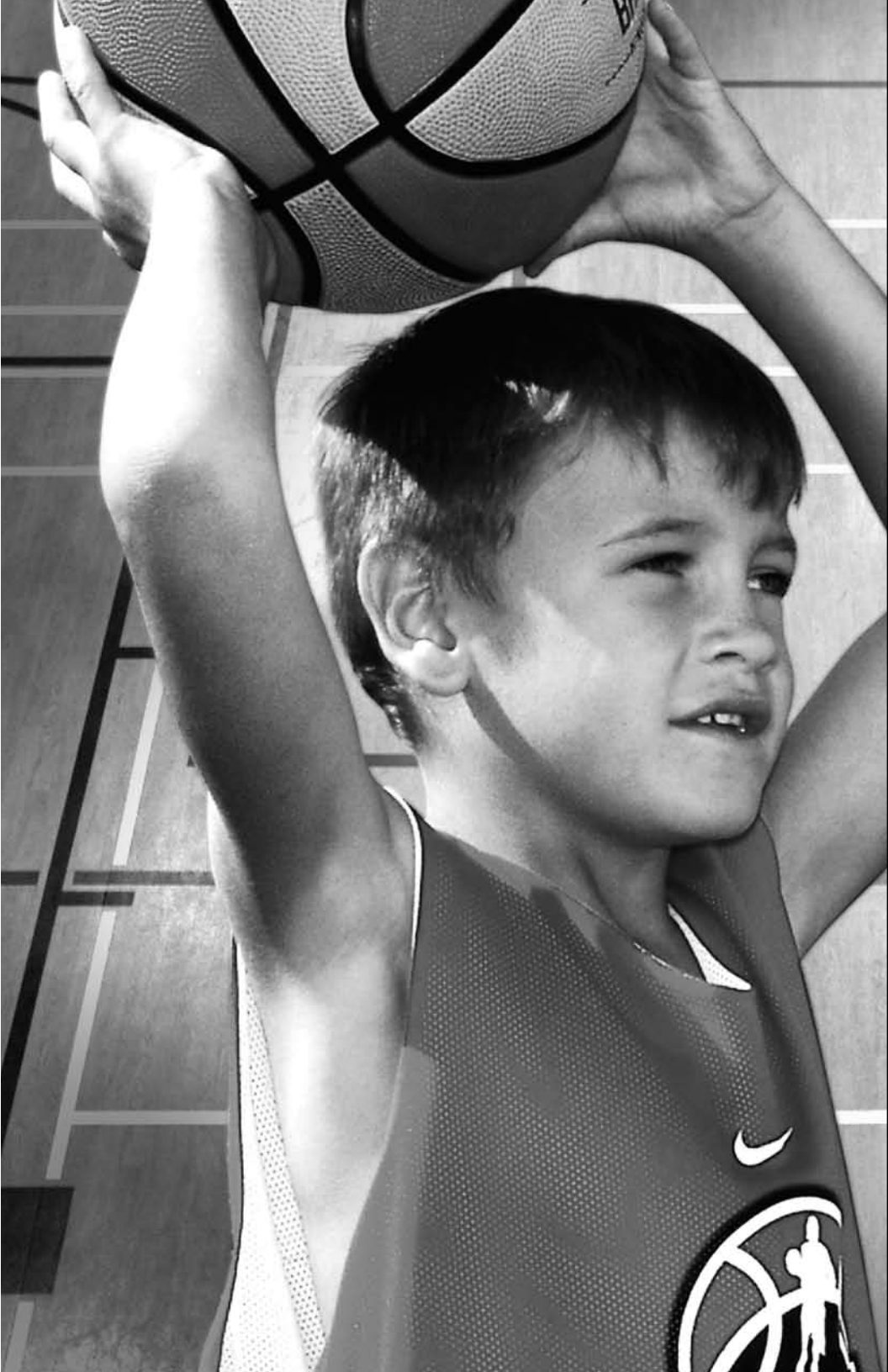




CANADA
BASKETBALL



**“IN CREATING STEVE NASH
YOUTH BASKETBALL, THE GOAL
IS TO INTRODUCE BASKETBALL
IN A FORUM THAT WOULD ALLOW
YOUNG ATHLETES TO EXPERIENCE
SUCCESS WHILE LEARNING
FUNDAMENTAL SKILLS.”**

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Dear SNYB Supporter,

Thank you for your interest in Steve Nash Youth Basketball. I'm proud to be associated with a platform to bring healthy development tools to Canada's youngest MVP's. With the current science telling us that learning is critical from birth to age five, I hope that this program will carry through on the early motor and social skills that can provide lifelong advantages to kids, regardless of their background.

Things have changed a lot since I was first coached in Victoria. But some things have stayed the same: kids — whether nieces, grandchildren, adopted sons, foster children, living with disease or disability or not — need attention. They need someone to encourage them, to tell them they're deserving of our care, and to be smiled at like only a child can smile. If you've been a part of SNYB in British Columbia, you'll still see those principles of inclusion, leadership and fairness stressed here; it's exciting that the program has grown to the extent that we can address these issues nationally. So as you read in this Handbook about Participation, Education, Development and Progression, I hope you'll envision yourself participating, educating, developing and progressing within the role you can play in your community, for the health and happiness of all children.

Thank you again for being a part of this — it really does mean the world.



STEVE NASH



STEVE NASH YOUTH BASKETBALL



Steve Nash Youth Basketball (SNYB) is a national youth basketball program designed to develop fundamental skills, sportsmanship, and a love of the game for basketball. This grassroots initiative supports and empowers community-based recreational groups and facilities, schools and other institutions across Canada in an effort to positively influence youth through basketball. The goal of the program is to allow participants the opportunity to maximize their potential, while promoting the importance of youth basketball as a vehicle to build character, discipline, self-esteem and sportsmanship.

The model for Steve Nash Youth Basketball was established after extensive research of existing community basketball programs from across the world and follows the guidelines of Sport Canada's Long Term Athlete Development Model (LTAD). The program is flexible in nature to allow local organizers to adapt the program and implement it in their community while following the principles and philosophies of our program.

OUR VISION

To create opportunities across Canada for all children and youth aged 5–13 to:

- ▶ Participate in basketball
- ▶ Learn and play basketball, using qualified coaching and programming
- ▶ Learn to compete in a positive, safe, supportive and development-focused environment
- ▶ Improve the "Health of the Nation"

In creating Steve Nash Youth Basketball, the goal is to introduce basketball in a forum that would allow young athletes to experience success while learning fundamental skills. When a young athlete is experiencing success, he/she is having fun!

The five key objectives of Steve Nash Youth Basketball are:

- 1. Participation** – Introduce, provide opportunities and encourage participation for children/youth ages 5–13 across Canada to SNYB – developing young athletes and creating a passion and exposing them to the values, qualities and skills required to succeed in basketball and in life.

