



CHAPTER 1: IN RUNNING A GREAT CAMP...HAVE THE END RESULT IN MIND

- Before you do anything with programming, scheduling, staffing - the first step you must do is assess what you want the camp experience to be. Do you want kids to go through teaching stations? Do you want them to play games? How many games per day? Competitions? Weight Room? Academics? Other Activities?
- As the camp director, you must have this vision and know exactly what you want the campers to receive. As we dive deeper, you will see that time, space, staff may all present challenges that you will need to address to accomplish your mission.
- In my experience, whether it was running camps in Australia, England, China, Turkey, Dallas, Orlando, Pittsburgh or Stroudsburg - I wanted the participants to get the best instructional experience that they had ever received but that presented challenges.



CHAPTER 1: IN RUNNING A GREAT CAMP...HAVE THE END RESULT IN MIND (CONTINUED)

- Do I have the court space, the time, the equipment, and the staff to deliver that experience?

I learned some of this the hard way...

- In Turkey, the resident staff, the coaches I didn't hire, weren't bought into the American way of doing things...I had to win them over or move some of the opposition - out.
- In England, I had a coach challenge the camp about doing night stations...I literally did the station for him and dismissed him.
- In Florida, I had 2 courts and 80 kids ...I had to be creative so I created a strength and conditioning station that could be done in the hallway and outside as part of the program and rotated it in.



CHAPTER 2: KNOW YOUR VARIABLES

- You have this vision of what camp should look like *now* you need to know your variables in order to pull off the experience.
 - How many courts do you have? How many baskets?
 - How many participants?
 - How many coaches? How many can lead an activity?
 - What equipment is at your disposal?
 - Do you have a classroom or other areas?
 - Is everything in one location or do you need to factor in travel time?





CHAPTER 2: KNOW YOUR VARIABLES (CONTINUED)

These answers will shape the program you put together.

- We were running camp at the University of Central Florida and the facility was spread out and you had to bus to the different gyms and the buses can only have a certain number of kids on them at one time. These are the things you don't think about that really affect the program.
- We ended up utilizing the 2-court education center because of its proximity to the dorm, the food and parking. We had to get creative with the schedule producing a new program and being diligent with our timing.
- This move saved valuable minutes for the program, and it also concentrated our staff at one location. So, the camp had a better atmosphere and energy something we didn't think about at the time.





CHAPTER 3: WHAT DO YOU HAVE AT YOUR DISPOSAL?

- If I look at this from my own camp experience, I had two core activities - my teaching stations and game sets that I had a consistent idea of what it would take to implement. Though, if you had two courts, we were looking at a 4-station segment (which could work for ideally 60 kids) and with three courts - we could have a 6-station set which was ideal.
- Remember the fewer players at a station, the more reps a player could get. There were times that we had so many campers that kids would only touch the ball two or three times in a station and that lack of reps was a disaster
- The more stations in a segment, the more station leads you needed and that isn't easy to find.
- When you have a big camp, you could be spread in three different facilities, and you could have 9 courts going...that is a lot of talent you need to organize and lead a station.





CHAPTER 3: WHAT DO YOU HAVE AT YOUR DISPOSAL?

- We always tried to break down the players into teams, it was so much easier to manage teams than individuals. The quicker everyone could get into a team, the better.
- We would also at times put the teams up to 12 on a team to keep the number of teams manageable. So, if you have a three-court facility, ideally you have 8 teams. Four teams play in a game set and 4 do an alternate activity on the 3rd court. If you went over 8 to let's, say 12 then you need a third rotation. So, one group is at lunch, one is playing a game set, one is in Station 13, and then rotate the three.
- You must have alternate activities at your disposal. We used the Fast Break Competition which was a great hour segment that provided a lot of energy. We also utilized a New Dribble Tournament (and no-dribble mini-games), 3-on-3 tournament, Station 13- skills, Station 14-strength, we had a dynamic warmup that was a full-court dribble drill that go everyone involved.



CHAPTER 3: WHAT DO YOU HAVE AT YOUR DISPOSAL? (CONTINUED)

- You never know when you need to pull one of these out in programming. You may need to have a group in the classroom to do an academic piece or Yoga. One of our station masters did a whole camp jab series with kids in lines. The whole camp going through in unison.
- You may have a dynamic speaker, that does a segment on decision making... be able to use all the tools in your arsenal, prioritizing your programming objectives and working through your limitations of space, time or talent
- There is going to be a game going into overtime, the lunch taking too long or not long enough, a sprained ankle that delays an activity's conclusion- be prepared and be willing to move the program around.



