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Train to Compete
NCCP- Competition Development
Strategies and Tactics Module

TOOLBOX

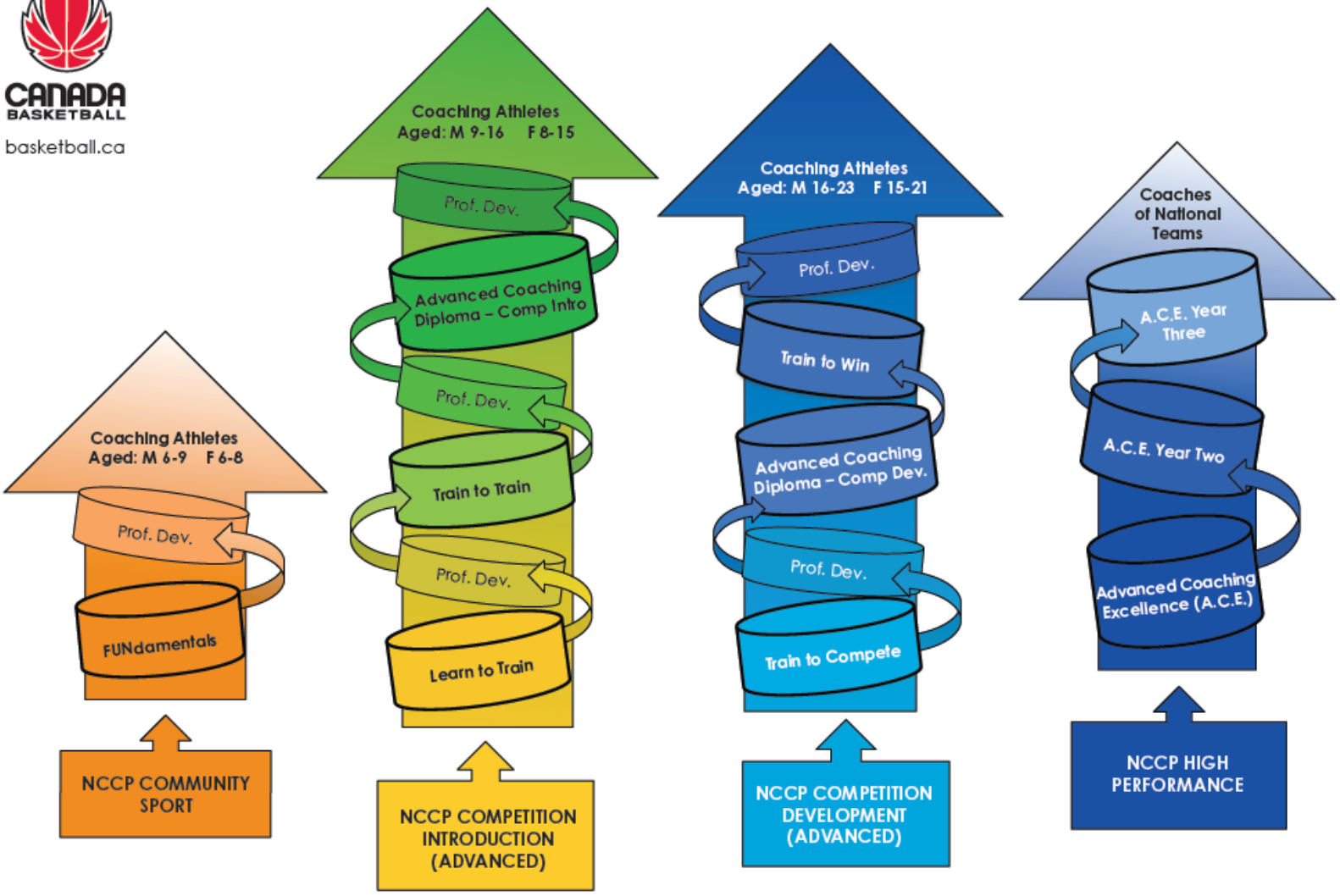
CANADA BASKETBALL

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Canada Basketball NCCP Coach Education Model

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Introduction

The game of basketball still consists of putting the ball in the basket. When the shot clock was introduced to the game of basketball it changed the speed at which the players used the skills and concepts of the game. It is similar to the growth of the internet. Most people started with dial up. It allowed people to surf the net and was effective for the time; but as high speed wireless came on board fewer and fewer people relied on dial up. You can still use dial up, but you are restricted in what you can accomplish over a certain amount of time. The same is true in basketball. Coaches can try and slow the game down and control every action, but the clock will put limits on what you can accomplish and control. It means that more and more decision making must be given to the players on the court. This has lead to the development of a more "global player"; a player who has all of the skills and can play multiple positions. With this concept in mind, we must re-evaluate how the game should be taught at each stage of a player's development.

Strategy

Strategies and tactics will only work for one or two games. Good teams will adjust. When you improve your individual players, and there ability to play with concepts, they will never forget. We all remember a coach that showed you something that had a major impact on our game. It was not a play; it was something that made an individual improvement in our game. When we build their confidence we allow them to play through mistakes.

"***Improvement goes through the individual, not through the tactics and strategies."***

Ettore Messina

Why start a manual on strategies of basketball with a quote that dispels there very use? The reason is obvious, as coaches we too often become enamoured with this part of the game and forget the importance of teaching the fundamental skills and concepts. Strategies and tactics are important, but coaches must use caution in there overuse. Also, coaches must remember who they are coaching. Do the strategies used apply to their stage of development?

This manual is designed for coaches who work with athletes at the Train to Compete stage of the Long Term Athlete Development (LTAD) model. We will examine the Coaching Pyramid for this stage and look at the various technical concepts and strategies that are applicable for this stage of athlete.

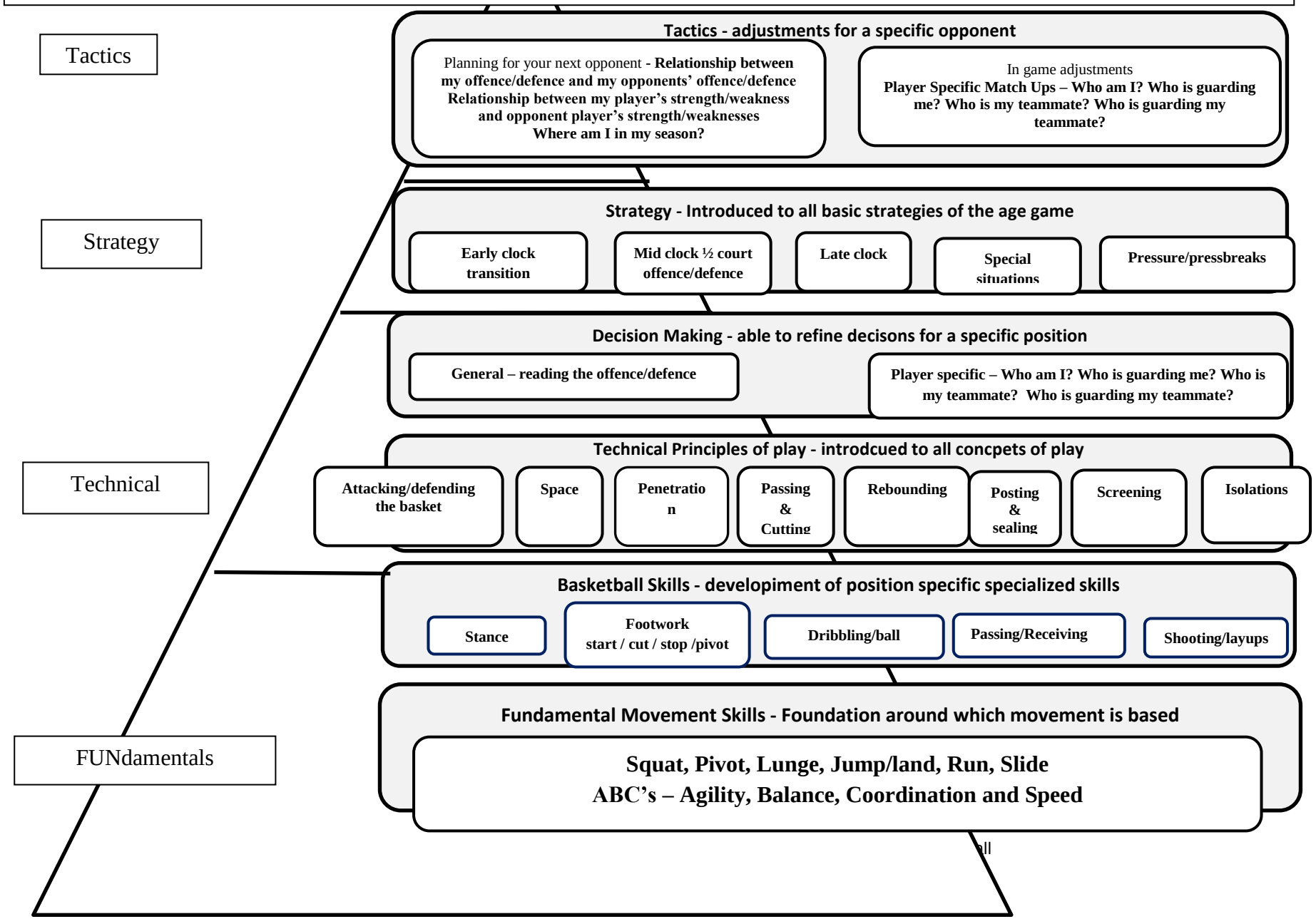
In 2010 Canada Basketball hired Renato Pasquali as its technical director. Many of the concepts and ideas discussed in this book come from his vast experience in the game. As stated before the game has changed and we need to change the way we teach the game, if we want to stay up with the rest of the world. What is presented is on the cutting edge. This is not what was being done twenty years ago; this is what should be done now to be a world leader in basketball. Through this document it is hoped we can share the valuable learning's with all of the coaches in Canada.

Canada Basketball would like to thank Kelly Woloshyn and Kathy Brook for their guidance in producing and editing this material; Mike McNeill, Dave Constantine, Andre Desjardins, and Daniel Grimard for their help with the technical development. And finally thanks to Renato. His willingness to give of his time and knowledge to Canada Basketball speaks volumes of his commitment to improving coaching and player development in this country.

Mike Mackay
Manager Coach Education and Development
Canada Basketball

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Train to Compete – Strategies and Tactics – Toolbox

COACHING PYRAMID *- Train to Compete Stage - 15-18+/- Females, 16-18+/- Males*



Canada Basketball's LTAD Overview

LTAD Stages	Learn to train	Train to train	Training to Compete
Age	10-11 years old	11-15 girls	15-19 girls
		12 - 16 boys	16- 20 boys
Aim	To learn the basic basketball skills while still emphasizing fundamental movement skills in a fun all inclusive environment.	To introduce the basic technical and strategic parts of "global" basketball with a more structured approach to training.	To introduced athletes to all aspects of the game, and begin to refine all technical aspect and most strategic components.

Technical Principles of play

The concepts of play that are applied in the base games (1 on 1, 2 on 2, 3 on 3). The players must learn the concepts from both the offensive and defensive point of view. Players are introduced to the following ideas :

- **One second advantage.**
  Offensively we want to create an advantage where the offensive player can take a high percentage shot. The defence is working to prevent this advantage and to force the defence to turn the ball over or take low percentage shots.
- **Flow**
  The offence does not want to freeze the ball. Each action that occurs must be linked to the previous action. Teams flow through their early clock, mid-clock and late clock offence. They do not take time to set up each section individually. This continuous flow means that no time is wasted on the shot clock. Defence is attempting to disrupt the flow of the offence. If it can force multiple disruptions in flow it will force the offence into poor shot selections. Even though younger player do not use a clock it is imperative that they are taught the concept of flow in their play as it creates a seamless progression in their growth as players.
- **Conceptual play**
  Players are taught to play the game using the technical concepts of play rather than strategies first. The concepts allow the players to work together to create one second advantages that give them an opportunity to score
- **Global Player**
  Every player needs a solid foundation in the basic basketball skills and concepts of the game. When taught positional play at a younger age the player is often restricted in learning some of the basic skills and concepts. This solid foundation allows the player to take their future positional play to higher levels when it is appropriate to play a position.

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Technical (when)	30% of time is spent on individual skills. When should I dribble with my left hand/right hand? 20% of time is spent on multi-player skills. When should I cut to get the ball? Progression of Concepts: • Attacking the open basket • Spacing • Penetration • Pass and cut The defence is learning the three basic rules: • Protect the basket • Pressure the ball • 1 and ½ Teaching is done in transition or from dynamic starts.	30% of instructional time is on introduction, acquisition of new skills and refinement of old. Some should become creative. A major emphasis is on learning to "read" on defense and offense. Concepts: • Attacking the open basket • Spacing • Penetration • Pass and cut • Sealing • Screening at the end (ball screens is the last to be added) The defence is still consolidating the three basic rules: • Protect the basket • Pressure the ball • 1 and ½ Additional rules are loaded: • Denying position on the floor • Rebounding Teaching is done in transition or from dynamic starts.	40 % of the time is spent on the acquisition and consolidation of specialized skills, refinement and creative of the basic technical skills. Concepts: • Attacking the open basket • Spacing • Penetration • Pass and cut • Sealing • Screening The defence is applying the three basic rules: • Protect the basket • Pressure the ball • 1 and ½ More positional specific defensive rules must be applied. Teaching is done in transition or from dynamic starts.
Attacking/defending the basket	Players learn to drive the ball when they see an open basket. If a defender is between the basket and the player with the ball a pass should be made. On defence the players learn the first rule which is to protect the basket.	Players look for opportunities to attack the basket when playing. This can be with the dribble or by passing to a cutter. Defence is making use of the three rules; protect the basket, ball pressure and one and a half.	Players must learn to attack the basket when playing at the various positions. Perimeter players must learn to attack poor close outs by the defence. Interior players learn to attack poor positioning by sealing inside.

Space	Use of the grid to help players to learn play in space. Never two players in the same grid space. This is especially effective when playing the base games of 1 on 1, 2 on 2, 3 on 3 and 4 on 4.	Players learn to use the three point line and key for spacing principles. In general, we do not want catches in the space between the three point line and the key.	Players must now learn to play in space within positional play.
Penetration	This is a continuation of attacking the basket. The player without the ball must move to create a passing lane for the player driving the ball. After passing, the passer must move to make new space. The defence is introduced to the one and a half rule.	Players must be introduced to movement as a perimeter and interior player. Details such as: when the movement should occur, pausing for one second on the catch, replaying against your defender; need to be consolidated. Towards the end of this stage players should know how to make secondary cuts on the pivot.	Penetration principles from the various positions need to be taken to the refinement stage.
Passing & Cutting	After passing the players learn to cut to the basket, open and the exit to vacant space. Other players learn to fill the vacant space when the passer looks at them and is ready. Backdoor cuts are added at the end of this stage.	Players should consolidate and refine the passing and cutting principles introduced in the L2T stage. Players are introduced to: • Being on time and on target • Skip pass	Players learn the specific passes and cutting action for their positions.
Rebounding	The skill is introduced and acquired at this stage.	The skill is consolidated and refined. Physical contact increases at this stage. Players are taught to properly move their feet to get their body in position.	The skill is applied to positional play.
Posting & sealing	**Should not be taught or emphasized at this stage**	***ALL*** players learn how to use their body to seal a defender or how to escape from a seal on defence. Coaches must be alert to the differences in physical maturation. Players learn how to pass the ball to a person in the post position: pass high, bounce pass, triangle pass, lob and how to move in relation to the ball in the post. Players learn simple ways to score from the	At this stage post play becomes more positional and strategic. All players must still be able to defend and score inside.

		interior. The emphasis is still on playing one on one within five. They must also learn when and how to pass out of the post.	
Screening	**Should not be taught or emphasized at this stage**	Screening is introduced at the end of this stage. Off ball screens are introduced before on ball screens. A coach should not feel pressured to rush to introduce screening. Moving too quickly to this concept often limits the development of the previous concepts. It is recommended that screens are used to create a one second advantage to allow the players to play free. The players use one screen as a way to read the defence rather than multiple screens in a complex strategic pattern. Switching screens defensively at this stage is recommended when a coach is concerned with the amount of time required to properly teach how to defend the numerous number of possible screens.	Screening is a major emphasis of this stage. Players must be taught how to properly set, read and defend a variety of screens. A concern is that coaches often put players in positions that they player will never play at the next stage of development. For this reason teaching should progresses from a global approach to a more positional specific.
Isolations	**Should not be taught or emphasized at this stage**	**Should not be taught or emphasized at this stage.**	Isolations occur in positional play. It is important to understand that the player isolated is playing 1 on 1 within all five players, rather than 1 on 1 by him/herself.
Decision Making Players need to be able to think for themselves on the floor. In training the coach must provide the players with problems and allowed them to come up with the solution. Too often coaches **TELL** the players the solutions without allowing the players the valuable experience of learning. There is no depth of understanding developed. With this in mind coaches need to go through the three phases of teaching: Phase A - introduce the skill on air (1 on 0, 2 on 0 etc.) Phase B - the coach guides the decision making of the players by providing reads			

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Phases C – the players use the skill in break down drills with live defence Phase D – the players use the skill in game like situations (2 on 2, 3 on 3, 4 on 4 and 5 on 5)			
General – reading the offence/defence	Technical basketball (decision making) is taught through 2-1, 3-2, and 4-3. The offence is learning to **SEE and FIND** the open player. For example: In a 2-1 situation the player must decide if he/she has an open basket. If the answer is yes attack with the dribble. If the answer is no pass the ball to the player who is open to attack. This gives the offence success with their basic skills. The defence is required to apply their three rules: protect the basket, ball pressure and one and a half. By starting playing straight 3 on 3 the offensive players do not have the skills to get to the point where they can use their decision making ability. We need to allow the offence a chance to grow first. The majority of the decisions made by the players involve when to use specific skills. For example; when the player with the ball sees and open basket, should he/she shoot or dribble the ball.	In technical teaching the offense is given a one second advantage. The object is for the player to **USE** the one second advantage. For example a 2 on 2 drill starts with the defender of the ball standing beside the offensive player. If the offensive player effective uses his/her advantage he/she forces the help defender to defend. The offensive player must now **see** and then **find** the open player. Defence is constantly applying the three defensive rules. The player's decision making now begins to include more decisions involving other players.	In technical teaching the offense see, find, use and **CREATE** a one second advantage. Now the offensive player must make use of screens, fakes or dribble move to break down their initial defender. Once the advantage has been created the player must use the advantage. If the defence helps see and find the open player and pass your one second advantage on to the next player. At this stage player's decisions also need to include game situations such as: match ups, time and score.

Player specific – Who am I? Who is guarding me? Who is my teammate? Who is guarding my teammate?	This is done in very generic terms at this stage. The coach should ensure that match ups reflect the player's abilities to provide meaningful competition and not be seen as a way to exploit poor match ups to win games.	Players need to begin to understand the strength and weaknesses of their teammates and opponents. Play to your teams strength and to your opponents weaknesses.	In a all competitive situations players need to recognize this situation. It becomes more positional at this stage.
Strategy What is your team going to do? This is where the coach develops a plan for how the team will play in transition, on offence and defence. The chosen strategy should not restrict player growth and development. It should provide opportunities for **ALLPLAYERS** to make use of their skills and concepts of play.			
Strategy (long term organizational plan of the players into a method of play)	Players participate equally in controlled games designed to enhance skill development. Players learn a basic awareness of offense and defense. 10% of the time is spent on basic offense / defense. 3 on 3 progressing through 4 on 4 with limited 5 on 5 at the very end. This allows for more touches on the ball. The basket is more open and provides opportunities for the players to use their basic concepts Teach through use of the grid.	To use the basic skills for all positions in a competitive environment. Players learn basic team maneuvers that involve multi-player and multi-positional play. 30% of instructional time is spent here. Basic offenses and defenses should be consolidated and refined before introducing more complex strategies such as zones and presses.	40 % Of the time is spent here. Acquisition and consolidation of specialized strategies, refinement and creative of the basic strategies. Players are exposed to an expanding array of team maneuvers and an increased knowledge of positional movement. Early clock – players time Mid clock – coaches time Late clock – players time
Early clock transition offence/defence	There should be **no** team strategy at this stage. The players learn to advance the ball or defend the advancing ball, using their concepts of play. A shot clock is not used at this stage.	There should be **limited** team strategy at this stage. **ALL** players advance the ball or defend the advancing ball, using the concepts of play. **ALL** players need to learn the skills and decision making required to play in transition, both from and offensive and defensive prospective. A shot clock is used at this stage.	Teams progress towards a more positional approach to playing in transition. This should not restrict players but enhance their skills and decision making. The coaches' needs to ensure that there is flow from early clock into midi-clock. Appropriate pressure releases need to be built in; outlet denied, wing push denied etc.

Mid clock ½ court offence/defence	There should be no team strategies at this stage. The players should play through their concepts of play. Looking to find open player. No shot clock is used at this stage.	There are **limited** team strategies. The players should flow into their half court offence from transition. They are looking to make use of one second advantages that appear. Set plays are used as means to create a one second advantage. Once they advantage is taken the players play free using their concepts of play. Players are **not running** elaborate patterns and playing keep away.	The offence needs to flow from transition into the mid-clock offence. The set should enhance or build upon the strengths of the players. The needs to be a sense of urgency in each action that occurs (reading the defence). As one action is ending the next action has already begun. The set is to create a one second advantage. There needs to be opportunities for each position to have opportunities to create a one second advantages. The coach should know how these advantages can occur within the offence and what defences may do to stop them The coach will develop depth to the offence by progressively teaching counters, reads or pressure releases. This is preferred over continually adding new sets.
Late clock	This does not apply at this stage.	Even though late clock situations do occur at this stage, the coach is not encouraged to run special plays or sets at this time. Players should attempt to **maintain good spacing and timing** throughout the entire shot clock. This will lead to one second advantage that allows the players to play free.	Any set offence must take into account the time on the shot clock. Players must be given pressure releases to allow the offence to continue to flow without disruptions. When late clock situation occur the coach must have accounted for the concepts that will be used to prevent contested or forced shots from occurring.
Special situations	Players are given a simple method to inbound the ball and to line up for foul shots and jump balls.	Players are introduced to foul line situation, jump ball and inbound splays. These should not be too elaborate and take up too much time in training.	Coaches begin to build a bigger repertoire of special situations. More time can be devoted in training to time and score situations.

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Pressure/press breaks	**This does not apply at this stage.**	**ALL** players need to be involved in learning how to handle the ball move and pass vs. player to play pressure. Trapping and double teaming is allowed as long as the remaining layers are matching up in rotation. The use of zone presses is discouraged at this stage in that it promotes **positional** play.	Players are introduced to zone pressure and press breaks. Players are progressively given more positional roles.
Zone	**This does not apply at this stage.**	Zones are not recommended at this stage since zones put players in positions. Also it can monopolize teaching and prevent coaches from spending time on skills and concepts of play.	Coaches can use zones as part of their strategy of play. Coaches should be careful that playing zone does not hurt the continued development of the players.
Tactics These are adjustments for a specific opponent or game.			
Tactical (short term adjustments to the plan, usually competition specific)	Any short term adjustments are made to enhance the learning of the skills and concepts of the game and to allow the players to cooperate in a competitive environment. This can mean changing the makeup of teams or adding modified rules to provide more meaningful competition rather than stacking teams so one team can win. Coaches should **not use tactical adjustments** to trick young players so the coaches' team can score an easy basket.	Simple reminders about the strengths and weaknesses of an opponent. Elaborate scouting reports or having half your team walk through the opponent's sets is not recommended at this stage. Preparation for an opponent is done through working on the concepts on offence and defence that will be used for the next competition. Only 15% of the time should be spent here. Players are encouraged in drills to understanding an opponent's main strengths / weaknesses.	20% of the time is spent on competition specific tactics. It is still best to prepare for the opponent by practicing the required concepts and skills need for the best competition. Some team and player specific preparation can occur, but not at the detriment of continued development. For example: when coaches spend the majority of time in training sessions, leading up to the competition, on have players learn the opponents sets and defences. This limits player development.

Planning for your next opponent - Relationship between my offence/defence and my opponents' offence/defence Relationship between my player's strength/weakness and opponent player's strength/weaknesses Where am I in my season?	This does not apply at this stage.	In planning for the next opponent the coach is aware of where his/her team will be able to see, find use and create one second advantages. In training the coach ensures that his/her team is working on the skills and concepts required to introduce, acquire, consolidate and refine these skills and concepts. This is done using a global approach. All players get to work on the skills and concepts. The coach uses the rules of defence to help the players prepare for how the opponent likes to score.	The coach uses the same approach as in the T2T stage, but more positional approach is used. The coach can make use of video, hand outs meetings to prepare the team for the opponent.
Other Points to Consider			
Periodization	Single periodization. Maximum of two sport specific session per week.	In the early part one of this stage single periodization with a general prep and specific preparatory stage. Double periodization can occur in the later part of this stage.	This phase can be a single, double and in elite situations triple periodization.
Length of Program	12- 20 weeks	20 - 35 weeks	35 - 45 weeks
Training to Competition	For every minute of game time three minutes will be spent on skill development. This will enhance the experience of playing the game. 75% of the time devoted to training 25% spent in games (not competition).	For every game there needs to be one hour minimum of training. Games for learning vs. games for competition. The ratio of 75% training and 25 % competition is still applicable.	Competition becomes more important and training takes on a more competitive nature. 40% of training is devoted to technical and tactical skills and fitness. 60% is devoted to competition and competition specific training.

Physical ,	Continue with fundamental movement skills (Agility, balance, coordination and speed) Own body weight exercises for strength Basic flexibility Neuromuscular training (prehabilitation – twisting, bending, squatting, lunging, pushing, pulling)	Fine tune the fundamental movement skills. Strength training continued medicine ball, Swiss ball and body weight for strength. Core strength is key. Flexibility training Continue neuromuscular training Note: During PHV coaches must be aware of limitations.	Develop the aerobic and anaerobic systems in sport specific context. Individualized conditioning Neuromuscular training (prehabilitation) Strength and power training. Develop proper technique first.
Recovery	Introduce recovery • Post activity snack/Hydration • Cool down • Basketball vacations	Recovery continued • Use of down time • Sleep • Nutrition/ hydration pre/ post game • Being alert to overuse or growth pain	Expanded recovery techniques becoming more player specific.
Mental / Emotional	The main focus is on building confidence through the skills of the game. Players can be introduced to the following topics: • Focus and concentration • Self debrief • Imagery • Simple goal setting • Centered breathing	Focus on building confidence through the skills of the game and developing good training routines. • Self-confidence • Focus and concentration • Anxiety • Debrief • Imagery • Goal setting • Centered breathing • Developing routines	Build confidence and introduce the athlete to the mental skills required for competition. • Anxiety management • Distraction plans

Social / Life lessons	Multi sport involvement Lead themselves Self-directed play Nutritional advice Develop good play habits Relationships • Do what is right • Do your best • Treat others the way you want to be treated Dealing with adversity Delayed gratification	Multi-sport involvement General and specific training Self-directed practice Introduction to planning and periodization Training and performance diary/log (time management) Nutrition /hydration Basic leadership skills • Lead yourself • Give energy • Know how to follow • Lead others Fitting sport into life Relationships • Constructive / destructive behavior Lifestyle choices (high risk behaviors)	Some player may choose sport specific training, others will still be multi-sport. It should not be multi-sport in a season. Integrated sport into lifestyle Dealing with being an athlete Self-directed practice/play Injury prevention and recovery Nutrition / hydration Leadership Relationships Lifestyle choices (high risk behaviors) Planning for the future

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TEACHING PROGRESSIVELY

Practices should be delivered in a progressive manner. Otherwise we may hinder the development of our players. It is not necessary to teach to the players everything we know and in a confusing way, but follow a correct teaching progression, step by step. These progressions take the players through the stages of skill development. It not only allows the players to master the technique, but the decision making that goes along with the skill. In the final stage the players are able to use the skill in competition without consciously thinking about their execution. Too often coaches' progress too quickly; from introducing a skill to using the skill in a competitive situation. This is a prescription for poor performance.

PHASES OF TEACHING

- Phases A – Initiation and Acquisition – In this phase players require a good demonstration of what the skill looks like. They also need to understand where it fits into the overall scheme of the game. When first introduced players should be given plenty of time to wobble; they need to figure it out for themselves. The drills are done 1 on 0. As the player progresses the coach adds more technical teaching. The final component is speed.

- Phase B – Acquisition and Consolidation – During this phase the coach guides the offence by acting as a guided defender. This builds the players decision making capacity. The coach is able to give the players an exaggerated look that makes it easier for the player to make the right decision. If players are used, too often the read given by the defence is incorrect or too subtle for the player to correctly read. For example: when guarding a player cutting to get open the coach denies the player, this gives the player a clear indication to cut back door.

- Phase C- Consolidation and Refinement - The player now needs to be able to use the skills against live defence, usually in a 1 on 1 situation. It is sometimes best to give the same player multiple repetitions before switching roles.

- Phases D – Refinement and consolidation – In the final phase the players must now be able to demonstrate competence in using the skill in a game like situation. 2 on 2,2 on 2, on 3 4 on 4 or 5 on 5. A coach knows a player has achieved mastery when they perform the practiced skill in a game like situation without being consciously aware. For example; a player drives and scores using a left hand layup. It is not until the coach brings it to the player's attention that he/she is aware of using this skill.

NOTE: Phase C and D cannot be developed if phase A and B are not developed.

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DAILY PRACTICE PLAN

In order to teach the necessary skills and concepts the coach must be committed to a long term plan. Players cannot develop these skills and concepts on one practice and three games a week. The ratio needs to be reversed. Running an effective practice is one of the best ways to assist the players in his/her development.

FIRST PART: WARM UP (5 % of the allotted time)

Warm up – games approach or fundamental movement skills
Movement prep – injury prehabilitation

SECOND PART: INDIVIDUAL FUNDAMENTALS (30%)

Shooting, passing and dribble form
Dribble start / pivot foot
Dynamic 1 on 1
Combination drills - dribble / pass / shoot
Defensive skills / abilities

THIRD PART: BREAK DOWN OFFENSE / DEFENSE (30%)

1 v 1 Decision making
2 v 2 Game situation - half court – defence/offense
3 v 3 Handicap/game situation - handicap means that there is an advantage given to the offence; i.e. 3 on 2. It may be only a brief advantage before the third defender arrives.
2 v 1 Transition drill
3 v 2 Transition drill – full court – defence/offense
3 v 3 Handicap

FOURTH PART: HALF COURT + FULL COURT (30%)

4 v 4 Break down defence/offense
5 v 5 Offensive/defensive system
5 v 5 Scrimmage

FIFTH PART (5%)

Cool down, recovery

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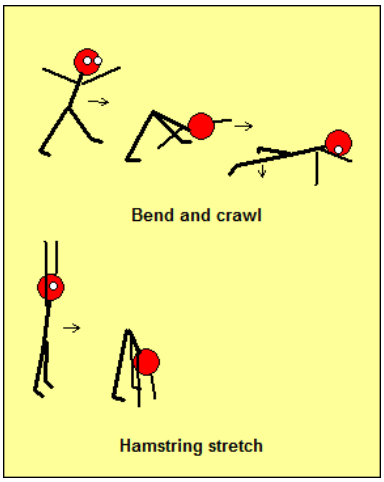
PREPARING TO PLAY

The following exercises were developed by Tim Manson (Maximum Sports Conditioning http:// www.maxsc.net) and Sylvester Walters (Evolution Extreme Training www.evolutionxt.com).

This are excellent exercises for athletes to work on fundamental movement skills and muscular conditioning. The whole package can be done as part of a pre-season conditioning program. Choose a variety for your pre -practice and pre-game movement prep. The coach must judge the number of reps to achieve the desired outcome.

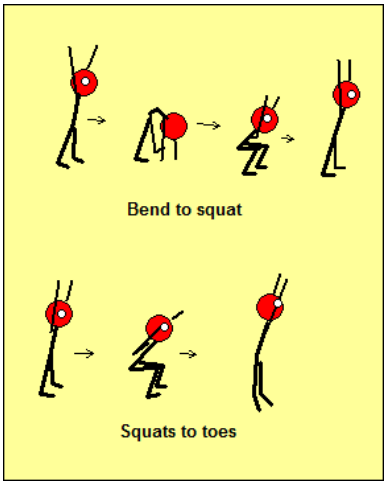
As with any activity form is the most important thing first. this will ensure the safety of the athlete. Keep the reps low at first until the athletes builds endurance. If they lose form stop.
Balance is crucial. The players will wobble at first. This is how they learn to stabilize.

Lunges and squats



Bend and crawl
Start in a wide cross position. Open up the hips. Bend at the waist until you touch the floor. Walk on your hands until you arms are under the shoulders. bend at the knees until they touch the ground. Walk back and stand for one repetition.

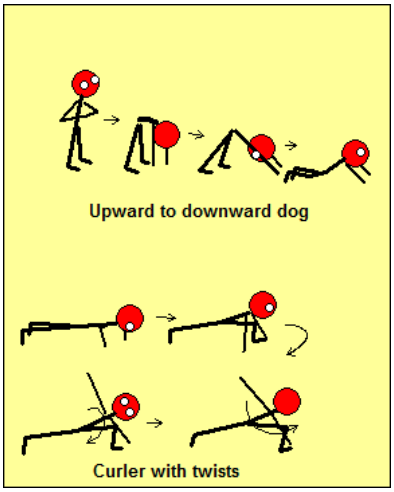
Hamstring
Stretch up tall. Bend at the waist. Go as far as you can and hold for 5 seconds. No bouncing. Remember to breathe!



Bend to squat
Feet shoulder width stretch up tall. bend slowly at the waist on the exhale. Sit the hips back until you are in the tuck position at the bottom of a squat. Keep the chest up. Now stand up, returning to the original position.

Squat to toes
Start with feet shoulder width apart. Initiate the squat by pushing the hips back. Go until the thighs are 90° to the floor. Explode back up finishing on your toes.

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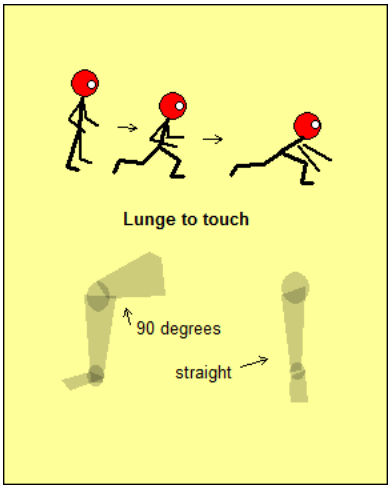


Upward dog to downward dog

Start in a standing position. bend at the waist and move into a downward dog position. Now push through to upward dog. Walk the hands back and stand for one repetition.

Curler with a twist

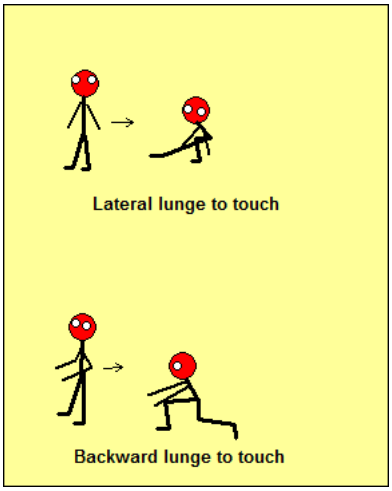
Start in a push up position. Step one foot through until the knee is at 90° angle and the shin is straight. Now twist to the right, hold, twist to the left and hold. Bring the back foot forward and stand for one repetition.



Lunge to touch

Standing upright take a lunge until the knee is at a 90 ° angle.
Keeping the chest upright and looking forward touch the floor with both hands. Return to the standing position in one smooth motion.

The shin needs to be upright and straight so no twisting is occurring in the joint. Proper form is crucial in all of these exercises.



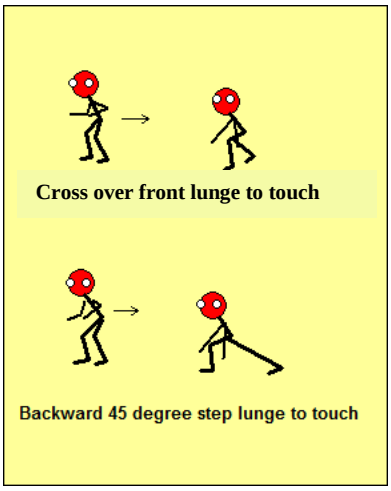
Lateral lunge to touch

Start standing and move with a sidestep in to lateral lunge. Sit the hips back and keep the chest up. Touch the floor in front of the foot. Remember to keep the shin straight and the knee at a 90° angle.

Backward lunge

Start standing and step straight back into a lunge. With the chest up touch the floor in front of the toe.

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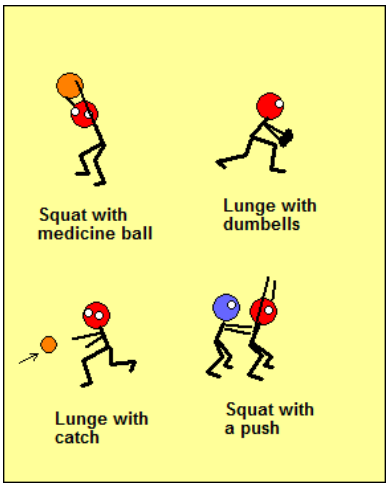


Cross over front lunge to touch

Step the right leg over the left leg. keep the shin straight and sit in the lunge. Touch the floor. Step back. repeat going in the other direction.

Backward 45° step lunge to touch

Step the right leg back behind the left leg at a 45° angle. Touch the floor in front of the foot. Return on balance and repeat going to the other side.



Loading the exercises

- Adding in weights - as the athletes progress in their form and endurance , weights such as medicine ball, and dumbbells can be added. Again, form is the most important point to emphasis. This should not be sacrificed for speed and weight.
- Add in catching and manipulation - this forces the athlete to put the lunge and squat into the unconscious mind. Doing Marivich type ball handling activities also helps build awareness.
- Instability - by doing the exercises on a mat makes the athlete work on their stabilizing muscles. Also by having a partner or coach provide subtle pushes, pulls and rotations to the athlete during various times of the activity forces the stabilizing muscles to respond.
- Eyes closed - this helps the athlete "feel" the activity and improves balance awareness.
- Freeze - a various points in the activity freeze and hold the balance. This increases stabilization.

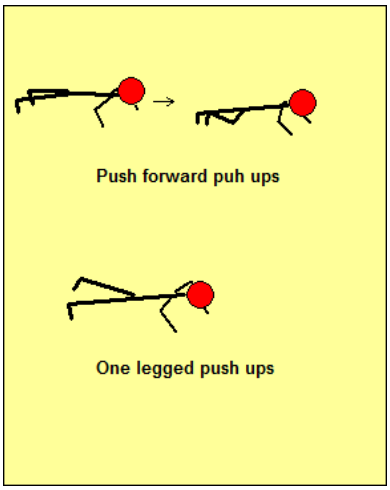
The above loads can be placed on all of the following exercises as well. It is impossible to list all the variations that can occur in each exercise when loaded with the above concepts. Start with the basic exercise and work on proper form first. The loads should only be added after mastery of the form has occurred. In general the progression should be:

- form
- stabilization (balance)
- endurance
- movement into and movement out of the activity
- strength / power

Closing your eyes and manipulating an object can occur at any time.

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Push ups and planks

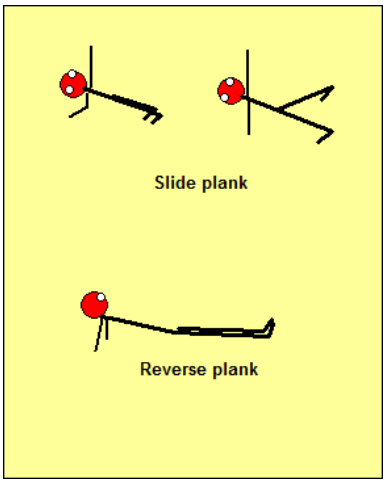


Push forward push up

Start in a good push up position. the hands are under the shoulders. Push forward and bend one knee until it hits the ground. Push aback and now repeat with the other knee bending. The feet stay on the floor at all times.

One legged push ups

Do a push up with one leg raised off the floor. Do a set of five then raise the other leg for another set of five.

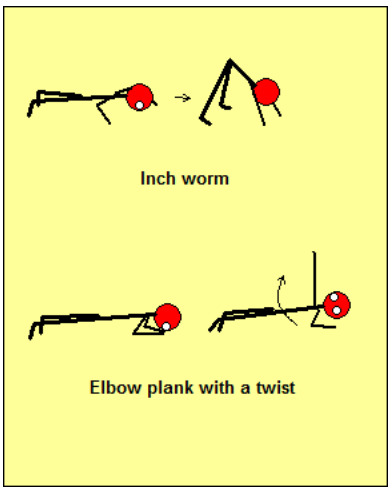


Side plank

Support the body by having the elbow directly under the shoulder. be careful if you are sweating that you do not slip. raise the body in a straight line. When looking from above the hips should be stacked on top of one another. A more advanced version is to support with just the hand under the shoulder. raise the top leg.

Reverse plank

With the back to the floor and the hands by the shoulders raise the hips so the body is in a straight line with only the heels supporting.



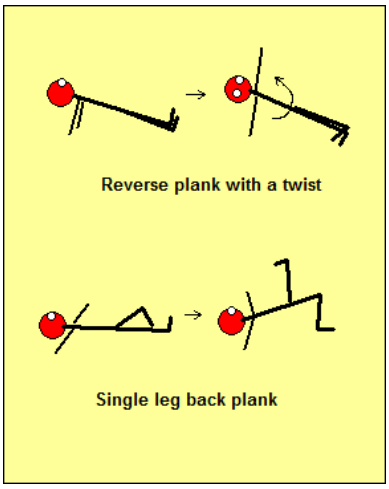
Inch worm

Start in a push up position. Walk the feet into the hands keeping the legs straight as possible. Now walk the hands forward.

Elbow plank with a twist

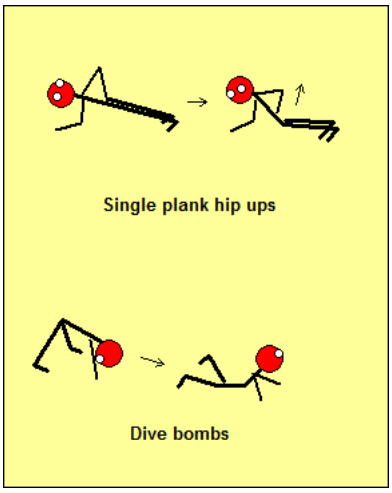
Start in a elbow plank. Once you have mastered this you can add a twist. Be sure that you are not sweating and that your elbow might slip.

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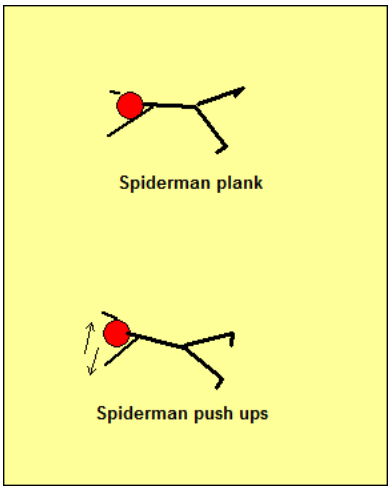
Reverse plank with a twist
Start in the reverse plank. Slowly raise one hand and twist to the sky. This is an advanced move and people with lack (loose) shoulders should avoid.

Single leg back plank
Lie on your back with one knee bent at 90°. Lift the hips using the leg that is bent. Now raise the other leg in the air. Keep the body straight.



Side plank hip ups
Start in a side plank. Now move the hips down until they touch the floor. Raise back up to a side plank. Keep the body stacked.

Dive bombs
Start in a downward dog. Shoot through trying to have the chest almost brush the floor. Finish in downward dog.

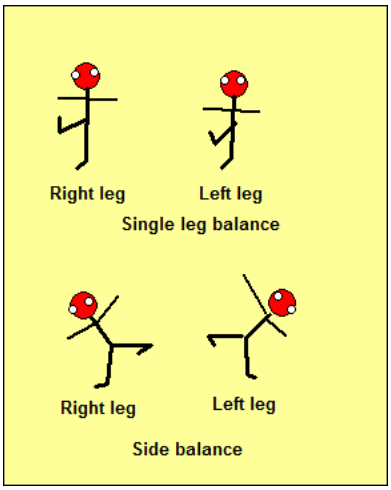


Spiderman plank
Take a wide stance with the feet and hands in a push up position. Use your core to hold a tight body line.

Spiderman push ups
In the same extended position as the above exercise; now do a push up keeping the body straight.

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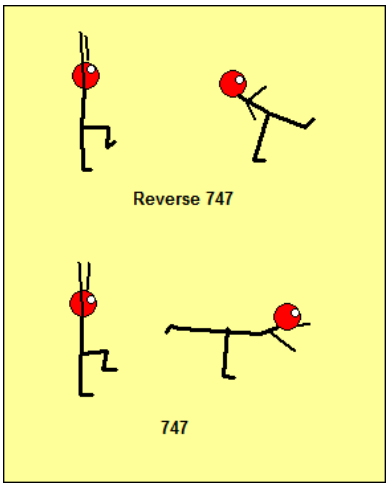
Balances



Single leg balances

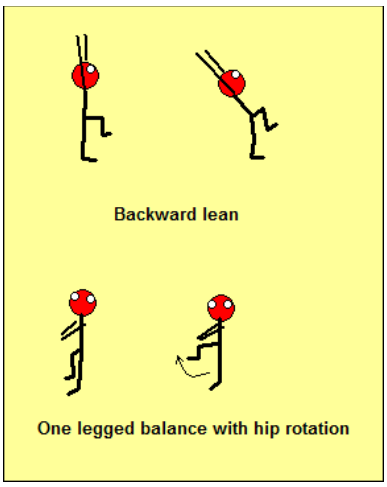
These balances can be done statically or you can move dynamically form one to the other. Keep the body straight and look ahead.

- Single leg balance with the leg extended
- Side balance



- Reverse 747
- 747

Again you can do each one individually or move dynamically from one to the other. Remember balance is learned by losing your balance and catching yourself.

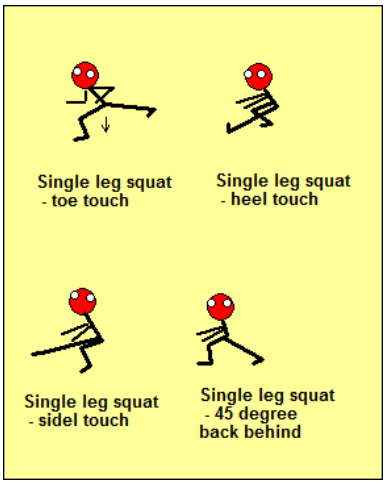


- Backward lean
- One legged balance with hip rotation

Only hips rotate in the last balance. keeps the arms point straight ahead. You can also pretend you are moving your knee over a hurdle while you balance.

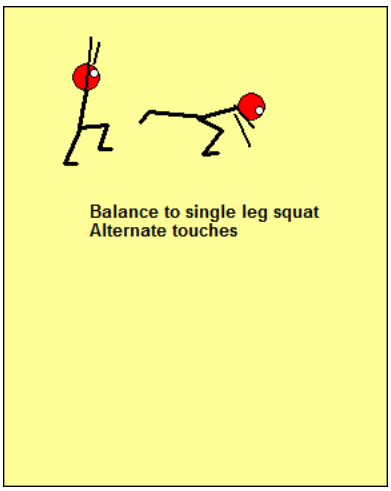
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Single leg squats



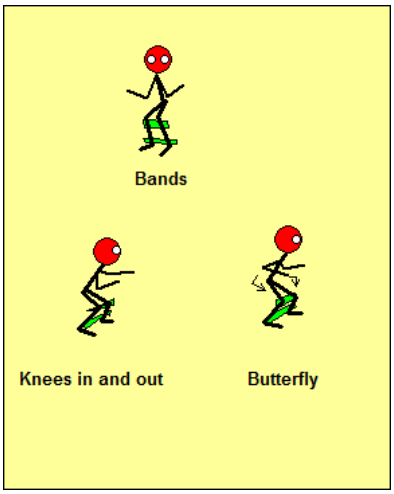
In all of the single leg squats it is important to maintain good form. The athletes should always remember to get low for safety. The athlete squats with one leg until the other heel or toe touches. use control.

- Single leg squat touch the back toe
- Single leg squat touch the heel in front
- Single leg squat touch the toe to the side
- Single leg squat touch the toe behind at 45° (keep the shin straight)



- Balance to single leg squat touch the ground with hands in front

Elastic bands

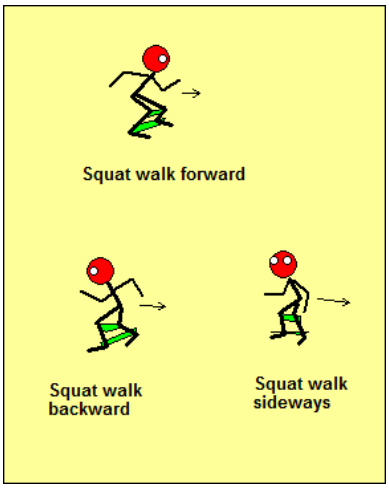


Two bands are placed on the legs. One just below the knees and the other at the ankle.

Knees in and out
Start in a good stance. Only the knees move in and out. The athlete is activating the muscles that keep the knees strong.

Butterfly
Start in a good stance. Only the hips move in and out (the athlete will think they are moving their knees out, but it is the hip that is moving). The athlete is activating the muscles in the butt.

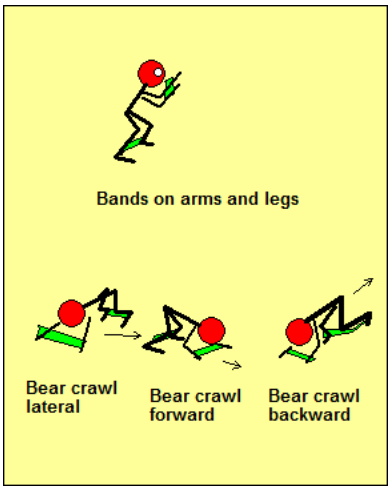
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Squat walk forward
Get in a good stance. Now take long strides maintaining the stance. Use the arms.

Squat walk backward

Squat walk sideways
Be sure to stay in stance and now move up and down. The upper body should not sway. keep it upright. Use the legs no stretch the elastic not your whole body.

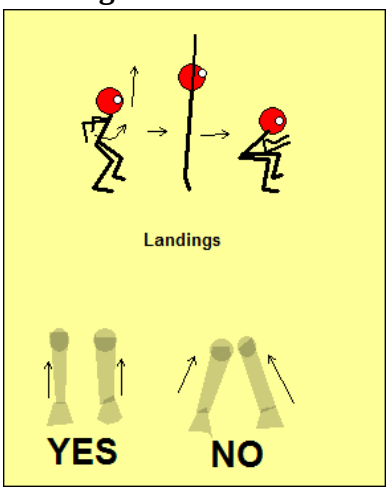


Bands on the arms and legs

Bear crawls
This are excellent for hips and shoulders.

- Lateral - both the right arm and leg move at the same time. Then the left arm and leg.
- Forward
- Backward

Landings

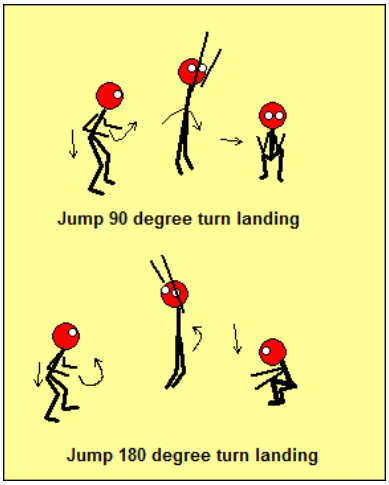


Jumping and landing
Most injuries in basketball occur when the athlete is decelerating. Landing from a jump is the greatest deceleration. When jumping the athlete must use good "rhythm bounce" technique. We do not jump from a deep squat we make a quick bounce downward to stretch the muscles and then let them go. The knees cannot push in. This will occur just before takeoff.

Full extend the hips in the air. We want to land in the same spot from which we took off.

On landing land quiet and get low. Meet the ground by bending before you hit it. Stick the landing by holding it for one second before standing up. Do not look at the ground when landing.

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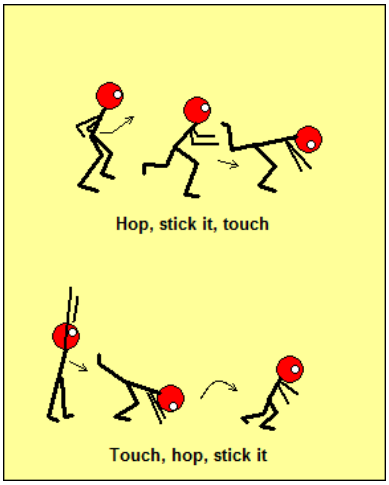
Jumping with turns

The athlete needs to have good form before adding turns. In all jumps a another way to load the jumps and landings is to close the eyes. This forces the athlete to "feel the floor" and bend when meeting the floor.

Jump, 90° turn and land

Jump 180° turn and land

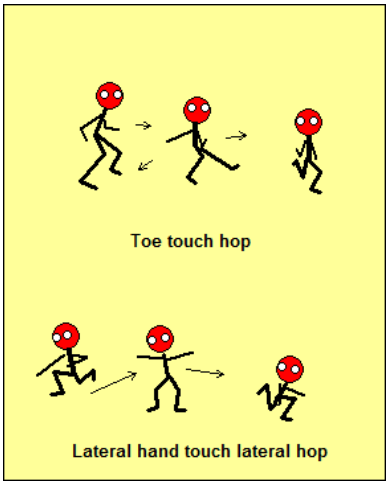
Movement



We are now moving as we jump. This puts different stresses on the body. the player must learn to stick the landing with balance. use small hops t first as we will be landing on one foot.

Hop. stick it, touch - Start on two feet, hop land on one foot. Hold the finish. Get low to be safe. Now use a control to touch the floor in front. These hops can be ain all directions (forward, sideways and backwards, different angles) and landing on left then right.

Touch, hop. stick it - Use the controlled balance to touch the floor then hop from one foot to a landing. Stick it! Go in all directions.



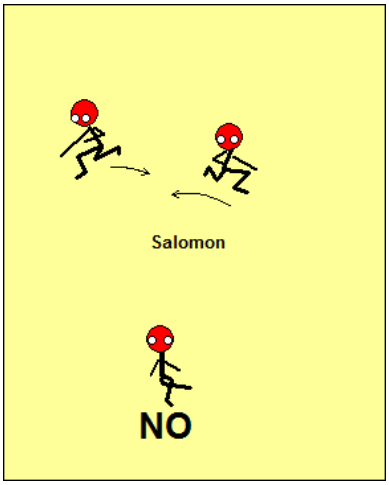
Toe touch hop

Start in a balanced stance. Reach one foot out to the side. You are putting the weight on the foot you are balancing on. Push from this foot and hop sideways. Stick the landing and repeat in the other direction.

Lateral hand touch to lateral hop

Start in the balanced stance. Now do a one leg squat to touch your hand to the outside of your foot. load your body and do a lateral hop opposite the side you touched. Stick the landing and repeat.