- 2. Education** – Address the need for young developing players to receive skill and development age appropriate coaching in alignment with Canada Basketball's Long Term Athlete Development (LTAD) model; inspiring young Canadian athletes to excel in basketball.
- 3. Progression** – Further encourage children and youth with development potential to achieve higher levels of performance by providing a consistent national development model that speaks to skills, knowledge and attitudes which are required for young athletes to safely progress and achieve maximum development in the sport of basketball.
- 4. Development** – Create a developmental pathway for coaches and officials of Steve Nash Youth Basketball through the new National Coaching Certification Program (NCCP) module.
- 5. Character Building** – Allow participants the opportunity to maximize their potential, while promoting the importance of youth basketball as a vehicle to build character, discipline, self-esteem and sportsmanship.

COACHING

Canada Basketball and its Provincial/Territorial Sporting Organizations support the development and training of coaches at the local level. Many opportunities will be provided for volunteer coaches to attend workshops and clinics tied in with the NCCP. The program will be successful with trained, dedicated, enthusiastic and ethical coaches. The Steve Nash Youth Basketball program will continue to be a participant-centered program supported by trained coaches and local administrators.

BASKETBALL IN CANADA

Basketball was invented in 1891 by Dr. James Naismith of Almonte, Ontario. The game's early origins can be traced to a school yard game played by Dr. Naismith during his days in Almonte. However, he invented the game while teaching a physical education class at the International YMCA training school in Springfield, Massachusetts. The original game had just 13 rules and made use of a peach basket hung 10 feet above the gym floor.

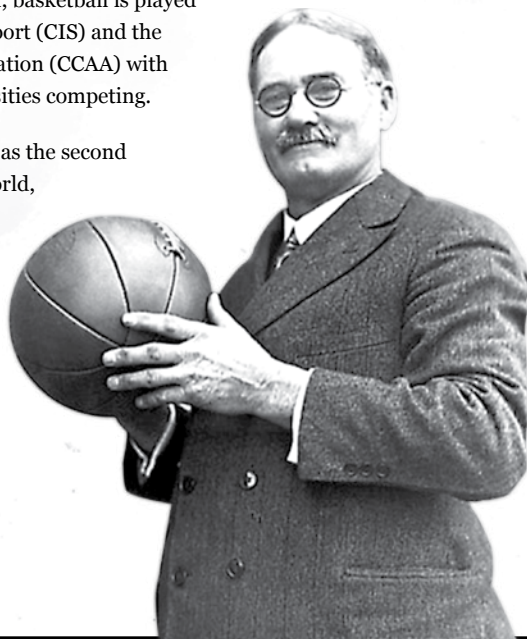
Shortly after the turn of the century, basketball was being played in Canada at schools and by amateur teams. The sport caught on quickly, as Canada sent a representative to the Olympics as early as 1936 and a representative to the World Championships as early as 1954.

The game today has seen many changes and modifications to Dr. Naismith's original version. Many rules have been added, court dimensions and markings have changed and there are now professional leagues for men and women worldwide.

The world's most well recognized league, the National Basketball Association, has origins in Canada. The league's first game was played at Maple Leaf Gardens on November 1, 1946 and featured the Toronto Huskies and the New York Knickerbockers. Today the league has a franchise in Canada, the Toronto Raptors.

At the University and College level, basketball is played in the Canadian Interuniversity Sport (CIS) and the Canadian Colleges Athletic Association (CCAA) with more than 90 colleges and universities competing.

Basketball is currently recognized as the second most popular team sport in the world, surpassed in participation only by soccer. Basketball ranks third worldwide, amongst all sports, in actual number of participants behind only soccer and athletics. Still growing rapidly, basketball's popularity in Canada is only beginning to reach its potential.



CANADA BASKETBALL



Canada Basketball is the National Sporting Organization for the sport of basketball in Canada. Canada Basketball is respected throughout the world and is recognized by the International Amateur Basketball Federation (FIBA) and the Government of Canada as the sole governing body of the sport of amateur basketball in Canada.

Canada Basketball represents all basketball interests, provides leadership, coordination and direction in all areas of the sport of basketball. Canada Basketball is a non-for-profit organization run under a sound business model by a volunteer board of directors and full-time professional staff members to run the affairs of the organization.

Canada Basketball's Mission

Leading a unified basketball community to engage all in quality experiences and drive international success.

CANADA BASKETBALL'S OBJECTIVES

- ▶ Unifying the basketball community.
- ▶ Developing an enduring economic model.
- ▶ Building a dynamic development infrastructure that results in international success.

CANADA BASKETBALL'S VALUES

- ▶ **Collaboration** – We believe in listening to and openly communicating with our members and stakeholders.
- ▶ **Equality of Opportunity** – We believe that our system must be open and inclusive.
- ▶ **Ethics** – We believe only in the ethical pursuit of excellence.
- ▶ **Personal Growth** – We believe that basketball contributes to personal health, happiness and the development of positive life skills.
- ▶ **Pathways to Excellence** – We believe in providing quality opportunities for athletes, coaches, officials and administrators to fulfill their potential.
- ▶ **Respect** – We believe that participants, competitors, coaches, officials, administrators and supporters must honour and respect each other and our game.
- ▶ **Pride** – We are proud of our sport and its role in both community and athlete development.

THE STEVE NASH FOUNDATION



PATHWAY TO EXCELLENCE

SENIOR NATIONAL TEAM MEN/WOMEN

The Senior National Team is the highest pinnacle on the Canada Basketball pathway. The Senior teams represent Canada and participate in international basketball events such as the Olympics, FIBA World Championships.

DEVELOPMENT NATIONAL TEAM MEN/WOMEN

The Development National team is comprised of the top post secondary student athletes ages 17-25 from Canada that gets together and compete in FISU Games (Universiade) and other international competition during the summer months.

JUNIOR NATIONAL TEAM (U19) MEN/WOMEN

The Men and Women's Junior National Team represent the best under-19 talent that Canada has to offer. This is the 2nd level of elite basketball in Canada that participates in global tournaments such as FIBA Americas World Championships & Qualifiers.

CADET NATIONAL TEAM (U17) MEN/WOMEN

The Cadet National program is comprised of identified athletes (ages 15-17) with potential for the international game. The selected team of 12 will get their first introduction and exposure to international competition.

NATIONAL ELITE DEVELOPMENT ACADEMY MEN/WOMEN

NEDA is a national training centre program that centralize the top 12 male and female development athletes from across Canada aged 15-18, to train under national team program strategies throughout the year.

PROVINCIAL TEAMS BOYS/GIRLS

Provincial teams are comprised of the top 12 boys and girls in each of the U15 and U17 categories in their respective provinces/territories. Training camps are offered to allow players to develop their skills in a competitive setting with the opportunity to participate in the National Championships.

NIKE CENTRES FOR/DE PERFORMANCE REGIONAL TRAINING CENTRES BOYS/GIRLS

Nike Centres for/de Performance is a regional training centre concept intended to identify and develop elite-level Canadian basketball players between ages 13-17.

STEVE NASH YOUTH BASKETBALL BOYS/GIRLS

Steve Nash Youth Basketball provides an opportunity for children aged 5-13 to participate and develop their basketball skills while developing themselves physically, emotionally, mentally and cognitively.

