

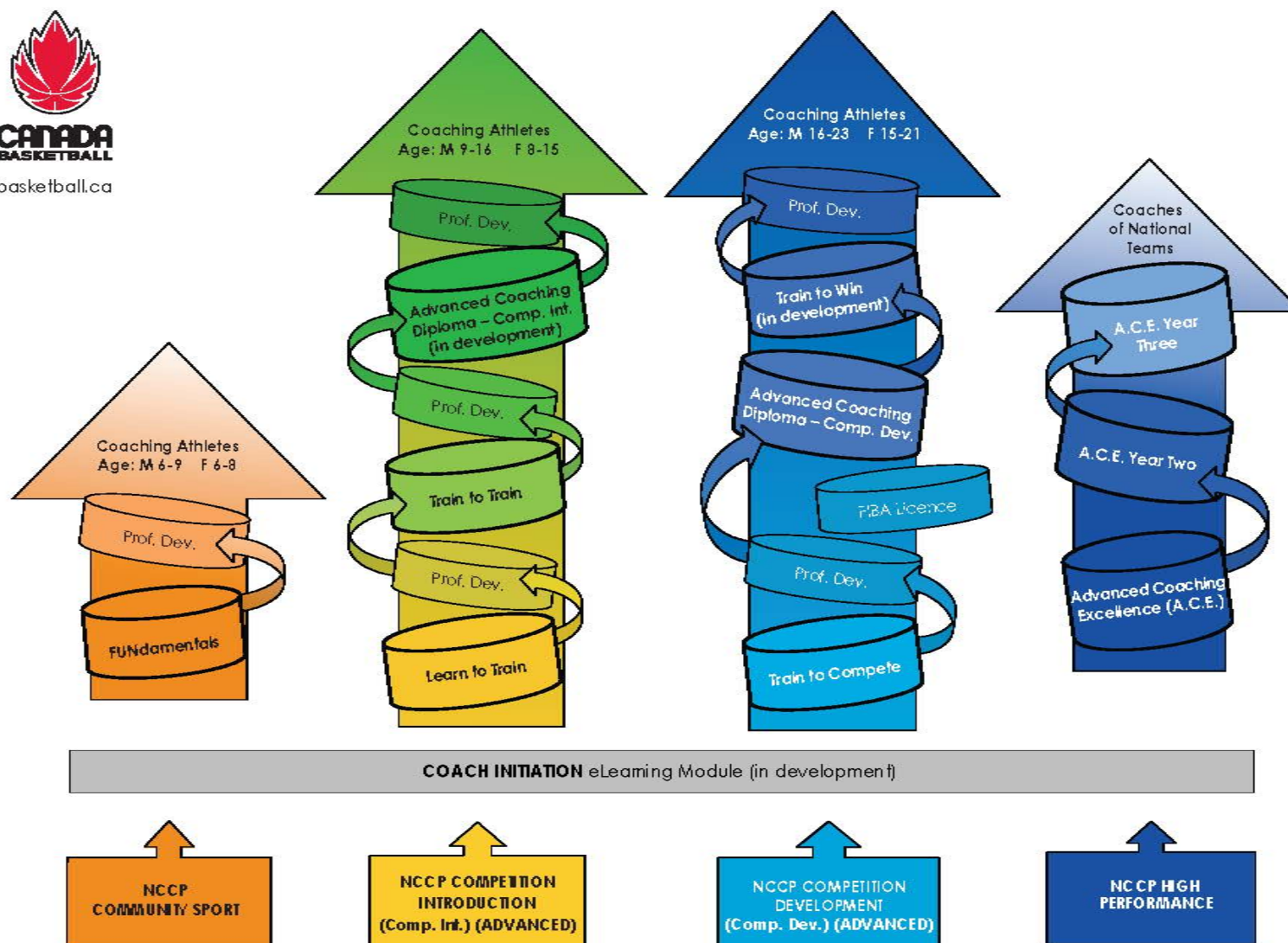


CB's - Train to Train NCCP- Competition Introduction

COACH TOOLBOX



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Canada Basketball NCCP Coach Education Model



Key points

WHO + WHAT = HOW + WHAT

Basketball is different for each stage of development that a player passes through. It is imperative that we take into consideration **WHO** is playing and **WHY** they are playing before we decide **How** and **What** we are going to do. Basketball for a five year old is different than for a 12 year old, which is different for a high school or adult player. For this reason what we as coaches do in practice and in competition needs to be stage appropriate.

CONCEPTUAL APPROACH

The skills and concepts that are described in the toolbox are based on *a conceptual approach to teaching*. We want to teach players how to play, not run plays. By building a strong foundation of skills and concepts the player will be able to play in any system in the future, when it is appropriate to do so.

GLOBAL PLAYERS

Elite basketball players at every level have a wide variety of skills that allows them to play many different positions on the floor. Therefore it is felt that when coaching athletes in the Learn to Train and Train stages of development we need to develop “global basketball players”. What this translates to in terms of involving players in drills, is that ALL players should be asked to be active in all activities so that they develop skills that are useful for all positions and all areas of the floor.

DEVELOP THE WHOLE PERSON

As coaches we are responsible for more than just the playing of basketball. We have the responsibility to work on developing the whole child; basketball skills, physical, mental and social emotional. This does not happen without planning.

Train to Train Stage - 11-15 Females, 12-16 Males

Tactics

Tactics - adjustments for a specific opponent

Planning for your next opponent

Relationship between my teams main strengths/weaknesses and opponents strength/weaknesses.
Finding meaningful minutes for all players.
Where am I in my season?

In game adjustments

Player Specific Match Ups – Who am I? Who is guarding me? Who is my teammate? Who is guarding my teammate?
Adjusting to match ups and fouls.

Strategy

Strategy - Introduction of the 3pt line, and extended shot clock. Player to player defence and pressure

Early clock transition offence/defence

Mid clock ½ court offence/defence

Special situations

Pressure/press breaks

Decision Making

General – reading the offence/defence

Player specific – Who am I? Who is guarding me? Who is my teammate? Who is guarding my teammate?

Technical

Technical Principles of play - concepts of play that are applied in the base games (1on1, 2on2, 3on3)

Attacking/defending the basket
Dynamic 1 on 1

Space

Penetration

Passing & Cutting

Rebounding

Introduce posting & sealing to all players

Introduce screening
Ball screens at the end of the stage

FUNDamentals

Basketball Skills - skills needed to be a multi-positional player

Stance

Footwork

Dribbling/ball

Passing/Receiving

Shooting/layup

Fundamental Movement Skills - introduce a movement prep warm up

Squat, Pivot, Lunge, Jump/land, Run, Slide

ABC's – Agility, Balance, Coordination and Speed

Canada Basketball's LTAD Overview

LTAD Stages	Learn to train	Train to train	Training to Compete
Age	10-11 years old	11-15 girls 12 - 16 boys	15-19 girls 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.
Fundamental Movements Skills (FMS) The most important FMS is the ability to squat. A balanced stable stance, which can be maintained for long periods of time, moved into and out of in multiple directions, is the foundation for all movement on the basketball court. All players must master the ABC's – Agility, Balance, Coordination and Speed. The ABS's need to be taught. The greatest limitation in skill development is often problems with a fundamental movement skill. We want to make players athletes' first and basketball players second.			
FMS	Since this is still an entry stage for many children it is imperative that the instructor ensure that each child still has these fundamental movement skills. 20% of time is used on movement skills. After the skills have been acquired coaches can use more basketball specific methods to consolidate and refine the FMS. The coach can make use of fun games that hide the skills within the rules of play. For example; hop scotch makes use of single legged squats and jumping and landing.	25% of the time in instruction should be used to warm up using the fundamental movement and basketball skills. A games approach can still be used, but error detection and corrections still needs to be done at this stage since the players are going through their growth spurt. Close attention needs to be paid to flexibility at this stage. In general, boys may lack flexibility while females may be too lack in some joints.	20 % of instructional time is spent here. Work is done on refining the skills and in warming up. It can become more individualized.
Squat	Emphasis should be placed on proper squat form. Using the hips to initiate the movement. The player can begin to build endurance and stabilization. The elbows remain over the knees for good balance.	As athletes are going through growth spurts during this stage proper form must be maintained. Flexibility will be an issue, especially with male athletes. Building strength and endurance using body weight, resistance bands or medicine ball can be done at this time. Players will also benefit from stabilizing activities and simple movements into and out of squats. Balance is still a priority.	Athletes must maintain proper form and balance, but are now working on increasing their power. More complex sequencing of movement into and out of the squats can occur. Note: it is important to constantly check for proper form. Loading an athlete with poor form can lead to injury or reduced performance. The players need specific training to meet their individual needs.

Pivot	Emphasis should be placed on proper pivoting form, using the hips to initiate the movement. The players can begin to build endurance and stabilization. Elbows over knees for good balance.	As athletes are going through growth spurts during this stage proper form must be maintained. Flexibility will be an issue, especially with male athletes. Building strength and endurance using body weight, resistance bands or medicine ball can be done at this time. Players will also benefit from stabilizing activities and simple movements into and out of pivots. Balance is still a priority.	Athletes must maintain proper form and balance, but are now working on increasing their power. More complex sequencing of movement into and out of the pivots can occur. The players need specific training to meet their individual needs.
Lunge	Emphasis should be placed on proper lunge form. It is best to start with a backward lunge. The player can begin to build endurance and stabilization. Also lunges to balance are important.	As athletes are going through growth spurts during this stage proper form must be maintained. Flexibility will be an issue, especially with male athletes. Building strength and endurance using body weight, resistance bands or medicine ball can be done at this time. Players will also benefit from stabilizing activities and simple movements into and out of lunges. Balance is still a priority.	Athletes must maintain proper form and balance, but are now working on increasing their power. More complex sequencing of movement into and out of the lunges can occur. The players need specific training to meet their individual needs.
Jumping /landing	Emphasis should be placed on proper jumping and landing form. Start with two feet to two feet, but progress through from one foot to one foot. Jumping and landing in different directions is important. Players need to maintain balance when landing. Get low to be safe (bend to absorb the force).	As athletes are going through growth spurts during this stage proper form must be maintained. Flexibility will be an issue, especially with male athletes. Building strength and endurance using body weight, resistance bands or medicine ball can be done at this time. Players will also benefit from stabilizing activities and simple movements into and out of jumps and landings. Balance is still a priority.	Athletes must maintain proper form and balance, but are now working on increasing their power. Plyometric training can be done if proper form and core strength are present in the athlete. More complex sequencing of movement into and out of the jumping and landing can occur. The players need specific training to meet their individual needs.
Running	Emphasis should be placed on proper running form. Running forward, backward and forward looking over the inside shoulder. The use of the arms is important.	As athletes are going through growth spurts during this stage proper form must be maintained. Flexibility will be an issue, especially with male athletes. Building strength and endurance using body weight, resistance bands or medicine ball can be done at this time. Players will also benefit from stabilizing activities and simple movements into and out of running form.	Athletes must maintain proper form and balance, but are now working on increasing their power. More complex sequencing of movement into and out of running form can occur. The players need specific training to meet their individual needs.

Sliding	Emphasis should be placed on proper sliding form. Staying in a squat position is important.	As athletes are going through growth spurts during this stage proper form must be maintained. Flexibility will be an issue, especially with male athletes. Building strength and endurance using body weight, resistance bands or medicine ball can be done at this time. Players will also benefit from stabilizing activities and simple movements into and out of sliding.	Athletes must maintain proper form and balance, but are now working on increasing their power. More complex sequencing of movement into and out of sliding can occur. The players need specific training to meet their individual needs.
Agility	Make use of fun games that emphasis agility.	Growth must be taken into account. Players going through their growth spurt will appear clumsy and un-coordinated. The coach must take into account the social emotion impact this can have on these players. Be careful of peer pressure punishment activities. Training aids such as pylons, hurdles and ladders can be introduced but they should not change the running form of the athletes. Proper running form is essential, not tippy toe running with the eyes down to master the hurdles.	Athletes must maintain proper form and balance, but are now working on increasing their power. More complex sequencing of movement can occur. The players need specific training to meet their individual needs.
Balance	Make use of fun games that emphasis balance. Begin with static balance before progressing to dynamic.	Growth must be taken into account. Players going through their growth spurt will appear clumsy and un-coordinated. Balanced activities are best done without the use of a wall. It is the act of going off balance that aids the player in learning how to balance. Both static and dynamic balance is essential. Transitional balance (which is freezing a movement pattern) can be introduced.	Athletes must maintain proper form when balancing. More complex sequencing of movement can occur. The players need specific training to meet their individual needs.
Co-ordination	Make use of fun games that emphasis co-ordination	Growth must be taken into account. Players going through their growth spurt will appear clumsy and un-coordinated. Activities that require the players to make use of both sides of their body and away from the middle of the body are important.	More complex sequencing of movement can occur. The players need specific training to meet their individual needs.

Speed	Make use of fun games that emphasis speed. Speed needs to be involved in every training session.	Speed needs to be done every day. Short bursts of maximum effort are important.	Speed needs to be done every day. More complex sequencing of movement can occur. The players need specific training to meet their individual needs.
Fundamental Basketball Skills (FBS) The FBS are the basic building blocks of the game. These include; a balanced stance, the ability to start, stop and pivot (footwork), shot form (which includes lay ups), dribble form, passing form and the ability to play one on one.			
FBS	Introduced the basic skills. Initiation and acquisition of the main fundamental skills of basketball: Starts, stops and pivots, shot form (lay ups), pass form, dribble form and dynamic 1 on 1 Bilateral development global approach, everyone learns all skills and positions. 20% of teaching time is basketball fundamentals.	Players should be taking the basic skills of basketball (Starts, stops and pivots, shot form (lay ups), pass form, dribble form and dynamic 1 on 1) through consolidation and refinement. They will also be introduced to more complex variations of the skill. Note that some players may still be introduced to the sport at this stage. Players may be at different stages of their own personal skill development of the main fundamental skills of basketball. Bilateral development global approach, everyone learns all skills and positions	The players should be able to perform the basic skills in a competitive environment. Begin to develop a more individualized skill package. Players may take certain skills to the creative stage. Players are introduced to positional play, but are not restricted in their global skill developed because of a position. The position they play should not be a reason to restrict the use of the basic skills of the game. For example: a player playing the post position should not be told to never dribble the ball.
Start /stop /pivot	This begins with a balance. Players learn how to start in a balanced stance. They then progress to moving, stopping and pivoting, all done while on balance. Begin without the ball progressing to movement with the ball. Use both feet to start and stop.	Balance becomes an issue through this stage as players are progressing through puberty. Care must be taken to constantly working with players on proper form. They should be able to execute the proper starts stops and pivots without travelling; from a stationary start and while moving and catching the ball. Use both feet.	Once the player as completed puberty they can begin to work on some more specialized starts stops and pivots that are more position related. Proper form must be maintained.
Shot (layup) form	The players are working on the correct form. Stationary shot form is taught using phase 1, 2 and 3. Players should learn the basic right and left hand layup. It is important that form is a higher priority than range on the shot.	In this stage the player will have less time in to perform the skill. The emphasis is on using correct form to maintain the one second advantage. The player work on consolidating and refining the skill of shooting the ball against defence.	Once the player as completed puberty they can begin to work on some more specialized shooting (layups) that are based on: - the position the player will play - individual characteristics of the player

	By the end of this stage players should have acquired the proper form for catching and shooting (layups) off the pass and for shooting (lay ups) off the dribble.	The players will also acquire and consolidate the outside- in-power layup that is used close to the basket when contact can occur.	Proper form must be maintained. Positional play should not be a reason to limit players from shooting the ball.
Dribble form	Players are introduced to and acquire the ability to dribble with the eyes up with both hands. They should be able to perform changes of speed and changes of direction. The speed at which they dribble should never be faster than their vision or balance.	At this stage the defensive pressure is increased. For this reason players should be able to dribble with the eyes up, with both hands, while being closely guarded. Players need consolidate and refine when to: • go fast and when to go slow • change direction • stop and start a dribble • fake	At this stage position specialized dribbling becomes a priority. Positional play does <i>not</i> include restricting a player from dribbling. All positions need to be able to dribble the ball.
Pass form	Players are introduced to and acquire the skill to pass the ball to a teammate. Both the receiver and passer are learning how to: • Show target hands • Shorten the pass. • Pass to the right and left • Use the proper pivot foot • Use the universal release • Pass from both a stationary position • Pass from the dribble	As defensive pressure increase players must learn to consolidate and refine the ability to: • Pass against pressure. • Pass on time and on target • Know how to pass to a cutter • Know to pass to a sealed player • Move or seal to create passing lanes	At this stage position specialized passing becomes a priority. Positional play does <i>not</i> include restricting a player from passing. All positions need to be able to pass the ball.
Dynamic 1 on 1	Players are introduced to playing 1 on 1. It is recommended that the players learn to play from dynamic starts and not always from a stationary position. The offensive player should always have a release pass available. This helps the players learn not to force contested shots.	Players at this stage learn to anticipate the defence and make use of a cross over, curl or shot. This is the foundation of team play. They are learning to play 1 on 1 within the context of all five players on the team.	At this stage position specialized 1 on 1 becomes a priority. Positional play does <i>not</i> include restricting a player from playing 1 on 1. All positions need to be able to play 1 on 1.

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 players 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.

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	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)	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
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	• Pressure the ball • 1 and ½ Teaching is done in transition or from dynamic starts.	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.	• 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 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.	At this stage post play becomes more positional and strategic. All players must still be able to defend and score inside.
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	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 progress from a global approach to a more positional specific.

		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.	
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 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.	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.

	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 an open basket, should he/she shoot or dribble the ball.		
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 team's strength and to your opponents' weaknesses.	In 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 ALL PLAYERS 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.
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.

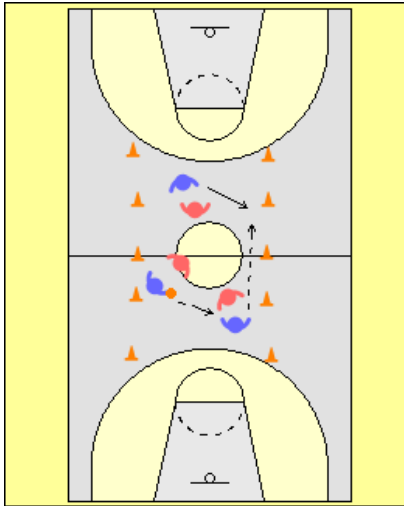
Physical	Continue with fundamental movement skills (Agility, balance, coordination and speed) Own body weight exercises for strength Basic flexibility Neuromuscular training (prehabilitation – twisting, bending, squatting, lunging, pushing, pulling)	Fine tune the fundamental movement skills. Strength 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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WARM UP

Loading a Warm up

To loading a warm up progress from increasing body temperature to fundamental movement skills and then into basketball skills and concepts. By keeping the structure of the activity the same you waste little time in setting up for a new activity.



Increase Body Temperature

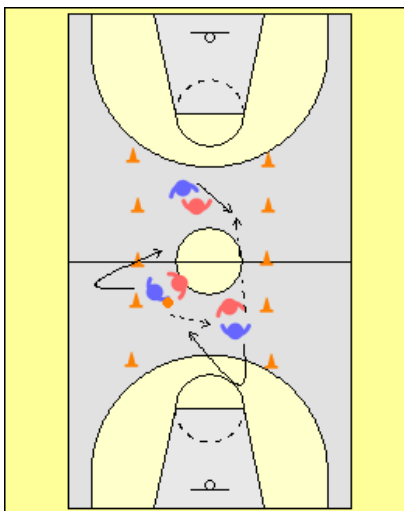
The first goal of a warm up should be to warm the body. This is done with light aerobic activity. The use of low organized games is a fun way to start practice. It gets the players energized and increases the body temperature at the same time.

10 Passes

The pylons define the boundary for the game. Two equal teams must pass the ball 10 consecutive times without a fumble, going outside the boundary or traveling when having possession of the ball. The defense takes over possession when a violation occurs.

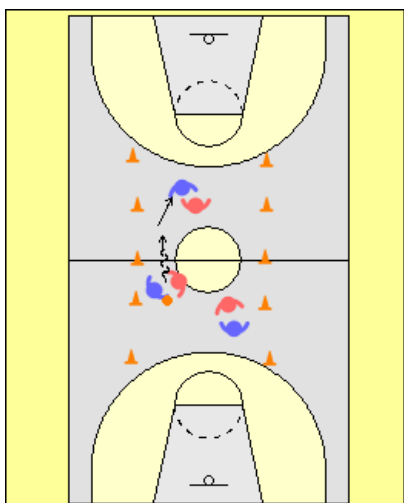
Mental load

It encourages the players to talk; the player who receives a pass must call out with a leadership voice the number of the catch. It is important to make each player count individually. This way the loud leader does not dominate. The quiet player learns to talk.



Pass and move

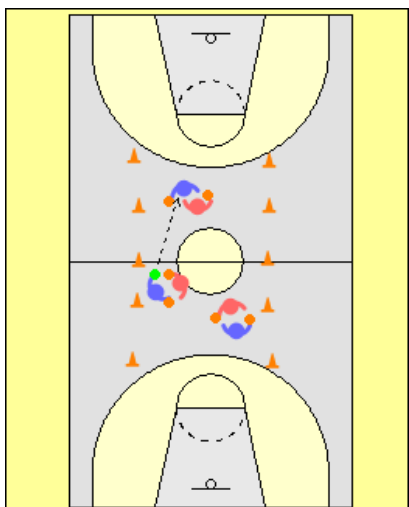
We now load in the concept of moving after you pass. The player must touch outside the pylons before returning to the game.



Pass off the dribble

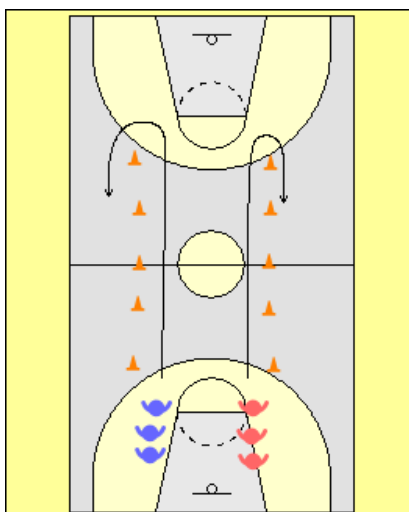
In this version the player with the ball must pass or dribble within one second of possession. This forces player to scan when dribbling, keep their dribble until ready to pass and making quick accurate passes off the dribble.

You can load in a five second count when dribbling to encourage passing.



Everyone dribbles

The final version of the game has everyone dribbling a ball. A second ball is passed in order to achieve the ten consecutive passes. You may want to start with a ball that is easy to catch and pass with one hand.



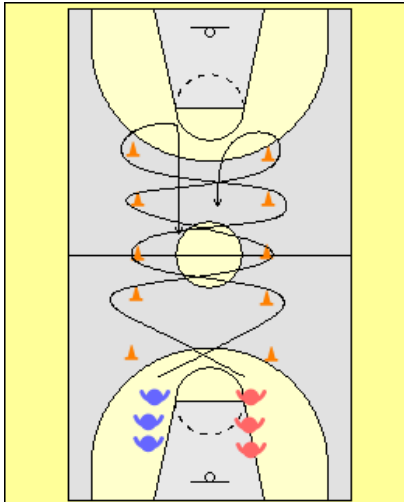
Dynamic movement

We now move into the dynamic movement part of the warm up. This is where we are working on fundamental movement skills that are the backbone of all human movements.

The players line up in two lines at the end of the pylons. They can perform a variety of movements:

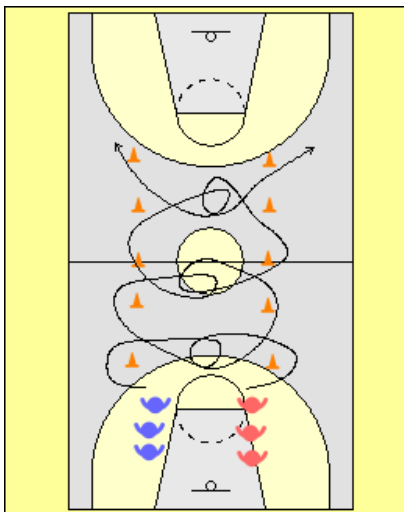
- Forward jog
- High knees
- Kick the butt
- Carioca
- Gallops
- Slides
- Backward run
- Knee out /knee in

Once the athletes have mastered the movements a basketball can be loaded into the activities.



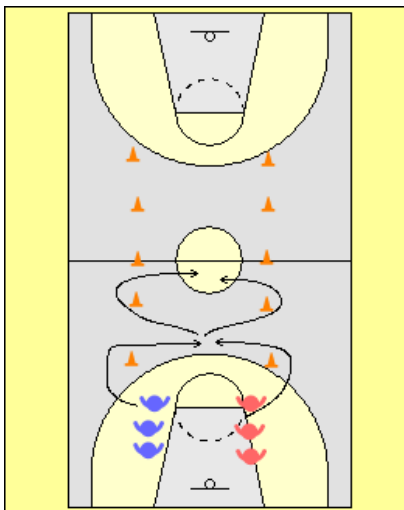
Zigzag

The players work on cutting around pylons. They also must communicate when crossing with the opposite person in the middle. The more complex version is to have them run back through the middle. This means lots of bodies and lots of communication.



Circle your partner

The players shuffle into the middle circle each other and then back around the pylon. This makes them work on coordinating their movement and making quick forward and back movements.

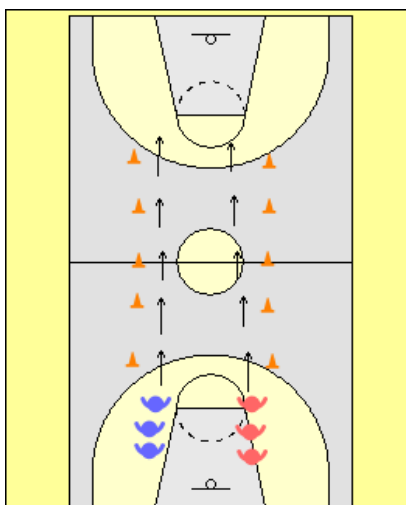


Coordinated jumps

The players work in pairs. They circle the pylon and then come together for a coordinated jump. They can:

- Bump shoulder in the air
- Clap outstretched hands while jumping
- Bump the basketballs in the air

This forces players to jump under control and land on balance. Once they land they must get back under control before moving to the next pylon.



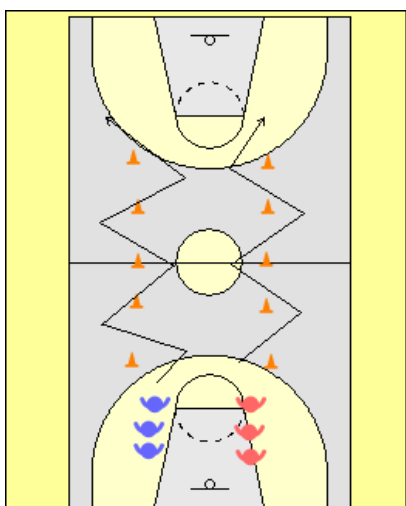
Movement Prep

In this sequence, the players work on power yoga types movements that build core strength plus flexibility:

- Walking lunges
- Walking squats
- Walking slide lunge
- Inch worm
- Inverted hamstring stretch (747's)
- Forward lunge
- Hops

The players should also work on the following core exercises while in their line:

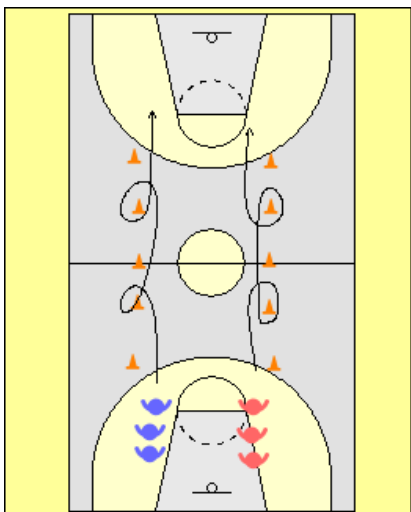
- Hip crossovers
- Front bridge
- Side bridge
- Back bridge



Agility footwork

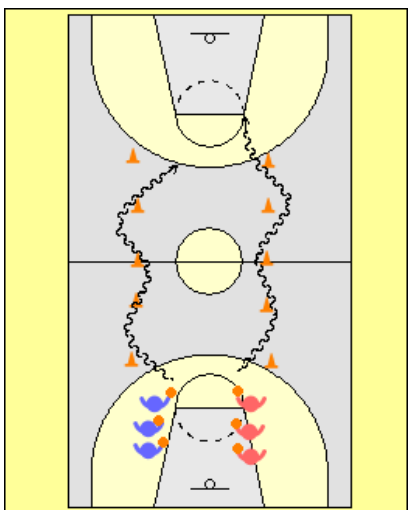
The player work on specific agility footwork that may be needed later on in the practice:

- Lateral bounding – hop from one leg to the next in a zigzag fashion. These are important if working on creative layup finishing moves.
- Icky shuffles
- Figure of 8
- One foot hops
- Cross country skier



Two forward one back

This will be especially important when working on the pull back crossover dribble.

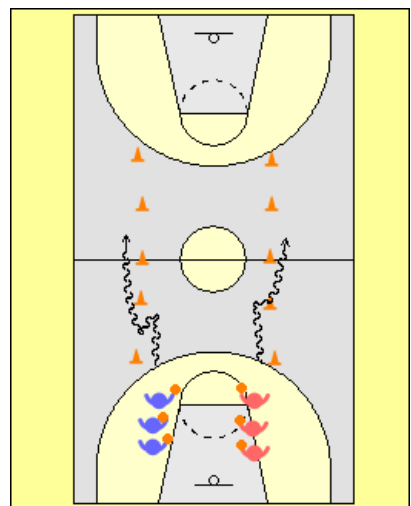


Basketball skills

Without changing the formation of the drill we move directly into dribbling and lay ups. The players work on various dribble moves at each pylon and score a layup at the far basket. On the way back you can have them use a speed dribble.

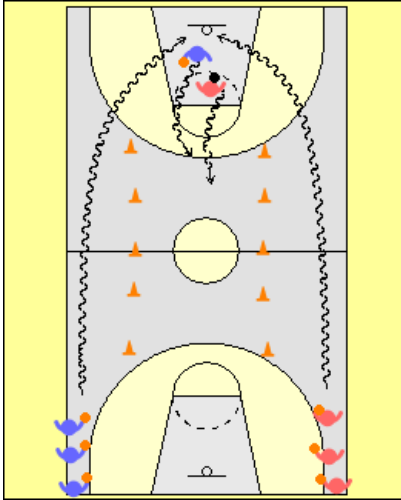
Load:

- Have a coach show ten fingers to keep the eyes up.
- Coach takes away the prime angle for the lay up



Pull back crossover

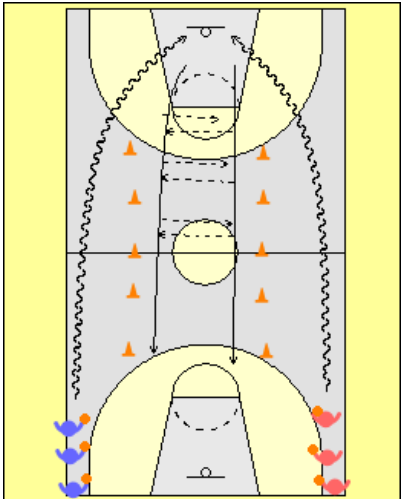
This is a very important dribble for all of the players to master. They go forward for two pylons and backward for one, followed by an immediate crossover dribble.



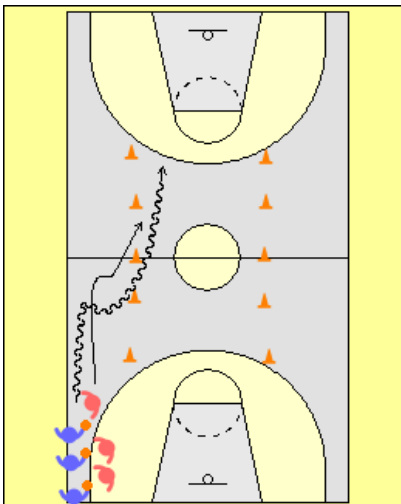
Russian layups

Notice we keep the same basic set up of the drill. This means there is little wasted time in learning a new activity. The focus can be on the skills.

Two players dribble down and score a layup. They come back through the idle with one player on offense and the other on defense. It forces the defender to be able to dribble low and under control going backwards.

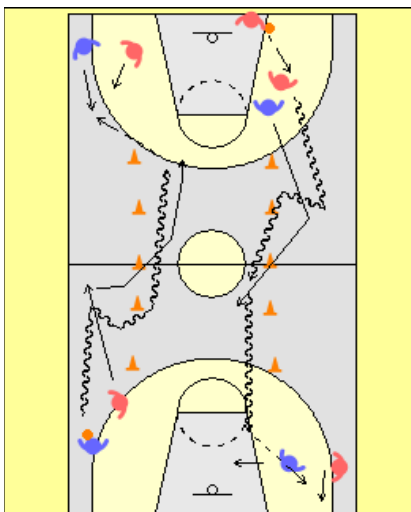


This time after scoring the players pass the two balls back and forth when returning down the centre lane.



Pull back crossover with guided defense

We now move into the main concept that the coach wanted to work on for that day, the pull back crossover dribble to avoid crossing half on the side line. The players partner up with one ball. The guided defender forces the ball handler towards the half court line. The ball handler uses the pull back crossover to cross in the middle of the floor. The players now play one on one in the centre lane.



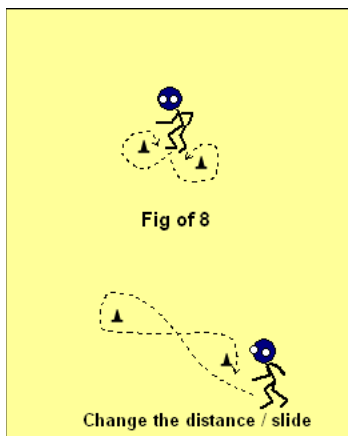
2 on 2

The final progression is to play 2 on 2 in the full court. The players now see how the various warm up and skill activities fit into the game. The practice reads like a book. Too often, when we choose drills that do not fit together, the logical progression for the players is lost.

Loading an Agility Drill

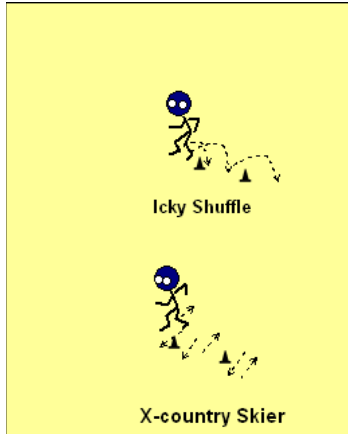
The Canadian Sport for Life expert group produced the booklet called Developing Physical Literacy: A Guide for Parents of Children Ages 0-12. It makes reference to the contribution of various sports to the development of fundamental skills. Team sports lead the way by being a strong developer of 10 of the 12 fundamental skills (agility, balance, coordination, running , jumping, sliding, sending of an object, receiving an object, dribbling, swimming, striking and rhythmic). Basketball is one of the best for developing the fundamental skill of agility. Below is a basic agility drill that can be applied to a number of different sports to aid in the development of this key fundamental skill.

One teaching component that is stressed in the new basketball NCCP is the idea of loading a drill. Instead of having 100 different drills the emphasis is on adding another element to the drill. This way the athlete can focus the new challenge rather than having to learn the pattern of a new drill. Great coaches make sure that the skill equals the challenge. By loading the athlete physically, mentally and social/emotionally the coach is constantly challenging the athletes.



The athletes pair off with a partner. Each pair has two pylon markers. These are preferred to pylons as they are easier to step over for the players. The first agility footwork is a figure of eight. The players take short choppy steps to move forward, sideways and backwards. Be careful that they don't take long bounds and jump over the pylons. Each player does three fig. of 8's while the partner counts.

The first way the drill can be loaded is to **change the distance** between the pylons. Now instead of choppy steps the athlete can slide in the distances between the pylons. To make the athletes go faster you can time them. This also loads them emotionally as it adds pressure. Also by counting the number of steps it takes you can make the athletes more efficient.

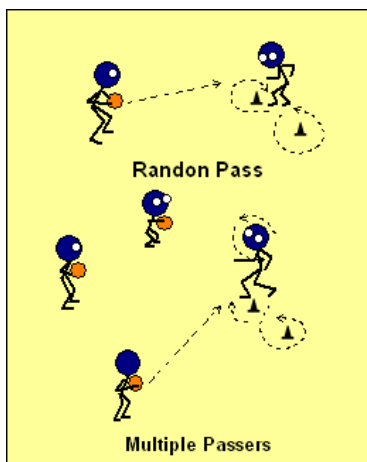


Change the Footwork

Other footwork patterns can be used. The **icky shuffle** is a good one because it promotes planting an outside foot and pushing off in the other direction. The player starts outside the pylons. The foot closest to the pylon steps lateral followed by the outside foot. The first foot is then planted outside the second pylon. The second foot is raised, but is not set down. Two feet inside the pylon, one foot outside.

Another one is the **x-country skier**. The player starts with a staggered stance. The player shifts their feet and arms from front to back while shuffling to his/her left/right.

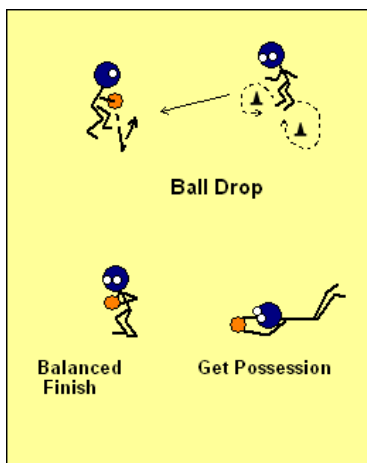
Coaches should find footwork patterns that are applicable to their sport. You can add in more pylons to make it more like an agility ladder.



Vision

In most sports keeping the eyes up to see what is going on is crucial. Very often when first learning the agility drills players will watch their feet. Eventually we need to have them keep the eyes up. Telling them does not always work. By adding in a random pass the player must keep his/her eyes up at all times in anticipation of the pass. Use the ball from your sport. If it is a sport like lacrosse the players can do the drill with the stick in their hands. For soccer they can trap the pass and then pass it back with their feet. In a racket sport, like badminton the shuttle could be hit to the player who then hits it back. In baseball it could be a rolled ball. In volleyball the player has to bump the ball back to the passer.

Load in multiple passers. This now forces the athlete to scan the field of play. Learning to look to the center, to the left and then the right is a very important skill that is often overlooked. Add more speed and velocity to the passes as the players improve.



Explode

The next concept we load in is the ability to see a stimulus and explode from your footwork. Changing direction quickly and under control is the key to agility. The player performs the same footwork pattern. This time the partner drops the ball. The player explodes from the pylons to catch the ball before it hits the ground on the second bounce. The player can finish the drill by:

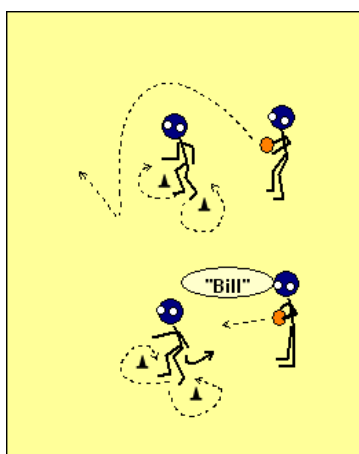
- Being in a good balanced stance
- Diving to gain possession

In basketball we need both. If the ball is dropped the players has to get it in a controlled stance. If it is rolled the players dives to get the loose ball. The ball is not always dropped directly in front of the player, change the angles. In volleyball it is an excellent way to

practice diving to save a ball. In football it is recovering a fumble. The lacrosse the player must get to the ball and pick it up with his/her stick. In badminton the player could come forward for a drop shot or go back for a high clear.

To load the players mentally combine the passing and ball drop drills. This adds in decision making as the player must be alert to whether it is:

- a pass and have his/her hands ready
- a bounce, explode to where he/she can get the ball under control
- a rolling ball where he/she must dive for possession.

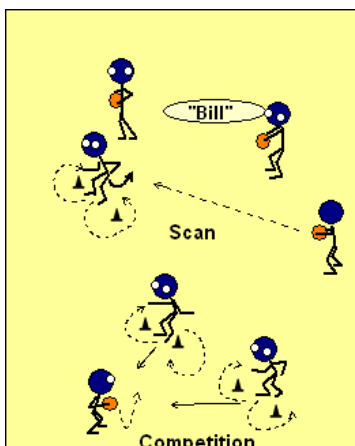


Use your peripheral vision

This time the partner stands behind. The ball is tossed over the head. When the player sees the ball he/she explodes to locate the ball.

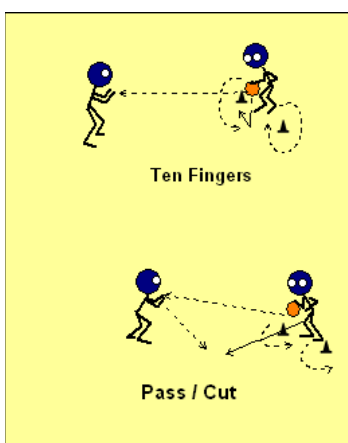
Auditory

In many sports a player must respond to a verbal cue. Here the partner calls the players name and he/she turns and finds the ball.



Turn it into scanning by having multiple passers. Now when the player turns he/she must scan to find the ball. The ball could be passed or rolled. Remember the player could also do a sport specific skill after retrieving the ball.

The highest level of loading is to turn the activity into a competition. Two players compete for the ball. They may now play 1 on 1 to score. Safety is a concern when you make it a competition.



Perform the skill with an implement

We now ask the players to do the same footwork pattern while dribbling the ball. In football the QB can be holding the ball ready to throw. In soccer it is dribbling with the feet. In badminton it is volleying the shuttle off the racquet.

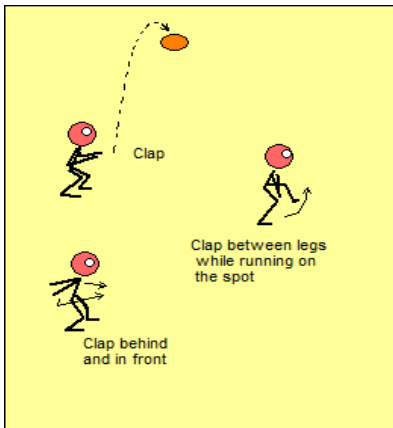
To ensure vision the partner randomly shows a target, “ten fingers”, indicating the pass should be made. To make it scanning have multiple players who randomly show targets.

The final load is to have the footwork agility drill as a way to start another action. The player performs the footwork. When the partner calls for the pass, by showing ten fingers, the pass is made. The player now cuts to receive a return pass and dribbles to the basket to score a layup. It is a more creative way to do a layup line. In any sport involving scoring the players does the agility work while standing in line. In football a running back and linebacker both do the agility footwork. When the toss is made to the Running back the linebacker comes to make the tackle.

Agility is such an important fundamental skill in so many sports. By using simple agility drills that can be loaded into so many different drills the coach can ensure that the players footwork and ability to change direction under control improves.

Coordination

Here are a few fun drills that involve hand eye coordination, and moving your body in space. The best thing is that the player dictates the difficulty level to him/her self.

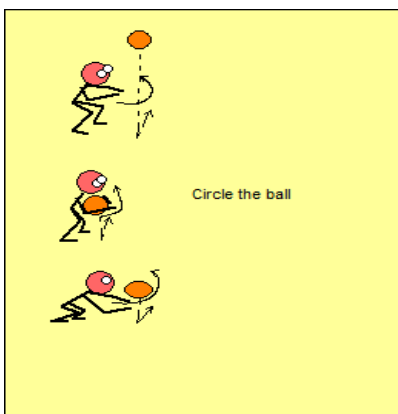


Toss clap and catch

Toss the ball in the air. See how many claps you can make before catching the ball. Next time see if you can't get one more.

Load:

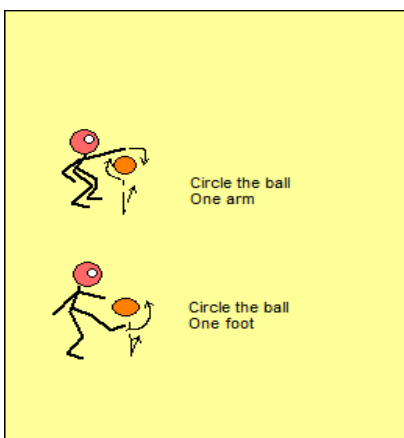
- Alternate claps behind the back and in front of the body.
- Clap between the legs as you run on the spot
- Slap the thighs instead of clapping
- Catch the ball behind the back



Circle the ball

Toss the ball in the air and let it bounce. Join your right and left hands together to form a circle. As the ball bounces circle the ball. The player will have to get lower and lower as the ball bounces lower.

Do it while circling your arms in the other direction.



Circle the ball with your arms

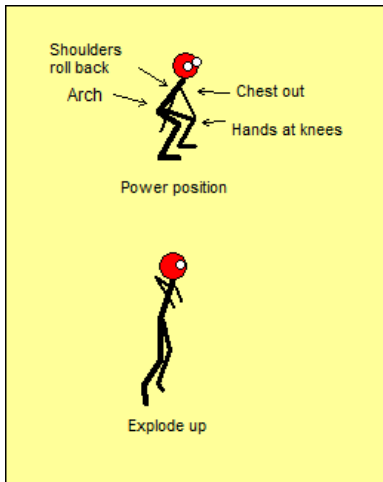
Toss the ball in the air. As it bounces circle it with your arm as many times as you can. Change directions the next time, try your other arm.

Try it with your foot. Be careful of your spacing with this one as the player may end up kicking it. It is great for hip flexibility.

Power Burpee

In working with athletes at the T2T stage their core strength, leg strength, balance, and hip and hamstring flexibility has been a major limiting factor in their ability to perform simple basketball skills effectively. Getting into, staying in and moving in stance being the main one. Doing movement prep in practice certainly helps, but it is often not enough for most athletes. With this in mind the power burpee is an activity that can be done at home in a very small space. It is basically taking the activities of movement prep and doing them in a confined space. I have seen a dramatic improvement in the players who have been using the power burpee. It is imperative to work on the proper technique. One of the reasons we see no improvement is that

the players cheat. Cheating means the wrong muscles are being used. Start off by using body weight. Eventually it can lead into using light kettle bells or dumbbells.

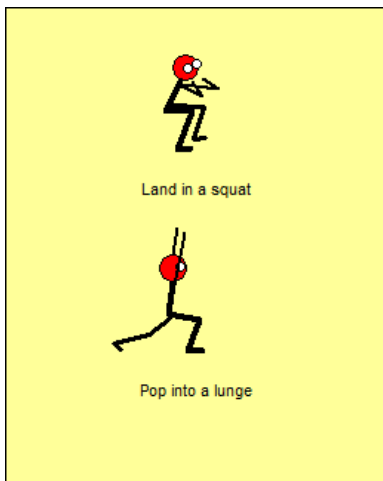


Power

position

The players need to start in a power position. This is a deep stance simulating lifting a heavy Olympic bar. The chest should be forward, the shoulders rolled back and a slight arch in the lower back. The hands are at the knees. Ask the players to tighten their core before beginning.

From here the player explodes up popping the hips and jumping off the ground. The arms simulate lifting a bar. Raise the elbows to shoulder height.



Land in a squat

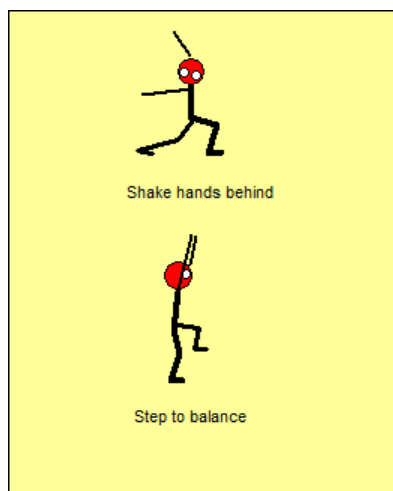
The player lands in a squat position. The arms simulate a bar at the shoulders. The players need to be on balance and have good alignment of the knees. The back should be in the same starting position (chest forward, shoulders back, lower back arch). If there is poor flexibility and core strength the player will bend at the waist and lean forward.

Pop to a lunge

From the squat the player explodes into a lunge position. As they progress we want them to go deeper and deeper. Balance is key. Watch for alignment of the lead foot and knee. The should feel the whole foot on the ground.

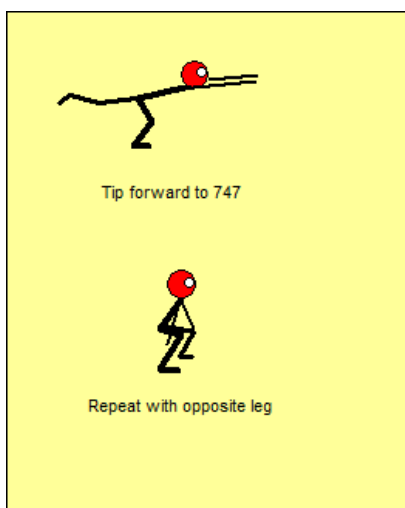
Twisting lunge

The player forms a large C shape with the extended leg (back leg) and the arm on the same side of the body. Take the opposite hand and pretend to shake hands with someone in front of you. Now twist and shake hands with an imaginary person directly behind. The other arm stays up in the C shape.



Step to one foot balance

Take a second to get your foot properly placed and tighten the core. Now in one movement step from the lunge to a one foot balance. If the player sways at the hips it is usually because they are not tightening the core. Hold for a minimum of 5 seconds. Be sure the hips are level and



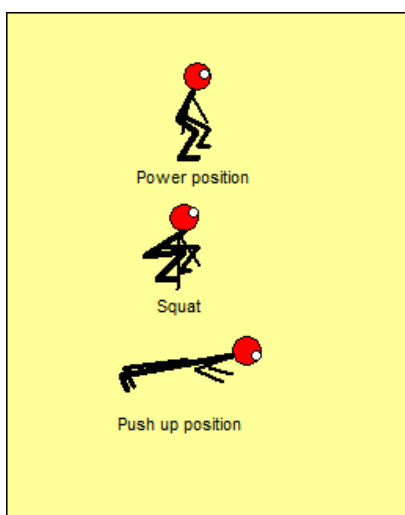
the thigh of the raised leg is parallel to the floor.

747

From the one legged balance tip the body forward to a 747 balance. the arms are extended and the back leg is straight. The players need to keep the hips level and tighten the butt muscles to straighten the raised leg. There can be a slight bend in the leg which the athlete is balancing on. Hold for a minimum of 5 seconds.

Repeat the entire sequence

The entire sequence, starting with the power position is now repeated only when going to the lunge the opposite leg is put in front.

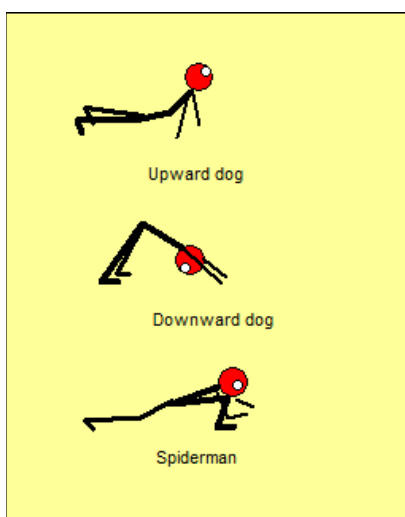


Power Burpee

After completing the 747 on the second leg the player returns to the power position for a third time.

The player explodes up and lands in a squat. The hands are placed on the floor beside the feet.

From this position the player shoots the legs back into a push up position. Hold this position for a 5 second count. Keep the elbows in to the side of the body. Note: you can add a twisting push up in here if you wish.



