



Australian Government

Department of Education, Employment and Workplace Relations

SISSBSB202A Teach fundamental basketball tactics and game strategy

Release: 2

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Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and teach fundamental overarching game strategy and player tactics. It requires the ability to plan, conduct and evaluate drills, activities, and games which focus on player development of the fundamental tactics of basketball.

Application of the Unit

This unit applies to those basketball coaches known as Club Coaches who work with guidance from more senior coaches. They work at a local club level to plan and implement training sessions and games to develop fundamental tactics and game strategy for players at a junior competition level.

Club Coaches include parents and older players who coach club level competition players who are generally up to the age of 14 years.

Licensing/Regulatory Information

Basketball Australia governs the game of Basketball in Australia through its affiliated network of member organisations. The basketball sector recommends that teams engage only accredited coaches who participate in Basketball Australia's National Coaching Accreditation Scheme (NCAS).

Basketball Australia has specific training and assessment requirements for the industry accreditation of coaches. Those developing training and assessment to support this unit should undertake consultation with Basketball Australia, acting as the industry occupational registration body, to determine any specific arrangements for courses, trainers and assessors and any partnership arrangements which will facilitate RPL for candidates to achieve coach registration status as a Club Coach.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop a game strategy and plan player and team tactics.	1.1. Identify and assess <i>participants' needs and characteristics</i> to plan a tailored game strategy and player tactics. 1.2. Develop a <i>game strategy</i> suitable for junior players which targets the <i>strengths and weaknesses</i> of individual players. 1.3. Plan the use of individual and team <i>tactics</i> to counter strengths and maximise weaknesses of opposition players.
2. Plan basketball sessions to develop player fundamental level tactics and game strategy.	2.1. Identify and assess participants' <i>readiness</i> and current knowledge of basketball game strategy and tactics to determine <i>session aims and objectives</i> . 2.2. Develop a <i>session plan</i> to meet participants' needs in accordance with relevant <i>regulations, organisational policies and procedures</i> 2.3. Identify risks and incorporate <i>safety procedures</i> to manage the risks associated with basketball <i>drills, activities</i> and <i>games</i> . 2.4. Select and access <i>location, equipment</i> and <i>resources</i> according to organisational policies and procedures, and check to ensure safety and suitability.
3. Brief young players in game strategy and tactics.	3.1. Communicate instructions and <i>relevant information</i> in a manner understandable to young participants. 3.2. Inform participants of known and anticipated <i>risks</i> , safety procedures, responsible, safe and appropriate behaviour and the <i>rules of basketball</i> . 3.3. Discuss, clarify and establish a suitable <i>communication system</i> to promote teamwork while participating in drills, activities and games. 3.4. Advise procedures for dealing with emergency and non-routine situations. 3.5. Prepare players for fundamental basketball games by