FOR MORE INFORMATION ON CANADA BASKETBALL,
PLEASE VISIT US AT WWW.BASKETBALL.CA

Formed in 2001, given U.S. charitable status in 2004, and Canadian charitable status in 2007, the Steve Nash Foundation is a private foundation dedicated to assisting underserved children in their health, personal development, education and enjoyment of life. Like its NBA MVP founder, the Foundation is fast becoming a leader in assists... to a slightly shorter population.

Through our own initiatives, and through grants to public service and nonprofit entities in British Columbia, the Foundation aims to grow health in kids by funding projects that provide direct services to children affected by poverty, illness, abuse, or neglect, and create opportunity for education, health, and empowerment. We love the opportunity to get involved in the good work being done by child-focused ngo's in our home province.

The Foundation also seeks to afford thoughtful solutions to community needs through our own projects to address critical health and education needs. The Foundation focuses its resources on underserved populations of children in British Columbia, Arizona, and the country of Paraguay. Equipping a neonatal intensive care ward in Asuncion to provide basic necessities for infants and their families, developing an early childhood education center of excellence to bring best practices to young kids that don't always enjoy that access in Arizona, and uniting civic outreach, corporate and social service organizations to show kids how to get involved in their communities are examples of the daily work of the Foundation's small but dedicated staff. Stemming from our first ever Steve Nash Foundation Charity Classic, held in Toronto, Ontario, in 2005, the Foundation is also working closely with the City to establish an all-access, all-kids after-school center there to build hope through hoops for kids.

While our work focuses exclusively on child welfare, we believe that corporations must share responsibility for the well-being of our communities. The Foundation employs and encourages environmentally-friendly office practices, and offers grantees assistance in developing their own recycling and energy conservation programs (check out our Green Leaf here). We also like to highlight the important work of other individuals and organizations, using our website links to increase their exposure, and contribute to their efforts. Further, we are proud to be working with young people that excel in their chosen fields, from whom we welcome energetic leadership and fresh voices.

PARENT/GUARDIANS OVERVIEW

The Steve Nash Foundation. Growing health in kids.

FOR MORE INFORMATION ON THE STEVE NASH FOUNDATION,
VISIT WWW.STEVENASH.ORG



MISSION

Sport provides many great moments that parents and children can share and enjoy. Our mission is to integrate and involve parents/guardians into a positive and active role in Steve Nash Youth Basketball both during and between sessions. The program strives to help parents play a supportive role in their child's development and nurture their sport experience to be fun, safe and valuable.

PHILOSOPHY

- ▶ Assist in the development of the child
- ▶ Support everyone involved in the program (child, Coach, Referee, etc)
- ▶ Be positive and enthusiastic with the children
- ▶ Take an active interest in the child and the program
- ▶ Strive to learn more about the game of basketball

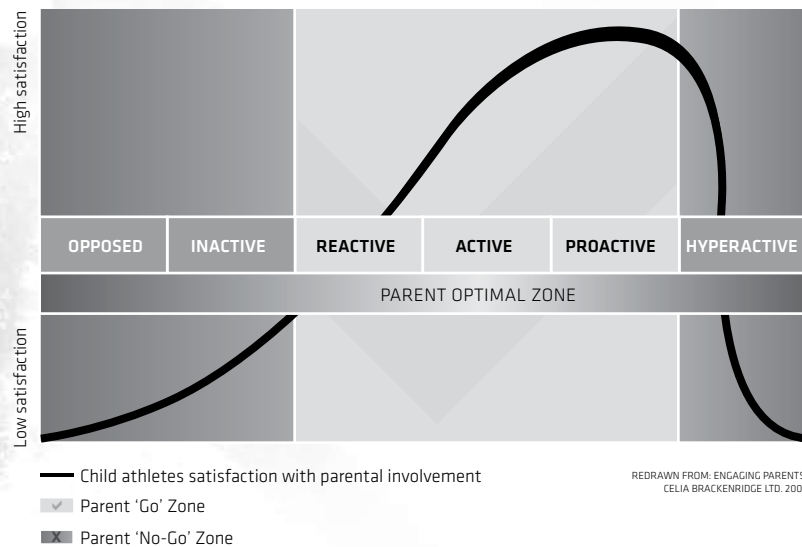
WHAT IS THE PARENT/GUARDIAN ROLE IN STEVE NASH YOUTH BASKETBALL?

A parent/guardian...

- ▶ Understands their child plays basketball
 - ▶ To have fun
 - ▶ To improve and learn new skills
 - ▶ To experience thrills and excitement
 - ▶ To be with friend and make new friends
 - ▶ To succeed
 - ▶ To feel good about themselves
 - ▶ To feel accepted
- ▶ Interacts with their child in an honest, open, fair and caring manner
- ▶ Provides encouragement, support and positive reinforcement for your child's efforts
- ▶ Is patient, understanding and accepts that each child is unique
- ▶ Help our child set realistic performance goals
- ▶ Engages in a positive coach/parent/athlete relationship that builds around respect
- ▶ Supports and applauds the efforts of the Coaches, Referees, and Administrators

ACTIVELY SUPPORTING YOUR CHILD

LTAD AND PARENT INVOLVEMENT



The figure shows how children respond to their parents' level of involvement in their sport or activity. In the optimal zone of parent involvement, parents are reactive, active and proactive in their children's activity. By contrast, "inactive" parents (those who make no effort to be involved) and hyperactive parents tend to reduce their children's enthusiasm.

PROMOTING SELF-ESTEEM AND CHARACTER

The self-esteem and character of children is affected by the mental and emotional messages they receive during participation in sport and physical activity. Here are some basic things parents can do to promote healthy self-esteem and character development:

- ▶ Encourage your child to talk about his/her favorite aspect of the activity.
- ▶ Invite your child to retell the story of a particular personal success or achievement.
- ▶ Acknowledge the details and successes they find important – remember that what is important to them is what should be most important to you!
- ▶ Discuss values which may be "challenged" during your child's participation.
- ▶ Reinforce values of discipline, pride, class, accountability and responsibility.

POSITIVE SUPPORT AT THE SESSION

- ▶ Attend sessions and cheer enthusiastically for all players, not just your child.
- ▶ Praise each player's efforts.
- ▶ Encourage your child to take part in all activities and do his/her best.
- ▶ Take pictures of your child playing basketball.
- ▶ Be loyal to the program and to the coaches.
- ▶ Do not carry bad feelings toward other players because of incidents that may have occurred between players.

SUPPORT AND ENCOURAGEMENT AT HOME

- ▶ Help to ensure your child arrives on time, healthy, well-rested, and ready to participate.
- ▶ Give positive reinforcement before and after each session.
- ▶ Encourage your child by showing your enthusiasm for the program.
- ▶ Ensure healthy habits by consulting with your child's coach or instructor to see if they have any recommendations for eating and sleeping regimes around training and competition.

