



BERMUDA BASKETBALL LONG TERM ATHLETE DEVELOPMENT MODEL



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Bermuda Basketball Association Mission Statement:

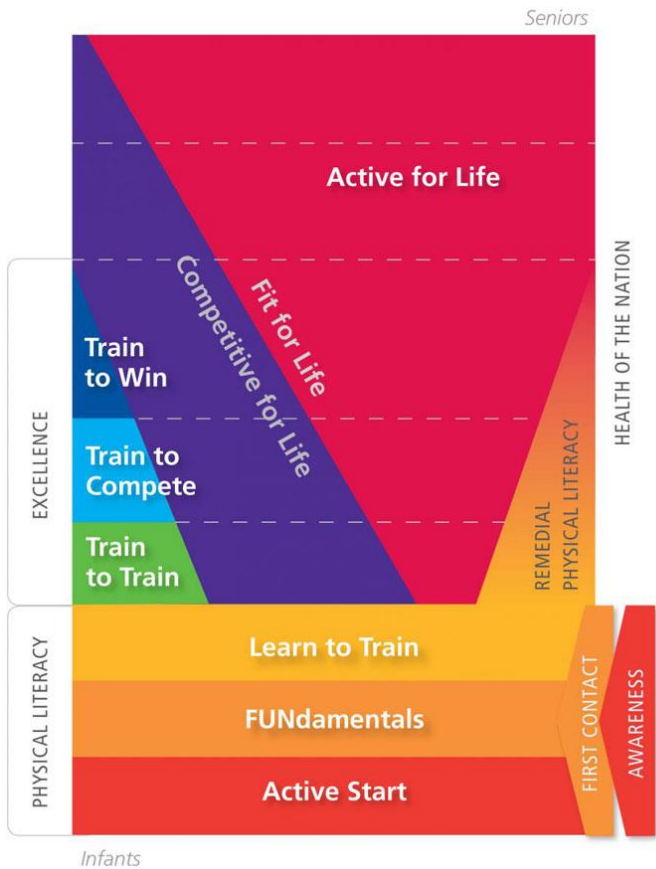
"To exercise a leadership role in the promotion and development of the sport of basketball in Bermuda through programs and services for all levels of athletes, participants, leaders, and volunteers."

Shortcomings & Consequences

The BBA has identified some current shortcomings and consequences that negatively impact player development. Some can be controlled and some, unfortunately, are out of our control.

Shortcomings	Consequences
There is little integration between the physical education programs in schools, recreational community and elite competitive programs.	Little talent identification, poor movement and motor skills education and lack of communication between the different people interacting with the same child.
Preparation is focused on short-term outcomes and not necessarily optimal long-term development.	Lack of systematic development of the next generation of successful international athletes. Players neglect the development of critical components which are necessary for long term success.
Lack of appropriate facilities and equipment for players makes it difficult to learn and enjoy the game.	Without appropriate equipment and facilities, this can increase the rate of drop out due to the lack of success and enjoyment.
Players are not getting enough quality matches per year.	Bad habits are developed when training alone and by not having enough quality matches integrated into annual competition schedules.
Training and competition planning is based on chronological age rather than developmental age.	Remedial programs must be put in place to counteract the weaknesses in athlete preparation.
In many cases, the most knowledgeable coaches work at the elite level and the least experienced and trained coaches work at the beginner level where the quality of trained coaches is essential.	There is a lack of quality individualized programming for developing athletes thereby weakening the pool as they move up in the system. There is also a lack of knowledge on the growth, development and maturation process with coaches dealing with children and youth.
There is not enough emphasis placed on developing general athleticism in young players. Too much emphasis is placed on specific skills early in the player's development.	As players progress to higher levels, they lack the coordination that is required. An athletic foundation is key for building more advanced skills.

Chapter 1 – The Long Term Athlete Development Model



The seven stage model is built on the following 10 factors:

Physical literacy focuses on mastering basic human movements, fundamental movement skills and foundational sport skills.

Specialization occurs when athletes limit their participation to a single sport. They train and compete in this sport year-round.

Age Children develop at different rates. When considering training, competition and recovery programs for athletes, regardless of the LTAD stage, coaches need to consider the age of the athlete.