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Salomon

This is a good activity to emphasize the lateral pushing that is prevalent in basketball. Do a touch outside the foot and then push to the other foot. Hold the landing. Do not allow the back leg to swing to far behind the body. Watch the shin angle!

TEACHING A CONCEPTUAL OFFENCE TECHNICAL CONCEPTS OF PLAY

What is presented is a step by step sequence for teaching the players how to play the game. It is the foundation of all basketball played at the higher levels. Skipping these important skills and concepts to teach strategies and tactics can seriously harm the player's long term development. Tactics work for a single game where fundamentals last for the player's entire career. It is not possible to teach the concepts of the offence in a single practice; it must be part of long term program. Only through constant repetition and error detection and correction by the coach will the athlete improve.

Points to consider

LEARN HOW TO PLAY WITH FUN

Players today have different experiences than when you and I were growing up. Today they cell phones, computers, Facebook etc. If the practice does not have an element of fun, players will often not come back. We all enjoy fun in everything we do. An element of play and fun is crucial in everything we do, if we going to say with it for a long time.

TEACH HOW TO PLAY THE GAME (FUN AND EVALUATION OF THE GAME)

Early in the practice make use of fun competitive games that challenge the players to think and be active. These games need not have anything to do with basketball; for example tag type games. By their very nature they force the players to learn how to compete. They must conjure up a strategy on how to win the game. It also sets a positive tone for the practice that can last the rest of the session.

REALISTIC ANALYSIS AND TECHNICAL EXPECTATION.

The coach must be realistic in his/her expectations for the team. The coach must know the ability level of his/her team. If the ability is not strong there is no sense in forcing the players to do things of a higher level of complexity. For example; if players cannot dribble, pass and shoot layups using both hands, it is pointless to introduce complex strategies such as ball screens to the players. The coach can be realistic by:
CHOOSING A TECHNICAL PROGRAM THAT FITS YOUR TEAM. Too often coaches choose a system of play based on:

- What they last did as a player
- A coaching resources from a high level coach (book, website, DVD)
- Watching high level play on TV (NCAA, NBA)
- Coaches need to understand the stage of development that their players are participating.

The system of play needs to be based on: **SIMPLE CONCEPTS THAT CAN BE ADAPTED TO THE LEVEL OF THE TEAM**. Fundamental skills and principles of play last the player's lifetime. Teaching tactics last

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only for one game. For example; when a coach of younger players teaches the defence to sag off in a zone, because the players on the other team cannot shoot, the coach is teaching a tactic that works only for the short term. The coach is not preparing the players for the future when players will be able to shoot an outside shot with efficiency. This may be the very next game.

FUNDAMENTAL TEACHING WITH GLOBAL METHOD. (ANALYSIS LATER ON).

When teaching the young player, start with the important general concepts. Over analysis and concentrating on too many details harms the young player's development. The K.I.S.S. principle is still an effective teaching methodology; Keep It Short and Simple. Also young players require a good model of what the skill look like. This way they can slowly work to perfect the skill on their own. They also need to understand why they are doing the skill in a certain way. This all helps in the learning process. One of the first things to concentrate on is the feet. When learning any fundamental skill for the first time, players need to concentrate on what the feet should do first.

EXERCISE DECISION MAKING WITHOUT ANALYSIS

Young players need to make decisions as to when to use the skill or concept. This should be done in a positive learning environment. They require multiple repetitions in drills so that the proper cues for making the decision can be developed. At first the coach will act as a guide to assist in the decision making. If you use players at first to guide, they may not have the understanding and competency to give a good 'read' for their teammate. Again, over analysis during the decision making process can confuse and frustrate the learner.

EXERCISE AND DRILLS OF GAME SITUATION

Players learn to play the game by playing the game. To develop a deeper understanding of the concepts and skills players need to apply these in game situations. These situations need to be:

EASY TO UNDERSTAND AND TO EXECUTE

The coach of young players needs to teach skills and concepts in a way that enables the players to:

- Understand why they are doing the skill
- How and what to do
- When to do the skill

This is best conveyed through simple rules of play. Progressively, over time the coach will load and refine the rules of play to guide the player's development. For example; instead of giving the payers a set play to run, the coach use simple offensive rules:

- Is someone is open pass the ball
- Two dribble maximum on offence in the half court
- Think shot, then pass, then drive when receiving the ball
- Catch the ball where you can be an offensive threat

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70% FULL COURT - 30% HALF COURT

Players at this stage of development need to learn to play through the transition from offense to defence and defence to offence. The majority of the scoring will occur out of advantage situations created through transition. For this reason:

- Players on offence need to learn how to maintain and make use make use of these one second advantages created though transition.
- Players on defence need to learn how to prevent these advantages from occurring in transition and recover.

Asking players to run elaborate half court offenses with multiple passes and actions is futile and will only lead to frustration for the coach and players. The game is played in a very up and down manner with one or two passes before a shot is attempted.

PROGRESSIVE TEACHING METHOD (COACH GUIDE THE DEFENSE)

The coach must progressively teach skill development through various phases. Starting with an introductory phase, where the general model is developed by practicing on air. In the second phase the coach guides the decision making and execution of the skill by acting as a guided defender. In the third phase the skill is applied in a 1 on 1 situation vs. live defence. In the final phase the skill is applied to game like situations. By teaching skills and concepts in this systematic progressive approach the coach can ensure that the players develop a deeper understanding of the skill or concept.

MENTALITY DRILLS TO STIMULATE PRIDE AND COMPETITION (Save the ball, fight for the ball, steal the ball, and recover the ball.

By starting drills in situation that require the players to: think, anticipate and react quickly, the coach increases the players deeper understand of the concepts of the game and how to apply them. This is also a way that the coach can add an element of fun to practice. For example; instead of starting a drill, where the players play 3 on 3, from a static start, the coach starts the drill by having one player try to save the ball from going out of bounds.

BALL HANDLING (INDIVIDUALY AND WITH PARTNER)

All players need to learn to handle the ball. Being able to handle the ball: with the eyes up, verses pressure and equally with both hands, is one of the most important skills a coach needs to impart to the young player. This can be accomplished by **USING THE LEFT HAND (OR LEFT SIDE OF THE COURT) ON EVERY EXERCISE**. By starting drills on the left side it places players in situations where they must use their left hand. The right hand will also develop in these situations. The opposite is not also true; the left hand will not develop if you start drills where the players can start using the right hand.

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OFFENSIVE CONCEPTS

ATTACKING THE BASKET

Driving or passing the ball to an open player at an the basket is one of the most effective ways to score. This is because it creates:

- Lay-ups, which are the highest percentage shot
- Fouls which can lead to fouls shots and limit key opponents effectiveness in the game
- 2 on 1 situations where there is either and open basket or open teammate

Limiting factors in attacking the basket include:

- Players running a play rather than looking for opportunities to attack. Players often never look at the basket to see if it is open, they only think of the next pass or cut in the pattern of the play. This can occur when coaches do not make use of Phase B and C drills and jumps immediately from Phase A to Phase D. Phase B and C drills is where players learn to read the defence and anticipate.
- Not having the skills required to attack the basket. Many right handed players often will not drive to the basket on the left side, when it is open. This is because they do not have confidence in dribbling with their left hand. Many passes are not made to open cutters because the passer cannot pass vs. ball pressure.

Perimeter players must learn to attack poor close outs by the defence. Interior players learn to attack poor positioning by sealing inside.

Early clock

Pushing the ball in transition is the best time to find an open basket as the defence is retreating and often out of position.

Mid- clock

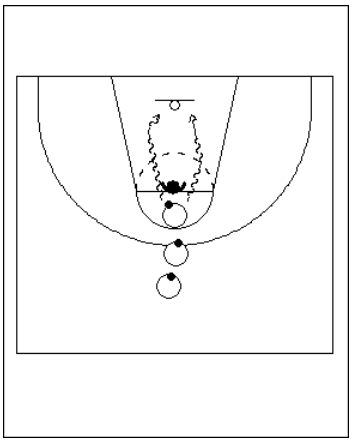
Within the system of play coaches must help players understand when chances to attack the basket will occur. These should take precedent over the pattern of the play. An example is a backdoor cut when the wing defender over denies.

Late clock

In order for chances to attack the basket to occur late in the clock, proper spacing and timing has had to be maintained throughout the entire shot clock. If the basket is crowded by offensive and defensive players late in the clock it any basket attack will be ineffective.

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ATTACKING 1 ON 1 WITH THE BALL (DRIBBLING)

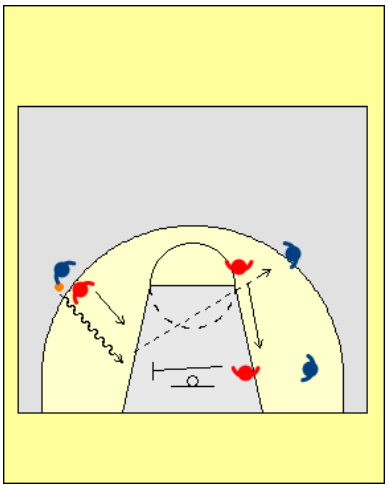


Protect the ball

The players line up at the three point line with every player with a ball except the first player in line. The first player faces the basket with his/her back to the offensive player with the ball. The offensive player can decide to go either way, starting with a crossover move. The defence is live once the player sees the offensive player with his/her peripheral vision.

This is an excellent drill to teach the offensive player a number of key components of creating and maintaining a one second advantage:

- Be explosive with the first step
- Go tight to the defender on the dribble, shoulder to hip
- Cut the defender of and put him/her on your back
- Decide whether to use an extended layup (if you have an open basket) or the outside /inside power layup (if the defender is close or may be going for the block)
- This drill can be played from a number of positions on the floor.



Phase D – game like situation

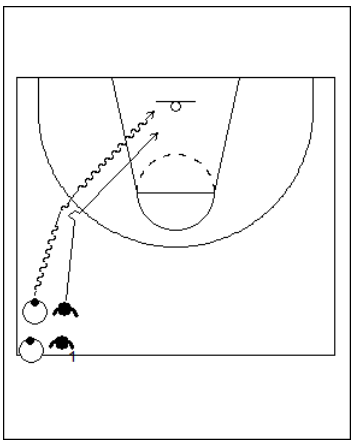
This is an excellent way to start 2 on2, 3 on 3, 4 on 4 and even 5 on 5 game like drills. The offensive player with the ball must now make the proper decision with the ball;

- Shoot
- Deliver the one second advantage to an open teammate.

The players without the ball must work on:

- Keeping proper spacing so one defender cannot guard two
- Be available for the pass if the defence helps
- The defence is working on helping and recovering
- It is a good idea to allow transition. Player need to spend a lot of time learning how to play in transition.

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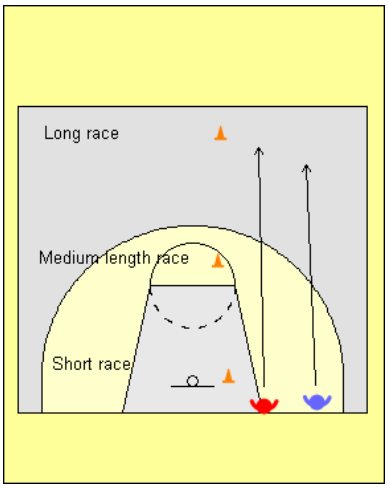


Change of speed

This is an excellent drill to teach the players how to use change of speed to create a one second advantage. It also helps in the decision making process as to what finishing move to use; the extended layup or the outside inside power or the pull up jump shot.

Two lines of players at half court. The outside line is on offence and has a ball. The inside is the defence and faces the opposite basket in a shoulder to shoulder position. The offensive player begins the drill by walking or a slow dribble to the basket. The defence must mirror the speed while staying shoulder to shoulder. When the offensive. feels he/she has the advantage they shift gears and accelerates to attack the basket. The defence is live. Common errors:

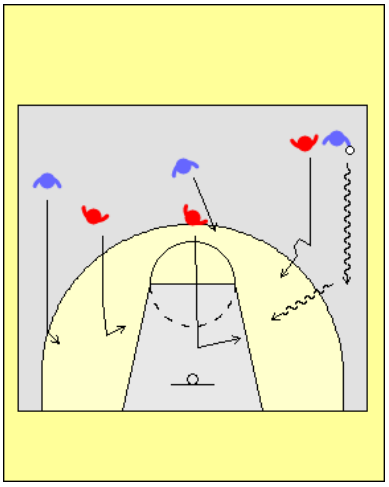
- There is no change of speed. The offensive player stays the same speed the whole time.
- The change of speed occurs too soon.
- Put the defender on your back. Too often the offensive player will drive in a wide arc and allow the defence to recover.
- Read the defence on your finish. Sometimes stop and allow the defence to fly by out of control.



An important concept that players must learn is that in a player a short race the person who starts first wins, no matter how fast the other person. In a medium race it is a 50/50 proposition as to who will win. In a long race the person who starts first may lose the advantage to someone who is faster. Speed becomes the dominate factor.

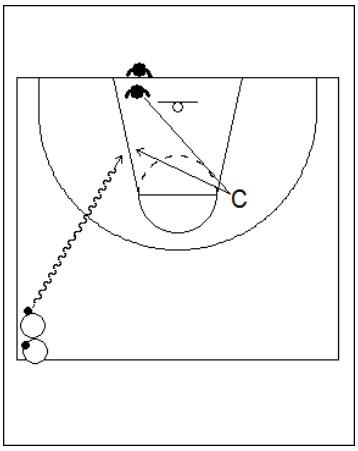
Offensive players must learn that by changing speeds effectively they are always creating short races that they can win, since they know when they are starting the race.

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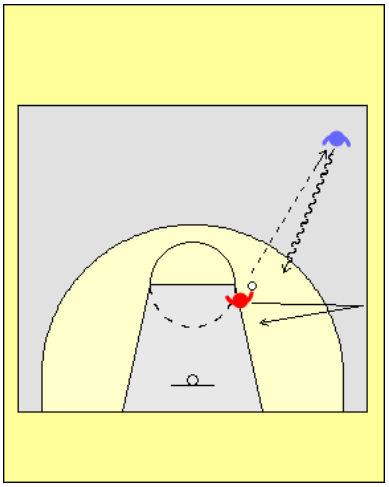
Phase D

This is another way to start game like drills. It simulates a wing attack made in transition. The offence is learning how to create and maintain their one second advantage. The defence is learning how to help and recover.



Read the defence

The players start in two lines, one under the basket and the other at half court with basketballs. The player at half court starts to attack the basket with the dribble. The player under the basket must run and touch the coach's hand before returning to play defence on the player with the ball. As a coach you must adjust the distances based on the ability of your players. If you find the defence is always waiting for the offensive player make the defence go a little further. If the offence always has a clear breakaway layup make the distance shorter.

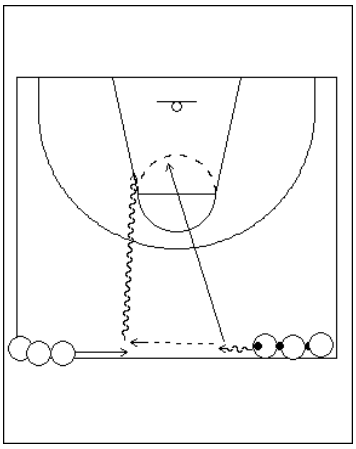


Change the angles

You can also have the defence touch at different spots. This changes the angle that the defence recovers. This builds different reads in the offence and the defence. Here the defender starts with a pass and then goes and touches the sideline before recovering. Be careful of players who cheat by throwing a high soft pass or running two or three steps before passing.

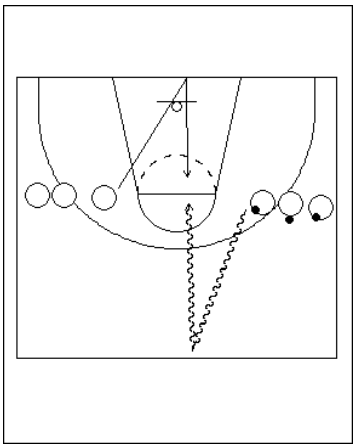
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1 V 1 READ THE DEFENCE



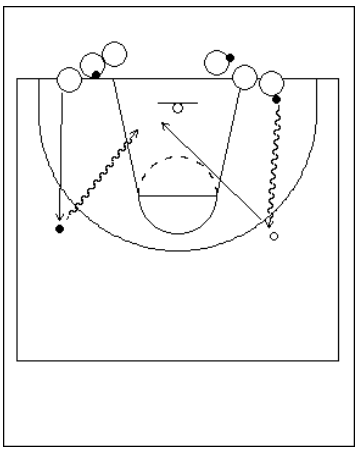
1 vs. 1 check the distance

Two lines of players at half court. One line has balls the other does not. The player with the ball takes two dribbles to the middle. At the same time the player without the ball is cutting to the middle showing target hands. A crisp accurate pass is delivered to the player without the ball who immediately turns and attacks the basket. The passer becomes the defender. The offence has a one second advantage. He/she must now learn how to maintain it and create a scoring opportunity.
Eventually do this drill in the full court where the passer can decide to go to either basket.



Body fakes

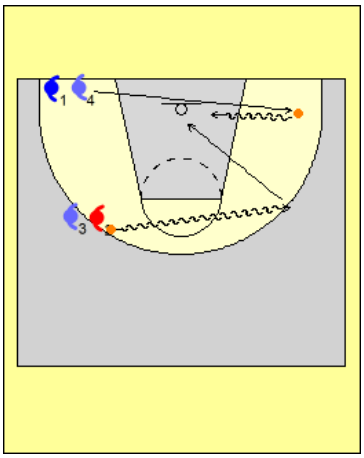
This is a good drill for learning how to attack a lone defender who is protecting the basket. Two lines are formed at the foul line extended. One line has basketballs, the other does not. The player with the ball starts the drill by dribbling to half court. At the same time the defender runs to touch the baseline. The two players now play one on one. Encourage the defender to escape the paint to play defence.



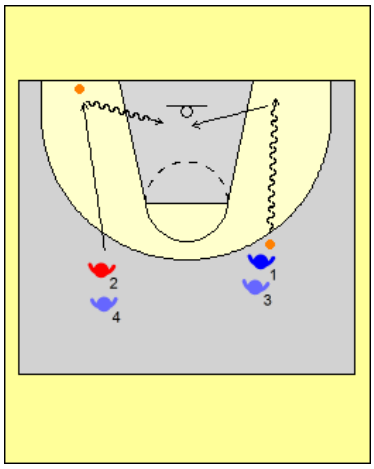
Jump shot or lay up

The players form two lines on the baseline. The first player in one line has a ball the first player in the other does not have a ball. The rest of the players alternate with and without a ball. One ball is placed on the floor at the attack spot in front of the player who does not have a ball. The player with the ball dribbles out to the attack spot and sets the ball down on the floor. At the same time the player without the ball sprints to pick up the ball on the floor in front of him/her. This player is now on offence. The player who set the ball down is on defence. The offensive player must read the defence. If the defence shows a chest, shoot the jump shot. If just and arm, use your outside inside power layup, if there is no defender use your speed layup.

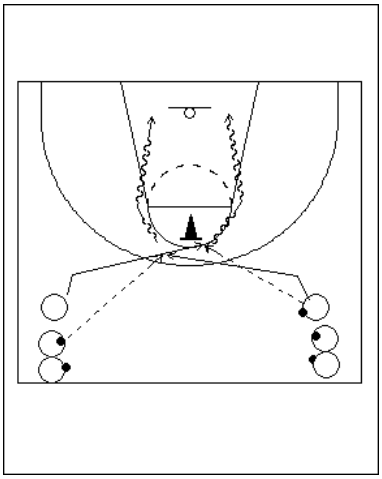
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The drill can be done from various angles on the floor. This creates different reads for both the offensive and defensive players.

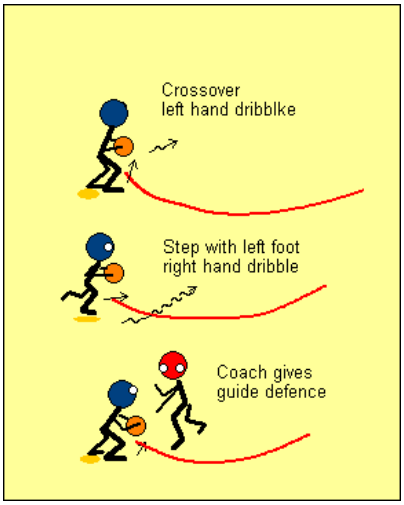


Attacking Drills – Phase A, B, C and D



Cross the lane

The players line up in two lines outside the three point line. Every player has a ball except the first player in one line. The first player makes a broken line, change of direction move to cut to the top of the three point line. Be sure to show your hands to indicate you are ready to receive the ball from the passer. The first player in the opposite line times the pass to arrive just as the player is at the top. The player anticipates the defence over playing and makes an immediate crossover move back in the direction he/she started. Finish with a jump shot or an outside/inside power layup. The player who made the pass now makes a change of direction and cuts to the top to receive the next pass. Be sure not to cut until the player with the ball makes eye contact.



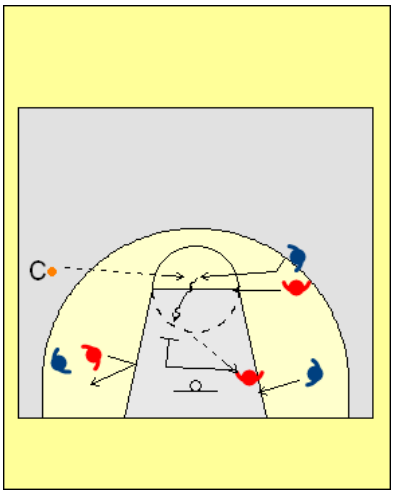
The next skill is to anticipate the defence trailing. Here the player catches the ball on the outside foot and curls to the basket. Attack the paint; do not dribble the ball to a spot outside the key. Do not stop the ball in either move. We want to take advantage of poor defensive positioning and create an immediate one second advantage.

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Phase A – do the skill on air
The player is working on catching the ball a) crossover move - on two feet facing the basket; rip the ball low and using a cross over move to attack the basket. b) curl – catch the ball on the outside foot, cross over with the inside foot as the ball is dribbled at the basket. Key points: eyes up, show target hand to catch, make use of the proper footwork.

Phase B – coach guides The coach now guides the offensive player play giving a defensive read. This is helping the player with anticipation and making the proper read as to which move to use. It also helps the player attack the basket and not drift wide. The passer also has to work to make the pass in rhythm, proper timing and speed.

Phase C – live defence
The drill is now executed by adding a live defender who is trying to stop the offensive player. The key is to anticipate the defensive action so that the offensive player can create the one second advantage. It is best to give the offensive player a number of repetitions in a row. This way he/she can explore the different options.



Phase D – use in a game like situation
Use this cut to start a 2 on 2 or 3 on 3. Situation. Once the offensive player creates the one second advantage he/she must read the next defender. Should I shoot or pass my one second advantage on to my teammate who is open?

Other ways to load the drill:
It is often a good idea to have a coach available for a pass. If the offensive player does not have a good pas encourage the payer to pass. We do not want to practice taking bad shots.

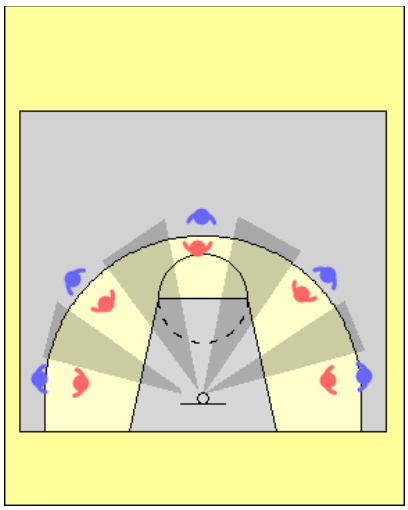
Note: The same drill and progression can be used to practice cuts from the corner to the wing.

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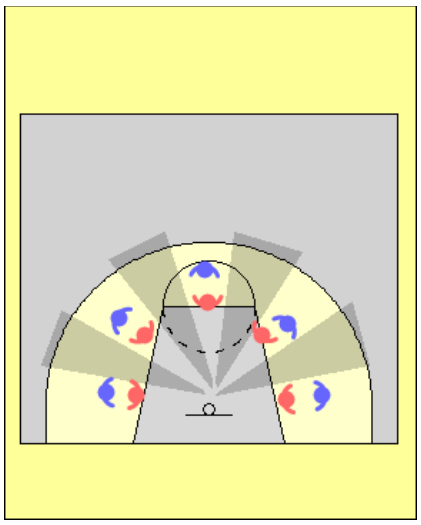
SPACE

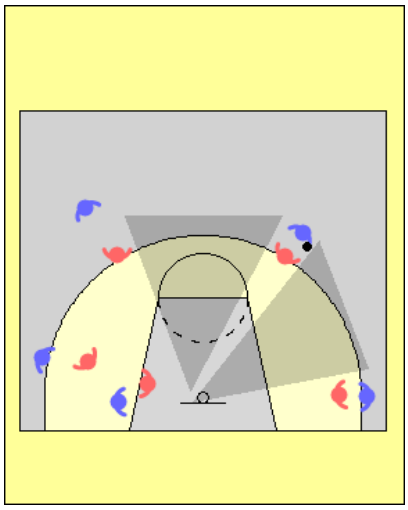
Proper spacing means that:

- It is difficult for the defence to guard two offensive players with one defender

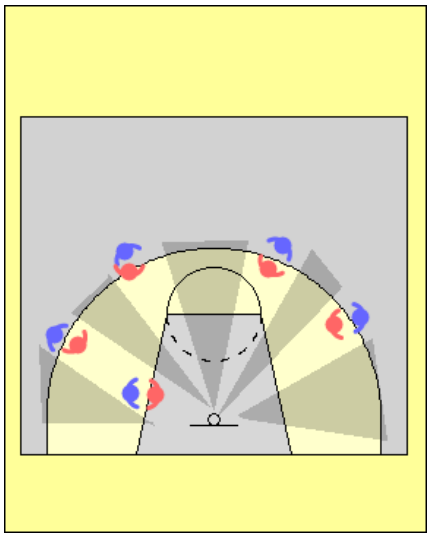


When players creep in from the three-point line it makes it very easy for one defender to guard more than one person. The space in which offensive players can operate is reduced.



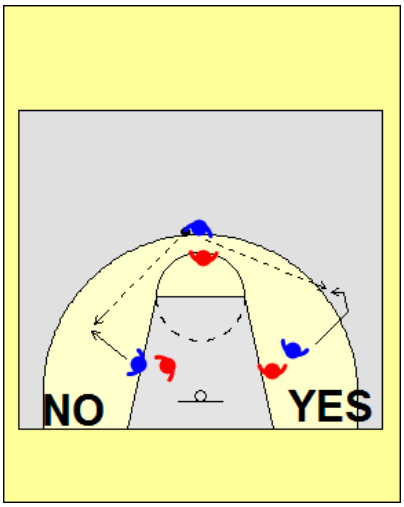


The various positions that players fill on the floor create different size gaps in which offensive players can play. It also makes it harder for help defence.



- The offensive players are in position to receive an accurate pass from a teammate
- The offensive players are in a position to have proper vision to anticipate and therefore to make better decisions
- It is constantly flowing. Spacing is not static. With the exception of the opening jump ball, inbounds plays and foul shot player very rarely static. Players must constantly react to:
    - The ball
    - Teammates
    - The defenders
- It is maintained throughout the entire shot clock.
- PVAD – Position (P) improves vision (V), which improves the ability to anticipate (A), which improves the ability to make better decisions (D). For example; players learn to use the three point line and key for spacing principles. In general, we do not want catches in the space between the three-point line and the key when a player is moving away from the basket.

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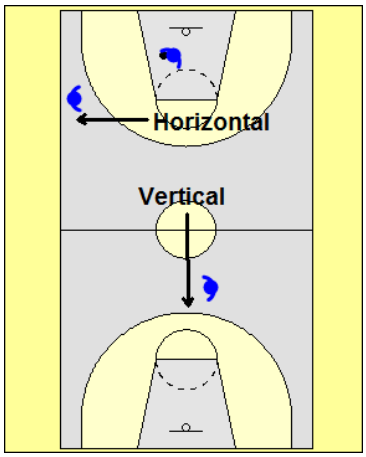


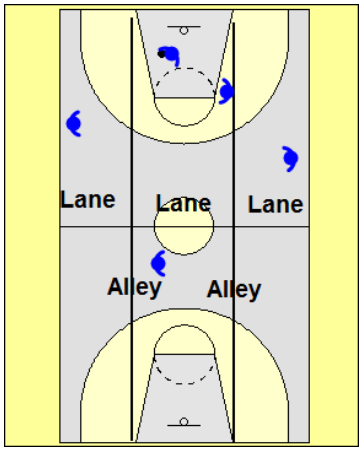
When the ball is passed to the player, before he/she has reached the three-point line, the player is not in position to have his/her vision on the basket. Therefore the player cannot anticipate his/her next option. This often leads to missed opportunities. The players cannot make a quick decision until he/she squares his/her body to the basket.

Also by catching the ball so close to the basket it is now easier for one defender to guard two offensive players. The basket can also become crowded as the defender of the ball can also help defend the basket.

Early clock

When the offence receives the ball it must stretch the floor both horizontally and vertically. Players fill the lanes and the alleys when they run the floor. Proper distance must be maintained between players. One common error is running too far ahead of the distance the ball can be passed.





Mid-clock

Players flow from their transition offence into the mid-clock positioning. Coaches at this stage can use offence sets to initiate the offence as long as valuable time is not wasted. Once the movement begins the proper rhythm (timing of movement and spacing) of the players needs to be maintained throughout the entire shot clock. When the offence struggles it is often the rhythm of the offence breaking down as the cause.

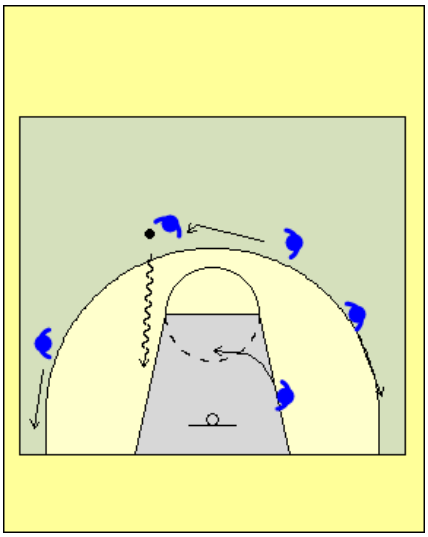
Late clock

Very often coaches will initiate some special spacing late in a clock to allow for isolation situation. One common example is for the four players without the ball to flatten to the baseline to give the player at the top room to attack.

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PENETRATION

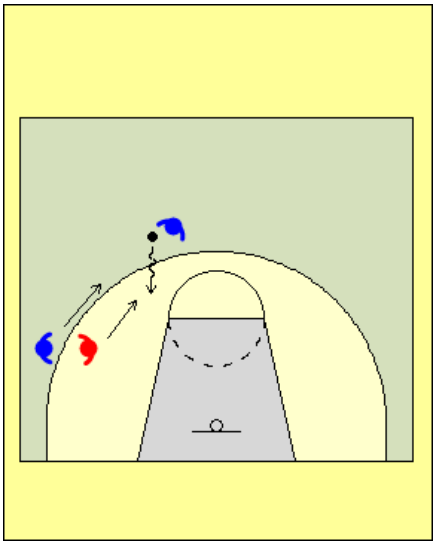
Penetration is a continuation of attacking the basket. When a player with the ball dribbles to the basket, the players without the ball must move to create passing lanes for the player driving the ball, when the defence helps. After passing, the passer must move to make new space.



- TOP PENETRATION

This occurs when the ball occurs when the ball is driven from the top to below the foul line, preferably in the key. The other players move to maintain open spacing It is important that:

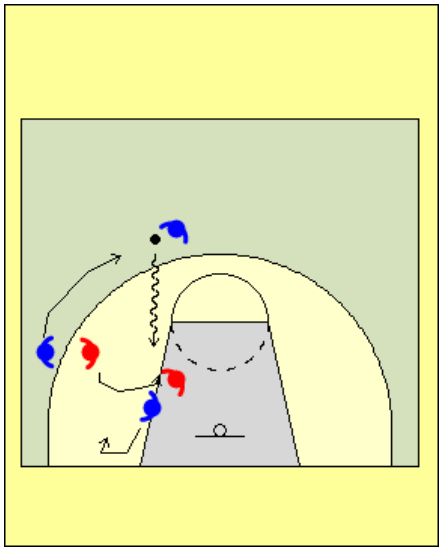
- The players do not let one defender guard two offensive players
- Be in the eyes of the ball. Find a space where the passer/ dribbler can see you. Do not hide behind the back of a defender (three in a row – ball, defender, you).
- Read the ball, and then read your defender. See that the ball is being penetrated and then read what your defender is doing.



Moving to soon

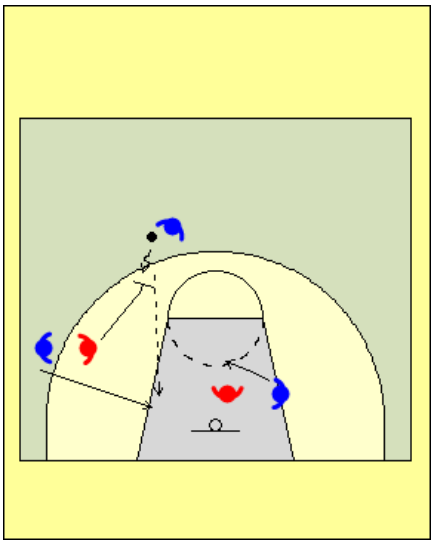
In this example the player without the ball moves before the dribbler has crossed the foul line. This allows his/her defender to guard two players at once.

In the example to the right the wing player waits until the dribbler crosses the foul line.



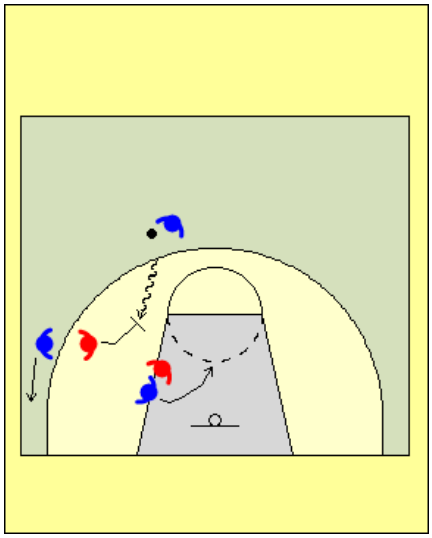
He/she has read that his/her defender has helped over, therefore he/she roates behind the penetration. The post player slides to the short corner. He/she goes to the spot that is toughest for the defender to recover too.

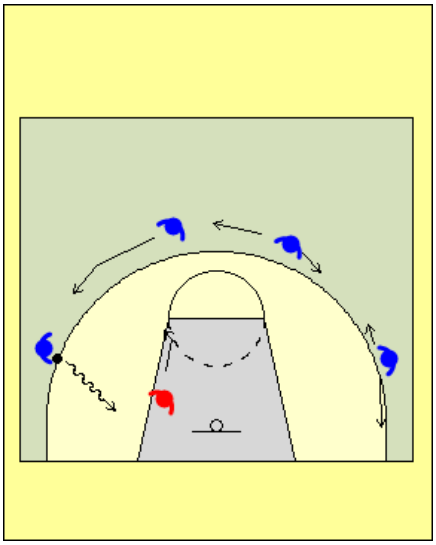
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In the example to the left the defender has helped up leaving an open basket. Here the wing player attacks the open basket. The post moves to the front of the rim encase his/her defender helps on the backdoor.

In the example to the right the wing defender helps over but there is a ball side post. Now the wing slides to open space in the corner. The post circles to the front of the rim.

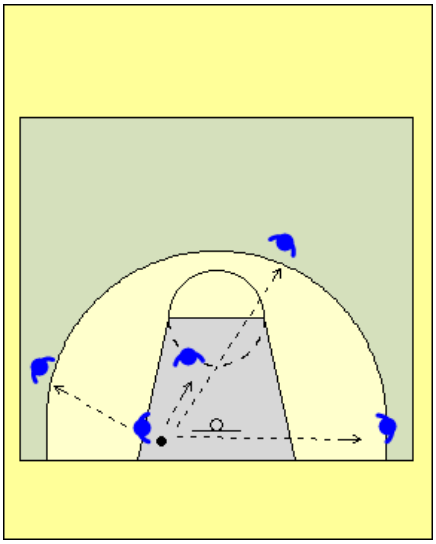




SIDE PENETRATION

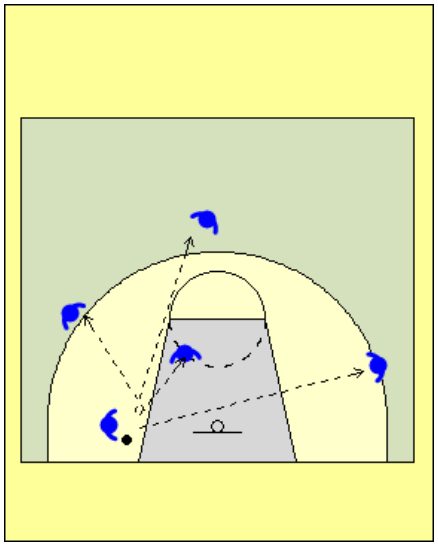
When the ball is driven from the side to the baseline the other players move to find open spots where the ball can see them. Notice that the perimeter players can move in either direction. This is because they read the movement of the ball first and then their defender second.

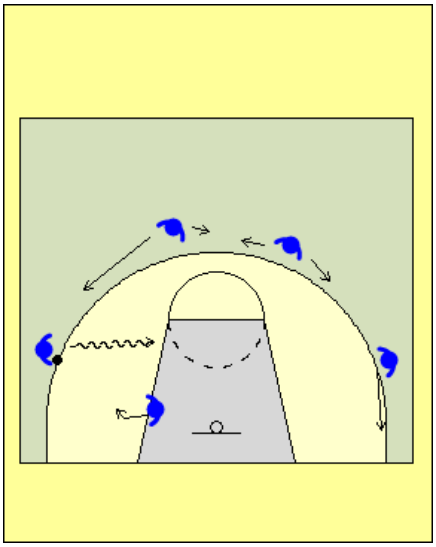
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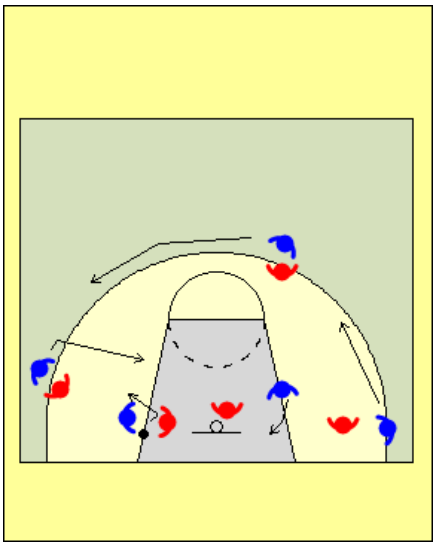
The deeper the penentartion the deeper the recivers need to go. This is to open up passing lanes.

If the penetration is not that deep into the key the receivers can stay higher where the dribbler can see them.





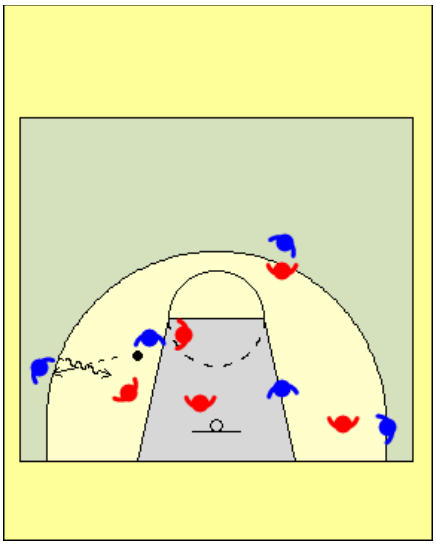
When the penetration is to the middle from the wing the players must still move to find space. They read the ball first and then their defender second.



Secondary cuts

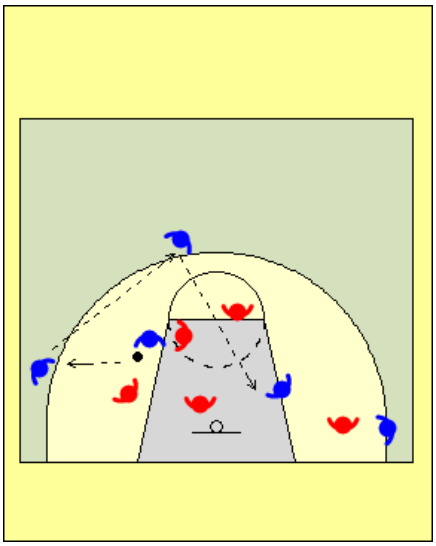
Whenever the penetrator stops and pivots the other players must now make **secondary cuts**. The defence is very vulnerable at this point in time because they have a tendency to watch the ball.

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Wait one second after the initail penetration

In general, we do not want to have an immediate penetration following the pass out from the first penetration. We want the receiver to freeze and look at the basket. Driving the ball immediately means you are dribbling into an already collapsed defence. This often leads to an offensive charge. Wait until the defence is closing out and the passer has exited the key. The other perimeter players should not rush to fill the open perimeter spaces too soon, as this closes down a natural double gap into a single gap (see below).

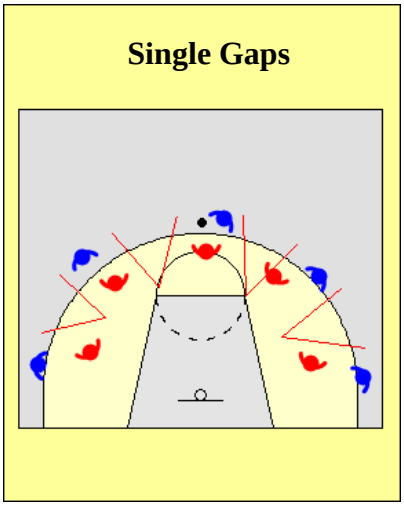


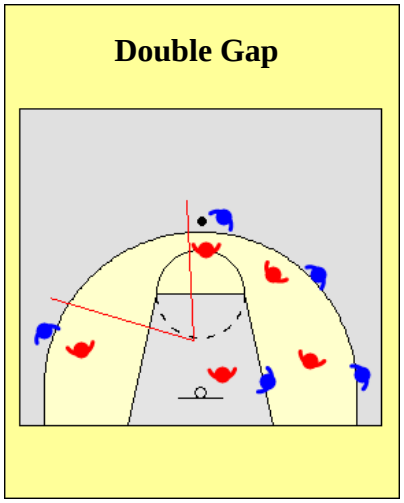
Pentrate pass pass

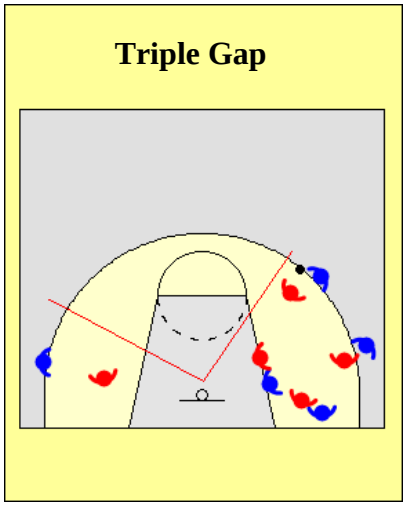
It is desirable to look for passes immediately after penetration. Very often the entire defence has collapsed into the key. Players will be open as the defence scrambles to recover.

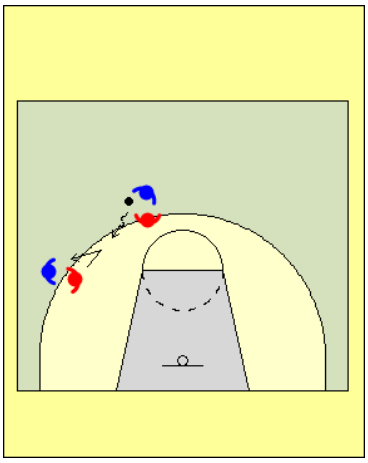
Players need to be taught how to recognize single, double and triple gaps. These can appear from the initial spacing in the offence or from the flow as players start to cut.

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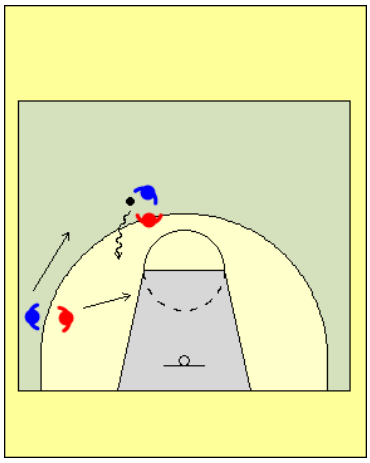






If the wing player has poor spacing and is too close to the offensive player penetrating for the top, a single gap is created which allows the wing defender to guard two players at one time.

By moving lower on the wing a double gap is created which forces the wing defender to guard only one player at a time.



Early clock

Top penetration early often occurs from a strong breakout dribble from a rebounder or when the player receiving the outlet beats the player trying to contain the ball in transition.
Side penetration occurs when the ball is pushed to the wing early in transition.

Mid clock

Players need to be taught to attack bad closeouts when they occur in the half court offence. Other players must be in tune to these reads by the player with the ball.

Late clock

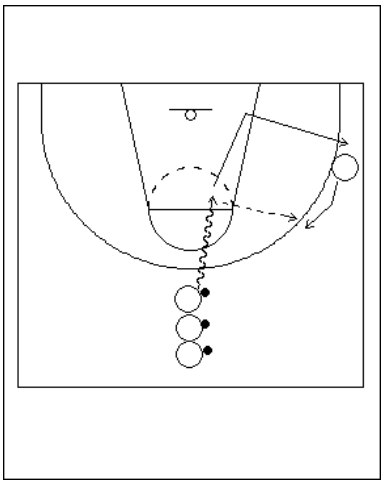
Spacing may have to adjust late in the clock to provide the opportunity for double or triple gaps to appear. This works best when it flows naturally from the offence and not when a call is made.

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SPACING AND PENATRATION DRILLS

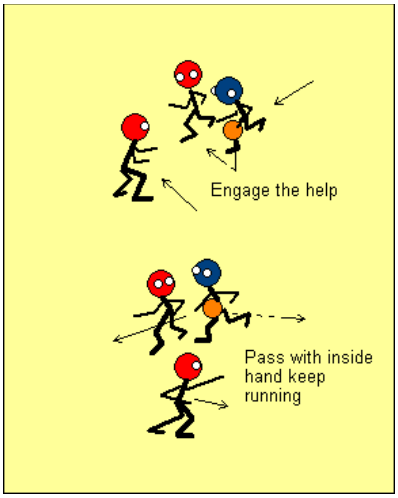
These drills are designed to help the players with working on:

- proper dribbling for penetration
- movement off the ball
- proper passing off penetration
- shooting the ball off penetration
- movement after passing
- Decision making when receiving the ball off penetration



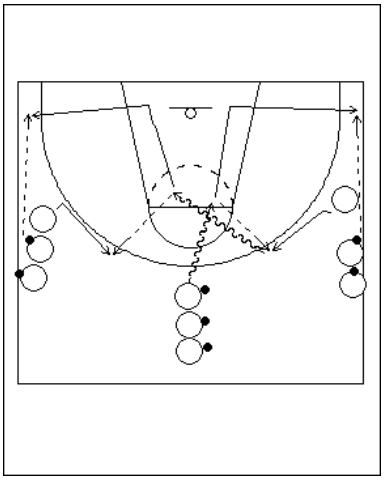
2 v 0 penetrate and kick

The players at the top have the ball. The players on the wing must wait for the penetration to occur. Moving to early allows the defence to help on the ball and guard the perimeter player at the same time. The penetrator dribbles with the outside hand and must attack the paint. We want to pass the ball with the inside hand. The wing player circles behind the penetration for his/her shot. Keep running after passing and fill the same side as the pass.



It is an easy pass to make using the inside hand. The dribbler does not have to reach across the ball and twist the wrist in unnatural positions. Some stronger payers can make this pass, but it is not a natural movement. We do not want the jump stop because:
It is a slower pass and allows the defence to anticipate the pass
It takes the passer longer to vacate the key. The longer the key is occupied the longer we have to wait for the next penetration to occur.

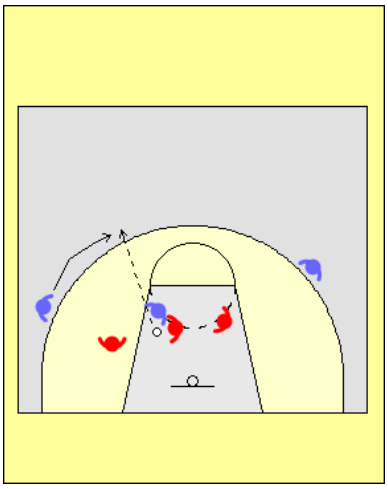
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Continuous penetrate and kick shooting

The players form three lines. Te two outside lines the first player does not have a ball. Everyone else has a ball. The first player in the middle line penetrates to the middle. The wing player on that side rotates behind the penetration. The passer continues his/her cut out to the same side corner and receives a pass for a shot from the second player in the outside line.

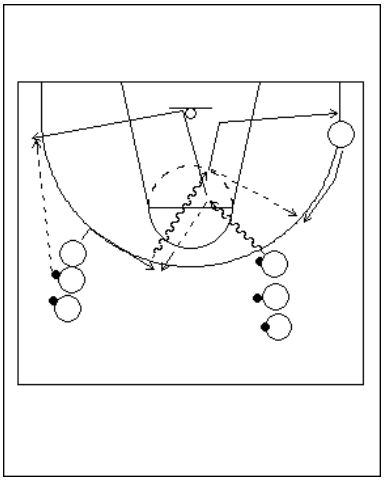
It is imperative that the receiver of the pass off penetration show shot for one second before penetration. This play then penetrates attacking the key. The wing player from the far outside line now rotates behind. The passer continues to cut to the same corner as he/she passed. The player who received the pass off penetration again aits for one second before continuing to penetrate to shoot a dribble jump shot.



It cannot be stressed enough that the player who receives the pass off penetration waits one second before penetrating. If this player penetrates immediately on the catch he/she is driving into an already collapsed defence. Also, his/her own teammate may still be occupying the key. He/she needs time to vacate.

By showing shot the player will see open teammates for the pass but will also be able to attack a defender who is closing out rather than standing waiting for the penetration.

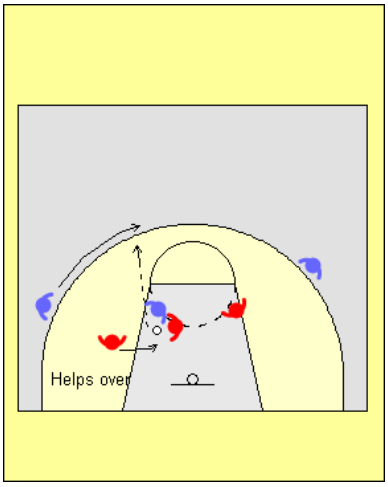
We are not running continuous weaves that look more like handball than basketball.



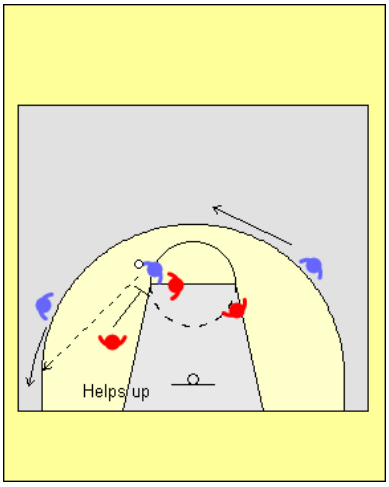
Middle penetration

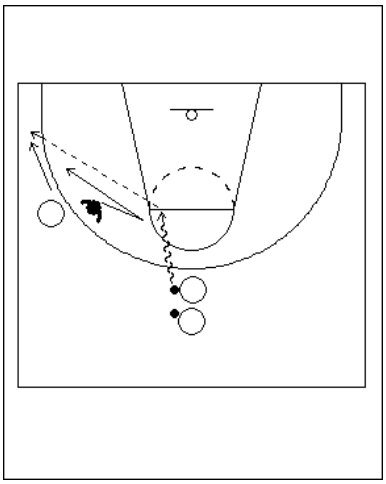
We form three lines. Everyone has a ball except the first player in the two outside lines. The first player in the middle line attacks the key. The first player in the outside line to the side of the penetration rotates behind. For the pass. The passer continues his/her cut to the ball side corner where he/she receives a pass for a shot from the second player in line. The receiver of the pass again waits for one second before continuing his/her penetration. He/she makes a pass to the player rotating behind for a shot.

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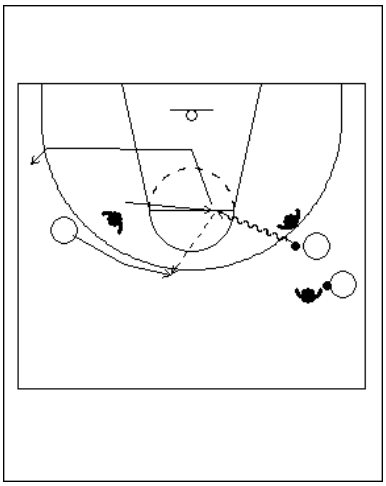
Rotate away vs. rotate behind
This is a read by the offensive player. If the defence helps up we want to slide away from the penetration. If the defence helps over rotate behind. We want to create the longest possible recovery by the defender.





1 vs. 1 penetration/ kick

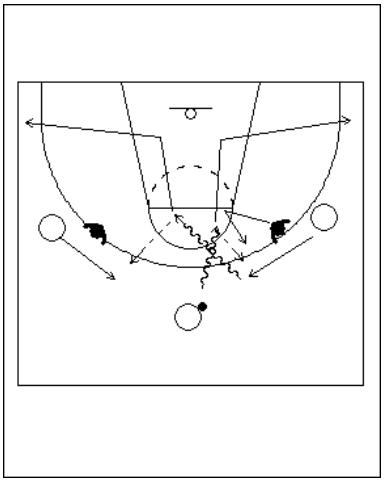
Here we can see the defender is helping up so we work on sliding away. The defender starts in passing lane defence. The middle player penetrates the key. The help is a stunt with the hand and foot into the passing lane. Recover with a hand up in the passing lane.
In Phase B the coach gives the read,
This is a Phase C (live defence) drill.
This is the art of coaching; the ability to recognize what phase of skill development the players is at for any skill or concept.



2 vs. 2 handicap

This is a Phase D drill where we are working on penetrate and kick in a game like situation. The defender on the wing player starts with his back to the offensive layer. This gives the offence a brief one second advantage. The player must read the help defence. The players now play two on two.
Note: we do not want to take a three point shot until the ball has gotten into the key; either with penetration or a pass. These are the easiest three point shots because the player is receiving the pass coming from the direction of the basket. It is easier to walk into the shot because you are mostly likely already square.

