



# YBASKETBALL™

We build strong kids, strong families, strong communities.

Dear Youth Basketball Participant:

Spring 2010

**Welcome to the YMCA/Steve Nash YBA Youth Basketball League!** We are very excited about the 2010 Spring League and are confident that it will be an excellent experience for you and your team!

Once again, the YMCA has joined forces with Basketball BC to offer this excellent program. This year's basketball season features one practice and one game per week, a wrap-up tournament, and a whole lot of fun!

Your Friday night game schedules will be available online at [www.vanymca.org/health/basketball.html](http://www.vanymca.org/health/basketball.html). It all starts the week of April 5<sup>th</sup> and will run consecutively until June 11<sup>th</sup>.

Remember to bring your basketball to practices and games.

## **IMPORTANT:**

Please take the time to read the following information as it reflects the philosophy and spirit of the YMCA/Steve Nash YBA Youth Basketball League.

- 1. Parent's /Player's Responsibility Code...** How ALL participants, players, coaches and staff are expected to behave
- 2. Youth Basketball Fundamentals...**the focus of the YMCA/Steve Nash League
- 3. 40 Developmental Assets...**A key initiative in YMCA programs
- 4. Medical Form needs to be filled out and given to your coach at your first practice.**
- 5. NEW!!! All game schedules will be available online at**  
[www.vanymca.org/health/basketball.html](http://www.vanymca.org/health/basketball.html)

**We need you!** Impact a child's life while having fun.

We looking for anyone interested in volunteer coaching. Our League depends on our volunteers - without a coach, a team cannot run. If you know of anyone who would be interested in coaching, please contact us at **604-575-5511** or via email at [trevor.bowkett@vanymca.org](mailto:trevor.bowkett@vanymca.org)

Looking forward to a great season!

Sincerely,

Community Programs Staf



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The YMCA Youth Basketball Program is a group-oriented program involving social and physical development. The goal of our League is to build self-esteem, teach basketball fundamentals, sportsmanship and a love of sport and a healthy lifestyle. The support and encouragement of all parents and participants goes a long way to helping this goal come true.

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## PARENTS RESPONSIBILITY CODE

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**The YMCA requests that you, as a parent/guardian of a child participating in the YMCA Youth Basketball League supports the program by:**

- ✓ communicating positively with your child, coach and YMCA staff
- ✓ observing and encouraging your child in practices and games
- ✓ ensuring all property and equipment of the school and YMCA is treated respectfully

**As a parent with a child in YMCA Youth Basketball you can expect the following:**

- ✓ that all participants, supporters, coaches and staff demonstrate the YMCA 4 core values of honesty, caring, respect and responsibility
- ✓ that your child enjoy a safe, fun experience while involved in YMCA basketball
- ✓ that your child have the opportunity to play all positions and have equal playing time
- ✓ that your child is encouraged at all times (you are their greatest role model)

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## PLAYER'S RESPONSIBILITY CODE

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- ✓ Play for the fun of the game!
- ✓ Play by the rules.
- ✓ Cooperate with your coach, teammates and opponents.
- ✓ Work hard for yourself and your team.
- ✓ Speak respectfully to other players and officials.
- ✓ Respect the gym facilities
- ✓ Be a good sport, be a team player and treat all players like you would like to be treated

**We ask that all players, supporters and coaches respect the league expectations as behaviour that negatively effects the safety or enjoyment for participants or officials may result in suspension from the game.**

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# YMCA YOUTH BASKETBALL FUNDAMENTALS

The YMCA Youth Basketball program is designed for youth in grades 2-9. The goals and objectives of YMCA Youth Sports are based on the following 8 fundamentals:

1. **Participation:** Everyone plays an equal amount!
2. **Fun:** We play sports to have fun!
3. **Fitness:** Regular Cardiovascular exercise is important!
4. **Skills:** Emphasize the fundamentals!
5. **Teamwork:** Focus on cooperation, not competition!
6. **Fair Play:** Fair play involves respect!
7. **Family Involvement:** Youth Sports are family programs!
8. **Volunteerism:** Volunteers are the key!

## The 40 Developmental Assets

- Built by the Search Institute (Have a partnership with YMCA's worldwide called the Asset Alliance) - [www.abundantassets.org](http://www.abundantassets.org)
- A non-profit research organization based in Minneapolis asking questions about young people since 1958, surveying over a million youth across North America
- Aim to find what young people need to lead happy, healthy, positive lives
- 40 Developmental Assets in no way depend on cultural, social or economic background
- 40 Developmental Assets are opportunities, skills, relationships, values and self-perceptions.
- Assets clearly show essential roles that families, youth organizations, schools, congregations, neighbourhoods and others in the community play in shaping young peoples lives
- Asset Building is NOT a program it is a common sense approach, giving a guideline for actions that encourage ALL adults to make a difference in the lives of young people

**YMCA programs aim to build all participants in Spirit, Mind and Body; making the 40 Developmental Assets a part of our recreation activities for youth is one of the ways we aim to achieve this.**

