During Training Session with Athletes

Theme: Dribbling (developing individual confidence in controlling the ball)

Key Words

- "Feel for the Ball"
- "Head Up"
- "Protect"
- "Soft but Firm Hands"

Training Session Responsibilities

Introduction – Training Session, Coaches, Athletes	<u>Head Instructor</u>
1. Warm-up and Stretching	
2. Dribbling Skills Assessment Test	
• Official	
• Timer/Scorer	
• Basketball Retrievers	
• On Deck with Athletes	
• Athletes Shooting after Assessment	
3. Basic Skills Instruction (Dribble 5 Spots)	
4. Mini-Basketball (Dribble Tag)	
5. Scrimmage (2 Head Coaches plus Assistant Coaches for each of two teams)	
(HC) _____	(HC) _____
_____	_____
_____	_____
_____	_____

Assessing Athletes' Ability Levels *(Creating Two Separate Classifications)*

- Two different ability groups (one higher and one lower) for Dribble Tag
 - _____
 - _____
 - _____
 - _____
- Two equal teams for scrimmage
 - _____
 - _____
 - _____
 - _____





Basketball Skills Assessment Test - Dribbling

Description: The athlete is instructed to dribble the ball while passing alternatively to the right and to the left of 6 obstacles placed in a line, 2 meters apart, on a 12-meter course.
When the last obstacle is passed and the FINISH LINE is reached, the athlete puts the ball down, sprints back to the START for the next ball, and repeats the slalom.
The athlete continues until 60 seconds have elapsed.
If an athlete loses control of the ball, the clock continues to run.
The athlete recovers the ball or picks up the nearest back-up ball and may re-enter the course at any point.

Scoring: Each athlete receives one trial of 60 seconds.
One point is scored each time the midpoint between two obstacles is crossed. (for example, if the player successfully dribbles the ball from the starting line, weaves in and out through the entire obstacle course one time, and places the ball down at the finish line, a score of 5 has been achieved. The player must use legal dribbles and must have control of the ball during a midpoint space in order to get credit for that obstacle successfully passed.)
The athlete's score is how many obstacles (midpoints) he/she successfully passes in 60 seconds.





Model Training Session

Warm-Up

- Footwork to warm up muscles
- Stretching exercises
- Working with a ball
 - Through guided discovery, each athlete feels the texture of the ball and its roundness.
 - Each athlete drops the ball and catches it.
 - Each athlete dribbles the ball using one hand, the other hand, then alternating hands.
- Water break [3 minutes]

Total time: 20 minutes

– *Conduct Dribbling Skills Assessment Test of the BSAT's [10 minutes using two stations]*

Basic Skills

Theme: Dribbling

Skills Drill: Dribbling 5 Spots

- Each athlete has a ball.
- Guide athletes by identifying each of the 5 spots and moving the ball on the floor (middle spot, side spot left, side spot right, front spot, and back spot).
- Direct each athlete to dribble the ball 10 times on the middle spot.
- Practice dribbling side to side. Direct athletes to dribble 10 times side to side.
- Combine 10 dribbles on the middle spot with 10 dribbles side to side and time athletes.
- Continue the progression for front-to-back spots if athletes are capable.

Key Words

- “Feel for the Ball”
- “Head Up”
- “Protect”

Total Time: 15 minutes





Model Training Session (continued)

Mini-Basketball

Theme: Control Ball Under Pressure

Dribble Tag

- Divide the group into two ability levels based on the Dribbling BSAT. Within each group, create two teams with one team wearing scrimmage vests.
- Each athlete has a ball; demonstrate the game.
- When the coach signals “Ready, Go”, all begin dribbling and protecting their own ball while trying to knock an opponent’s away.
- If the ball or player goes outside the circle, that player is out.
- The team that has the greater number left after 1-2 minutes wins. Play the best of 3 games.