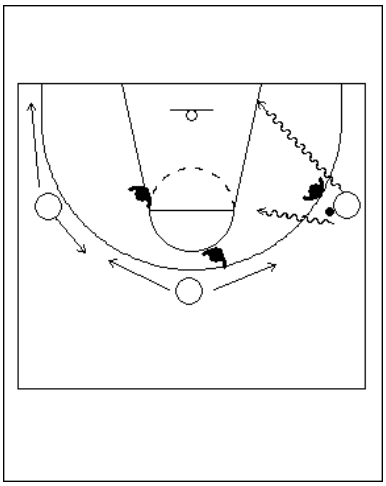
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3 vs. 2 (handicap) spacing

This is a Phase D drill where we have three offensive players vs. Two defenders. The player without a defender starts the drill by attacking with penetration to the key. He/she is creating a 2 on 1 situation. If help shows make the open pass. We want players to learn to find the open player. Deliver your one second advantage to your teammate. Players receiving the pass must remember their options:

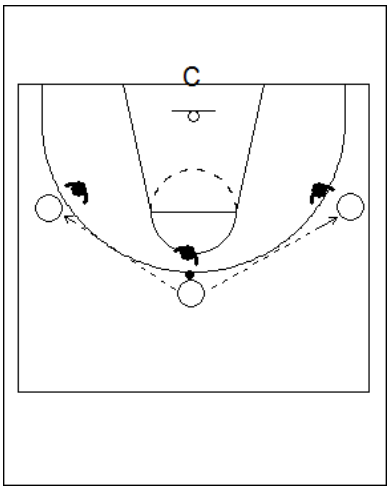
- Shot first
- Pass second
- Penetrate third – wait the one second



3 vs. 3 (handicap) spacing

We now play three on three starting with a handicap. One defender starts with his/her back to the defender. This creates the one second advantage. Notice that the other offensive players must read the penetration before they move.

It is suggested that you add transition to the drill. Allow the players to go three on three in the other direction.



3 vs. 3 After "coach signals"

The three offensive players are passing the ball around the perimeter. The defence is in the passing lanes but does not touch the ball. When the coach holds up his/her fist this signals the player with the ball to penetrate. The players then play three on three using the rules of play.

NOTE: There are still no positions at this stage of development. Every player learns to do all the skills form all positions on the floor.

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PASSING, CUT AND REPLACE

Player movement, at the right time, puts tremendous pressure on the defence. Players need to be taught the proper rhythm (timing and spacing) of how and when to cut:

- The signal for when to cut:
  - Eye contact with the ball handler
  - The ball handler is ready; able to make the pass
- Two speeds; slow then fast. The offensive player has a tremendous advantage since he/she knows when he/she is going to cut. In a short race, which is what a cut is, the person who starts to run first can win every time.
- Before cutting the player needs to enlarge the space. If the defender is low take him/her lower before cutting high. If the defender is high, take him/her higher before cutting backdoor.
- The three point line is a frame of reference. If a player is denied at the three point line cut to the basket. There is no sense in catching a pass beyond the three point line outside of a player's range of effectiveness.
- Finish your cut at the rim. The player should open up at the basket so he/she can see the ball and the next available open space. Exit to the open space.
- We do not want players to replace themselves, returning to the spot from which they just cut.
- On cuts the passes should only be made to the player when he/she is in the key or at the three point line. Passing to a player at the midway point limits his/her ability to anticipate the defence.

Early clock

Players cut to fill the lanes and to get open for outlet passes. Players running the floor must still be able to cut back to the ball if there is pressure. The first three steps are crucial in beating the defence down the floor.

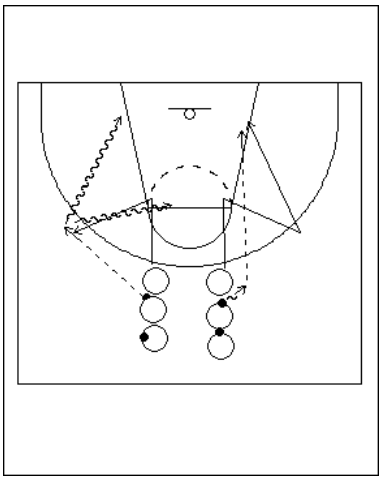
Mid clock

These are the cuts that occur within the half court offence. The timing and spacing must be practiced. Players also need to learn pressure release when passes are denied.

Late clock

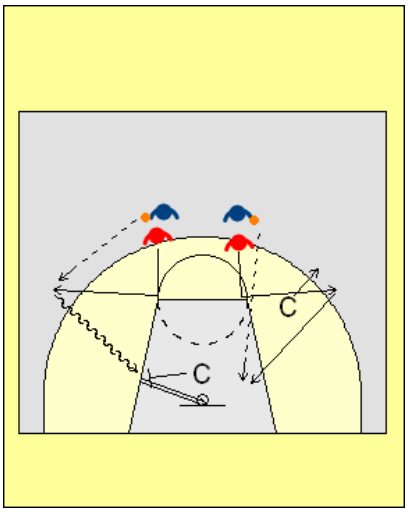
If spacing has been maintained throughout the entire clock, hard cuts can still be effective at this time. Very often the defence does not want to foul and may relax.

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Pivot / Flare - Phase A – on air

This drill works on footwork to catch the ball from a different angle. Two lines are formed at the top of the three point line with every player with a ball except the first player in each one line. The first player in lne cuts to the elbow and does a jump stop. The player does a pivot to open up to see the passer. The player then shows his/her hands as he/she cuts out to the attack spot to receive the pass. It is important that the pass is delivered when the player is outside the three point line and able to catch the ball with a jump stop facing the basket. The pass is made and the player visualizes the defence either giving him/her a crossover move to the baseline or a cross over move to the middle. The player can pull up for the jump shot or use the outside / inside power layup. The player also practices the backdoor cut. We never want to catch the ball where we are not effective. If when getting to the three point line the player is not open, both the passer and the cutter need to recognize that it will be a backdoor cut. The backdoor pass is delivered in the key or a lob to the corner of the backboard on the side of the cut.

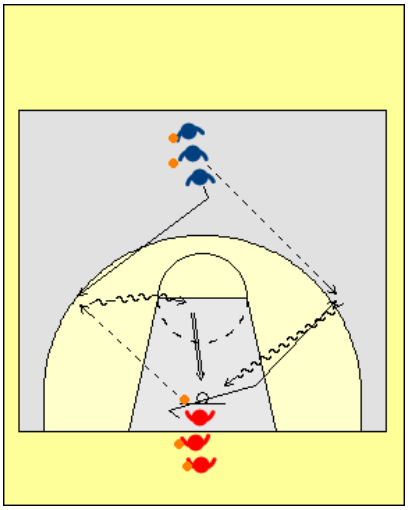


Phase B – coach guides
The coach can give the player on the catch three reads:
Play on the high side – cross over and attack the baseline
Play on the low side – crossover and attack the middle
Sag on the catch – shoot the ball
Deny the pass- go backdoor
The coach can also give a read to the player after the catch.
If the coach shows a chest in the drive line to the basket the player should stop and shoot the ball.
If the coach shows only an arm in the drive line the player should do an outside/inside power layup.
If the coach is not in the area the player can do the normal layup.

Phase C – live defence
Have the players compete against a live defender. Again, it is best to let the player stay on offence for 3 - four repetitions in a row. This gives them a chance to use different moves and learn from them. If they have no shot they should learn to pass back to the coach rather than practice taking bad shots.

Phase D – use in a game like situation.
Start a 2 on 2, 3 or 3, or 4 on 4 situations with this cut and read. Once the play starts the player must learn to play 1 on 1 within the team. Should he/she shoot or transfer on the one second advantage to someone else.

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Alternate wing entry, flare - Phase A – on air

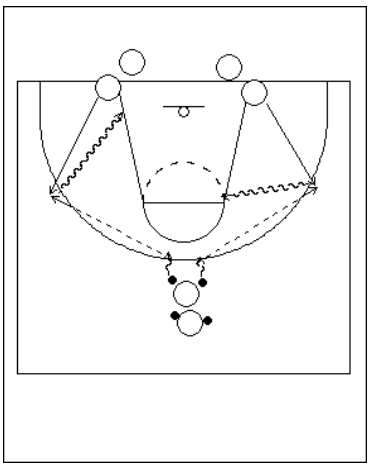
Form two lines with every player with a ball except one player in the top line. The first player can choose to go in either direction. He/she cuts makes a flare cut to the attack spot. The timing of the pass must be perfect. Catch the ball with a jump stop so that you can start with a cross over step in either direction. The player anticipates the defence by visualizing the action of the defence. The player goes either middle or baseline. On the middle drive we shoot the jump shot. Baseline we use the outside inside power layup.

After passing the player at the bottom now cuts out to the attack spot looking to receive a clean pass from the next player at the top. Catch the ball so you can start with a crossover in either direction. Go opposite the player who went before you.

Phase B – guide

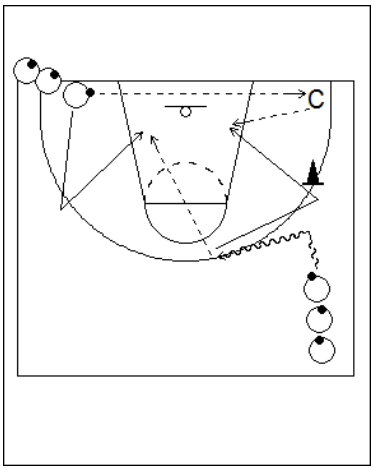
The coach can give the offensive players reads on the catch.

COMBINATION OF DRIBBLING, PASSING AND SHOOTING DRILLS



Two Ball Wing Entry Pass

The players form three lines. The players in the top line need two basketballs each. The players on the baseline must establish who goes first. We do not ant it the same line going first each time. The passer must learn to scan who is open first. The rhythm of the pass is crucial. It should be deliver to the cutter when he/she arrives at the attack spot. The wing players then will either drive baseline or to the middle. To take the drill to Phase B add guides to the passer and to the wing players.

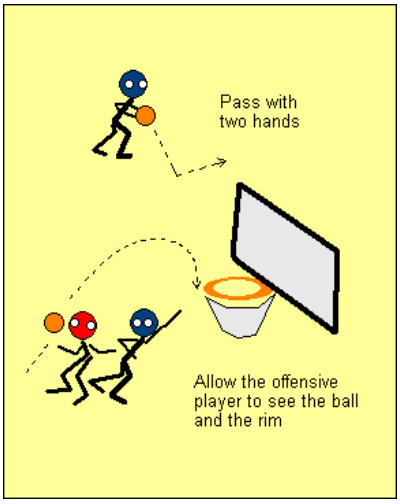


Back door pass

ıown with everyone with a ball. The player in the corner starts by throwing a skip pass to the coach in the corner. For younger players they may need to shorten the pass by dribbling pretending it is baseline penetration. The player at the top now centres the ball by taking it to the middle. The player in the corner must time his/her cut to arrive at the attack spot at the same time the player at the top is ready to make a wing entry pass. The wing player now makes a change of speed and cuts backdoor to the basket. The passer either delivers a bounce pass in the key or a lob to the corner of the square. It is important that this pass is made on the same side of the

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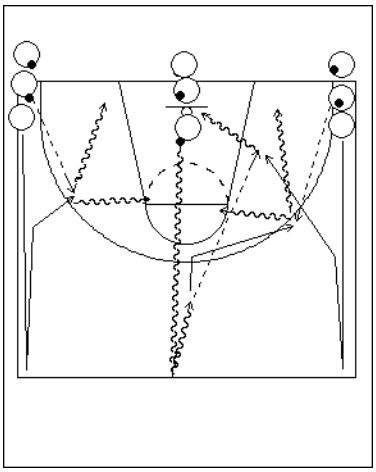
court as the receiver. Throwing a backdoor pass form ball side to help side leads to a turn over. After making the pass the player now turns and cuts to the wing and then cuts backdoor to receive a pass from the coach. It is best to have a pylon or a coach their so that the player will keep the spacing before going backdoor.



This backdoor pass should be made with two hands. Fake the wing entry pass to put the defender out of position.

If throwing the lob make the pass to the corner of the backdoor. This allows the receiver to see the ball and the basket at the same time. This way he/she can read the help defence and anticipate his/he next action.

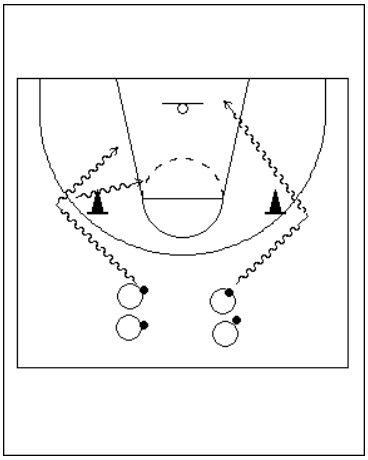
As in all of the other drills the coach can go though the various phases:
Phase B - add a guided defender
Phase C - add live defence. In this drill we do not have the passers go backdoor also. The offence can either catch the ball on the wing and play 1 on1 or go back door. You will need to encourage the defence to mix up how it plays.
Phase D - use the centering dribble to start a game like situation. Now the passers and the receiver also have to read the help defence.



Three Line Entry Pass

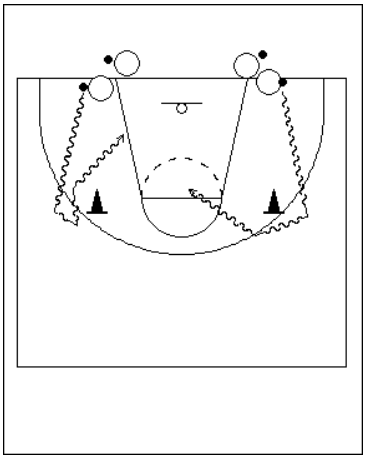
Have three lines on the baseline. Everyone has a ball except the two players in the front of the outside lines. The player in middle has the ball and initiates the drill by starting a speed dribble to half court. The two outside players sprint to half and return running the outside lanes. The player the middle makes a pass to the player who is out in front. This player scores a layup as if in transition. The wing player who does not receive the pass will get a pass from the next player in the corner When he/she is at the attack spot. The passer in the middle makes a change of direction cut to receive a pass from the other corner at the attack spot. The timing of the passes are very important. We do not want to pass to player between the key and three point line. They need to receive this pass in space. The players receiving passes from the corner can attack idle or baseline.

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SEE WHAT YOUR TEAM MATE IS DOING (SHOOTING DRILL)

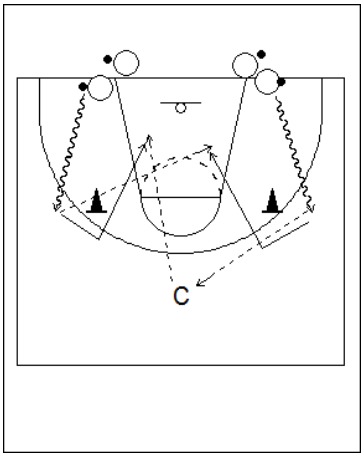
Form two lines at the top with each player having a ball. Two pylons are placed at the attack spot. The first two players dribble at the pylons and make a change of direction. The player who arrives first to the pylons chooses to go baseline or to the middle. The other player must read what the first player does and do the opposite action. This forces the players to dribble with their eyes up and be aware of their teammates.



Baseline

This version of the drill is exactly the same as the previous one except that the players dribble out from the baseline. The player that reaches the pylon has the choice to go around the pylon or to cross over in front. The second player must do the opposite.

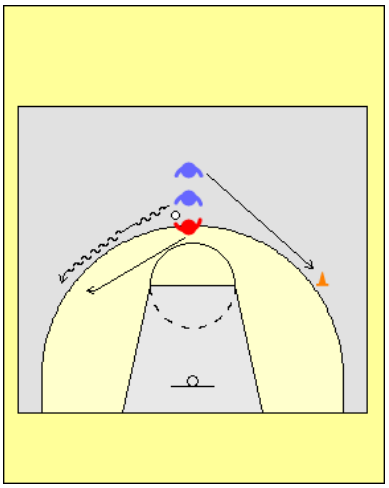
We still want to emphasize dribble jump shots and outside /inside power la ups.



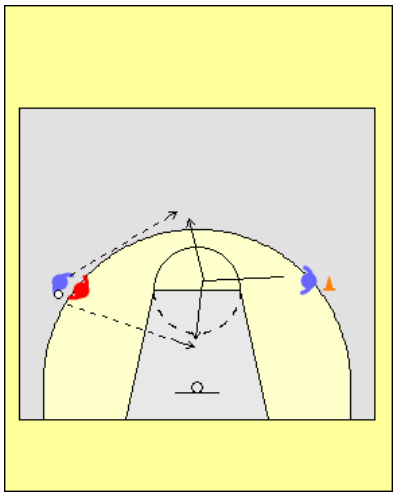
Pass to the coach

Now a coach positions him/her self at the top of the three point line. When the players are dribbling the coach will show his/her hands to one of the two players. That player will pass the ball to the coach and cut to the basket. The opposite player makes a pass to the cutter. After passing the player cuts to the basket and receives a return pass from the coach. This makes the players keep their head up.

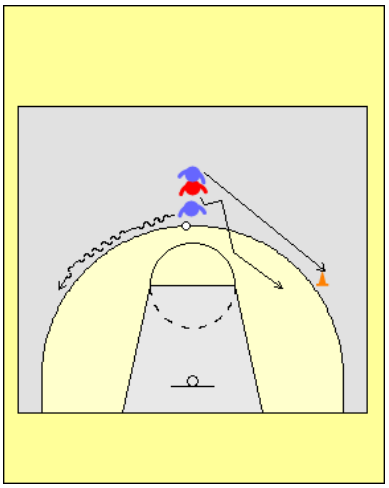
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Three player pass to cutter – guard the passer



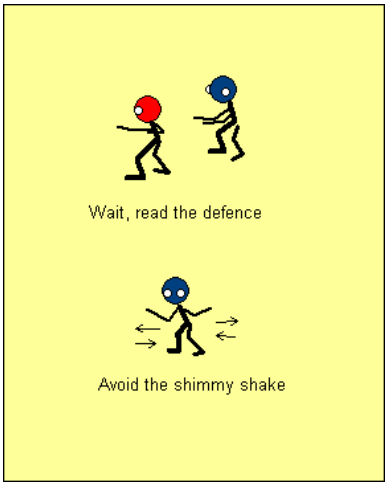
The three players line up at the top. The first player is the defender, the second is the passer with the ball and the third is the cutter. The passer dribble the ball over to an attack spot, the defender plays pressure defence on the ball. The cutter touches the pylon and establishes eye contact with the passer. When the passer is ready the cutter cuts. We only want the pass outside the three point line or in the key. Passing in the area between the three point line and key is poor spacing. If the player has to move off the three point line it is automatically a back door cut. This is a time when the pivot foot of the passer is essential. If the player uses the foot closest to the defender he/she will face extreme pressure and usually deliver a dirty pass. We want to use the foot furthest from the defender and keep the ball in front of the pivot foot.



- ### Three player pass to cutter – guard the cutter

The drill sets up the same as the previous drill except the first player in line has the ball and the second player in line is the defender. The ball is dribbled over to the attack spot and the cutter must run to the opposite attack spot. The defender establishes good help side position.

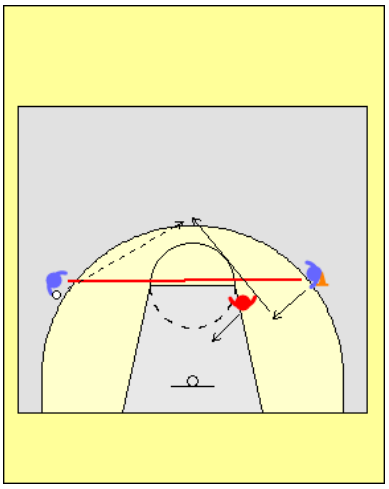
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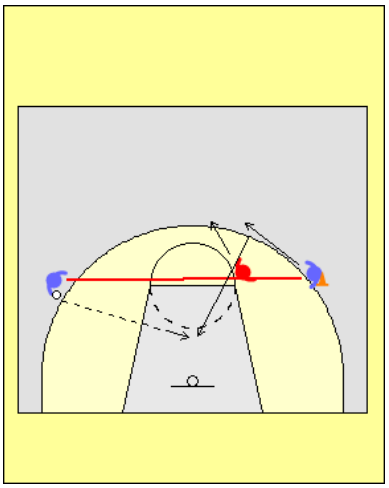
- Some common errors

The first is not waiting to read the defence or to make sure the passer is looking. Sometimes the best cut is no cut. We want definite changes of speed and direction.

The other common error is for the offensive player to cut into the defence and then does the shimmy shake. This is where the cutter fakes back and forth a couple of times. This is very difficult for the passer to read. He or she has a 50/50 chance of guessing right.



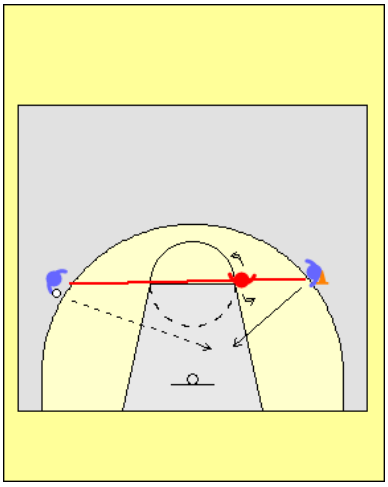
It is important that the cutter learns to read the defence. We want to enlarge the space that the defence gives. If the defender is below the line between the cutter and the ball, take the defence even lower. Now in a short race the cutter can make a quick change of speed and direction to be open at the top. We want to catch the ball at the three point line. Anticipate the defence and attack right left or with your shot.



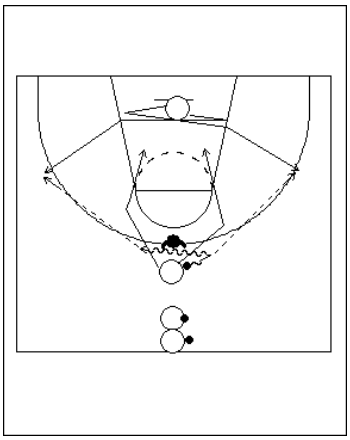
If the defence is playing above the line take the defender even higher. Use the three point line as your guide to cut backdoor to the basket. The pass must be in the key.

Be sure the passer is making realistic passes. With no defender he/she will often throw chest passes from the middle of the body.

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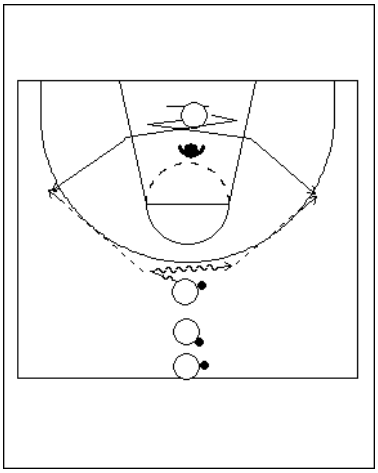
If the defence plays on the line you have put them in a dangerous position. From here it is impossible for the defender to see the ball and the cutter at the same time. If the defence turns his/her head the cutter can attack the back of the head. Sometimes using a catch fake with the hands and eyes will cause the defender to turn.



2 vs. 1 double exit

In this drill we are working on making a wing entry pass and then a give and go. The line at the top has basketballs except the first player who turns and plays defence on the second player. A second offensive player is standing under the basket. This player can choose to exit to either attack spot. The offensive player at the top can shorten the pass by dribbling slightly to the side. Remember that the pass must arrive to the cutter when he/she is EXACTLY at the attack spot. We do not want the pass to a player who is running away from the basket inside the three point line, except if he /she is in the key. When catching the ball in the "no man's land', between the key and three point line it is impossible to anticipate the defence and create the one second advantage. The offensive player cannot play with his /her teammates because he/she cannot see them all. Also, there is no space for a backdoor cut.

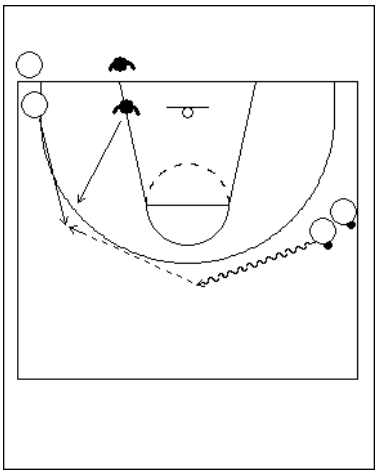
Once the offensive player on the wing catches the ball the passer executes a give and go pass. This may be in front or behind the defender, depending on the action of the defence on the pass.



Timing of the pass (on time/target)

Now we put the defence on the cutter. The passer must deliver the pass at the exact moment to the exact spot. The pass is either a backdoor pass in the key or to the player at the attack spot at the three point line.

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Make your pass shorter

Now we are working on making the backdoor pass or the wing entry pass off the dribble. The wing player must shorten the distance of the pass by dribbling the ball to the ball sideor top. Making these passes from the other side often leads to a turnover.

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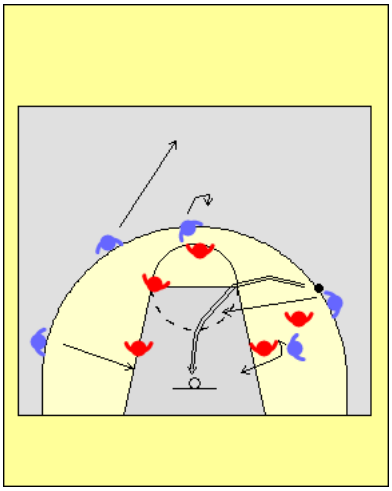
REBOUNDING

Players are taught when and how to use their bodies to gain position to offensive rebound**.** At the same time players are taught to have defensive balance whenever a shot is taken. Not all players can go for the rebound; some must be protecting the basket as safeties. Rebounding needs to be emphasized in every drill or activity. It is through this emphasis that players build a rebounding mentality.

Early Clock
Shot taken early often have an easier time to be rebounded since the defence has not had a time to get set. Coaches must decide what shots are acceptable during the early clock and who should rebound these shots.

Mid clock
During the half court offence the players should have a better understanding of what shots will be taken and when. Coaches can have more control at this time on who should be in rebounding position. This should be built into the offence.

Late Clock
Many offensive rebounds can be picked up at this time during the clock. Often the shots taken can be more random and have some awkward caroms. During this phase of safeties become a priority.



One rule that can be used in all game like drills is that the players below the foul line extended go for offensive rebounds. Those above the foul line extended become safeties. This way rebounding is practiced in every drill.

The other way is to assign rebounding responsibilities by position or individual player. The only problem with this method is that some players never have to learn to rebound both offensively and defensively except in drills designed for rebounding.

Do not let the brevity of this section demean the importance of rebounding. It must be stressed at all time. There are more concepts discussed later under post play.

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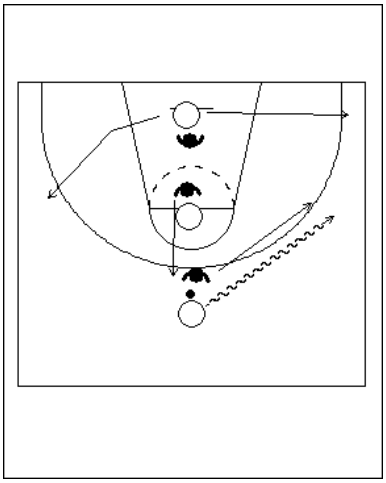
RUNNING A CONCEPTUAL OFFENCE USING THE FIRST FIVE OFFENSIVE CONCEPTS

RULES:

1 – Pass the ball if your teammates are open.
2 – Penetrate every time you don't have an open shot or open teammates.
3 – Cut only if the ball handler is looking at you (or can see your cut)
4 – Replace the open spot on the perimeter.
5 – Catch the ball where you can be efficient. At the three point line, not inside the line or away from the line.
6 - Options after catching the ball:
    1st "shoot".
    2nd "pass".
    3rd: 1 vs. 1

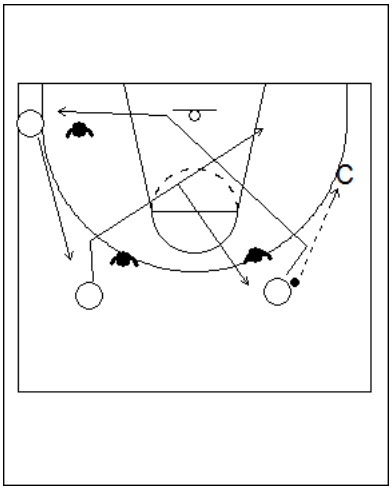
3 VS. 3 HALF COURT

These drills are used to practice the rules for half court offence. This is not something you can put in place in one practice. A commitment to training over long period of time is required.



Spot up (1 guard)

The three offensive players start in a straight line. The bottom player can choose to exit out either side. The top player dribbles the ball to a side. The middle player must find open space. They then play three on three using the rules of play.



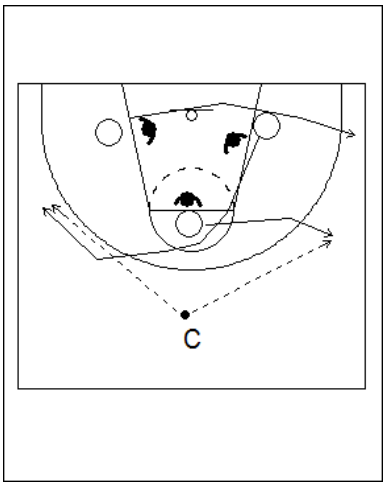
Cut and replace (2 guards)

The coach starts on the wing. The other three offensive players fill the other perimeter spots. To begin we want the defence to play denial. On the pass the player wants to cut to the basket. Following the rules the other players fill space. If denied at the three point line the player must cut back door.

On the catch don't freeze the ball, think shot first, pass second, and drive third. The coach is always available as a receiver.

Note: An often asked questions is;"What should I teach my players to do if defence sags, because they know my players cannot shoot?"

- The answer is to spend time on teaching them to shoot. By solving this problem with a tactic or strategy it only works for a short time, but over a long period of time this does not solve the problem of learning how to shoot.



Exchanging place (spot up) 3 on 3

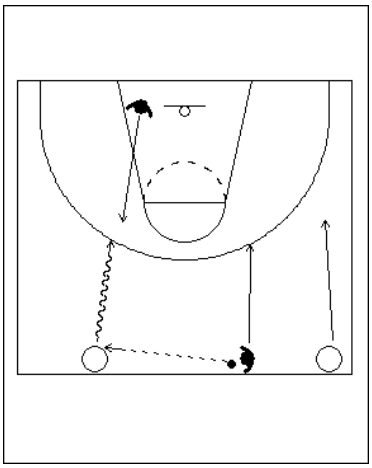
The players start in a triangle. The coach designates each offensive player as #1, #2 or #3. This determines who will move first, second or third. When the coaches says "go" the players move in the order indicated. They cannot go out on the same side they start. The coach passes to an open player and they play three on three. This teaches the players to:

- Find open space
- Be aware of the movement of their teammates
- Play from different positions
- The rhythm of offence. Not everyone moving at once.

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2 VS. 2 HANDICAP (half court)

The purpose of these drills is to give the offence a brief one second advantage. Can the player exploit and maintain the one second advantage. The defence is attempting to recover.



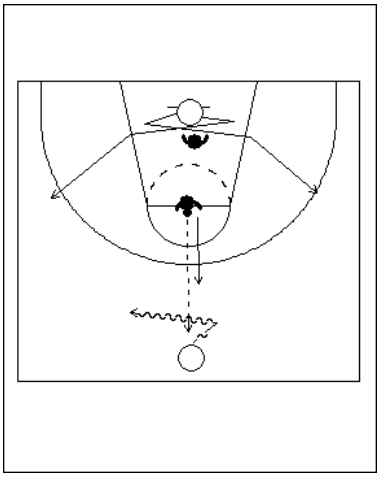
From the side

One defender is under the basket, the second defender is at half court on the outside of the centre lane. Both offensive players are at half court in the outside lnes. All three players at half court are on the ame line.

In this drill both offensive players are given a one second advantage. The player with the ball has to keep his/her head up and decide if he/she can make the pass to his/her teammte who is running on the wing. If not slow down and play two on two.

The defence is working on slowng down the ball and recovering on defence.

Note: The coach must be aware of the strengths and weaknesses of the players. In the handicap drills the coach may have to change the width and length of the court so that you give the offence a one second advantage. If the players cannot pass for distance, shorten the distance. If the defence is arriving too quickly, before the offence has a chance to pass, make the defence run a further distance. If possible we want to put the players in the situation where they must use their left hand to initiate the action.

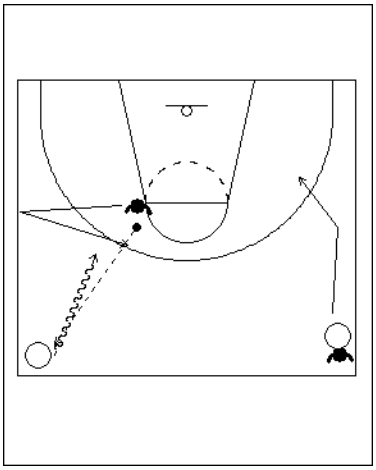


From the middle

One offence player is under the basket with one defender guarding. The second defender is at the foul line with the ball. The second offensive player is at the top. The action starts when the defence at the foul line passes to the offensive player on top. We are now playing two on two. The offensive player under the basket is cutting to either wing to get open. Remember :

- All passes outside the three point line or in the key
- Anticipate the defence , better than action reaction
- Don't freeze the ball
- Option 1- shoot
- Option 2 – pass
- Option 3 – drive

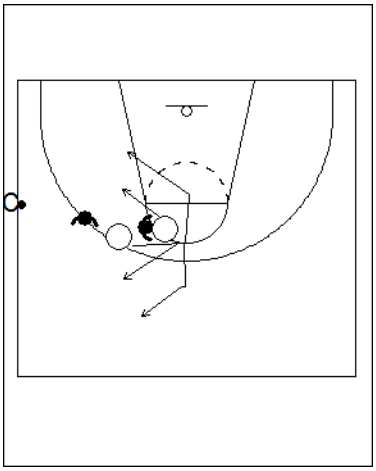
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Timing of the pass

Now we play two on two with the defence coming from a different angle. One defender is at the elbow with the ball. The second defender is behind one offensive player at half court. His/her back is to the offensive player. This is to create a one second advantage for the offence.

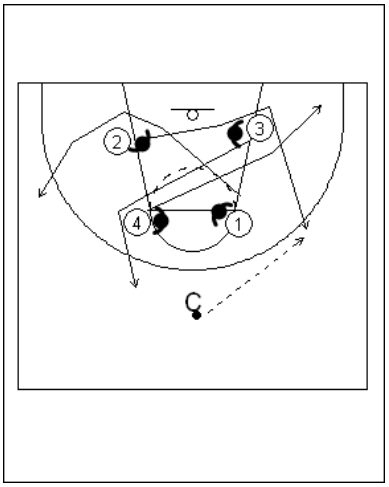
The second offensive player is at half. This player receives a pass from the defender the elbow. Once the pass is made the defender must touch the sideline before playing defence. This creates a brief two on zero situation. The offnce must take advantage or maintain the one second advantage. The defence is working to recover.



2 vs. 2 after S. O. B.

Another way to start two on two situations is by having a coach or another player inbound the ball. We teach the players a simple concept on inbounding. The player furthest from the ball faces the ball, the player closets to the ball faces the other offensive player with his/hr back to the ball. The Player furthest from the ball cuts first. The player with his/her back reads the first cutter and goes opposite. Once the ball is inbounds the players play two on two using our concepts.

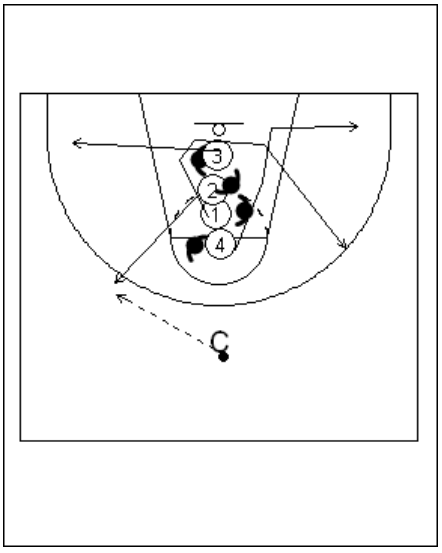
4 VS. 4



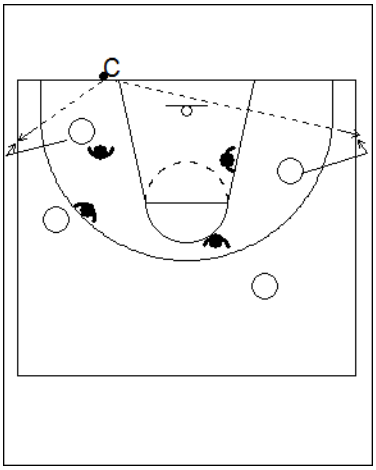
Exchanging places (finding spots) 4 on 4

Here is the same drill only we start in a box formation to initiate 4 on 4. Again, they must move in sequence and find the open space, but they cannot go out on the same side as they start.

We can also start in a stack of four players. Again this is used to start the play.

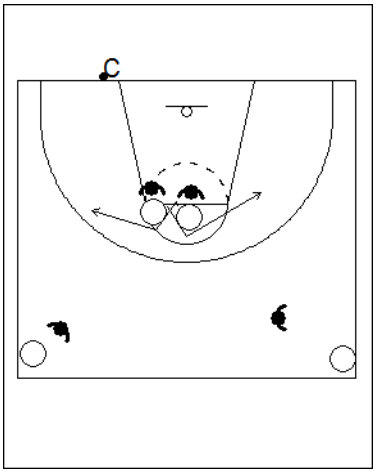


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4 VS. 4 SAVE THE BALL

Another way to start playing four on four or five on five is to have the players moving randomly about the court. When the coach calls a colour, that team must save the ball from going out of bounds. One player saves it and the others must communicate and position themselves to receive the ball. That team now attacks the far basket on offence (the coach can designate which basket the team will be attacking).

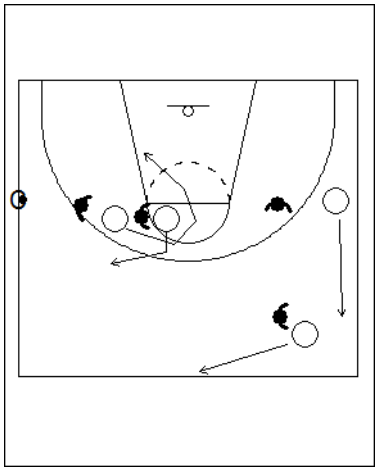


4 VS 4 B. O. B.

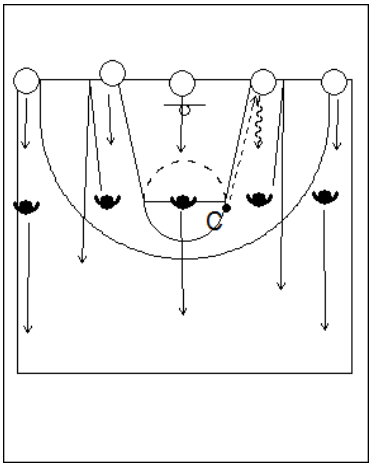
The coach stands with the ball out of bounds. Both teams move randomly on the court. When the coach calls a colour he /she sets the ball down. That team must now inbound the ball. They can attack whichever basket the coach designates

4 V 4 S. O. B.

We do the same on the side inbounds.



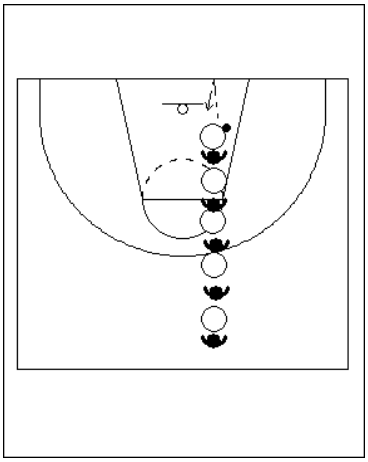
5 VS. 5



5 VS. 5 “handicap”

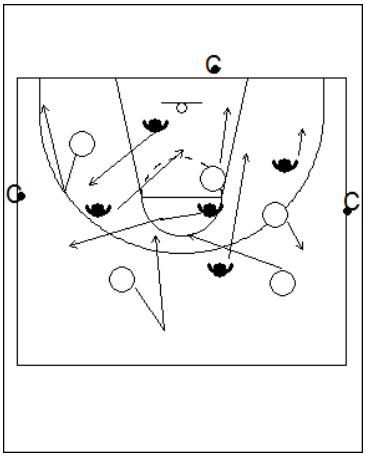
We line up the defence on the foul line and the offence on the baseline. The coach passes to one of the offensive players The opposite defensive player must touch the baseline before returning on defence.

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5 VS. 5 "tap-in"

The players line up in one straight line in front of the backboard. They alternate an offensive player than a defensive player. The ball is tossed up on the backboard and kept alive by tipping. The players rotate back to the end of the line. When the coach calls "Stop" the players who has the ball takes the ball and his/her team is now on offence (you can also have the team score the ball and then the other team will inbound). This is just another way to initiate offence.



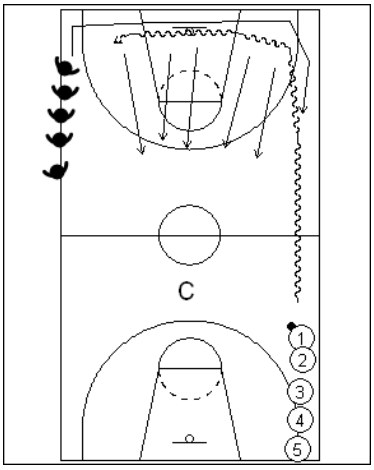
5 VS. 5 "match – up"

The players from both teams are moving randomly in space. The coach will pass the ball to one team. This team is now on offence.

The ball can also be rolled on the floor. The team that saves the ball gets to start on offence.

The coach can also shoot the ball. The team that rebounds is on offence.

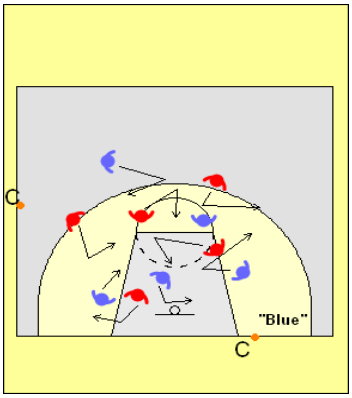
The coach can bounce the ball hard on the floor. That team that gains possession is now on offence.



Run the court

The five offensive player and five defensive players line up in opposite corners of the gym. The first offensive player has a ball. When the coach says "go" the players start to jog along the perimeter of the court. When the coach blows the whistle the team on offence starts to attack the far basket the defence must match up and play defence. It is another creative way to start playing five on five.

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Inbounding

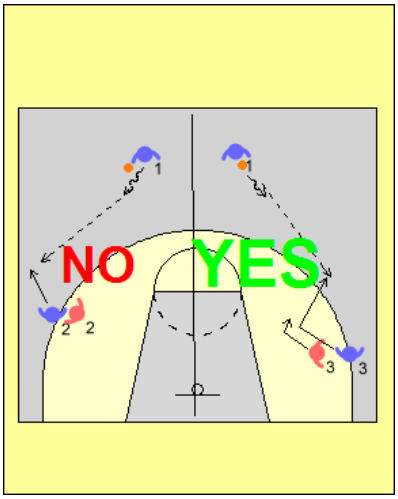
Both teams are moving randomly in the half court. One coach is on the sideline and the other is on the baseline. Both coaches have ball. One will call a colour and set the ball down. That team must now inbound the ball and attack the chosen basket.

SEALING AND POSTING

ALL players must learn how to use their body to seal a defender. The interior player must create a target that the perimeter players can pass too. Players learn how to pass the ball to a person in the post position: pass high, bounce pass, triangle pass, and lob. Players also position themselves so that the defence cannot defend the ball in the post and the perimeter player at the same time. Move in relation to what the ball is doing in the post.

Passing Inside

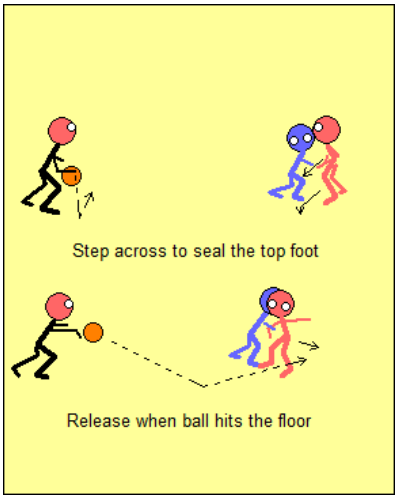
We will not be able to create a one second on every pass that is made, especially as the individual and team defence improves. Once you come across teams that can play excellent denial defence, and prevent backdoor passes your players will have to learn how to seal to get open for passes. These seals will occur on the perimeter and when players start to take advantage inside. It is not recommended that you start with this passing. Players need to learn the side pass and circular pass vs. a defender and how to keep their appointment before moving on to passing to a player who is sealing.



Passing to the sealed perimeter player

First of all we must know that we still want to get the ball at the attack spot where we have a good angle to pass the ball. Catching the ball too high and near the sideline limits the option the offence now has in attacking the defence.

The offensive player must walk his/her check closer to the basket to seal. Now when the player breaks to receive the pass he/she will have the proper spacing.

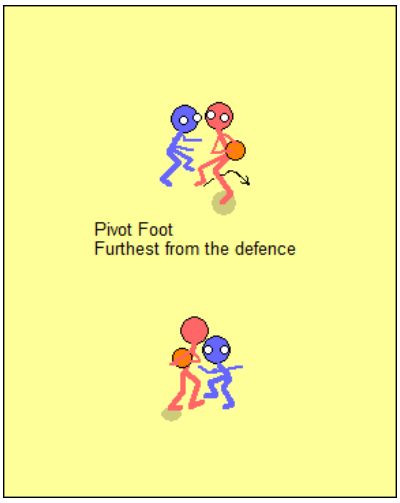


The offensive player steps across the top foot of defender and seals with his or her forearm and shoulder. Eye contact must be made with the passer. It is easier for players to catch a bounce pass in this situation. The receiver releases to the ball when the ball hits the floor.

Note this is different than when not sealing the defender. When sealing the ball moves first then the receiver. When cutting the receiver moves first followed by the ball.

When the pass is an air pass it is difficult to know when to release. The passer knows that he/she is not passing to the receiver, but to a spot outside the receiver's body.

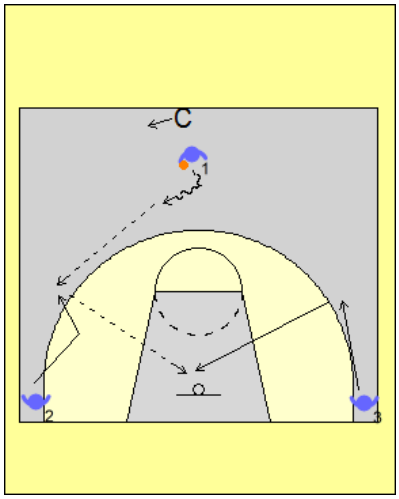
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In this situation the offensive player has anticipated being a passer. On catching the ball the player uses the pivot foot furthest from the defender (drop pivot). He/she now looks to make a quality pass to someone who can create the one second advantage. We do not want this player playing static one on one. While he/she is shot faking and jabbing he/she will miss the player who is open for the pass.

Players need to anticipate when they can create a one second advantage and when they need to be a quality passer who makes the pass that creates the one second advantage for another player. This point cannot be emphasised enough if you wish your team to play 1 on 1 within 5.

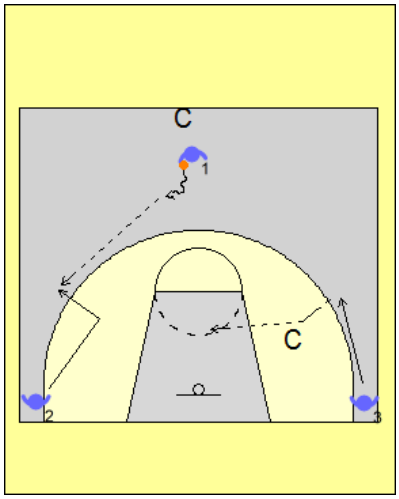
We now have the ball in a position that we can start to look to pass to inside players who are sealing or cutting the basket.



Passing to the inside cutter

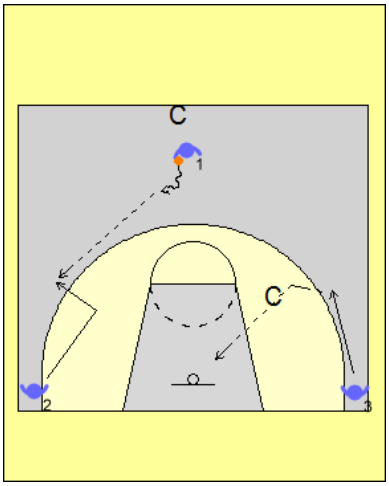
This drill is the same as we did in passing to the wing player on the perimeter. The ball handler must scan to see which wing player is open (the coach signals from behind the ball handler). This player executes a seal and pop to catch the ball at the attack spot. The opposite wing cuts up to the wing for spacing when he/she sees the pass is made. When the player on the wing drop pivots and has made eye contact the player cuts to the basket to receive a pass.

Once the players have master the concepts on air we move to the next phase of skill development.

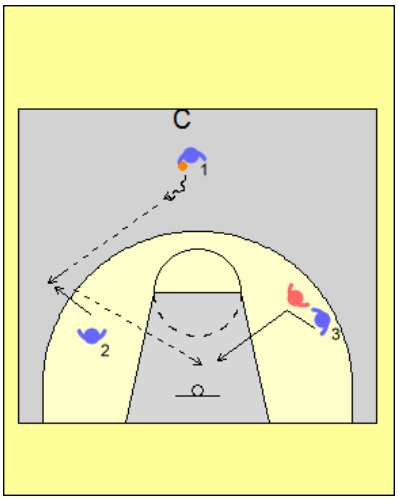


Coach guided defence

Here another coach guides the cutter in the decision on what type of cut to make. The defence is lower take the defender lower; if the defence is high take the defender higher (enlarge the space).



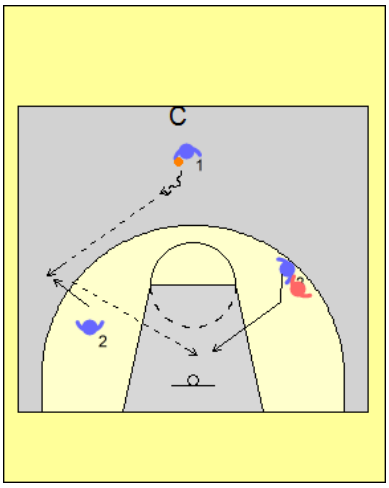
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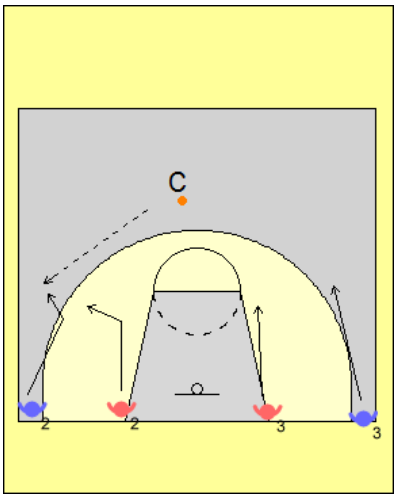
Guided defence

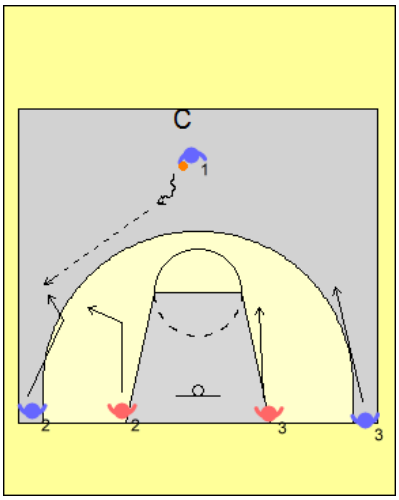
We now give the offence a one second advantage. In the first example the defender is above the offensive cutter. In the second example the defender has been placed below the offensive player.

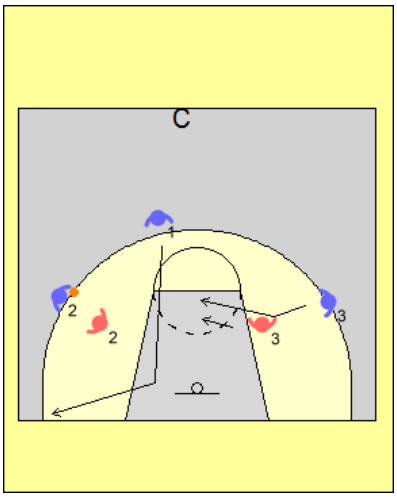
We are working on the timing of the cut, the quality of the pass and KOBing (Keep on Back)



Only you the coach know how much of an advantage to give your offensive players. You must make the decision based on the level of the players. You want to give the offence a slight advantage. Eventually you can have the defence play live. If you start this way the offence struggles to practice the concepts using the appropriate skills.





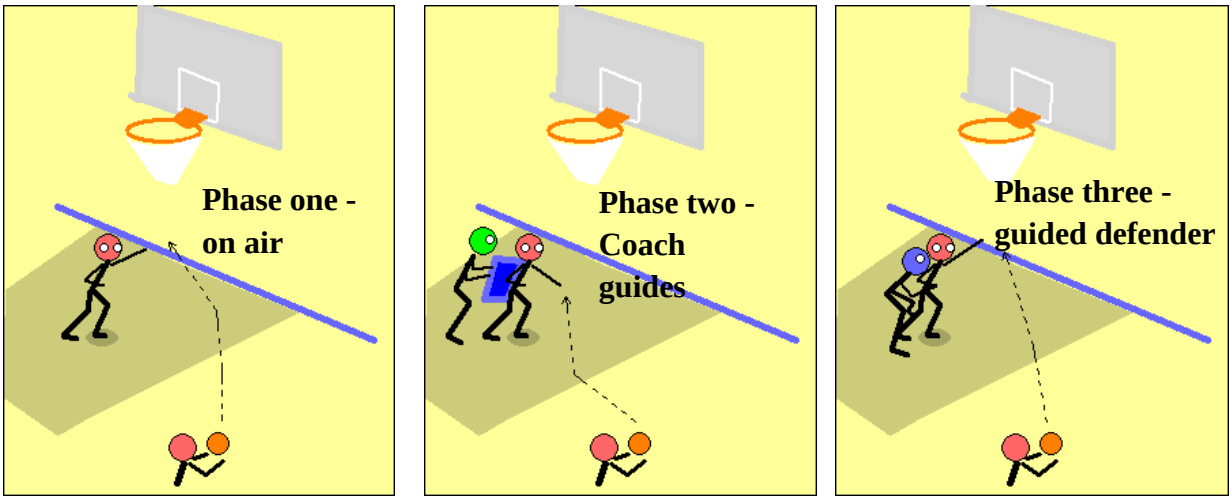


2 on 2

We now play 2 on 2 with two defenders on the wing players. We give them a slight one second advantage by having the defence start away from the wing players. The coach decides which wing player to pass the ball too.