Trainability To create optimal training and competition programs, coaches and teachers need to be aware of the sensitive periods in which training for different body systems have optimal effects.

Intellectual, emotional & moral development Children develop intellectually, emotionally and morally at different rates. Coaches/teachers need to be aware how this can affect training and competition.

Excellence takes time It is a proven fact that it takes a minimum of ten years of practice is needed for experts in any field to reach elite levels of performance

Periodization is time management in sport. It ensures the right kind of training is done at the right time.

Competition is what drives most actions in sport. Coaches instruct based on competitions and generally, we determine the success of things based on the outcome of competitions.

System alignment and integration Being involved in sport and physical activity exposes participants to a variety of settings and situations that can collectively be defined as a system. System alignment from an individual's perspective provides a guide for parents and athletes to consider as they progress

Continuous improvement The world of sport and athleticism is changing all the time and for it to keep up, continuous change needs to be made. Failure to do so will bring on other issues.

Chapter 2 – Active Start

Ages: 0-5 year old females & males

The objective is to learn fundamental movements and link them into play. Physical activity is essential for healthy child development. Among its other benefits, physical activity also:

- Enhances development of brain function, coordination, social skills, motor skills, emotions, leadership and imagination;
- Helps children to build confidence and positive self-esteem;
- Helps to improve flexibility, develop good posture and balance;
- Improves fitness, reduces stress and improves sleep;
- Promotes healthy weight;
- Helps children learn to move skillfully and enjoy being active.



Physical activity should be fun and part of the child's daily life, not something required. Active play is the way young children are physically active. For this reason it is recommended to steer clear of adult organized basketball at this time. By providing access to equipment, we ensure that children are active.



Chapter 3 – FUNdamental

Ages 6-8 year old females and 6-9 year old males

When coaching this age group both games and practice sessions should be positive experiences in the players' sports and human development.

Winning should not be the fundamental objective. Instead, the players should learn to be good sports, respect the rules of the game, the referees and the opposing team, and to try their best. Most of all, the focus should be on having fun!

To make activities fun, the coach must first be having fun themselves! Kids have fun when:

- They are with friends
- They are active, not spending a lot of time watching or listening to the coach
- They are learning new things

In regards to learning, it is important that activities are at a level where the kids think that they can do it, that it is “close enough” to their current level of skill that it is achievable. Not spending too much time on an activity will also help to keep the players interested.

Coaches should avoid constantly dictating exactly how something is to be done, and instead should describe what they want done and let kids explore how to do it.

This approach equally applies to teaching skills of the game

At the age of 5-7, we can't think that we will be teaching the game with regular size basketballs on a normal sized backboard. Fundamental movement patterns such as jumping, changing direction and running need to be developed by playing games with the body and often with different equipment. Eg. Size 3-5 basketballs are preferable and rings as low as 6'– 8' make basketball more accessible.

The more actions and movements that are introduced the more a child's motor skills will improve.

Games do not have to replicate the game of basketball and many fun games (that will help to develop skills such as changing direction) may not involve either basketballs or rings.

The practice must be held in a tranquil and relaxed fashion, with safety being of the utmost concern. Children must make their own “guided” discoveries rather than being “drilled” in a repetitive or monotonous manner. Music helps a lot and can facilitate learning.

Whilst there may be “winners” in activities, the overall focus should not be on winning, but on having fun and developing new skills. “**Success**” should be defined as being able to do something that you couldn't do before!

a) 6-7 for females and 6-8 for males – the emphasis is on fun games that use basketball to teach fundamental movements and introduce basic basketball skills.

b) 7-8 for females and 8-9 for males - modified basketball games (1-on-1, 2-on-2, 3-on-3, and 4-on-4) are used to consolidate fundamental movements and aid in acquisition of the basic basketball fundamentals. During this stage the basic building blocks on which the game is built are being established. There are two parts:

1) **FUNDamental movements** – The focus should be playing games that involve skills such as a:

Pushing	pulling	lunging	3 gaits (walking, jogging & sprinting)
Bending	twisting	squatting	

When these movements are combined they create things such as agility, balance, throwing, catching, jumping, etc. It is also important that players can perform these fundamental movements in the three planes of the body – i.e. Front & back, right & left, and top & bottom.