ELEMENT**PERFORMANCE CRITERIA**

- using *psychological techniques*.
- 3.6. Encourage participants to ask questions and seek feedback during the briefing and the session.
4. Conduct basketball drills, activities and games to develop player tactics and game strategy.
- 4.1. Use *teaching and coaching techniques* appropriate to the needs of young participants to develop players' tactical skills in fundamental attack and defence activities and to impart *required player knowledge*.
- 4.2. Conduct the coaching session according to *accepted best practice in basketball coaching* and *endorsed standards promoted by sporting organisations*.
- 4.3. Conduct warm-up and introductory activities for participants to reduce the risk of injury.
- 4.4. Use basketball drills and activities in practice sessions to progress player tactical skills to game situations.
- 4.5. Monitor individual *participant's performance* and maintain effective communication during fundamental basketball drills, activities and games.
- 4.6. Observe participants during fundamental basketball drills, activities and games, and adjust or refine individual or group technique as required.
- 4.7. Conduct *in-game analysis* and implement relevant adjustments where required.
- 4.8. Allow time for and conduct cool down activities at the end of the session.
5. De-brief players and evaluate the success of the session.
- 5.1. Inform participants of opportunities to further develop their player tactics and improve participation in the game strategy.
- 5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and encourage their feedback and questioning.
- 5.3. Evaluate *relevant aspects* of basketball session and determine the level of learning achieved.
- 5.4. Analyse individual and team performance and identify areas for improvement in developing game strategies and players' tactical performance.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - consult with young participants to plan a fundamental basketball tactical session that meets their needs
 - read play and predict player's intentions and movements for own and opposition team members
 - convey information about the effective use of various game strategies and player and team tactics
 - fully brief players on the implementation of overarching game strategy, team and individual player tactics for basketball games
 - discuss and clarify rules and the impact of tactics in complying
 - interact with participants to create a safe and positive team environment
 - seek feedback from team members, support staff and umpires
 - provide feedback on self and team performance in game strategy and player tactics
- literacy skills to:
 - produce basic written game strategies and plans for basketball sessions
 - complete simple written post-session evaluation reports on the quality of player and self participation in the session
 - complete forms to apply for permission or permits to use a suitable location or court
- numeracy skills to:
 - calculate effective time use during drills, activities and games
 - calculate the time remaining to implement or adjust game strategy and tactics during games
 - interpret basic game statistics
- problem-solving skills to:
 - plan suitable fundamental basketball drills, activities and games according to participant's needs and characteristics
 - address participant difficulties in developing tactics and understanding game strategy
 - determine the strengths and weaknesses of the opposition and respond with appropriate tactics during a game
 - respond appropriately to changing conditions during training and game situations
 - resolve disputes related to the conduct or outcome of a game
- planning and organising skills to:
 - source, allocate and coordinate resources, equipment and a suitable location

- monitor and evaluate short and long term progress
- organise participants into manageable groups for fundamental basketball drills, activities and games
- analytical skills to discuss and evaluate strengths and weaknesses of opposition team, self, own team players and to monitor team progression in the use of tactics
- teaching and coaching techniques to suit a range of young participant's needs, characteristics and learning styles
- teaching and coaching techniques used to detect and correct faults
- personal basketball tactical skills at a fundamental level to demonstrate, explain and break down game strategy and tactical skills and techniques to participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- regulations that apply to the use of private and public basketball facilities and gyms
- site-specific information to assist in the planning process and enable management of potential risks and any special restrictions applying to the location
- the existence and basic aspects of occupational health and safety legislation
- risks associated with training for and playing basketball and techniques to manage these
- emergency response and rescue procedures appropriate for basketball, to ensure risk minimisation to self and group
- the key content of endorsed standards promoted by sporting organisations
- the complete content of organisational policies and procedures for conducting coaching sessions
- the complete content of state or territory, national and international rules applicable to the game of basketball and how game strategies and tactics impact on compliant play
- the on court roles and responsibilities of all basketball positions, their interrelationships in game strategy and the tactics that apply to particular positions
- the key features of basketball related injuries, a range of physical and motor performance abilities and player fitness levels to analyse the readiness of participants to engage in progressive skills acquisition
- formats, styles for and inclusions of basic plans used by basketball coaches and the organisation in particular
- the key features and usage of accepted best practice techniques for coaching basketball, especially those used for fault detection and correction
- fundamental teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- the fundamental features and usage of overarching game strategies, such as patterns of play in attack and defence, to counteract the strengths of opposition teams and maximise the strengths of own team
- the key features and use of team and player tactics and the use of different tactics to meet differing fundamental game conditions
- specific drills, activities and games that progressively develop skills in game strategy for teams and tactics for individual players and teams

- the key elements of psychological methods and techniques used in game preparation
- the key characteristics and use of equipment and technological aids used in the development of fundamental level tactical basketball skills
- the essential elements and appropriate use of communication systems used by players, coaches, support staff and umpires to interact during the implementation of game strategy and tactics in basketball play
- the key characteristics and use of basketball game statistics.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- conducts multiple and diverse safe drills, activities and tactical games that reflect the needs and characteristics of a range of junior or beginner participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance.
- plans and delivers precise relevant information, explanations and demonstrations to ensure all activities are conducted safely and according to junior or beginner participant's needs and characteristics
- observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop fundamental level attacking and defending tactics and game strategies
- uses basketball drills and activities in practice sessions to progress player tactical skills to game situations
- uses and modifies coaching techniques, drills, activities and games to cater for a range of individual learning styles
- evaluates and reflects on own coaching performance, game strategy and tactics to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must also ensure access to:

- resources and information regarding participants and location to accurately plan, coach and evaluate fundamental basketball drills, activities and games for a variety of participants
- basketball training and competition facilities
- equipment such as basketballs, uniforms, appropriate footwear and baskets with nets and backboards
- a group of participants to take part in fundamental basketball sessions and games
- support staff and scorers
- umpires qualified to manage at least a junior or

beginner level players' game

- rules of basketball
- current relevant regulations, policies, procedures and codes that apply to coaching in game strategy and tactical basketball activities.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning processes, such as talking with participants to determine their needs and characteristics
- oral or written questioning to assess knowledge of relevant rules, regulations and policies and how game strategies and tactics impact on compliant play
- observation of safe basketball coaching to an fundamental level and monitoring and adjusting activities that meet participant's needs, characteristics and responses
- evaluation of portfolios of game strategies, training session plans and self and player evaluations
- evaluation of third-party reports from coaches or umpires detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSBSB201A Teach fundamental basketball skills.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participants' needs and characteristics may relate to :

- age
- maturity for age
- preferences or protocols of different cultures, nationalities and religions
- player motivation for participation
- compatibility between players in match situations.

Game strategy may involve:

- roles of individual players in the game strategy
- patterns of play in attack and defence
- attacking systems of play
- defending systems of play
- set team plays:
 - use of space
 - concepts of width and depth
- situational plays specific to stages of match
- positions and match-ups
- identifying strengths and weaknesses of the opposition's game strategies and tactics and development of counter tactics.

Strengths and weaknesses may relate to:

- fitness components:
 - speed
 - agility
 - balance
 - endurance
 - strength
 - power
 - flexibility
 - repeated sprint ability
- height
- ability to successfully implement set team plays
- skills in attack and defence.

Tactics may involve:

- individual player tactics
- whole of team tactics

- individual and team offence and defence
- offensive team tactics
 - half court offence
 - 5 out motion
 - full court transition
 - basic transition ("lanes")
 - 2 on 1
 - 3 on 2
- defensive team tactics
 - half court man to man defence
 - zone defence
 - "split line" man-to-man defence
 - full court defence
 - full court or transition
 - basic defensive transition ("basket-ball").
- creating a lead
- back door cut
- defensive hand and foot position
- defensive footwork
- defending the dribbler
- defending the back door
- close out technique
- rebounding offensive transition
- player position
- ball movement
- rebounding defensive transition
- plays to maximise weaknesses in opposition team plays
- plays to counter strengths in opposition team plays
- countering tactics to diminish or negate opposition player strengths such as double defending.

Readiness may involve:

- current knowledge of basketball game strategy
- current basketball tactical skills and knowledge of applicable rules
- emotional capability to deal with competing in a tactical game
- fitness levels and physical capabilities
- motor performance factors
- current or recurring injuries and illnesses.

Session aims and objectives may

- progressive acquisition of skills in basketball

include:

tactics and game strategy during drills,
activities and games

- improvement of individual player tactical skills
- improvement of teamwork tactical skills
- improvement of team game strategy
- improvement of player motivation and confidence in game strategy and tactics
- improvement of player fitness
- management of player injury.

Session plan may include:

- session aims and objectives
- date, time and duration
- location
- coach and participant ratios
- resources required
- equipment required
- tailored drills, activities and games designed to develop team game strategy and player tactics
- activities to progress tactical playing skills to game situations.

Regulations may relate to:

- occupational health and safety (OHS) legislation
- permits from land management authorities or local council
- authority or permission from basketball clubs or associations
- privacy legislation
- working with children checks
- environmental protection regulations.

Organisational policies and procedures may involve:

- risk management
- safety
- management of players' current or recurring injuries and illnesses
- conflict resolution
- in game communication procedure
- use, care and maintenance of equipment and court
- training and scheduling commitments
- code of ethics
- harassment-free sports policies.