EFFECTIVE WAYS TO COMMUNICATE WITH YOUR CHILD

Here are a few tips in communicating with your child effectively:

- ▶ Provide words of encouragement and support before they compete and assurance after.
- ▶ Smile and show confidence, reminding children that they've been well prepared for the game through practice – now they can just have fun.
- ▶ Help your child focus on what he wants to do, rather than on the outcome; remind your child of past good performances, and encourage positive thoughts.
- ▶ Any questions you ask should focus on your child's performance, not the outcome.
- ▶ Share feelings and relate to their sport experiences.



EFFECTIVE WAYS TO COMMUNICATE WITH YOUR CHILD'S COACH

Parents are encouraged to engage in open communication with the coaches in which you are entrusting the welfare of your child with. No coach will be perfect! It is your role as a responsible parent to ensure that the coaches can work with your child and create a positive experience, while meeting minimum standards. If you find that your coach is competent, has positive motives, and will offer a beneficial experience to your child, then you should trust, support, and assist the coach without interfering. To effectively communicate with your child's coach, you must first understand the coach and how this coach works with children and the team. Here is a checklist of questions when evaluating the coach:

COACHING PHILOSOPHY

- ▶ Does the coach keep winning and losing in perspective, or is this person a win-at-all-costs coach?
- ▶ Does the coach make sure that learning the sport is fun?
- ▶ Does the coach emphasize skill development and support children as they strive to achieve goals?

MOTIVES

- ▶ What are the coach's motives for coaching?
- ▶ Does the coach seek personal recognition at the expense of the players?

KNOWLEDGE

- ▶ Does the coach know the rules and skills of basketball?
- ▶ Does the coach know how to teach those skills to young people?

LEADERSHIP

- ▶ Does the coach permit players to share in leadership and decision making, or does he or she call all the shots?
- ▶ Is the coach's leadership built on intimidation or mutual respect?

SELF-CONTROL

- ▶ Does the coach display the self-control expected of players?
- ▶ When kids make mistakes, does the coach put them down?

OPPORTUNITIES FOR INVOLVEMENT

UNDERSTANDING

- ▶ Is the coach sensitive to the emotions of the players?
- ▶ Does the coach understand the unique make-up of each child, treating children as individuals?

COMMUNICATION

- ▶ Do the coach's words and actions communicate positive or negative feelings?
- ▶ Does the coach know when to talk and when to listen?

RESPECT

- ▶ Do the players respect and listen to what the coach says?
- ▶ Do the players look up to the coach as a person to emulate?

ENTHUSIASM

- ▶ Is the coach enthusiastic about coaching?
- ▶ Does the coach know how to build enthusiasm among the players?

Excerpted from book, SportParent by the American Sport Education Program.

Every youth sport program needs enthusiastic parent involvement to be successful. Being active and volunteering your time not only helps your child's program; it is also an enjoyable way to meet other adults and make new friends. Here are different ways you can involve yourself in Steve Nash Youth Basketball:

EXECUTIVE COMMITTEE

Each Steve Nash Youth Basketball program is run by an Executive Committee that may be as small as one or two people or as large as eight people, depending on the number of willing volunteers. The Executive Committee members oversee the administrative tasks and operations of Steve Nash Youth Basketball. Roles within the Executive Committee included: President; Vice President; Facilities Coordinator; Treasurer; Equipment Manager; Secretary; Division Coordinator; Referees Coordinator.

COACH

Coaching is a great opportunity to give something back to the community and impact a child's development. Regardless of basketball background and experience, anyone can become a coach in the Steve Nash Youth Basketball program by completing the NCCP – Community Coach workshop. As well, all coaches are provided with user-friendly manuals and lesson plans that teaches coaching and administrative skills.

OFFICIAL

Refereeing in Steve Nash Youth Basketball requires no prior basketball experience. The user-friendly Officials section in the Coach's Manual contains information to help you become a successful referee for this age group. The referee's role is to facilitate the Steve Nash Youth Basketball game of each session by reinforcing fundamental skills.

SESSION HELPER

During each session, the program administrator, coaches and referees often require additional assistance in order to ensure the program operates smoothly and efficiently. Parents are encouraged to take part and help out in areas such as: facility safety check; gym set-up and clean-up; equipment monitor, etc.

Be involved, show interest, give the coach help where it's needed, encourage your child – and enjoy the sport yourself!

PARENT'S CODE OF CONDUCT

As a parent/guardian with a child in Steve Nash Youth Basketball, I will...

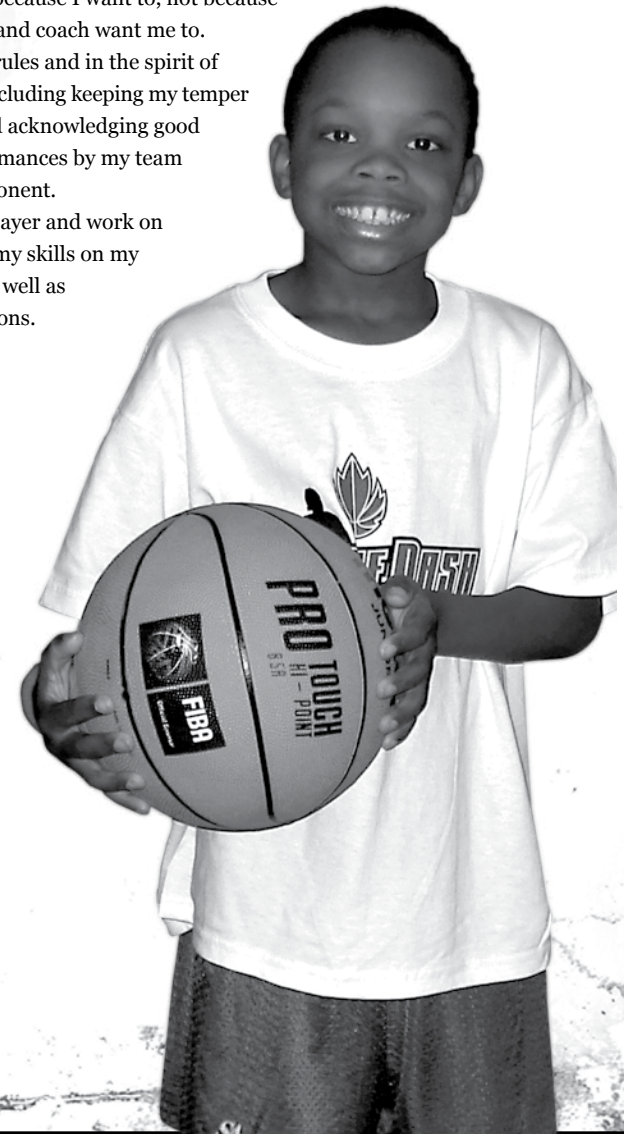
- ▶ Support and promote the program's philosophy and core values of:
 - ▶ FUNDamentals
 - ▶ Learning
 - ▶ Activity
 - ▶ Success
 - ▶ Respect
- ▶ Maintain a child-centered focus. Remember that my child plays basketball for his/her enjoyment, not for mine.
- ▶ Be a good role-model, both through my own actions and by censoring those around me whose behavior is unbecoming.
- ▶ Encourage my child to play by the rules and resolve conflicts without resorting to violence or hostility.
- ▶ Encourage all of the children in the program with enthusiastic and positive reinforcement during the sessions.
- ▶ Respect and show support for the trained volunteer coaches and officials who give their time to provide sport activities for my child.
- ▶ Be tolerant when the coach substitutes my child for another player.
- ▶ Appreciate the game of basketball by being an interested fan, while participating positively in the program in whatever possible capacity.
- ▶ Teach my child that an honest effort and hard work is just as important as a victory.
- ▶ Help my child understand that individual skills and achievements are more satisfying when applied to a team situation.
- ▶ Reinforce fundamental skills by assisting my child with activities at home.
- ▶ Encourage my child to be themselves and develop their own given talents.
- ▶ Refrain from comparing my child with other players on the team.
- ▶ Ensure my child attends each session, is well-rested, is on time and brings all the necessary equipment needed.

