TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction:</td>
<td>Prime Time Games®</td>
</tr>
<tr>
<td>Chapter One:</td>
<td>Definition and Responsibilities of Various Roles</td>
</tr>
<tr>
<td>Chapter Two:</td>
<td>Service Learning and the “Varsity Experience”</td>
</tr>
<tr>
<td>Chapter Three:</td>
<td>The “Prime Time Way”</td>
</tr>
<tr>
<td>Chapter Four:</td>
<td>Basketball Rules</td>
</tr>
<tr>
<td>Chapter Five:</td>
<td>Basketball Practice Schedules</td>
</tr>
<tr>
<td>Chapter Six:</td>
<td>The Training of the Peer Coaches</td>
</tr>
<tr>
<td>Chapter Seven:</td>
<td>Game Day Checklist</td>
</tr>
<tr>
<td>Chapter Eight:</td>
<td>Head Coach Scope of Work</td>
</tr>
<tr>
<td>Glossary of Terms</td>
<td></td>
</tr>
<tr>
<td>Head Coach Acknowledgement</td>
<td></td>
</tr>
</tbody>
</table>
INTRODUCTION

Welcome to the Prime Time Games® High School Sports League
The Prime Time Games® is a truly inclusive high school sports program that gives two underserved populations from the same school - low-income youth and the students with disabilities they mentor – the chance to compete together in the only league of its kind in the country.

The History of the Prime Time Games®
Team Prime Time (TPT) and the TPT after school program were established in 2001, specifically to serve middle school students in Title I schools in Los Angeles. TPT chose to focus on middle school students because they are statistically the most at-risk to drop out of school and commit, or become victims of, juvenile crime. The idea behind the TPT after school program was to provide a safe place for these students to play sports and work on their homework during the most dangerous hours of the day – those immediately after school – during this highly turbulent time in their lives.

Recognizing the enormous untapped potential of the middle school students, and in need of a leadership program for them, the Prime Time Games® were created in 2002, bringing together two at-risk populations -- underprivileged youth and children with special needs ages 5-22 -- through a shared love of sports. The program was a huge success, with both groups of students measurably benefiting from the experience.

Building upon the formula that has made the Prime Time Games® such a success at the middle school level, Team Prime Time launched its high school sports league in 2011, giving students with developmental and other disabilities their only real opportunity to participate as equals in a mainstream high school sports experience. The program began in 2011 and has grown to include eight high schools in Los Angeles and two in Oakland, with more on the way.

The Prime Time Games® and Compliance with the Dept. of Education
In January of 2013, the Department of Education Office for Civil Rights (OCR) issued a “Dear Colleague” letter (Guidance) in which it reinforced that school districts across the country were required to “ensure that a student with a disability participates with students without disabilities to the maximum extent appropriate to the needs of that student with a disability”. OCR encouraged school districts to work with their community and athletic associations to incorporate programs to include students with disabilities in all extracurricular athletic activities.

Section IV of the January, 2013 Dept. of Education Guidance on Inclusion
The Prime Time Games® is not a special needs program. It is a “separate or different” athletic opportunity that equally serves two underserved populations – low income youth and special needs students they mentor. And, as such, is a compelling, proven, turnkey model designed to meet the growing demand for inclusion sports programs, as outlined by the Department of Education.

Goals of the Prime Time Games®

All information, materials, and ideas in this document (collectively, the “TPT Intellectual Property”) is confidential and proprietary to Team Prime Time, Inc., and Team Prime Time, Inc. is the sole author and owner of such TPT Intellectual Property. No part of this document, or any TPT Intellectual Property, may be distributed or disclosed in any form, to any third party, without express written permission of an authorized member of Team Prime Time, Inc.
The Prime Time Games® league is more than just an alternative high school sports model. It is a social, behavioral, leadership and career development program disguised as a competitive sports program. The program is able to accomplish these goals because of its unique Peer:Pair® model.

The Peer:Pair® refers to the 1:1, peer “coach”: athlete relationship. Ideally, they are paired together during the first practice and continue to practice and play together as a pair for the duration of the season and for many seasons to follow. The Peer:Pair® design allows the program to meet the unique needs of both groups and is the driving factor behind all facets of the program, including:

- Sanctioned sports
- Practice structure
- Game rules

The most unique aspect of the Prime Time Games®, however, is that Peer:Pairs® play together at all times, which means that an equal number of Peer Coaches and Athletes are on the court or field at all times. Basketball is played 6 on 6, and both soccer and flag football are played 8 on 8. Everyone on the team participates as equals.

The Peer:Pair® model help both populations achieve short and long-term goals. In the short-term, Athletes experience the many physical, social, behavioral and cognitive benefits that come from playing high school sports. They also enjoy the “Varsity Experience” by representing their school in a competitive environment. Peer Coaches, meanwhile, gain a sense of purpose and valuable leadership skills by becoming a mentor. As a mentor to their Athletes, they also make their academic experience more relevant by connecting it to future goals.

The long term goals become the same for both Peer Coaches and Athletes. The Peer:Pair® model allows for both to achieve improved self esteem, a greater connection to the host school and post-secondary success, which we define as ongoing education, military service or full time employment.

There are aspects of post-secondary success that are unique to the Athletes, especially as it pertains to their IEP goals. For some, pursuing physical activity beyond school and forming peer relationships must also be considered successful outcomes.
Chapter One

Definition and Responsibilities of Various Roles

Head Coach
The primary responsibilities of the Head Coach are to oversee the needs of the Athletes, train the Peer Coaches and serve as the primary contact with the host school. As such, the Head Coach should qualify as one of the following:

- Credentialed Special Education Teacher, or
- Adaptive Physical Education Teacher, or
- Special Education Assistant or parallel position approved for the position of Head Coach by the school’s Principal.

Please see the “Head Coach Scope Of Work” for more on the specific responsibilities.

Assistant Coach
The primary responsibility of the Assistant Coach is to oversee the needs of the Peer Coaches. In LAUSD, the Assistant Coach serves as the link to the on-campus after school program and, ideally, is funded through the additional attendance generated by the program. (The requirements for this position vary. Please verify with either the Principal or the Athletic Director if not an LAUSD school.) As such, an Assistant Coach can be:

- An existing staff member from the after school program, or
- Someone hired specifically to carry out the duties and paid directly by the funds generated from the program’s attendance

Peer Coach or “Coach”
Peer Coaches (“Coach”) are general education students who, ideally, qualify for either the free or reduced lunch program and are participating in the after school program on campus. The primary responsibility of the Peer Coach is to provide the “Varsity Experience” for his or her Athlete. As such, students do not need to have varsity sports experience to qualify as a Peer Coach. In fact, students who otherwise would not play sports now have the chance to enjoy the Varsity experience. Peer Coaches are most often recruited from the following sources:

- After School Program – Students are already attending and this is another activity to choose from
- Athletic Dept. / Teams – Many schools and coaches view this as an excellent opportunity vehicle for their character development initiatives
- Counseling Department – Many school counselors and administrators refer students who show potential but are not yet living up to it consistently

Athlete
Students who attend school on an Individual Education Plan (IEP) and have a disability (ies) that precludes them from participating in the traditional sports model are eligible to be Prime Time Games® Athletes. The program is not intended to serve those students who have IEPs, yet possess the physical and social skills to otherwise play varsity sports. For example, if a student has ADHD and is enrolled in certain special education classes and has tried out for varsity sports, that student would not necessarily be recruited as an athlete. He or she may, however, be recruited as a Prime Time Games® Peer Coach. The program is designed to meet the social and physical needs of students with autism, Down syndrome and other...
disabilities, so long as those disabilities do not put the Athlete, or those around him, at undue risk. Examples include wheel chairs, crutches and feeding tubes. Students who need these can still be on the team, practice and even play in a very controlled way subject to the approval of the Head Coach.

*It is the responsibility of the Head Coach to help identify and recruit the students the program is meant to serve, as they possess the knowledge and expertise, and have the information at their disposal, that is necessary to carry that out.*

**Peer:Pair®**
A Peer Coach and his or her Athlete.
Chapter Two

Service Learning and the “Varsity Experience”

Service Learning
Team Prime Time has chosen to align the Prime Time Games® with Service Learning because it is a national initiative that serves as a teaching and learning strategy in which students learn and develop through active participation in high quality service. The Service Learning described in this manual is based on the LAUSD Service-Learning Guidebook. Head Coaches are responsible for adapting their program and goals to local requirements. Service Learning:

- Meets an academic requirement for the Peer Coaches
- Satisfies a graduation requirement for the Peer Coaches
- Athletes can also get Service Learning credit through the program.