In the second version we use a ball handler who makes the pass and then cuts. After their cut it is now 2 on 2.

To move to three on three place a defender on the ball handler.



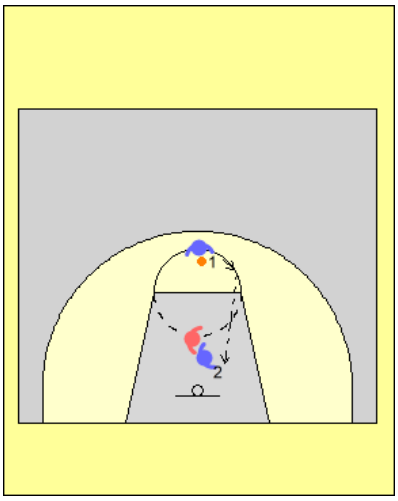
Passing to a sealed player

We now work on passing to a player who has a seal inside. We use the three phases of teaching skill development. In Phase one the posted player is working on presenting a target and holding position against an imaginary defender. After catching the ball the player uses the pivot furthest from the defender. The passer is working on an air pass or a bounce pass depending on the target.

In phase two the coach plays guided defence. The player gets to work on:

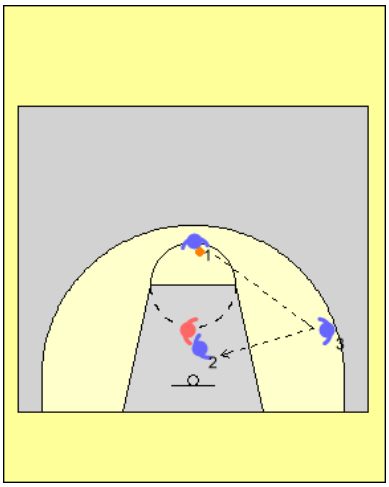
- Hold his/her seal
- Releasing to catch the ball
- Use of the proper pivot foot (furthest from the defence)

In phase three we have live one on one against guided defender. At first we are not looking to score. We are working on sealing and being able to pass into this player. Eventually you will also place defence on the passer.



We work on these passes from different positions around the key. Again the emphasis is on sealing and making the right pass. The defence is fighting for position the offence is holding his/her seal.

Eventually we load in a relay pass by adding another perimeter player. Who has the best angle to pass the ball?



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DEVELOPMENT OF THE INSIDE PLAYER

The following are the clinic notes from a presentation by Ettore Messina**.**

The more information you receive the harder it is to implement.

More is not always better. The art of coaching is in picking the right information to use at the right time. You need to make the selection of what information to use. Today it is even harder because we are exposed to so much information. You cannot teach them everything. The key is to know what we must absolutely teach now. What comes next? What comes last?

A good teacher knows where to start and where he wants to progress too in the end. What is your endpoint? You need to help players grow. They need to walk on their own.

Define my system – it I what I feel comfortable with in an organized way. It begins with an organized method of teaching. Start with the basics. The coach must create steps that lead somewhere. These steps cannot be too small and not challenge the athlete or too big to create frustration. An appropriate step will assist the athlete in learning how to handle frustration.

I want players to learn from mistakes. Are you willing to accept mistakes? As a coach, I must decide what levels of mistakes I am willing to accept from my players. The more complex the more mistakes. The coach must think these things through before he works with the athlete**.**

Prepare yourself in order to prepare the athlete.

When you teach there are a wide range of interpretations. Do you want it to be to keep it simple; or do you want the players be able to read and react. This is a long process. Limiting the options keeps it simple. You cannot see and react with large numbers of people when you are first learning. The player must read himself first. Then he can read his opponent. As the player grows, we allow more freedom. This requires self-discipline and aggressiveness in reaction to the read. This is what is required at a higher level of play. It also requires unselfishness. It is a simple game when we limit the options. Allow the players to interpret the game – read and react.

What the players sees is not always the same as the coach.

Players improve

- Mentally – self-confidence, play simple and play under pressure
- Physically – faster stronger, jumps, balance
- Technically – move, execution of the shot, where and when to go

There is an interaction between each element.

For example; when executing a low post move on air with no defence the player may be fine in his execution. Add defence you now have created a problem. He needs to learn to absorb contact. Need to emphasize the physical and the technical.

Example: If you improve fitness, the player now has more confidence. He is willing to try things he may not have done in the past. It is not just about technical repetitions. The coach must be like the great chef. You need to mix up the various ingredients

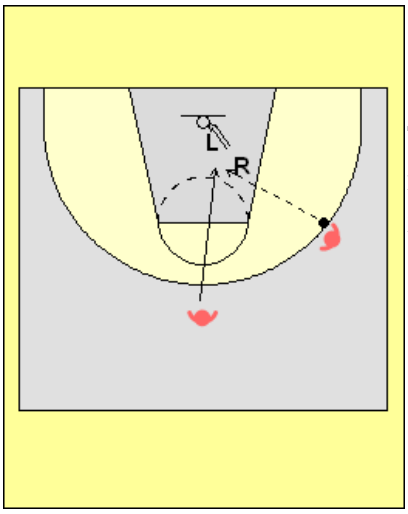
The player with size

We want him/her to improve. We are talking about young players. He/she needs to understand how he/she can become better. He/she has to do something important for the team. The shorter faster players dominate at younger ages. It takes longer for the young big player to develop. Eventually with patience, he/she will dominate the game. Many coaches will not put the young big player on the court because he/she may hurt the team's performance. For this reason, it is crucial that we find ways to assist the young big player in developing certain key skills. This growth in confidence to play sends a strong signal to his teammates who will also have confidence in his abilities.

Can the young inside player

1. Score in the fast break?
2. Control his body balance on an offensive rebound?
3. Make his foul shots?
4. Handle contact?
5. Be in the right position on defence?

If he/she can accomplish these skills he/she can now stay in the game and be a positive contributor to the team.

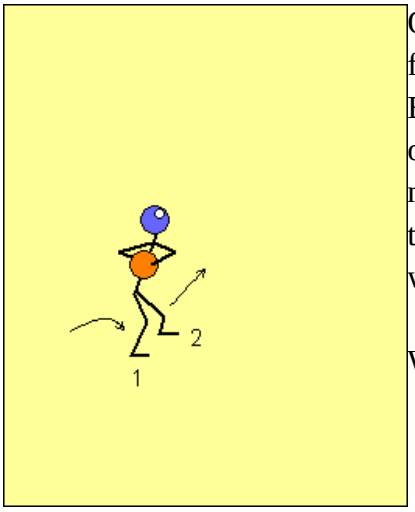


Scoring on the fast break

The player needs to come to a jump stop so he does not travel. It is recommended that the player use a reverse jump stop. The footwork is outside – inside. This allows the player to:

- Gain control of his body.
- Have his momentum go at the basket.
- Cut off or KOB (Keep on the body) of the defender.
- Protect the ball from the defender.

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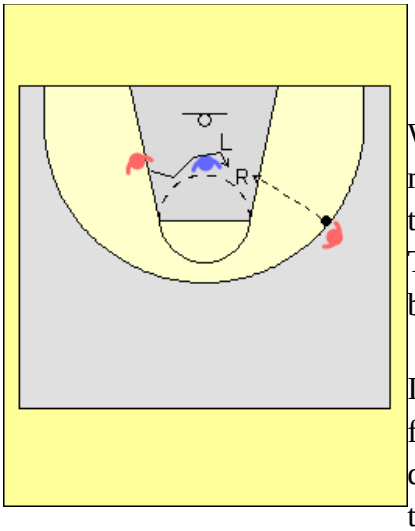


On the right side of the floor the player would land right – foot-left foot. On the left side of the floor, it is the left foot then right foot. By landing on the outside foot first, the player can push off the outside foot and generate momentum to the basket. The player does not have to think about coordinating his feet, which so often leads to a travel. This is especially difficult when trying to coordinate feet when making a catch in traffic.

When practicing the coach should pass the ball in different ways:

- Regular pass
- Bad pass high
- Bad pass low
- Bad pass behind

The player will train his feet to do the reverse jump stop automatically. He/she can now catch a bad pass. One that is thrown early and one that is thrown late. It is much easier for this player to catch a bounce pass, as it does not extend him/her. The coordination between the arms and the legs is crucial. The eyes need to watch the ball on the catch and then quickly find the target. If it looks awkward, the referees will call a travel.

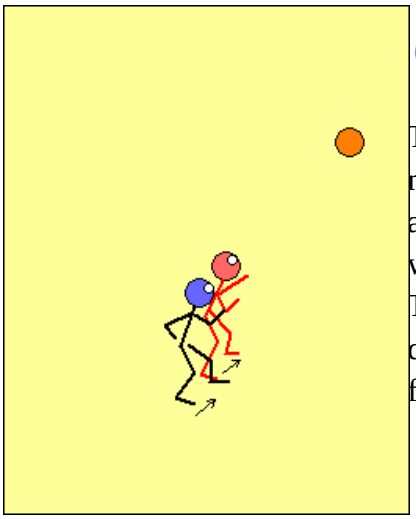


Reverse jump stop on finishing a cut

When the offensive player cuts across the lane, he/she makes a misdirection to set up the defender. To finish the cut the player uses the same outside-inside step to cut off and seal the defender (KOB). The tendency is to finish the cut by running all the way to the block.

It cannot be stressed enough the importance of planting the outside foot first. It now allows the player to generate power back into the defender. This is so important in maintaining balance and assisting the player in dealing with contact.

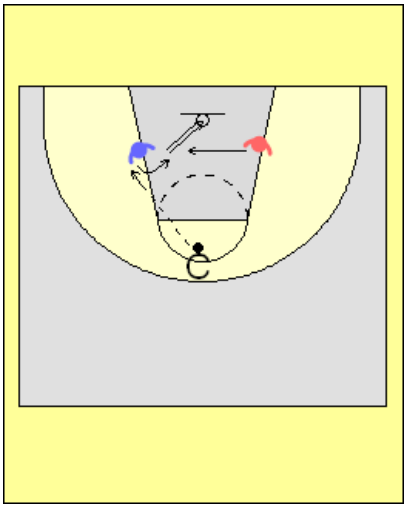
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Offensive rebounding

The same footwork is used when offensive rebounding. The player moves forward, plants the outside foot past the defender who is attempting to block out, and then knifes in front of the defender with the inside leg. Too many players plant the inside foot first. This means the second step is the outside foot. If contact occurs during this action, the natural momentum of the player is away from the basket. The player is knocked off balance.

In all of these situations the player, once he has the ball, wants to drop his inside shoulder and lean to the basket. The ball needs to be protected. Fakes are used to gather the body for the explosive move to the basket**.**

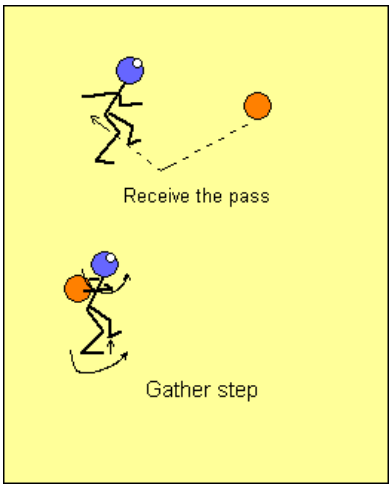


Scoring off penetration

Two players line up on either block. Their feet are not parallel to the baseline. This would require a 180° pivot to score. The players are slightly turned in with heel closest to the basket planted ready to gather. The coach passes to the outside hand of one of the players. This player must catch the ball, pivot and score the ball. The other player comes to contest the shot. We are recreating game like situations. This build the confidence of the big player.

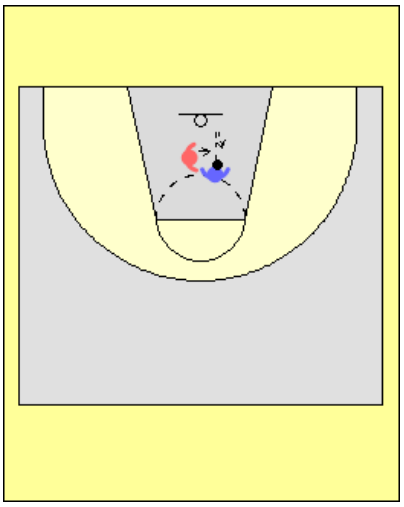
Key points:

- Jump in the air
- No dribble
- Do not be afraid of contact



- Gather step when receiving the pass. The player uses the inside heel plant to convert his momentum to vertical power (this is the same footwork used by volleyball players and high jumpers).
- Rip the ball to the inside shoulder. This will become the outside shoulder once the pivot is complete. It protects the ball from the defender and also aids in a quick pivot.
- Drop the inside shoulder
- Do not release the ball at the same time as the contact. Contact first then the shot release.

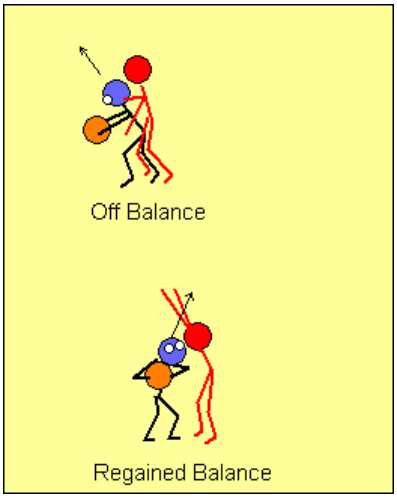
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How to absorb physical contact on an offensive rebound

The offensive player tosses the ball off the backboard and catches his/her own rebound. As soon as his/her two feet hit the floor the defensive player pushes with his/her chest to force the player off balance.
Note: It is crucial that you have taught your players to land properly on two feet. The defensive player crowds the rebounder, trying to get them to lean away from the basket. The players are responsible for each other's safety.

Players with poor core strength with often land off balance. The purpose of the drill is for the player to regain his balance before attempting to score.



When landing very often the player's bodyline will be pointing away from the basket. In regaining balance the players is allowed to re-establish his cylinder. He/she is not throwing his elbows of pushing off; he/she is using his gather step and pivot to get his/her bodyline going to the basket.

It cannot be emphasized enough the concept of getting your balance first before making a move. Balance must always be taught before quickness. Once the player learns to find his balance, he can start to move faster.

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Teaching

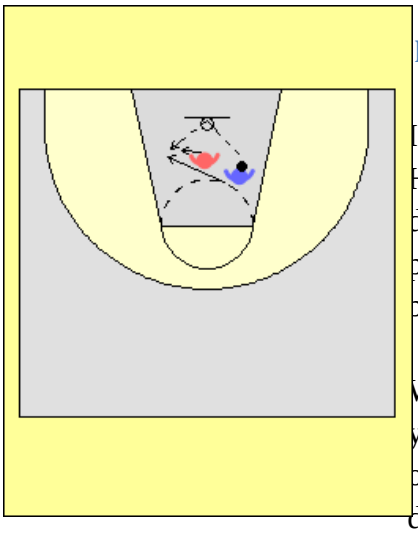
We have a tendency to go to fast.

Three parts:

- Explaining – slow motion
- Repetition – repeat the move until the player can do the move without thinking
- Now you can stress him/her – give him/her goals
    - 10 reps in 30 second
    - 10 in a row, no misses
    - Add guided defence

Another way of saying this is:

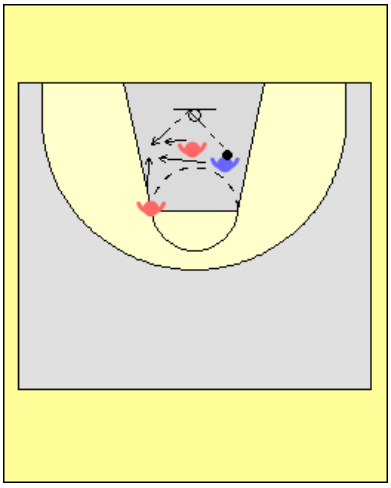
- Slow motion – learning
- Normal speed – repetition
- Added speed - to stress



Loading the drill

In this version, the offensive player tosses the ball on an angle. He/she must now run across the lane and catch the rebound. The defender crowds him/her when his/her feet hit the ground. The player must regain his/her balance and direct his/her momentum back to the basket.

When you fake, you are using this to gather your feet and regain your balance. The fake is a short fake that does not raise the centre of gravity of the player. If the player jumps on the fake, you can draw the foul by creating the contact.



Add a double team

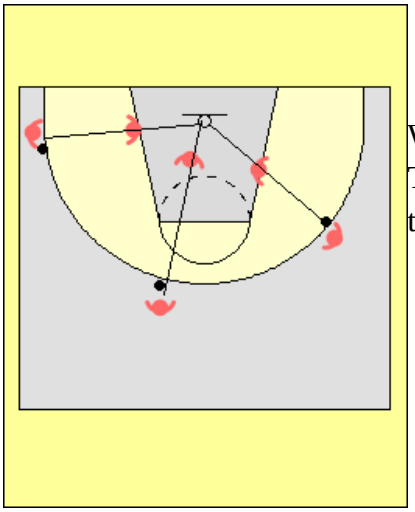
In this version of the drill, a second defender comes to double team the post player. He/she cannot come to double until the contact occurs.

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Foul shooting

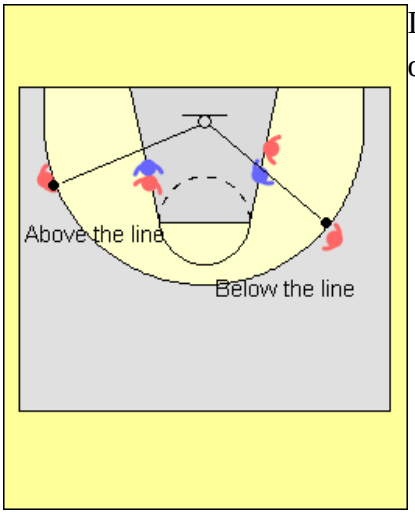
It is important to teach the young big player how to be an effective foul shooter. It is recommended that you work on this before you develop a repertoire of back to the basket post moves. He/she may only get one post touch a year. He/she will shoot foul shots just because of the nature of his position.

There is no pressure of time or defence when learning to shoot the foul shot. Set your feet, have a positive routine. If he/she learns to make one out of two he/she is now making a positive contribution to the team.



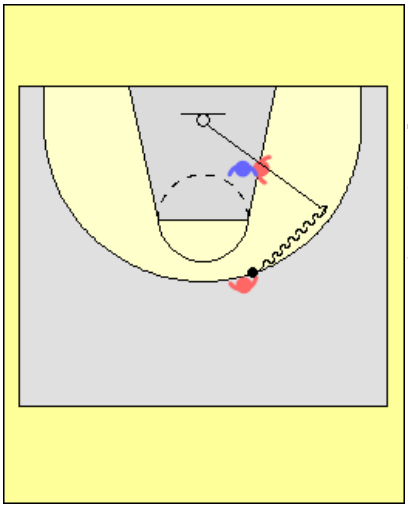
Be on the line

When posting players must learn that, it is not a spot, but a line. The basket – the post player – the passer forms the line. This holds true wherever you play.



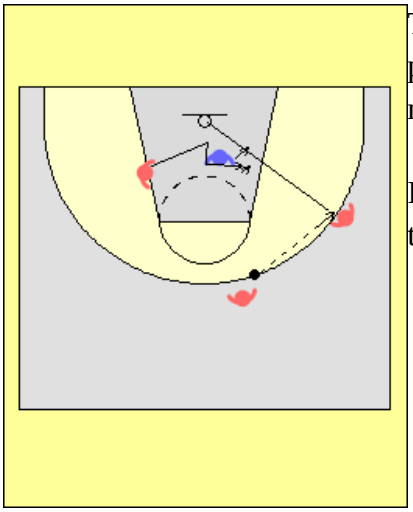
If you are above or below the line, the defender has a great opportunity to defend the posted player.

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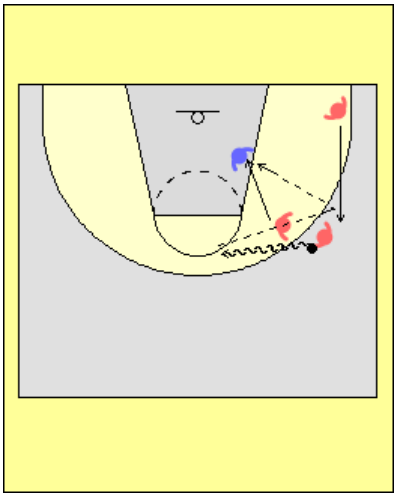
Learning how to post

The simplest way for a beginning post player to learn about the line is to have a perimeter player bring the ball to the line while the post stays still (he/she still has to seal). This helps the perimeter players understand angles.



The next way is to have the ball passed to the wing and then the post cut to the post up. Remember from our previous lesson he/she must use the reverse jump stop to finish the cut.

If the ball and the player are moving at the same time, it increases the difficulty of having a good post on the line.

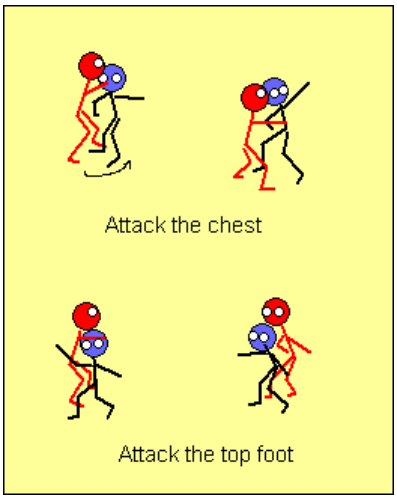


Complex posting

When we add in actions before the post up it gets difficult to create the proper line. Here the post sets a ball screen and then rolls into the post looking for the relay pass from the wing. The movement of all players means it is difficult to coordinate the timing and positioning.

Coaches need to simplify the action for the young player. Too often, we see a play designed for senior players and expect the young player to be able to handle the timing and contact that occurs. We complicate the game for young players. If you want to build confidence, keep it simple.

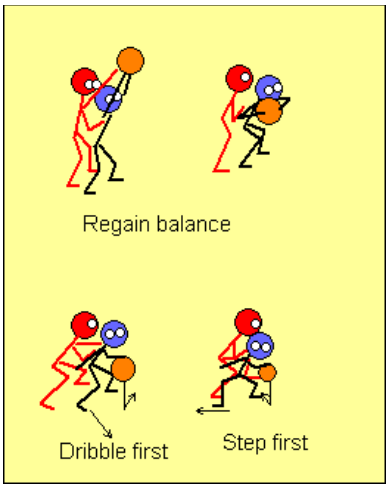
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How to seal a defender

When executing the reverse jump stop at the end of the cut to post up the players often make the mistake of attacking the chest. When this occurs, the defender can easily circle around the offensive post player and establish good defensive position.

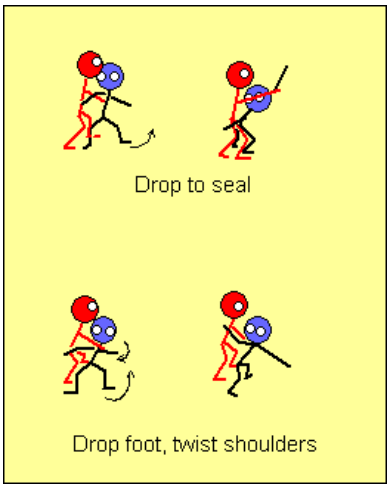
The offensive player must attack the top foot. Use the power from your outside step to step over the top foot of the defender. Players must also learn to go through the arm with a rip or a swim action. Attack the elbow where the arm will bend. If done excessively it is a foul.



Ball on the block

The first thing is to regain your balance after catching the ball. Very often, the player will receive a little push on the back. This gets there back heel off the floor and has their bodyline going away from the basket.

If the player is using a dribble move, he must be sure to step first before the dribble. If the dribble comes first, the defensive player can often drive the player away from the basket. By stepping first, the player can use a strong gather step.



Post move progression

The first move to teach the inside player is an attacking move directly on the catch, when he has the player sealed on the high side. If he is right handed, start him on the left block. The player catches the ball and uses the foot furthest from the defender to pivot to score.

When the player drops the foot to seal too often he also drops his upper torso. This gives the perimeter player no target. When the foot drops, the same shoulder must twist back in the opposite direction towards the ball. This allows the player to show a target. It also shortens the distance on the catch.

Note: Do note teach the next moves until the players mastered the other areas. It was more important to be able to regain balance than to build up an elaborate repertoire of post moves on air.

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Move number two

Drop step and shot

Move number three

Drop step – dribble middle - jump hook

Move number four

Drop step - dribble middle – spin back – lay up

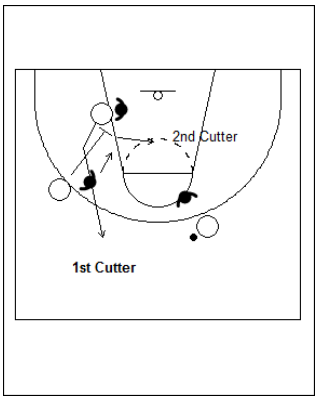
When you dribble in the key, the dribble needs to be started with two hands to protect the ball. It is not the same dribble that is used on the perimeter.

SCREENING

Screens are used to create a one second advantage. The players use screens as a way to create confusion by the defence. Properly reading the defence gives the offence a one second advantage. Players must be taught how to properly set, read a variety of screens.

Fundamentals of the Screening Game

- There must be visual and verbal communication – The players must use hand signals and cue words. The coach must determine who talks; is it the lowest player, inside player, permanent screeners, or everyone?
- On each screening action there is a 1st cutter and 2nd cutter – usually one goes outside (to the ball) and one goes inside (to the basket). Another way of saying it is "1 out-1 in".

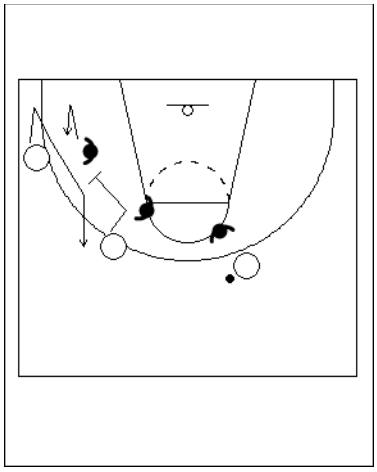


- The defenders will tell the offensive players what to do – read the defence
- After every screening action spacing must be re-established
- Must have action to the rim

Cutting Principles

- **"**Cut to be open, not to be guarded" – cut hard, looking at the ball
- Cut to the front of the rim, open up to see and then exit out to the three-point line
- "Cut through contact" – execute an 'incidental screen' by running through the arms of the help defender while you are cutting to rim. This makes it difficult for the defender to recover to the 2nd cutter
- Change your pace or stop/start if your defender is following or tailed tight behind you.
- Take 1-2 misdirection steps to set up your cut. Enlarge the space by moving away from the screen before cutting off the screen
    - Down screen - 'drag the arc'
    - Others types of screens– v-cut, or stop/start

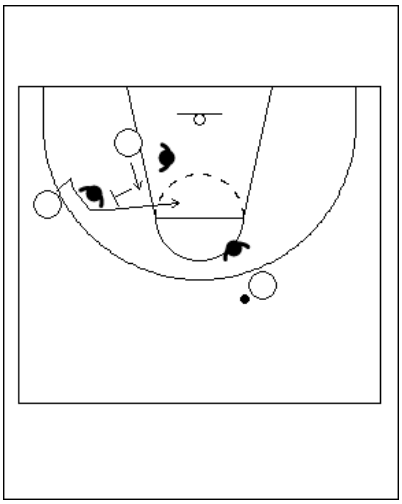
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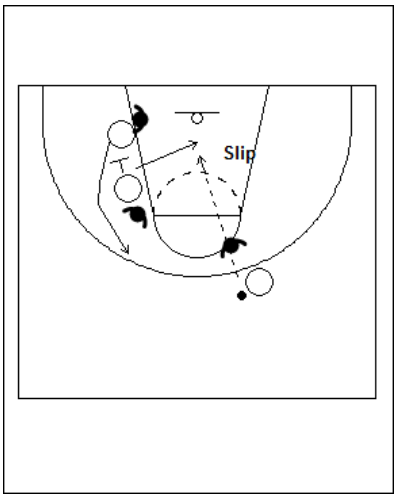
- Be a quick 2nd cutter. You will not be open for long; cutters must force the defender to make quick decision.
- Cut tight off screens by getting your inside arm through first. Grab the screener when you can. This prevents the defender from taking the inside path over the screen.
- Wait for the screen to be set. Some examples of the rules on receiving screen:
    - "Wait and watch"
    - "1st rule 'wait', 2nd rule 'wait', 3rd rule 'wait'"
    - "Better to be late than early"
    - "Sprint to set it-walk to use it"

Screening Principles

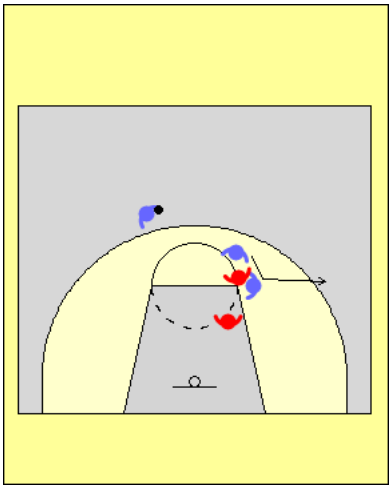
- Location. Know where on the floor should each type of screen be set? The coach must help the players in having the proper spacing and position for the screens.
- Every screener should be a cutter first. In the diagram below the post player sets up the back screen by cutting to the key first. This sets up screening angle.



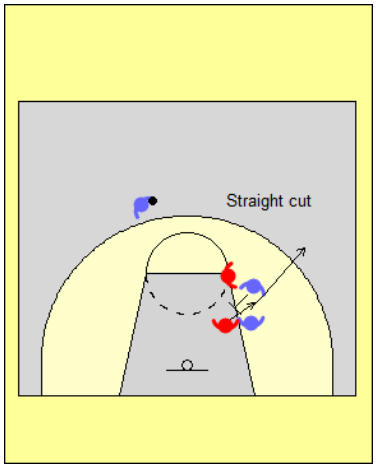
- Sprint to screen. This forces the defender to focus on screener and not be a helper, sprinting to screens makes it easier to slip. A slip is when the screener becomes the first cutter. This occurs when the basket is left unprotected by the defence when the screen is set.



- Angle of screen. Where ever the back of the screener is facing determines the direction where the cutter should cut.

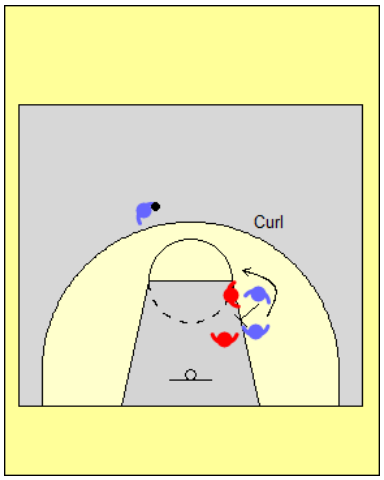


- No fouls on screen. The screen must be stationary and take a two foot stop-wide and low. On blind screens you must give the defender one step.
- 1st cutter and 2nd cutter action. The "1st cutter reads his/her defender, 2nd cutter reads 1st cutter"



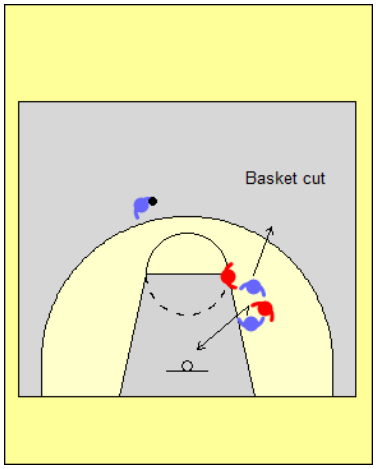
Straight Cut

The read is when the defender of the cutter is following the cutter and the defender of the screener is in a good hedge position.



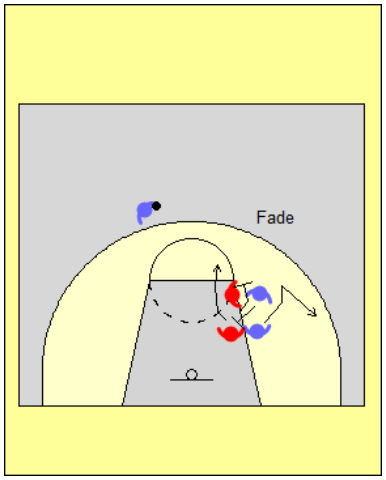
Curl

When the defender of the cutter trails the screen and the defender of the screener is not in a good hedge position.



Basket cut

If the defender cheats above the screen early the cutter cuts to the basket. The screener would now second cut to the outside.



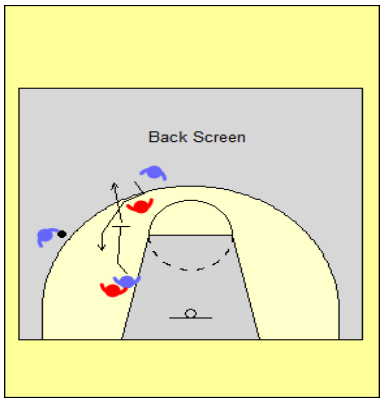
Fade

If the defender of the cutter takes a short cut the cutter fades. The screener can rescreen (change his/her screen angle) to set a second screen as the defender recovers.

- Re-angle the screen (rescreen) when the defence cheats if you have time and space; no fouls!!!

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Types of Screens

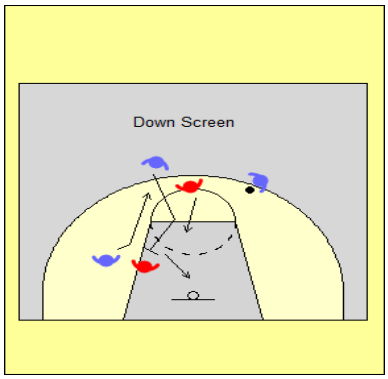


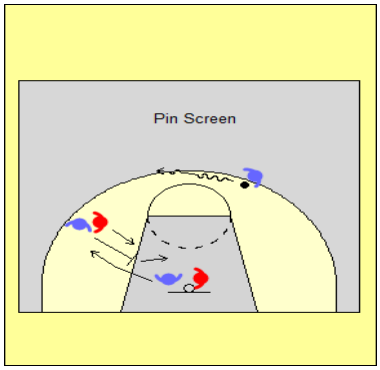
Back Screen

Sometimes called a UCLA screen. A player from the baseline comes up to screen for a player at the top.

Down Screen

This can occur for a player coming off the post or be set for a wing player. A player on top screens for a player below.



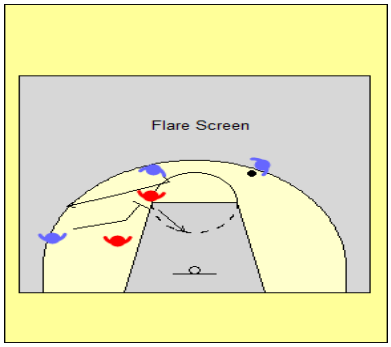


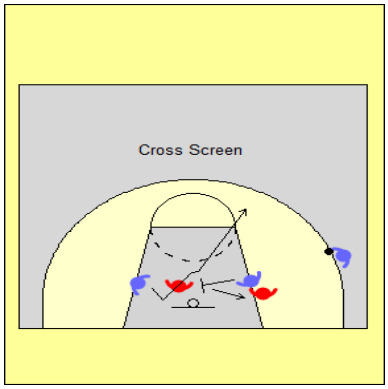
Pin Screen

A player on the perimeter, closer to the sideline, screens for a player closer to the basket.

Flare Screen

A player closer to the sideline screens with his/her back to the corner for a player nearer the middle of the court.



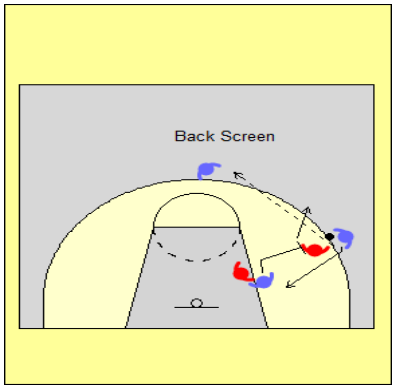


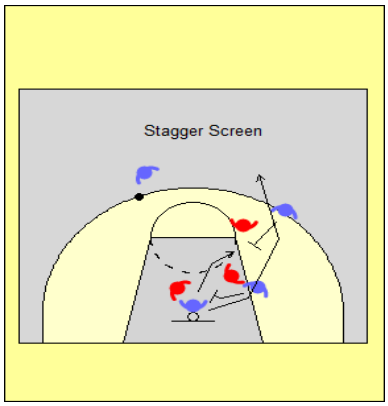
Cross Screen

A player from one side of the key screens across to the other side. This can be high or low.

Back Screen

A player closer to the middle of the court screens with his/her back to the basket, for a player closer to the sideline.





Stagger Screen

This is an example of a multiple screen. The player at the basket receives a pin down followed by a down screen.

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Ball Screens

Why do teams run a Pick & Roll or Ball Screen Offence?

1. The ball is usually in the hands of good ball-handlers/decision-makers
2. You are more likely to determine who gets shots
3. You can establish tempo – control tempo
4. You can create mismatches
5. You can run an offence without making an entry pass
6. You can spread the floor and allow more penetration and offensive rebound opportunities
7. You can take a shot blocker away from the basket
8. You can put the best defender in the pick & roll
9. You can put the worst defender in the pick & roll
10. You can pick an early foul on a big if they make a poor hedge
11. You can make 1 defender guard 2 on the weak-side

Ball Screen Offence - Questions

- Where is the screen set?
  - Middle
  - Elbow
  - Wing
  - Corner
- How is the ball brought to the screen?
  - Dribble to
  - Pass and cut away
  - Pass and hand-off
- What is the angle? (the screener's back is to ____.)
- Where are other players positioned?
  - Spread
  - High Low
  - Double high
  - Empty corner – for pick and pop
  - One in corner – for roll and lift

Things that must be taught:

Ball-handler:

1. The hesitation, crossover, inside-out and back-up dribble. Should be able to split if the hedger leaves space.
2. To wait for the screen unless the defence rejects the screen.
3. To reject the screen when the on-ball defender leans or peaks to get over the screen early.
4. To get to the lane; think rim first, pass second.
5. To take at least 2 dribbles off the screen unless they make a pocket pass (quick pass from the hip pocket)

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6. To should stay on the top foot of the hedge.
7. To “feel” his/her defender and “see” the others.
8. To pass off jump stop and pass in the air.
9. To make the pocket pass.

Screener:

1. To slip vs. the early show and a trap
2. To sprint to screen – the objective is to arrive at the screen without their defender.
3. To move the screen down if defender goes under the screen – “twist”
    a. Twist when his defender shows early on a middle screen.
    b. Twist when the defender downs a wing ball screen.
4. To pop and roll properly.

Team:

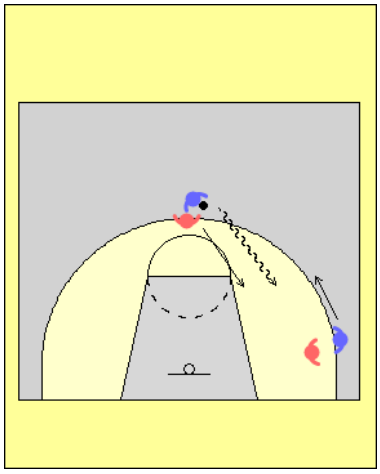
1. To lift off the baseline when only one on a side.
2. To get the ball to the weak-side quickly against a trap
3. To find the open man when they get 2 on 1 on a side
4. To find the passing lane for the penetrator

Types of Ball Screens

1. Wing
2. Middle
3. Dribble hand-off

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Dribble Hand off

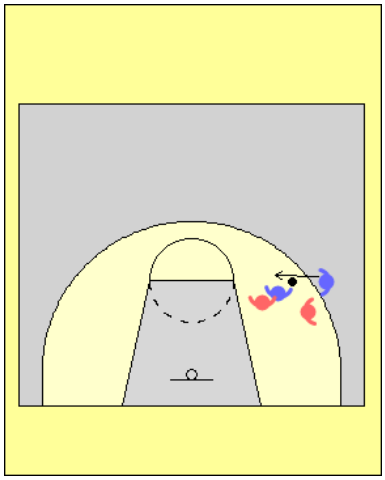


Dribble hand offs

Dribble handoffs are a very effective way in keeping the ball alive when an interior player cannot make a pass to a perimeter player. The post player dribbles at the inside leg of the defender.

Note: if the post can attack the basket to score a dribble hand off is not the best option. In this case we would use our penetration principles and have the wing read off the help defender.

The perimeter player wants to drag the arc to get at the same height as the post.



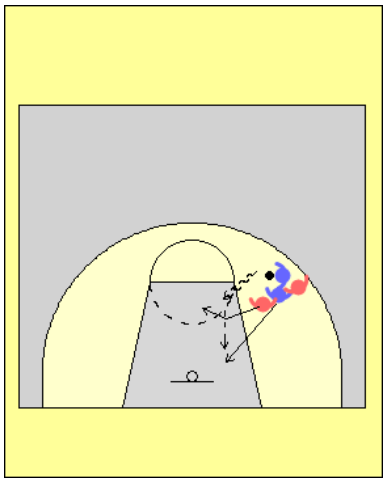
Drop pivot

One option is for the post player to come to a jump stop and perform a drop pivot. This allows the wing player to cut "down hill" when taking the hand off. It also acts as a seal by the post and facilitates rolling after the hand off.

The passer wants to hold the ball with one hand on top and one hand on the bottom of the ball. This allows the receiver to take the ball with her hands on the side of the ball..

If the passer holds the ball tight to the hip it is often difficult for the receiver to get a clean handoff.

A second option is for the dribbler to hold the ball out to the side for the wing player to receive.

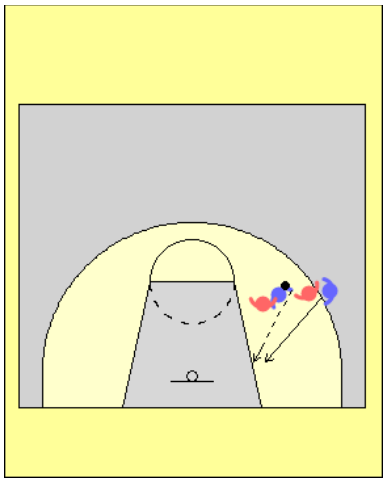


Options

Dribble hand off and roll

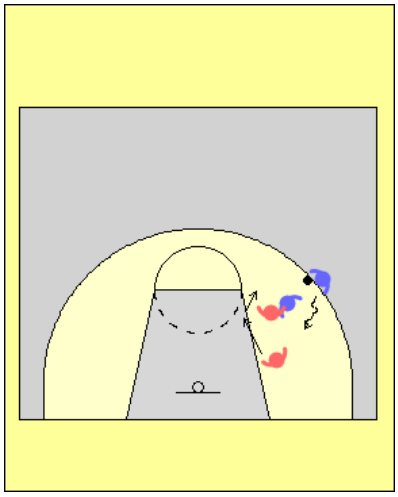
The wing takes the hand off and dribbles to the basket. The post rolls. If the post defender helps the wing can pass to the post.

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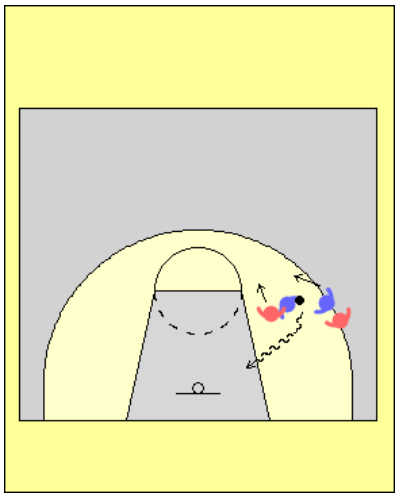
Back cut

If the wing defender attempts to jam the wing on his/her cut to the basket, the wing back cuts to the hoop. The post can throw a drop bounce pass or a high over head flick.



Defender goes behind

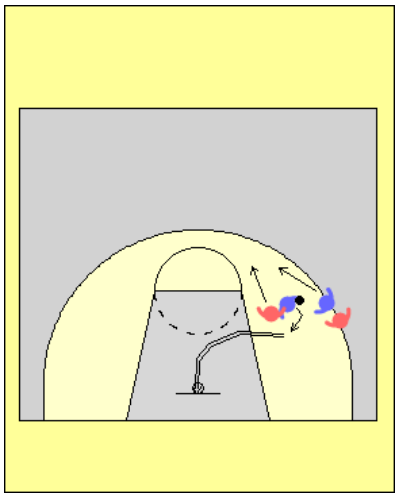
When this the wing defender cuts under the hand off the wing can stop behind the post. He/she can look for a shot or look to penetrate in either direction based on which side the defender closes out.



Fake hand off

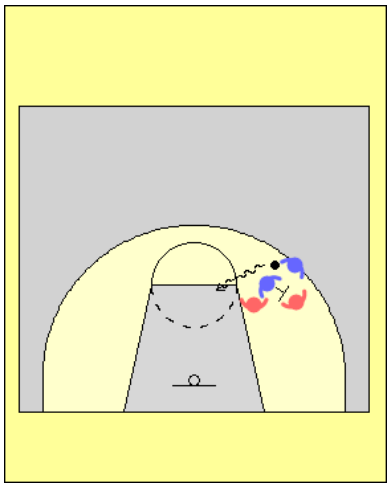
The post can fakes the drop pivot with a hesitation fake spin move. He/she keeps the ball and drives to the basket. This works very well when teams want to attempt to switch.

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Fake hand off shot

The post fakes the hand off and pivots for a shot.



Hand off to ball screen

After handing off the ball, the post immediately runs a ball screen for the wing player. This is very difficult for the defence to hedge on.

Team switches

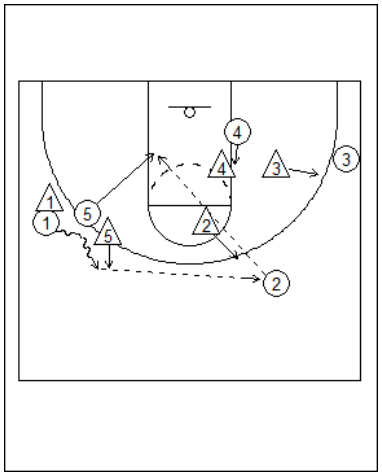
On a switch mismatches may develop. The perimeter can take the post defender off the dribble or the post may be able to post inside

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What are some solutions to various defensive ball screen tactics?

a. Tactic – Hard hedge Solution – Slip screen or quick reversal across top or to corner

Offensively vs. Hard Show - can you reverse the ball quickly and then hit the roller. The screen defender has extended and may not be able to recover.



b. Tactic – 2 under Solution – re-screen – come off one way, re-screen and come back; screener must get below the ball to set the second screen
c. Tactic – Trap Solution – sprint to the middle, outlets on either side of the ball and attack 4 on 3;
Attempt to get the ball to the weak-side as quickly as possible
d. Tactic – Switching Solution – Pocket pass or take the big outside and attack
e. Tactic – Down Solution – Attack the big with Euro step, Inside-out or crossover; screener re-screens by turning and putting their back to the baseline

PICK AND ROLL (PROGRESSION TEACHING)

Pick and roll is the most employed offence (maybe abused) of the modern basketball game (between 35 and 45 times per game).
At the highest levels of play, we may see pick and roll actions from the transition offence to the end of the possession, no matter if the execution is effective or not, if the guards have good ability to read the situation or if the screener is fast enough to quickly roll to the basket, sometimes it's also used against zone defence. It makes one begin to think that they may be no alternative, but pick and roll.

During the preparation of the defensive game plan it is very important that we decide to defend the opposite team's pick and roll, in consideration of the fact that is the most used offensive action.
The basic offensive concepts in pick and roll are too create:

- A 5 on 4 situation and find a the open offensive player before the fifth man can recover
- A one second advantage for the offensive players
- An advantage from a derived option.

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- Running pick and roll is a good idea if within an offensive possession, the players can:
- Correctly analyzed with accuracy the options available
- The players could flow into alternative tactic if nothing materializes

This does not happen often, due to a lack of the individual fundamentals of the players. The players must have the basic foundation of skills and concepts before they can attempt to use a complex concept such as pick and roll. In youth programs too many coaches have adopted the need to run pick and roll because of the dominant use at higher levels of play. We must be careful when we use adult concepts with youth before they are ready. You do not teach children calculus at younger ages even though it is used at the highest levels of mathematics. They need to master the basic skills and concepts first.

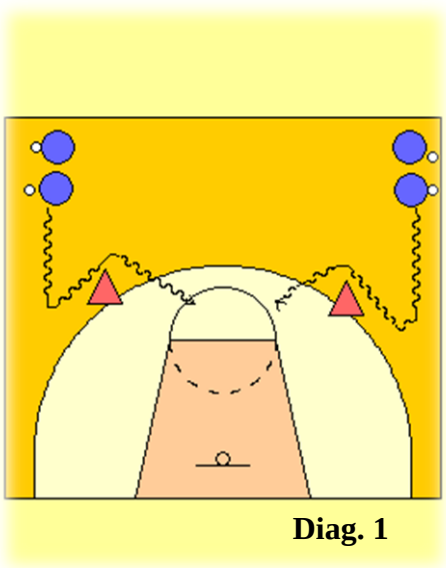
In order to execute and successful defend pick and roll a high level team spend up to 50% of it training time on this concept. Is this what we should be doing with young players who are still struggling to dribble with their eyes up?

When players reach the Train to Train stage of the Long Term Athletic Development model it is appropriate to begin to teach this concept.

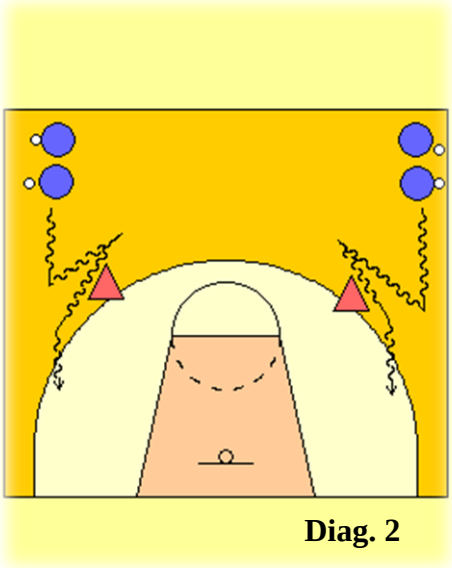
What follows are some technical advice on how to begin to use pick and roll within an offence. Please note: Pick and roll should be used as a part of a collaboration with other offensive concepts instead of as an indispensable and essential solution.

In diagram 1-2-3-4 we teach the ball handlers how to use the screen. It is essential that the guards take the ball below the screen before to use it. In Phase A we make use of a chair to simulate the pick. In Phase B the coach can provide guided defence. In Phase C we move to live defence. We then progress to handicap situations: 2-1, 3-2, 4 on 3 in Phase D where we make it game like situations.

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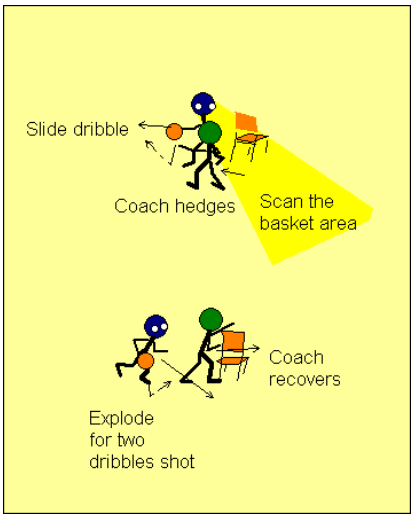


Diag. 1



Diag. 2

In diagram 1 if the defence of the ball handler hits the screen, take the jump shot from 2 or 3 points.



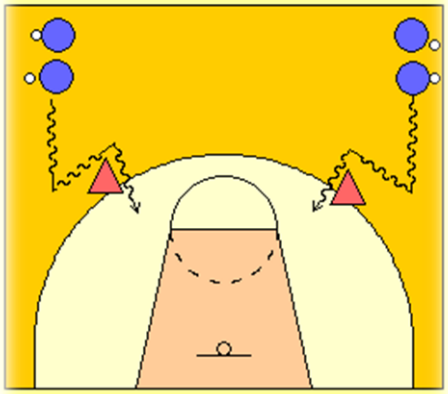
When the coach adds the guided defence it is important that the players focus on the important teaching points:
The eyes are always scanning the area of the basket. This allows the ball handler to see all of his/her teammates and their defenders.
When the coach hedges the ball handler must slide dribble to protect the ball. We want to slide so that the player can change direction quickly when required.
When the coach recovers explode for two dribble for the shot. We do not want to get in to a wrestling match with the screen defender.

In diagram 2 if the defence passes under the screen, change hands and make 2 dribbles to the baseline with a jump shot. Be sure to add the guided defence once the players have had a chance to get the idea of the drill.

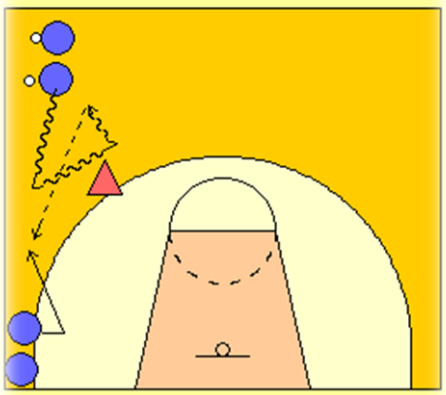
In diagram 3 the ball handler "splits" the defence against an aggressive help that does not get close to the screen. Never allow the ball handler to use more than two dribbles after he/she has passed the screen, he/she has to either pass or shoot the ball to exploit the advantage. This should be one strong low crossover dribble.

In diagram 4 the ball handler has to retreat to avoid the aggressive help and pass the ball to the other guard (triangle pass) who has to be ready to catch the ball and shoot. The pass has to be on time and on target. Work on the footwork of the passer and the receiver.

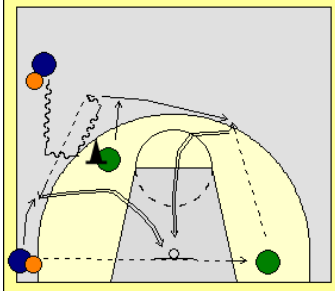
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Diag.3



Diag.4

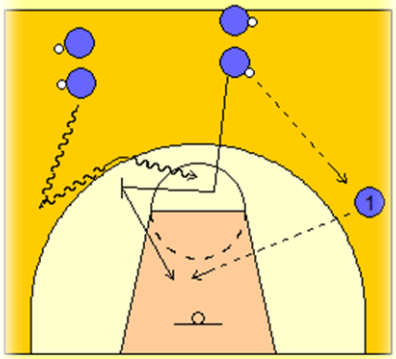


Diag.5

To optimize the drill we can have the player in the corner make a pass to the coach on the far baseline. The player at the top uses the screen and reads the other coach hedging. The corner offensive player must time his/her cut to be available for the triangle pass. The player on the wing shoots the ball. After passing the top player cuts to receive a pass back from the coach for a second shot.