Remember: Your child can benefit greatly by participating in Steve Nash Youth Basketball. They're the result of a cooperative effort among league administrators, coaches, officials, and parents. Those benefits come more readily when parents put the interests of the children first and leave their own egos and desires about winning on the bench.

PLAYERS CODE OF CONDUCT

As a participant of Steve Nash Youth Basketball, I will....

- ▶ Respect my teammates, coaches, officials and opponents and accept their decisions.
- ▶ Remember that winning isn't everything – having fun, improving skills, making friends and doing the best you can are just as important.
- ▶ Participate because I want to, not because my parents and coach want me to.
- ▶ Play by the rules and in the spirit of the game, including keeping my temper in check and acknowledging good plays/performances by my team and the opponent.
- ▶ Be a team player and work on developing my skills on my own time as well as during sessions.



EQUIPMENT CHECKLIST

The Steve Nash Youth Basketball program provides each participant with a Nike Steve Nash Youth Basketball reversible dri-fit jersey and a Nike basketball, which they are expected to bring to each session. Here is a checklist of other equipment items that you, as a parent, can provide your child with for practices or games:

- ▶ Bottled water or sports drink to keep your child hydrated and full of energy.
- ▶ Change of clothes for post-session so your child has dry clothes to change in to.
- ▶ Basketball shorts and basketball shoes.
- ▶ Towel or sweatband/wristband to wipe away sweat and dust from shoes
- ▶ Healthy halftime or postgame snack for nutrition purposes.



CANADIAN SPORT FOR LIFE (CS4L)

Canadian Sport for Life is a movement to change the role of sport in Canadian society from a pursuit by few to an important part of everyone's life by promoting each child's healthy and logical development in a sport or physical activity by using the Long-Term Athlete Development (LTAD) framework.

The Steve Nash Youth Basketball program is committed to the Long Term Athlete Development (LTAD) model that is based on the Canadian Sport for Life Resource Paper, which was developed by Canadian world leaders in the area of child and sport development. LTAD identifies sequential stages for training and competition that respects their physical, mental, and emotional development. The Steve Nash Youth Basketball program is also a strong supporter of Canadian Sport for Life's Physical Literacy beliefs. Physical literacy gives children the tools they need to take part in physical activity and is a key component of Canada's LTAD program. Steve Nash Youth Basketball has put a program and curriculum in place that has taken the CS4L's LTAD and Physical Literacy guidelines, and implemented our own model in which the focus is on developing the whole athlete and ensuring the long term development of the child.

LONG TERM ATHLETE DEVELOPMENT

The Long-Term Athlete Development model recognizes the stages of physical, mental, cognitive, and emotional development in child athletes. The core values of LTAD include:

- ▶ Helping children to be physically literate (competent in fundamental movement skills for sport and physical activity).
- ▶ Recognize that children play sports to have FUN!
- ▶ Provides a pathway to excellence.
- ▶ Allow Canadians to be physically active through sport and recreation participation.



10 FACTORS OF LTAD

Research points to 10 key factors that influence athlete development. By building Steve Nash Youth Basketball around these factors, LTAD ensures that athletes experience both optimal development in basketball and lifelong retention in physical activity for improved wellness.

1. Developing the whole athlete (Physical, Mental, Cognitive and Emotional Development): LTAD is about developing the complete athlete. Every training and competitive youth sports program should consider the four cornerstones of development – Physical/Movement skills, Basketball skills, Life skills, and Mental skills.

2. Periodization: This is time management applied to training. A logical training schedule should be used for each unique child and it specifies how often athletes should train per, week, day, and individual session. Proper periodization establishes a firm foundation for the athlete.

3. Fundamentals: FUNDamental movements and skills should be taught through fun and games. FUNDamental movement skills and FUNDamental sports skills make up Physical Literacy, which outlines the competency of the skills.

4. Specialization: Sports can be classified as early or late specialization. Early specialization sports include gymnastics and figure skating and require children to learn the skills before maturation because they are difficult to grasp after puberty. Late specialization sports such as basketball can still be mastered as long as specialization takes place between the ages of 12–15 and the athlete is physically literate.

5. Trainability: The responsiveness of developing each athlete at different stages of growth and maturation to the training stimulus. Each child has a different window of optimal trainability and it is important to recognize that and take advantage of it.

6. Developmental Age vs. Chronological Age: Growth refers to measurable changes like height, weight and fat percentage. Maturation refers to qualitative changes such as cartilage changing to bone. Development is the relationship between growth and maturation over time with emotional and motor aspects as examples. Developmental age is the degree of physical, mental cognitive and emotional maturity while chronological age is the number of years and days since birth. It is important to identify your child as an early, average, or late maturer so that training programs can be designed to fit your child's level of trainability.

PHYSICAL LITERACY

7. 10 Year Rule: Scientific research shows that once an athlete starts to specialize in a particular sport, he/she on average only has about 10 years in that sport. It also takes on average about 10 years and 10,000 hours of training for a talented athlete to take the next step to become an elite athlete in a sport.

8. Competition Calendar: Calendar planning is critical to an athlete's development. At a younger age developing a child's physical capacities takes precedence over competition while at a later age the ability to compete will become more relevant.

9. System Alignment: LTAD attempts to get everyone in the sport system on the same page and establish visible connections between each stage of development. It is important for parents, schools, clubs, coaches, governments, etc. to coordinate their efforts for the children's well being.

10. Continuous Improvement: New research is always emerging and LTAD recommend that new knowledge should be reviewed and incorporated into the model as necessary.

Physical Literacy refers to childhood learning of Fundamental Movement Skills (FMS) and Fundamental Sport Skills (FSS) that are transferable to other sports and activities during a lifetime. It allows a child to move with confidence and control, in a wide range of physical activity, rhythmic and sport situations. The key is to acquire it during childhood, when your body is most adaptable and ready to 'learn' a variety of basic movement and sport skills. The responsibility for developing a physically literate child lies in the hand of parents/guardians, though as the child grows up, coaches and teachers also play a critical role.