Key Words

- “Head Up”
- “Protect”

Total time: 15 minutes

Scrimmage

- Use Skills Assessment scores to divide two teams of equal ability.
- Use scrimmage vests to separate teams.
- Walk through defensive responsibilities of 2-3 zone. [10 minutes]
- Walk through offensive positions and movement by position. [10 minutes]
- Give each team 3 possessions each on offense and defense.
- Scrimmage. [15 minutes]

Cool-Down and Stretching [15 minutes]

- Re-cap the theme of the day; give lots of praise for their efforts.
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PART 4
Classroom Wrap-up Session
(30 minutes)

2.1 Review (Questions) [5 minutes]

2.2 Quick Quiz (see following page) [15 minutes]

- Ask coaches to complete the Quick Quiz.
- Provide the answers to each question.
- Coaches grade their own quiz.

2.3 Certification Process and Application [5 minutes]

- Ask coaches to fill out the first part of the certification form.
- In addition to taking this course on teaching and coaching a specific sport, a Special Olympics coach must do the following in order to achieve certification:
 - Attend a General Orientation as a basic introduction to Special Olympics
 - Complete a course on the basics of teaching and coaching Special Olympics athletes.
 - Complete 10 hours of working with Special Olympics athletes under an experienced coach
 - Complete the training programs for Protective Behaviors and Concussion Training and submit confirmation of completion to the Local Special Olympics Program (U.S. only).
 - Receive endorsement from his/her Program as having fulfilled the above criteria, as well as general screening approval as a suitable individual to work with Special Olympics athletes.

2.4 Training School Evaluation [5 minutes]

- Coaches complete the course evaluation and return it before leaving the training school. (See attached form.)





Quick Quiz

1. For both safety and effectiveness, there should be at least ____ coaches at every practice.
2. The four main components of a well-organized training session are _____, _____, _____, and _____.
3. Name a fun game that can be used to develop dribbling skills under pressure.

4. Basketball players learn more by _____ or _____ than by standing around and listening.
5. A condition that a coach can require in the scrimmage segment to encourage team play is _____.
6. Lower ability athletes may require _____, as well as verbal instructions.
7. The first thing a coach should do when arriving at the court is _____

8. Five essential pieces of equipment for a well-organized training session are _____, _____, _____, _____, and _____.
9. Two “Key Words” used to coach effective shooting are _____ and _____.
10. The “Key Words” used to coach effective defense are _____

11. Two key rules for proper throw-ins are _____ and _____.
12. An effective way to teach beginners about positions and teamwork is through the use of _____ - Basketball, rather than full-court scrimmages.
13. The two basic playing positions on offense are _____ and _____.
14. For safety, as well as rule requirements, players must not wear _____ while playing.
15. Be encouraging from the sidelines, but it is best not to coach a player who _____
_____.





Quick Quiz Answers

1. For both safety and effectiveness, there should be at least **two** coaches at every practice.
2. The four main components of a well-organized training session are **Warm-Up and Stretching, Basic Skills Instruction, Competition Experience, and Cool-Down.**
3. Name a fun game that can be used to develop dribbling skills under pressure.
Dribble Tag
4. Basketball players learn more by **seeing and doing** or **repetition and reinforcement** than by standing around and listening.
5. A condition that a coach can require in the scrimmage segment to encourage team play is **requiring that 1-2 passes be made before anyone shoots.**
6. Lower ability athletes may require **physical prompting and physical assistance**, as well as verbal instructions.
7. The first thing a coach should do when arriving at the court is **checking to see that safe conditions exist.**
8. Five essential pieces of equipment for a well-organized training session are **basketballs, scrimmage vests, cones, ice, whistle, clipboard, and water.**
9. Two “Key Words” used to coach effective shooting are “**See the Basket**”, “**Ball Up**”, “**Elbow Under**”, “**Follow Through**”.
10. The “Key Words” used to coach effective defense are “**Step to the Ball**”, “**Belly to the Ball**”, “**Sprint Back to Your Spot**”, “**See the Ball**”.
11. Two key rules for proper throw-ins are **toes behind the line, hold your position before passing, come in after passing.**
12. An effective way to teach beginners about positions and teamwork is through the use of **Mini-Basketball**, rather than full-court scrimmages.
13. The two basic playing positions on offense are **perimeter players (guards and forwards)** and **post players (centers).**
14. For safety, as well as rule requirements, players must not wear **jewelry, bracelets, earrings, bobby pins** while playing.
15. Be encouraging from the sidelines, but it is best not to coach a player who **has the ball.**

