



Australian Government

Department of Education, Employment and Workplace Relations

SISSBSB201A Teach fundamental basketball skills

Release: 2

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Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach players fundamental basketball skills. It requires the ability to plan, conduct and evaluate drills, activities and games which focus on player development of the foundation skills 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 basketball skills 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. Plan fundamental level basketball sessions.	1.1. Identify and assess <i>participants' needs and characteristics</i> to plan tailored basketball sessions. 1.2. Identify and assess participants' <i>readiness</i> and current knowledge of basketball to determine <i>session aims and objectives</i>. 1.3. Develop a <i>plan</i> to meet young participants' needs in accordance with relevant <i>regulations, organisational policies and procedures</i> 1.4. Identify risks and incorporate <i>safety procedures</i> to manage the risks associated with fundamental basketball <i>drills, activities and games</i>. 1.5. Access and select <i>location, equipment and resources</i> and check to ensure safety and suitability.
2. Brief young participants.	2.1. Communicate instructions and <i>relevant information</i> about the fundamental basketball session in a manner understandable to young participants. 2.2. Inform participants of known and anticipated <i>risks</i>, safety procedures, responsible, safe and appropriate behaviour and fundamental basketball <i>rules</i>. 2.3. Discuss, clarify and establish a suitable <i>communication system</i> to promote teamwork while participating in drills, activities and games. 2.4. Advise procedures for dealing with emergency and non-routine situations. 2.5. Encourage participants to ask questions and seek feedback during the briefing and the session.
3. Conduct fundamental level basketball sessions.	3.1. Use <i>teaching and coaching techniques</i> appropriate to the needs of young participants to develop players' <i>fundamental basketball skills</i> in attack and defence and to impart <i>required player knowledge</i>. 3.2. Conduct the coaching session according to <i>accepted best practice in basketball coaching</i> and <i>endorsed</i>

ELEMENT**PERFORMANCE CRITERIA*****standards promoted by sporting organisations***

- 3.3. Conduct warm-up and introductory activities for participants, to reduce the risk of injury.
 - 3.4. Use basketball drills and activities in practice sessions to progress player skills to game situations.
 - 3.5. Modify, as required, the game and rules for young players.
 - 3.6. Monitor individual ***participant's performance*** and maintain effective communication during fundamental basketball drills, activities and games.
 - 3.7. Observe participants during fundamental basketball drills, activities and games, and adjust or refine individual or group technique as required.
 - 3.8. Allow time for and conduct cool down activities at the end of the session.
4. Complete post-session responsibilities.
- 4.1. Talk to young participants about opportunities to further develop their fundamental basketball skills.
 - 4.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and encourage their feedback and questioning.
 - 4.3. Evaluate ***relevant aspects*** of basketball session and determine the level of learning achieved.
 - 4.4. Identify areas of improvement for future fundamental basketball sessions.

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - consult with participants to plan a fundamental basketball session that meets their needs
 - fully brief participants in all aspects of the session
 - interact with participants to create a safe and positive team environment
 - give and receive feedback
- literacy skills to:
 - produce basic written 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 manage time within session timeframes when delivering a series of drills, activities and games
- problem-solving skills to:
 - plan suitable basketball sessions according to participant's needs and characteristics
 - address participant difficulties in developing fundamental skills and techniques
 - anticipate and respond appropriately to non-routine situations
 - resolve disputes related to the conduct or outcome of a game
- planning and organisational skills to:
 - source, allocate and coordinate resources, equipment and a suitable location
 - organise participants into manageable groups for basketball drills, activities and games
- analytical skills to:
 - monitor and evaluate player and self progression
- teaching and coaching techniques to suit a range of young participant's needs, characteristics and learning styles
- teaching and coaching techniques to instil fundamental game sense in young players
- personal basketball skills at a fundamental level to demonstrate, explain and break down fundamental 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***
- 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
- the on court roles and responsibilities of all basketball 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
- fundamental teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- fundamental basketball skills and specific drills, activities and games that promote progressive skill acquisition in individuals and groups
- the principles of game sense for young players
- the key characteristics and use of equipment and technological aids used in the development of fundamental basketball skills
- the essential elements and appropriate use of communication systems used by players, coaches, support staff and umpires during fundamental basketball drills, activities and games.