Upward dog

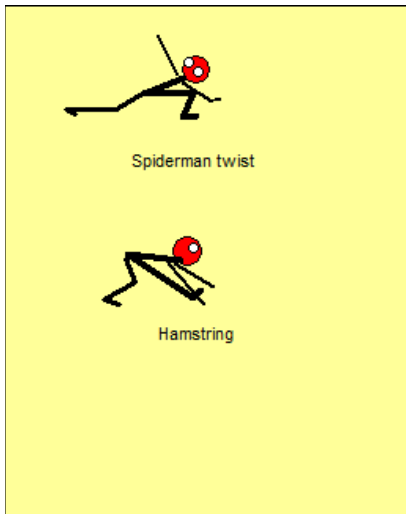
Move slowly to the upward dog position by raising the chest and lowering the hips. Again hold for a 5 second count. The hips should not touch the floor.

Downward dog

Raise the hips and push back into a downward dog position. Keep the heels flat. Many players will have to slightly bend their knees to accomplish this move. The head should be pushed in between the arms making a straight line to the floor from the hips. Hold for 5 seconds.

Spiderman

Now step the leg forward into a Spiderman pose. Try to touch the floor and heel with the elbow on the same side as the front leg. The back leg is straight and the front knee at 90 °



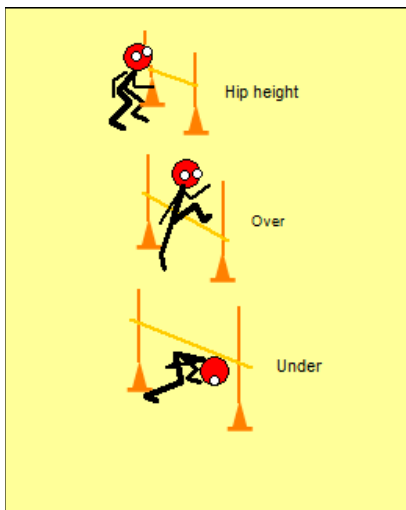
Spiderman twist

Take the arm that is down on the floor and twist in the direction of the front leg. Hold for 5 seconds.

Hamstring stretch

The final action is to take the arm that is extend and place it on the floor outside the front leg. Raise your hips, lift the toe and straighten the leg to stretch the hamstring. Hold for 5 seconds.

Switch legs and repeat the Spiderman and Spiderman twist with the opposite lead leg.



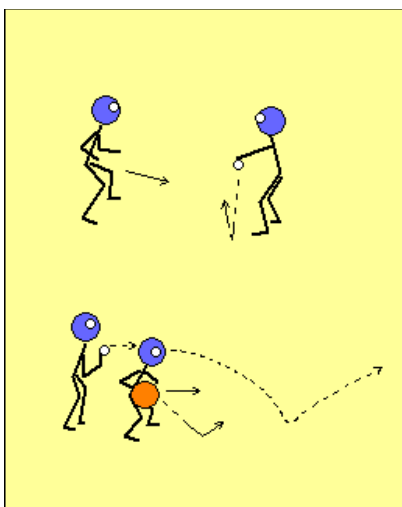
The final exercise is done because there is no lateral movement in the power burpee. If you have a hurdle it works best, but you can have the athletes pretend. With young players a tall pylon will work. Step over get your chest to the pylon on the way back.

The hurdle is set to the height of the instep. The player steps laterally over the hurdle . On the way back the player steps under the hurdle. You may find you have to do these in two separate activities because the heights may not work until the player has developed the proper strength and hip mobility to get low enough.

Going under the hurdle as it forces the players to get low in stance and move laterally. You cannot do it if you don't have hip flexibility and strength.

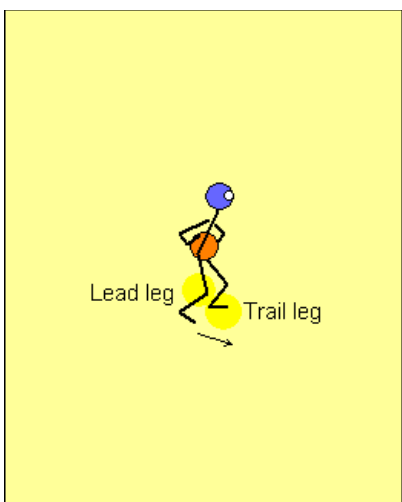
Tennis Ball Toss with a Basketball

If you go to <http://highperformancebasketball.ca/> (it is part of Basketball BC's coaches clip board) you will find some great clips of the tennis ball drop drills that are excellent for teaching explosive starts.

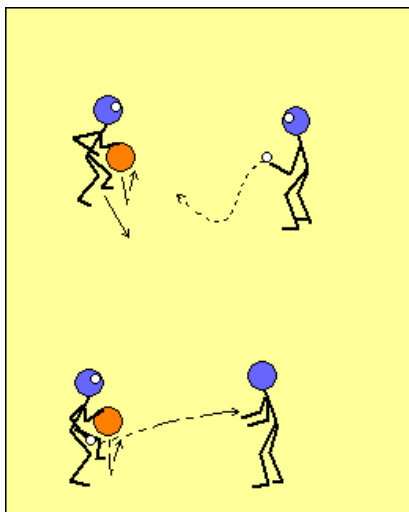


The athletes pair up with one tennis ball for the group. One player drops the ball the other must explode to catch the ball before it bounces the second time. On the website, you will see a number of variations.

We add a basketball. The player was in a triple threat stance facing a basket, outside the three-point line. The player with the tennis ball stood behind the player with the ball. The tennis ball was tossed over the shoulder and bounced so that it would eventually reach the basket. If the player with the basketball had it in his/her right hand, the tennis ball was tossed over the left shoulder. The player with the basketball had to explode out of his/her stance and catch the tennis ball in the other hand before the second bounce.



We have to focus on not traveling. When the players do the drill with no basketball, you will notice a natural “plyo step” (a quick backward weight shift) to load their legs so they can push. This is a good thing, but when you add a ball, it is a travel if it is the pivot foot. The players must be ready to push with both legs. The trail leg (the pivot foot) must be loaded. The player should feel weight on his foot. Be ready to push off through the big toe. I find it helps to turn the toe out so the player creates a “skate blade’ effect. This allows the player to push off more effectively since the knee will be inside the toes. The player also wants to give a push with the lead leg. Too often players will rise up on their toes. This means the foot has to go down before it can push. The joints need to be flexed so they can explode on command.

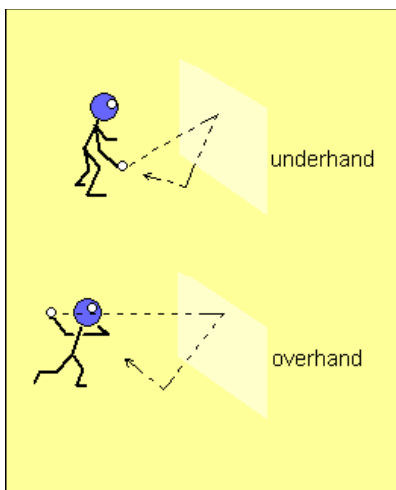


Explode off the bounce

The final activity we did was to have one player dribble with the ball. The partner randomly tossed the tennis ball in various directions. The ball handler exploded to catch the ball before the second bounce. Upon catching the ball, the ball handler tossed the ball back to their partner and was ready to go again.

The partner tossing the ball cannot be too nice. Make the person stretch.

Teaching progression

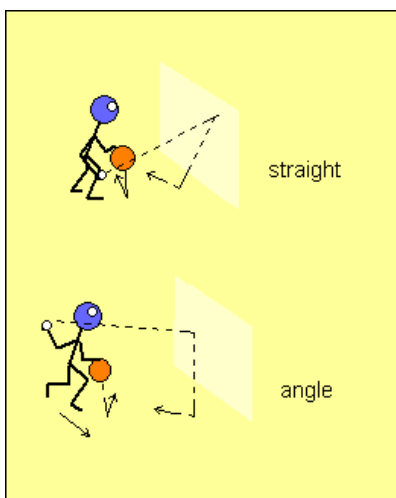


Tennis ball toss and catch

The player has a tennis ball and tosses the ball against the wall. If the player is in the initiation stage of the skill you allow him/her to explore which way the ball can be tossed and caught. As the player advances you can have him/her uses various methods to toss and catch.

- o Underhand – catch with a bounce
- o Underhand – catch with no bounce
- o One handed catch – right or left
- o Two handed catch
- o Overhand throw
- o Throw on an angle – move to catch
- o Throw as you are moving

This is a good warm up activity as it will increase the body temperature and also add some agility and coordination.

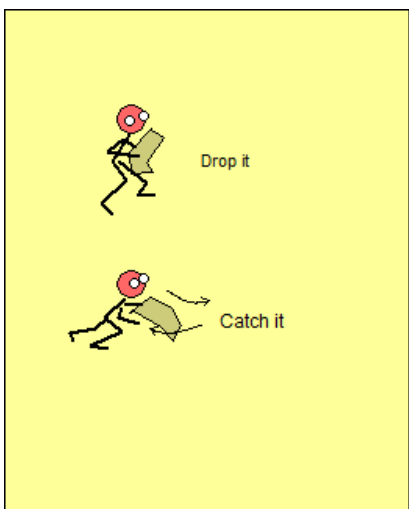


Add a basketball

The same drills are now done but only we have loaded the activity with dribbling a basketball. Again, the first time the athletes do it, allow them to experiment. As they improve make them work on the different techniques. This forces them to keep their eyes up when dribbling.

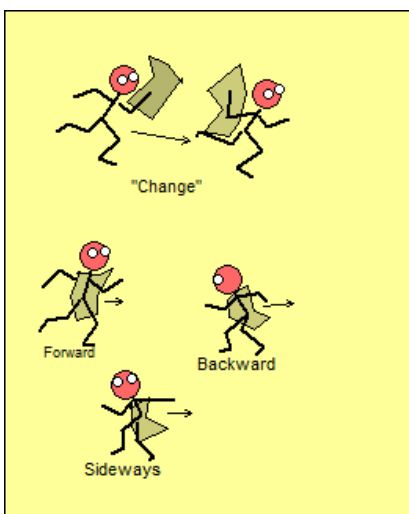
It can be loaded in the same way.

Newspaper Warm UP



Warming up the hands

Each player starts with a single sheet of a newspaper (you will have to tear the double pages into single sheets). The first activity is to warm up the hands. The player hold the paper between the palms of two hands. Let the paper go and catch it again between the palms before it floats to the floor. They are trying to slap the paper between the two hands, not catch it in a ball by closing the hand.



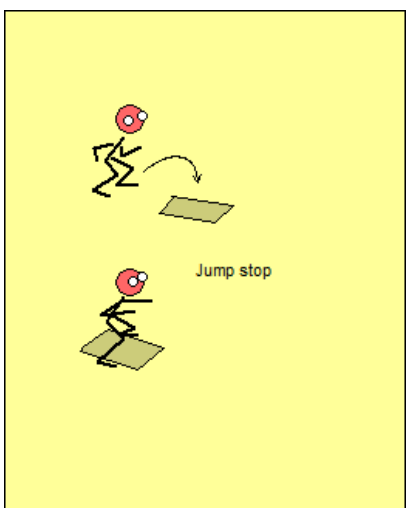
Warming up the body

The next activity gets the players moving to increase the body temperature. The players run around in different directions using the wind to hold the newspaper on to their hand. When the coach says switch they must change hands.

A good question to ask is; "What are our safety concerns for this activity/". They will need to keep the eyes up.

Load

- Run with the paper on the chest
- On the back
- Slide with it on the side of the body

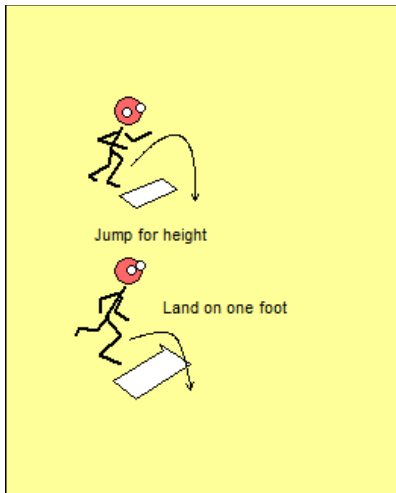


Newspaper as a pylon

We now use the newspaper as a pylon. The player sets the paper on the floor. Practice doing a jump stop using the width of the paper as a guide.

Load:

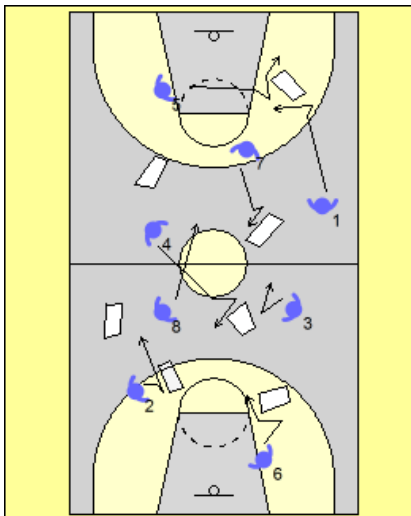
- 1-2 stop
- pivots after stopping



Jumping over the paper

The player practices jumping over the newspaper and landing in a balanced position.

- Jump off two feet for height.
- Bound over the paper
- Jump of one foot land on one foot
- Load in a ball
- Have the players move around using all of the newspapers.

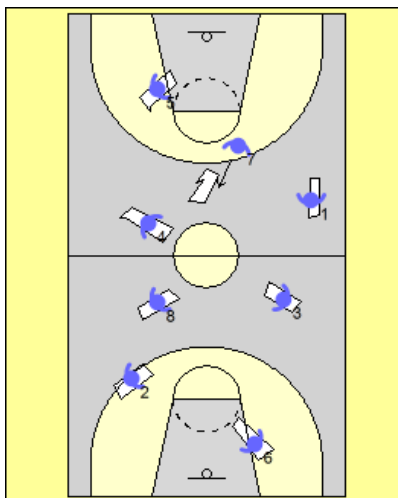


Change of direction

The players move around the space changing direction when they come to a newspaper.

Load in:

- Add a fake before changing direction
- Add a basketball

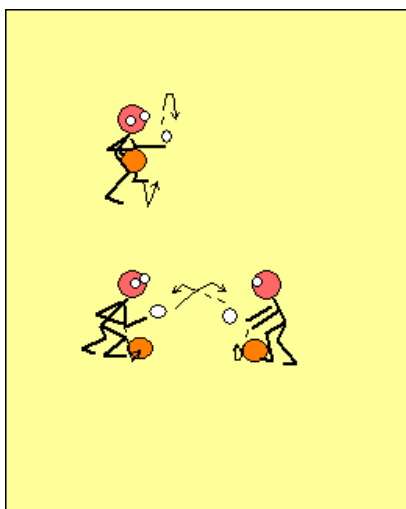


Musical newspaper

Have the player move around the space doing different activities at each newspaper. When the coach gives a visual signal (two hands above the head) the players must find a newspaper and come to a stop. The last player must do a Maravich drill (around the neck, waist and knees).

Load:

- Use music
- Add a ball
- The player must return to his/her own newspaper

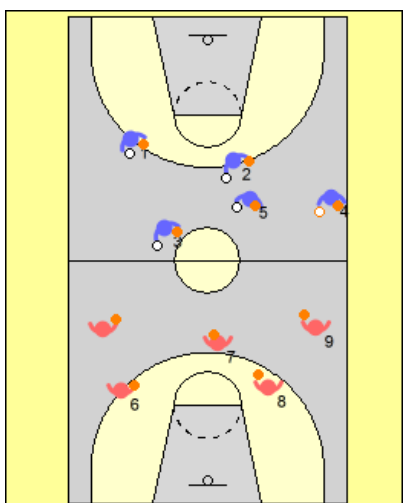


Newspaper as a tennis ball

Ball the newspaper into a tight ball. The player works on dribbling the ball while catching the newspaper. Start static and progress to moving and dribbling.

Load:

- Dribble while tossing one newspaper ball back and forth between a partner.
- Toss two newspaper balls while dribbling
- Add a crossover dribble as you toss the newspaper
- Move about while tossing to a partner



Newspaper dodge ball

Divide the group into two teams. Everyone has a ball and is dribbling. Half of the players have a newspaper ball also. On the command to start, the players with the newspaper ball are trying to hit the other players with the newspaper ball. As a teacher/coach you can decide what the consequence of getting hit entails:

- do some activity before rejoining the group
- join the other team (get a newspaper ball)
- exchange places with the person who hit you with the ball

FUDAMENTAL TEACHING

The first thing to keep in our mind while we are training a basketball team is that it does not matter what we know, but what we can teach to our players. We need to individualize the training to match the needs of each player. As a coach we are responsible to assist the player to grow in three areas:

1. MENTAL GROWTH:

- **Stimulate the players** to grow up as responsible people and as a player. It is necessary to stimulate their mental growth by teaching them how to listen, how to concentrate, how to communicate, to name a few (Every coach has his own philosophy with respect to this topic).
- **Give them a problem** to resolve. The answer is not always obvious. Challenge them to expand their thinking.
- **Ask them questions** to help them recognize the tactical or technical situation. They need to understand why they are doing what they are doing.

2. TECHNICAL GROWTH OR TECHNICAL IMPROVEMENT:

- Teach the players the ability to play any type of basketball
- Do not neglect working on fundamentals.
- Help them to grow up tactically.

3. ATHLETIC GROWTH:

- **Coordination** (by increasing the coordinative ability, you will improve the technical ability).
- **Balance** (the more effective the balance, the quicker the execution will be).
- **Physical strength** (by increasing the strength, you will be faster and more reactive).
 - To know **how to use the body** well is essential for the correct utilization of space and time.
 - **To increase the intensity** of your game (both defensively and offensively). To be stronger on the physical impact.

It is necessary to **train the players to have the ability to play any type of basketball**, not only our systems of play: do not neglect working on the fundamentals, always try to make them better and better, to make them complete.

For every fundamental we teach, don't ever underestimate the value of teaching the appropriate **footwork** (feet and position). Fundamentals start with the feet. Practices should be delivered in a progressive manner. Otherwise we may hinder the development of our players. It's not necessary to teach to the players everything we know and in a confusing way, but follow a correct teaching progression, step by step.

Phases of Teaching

Phases A - 1 on 0 - Technical teaching

Phase B - coach guides the defence

Phase C- 1 on 1 active defence

Phases D - use in game situations

Example: Teaching 1 on 1

- 1 1 on 0 dribble start teaching pivot foot (Phase A)
- 2 Coach guide the defence (Phase B)
- 3 1on 1 active defence (Phase C)
- 4 At east 3-4 repetition on different (game) situation (Phase D)

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

SHOOTING

Teaching of the Shooting form:

- 1) **shooting form:** jump stop, ball catching, position of the body, extension of the arm, follow through and soft release (Phase A).
- 2) **Consistency of the movement** without the addition of pressure, shooting without time limits and percentage (Phase B).
- 3) **Exercises with stress:** shooting games, shooting range and percentage, reading the defence (Phase C).
- 4) Shooting section on **game situation**, coaching the shooting form with the rhythm of the game (phase D).

It's important that each player have the ability to adapt to the rhythm and intensity of the game. **Shooting form** has to be adjusted to the characteristics of every single player.

PASSING

Passing is a relationship form with the others. When you do not pass to an open teammate you are sending a message; "I did not trust you with our team's one second advantage." When you make a good pass to a teammate a sense of trust is developed.

Players always have to make a **short step before** every pass with the foot from the side of the pass (in the direction of the pass and without crossing the legs because this could put you out of balance), in order to:

- **Increase the balance.**
- **Improve the angle** of the pass without using the dribble.
- **Decrease the distance** between the passer and the receiver.

This is very important if we have to pass the ball to the low post, it's less important if you have to pass the ball in a straight line. With the short step the player also has to have his knees bent.

Diagram.1

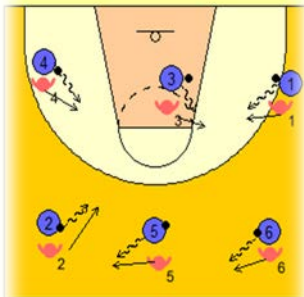
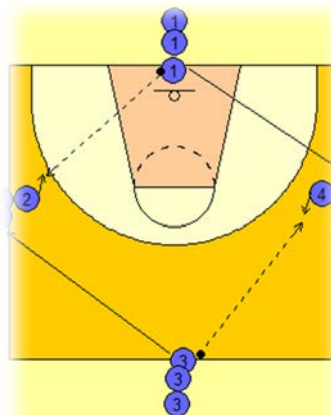


Diagram.2



On **Diagram 1** we teach the players how to use the pivot foot under pressure: the ball handler makes 2-3 dribbles before to pick up the ball. The defender has to put pressure on the ball for 5 seconds. The ball handler has to rotate on the pivot foot to defend the ball and always keeps it in front of the pivot foot. The pivot foot is the one furthest from the defender.

Diagram 2 “rhombus drill”: the players with the ball have to pass to the player on his left side and then run behind the lane on his right side. The receiver has to make one step toward the ball, show his hands (meet the pass), catch it and do the same. Option 1 - the passer makes one dribble before passing the ball. Option 2 - when the coach says “switch” the exercise changes the rotation from one direction to the other. Make sure that the passer passes the ball only to the receiver that shows his hands.

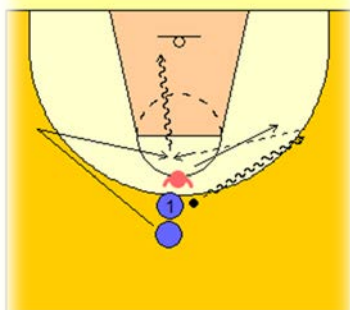


Diagram 3

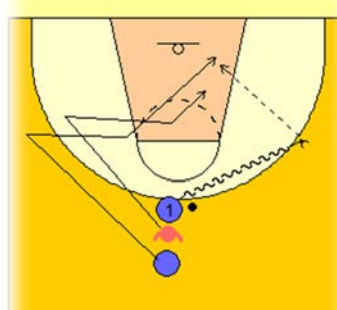


Diagram 4

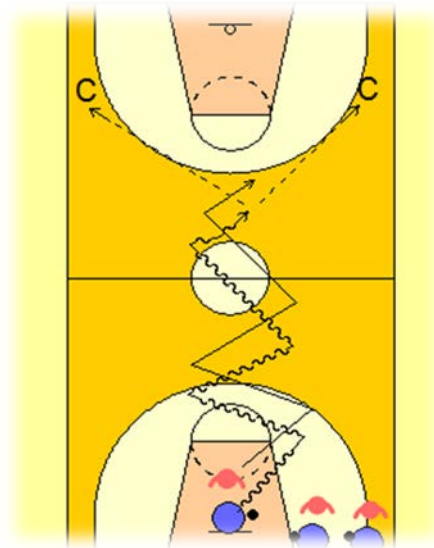
Diagram 3–4: passing exercise in game situation to teach how to pass on timing and on target. **“Dean Smith drill”:** 4 on 4; the offensive players have to make 11 points. Every pass counts as “One point” but they have to make one basket before to make 11 points. Each player can also use two dribbles to attack the basket or to release the defensive pressure.

DRIBBLING

Never say “keep your head high while you are dribbling,”- you cannot run like this. But “look forward/ahead while you are dribbling”. **Keep your eyes up.**

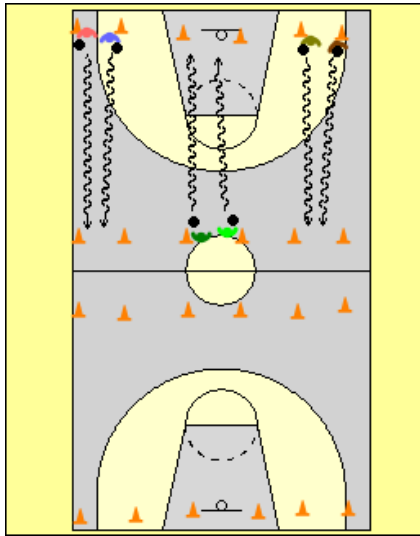
- Ball handling exercise with 2 balls (dribble high, dribble down, around the body etc...)
- Ball handling with the indication of the coach (side dribble drive, back dribble drive, change of hand and direction) to teach to the players the position of the hand on the ball
- Every player with the ball: “the hunter and the hares” (protection of the ball).
- Drills with the cones (with change of hand, change of speed and direction).
- The execution of the exercise has to be for the 60% of using the weak side hand (both shooting and dribbling). Bilateral exercise with 2 balls. **As soon as you improve the weak hand you automatically improve the strong one.**
- Teach dribbling under pressure (Full court 1 on 1 with two receivers). The ball handler has to pass only to the receiver that shows his/her hands. Five seconds to pass the half court line (Diagram. 5). **Do not abuse the dribble. Avoid useless dribble.**

Diagram 5



Acquisition to Consolidation - a dribbling progression

Coaches have many drills to work on the acquisition of dribbling. Players can go to the gym or practice at home, learning how to dribble on their own. The difficult step is moving the skill of dribbling from the acquisition stage (doing it on air) to the refinement stage (being able to use the dribbles effectively in competition). For this to happen the athlete must go through consolidation. Too often we skip this stage as coaches. Consolidation is where they are playing against guided defence and learning 'when' to use the skill. Players need to get comfortable dribbling as someone is running beside them. Presented here is one way to consolidate dribbling. The same process can be used with many other skills.

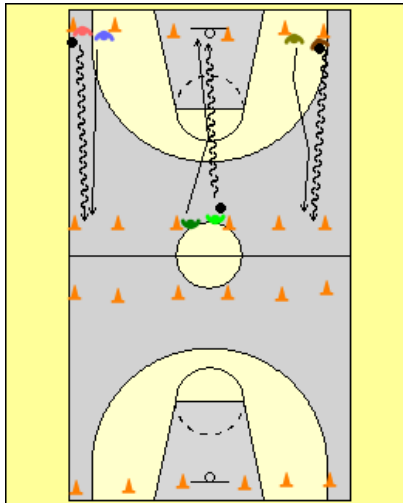


Both Partners Dribble

The players set up in the lanes of the basketball court. Each player has a ball. The players dribble with the balls in their outside hands. The key is to stay close to one another. When they get to half they switch hands and return.

Load

- Make use of speed dribble
- Make use of a crab dribble
- Bump into each other with your shoulders as your dribbling, get use to contact and maintaining your rhythm in your dribble
- Add ten fingers - have a coach or third player show ten fingers, this means the head must be up and the players pass. This person can also count the number of times that the eyes went down.



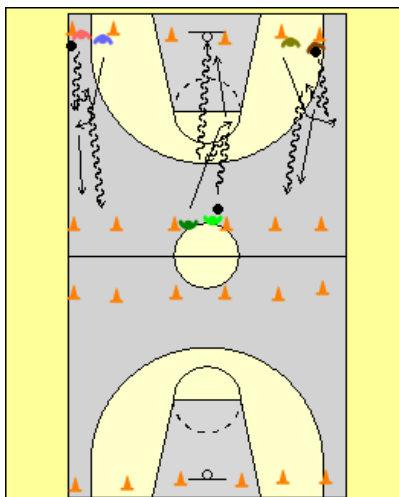
One Partner Dribbles

This time one partner is dribbling and the other player is running beside without a ball. When they get to half the dribbler switches hands and dribbles back. When they return to the beginning they switch roles.

Load

- Run along beside the dribbler and reach for the ball with the off hand
- Run along beside and randomly push the dribbler's hips (yes this is a foul, we need to get use to the occasional foul)
- Lean on the dribblers hips with your forearm, try to drive the dribbler off the line. The dribbler must lean in and resist the push. get your shoulder in front, put the defender on your back.

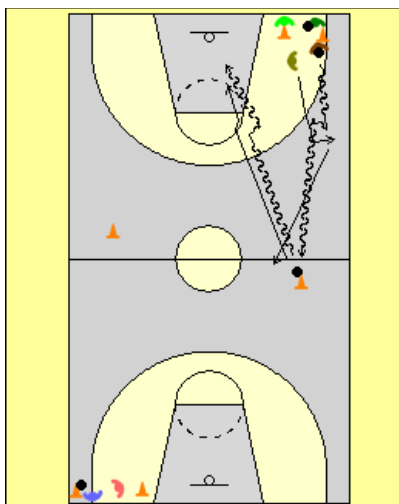
This ability to KOB (keep on back) the defender is crucial to being a strong dribbler. If the player gives in to the leaning defender by staying along side of the defender, he/she will be forced to where the defender wants the dribbler to go. This is usually trouble; like a sideline, baseline, weak hand or trap.



Pullback Crossover

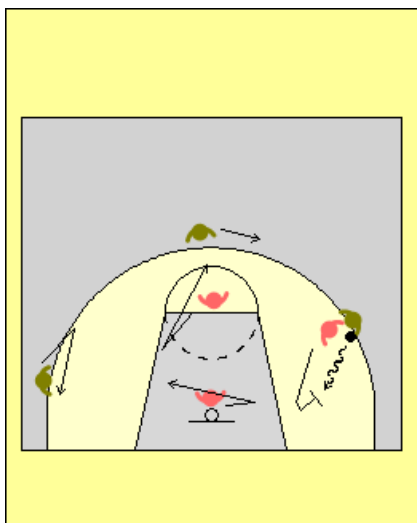
Now the defender is forcing the dribbler to the sideline. The dribbler does not have room to KOB the defender because they are too close to the sideline or an anticipated trap is looming. When the time is right the defender shows his/her chest. The offensive player 'reads' chest and does a pullback crossover dribble. The read also could be the looming trap or that the player is getting too close to the sideline.

Note: Remember that this is a consolidation drill. If you attempt to use this as the introduction to the pull back crossover you may find the players will not pull back. They may need to go drill on air, where they can acquire the pull back crossover dribble.



Pullback cross to half , attack the retreating defender

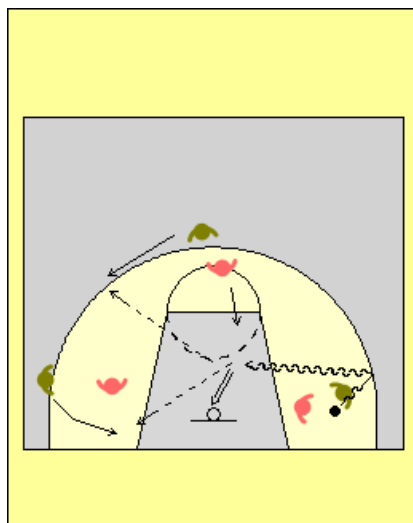
We now want to see if the player can use these skills in a competitive drill. We are on the verge of taking the skill to refinement. The players play 1 on 1 to half. If the defender can turn the offensive player., he/she does so. Once the offensive player reaches half the ball is set down. The defensive player immediately picks up the ball and attacks the basket to score. The randomness of the pickup means the new defender will be in a variety of positions. Can the offensive player use his/her body to seal off the defender?



Live

Another important area to use the pullback crossover is when driving baseline in the frontcourt.

What often happens is that the player attempts to drive baseline and is cut off before he/she reaches the key. If the ball is picked up in this situation the defence, that was beginning to rotate, can now recover



back and deny the pass out of the corner. By using the pull back crossover the player keeps the ball alive and turns a negative situation into a positive.

ADVICE FOR THE COACHES

POSITION on the floor.

- Stay in the position where you can see the execution of the fundamentals.

VOICE (tone, timing and rhythm).

- Change the tone and the intensity of your voice; players have to understand when you are talking or underlining something important.
- Speak slowly while explaining and emphasizing the main part of the explanation.
- Speak loud only every once in a while, otherwise the players won't understand when to increase their level of concentration.
- Don't speak too often to a single player otherwise he/she will think that he/she is the only one making mistakes. Take him/her aside for a while and let the practice go on. Coach on the fly. Don't stop the drill to coach one person.

DEMONSTRATION:

- Players learn 80% from what they see and only 20 % from what they hear.
- If you are not good enough to demonstrate use your best player.
- During the demonstration slow down where you want to emphasize the main part of the movement.

CORRECTIONS:

- The most important part of your coaching job.
- Allow the players to analyze their execution of the fundamentals. Let the players identify and/or understand their own mistakes.
- Break down the movement to correct the part that has to be analyzed.
- Divide the corrections of the single player (while practice is running) from the collective corrections (stop the practice only every once in a while).
- The quantity and the rhythm of the corrections add to the quality and the intensity of the entire practice.

GOALS OF THE DRILL'S OR EXERCISE:

- We have **to finalize the goal** of each exercise or drill and maintain the players' attention on them.
- Exercises by themselves do not teach basketball, they only help and permit the players to analyze the execution of the fundamentals.

Generally, during the practice, we have to work only on correcting the errors of the team, otherwise we stop too many times and too often and it breaks the rhythm of the practice. If you can, it is better to work 30 minutes with a single player or two players at most. This way the player is not ashamed of making mistakes or being corrected often. In these 30 minutes we have to work on one movement only, not on all the fundamentals!

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 in 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: INDIVIDUAL FUNDAMENTALS (30% of the allotted time)

- Fun kids game
- Shooting form
- Dribble start / pivot foot
- Combination drills - dribble / pass / shoot
- Defensive skills / abilities

BALL HANDLING:

- Exercise with 2 balls (dribble high, dribble down, around the body etc...)
- Ball handling with the coach pointing (side dribble drive, back dribble drive, change of hand and direction) to teach to the players the position of the hand on the ball.
- Drills with cones (with change of hand, change of speed and direction)

SHOOTING FORM: jump stop, ball catching, position of the body, extension of the arm, follow through and soft release.

DRIBBLE START AND PIVOT FOOT: crossover step, curl, catch and go.

COMBINATION OF DRIBBLING-PASSING-SHOOTING DRILLS: drills that combine the various skills

DEFENSIVE SKILLS/ABILITIES: defensive positioning, defensive slides, close out.

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

- | | |
|-------|--|
| 1 v 1 | Decision making |
| 2 v 2 | Game situation - half court – defence/offence |
| 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/offence |
| 3 v 3 | Handicap |

THIRD PART: HALF COURT + FULL COURT (40%)

- | | |
|-------|-----------------------------|
| 4 v 4 | Break down defence/offence |
| 5 v 5 | Offensive/defensive systems |
| 5 v 5 | Scrimmage |

TEACHING A SKILL BASED SIMPLIFIED YOUTH OFFENCE

(Phase One of the Train to Train Stage of Long Term Athlete Development 11-14 years old)

What is presented is a step by step sequence for teaching the young player 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 the long term program. Only through constant repetition and error detection and correction by the coach will the athlete improve.

This is not what would have been taught 20 years ago, rather it is what we should be teaching today based on:

- Past experiences,
- Consultation with respected coaches who are currently working with this age group,
- How children and society have changed.

Because of this, coaching must change.

Points to consider

- **LEARN HOW TO PLAY WITH FUN.** Children today have different experiences than when you and I were growing up. Today they have cell phones, computers, Face book etc. If the practice does not have an element of fun, children will often not come back. We all enjoy fun in everything we do. If you ask couples why they were attracted to their mate, you will often hear comments like; "He makes me laugh", "She is fun to be with." An element of play and fun is crucial in everything we do, if we are going to stay with it for a long time.
- **TEACH HOW TO PLAY THE CHILDREN'S GAME (FUN AND EVALUATION OF THE GAME).** Early in the practice make use of fun competitive games that challenge the children 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 children 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 REQUESTS (THE LEVEL OF YOUR TEAM).** 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 lay ups using both hands, it is pointless to introduce complex strategies such as ball screens to the players. The coach can be realistic by:
 - o **CHOOSING A TECHNICAL PROGRAM THAT FITS THEIR TEAM.** Too often coaches choose a system of play based on:
 - What they last did as a player

- 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 at. The system of play needs to be based on:

- o **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 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 THE 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 will 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 DRILLS OF GAME SITUATIONS.** 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:
 - o **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 players a set play to run, the coach should use simple offensive rules:

 - If 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
- o **70% FULL COURT - 30% HALF COURT.** Players at this stage of development need to learn to play through the transition from offence 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 of these one second advantages created through transition.
 - Players on defence need to learn how to prevent these advantages from occurring in transition and recover.

Asking young players to run elaborate half court offences 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 DEFENCE).** 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 situations that require the players to think, anticipate and react quickly, the coach increases the players deeper understanding 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 (INDIVIDUALLY 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 true; the left hand will not develop if you start drills where the players can start using the right hand.

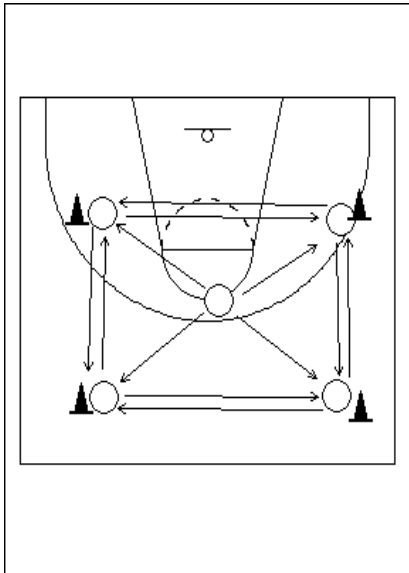
OFFENSIVE CONCEPTS

- **CUT AND REPLACE** - Player movement, at the right time, puts tremendous pressure on the defence. Players need to be taught the proper rhythm of how and when to cut:
 - Eye contact with the ball handler is the signal for when to cut.
 - 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 so he/she can see the ball. 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.
- **EXPLOIT THE ONE SECOND ADVANTAGE** - Anticipate is better than action reaction. The player 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 they are 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** – With 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 essence 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 keeping the ball moving once the one second advantage is maintained, the defence is always in a scramble mode.

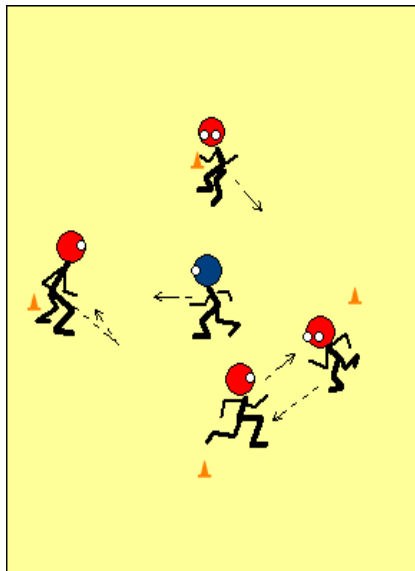
PLAY CHILDREN'S GAMES



Four Corners

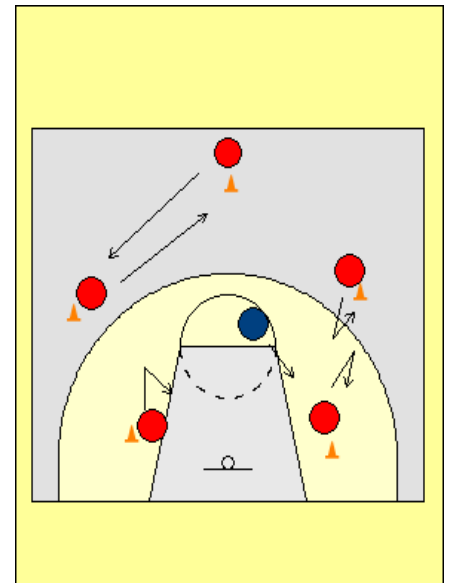
Place four pylons in a square. You will have to judge the size base on the ability level of the players. Four players take up a position at each pylon and one player is in the middle. The players on the outside score one point every time they move from one pylon to another. The player in the middle can get out of the middle if he/she can move to an open pylon before one of the perimeter players.

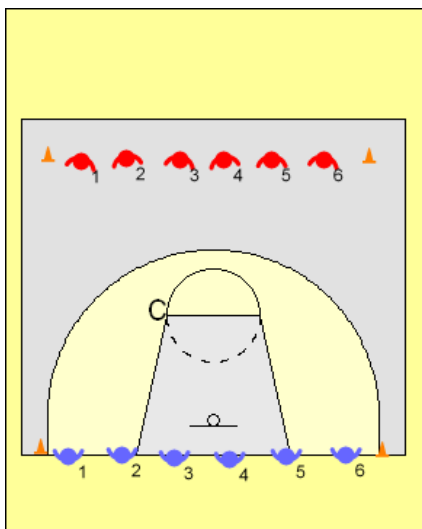
The players will have to take risks. They have to communicate with a teammate and convince him/her to trade places. This involves trust. They are allowed to fake and move back to their original pylon. They should learn to attack the back of the middle players head. It is a very boring game if everyone plays not to lose and stands still.



If you have twelve players on your team you may want to use a star formation at two ends of the court. This will allow all twelve players to participate with no subs necessary.

As the players understanding of how the game is played grows, you can load in basketballs. At first the player in the middle does not have a ball, just the perimeter players. Eventually everyone has a ball.

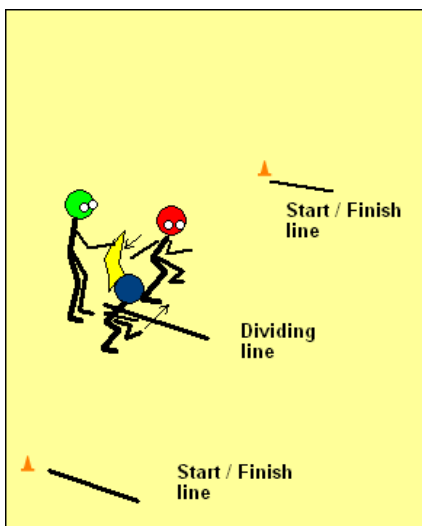




Flag

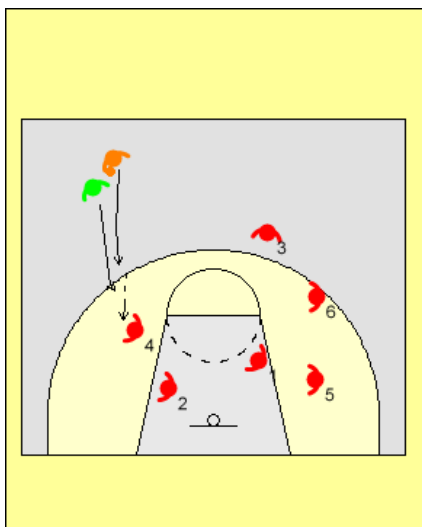
Divide the team into two even groups. Each player on the team is given a number that corresponds to a player of similar ability on the opposing team. The two teams line up along the start finish line. When the coach calls out a number, the corresponding player comes forward from each team. A point can be scored in three ways:

- Steal the flag and run safely to the start finish line without being tagged.
- Tag a player who has stolen the flag before he /she reaches her home start/finish line.
- Entice a player to cross the dividing line before you **have** taken the flag.
-



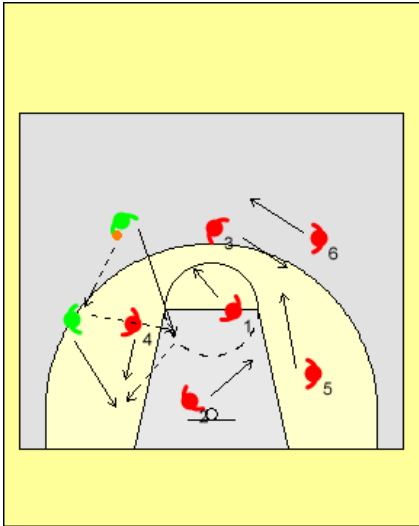
This is accomplished by faking at the flag and having your opponent step over the line.

The game can be loaded by adding basketballs as their skills improve.



Hunter

This is a tag game with a twist. The only player who cannot be tagged by 'it', who is called the hunter, is the player with the ball. The player with the ball is allowed to run with the ball and wants to stay close to the hunter. When the hunter tries to tag someone, the player with the ball can pass to the player the hunter is trying to tag; therefore ensuring that the player cannot be tagged. If the hunter tags someone, that player becomes the hunter. The players without the ball must see the ball when he/she is running away from the hunter. By turning their back the player cannot receive the pass that will save him/her from being tagged. You may want to put a time limit on the hunter or ensure that everyone has a chance. Two small games is better than one big one.

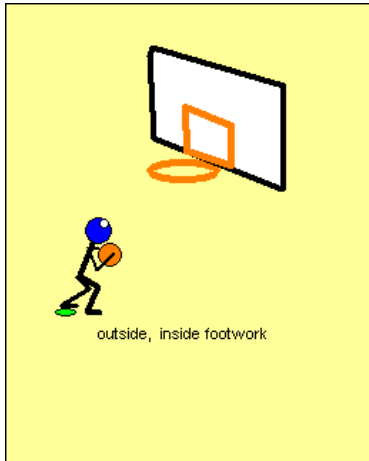


Passing Tag

In this tag game two players are deemed 'it'. A player can only be tagged when one of the two 'its' has the ball in his/her hand. The player with the ball cannot run with the ball. The 'its' can move when they do not have the ball. They must work together by passing and moving to single out a player who can be tagged. Once tagged that player becomes another it. Keep going until all of the players are tagged.

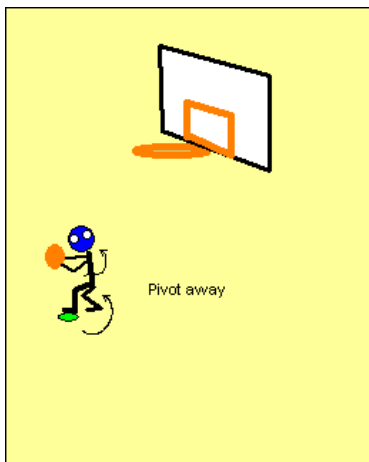
Skills

LAYUP FORM - Phase A



1, 2 Power layup

This layup is very important skill for players to learn who are driving into traffic. The footwork is the same as the regular lay-up starting with the outside foot followed quickly by the inside foot. The only difference is that the player does not continue to drive the outside foot up. He/she takes off on both feet.



Pivot Away

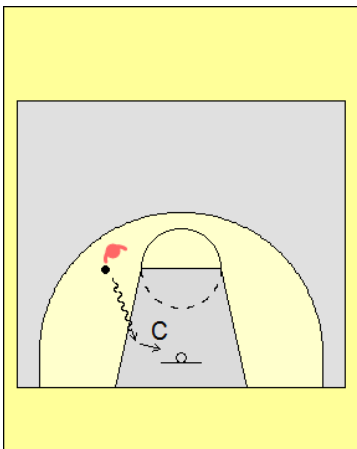
If trouble occurs the player can use the outside foot to pivot away. As they become more adept they can also develop a little baby hook from this position.



Step through

If the defense moves up the player can step through by continuing to pivot. Throughout the whole process the player stays strong and on balance.

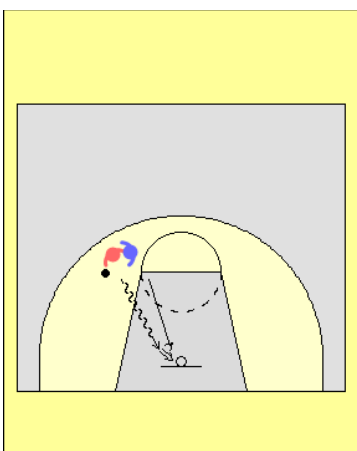
It is important now to add in different phases of teaching.



Phase B - coach guides

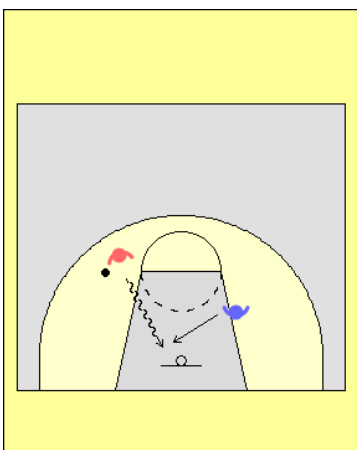
Now when the player drives the coach gives the player different reads:

- If the coach is not present do a normal speed lay up
- If contact may occur use the 1, 2 power.
- If the coach is ready to block, pivot away
- If the coach moves up, use the up and under



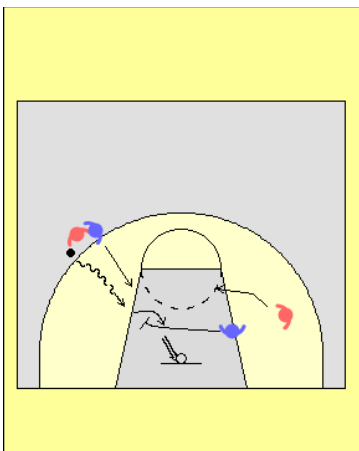
Phase C - vs. live defence

Here the defender gives the player with the ball a slight one second advantage. The is live once the ball is put on the floor.



Phase C - vs. live help defence

Here the offensive player drives to the basket and now must read the help defender.



Phase D - compete 2 on 2

We now combined the two drills. When the offensive player beats the defender he/she must read the help. Does he/she score the layup or pass.

SHOOTING

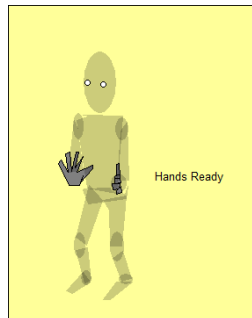
Points of emphasis

- Hands preparation
- Teach in three phases (1-2-3)
- Alignment (elbow – knee – foot)
- Arm extension (until the ball touches the ring)
- Put the hand inside the ring (check your shot form)
- When to use a jump stop vs. an 1-2 stop or inside pivot

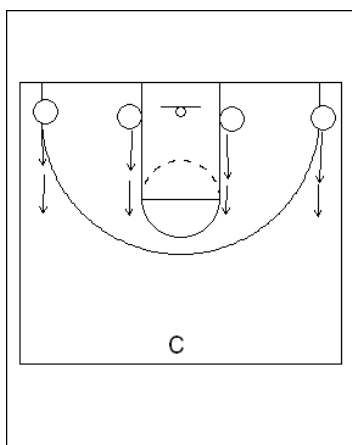
HANDS PREPARATION: Building the arm of the shooter

Hand and arm preparation is key

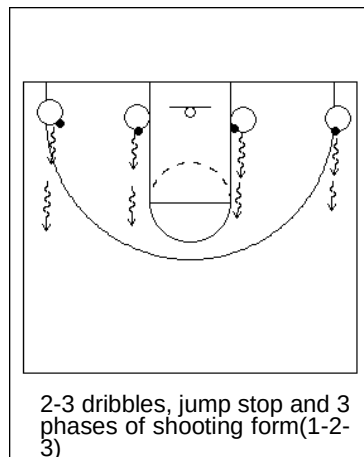
- A. Walk and show your shooting hand: keep your arms along the side of the body, raise the shooting forearm by bending the elbow to 90 degrees. Dorsi-flex the shooting hand so that the palm faces forward.



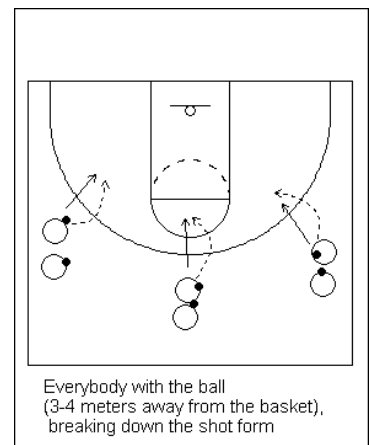
- B. Walk and show both hands: keep your arms along the side of the body, raise both forearms by bending the elbows to 90 degrees. Dorsi-flex the shooting hand so that the palm faces forward. The non-shooting hand is kept with the palm perpendicular to the other palm. A ball shoot fit in the hands. The player is now ready to catch the ball without having to move the hands.