2) **Basic basketball fundamentals** - these include

Stance	Footwork	Dribbling	Passing	Shooting.
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It is important that the athletes again are able to perform these skills using the many planes of the body. **The key FUNDamental in regards to motivation is enjoyment.** Players need to develop a love and passion for play. The technical decisions will only be based around simple decisions.

FUNDamental movement skills

- Agility
- Coordination (throwing and catching)
- Change of speed and direction
- Starting and stopping (jump stop, stride stop)
- Pivoting-front and reverse
- Balance
- Proper running technique - forwards, sideways and backwards
- Jumping and landing

Fundamental Basketball Skills

- With and without ball
- Ready Position
- Offence - triple threat stance
- Vision - play with eyes up



Ball Handling

- Ball control
- Stationary dribbling (low, high, wide)
- Movement while dribbling (running, sliding, walking, change of direction, starts, stops, low, high)

Passing Skills

- Stationary passing
- Passing to a team mate
- Catching on the move
- Moving passing
- Receiving the ball - absorbing
- Catching the ball with 2 hands, 2 eyes, 2 feet

Shooting Skills

- Squaring feet and shoulders to sight the target
- Push with both legs
- Follow through (release) - first without ball/then with ball
- Close range shots
- Lay-up progression

PLAYING PRINCIPLES

Basic Offensive Concepts

- Advancing the ball towards your offensive basket
- Shooting the ball into the basket to score
- Spacing of players (ideal spacing is 3 to 4m)
- Movement (Cutting) of players (away from the ball or towards the ball)

Basic Defensive Concepts

- Recognition of knowing when you are on defence
- Recognition of the person he/she is defending
- When defending the ball, stay between the person you are guarding and the basket
- When defending away from the ball, stay between the person you are guarding and the basket

Chapter 4 – Learn to Train

Ages 8-11 year old females and 9-12 year old year old males.

At this age, it is necessary to continue training and developing basic motor patterns (perfecting techniques) so that they can be (gradually) transformed into more specific basketball abilities.

The training and development of motor abilities (especially coordination, joint mobility, and overall fitness) remain more important than specifics of basketball. At this age group, **fun must still be the dominant focus** as the children start to learn the game.

Games that involve dribbling, passing, shooting, defending; can be introduced but without rigorous “drilling”. Instead these activities should be presented by the coach in a general form that may be different to the playing rules of basketball.

The players should be introduced to basic rules such as:

- the movements they can perform in space and time;
- the space available to play;
- what they must do when playing offence;
- what they have to do when playing defence;
- the rules of the game.



When a child is “ready”, playing rules can be presented, from which basketball fundamentals can later be drawn:

“You cannot walk or run while holding the ball; so in order to move on court you must dribble”.

“To win the game you must score more baskets than your opponents; therefore you have to shoot in the opponent’s basket”.

“You cannot always play alone against everybody, but having teammates; you need to pass them the ball”.

“The opposing team must not score more baskets than your team, therefore you have to defend your own basket”.

It remains important at this stage, to give athletes the opportunity to do contested activities as they develop their skills but to return to non-contested (**but still fun!**) activities. However, specialist roles must not be established, the game must be in a free form, the playing ideas (in offence and defence) presented by the coach should be simple at the beginning.

The final aim should be that of bringing children to play 5 on 5 in a slightly more organized way, however the next chapter sets out a range of rule variations that can be utilized to maximize the involvement and enjoyment of the players.

Often “small sided” games such as 3 on 3 and 4 on 4 are better for children at this age as it gives players more opportunity to be involved in the play and more space to play in.

Sometimes, with this age group (especially in Bermuda) you’ll find, that when, there may be a player that has no experience with basketball and accordingly is at the stage of a much younger player. Similarly, there may be an 8 year old player that has been involved in basketball for 3 or 4 years and has skills that are more advanced than older players. Accordingly, it is important that the coach make an evaluation of the skills of each player and be prepared to make variations to include all players in activities to their level of skill and experience.

This may require different players to participate in activities differently - for example, some players may use their strong hand when dribbling and others may be challenged to use their weak hand.