By coaching in the Prime Time Games®, Peer Coaches can receive 30+ hours of community service and will write a 1-2 page essay as their Reflection Project. The essay that the Peer Coaches write can also tailored to support their Common Application portfolio for college.

The “Varsity Experience”
The essence of the Service Learning project through the Prime Time Games® is to define and deliver the Varsity Experience.

The job of the Peer Coach is to give the “Varsity Experience” to kids who otherwise would not be able to experience it. By delivering the “Varsity Experience,” Peer Coaches will enable the Athletes they mentor to:

- Develop social skills and friendships
- Feel more connected with their school
- Feel more confident
- Have a greater sense of belonging.

Peer Coaches will set an example and model social behavior that, for many Athletes, will be the behavior that they learn is acceptable on campus. In so doing, they gain:

- Valuable leadership experience
- 21st Century Workplace skills
- Stronger connection with their school
- Improved confidence and self-esteem
- Exposure to careers they might not otherwise have pursued, especially those in special education and adapted PE.
Chapter Three

The “Prime Time Way”

The “Prime Time Way” is our vision for, and commitment to, a varsity sports model designed to meet the unique needs and interests of both populations served. It manifests in the sports we play, the way we practice, and, ultimately, the rules that govern the sports we play. These decisions are driven by that which is most fundamental to the Prime Time Way, the Peer:Pair®

Peer:Pair®
The cultivation of the relationship between the Peer Coach and the Athlete within the Peer:Pair® model drives the direction of the program. It is the reason why the sports are chosen. It is the reason why the rules are set up the way they are. And it is the reason why the practices are set up the way they are. Program goals that are set for each set of participants is accomplished through the Peer:Pair® model. This is the essence of the Prime Time Games®; the Peer:Pair® play the same position on the field or on the court and are at all times together, creating the structure necessary to develop real relationships. By structuring the program this way, the following is accomplished:

- Peer Coaches and Athletes are asked to focus on each other, allowing a bond to form between the two
- The Athlete has one person to look to for guidance and model behavior after
- Order is created in an environment that may otherwise be chaotic for the Athlete
- An Athlete can look directly to the Peer Coach he or she is paired with, and who is playing the exact same position, to help them excel during the game
- Athletes do not need to look to the sideline for help from an adult
- Peer Coaches are more effective because they are responsible for just one Athlete

SANCTIONED SPORTS
There are far too many variables to require that all Prime Time Games® leagues play the same sport during the same season, foremost of which are climate differences and access to facilities. As such, the following should be viewed as a suggested calendar:

- Fall sport – soccer or flag football
- Winter sport – flag football or hockey
- Spring sport – basketball

These sports support the Prime Time Way because they are team sports with well-defined positions and player responsibilities and have rules that can be adapted to facilitate Peer:Pair® interaction.

PRACTICES AND DRILLS
By working as a Peer:Pair® and participating in drills together during practices, Peer Coaches and Athletes continue to reinforce their bond, building towards the ultimate success achieved during league play and, ultimately, on campus. Practicing together, beyond improving skills, gives Peer Coaches the chance to learn how to work with their Athletes, especially as it pertains to learning about the challenges the Athletes might encounter, including:

- Anger because he or she is not succeeding
- Quitting out of frustration

All information, materials, and ideas in this document (collectively, the “TPT Intellectual Property”) is confidential and proprietary to Team Prime Time, Inc., and Team Prime Time, Inc. is the sole author and owner of such TPT Intellectual Property. No part of this document, or any TPT Intellectual Property, may be distributed or disclosed in any form, to any third party, without express written permission of an authorized member of Team Prime Time, Inc.
• Over-stimulation – “stimming” – when they become very excited
• Seemingly inappropriate language or off-topic subjects
• Potentially inappropriate social behavior – touching, hugging, being too rough
• Stubbornness – not wanting to give up the ball.

It is critical that the Head Coaches intervene if the Athletes demonstrate behaviors that are beyond the ability of the Peer Coach to effectively work with, many of which are detailed above. It’s also critical that the Peer Coaches understand, in advance, that monitoring the behavior of the Athletes is the primary responsibility of the Head Coach and that he or she will step in and take over situations that the Peer Coaches are unable to control. This must be addressed during the Peer Coach training.

RULES – CONSISTENT FROM SPORT TO SPORT
All Prime Time Games sports are designed around three basic concepts: control space, control pace and player safety.

RULE 1: Peer:Pair® Positions – Controlling Space
Peer Pairs® play a position together, which guarantees that there are an even number of players, and an equal number of peer coaches and athletes, on the court/field at all times. Moreover, each position operates in a well-defined area, giving the Peer Coaches a manageable area on the field by position to work with the Athlete, creating more opportunities to effectively “coach” and control the game by knowing how to position their Athlete.

The easiest way to understand the impact of this is to look at the traditional basketball model, which is 5 on 5, and the Prime Time Games model, which is 6 on 6.

RULE 2: Coaches Guard Athletes – Controlling Pace
To protect the Athletes, Peer Coaches will maintain an appropriate level of competitiveness by playing “shadow” defense – playing UP TO and acting in a way that appears to be intense defense while allowing the Athlete to succeed in the given sport, creating the traditional “game” environment.

• Guarding Athletes allows the Peer Coaches to prevent a lesser-skilled Athlete from the opposing team from being overwhelmed by being “double teamed”.
• Guarding Athletes allows Peer Coaches to gauge the skill level of each Athlete and guard accordingly – play UP TO skill set of the Athlete.

During the course of the game, should a Peer Coach guard another Peer Coach from the opposing team, he or she should not attempt to steal the ball – the opposing Peer Coach should be looking to create an opportunity for an Athlete.

RULE 3: Ensure Safety – The Referee
• A referee can blow the whistle at any time prompting the game to immediately stop and the ball to be given to the referee. A specific rule need not be cited other than that it be in the best interest of the safety of the participants.
• A whistle is blown after each score during a game in order to allow the Peer:Pairs® to set up in their positions.
• A referee may call a foul at any time to protect the players.

All information, materials, and ideas in this document (collectively, the “TPT Intellectual Property”) is confidential and proprietary to Team Prime Time, Inc., and Team Prime Time, Inc. is the sole author and owner of such TPT Intellectual Property. No part of this document, or any TPT Intellectual Property, may be distributed or disclosed in any form, to any third party, without express written permission of an authorized member of Team Prime Time, Inc.
Chapter Four

Basketball Rules

The three basic rules, in concept, that are consistent in all Prime Time Games® sports have practical applications that are unique to each sport. Those unique applications, along with other rules specific to basketball, are listed below.

Positions on the Court (Controls Space)

Centers (C)
- Centers line up closest to the basket.
- Athlete and Peer Coach line up on opposite sides of the key.

Forwards (F)
- Forwards line up between the baseline and the free throw line.
- Athlete and Peer Coach line up on opposite sides of the key.
- The Peer Coach must make sure he or she is opposite the Peer Coaches at the Center and Guard position.

Guards (G)
- Guards line up slightly above the free throw line.
- Athlete and Peer Coach line up on opposite sides of the key.
- The Peer Coach should be on the same side of the key as the Peer Coach playing Center.

C-A-C/A-C-A
If the positions are done correctly, one side of the court will have Peer Coaches at the Guard and Center positions, while the other side has a Peer Coach at the Forward position.