Diag. A-B



Diag. C



Diag. D

- C. Everybody with a ball, toss the ball and catch it putting the hands in the right position, strong hand on the back with bent wrist and weak hand on the side.
- D. Everybody with a ball (3-4 meters away from the basket), toss the ball. breaking down the shot form: each player has a ball on hip; bring ball to front of shoulder

3 PHASE BREAK DOWN (1 – 2 – 3)

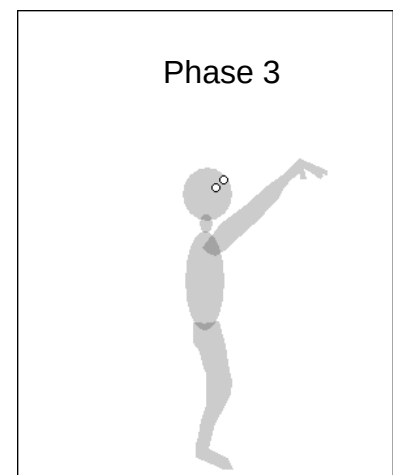
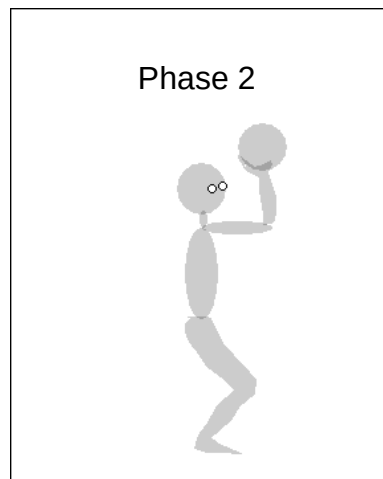
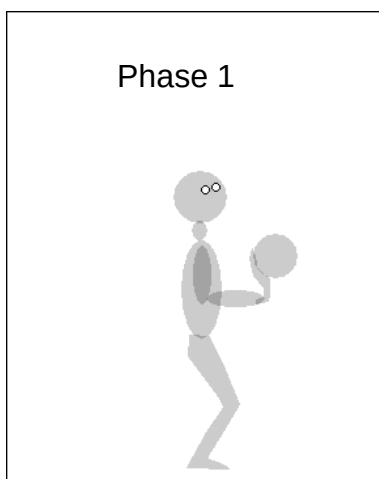
Phase 1: Triple threat position - This position permits the player to shoot, put the ball on the floor and pass without extra movement to change position.

Shooting alignment - Player drops hips and makes sure knee is aligned with the ball of the foot. Elbow is in line with knee.

Phase 2: Bring the ball up above the forehead and in front of the face. Hips and legs are flexed like a loaded spring. Make sure the ball sits on fingers like the top of a table or waiter carrying a tray. The elbow must be below the ball.

Phase 3: Finish the shot.

- Arm extension
- Open hand with the fingers pointing in the direction of the ball
- On your toes
- Every player has to check the position of his arm and hand and eventually make the corrections on their own.



***MAKE SURE YOU SHOOT THE BALL WITH LEGS AND FINISH ON YOUR TOES**

On each phase (up-on-in) the player has to wait one second (to check the right position) before going to the next phase in order to allow the coach to see if one of the phases is not correct. The coach has to tell the player which phase is not correct and the player has to put his attention on it.

(Diag. 1) One dribble shot - Everybody starts with the ball extended in the left hand on their left side with bent knees: let the ball bounce on the floor, reach and catch it with two hands (the player is simulating catching a pass from the left), use a crossover step with the left foot and rip the ball for a right hand dribble, pick up the ball and take a shot following the 3 phases. The players perform some repetitions on the right and then on the left side.

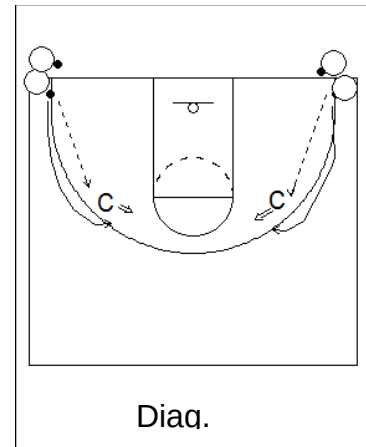
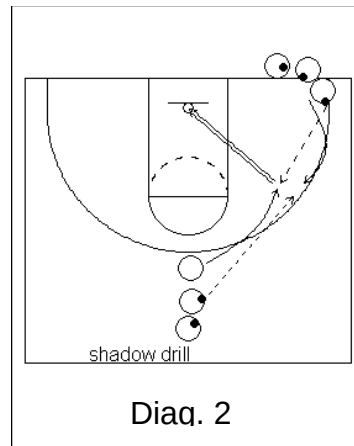
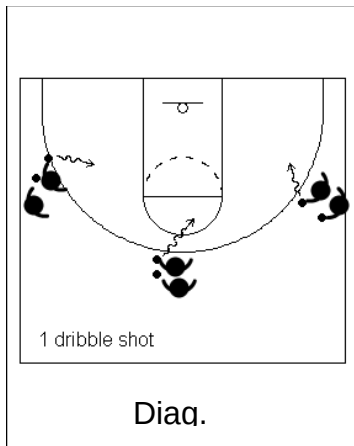
Jump stop to shoot: A *one foot jump stop* is preferred. This allows the player to quickly convert horizontal energy into vertical. However, if players are not strong enough they may stop in a two foot jump stop.

When attacking from right side with the non-dominant hand, we must bring the right hand over to pick up the ball so that the hands are already in proper position on the ball. When attacking from the left side going to the dominant hand, we must try to pick up the ball with the shooting hand behind and under the ball as quickly as possible. We want to eliminate twisting the ball in the hand.

(Diag. 2) Two line shooting: One line on baseline and one line at the three-point line on top. The top player cuts and focuses on hand preparation and footwork to receive the pass and then must work on the 3 phases of shooting. The passer then cuts to receive pass from top and works on the 3 phases of shooting as well. (1-2-3, ONE FOOT JUMPSTOP)

(Diag.3) Pass to the coach; run behind the coach, take a hand off and 1- 2 stop to shoot.

Coaching point: On every shooting drill check and correct the players, reminding them ON WHICH PHASE they have to pay attention too, in order to have good shot form.



*Shooting must be done slowly to work on form. The speed at which the players perform the drill should never exceed the speed at which they can properly execute the skill.

Free throw shooting

- Deep breath
- Imagine shot going in before shooting
- Bend your knees and shoot (1-2-3)

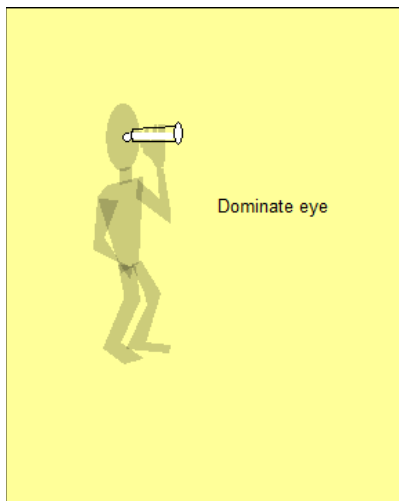
Form shooting should take place for the first 20 - 30 minutes of practice when mentally and physically fresh. Game like shooting can take place at a different time in practice. Here we are focusing on form.

Exceptions for body types

- Players with wide shoulders may bring their shooting foot slightly forward in order to align the shoulder over the knee.
- Players with narrow shoulders can stay square more easily.
- Tall skinny guys/girls can take a step further forward.

Dominant eye

A player's dominant eye will have an impact on how the player sights the basket. The player may slightly turn the head to lead with the dominant eye, a cross dominant shooter (right handed, but left eye dominant or vice versa) may have the ball more towards the left eye at release. Coaches need to be aware of these idiosyncrasies. They are not errors in the player's shooting form.



Dominant eye paper test – Have the players make a paper tube. Find an object and look through the tube with both eyes open. Close one eye at a time and see what happens to the object. If the object stays still the eye that is open is the player's dominant eye. If the tube moves when one eye is closed, the closed eye is the dominant eye.

The most important factors for good shooting are:

- 1) Hand preparation
- 2) Bent legs and hinging slightly forward at the hips
- 3) Start and finish of every shot must be the same – on balance

“If they are not doing it properly or omitting one of the key factors they are not feeling the movement.”

Teaching Shooting

Phase A - Shooting form (1, 2, 3) jump stop, ball catching, position of the body, extension of the arm, follow through and soft release.

Phase B - Consistency of the movement without the addition of pressure, shooting without time limits and percentage.

Phase C - Exercises with stress: shooting with defence, shooting range and percentage, reading the defence

Phase D - Shooting section on game situation, coaching the shooting form within the rhythm of the game.

It's important that each player have the ability to adapt to the rhythm and intensity of the game. Shooting form has to be adjusted to the characteristics of every single player.

PASSING (Progression teaching)

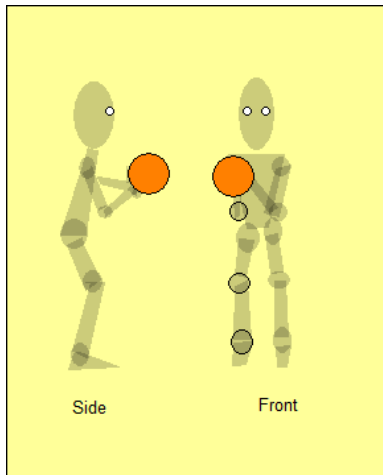
Passing is not an individual skill like shooting or ball handling. It is a core skill by which a player starts to build a relationship with a teammate. A quality pass from a teammate says; "I care about you." A poor pass that makes the receiver act like a soccer goalie says; "I don't really care about you." The player who does not pass to an open teammate and forces a bad contested shot says; "My bad shot is still better than passing to you." Great teams are teams that pass the ball with pride.

If you have an open teammate and you do not pass it, or make a bad pass = bad relationship (no trust). If you have an open teammate and you pass it, or make a good pass = good relationship (trust).

The different game situations determinate the type of pass. Read the defense to choose the type of pass you need. Passing is a need every single player on the team. Let the players to choose as many different types of passes as possible (Build their own fantasy).

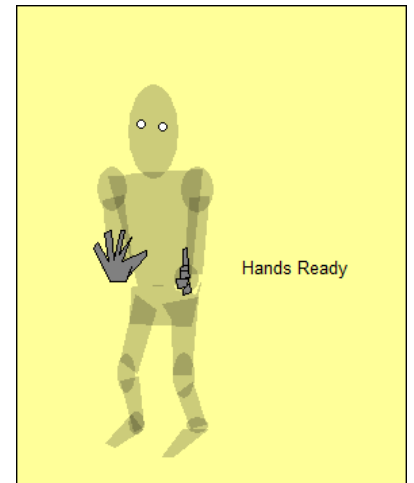
Key points:

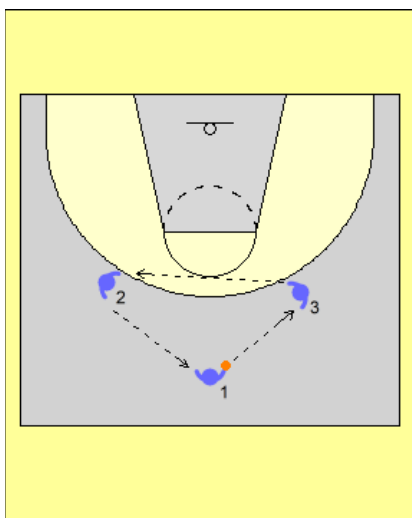
- Hands preparation (Receiver) – “Show your hands”
- Position where the ball has to be released – “From shoulder “
- Timing (Passer) and target (Receiver) – “On time and target”
- Pass under pressure (Pivot foot) – “Keep the ball in front of your pivot foot”
- Make the pass shorter (Passer and receiver) – “Step to the ball”



When teaching passing start the player with the ball in a good ready position (phase one of shot form). The player should have his/her wrist set and is ready to pass, dribble or shoot.

The receiver should be in the same ready position, showing his/her hands.

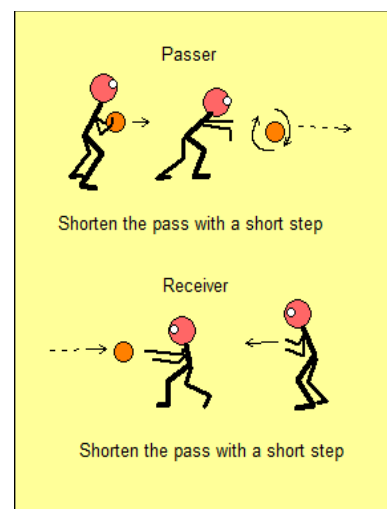




Side pass

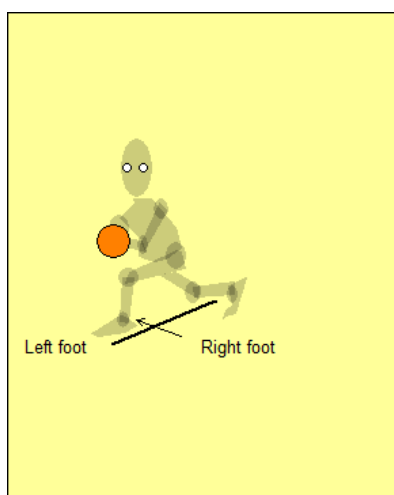
Start practicing passing in a group of three players in a triangle formation. This allows them to work on a side pass which is much more prevalent than the chest pass once defence becomes a factor in the game.

Both the passer and receiver have a responsibility to shorten the pass.



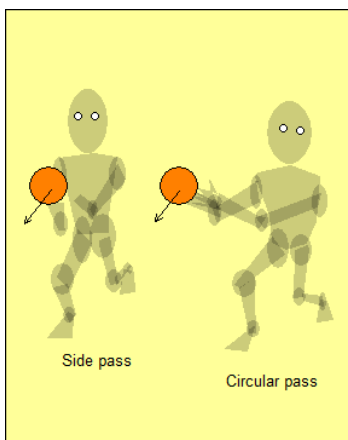
This is accomplished by stepping into the pass and stepping to receive the ball. A good passer must be able to step with either foot (depending on which foot has been established as a pivot foot). Some key points to watch for:

- The player uses the same universal release, wrist flick, as in shooting the ball.
- The guide hand is still involved, this is not a one handed pass, 1 1/2 hands.
- Be able to use both pivot feet.
- The step is short, this allows the player to:
 - Generate power in the direction of the pass
 - Shorten the pass
 - The player can now push back if the pass is not open
- Notice that the shoulders of the passer get closer to the knee when passing. This helps with balance and power generation.



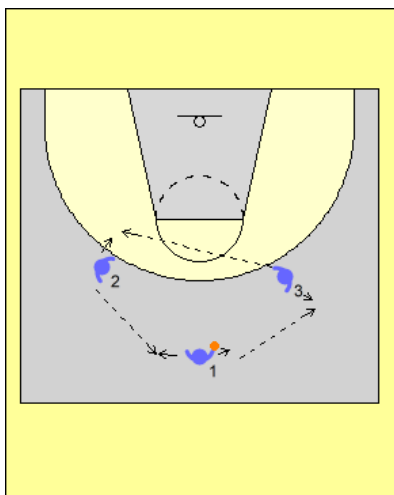
Error Detection

When doing a cross over step the players will often cross their upper legs. This puts the player in a unbalanced position. When stepping there should be a twisting of the hips that allows the player to stay on balance by stepping without crossing the upper legs.



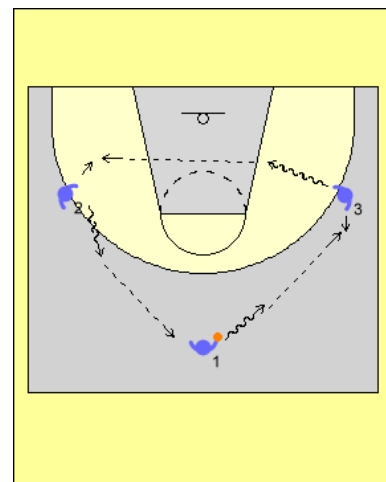
Circular pass

The players need to be able to throw a circular pass from the ready position. This pass is needed when the defence is close. It is important for the coach to be able to explain the subtle difference in the two passes. The side pass is pushed from the shoulder. The circular pass is more of a side arm throw around the defence. For this reason the elbow must lead the ball, ever so slightly, just before release. If the elbow leads the player can only generate power from a wrist flick. It is still a 1 1/2 handed pass.



When practicing the circular pass the receiver will give a target outside his/her body frame and will have to move to catch the ball.

We can now add passing off the dribble. The players need to be able to make the side pass and the circular pass from a stationary position and using a dribble. Be sure to go both right and left.



It is important that the coach brings attention to the players about the timing of the pass. When a pass is made the player receiving the ball has an appointment to meet the ball at the right spot at the right time. The coach can assist the players by using words *on time*, *late* or *early* to define the timing. Words such as, *on target*, *high*, *low*, *inside* and *outside* can help the players understand the proper spot.

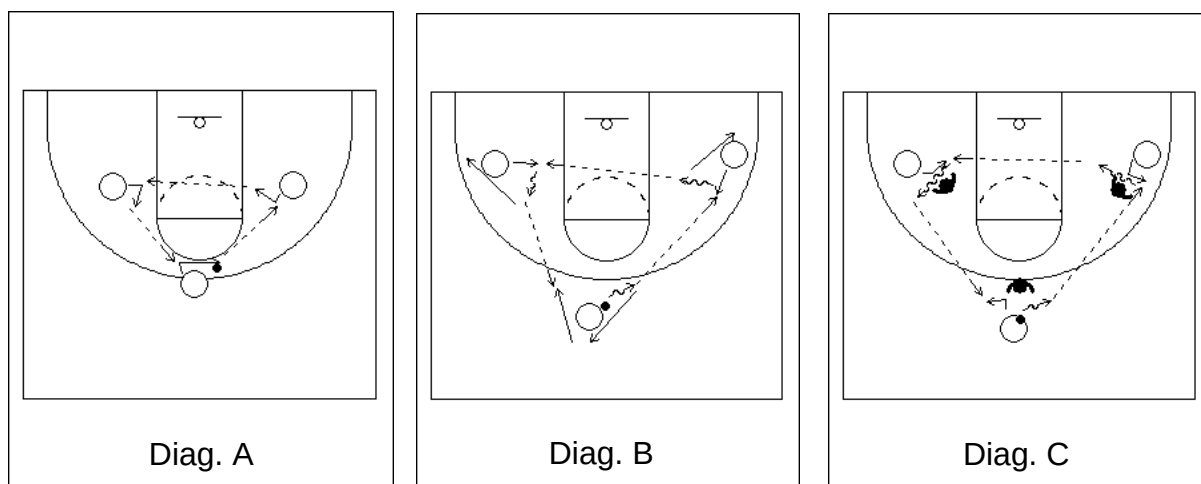
EXERCISES

Triangle passing: Progression teaching in groups of three. The players practice form passing - shoulder pass or circular pass (outside shoulder line). Shoulder pass: leaves from shoulder and is passed in a straight line.

Circular pass: Leave from shoulder, but the ball moves outside the shoulder line to get around the defender.

Points of emphasis:

- Take a short step towards the target
- The ball should be at the shoulder (phase 1) to pass
- Finish the pass with a follow through like phase 3 of shooting (This is the universal release of the wrist used in passing, dribbling and shooting)
- The passer must bring the chest closer to his/her knee (stay low)
- The receiver must take a short step towards the passer in order to shorten the pass.



Try to always pass with the arm on the same side as the target (right hand when passing to the right, left hand when passing to the left) and pass only if the receiver is showing a target with hands ready.

Diag. A – The passer looks at the receiver (eye contact) and waits to see the target hands of the receiver (target). The passer takes a short step and makes a shoulder pass to the receiver. The receiver steps with the foot closest to the passer when the ball leaves the passers hand (timing). Upon catching the ball the receiver now pivots and makes a cross over step to make the next pass. The players should never cross their femurs when doing this drill. They will lose their balance.

Triangle pass: The same drill as Diag. A, but add a guided defender. The receiver has to show the target and hold the defender with the forearm before stepping to meet the pass. Make a crossover step before the next pass.

Diag. B – Triangle passing: make a dribble before the pass (passer). The passer returns back to the original spot. Meet the pass with a few short steps (receiver) before catching the pass. Catch the ball with the foot closest to the passer. Now make a crossover step (the foot furthest from the original passer is the pivot foot) before the pass to the next receiver.

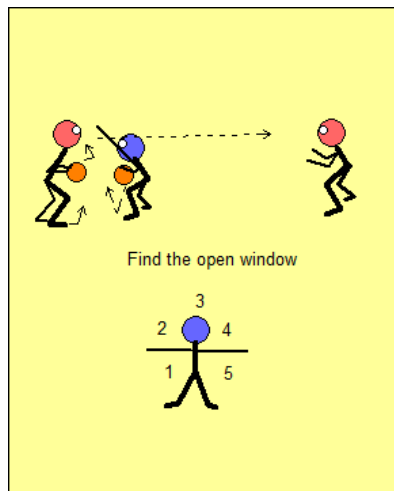
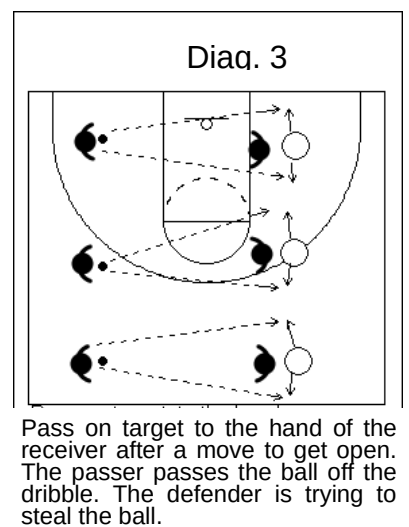
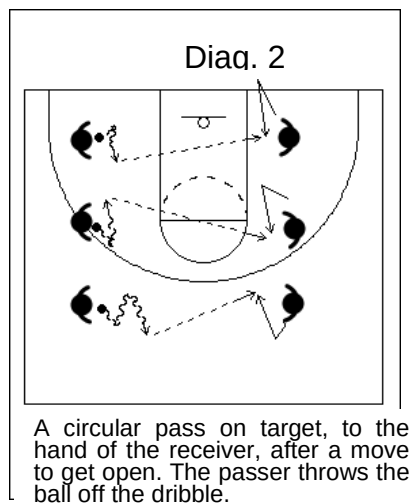
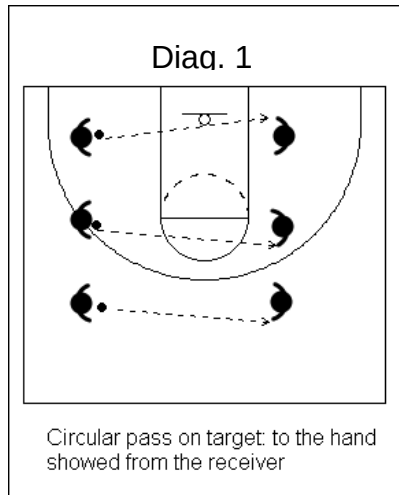
Diag. C – Add a soft defender (Phase C of the teaching progression). The same drill as Diag. B, but add a guided defender. Offensive player has to hold the defender with the forearm before releasing to meet the pass. The player dribbles by their defender to make the next pass.

ON TARGET

Diag. 1 - Groups of two. One player shows a target while other practices shoulder or circular passes. Receiver must meet the pass by taking a short step.

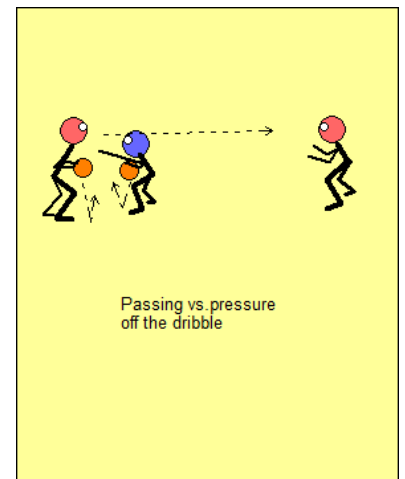
Diag. 2 - Same setup as previous drill, but this time ball handler must move side to side. When the receiver shows target hands, the passer must pick up the ball and execute the shoulder pass and get it to the receiver on time (At the appointment – the ball and the receiver must arrive at the right spot at the right time). The receiver must still meet the pass with a short step and catch with two hands.

Diag. 3 - Variation, add a soft defender facing the passer. No eye contact; the defender cannot see where the ball will be passed. The passer must work on faking. The passer is passing to the appointment spot not to the spot where the receiver begins. The receiver needs to move first by indicating a target.



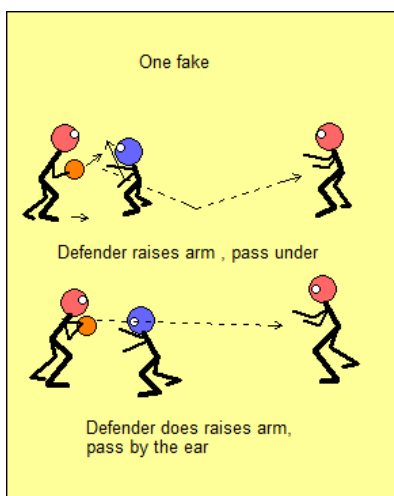
Passing vs. Pressure

Here is a version of XOX that focuses on reading the open window. It helps with the passers awareness. In the version the passer is static and the defender is dribbling a ball. The dribbler can change hands and is trying to deflect the ball. The passer must read which of the five windows is open to pass through. It is recommended that you start the passer and receiver close together at first. If not the quality of the passes will be poor.



In the second version, the passer is also dribbling. The drill can be loaded by the passers passing to the receiver only when the target is shown. It cannot be stressed enough that the coach must make error detections and corrections. Many players will focus on the outcome and make a lazy, loopy, overhead passes. The coach must ensure the players focus on the process. All of the correct footwork and body position must still be in place.

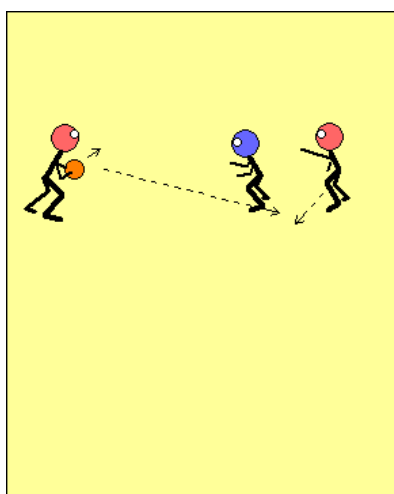
In the final version, the defender is not dribbling. The defender can now cover two of the five windows.



Pass Fake

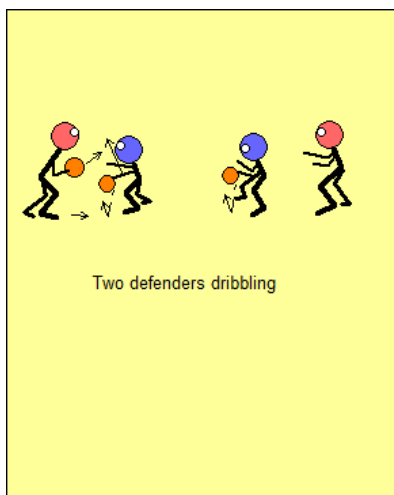
We only want the passer to make *ONE* fake when passing to a teammate. This is a shrug of the shoulder and the ball. It is either a shrug up or down. The passer should stay compact so that he/she can read the reaction of the defender quickly and make a quality pass. If the defender reacts to the shrug up, pass under the arm. If the defender does not react, pass by the ear. The opposite is true for the shrug down.

When the offensive player makes more than one fake the defender will start to randomly move his/her arms. The chances for a deflection increase.



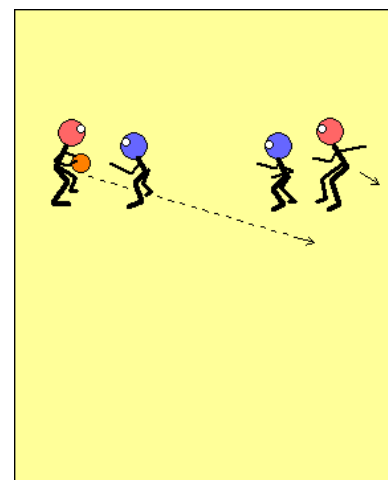
Fake the defender off the ball

It also important the passer learns to fake the defender off the ball. In this version of XOX the defender plays with his/her back to the receiver. The passer and receiver must communicate with target hands as to where the pass will be made. The defender tries to read the passers eyes. A smart defender will start to guess that sometimes the pass will be opposite of where the passer is looking. The fakes must be convincing. The timing of the pass and the movement of the receiver is very important. The receiver must break first. This allows the passer to judge the speed and timing of the pass.



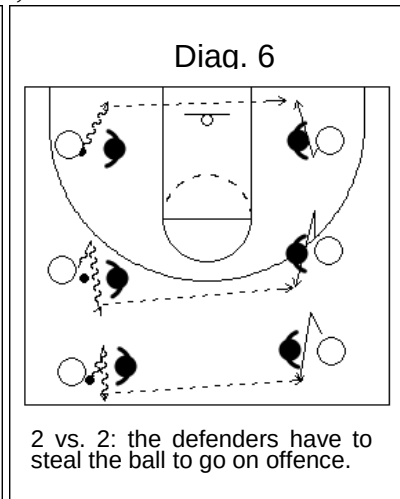
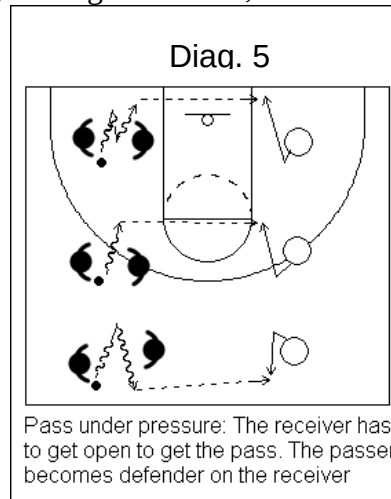
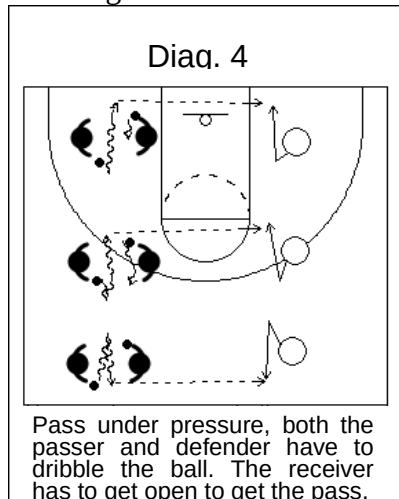
In this version both defenders are dribbling. In give the two offensive players a slight advantage. At the same time it is improving the ability of the defenders to dribble and not watch the ball at the same time.

The final version the defenders do not have basketballs.



PASS ON TIME, ON TARGET

Diag. 4 (5 – 6) – The passer and defender each dribble one ball facing each other. The receiver is about 10 feet away behind defender. The passer must look to pass the ball to the receiver on time and on target, by passing either over the defender's dribbling hand or over his/her head. The defender may knock down the pass with the opposite hand. The defender is allowed to switch dribbling hands. Load the drill by adding a defender, with the ball, on the receiver.



SUGGESTIONS:

- Pass the ball from shoulder to shoulder.
- Stay low while pivoting and push the ball with your legs to have more balance on the physical contact.
- Bring the ball outside the body of the defender and hold the ball with both hands until you pass it (one and a half hands)
- Move the ball with short moves with energy. The arms should not be extended when faking.
- You only require one fake.
- Under pressure your pivot foot is always the one away from the defense.

PASS ON TIME, ON TARGET (DEFENSE ON THE PASSER)

Note: Teaching progression

Phase A – the drill is done on air (1 vs. 0, 2 vs. 0, etc.)

Phase B – the coach guides the offensive player's actions

Phase C – add a guided defender to the drill. The defender is usually placed to give the offensive player a one-second advantage.

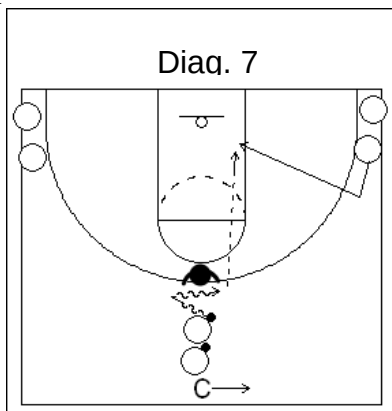
Passing to win: Diag. 7 - Phase A - One line in each corner outside the three-point line and one line with balls up top. The coach stands behind ball handler. The ball handler dribbles side to side scanning the court. The coach lifts an arm signaling for the player on that side to cut and receive a pass. The receiver must time the cut to when the passer is ready. On the catch, the receiver must keep moving and either attack middle or baseline (dynamic 1 on 1). The passer cuts to the basket and fills the spot of the receiver.

Points of emphasis: The ball handler must deliver pass on time to the appointment (outside the three -point line foul line extended). This is the timing between the passer and receiver. Too often it is the receiver cutting too soon, before the passers is ready. After few repetitions we will add a defender on the ball handler (as shown in the diagram). This would be Phase B of the teaching progression.

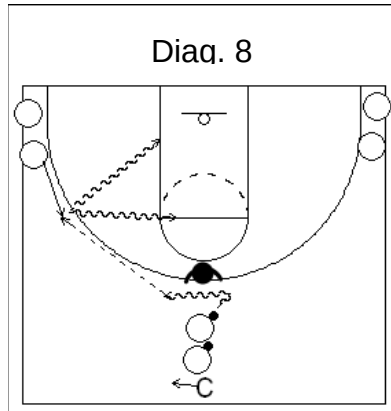
It is important that the passer be on the same side of the floor as the receiver. Shorten the pass by taking it to the appropriate side before passing.

Back door passing: Diag. 8 - Backdoor passing: The same drill, but this time a pass fake from the shoulder signals for the cutter to cut backdoor. The passer needs to deliver a bounce pass to the cutter as quickly as possible in order for the athlete to make a decision on whether to stop and shot, stop and pass or take it to the basket. After a few repetitions we will add a defender on the ball handler.

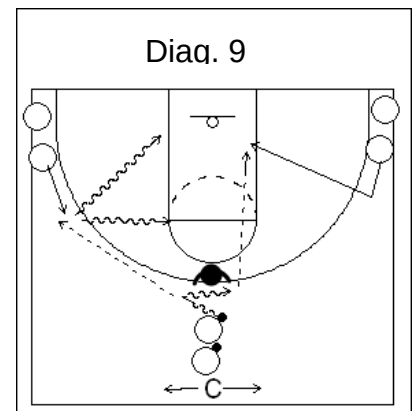
Diag. 9: The player without ball will decide either to execute a back door cut or to catch and penetrate.



2 vs. 1: The coach indicates to the receiver who will cut, he also indicates a backdoor cut. The passer must make a quick decision.



2 vs. 1: The coach indicates the player that has to receive the ball and play 1 vs. 0. The passer has to dribble before passing.

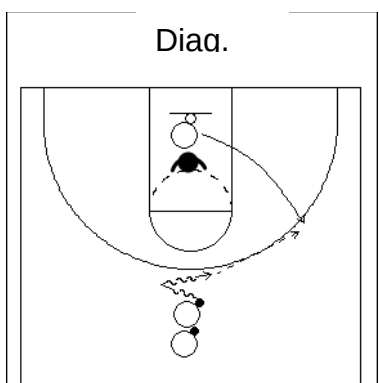


2 vs. 1: The coach indicates the receiver that can play 1 vs. 0 or a back door cut. Has to make a quick decision.

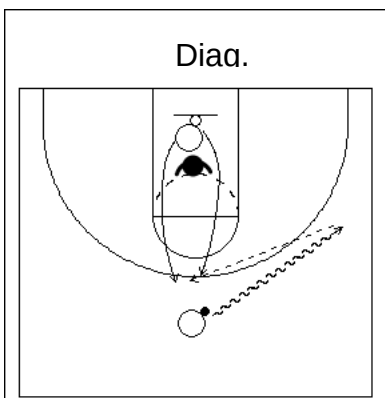
DEFENSE ON THE RECEIVER

Diag. 10 – 11 - Phase C - Add a defender on wings. The players can start from different areas on the floor

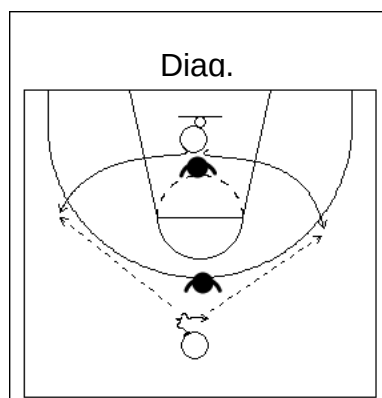
Diag. 12 - Phase C - Add a defender also on ball handler (2 vs. 2).



2 vs. 1: The defender is in front of the offensive player facing the ball. The offensive player decides when to get open and play 1 vs. 1.

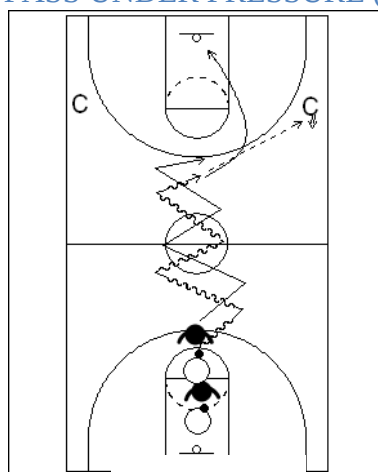


2 vs. 1: The defender is in front of the offensive player facing the ball. The offensive player decides when to get open and play 1 vs. 1.

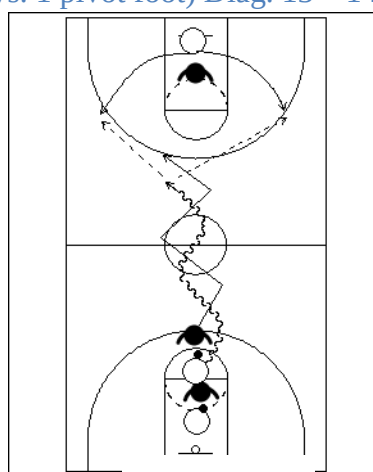


2 vs. 2: The player under the basket decides where to get the ball.

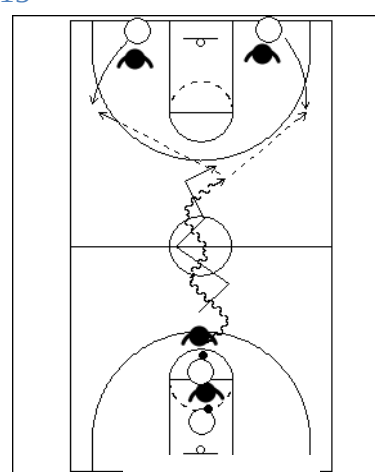
PASS UNDER PRESSURE (1 vs. 1 pivot foot) Diag. 13 – 14 – 15



Diag. 13



Diag. 14



Diag. 15

Diag. 13 – 14 – 15 – Progress from 1 vs. 1 to 3 vs. 3 from $\frac{3}{4}$ court: The ball handler has to keep the dribble alive until the receiver gives him a target. One pair starts at the far foul line and goes 1 on 1 full court. The next pair is waiting to go. The dribbler must keep his/her eyes up and is scanning the receivers. In Diag. 13 one of the two coaches shows his/her hands. In Diag. 14 the offensive player will break to get open when the dribbler is in position to pass. In Diag. 15 there are two offensive players with a slight one second advantage. The pass must be on time and on target. Keep the appointment.

Try to always pass with same hand as the side of the receiver; i.e. right hand on right side, left hand on left side. Only pass only if the players are showing a target with ready hands.

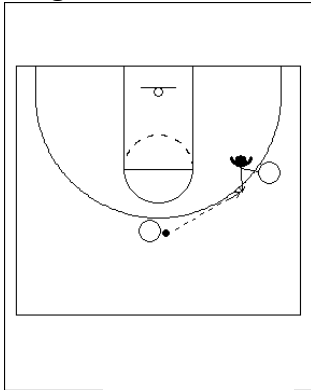
MAKE THE PASS SHORTER (under pressure)

The offensive player makes contact with the defender to avoid being denied (Diag. 16). Back door cut if the defender overplays the offensive player, rolling around the defender and holding him with the inside forearm (Diag. 17). Make a short step toward the ball to meet the pass and holding the defender with the inside forearm to make the pass shorter.

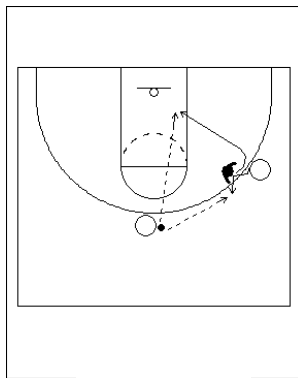
Diag. 16 – 1 vs. 1 to get open (defense plays facing the basket) and attack the basket (two dribbles max.)

Diag. 17 – 1 vs. 1 get open + back door cut (defender play facing the ball)

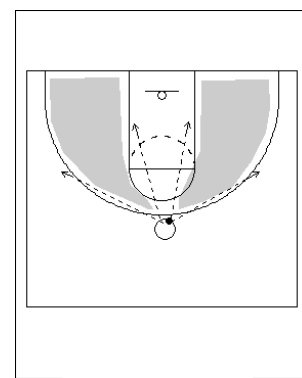
Diag. 18 – The ball has to be passed in the paint or on the three-point line



Diag. 16



Diag. 17



Diag. 18

PASS IN THE PAINT UNDER PRESSURE

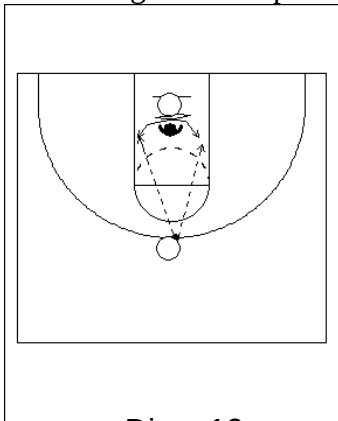
Diag. – 19 – 20 – 21: The offensive player tries to get position in the key, using outside, inside footwork to seal the defender (foot furthest away from defender is the pivot foot). The outside, inside step allows the receiver to push into and put the defender on his/her back. The passer is at top of the key. The passer must pass inside the key only. On the catch the offensive player tries to score. If the defender stays behind, use a bounce pass. If defender plays $\frac{3}{4}$ defence, use a lob or high pass.

Add a cut to a seal Diag. 20 and Diag. 21. The offensive player starts with a slight advantage since the defender is positioned shoulder to shoulder, but facing in the opposite direction. It is important to seal in the key and not continue to run. In Diag. 20 the offensive player uses a right foot, left foot stop to seal the defender. The offensive player is on the high side. In Diag. 21 the offensive player uses a left foot, right foot to stop and seal. The offensive player is on the low side.

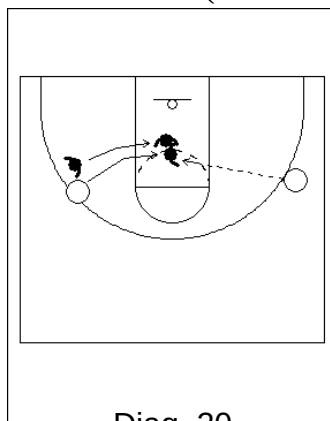
1 vs. 1 “fight “in the paint

weak side cut (in front of the D.)

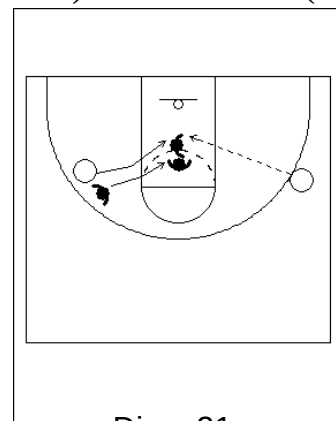
Weak side cut (back door cut.)



Diag. 19



Diag. 20



Diag. 21

FULL COURT PASS

Diag. 22 – Phase A - The players line up in two lines at centre on the sidelines. Every player has a ball except the first player in one of the lines. The player without the ball runs wide, sprinting to get ahead of the ball. The first player with the ball takes two dribbles with his/her outside and makes the pass, with two hands, to the player running up the floor. The receiver catches the ball and scores a basket. The passer stops, changes direction and sprints to the other basket. The player in the opposite line now takes two dribbles and makes the pass. This action continues. The dribblers must not dribble too soon or else they will end up in front of the runners.

Phase B – A coach now stands in the key. If the receiver sees the coaches' chest in the drive line he/she will pull up for a shot. If the coach is not in the drive line the players continue in for the layup.

Diag. 23 - The players line up at the free throw line and face the opposite end. There is a line of players near the sideline of the same free throw line. The coach (C) places cones in the far corners of the court.

The offence starts to bring the ball up the floor, the wing runs the floor. The ball handler can only pass the ball inside the imaginary line of the ball and the corner. The wing can only cut at the basket when reaching the free throw line extended at the three-point line (see Diag. 27).

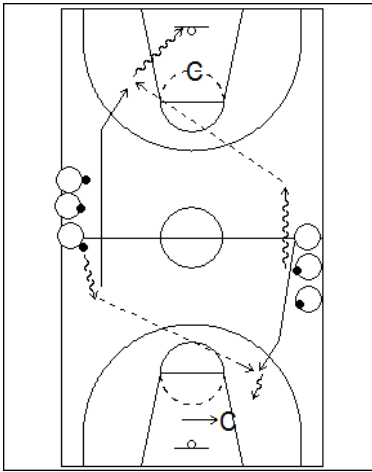
Diag. 24 – Phase B - i) The coach plays defence on the ball handler. The ball handler must beat the coach to get up the floor.

ii) Coach plays defence up the floor

Diag. 25 -- Phase C – We now add a defender to the wing player.

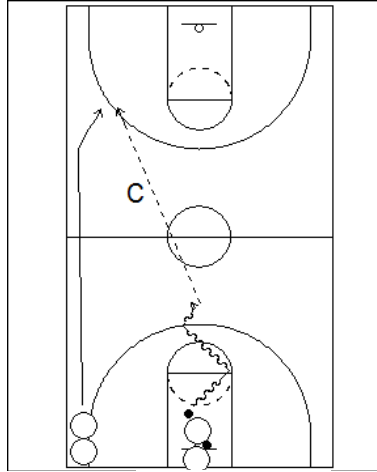
Diag. 26 – Phase C – Two wings with defenders. The ball handler has no defender on him. The ball handler starts up the floor. The wings try to get ahead of defenders. The ball handler is not allowed to score the ball. He/she must pass to one of the wings or swing the ball

Push the ball with 2 hands



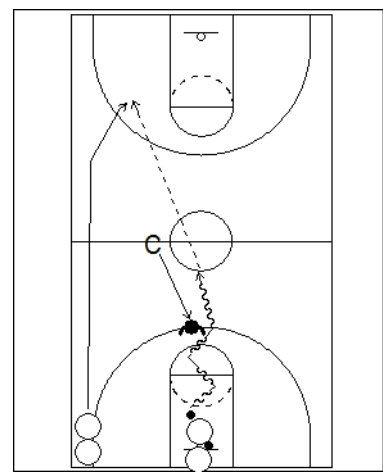
Diag. 19

2 vs. the coach (high or low)



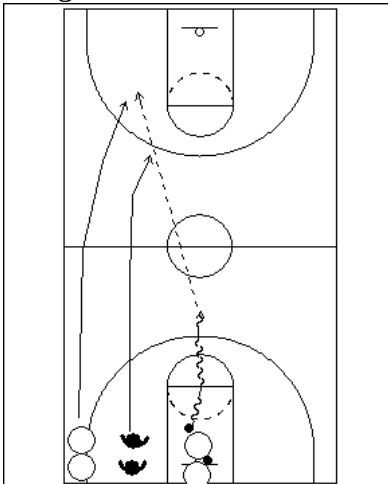
Diag. 23

2 vs. the coach



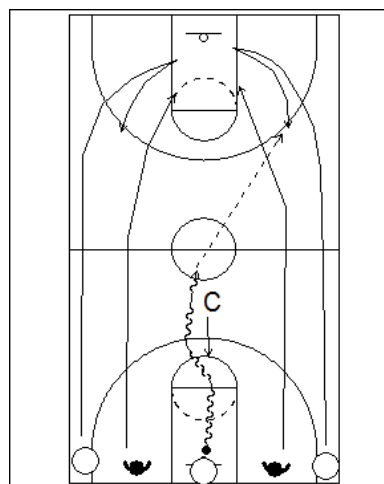
Diag. 24

2 vs. 1 (passer can't shoot)
triangle



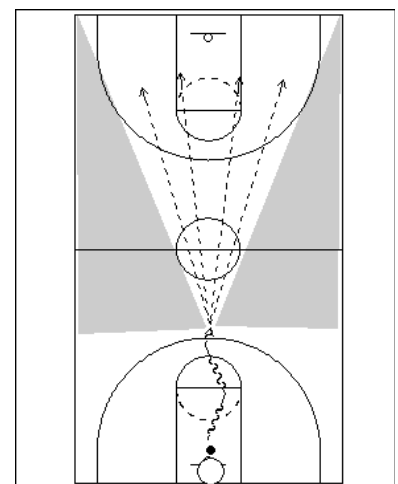
Diag. 25

3 vs. 2 (passer can't shoot)



Diag. 26

pass inside the white
triangle



Diag. 27

Key points

- Getting open on the wing. Block arm of defender at the elbow and step over his foot. Seal then step to catch the ball. The passer must deliver the ball to the target on time.
- When playing 1 vs. 1 or 2 vs. 2, they must have support (an outlet) in order for them not to force shots. Do not encourage the players to take bad shots. The ball can always be passed to the outlet. Move to get the ball again.
- When passing with defence in front of you, keep your chest moving toward the basket and use a circular pass.
- Use one and a half hands when passing, especially when passing on your weak side.
- Make only one fake then find the angle to pass immediately from the fake.
- If you must crossover when passing, make sure that you step forward. Do not cross your femurs.

Passing

Keep ball in front of your pivot foot. Keep shoulder close to the knees when you want to pivot and pass.

Drill: the ball handler starts at half and dribbles to the three point line. Have two receivers lined up at the attack spot. The ball handler picks up his dribble and a defender pressures him. The coach counts to three or four before the signaling to which side to pass to. The receivers must work on moving to catch the ball and shortening the pass. Same as in Diag. 7, only start from half court.

Getting open

Start your run; stop (create contact) and then continue your run.

If you can, try to catch on a two foot jump stop, facing the basket, in order to have your choice of pivots. If not then use the reverse pivot to catch and create space. This is consistent with having your foot furthest from the defender as your pivot foot.

SUGGESTIONS:

- Keep your eyes up in order to see both players at the same time.
- Pass the ball always on the white triangle (Diag. 27), the receiver can see both the ball and the basket. Remember this is when you are leading a player to score.
- Drive the ball slowly in order to be in balance and see the timing and the target while dribbling. You are dribbling too fast when your eyes go down.
- Two hand pass from the chest. Never use one-hand pass while dribbling in the open court, you have no coordination and the pass will not be precise.
- Pass the ball in front of the player running in fast break.
- We can use one-hand pass from the shoulder if we have to pass the ball on the opposite side of the hand dribbling the ball and without defensive pressure.

Passing is a relationship form with the others. When you do not pass to an open teammate you are sending a message; "I did not trust you with our team's one second advantage." When you make a good pass to a teammate a sense of trust is developed.

No pass - no relationship

Forced pass - a forced relationship, it is never completed or never whole

Dirty pass (a pass made after holding on to the ball for a long time) - an afterthought, I have exhausted my time with the ball

Clean pass (a pass made on time on target) - build a relationship of trust, you are concerned about me

Players always have to make a short step before every pass with the foot from the side of the pass (in the direction of the pass and without crossing the legs because this could put you out of balance), in order to:

- increase the balance.
- improve the angle of the pass without using dribble.
- Decrease the distance between the passer and the receiver.

This is very important if we have to pass the ball to the low post, it's less important if you have to pass the ball in a straight line. With the short step the player also has to have his knees bent.

