

CANADIAN BASKETBALL

LONG TERM ATHLETE DEVELOPMENT MODEL

COMPETE FOR THE NATION

Transition

Some may continue to pursue their dreams of playing professionally or for their country in the Learn to Win and Train to Win stages.

LEARN TO WIN

Females ages 18-23+/-; Males ages 18-25+/-
To establish all of the technical, strategic, physical, mental and ancillary skills and capacities needed to compete at the highest level.

TRAIN TO WIN

Females ages 23+/-; Males ages 25+/-
To optimize performance for domestic and international competition.

Transition

High performance athletes who transition into the Active for Life stage commonly do not re-enter the Compete for the Nation stages, but play recreationally or take on other roles within the sport.

ACTIVE FOR LIFE

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May occur at any age
To find fun, fitness, social interaction and self-fulfillment through a level of basketball suitable to the participant in an all-inclusive environment. Involvement in the sport may take on a variety of roles, including becoming a coach, official or administrator.

COMPETITIVE SPORT PARTICIPATION

An important transitional period in the continuum between having fun through participation to winning medals at the highest level of play. Many Learn to Train athletes may not be able to enter into the Develop the Game stages due to a lack of skills, late maturation or they are unaware of opportunities. Competitive Sport Participation allows time to stay active and involved in the game. Time spent here allows the athlete to develop a better informed decision as to their chosen pathway: develop, stay, compete or become active for life.

TRAIN TO COMPETE

Females ages 15-18+/-; Males ages 16-18+/-
To introduce athletes to all aspects of the game, and begin to refine all technical aspects and most strategic components.

TRAIN TO TRAIN

Females ages 11-15; Males ages 12-16
To introduce the basic technical and strategic parts of "global" basketball with a more structured approach to training. It is recommended that certain concepts are not introduced at this stage, including zones, defences and ball screens.

DEVELOP THE GAME

Transition

According to their interests, individuals may choose to pursue high performance through the Train to Train, and Train to Compete stages. Practice to competition ratios need to be observed at these stages.

PHYSICAL LITERACY refers to building fundamental movement skills and fundamental sport skills including decision making skills. It is the basis of life-long participation and excellence in sport and engagement in health enhancing physical activity. It should be a multi sport experience. 5 on 5 play is not recommended. The use of 3 on 3, and 4 on 4 modified games allows for more touches and more participation, leading to more opportunity to develop their skills.

ACTIVE START

Children ages 0-6
Children require unstructured daily physical activity that incorporates a variety of movements. It is recommended that adult organized basketball does not occur at this stage

FUNDAMENTALS

Females ages 6-8; Males ages 6-9
The goal at this level is to learn fundamental movement skills through basketball in a positive, inclusive way.

LEARN TO TRAIN

Females ages 8-11; Males ages 9-12
To learn the basic basketball skills while still emphasizing fundamental movement skills in a fun all inclusive environment.

Transition

Or they may choose to enter the Active for Life stage, focusing on participation and wellness over competitive excellence.

PHYSICAL LITERACY

About LTAD and Basketball

The Long Term Athlete Development Model (LTAD) is designed to promote physical literacy, improve performance, and increase life-long participation in physical activity. Canadian Sport for Life (CS4L) has numerous principles that align directly with the purpose of the Long Term Athlete Development Model. Some of these principles state that life-long participation and excellence in sport are best achieved by participating in a variety of sports at a young age to develop athleticism, then specializing in a particular sport later; Mastery in sport develops over time, through participation in quality sport and physical activity programs; Quality sport and physical activity, combined with proper lifestyle, result in better health, disease prevention, enhanced learning, enjoyment and social interaction, leading to improved wellness.

LTAD is participant/athlete centered, coach led and organization supported. The model is to be used as a guide for coaches and administrators. This will assist them in understanding the importance of teaching particular aspects of the game to athletes at specific stages of development. It is hoped that this will ensure that all participants receive the appropriate training that will produce well-rounded people and maintain a lifelong passion for the sport.

Sport practices, scientific knowledge and societal expectations are ever changing and, therefore, LTAD needs to continually adapt and improve.

For more information on Canada Basketball and the Long Term Athlete Development Model, please visit www.basketball.ca

For more information on CS4L, please visit <http://www.canadiansportforlife.ca>



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