Practice must provide each player with many opportunities to practice the various skills and there should be a balance between practicing skills in a contested situation and a non-contested situation. All situations though, must be fun!

At this stage the technical skills can start to be emphasized. The basic fundamentals are still important since many children will also use this stage as an entry level. Simple developmentally appropriate tactics can be used to allow the children to play team basketball. Emphasis is on applying the basic skills to game-like situations. The players must make decisions on when to use the skills and how the skill should be properly applied. **Technical skills can be individual or multi-player.** The basic strategies evolve around basic offence and defence. Emphasis is on proper spacing and understanding of team play. Fitness is done through the game. Children can do body weight activities (example pushups, lunges, squats, etc.). Enjoyment is still a major component. Simple goal setting and concentration skills are also introduced.

Fundamental Basketball Skills

Ready Position - Without Ball

- Develop and refine
- Movement - change of direction, change of pace and faking
- Vision - play with eyes up, scanning the court

Ready Stance - With Ball

- Triple threat
- Holding the ball
- Footwork - pivoting (front and reverse), using both feet to pivot on
- Movement with ball - jump stops, stride stops
- Starting - being able to push off effectively with both feet. with and without the ball

Dribbling

- Stationary dribbling with left and right hand
- Dribbling while moving with left and right hand in all directions
- Speed dribble, control dribble, change of direction dribble with left and right hand
- Vision - be able to handle the ball while scanning the floor

Passing and Catching

- Introduction or refinement of the basic stationary passes (chest, bounce, overhead, baseball)
- Passing and catching on the move
- Passing and catching against an opponent



Shooting

- Introduce **BEEF (Balance, Eyes, Elbow, Follow through)**, concepts of shooting should become more exact
- Introduce or refine technique for lay-ups from both sides

Developing One on One Skills

- Triple threat stance, squaring up to the basket
- Reading the defence
- Ball fakes and foot fakes (small and quick)



Chapter 5 – Train to Train

At this age the players' training and development of motor abilities continues, with more emphasis on basketball fundamentals. Feedback should now be more analytical in nature, refining the foundation skills taught previously.

Ages 11-15 year old females and 12-16 year old males (middle school and junior varsity)

a) 11-13 females and 12-14 males - the emphasis is still on refining the fundamentals of the game and combining the technical skills. At this stage, development tactics become more important.

b) 13-15 females and 14-16 males - players should be refining their technical skills. Some athletes will begin to become creative. Tactics such as **zone offence/defence and presses/press breaks** are added during this stage. Near the end of this stage, simple strategies can be employed. When various technical skills are combined to form a system of play, you have created a tactic. These are conceptual in nature and still allow the players freedom to make decisions. Teams will have tactics for transition, offence, defence etc. Individualized training is important for the player to improve.

To learn basic basketball skills while still emphasizing fundamental movement in a fun, inclusive environment.

To introduce the basic technical and strategies of "global" basketball with a more structured approach to training.

Fundamental Movement Skills

- Refine the same skills used at the FUNdamentals stage

Fundamental Basketball Skills

Basic Motor Movement Skills - Without Ball

- Stances - offensive ready, defensive
- Movement - starting, stopping, change of direction
- Footwork - Agility, Balance and Coordination (ABC's)
- Vision - scanning

Basic Motor Skills with Ball

- Stances - triple threat, ready, shot ready
- Footwork - pivoting, balance, explosions

Dribbling - Stationary and Moving

- Push-Pull
- Behind back
- 2 ball
- Maravich drills
- Inside out to cross over
- Stutter
- Spin
- Combination moves
- Off hand
- Dribbling vs Pressure
- Between legs
- Hop back - to go and to shot

Passing and Catching

- Outlet passes
- Full court passes

Shooting

- Form shooting, wall shooting
- Shot preparation
- Jump shot
- Free throws
- Ready to shoot
- After a cut into 1,2 footwork
- 3-point shot
- Under pressure

Lay-Up Skills

- From 1 foot
- Reverse
- From a pro hop/power layup (2-foot take off)
- Decision on type of finish

Perimeter Movement with Ball (1-on-1)