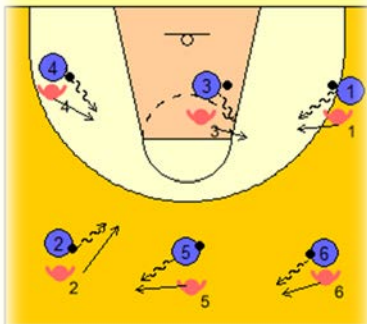


Diagram.1

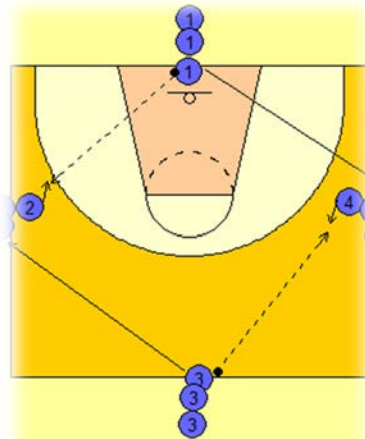


Diagram.2

On Diagram 1 we teach the players how to use the pivot foot under pressure: the ball handler makes 2-3 dribbles before to pick up the ball. The defender has to put pressure on the ball for 5 second. The ball handler has to rotate on the pivot foot to defend the ball and always keeping it in front of the pivot foot. The pivot foot is the one furthest from the defender.

Diagram 2 “rhombus drill”: the players with the ball have to pass to the player on his left side and then run behind the lane on his right side. The receiver has to make one step toward the ball, show his hands (meet the pass), catch it and do the same. Option 1 - the passer makes one dribble before passing the ball. Option 2 - when the coach says “switch” the exercise changes the rotation from one direction to the other. Make sure that the passer passes the ball only to the receiver that shows his hands.

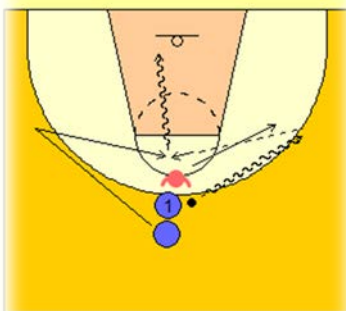


Diagram 3

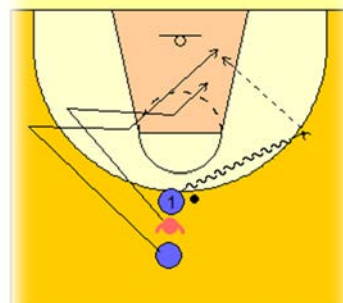
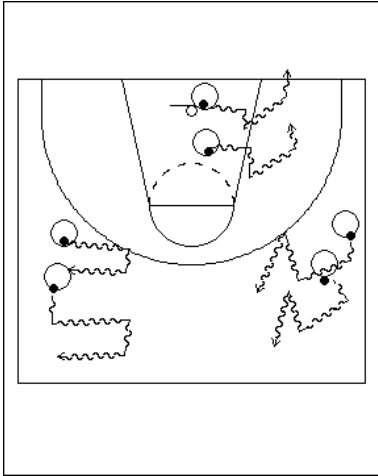


Diagram 4

Diagram 3–4: passing exercise on game situation to teach how to pass on timing and on target. “Dean Smith drill”: 4 on 4; the offensive players have to make 11 points. Every pass counts “One point” but they have to make one basket before to make 11 points. Each player can also use two dribble to attack the basket or to release the defensive pressure.

BALL HANDLING WITH A PARTNER

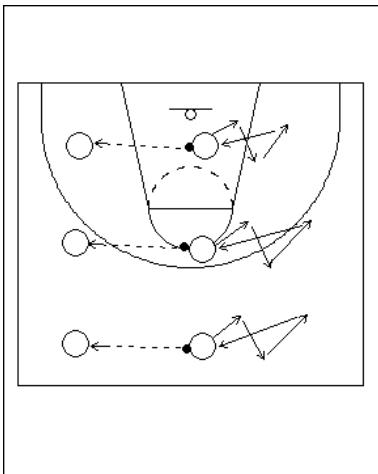


Partner mirror dribble

Each player has a ball and a partner of similar ability. One player leads by dribbling and the other player follows behind mirroring the actions of the leader. When the coach calls change the two turn around and exchange roles.

Key points of emphasis:

- Move in broken lines. Basketball players need to learn to move with sharp changes of direction and speed. We do not want the players moving in rounded circles.
- Use both hands
- Use all available space. They must be aware of the other groups that are performing the drill. Find open space.

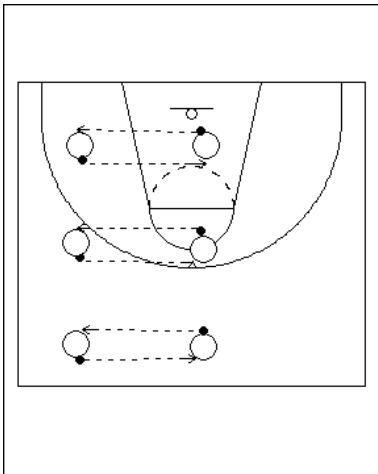


Three slides

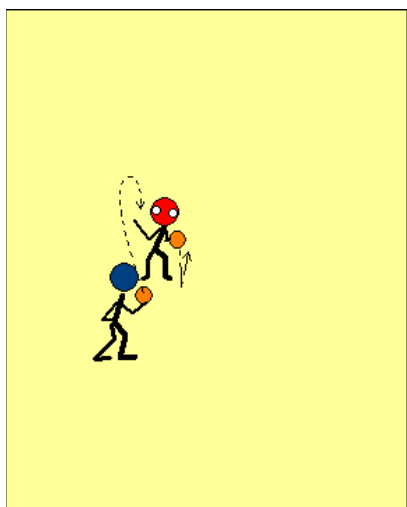
Each pair has one basketball and an abundance of open space behind them. The partner without the ball shows hands (ten fingers); this is the indication for the player with the ball to pass. After passing the player performs two defensive slides to the right, hip turns, two defensive slides to the left, hip turns and a final two slides to the right. Upon completion of the slides, the player cuts back to his/her partner and show hands. The player with the ball passes and does the set of three defensive slides. While the player without the ball is doing defensive slides the player with the ball is working on ball handling, performing various Maravich type drills, constantly scanning his/her partner so the pass can be made when the hands are shown.

Partner one dribble pass

Each player has a ball and faces each other about two metres away. The balls are in the same hands. Each player bounces the ball at the same time with one dribble. The ball is immediately passed with one hand to the open hand of their partner. Both passes happen at the same time. The players alternate back and forth, one dribble pass. As the players improve the speed and height of the dribbles should improve. The passes will become crisper and more on a straight line rather than a soft pass with a high arc.



Load the drill by having the players move and make the passes.

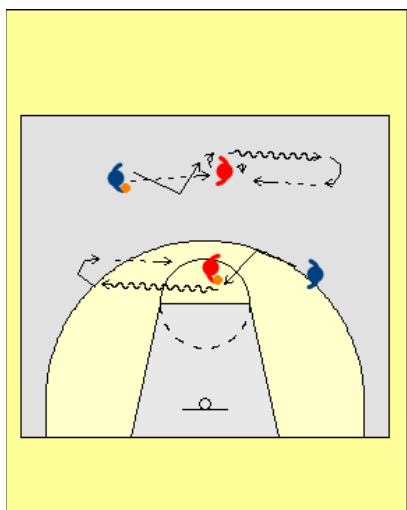


Left hand dribble / catch

Each partner has a ball. While one player dribbles with the left hand the other partner tosses the second ball with a high soft arc so the dribbler can catch the ball with one hand. This forces the dribbler to keep the eyes up and focus on the ball being caught, not the ball being dribbled.

We want a low hard dribble and the eyes up.

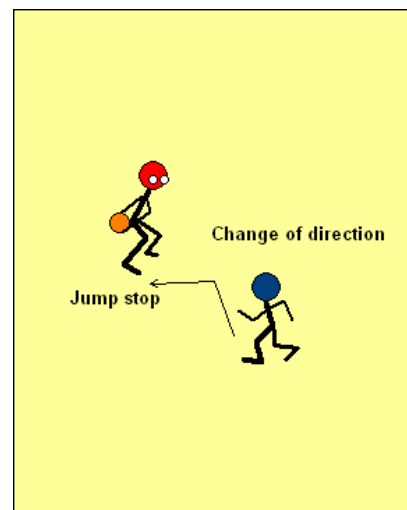
To load the drill, have the players move as they toss, dribble and catch.

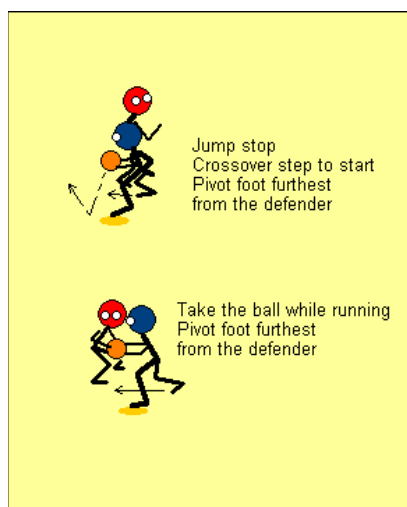


Change of direction dribble starts

Each pair of players has one basketball and spreads out in space. The players face each other from a distance of about three metres. The player without the ball shows his/her hands, indicating a pass from the player with the ball. Upon receiving the pass the player with the ball holds it to the side near one hip. This indicates the movement of the player who made the pass. The player

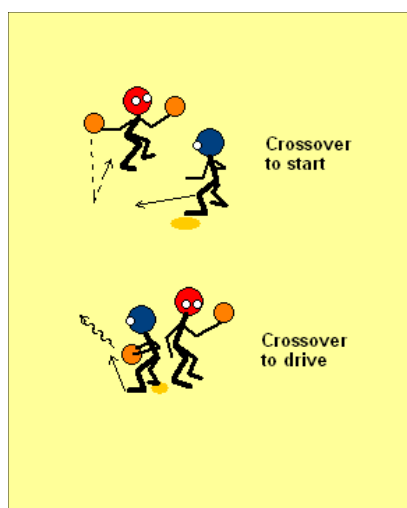
starts his/her movement away from the side of the ball, makes a change of direction cut back to the side of the ball, taking a handoff with a jump stop. Come to a complete stop! The players, when first learning, will go too fast and end up travelling. In any fundamental drill being taught we must always start by teaching proper footwork. We want the players to now start their dribble with a





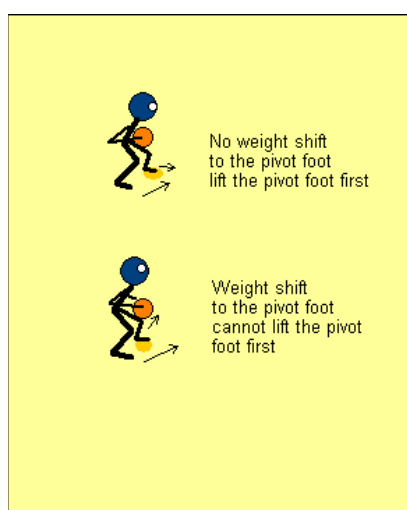
crossover step. The pivot foot is the foot furthest from the defence. This will allow the player to make space, but also resist any contact by the defender. This is a very important concept that we want the players to learn. The ball must leave the hand before the pivot moves. The player will take two dribbles, make a jump stop and pivot to face his/her partner. When the partner shows hands the drill is repeated. Be sure to have the partner alternate the hip the ball is placed on.

In the second version of the drill we want the players to work on taking the ball without stopping. The pivot foot is the outside foot. This allows the player to smoothly take the ball and put it down with a crossover step. Again the player goes for two dribbles, stops, pivots and passes when the hands are shown.

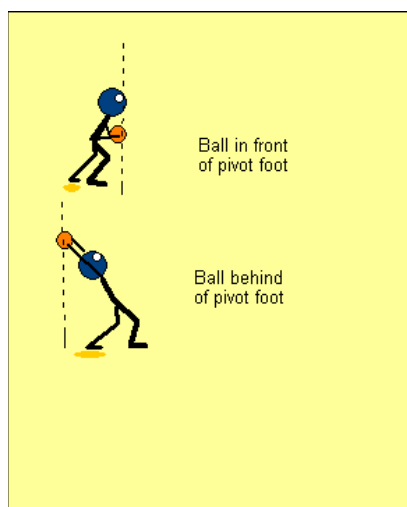


Crossover Starts

Each player has a ball and faces one another from about one meter distance. The player executing the footwork passes his/her ball to the partner. Both balls are held out at shoulder height. The partner drops one ball. The player must start with a crossover step to retrieve the ball. The foot furthest from the ball moves first. Only two steps are required; the crossover step to start and the second step to square up. Now the player must begin his/her dribble to the basket with a crossover step. This time they will use the outside foot to move first. The purpose of the drill is to learn to start with crossover steps. You must go slowly at first as players will often want to slide or lift the pivot foot before moving.



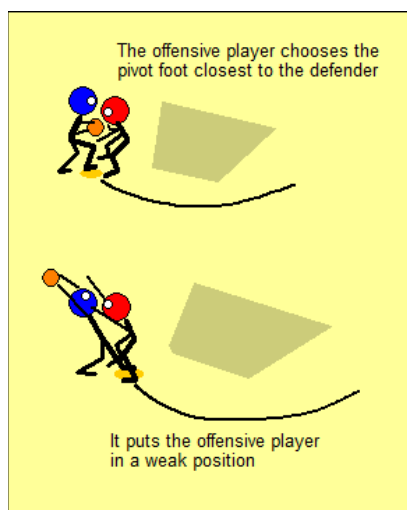
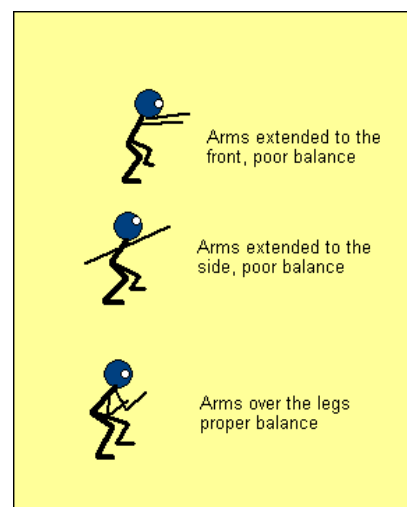
A key teaching point is to have the players emphasize a weight shift to the pivot foot. When this is done correctly it is impossible to move the pivot foot first. If no weight shift occurs the pivot foot will lift or shuffle.



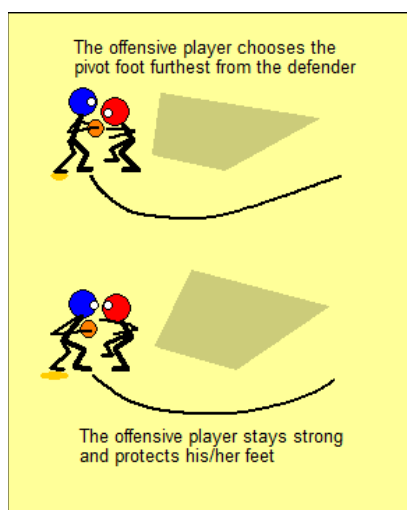
Relationship of the ball to the pivot foot

The player with the ball wants to keep the ball in front of the pivot foot. This allows the player to remain on balance.

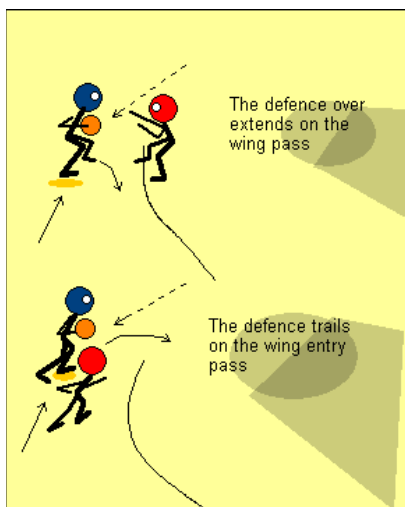
NOTE: Balance is when the player is in a bent athletic position with the arms over top of the knees. The position of the arms is crucial in staying on balance.



Players need to learn that the foot furthest from the defence is the pivot foot. This allows the offensive player to create space to avoid the pressure defence. It also allows the offensive player to push or resist any contact from pressure defence. When the foot closest to the defender is used as the pivot foot, the defender can step over top of the pivot foot and make the offensive player put the ball behind the pivot foot. There is no space in which to move. This very often leads to a dirty pass, one that does not help the offence create or maintain a one second advantage. The ball almost always ends up behind the pivot foot.

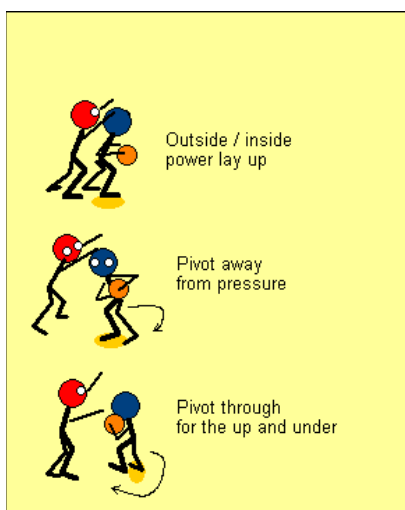


By choosing the foot furthest from the defence the offensive player can stay in a strong position. The defender cannot close the space and get to the offensive players body. It is much easier to keep the ball in front of the pivot foot in this situation.



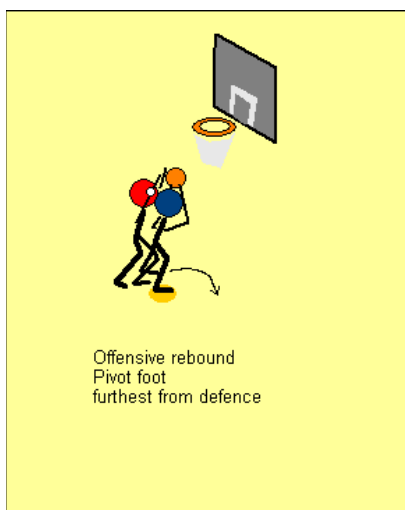
When catching a wing entry pass, if the defence over extends we want to use the foot furthest from the defence as the pivot foot. The player rips the ball low and starts to attack the basket with a crossover step.

If the wing player anticipates the defence trailing on the wing entry, the offensive player wants to catch the ball with the foot furthest from the defence as the pivot foot. The player uses a cross over step to attack the middle in one action, not stopping the ball. By using the outside foot the player can push off to resist and contact, but more importantly make the next step to the middle. If the ball was taken with the inside foot it is next to impossible to step to the inside on your next step.



When attacking the basket, if a defender is present it is recommended that the offensive player use an outside / inside power layup. This allows the offensive player to:

- Push against any contact from the defender.
- Cut off the defender with the last step
- Come to a balanced stop
- Fake before shooting
- Pivot away to create a pass if the defence covers the basket. The outside foot is the pivot foot. The one furthest from the basket.
- If the defence over plays the passing lane, the offensive player can re pivot for the up and under, at the unprotected basket.



When offensive rebounding, if the offensive player cannot immediately put the shot back up, the pivot foot furthest away from the defence is the pivot foot. This allows the rebounder to make space for pivoting and passing.

Dribbling vs. Pressure

Many players have developed the ability to do many tricks and stunts while dribbling the ball. These skills build the ball handler's confidence, but often do not carry over to being able to handle the ball under the pressures of the game and a real defender. What follows is a progression that can be used to help the players build towards being able to handle the ball against an aggressive defender. They also show how to make use of TLC. (Teaching, learning and competing drills or games).



Wobble stage

Players need to learn new skills in isolation and at their own pace. It is like a baby learning to walk. Give players the opportunity to dribble on their own in a stationary manner.

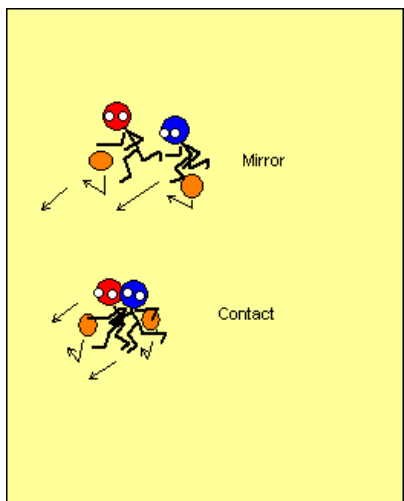
Key points:

- Be in an athletic stance – the knees and hips are bent
- Dribble the ball at knee height just outside the foot
- The ball is pushed and absorbed not slapped
- The eyes are up scanning the surroundings

Load

- Have a defender do a grizzly bear stare. This adds pressure to keeps the eyes up. It also makes the dribbler comfortable with someone in his/her personal space (you can have both players dribbling at the same time)

- Move the ball with different dribbles; front to back, side to side, cross over



Mirror

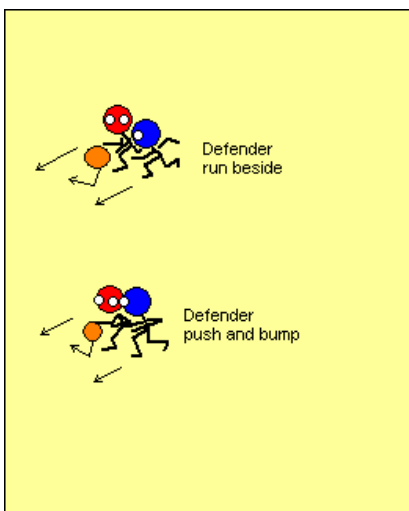
One player is the leader. The other player must mirror the leader's movements. Do this in a confined space. We often do this while facing each other. Also have the players do it while moving forward. The dribble uses hesitations and changes of speed. The closer the players can be to one another the better it is for feeling comfortable dribbling in a confined space.

Contact

This can take two forms;

- Dribble while staying in contact with each other,
- Dribble in a straight line and then coordinated bumping each other after a certain number of dribbles.

It is important that players learn to handle little bumps that occur when dribbling. Ideally they should have the weight on the outside foot when the contact occurs. They are able to absorb the contact by bracing themselves and pushing back.

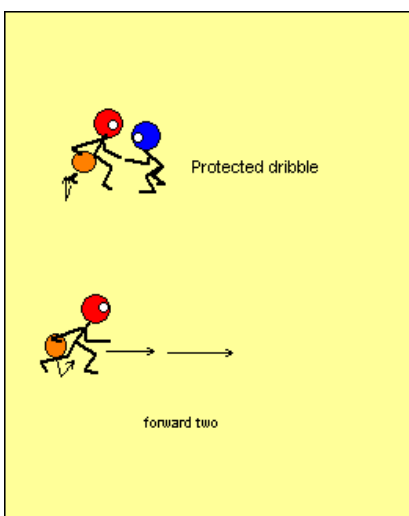


Defender run beside

The ball handler dribbles in a straight line while a defender runs beside as close as possible. Be sure that the dribbler is keeping the eyes up. Using 10 fingers for passing is one way to ensure that scanning is occurring. Often the ball handler will want to start to slide instead of run. We want the ball handler to go at speed and eventually lean into the defender.

Defender pushing and bumping

When the ball handler is ready we want to add more contact. Now the defender can apply a steady push or random bumps. The ball handler does not want to get pushed off the line. Stay low and lean into the defender by getting your head and shoulder into front of the defender's chest. These are fouls that often do not get called.

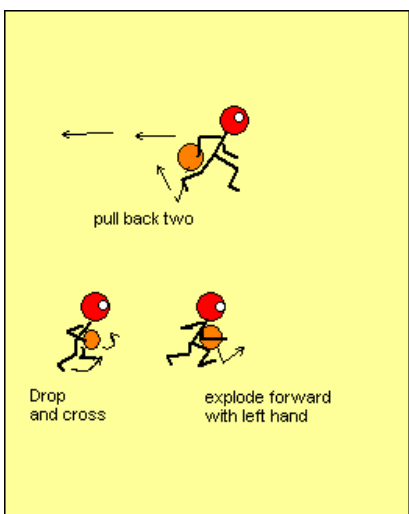


Protected dribble

Eventually the ball handler must learn when to get into a protected or crab dribble stance. Here the ball handler is perpendicular to the defender. The ball is dribbled by the back foot to keep it protected. The other arm is up to prevent the reach. If the reach occurs do not extend the arm, this will often lead to an offensive foul call. It is much more effective to turn the shoulder.

Pullback crossover (Two forward)

Vs. tough defense all ball handlers need a pullback dribble. Practice in isolation first by moving forward with two dribbles from your crab dribble stance.



Two back

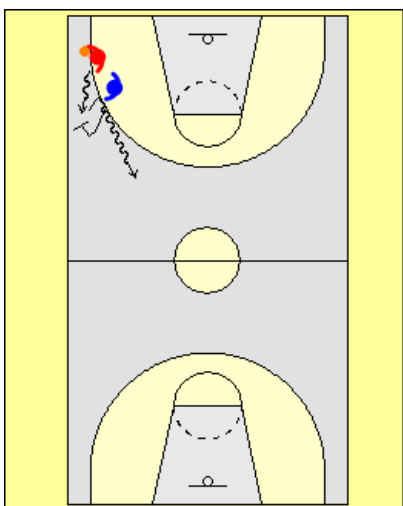
Then go back for two dribbles with the ball in the same hand. The ball is by the back foot the whole time to keep it protected.

Back pivot to a backward cross over

The key move is to back pivot and cross the ball backward at the same time. This way the ball is protected from the defense.

Explode forward with other hand

The dribbler now wants to explode past the defender moving forward. Go through any arms.



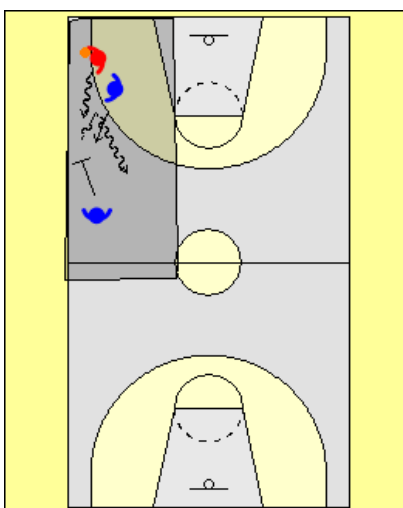
Add guided defense

After the players have practiced in isolation they need to go against a guided defender. This helps them polish the key components and work on the decision making of when to use the move.

The defender runs beside the dribbler. If the defender:

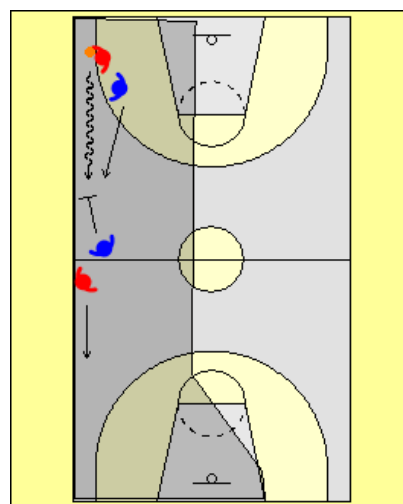
- Places his/her chest in front of the ball handler or,
- Angles the ball handler dangerously close to the sideline;

he/she must pull back and cross over to get to the middle of the floor. The players can work in pair's spread out around the gym. Be sure to work on going right and left.



1 vs. 2

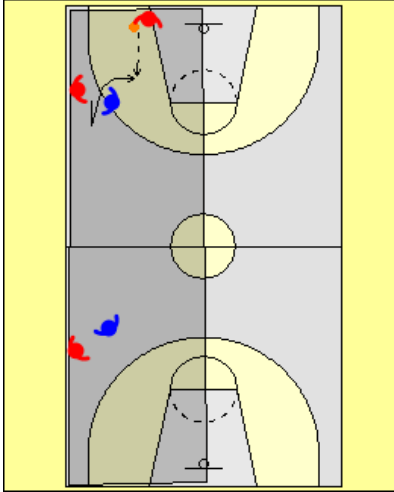
Another time to use this dribble is when faced with a double team. The ball handler is working to get the ball over the half court line vs. to defenders. This can be used as a teaching or learning drill.



2 on 2

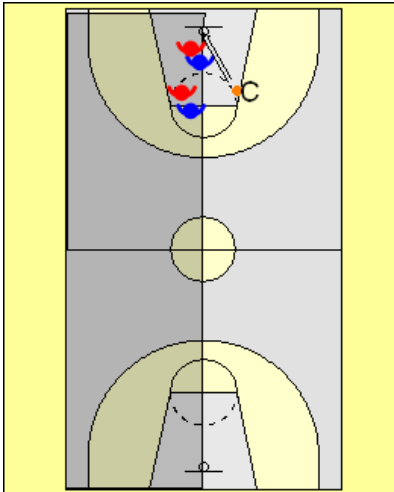
By making it 2 on 2 the ball handler must decide when to pass and when to dribble. The defenders are working on directing the ball into the trap and the timing of when to set a good trap.

This is an excellent learning drill. Players need to learn to play through the mistakes.



Competing

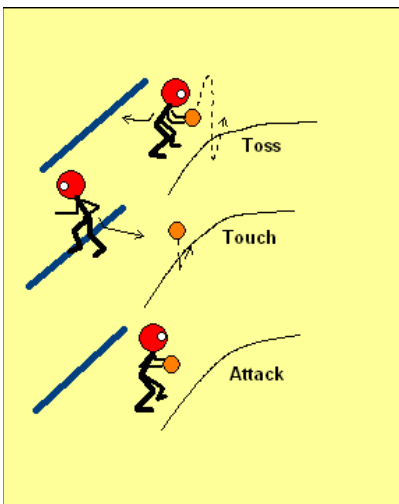
Here the players compete in a 2 on 2 game with an in bounder. By restricting the size of the court you make the challenge more difficult for the offence.



Competing off the rebound

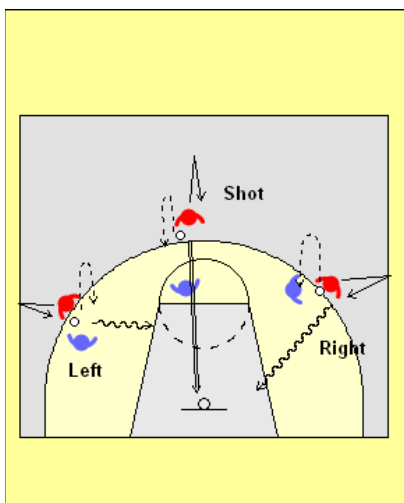
Another way to start the game is to have the players box out on a shot attempt. If the ball goes in it must be inbounded. On a miss an outlet pass or break out dribble is used.

DRIBBLE START, JUMP-STOP AND JUMP-SHOOT



Self toss and touch

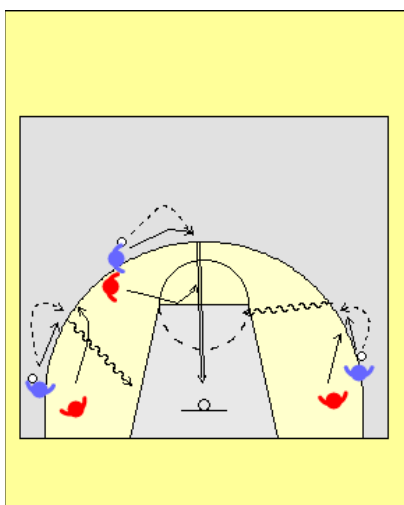
One way to introduce the jump stop to receive the ball is to have the players practice a self toss and touch. The player tosses the ball up in the air with back spin. The player pivots and goes and touches the sideline (it can be any designated touch line). On the return, the player catches the ball with a two foot jump stop. This now allows the player to use a cross over to start his/her move to the basket.



In Phase A the players practice on air going right, left, and shooting the ball. Give them time to figure it out for themselves. This is very important when first learning a skill.

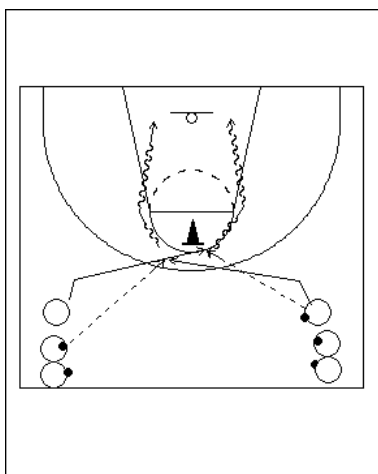
In Phase B the coach provides the guides to the players. The player can go right, left or shoot.

In Phase C the defence is live. Have the defender move from a help or deny position into ball defence.



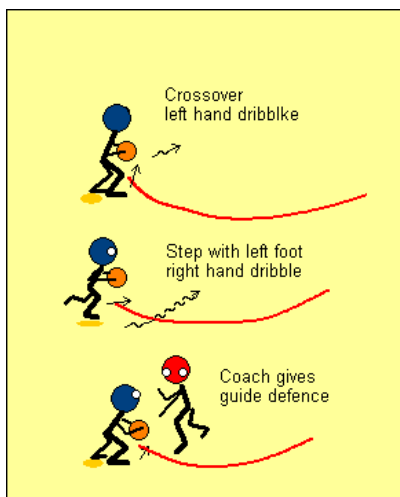
Self toss

The players can also work on self toss where they do not have to touch a line. This simulates a pass coming from the top to the wing or from one side to the other when a player cuts to the top. As before have the players go through the 4 various phases. Here they are working on the crossover move, the curl or the shot.



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.

Phase A – do the skill on air

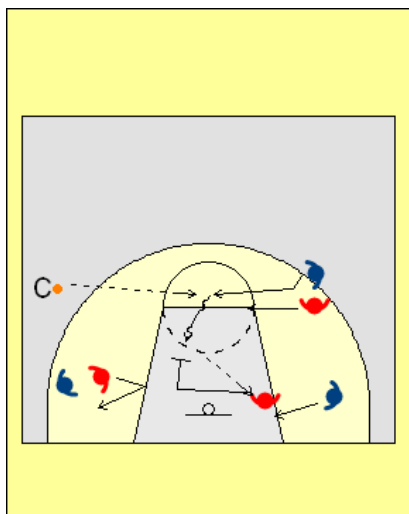
The player is working on catching the ball a) crossover move - on two feet facing the basket; rip the ball low and using a cross over move to attack the basket. b) curl – catch the ball on the outside foot, cross over with the inside foot as the ball is dribbled at the basket. Key points: eyes up, show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

Phase B – coach guides

The coach now guides the offensive player 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.



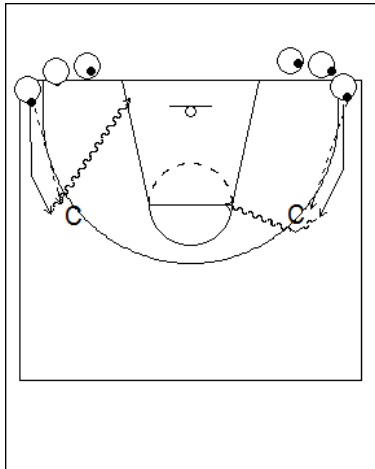
Phase D – use in a game like situation

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 pass, encourage the player to pass. We do not want to practice taking bad shots.

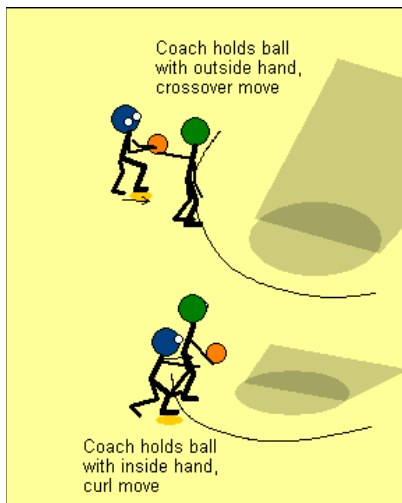
Note: The same drill and progression can be used to practice cuts from the corner to the wing.



Corner to wing cuts

Each player has a ball and lines up in two lines on the baseline. Two coaches line up at the attack spot (place where the three point line and foul line extended meet). The first player in line passes the ball to the coach and runs up to receive a hand off. If the ball is in the outside hand of the coach, the player takes the ball, does a crossover move to attack the basket and finishes with an outside/inside power layup.

If the coach holds the ball with his/her inside hand the player curls behind the coach taking the ball with the outside foot and performs a dribble jump shot in the key. No more than two dribbles.

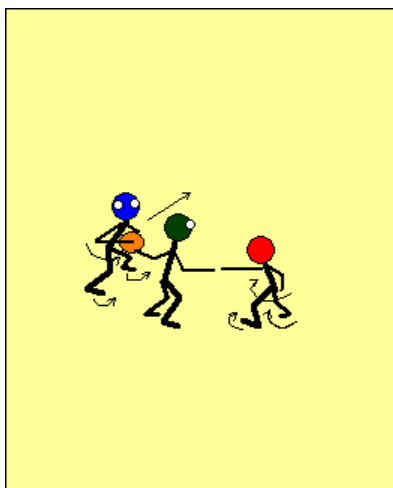


Phase A – on air

The coach has the players work on one move at a time, perfecting the footwork.

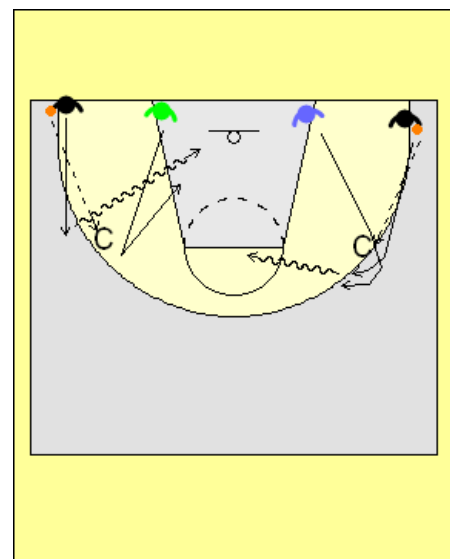
Phase B – the coach guides

The coach mixes up between the curl and the cross over move.

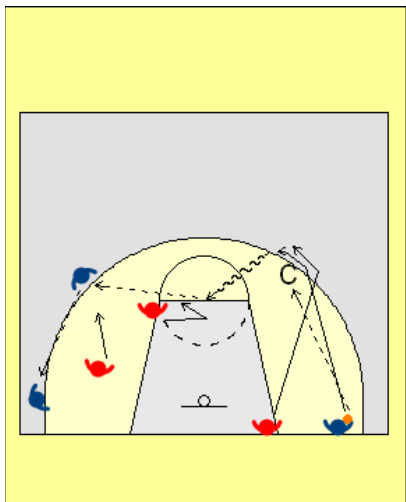


Phase C – live defence

There is now a second line of defenders to the inside of the offensive players. On the pass both players run out to the coach. If the coach holds the ball with the outside hand the defender must touch the inside hand of the coach before playing defence. This creates a one second advantage for the offensive player. If the ball is held with the inside hand the



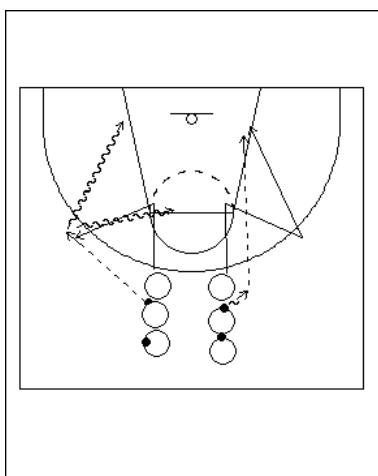
defender must circle behind the offensive player who is going to take the dribble jump shot.



Phase D – use in a game like situation

Here the same drill is used to initiate a 3 on 3 situation. The coach gets to decide the direction of the one second advantage by where he/she holds the ball for the offensive players. Build in transition. Allow the teams to transition after the make or miss.

Note: This drill can also be done from other positions on the floor to simulate different cuts.

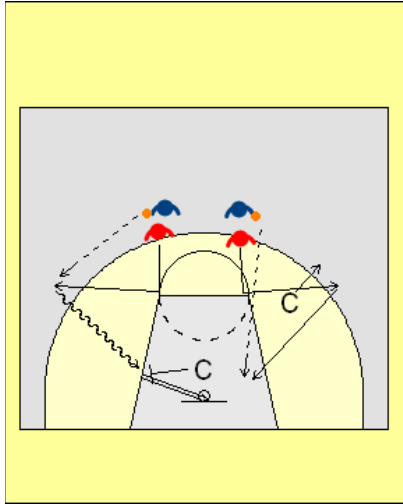


Pivot / flare - Phase A – on air

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 line 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.

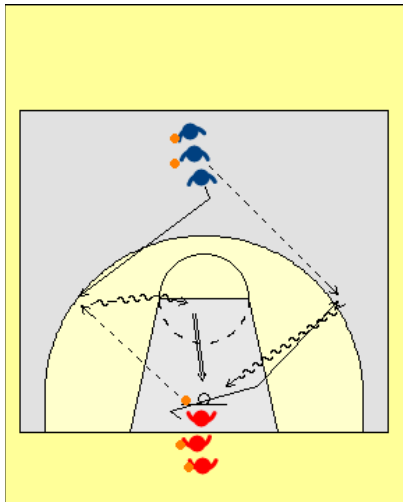
- If the coach shows a chest in the drive line to the basket the player should stop and shoot the ball.
- If the coach shows only an arm in the drive line the player should do an outside/inside power layup.
- If the coach is not in the area the player can do the normal layup.

Phase C – live defence

Have the players compete against a live defender. Again, it is best to let the player stay on offence for three -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 on 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 the one second advantage to someone else.



Alternate wing entry, flare - Phase A – on air

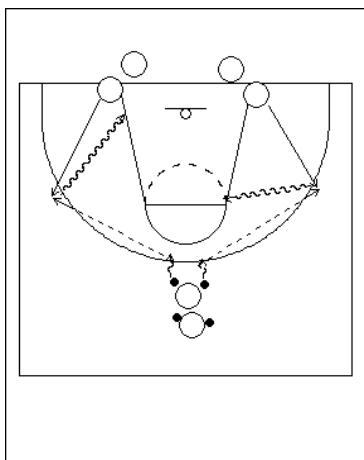
Form two lines with every player with a ball except one player in the top line. The first player can choose to go in either direction. He/she makes a flare cut to the attack spot. The timing of the pass must be perfect. Catch the ball with a jump stop so that you can start with a cross over step in either 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 – coach guides

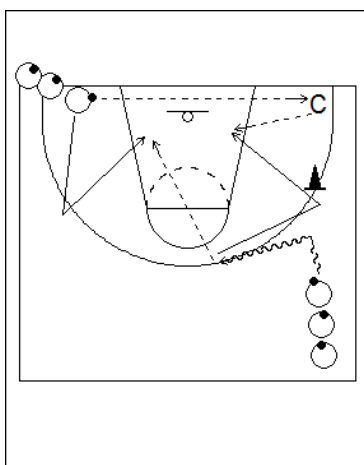
The coach can give the offensive players reads on the catch.

COMBINATION OF DRIBBLING, PASSING AND SHOOTING DRILLS



Two Ball Wing Entry Pass

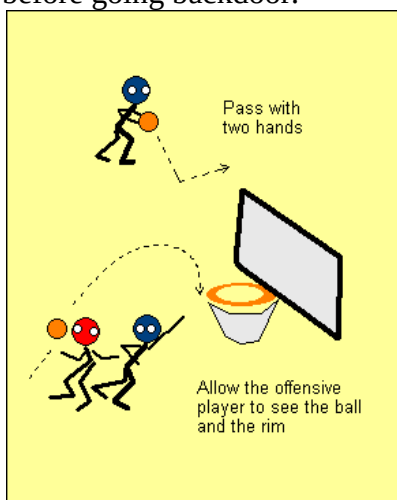
The players form three lines. The players in the top line need two basketballs each. The players on the baseline must establish who goes first. We do not want the same line going first each time. The passer must learn to scan who is open first. The rhythm of the pass is crucial. It should be delivered 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

The players form two lines as shown, 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

court as the receiver. Throwing a backdoor pass from 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 there 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.

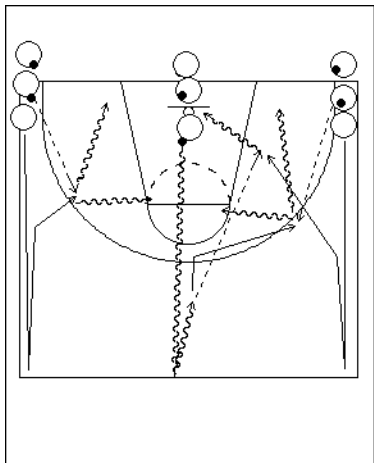
If throwing the lob make the pass to the corner of the backdoor. This allows the receiver to see the ball and the basket at the same time; this way he/she can read the help defence and anticipate his/her next action.

As in all of the other drills the coach can go through 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.

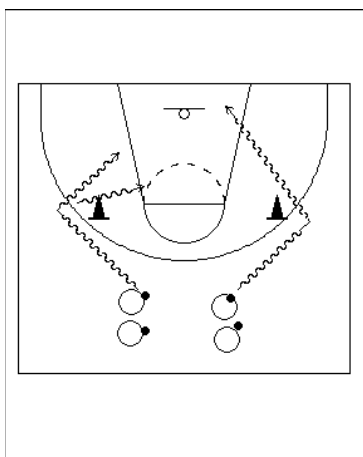
- Phase D - use the centering dribble to start a game like situation. Now the passers and the receiver also have to read the help defence.



Three Line Entry Pass

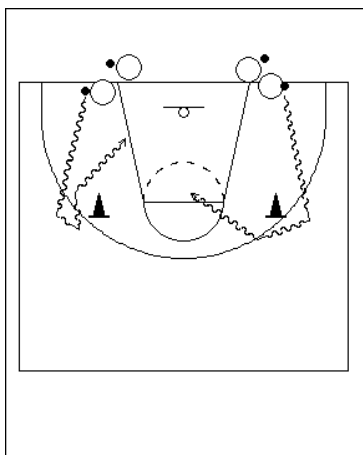
Have three lines on the baseline. Everyone has a ball except the two players in the front of the outside lines. The player in the middle has the ball and initiates the drill by starting a speed dribble to half court. The two outside players sprint to half and return running the outside lanes. The player in 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 the 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.



SEE WHAT YOUR TEAM MATE IS DOING (SHOOTING DRILL)

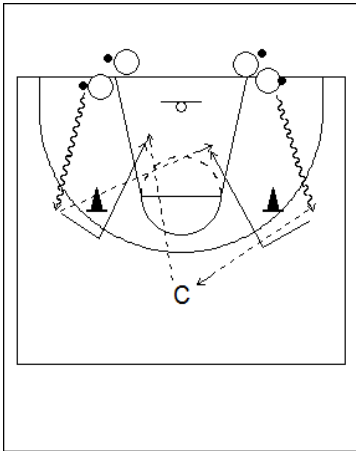
Form two lines at the top with each player having a ball. Two pylons are placed at the attack spot. The first two players dribble at the pylons and make a change of direction. The player who arrives first to the pylons chooses to go baseline or to the middle. The other player must read what the first 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.

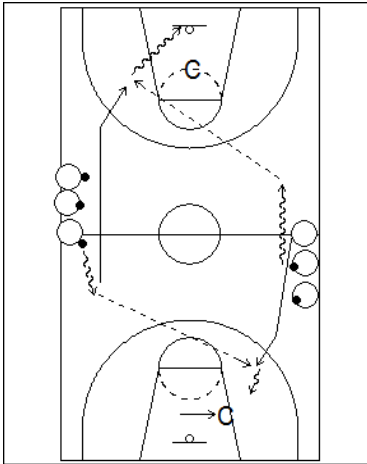
We still want to emphasize dribble jump shots and outside /inside power la ups.



Pass to the coach

Now a coach positions him/herself 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.

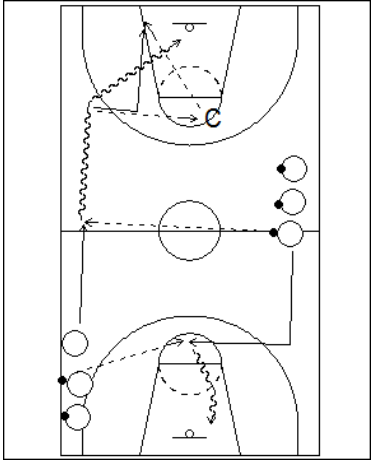
FULL COURT PASSING AND SHOOTING DRILL



Two lines full court shooting

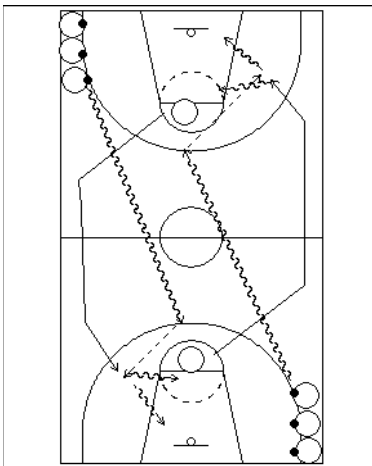
The players line up in two lines on both sidelines at half court. Every player has a ball except one. The player without the ball starts to run to one of the two baskets. The player with the ball on the opposite side of the court takes two dribbles in the same direction and makes the pass to the player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

In **Phase B** a coach is placed 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

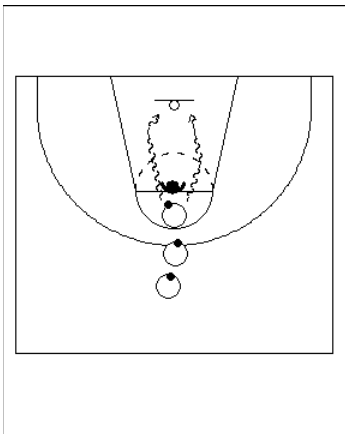
The first line is at half court with every player in this line with a ball. The second line is at the foul line extended. Every player has a ball except the first player in the line. This player starts the drill by running up the outside lane to the far basket. The first player on the far side makes 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.



Running the outside lane

Two lines are formed in diagonal corners. Each player in these lines has a ball. One player is placed at each foul line without a ball. The player in the corner starts to dribble to the far nearside elbow. The player at the foul line sprints 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.

1 ON 1 WITH THE BALL (DRIBBLING)



Protect the ball

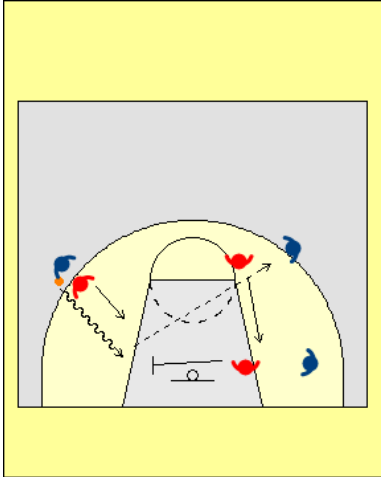
The players line up at the three point line with every player with a ball except the first player in line. The first player faces the basket with his/her back to the offensive player with the ball. The offensive player can decide to go either way, starting with a crossover move. The defence is live once 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 off 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 on 2, 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;

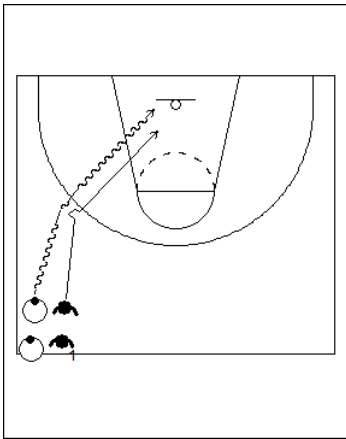
- Shoot
- Deliver the one second advantage to an open teammate.

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. Players need to spend a lot of time learning how to play in transition.