2-2-2 Zone Defense and Zone Offense
The 2-2-2 zone defense is another element of the Prime Time Games® designed to meet the many objectives for both Peer Coaches and Athletes.
- Players are staggered on either side of the key – Coach-Athlete-Coach on one side and Athlete-Coach-Athlete on the opposite side (CAC/ACA as above).
- Each player is given a specific spot on the court which helps the Athletes.
- Peer Coaches have a tangible way to both position and coach the Athletes.
- Defense keeps Athletes from being double-teamed.
- The offense also plays a 2-2-2 zone, helping Peer Coaches identify the appropriate players to guard on the other team.
- The Zone defense creates space.
Positions – Basketball – “Controlling Space”

All information, materials, and ideas in this document (collectively, the “TPT Intellectual Property”) is confidential and proprietary to Team Prime Time, Inc., and Team Prime Time, Inc. is the sole author and owner of such TPT Intellectual Property. No part of this document, or any TPT Intellectual Property, may be distributed or disclosed in any form, to any third party, without express written permission of an authorized member of Team Prime Time, Inc.
Enforcing the “Peer Coaches Guard Athletes” Rule
• A warning will be issued followed by a call of “illegal defense” when a Peer Coach is guarding
another Peer Coach, or if an Athlete is guarding another Athlete, and the ball will be inbounded.
• During each substitution the referees will call out “match up” to alert the Peer Coaches to assign
their Athletes a Peer Coach on the opposing team to guard; once “match ups” are identified, play
will resume.

Overplay (Controls Pace)
• Peer Coaches may not dribble the ball excessively as doing so limits the opportunities for Athletes
to participate in the game.
• A warning will be issued by the referee on the first occurrence and team in violation will retain
possession.
• Subsequent infractions will result in the ball being awarded to the team on defense.

No Back Court Defense (Controls Pace)
• This allows multiple Athletes to handle the ball without being pressured.
• This gives the Peer Coaches the chance to identify Athletes who need this intervention.
• This allows Peer Coaches the opportunity to set Athlete up in their positions.
• Peer Coaches inbound the ball to Athletes.

Limit Fast Breaks (Controls Pace)
A “fast break” occurs when the offense – after a defensive rebound by a Peer Coach - crosses half court
before the defense is in position. Limiting fast breaks:
• Allows for Peer Coaches on offense and defense to set up Athletes in their positions.
• Keeps the Peer Coaches from getting too involved in playing instead of coaching.
• Helps the Peer Coaches get shot attempts within the offense for Athletes who might not be
physically able to run hard enough to score on a fast break.
Fast breaks will be allowed during the final 2 minutes of the game only after the Referees announce it.

Additional Rules
• Clock - each game has four 12-minute quarters with a running clock and no overtime.
• Traveling and Double Dribble – traveling and double dribble are called loosely. A warning with an
explanation is issued the first time and the team retains possession. A violation and turnover is
only called after a warning is given and it is determined by the Referees that that Athlete is
capable of dribbling correctly.
• Substitutions - must be made only at the 4 and 8 minute mark of each quarter and the beginning of
each quarter.
• Time Outs – because of substitution patterns, time outs should only be used for safety reasons or
as opportunities for instruction. Each team is allowed 1 timeout in the final 2 minutes of the game
• Jump balls - each game begins with a jump ball at half court. All jump balls during the game are
determined by alternating possession.
• Fouling Out – Players do not foul out, but Referees can control their substitutions if the play is too
aggressive.
• Free Throws – two free throws are awarded on shooting fouls only.

All information, materials, and ideas in this document (collectively, the “TPT Intellectual Property”) is confidential and
proprietary to Team Prime Time, Inc., and Team Prime Time, Inc. is the sole author and owner of such TPT Intellectual
Property. No part of this document, or any TPT Intellectual Property, may be distributed or disclosed in any form, to
any third party, without express written permission of an authorized member of Team Prime Time, Inc.
• “No Stealing” – Athletes can steal the ball from Peer Coaches. Peer Coaches can not steal the ball from either Athletes or other Peer Coaches – the referee will blow his whistle any time a Peer Coach steals the ball from the other team and award the ball back.
• Peer Coaches can shoot on the 3rd shot of a possession as long as the first two shots are taken by Athletes.
Chapter Five
Basketball Practice Schedules

Practice #1
(Total Time: 60 Minutes)

The first practice is meant to assess the skill level of the Athletes and give Peer Coaches the opportunity to teach the Athletes. Coaches should be assigned an Athlete that they will be paired with for the duration of the season. The focus of the first practice, beyond meeting each other, is to learn the drills that have been specifically chosen because they support the Peer:Pair® model. The drills are an integral piece of the Prime Time Games® because:

- Peer Coaches and Athletes participate in each drill, creating a true sense of “Team”.
- The drills facilitate interaction between the Peer Coach and his or her Athlete.
- The drills are relatively easy to learn for both Athlete and Peer Coach.
- The drills allow for the Athlete to demonstrate weekly improvement, supporting APE.
- The simplicity of the drills allow each Peer Coach to effectively “coach” his or her Athlete.

PEER:PAIRS® – 10 minutes

- Pair each Athlete with a Peer Coach.
- Have each Peer Coach introduce him or herself and his or her Athlete – allow time for them to meet.
- Remind Peer:Pairs® to stay together during all drills.

WARM UP – 10 minutes total

Jogging “There and Back” – 5 minutes

- All Peer Coaches and Athletes start at the baseline.
- In pairs, players run from one baseline to the other baseline and remain there until all Peer:Pairs® have made it across - “There”.
- Players return to the original baseline - “Back”.

Defensive Slide Drill – 5 minutes

- Peer Coaches and Athletes get into defensive stance on the baseline.
- Players “move their feet” when Head Coach/Asst. Coach slaps the basketball.
- Move the ball from side to side to have players “slide” in the direction of the ball.
  - Regardless of direction, players are to “slide” three steps and count them out loud together
  - It is best to have players slide one direction, immediately followed by having them slide the other direction so they return to the spot where they started.
- Move the ball up in the air to have players jump, hands up, simulating a rebound
- Each “rep” should last no more than 30 seconds.

PEER PASSING DRILLS – 10 minutes total

Drill #1: Stationary Passing – 5 minutes

Skills - catching the ball with both hands and making appropriate level bounce passes to partner

- Line up Peer Coaches and Athletes across the key from each other.
- Have them make 20 bounce passes to each other.

All information, materials, and ideas in this document (collectively, the “TPT Intellectual Property”) is confidential and proprietary to Team Prime Time, Inc., and Team Prime Time, Inc. is the sole author and owner of such TPT Intellectual Property. No part of this document, or any TPT Intellectual Property, may be distributed or disclosed in any form, to any third party, without express written permission of an authorized member of Team Prime Time, Inc.
Drill #2: Moving and Passing
“There and Back” – 5 minutes
Skills – pairing passing and catching skills with slide step, learned in defensive slide warmup

- Peer:Pairs® line up in 2 separate single-file lines on the baseline, one line for Peer Coaches and one line for Athletes.
- Lined up across from each other, Peer Coaches and Athletes sidestep/slide from the baseline to half court and remain there until all Peer:Pairs® have made it across – “There”.
- Repeat the skill while returning to the baseline – “Back”.

PEER DRIBBLING DRILLS – 10 minutes
Drill #1: Stationary Dribbling – 5 minutes
Skill – dribbling with both hands and dribbling while alternating hands
Peer:Pairs® line up across from one another and take turns accomplishing the following, always with the Peer Coach going first to model the skill:

- Right hand dribble – 10x
- Left hand dribble – 10x
- Alternating hands – 5x per hand/10 total dribbles

For many Athletes, this drill will be too simple. In such instances, the Athlete should practice protecting the ball with his/her off hand and turning his/her body to shield the ball from the Peer Coach, using the free arm to further protect the ball. It’s essential to instruct both Peer Coach and Athlete that they are not allowed to raise their free arm, extend it outwards towards the defender, or push the defender.

Drill #2: Dribbling in Motion
“There and Back” – 5 minutes
Skill – As above, coupled with walking, jogging and running

- Peer:Pairs® form two lines, one for Peer Coaches and one for Athletes, as with the passing drill.
- Peer Coach dribbles to half court with Athlete running alongside.
- Peer Coach stops at half court and gives the ball to the Athlete.
- Athlete dribbles back to the same baseline with Peer Coach running alongside.
- Give the ball to the next Peer:Pair® and return to the end of the line.

Multiple groups can do this simultaneously so long as there is adequate space between them. (Not more than three across, though.) The drill can also be modified so that the Peer Coach gives the ball to the Athlete at half court, with the Athlete then dribbling to the opposite baseline. In this case, the next Peer:Pair® starts when the Peer:Pair® in front of them reach half court.