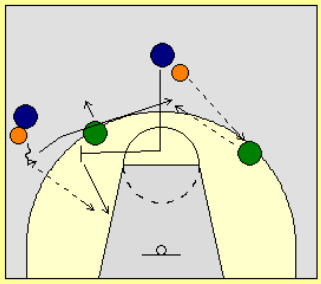
Key: The pivot foot of the passer is the one furthest from the defence. It is a drop pivot to make space to pass. Do not take the ball behind the pivot foot.

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Diag.6

In diagram 6 we practice with both the screener and the ball handler. The screener passes the ball to the coach, and fakes a cut to the basket. He/she then sets a screen for the ball handler. The ball handler has to pass shoulder to shoulder before to take a jump shot. The screener rolls to the basket and receive the ball from the coach. The footwork for the player rolling is our outside inside footwork. This helps the player play on balance. If he/she has to pivot the pivot is the one furthest from the defence. In this situation the roller can see the ball and the basket at the same time. Both guard and screener take a shot.

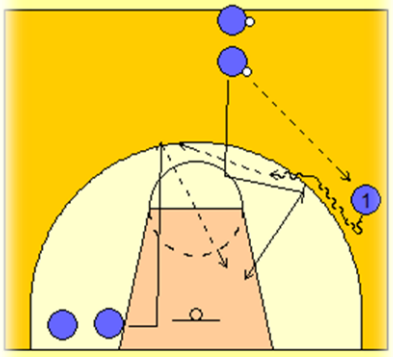


Diag.7

Slip the screen

The coach now guides the screener. When setting the pick the screener looks over his/her inside shoulder (place your chin on your inside collarbone). If your defender is cheating early to hedge slip the pick and go to the basket. If you see your defender, continue with the pick.

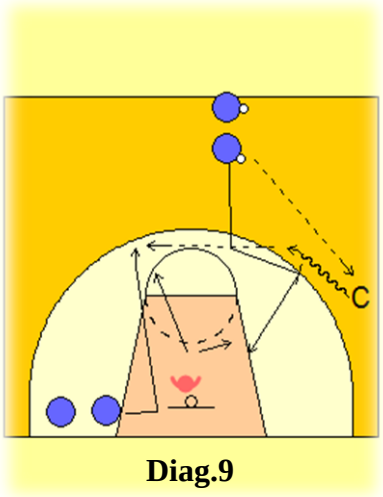
The coach provides a guide by mixing up how he/she plays defence. If the pass is made to the player slipping the ball handler cuts for a shot from the other coach.



Diag.8

In Diagram 8 we are working on the triangle pass between the two inside players (high-low pass). We have to teach the timing between screener and the other inside player. While the first is rolling to the basket, the second runs outside of the paint.

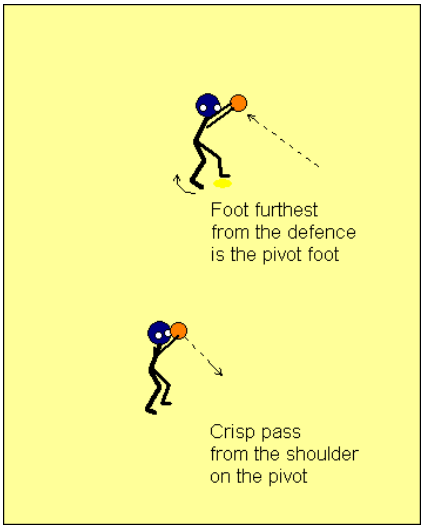
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Diag.9

The drill in Diagram 9 is like diagram 8, but we add we add a guided defender (Phase C-B) that has to decide to either defend the man running outside or the one going into the paint. It is crucial that all players feel confident shooting the outside shot. If not the defensive team will not guard the player in the pick and roll action; therefore nullifying any one second advantage that can be created.

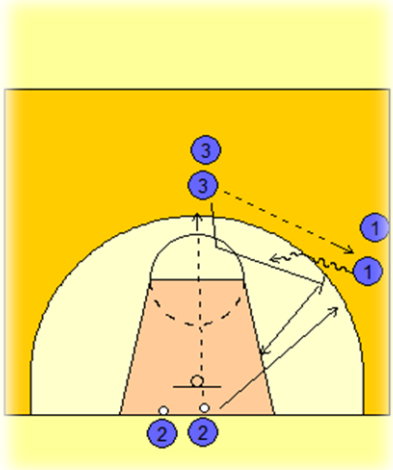
The timing of the cut is very important. In the next phase the coach adds the guide. The receiver must decide to pass or shoot the ball based on the read given by the coach. We are still creating a 2 - 1 situation for the players.



Make sure the passes are realistic:

- No chest pass
- No soft passes

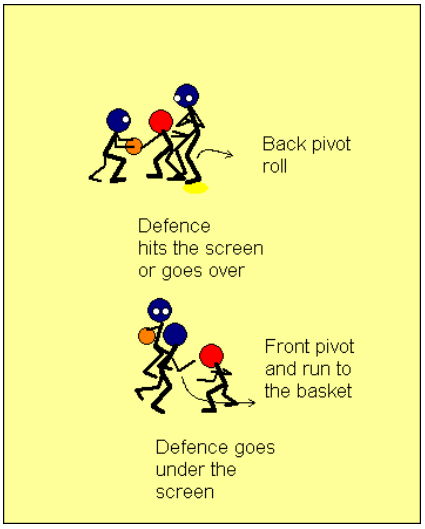
The top foot is the pivot foot of the player filling the high post. Catch the ball high and make a quick crisp pass from the shoulder as you back pivot.



Diag. 10

In Diagram 10 we are working on a 2 on 1 situation, teaching how to set a screen on the player defending the ball handler. The player under the basket passes the ball to the wing player and runs to defend the player that has received the ball. The player at the top sets a ball screen (approaches the defender where he/she is blind to the pick, and sets up his/her feet in order to form a "T" with the feet of the defender). The top and the wing play pick and roll against the defender, who can decide to guard either player.

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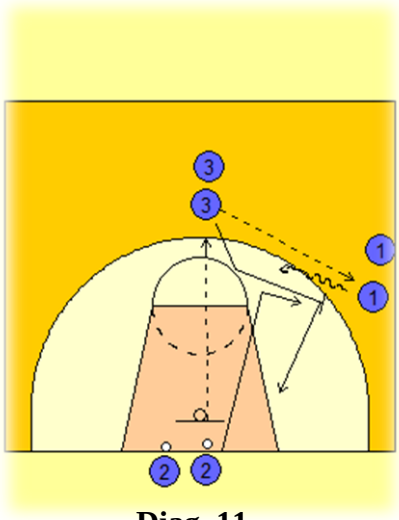


One question players and coaches often ask; Which way should I roll to the basket after setting the pick? There is no one single way to tell the player how to role. The action of the defender will guide him/her.

If the defender goes over the screen or makes contact it will be very difficult to do a front pivot. You will be fighting the contact of the defender. Reverse pivot and roll, use the push of the defender to your advantage.

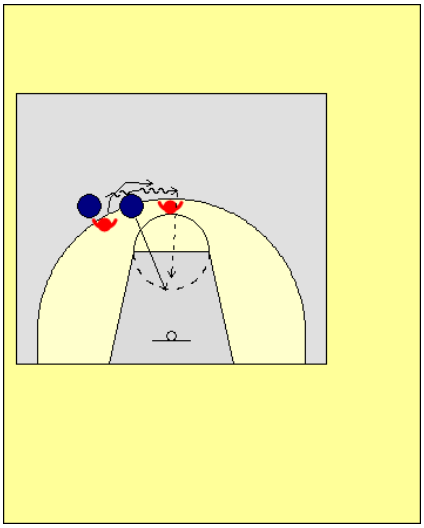
If the defender goes under you can now front pivot a run the basket. This also allows for a re screen back in the direction that the ball came, if required.

The screener must be in balance so that he/she controls the direction he/she wants to go; be it a roll, sprint or pop. Remember that balance means that the arms are over the legs.



Diag. 11

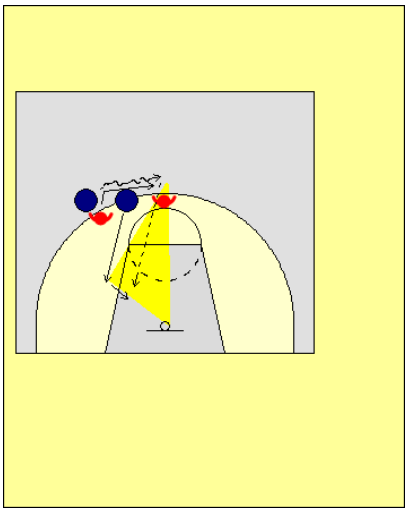
Diagram 11 is like diagram 10, but here the baseline player begins defending the pick and roll by guarding the screener. The two offensive players must now make the appropriate reads based on the action of the defender.



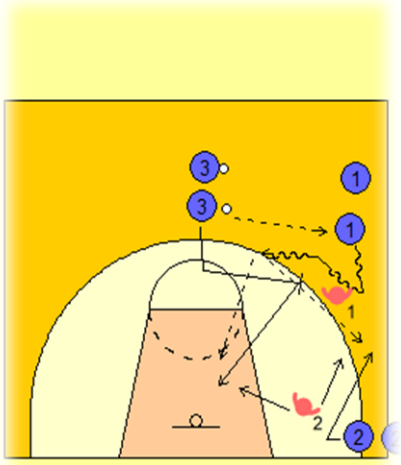
See the ball and the basket

In the diagram to the right, the defence did a poor job of forcing the ball handler back to the sideline, but because the player who set the screen rolled directly to the basket he/she put him/her self in a position where he/she could not see the ball and basket at the same time. Also, there is very little room for the pass.

If a third defender enters into the play the roller is vulnerable to being surprised. This often leads to a fumble, travel or an offensive foul.



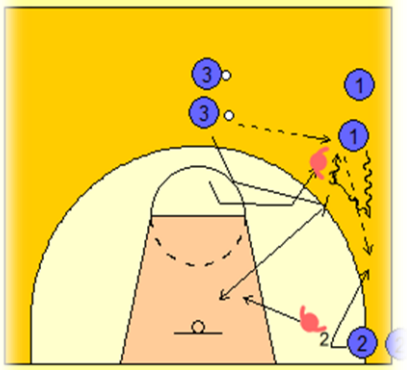
Here we have the same situation, but the screener rolls to space. This puts him/her in a position where he can see the ball and basket. More importantly he/she can see the third defender. This allows for anticipation, which is one of the key elements we want to have on offence. He/she can anticipate a pass, or shot before the ball arrives.



Diag. 12

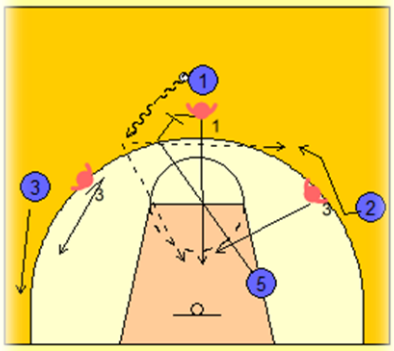
In Diagram 12 we play 3 on 2 and put two defensive players on the guard using the pick and the perimeter player in the corner. The drill starts with the player on top making a pass to the wing (allow this pass to occur). After the pass he/she sets a ball screen for the wing player before rolling to the basket. The two defenders will decide who they want to cover and the three offensive players have to find the open man. The ball handler has only two dribbles after he has passed the screen. We are working on the use of the triangle pass to pass to the open player.

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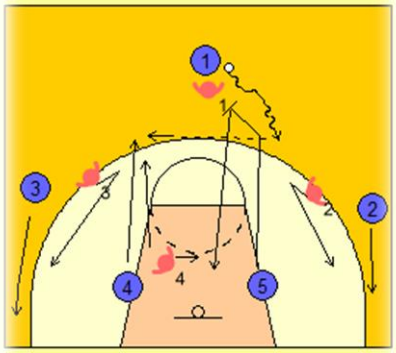
Diag. 13

In diagram13 we put the defence on the screener and the offensive player in the corner. We are again working on using the triangle pass. The defence mixes up how it plays defence. This forces the offence to read the open player. Remember, only two dribbles once you use the screen.



Diag. 14

In Diagram14: we are playing 4 on 3 with the same rules that we had in the previous diagrams (12, 13). We have added another perimeter offensive player. Here we teach triangle passing and spacing. No one is guarding the inside player who setting the screen. The three defenders have to try to cover the screener, help on the ball handler and then recover.

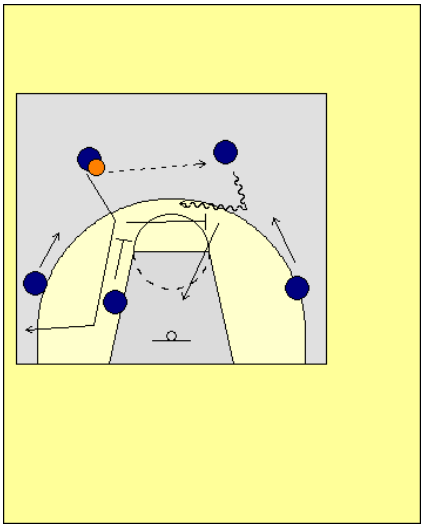


Diag. 15

Diagram 15 is like before, but we are playing 5 on 4. Here we also teach the timing between the two inside players and the spacing with the three perimeter players. There is only one defender of the two inside players.

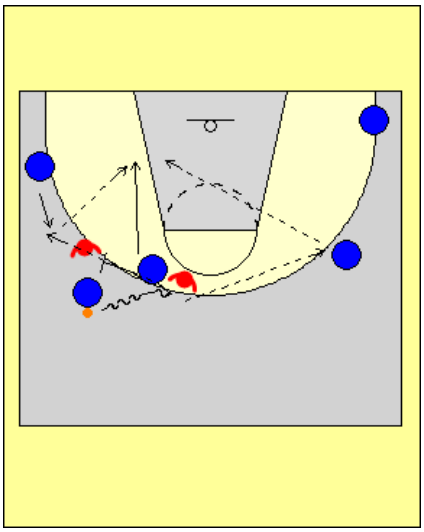
It is now up to the coach to use his/her imagination to create game like situations.

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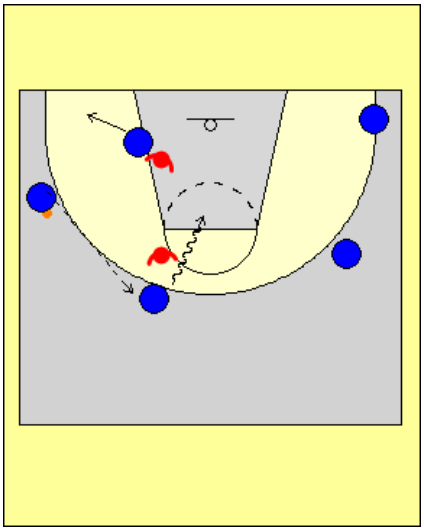
Pick and roll in the offensive system

Using our offensive system we can now add the pick and roll as an option to begin the offence. On the guard to guard pas the post up screens an immediately set the pick. This play action makes it difficult for the posts defender to be on time for the pick. It is important that the players are allowed to play with freedom. The more they have worked on the skills and concepts the more effective they will be. Skipping the foundation work and moving directly to the system is asking for a disaster at some later time.



Verses switching defence

When the defence switches the pick the first option to teach is: Make use of the triangle pass. If done properly the switching defender will be out of position and we can feed the post player inside.



If not open get the ball back to the guard. The post player slides to the short corner to make space. The guard creates a one second advantage off the dribble

Note: this is analysis. Early in the teaching avoid over use of analysis.

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The above exercise will help the coaches to teach the rules that we have to use while attacking with a pick and roll offence, but have to be clear that these options have to be interpreted by the team as a team offence and not only as a two man game, both defensively and offensively. We are not isolating our two best players! It is used to create the one second advantage; the players are playing 2 on 2 within the five players of the entire offence. The pick and roll offence will be more effective if used the proper way and needs to be practiced every day with different defensive options and from different positions on the court.

Early clock

Screening in the early clock is often use to free up a shooter or to create penetration. They are effective because the defence often is not set and in position to properly defend.

Mid clock

The coach must decide on the screens used with the half court offence. It is recommended that when is opportunities appear to attack the basket they should be explored. Screens are a way to create a one second advantage.

Late clock

A solid screen late in the clock can be effective if the players read the options correctly. Against good defensive teams you must be careful of running ball screens too late in the clock. Many teams will trap the ball and with limited time the offence cannot exploit the options available.

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ISOLATIONS

Isolations are mostly used when the offence has an advantage over a defensive match up; size, speed. It is recommended that this concept be used sparingly at this stage of development. The player isolated is still playing 1 on 1 with the entire 5 players on the floor. If help comes the one second advantage is passed to the open player. It is preferred that isolations occur within the flow of the offence. If the ball is frozen it allows the defence to build its help. The exception is when the ball is isolated in the post. Here we want the player with the ball to slow down and read the defence.

OTHER POINTS TO CONSIDER

EXPLOIT THE ONE SECOND ADVANTAGE - Anticipate is better than action reaction. The payer without the ball must 'sneak a peek' at his/her defender by putting his/her chin on the shoulder as he/she prepares to receive a pass. This allows the offensive player to know what the defence is doing before catching the ball. This creates a one second advantage for the offensive player and puts the defence in a situation where is trying to recover.

TEACHING 2 V 1 - Once the offensive player beats his/her check and creates the one second advantage he/she must now read the next defender. This creates a 2 v 1 situation for the offence. The offensive player must now make the decision to shoot or to deliver the one second advantage to a teammate. This is done in the half court as well as in the full court. The player with the ball should not take a shot with a defender on him/her. Find the open player. The player without the ball must move to be available for the pass if open and to force a long recovery by the defence.

1 V 1 WITH 5 PLAYERS – Traditional NBA 1 v 1 you often see isolation basketball being played. One player competes against his/her defender, often ignoring his/her teammates. This often leads to forced shots against defence. This is not the 1 v 1 we are advocating. All 1 v 1 must be done within the context of the five players on the floor. Players need to learn to play with their teammates. When an offensive player creates a one second advantage, the one second advantage is transferred to a teammate, when the player with the ball passes to an open teammate when the defence helps. This is the essences of good team basketball. When a player forces a shot when a teammate is open it sends a message to the open teammate; "I do not trust you with our one second advantage." Passing the ball is one of the most important ways a team builds a positive relationship with each other. By delivering a 'clean pass' to a teammate you are making him/her a better player. A 'clean pass' arrives on time in the proper place where the offence can maintain their one second advantage.

DON'T STOP THE BALL -When a player holds or freezes the ball for four seconds or constantly dribbles, while going nowhere, the pass that is delivered after this situation is often a 'dirty pass'. It forces the receiver to move out of an effective scoring position, by being too high, low, soft or hard. It forces the offence to create a brand new one second advantage because the defence has a chance to fully recover. By

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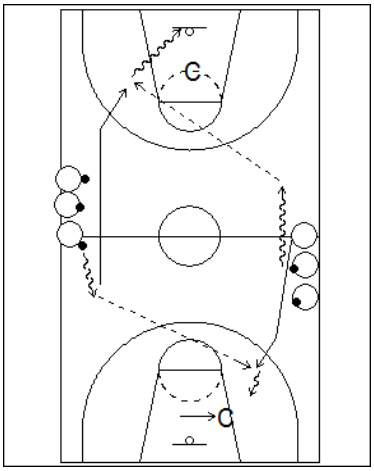
keeping the ball moving once the one second advantage is maintained and the defence is always in a scramble mode.

BALL IN THE PAINT WITH A PASS OR A DRIBBLE - From the beginning of teaching, we have to introduce the players to the mentality of bringing the ball into the key with penetration and while maintaining good spacing. This is especially true when players do not have: open teammates to pass the ball to, if somebody is cutting through the key or posting up.

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EARLY CLOCK OR TRANSITION

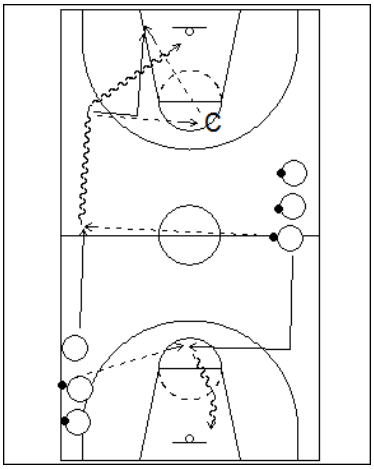
TRANSITION PASSING AND SHOOTING DRILLS



Two lines full court shooting

The players line up in two lines on both sidelines at half court. Every player has a ball except one. The player without the ball starts to run to one of the two baskets. The player with the ball on the opposite side of the court takes two dribbles in the same direction and makes the pass to the player running to the hoop. The player receiving the pass continues in and scores the basket. The layer who passed stop changes direction and head to the opposite basket. This cues the next player to take two dribbles and makes a pass. The drill continues with players alternating the basket they attack.

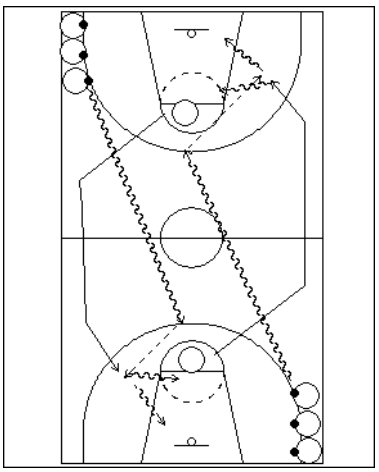
In Phase B a coach is laced at either end of the court. When the player drives to the basket he/she must read the positioning of the coach. If the coach places his/her chest in front of the player, the player pulls up and shoots the jump shot. If the coach does not show his/her body the player continues in for the layup.



Full court passing/layups

The first line is at half court with every player in this line with a ball. The second line is at the foul line extended. Every player has a bal except the first player in the line. This player starts the drill by running up the outside lane to the far basket. The first player on the far side makes a pass to the player at half court. This player must keep his/her head up. The coach who is stationed at the high post will show hands for a pass or no hands. The player must make the proper decision. After passing the second player runs down the outside lane and then makes a change of direction cut to the foul Line. The pass is received where the player works on a crossover or curl move. A coach can also guide this decision.

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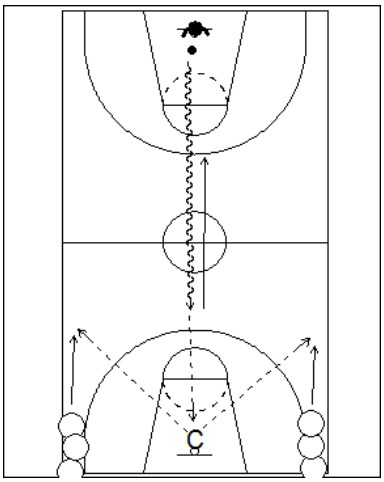
Running the outside lane

Two lines are formed in diagonal corners. Each player in these lines has a ball. One player is placed at the each foul line without a ball. The player in the corner starts to dribble to far nearside elbow. The player at the foul line sprint to the near sideline and up the outside lane. The player with the ball delivers the pass when the player hits the attack spot. The same action is happening on the other side. The dribbler becomes the next player at the foul line.

FULL COURT TRANSITION DRILLS

RULES:

1 – Always pass the ball to a teammate who is open running in front of you.
2 – Push the ball toward the basket if you don't have a teammate in front of you.
3 – Run quickly if you are without ball.
4 – Keep three lanes no matter where the ball is located.

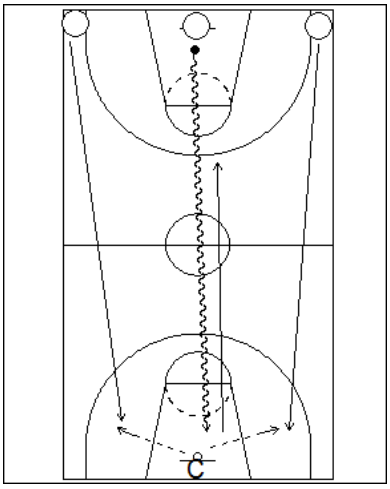


1 VS. 0, 2 VS. 1 Split the court

The defender starts with the ball under the far basket. The coach is under the opposite basket. The two offensive players are lined up in the corner. The player with the ball pushes the ball with a speed dribble using alternate hands. This allows the player to go faster.

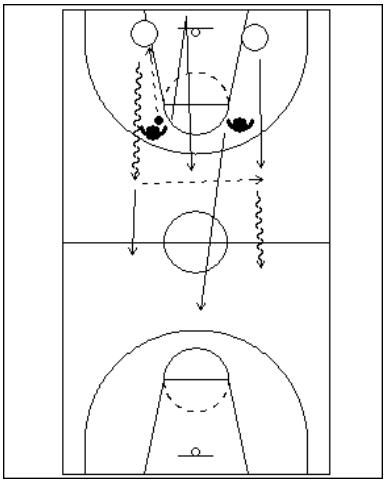
When the coach shows hands the player passes the ball to the coach. The two offensive players start to sprint. The coach passes the ball to one of the two players. They now go 2 on 1.

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1 VS. 2 – 2 VS. 1 Be quicker with passes

The three players are lined up on the baseline. The player in the middle has the ball. When he/she is ready he/she starts to attacks the far basket to score. The two outside players are on defence and attempt to stop the player in the middle from scoring.
The coach catches the rebound and outlets the ball to the two outside players returning to attack the one defender.
Add rules to aid in the learning:
No dribbles in the back court
One pass only in the front court
These rules aid the players in learning to attack at speed.

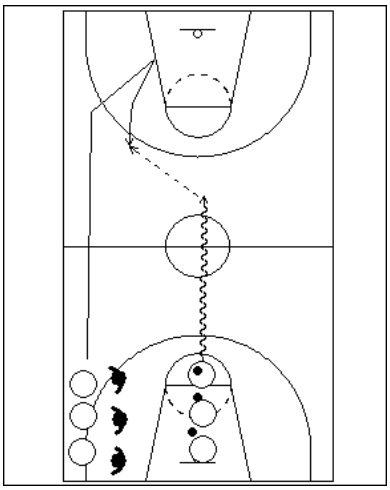


2 VS 2 HANDICAP Keep your advantage

The two offensive players are on the baseline and the two defenders are at the foul line extended. One of the defensive players has the ball. The player can pass to either of the offensive players. Once the pass is made, the defender must touch the baseline, before returning to play defence. The other defender must protect the basket and slow down the defence until his/her teammate can return.

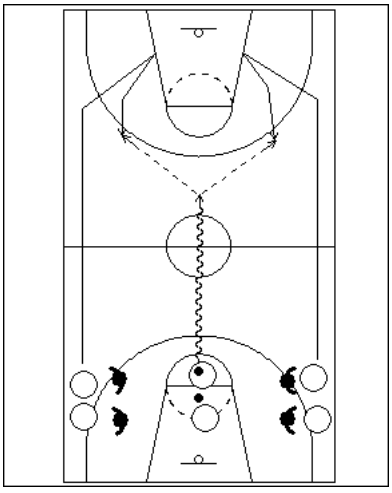
FULL COURT PROGRESSION OF DRILLS OF GAME'S SITUATIONS

These drills work on making use of the one second advantage in the full court. Players work on applying our full court rules. A important concept for the players to master at this stage is:
If there is no one in front of me I want to speed dribble to attack the basket.
If I have teammates in front of me I want to dribble under control looking to make a clean pass when they have the advantage



Drive under control

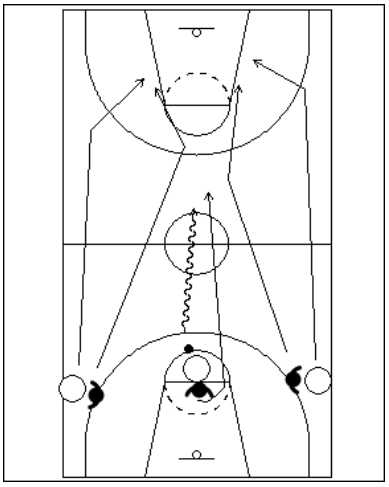
The passer line is at the foul line with the ball. The offensive player is at the sideline and defended by a defender. The action begins when the player with the ball starts to dribble. This player CANNOT score. He/she must dribble under control and decide if he/she can deliver a pass to the offensive player. The offensive player on the wing sprint to get an advantage. The defender is trying to get a position where he/she can protect the basket.
If the ball cannot be passed on the wing push the offensive player goes down and comes back to get open. Never use the same plane to come out that you went to the basket on. Change the angle. Once the pass is made the passer is out of the drill.



- ### See both side of the court

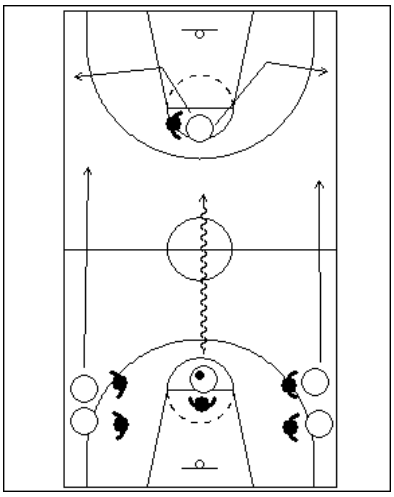
We now do the same drill with two offensive players. The passer now must scan both sides of the floor. Once the pass is made, the passes is out of the drill.

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Three on Three

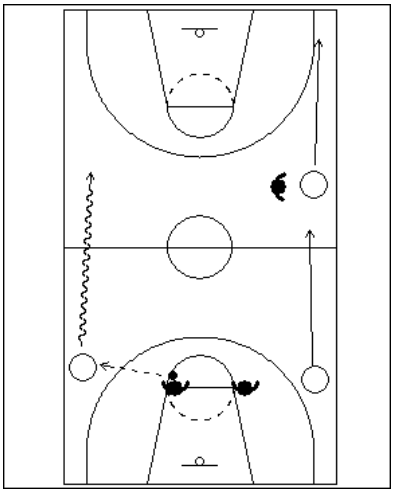
The same as before only now it is three on three. The third defender stands with his back to the middle payer. Once the middle player dribbles everyone else is live. This gives a slight one second advantage. The middle player is now able to score.



Exploit the advantage

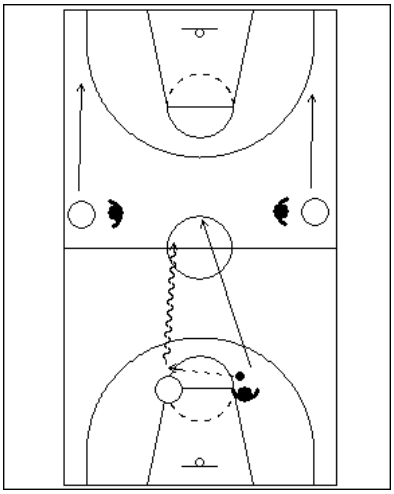
We now add a fourth pair on offense and defence. They start at the foul line at the far end. The offensive player can cut to open space.

It is often a good idea to allow the transition back the other way.



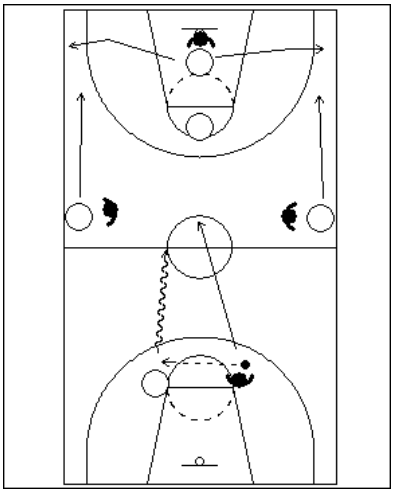
3 vs. 3 (lat. drive) handicap

This is another way to start playing three on three. This time the ball handler has the slight one second advantage on the side of the court with two offensive players on the same side. The defenders start on the inside of the offence. The drill starts when the defender makes the pass to the offensive player. The offense must also learn how to play in space. Should the second offensive wing player push the first wing player to go through or should the first wing player stop on the wing and the second offensive player balance behind to the top? These are the situations that the players must think about as they play.



3 vs. 3 (mid. drive) handicap

Here the advantage is in the middle with two wings on the opposite sides.



4 vs. 4 (mid. drive) handicap

Here we add another pair on offence at the far end. The ball handler must go under control and be see the open players.

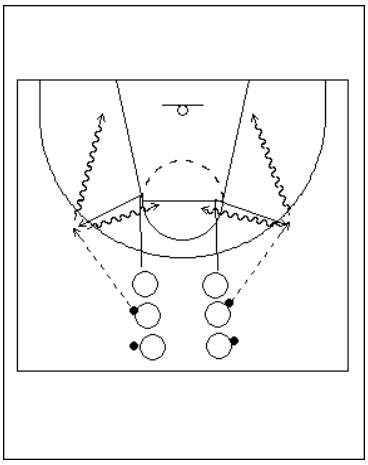
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TEACHING A CONCEPTUAL BASED OFFENSE
Stage 2 Mid to Late Clock

Before a coach introduces these concepts it is essential that the coach has ensured that the players have a thorough grounding in the concepts and skills in the previous stage.

- CUT AND REPLACE (eyes contact when cutting)
- EXPLOIT THE ONE SECOND ADVANTAGE (read the defence)
- TEACHING 2 VS. 1 (half court and full court)
- 1 VS.1 WITH 5 PLAYERS (play with your team mates)
- DON'T STOP THE BALL (action it's better than action-reaction)
- PROGRESSION TEACING (phases A – B – C – D)

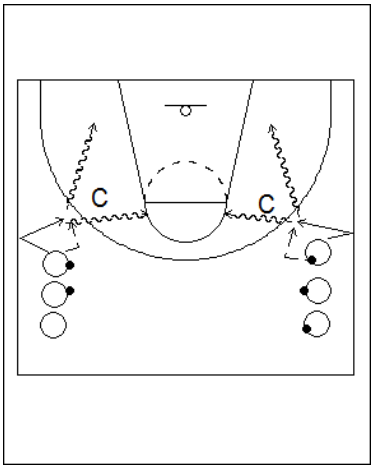
QUICK REVIEW



1 v 0 dribble start – Phase A

Two lines at the high elbows. Everyone has a ball except the first player in each line. The first player runs to the elbow and does a jump stop. Pivot and then cuts out to the attack spot. The second player passes when the player is outside the three point line, but in an area where the player is a threat. Using a crossover step the player attacks the middle for a dribble jump shot or baseline for an outside /inside power layup.

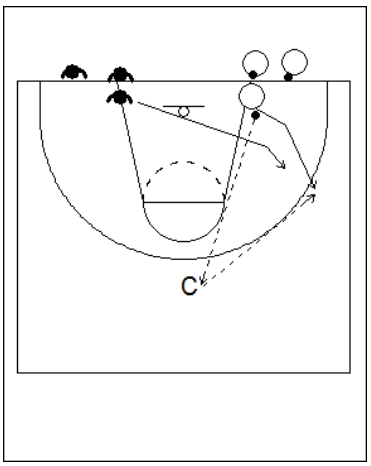
The coach is emphasizing the proper footwork, pass and finish.



Read the coach's defence – Phase B

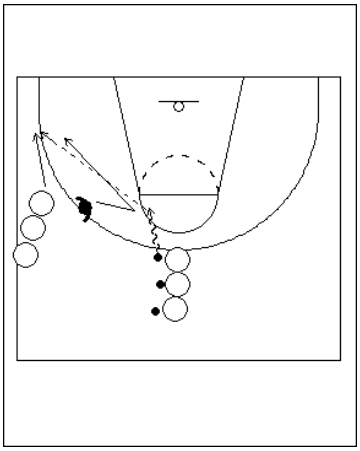
Now the coach adds a guide to the wing player on the catch. The player must decide to shoot, drive right/left or go backdoor.

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1 vs. 1 active defence – Phase C

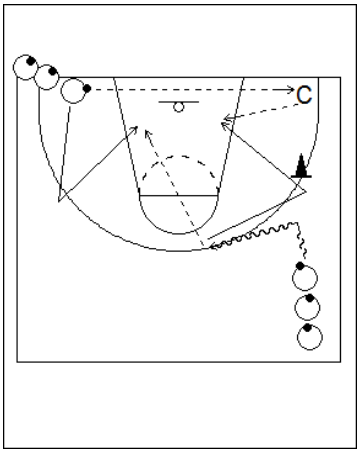
In this phase we want the players to play live one on one. Two lines on the baseline. One line has a ball. This player passes the ball to the coach, who is at the top, and then cuts to the attack spot. When the player starts to run the first player in the other line runs out to play defence.



1 vs. 1 game situation – Phase D

The players form two lines with the balls at the top. One defender is on the passing line defending the wing player. The player with the ball attacks the paint. The defender helps and recovers. The wing player slides to open space. On the catch it is live one on one.

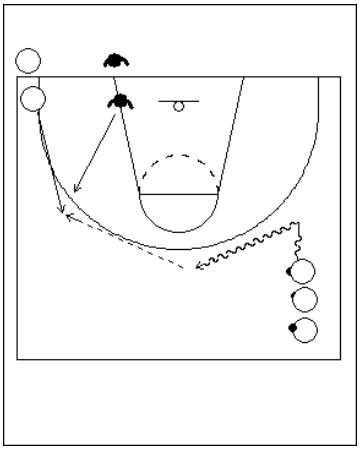
The defender is only faking a hand and foot into the drive line. Be sure that the passer works on dribbling with the outside hand.



Backdoor cut-pass – Phase A

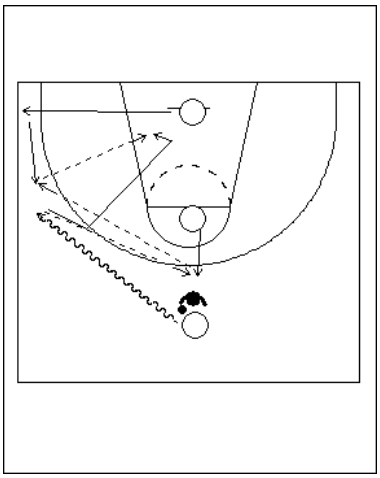
To review the backdoor cut we use the same drill from the earlier stages. Both lines have the ball. The player in the corner passes to the coach and cuts to the wing outside the three point line. The player at the top dribbles the ball to the top. The timing of the two players is crucial. The wing player goes backdoor. The pass must be in the key. After passing the passer cuts to the opposite attack spot and goes backdoor to receive the pass from the coach in the corner.

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Contested back door - Phase B

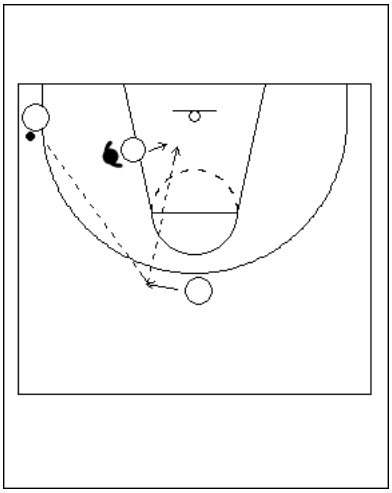
To load the decision making of the players and to increase the precision of the cuts and passing we add the coach as a guided defender.



3 vs. 1 triangle pass - Phase C

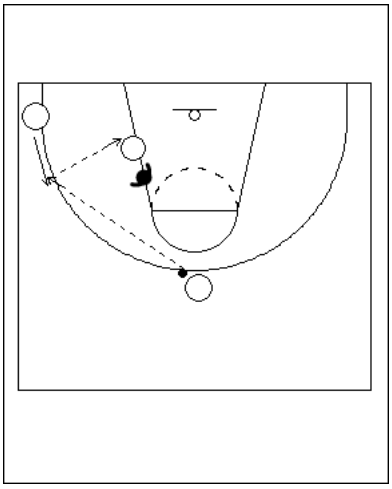
This is a new concept that is introduced at this stage. It is suggested that you do the drill 3 v 0 at first (Phase A). The next would be to have the coach the guide on defence to help with the execution and decision making (Phase B). In Phase C we make use of active defence. We are working on sealing inside and using a triangle pass to make the 'best' pass to the inside player.

The top player has the ball and dribbles it over to the attack spot. The bottom offensive player cuts out to the same corner. The offensive player at the foul line pops out to the top. The defender is guarding the wing player with the ball. The pass is made to either or the top. After passing the wing player cuts to the ball side of the basket. The defence jumps to the ball side on the pass.

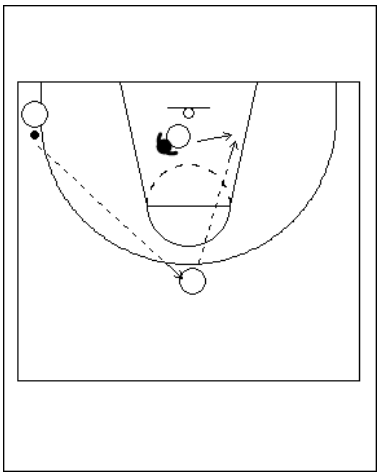


In this example the ball has been passed to the corner. The defence has correctly gotten to the ball side and taken way the pass form the corner. The player on the top must shorten the pass and call for the triangle pass. It is important for the inside player to maintain his/her seal. Do not release the contact and allow the defender to move on the pass. The passer from the top can lead the offensive player to the basket with his/her pass.

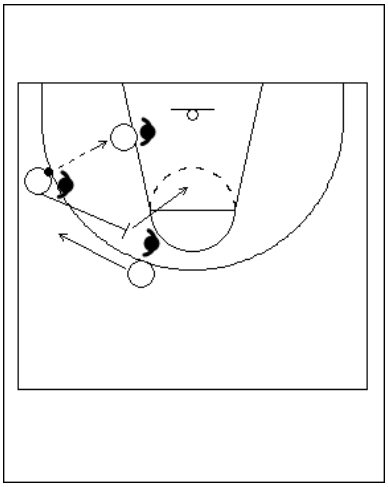
A triangle pass is like a hockey assist. It is using a teammate to pass the ball inside.



In this example the pass has been made to the top. Again, the defence is in the correct denial position. The corner player must shorten the pass to allow for an effective triangle pass.



Too often the player who cut goes to the basket. By rule the player can only stay in this position for three seconds. This may not be enough time for a triangle pass to develop. Also, if the passer tries to pass to space it takes the inside player away from the basket and often in to the hep defence.

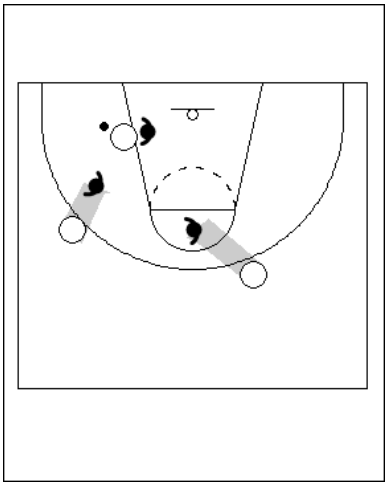


Ball in the post

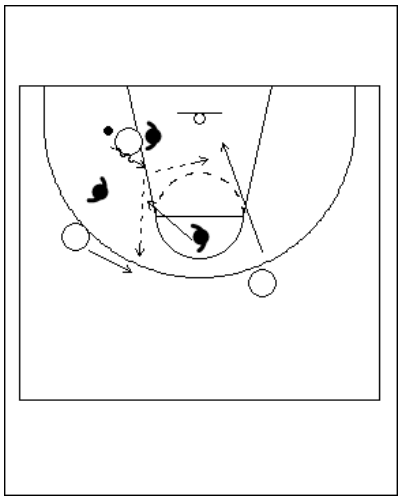
We cannot assume that once the ball is in the post that the player will shoot every time. The perimeter players must learn to move in space. We do not want to take a position where the defender can guard the post and the perimeter player. We also do not want to fill the corner of the low post. This restricts the vision of the post player. He cannot se everyone on the court at once. He/she must turn his/her head. This can lead to double teams.

In this example the two perimeter player screen for one another. This is an advanced concept that should not be used until the players learn the offensive system.

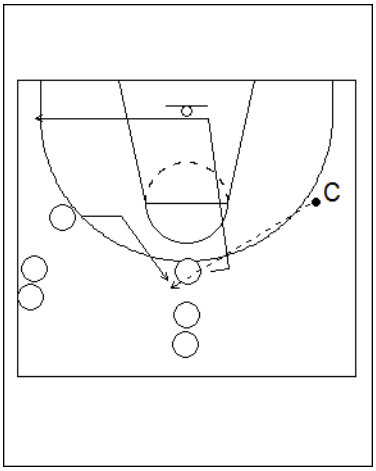
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A simple rule for this level of player is to play on the shoulder of your defender. By positioning yourself here you take away the vision of your defender. He/she cannot see you and the ball in the post at the same time. If the defender turns his/her head you can easily cut to open space.



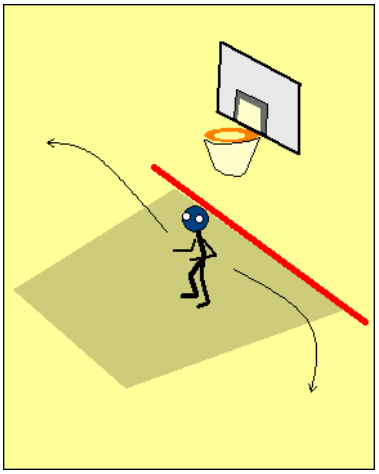
When the post player dribbles this is the time to make hard secondary cuts. The defenders will have a tendency to turn their heads to the ball.



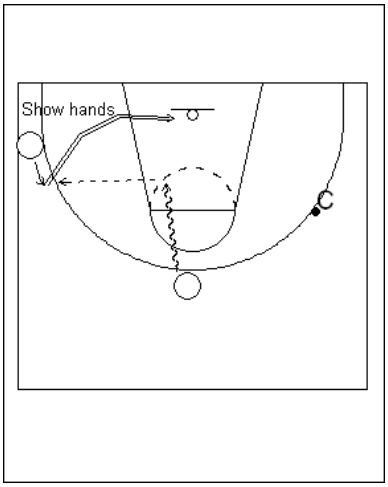
2 vs. 2 cut and replace

The diagram shows doing the drill in Phase A, no defence. The player at the top has the ball. He cuts to the ball side post and then opens up. While seeing the ball the whole time the player balances out to the corner. The offensive player in the wing spot replaces the cutter to the top.

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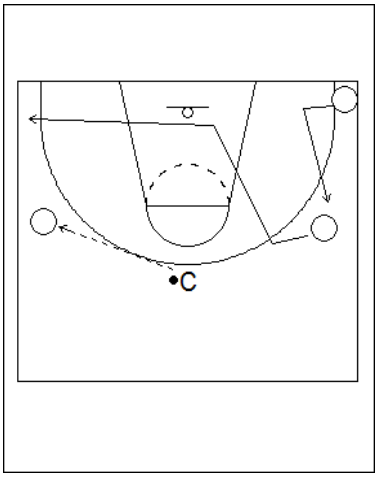


It is very important to open up when you reach the basket. See what you teammates and defenders are doing. When you exit the key to the open space you still want to see the ball.



When the player at the top catches the ball he wants to receive it anticipating the defence; a jump stop, already square to the basket. He/she attacks the basket with a crossover move. If his/her teammate shows hands pass the ball. This player will shoot. If no hands are shown keep attacking the basket.

In Phase B the coach can give a guide on defence. In Phase C we play two on two. Now it is live defence. The coach is always open for a pass. The players are working on cutting.

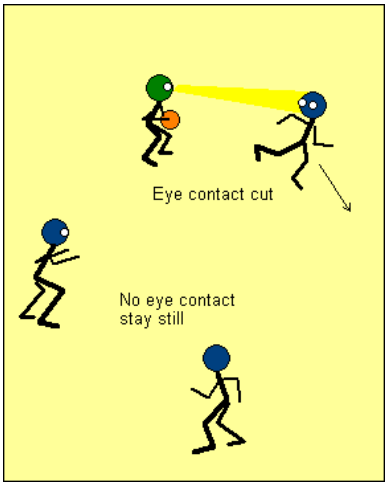


3 vs. 3 cut and replace

Start the drill in Phase A with no defenders. The coach has the ball at the top and three players fill perimeter spots on offence. The concept is only cut when the player with the ball (coach) makes eye contact. After cutting, open up at the basket and fill the open space. If the player above you cuts to the rim you need to fill the open spot. If a pass is made to one of the players the other players can still cut, but only when looked at by the player with the ball.

In Phase D we make it game like by playing three on three. The defence plays in the passing lanes.

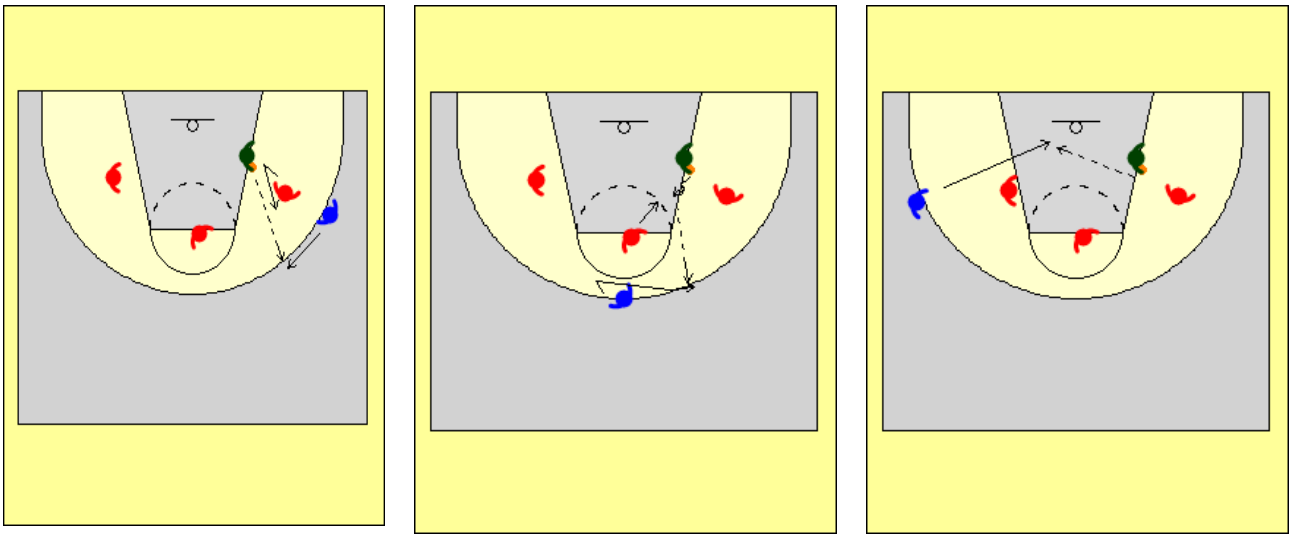
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This is one of the most important concepts that the players need to learn. Cut when the player with the ball makes contact with the eyes. Cutting without eye contact leads to:

- Too many players in the key at one time
- Poor timing on the cuts
- Turnover

Sometime the best cut is no cut. Standing still for a brief period of time is appropriate when you are not available to cut.



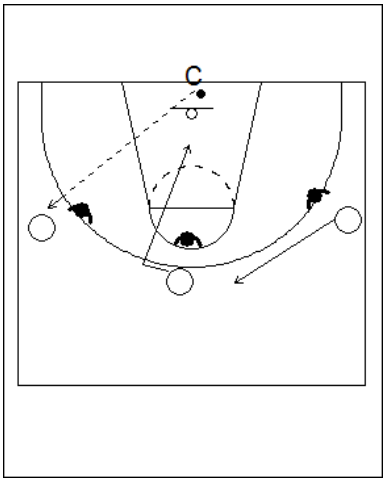
Play 1 on 1 three times from a post pass

The coach has the ball in the post position. The offensive player is playing one on one against his check. learn to play off the shoulder of your defender. Make it difficult for the defender to help and also watch you, the offensive player. The coach passes and the players play one on one.

The offensive player now moves immediately to the second position at the top and plays against that defender. If the coach dribbles the defender stunts. Play off the back shoulder of the defender.

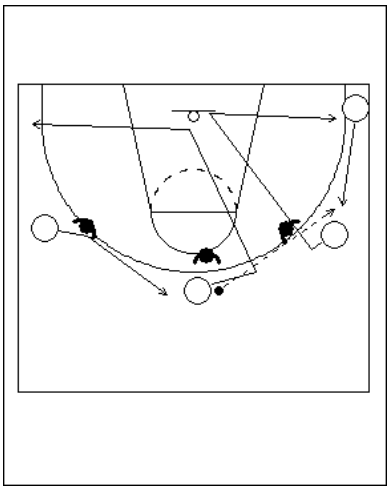
The offensive player moves to the third position. Here he/she see the defence turns his/her back so the cut is to the rim. By playing offence three consecutive times it is very rare that the player will use the same move three times. He/she will be thinking about reading.

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3 vs. 3 cut/replace

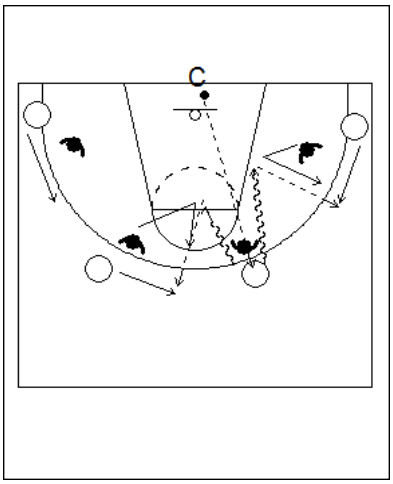
This is another way to start playing three on three. The coach has the ball under the basket. The defence is live but does not touch the ball until the coach passes. The drill is live on the pass by the coach. If the coach looks at you cut. The other players must either fill or wait.



4 vs. 3 cut/replace

This is a very important drill for teaching the players the sequence of their options; shot, pass dribble attack. The defence starts by playing in the passing line. The offensive player initiates the drill with a backdoor cut when the passer looks at him/her. The next player fills. This is not a three point shot we want since the ball has not penetrated into the key first (as players mature we will have some players that have proven that this shot is ok for them to take, but at this stage we want to stress the rules).

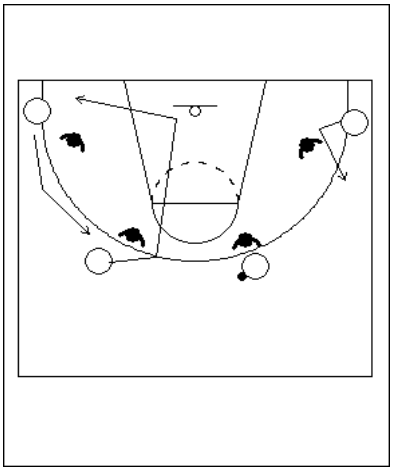
The player receiving the pass must go through his/her options. It is about finding the open player.



4 vs. 4 handicap

Here is a four on four drill that starts with the coach passing the ball to one of the perimeter players. The defence is on the passing lanes. Once the ball is passed we start with penetration.

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4 vs. 4 cut/replace (2 dribbles)

We now play cut and replace four on four. It starts with a back cut by the player the passer looks at. The offensive players have a two dribble maximum.

Offensive flow

In any good offenisve system, each action connects; as one is finishing the next is occuring.On a bad team the action stops, then starts.

Offensive Tempo

The offence must reflex the opposite tempo of the defence. If the defence wants to slow down we need to play faster on offence. If the defence is trying to press, we need to slow down.