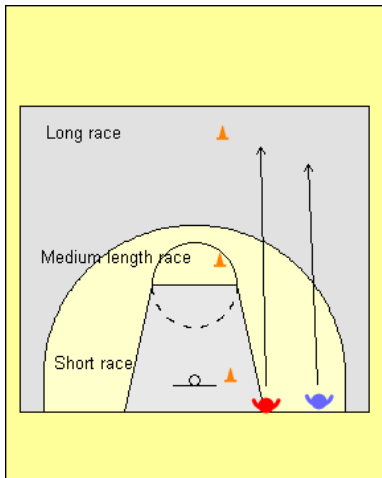
Change of speed

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

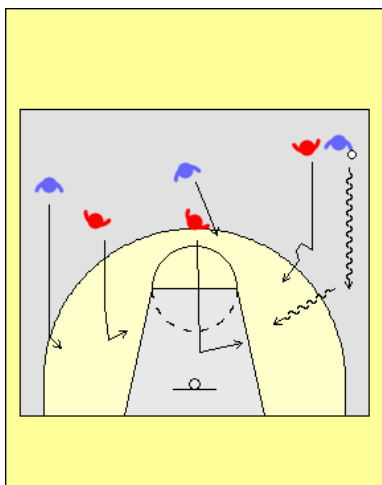
feels he/she has the advantage they shift gears and accelerate to attack the basket. The defence is live. Common errors:

- 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.



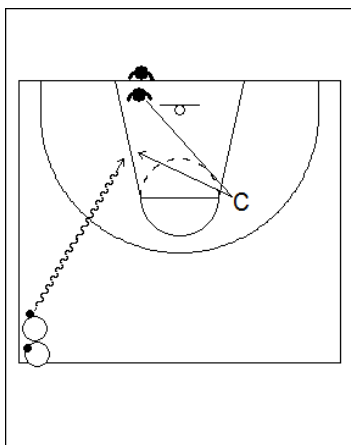
An important concept that players must learn is that in a short race, the person who starts first wins, no matter how fast the other person. In a medium race it is a 50/50 proposition as to who will win. In a long race the person who starts first may lose the advantage to someone who is faster. Speed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



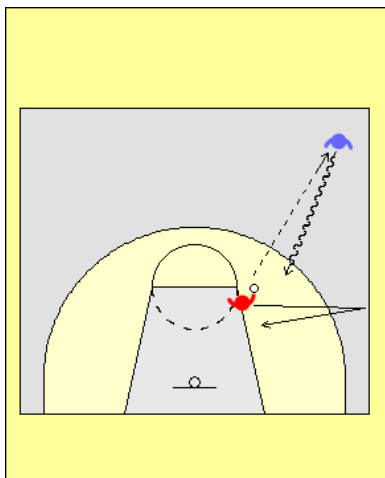
Phase D

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

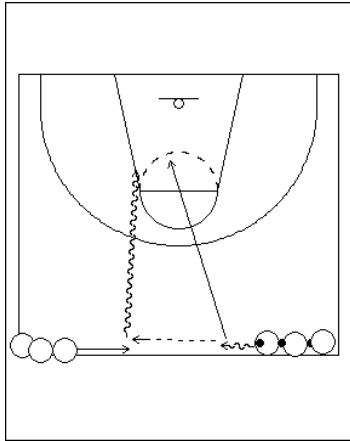
The players start in two lines, one under the basket and the other at half court with basketballs. The player at half court starts to attack the basket with the dribble. The player under the basket must run and touch the coach's hand before returning to play defence on the player with the ball. As a 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.

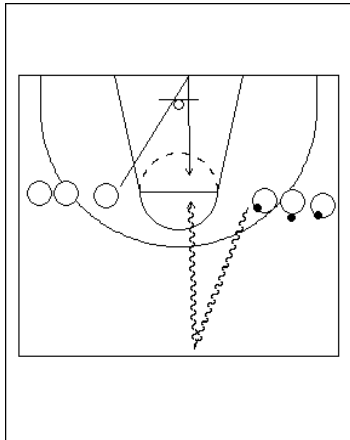
1 V 1 READ THE DEFENCE



1 v 1 check the distance

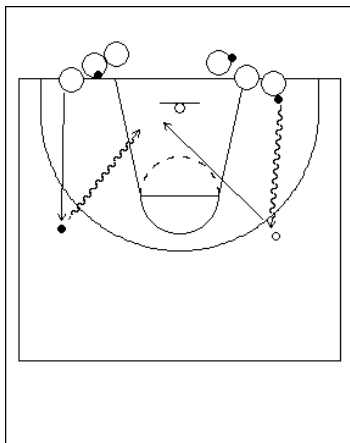
Two lines of players at half court. One line has balls, the other does not. The player with the ball takes two dribbles to the middle. At the same time the player without the ball is cutting to the middle showing target hands. A crisp accurate pass is delivered to the player without the ball who immediately 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.



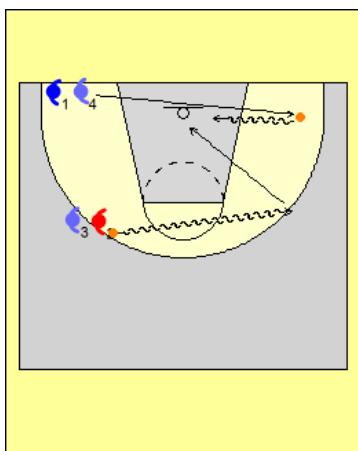
Body fakes

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 1 on 1. Encourage the defender to escape the paint to play defence.

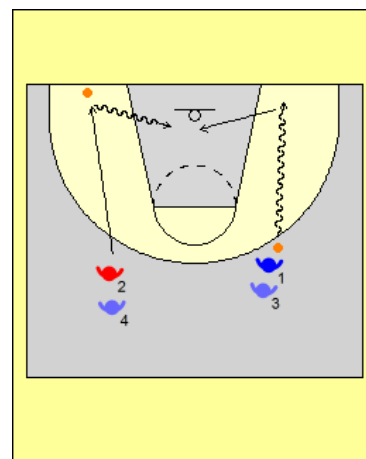


Jump shot or lay up

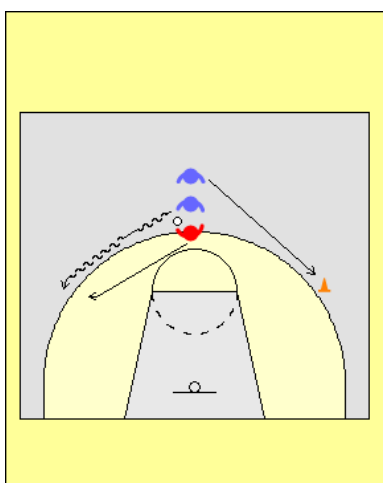
The players form two lines on the baseline. The first player in one line has a ball, the first player in the other does not have a ball. The rest of the players alternate with and without a ball. One ball is placed on the floor at the attack spot in front of the player who does not have a ball. The player 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 an arm, use your outside inside power layup; if there is no defender use your speed layup.



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

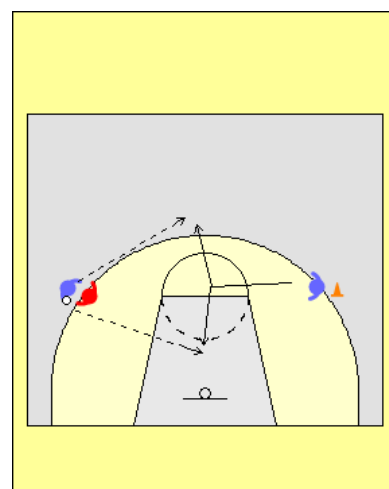


PLAY WITH YOUR TEAMMATES

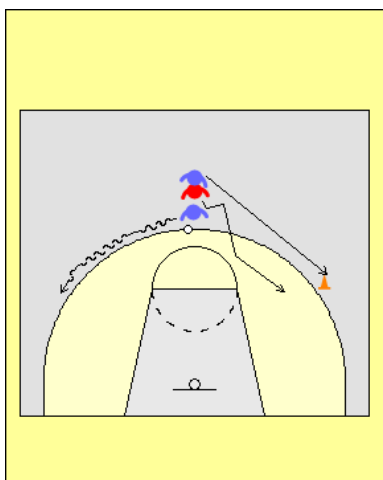


Three player pass to cutter – guard the passer

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 dribbles 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

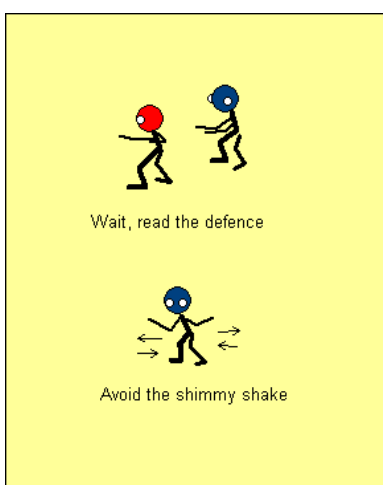


passer is ready the cutter cuts. We only want the pass outside the three point line or in the key. Passing in the area between the three point line and key is poor spacing. If the player has to move off the three point line it is automatically a back door cut. This is a time when the pivot foot of the 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

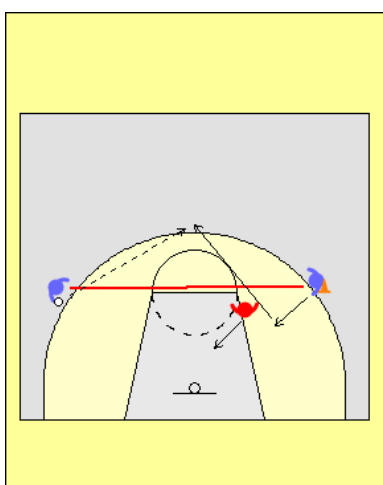
The drill sets up the same as the previous drill except the first player in line has the ball and the second player in line is the defender. The ball is dribbled over to the attack spot and the cutter must run to the opposite attack spot. The defender establishes good help side position.



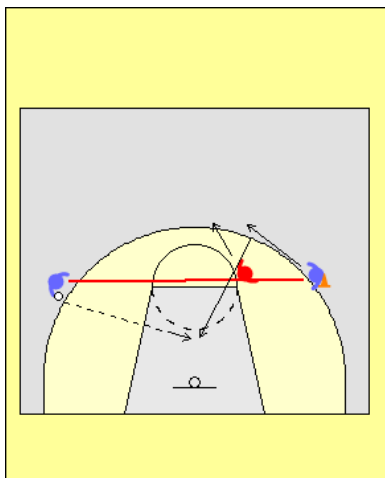
Some common errors

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 do 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/she has a 50/50 chance of guessing right.

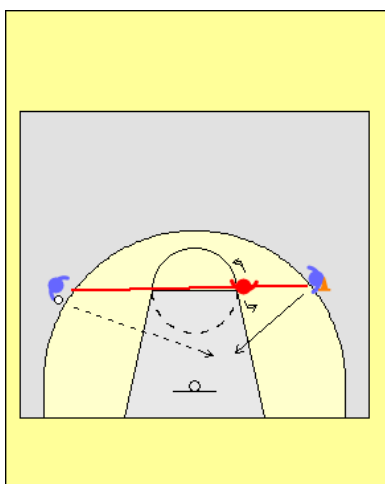


It is important that the cutter learns to read the defence. We want to enlarge the space where the defence gives. If the defender is below the line between the cutter and the ball, take the defence even lower. Now in a short race the cutter can make a quick change of speed and direction to be open at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

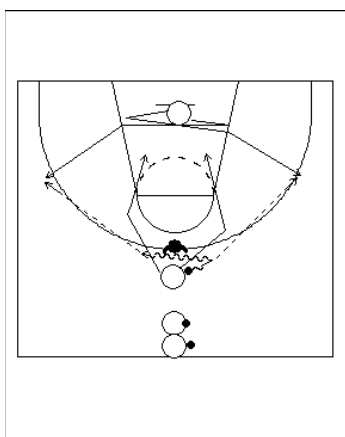


If the defence is playing above the line take the defender even higher. Use the three point line as your guide to cut backdoor to the basket. The pass must be in the key.

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



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.

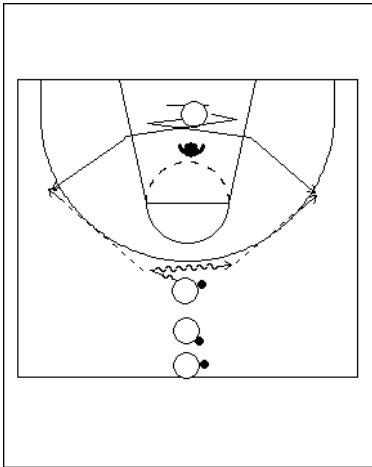


2 v 1 double exit

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.

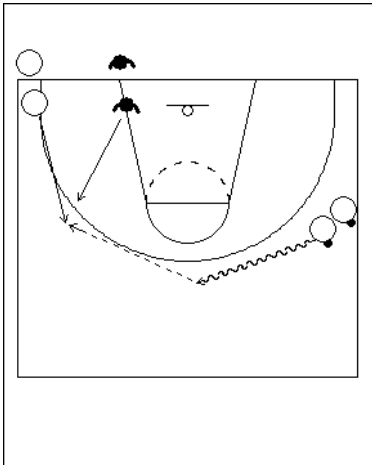
When catching the ball in “no man’s land”, between the key and three point line, it is impossible to anticipate the defence and create the one second advantage. The offensive player cannot play with his/her teammates because he/she cannot see them all. Also, there is no space for a backdoor cut.

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.

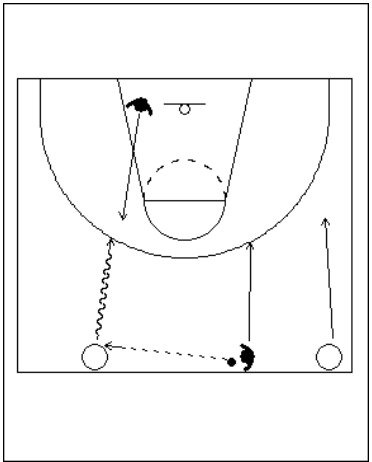


Make your pass shorter

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 side or top. Making these passes from the other side often leads to a turnover.

2 V 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

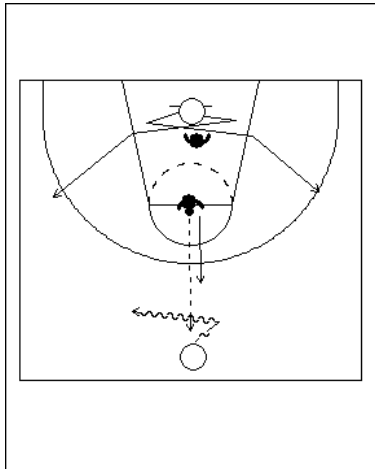
One defender is under the basket, the second defender is at half court on the outside of the centre lane. Both offensive players are at half court in the outside lanes. All three players at half court are on the same line.

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 teammate who is running on the wing. If not slow down and play 2 on 2.

The defence is working on slowing 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

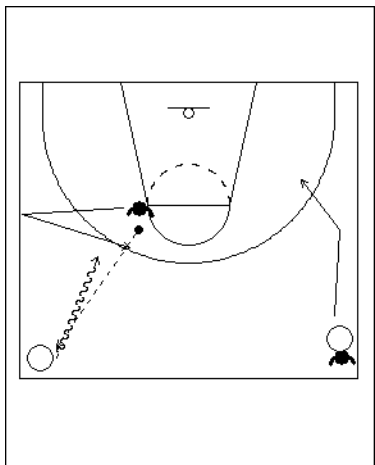
the coach may have to change the width and length of the court so that you give the offence a one second advantage. If the players cannot pass for distance, shorten the distance. If the defence is arriving too quickly, before the offence has a chance to pass, make the defence run a further distance. 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 offensive 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 2 on 2. The offensive player under the basket is cutting to either wing to get open. Remember :

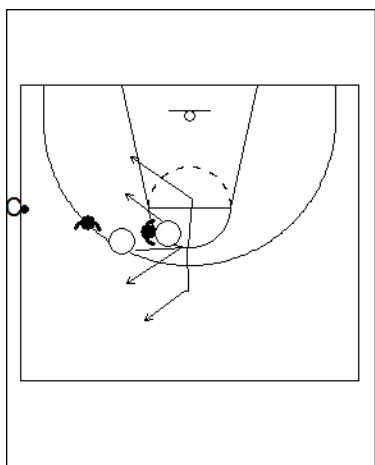
- All passes outside the three point line or in the key
- Anticipate the defence, better than action reaction
- Don't freeze the ball
- Option 1- shoot
- Option 2 – pass
- Option 3 – drive



Timing of the pass

Now we play 2 on 2 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 at 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 offence must take advantage or maintain the one second advantage. The defence is working to recover.

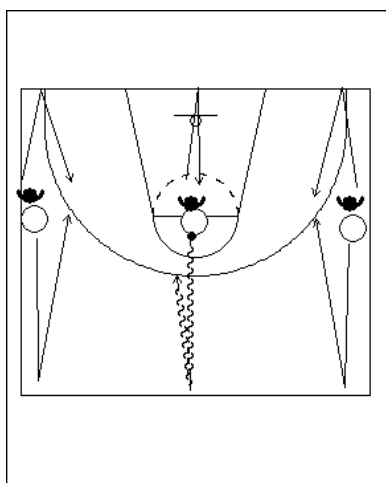


2 v 2 after S. O. B.

Another way to start a 2 on 2 situation 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 closest to the ball faces the other offensive player with his/her 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 inbounded the players play 2 on 2 using our concepts.

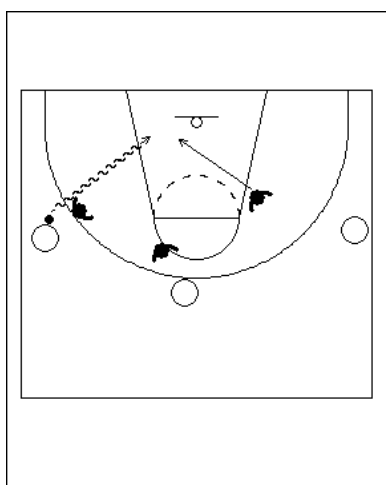
3 V 3 HANDICAP

These are the same as 2 on 2 handicap. We are giving the offence a brief one second advantage.



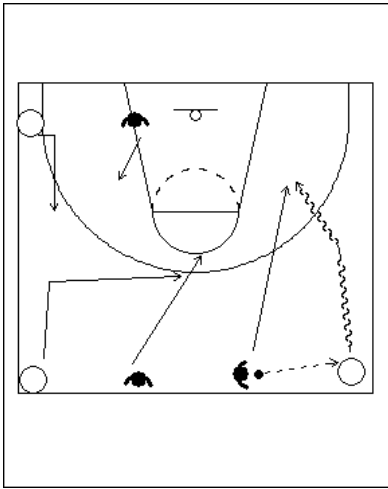
Match - up

The offence lines up in three lines along the foul line extended, facing the half court line. The middle player has the ball (eventually any player could start with the ball). The defence lines up with their backs to the offensive players, facing the baseline. The offence runs out to the half court and now turns and attacks the defence. The defence runs to the baseline and comes to meet the offence.



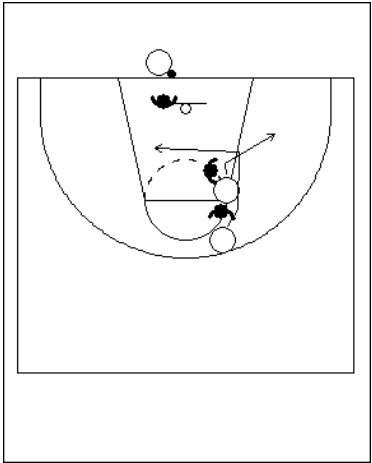
See the open man

We start the 3 on 3 with one offensive player with his/her back to the offence. This gives a brief one second advantage.



Exploit the advantage

This is another way to start with a one second advantage. The three defenders start off the offensive players. The defence starts with the ball. Once the pass is made the players play 3 on 3. The player with the ball has a brief one second advantage. If he/she hesitates he/she will lose the one second advantage.



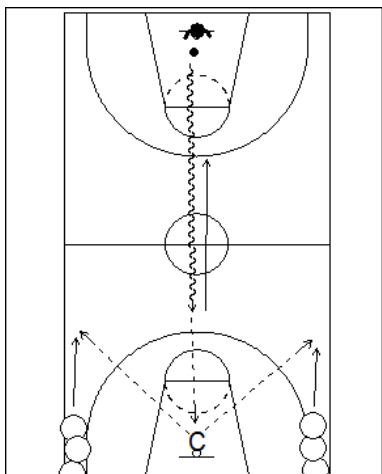
3 V 3 after B. O. B.

The same concept is used to start playing 3 on 3. One player inbounds, the other two players set the same stack to inbound the ball.

FULL COURT TRANSITION DRILLS

RULES:

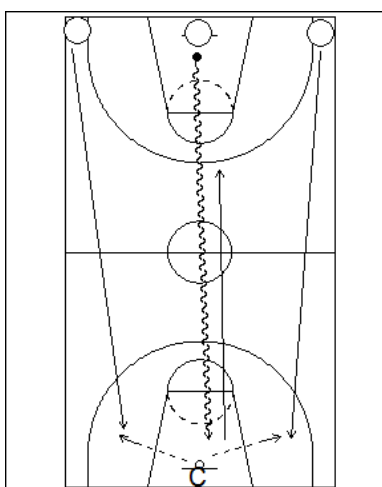
- 1 – Always pass the ball to a teammate who is open running in front of you.
- 2 – Push the ball toward the basket if you don't have a teammate in front of you.
- 3 – Run quickly if you are without ball.
- 4 – Keep three lanes no matter where the ball is located.



1 V 0 - 2 V 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.



1 V 2 - 2 V 1 Be quicker with passes

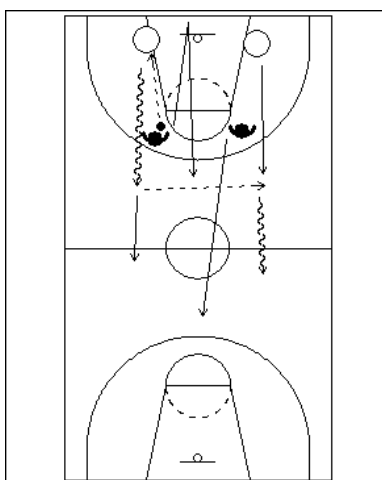
The three players are lined up on the baseline. The player in the middle has the ball. When he/she is ready he/she starts to attack the far basket to score. The two outside players are on defence and attempt to stop the player in the middle from scoring.

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.



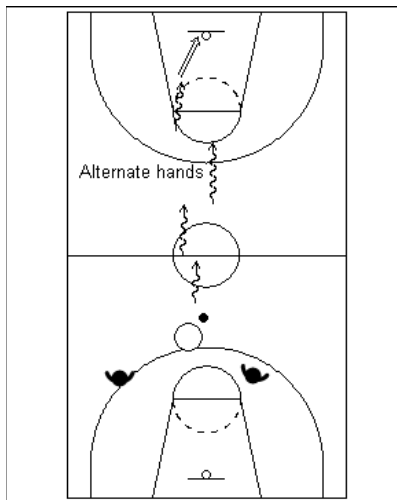
2 V 2 HANDICAP Keep your advantage

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



Attacking the open basket

If there is no one between the player with the ball and the basket he/she needs to make use of a speed dribble to attack the open basket. It is best to use an alternate hand dribble as it allows the player to run faster and push the ball ahead.

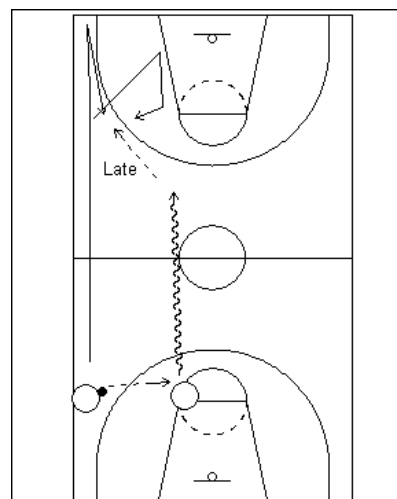
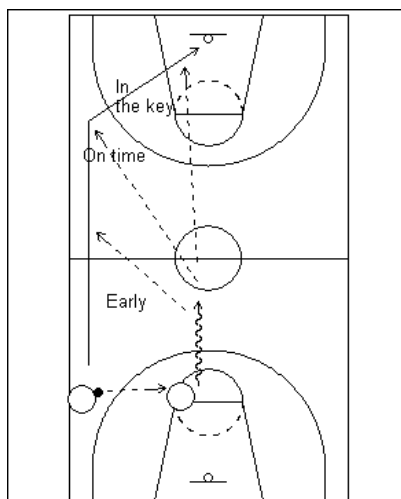
When to pass ahead

If the offensive player with the ball has teammates ahead of him/her the dribble must be under controlled so that the player can make the pass if necessary. We do not want to be going so fast that we cannot pick the ball up to pass at the appropriate time.

The questions are; when and who to pass too?

The ball can be passed to player:

- **Early** - Here the player receives the ball well before reaching the attack area for the offensive team. This player can now dribble to the open basket or take the ball to an appropriate area on the floor where the offence can begin to attack.
- **On time** – The player receives the pass at one of the attack spots (foul line extended outside the three point line). No dribbles are necessary by the player receiving the pass to get to the spot.
- **At the rim** – Here the pass is received in the key. No dribbles are necessary by the receiver in order to score the ball.
- **Late** – The player has run the floor and not received a pass from the ball handler. This player must now move to get open to receive the ball in an attacking spot on the floor.



Initiation Stage / Acquisition Stage

Two players and one ball, one on the elbow and the other on the sideline with the ball. The ball is passed to the player on the elbow and the passer then runs the wing. The player in the elbow now starts to dribble the ball up the alley. The coach designates when the pass is to be made:

- Early
- On time
- In the key
- Late

At first let the players get a feel for it. Once they start to get the hang of the drill demand the details.

Note: In all of these drills the coach has to decide the advantage he/she wants to create; depending on the abilities of your players. You may find that you want eliminate the pass from the wing to the ball handler. If this pass is weak it gives the defence a chance to recover.

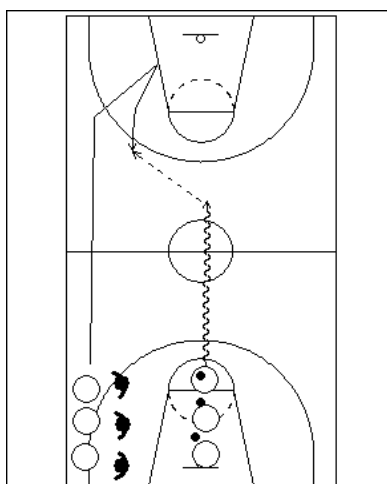
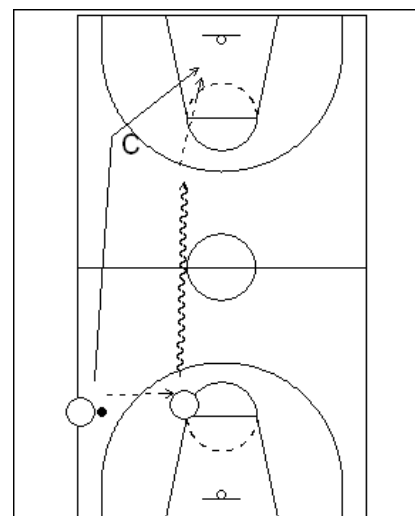
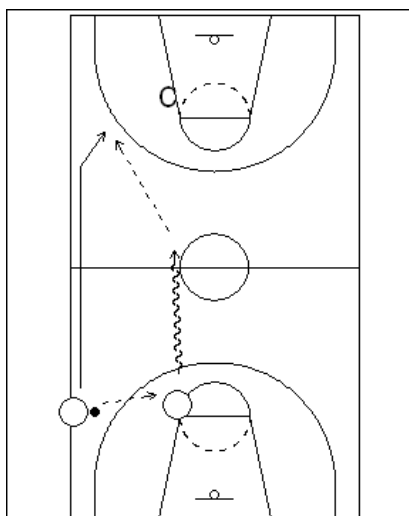
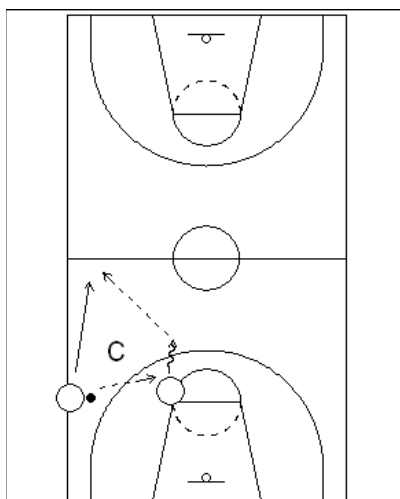
Consolidation Stage

Here the coach acts as a guided defender.

If the coach allows the wing to go past him/her the ball is passed over the coaches head to the wing (early)

If the coach is sagging on defence the ball can be passed on time.

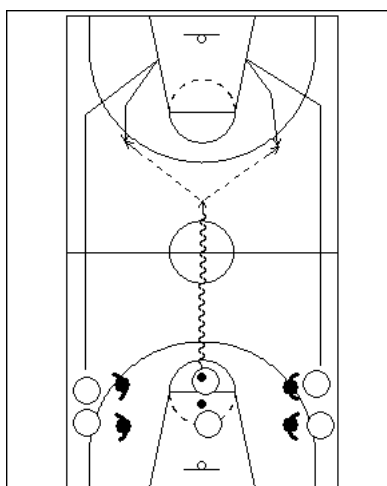
If the coach denies the attack spot the wing can go back door to score in the key.



Consolidation Stage - Drive under control with live defence

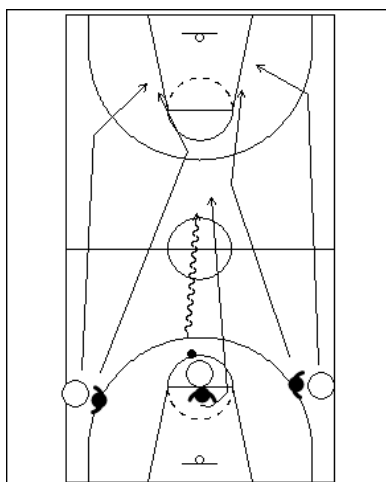
The passer line is at the foul line with the ball. The offensive player is at the sideline and defended by a defender. The action begins when the player with the ball starts to dribble. This player CANNOT score. He/she must dribble under control and decide if he/she can deliver a pass to the offensive player. The offensive player on the wing sprints 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.



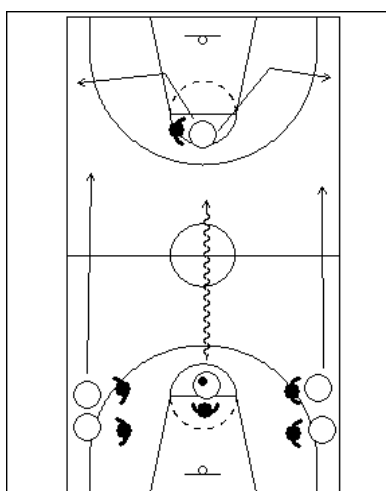
See both sides of the court

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 passer is out of the drill.



Three on Three

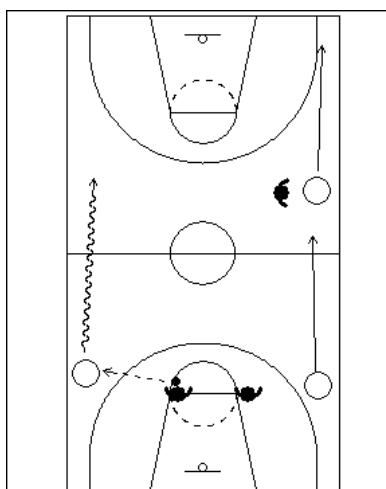
The same as before only now it is 3 on 3. The third defender stands with his back to the middle player. Once the middle player dribbles everyone else is live. This gives a slight one second advantage. The middle player is now able to score.



Exploit the advantage

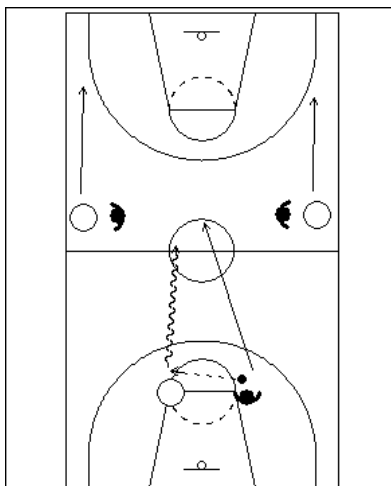
We now add a fourth pair on offence and defence. They start at the foul line at the far end. The offensive player can cut to open space.

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



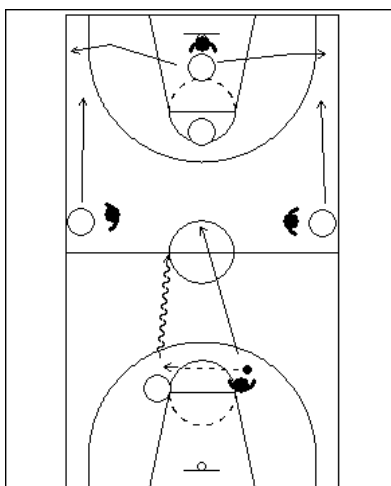
3 v 3 (lat. drive) handicap

This is another way to start playing 3 on 3. 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 offence 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.



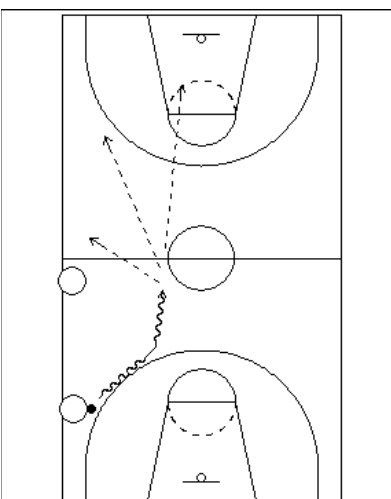
3 v 3 (mid. drive) handicap

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



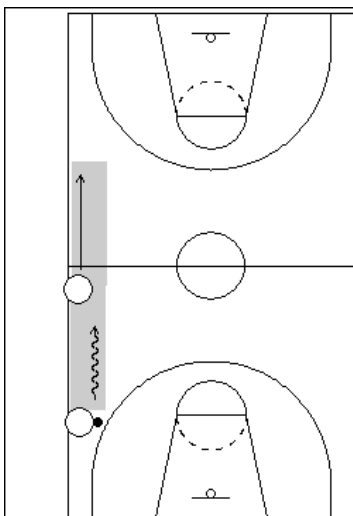
4 v 4 (mid. drive) handicap

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



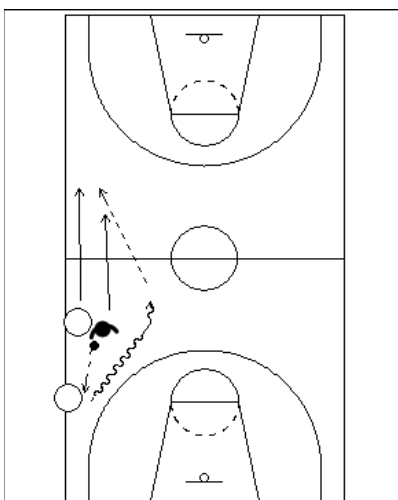
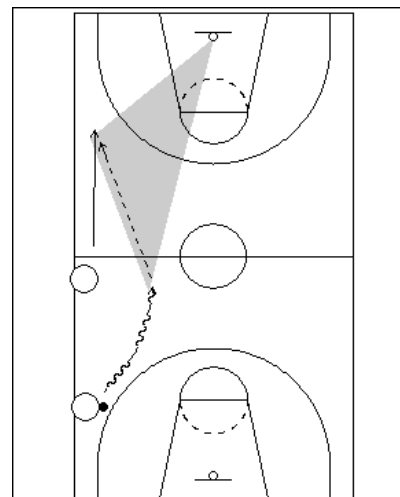
Ball starting on the wing outlet spot

We must follow the same progression for when the ball is initiated from the wing. It is up to the ball handler to create the angle where the wing can see the ball and the basket at the same time.

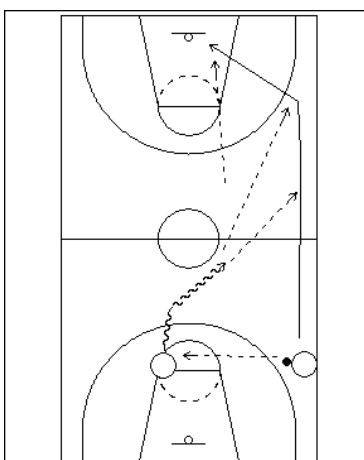


If the ball is dribbled up the wing in the same line as the wing, the wing cannot see the basket and the ball at the same time. This is a difficult catch for the wing player to make.

By creating an angle the wing can see both. This allows the player to anticipate what to do before the ball is caught. This is crucial in creating a one second advantage.

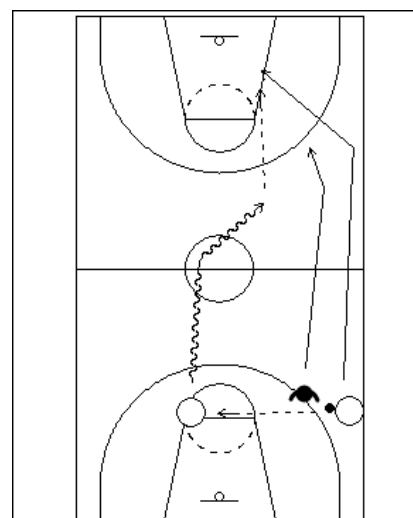


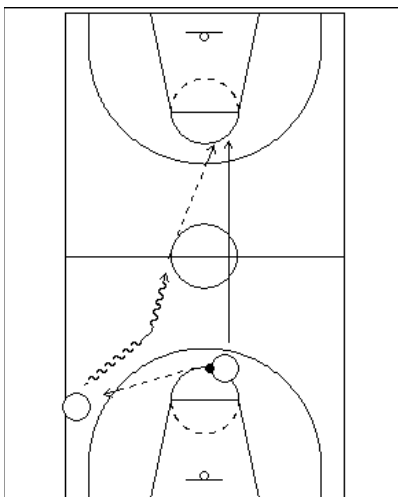
Here we add a live defender. The ball handler must create the angle and decide when to pass the ball based on what the defence does.



Ball in elbow and opposite wing
We want the ball handler to shorten the pass by taking the ball across the centre lane and into the other alley. This is especially important when throwing a backdoor pass.

Add the live defender.

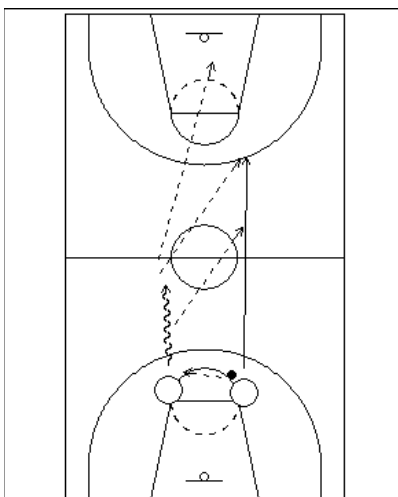
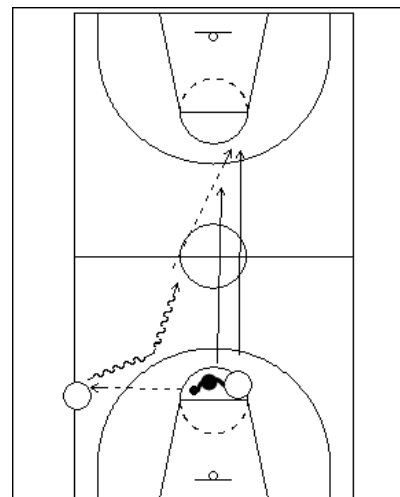




Ball in the wing and alley

Here we have a player running the middle lane of the floor. The ball needs to be brought to the alley to shorten the pass.

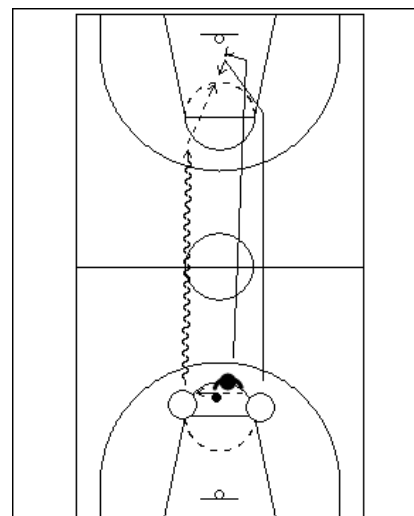
Add the live defender.



Alley and alley

A final situation is when the ball is in one alley and the player running the floor is in the opposite alley.

Add live defence.



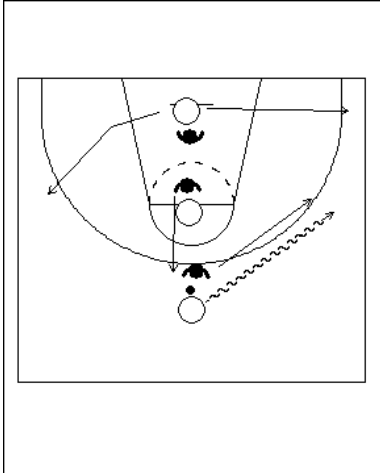
HALF COURT OFFENSIVE RULES

RULES (Continued):

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

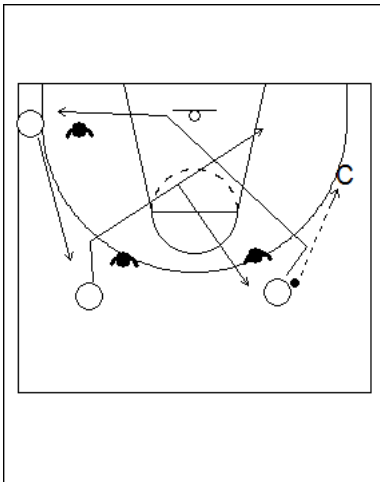
3 V 3 HALF COURT

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 a 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 3 on 3 using the rules of play.



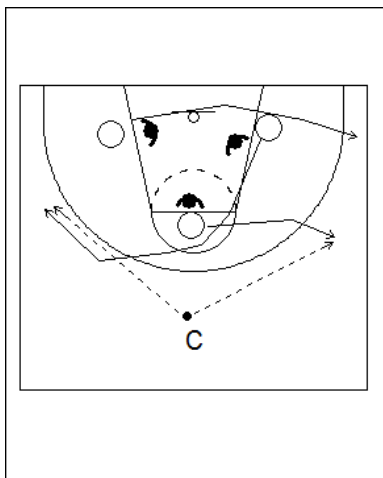
Cut and replace (2 guards)

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.

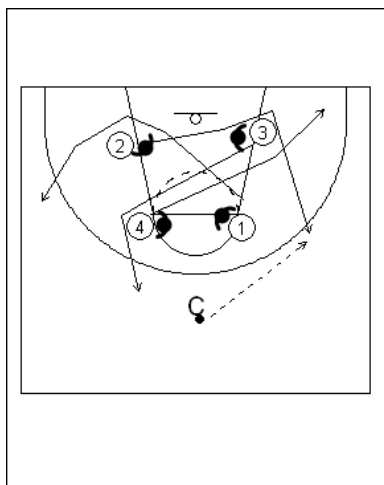


Exchanging place (spot up) 3 on 3

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 coach 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 3 on 3. This teaches the players to:

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

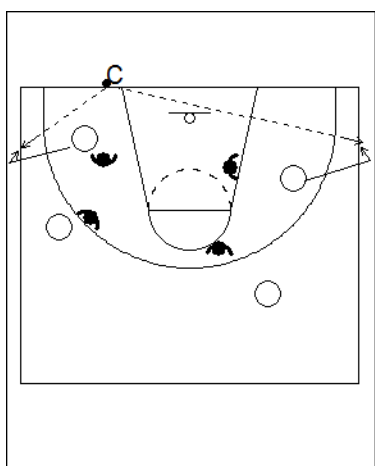
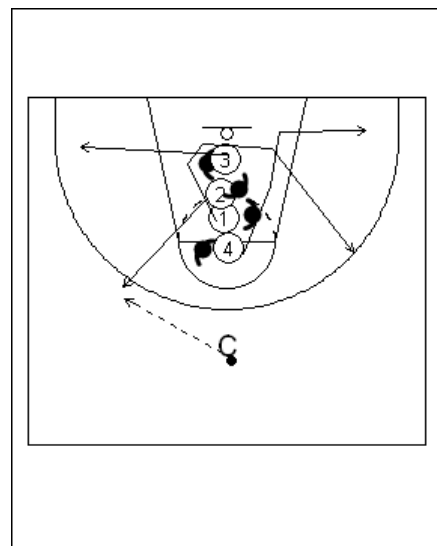
4 V 4



Exchanging places (finding spots) 4 on 4

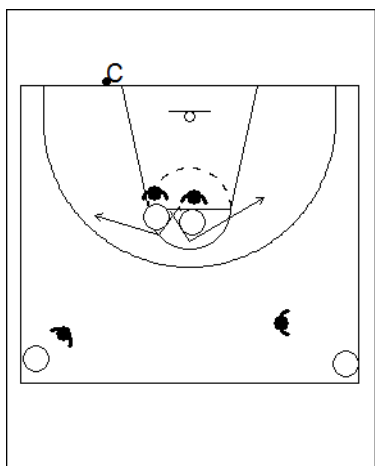
Here is the same drill, only we start in a box formation to initiate 4 on 4. Again, they must move in sequence and find the open space, but they cannot go out on the same side as they start.

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



4 V 4 SAVE THE BALL

Another way to start playing 4 on 4 or 5 on 5 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).

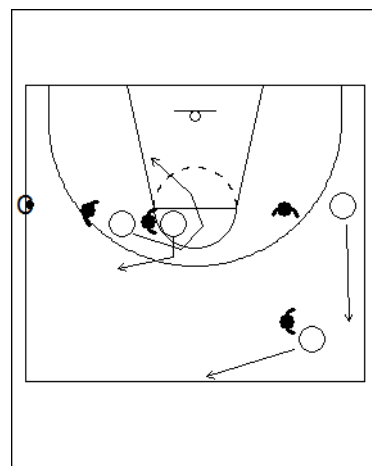


4 V 4 B. O. B.

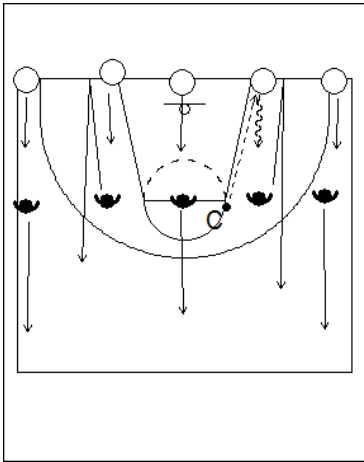
The coach stands with the ball out of bounds. Both teams move randomly on the court. When the coach calls a colour he /she sets the ball down. That team must now inbound the ball. They can attack whichever basket the coach designates

4 V 4 S. O. B.

We do the same on the side inbounds.

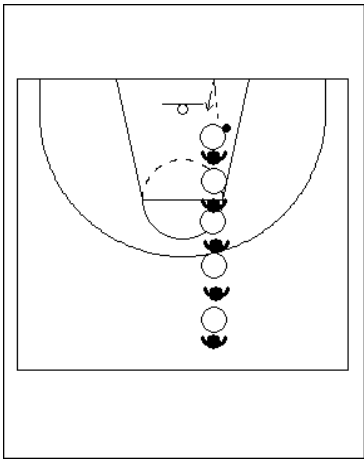


5 V 5



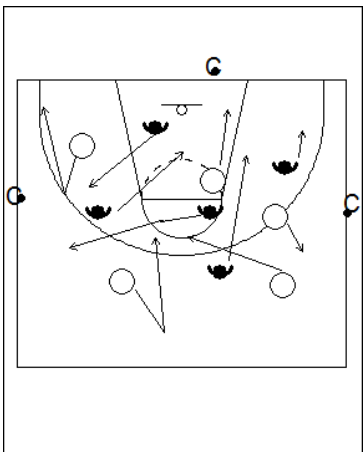
5 V 5 “handicap”

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.



5 V 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 player 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.



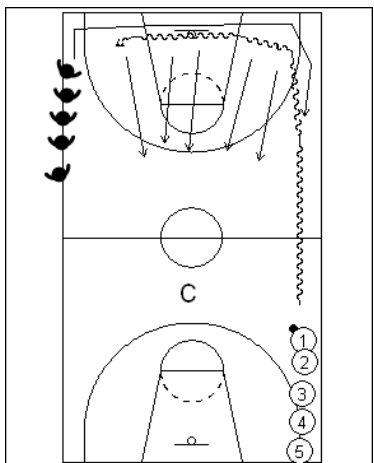
5 V 5 “match – up”

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.

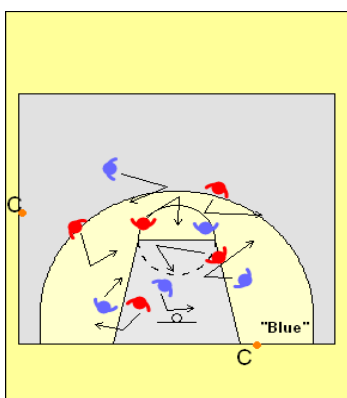
The coach can also shoot the ball. The team that rebounds is on offence.

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



Run the court

The five offensive players 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 5 on 5.



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 a ball. One will call a colour and set the ball down. That team must now inbound the ball and attack the chosen basket.

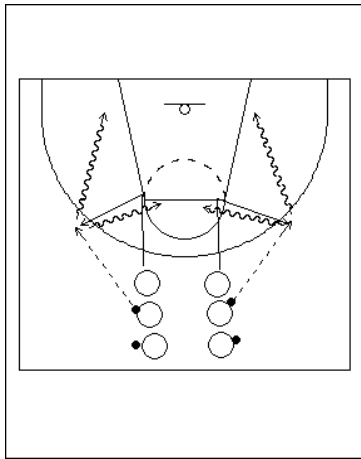
TEACHING SKILL BASED SIMPLIFIED YOUTH OFFENSE

(Phase Two of the Train to Train Stage of Long Term Athlete Development 11-14 years old)

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 (11-14 years old)

1. CUT AND REPLACE (eye contact when cutting)
2. EXPLOIT THE ONE SECOND ADVANTAGE (read the defence)
3. TEACHING 2 V 1 (half court and full court)
4. 1 V1 WITH 5 PLAYERS (play with your team mates)
5. DON'T STOP THE BALL (anticipation, it's better than action-reaction)
6. PROGRESSION TEACHING (phases A – B – C – D)

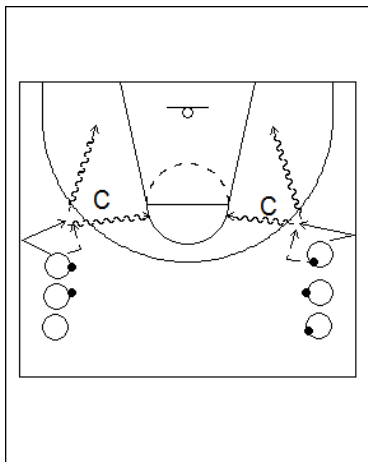
Quick Review



1 v 0 dribble start – Phase A

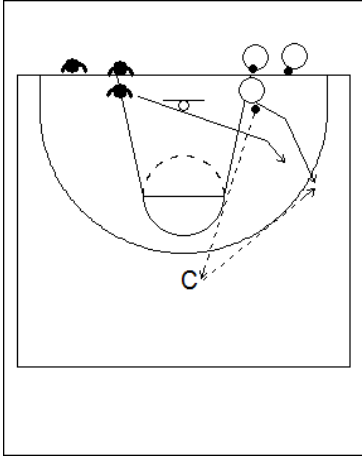
Two lines at the high elbows. Everyone has a ball except the first player in each line. The first player runs to the elbow and does a jump stop, pivot and then cuts out to the attack spot. The second player passes when the player is outside the three point line, but in an area where the player is a threat. 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.