Depending on the skill set of the athlete and the number of repetitions, the emphasized dribble should follow the same pattern as in the Stationary Dribbling Drill.
SHOOTING DRILL – 10 minutes
Skill – shooting the ball / combining skills
Set up 2 lines outside the 3-point line with each Peer Coach and Athlete lined up across from each other; one line for Peer Coaches and one line for Athletes.

- Athlete dribbles the ball to the free-throw line and shoots (closer if necessary).
- If the Athlete makes the 1st shot, the Peer Coach will pass the ball to the next Athlete in line.
- If the Athlete misses the 1st shot, the Peer Coach rebounds and passes to the Athlete for a 2nd shot.
- The Peer Coach can shoot after the 2nd missed shot by an Athlete, reinforcing the game rule.
- Peer Coach and Athlete go to the end of their respective lines.

TEAM RELAY CHALLENGE – Time Permitting
Repeat the drill above, counting baskets made until one team reaches 11.

- Athlete allowed only one shot. If it goes in, the ball is immediately passed to the next Peer:Pair®
- The Athlete gets one shot, if missed, the Coach can shoot one time. If both miss, pass to next Peer:Pair® and return to the end of the line.

All information, materials, and ideas in this document (collectively, the "TPT Intellectual Property") is confidential and proprietary to Team Prime Time, Inc., and Team Prime Time, Inc. is the sole author and owner of such TPT Intellectual Property. No part of this document, or any TPT Intellectual Property, may be distributed or disclosed in any form, to any third party, without express written permission of an authorized member of Team Prime Time, Inc.
Practice #2
(Total Time: 60 Minutes)

The second practice gives the opportunity for Athletes and their Peer Coaches to be clustered based on the assessed skills identified in the first practice.

WARM UP – 10 minutes
“There and Back”

- All Peer Coaches and Athletes start at the baseline.
- In pairs, players run from baseline to baseline and back.

Defensive Stance Drill

- Peer Coaches and Athletes get into defensive stance on the baseline.
- Players “move their feet” when Head Coach/Asst. Coach slaps the basketball.
- Move the ball from side to side to have players “slide” in the direction of the ball.
- Move the ball up in the air to have players jump.

These two WARM UP drills can be combined into one, with the players doing defensive slides “There and Back”.

PEER Dribbling Drill – 10 minutes
Skill – dribbling with both hands while in motion

Basic

- Peer:Pairs® line up on the sideline.
- The Peer Coach will start by dribbling from one sideline to the other while the Athlete runs alongside.
- The Peer Coach will stop at the opposite sideline and let the Athlete dribble back to the starting sideline.
- Approximately every 5 dribbles the ball should switch to the alternate hand.

Advanced – “Switch”

- Peer:Pairs® line up on the same sideline.
- The Athlete will dribble from one sideline to the other while the Peer Coach plays “shadow” defense.
- The Athlete will then give the ball to the Peer Coach, who will dribble back while the Athlete plays defense.
- When Peer Coach is dribbling, he or she should take no more than 5 dribbles before switching hands and switching directions, creating a zig-zag track down the court.
- When the Athlete is dribbling, the Peer Coach should allow up to 5 dribbles before calling “switch” indicating that it is time for the Athlete to switch hands and directions.
PEER PASSING AND SHOOTING DRILL – 10 minutes
Skill – shooting the ball / combining skills
Basic (repeat of shooting drill from Practice #1)
Set up 2 lines outside the 3-point line with each Peer Coach and Athlete lined up across from each other and lines staggered – one line for Peer Coaches and one line for Athletes.
- Athlete dribbles the ball to the free-throw line and shoots (closer if necessary).
- If the Athlete makes the 1st shot, the Peer Coach will pass the ball to the next Athlete in line.
- If the Athlete misses the 1st shot, the Peer Coach rebounds and passes to the Athlete for a 2nd shot.
- The Peer Coach can shoot after the 2nd missed shot by an Athlete, reinforcing the game rule.
- Peer Coach and Athlete go to the end of their respective line.

Advanced
“Pass, Pass, Pass – Shoot” - This is the drill that is part of the pre-game warm up
Set up 2 lines outside the 3-point line with each Peer Coach and Athlete lined up across from each other and lines staggered – one line for Peer Coaches and one line for Athletes.
- Peer Coach Line starts with the ball and passes to the Athlete, calling out “Pass”.
- Athlete, takes up to two dribbles and passes back to the Peer Coach, calling out “Pass”.
- Peer Coach passes back to the Athlete who keeps moving towards the basket, calling out “Pass”.
- Athlete dribbles to the basket and shoots.

EXPLANATIONS OF POSITIONS – 10 minutes
- Centers line up closest to the basket with the Athlete and Peer Coach on opposite sides of the key.
- Forwards line up between the baseline and the free throw line on opposite sides of the key, staggered with the other positions – the Athlete Forward will be on the same side of the key as the Peer Coach Center and vice versa.
- Guards line up on the free throw line on opposite sides of the key; the Peer Coach Guard should be positioned on the same side of the key as the Peer Coach Center.
- Peer:Pairs® will line up this way on both offense and defense.

SCRIMMAGE WALK-THRU – 10 minutes
- Assign Athletes and Peer Coaches their positions and walk-thru each position.
- Review Game Rules.
- Demonstrate how free throws are structured – defending team closest to the basket, followed by player from offense and then a defending player.
- Stagger Peer Coaches and Athletes.

SCRIMMAGE – Time permitting

All information, materials, and ideas in this document (collectively, the “TPT Intellectual Property”) is confidential and proprietary to Team Prime Time, Inc., and Team Prime Time, Inc. is the sole author and owner of such TPT Intellectual Property. No part of this document, or any TPT Intellectual Property, may be distributed or disclosed in any form, to any third party, without express written permission of an authorized member of Team Prime Time, Inc.
Practices #3 – 5
(Total Time: 60 Minutes)

The third, fourth and fifth practices are meant to prepare the Athletes and Peer Coaches for game day. Peer:Pairs® can be clustered for pre-game drills.

WARM UP & STRETCHING – 5-10 minutes
- Have a Peer:Pair® lead the team in warm-up stretches.

PRE-GAME DRILLS – 15-30 minutes

Dribbling – “Switch”
- Peer:Pairs® line up on the same sideline.
- The Athlete will dribble from one sideline to the other while the Peer Coach plays “shadow” defense.
- The Athlete will then give the ball to the Peer Coach, who will dribble back while the Athlete plays defense.
- When Peer Coach is dribbling, he or she should take no more than 5 dribbles before switching hands and switching directions, creating a zig-zag track down the court.
- When the Athlete is dribbling, the Peer Coach should allow up to 5 dribbles before calling “switch” indicating that it is time for the Athlete to switch hands and directions.

Passing – “There and Back”
- Athletes and Peer Coaches pass the ball back and forth while slide-stepping from baseline to half court and back once all Peer:Pairs® have completed their initial turn.

Shooting – “Pass, Pass, Pass – Shoot”
Set up 2 lines outside the 3-point line with each Peer Coach and Athlete lined up across from each other and lines staggered – one line for Peer Coaches and one line for Athletes.
- Peer Coach Line starts with the ball and passes to the Athlete, calling out “Pass”.
- Athlete, takes up to two dribbles and passes back to the Peer Coach, calling out “Pass”.
- Peer Coach passes back to the Athlete who keeps moving towards the basket, calling out “Pass”
- Athlete dribbles to the basket and shoots.

SCRIMMAGE – 20-40 minutes
- Simulate a live game by dividing your Peer Coaches and Athletes into 2 teams.
- Play according to the rules reviewed during training.
- Substitute as a team or various positions every 5 minutes.
- Make sure each Peer Coach plays to the level of the Athlete he or she is guarding.
- In practices 3-5, introduce new elements of the game in increasing complexity.
  - Practice #3: stress the areas in which each position is responsible.
  - Practice #4: have Peer Coaches stress to their Athletes which opposing players they are guarding.