Some of Canada's greatest athletes are prime examples of physical literacy in action. For example, Steve Nash is a superstar NBA basketball player, but he was also an accomplished soccer, hockey and baseball player as a teen. He didn't start playing basketball until he was 12 or 13 years old! He didn't specialize too early in one sport or activity, but leveraged their fundamental skills from one pursuit to another.

FUNDAMENTAL MOVEMENT SKILLS

It is important to remember that a child's ability to master fundamental movement skills takes time and a series of development stages is typically required. Despite children maturing at different rates, each one learns fundamental movement skills in the same phases;

- ▶ When a child can learn a skill – Must wait until brain is mature and muscles are strong enough.
- ▶ The child is ready to learn the skill – Muscles and nerves have developed so the child now has to learn the skill under simple instructions and practice.
- ▶ The optimum time to learn the skill – The best time to teach a skill varies based on the child and maturation.
- ▶ Time for remedial work – The time to overcome learning deficits and develop the skills needed to gain confidence.

BIRTH	1	2	3	4	5	6	7	8	9	10	11
The child's body is not mature enough to learn the Fundamental Movement Skills.			The child's body is ready to learn.			Optimum time to learn the Fundamental Movement Skills.			Time for Remedial Work.		
Give child a wide range of movement opportunities									Optimum time to teach		
										Remedial Instruction	

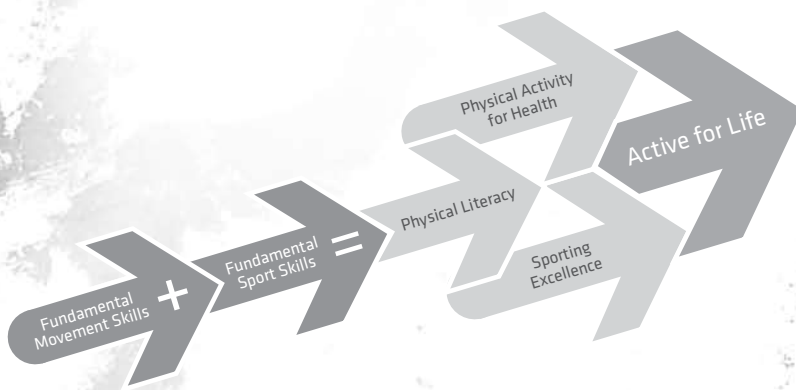
THE STAGES OF LTAD

Examples of fundamental movement skills include; walking, running, balance, jumping, throwing, and catching. For more information on when and where your child can learn and practice fundamental movement skills, please refer to Canada Sport for Life's Physical Literacy parent's guide at www.ltad.ca

FUNDAMENTAL SPORT SKILLS

While throwing is considered a fundamental movement skill, a child learning how to make a chest pass is considered a fundamental sport skill. It is important to master the movement skills before learning the sports skill so that a child can develop and participate in various sporting activities. Throwing is a fundamental movement skill so a child will learn to throw different sized balls, with one or two hands, and at different speeds as they develop the skill. Throwing becomes a fundamental sports skill when it is applied specifically to a sport. In basketball, a child may begin knowing how to throw a basketball, but now they have to learn the different types of passes, how to pass accurately, and how when to make the correct pass.

It is important that each child develops physical literacy because it puts them in a position of advantage. Those who do not develop fundamental movement skills will be restricted later in life in terms of recreational activity. It also means that the child could be left out from playful competition and formal sport activity because they have not developed the basic fundamentals to perform physical activity.



1. Active Start: Age 0–6. Learn fundamental movements and incorporate them into play. This is too early of a stage to begin developing basketball skills.

2. Fundamentals: Age 6–9 (M); 6–8 (F). Learn all fundamental movement skills and build overall motor skills. Learn movement skills through basketball while learning basic basketball skills through modified games.

At the FUNDamentals stage, Steve Nash Youth Basketball Parents should:

- ▶ Consider enrolling your child in a variety of seasonal sport activities.
- ▶ Be sensitive to your child's preferences for activities.
- ▶ Ask coaches and activity leaders about their training program and if they follow LTAD principles.
- ▶ Check if your child's activities address the ABC's of athleticism: agility, balance, coordination and speed.
- ▶ Encourage your child in unstructured play outside of formal activities.
- ▶ Turn off the TV, computer and video games.
- ▶ Promote key values: fun, inclusion, fairness.

3. Learning to Train: Age 9–12 (M); 8–11 (F). Learn overall sport skills. Begin learning basic basketball skills while still emphasizing fundamental movement skills.

At the L2T stage, Steve Nash Youth Basketball Parents should:

- ▶ Identify sports and activities where your child has fun and can experience success. Focus should be narrowed to 3 sports through the year.
- ▶ If your child has taken a special interest in a late specialization sport such as basketball, make sure they are not over-trained, over-competing, or specializing too early. Talk to the coach or teacher if there are any concerns.
- ▶ Training should make up 70% of your child's participation time in a given activity while formal competition (i.e. league games) should occupy 30% of the time.
- ▶ Confirm that the coach is trained or certified.
- ▶ Continue to encourage unstructured play outside of formal activities.
- ▶ Promote key values: fun, inclusion, fairness.

4. Training to Train: Age 12–16 (M); 11–15 (F). Build an aerobic base, develop speed and strength towards the end of the stage, and continue to develop overall sport skills. Technical and strategic parts of basketball should be introduced with a more structured training approach.

At the T2T stage, Steve Nash Youth Basketball Parents should:

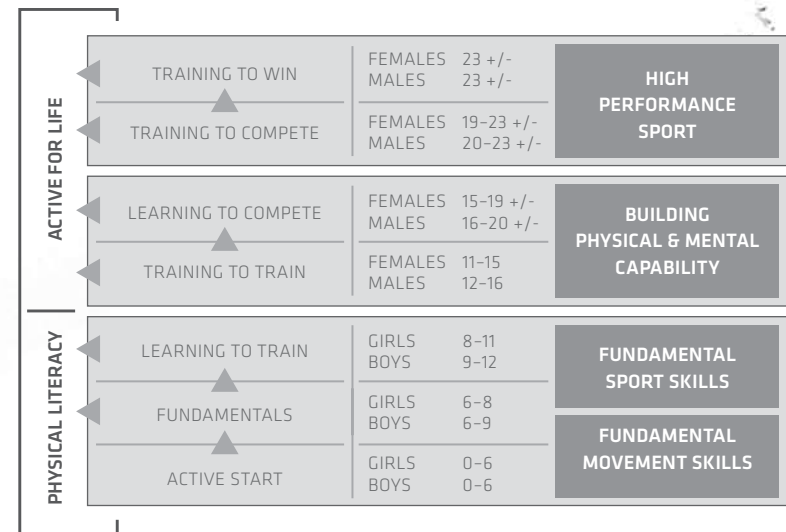
- ▶ In late specialization sports such as basketball, it is acceptable for coaches or teachers to begin identifying and encouraging “talent” at the Training to Train stage but premature specialization is still possible and should be cautioned against. Children mature at different rates so it is possible your child may still have undiscovered capabilities in other sports. Parents also need to be cautious that their children are not being over-trained or over-competing because injury or burnout could occur.
- ▶ **WARNING:** This is the stage when many young athletes quit their sport or activity due to burnout or excessive pressure from coaches and parents.
- ▶ Team sport coaches should individualize training based on each child’s maturation.
- ▶ Promote key values: fun, fairness, respect.