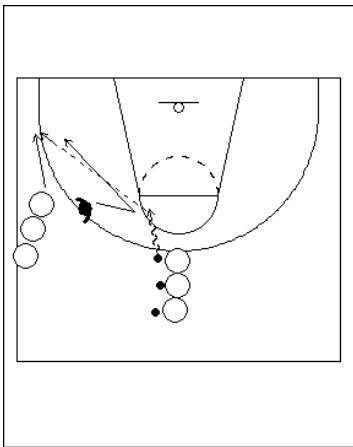
Read the coach's defence – Phase B

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.



1 v 1 active defence – Phase C

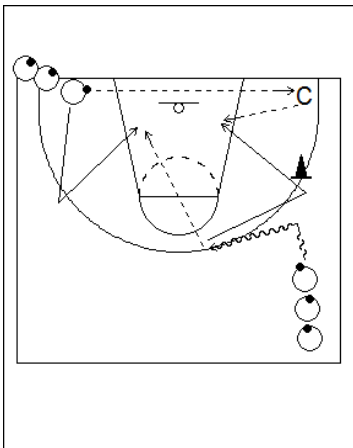
In this phase we want the players to play live 1 on 1. Two lines on the baseline. One line has a ball. This player passes the ball to the coach, who is at the top, and then cuts to the attack spot. When the player starts to run the first player in the other line runs out to play defence.



1 v 1 game situation – Phase D

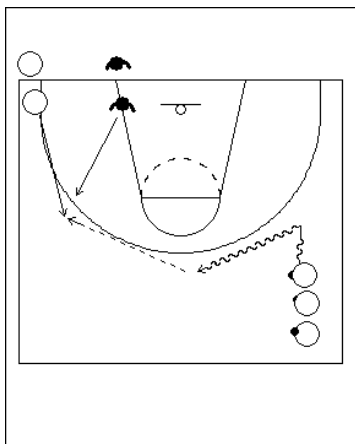
The players form two lines with the balls at the top. One defender is on the passing line defending the wing player. The player with the ball attacks the paint. The defender helps and recovers. The wing player slides to open space. On the catch it is live 1 on 1.

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.



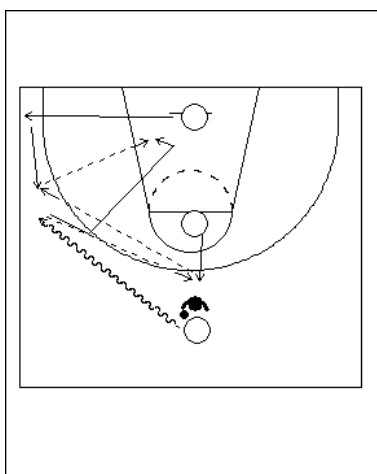
Backdoor cut-pass – Phase A

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.



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.

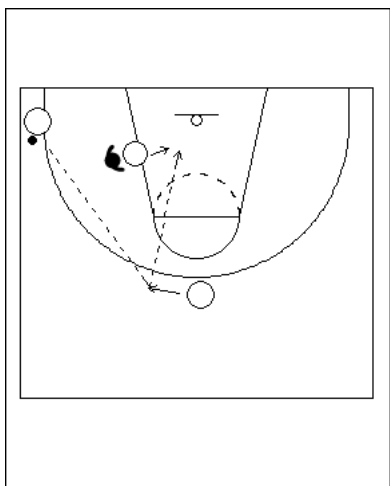


3 v 1 triangle pass - Phase C

This is a new concept that is introduced at this stage. It is suggested that the coach does the drill 3 v 0 at first (Phase A). The next would be to have the coach 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.

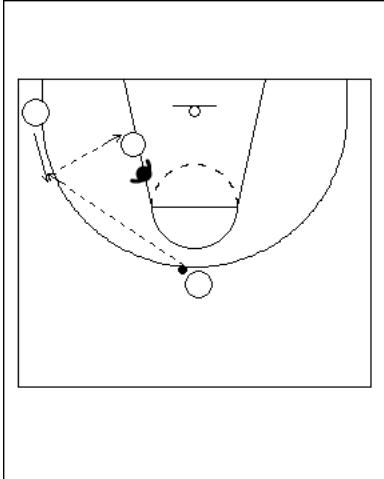
The top player has the ball and dribbles it over to the attack spot. The bottom offensive player cuts out to the same corner. The offensive player at the foul line pops out to the top. The defender is

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.

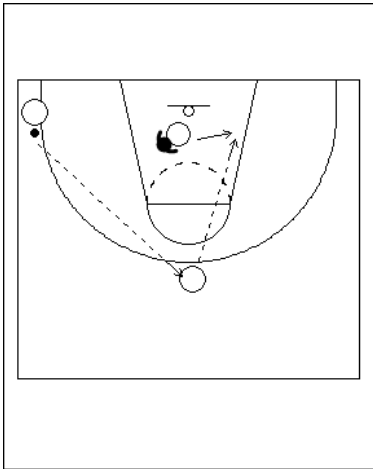


In this example the ball has been passed to the corner. The defence has correctly gotten to the ball side and taken away the pass from the corner. The player on the top must shorten the pass and call for the triangle pass. It is important for the inside player to maintain his/her seal. Do not release 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.

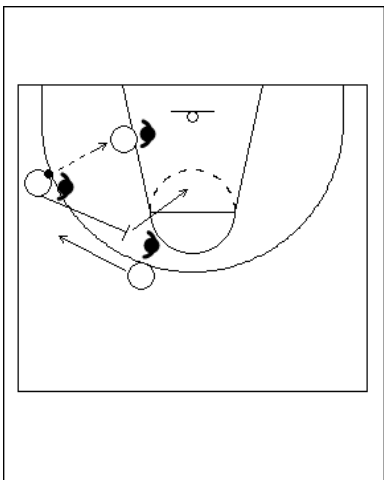
A triangle pass is like a hockey assist. It is using a teammate to pass the ball inside.



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.



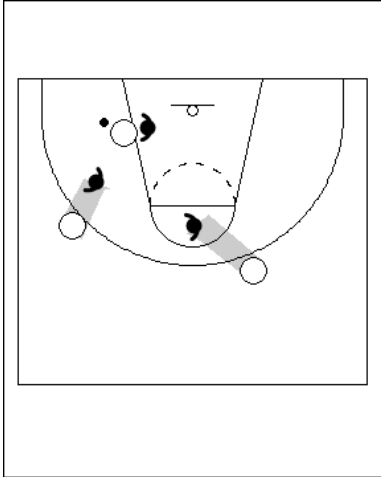
Too often the player who cut goes to the basket. By rule the player can only stay in this position for three seconds. This may not be enough time for a triangle pass to develop. Also, if the passer tries to pass to space, it takes the inside player away from the basket and often into the help defence.



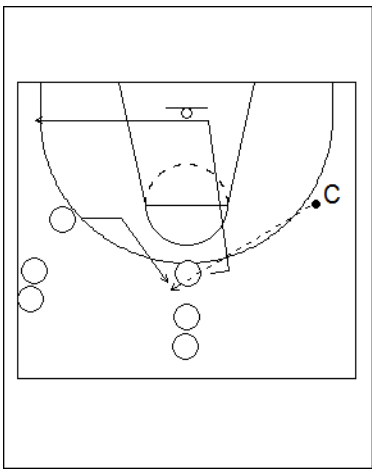
Ball in the post

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/she cannot see 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 players screen for one another. This is an advanced concept that should not be used until the players learn the offensive system.

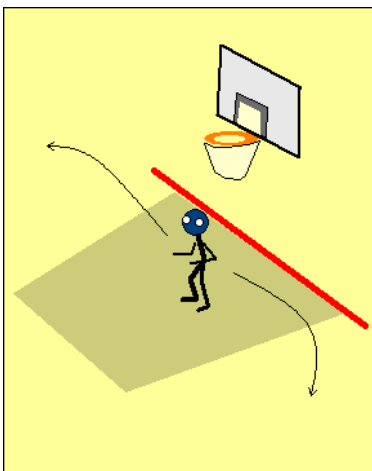


A simple rule for this level of player is to play on the shoulder of your defender. By positioning yourself here you take away the vision of your defender. He/she cannot see you and the ball in the post at the same time. If the defender turns his/her head you can easily cut to open space.

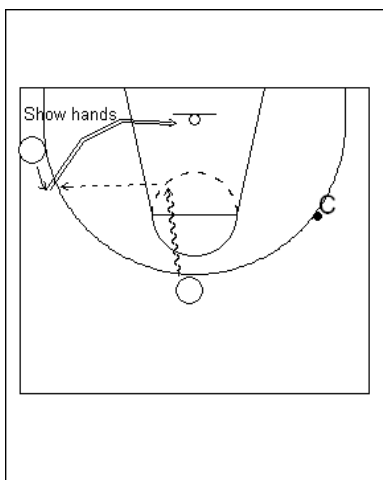


2 v 2 cut and replace

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.

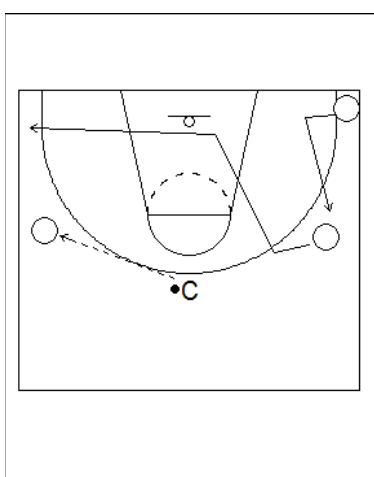


It is very important to open up when you reach the basket. See what your teammates and defenders are doing. When you exit the key to the open space you still want to see the ball.



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.

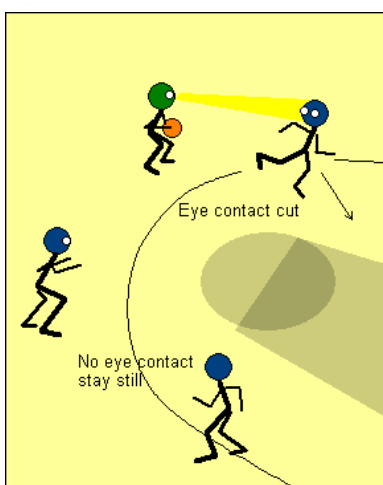
In Phase B the coach can give a guide on defence. In Phase C we play 2 on 2. Now it is live defence. The coach is always open for a pass. The players are working on cutting.



3 v 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.

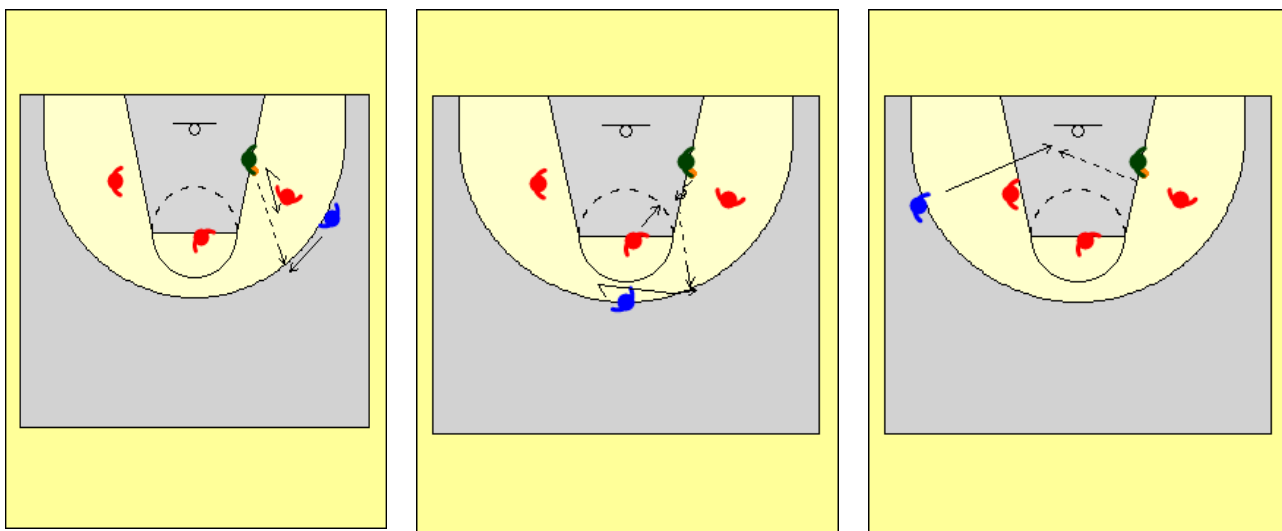
In Phase D we make it game like by playing 3 on 3. The defence plays in the passing lanes.



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

Sometimes 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 1 on 1 against his check. Learn to play off the shoulder of your defender. Make it difficult for the defender to help and also watch the offensive player. The coach passes and the players play 1 on 1.

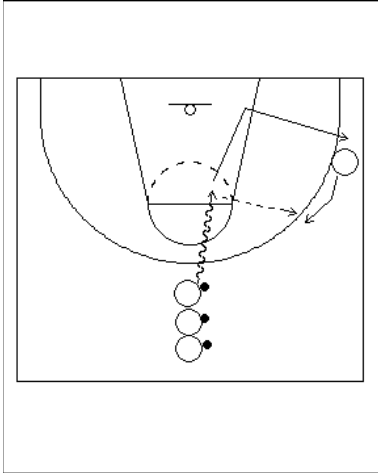
The offensive player now moves immediately to the second position at the top and plays against that defender. If the coach dribbles, the defender stunts. Play off the back shoulder of the defender.

The offensive player moves to the third position. Here, he/she sees the defence, and 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.

SPACING AND SHOOTING DRILLS

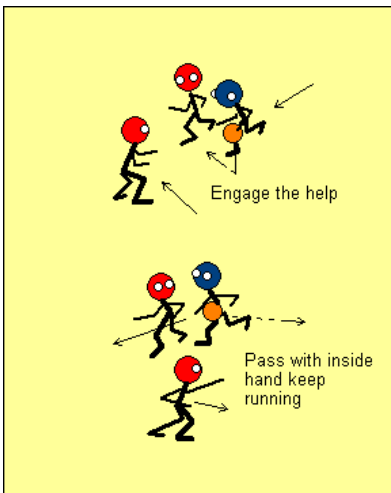
These drills are designed to help the players with working on:

- 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



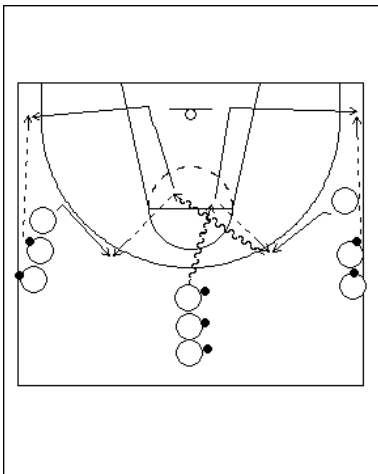
2 v 0 penetrate and kick

The players at the top have the ball. The players on the wing must wait for the penetration to occur. Moving too 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 players 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.

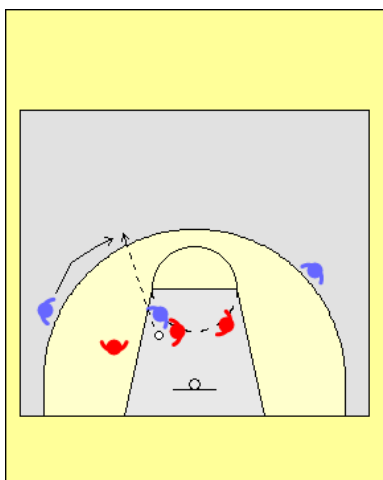


Continuous penetration and kick shooting

The players form three lines. The first player of the two outside lines 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 shows shot for one second before penetration. This play then penetrates attacking the key. The wing player from the far outside line now

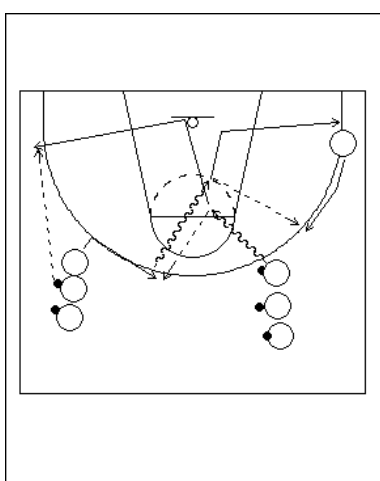
rotates behind. The passer continues to cut to the same corner as he/she passes. The player who received the pass off penetration again waits for one second before continuing to penetrate to shoot a dribble jump shot.



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.

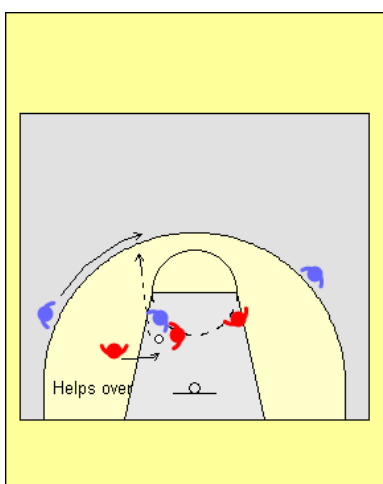
By showing the shot, the player will see open teammates for the pass but will also be able to attack a defender who is closing out rather than standing waiting for the penetration.

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



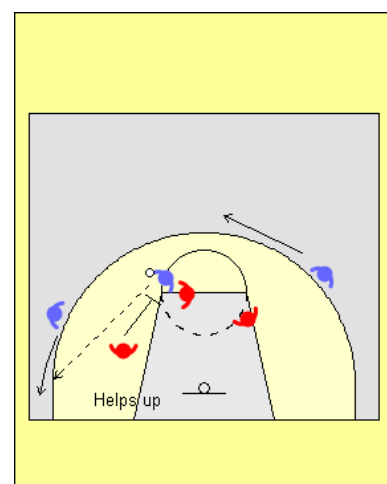
Middle penetration

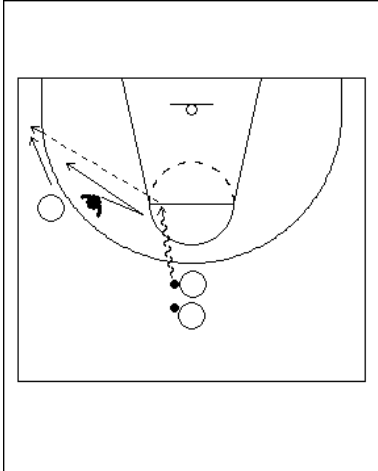
We form three lines. Everyone has a ball except the first player in the two outside lines. The first player in the middle line attacks the key. The first player in the outside line to the side of the penetration rotates behind for the pass. The passer continues his/her cut to the ball side corner where 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.



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.

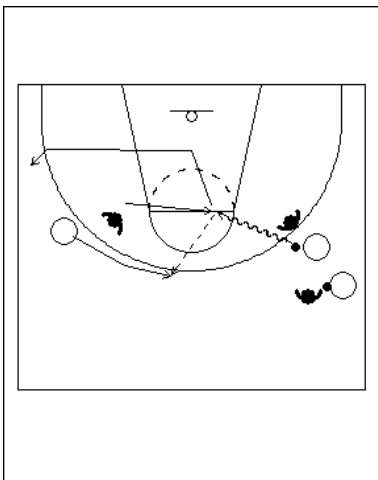




1 v 1 penetration/ kick

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.

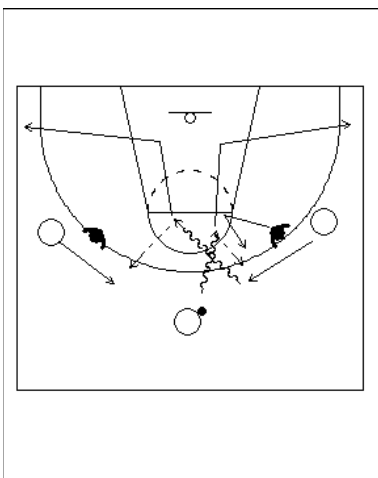
This is a Phase C (live defence) drill. The coach may have to de-load the drill and go back to Phase A (on air) or Phase B (coach guides). This is the art of coaching; the ability to recognize what phase of skill development the players are at for any skill or concept.



2 v 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 2 on 2.

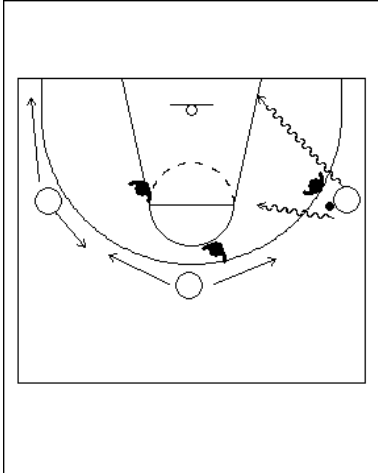
Note: we do not want to take a three point shot until the ball has gotten into the key, either with penetration or a pass. These are the easiest three point shots because the player is receiving the pass coming from the direction of the basket. It is easier to walk into the shot because you are mostly likely already square.



3 v 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:

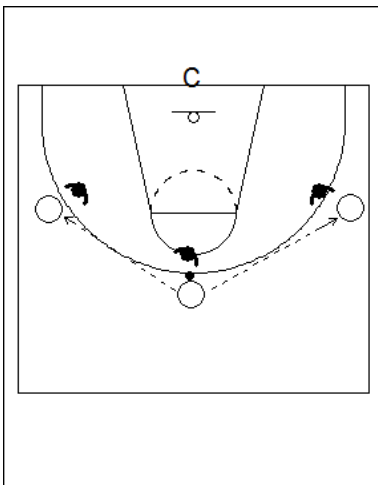
- Shot first
- Pass second
- Penetrate third – wait the one second



3 v 3 (handicap) spacing

We now play 3 on 3 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.

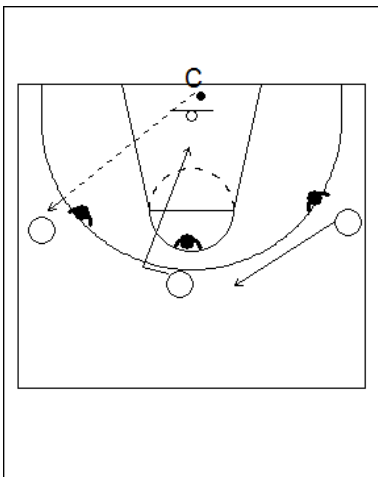
It is suggested that you add transition to the drill. Allow the players to go 3 on 3 in the other direction.



3 v 3 After “coach signal”

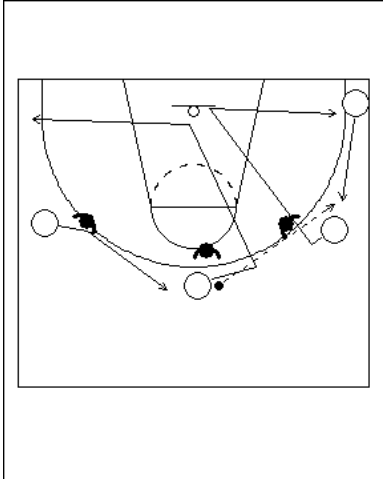
The three offensive players are passing the ball around the perimeter. The defence is in the passing lanes but does not touch the ball. When the coach holds up his/her fist this signals the player with the ball to penetrate. The players then play 3 on 3 using the rules of play.

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



3 v 3 cut/replace

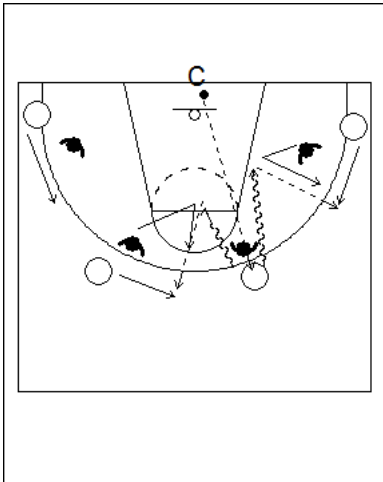
This is another way to start playing 3 on 3. The coach has the ball under the basket. The defence is live but does not touch the ball until the coach passes. The drill is live on the pass by the coach. If the coach looks at you, cut. The other players must either fill or wait.



4 v 3 cut/replace

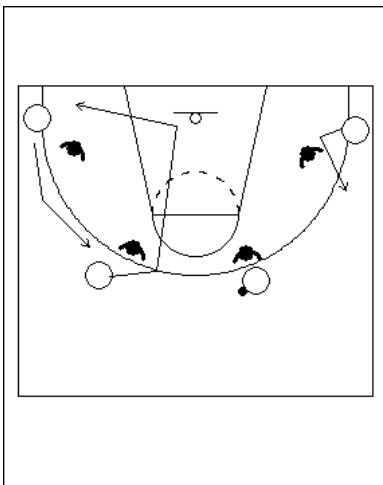
This is a very important drill for teaching the players the sequence of their options; shot, pass dribble attack. The defence starts by playing in the passing line. The offensive player initiates the drill with a backdoor cut when the passer looks at him/her. The next player fills. This is not the three 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 okay 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 v 4 handicap

Here is a 4 on 4 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.



4 v 4 cut/replace (2 dribbles)

We now play cut and replace 4 on 4. It starts with a back cut by the player the passer looks at. The offensive players have a two dribble maximum.

Offensive System

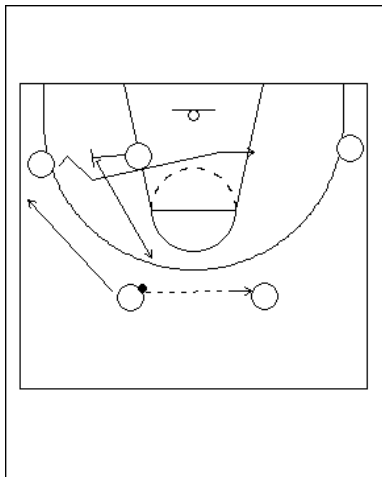
Towards the end of the Train to Train Stage of development we start to put in a system of play. It cannot be stressed enough that coaches cannot skip the work done on the previous skills and concepts. Too many coaches want to jump into the “play” before the players know how to play. The previous material is the foundation on which all future basketball is based. Without it, any system the coach tries to implement will be lacking.

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

OFFENSIVE SYSTEM (RULES)

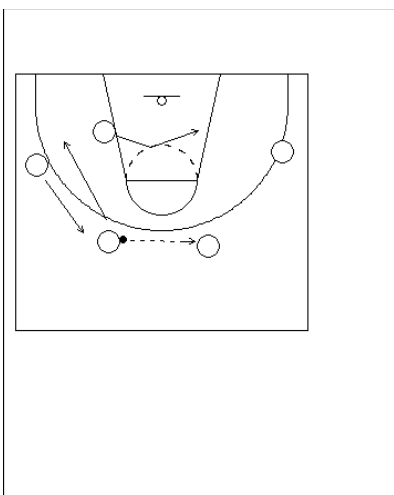
- 4 + 1 (4 PERIMETERS PLAYERS + 1 INSIDE PLAYER). This is not a permanent post player. The player may stay in the post for one possession or players may move from the inside to outside during a single possession.
- POST UP GAME FOR EVERY PLAYER
- BACK SCREEN – this is the first screen that is taught. 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.



Basic move

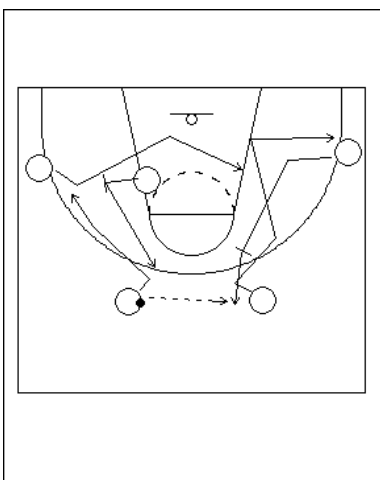
The basic set that the players flow into is one post player on the ball side around with four perimeter players, two in the guard spots and two wings or forwards.

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.



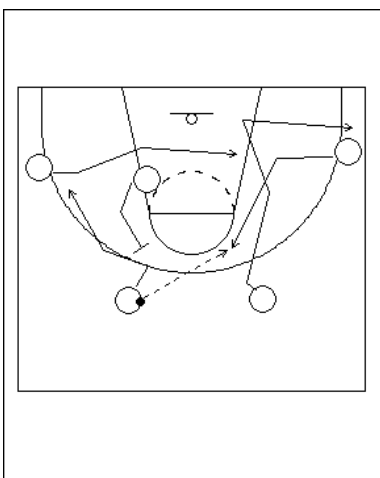
Post stays

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.



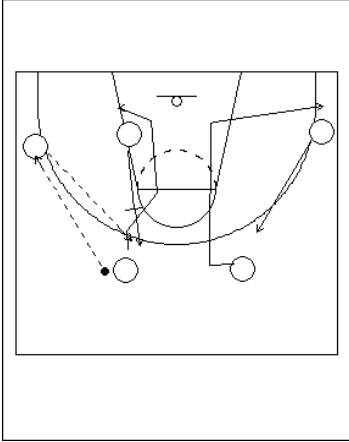
Weak side back screen

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.



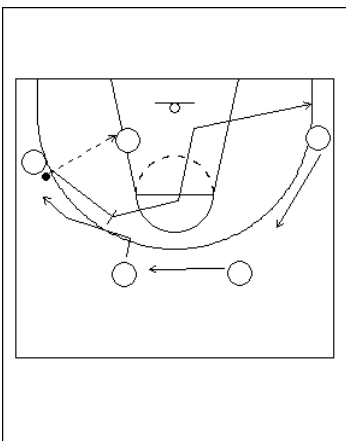
Weak side back door, strong side back screen

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 makes a hard basket cut to the opposite post to create the open space for the post to guard back screen.



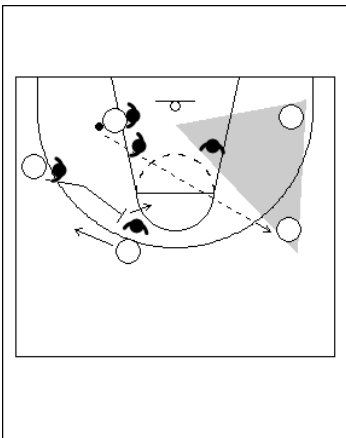
Pass to the forward

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 of 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.

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).

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.

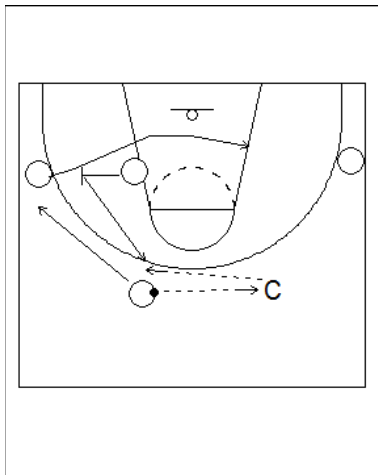
Offensive Tempo

The offence must 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

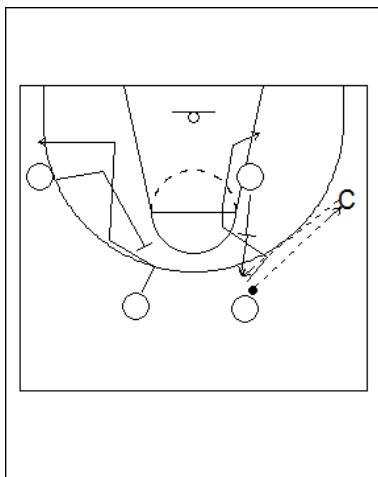
4 v 4 breaking down the offensive system

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

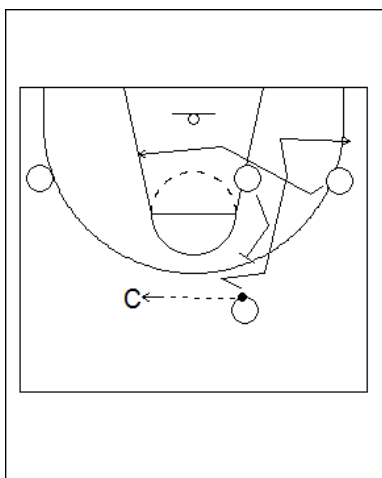


Guard to guard pass

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.



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.

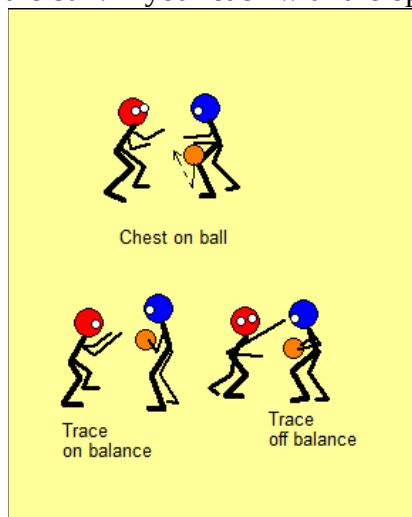
DEFENSIVE RULES

1 – PRESSURE ON THE BALL: from 3/4 court (pick up at the opponents foul line) we have to put the ball handler under pressure.

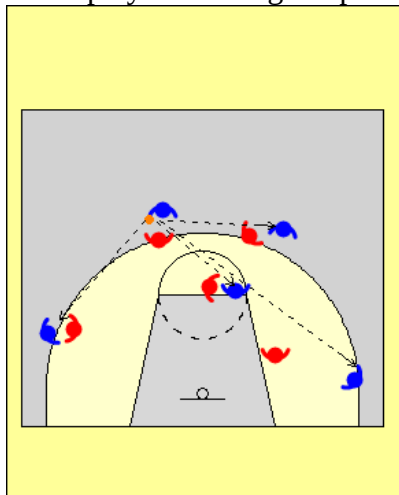
Do not allow the ball handler to easily see the other players on the floor and force him to change hands (while dribbling) and direction (crossover) as often as possible. Also, don't allow the ball handler to determine which side to dribble to (strong side or weak side), this will help to confuse the 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.

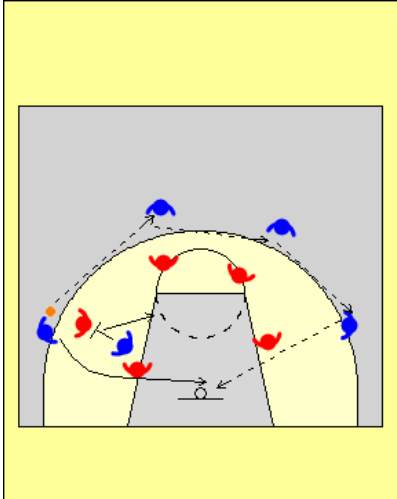


2 – STAY ALWAYS IN THE PASSING LANE: make sure you are always in the passing lane, ready to deny the pass and to help vs. penetration. Your team defence will be very effective only if five players are in good position. It has to look like a wall.

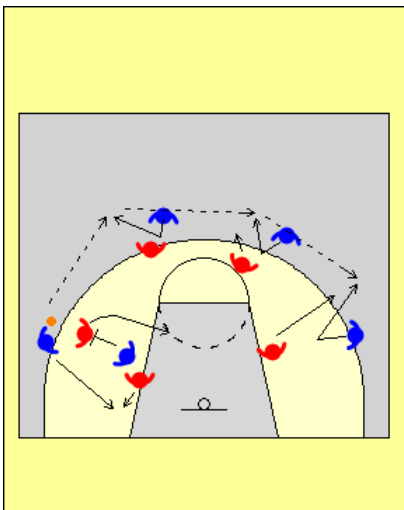


3 – MAKE THE OFFENSIVE PLAYER MOVE BEFORE HE CATCHS THE BALL:

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

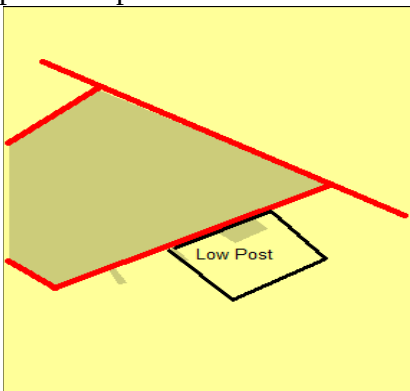


A former Yugoslavian coach once said that the best offence is when you take the ball from three players on the strong side of the floor and reverse it to the side with two players; then quickly bring a third player from the strong side to the weak side. In this example it is very difficult to defend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

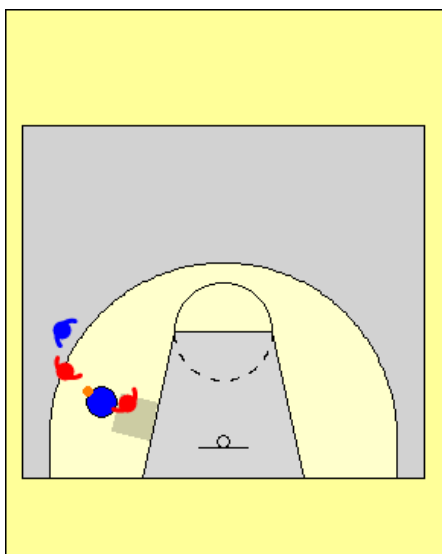


By making the perimeter players move to catch the ball it slows down the timing of the ball reversal. The players defending the screen have time to hedge and recover.

4 – 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.

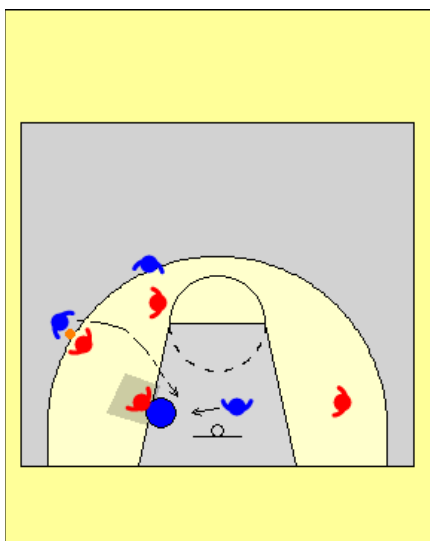
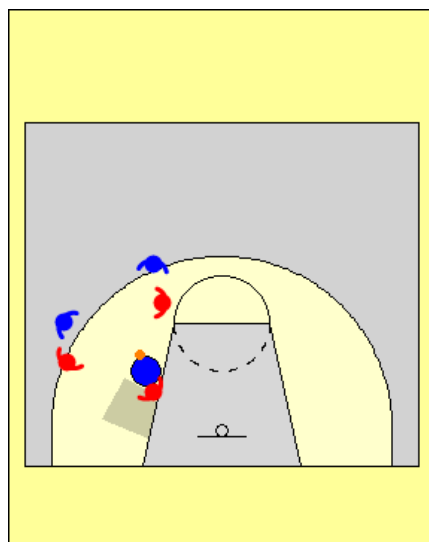


The low post is defined as a box on the floor one meter square. This is the spot that we want to keep the ball from entering. It is a great idea to use masking tape to mark this on the court when training. It helps players be aware of the box.



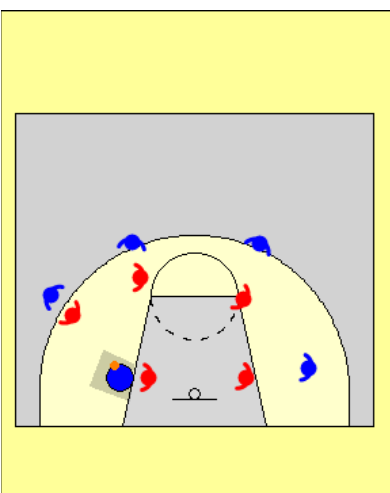
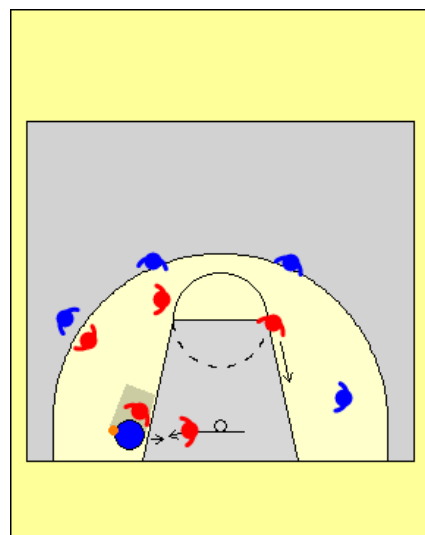
If the offensive player catches the ball in front of the box, it is very easy to have the wing defender guard two.

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



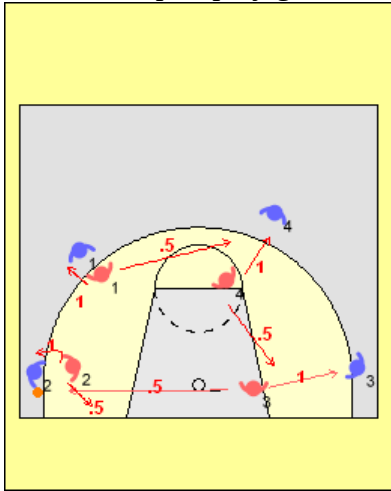
When the offensive player posts inside the key it is very easy for weak side help to come on the lob pass.

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



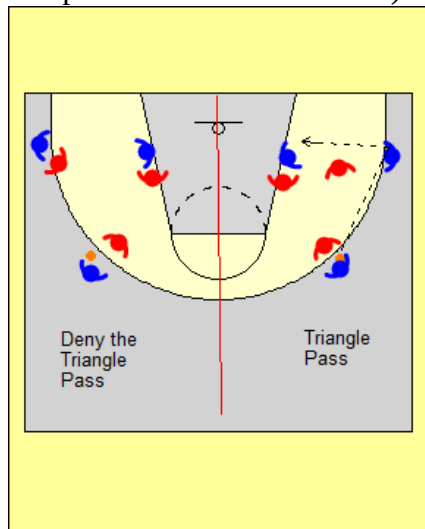
When the ball is caught in the box it is very difficult to get help on the post. You are now forced into rotation, which is after the fact defence. You are in scramble mode. We do not help in this situation. We want to instil the attitude in the defenders mind that he/she needs to prevent the player 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.

5 – 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.



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 the next helper is if the ball is put on the floor.

6 - 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).



7 – 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 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.

8 – PLAY GOOD 1 ON 1 DEFENCE 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

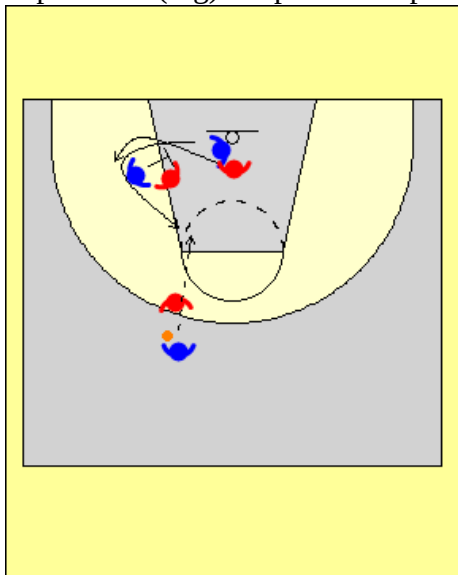
emergency situation.

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

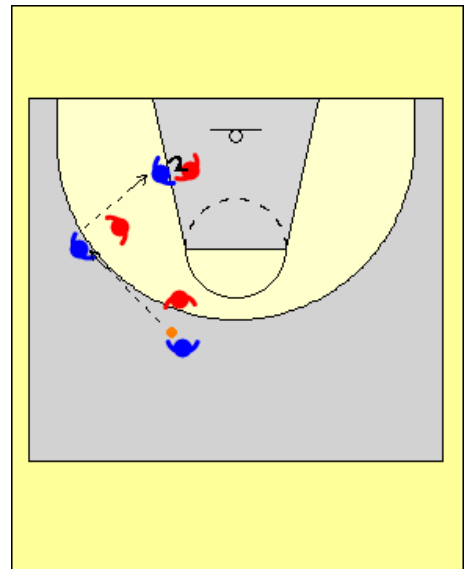
1 ON 1 DEFENCE: find your balance, feel yourself reactive, put one hand on the ball and play with the other in the possible pass location. Try to avoid crossing over the hands or the feet. Move your feet and always keep your chest in front of the ball. Man to man defence will only be as strong as the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

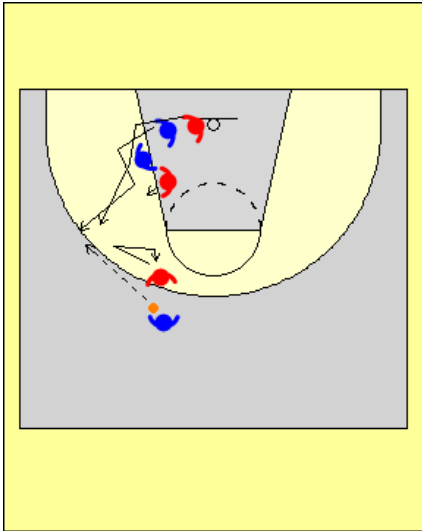
DOWN SCREEN DEFENCE: The defender of the screener has to keep his/her feet higher than the feet of the screener, in order to be ready to help in case of “curl” and to avoid flash, staying in the passing lane and ready to deny the pass to the low-post. The guard has to follow the offensive player and read the screen: if the screen is close to the baseline, he/she 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.



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

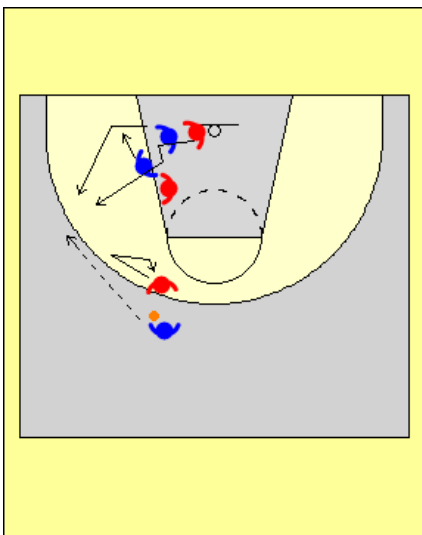
If the player does not curl and cuts to the wing, it is too easy for the screener to split the defender and post up in the low block.





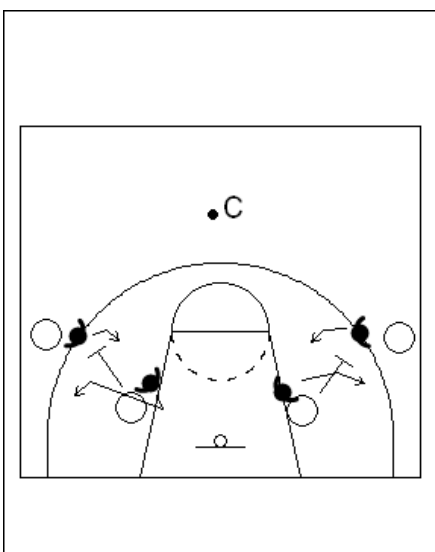
We want the defender of the screen to stay above the height of the screen. Both feet must be higher than the screener's. This puts the defender in position to protect against the curl.

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.



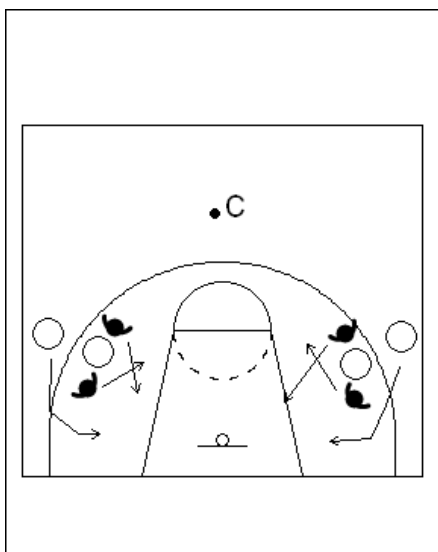
Moving screen

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.



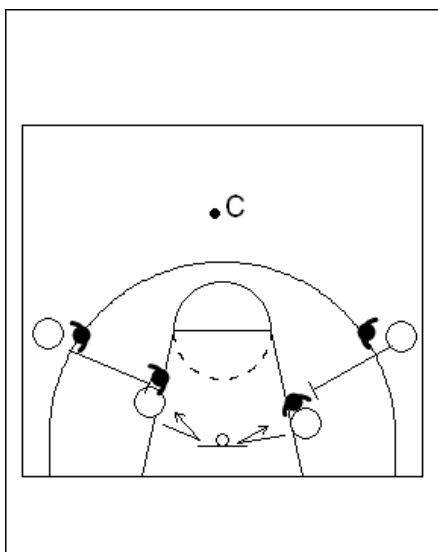
Defending the back screen

Four offensive players and four defensive players are on the floor with a coach who has a ball at the top. When the coach slaps the ball the players closer to the basket come out and set back screens for the players on the wing.



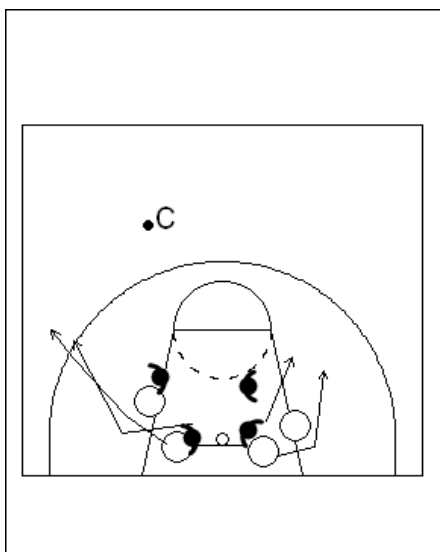
The defender of the screener calls the screen. The player being screened goes over top of the screen. The defender of the screen hedges out to extend the size of the screen to prevent the cutter from having a straight line to the basket. This gives the player going over the top time to recover. After hedging the defender of the screen recovers back to cover his/her check who has faced up to the wing.

The coach slaps the ball again and the action is repeated only with the roles reversed. The coach continues until he/she is satisfied that the players understand the concept. The ball is passed and the players play 4 on 4.



Defending the down screen

The same drill can be used to work on defending the down screen. The coach slaps the ball and the players on the wing come down to pin the defender in.



Notice that the defender on the ball side (the coach has moved over to one side of the floor) chases the screen out. The defender on the help side can take a short cut.

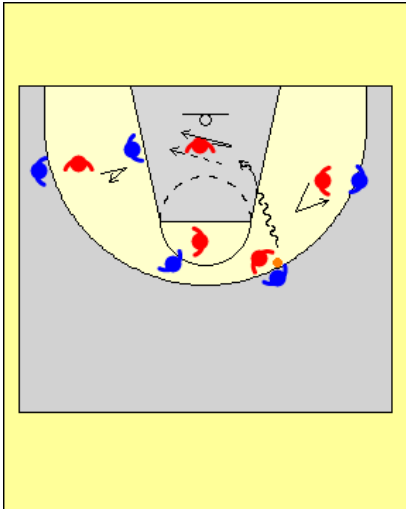
Once the coach is satisfied with the defenders positioning and movement a pass can be made and the teams play 4 on 4.

And screens can be worked on from this drill. The coach must decide the angle for the screen to begin.

WEAK SIDE CUT: never allow your check to cut in front of you. Stop him/her with the forearm when he/she gets into 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.

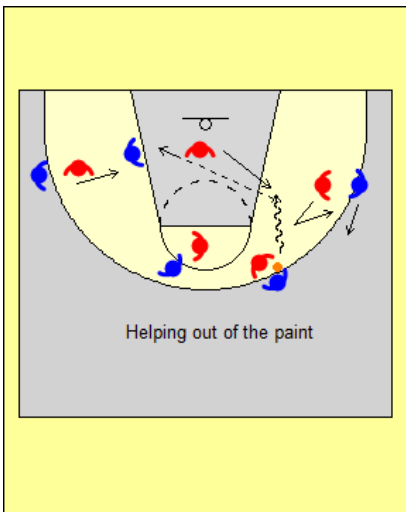
BACK DOOR: on the first step to the basket from the offensive player, the defender has to slide back; on the second step he/she has to turn his/her head and immediately see the ball. If the offensive player comes back on the three point line the defender has to again turn his/her head toward the man.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

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/she wants to pass or shoot the ball (watch his/her 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.