- Shot fake and go
- Shot fake and pull-up
- Jab step and go
- Combinations of the above
- Shot fake and cross-over
- Jab step and shoot
- Jab step and cross-over

Perimeter Movement without the Ball

- V-cut
- Blast cut
- Sealing
- L-cut
- Backdoor cut

Post Movement with Ball

- Drop step
- Gather step
- Turnaround Jumper

Introduce Screening Situations late in the stage

- Cross
- Down
- Ball

Defensive Stance on the Ball

- Ready, point, dead
- Help
- Guarding screens - "don't get screened"
- Run-glide-run
- Deny
- Hip turns
- Ball influence

Rebounding

- Box outs
- 2 hands on the ball
- Outlet the ball/break out dribble

Chapter 6 – Train to Compete

Train to Compete: Ages 15-18+/- females and 16-18+/- males



During this phase, the basic fundamentals should be taken to the creative level. Players will be introduced to many higher level technical skills that allow them to start to specialize. Players will be exposed to most if not all strategies of the game. When various technical skills are combined to form a system of play you have created a strategy. These are conceptual in nature and still allow the players freedom to make decisions. Teams will have strategies for transition, offence, defence etc. Athletes should begin to have season plans for conditioning and motivational training taking into consideration the sum of the parts of their basketball year (i.e. high school, club, national) These should be developmentally appropriate and should include quality individualized training.

The emphasis is on refinement of all technical skills. Basic tactical skills should also be in the refinement stage. Many should be in the creative stage. The athletes will have been introduced to all strategies and specialization and that is important. Coaches should emphasize a strategy in preparation for a specific opponent, the coach is applying

tactic. Season plans become very specialized for each athlete. The major objective of the stage is to learn how to compete under any circumstances.





Consideration must also be given to athletes who are late entering into the sport. A coach must be aware that these athletes may be at the Train to Compete stage in regards to physical skills but at lower stages in terms of basketball skills. With proper coaching these late entry athletes can be brought successfully into the basketball system. Special emphasis is placed on optimum preparation by modeling training and competition. Fitness programs, recovery programs, psychological preparation and technical development are now individually tailored to a greater degree. This emphasis on individual preparation addresses each athlete's individual strength and weaknesses. At this stage of development the serious athlete will be focused and determined to be the best player he/she can become. Athletes need significant amounts of technical and tactical feedback if they are to properly develop skills. **Athletes must train at a high level of intensity and must be challenged to improve** by the coaching staff.

FUNDAMENTAL SKILLS

Dribbling - Stationary and Moving

- Against disadvantage situations (2-on-1, 4-on-2, 4-on-3)

Passing and Catching

- Post entry passes (dribble and stationary)
- Skip passes

Shooting

- After different types of cuts
- 3-point shot
- Jump shot off the dribble

Lay-up Skills

- Making shots with contact
- Creative finishes



1-on-1

- Attacking one on one - sweeps, cross over
- Control one on one - jab series, shot fake
- One on one off the dribble
- Hop back
- Combination moves

Post Moves (taught towards end of the stage)

- Jump hook
- Up and under
- Double pivots
- Face up and go
- Short corner shots, cuts
- High post shots, cuts
- Crab dribble series