5. Training to Compete: Age 16–20 (M); 15–19 (F). Optimize the engine and learn to compete. Athletes should begin to refine all technical and strategic components while being introduced to all aspects of basketball.

6. Learning to Win: Age 20–23 (M); 19–22 (F). Establish all of the technical, strategic, physical, mental and ancillary skills and capacities needed to compete at the highest levels.

7. Training to Win: Age 24+/- (M); 23+/- (F). Optimize performance for domestic and international competitions.

8. Active for Life: Any age. The transition from an athlete’s competitive career to lifelong physical activity and participation in sport. Reinvest time and energy through coaching, management, officiating and active participation.



COMPETITION

As a parent, it is important to remember that the Steve Nash Youth Basketball program is designed to help your child become, at first, an athlete, and then as they get older, a better basketball player. As opposed to focusing on putting children in game's right away, SNYB believes it is more appropriate to spend time practicing and developing the children's fundamental movement and sport skills with their team. Parents need to realize that the best way for their child to develop as a player is to learn the fundamental skills first and then apply it in game situations.

One of the most common problems in team sports is that adult competition schedules have often been superimposed on young athletes. Competition is neither good nor bad. It merely helps us compare our abilities and efforts against others. Whether competition is healthy or not depends on how it is conducted and how much emphasis is placed on winning. Coaches often feel pressured to win, and the results work contrary to the factors behind LTAD.

Problems include:

- ▶ Training time for developing athletes is used for game tactics and team strategies rather than individual skills development.
- ▶ Limited player rotations and substitutions are made in an effort to win, retarding the development of all players.
- ▶ Pressure to win is often augmented by tournament structures which use points for and against as tie breaker, encouraging coaches to leave in starters to run up scores.
- ▶ Overemphasis on defensive systems to limit 'mistakes' and win games, at the expense of offense and creativity.
- ▶ Selective use of substitutions and play selection to 'hide weaknesses', rather than developing a training plan to strengthen weaknesses.
- ▶ Emphasis is on winning and losing, rather on having fun.
- ▶ This list goes on and on...

As entertaining as it is for a parent to watch their child play in a game, as opposed to a practice, it is beneficial for children not to be rushed beyond their maturation and skill set. No parent would expect their child to become literate by taking grammar tests most of the time with very few lessons. As such, parents and coaches need to overcome the desire to frequently measure themselves in the competitive arena, and appreciate the long-term positive effect of quality training programs.

10 S's OF TRAINING

- 1. Stamina (Endurance):** An athlete's ability to exert themselves through aerobic or anaerobic exercise for relatively long periods of time.
- 2. Strength:** An athlete's ability to use their muscles to exert force on an object.
- 3. Speed:** An athlete's ability to cover a certain distance over an amount of time.
- 4. Skill:** An athlete's ability to put what they have learned into practice.
- 5. Suppleness (Flexibility):** An athlete's range of movement in regards to their joints and muscles.
- 6. Structure/Stature:** Connects an athlete's stage of growth to the window of optimal trainability. Coaches can use stature measurements to address critical periods of physical and skill development.
- 7. (p)Sychology:** An athlete's ability to maintain high levels of concentration while remaining confident and relaxed. Being mentally prepared.
- 8. Sustenance:** An athlete's ability to replenish their body with a broad range of components that include; nutrition, hydration, sleep, and regeneration.
- 9. Schooling:** An athlete's ability to balance school activities with sporting activities. Training sessions should be scheduled at a time that compliments school not conflicts with it.
- 10. Socio-Cultural:** An athlete's ability to enhance their personal development through social and cultural experiences.

MEASURING GROWTH

Tracking a child's physical growth can help both parents and coaches determine what developmental stage they are at. Physical and skill development varies for children based on when they go through a growth spurt and when they reach their ultimate peak.

Phase 1: Age 0–6. Very rapid growth occurs. Children should be measured by height and weight on their birthday.

Phase 2: Age 6 to the onset of Growth Spurt. Steady growth until growth spurt. Height and weight should be measured every 3 months.

Phase 3: Onset of Growth Spurt to peak of Growth Period. Rapid growth occurs until peak is reached. Height, standing and sitting, as well as weight should be measured every 3 months.

Phase 4: Peak of Growth Spurt to Slow Deceleration. Rapid deceleration occurs. Height, standing and sitting, as well as weight should be measured every 3 months.

Phase 5: Slow Deceleration to Cessation. Slow deceleration of growth until growth comes to an end. Height should be measured every 3 months.

Phase 6: Cessation. Growth has come to an end. Height and weight can be measured on birthday.

It is also important to remember that some children are early developers while others are late developers. Males who develop early are usually at an advantage because they are bigger and stronger than those who have yet to develop, sometime forcing late developers to drop out of sports. However, as time goes on, males who develop late can end up bigger and stronger than early developers. Females who develop early are actually more likely to drop out of sports than late developers because their performance can be impeded by physical maturity such as widening of the hips. However if early developers stay involved in the sport and continue to develop their skills they have an advantage on the late developers whose performance is now being impeded by their physical growth. It is important for parents to remember that children often develop at different rates putting some in better position than others. The Steve Nash Youth Basketball program is aiming to keep both early and late developer's in the program for as long as possible and teach the required skills at the optimal training times.

WINDOWS OF OPTIMAL TRAINABILITY

Stamina (Endurance): The optimal window of trainability for stamina occurs at the onset of the growth spurt. Aerobic capacity training is recommended before children reach their fastest rate of growth. Aerobic power should be introduced progressively after their growth rate decelerates.

Strength: The optimal window of trainability for girls is immediately after their fastest rate of growth and at the onset of menarche (first menstruation), while for boys it is 12 to 18 months after their fastest rate of growth.

Speed: For boys, the first speed training window occurs between the ages of 7 and 9 years and the second window occurs between the ages of 13 and 16. For girls, the first speed training window occurs between the ages of 6 and 8 years and the second window occurs between the ages of 11 and 13 years.

Skill: The window for optimal skill training begins at the age of 9 for boys and 8 for girls. This window ends at the onset of the growth spurt.

Suppleness (Flexibility): The optimal window of trainability for suppleness in both girls and boys occurs between the ages of 6 and 10. Special attention should be paid to flexibility during the growth spurt.

LEARNING MORE ABOUT CS4L AND LTAD

If you would like to learn more or direct others to information on CS4L and LTAD, please visit www.ltad.ca, the official Canadian Sport Centres LTAD website. At this site you can:

- ▶ Review LTAD guidelines and programs outline.
- ▶ Download copies of LTAD resources.
- ▶ Find links to more LTAD and related information.
- ▶ Find a speaker at www.ltad.ca who can present on CS4L to your local or community organization.