Safety procedures may include:

- group management in emergency situations
- prevention, symptoms and first aid treatment of common basketball injuries

Drills, activities may involve:

- management of players' current or recurring injuries and illnesses
- equipment checking and usage
- court safety
- safe and clear communication systems.
- those described in Basketball Australia's Coaching Manuals
- developing tactical skills through appropriate sequencing of skills
- progressive skill acquisition in basketball tactics
- progressive development of team game strategy
- breaking down game strategy and tactical skills
- break down drills
- individual offence and defence drills
- team offence and defence drills
- coordinated positional plays
- modifying game strategy and tactical skills
- warm ups and cool downs.

Games may include:

- simulated games to develop fundamental tactical skills and game strategy
- competition games
- modified games to meet specific player and team needs
- practice matches to develop fundamental tactical skills and game strategy.

Location may include:

- basketball courts:
 - indoor
 - outdoor
- off court locations such as gyms.

Equipment may include:

- basketballs
- uniforms
- appropriate footwear
- whistles
- stop watches
- cones
- baskets with nets and backboards.

Resources may include:

- teaching and coaching tools
- visual media equipment
- food and water

Relevant information may relate to:

- first aid kit.
- the game strategy
- tactics to be developed and used
- tailored drills, activities and games designed to develop team game strategy and player tactics
- objectives of the session
- equipment and resource requirements, selection and use
- responsible and safe behaviour.

Risks may include:

- collisions
- injuries including:
 - fractures
 - dislocations
 - sprains
 - strains
- exhaustion
- dehydration.

Rules of basketball may include:

- local state or territory
- national
- international.

Communication systems may include:

- calls
- hand signals
- eye signals
- signs
- codes for different plays.

Psychological techniques may include:

- goal setting
- visualisation
- relaxation techniques
- intrinsic motivation
- motivation techniques
- focusing.

Teaching and coaching techniques may include:

- demonstration
- explanation
- use of diagrams and drawings
- focusing on the game strategy as a whole
- focusing on single or multiple tactics
- breaking down game strategy and tactics into components
- breaking down complex tactics
- breaking down drills into components
- progressing through and linking tactical skills

Required player knowledge may include:

- monitoring and observing progress
- fault detection and correction
- assessment of participants' tactical skills
- providing positive reinforcement and feedback during and after drills, activities and games.
- rules of basketball
- ***organisational policies and procedures and those promoted by sporting organisations***
- the essential features of the game strategy
- the characteristics of basketball tactics and when to use various tactics
- role of player positions
- basic biomechanical principles
- strengths and weaknesses of opposition and own team
- equipment selection, use and maintenance
- communication systems used in basketball
- safety and risk management.

Accepted best practice in basketball coaching may include:

- positive role modelling
- good sportsmanship
- preventative practice to minimise safety risks and hazards
- positively when providing feedback on player performance.

Endorsed standards may include:

- Australian Sports Commission Harassment-free Sport policy
- Basketball Australia's Coaches Code of Ethics
- Basketball Australia's Member Protection Policy
- Basketball Australia's Junior Sport Framework
- Basketball Australia anti-doping policy.

Participant's performance may include:

- use of appropriate communication systems
- accuracy of skill
- implementation of the overall game strategy
- participation in team and individual tactics
- attitude and behaviour
- ability to link and use the tactics and cooperate with other team members.

In-game analysis may include:

- playing statistics for own team and opposition:
 - shooting
 - penalties
 - errors and turnovers

Relevant aspects may include:

- interceptions
- number of goals scored from own centre passes
- number of goals scored from turnovers and interceptions
- rebounds
- psychological and motivational wellbeing of players
- strengths and weaknesses of own and opposition players.
- the quality of own performance in the coaching session
- effectiveness of the teaching and coaching session
- suitability of teaching and coaching methods
- feedback provided to or by participants
- initial and final assessment of participants' abilities
- validity and reliability of coaching and assessment tools.

Unit Sector(s)

Sport

Competency Field

Basketball