All information, materials, and ideas in this document (collectively, the “TPT Intellectual Property”) is confidential and proprietary to Team Prime Time, Inc., and Team Prime Time, Inc. is the sole author and owner of such TPT Intellectual Property. No part of this document, or any TPT Intellectual Property, may be distributed or disclosed in any form, to any third party, without express written permission of an authorized member of Team Prime Time, Inc.
Chapter Six

The Training of the Peer Coaches

INSTRUCTIONS FOR CONDUCTING PEER COACH TRAINING

A primary responsibility of a Prime Time Games® Head Coach is to properly prepare and train the Peer Coaches to successfully mentor their Athletes. In order to accomplish this, please complete the following:

1. Read Head Coach Manual
2. Review all Peer Coach training documents
3. Watch all training videos
4. Initial and sign “Prime Time Games H.C. and A.C. Checklist”

After completing the above, choose one of the methods below for conducting the Peer Coach Training:

OPTION #1 – VIDEO TRAINING ONLY

• Play training video in its entirety through the Prime Time Games website or DVDs.
• Provide Peer Coaches with supporting documents (Power Point) for each module in order to support video content and serve as reference.
• Any questions the Head Coach is unable to answer should be submitted to TPT Regional Coordinator and central office for clarification and answers should be discussed during the following module.
• Direct Peer Coaches who miss training sessions to Prime Time Games website to watch videos.

OPTION #2 – LIVE TRAINING (Use only if very familiar with all modules)

• Provide Peer Coaches with support documents for all modules.
• Implement live trainings based on the module outlines.
• Utilize video as needed, especially for visual references on how to position players, conduct drills, etc.
PRIME TIME GAMES®
PEER COACH TRAINING OUTLINE

Day 1
Program Introduction and Service Learning
1 hour - Classroom

The purpose of Day 1 of Peer Coach Training is to introduce the Peer Coaches to the program, the Athletes with whom they will work and the valuable opportunity they will create for those Athletes. Day 1 is divided into three separate modules: Module 1 provides the Peer Coaches with a background of the Prime Time Games®; Module 2 introduces the Athlete; and Module 3 discusses Service Learning and providing the “Varsity Experience”. Please use the information in the Head Coach Manual to supplement your own knowledge as you conduct the Peer Coach training.

MODULE 1: BACKGROUND OF THE PRIME TIME GAMES® - 20 minutes

• What is the Prime Time Games® - 3 minutes
  o Describe the program and goal of providing otherwise unavailable opportunities for two populations at the same high school.
  o Evolution from a middle school to a high school program – Leadership for the Peer Coach.

• The Prime Time Games® as a National Movement – 10 minutes
    ▪ Explain Section IV about offering separate or different athletic opportunities.
  o Introduce My Brother's Keeper
    ▪ Discuss the purpose.
    ▪ Describe the unique twist that the Prime Time Games® presents – make those in need of mentors the mentors for others.

• Suggested Discussion Prompts - 5-10 minutes
  o Do you agree with the Department of Education about the importance of equal access to extra-curricular sports for students with disabilities? If so, why?

  o Research shows students in high school learn more from each other than from anyone else. What does it take to be a good peer mentor?

  o What do you hope the Athletes learn from you?
MODULE 2: MEET THE “ATHLETE” – 20 minutes

Using the modules from the Peer Coach Training and your experience in the Special Education field, define the various disabilities listed below and the unique challenges that each may present, both for the Athlete and for the Peer Coach.

- **Who qualifies to be an Athlete in the Prime Time Games®**

- **Autism – 5 minutes**
  - Define Autism.
  - **Discussion Prompt**: Does anyone know anyone with autism? Tell us about him or her.
  - Discuss the potential challenges of working with Athletes with autism and suggest techniques on how to be an effective Peer Coach for them.

- **Down syndrome – 5 minutes**
  - Define Down syndrome.
  - **Discussion Prompt**: Does anyone know someone with Down syndrome? Tell us about him or her.
  - Discuss the potential challenges of working with Athletes with Down syndrome and suggest techniques on how to be an effective Peer Coach for them.

- **Other Developmental Disabilities – 5 minutes**
  Explain to the Peer Coaches the disabilities listed below and the unique challenges each present
  - Cerebral Palsy
  - Severe ADHD
  - Intellectual Disability (formerly MR)
  - Other developmental disabilities (see Peer Coach Training documents)

- **Role of the Head Coach – 2 minutes**
  - Monitoring the behavior of the Athletes is the primary responsibility of the Head Coach.
  - The Head Coach will intervene if an Athlete demonstrates behavior beyond the scope of what has been taught to the Peer Coaches during their training.

- **Students With IEPs NOT Considered “Athletes” – minutes**
  - Those who possess physical, emotional and social skills to play high school sports
  - Explain that it is the responsibility of the Head Coach to make final determination and that if they have questions about a particular student and his or her eligibility that they should ask the Head Coach and refrain from doing any investigating on their own.

- **Anti-Bullying - “My Name Is David” Video (optional)**
  If time allows, the above video is available on YouTube and provides the following training benefits:
  - Animated short film that depicts long-time Prime Time Games® athlete David’s speech to his fellow classmates about his autism
Endorsed by Autism Speaks as an effective tool to educate children and adults about autism, thereby reducing the risk of bullying.

While Team Prime Time does not provide curriculum that specifically addresses anti-bullying, (such material can be obtained through the host school and/or school district) showing of the video is encouraged when discussing working with students with special needs.
MODULE 3: THE “VARSITY EXPERIENCE” – 20 minutes

• What is Service Learning – 8 minutes
  o Review the Service Learning requirements for your school
  o Discuss the Prime Time Games® as Service Learning Project
    ▪ Define and Deliver the “Varsity Experience”

• The “Varsity Experience” – 12 minutes
  o Discussion Prompt: What does “varsity” mean to you? What is the significance of “varsity” on campus? We are looking for one-word answers such as commitment, excellence, friendship, dedication, etc. Write them on the board.
  o Explain the role of the Peer Coach – to define and deliver the “varsity experience” – the terms that the students just discussed.
  o Discuss the benefits to the Athletes:
    ▪ Build social skills
    ▪ Develop friendships
    ▪ Feel more connected with their school
    ▪ Gain confidence
    ▪ Develop a greater sense of belonging
Day 2
The “Prime Time Way”
1 hour – Classroom and/or Court

The purpose of Day 2 of Peer Coach Training is to introduce the “Prime Time Way,” a structuring of competitive sports consistent in philosophy and intentionally created to maximize the interaction between the Peer:Pairs® and support the goals of both Peer Coach and Athlete. The “Prime Time Way” incorporates specific rules that govern all sports and support the goals of the program – control space, control pace, and ensure the safety of the participants. The second part of Day 2 addresses rules specific to basketball.

**MODULE 1: REVIEW OF DAY 1 – 5 minutes**

Service Learning

The “Varsity Experience”

---

*All information, materials, and ideas in this document (collectively, the “TPT Intellectual Property”) is confidential and proprietary to Team Prime Time, Inc., and Team Prime Time, Inc. is the sole author and owner of such TPT Intellectual Property. No part of this document, or any TPT Intellectual Property, may be distributed or disclosed in any form, to any third party, without express written permission of an authorized member of Team Prime Time, Inc.*
MODULE 2, Part 1: THE “PRIME TIME WAY” – 25 minutes

• **Peer:Pair® - 10 minutes**
  Use information from the Roles and Responsibilities section of the Head Coach Manual to introduce the Peer:Pair® Model, the most unique aspect of the Prime Time Games®. Highlights to discuss include:
  - Peer:Pairs® practice together and play the same position together.
    - Peer Coaches are responsible for just their Athlete, making it easier to be an effective Coach.
    - Athletes know to look to their Coach for support during the game, making it easier for them to excel.
    - The pairing of Coach and Athlete builds in the structure to get to know each other.