Perimeter - Movement w/out the Ball

- Pass into post and relocate
- Blast cut

Movement without the Ball - Post

- Make contact defender's body
- Feet active, arms high

Introduce Other Screening Situations

- Flare
- Staggered
- Double
- Pin

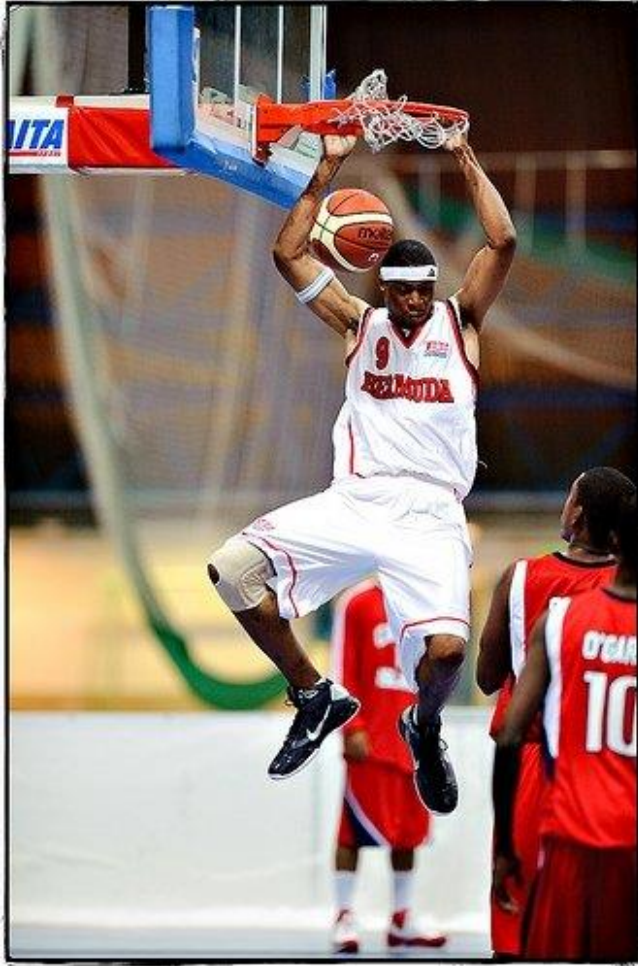
Defensive Stance on the Ball

- Closeouts
- Post defence - foot work (fronting, staying ball side, Movement around offensive player)



Chapter 7 – Train to Win

Ages 23 + females and 25 + males



The athletes should be able to work on refinement and creative skills. The major emphasis at this stage is high level tactics and strategy. Athletes need very personalized programs. Preparation also needs to begin for retirement and transition other phases of the athletes' lives.

To establish all of the technical, strategic, physical, mental and ancillary skills and capacities needed to compete at the highest level.

During the Train to Compete stage, high intensity individual and sport-specific training is provided to athletes year-round.

All facets of the game have already been introduced, emphasized, developed and refined. **An emphasis on refinement must still exist** as it will always as improvements can be made on all technical and tactical areas throughout an athlete's career. There will be many new strategies, offensive and defensive sets and philosophies that will depend on the individual coach.

A successful player will be able to adapt and accept the desired philosophy.

As in **Learn to Win**, the athlete can still make gains in terms of strength and endurance. While in the areas of speed, skill and suppleness, training must still occur for these systems to remain effective. Without the proper training of these areas, these capacities will begin to degenerate.



Athletes at this stage face conditions that are very often unique:

- Playing for their National team:
 - The continual pursuit of performance excellence and representing their country at the highest level of international competition.
 - The commitment and passion to play for multiple years.
 - Accepting different roles within the team.
- Taking personal responsibility for the continual development and implementation of:
 - Yearly training plans
 - Personal improvement plans



- Social aspect of their lives; family, friends, and personal relationships.
- Preparing to make the transition from being a “high performance player” to some other aspect of the game. i.e. coach, referee, administrator, an **Active for life player**.
- Continual lifelong involvement in the growth and development of basketball in Bermuda.
- Being a mentor to others



Chapter 8 – Active for Life



The objective at this level is to make a smooth transition from a competitive sport to smooth and lifelong physical activity and participation in sport.

As an association, we need to ensure:

- Move from competitive basketball to recreational basketball;
- Move from competitive basketball to volunteering as a coach, official or administrator;
- Upon retiring from competitive basketball, move to sport-related careers such as coaching, officiating, sport administration etc;
- Consideration of moving to other forms of recreational sports.

- Move from highly competitive basketball to lifetime competitive basketball through age group competitions. A positive experience in sport is key to retaining athletes after they leave the competitive stream.



Chapter 9 – Summary

Coaches who incorporate Long Term Athlete Development (LTAD) principles and practices into their programming are more likely to produce athletes who reach their full athletic potential as well as experience success against competitors from around the globe.

When LTAD practices are employed fundamental elements of sport development programs are designed around critical periods of accelerated adaptation to training. These periods of development represent the time when children are ready and able to develop fundamental sport skills and abilities such as running, jumping and throwing. In addition, they are able to improve their speed, agility and balance, which are related sport skills that will serve them well in other sports.