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 games that reflect the needs and characteristics of a diverse range of junior or beginner participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance
- plans and delivers information, explanations and demonstrations for basketball sessions to ensure 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 the fundamental skills of basketball
- uses basketball drills and activities in practice sessions to progress player skills to game situations
- uses and modifies teaching and coaching techniques and drills, activities and games to cater for a range of individual learning styles
- evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure access to:

- resources and information on participants and location to accurately plan, coach and document basketball sessions 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 junior or beginner participants to take part in the basketball sessions
- umpires qualified to manage at least a junior, fundamental or beginner's game
- support staff and scorers
- rules of basketball
- current relevant regulations, policies, procedures and

codes that apply to coaching in fundamental basketball skills.

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 such as talking with junior or beginner participants to determine their needs and characteristics
- oral or written questioning to assess knowledge of relevant rules, regulations and policies
- observation of safe basketball coaching at a fundamental level and monitoring and adjusting activities that meet participant's needs, characteristics and responses
- evaluation of portfolio of session plans, player and self-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:

- SISSBSB202A Teach fundamental basketball tactics and game strategy.

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.

Readiness may involve:

- previous experience in team sports, especially basketball
- basketball skills and knowledge of applicable rules
- emotional capability to deal with competing in a game
- fitness levels and physical capabilities
- motor performance factors
- current or recurring injuries and illnesses.

Session aims and objectives may include:

- progressive skill acquisition during drills, activities and games
- improvement of individual player skills
- improvement of teamwork skills
- improvement of player fitness
- management of player injury.

Plan may include:

- session plan
- whole of season skill development plan
- session aims and objectives
- date, time and duration
- location
- coach and participant ratios
- resources required
- equipment required
- tailored drills, activities and games
- activities to progress playing skills to game situations.

Regulations may relate to:

- occupational health and safety (OHS) legislation

Organisational policies and procedures may involve:

- 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.
- 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
- management of players' current or recurring injuries and illnesses
- equipment checking and usage
- court safety
- safe and clear communication systems.

Drills, activities may involve:

- those described in Basketball Australia's Coaching Manuals
- developing skills through appropriate sequencing of skills
- progressive skill acquisition
- breaking down skills
- modifying skill drills
- coordinated positional plays
- warm ups and cool downs.

Games may include:

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

Location may include:

- basketball courts:
 - indoor

Equipment may include:	• outdoor • off court locations such as gyms. • basketballs • uniforms • appropriate footwear • stop watches • whistles • cones • baskets with nets and backboards.
Resources may include:	• teaching and coaching tools • visual media equipment • food and water • first aid kit.
Relevant information may relate to:	• objectives of the session • skills focus 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 may include:	• local state or territory • national • international.
Communication system may include:	• calls • hand signals • eye signals.
Teaching and coaching techniques may include:	• demonstration • explanation • breaking down fundamental skills into components • breaking down drills into components • progressing through and linking skills • monitoring and observing progress • fault detection and correction • assessment of participants' skills

Fundamental basketball skills may include:

- providing positive reinforcement and feedback during and after drills, activities and games.
- game sense and decision making at a fundamental level
- basic body movement with a ball
- basic movement without a ball
- jumping
- efficient running technique
- moving the ball:
 - advanced ball handling
 - figure 8
 - crossovers
 - dribbling
 - ball wraps
- basic passing and receiving:
 - stationary
 - moving
- "getting the ball" (leading technique)
- shooting
 - one handed shot (guided by other hand)
 - lay-ups (footwork)
- individual defensive skills:
 - basic defensive stance, footwork ("defensive slide")
 - channelling a dribbler and "turning" a dribbler
 - rebounding and blocking out
- body position.

Required player knowledge may include:

- rules of basketball
- organisational policies and procedures and those promoted by sporting organisations
- when to apply different basketball skills
- 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.

Accepted best practice in basketball coaching may include:

- positive role modelling
- good sportsmanship
- preventative practice to minimise safety risks

and hazards

- positivity when providing constructive 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
- team participation
- attitude and behaviour
- ability to link and use the fundamental skills of basketball.

Relevant aspects may include:

- 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