Coach Pasquali

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OFFENSIVE SYSTEM

It cannot be stressed enough that coaches cannot skip the work done on the previous skills and technical concepts. Too many coaches want to jump into the "play" before the players know how to play. The previous material is the foundation on which all basketball is based. Without it, any system the coach tries to implement will be lacking in its ability to:

- **Handle pressure situations** - where the defence takes away the pattern. Good offences always have pressure releases; i.e. a backdoor cut when denied.
- **Dynamic one on one situations** - where players take advantage of:
    - bad close outs
    - opportunities to attack the open basket with a cut
    - seal inside

  that may not be part of the pattern of the offence.

When you first move to a new city the drive home can be very draining. You must pay attention to every street sign, looking for the ones that correspond to your directions. Eventually as you drive the route more often you begin to relax and take notice of stores along the street. You find yourself saying; "I never noticed that before". One day you drive home and you don't even remember how you got there. The route has become part of your subconscious.

This is the same for players when learning an offensive system. Each time the coach puts in a new "set" or play it is like driving in a new city for the first time. The player has to concentrate of the directions and he cannot see what else is happening around him/her. When you teach by concepts the players will take time to learn the route, but once it is part of their subconscious they can focus on others things as they play, such as reading the defence.

Coach Pasquali

The system that is used should:

- Have the players play multiple positions
- Be used only to initiate the offence. The pattern is not as important as the concept of creating a one second advantage
- Flow from transition
- Teaches the players to read
- Create quality shots based on the one second advantage and the abilities of the players

OFFENSIVE SYSTEM (RULES)

4 + 1 (4 PERIMETERS PLAYERS + 1 INSIDE PLAYER). This is not a permanent post player. The player may stay in the post for one possession or players may move from the inside to outside during a single possession.

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POST UP GAME FOR EVERY PLAYER

Every player will have the opportunity to seal and play inside.

BACK SCREEN

This is the first screen that is taught. The reason is that it fits with our overall offensive concepts:

- The first option is always to get the ball in the paint
- The second option is to shoot the three point shot

DRIBBLE DRIVE PENETRATION

- For the same reason as the back screen it gets the ball into the paint and then we can kick out for the three point shot.

PICK AND ROLL

This should be the last option taught to the players.

OFFENSIVE FLOW

In any good offensive system, each action connects; as one is finishing the next is occurring. On a bad team the action stops, then starts.

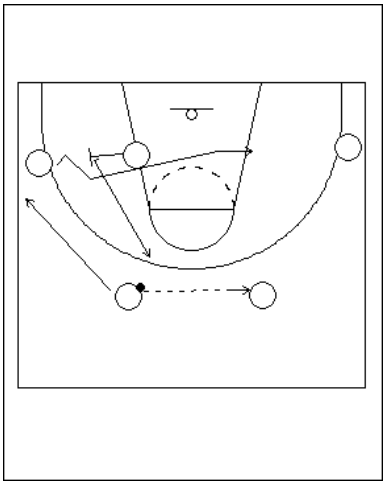
OFFENSIVE TEMPO

The offence must reflect the opposite tempo of the defence. If the defence wants to slow down we need to play faster on offence. If the defence is trying to press, we need to slow down.

OFFENSIVE RHYTHM

The timing and the spacing. This must be maintained throughout the entire shot clock.

OFFENSIVE SYSTEM - EXAMPLE #1

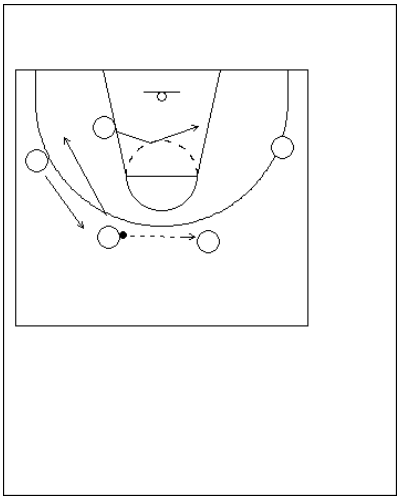


Basic move

The basic set that the players flow into is one post player on the ball side around with four perimeter players. Two in the guard spots and two wings or forwards.

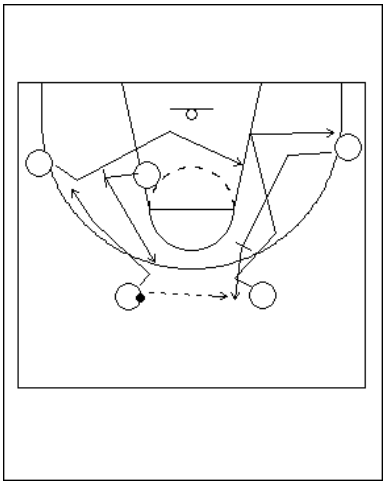
On a guard to guard pass the post sets a back screen for the wing player. The post immediately faces up to the guard spot. The guard who made the pass flares to the wing spot.

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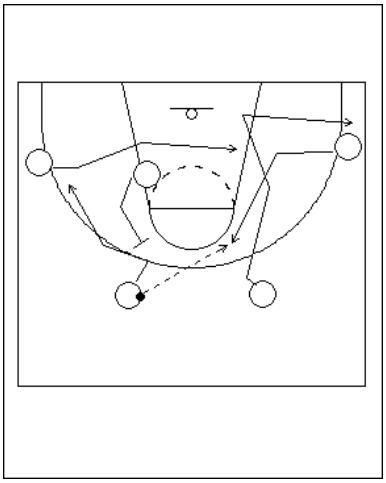
Post stays

The post also has the option of following the ball. This would be a good option if the post has a mismatch. The wing and the guard exchange.



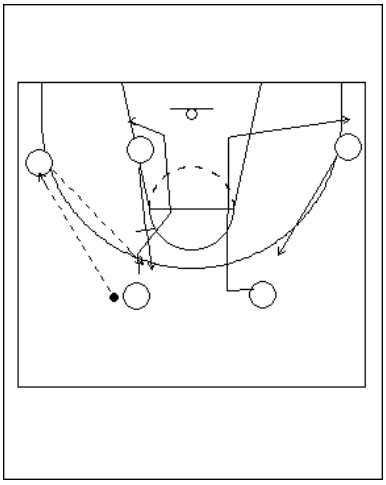
Weak side back screen

If the opposite guard is being denied it is often a good idea for the weak side wing to set a back screen for the guard. Notice that the Wing makes a cut in the direction of the basket first. This creates a better angle for the screen. On the guard to guard pass the post sets the back screen and the guard flares.



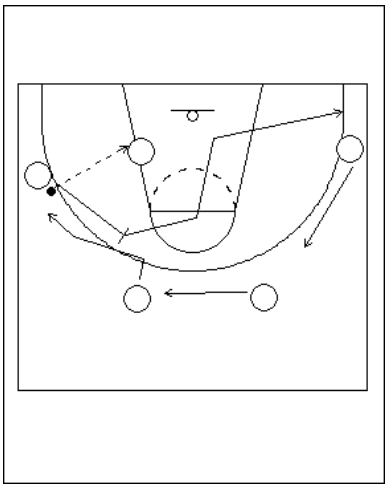
Weak side back door, strong side back screen

Here is another way to initiate the action. The weak side guard goes back door. The weak side wing cuts to replace. This allows for the guard to guard pass. Instead of back screening for the wing the post sets a back screen for the guard. The ball side wing made a hard basket cut to the opposite post to create the open space for the post to guard back screen.



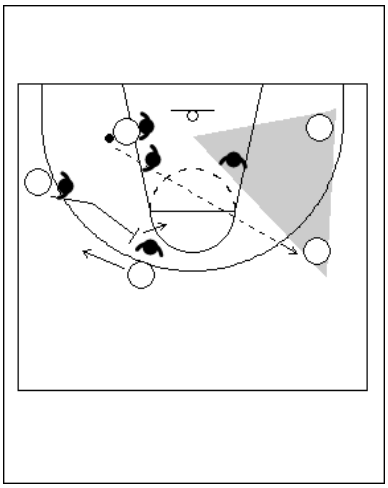
Pass to the forward

If the ball is passed to the forward the post sets a back screen for the ball side guard. The weak side players exchange.

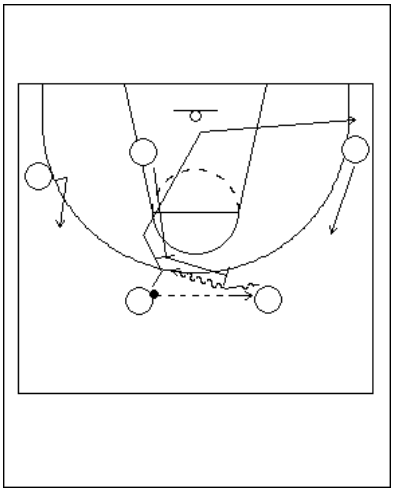


Ball into low/post

Whenever the ball is passed to the post the perimeter players must move to create the idea spacing. The wing passer can screen for the ball side wing. After screening this player cuts through. The other players spot up. We never want to fill the ball side corner when the ball is in the post. It makes it difficult for the post player to see all players on the floor at one time.



If teams double the post we need to look to pass the ball to create the 2 -1.



Pick and roll

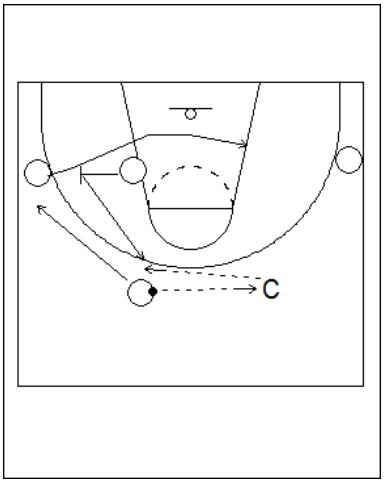
When setting a ball screen it is preferred that there is a screen action first. Here the Ball is passed guard to guard. The post up screens and then immediate sets the ball screen. This makes it difficult for the post's defender to be involved in the ball screen defence.

Remember:

- Let the player feel free to play after few passes (cut, penetration, spacing), in order to see the players potential-talent.
- The execution of the system has to be flexible.
- The coach may change the offensive options after timeout or after S.O.B. (call).

4 v 4 breaking down the offensive system

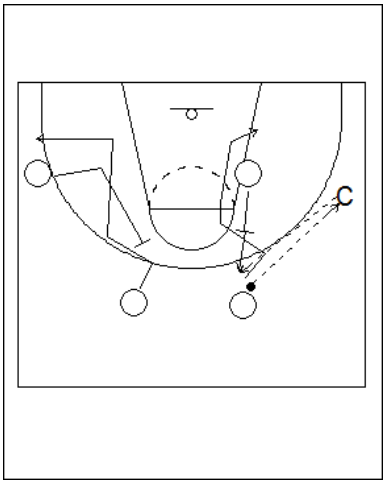
Here are some good 4 on 4 drills to work on various components of the offensive system.



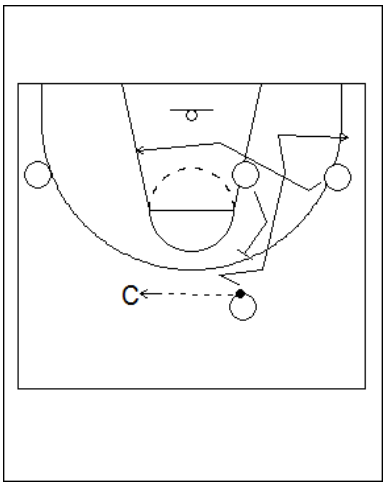
Guard to guard pass

Here the coach acts as the second guard. The players are working on reading off the back screen flare action. The players move into pass and replace and penetration.

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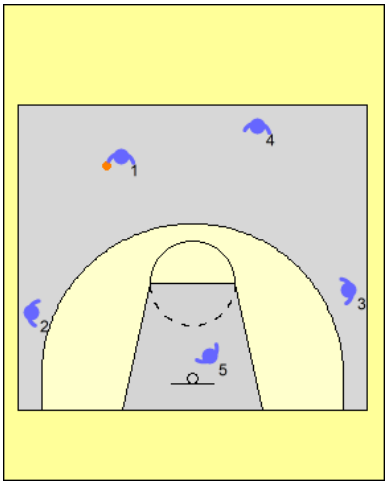
Here the coach is working on the back screens for the guard when the ball is passed to the forward.



Here the players are working on the back cut by the forward followed by the back screen for the guard.

OFFENSIVE SYSTEM – Example 2

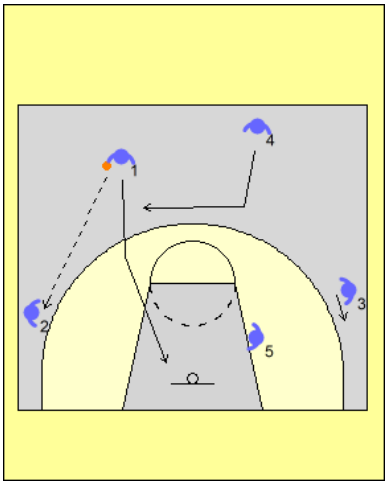
In the example the offence can easily flow from transition into the set. Post exits cuts away from the ball to create a natural double gap on the ball side. Remember; the only purpose of the set is to create a one second advantage. Players play free once that occurs.



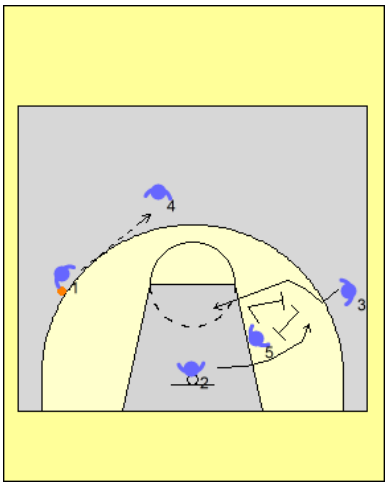
Initial Spacing

The players flow in transition to a four out one in set, with the post exiting away from the ball.

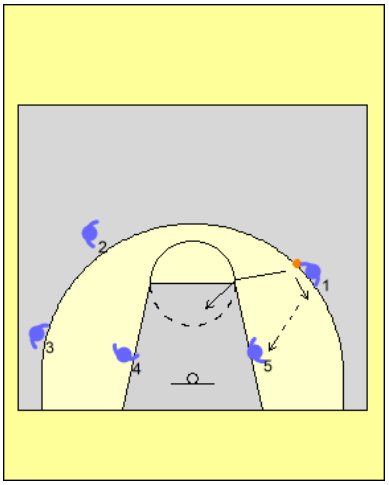
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The ball is pushed in transition to the ball side wing. After passing the #1 keeps on attacking the basket. #4 looks to cut to receive the reversal pass.

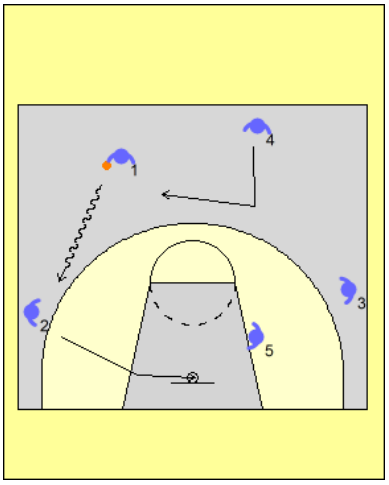


On the pass to #4, #5 sets a back screen for #3 to cut to the basket. #5 continues to set a pin down screen for #1 who cuts off the screen to the wing.



#1 looks to feed #5 in the post. The players now play free using their post principles of play.

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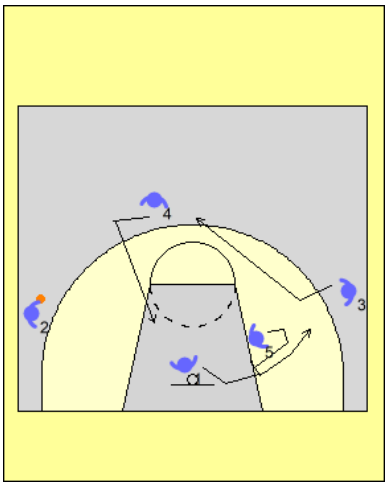


Pressure Releases

In order to maintain flow all offensive systems must contain pressure releases. The players must anticipate these actions by the defence and respond according with no disruptions.

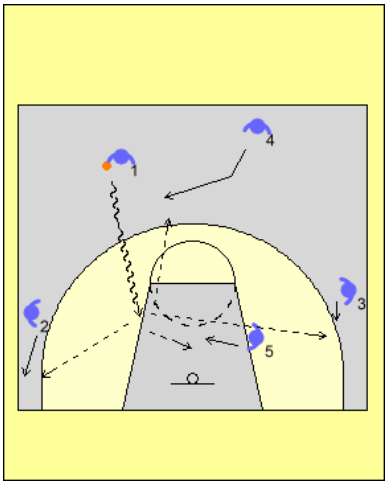
Dribble entry

If the wing push to #2 is not open, #1 can push #2 through with a dribble. #4 cuts to receive the reversal pass. On the pass to #4 the same action continues where #5 sets the back screen for #3 followed by a pin down screen for #2.



Reversal denied

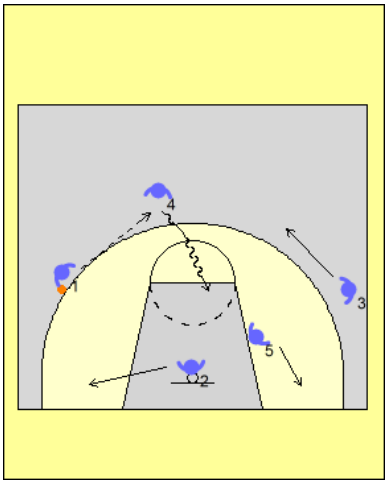
If the reversal pass to #4 is denied at the top, #4 cuts back door. #3 now fills the reversal spot and #1 uses the pin down screen from #5.



Play free - penetration

#1 beat his/her check into the natural double gap. The other players forget the pattern of the offence and play free using the penetration principles.

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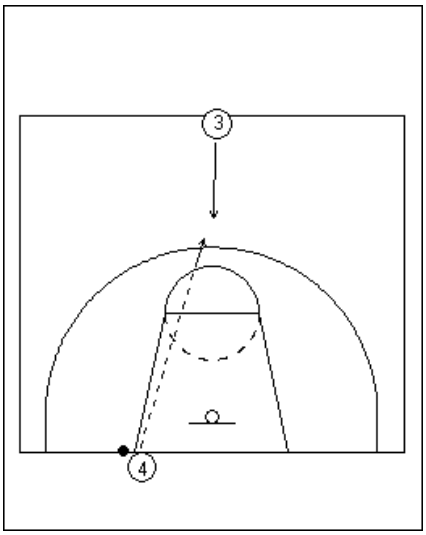
Play free - Dynamic 1 on 1

If on the catch at the top #4 can attack his/her check with the cross over or the curl he or she does so. The other players now respond to the penetration. We do not reset the offence, we play free with concepts.

These are just a couple of the possible pressure releases and opportunities to play dynamic 1 on1 that can be incorporated. The coach must help the players explore these opportunities by using break down drills that use all four phases; A- on air, B –coach guides, C- live defence and D- competition or scrimmage.

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PRESS BREAK



Press break

Things to consider:

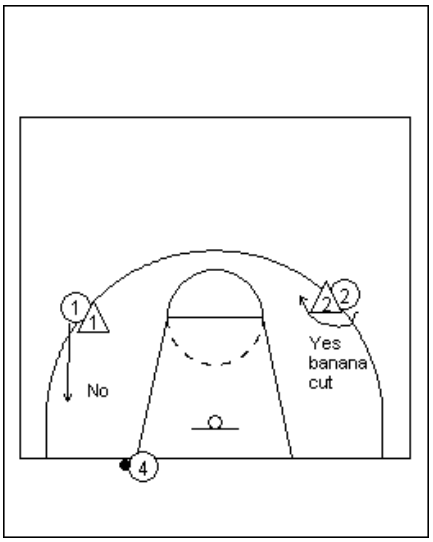
- Do you want a fast shot or are you just trying to get the ball over half
- Who can hand the ball against pressure?
- Who are your best passers?
- Who can finish at the end of the press?
- Who can inbound the ball and who can get open in the middle of the floor (example to the left). Getting the ball to your best ball handler decision maker in the middle of the floor **is the best ways to attack pressure.**

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It is important that the player's are placed where they have the highest chance of success. As a coach we do not show panic versus pressure. Show the players a "no problem, we're prepared" attitude

- Decide do you want a fast press break or a control press break.
- Always look to create three passing options - SIDE, MIDDLE, and BACK.
- Always have a pressure release options

What follows is an example of a press break. It is by no means the only one but it does allow us to look at the various components of a press break.



Inbounding

The inbounder needs to be positioned so that he/she can see the whole court. This player needs to be able to throw long. Avoid standing directly under the basket.

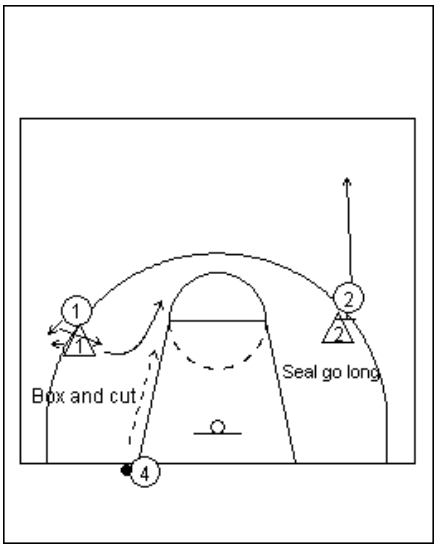
We never want to go below the foul line extended to receive the pass.

Three options:

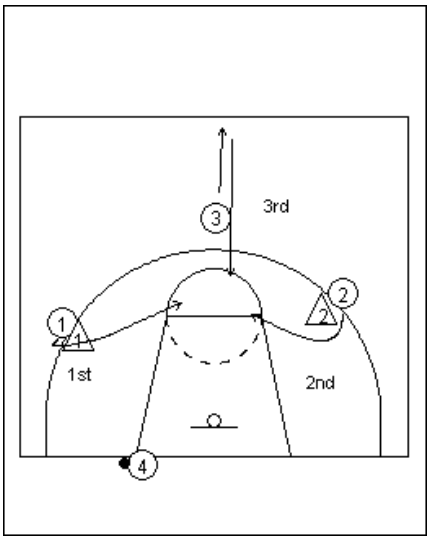
a) Banana cut

b) Seal go over the top

c) Fake out cut middle



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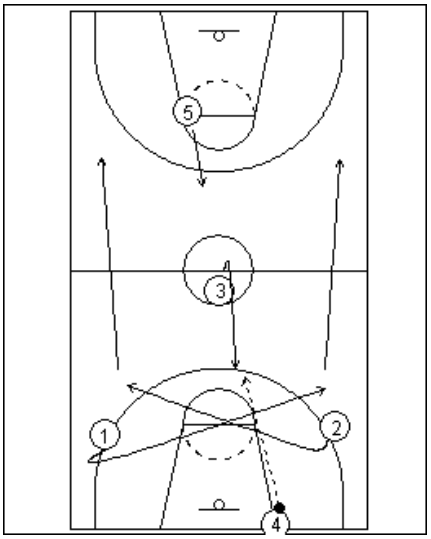


Inbound sequence

Stay well back off the baseline so that you have room.

FIRST LOOK - guard on the ball side
SECOND LOOK - guard on the help side
THIRD LOOK - a player cutting back hard through the middle.

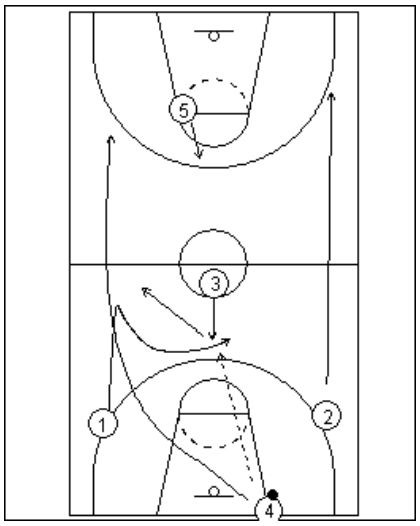
Against tremendous pressure it is much better to go to the pressure release person as your main option. Better things happen when the ball is in the middle of the floor.



Fast press break

Look to go vertical. Go over top of the pressure.
On the pass to 3 in the middle 5 cuts back for a second vertical pass (double MIDDLE).
1 and 2 go hard back door up the wings. SIDE
4 trails - BACK

3 reads the defense and attacks pressure
a) middle to 5
b) sideline to 1 or 2 - look "FIRST BIG" to 5 diving front rim
c) take on and dribble middle

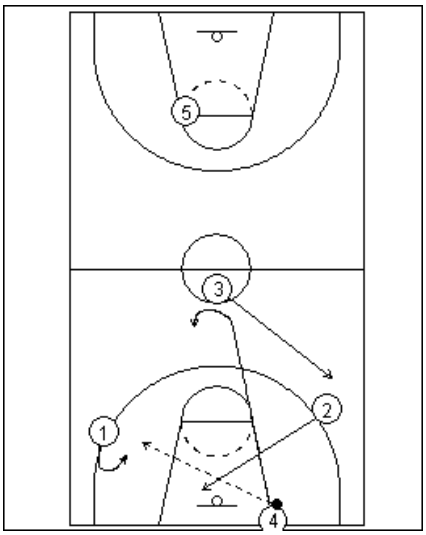


Controlled press break

1 goes hard and then cuts back for the hand off.

After taking the hand off it is key that 3 spreads the defense, runs wide and fills a lane.

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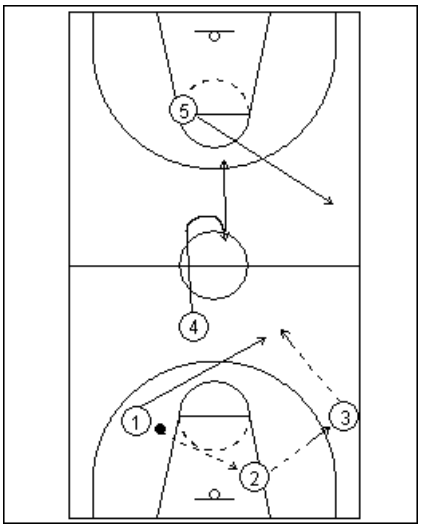
Controlled Press break

4 enters the ball to one and sprints to half and button hooks back to the ball
2 cuts back behind ball for reversal
3 cuts away from the side where ball was entered - she sets up for reversal

SIDE - 1 penetrates sideline (fast press break)
MIDDLE - 4 at half
BACK - 2 under rim for reversal

Entry can be run for 1 or 2 - 3 always goes away from the ball and 4 always sprints to half

Designed to beat the "one and done"



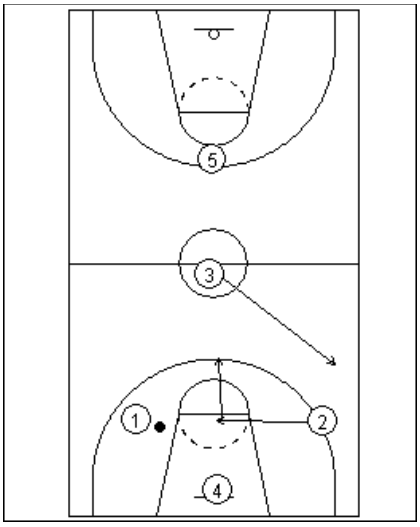
Controlled press break

1 passes ball BACK to 2
2 quickly reads and makes one more pass to 3
3 looks for 1 cutting though middle

READS:
2 first look is vertical - MIDDLE to 4
2 can look to take on her check on the catch
2 can quickly look middle to 1 on a give and go

3 can look SIDE for 5
3 can look long MIDDLE for 4 - "first big"
3 can pass back to 2 - who must now quickly bring the ball over half - dribble away from the action

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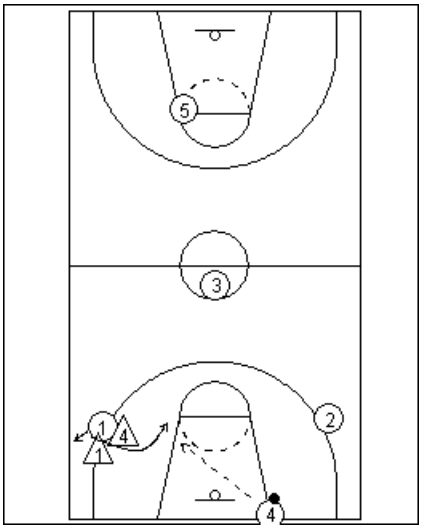
Versus 1-2-1-1 overplay reversal

Teams would not guard 3's cut and would overplay 4 at half and 2 on reversal

"HOLD" - called adjustment from the bench

4 inbounds the ball and steps in for ball reversal and 3 holds at half. 3 would break away from the ball after reading 2's defence. We overload the overplay.

READS
1 reads that the defence overplays 4 and matches up with 3 - 2 flashes open at free throw line
1 reads that defence stays and overplays 2
Controlled press break - pass BACK to 4 who then makes one more pass to 3
Fast press break - pass middle to 2 as she clears vertically to space



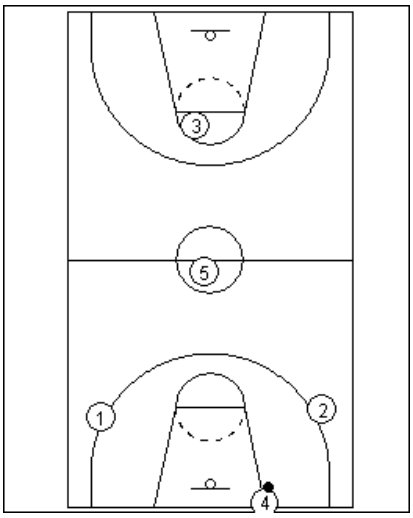
1 guard vs. 2 guards

If you have only one good guard must work hard to get the ball.

If doubled work on faking and splitting the trap.

If two good guards both are potential pass receivers. One cuts and clears the space for the other.

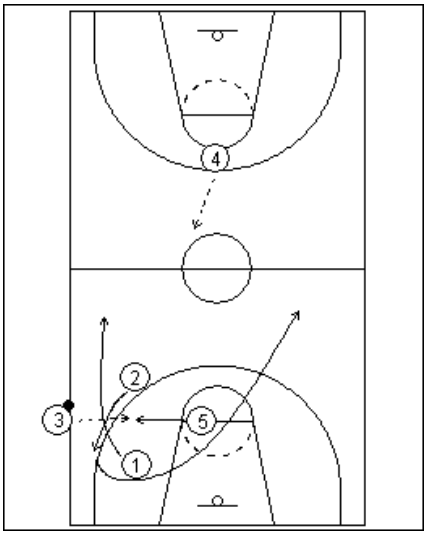
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Put your players where they will be most effective

If 5 is a good passer have him/her be the middle pressure release. It allows you to have your 3 player a scorer at the other end. Also less likely that X5 will defend this pass.

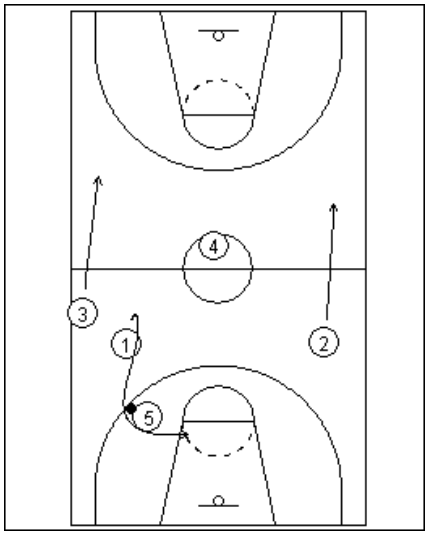
The inbounder needs to be your best passer. How long can she throw the ball? Does she make good decisions?



Sideline backcourt

Same concept.
The two guards uses their cuts to get open. 5 is the pressure release. On the pass to 5, 4 runs the double middle. The guards go back door.

You can again go fast or controlled.

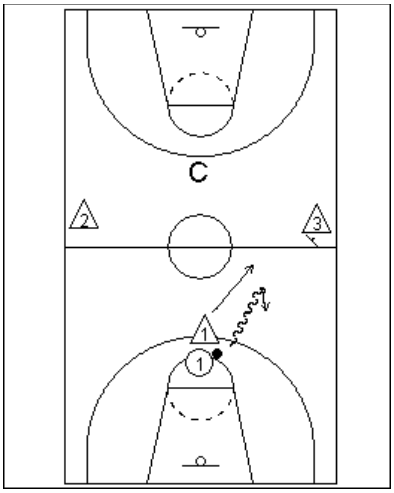


Controlled break

1 fakes long and comes back for the hand off.

Fast press break, look for any vertical passes up the floor.

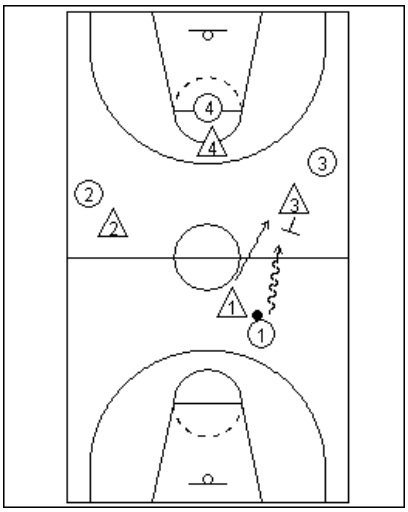
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1 vs. 3 guard drill

1 attacks the press
Use a pullback dribble to avoid the trap.
Pull back attack the other side. Want to split the trap.
Keep the dribble alive.

A coach can call for the ball making sure the head is up.



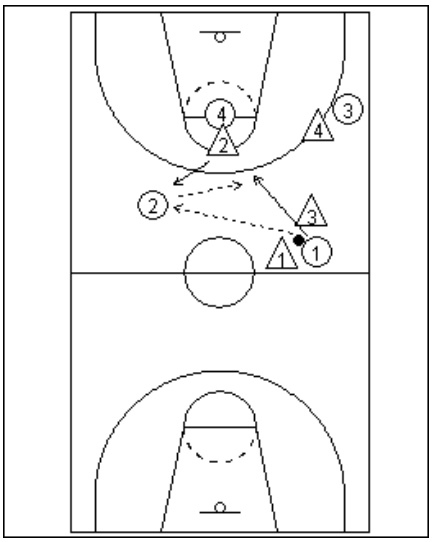
4 on 4

The coach signals the type of defensive trap and rotation

a) rotate after the trap - leave the opposite guard open
b) no rotation - leave the wing open
c) - leave the middle open

This allows the guard to work on reading

The guard is also reminded about throwing the ball off the leg of the trap if nothing appears.



Give and go out of the trap

On any pass out of a trap run a hard give and go. The passer has a tremendous advantage. Split the double and cut hard. You can create an instant 5 on 3. The trap must turn around; the passer is already facing the basket.

Progressions

Add a 5th defender (assistant coach) to make it more difficult for the guard.

Then work 5 on 5
mix the type of pressure

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ZONE ATTACK

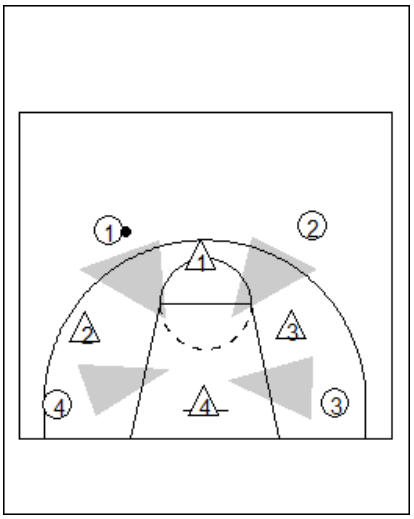
What follows is a conceptual approach to teaching zone offence.

Objective

1. Increase the offensive player's ability to read the defence.
2. To improve the offenses decision making skills.
3. Increase and improve the skills needed for attacking a zone defence.

Key points:

- Teach the concepts using 4 on 4 first; more space, more touches gives the offense an advantage
- Flow into the action
- One concept at a time
- Use drills and games approach
- Concepts vs. Strategy



Concept 1 - Spacing

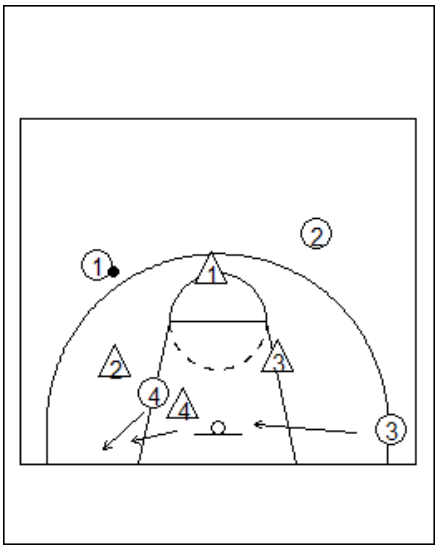
Get in the gaps and seams

The offensive players read if the zone is an odd or even front. Perimeter players position themselves in the gaps that will cause confusion as to who will guard the offensive player.

Inside players look to "seal" a defender to create a seam or to "pop" to space to aid in ball movement and create bigger gaps and seams.

In this example the offense fills the gaps vs. an odd front zone.

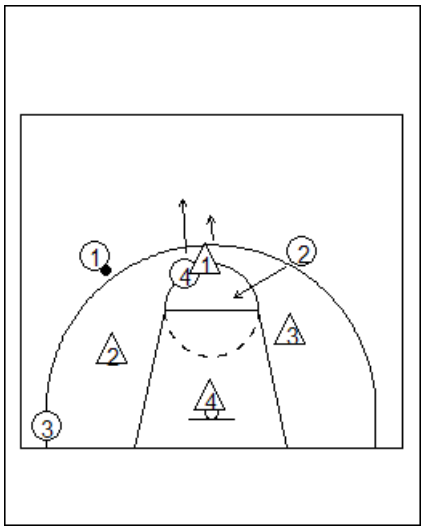
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Odd front zone with a low post

4 looks to seal the bottom of the zone. This creates a gap and a seam.

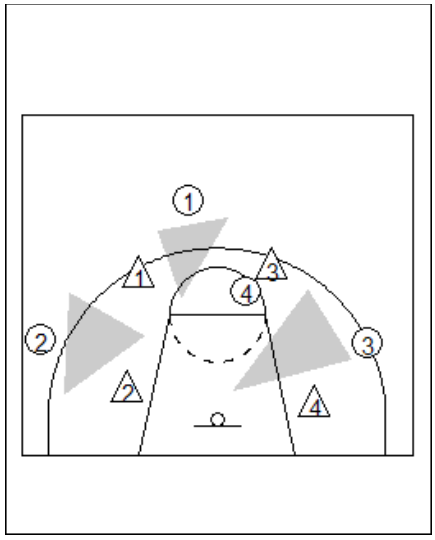
If covered 4 can "pop" to the short corner dragging the defender. This creates a seam or gap that another player can use for an advantage.



Odd front zone with a high post

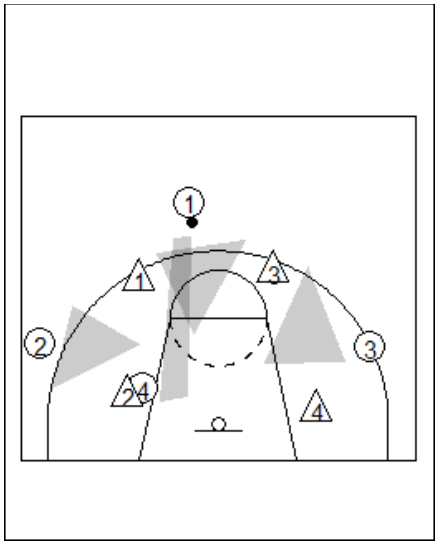
The concept is the same, the post seals one of the defenders to create seam for him/her or to make a bigger gap for the perimeter.

4 can also "pop" to pull a defender or to aid in ball reversals.



Even front zone

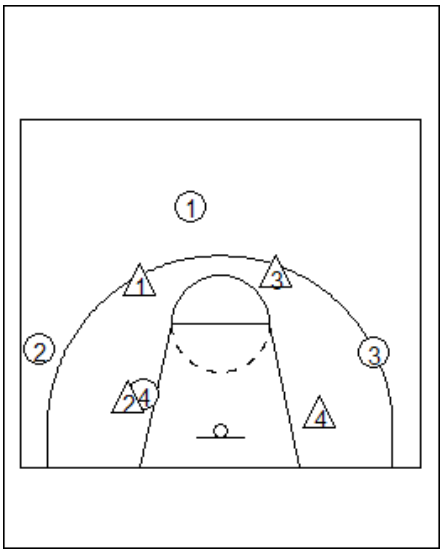
The perimeter players position themselves in the gaps. The high post player 4 looks to seal one of the top defensive players creating a seam. The high post never wants to start in the middle of the floor. It takes away the drive line for the guard.



Low post sealing vs. an even zone

4 seals the bottom player of the zone. This creates a seam in which to receive a pass. 4 can also step to the short corner to enlarge the gaps and seams.

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Games approach for concept one

Play 4 on 4 vs. odd and even front zones. Score multiplied by the amount of ball movement the ball
No cutting or dribbling. Work the concept of creating confusion in the defenders. The posts work on sealing and popping.

Know who is guarding who in the zone. Lots of pass fakes.

Position yourself where you can receive the next pass. Move in and out and up and down in the gaps and seam.

Be ready to shoot.

Rebounding: If above the foul line when a shot is taken go safety, if below the foul line go to the boards.

Remember to mix up how the drill is started. Have a definite finish.

Concept 2 - Penetration

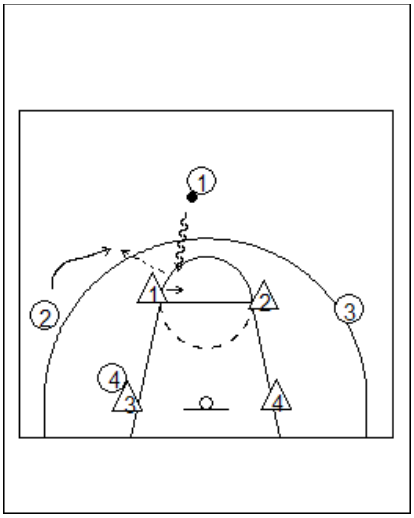
Penetration is used to collapse and distort the shape of the zone.

There are three types of penetration dribbles:
1. Freeze dribble - used to force a defender to stay in one area
2. Lateral dribbles - use to pull a defender out of the area being defended
3. Attack dribble - where you attack the basket

Penetration can also be made by passes. A good zone offense should have a mixture of perimeter passes and penetrating passes into the zone.

Penetration also occurs with cutting. Especially vertical cuts that attack the rim. One concept we want all player to understand is to attack an open basket. Whenever there is an open line between you and the basket; attack it.

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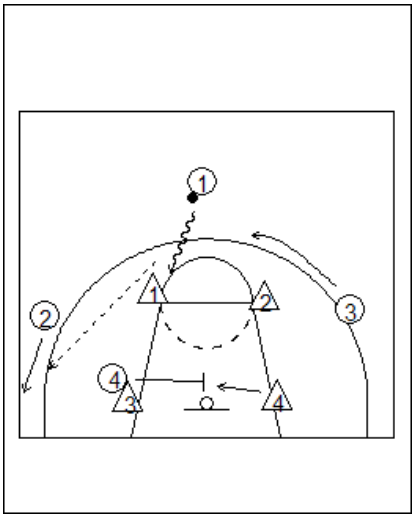


Freeze dribble

Perimeter players penetrate at the inside foot of the next defender. Attempting to freeze the defender and create a shot for the next player.

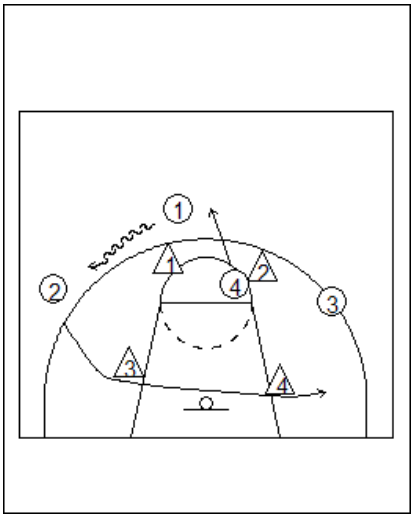
The post attempts to seal in the next defender.
The perimeter can slide or rotate. This is an effective way to get a perimeter shot.

If 2 rotates behind it forces a long recovery for the next player in the zone.



Perimeter player slides

When using a freeze dribble it is often effective to isolate a defender in the zone. In this case defender #1. If 2 slides, 4 screens the next defender and then releases to seal the next defender. This is an effective way to get a post up against the zone.



Dribble pushes and pulls

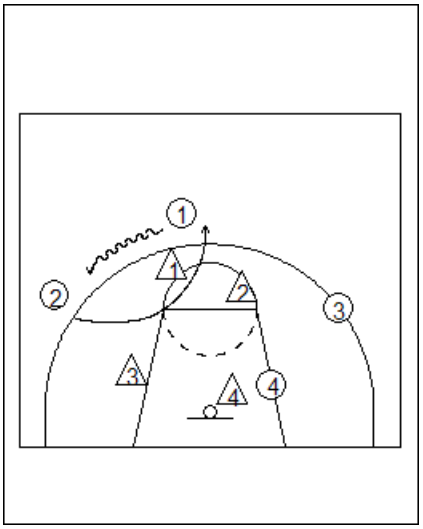
Perimeter players may also dribble at the next offensive player. This is a dribble push. The purpose is to pull a zone defender out of position. The player dribbled at may run through the zone or shallow cut to replace the dribbler. The player who is being dribbled away from is pulled.

In this example 1 dribbles at 2 pulling X1 out of position. 4 pops out behind to fill the space vacated by 1. 2 runs through to create the overload.

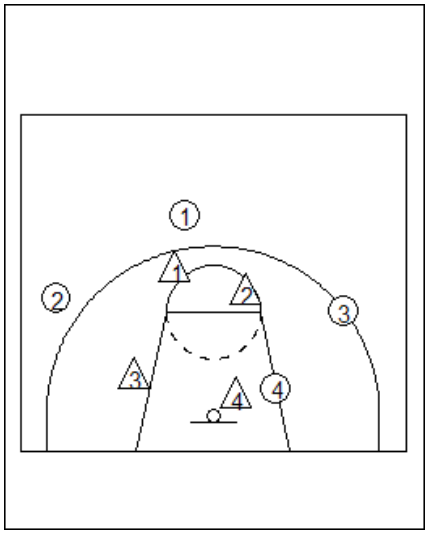
It is important to read how the zone defends. If the defender stays with the dribble the player being pulled should be opened.

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If the defence bumps, look for the player being pushed on the reversal.



In this example 1 dribbles at 2 who uses a shallow cut to fill the spot vacated by 1, 4 seals in the zone.



Games approach for concept 2

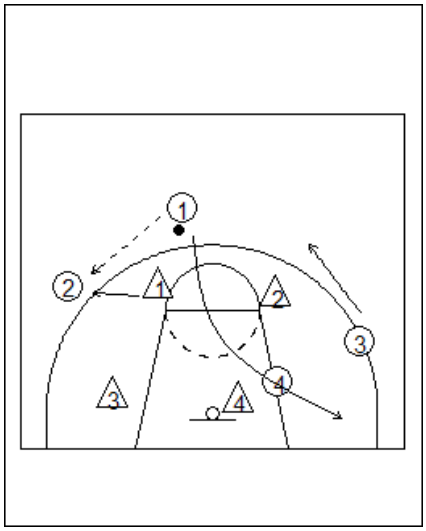
Play 4 on 4 with the same rules as game 1. Now add the dribbles. Players can freeze or push pull.

One concept you can also add is penetrate/rotate/ pass/pass. Players score bonus points when using the concept to score.

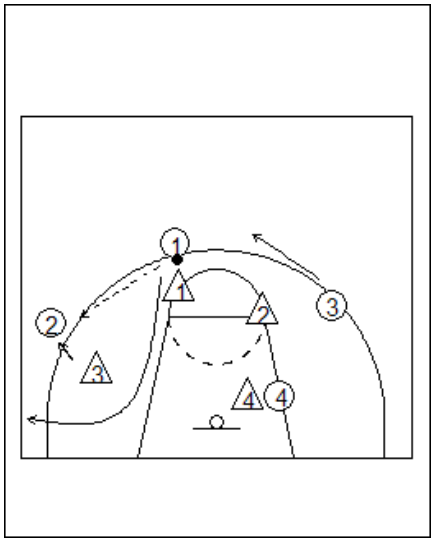
Concept 3 - Cutting

Cutting is used to confuse the zone or overload one side.
Be aware of who is guarding you in the zone.
Who defends the top?
Who defends the first wing pass?
Who defends the post?
Who defends the skip?
It is important to know the answer to these questions. As it will influence the type of cuts.

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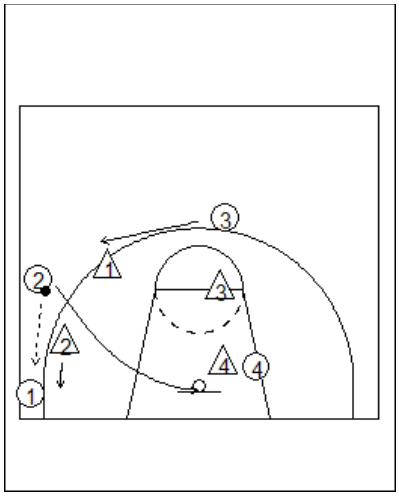
If the top defender guards the wing player look to reverse the ball. The top player cuts "away".



If the bottom player guards the ball the top player looks to cut to the ball side corner.

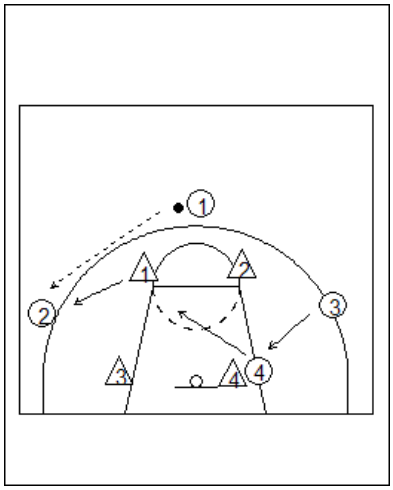
These cuts work very well with the penetration principles.

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Pass to the corner

If the defence attempts to "bump" it is good to cut after passing to the corner.

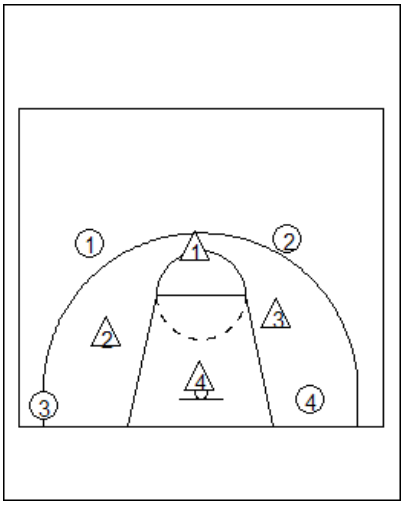


Fill a spot someone just left.

Another cutting concept is to cut behind the defence into a space vacated by a defender. A second offensive player fills the spot vacated by the first offensive player.

This type of action causes confusion by the defence.

In this example 4 cuts to the high post when X1 moves to defend the ball. 3 cuts in behind 4's cut looking for the diagonal when X4 moves with the cut.



Games approach to concept 3

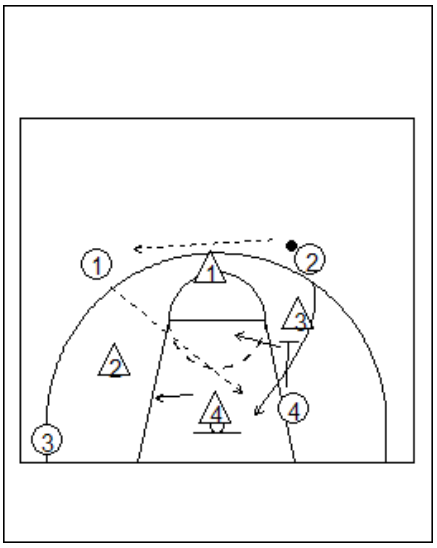
Keep the same rules as before. Now allow cutting. Read the defence as to who is guarding the first pass. Allow more points for using reversals. Pulls, freezes and pushes are used in combination with the cuts.

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Concept 4 - Screening / Picking

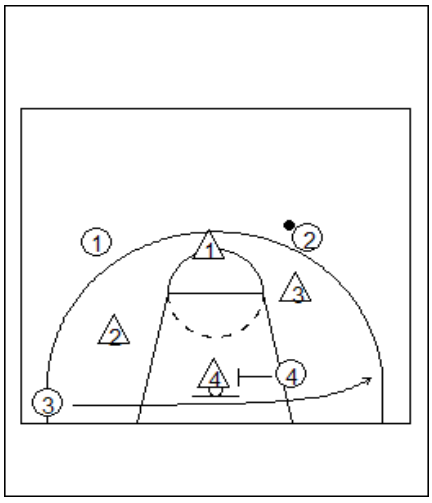
Use screens and picks to create holes in the zone. It is hard for the defense to use hedging and switching to defend.

We can screen on the ball with picks and screen defenders.



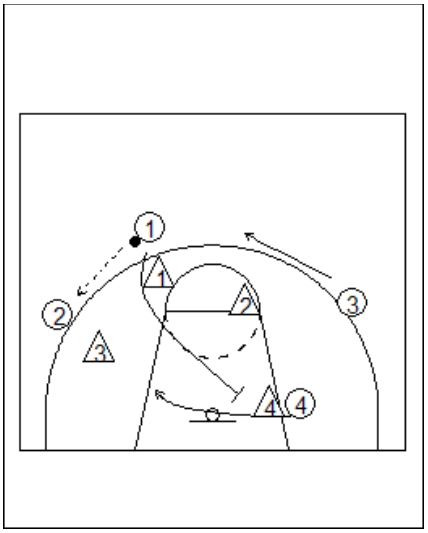
Back screen

4 sets a back screen on X3 to allow for 2 to cut to the rim.