• **Rules – Consistent From Sport To Sport – 15 minutes**
  Reference Chapter Three of the Head Coach Manual to explain the three rules that apply to all sanctioned Prime Time Games® sports in order to control the spacing on the field, the pace of the game and the safety of the participants.
  - **Peer:Pair® Positions – Controlling Space**
    - Even number of Coaches and Athletes are playing at all times
    - The positions are well-defined
    - Enough space is created for both the Coach and the Athlete to perform successfully.
  - **Coaches Guard Athletes – Controlling Pace**
    - Peer Coaches play UP TO the skill level of each Athlete while playing “shadow defense”, making the game competitive while still facilitating the
    - Give examples of how Peer Coaches can prevent their Athletes from “double teaming” or overwhelming a lesser-skilled Athlete from the opposing team
  - **The Referee – Ensure Safety**
    - Referees may call a foul at any time to protect the players

*All information, materials, and ideas in this document (collectively, the “TPT Intellectual Property”) is confidential and proprietary to Team Prime Time, Inc., and Team Prime Time, Inc. is the sole author and owner of such TPT Intellectual Property. No part of this document, or any TPT Intellectual Property, may be distributed or disclosed in any form, to any third party, without express written permission of an authorized member of Team Prime Time, Inc.*
MODULE 2, Part 2: SPORT SPECIFIC RULES – 25 minutes

• Prime Time Games® - Basketball Rules – 15 minutes
  Reference Chapter Four of the Head Coach Manual to explain the following rules specific to the sport of basketball, but unique to the Prime Time Games®.
    o Positions - C-A-C/A-C-A
      ▪ Show the diagram that identifies the positions - 2 guards, 2 forwards and 2 centers – and where they play relative to each other.
      ▪ Assign roles to six students (Coach or Athlete) and see if they can position themselves properly on the court.
    o 2-2-2 Zone Defense and Zone Offense
      ▪ Allows Coaches to identify and guard the Athlete from the other team.
    o Enforcing the “Coaches Guard Athletes” Rule
      ▪ Demonstrate - “Illegal Defense” – called by the referee when a Peer Coach guards an opposing Peer Coach or an Athlete guards an opposing Athlete.
      ▪ Demonstrate - “Match Up” – called by the referee after each substitution and prior to the ball being inbounded to alert Peer Coaches to assign their Athletes a Peer Coach to guard.
    o Overplay (Controls Pace)
      ▪ Explain that Peer Coaches may not dribble or control the ball excessively.
    o No Back Court Defense
      ▪ This allows Athletes to handle the ball without being pressured – Peer Coaches inbound the ball to Athletes.
      ▪ This also gives Coaches time to set up their 2-2-2 zone defense.
    o Limit Fast Breaks
      ▪ Explain that limiting fast breaks allows Peer Coaches on offense and defense to set up Athletes in their positions.
    o Coaches Can Shoot After Two Misses
    o Additional Rules – see Chapter Four of the Head Coach Training Manual

• Scrimmage – 15 minutes
  o Lead a scrimmage games in which the Peer Coaches play against each other, taking on the roles of either “Coach” or “Athlete”
Day 3
Fieldwork
1 hour – Court

Day 3 of Peer Coach Training gives the Peer Coaches a chance to apply what they have learned during the first two days of training by placing them in situations that they will encounter during practices and games.

MODULE 1: REVIEW OF THE “PRIME TIME WAY” – 10 minutes

• Prime Time Games® Basketball Rules
  o Peer:Pair® Model
  o Space and Pace
  o Role of Referee
MODULE 2: PRACTICE DRILLS – 50 minutes

• Practice Outline and Goals – 5 minutes
  Explain to the Peer Coaches the purpose of each practice
    o Practice 1 = Introduce Team to Each Other and to the Drills
      ▪ For APE purposes, can be used to assess the skill level of the Athletes
      ▪ Give Peer Coaches the opportunity to teach the Athletes
      ▪ Learn drills specifically chosen to support Peer:Pair® model
    o Practice 2 = Introduce the Positions and Rules
      ▪ For APE purposes, can be used to cluster Athletes based on assessed skill level
    o Practices 3-5 = Scrimmage
      ▪ Prepare Athletes and Peer Coaches for Game Day
      ▪ Cluster Peer:Pairs® for pre-game drills
      ▪ Introduce elements of the game in increasing complexity

• Drills – 30 minutes
  Reference Chapter Five of the Head Coach Manual to introduce the drills that the Peer:Pairs® will practice leading up to their first game and why the drills are chosen.
    o Create Peer:Pairs® from amongst the Peer Coaches by assigning roles, Coach or Athlete.
      ▪ Warm Up – “There and Back” and Defensive Stance
      ▪ Stationary Passing Drill
      ▪ Moving Passing Drill
      ▪ Dribbling
      ▪ Shooting
    o Each drill is demonstrated online

• Behavior Scenarios – 15 minutes
  After each drill has been practiced, and the Peer Coaches alternated their roles, revisit the drills and selectively instruct “athletes” to introduce behaviors they might encounter.
    o Head Coach and Peer Coaches discuss reaction and other potential techniques to resolve the situation.
    o Discuss behaviors that would require Head Coach to step in.
Chapter Seven

Game Day Checklist

HOME TEAM

☐ Enrollment Forms
   Be prepared to provide evidence of enrollment for each participant through both Team Prime Time and designated after school program forms – players are ineligible without proper forms.

☐ Gym
   Confirm with Athletic Director or appropriate administrator that use of the main gym is permitted.

☐ Uniforms
   Ensure all Peer Coaches and Athletes have jerseys, shorts and socks; players will change into their uniforms in a designated area on campus; all players will return the uniforms to the Head Coach after each game.

☐ Scoreboard and Scorekeeper(s)
   Provide scoreboard, table for scoreboard and scoreboard operator (can be a rotation of peer coaches if a designated person is not available).

☐ Game Ball
   In addition to basketballs needed for pre-game warm-up drills, provide a high quality basketball to be used during the game and give to referee upon his/her arrival.

☐ Changing Room
   Provide the visiting team with a locker room or other changing area to change clothes before and after the game.

☐ Benches
   Arrange for benches for both teams’ players.

☐ Ice and First Aid Kit
   Provide First Aid kit and ice for injuries for both teams.

☐ Drinking Water
   Provide drinking water for both teams

☐ Snacks
   Snacks will be provided to players at 3pm at a designated meeting place.

☐ On Campus Promotion
In order to further emphasize the “Varsity Experience,” Head Coaches and Peer Coaches are encouraged to enlist as many of the following on campus promotion methods to encourage support from the student body:

- **Public Address Announcements** – used to announce games and events and encourage students to attend and support one of their school’s competitive teams.
- **Invitation to Yearbook Club** – used to increase the team and program’s status as a school team by including a featured section in the school yearbook.
- **Invitation to School Newspaper** – scores and summaries of each game, and/or a featured story about the team or individuals on the team.
- **Invitation to School Administrator (Principal, AP, Athletic Director, etc.)** – show of support by the school’s administration similar to that given to varsity sports.
- **Posters and/or Flyers promoting the game** – a reminder to students to attend and support one of their school’s competitive teams.
- **Pep Rally** – a way to support the team as part of the larger school community.

### GAME DAY TIMELINE

<table>
<thead>
<tr>
<th>TIME</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:45</td>
<td>Assistant Coach sets up benches and table for scoreboard, water, and First Aid</td>
</tr>
<tr>
<td>3:00</td>
<td>Players receive snack at designated meeting place</td>
</tr>
<tr>
<td>3:15</td>
<td>Players change into uniforms; Referees arrive</td>
</tr>
<tr>
<td>3:30</td>
<td>Pre-Games Warm Ups</td>
</tr>
<tr>
<td>3:45</td>
<td>Tip-off</td>
</tr>
<tr>
<td>4:45</td>
<td>End of Game</td>
</tr>
<tr>
<td>5:00</td>
<td>Players change out of uniforms and turn back in to Head Coach</td>
</tr>
</tbody>
</table>
Game Day Checklist

VISITING TEAM

☐ Enrollment Forms
   Be prepared to provide evidence of enrollment for each participant through both Team Prime Time and designated after school program forms – players are ineligible without proper forms.

☐ Bus
   • Confirm with the bus company that the bus will arrive in the front of the school at 2:30pm.
   • Schools are responsible for arranging for transportation for all away games.

☐ Player Dismissal For Away Games
   • Confirm with appropriate school administrator that players are dismissed from class early enough to meet the bus at 2:30pm.

☐ Uniforms
   • Ensure all Peer Coaches and Athletes have jerseys, shorts and socks.
   • Players will change into their uniforms in a designated area on campus of the host school upon arrival.
   • All players will return the uniforms to the Head Coach after each game.

☐ Equipment
   Bring enough basketballs to conduct pre-game drills.

☐ Snacks
   Snacks will be provided to players as they board the bus.

☐ Student Release
   Schools will follow all requisite protocols and will independently decide if players can be signed out by authorized family members at the game.