CHAPTER 4: REALLY KNOW WHAT YOUR STAFF CAN DO AND CAN'T DO

- Camp doesn't run on paper.
- You can put a name to an assignment and think it's taking care of but who that person is can really impact the experience.
- When we were running 520 kid overnight camps, it really exposed some of these issues.
- The campers' experience is most impacted by their team coach for the week, then by who has individually worked with them...
- If you have unqualified coaches or coaches that just don't get it, it will severely impact your camp in a bad way.
- You don't need all your staff to be John Woodens but you need enthusiasm, care for the kids, a positive attitude. You can mask lack of basketball knowledge with coaches who care, who have energy and try.



CHAPTER 4: REALLY KNOW WHAT YOUR STAFF CAN DO AND CAN'T DO (CONTINUED)

- NO ONE WORKS THE SAME AS WHEN THE OWNER/DIRECTOR IS WATCHING
- So have your eyes on the program, at the courts so that everyone thinks you may be watching. You do write the checks and hire the staff, so you have some influence.
- If something isn't working, step in and fix it,
->IT WON'T WORK ITSELF OUT
- It's great when you have an opportunity to prescreen the staff and find out their interests and specialties but sometimes you aren't as fortunate.



CHAPTER 4: REALLY KNOW WHAT YOUR STAFF CAN DO AND CAN'T DO (CONTINUED)

- We would have a guide to what we wanted to be taught in each section, which was useful and especially when we were running five camps at the same time in various parts of the World.
- **Who is teaching - What are they teaching and How are they teaching it**
- The last point... maximize the touches, the engagement is critical for a good experience.



CHAPTER. 5: KNOW WHEN IT'S NOT WORKING- ADJUST

- Camp has an energy to it, there's a vibe, a bounce. You should be able to walk in the gym with your eyes closed and know-how camp is going. Your program can be great, your staff could be good and camp can stink. I've seen it.
- I was running camp at Baylor, great facilities, great situation, well attended and camp just sucked to start. I had to meet with the staff 24 hours in and tell them. It was on us to fix it. The best way to do that is with energy. Getting the camp to come together and to get people hyped up about something...
- You need energy-inducing segments in the program, such as the fast break competition, to build camaraderie within the camp and to get things flowing. You can also do some 4-on-4-on-4.



CHAPTER. 5: KNOW WHEN IT'S NOT WORKING-ADJUST (CONTINUED)

- Every day -it is vital to have an ending segment that has every player involved. When parents come to pick up their children, they want to see them involved in an activity. They hate to see their child waiting on the side, for someone else. The parent inevitably asks why do I have to wait, and why their child is just sitting there.
- Team competitions are a good activity to end with or something that has the whole camp involved.
- Have your best people front and center, you don't want to showcase weak staff in front of the entire group of parents.



CHAPTER. 5: KNOW WHEN IT'S NOT WORKING-ADJUST (CONTINUED)

- You may have programmed 6 station heads and you evaluate and find that you don't have 6 coaches good enough to lead. In that case, you must control the instruction. We did this in Dallas and literally had to mask the inexperienced staff by doing our stations breakdown style....Have a top skill instructor teach the skill to the whole camp, then break the camp up into baskets and then bring them back together as a whole....rinse and repeat. We called these breakdown lectures, and you could run your stations this way as well. It's a lot easier to have an encouraging coach at a basket than someone teaching and leading a drill.
- Also make sure- your staff is correcting mistakes. Don't just run the drill to run the drill, teach the kids. Our best scenarios had someone running the station and an assistant correcting mistakes.



CHAPTER. 5: KNOW WHEN IT'S NOT WORKING-ADJUST (CONTINUED)

- A camp's self-talk is vital. When running Five-Star Camp, I would tell the kids, just like they were sitting there I can remember Steph Curry, LeBron James, Chris Paul sitting there, that was powerful. It gave them the impression that they can do it, that we had a blueprint, it reinforced the need to buy in.
- You reinforce good habits when you tell a camp, that's a great effort, it makes a huge difference to how the campers feel about the experience.
- Keep your self talk in mind, in what you do, it becomes the perception and ultimately the reality