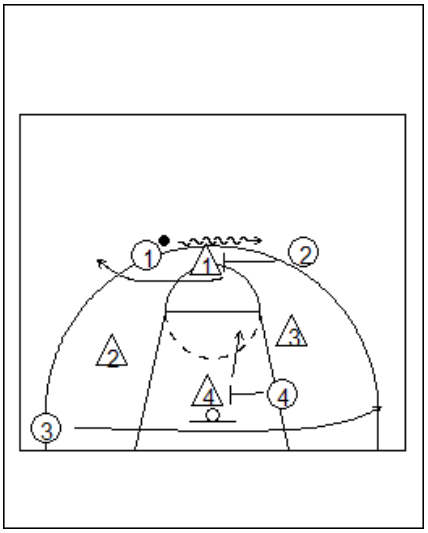


4 screens for 3 to run the baseline

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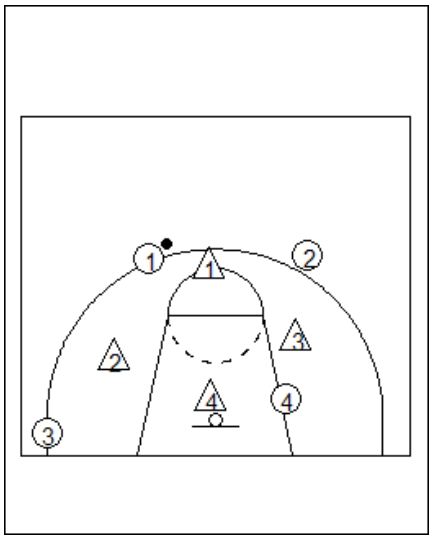


1 center screens for 4 when cutting through after passing to the wing



2 picks for 1 in combination with 4 screening for 3

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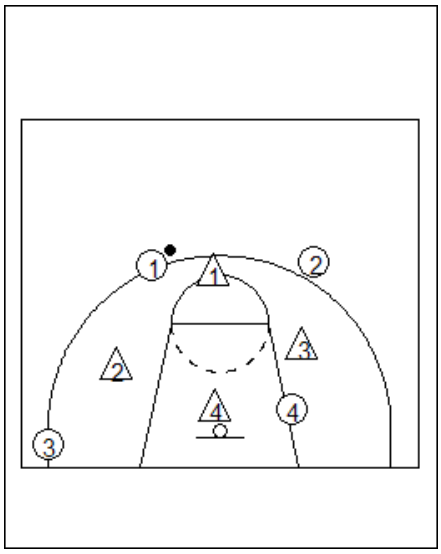


Games approach to concept 4

Keep all the rules as before. Now add screens and picks.

a) perimeter screen for the interior on cuts
b) the interior screens for the perimeter to cut

c) perimeter picks the ball - run to spot
d) interior picks on the ball - roll



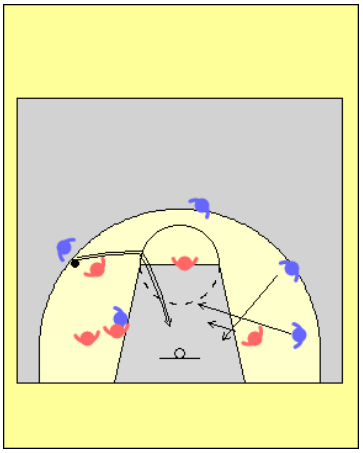
Basic rules

interior - 2 secs in 2 secs out
perimeter - penetrate, rotate, pass, pass

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Zone offense – other points to points to consider

- You control who defends your players. The offence gets to position themselves against the defender of their choice.
- What is the shape of the zone, what are the slides, who covers where, odd or even front, what is the spacing , where are the gaps and seams, where can you seal?
- Pass fakes, shot fakes
- Rebounding. Make use of a duck and dive to create a weak side rebound.

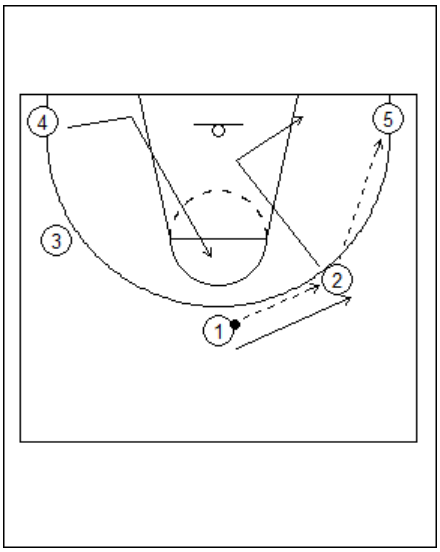


- Screen or seal the zone - center screen, seal release
- Dribble penetration - freeze, force a defender to move, pull a defender, make a defender guard the ball
- Overload - away, pop, stacks
- Player movement - fill the spot someone just left
- Attack behind - cut the back of the head - Russian spot
- Passing—penetrating passes, reversal passes - be in position to make the next pass - skip (flare screen)

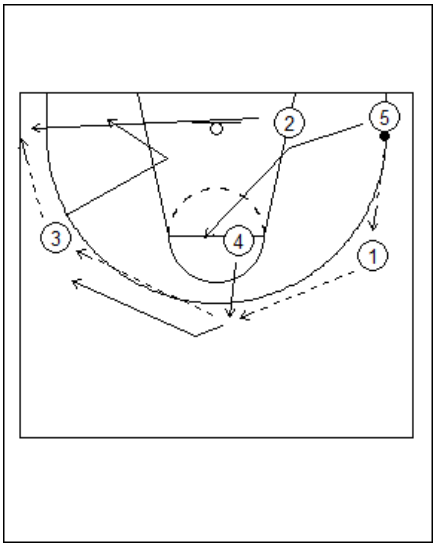
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Simple Zone Attack

When coaches see a zone for the first time they often fall into the trap of assigning players permanent positions. Here is a simple zone offence that allows for players to play multiple positions. As stated before it is important that players learn the skills and concepts behind the system and not just the system.



The offence starts with five perimeter players. The ball is moved around the outside to the corner. The wing player cuts to the ball side of the rim and then out to the short coroner. The opposite corner cuts to the high post. the player on the top slides to fill the wing. The offence has now overloaded the zone.



The ball is now reversed. The player in the short corner follows the ball and becomes the corner on the reversal. The high post steps out to become the new top player. Once the ball is passed to the corner the same cutting action occurs.

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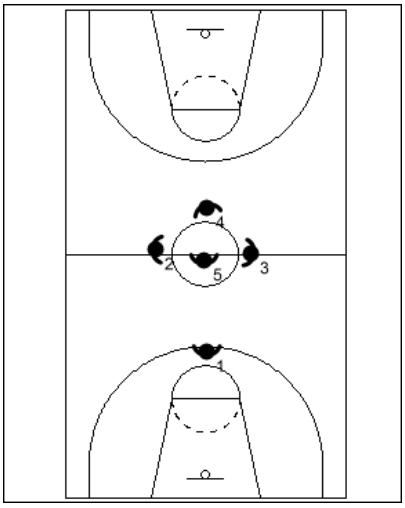
SPECIAL SITUATIONS

The coach needs to prepare their team for the various situations that occur during the game. These include:

- The jump ball
- Foul line
- Inbounds plays
    - Front court sideline (SLOB)
    - Front court baseline (BLOB)
    - Back court sideline
    - Back court baseline (cannot run)
    - Backcourt baseline (run)
    - Mid court (front court only)
    - Mid court (can go either way)

JUMPBALL

Although there is only one jump ball coaches need to prepare their team as it can have a huge impact on the tone. One simple thing a coach can do is prepare his/her team for a jump by deciding if it is an offensive or defensive jump (if you are not sure who will win, treat it as defensive).

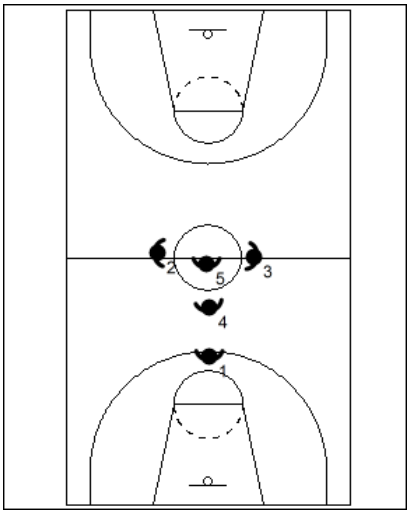


Offensive jump

Place the extra player on the offensive side of the circle. You will notice that one player is always acting as a goalie to prevent the easy layup off the opening tip.

Defensive Jump

The extra player is on the defensive side of the circle. You must be alert to special set plays, such as a screen for the jumper.



FOUL LINE

Many games can be won or lost on the foul line. Offensively coaches need to be prepared for situation when a player misses foul shots or late in a game a foul shot must be intentionally missed. Defensively teams must practice boxing out and against the various strategies that teams may do to score a late basket or to gain an extra possession.

Foul shots are also a great time to communicate. Many teams make use of huddles or coaches may call particular players over to the sideline for individual instructions.

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INBOUNDS PLAYS

Coaches need to have their team prepared for all possible inbound situations; from both the offensive and defensive perspective.

There are two schools of thought for running inbound plays:

- At one end - Have numerous plays to confuse the defence
- On the other end - Have one basic play with options from which the players read the defence.

The coach must balance the time it takes for players to learn multiple plays with the easy scoutablity of having only one play.

The coach needs to consider the following:

- Will the play work vs. man and zone
- Will the play work form all locations on the court?
- Is it dependent on only one individual to execute? What happens if he/she fouls out?
- How are the options or reads communicated? Verbally? Signals?
- Do you have a play to score form the front court in the last 2 minutes of the game?
- Does the inbounds play score quickly or is it just to get the ball inbounds?
- Will you switch screens in defending an inbounds play?
- Will you pre switch screens?
- Can you defend a stack, a box and a isolation look.
- In defending an inbounds can you:
    - Protect the basket
    - Stop the primary scorer
    - Get a 5 second count
    - Quickly foul a poor foul shooter.

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DEFENSIVE RULES

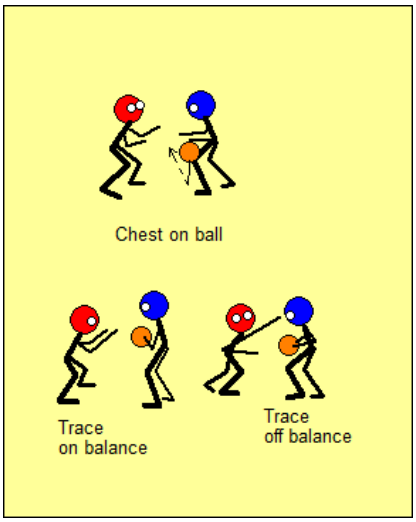
- ## 1 – PROTECT THE BASKET

This begins in the base game of 1 on 1. The player learns to position his/her body between the offensive player with the ball and the basket. As the game shifts to 2 on 2 the defender guarding the player without the ball must still position him/her self in a way in which the basket is protected by being closer to the basket than his/her check. The rule is the same in the full court or half court. It is about finding the right defensive position with your feet.

- ## 2 – PRESSURE ON THE BALL

From 3/4 court (pick up at the opponents foul line) we have to put the ball handler under pressure.
Do not allow the ball handler to easily see the other players on the floor and force him to change hands (while dribbling) and direction (crossover) as often as possible. Also, don't allow the ball handler to determine which side to dribble to (strong side or week side), this will help to confuse the team's offence. Everybody else should be in the passing lane. Once he/she crosses the half court line you have to keep him/her on the same side, do not allow any crossovers. This will allow the other four defenders to identify which is ball side and help side. Do not allow the offense to enter the ball where and when they want. The entry pass is the beginning of the offensive set, that's why we have to deny it as hard as possible.

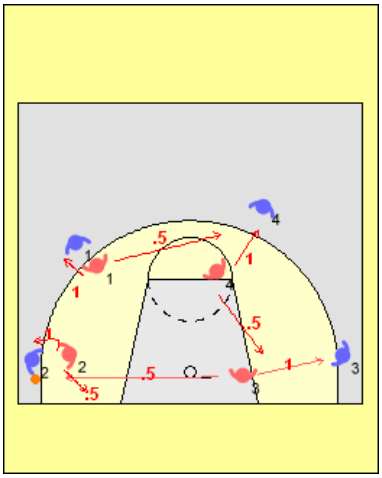
Place your chest between the ball and the basket. Trace the ball with only the hand on the side of the ball. If you reach with the opposite hand you will put yourself off balance.



3–PLAY 1 AND HALF ON THE PLAYER WITHOUT BALL

Make sure that you are always defending your man and ready to help on the eventual penetration/rotation. Keep this rule as a first step to play good team defence.

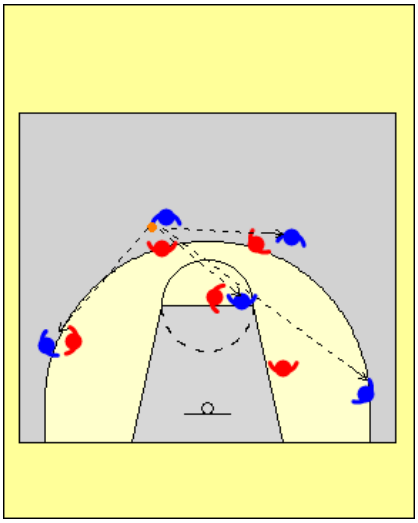
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At any point in a defensive possession, the players must know whom they are guarding (1) and whom they are helping (.5).
The player guarding the ball is the only person that does not have a .5 responsibility.
The player guarding the ball must know who is the next helper if the ball is put on the floor.

4– STAY ALWAYS IN THE PASSING LANE

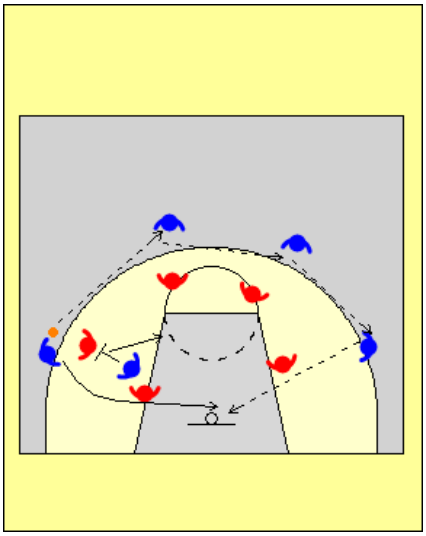
Make sure you are always in the passing lane ready to deny the pass and to help vs. penetration. Your team defence will be very effective only if five players are in good position. It has to look like a wall.



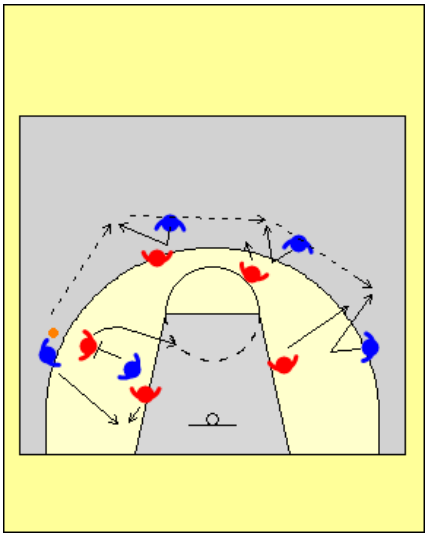
5 – MAKE THE OFFENSIVE PLAYER MOVE BEFORE HE CATCHS THE BALL

Never allow your man to catch the ball near the three point line, make him move if he wants the ball, this will help your team mates to defend cuts and screens. Always make the offensive player feel your pressure.

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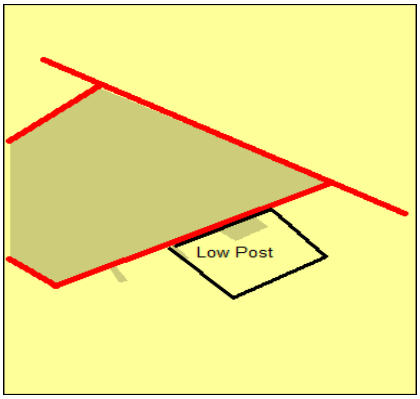
A former Yugoslavian coach once said that the best offence is when you take the ball from three players on the strong side of the floor and reverse it to the side with two players; then quickly bring a third player from the strong side to the weak side. In this example it is very difficult to defend the back screen if the ball is allowed to be quickly reversed.



By making the perimeter players move to catch the ball it slows done the timing of the ball reversal. The players defending the screen have time to hedge and recover.

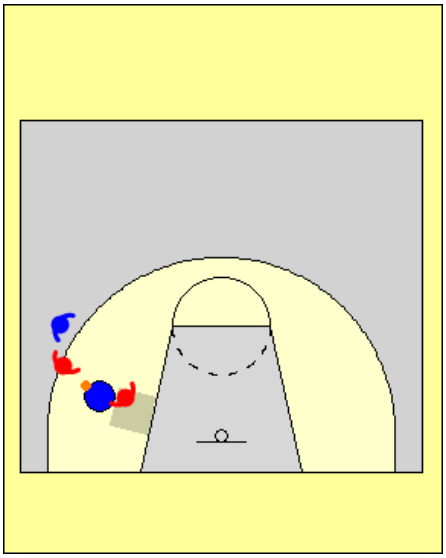
6 – NO BALL ON LOW POST (BIG OR SMALL):

Never allow the ball to enter into the low post position; it is the most critical position for the defence. Fight as hard as possible to deny the pass and position.



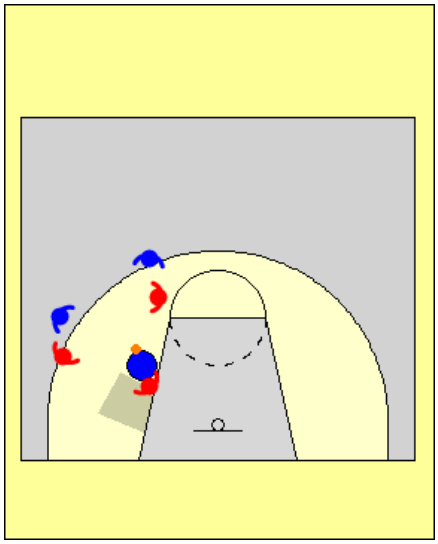
The low post is defined as a box on the floor one meter square. This is the spot that we want to keep the ball from entering. It is a great idea to use masking tape to mark this on the court when training. It helps players be aware of the box.

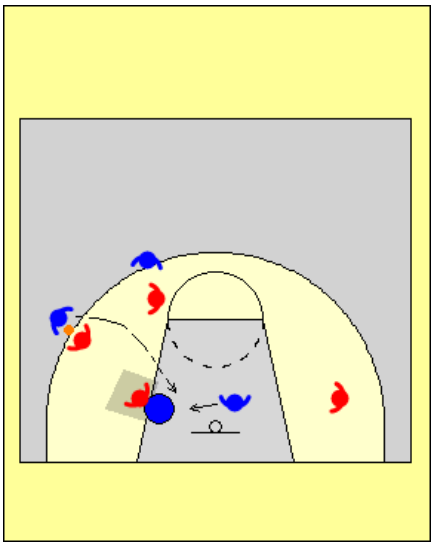
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If the offensive player catches the ball in front of the box, it is very easy to have the wing defender guard two.

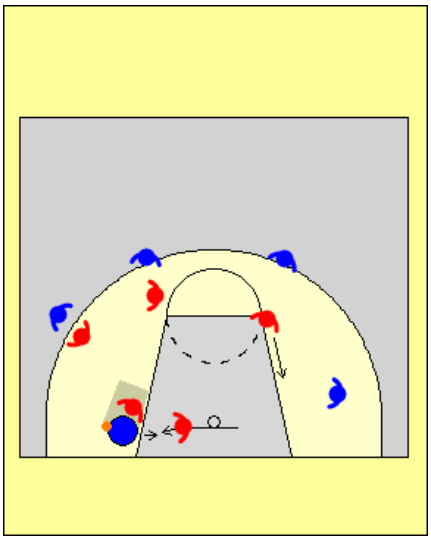
If the offensive player catches the ball above the box two perimeter players have the ability to help and also guard their own checks.

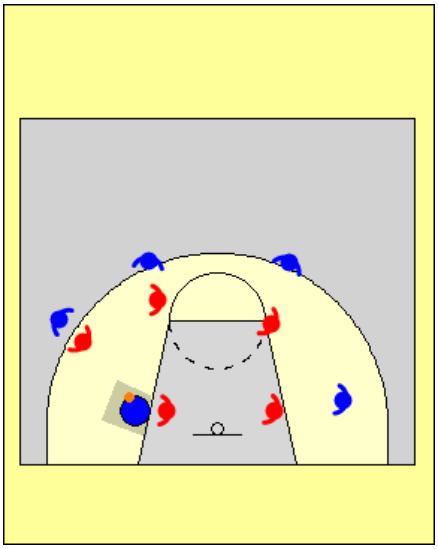




When the offensive player posts inside the key it is very easy for weak side help to come on the lob pass.

If the post up is below the box, again, weak side help can come on the dribble. The post defender takers away the middle and the vision of the post.



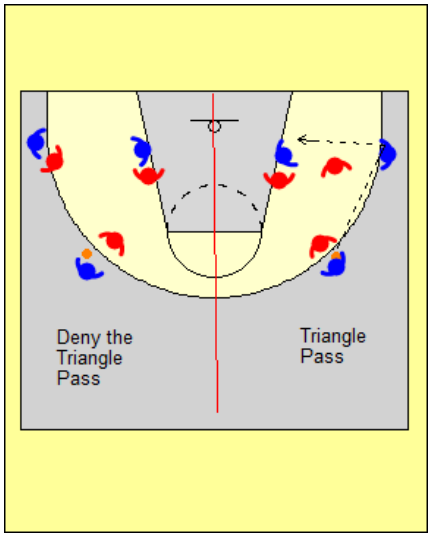


When the ball is caught in the box it is very difficult to get help on the post. You are now forced into rotation., which is after the fact defence. You are in scramble mode. We do not help in this situation. We want to instil the attitude in the defenders mind that he/she needs to prevent the player from catching the ball in this spot. If they know help will come, how hard will they work to keep the ball out of this position. We need to develop a defensive mind set.

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- 7 - DENY EVERY PASS CLOSE TO THE BALL

This expands on defensive rule 2 and 3. This is especially true when there is an offensive player in the corner (no triangle pass with the low-post if we defend him 3/4).



8 – SLOW DOWN THE REVERSE

As indicated in defensive rule 3 and 6. Any kind of offence will work if we allow the ball to be quickly swung from one side to the other, especially through the high post. It's an important to attempt to break the rhythm of the offence by denying reversal passes. It is also important to deny the pass when you are defending a back screen, weak side-cut or any type of screen.

9 – PLAY GOOD 1 AND 1 DEFENSE TO AVOID DEFENSIVE ROTATION:

A good man to man defence starts with good 1 on 1 defence on the player with the ball. The defensive rotation makes the defence weaker. The defensive rotation puts the team defence in an emergency situation. Too often coaches spend the majority of time in practice working on these emergency situations. It is better to work on developing the skills required to prevent the emergencies from happening in the future. Learning the proper defensive skills last the player's career, rotations may only work for one game.

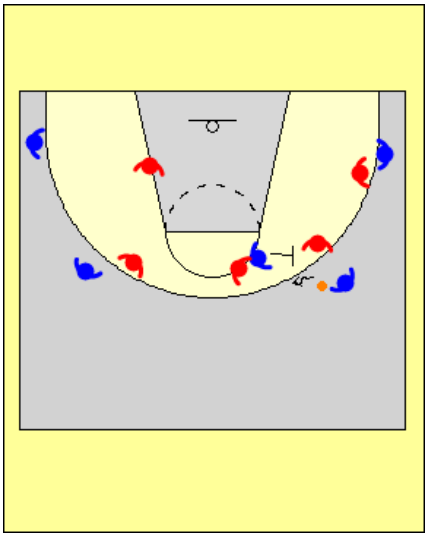
DEFENSIVE TOPICS

1 ON 1 DEFENSE: find your balance, feel yourself reactive, put one hand on the ball and play with the other in the possible pass location. Try to avoid crossing over the hands or the feet. Move your feet and always keep your chest in front of the ball. Man to man defence will only be as strong as the defence on the player with the ball.

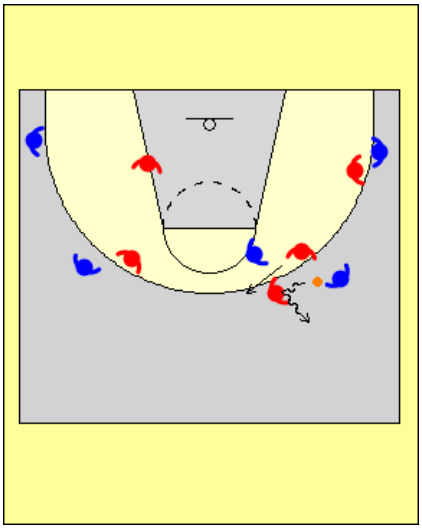
PICK AND ROLL DEFENSE: at the younger ages if you come up against teams that use ball screens it is recommended to switch. At these stages the players do not have the skills and concepts to take advantage of the mismatches. When working with athletes at the proper stage for ball screens the defence needs to have aggressive traps. Do not allow the screener to see ball and basket while rolling to the paint. On the trap, the

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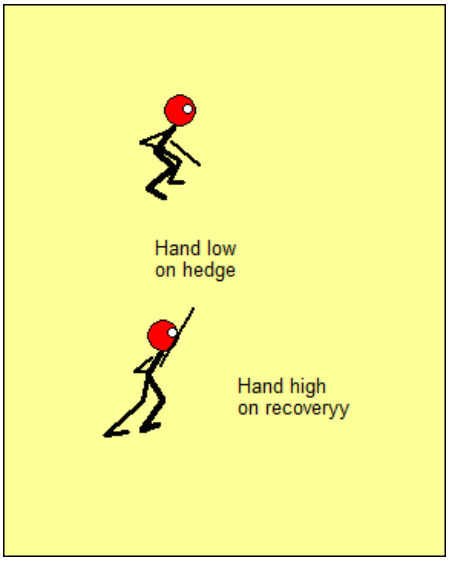
big keeps one hand down on the ball to avoid a “split” and arms high while recovering. Guards always force the ball handler to use the screen and try to anticipate the pick while fighting over the top. Pick and roll action must be defended with all five defenders.



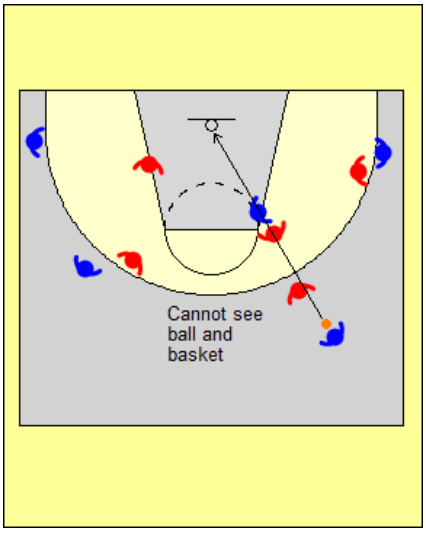
The defender of the ball makes the ball handler use the pick. The defender of the screen has communicated the pick loudly and early. The players one pass away from the pick are denying. This prevents the triangle pass. The weak side defender is responsible for the slip.



When the bal handler uses the screen the defender of the screener hedges out to force the ball handler back towards the sideline. Hedge out with the hand low. This puts pressure on the ball and makes the ball handler retreat. When recovering, the defender recovers with his/her hand high. This may cause a deflection on the pass.

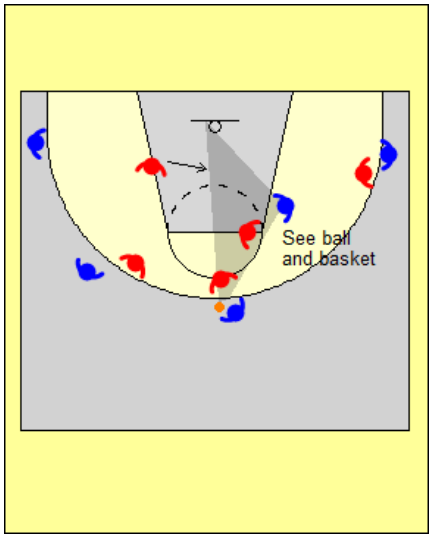


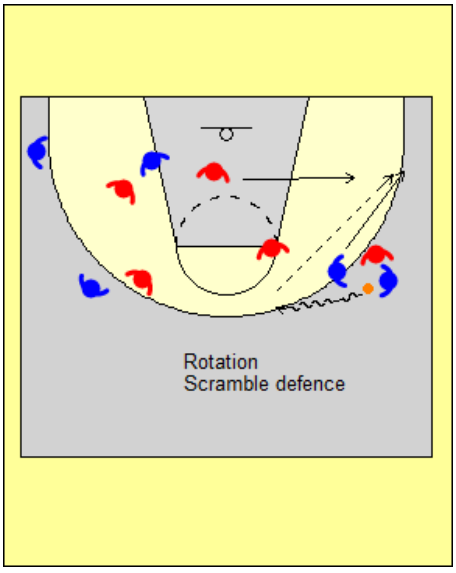
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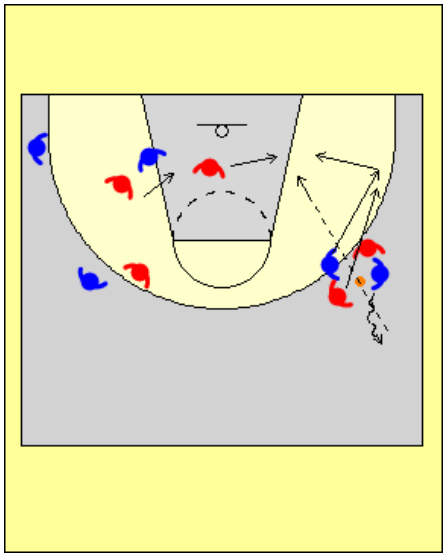
The defender of the ball handler goes over the screen but under his/her teammate.

Done properly the vision of the roller is restricted. He/she cannot see the ball and the basket at the same time. This makes it easier for help defence to help if necessary.

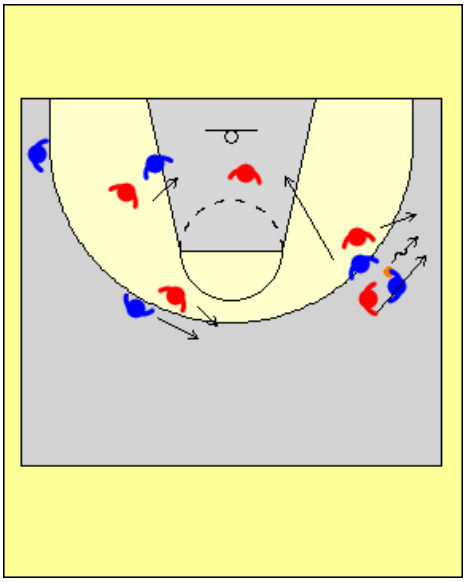




If a team is running a pick and pop it is often difficult to help. Teams often resort to long rotations that leave the team vulnerable. We do not want to help form inside the key to outside.
We do the same action as the pick and roll. The only difference is that the defender recovers in the passing lane forcing the offensive player to go back door. This allows the help to stay in the key.



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If a team sets the screen to go to the baseline or the team wants to not allow the ball handler to use the screen; we will trap this screen. the players one pass away deny. the weak side defender can help on the roller. Again we do not allow the roller to see the ball and basket at the same time.

Ball Screen Defence - Fundamentals

- Your ball screen defence includes both the coverage (2 players involved at the screen) and the support (3 defenders off the ball)
- On-ball defenders responsibilities
  - Must get into the ball-handler
  - Must force ball-handler to use screen unless coverage dictates otherwise
- Screener defender's responsibilities
  - Must call the coverage
  - Must arrive with the screener
- Off ball defender's responsibilities
  - Must form some kind of triangle behind the ball
  - When ball goes away from you, you pull in
    - Be prepared to bump roller this discourages pass
  - When ball comes to you work out

Ways to Defend Ball Screens:

1. Hard Hedge (Over-Under)
2. Soft hedge
3. Switch
4. Squeeze (2 Under)
5. One Under
6. Trap (Blitz)
7. Down (Ice or Red)

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5 W's of P & R Defence: - the answers to these dictate the scheme used

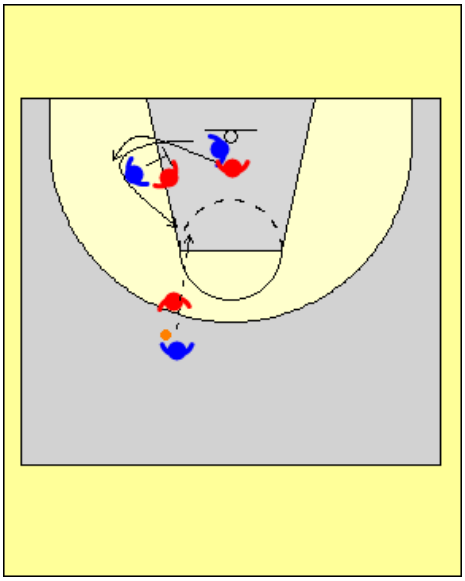
1. Where is it being set?
    a. Side
    b. Middle or high
    c. Angle
2. Who is involved?
    a. Who is in it?
    b. Who is coming off? Shooter or non-shooter
    c. Shooter or non-shooter setting screen
    d. Is he a popper or roller?
3. What is their alignment?
    a. Where is their 4 man?
    b. Where are their shooters?
4. What is our communication?
    a. Communicate early, loud and continuous – ELC
    b. Screen defender should control the talk because they are never blind to action
5. What is our coverage?

- ## Pick and Roll Coverage is poor if:

1. No talk
2. The small does not force ball to the screen
3. Bigs not arriving the with screener
4. Splits and Early Splits
5. Lack of effort
6. Big not in stance
7. Opponents do great job of engaging three other defenders

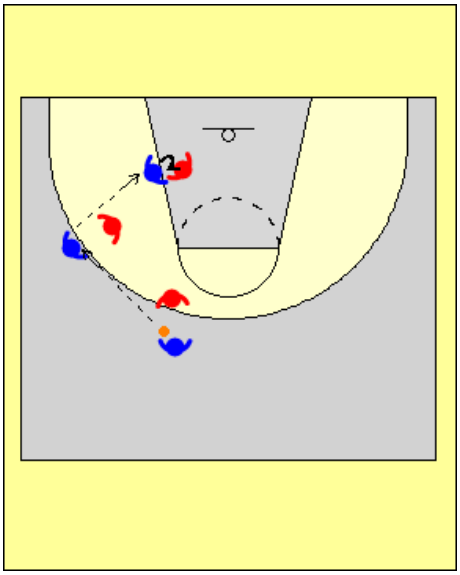
DOWN SCREEN DEFENCE: The defender of the screener has to keep his feet higher than the feet of the screener, in order to be ready to help in case of "curl" and to avoid flash, staying in the passing lane and ready to deny the pass to the low-post. The guard has to follow the offensive player and read the screen: if the screen is close to the baseline, he has to step through, if the screen is high, "chase". It's very important that the defender of the passer makes a step toward (dig) the pass to help on the curl.

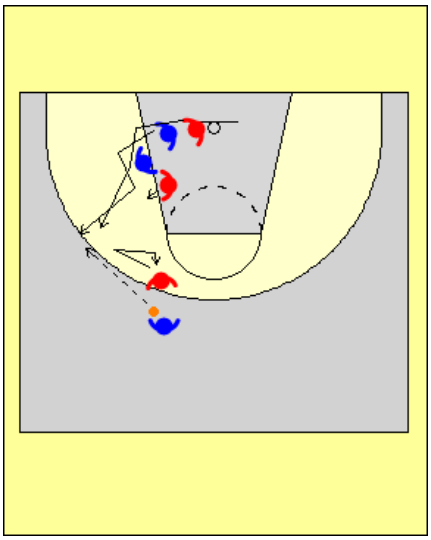
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If the defender of the screen stays behind or two low the offensive player using the screen can easily curl the screen.

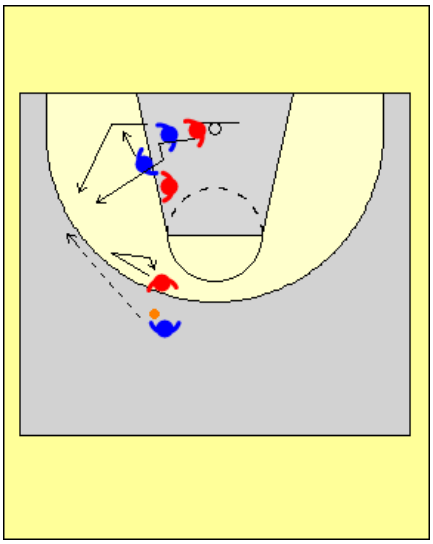
If the player does not curl and cuts to the wing, it is too easy for the screener to split the defender and post up in the low block.





We want the defender of the screen to stay above the height of the screen. Both feet must be higher than the screener's. This puts the defender in position to protect against the curl.

On the catch the player who was guarding the passer must jump to the ball. This discourages the quick middle penetration by the wing player. This defender must immediately return to passing lane defence .

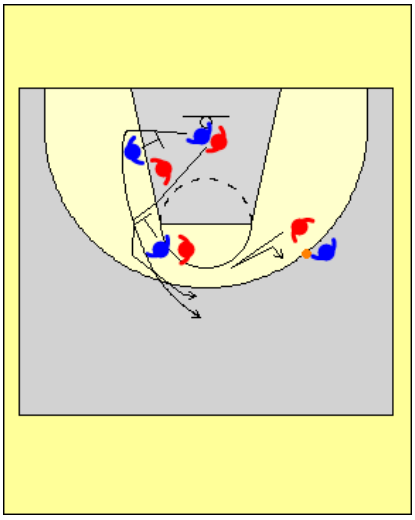


Moving screen

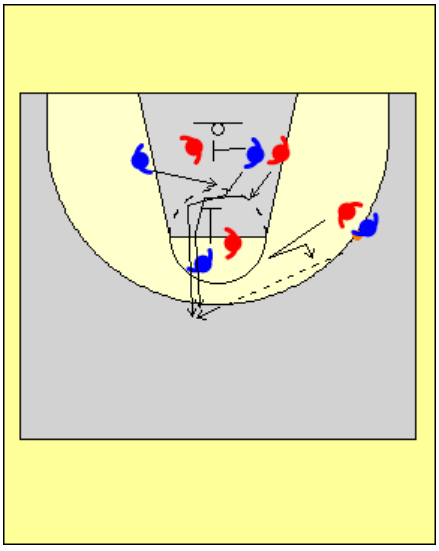
Very often the screener will move slightly lower after the offensive player uses the screen. This may not be seen by the officials. The player guarding the cutter must chase and then jump through the space between the screener and his/her defender. The player guarding the screener cannot go and stand beside the screener in this case. It creates a double screen on his/her teammate.

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DOUBLE SCREEN (STAGGER) DEFENSE: as on the down screen we keep the defenders of the screener on the passing lane using the same rules as above. The guard has to chase over the first screen and step trough or "chase" the last screen. We always keep the same rule for the defender of the passer.



SCREEN THE SCREENER: Force the post player to go over the top of the first screen. This allows a shorter path for the player helping on the screen to recover. Still chase out the second screen. The player guarding the passer jumps to help on the quick attack.

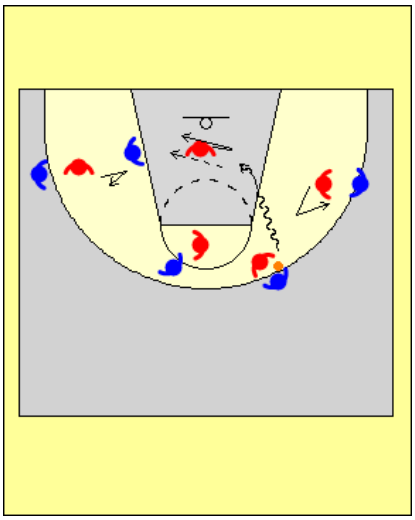


WEAK SIDE CUT: never allow your check to cut in front of you. Stop him/her with the forearm when he/she gets in to the paint and force him/her to go either to the baseline or to the top of the key (deny him/her until the three point line). Depending on his/her balance the defender will decide either to see the ball or to see the man on the critical point of the cut.

BACK DOOR: on the first step to the basket from the offensive player, the defender has to slide back, on the second step he/she has to turn his/her head and immediately see the ball. If the offensive player comes back on the three point line the defender has to again turn his head toward the man. Never cross the legs.

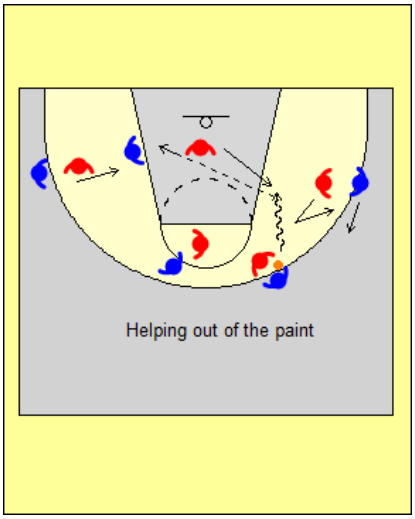
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VS PENETRATION: on every penetration of the guards from the perimeter we have to "fake" and retreat with the closest defender (extending one arm to try to touch the ball) and help with the big man from the weak side (never allow a pass to the player in vision of the penetrator). The big man has to help only once the penetrator is in the paint and read if he wants to pass or shoots the ball (watch his eyes).



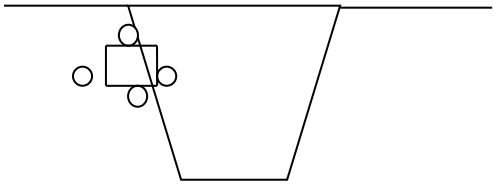
The wing player on the side of the penetration stunts and recovers. The post does not leave the key to help. He/she protects the front of the rim. Force the offensive player to pull up or take the charge. If the pass is made the player can deflect the ball or still recover.

If we help off the ball side there is no one who can help the helper. It usually leads to an easy three point shot or else you are ending up chasing and scrambling off the penetration.



This is what we do not want to have happen. the post player is helping up and out of the key. This allows an easy pass that no one can help on.

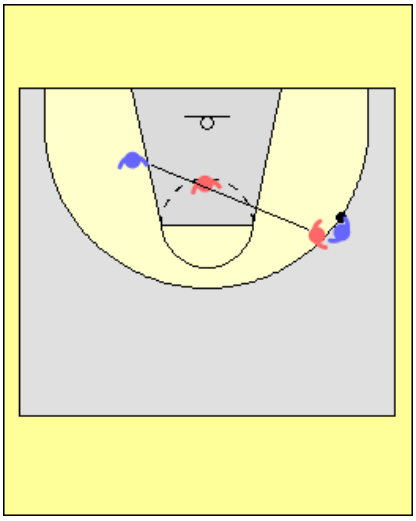
LOW POST DEFENCE: never allow the ball to the low post, fight, play in front if he/she is close to the paint, play ¾ defence if he/she is close to the baseline, stay behind if he/she catches the ball one step outside the paint (which is what we want in order to help with the perimeter players as soon as he/she will start the dribble to attack the basket).



○ = Where the low post player can catch the ball

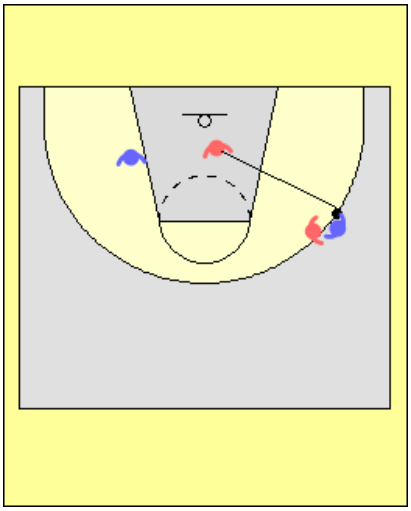
□ = Where the low-post player should not catch the ball

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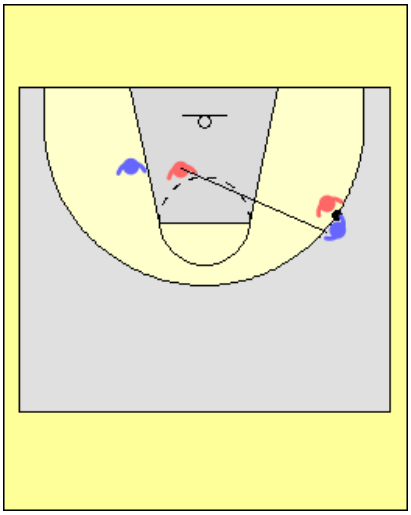


Playing away from the ball on defence

Too often, the young big player does not position himself properly on defence. He/she needs to play to his strength, which is size. He/she needs to show his perimeter defenders that he/she can help them. The help defender does not want to line up in the back of teammate. When this occurs, the offensive player often sees a clear path to the goal.

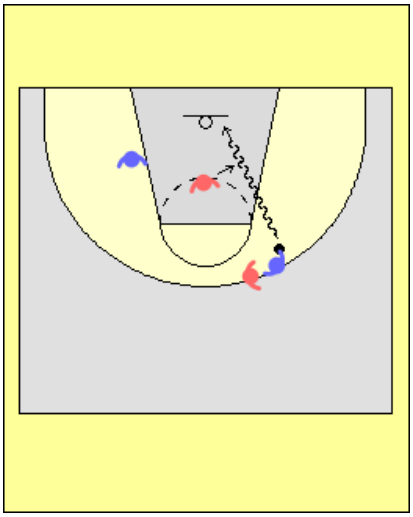


When the perimeter player is forcing the ball baseline, the post defender aligns in the driveline for the offensive wing player. This discourages the drive, but also means it is easier to rotate to help as the player moves up the line.



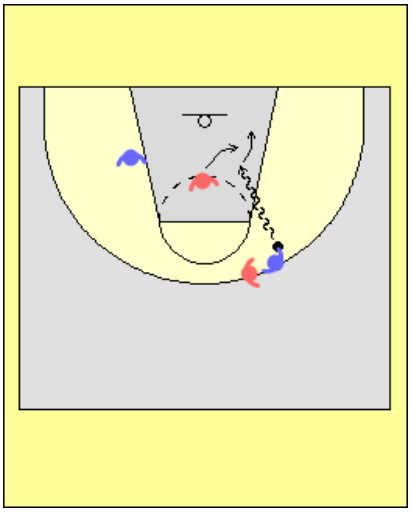
If the perimeter player is forcing middle, the post defender appears in the driveline of the offensive player.

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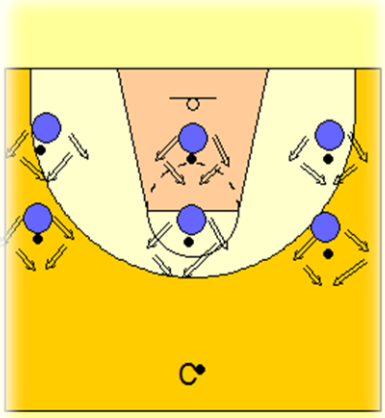
Contesting the shooting shoulder

In order to stay in the game the young big player must use his fouls wisely. Teach the player to contest the shooting shoulder. When a perimeter player drives to the basket too often, the player contests the shoulder closest to the basket. In the example to the left, this would be the left shoulder. The problem is that the ball is being shot from the right.

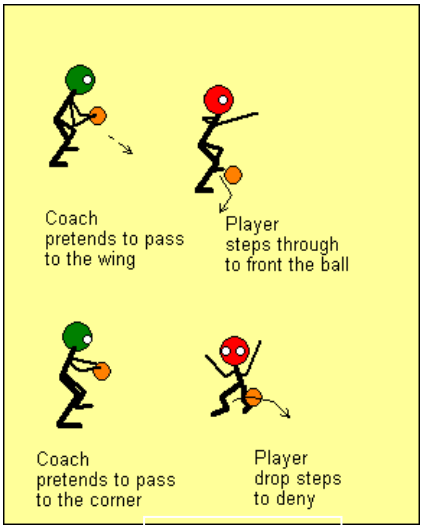


The player must move a little further to get in the driveline and contest the right shoulder. This creates a tougher shot for the driving player. We are not worried about blocking shots and taking charges yet. We just want the player to have confidence to be in the proper position. Take away the angle of the glass.

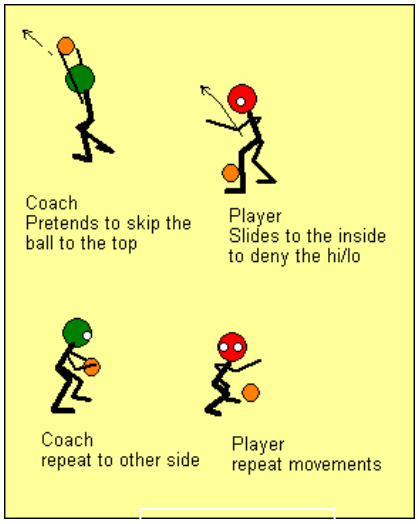
DEFENSIVE EXERCISES (TRAINING THE DEFENSIVE MENTALITY)



Diag. 1



Diag. 2



Diag. 3

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Defend the post

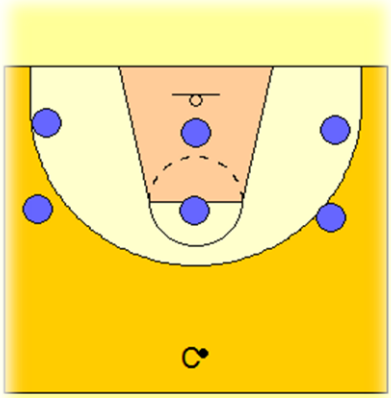
All the players have a ball on the floor in front of them, simulating a offensive post player. When the coach pretends to pass, the players work on sliding around the imaginary post player.

- Players slide around the ball for 10 seconds. Repeat going in the opposite direction (Diag.1).
- With older players simulate more advanced defensive movements (Diag.2 and 3).

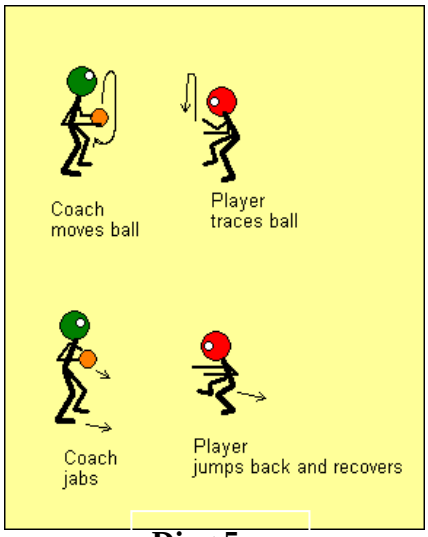
Defensive Mirror

The players arrange themselves in front of the coach (Diag. 4). The coach indicates the various actions that the players need to perform. With young players keep it simple; slowly add in new actions as the players improve.

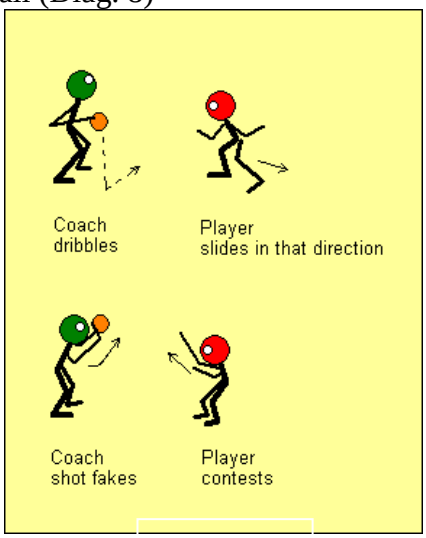
- Coach moves the ball around – player traces the ball (Diag. 5)
- Coach jabs – player hops back (Diag. 5)
- Coach dribbles – player pushes in the direction of the dribble (Diag. 6)
- Coach shot fakes – player contests, stay in stance (Diag. 6)
- Coach pass fakes to a side – player calls ball and turns to deny pass (Diag. 7)
- Coach shoots the ball – player boxes out and rebounds (Diag. 7)
- Coach drives out of control – player takes the charge (Diag. 8)
- Coach rolls the ball – player dives on the floor for the loose ball (Diag. 8)



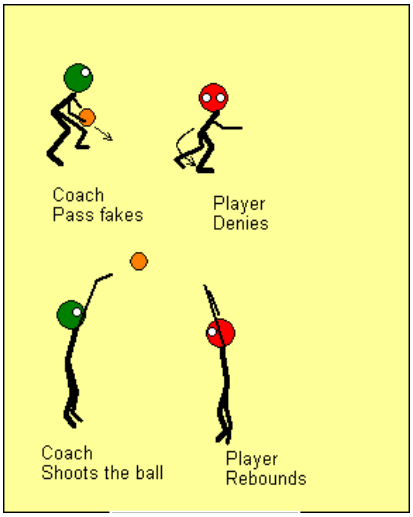
Diag. 4



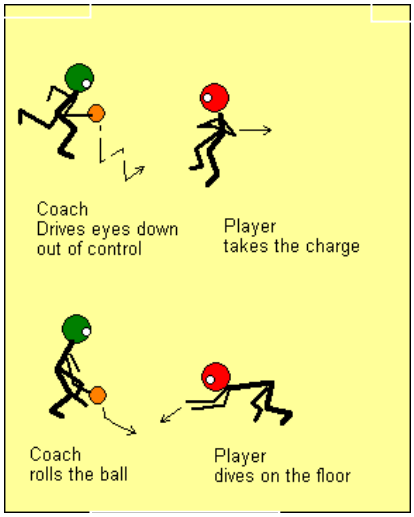
Diag.5



Diag. 6

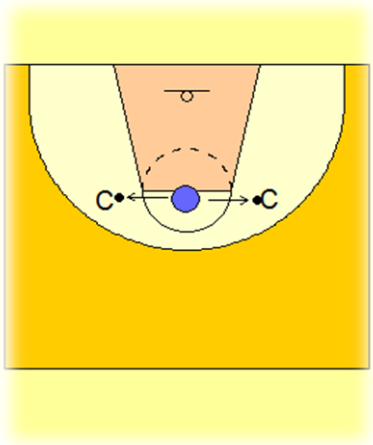


Diag. 7

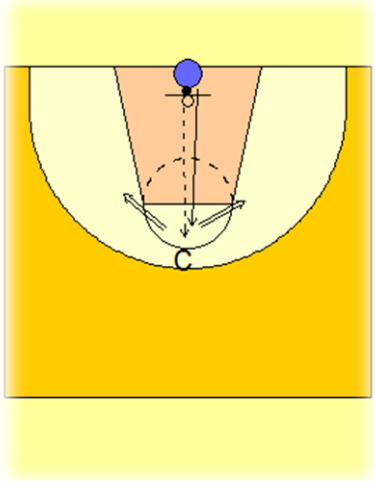


Diag. 8

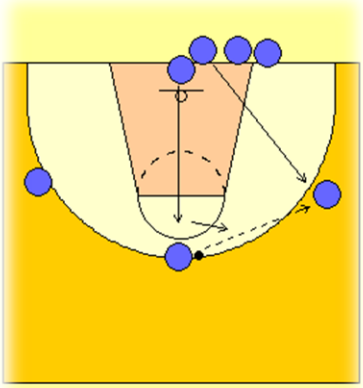
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5 recovers
The player stands between two coaches who each have a basketball. One of the coaches lets the ball bounce on to the floor. The player slides and catch ball before it bounces twice. Ensure that the player remains in a balanced stance. After catching the ball immediately pass the ball to the coach and return to the middle. At first the coaches alternate dropping the ball. Eventually be random so the player cannot anticipate.
Go five times.

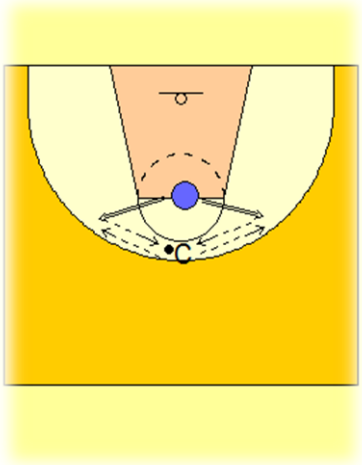


Close-out and slides
The player passes the ball to the coach and runs to close-out. The coach, after a shot fake, will fake to drive one time to the right and one time to the left. The player has to retreat and recover. After that the coach will throw the ball on the glass and the player has to box-out and get the rebound.