GLOSSARY

Adolescence: The period of physical and psychological development from the onset of puberty to maturity. Includes an accelerated growth in stature and sexual maturity.

Ancillary Capacities: The knowledge and experience base of an athlete and includes warm-up and cool-down procedures, stretching, nutrition, hydration, rest, recovery, restoration, regeneration, metal preparation, and taper and peak.

Assist: The last pass that leads directly to a scored basket.

Backboard: The rectangular structure to which the rim is attached.

Backcourt: The area of the court from the baseline up to and including the centre line. The half of the court containing the basket that a team is defending.

Ball Handler: The player that is in possession of the ball.

Ball Handling: Dribbling, passing or receiving the ball.

Bank Shot: A shot that is bounced off the backboard in an attempt to score.

Baseline (Endline): The line marking the end of the court, extending from sideline to sideline.

Basket: The combination of the rim and backboard. Also refers to a made basket.

Bench: The area outside the court where the coach and substitutes sit.

Bounce Pass: A pass where the ball is bounced on the floor before reaching the receiver.

Boxing Out: Preventing an opponent from securing a rebound by making contact with an opponent while holding position between him/her and the basket.

Chess Pass: A two-handed pass pushed from the passer's chest towards the receiver's chest area or target hand.

Childhood: ordinarily spans the end of infancy, the first birthday, to the start of adolescence and is characterized by relatively steady progress in growth and maturation and rapid progress in neuromuscular or motor development.

Chronological Age: The number of days and years elapsed since birth. Children of the same chronological age can differ by several years in their level of biological maturation.

Coach: The person who teaches the players the fundamentals of the game and guides them during training and competition.

Court (Floor): The competition area or playing surface.

Defense: The act of trying to prevent the opposition from scoring.

Defensive Stance: The position a player assumes when playing defense.

Development: The interrelationship between growth and maturation in relation to the passage of time. The concept of development also includes the social, emotional, intellectual, and motor realms of the child.

Double Dribble: An illegal dribble occurs when the player a) Bounces the ball with both hands at the same time, or b) Bounces the ball, catches the ball, then starts bouncing the ball again without it being touched by another player.

Dribble: When a player repeatedly bounces the ball on the floor with one hand, causing the ball to return into that hand. Dribbling is used to control, or advance the ball.

Fastbreak (Transition Offense): Beginning with a defensive rebound or takeaway, a team attempts to advance the ball quickly up the court with the intention of scoring. This is a transition from defense to offense.

Field Goal (Made Shot): Occurs when the ball is shot through the rim while in play.

Foul: Illegal contact between opposing players.

Foul Line: The line parallel to the baseline and 15 feet from the basket where foul shots are taken.

Foul Shot (Free Throw): An uncontested shot given to a player after that player is fouled in the act of shooting. This shot is also awarded on a common foul after the fouling team has accumulated a given number of fouls. This is commonly referred to as a bonus or penalty shot.

Fundamentals: The basic skills of the game: ball handling, dribbling, passing, shooting, rebounding, movement and individual defense.

Growth: Observable, step-by-step, measurable changes in body size such as height, weight, and percentage of body fat.

Inbounds Pass: The act of throwing the ball into play.

Jump Shot: A shot taken while jumping, released at the peak of your jump.

Key (Free Throw Lane): The lane in front of each basket designated by markings on the court. The lane begins at the baseline and ends at the foul line.

Lay Up (1 Foot, 2 Feet Power):

A shot taken by jumping towards the basket and shooting the ball off the backboard.

Loose Ball: A ball that is in play, but not in anyone's control.

Maturation: Qualitative system changes, both structural and functional in nature, in the progress toward maturity; for example, the change of cartilage to bone in the skeleton.

Out-of-Bounds: The area outside of and including the baselines and sidelines.

Pass: When a player in control of the ball throws the ball to a teammate for the purpose of controlling or advancing the ball. There are three types of passes that are ideal for young children: chest, bounce and push.

Peak Height Velocity (PHV): The maximum rate of growth in stature during growth spurt. The age of maximum velocity of growth is called the age at PHV.

Peak Strength Velocity (PSV): The maximum rate of increase in strength during growth spurt. The age of maximum increase in strength is called the age at PSV.

Peak Weight Velocity (PWV):

The maximum rate of increase in weight during growth spurt. The age of maximum increase in weight is called the age at PWV.

Personal Foul: Occurs when a player makes illegal contact with an opposing player, creating an advantage for that player or his/her team.

Physical Literacy: The mastering of fundamental movement skills and fundamental sport skills.

Pivot: Occurs when a player rotates his/her body position, maintaining balance with one foot in constant contact with the floor.

Pivot Foot: The foot that remains on the ground while pivoting. The first foot that contacts the ground when the player stops must be used as the pivot foot.

Practice Session: A designated time for the players to work on skills, techniques and tactics in an effort to improve.

Push Pass: A pass where the ball is pushed towards the receiver from a triple threat position to the receiver's target.

Readiness: A child's level of growth, maturity, and development that enables him/her to perform tasks and meet demands through training and competition.

Ready Position (Stance):

A balanced stance where the feet are slightly more than shoulder width apart. The foot of the dominant hand is slightly forward. Both knees are bent and the player is almost in a seated position. This stance is also known as the triple threat position. By widening the stance and spreading the arms this stance also becomes proper defensive position.

Rebound: A missed shot that reflects off the backboard or rim and is caught by a player.

Set Shot: A shot which a player attempts from triple threat position.

Scorer: The player who puts the ball through the rim on a shot.

Shot: A throw at the basket in an attempt to score.

Shooter: A player who attempts to score on the opponent's basket.

Sidelines: The lines marking the length of the court.

Sportsmanship: Positive performance, attitude and relations among all participants.

Steal: When a defensive player legally takes the ball away from an offensive player in control of the ball.

Throw In (Inbounds Pass): When the ball is passed inbounds from out of bounds to restart play after a violation.

Timeout: A break in play to give the coach an opportunity to discuss the game with the players.

Trainability: The responsiveness of developing individuals at different stages of growth and maturation to the training stimulus.

Travel: An illegal move in which the pivot foot leaves the floor before the ball is released for a dribble. The pivot foot can be moved to shoot or pass, but the ball must be released before the pivot foot hits the ground again.

Triple Threat Position: The offensive ready position in which the player has control of the basketball and is in a position to shoot, pass, or dribble.

Turnover: When the offense loses possession of the ball.

Violation: When a player violates a rule, causing a stoppage in play and resulting in the other team taking possession of the ball through a throw in.

CANADA BASKETBALL AND PROVINCIAL BASKETBALL ASSOCIATION CONTACTS

BASKETBALL ASSOCIATION	WEBSITE
Canada Basketball	www.basketball.ca
Basketball Alberta	www.basketballalberta.ca
Basketball BC	www.basketball.bc.ca
Basketball Manitoba	www.basketball.mb.ca
Basketball New Brunswick	www.basketball.nb.ca
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Basketball Nova Scotia	www.basketball.ns.ca
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