☐ On Campus Promotion
   In order to further emphasize the “Varsity Experience,” Head Coaches and Peer Coaches are encouraged to enlist as many of the following on campus promotion methods to encourage support from the student body:
   • *Public Address Announcements* – used to announce games and events and encourage students to attend and support one of their school’s competitive teams.
   • *Invitation to Yearbook Club* – used to increase the team and program’s status as a school team by including a featured section in the school yearbook.
   • *Invitation to School Newspaper* – scores and summaries of each game, and/or a featured story about the team or individuals on the team.
   • *Invitation to School Administrator* (*Principal, AP, Athletic Director, etc.*) – show of support by the school’s administration similar to that given to varsity sports.

All information, materials, and ideas in this document (collectively, the “TPT Intellectual Property”) is confidential and proprietary to Team Prime Time, Inc., and Team Prime Time, Inc. is the sole author and owner of such TPT Intellectual Property. No part of this document, or any TPT Intellectual Property, may be distributed or disclosed in any form, to any third party, without express written permission of an authorized member of Team Prime Time, Inc.
- *Posters and/or Flyers promoting the game* – a reminder to students to attend and support one of their school’s competitive teams.
- *Pep Rally* – a way to support the team as part of the larger school community.

### GAME DAY TIMELINE

<table>
<thead>
<tr>
<th>TIME</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:30</td>
<td>Head Coach, Assistant Coach, Peer Coaches and Athletes meet the bus in front of the school</td>
</tr>
<tr>
<td>2:45</td>
<td>Bus departs; players receive snack</td>
</tr>
<tr>
<td>3:15</td>
<td>Team arrives at host school and players change into uniforms</td>
</tr>
<tr>
<td>3:30</td>
<td>Pre-Games Warm Ups</td>
</tr>
<tr>
<td>3:45</td>
<td>Tip-Off</td>
</tr>
<tr>
<td>4:45</td>
<td>End of Game</td>
</tr>
<tr>
<td>5:00</td>
<td>Players change out of uniforms and turn back in to Head Coach</td>
</tr>
<tr>
<td>5:15</td>
<td>Bus departs</td>
</tr>
<tr>
<td>5:45</td>
<td>Bus arrives back at front of school</td>
</tr>
</tbody>
</table>
Chapter Eight

Head Coach Scope of Work

1. Host School
   • Secure practice/game facilities
   • Assist in gathering academic info of participants
     o IEP of athletes
     o Report cards of coaches
   • Organize travel for away games

2. Athletes
   • Make sure curriculum meets needs of Athletes
   • Cluster Athletes accordingly
   • Recruit Athletes through special education/ adapted PE
   • Make sure Athletes are properly enrolled in ASP and have TPT forms on file
   • Administer surveys / distribute and collect informed consent if applicable

3. Peer Coaches
   • Recruit Peer Coaches through ASP, athletic dept, counseling dept
   • Conduct pre-season training
   • Align program with Service Learning requirements of host school
   • Explore other academic credit/ fulfillment opportunities
   • Access academic info
   • Make sure Peer Coaches are properly enrolled in ASP and have TPT forms on file
   • Administer surveys / distribute and collect informed consent if applicable

4. Parents
   • Recruit Athletes through contact with parents
   • Administer surveys / distribute and collect informed consent if applicable

5. ASP (IF APPLICABLE)
   • Integrate registration with ASP
   • Deliver attendance in compliance with BTB or other appropriate regulations
   • Coordinate academic support with ASP for Peer Coaches

6. TPT (IF APPLICABLE)
   • Assign and collect uniforms
   • Store equipment on campus
   • Serve as connection to school
   • Assist with data, survey and consent collection
   • Make sure copies of registration materials are on file with TPT

All information, materials, and ideas in this document (collectively, the “TPT Intellectual Property”) is confidential and proprietary to Team Prime Time, Inc., and Team Prime Time, Inc. is the sole author and owner of such TPT Intellectual Property. No part of this document, or any TPT Intellectual Property, may be distributed or disclosed in any form, to any third party, without express written permission of an authorized member of Team Prime Time, Inc.
Anticipated Time Commitment (5 game season) – 40 hours per season

- Pre-season “Head Coach” training and preparation – 4 hours
- Peer Coach training – 5 hours
- Practices – 7.5 hours (5 practices at 1.5 hours per practice)
- Games - 12 hours (4 games @ 3 hours)
- Championship Saturday - 5 hours
- Recruiting/Parent Communication – 3 hours
- Data collection/Service Learning – 3.5 hours

Assumed: that these hours take place after school/during time when the “Head Coach” is not otherwise compensated by LAUSD/other agency.

Uniforms

As with all high school teams, the Head Coach is responsible for the distribution, tracking and maintenance of uniforms. Team uniforms will consist of the following:

- Jersey – to be turned in after each game
- Shorts – to be turned in after each game
- Knee High Socks – to be turned in after each game
  - These are to be worn over their own socks to make sure that the other team can determine if he or she is a Peer Coach or Athlete. Peer Coaches always wear white socks regardless of the team they play for. Athletes wear colored socks that match the uniform.
- Hooded Sweatshirt (if provided) – kept by each participant and worn before each game

Equipment

The Head Coach is responsible for the sporting goods and equipment they receive prior to the start of the season. The Head Coach will provide appropriate equipment to the participants for practices, home games and away games.
# Time Sheet – Head Coach (based on a 5 game season)

## Pre-Season – Recruitment, Trainings and Surveys

<table>
<thead>
<tr>
<th></th>
<th>ESTIMATED TIME</th>
<th>DATE</th>
<th>START TIME</th>
<th>END TIME</th>
<th>NOTES (reasons time exceeded estimated time)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RECRUITMENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Coach Recruitment</td>
<td>1.5 hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athlete Recruitment</td>
<td>1.5 hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TRAINING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review of Head Coach</td>
<td>3 hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coach Training – Day 1</td>
<td>1.5 hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coach Training – Day 2</td>
<td>1.5 hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coach Training – Day 3</td>
<td>1.5 hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SURVEYS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre Season Peer Coach</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survey</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- administer survey to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Coaches</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- collect and forward to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team Prime Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre Season “Athlete”</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survey</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- administer survey to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athletes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- collect and forward to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team Prime Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OTHER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.5 hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL ESTIMATED HOURS</strong></td>
<td>14 hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL ACTUAL HOURS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I certify that all hours above are accurate and took place after school and/or during the time when I was not otherwise compensated by another agency.

_________________________________________  Date ________________

Signature

---

All information, materials, and ideas in this document (collectively, the “TPT Intellectual Property”) is confidential and proprietary to Team Prime Time, Inc., and Team Prime Time, Inc. is the sole author and owner of such TPT Intellectual Property. No part of this document, or any TPT Intellectual Property, may be distributed or disclosed in any form, to any third party, without express written permission of an authorized member of Team Prime Time, Inc.
### Regular Season – Practices and League Play

<table>
<thead>
<tr>
<th>Practices</th>
<th>Estimated Time</th>
<th>Date</th>
<th>Start Time</th>
<th>End Time</th>
<th>Notes (reasons time exceeded estimated time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice 1</td>
<td>1 hour</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice 2</td>
<td>1 hour</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice 3</td>
<td>1 hour</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice 4</td>
<td>1 hour</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice 5</td>
<td>1 hour</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Games</th>
<th>Estimated Time</th>
<th>Date</th>
<th>Start Time</th>
<th>End Time</th>
<th>Notes (reasons time exceeded estimated time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game 1</td>
<td>3 hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Game 2</td>
<td>3 hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Game 3</td>
<td>3 hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Game 4</td>
<td>3 hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Estimated Hours**: 17 hours

**I certify that all hours above are accurate and took place after school and/or during the time when I was not otherwise compensated by another agency.**

_______________________________________________________
Date ________________

Signature
## Championship Saturday and Post-Season

<table>
<thead>
<tr>
<th></th>
<th>ESTIMATED TIME</th>
<th>DATE</th>
<th>START TIME</th>
<th>END TIME</th>
<th>NOTES (reasons time exceeded estimated time)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHAMPIONSHIP SATURDAY</strong></td>
<td>5 hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SURVEYS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post Season Peer Coach Survey</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- administer survey to Peer Coaches</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- collect and forward to Team Prime Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 hour</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post Season “Athlete” Survey</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- administer survey to Athletes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- collect and forward to Team Prime Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 hour</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OTHER</strong></td>
<td>1 hour</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL ESTIMATED HOURS** 8 hours

**TOTAL ACTUAL HOURS**

I certify that all hours above are accurate and took place after school and/or during the time when I was not otherwise compensated by another agency.