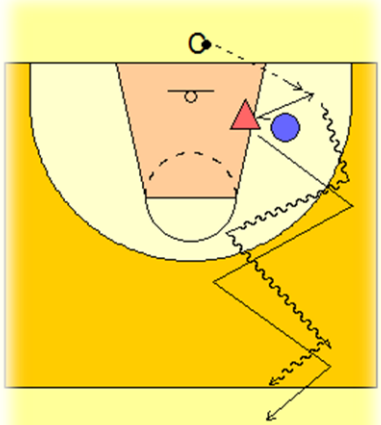
Close-out and deny
The player under the basket runs toward the player with the ball to close-out. After the pass he/she will slide on the passing line while the next player under the basket will do the same. Rotation: the player on offence goes behind the line under the basket; the defensive players will replace him/her.

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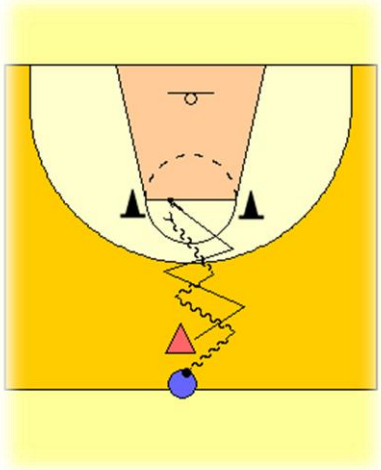
5 slides

With the coach in front of the player, he/she rolls the ball on the floor and the player has to slide to take it and pass back to the coach for five recovers.



5 seconds to pass to the half court line

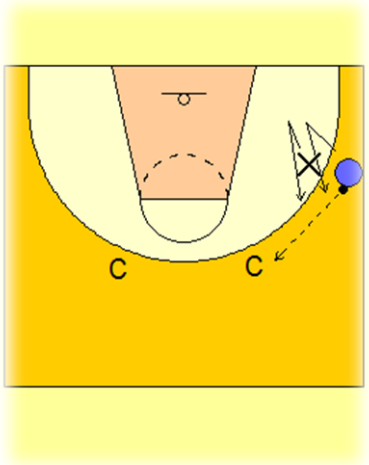
The coach takes the ball out of bounds on the baseline. The offensive player tries to get open and receive the inbounds pass. The defender has to force him/her to receive the ball below the foul line extended. Once the ball is in force the offensive player to take more than five seconds to dribble the ball over the half court line. Force the offensive player to do as many changes of directions as possible.



Goal

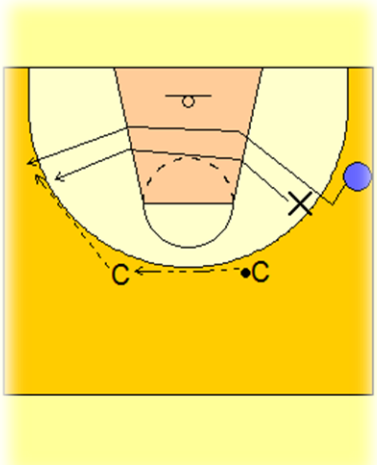
The offensive player has 5 seconds to pass through the cones. The defender has to resist and keep him/her outside the cones.

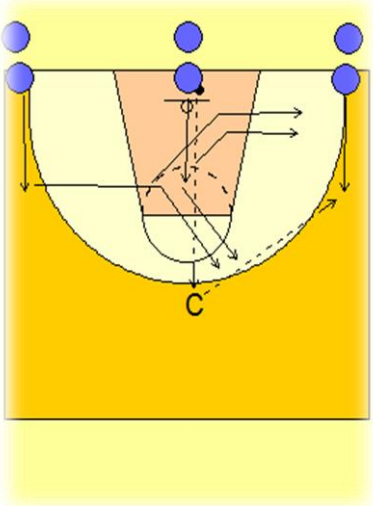
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3 second deny

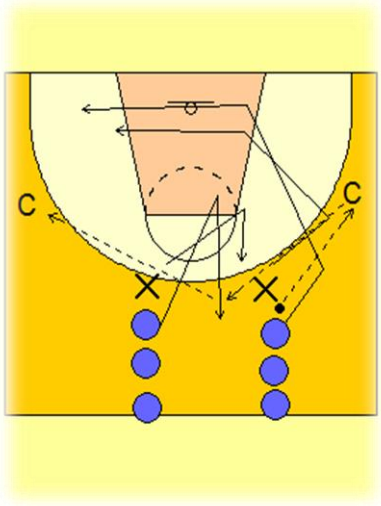
The offensive player passes the ball to the coach and will try to get open in less than 3 seconds. The defensive player has to deny him hard. After 3 seconds the coach will pass the ball to the other coach. The offensive player will cut and the defensive player will deny him/her also on the other side for at least 3 seconds. If the offensive player gets the ball early he/she will play 1 on 1. Only two dribbles are allowed before he/she can take a shot.





Weak-side cut defence

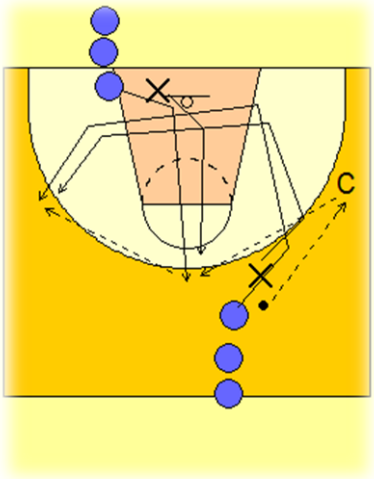
The player in the middle passes the ball to the coach. All three players will run to the foul line extended. The coach passes the ball to the player on his/her right side; the middle player has to defend the cut of the player on the other side of the floor. Never allow anybody to catch the ball into the paint.



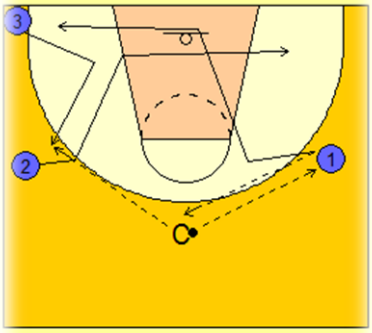
2 on 2 cuts-defence

Two coaches as supporters. The goal for the defender is “never allow the offensive player to get the ball into the paint and move quickly toward the ball on every pass”.

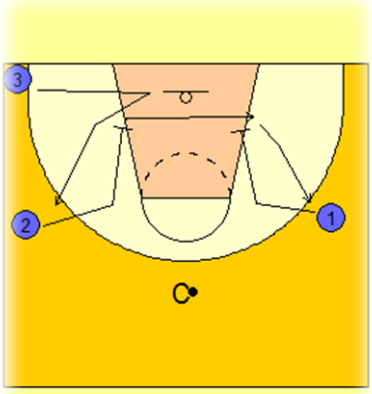
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2 on 2 slow down the reverse
The guard passes the ball to the coach, cuts through and will try a post-up. The player on the baseline runs to the top of the key to receive the ball from the coach. The defender of the original passer must work to prevent the high low pass and make the offensive player cut to catch the ball on the opposite wing. After the pass, he/she has different options: ball screen (if at the appropriate stage of development), post up on the ball side or back door cut.

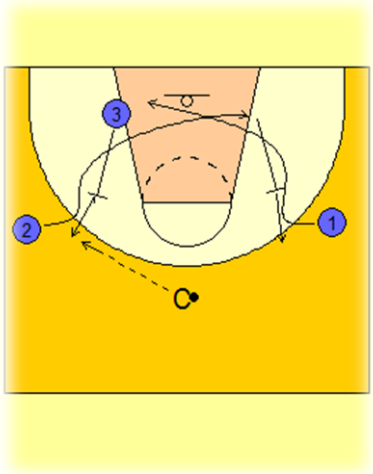


3 on 3 pentha-drill
Three players will defend the weak side cut and back door cut. Note: this is similar to the 3 on 3 drill where he offensive players are cutting when the coaches looks. We now are focusing on the defence.



3 on 3 pentha drill - down screen defence
Number 2 sets a screen for number 3; after a post up he/she will go on the other side and he/she will receive a down screen from number 1. The defence must defend this sequence.

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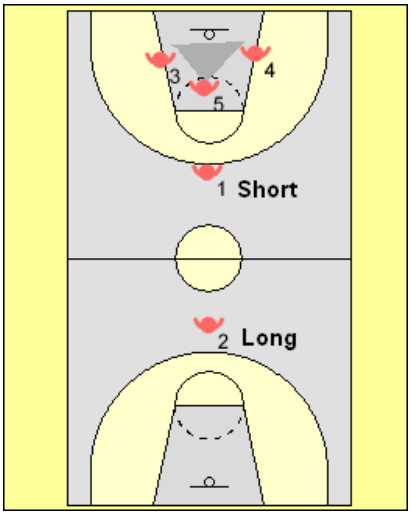


3 on 3 pentha drill - backscreen defence
3 on 3 working on back screen defence. The offence runs the sequence fist to help guide the offence.

The defender of the screener must call the screen early and often for his/her teammate. The defender wants to jump to the middle and go over the screen. The defender of the screen extends the screen by hedging and then quickly recovering to his/her check.

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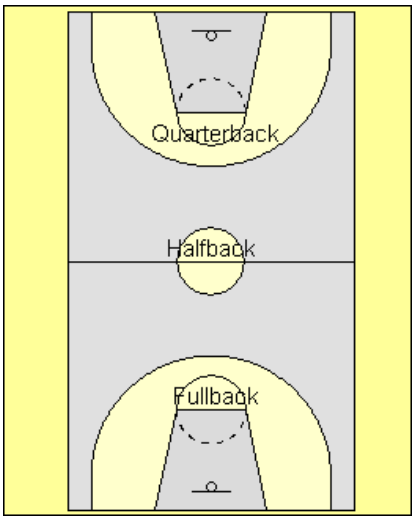
TRANSITION DEFENCE



Transition defence

Here is the strategy that is very common with coaches today for defensive transition. When the shot is taken:

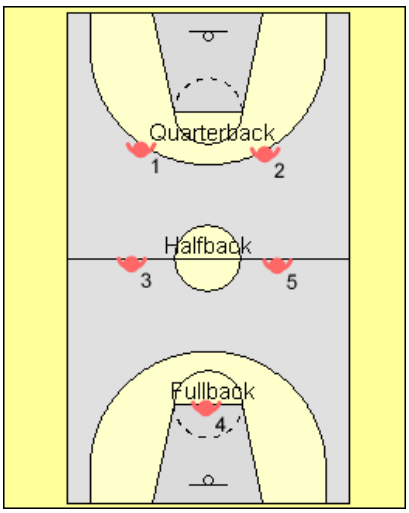
- #1 goes short safety at the top of the three point line (some coaches have this player go to the foul line; other more conservative coaches make it the volleyball attack line).
- #2 goes long safety at the centre circle (conservative coaches make this the team's defensive foul line).
- #3, #4 and #5 form the defensive rebounding triangle.



Another approach is to designate the three circles as specific position.

- Quarterback
- Halfback
- Fullback
- Get backs – sprint back on defence

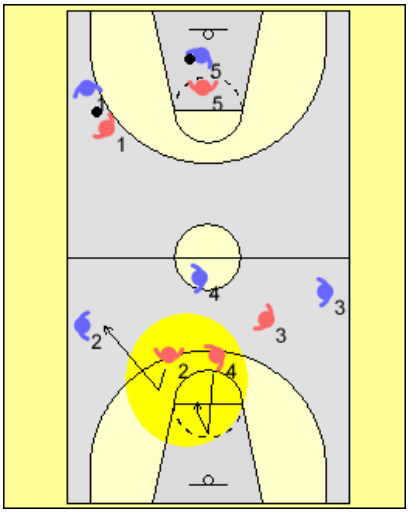
Depending on the team we were playing, we could assign players different positions. If we were playing a team that did not run and used a specific player to bring the ball up the floor, we would have our players play quarterback and halfback. If the team was a fast breaking team, we may play halfback and fullback. When a player went in the game, you could always assign them a role on defence.



This also allows the coach to indicate to the players when they needed to be turned and facing the ball. If we were running a press we may indicate to the front line that they need to be facing the ball by quarterback, The second line is turned at halfback and the last line by fullback.

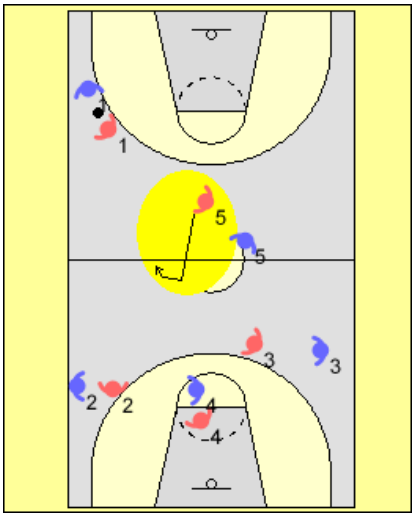
It allows for quick and easy adjustments within the flow of the game.

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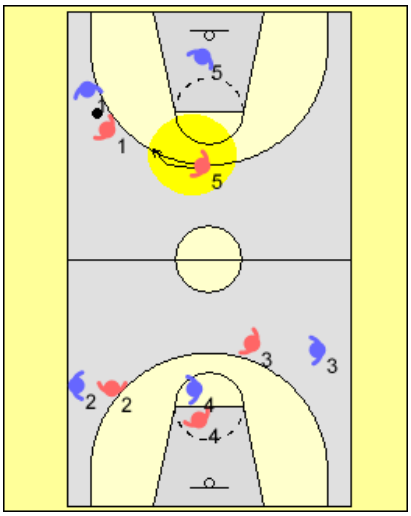
Release

This is a crucial element of this defensive strategy. In the example to the left #4 has sprinted back to protect the basket. This now allows #2 to move out to deny the pass up the floor. Most early three-point shots are due to the release not occurring. It also means a score at the rim if #2 moves out too soon and leaves the basket open.



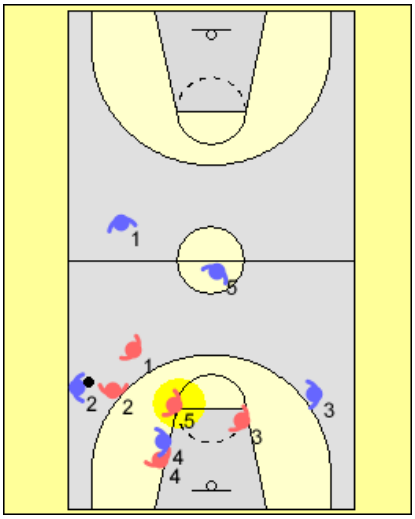
Shadow

Against teams that have one dominate player who brings the ball up the floor you can use your trail defender as a shadow. In this example, the shadow sprints to the halfback position and then looks to help on the guard bringing the ball up the floor. This is often effective because the offensive player who is being guarded by the shadow is not allowed to dribble or handle the ball.



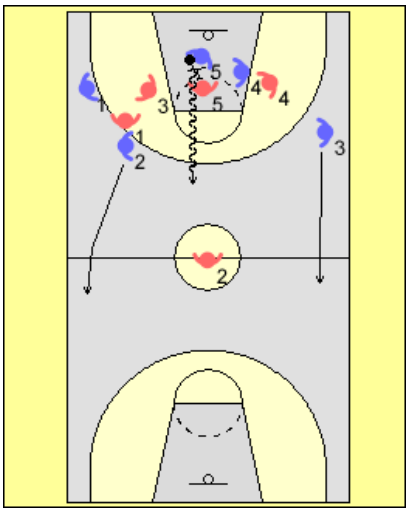
Quarterback Shadow

In this example, the shadow turns and starts to look to help by the foul line. This is because his/her offensive player is trailing behind the ball. Anytime a team uses a non-ball handler as an inbounder this is an effective strategy.



Fullback Shadow

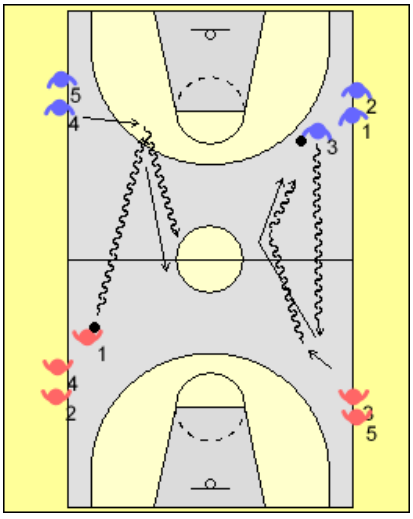
Here the shadow sprints to the fullback position to assist in stopping the ball going inside to a dominate post player or to clog the lane to prevent penetration.



Break out dribbles

One of the biggest weaknesses of this type of defensive strategy is the use of the breakout dribble by the rebounder. Many teams deploy a player to jam (this is usually the player closest to the defensive rebounder) the rebounder to prevent a quick outlet pass or dribble. If a team does get the quick breakout, you are often caught in a disadvantage situation. With long rebounds off three point shots it is often more difficult to jam.

What follows are some drills to teach players some of these concepts of playing transition defence. All players take part in all positions.



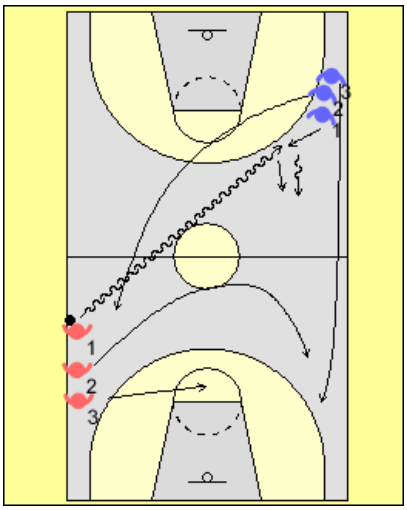
Containing the ball

A key concept in any transition defence is to contain the ball. We often hear coaches calling out to "stop the ball". This is a very difficult thing to do in the open court. It is more important that our first line defender can make the ball move to a certain area of the floor, usually the sideline, and keep it there. Instant ball pressure also prevents the player from making an easy pass up the floor. Especially the long cross-court pass that forces the most rotation by the defence.

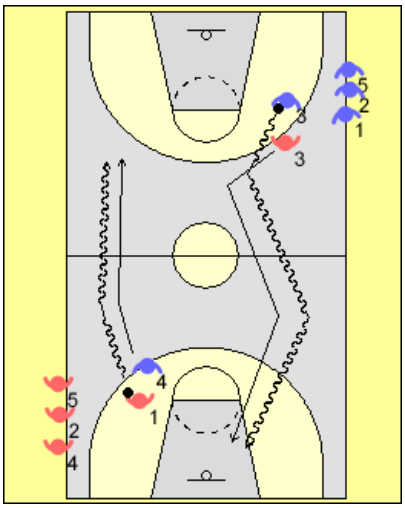
The players form four lines near the old hash marks. The player with the ball dribbles hard to a specific spot (The coach can decide where this can be or make it random. It is

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easier for the defence the closer the ball is to the sideline) and sets the ball down, This player is now the short safety who must funnel the ball to the sideline. The player on the other side picks up the ball and now becomes the offensive player. They play one on one to the far basket. You can give points for making the ball cross half at the sideline.

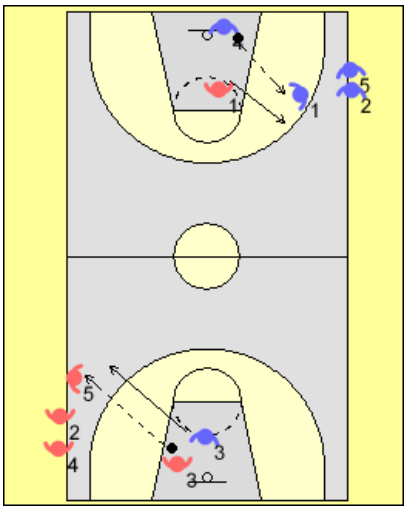


This is another way that you can start drills in a dynamic fashion. The defensive team does a dribble up and sets the ball down. The offensive team breaks as the ball is being dribbled. The coach may blow a whistle to indicate when the ball has to be set down,



Full court 1 on 1 with transition defence

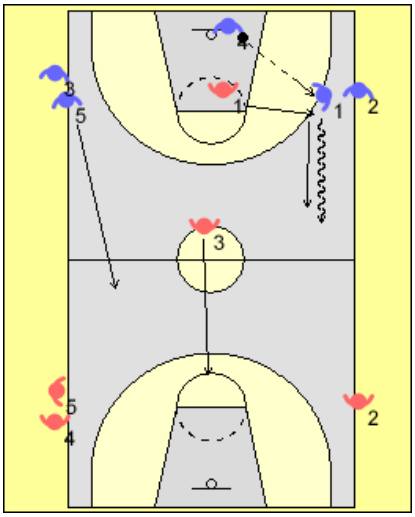
The players line up as shown in the diagram. They are restricted in the area they can use to play one on one.



When the defender gains possession of the ball off a turnover, made or missed shot he/she passes the ball to the next player in line. The offensive player must quickly go from offence to defence. This is working on being a short safety.

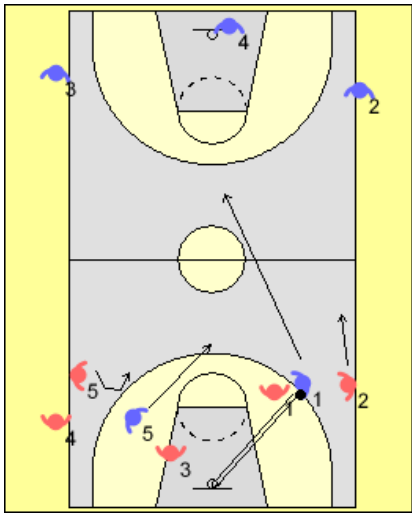
You can load the drill by allowing a break out dribble. This puts more pressure on the defender.

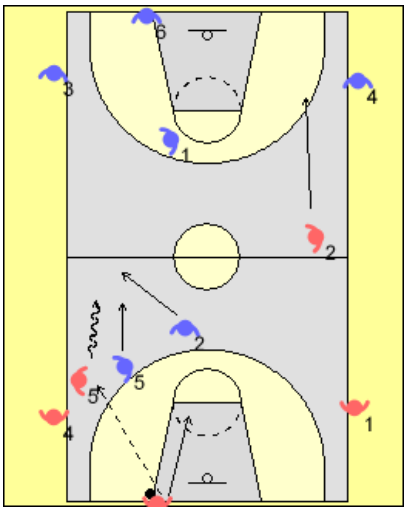
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2 on 2 Continuous Transition Defence

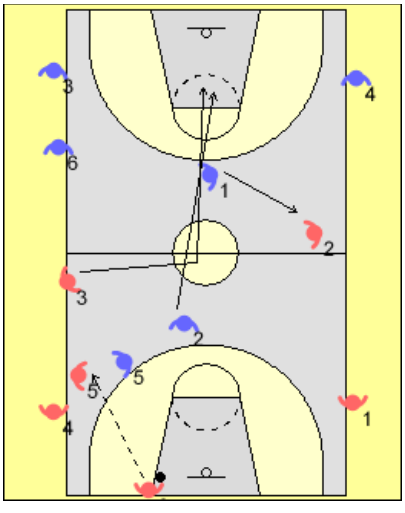
The players line up as shown. When the defence gets the ball, it is passed to the next two offensive players. The two players who were on offence must quickly become the long and short safety. The players who were on defence fill in as the next subs.





3 on 3 Continuous Transition Defence

The third player is standing out of bound ready to inbound the ball. This allows the team to practice the shadow technique. As the player, guarding the inbounder, can stop and help since the inbounder is trailing.

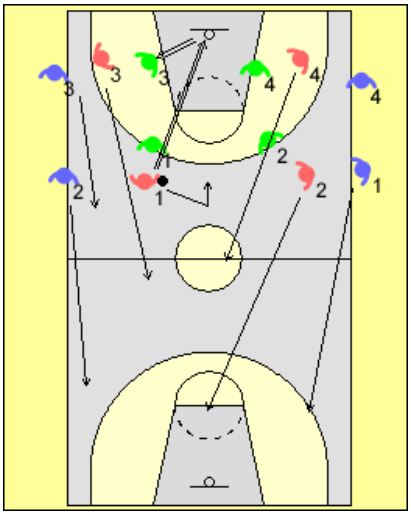


Release

By placing the third offensive player up the floor, it forces the defence to practice the release technique as this offensive players runs to the rim. This player must run through the centre circle to simulate a first big. The long safety cannot give up the basket until the other player comes back to release.

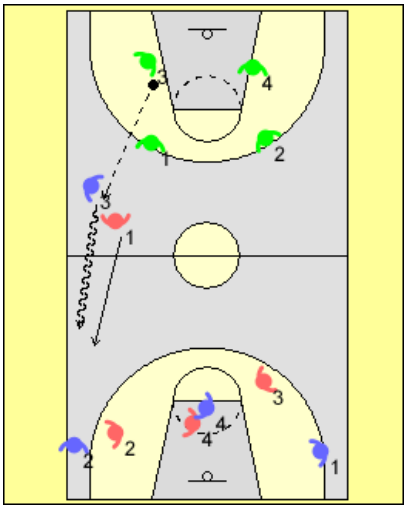
Note: all of these a drills are continuous. You can keep score between the two teams.

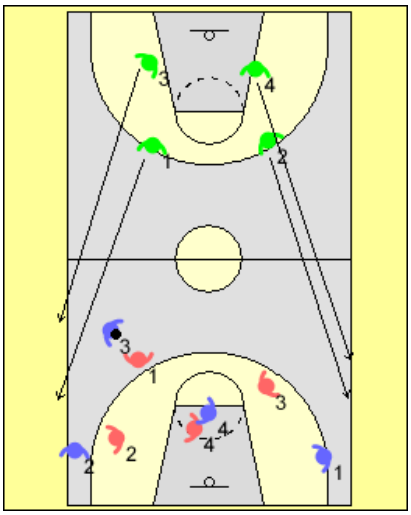
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4 on 4 on 4 Transition Defence

You will need 12 players to run this drill. It is a conditioning drill as everyone is constantly moving. When the team on offences gives up the ball they must quickly match the team that is out of bounds.





The defensive team must sprint the floor to set up in the spots out of bounds for when possession of the ball changes. Players will cheat if you do not make them get to certain spots. I used to use this drill to determine the fitness level of my team.

Another way to keep score is by recording the number of score-stop-scores a team can string together.

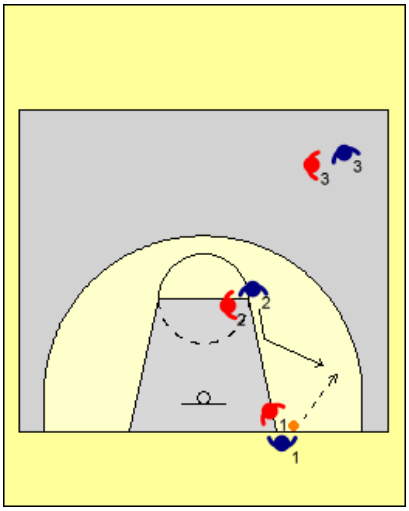
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PRESSURE DEFENCE

Defending the dead ball in full court defence

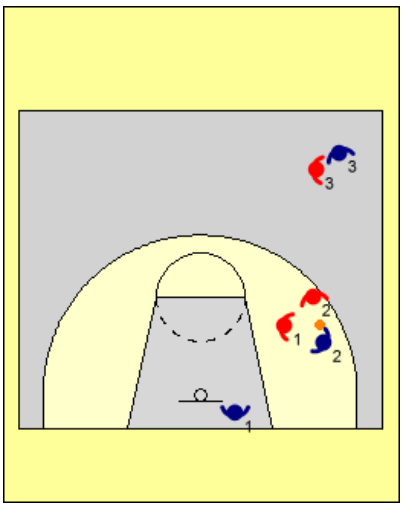
The following baseball terms to help players understand the different ways we can defend the ball when it is being inbounded. It is great to use when playing three on three in the full court. By using these concepts it helps the players become better at attacking and applying pressure. They learn the strengths and weakness of each method. When we get into time and score situations players are able to simulate different late game situations easily. These concepts are the foundation of building all man to man and zone presses. These various presses can all start with one of these concepts.

Note: The same concepts can be used when defending a front court inbounds situation. You just have to practice the various concepts.



Catcher

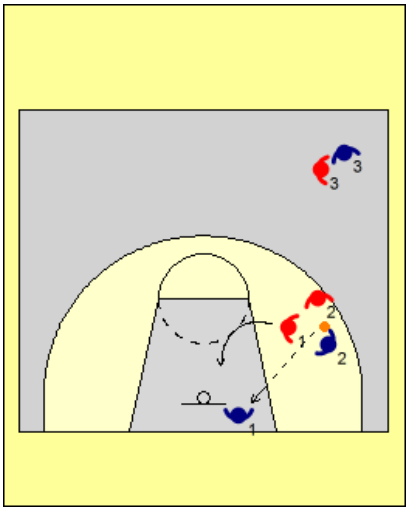
The player inbounding the ball represents home plate. The defender closest to the plate is designated the catcher (red #1). We want pressure on the inbounder, but are slightly angled to encourage the pass to the corner. The other defenders deny any cuts to the middle and do not let their check go long. We will allow the pass into the corner below the foul line extended.



If the catcher can get to the first pass in one or two slides we will look to trap. The other defender prevents the ball handler from going up the slide line. We allow the pass backwards to the inbounder.

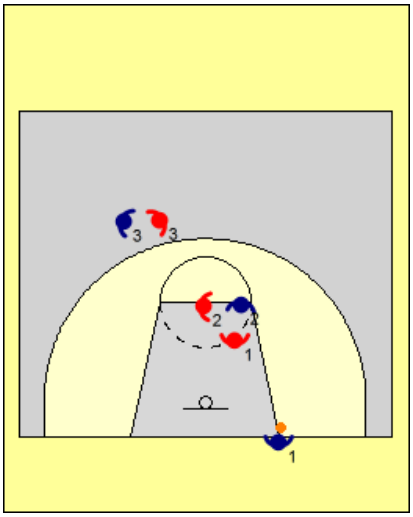
Catcher works very well against teams that have one dominate ball handler. It also effective when teams put a non-ball handler as the inbounder.

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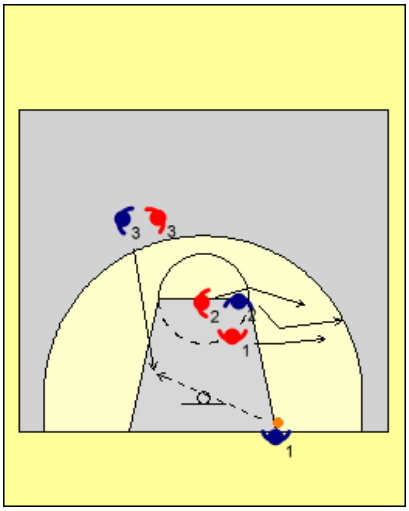
On the return pass we want the player guarding the ball handler to belly cut. prevent the quick dribble up the middle. It is important not to allow the player who was doubled to get the ball back. This is the player they want to dribble. Force the inbounde to bring it on the dribble and make the decision.

They best way to beat is to is throw long over the top or to have the inbounder be a ball handler who can take the ball vs. pressure.



Shortstop

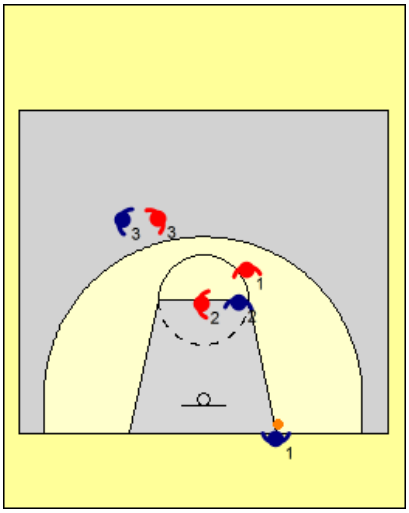
In shortstop the defender of the inbounder face guards the best ball handler of the the opponent. The other defenders prevent the ball going long or to the middle.



We want to force someone else to have to catch the ball and bring it up the floor.

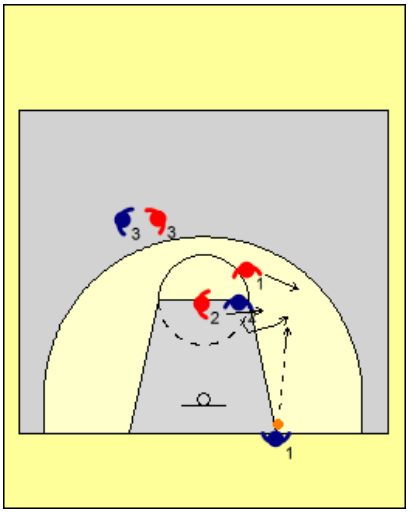
The best way to beat shortstop is to throw over the top long or to have the inbounder pass the ball in quickly and sprint up the floor for a return pass before his/her check can recover.

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Right/Left Field

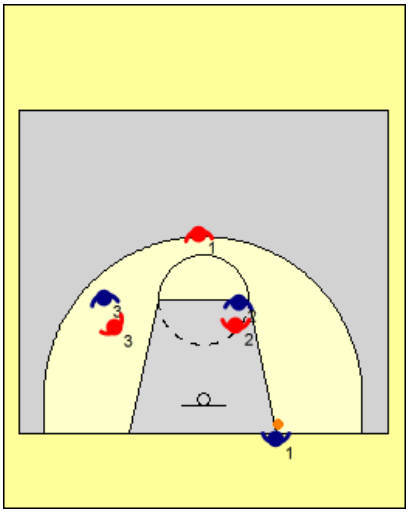
In right field the defender of the inbounder plays behind the best ball handler. The other players prevent the cut long or to the middle.



We allow this player to cut to the corner to catch the ball. If the ball handler tries to dribble quickly up the floor the defender is there to slow him/her down.

This is a good way to slow down the opponent who wants to go quickly after inbounding. As long as the inbounder stays behind the ball the his/her defender can shadow the ball and slow down its progress.

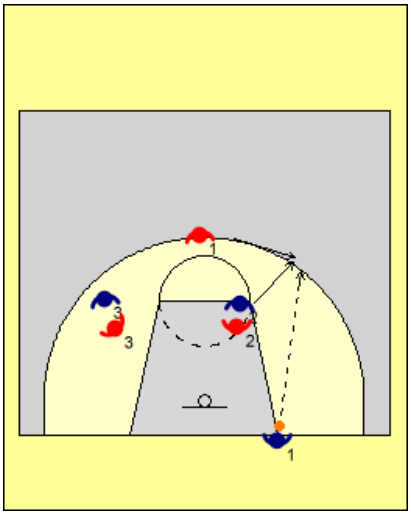
The best way to beat this is to have the inbounder clear up the floor ASAP after inbounding.



Centre Field

In this situation the defender of the inbounder plays behind the players who are the primary receivers. The other players guard the belly button and deny the cuts to the ball.

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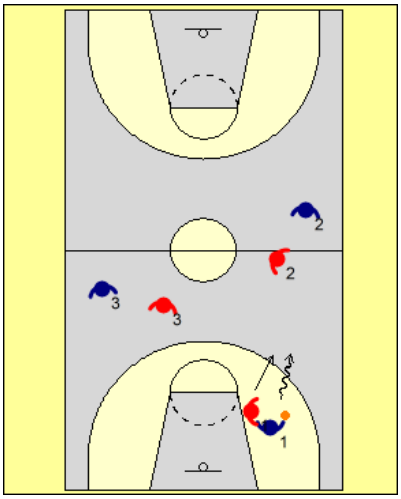
If the inbounder tries to go long the centre fielder is there to intercept.

This works best when trying to get a five second count or you know the other team cannot throw long.

The best way to beat is to use a formation where more than one player can go long.

CONCEPTS OF PRESSURE DEFENCE

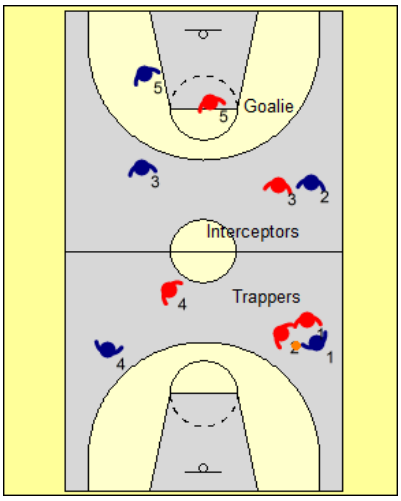
These concepts apply both to man to and and zone pressure.



Forcing the ball

In most pressure situation you want to force the ball to a specific position on the floor. Most presses want the ball handler to dribble towards the sideline. Some presses may force the player to dribble with a weak hand.

Often a goal is to force the ball across half at the sideline.

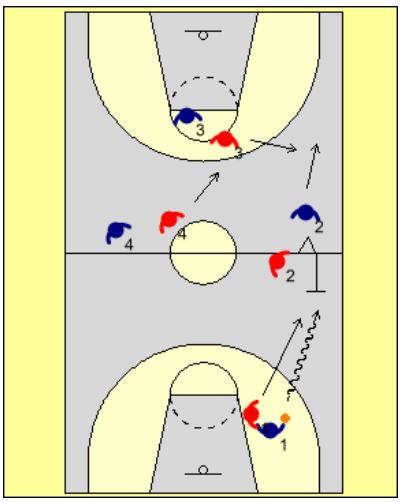


Trappers, Interceptors and Goalie

Whenever a trap occurs players assume the following roles:

- Trappers – these are the two defensive players in the trap. They are putting pressure on the ball. DO NOT REACH AND FOUL. The turnovers usually come from the deflection of the pass.
- Interceptors – these are the two player who have positioned themselves in the passing lanes of the next logical pass receivers. The usually are defending one and a half players.
- Goalie – this player's job is to protect the basket. It extreme cases a coach may decide to play with three interceptors and no goalie.

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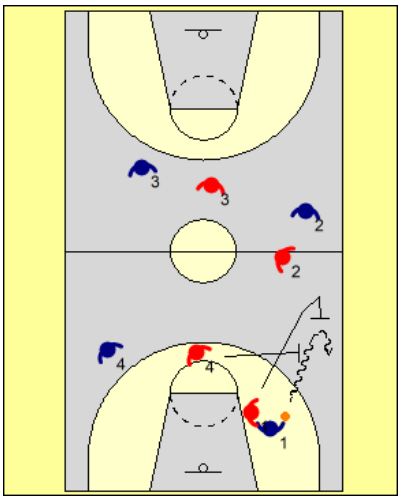


Strong side traps

A good time to set a strong side trap is when the dribbler is:

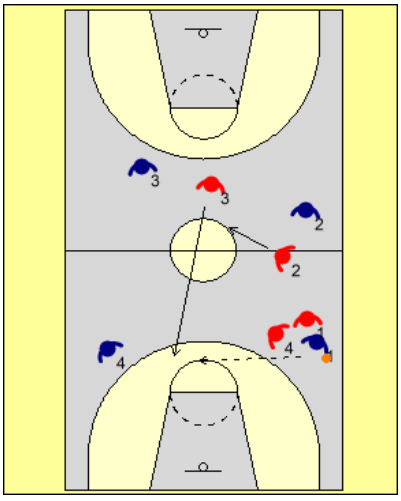
- dribbling out of control
- just crosses half
- or the trapper can get in position in two steps;

The other players look to rotate.



Blind side traps

Against a weak ball handler you can look to run blind side traps. The player guarding the dribbler forces to the sideline and then tries to cut him/her off. The next closest player in the middle runs a "fire" (this is an example of a verbal cue the defence can use to signal a trap). The trapper must anticipate the spin dribble or a back pivot.

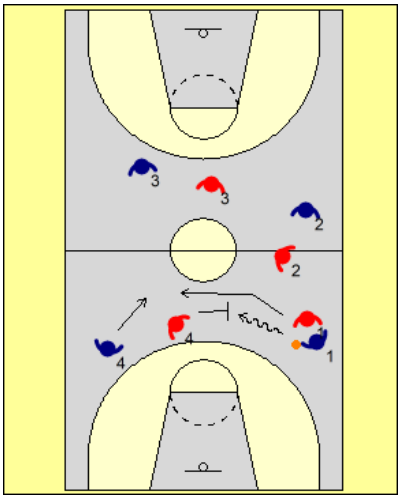


Shoot the gap

When a fire is called the next player on the help side looks to rotate up and shoot the gap between the next offensive player. Read then eyes of the player in the trap. Players on the ball side must fake at the ball handler, trying to slow her down. It is rare to blind side trap in half court man defence.

In some presses coaches may want to allow the pass back. This type of press is trying to slow the offence down and waste precious time. It also effective when the player trailing is not a good ball handler.

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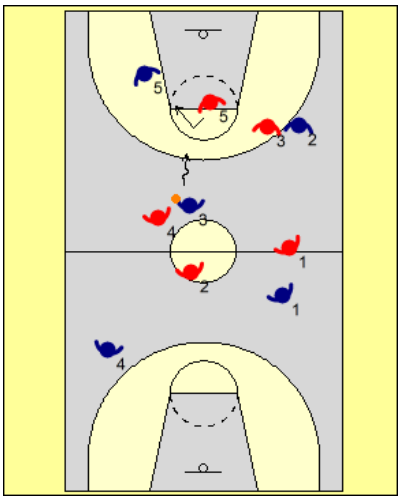


Ball in the middle

When the ball gets into the middle it is important not allow the dribbler to splits two defensive players. The defence can:

- jump switch to slow down the ball.
- or fake recover

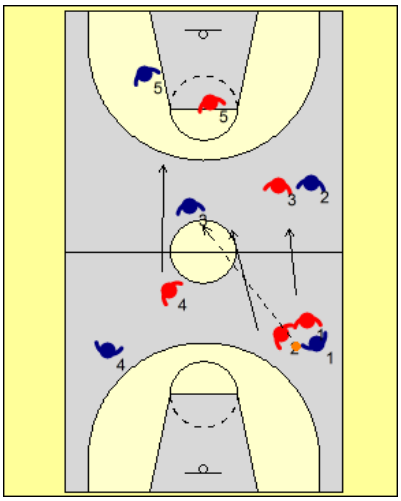
We want to encourage a pass back out to the wing.



Fake recover (Stunt)

When caught as the last defender protecting the basket, the goalie wants to fake at the ball handler and then recover to the offensive player closest to the basket. It is hoped that this will slow down the offensive player or create a bad pass.

Fake recovers or stunts can also be used by strong side defender to fake a strong side trap. This puts confusion into the dribblers mind.



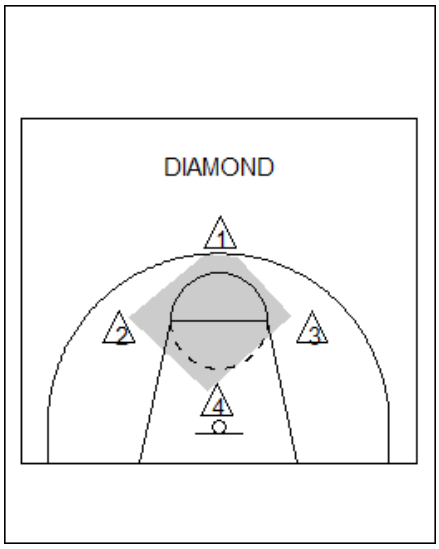
Sprint out of traps

When the ball is passed out of a trap all players must sprint to recover. Get in front of the ball.

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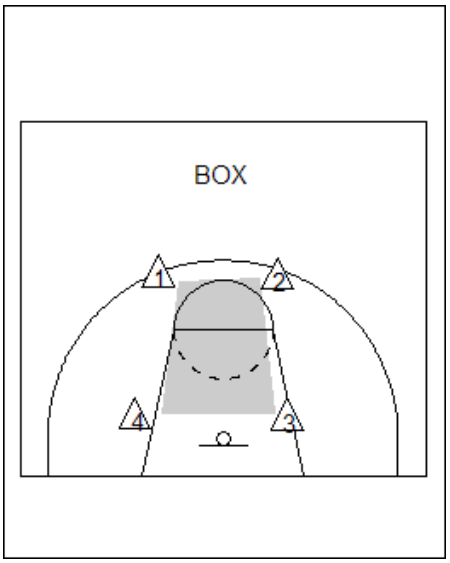
ZONE DEFENCE

What follows is a conceptual approach to teaching zone defence.



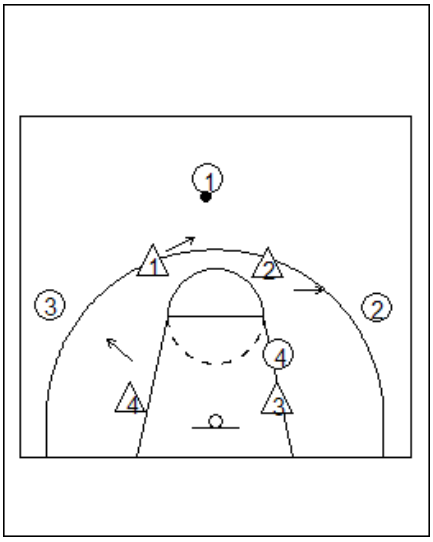
Conceptual Zone

The defence can either be in a diamond shape (a one front defence) or a box (an even front defence)



Box formation with an even two player front

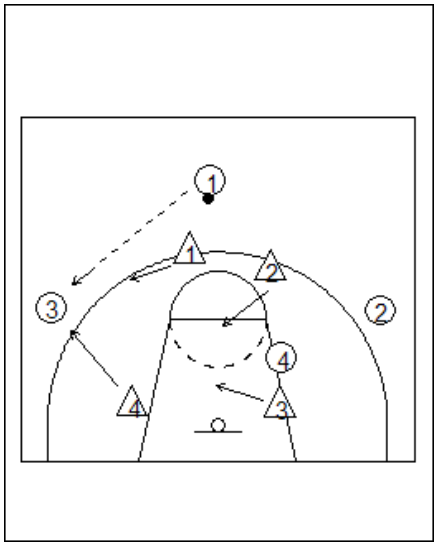
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Concept #1 - Match the ball

Someone must designate the ball. This then allows the other players to establish their rules.

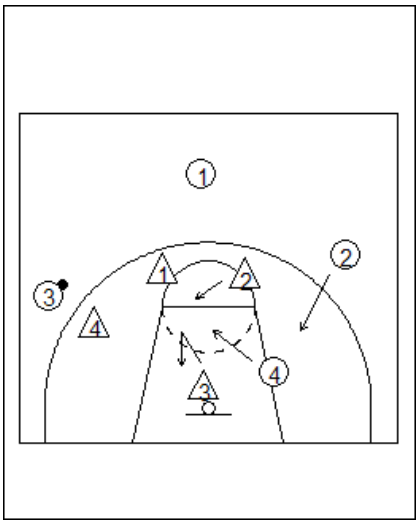
This does not mean that the defender must run out of position to guard the ball it just helps everyone else know what their responsibilities will be on the next pass.



Concept #2 - Move on the air time of the ball

As a pass is made the defence moves while the ball is in the air calling ball. The other players match appropriately.

This is the same as man to man defence.

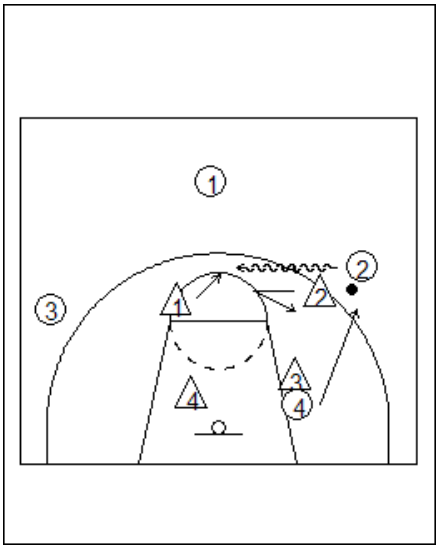


Concept #3 - Passing on cutters

Offenses will use cutters to disrupt a zone. The defence must front the cutter to a certain point and then pass the cutter on to the next defender.

X3 fronts 4 and then passes him on to X2. X3 must recover to prevent 2 from backing cutting into the space vacated by 4.

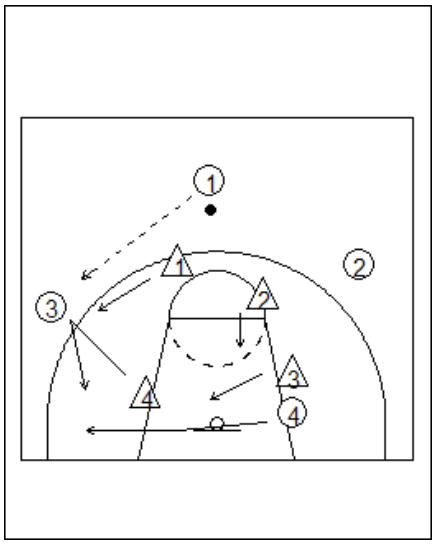
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Concept#4 - Passing on dribblers

This is similar to passing on cutters. If the defender stays to long the zone is vulnerable to dribble pulls.

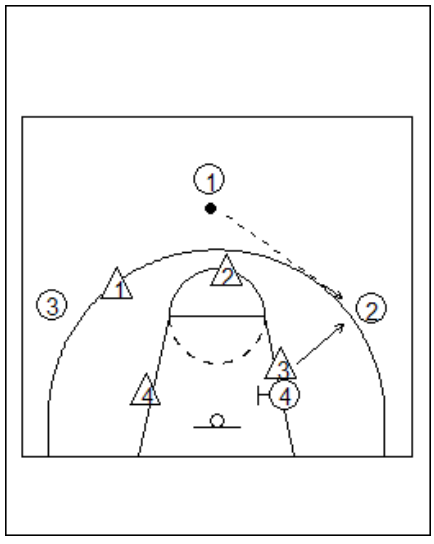
X2 must pass 2 onto X1 and recover back to 4 filling the vacated space.



Concept #5 - Bump move

Against teams that employ baseline runners or overloads you must work on the bump moves where one player shows and then is bumped back by the other defender.

X4 shows to 3 and then is bumped back by X1 so that he can cover 4, the runner.

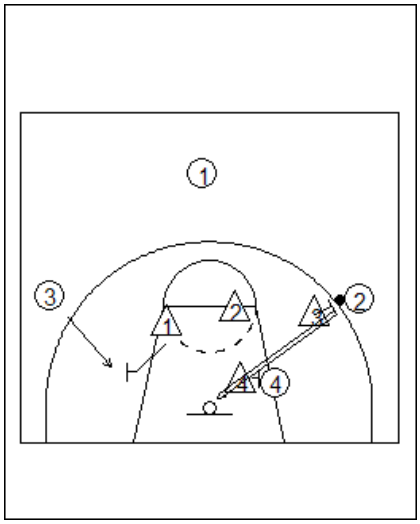


Concept #6 - Sit on top of screens

Players cannot get sealed or screened by the zone. Sit on top so that you can go in either direction

X3 sits on top of the screen by 4 so he can cover out to 2 on the pass.

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Concept #7 - BOX OUT

The biggest weakness of a zone is defensive board coverage. All players must become involved. Especially the guards at the top.

If a team sends a player back as a safety. The guard must get involved in the rebounding.

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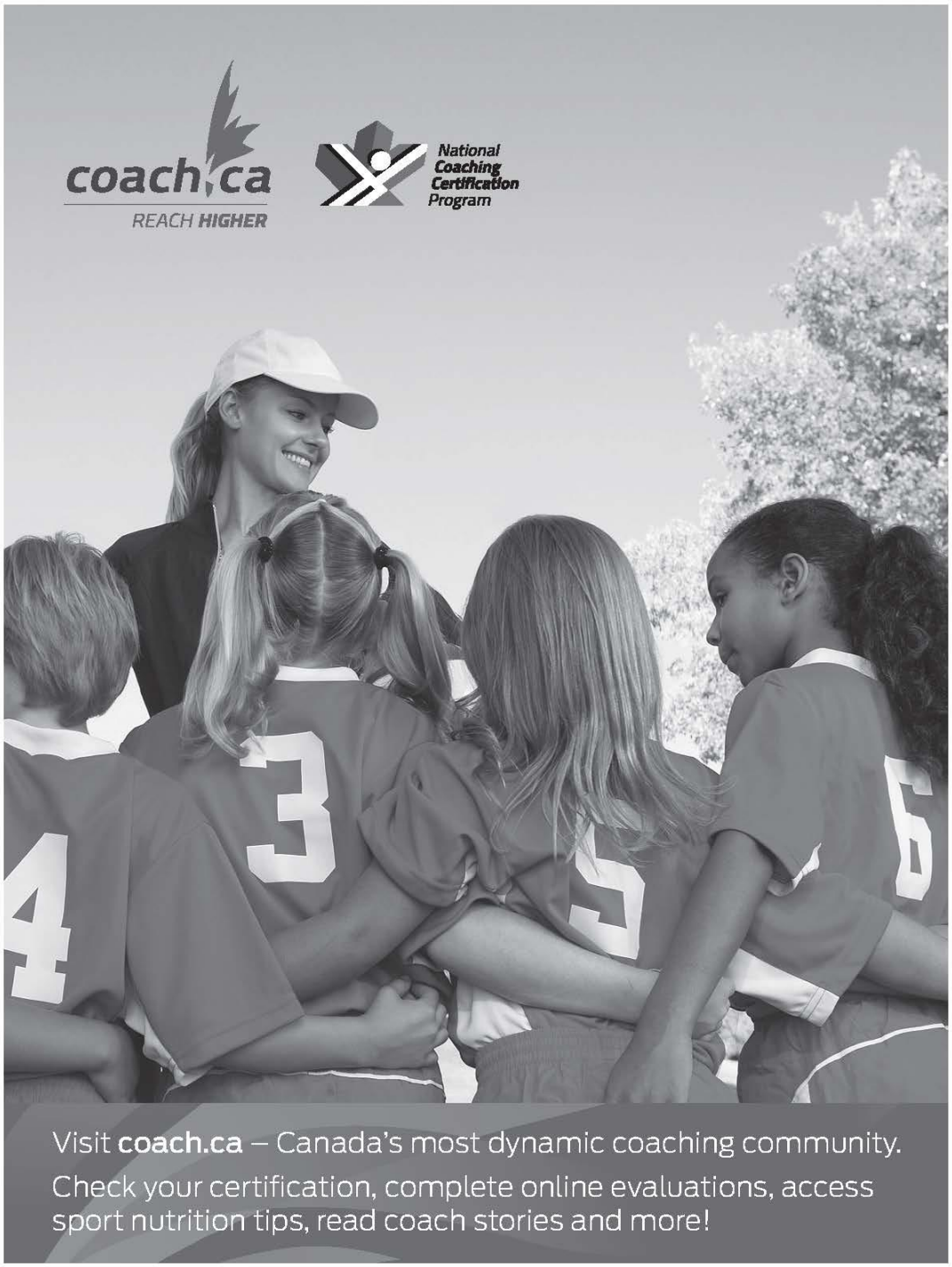
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