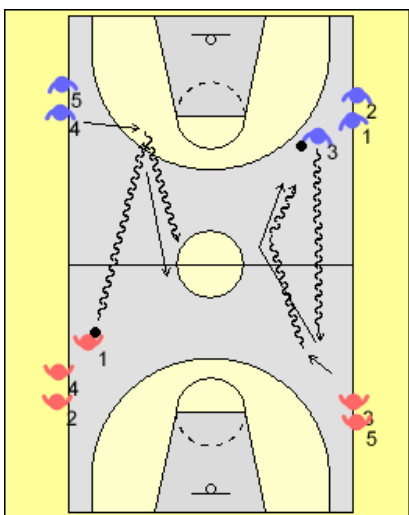
LOW POST DEFENCE: never allow the ball to the low post; fight, play in front if he/she is close to the paint, play $\frac{3}{4}$ defence if he/she is close to the baseline, stay behind if he/she catches the ball one step outside the paint (which is what we want in order to help with the perimeter players as soon as he/she will start the dribble to attack the basket).

Transition Defence

Players must learn that the priorities in transition defence are as follows:

1. Protect the basket
2. Contain the ball
3. Guard the next dangerous player

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

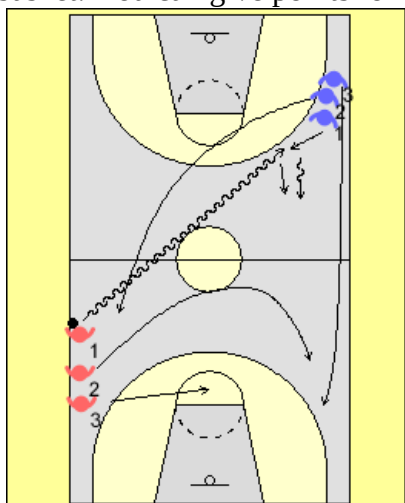


Containing the ball

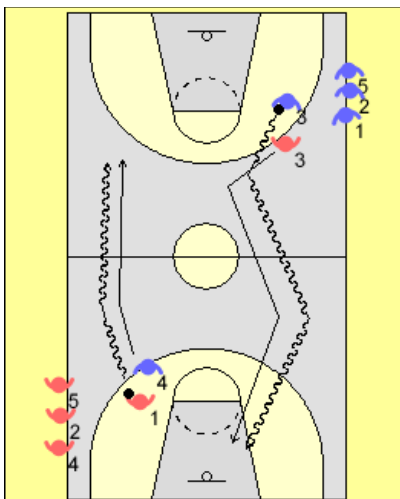
A key concept in any transition defence is to contain the ball. We often hear coaches calling out to “**stop the ball**”. This is a very difficult thing to do in the open court. It is more important that our first line defender can make the ball move to a certain area of the floor, usually the sideline, 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

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.

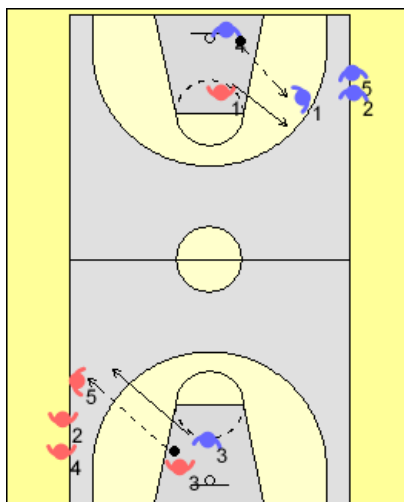


This is another way that you can start drills in a dynamic fashion. The defensive team does a dribble up and sets the ball down. The offensive team breaks as the ball is being dribbled. The coach may blow a whistle to indicate when the ball has to be set down,



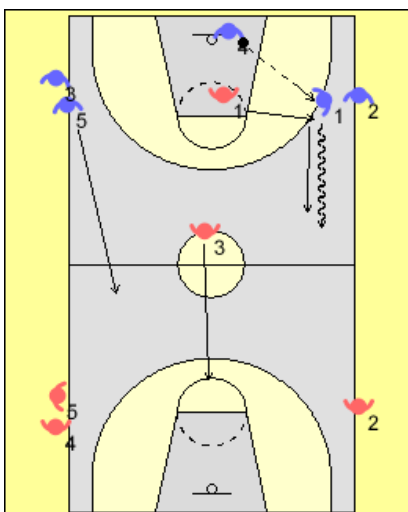
Full court 1 on 1 with transition defence

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



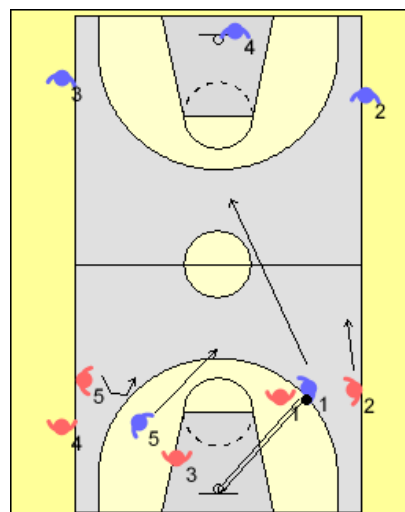
When the defender gains possession of the ball off a turnover, made or missed shot he/she passes the ball to the next player in line. The offensive player must quickly go from offence to defence. This is working on being a short safety.

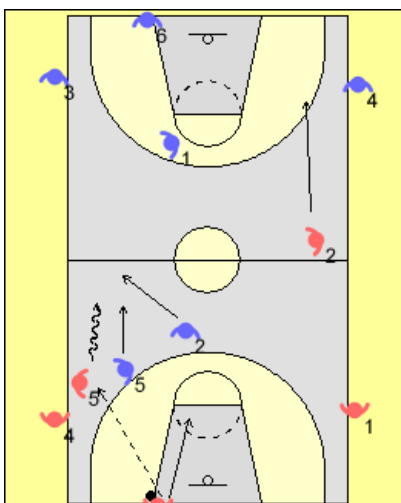
You can load the drill by allowing a break out dribble. This puts more pressure on the defender.



2 on 2 Continuous Transition Defence

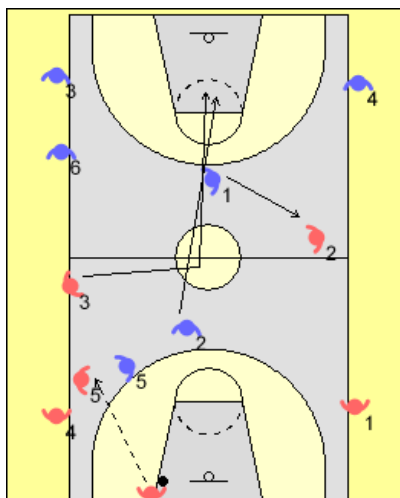
The players line up as shown. When the defence gets the ball, it is passed to the next two offensive players. The two players who were on offence must quickly become the long and short safety. The players who were on defence fill in as the next subs.





3 on 3 Continuous Transition Defence

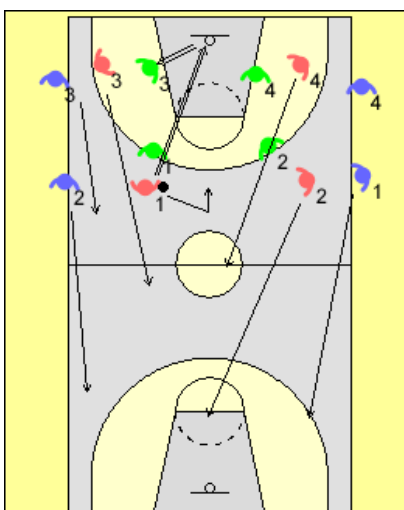
The third player is standing out of bound ready to inbound the ball. This allows the team to practice the shadow technique. As the player, guarding the inbounder, can stop and help since the inbounder is trailing.



Release

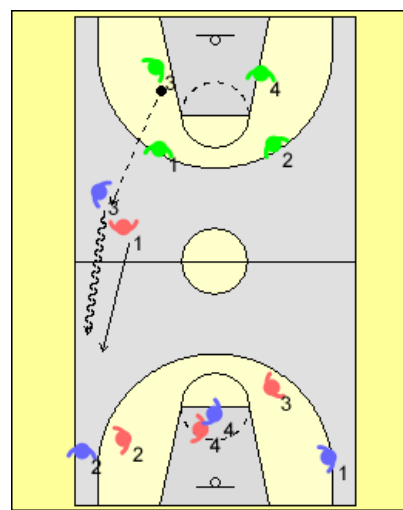
By placing the third offensive player up the floor, it forces the defence to practice the release technique as this offensive player runs to the rim. This player must run through the centre circle to simulate a first big. The long safety cannot give up the basket until the other player comes back to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

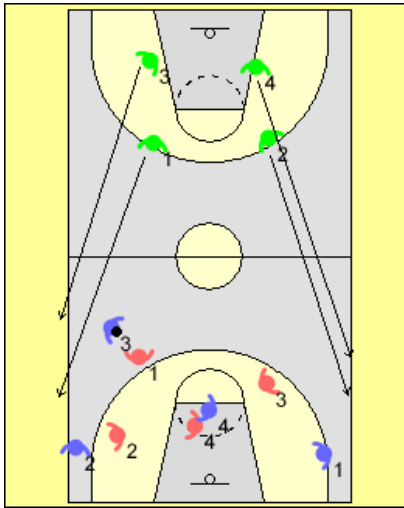
Note: all of these a drills are continuous. You can keep score between the two teams.



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.

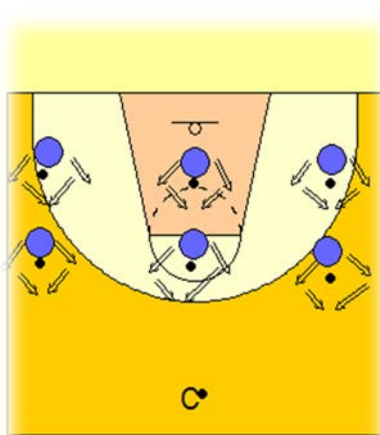




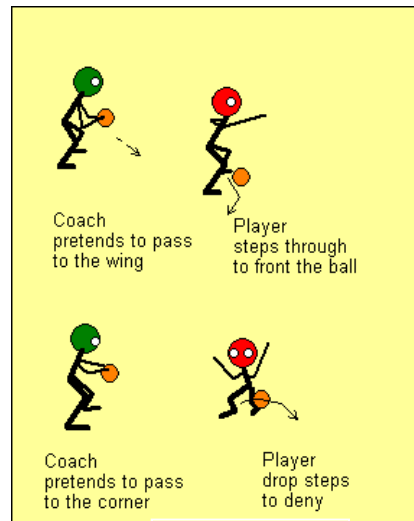
The defensive team must sprint the floor to set up in the spots out of bounds for when possession of the ball changes. Players will cheat if you do not make them get to certain spots. I used to use this drill to determine the fitness level of my team.

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

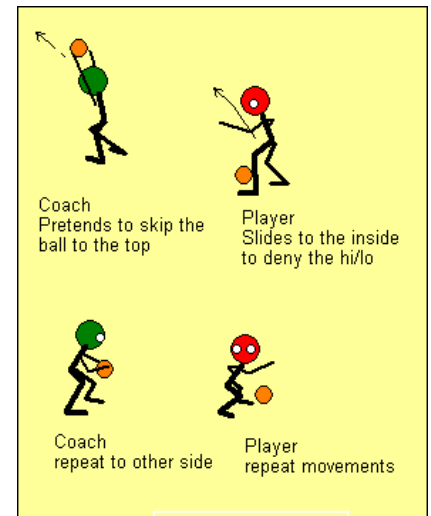
DEFENSIVE EXERCISES (TRAINING THE DEFENSIVE MENTALITY)



Diag. 1



Diag. 2



Diag. 3

Defend the post

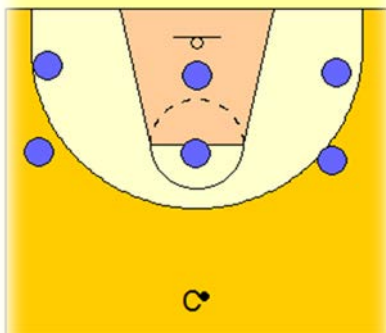
All the players have a ball on the floor in front of them, simulating a offensive post player. When the coach pretends to pass, the players work on sliding around the imaginary post player.

- 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).

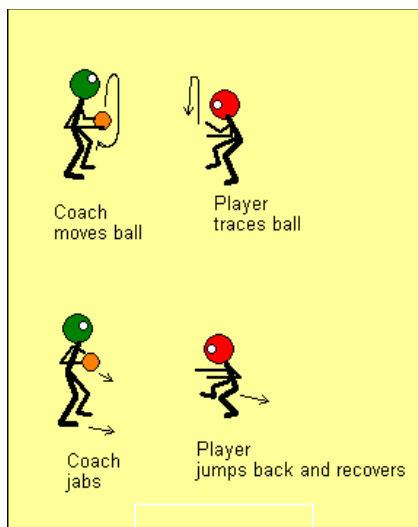
Defensive Mirror

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.

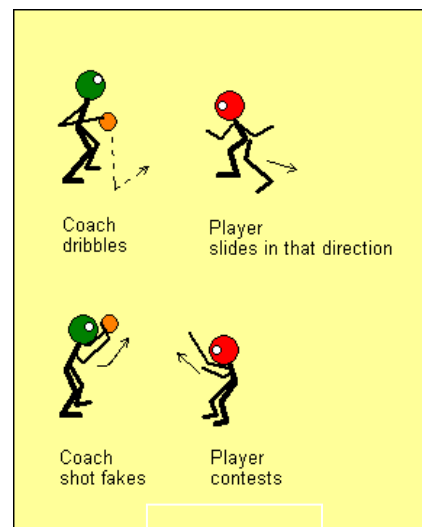
- Coach moves the ball around – player traces the ball (Diag. 5)
- Coach jabs – player hops back (Diag. 5)
- Coach dribbles – player pushes in the direction of the dribble (Diag. 6)
- Coach shot fakes – player contests, stay in stance (Diag. 6)
- Coach pass fakes to a side – player calls ball and turns 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)



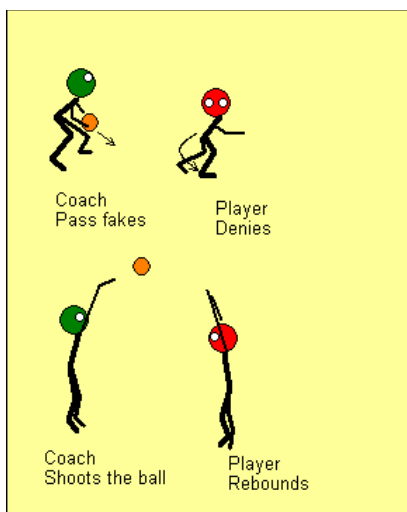
Diag. 4



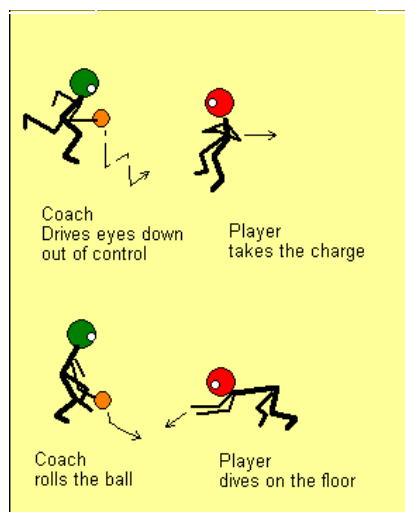
Diag.5



Diag. 6



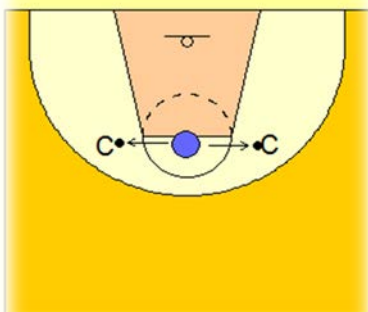
Diag. 7

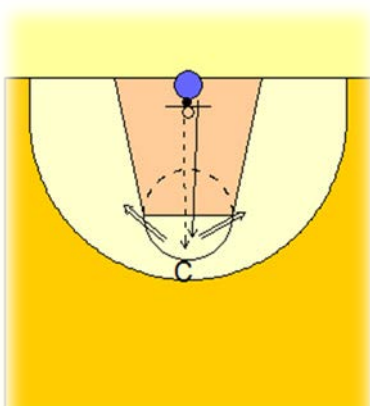


Diag. 8

5 recovers

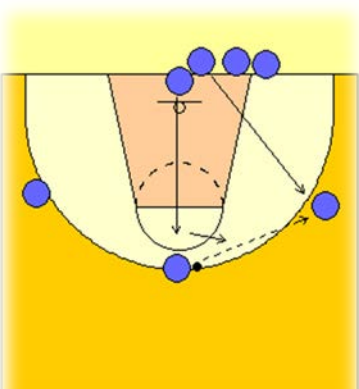
The player stands between two coaches who each have a basketball. One of the coaches lets the ball bounce on to the floor. The player slides and catch ball before it bounces twice. Ensure that the player remains in a balanced stance. After catching the ball immediately pass the ball to the coach and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





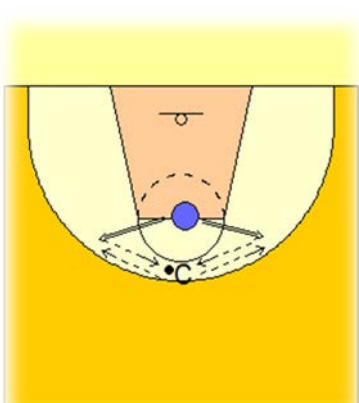
Close-out and slides

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.



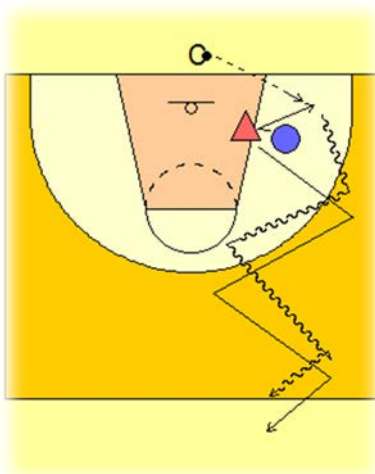
Close-out and deny

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 offense goes behind the line under the basket; the defensive players will replace him/her.



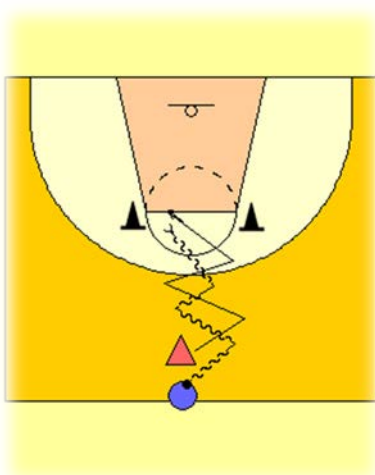
5 slides

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.



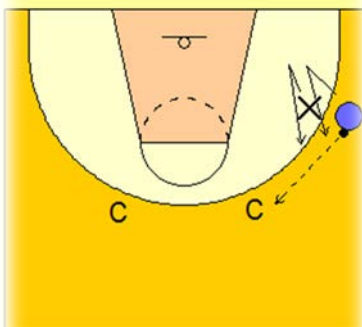
5 seconds to pass to the half court line

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.



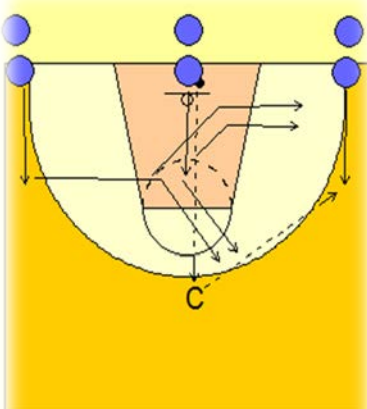
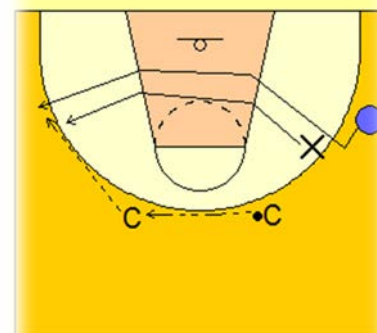
Goal

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



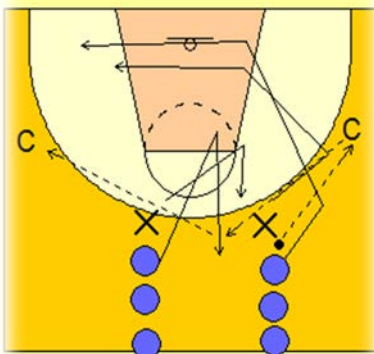
3 second deny

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.



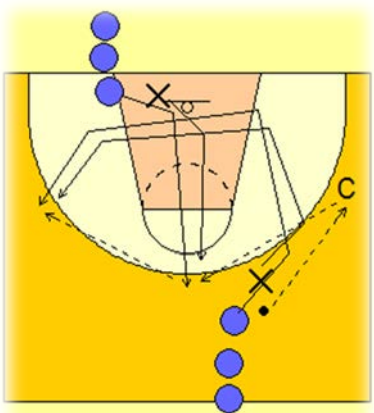
Weak-side cut defence

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.



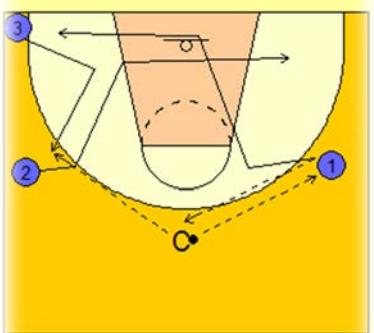
2 on 2 cuts-defence

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”.



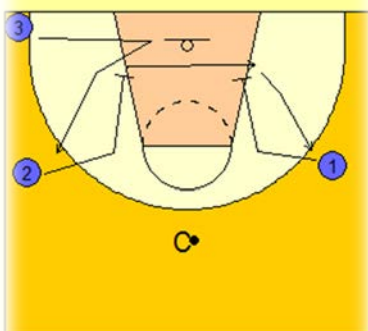
2 on 2 slow down the reverse

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.



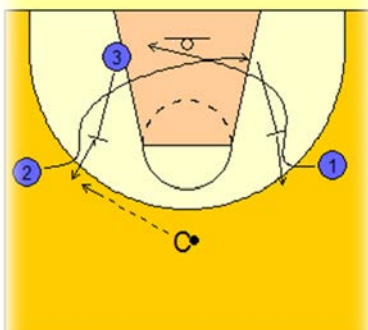
3 on 3 pentha-drill

Three players will defend the weak side cut and back door cut. Note: this is similar to the 3 on 3 drill where the offensive players are cutting when the coaches look. 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.



3 on 3 pentha drill - backscreen defence

3 on 3 working on back screen defence. The offence runs the sequence first 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.



Train to Train NCCP- Competition Introduction

COACHING IN COMPETITION

A Coach's Guide to Game Coaching



Coaching In Competition

Coaching in competition is both an art and a science. The science is having an in-depth understanding of your:

- Personnel
- Offensive/defensive strategies
- Physical and mental preparation of your team
- Opponent(s)

Do you have solid inbound plays that work against man and zone defense? Do the concepts of your press break make sense? Do you understand how to peak your team both mentally and physically? The art of coaching is the ability to understand the **Goldilocks Principle**; too much, too little, just right. A coach must be able to juggle all of the various aspects of the game and find the right balance that helps his/her team perform at its best. Too many reminders in a game can become a distraction. Too little reminders do not allow you, the coach, to help your athletes when they forget things in the heat of the battle. How much reminding is just right? How much zone defense should you play opposed to man to man? How many inside shots vs. outside shots should be taken? Finding the right balance is an art.

Two coaches have coached for ten years. One has ten years of repeating the same thing over and over. The other has ten years of different experiences. The willingness to change or grow is what a coach asks of his/her players. The same must be true for the coach. Growth does not simply happen from taking one course or reading one book. Taking courses and reading will help, as will observing and talking with other coaches, but it takes a willingness to consistently experiment and reflect on your actions over time that brings about positive growth. Be a lifelong learner. This can be difficult for coaches who feel they must win in order to prove their worth. Why chance losing when what we did last year worked?

The document that follows will try to assist coaches in the science and art of coaching during competition. The coach is the one who must be the final judge of what will work best for his/her team. The head coach gains input from all members of the team, processes this information, and filters out the appropriate key points. Making use of assistant coaches', managers', and players' insight during the game can prove valuable in finding the right balance. It also requires a willingness to experiment.

Chapter 2 The Coach Produces a Game Plan

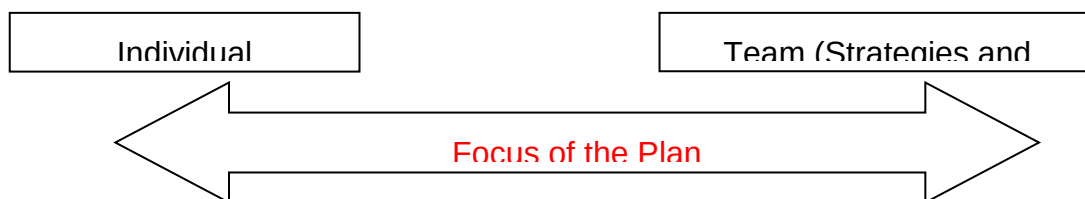
A coach has four main tasks:

1. Build the self-confidence of his/her players.
2. Improve the performance of each individual (basketball, physical, mental, and social/emotional).
3. Get the individuals to work together as a team.
4. Build dreams.

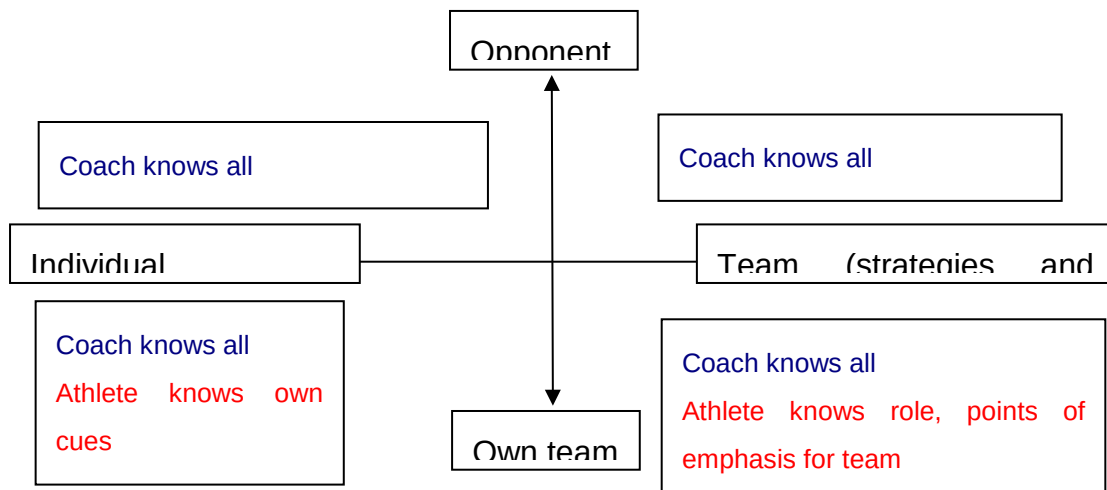
Planning is about bringing the future into the present so that you can do something about it now.

Alan Lakein

When building a **strategic plan** for the game, the coach must balance these two criteria:



A good game plan also involves information about the opponent and the points of emphasis for your own team. This is further broken down into the big picture tactics and strategies, and the more individual tendencies and reminders.



Detail in the Plan (based on Long Term Athlete Development (LTAD) stages)

In general, the progression a coach should follow as players grow is as follows:

- Focus on individual tendencies of players of our own team
- Focus on the team strategies and tactics
- Focus on the individual tendencies of the opponent's players
- Focus on the strategies and tactics of the opponent

The younger the athletes, the more the plan should focus on assisting in preparing the individual to play to his/her optimal potential.

- At the **Learn to Train** stage of the LTAD model, the emphasis is on helping each individual child play to his/her greatest potential. The children at this stage play equal shifts. The coach's main emphasis is on using the competition time to teach. No focus is placed on scouting reports or the opposition.
- At the **Train to Train** stage, the coach's main focus should still be on helping each player play to his/her best. More time can be devoted to team strategies and tactics. A brief amount of time can be spent on the opponent. We do not want to over analyze at this stage. Tactics only work for one game; players should be focusing on skills that can last an entire career.
- At the **Train to Compete** stage, the coach must still place the majority of the emphasis on his/her own team. The players will be introduced to scouting reports that reflect the individual tendencies and strategies used by the opponent. These should not be to the point of distraction for the player. They should aid the player, not burden him/her with information overload.

Train to Compete Stage: Things to Consider (Strategies and Tactics)

On Defense

- o Who are the shooters (3 pt)?
- o Who are the drivers (right, left)?
- o Who do we not have to defend?
- o How will we cover screens, cuts, picks, post ups, penetration?
- o How will we/they control tempo (transition/pressure)?

On Offense

- o What are our points of attack? How can we create a one-second advantage?
- o How do we get shots for our shooters?
- o How do we create drive opportunities for our drivers?
- o What positive actions can our non-shooters take?
- o What are our pressure releases?
- o How might they defend our screens, picks, post ups, penetrations?
- o How will we/they control tempo (transition, pressure)?

Substitutions

- o Think through the line ups and match ups
- o What happens if a player gets in foul trouble?
- o How can you get rest for key players? Coaches must understand that it is next to impossible for a player to play every minute of every game at a national tournament and still be effective at the end. Creative ways to find rest need to be explored:
 - Using time outs for rest
 - Subbing the player just before a planned time out; take the time out when the opponent scores; if no score, keep resting the player
 - Subbing a player just before the ¼ time to extend the amount of rest

Pre-Game Plan Summary

- Keep it short.
- Use all three learning styles to deliver the plan – auditory, visual, and kinaesthetic.
- Plans must address the physical, mental, and social/emotional needs of the players.
- Paint a picture in which the players can see themselves playing.
- Focus on what players can do, not what they can't do.
- Where is their focus and energy? Remember Goldilocks.

Purpose of the Mental Game Plan

1. To minimize the chances of distractions becoming detrimental to one's performance.
2. To come up with a routine that allows one to perform at his/her best.

Achievement = Skill – Distractions

or

Skill + Effort /Attitude = Success

Things to Consider

1. **A schedule of the day's events (logistics)** - When you want to wake up, when, where and what you want to eat, hydrate, when to rest, when to leave for the gym, when to get changed, taped, when to start your individual warm up, when will you do your mental rehearsal. Try to establish a routine that you can use from game to game. What works best for you?
2. **How will you maintain your confidence?** - During this time, you will often have

times of self-doubt, fear, or worry. These negative thoughts can drain you and harm your performance. The first step is to relax. Use centred breathing and positive imagery to calm you down. Have a positive pep talk with yourself. See yourself and the team performing as you want. If this does not work, talk to your coach or teammates. They can often help restore your confidence.

The three steps to positive success: positive thinking combined with congruent body language and a clear routine will program your mind for success.

Ken Blanchard

- 3. When to be psyched** - The longer you wait for the game, the harder it is to stay calm and relaxed. If we are psyched too early, we waste energy. Ways to avoid this are: find a diversionary activity, watch TV/DVD, play cards, go for a leisurely walk or a recovery swim. In addition, it is sometimes better to be in a group. Wrestling in your room, sunbathing, and going shopping for hours are not good ideas.
- 4. Play with an unconscious mind** - When a player's unconscious mind and conscious mind are in conflict, performance will suffer. We play best when we play instinctively and are not thinking about our basic skills. The more players can put the basics skills and concepts of the game to the unconscious level in practice, the more they will be able to use their conscious mind, read the opponent, and be aware of what is happening in the game. Part of the plan is building positive routines of skills and actions into positive habits. When the habits are negative, it will impact the player in the competition. For example, if you allow players to throw sloppy passes in practice this negative habit becomes unconscious. In the game, when the player is faced with pressure defense, the conscious brain is now in conflict with the unconscious. The player will be hesitant.
- 5. Warm up** - The purpose of a warm up is to get you ready to play by:
 - o Warming the muscles (activity that will increase the heart rate, but not put your body into lactate),
 - o Increasing your dynamic flexibility (static stretching should not be done as part of a warm up),
 - o Simulate the action and skills you will use in the game (passing, dribbling, shooting, lay ups, sliding, etc.). The players are putting these to the unconscious level of their mind. The skills need to be done correctly.
 - o Helps you narrow your focus on the upcoming game (see the funnel in the logistics section),

- o The warm up should conclude with speed to ensure activation of the nervous system (short bursts at top speed).
6. **Evaluate the plan** - Keep records of what you did and how you performed. What foods do you like or dislike before a game? This will help you come up with a plan that you believe will allow you to play at your best.

A sound routine is the rod and staff of the athlete under pressure, a comfort in times of affliction and challenge. It ensures that he/she gets set up properly, physically, and mentally. It blocks out distractions. It helps him/her to produce his/her best under pressure.

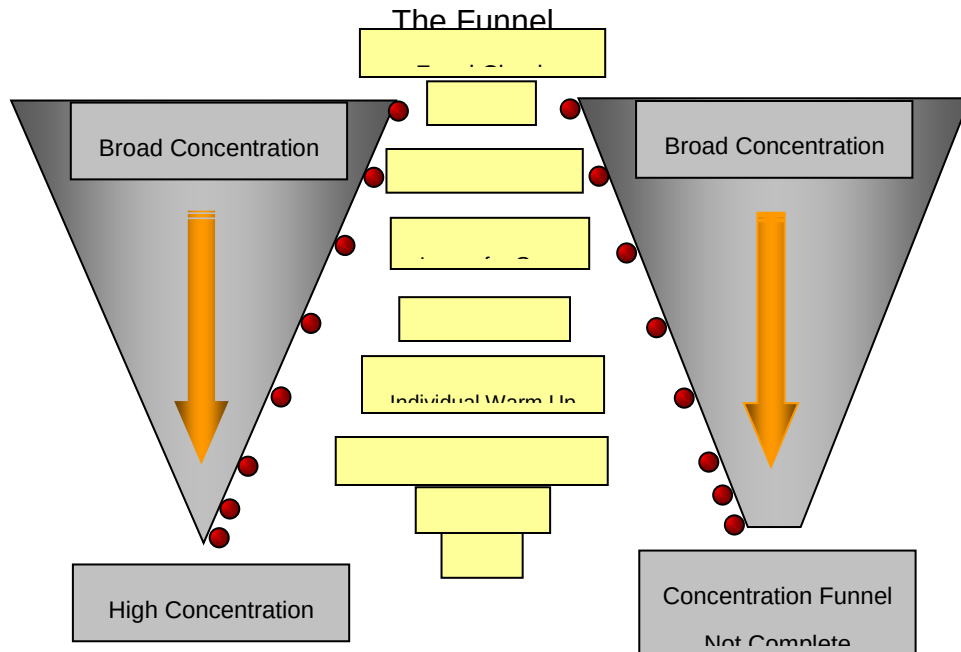
Bob Rotella

Chapter 3 Managing Competition Logistics

The majority of coaches do a very good job at scheduling the day and communicating it to the athletes. Many teams post the plan so that athletes can see it. The teams eat and meet together. Coaches need to distinguish between:

- o **Team time** – the time when we do things together – this consists of the basketball events: practices, games, meals, meetings, team building activities, and recovery activities. The coach must establish the time for each activity and what is required of the athlete. For example: We will leave at 11:05 am, have your notebook for the meeting, bring your water bottle, and be taped for practice, etc.
- o **Down time** – this is when the athlete has time to be on his/her own or in small groups. The players need to know what activities are acceptable and detrimental to performance. The coach is still responsible to know where the athletes are, as he/she is acting in place of the parent. The coach is not acting as a baby sitter.
- o **Recovery time** – this is a special type of time that the players use to recover. It must be scheduled, and players must be taught how to make use of this time. Recovery is both mental and physical.
- o **Family time** – this is when the players will be allowed to go with their parents. The parents must understand:
 - How much family time is available,
 - When the team time or down time begins again,
 - What activities are appropriate,
 - This is not a time to talk basketball, but a time for psychological recovery.

It is hoped that the players are learning the importance of having positive routines and not just following the coach's instructions.



One way to control your focus, especially your eyes and ears, is to develop rituals and routines. Good routines help you stay focused and confident. A good ritual keeps your mind centered and focused in the here and now of the performance just before it begins. Team rituals can serve the same function. In a stressful, hostile environment, they are a safe haven where one can relax, restore, and/or build confidence. Depending on their purpose, routines can be long or short. The routine one follows before a game may be very long, lasting several hours, while the routine one follows in shooting foul shots must be less than five seconds.

A pre-game routine is designed to slowly narrow one's concentration before the game. Well in advance of the game, your concentration can be very broad. You can think of things not even related to the game. As game time approaches, you have to narrow your thoughts to the game. The routine provides a comfortable way to do this. Jumping out of a van, running on the floor, and saying, "I'm ready to play," doesn't work.

Reminding

A common action by coaches in competition is to remind the players of things that will help them improve their performance. These reminders take place:

- In the huddle before the game starts,
- When the players are sitting on the bench,

- Just before subbing on the floor,
- During times when the clock is stopped,
- When the clock is running, on the fly.

Timing of the Reminder

The timing of when we remind players is crucial to the impact it has on their performance. It is similar to the road sign that warns one when driving of a bump ahead. If the sign is placed the right distance from the bump, the driver has plenty of time to slow down and avoid it. If the sign is placed immediately as the bump is occurring, it distracts the driver when he/she looks at the sign, and he/she hits the bump. If the sign is placed after the bump, it is information that does not help for that bump. It is just educating the driver as to what it was that he/she just hit. It may help the driver for the future.

If a coach is going to remind a player of a screen, it must be done at the time when the player can effectively use the information. If the player looks at the coach, and then is immediately hit by the screen, the information was a distraction that hurt the player's performance. If it was after the screen, it was too late. It can be used for a learning experience for the next time.

Quality of the Reminder

The quality of the reminder also needs to be considered. The more it paints a picture for the players, the more impact it has. General terms like "watch out" may not help the player. Using the **name/action** principle is the best. E.g., "Sally, go under the ball screen." Coaches need to develop cue words. To be effective, the cue word should paint a detailed picture that makes the action instantaneously come alive for the players.

Quantity of Reminders

The **Goldilocks Principle** comes into play.

Too much reminding can:

- Become a distraction
- Be ignored by the players as noise
- Prevent the player from learning to take responsibility or learn how to solve his/her own problems

Too little reminding can:

- Prevent the players from benefiting from the knowledge of the coach, who could have helped solve a problem before it occurred
- Make the players think that the coach is not engaged in the game.

Having just the right amount of reminders will vary from situation to situation and by the stage of development.

When a coach constantly reminds the players what to do, the players use it as a crutch. They are not learning to play; they are just reacting to the coach. How many times do you have to remind a player to get back on defense before you need to correct the action in another way, such as a sub or timeout? If you never remind, the players learn to be responsible for their own actions. This can be a good thing at various times throughout the season.

When constantly reminding your own team of what to do, the coach is often distracted from some of the other important jobs he/she has to do during the game. The coach may forget to:

- Watch the other team
- Communicate with the bench
- Communicate with his/her assistant coach(es)
- Pay attention to subs

Remind the Head Coach

It is important to build a reminding relationship with assistant coaches and players. A coach tells a player that when there are three minutes left in the quarter, he/she should remind him/her to sub the player back in the game. When the 3:00 minute mark arrives, the player tries to tell the coach, but at that time the coach is frustrated with how the team is playing and is too busy talking to the officials. An assistant coach has been told to remind the head coach of when a certain player comes on the floor so the team can run a press. When the time comes, the assistant coach reminds the head coach, but again the head coach has gone internal and gives no acknowledgement to the assistant coach. Good coaches will tell players and coaches to remind them of things when it happens. A good assistant coach is constantly reminding even if he/she feels he/she is being ignored. When the reminding takes place, the head coach thanks the player or coach. If something new has come up, the head coach should let the person in on the reason. This helps build the positive reminding relationship. If this positive relationship is not built, the players or coach will be fearful to remind the coach in the future.

Illusion of Memory

Christopher Chabris and Daniel Simons, in their book The Invisible Monkey, talk about how we trust our memory more than we should. We remember things not like a video tape, but by relating events to past experiences. This has important implications for a coach:

- Just because you have shown or told players something does not mean they will remember it the same as you. For example: you are describing to your players how to defend a down screen in your pre-game talk. With your vast experience, you can recall the screen from memory, since you watched it on video tape for three hours the night before. When one of the players hears the word 'screen', he/she is thinking of a pick on the ball. The player is drawing on his/her limited experience. At the end of the talk, the coach says, "Does everyone now understand how we are going to defend the down screen?" When the player faces the down screen in the game, he/she defends the way his/her memory remembers it. We now have a problem. The coach becomes frustrated because he/she thinks the player was either not listening, doesn't care, or just can't handle it. As coaches, we have to make sure the players build their memory by having numerous, live experiences. The wise coach is constantly giving players problems and checking to see how they solve them. Taking the short cut of always solving the problem by telling the players the right answer may work in the short term, but proves disastrous in the long term.
- Write it down. Too many good ideas get lost because we rely on memory that relates to our past experiences. In your pre-game plan, you have a number of great ideas that you want to use in the game. When the game starts, and your competitive juices kick in, you revert back to your old habits. Make use of cue cards. Write down your thoughts. Someone on the bench - be it the head coach, assistant coach, player, or manager - needs to keep the **ready sheet**. This is a sheet that contains the ideas discussed in pre-game. It may also have a list of all strategies and special situations. It also is a place to write down things that come up during the game. A coach will often say, "Let's remember at halftime to tell the players about that screen." Too often this information gets forgotten. Write it down.
- Debrief immediately. If you wait, your memory will blur the true facts of the game. Write things down.
- Watch tape with different eyes. Christopher Chabris and Daniel Simons also talk about the illusion of attention. We think we see things when we watch, but we often miss the obvious. One time, watch only the opponent. Another time, watch only off ball movement. You need to train yourself to see more than what you normally see.

Focusing/Concentration

One way coaches can assist in narrowing the funnel is by using the **last first principle**.

The last thing you say is the first thing the athletes do.

For example:

- o It is amazing the number of coaches who fail to mention the jump ball before the game. A reminder of whether it is offensive or defensive helps narrow the focus.
- o A reminder of checks just before the jump ball.
- o Coming out of a time out, the last thing you say should be the first thing the players will do. This may be something simple said to the five players as they walk back on the floor; “Remember on this inbounds to look for the slip.”
- o If a substitution is going in and will begin on defense, the last thing you should say is what defense is being played and what player he/she will defend.
- o In the debrief, at the end of the game, the last thing you say is about what the team is doing next; “We are all going back to the residence and having our contrast shower for recovery. You will be able to meet with your parents when we come to watch the 3:00 pm game.”

A second technique to focus concentration is the **name action principle**.

Use the players name followed by the action you want the player to

When coaching an athlete during a dead ball, call his/her name first. Then, make the correction. “**Natalie!** Remember to **jump** to the ball when the pass is made,” rather than, “**Jump** to the ball when the pass is made, **Natalie.**” In the second example, you are assuming that the player knew the information was for her. When you call the player’s name, demand eyes and ears, so you know the funnel has been closed.

Prep your subs

When coaches do not prep their subs, or ramble in their talks, they risk the funnel being open to distractions. Coaches make a huge assumption that the players have the proper focus. Very few coaches take the time to prep subs with simple reminders. The coach assumes that these players have been paying attention to the game and know all of the adjustments that have been made before the sub. For example; “Johnny! You are taking out Bill. Remember, we are playing man to man now. Look to go under that ball screen off this inbounds play.” This is more effective than; “Johnny, go for Bill!” This can be done as you walk the player up to the score table.

Other considerations

Like anything, one’s strength can become a weakness if overdone. In some cases, the logistical plans are too detailed and do not allow the athletes time to ‘let go’ of the game. This can create mentally fatigued players and coaches. One cannot expect players to sit

in a room for hours on end thinking about the game.

The proper use of down time is a very important concept. Players need to learn what down time activities are productive and what ones can adversely affect later performance.

Players and coaches must also learn to go to plan B when the original plan A goes off course. Dealing with change is crucial to being an elite athlete.

A huge piece that must be added to logistics and planning is the use of cell phone, iPods, portable DVD players, and computers i.e., personal isolation devices (PIDS). We are now dealing with a new generation of athlete. The ability to text message or phone 24/7 can be a great distraction to building a team. Players are often not able to communicate with people with which they have a problem. It is easier to type than talk. The people players communicate with very often take their side, but cannot solve the problem. This can lead to cliques and petty differences that never get resolved. It has also made it more difficult for coaches to wean athletes from dependence of mom and dad to solve problems, and take care of menial tasks on their own. Parental involvement in the elite athlete's life is being pushed to older ages. Ignoring the problem does not solve it. Part of the plan needs to include:

- o When cell phones (PIDS) are permitted to be used,
- o When cell phones (PIDS) are not permitted; e.g., the coaches may decide to take the phones away from the athletes (this practice is controversial with some parents and must be discussed before the trip). On one occasion, parents were text-messaging players immediately after the game with debriefs based on the live, online stats. One coach commented that this was happening before the team even reached the locker room.
- o When and what are parents' roles/contact times. Part of the developmental process, especially in the late **Train to Train** and **Train to Compete** stages, is moving the child away from dependence on the parent. Coaches need to build into the plan actions that start to exclude the parent (e.g., filling the child's water bottle, bringing food to the athlete after the game, not allowing parents onto the floor at any time, immediately debriefing the athlete after the competition, etc.).

Chapter 4 Tasks of the Coach

The coach assumes various roles during the game:

1. **Strategist** – calling out plays, defense, inbound plays

2. **Tactician** – subtle adjustment. Go under a screen, not over.
3. **General Manager** – decisions dealing with personnel
4. **Teacher** – individual player improvement
 - **Reminder** – remind players of actions they should be taking. “Help,” “box out,” and “move” are often heard examples. This can often be taken to the extreme where the coach sounds like a play-by-play announcer. Coaches are often reminding the referee as well as the players on the floor.
 - **Motivator/Cheerleader** – create a sense of urgency. Praise, “Way to go,” “great job,” motivating the team
 - **Corrector** – catch the mistakes made by the players. “You can’t give up penetration”; “We’re getting killed on the boards,” are examples of negative statements often made by coaches. “You need to box out” is an example of an action that a player can take to correct a mistake. Some coaches also find it important to correct the officials as well as their players.

These first roles dominate the time of many coaches. This is what they believe coaching is all about. Their total focus is on the five players playing the game and the two or three officials. There comes a time when we need to take the **training wheels** off the bicycle and let the player ride on his/her own. Most successful coaches do not see the need to clutter the players’ minds with constant chatter. The key is to know when it is beneficial to play each of these roles. By limiting their use to the ‘**right time**’, they will be much more effective in their use. Also, it frees up time to make use of other roles that can provide great benefit to the team.

5. **Advanced Teacher** – the advanced teacher is similar to the corrector, but does so in a positive way. Instead of “We have to stop penetration,” the coach says: “John, he is always driving to your left side, anticipate.” Two things have happened: the coach put a name on it and he/she has given a solution to the problem, not just restate the mistake. Instead of being a cheerleader, “well done,” the coach describes to the athlete exactly what he/she has done well. “Betty, you anticipated the drive and cut her off. Great job!” Taking it to an even higher level, the teacher ensures that the information is shared with others who can benefit. The coach turns to the bench and tells the bench exactly what Betty has done. More importantly, he/she may point out to Suzie that she must remember this when she shortly enters the game and will be guarding the same player. In summary:
 - Use the player’s name when possible
 - Paint a positive picture – give specific detail on what the player just did/what the solution is to solve a problem
 - Echo the information to those who can benefit in the future

6. **Debrief**er – here the coach **asks questions** of the athlete to help gather positive information for future use. When we just tell the athlete what we as coaches saw, we become the corrector again.
7. **Consultant** – the coach shares his/her thoughts with his coaching team and players. He/she seeks input as to possible actions. The head coach honours the input from others by recognizing that he/she has heard the comment. If he/she decides not to make use of the information, he/she lets the person know why.
8. **Observer** – the coach takes time to see what is going on. Coaches must train their eyes to watch things other than their own team and the ball. Advanced coaches also train their assistants and players to watch specific things during the game.
9. **Reflector** – The coach takes time to remember the plan and to think about possible future actions: subs, time outs, offensive and defensive strategies. This cannot be done if the coach is overly engaged in the play on the floor. Top coaches often have a cue card or assign assistants to remind him/her of the plan or possible actions.
10. **Disciplinarian** – especially with developing players, the coach must often discipline in order for players to learn from their actions. This is not a negative connotation of the word, but rather a positive way of teaching an athlete the consequences of his/her actions. Coaches cannot allow the actions of one player to hold the team hostage. Failure to discipline often means the entire team will suffer for the inappropriate actions of one. An example is a player who is subbed out of the game pulling out his shirttail and sauntering to the end of the bench in a defiant manner. Failure to address this issue '**now**' will lead to greater problems in the future.

Great coaches do not dominate in one role. They know what role to be in at the right time.

Coaches need to know what roles they should invest the greatest amount of time in during the game. The answer is: those roles that help improve the performance of the team the greatest. Only through practicing and experimenting with the different roles, and monitoring the outcome, will a coach discover what works best. Continuing to coach in the same way will produce the same results.

Coach concentration

Concentration is a **time** and **place**. When you are concentrating on time, your mind is either in the past, present, or future. There are positive and negative benefits of being in each time zone:

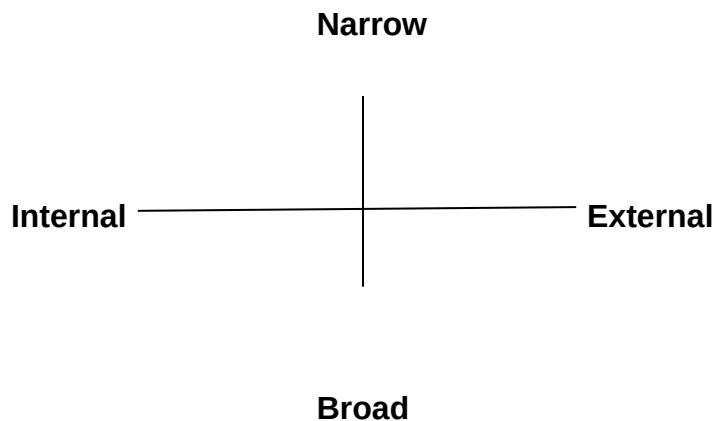
- **Past – Positive** – Reflecting on past experiences, drawing from your toolbox to find a solution to a problem. Use past positive experiences to motivate. Refer to your plan.

Negative – Bring up past negative experiences. “Here we go again making the same old mistakes.” Continue to bring up a mistake from a past possession, be it by a player or a perceived error by an

official.

- **Present** – *Positive* – Playing in the moment, in tune with the ebb and flow of the game. Involved with the tasks at hand.
Negative – Locked into the five players on the floor. Not able to reflect on what is happening and project to the future. Get distracted by official's call or action.
- **Future** – *Positive* – Project what is happening now to what will occur in the future. If the current situations continue, what possible adjustments need to be made? Planning future actions.
Negative – Clock watching or “seeing the party” – this is when you start to see the celebration or misery after the game before the game has ended.

The **place** your mind can be is best defined by the graph below.