**Thank you for being an Asset Builder**

<b>CATEGORY</b>	<b>ASSET NAME AND DEFINITION</b>
<b>External Assets</b>	
<b>Support</b>	<ol style="list-style-type: none"> <li>1. <b>Family support</b> - Family life provides high levels of love and support.</li> <li>2. <b>Positive family communication</b> - Young person and her parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).</li> <li>3. <b>Other adult relationships</b> - Young person receives support from three or more non-parent adults.</li> <li>4. <b>Caring neighborhood</b> - Young person experiences caring neighbors.</li> <li>5. <b>Caring school climate</b> - School provides a caring, encouraging environment.</li> <li>6. <b>Parent involvement in schooling</b> - Parent(s) are actively involved in helping young person succeed in school.</li> </ol>
<b>Empowerment</b>	<ol style="list-style-type: none"> <li>7. <b>Community values youth</b> - Young person perceives that adults in the community value youth.</li> <li>8. <b>Youth as resources</b> - Young people are given useful roles in the community.</li> <li>9. <b>Service to others</b> - Young person serves in the community one hour or more per week.</li> <li>10. <b>Safety</b> - Young person feels safe at home, school, and in the neighborhood.</li> </ol>
<b>Boundaries and Expectations</b>	<ol style="list-style-type: none"> <li>11. <b>Family boundaries</b> - Family has clear rules and consequences, and monitors the young person's whereabouts.</li> <li>12. <b>School boundaries</b> - School provides clear rules and consequences.</li> <li>13. <b>Neighborhood boundaries</b> - Neighbors take responsibility for monitoring young people's behavior.</li> <li>14. <b>Adult role models</b> - Parent(s) and other adults model positive, responsible behavior.</li> <li>15. <b>Positive peer influence</b> - Young person's best friends model responsible behavior.</li> <li>16. <b>High expectations</b> - Both parent(s) and teachers encourage the young person to do well.</li> </ol>
<b>Constructive Use of Time</b>	<ol style="list-style-type: none"> <li>17. <b>Creative activities</b> - Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</li> <li>18. <b>Youth programs</b> - Young person spends three or more hours per week in sports, clubs, or organization at school and/or in community.</li> <li>19. <b>Religious community</b> - Young person spends one or more hours per week in activities in a religious institution.</li> <li>20. <b>Time at home</b> - Young person is out with friends "with nothing special to do," two or fewer nights per week.</li> </ol>
<b>Internal Assets</b>	
<b>Commitment to learning</b>	<ol style="list-style-type: none"> <li>21. <b>Achievement motivation</b> - Young person is motivated to do well in school.</li> <li>22. <b>School engagement</b> - Young person is actively engaged in learning.</li> <li>23. <b>Homework</b> - Young person reports doing at least one hour of homework every school day.</li> <li>24. <b>Bonding to school</b> - Young person cares about her or his school.</li> <li>25. <b>Reading for pleasure</b> - Young person reads for pleasure three or more hours per week.</li> </ol>
<b>Positive Values</b>	<ol style="list-style-type: none"> <li>26. <b>Caring</b> - Young person places high value on helping other people.</li> <li>27. <b>Equality and social justice</b> - Young person places high value on promoting equality and reducing hunger and poverty.</li> <li>28. <b>Integrity</b> - Young person acts on convictions and stands up for her or his beliefs.</li> <li>29. <b>Honesty</b> - Young person "tells the truth even when it is not easy."</li> <li>30. <b>Responsibility</b> - Young person accepts and takes personal responsibility.</li> <li>31. <b>Restraint</b> - Young person believes it is important not to be sexually active or to use alcohol or other drugs.</li> </ol>
<b>Social Competencies</b>	<ol style="list-style-type: none"> <li>32. <b>Planning and decision-making</b> - Young person knows how to plan ahead and make choices.</li> <li>33. <b>Interpersonal competence</b> - Young person has empathy, sensitivity, and friendship skills.</li> <li>34. <b>Cultural competence</b> - Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</li> <li>35. <b>Resistance skills</b> - Young person can resist negative peer pressure and dangerous situations.</li> <li>36. <b>Peaceful conflict resolution</b> - Young person seeks to resolve conflict nonviolently.</li> </ol>
<b>Positive Identity</b>	<ol style="list-style-type: none"> <li>37. <b>Personal Power</b> - Young person feels she or he has control over "things that happen to me."</li> <li>38. <b>Self-esteem</b> - Young person reports having high self-esteem.</li> <li>39. <b>Sense of purpose</b> - Young person reports that "my life has a purpose."</li> <li>40. <b>Positive view of personal future</b> - Young person is optimistic about her or his personal future.</li> </ol>



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## YMCA MEDICAL FORM

(Please bring Medical Form to first practice!)

Program Name \_\_\_\_\_ Session Dates \_\_\_\_\_

Child's First Name \_\_\_\_\_ Last Name \_\_\_\_\_

Birthdate \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_ M  F   
year/month/day

Address \_\_\_\_\_ City \_\_\_\_\_ Postal Code \_\_\_\_\_

Email address \_\_\_\_\_

Parent Name \_\_\_\_\_ Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_

Parent Name \_\_\_\_\_ Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_

Emergency Contact (relationship) \_\_\_\_\_ Phone \_\_\_\_\_

Physician \_\_\_\_\_ Phone \_\_\_\_\_ Care Card # \_\_\_\_\_

(Please Check)

Custody: Mother  Father  Both  Guardian

Allergies: \_\_\_\_\_

Any physical/behavior problems? \_\_\_\_\_

Please list any medication your child is taking: \_\_\_\_\_

### Authorization:

In the unlikely event that the participant named above is injured or becomes seriously ill while with the YMCA, and I cannot be reached, I authorize the YMCA Senior Staff to seek and authorize any and all hospitalization, medical, dental, and/or surgical treatment deemed advisable by the circumstances. While every reasonable precaution is taken with the YMCA programs, it is agreed that the YMCA and its staff and volunteers are released from all liability for injury to the above named participant or for loss or damage to personal property.

**Signature of Parent or Guardian:** \_\_\_\_\_ **Date:** \_\_\_\_\_