___________________________________________________________________________ Date __________

Signature

---

All information, materials, and ideas in this document (collectively, the “TPT Intellectual Property”) is confidential and proprietary to Team Prime Time, Inc., and Team Prime Time, Inc. is the sole author and owner of such TPT Intellectual Property. No part of this document, or any TPT Intellectual Property, may be distributed or disclosed in any form, to any third party, without express written permission of an authorized member of Team Prime Time, Inc.
Glossary of Terms

ASP – After School Programs

Assistant Coach- The primary responsibility of the Assistant Coach is to oversee the needs of the Peer Coaches. In LAUSD, the Assistant Coach serves as the link to the on-campus after school program and, ideally, is funded through the additional attendance generated by the program.

Athlete - Students in the special education dept. on campus who attend school on an IEP and have a disability(ies) that precludes them from participating in the traditional sports model are eligible to be Prime Time Games Athletes. The program is not intended to serve those students who have IEPs yet possess the physical and social skills to otherwise participate in competing to play varsity sports.

BTB – After School Program in LAUSD middle schools

Full Inclusion – an approach in education in which students with Special Education needs are completely involved in and completely engaged with non-disabled students in activities

GPA – Grade Point Average

Head Coach- The primary responsibilities of the Head Coach are to oversee the needs of the Athletes and serve as the liaison between TPT and the host school.

IEP - Individualized Education Program as governed by the Individuals With Disabilities Act (IDEA, 2004). An Individualized Education Program is a written statement of the educational program designed to meet a child’s individual needs.

LAUSD – Los Angeles Unified School District

Peer Coach or “Coach” - Peer Coaches (“Coach”) are general education students who, ideally, qualify for either the free or reduced lunch program and are participating in the after school program on campus. The primary responsibility of a Peer Coach is to provide the “Varsity Experience” for his or her Athlete.

Peer:Pair® - From the first day of the program Athletes and Peer Coaches are paired together and intended to stay together throughout the season. This is the essence of the Prime Time Games; the Peer Coach and Athlete pair play the same position on the field or on the court and are at all times together, creating the structure necessary to develop real relationships.

Scrimmage – Intrasquad practice session that simulates game conditions; Peer Coaches and Athletes scrimmage against members of their own team so that they can learn the “Prime Time Way”; rules, space and pace, identifying the right people to guard, position boundaries, etc. as well as learning more about each other.

Section IV - In a guidance letter from the Department of Education Office for Civil Rights (OCR) written in January, 2013, school districts were reminded that they must “ensure that a student with a disability
participates with students without disabilities to the maximum extent appropriate to the needs of that student with a disability”.

**Service Learning** - it is a national initiative that serves as a teaching and learning strategy in which students learn and develop through active participation in high quality service. The Service Learning described in this manual is based on the LAUSD Service-Learning Guidebook.

**Space and Pace** - Peer Pairs® play together at each position on the field – there will always be an even number of Peer Coaches and Athletes playing. The rules are designed to give both populations the greatest opportunity for success. This gives Athletes increased opportunities to excel. The Peer Coaches are given a limited and defined area on the field by position to work with the Athlete, creating more opportunities to effectively “coach”.

“stimming”- overstimulation of an Athlete due to factors causing him/her to become very excited.

**Title 1** - Title 1, Part A (Title 1) of the Elementary and Secondary Education Act, as amended (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentage of children from low-income families to help ensure that all children meet challenging state academic standards. Schools in which children from low-income families make up at least 40 percent of enrollment are eligible to use Title 1 funds for school-wide programs that serve all children in the school. In LAUSD, at least 50% of enrollment must qualify in order to be eligible for Title 1 funds.

“Varsity Experience” - The structure of the program allows for two different populations to equally benefit: 1) Special needs students participating in the program have the opportunity to take part in a varsity sport that they would otherwise not experience as part of their high school life, and 2) Underserved youth who sign up to be a coach to those athletes also have the opportunity to be part of a varsity team that they may have otherwise not experienced.
Acknowledgement – Head Coach

NAME: ___________________________________________ SCHOOL: _______________________________________

Please initial below that you have read the following sections of the Head Coach Manual and that you have completed the respective modules pertaining to the Prime Time Games trainings and practices.

_____ I have reviewed and understand the information contained in “Definition and Responsibilities of Various Roles” of the PRIME TIME GAMES® HEAD COACH MANUAL, 2015-16 and I agree to implement the procedures accordingly.

_____ I have reviewed and understand the information contained in “Service Learning and the ‘Varsity Experience’” of the PRIME TIME GAMES® HEAD COACH MANUAL, 2015-16 and I agree to implement the procedures accordingly.

_____ I have reviewed and understand the information contained in “The “Prime Time Way” of the PRIME TIME GAMES® HEAD COACH MANUAL, 2015-16 and I agree to implement the procedures accordingly.

_____ I have reviewed and understand the information contained in “Basketball Rules” of the PRIME TIME GAMES® HEAD COACH MANUAL, 2015-16 and I agree to implement the procedures accordingly.

_____ I have reviewed and understand the information contained in “Practice Schedules” of the PRIME TIME GAMES® HEAD COACH MANUAL, 2015-16 and I agree to implement the procedures accordingly.

_____ I have reviewed and understand the information contained in “The Training of the Peer Coaches” of the PRIME TIME GAMES® HEAD COACH MANUAL, 2015-16 and I agree to implement the procedures accordingly.

_____ I have reviewed and understand the information contained in “Game Day Checklist” of the PRIME TIME GAMES® HEAD COACH MANUAL, 2015-16 and I agree to implement the procedures accordingly.

_____ I have reviewed and understand the information contained in “Head Coach Scope of Work” of the PRIME TIME GAMES® HEAD COACH MANUAL, 2015-16 and I agree to implement the procedures accordingly.

_____ I have reviewed and understand the information contained in Peer Coach Training – Day 1 – Module 1 – “Introduce Program and the Role of the “Coach” and I agree to implement the procedures accordingly.

_____ I have reviewed and understand the information contained in Peer Coach Training – Day 1 – Module 2 – “Meet the “Athlete” and I agree to implement the procedures accordingly.

All information, materials, and ideas in this document (collectively, the “TPT Intellectual Property”) is confidential and proprietary to Team Prime Time, Inc., and Team Prime Time, Inc. is the sole author and owner of such TPT Intellectual Property. No part of this document, or any TPT Intellectual Property, may be distributed or disclosed in any form, to any third party, without express written permission of an authorized member of Team Prime Time, Inc.
______ I have reviewed and understand the information contained in Peer Coach Training – Day 1 – Module 3 – “The Varsity Experience” and I agree to implement the procedures accordingly.

______ I have reviewed and understand the information contained in Peer Coach Training – Day 2 – Module 1 – “Review Day 1” and I agree to implement the procedures accordingly.

______ I have reviewed and understand the information contained in Peer Coach Training – Day 2 – Module 2 – “The “Prime Time Way” and I agree to implement the procedures accordingly.

______ I have reviewed and understand the information contained in Peer Coach Training – Day 2 – Module 3 – “Game Rules” and I agree to implement the procedures accordingly.

______ I have reviewed and understand the information contained in Peer Coach Training – Day 3 – Module 1 – “Anti-Bullying” and I agree to implement the procedures accordingly.

Did you have the opportunity to provide feedback and offer suggestions regarding the program during the course of your training?

_____ Yes _____ No

Do you have any additional suggestions for improvement as it pertains to the safety and well-being of the participants and content of the program now that you have completed the training?

_____ Yes (please indicate below) _____ No

_________________________________________________________________________________________________
_________________________________________________________________________________________________

Your signature below indicates that you have completed your training and that you understand the expectations and procedures and agree to implement accordingly.

Print Name: _________________________________________________ School: _________________________________

Signature ____________________________________________________________________ Date ___________________