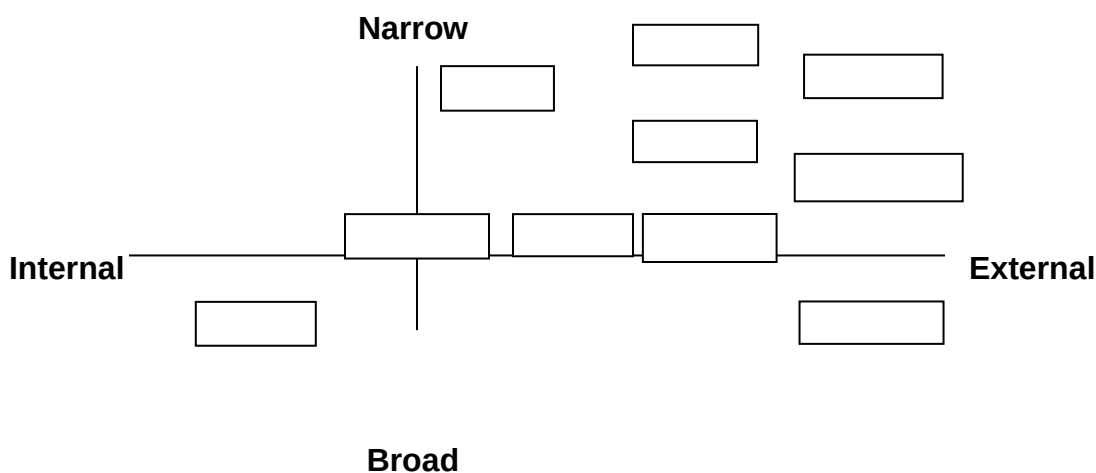
Narrow/Internal – This is a place of healing. It is very important in the grieving process. It is a dangerous place to go in a game. Thoughts about oneself control this area; “Why me?” “What have I done to deserve this?” “I am not doing a very good job.”

Broad/Internal – This is a place for reflection and planning. Visualization takes place here. Spending too much time here can be seen as day dreaming.

Broad/External – Here, one is aware of the whole game. If concentration is too broad, it tends to roam into the crowd. The coach does not see the detail that is often required.

Narrow/External – Here, the coach can focus on a specific detail of the game. Staying too long on that detail can be dangerous as he/she can miss important information.

In the diagram below, I have combined the roles of the coach with the areas of concentration.



Some of the roles apply in more than one quadrant (i.e., observer, strategist, and consultant). The coach must be very careful not to let one quadrant dominate his/her concentration. As you can see, this is not hard to do since the majority fall into external/narrow. You need to sometimes shift away from the present game and think about the future. The great coach has the ability to constantly shift from one to the other at the appropriate time.

Suggestion: Early in the season, monitor what you do. It is highly recommended to have someone video tape you with a microphone. At your own leisure, make note of what you are doing. You may also be able to remember what you were thinking and feeling at specific times. Ask yourself some critical questions.

- In what roles do I spend the majority of my time? Is this beneficial or detrimental to the team?
- Where is my concentration? Where should it be at specific points during the game?
- What triggers me to lose focus?
- How can I regain my concentration?

Develop an action plan for the next game. Pick one or two key things to focus on. I strongly recommend enlisting someone to help remind and monitor with you. After the game, follow up to see how you did.

Chapter 5 Coach Time Management

Chapter 6 How Do You Spend Your Time During the Game?

Coach Time Management

How a head coach spends his/her time during the game is a very important concept. Many coaches spend a lot of their time on activities that seldom improve the team or individual's performance. What follows is a breakdown of where coaches spend their time during a game.

Coach on the fly – This is when the game clock is running.

Effective

- o To remind players of certain actions. It works best when these are short cue words that create a vivid picture, which lead to an action by players ("Help", "Stance").
- o To call a play or a defense. When calling plays, the coach must remember to do this early in the shot clock. A late call can create a disruption in flow and lead to a poor possession.
- o To encourage or praise.
- o The usage of signals is important when playing in loud gyms where communication can be a problem.

Ineffective

- o Create a distraction to the players – late calls of a set force the athlete to divert attention to the coach. It is impossible to multi-task; you can only focus on one thing at a time.

- o The coach reminds the players of every action. Sounds like a play-by-play announcer. This often puts the conscious and unconscious mind in conflict.
- o Caught up in this role and does not take the time to do others.

Coach during dead ball – This is when the clock stops; violations, fouls.

These are very important in the FIBA game because of the shortness and number of timeouts. Coaches cannot control the tempo of games entirely through time outs. The use of foul shot dead balls is extremely important. Coaches may want to have the team huddle. If so, you must train the players on how to do this effectively:

- o Quick into the huddle.
- o You cannot huddle in the lane.
- o One voice at a time.
- o Quick out of the huddle.

The referees do not have to wait for your players on the second foul shot.

Effective

- o Name then action, instead of action then name: “Johnny, great box out,” (praise) instead of “Great box out, Johnny.” People respond to names. It also ensures that you get the player’s attention, eyes, and ears.
- o Do you have time to call the player over to you? This allows confidential information to be delivered in private. This works best during foul shots. Remember, you need to give time for the player to get back to the proper position.
- o The coach must know the team and the individual (visual, auditory, or kinaesthetic learner) players.
- o The players should not have to adapt to the coach’s moods swings. Emotional stability is a key for successful performance. In a stressful situation, it is very difficult for players to monitor their own performance as well as the fluctuating emotions of their coach.
- o Specific vs. general information. The more the information creates a picture for the athlete or team, the more effective it will be. “Get low in a balanced stance and move your feet.” vs. “You have to play harder.”

Ineffective

- o Same as in coaching on the fly, the coach becomes a distraction and uses this technique too often.
- o Reprimand and humiliate the player or team in front of the entire crowd. The gym is often quiet during stoppages.
- o Uses sarcasm or cues that the players do not understand.

Coach during stoppages – time outs, $\frac{1}{4}$ times, $\frac{1}{2}$ time, and injury time

Effective

- o The coach has trained the players to get to the bench quickly and take care of business (water, towel). The players know the formation used in timeouts. Who sits and stands, and where?
- o The coach has prepared for the time out by having the coaching board and marker ready
- o Make use of a **ready sheet** (notes prepared ahead of time for use in the time out).
- o Brief huddle with AC(s). This is best when the opponent has called time out. You did not plan the time out. When you call the time out, you usually know why you called it.
- o Coach can paint a picture for the players of what is happening.
- o A few key points.
- o Last thing the coach says is the first thing the players will do.
- o Allows for input from the players. This can be in the form of a question.
- o Coach is able to sense the mood of players and make a proper intervention. Can sense if the time out is strategic or motivational.
- o Allow players to be out on the floor, meeting the opponent.
- o Allows for a warm up at ½ time.

Ineffective

- o Confusion and wasted time getting into the huddle.
- o Coach rambles or too many people are talking at once.
- o Too many points
- o General, not specific; “We have to play harder” (general). “You need to be close enough that you can touch the player you are guarding” (specific).
- o Fails to recognize or anticipate that the opponents may be making a change. Some coaches like to change defenses or run special inbounds plays out of time outs.

Coach bench – the coach reminds, encourages, or instructs the players on the bench preparing them for future play.

Effective

- o Alerts the bench as to what to watch:
 - The opponent he/she may guard.
 - How the opponent is defending a certain action or play
 - What actions or plays the opponent is running.
- o Keeping simple stats; opponent shot chart, opponent rebound chart.
- o Pays attention to the how the bench is sitting and if they are engaged in the game.
- o Echo what was told on the floor to players on the bench.

Ineffective

- o Sarcasm.
- o Ignoring the bench. Many coaches only coach the five players on the floor. They have no idea if the players are paying attention or not.

- o Constantly correcting or reminding the bench of mistakes made by players on the floor. This can be effective when used with players who will go on the floor. If a player is never given the chance to play, it is not an effective tool.

Coach your staff – Conversations with assistant coaches. This can be initiated by the head coach or by one of the assistants approaching the head coach. The seating arrangement is important for communication. The classic arrangement is with the staff seated near the score table. Coaching teams need to experiment with different seating methods to find the most effective arrangement. In FIBA, only one coach may stand to coach the floor. When and where the head coach stands can have an impact on communication.

Effective

- o There is a plan for roles and responsibilities for coaches.
- o The head coach honours the input of assistants. This does not mean he/she must always do what is suggested. It means the head coach acknowledges that a suggestion has been made.
- o Explains why decisions are being made. This helps educate the assistants.
- o Allows the assistants to have a voice.
- o Gives credit when it is the assistant's idea.
- o Checks in with the assistant to stay on task.

Ineffective

- o Coach is on an island. The head coach does not engage the assistants.
- o Does not acknowledge the assistant's input. The opposite of this is just as bad, which is to react to every suggestion from the assistant.
- o Letting the assistant overstep his/her role.
- o Reprimands or rebukes the assistant in front of the players.
- o Not developing your replacement. We need coaches to constantly grow their assistants. They should not be doing the same job year after year.

Coach the subs – preparing the players to enter the game and debriefing the player when exiting the game. In FIBA, it is important to train the subs to go through the minor officials at the table. Players must sprint to the table and alert the person with the horn. Some coaches get into a habit of subbing for mistakes. Like anything, it can be effective. But, if over used, you create hesitant players. Other coaches sub for foul trouble or based on fatigue. If an assistant coach is responsible for subs, there needs to be constant communication. Often, the line up on the floor does not meet the strategy that the head coach wanted to use (e.g., wrong line up for a press).

Prep the sub

Simply reminding the player of who he/she is replacing and addressing some key points of emphasis can avert so many problems. An assistant coach can do this, or the head coach can walk the sub to the end of the coach's box.

Debrief

The head coach can now meet the sub as he/she exits the floor. A quick explanation for why the player was subbed can be given. A debrief does not have to be a long, drawn out affair. Often, the late or **delayed debrief** is more effective. If a player is very emotional, or physically spent, it is better to allow him/her to collect him/herself before debriefing. Debriefing an emotional player is not an easy task.

Coach the officials – talking or jesters made to the major and minor officials. It is crucial in the FIBA game that the head coach gets to know the official who will be responsible for calling time outs. Late in the game, the head coach cannot get caught in a position where he/she cannot call or cancel the time out. Late in the game, it can usually be very noisy and emotionally charged. You need to be as close to the coach's box as possible, or assign an assistant coach this role. There are no such things as conditional timeouts. You cannot have one if they score; it is when the next dead ball occurs. Officials are instructed to warn a coach when he/she is teaching the players while standing outside the coach's box. When he/she is ranting at an official outside the box, a warning may not be necessary. Only the head coach may stand. Sometimes, assistant coaches get away with this when playing in their own gym. This does not make it legal when you move to another gym. The coach cannot get upset when the officials ask the assistant to sit down. It is a rule.

Effective

There are times when talking to officials is appropriate:

- o When asking for clarification.
- o Bring the attention of the official to a technical problem with the shot clock or scorebook.
- o When talking to an official, do so in a polite manner and use the official's name respectfully.

Ineffective

- o Making demands. Officials do not have to give a rule clinic on every call. In Canada, we are under the impression that officials have to come and talk to a coach whenever the coach has a question. This is not true.
- o Challenging.
- o Pointing or making demonstrative gestures; especially if they are to insight the crowd or demean the official.

- o Harping on a call that happened well in the past.
- o Questioning the integrity of the officials.
- o Being rude.
- o Questioning the competency of the minor officials when it was the coach's lack of knowledge, or poor timing, that was the reason for the sub or time out not being allowed.

Interaction between coaches and officials

There needs to be communication between officials and coaches during the game. Coaches want to have clarification. Officials want to be able to officiate without undue distractions. Currently, the time taken to play the game has increased. One of the main reasons is the number of lengthy interactions between the officials and coaches. Secondly, conspiracy theories can occur when officials talk to coaches in private. The impression is that this coach is gaining an advantage, even if this is not the case. With these two things in mind, the concerns with communication are:

- When the communication occurs
- The number of times and length of the communication
- The reason for the communication
- How it is delivered

When the communication occurs

Communication should not occur when the clock is running. Appropriate comments can be made, but there should be no expectation on the coach's part for the official to turn his/her attention to him/her.

During a clock stoppage, the coach can communicate with the official:

- Ask questions that can help you coach your team. The tone of voice and intention of the question is important. For example: "Did my player change his/her pivot foot or lift it on the travel call?" This information can be used to assist the player for the future. If the coach asks in a sarcastic manner, or is asking for clarification on every call, it is not appropriate.
- Note that the following types of questions are not considered appropriate.
 - o Rhetorical questions such as; "Are we ever going to get a call?" is not considered a question that should be answered.
 - o Questions that are in fact statements are not appropriate. For example: "How come they have one foul and we have five fouls called this quarter?"
- During foul shots, the coach can talk to an official, but the official shall not come over to stand beside the coach and give eye contact. This is distracting, and does not give a good appearance to others in the arena.

- During timeouts, quarter, and half time intervals, the officials should **not** go over and talk to the coach **until the end** of the time out or interval. Conversations should be brief and only to answer appropriate questions.

The number of times and length of the communication

Coaches should strive for quality, not quantity, when communicating with officials. It is like the little boy who cried wolf. When the time comes when you really need to communicate with the official, your voice will not be heard if you constantly talk to them.

The reason for the communication

- Statements are not appropriate communication, especially when they begin with the words “You must...”
- Communication should deal with the present, not the past or future. Comments about past calls, or calls from previous games, are not appropriate. Statements about future calls will also be ignored.
- Communication should be for clarification so that the coach can help his/her team improve or maximize its performance. Communication should not be used to try to gain an edge on the opponent, or influence the official in future calls.
- Agreeing with the official’s call. This is not only when the official makes the call that goes your way, but when the call is correct against your team. This helps build a positive relationship with the official and lets him/her know you are trying to develop your team. This will pay off for you in the future.

How it is delivered

Communication should be done respectfully and sincerely. Coaches can, and should, receive technical fouls when:

- Swearing
- Making a comment that attacks the integrity of the official(s)
- Using consistent negativity
- Gesturing to influence the crowd or to express displeasure
- Throwing an object or holding the ball to make a point
- Making it personal “You”

Coach yourself – writing notes to yourself, talking to yourself, or taking quiet time to collect your thoughts. Coaches must train themselves to pay attention to details if they wish to improve their coaching during the game. Too often, the coach has a grand plan to work on improving some aspect of his/her coaching. Once the clock starts, everything is forgotten.

Effective

- o Make use of cue cards or written reminders.

- o Remind assistant coach or players about the technique you are working on to improve.
- o Assess yourself at the quarter times and halftime.
- o Have a plan as to where you want to position yourself during the game.

Ineffective

- o Forgetting the plan or having no plan B.
- o Losing emotional control.
- o Stop coaching; get quiet for long periods.

Coach others – You may have conversations with other people during the game. It could include parents, managers, trainers, etc. Make sure these conversations are important to the performance of the team.

Chapter 7 Developing a Coaching Team

This is more important at the **Train to Compete** stage of the LTAD, but coaches at the **Train to Train** stage and **Learn to Train** stage need to be aware of some of the concepts and apply them when appropriate.

The days of one head coach outcoaching another are gone. There is too much information available to all coaches. The use of videotape, and the speed and pace of the game make it impossible for one individual to see and know everything that is going on. Problems can occur when the following happens:

- **Problem:** Teams allow only one set of eyes to make all the decisions. The game is viewed through only one person's perspective. Usually, this is the head coach. No one else is consulted for his/her opinion. The players' observations are some of the most important and are often ignored.
Solution: The head coach must consult participants or assign someone the role of seeking out information that will improve performance. This needs to start day one in the first practice or try out.
- **Problem:** Teams where all eyes are observing the same thing, usually the ball. Who watches the other team? Who watches the offense? Who watches the defense? Who watches the other team?
Solution: The head coach develops an organizational chart assigning roles and responsibilities for what should be observed and by whom.

- Problem:** No flow of information between the observers to allow the team to make use of the information.

Solution: The head coach must ensure that all relevant information that will improve performance is relayed to the people who need to know. Participants need to feel that relevant observations are wanted.
- Problem:** When suggestions or observations are offered, they are often ignored.

Solution: Coaches must honour input from others by letting the people know that they have heard them. If the information is used, **give credit** to the person who made the observation. If it is not used immediately, let the person know you heard them and a quick reason why you are not acting on the information. People cannot take it personal when their observations are not acted upon.

Example 1: “Hey! John just had a great observation; they are not sprinting back on defense. We can look to throw long.”

Example 2: “Tim, I heard what you said, but I am not going to take a time out now. I want to let them play through it.”

- Problem:** No mechanism to help individuals refocus on the plan if distractions occur.

Very often, it is the most important person who gets the most distracted - the head coach. Other people on the team must adjust to the moods and emotions of the head coach. He/she often assumes that the smooth flow of information will occur even if he/she has threatened a player, has used aggressive body language, inappropriate touching, invaded a person’s space, made harmful personal remarks, and/or failed to communicate clearly. Coaches often claim that in the heat of the battle, players must understand and accept this as part of the game.

Solution: Someone needs to be assigned the job of keeping the “team” focused on its roles. An assistant coach may have to remind the head coach when he/she loses focus.
- Problem:** When the coach starts watching the officials, *“the other game”*, the team suffers dramatically. Very often, a coach will start spending more time coaching the officials than he/she does his/her own team. There is a

myth that claims the ability to “work the officials” is the sign of a great coach. This is a dangerous path for a developmental coach to take. The officials who work at the younger ages are not the highly trained officials who work with the coaches at the top levels that we see on TV. When working with a top official, the line is very clearly delineated for the coach. If he/she crosses the line, the consequences are known. This line is very fuzzy with more inexperienced officials. Time trying to change the officials is wasted time that could be used helping the players.

- **Solution:** The same as before. Someone needs to be assigned the job of keeping the “team” focused on its roles. An assistant coach may have to remind the head coach when he/she loses focus and is spending too much time with the officials.

Working with officials

Points to ponder

- Get to know the officials by their first names. Use them in a friendly, professional manner.
- Avoid sarcasm or body actions that show aggression. Such things as moving into the personal space of the official or demonstrative arm actions are danger signs. Inciting the crowd is an area that coaches must avoid.
- Work together with the official to resolve problems.
- Ask questions that allow you to instruct your players. This should occur during a stoppage in play. “Did she change her pivot foot or drag it on that travel call?” This is not done to question the call, but used to assist the player to learn from the mistake.
- Officials do not have to stop and discuss every rule or call with a coach. It is like the little boy who cried wolf. If you question every call, you will never get officials to take you seriously. It is better to talk to them only when there is a realistic concern.
- The more you get caught up in the “other game”, the more your players and assistant coaches will.
- Know which minor official controls the clock. This is the person who calls time outs.
- Players should also know this person because this is the person through whom the subs are made. The person at the end of the scorer's table usually does not have this responsibility.

Role of assistant coach

A good staff has planned and practiced the various roles for assistant coaches. Some of

these can include:

- Line up to minor officials
- Prep the subs
- Debrief players
- Keep a chart of important statistics, fouls, time and score, offensive and defensive efficiencies
- Maintain the ready sheet. A ready sheet is a list reminding coaches of what was in the plan. Things can be added to the list during the game. Often, something is seen that you want to remind the players of during a stoppage in the play. If it is not written down, this information can be lost.
- Watch certain things; i.e., the offense, the defense, the off ball defense, etc.

Roles of managers

Managers play a crucial role in the success of a team. Many of their tasks occur before and after the game. During the game, a good manager is alert to little things that make a big difference. Wiping up a wet spot can prevent an injury. The coach must decide how big of a role the manager can play in the tactical part of the game. Is the manager more of an assistant coach or more responsible for keeping the bench clean and efficient? Sometimes, it is the manager who must run the video camera.

Information

flow

It is important that there is a constant flow of information between all people on the team. These do not have to be long discussions, but pertinent information that impacts the decision-making. The head coach needs to be involved in all of this information. If the trainer has a player who is injured and cannot play, the coach must know. If a court player subs and is debriefed by an assistant, the head coach needs a heads up on any information that came out of that debrief. Is the player ready to go or does he/she need a little time?

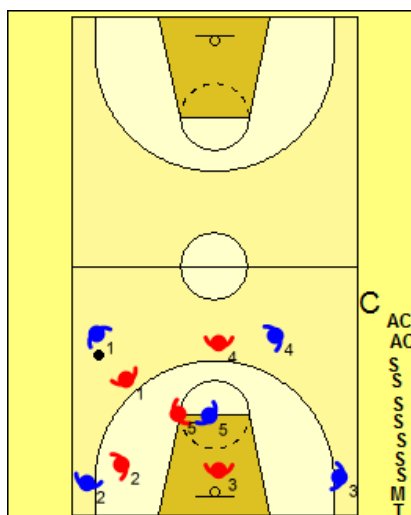
Coaches must remember that there are major differences between coaching a school/club team and coaching a provincial team. One of the biggest challenges is the short time frame under which summer programs operate. Also, you are dealing with players who are used to being the stars on their own teams. This means they usually have positive relationships with their own coach. Coaches do not often have the time to build these relationships with every player that they could over the course of a long season. Very often, the coach has never had the opportunity to have a personal one-on-one meeting. Coaches don't have the time to experiment with which buttons to push

with a player. This is why debriefs are crucial.

Often, coaches assume that the player knows why he/she has been subbed. If a player is used to playing 40 minutes a game, and is responsible for shooting every time he/she has the ball, that player might not understand why he/she has now been subbed after four minutes and asked to pass to other teammates. There is a big difference between telling players their roles and responsibilities and teaching these players to accept them. It does not have to be the head coach. Any coach on the staff can do this job.

These do not have to be long, drawn out discussions. It works best when the player is asked what he/she thinks first. "What are you seeing?" is a good question to ask. Attention should be drawn to what he/she did well. Accurately, **describe in detail**, what the player did well. "You were making hard cuts to the front of the rim at the right time and sealing your check inside" is a much better statement than "You're doing a good job on offense". You communicated the who, what, when, where, why, and how. This now allows you to come back with something that the player can focus on for next time. Again, give it descriptive details. "Now, you need to take three strong strides when you're running back on transition defense. Protect the basket if you see a perimeter player back. Shadow the ball at half if the other big has got the basket." This is better than saying; "You're not working hard enough in transition defense".

Chapter 8 Set Up of the Bench



Team

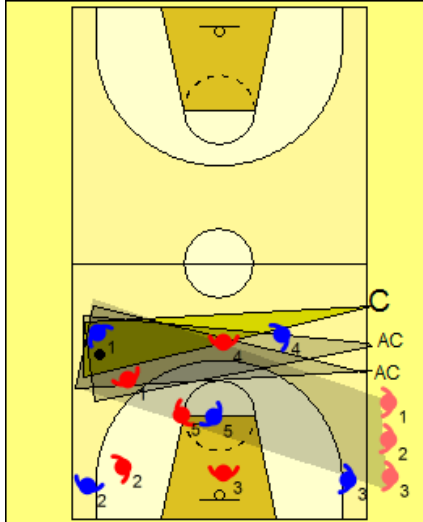
bench

The typical set up for most team benches in the FIBA game is as follows:

- the head coach stands, although he/she usually has a chair reserved nearest the score table.
- two assistant coaches
- seven subs
- manager
- trainer

In the FIBA game, only the head coach may stand. In total, there can be 14 chairs available on the FIBA bench. Counting the 5 court players, this makes for 19 people in the official team. In the situation described

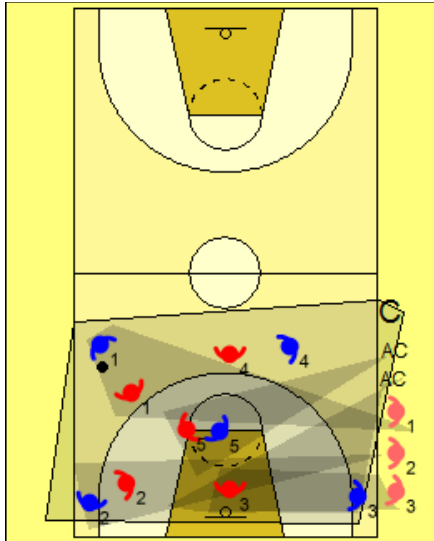
above, there is still room for two more people. These are usually a team doctor, another coach, or a team delegate.



Where are your bench's eyes?

As stated, the days of one head coach outcoaching another head coach are gone. There is too much information available to all coaches. The use of video and the speed and pace of the game make it impossible for one individual to see and know everything that is going on. Problems with observation occur when the following happens:

- The teams allow only one set of eyes to make all the decisions. The game is viewed through only one person's perspective. Usually, this is the head coach. No one else is consulted for his/her opinion
 - Teams where all eyes are observing the same thing, usually the ball. Who watches the other team? Who watches the offense? Who watches the defense?
- No one watches the other team
 - No flow of information between the observers to allow the team to make use of the information. There is little or no communication.
 - No information is gained from the most important people; the players on the floor or bench
 - No plan for each group's role in observation.
 - No mechanism to help individuals to refocus on the plan if someone gets distracted. Very often, it is the most important person that gets the most distracted - the head coach. When this person starts watching the officials, the other game, the team suffers dramatically.



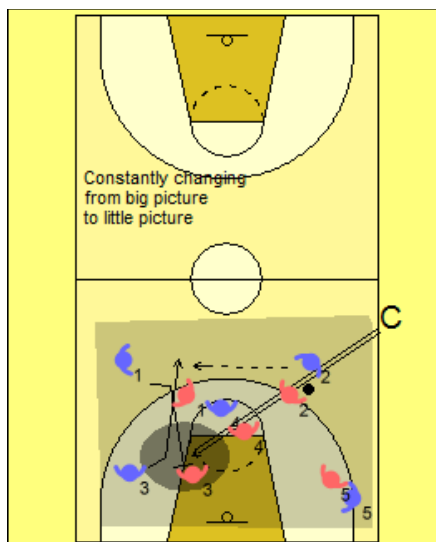
Delegating

roles

It is imperative that the team trains itself to scan the floor to watch different aspects of the game. If no specific assignments are given, everyone will watch the ball. Players on the bench will often watch the stands. This means valuable information can be lost. It also means players coming off the bench do not have access to valuable information that will assist them in their decision-making. The days of playing strictly five players are gone.

Preparing bench players is a crucial component of the coach's job. Many coaches claim that this is covered in practice and in the pre-game talk. That is an important part of the process, but no game plan ever goes exactly as planned. There are too many situations that are constantly changing. Keeping everyone informed of these subtle changes is key for the team to play as a unit. It starts with the head coach delegating to each person within the teams his/her observation roles (i.e., what to watch). Some examples might be:

- One assistant watches offense, the other defense
- One assistant watches perimeter players, the other watches posts
- One assistant watches what the other team is doing, the other watches or monitors the team bench
- The bench players watch the player they might guard if they go in
- The bench players watch for how the other team is defending certain plays



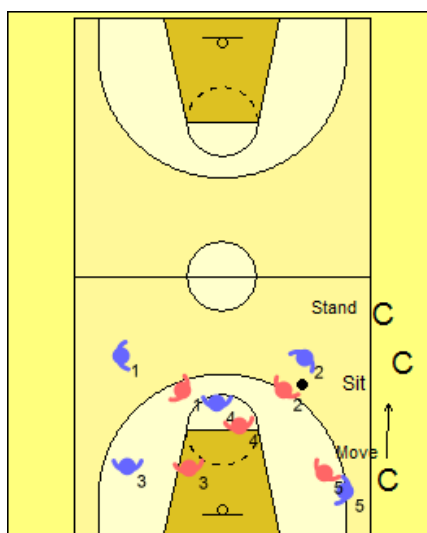
What does the head coach watch?

Most beginning coaches watch the ball or their own team. It takes practice to learn to watch for other things. It starts with making a plan. If the coach has had the luxury of scouting an opponent, he/she can compile a list of cues that indicate an action he/she wants to take.

For example:

- When I see that no one follows my cutter, I know the other team is in a zone
- When I see their best ball handler go off the floor, we will put on our press
- When I see that the other team helps off the ball side post, we will drive the ball and look to pass to the post

It is important to share the most important points with your players and assistant coaches. It helps them understand why you are doing certain things and they can remind you when you forget. As coaches, we often get caught up in the flow of the game and forget the big picture items we discussed in the calm of preparation.



Position of the coach

Where the head coach positions him/herself is a major contributor to the flow of information with a team. The coaching team should think through where everyone will be positioned so the observation roles and flow of information work effectively.

A coach can stand, sit, or move constantly between these different positions. It is my opinion that coaches should understand the advantages and disadvantages of each position. Also, understand how your positioning can impact:

- the dynamics of the team on the floor
- the players on the bench

- the flow of information between the coaching team
- the interaction with the referees and minor officials

Sitting

The head coach usually uses the chair closest to the scorer's table.

Advantages

- This allows the coach to communicate with the minor officials for timeouts and subs. The coach also hears the referee when addressing the table with fouls.
- The coaches can talk with assistant coaches without the bench players hearing.
- Can prepare and debrief subs as they walk on and off the court.

Disadvantages

- Often unaware of the bench dynamics
- Often cannot be heard by the players
- Often difficult to coach on the fly or during stoppages

Some coaches will surround themselves with their assistants. Other head coaches sit in the middle of the team to keep the bench focused and to assist in teaching. Some teams place one assistant at the end of the bench to contain all of the players between the coaching staff. This helps the bench keep its focus and prevents the bench from developing gaps that can lead to poor body language and disharmony.

Standing

Coaches who stand must remember that only the head coach will stand. Before the game, the officials will often ask who is going to stand. If you say it is the assistant, this is the person that they will talk to during the game.

Advantages

- Visible for the players
- Easier to coach on the fly
- Can be heard by the players
- Often gives the appearance that the coach is 'into' the game

Disadvantages

- Harder for the bench to communicate with the head coach
- Can become isolated from the bench

- Often get caught up in the “other game” (working the officials)

There are different places to stand. Know how each position impacts your view and ability to communicate.

Moving

Advantages

- Allows the coach to position him/herself in the proper position to take advantage of what is needed by the team. If you need to talk to a player, you can move to talk.
- Can be easier to observe various aspects of the game

Disadvantages

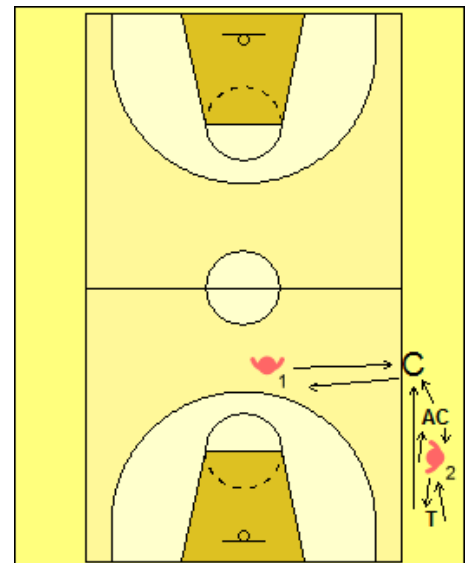
- Can be hard for communication if you are inconsistent in your movements
- It can be distracting
- It can fatigue you
- If you stop moving, it is often seen by the team that you have given up
- You can get caught out of position and not be able to call a time out

Information

flow

It is important that there is a constant flow of information between all people on the team. These do not have to be long discussions, but pertinent information that impacts the decision-making.

The head coach needs to be involved in all of this information. If the trainer has a player who is injured and cannot play, the coach must know. If a court player subs and is debriefed by an assistant, the head coach needs a heads up on any information that came out of that debrief. Is the player ready to go or does he/she need a little time?



Keeping people on task

The head coach must ask questions of his players and assistants. What are you seeing?

Positive things can happen from this:

- You make sure the people are staying on task and paying attention to their roles
- You gain valuable information that aids you in your and others' decision-making
- You enable others to feel like they are part of the game. Their input has value.

Failure to share information is one of the biggest problems. Great coaches are constantly giving their team information. A beginning coach calls a play "blue" and expects the players to properly execute the play. A more experienced coach would be sure to prepare his/her players as to why they want to run "blue" and make sure the players understand what to look for when the play is being run. A great coach reminds his/her players on the bench why they are running blue and say, "lets watch to see how the team is defending it". The master coach would ask the players for their input on what the players saw. Knowing this gives him/her input into understanding the basketball smarts of the players. When we tell, we never know what is comprehended.

Age

appropriate

Younger, or more inexperienced players, may not have the visual skills or the verbal lingo to describe what they see. It is important that the coaching team helps these players develop these important skills. Just telling somebody something is not enough.

For example: A coach observes that the opponent is running a ball screen. He/she informs his team saying, "When we see the ball screen, we will switch. Does everybody understand?" No one answers. The first time the screen occurs, no switch takes place and the opponent scores. The coach gets mad and yells at his team for being so stupid for not doing what he/she told them to do. Who is the stupid one here? Even at the professional level this happens. Players do not make the proper observation quick enough and react slowly. This coach made some huge assumptions:

- that players knew what a ball screen looked like
- the players knew when and why a ball screen would be used
- the player knew what a switch meant
- that the players could properly execute the complex maneuver at the proper time

This begins in the practice environment. Teach the players what to watch for and what language is used to describe this action. Ask the players questions to confirm their knowledge. These questions should not be of a yes and no nature. "Does everyone understand?" is not a good question. Ask questions like: "What is the reason that the

other team would use a ball screen?” “What does the person guarding the ball need to know?” “What is the job of the person guarding the screener?”

If this is not done, you will get a lot of, “I don't know” answers. This frustrates coaches who cannot believe that a player could not know what just happened. It is not that the player did not see what happened; the player does not have the verbal skills to describe it.

Constantly teaching players by describing what is happening in a game and putting words to it is important for coaches of younger players, and just as important for those with older ones. Be careful to communicate these teachings to players on the floor at times that do not distract them. The coach who acts like a radio play-by-play announcer is very distracting for players. Coach during stoppages by calling a player over or getting his/her attention by alerting him/her to a situation.

Coaching on the fly

As players are running up and down the floor, you can alert them to observations you or your coaching team have made. These need to be short, descriptive comments that aid the players in improving performance.

“Look to go under the ball screen if the player is not a shooter.”

“Read the switch on the flare screen.”

These allow the players to improve their performance the next time.

Also, catch the players doing things right. Point out movements and decisions that they have done that you want repeated:

“Great cut.”

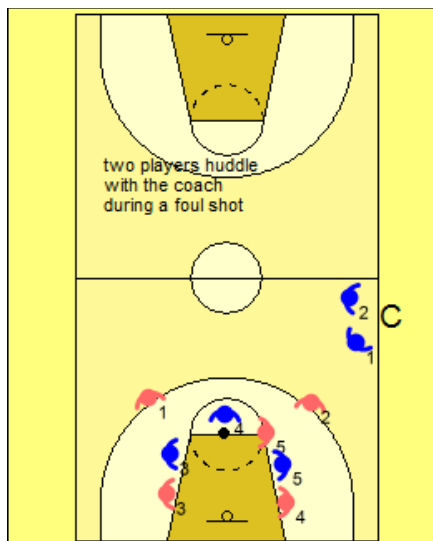
“That screen set up the shot. Keep doing that.”

This is probably one of the biggest weaknesses in our coaches today. This is especially important when your team is struggling. Too many coaches get quiet or upset and focus

on the negative things. Great coaches repeat to the bench the key points told to the players on the floor. This allows the bench players to access information that will assist them when it is their turn to play.

“I just told our guards to keep looking to push the ball. That is what we want and we will get rewarded for that as the game goes on.”

Too often, coaches tell the bench the negative things. “Why are we continually turning the ball over?” Too much of this can lead to the bench questioning the coach internally with thoughts like; “Why does he/she keep telling us that? We’re not on the floor.” or “What’s the sense of telling us? You never let us play.”



Coaching during stoppages

A dead ball situation is a time to gain players’ attention and communicate. Longer stoppages, such as foul shots, allow a coach to call players over. Train players to sprint as to not waste time. You have to decide to call one, or more, over. Many teams like to huddle during these times. In FIBA, you will not be given leeway in allowing the players time to return to the floor. They must be ready to return immediately to their positions. It is not the official’s responsibility to wait. Coaches cannot be upset with the officials; they will not disrupt the flow of the game.

Define level of authority

The coach and his/her assistant coaches need to define the level of authority that is exercised with the observed information.

- **Observation** - at this level, the assistant tells the head coach what he/she saw. Often with beginning coaches the head coach may have to prompt the assistant with a question. E.g., “What did you see?”
- **Recommend** - What did you see and give me a recommendation as to what to do with the information. If you see certain things, recommend an action to a coach or teammate. This is a great step in mentoring assistant coaches. It gets them to start to think of adjustments. “I see that they have gone to a zone. I suggest we try the ‘blue’ offense because it gets our shooters open on the wing.”

- **Initiate** – the assistant has observed something and therefore is going to take the following action. It allows for the head coach to veto the proposal if he/she wants. The assistant coach has seen the other team put a particular player back in the game; therefore, he/she is going to sub someone back to check this player. In these situations, the head coach wants to be reminded of what was usually discussed ahead of time.
- **Take action** - see something and do it. In these situations, there is full trust that the assistant coach will act according to the plan for the team. The head coach has complete trust. These are often things like talking to a player. Some teams delegate roles such as offense and defense. Some do this with subs and match ups. When teams have co- coaches, all areas of philosophy must be discussed ahead of time. The biggest problems arise when co-coaches have different philosophies on things like playing time.

Chapter 9 Appropriate Strategies/Tactics for the Abilities of the Athletes and Rules of FIBA

Age appropriate

The coaching we observe at the professional and university level is not always what works best at the developmental stages. It is recommended that coaches look at the LTAD model and the characteristics of the children they are coaching. Reflect on how you take these qualities into consideration.

For example: Younger, or more inexperienced players, may not have the visual skills or the verbal lingo to describe what they see. It is important that the coaching team helps these players develop these important skills. Just telling somebody something is not enough.

Be very careful to avoid labelling younger players. Saying things like;

- You're not supposed to dribble
- Why did you shoot that shot? You can't shoot.
- Only our point guard can make that pass.
- Why are you always forgetting the plays?

Players pick up on these subtle phrases and will fulfill your prophecy. Players will also take what you say to the absolute. You meant not to dribble in one particular situation and the player will assume you meant every time.

The major concerns from a developmental point of view with coaches' strategies

and tactics:

- o Players used in positions that they will play at their highest level of competition. Having a tall player use only post skills when he/she is projected to be a guard at his/her peak is poor development.
- o Using offenses or defenses that meet the stage of development of the players.
- o Allow decision-making to occur.
- o Players should not be meeting a base fitness and skill level.

Understanding the FIBA game

Many coaches started playing and coaching the game with no shot clock. If not, the coach was coached by someone who grew up without the clock. This means there are reminiscences of the no shot clock era in how the game is taught. This is a touchy topic for many coaches because they feel it comes down to philosophy and there are many different ways to play the game. Coaches need to be able to articulate why they do what they do and whether their style of play meets the demands of the FIBA game.

Early Clock

Offense starts when the team gains possession of the ball [rebound (offensive or defensive), inbounds after a made basket (run the baseline), inbounds after a violation or foul (cannot run, can be sideline or baseline) or a turnover or steal].

This now begins the **Early Clock** segment of the offense. The actual time may vary based on

- o The skills level of your players,
- o What the defense does to slow you down or disrupt your offense,
- o The philosophy of the coach.

The shorter it is, the more time you will have later in the clock.

The easiest, or highest percentage shot in basketball, is the uncontested layup. Early in the clock, the way to create this is by running a quick transition or running your opponent to the rim. This can also be created by forcing turnovers that leave an open basket. Various presses and traps are designed with this in mind. Since it is one of the easiest ways to score, it is also one of the easiest things for the defense to stop. Often, with younger players who do not handle the ball well, you see the blow out because of the turnover that leads to easy scores. As skill levels improve, you see fewer turnovers that lead to uncontested baskets.

The next way to score is by someone going 1 on 1. The reason I say 1 on 1 before a 2-1 is due to the fact that if the player with the ball does not attack, you very rarely create the advantage situation. Some coaches will only allow players to attack in 2-1 or 3-1 advantage situations. Others may only allow certain players to go 1 on 1 early in the clock. This is where philosophy starts to come into play. With the NCAA 35-second and 30-second clocks, many teams will still run what is called a secondary fast break. This involves all five players. With the 24-second clock, it is not as common, but can still be used as long as players can flow into it without disruption. This is a harder thing to do. It requires rhythm (timing and spacing), communication, and higher skills. All this adds up to time in practice. This is where a coach must decide if it is appropriate for the level he/she coaches. At a young age, this time is better spent on skill development than having the players run a perfectly timed secondary break.

When players first start to play full court in **Learn to Train** and the early **Train to Train** stages, transition is what dominates the game. Very often, the players do not have the skills to run complex sets or plays. The game involves one player dribbling the length of the floor. If no one stops this player, he/she looks to shoot. If the defense helps, one pass is made and a shot is taken. There is nothing wrong with this type of play. It is what the players are capable of doing. With this in mind, coaches at these stages need to spend a lot of time working on the skills players will use to play this type of game.

Mid Clock

One of the keys to the 24-second shot clock is flow. Moving from one part of the offense to the other should be seamless, or without delay. We do not want disruption to the flow. Offensives that continually start and stop, and start again, will struggle with a short shot clock. If a set is being called:

- o Communicate early and echo to all
- o Players need to get to position without delay
- o The play must fit the amount of time on the clock. Many NCAA plays have movements at the first that are not of an urgent nature. The key part to the play occurs after 15 to 20 seconds. These types of plays may not work.
- o When disruptions occur, this is usually a result of pressure, fumbles, etc. Do you still have time to run the set? Coaches must account for the opponent. If it is discovered that you cannot flow from a press break into your mid clock offense effectively, be prepared to face lots of pressure.
- o Can you call the play when auditory communications are limited (e.g., in a noisy gym)?

Set plays are the easiest to teach. The coach can control the movement by the players and tailor the play to meet the players' skill levels. You may get a quick benefit early in a game, and early in the season, as you can catch the defense off balance. As the game and season progress, the opponents adjust. The solution often becomes more plays. What happens when the set breaks down? Pre-shot clock, you could use the famous words; "set up". This is not always an option. Too often, when a team drives out of a set, if the person who receives the pass (when the defense helps) does not immediately shoot, the offense cannot continue to play. It becomes confusing with the coach calling for the players to set up and the players feeling the pressure of the dwindling clock. When they break down and are without the foundation of skills and concepts behind the plays, the players are lost.

Continuities are also a common way that offense is taught. It usually allows for movement that helps break down the defense. Often players do not know how they are supposed to score out of the continuity. They become more concerned with the pattern.

Conceptual offenses are based on teaching the players concepts of play. Motion is an example. Players learn concepts of spacing, passing and cutting, penetration principles, and screening. It is recommended that conceptual offenses be taught at the **Learn to Train** and early **Train to Train** stages of the LTAD model. These concepts provide the foundation for all other offenses.

In all offenses players, need to know the **point of attack**. For example, when running a passing and cutting game, are the players looking to score from:

- o Cuts to the rim;
- o Off shots from the cuts;
- o From taking advantage of a positive match up (when the offense feels it now has a weaker defender. The match up may be by player or by position on the floor);
- o Off a bad close out;
- o When a good seal can occur inside;
- o Off the penetration principles that occur when a player goes 1 on 1 from the perimeter;
- o Off the post play principles when someone has the ball inside?

Coaches must help players understand the point of attack. Are you attacking:

- o The weakness of the defense (e.g., poor help rotations);
- o The weakness of a specific defender (e.g., #4 cannot guard in the post);

- o Through the strength of a specific player (e.g., Get it to Johnny. He can overpower #4 in the post);
- o Through the strength of your offense (e.g., We want to run the lanes; it causes problems for the opposition);
- o Through a position on the floor (e.g., We want to attack the middle with penetration)?

The second concept involves **anticipating** the action of the defense. Here, the offensive player knows what he/she is going to do before the ball is caught. This puts tremendous pressure on the defense. This is much quicker than reading and reacting after the ball is caught. There are also **reads and counters** to the set or continuity. Here, the coach must allow the players to make decisions. This requires more skills and time in practice. It is also harder to scout and defend.

Some coaches' philosophies include running **isolations**. One way to integrate isolations is off positive match ups. Take, for example, a team setting a screen in the offense. When they see the switch, they now get the ball to the perimeter player who can beat the slower interior player who is now guarding. The other method is to get the ball to your superior player in a certain spot and let him/her create. In general, this is a common practice in the NBA, but one must remember that the defensive three-second rule in the NBA aids this offensive practice. It also requires tremendous skills to do this constantly for an entire game. FIBA tends to use 1 on 1 to create 2-1. All 1 on 1 play is played within the context of all five players. For example: the player catches the ball and immediately attacks the help defense. This creates a 2-1 where the kick is available if the help defender commits.

Late Clock

Before the shot clock, teams could continue to run the mid clock concepts until they get their best player the best shot. End of clock or late clock used to occur only four times. It now happens all the time. Some coaches' philosophy is to run their mid clock game. They have timed each play to the exact second. This will work vs. weaker opponents, but is vulnerable to disruption. To counter this, coaches have their offense end with their best player receiving the ball from the isolation or two-player game.

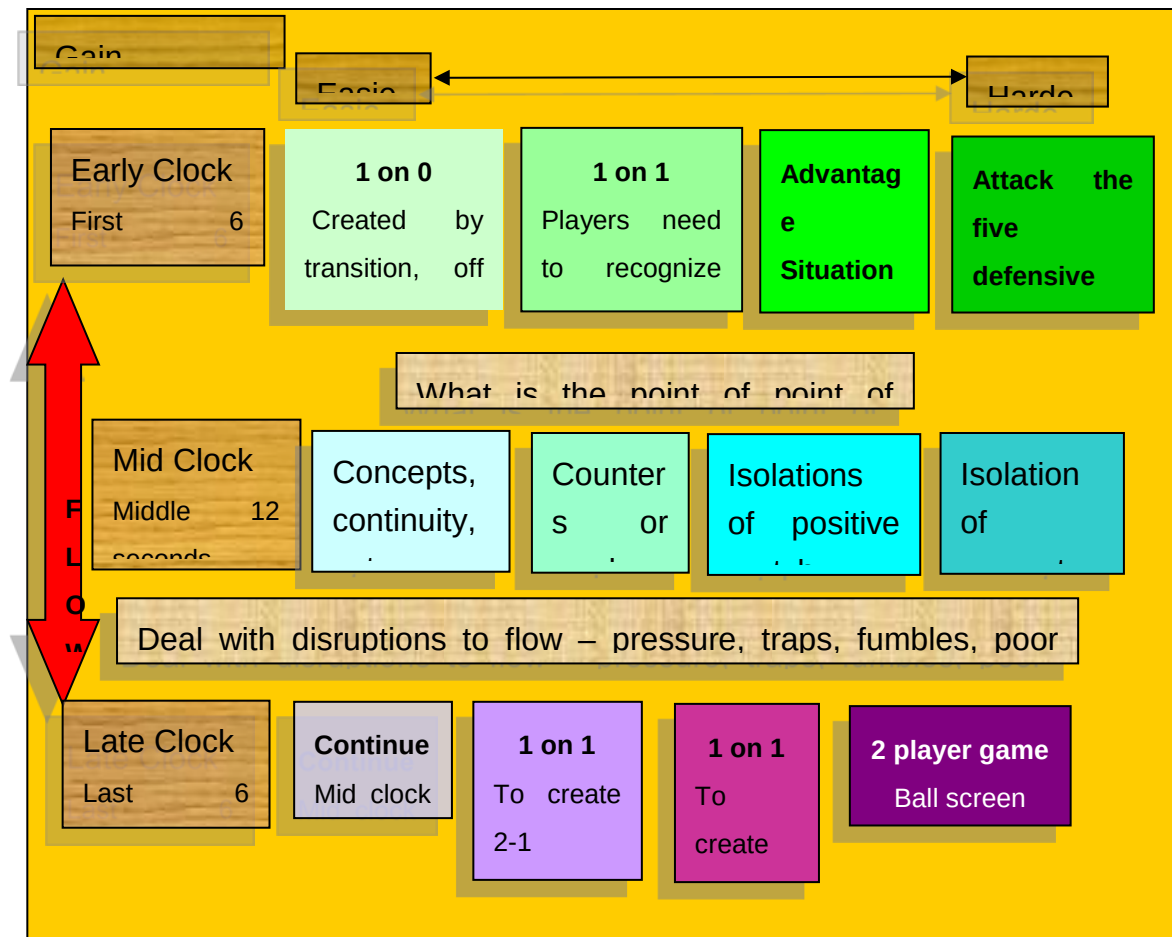
The next option is for players to go 1 on 1. As described above, this may be when the positive match up has occurred or off of isolation in a particular spot. The problem is

that you may not have a choice. Every players needs to know how to create a shot in late clock. This is why some coaches go to two-player game late in the clock. They may run a ball screen for a perimeter or have an interior use a dribble hand off. Again, these kinds of concepts require high skill level and plenty of practice time.

Defensively, many teams are getting very good at trapping or denying your best player late in the clock. These kinds of defenses expose players who cannot score or create a score for another player. This is why attacking the basket, spacing, penetration principles, and pass cut fill are so important in the development of all players. Teams that create a one-second advantage and then maintain it until the team has a good shot are the most difficult to defend. By understanding how to create, maintain, and then pass off the one-second advantage to a teammate, teams are constantly playing 2-1. It also helps if everyone can pass, dribble, and shoot the ball.

2 for 1

Very few coaches make use of the 2-1 strategy at the end of quarters, half time, and end of game. If there are 40 seconds left in the game clock, pushing the ball and taking a good, quick shot will result in your team having last possession. This gives you two possessions as opposed to one to score. It must be practiced. This is a strategy best for **Train to Compete** stages and above.



Confidence and skill building interventions made during competition

The majority of coaches make use of positive feedback. It tends to be general in nature. The more specific it is, the more likely the player will repeat the action.

For example:

- o General feedback – “Great job!”
- o Specific feedback – “Sam, you made contact on that cutter with your forearm. Great job!”

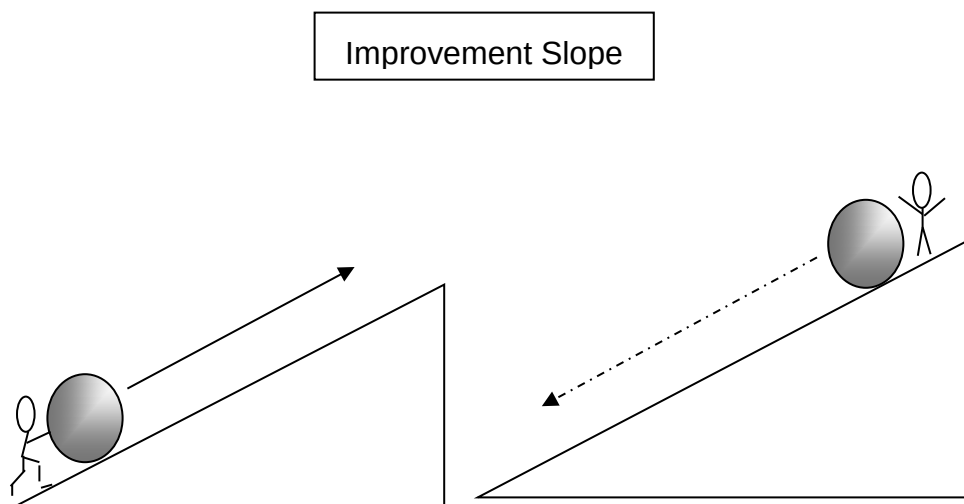
Sisyphus Effect

Some coaches believe that the game is not the time to teach; they see it as the test. Practice is where the teaching occurs. If you have not shown the ability to use a certain skill or concept in practice, you will not be allowed to use it in the game because it will jeopardize the chance for the team to win. The problem is when this approach is used over the entire season, or worse - for a player's entire developmental career.

Competition is the time to demonstrate that you have learned the concepts that you

practiced. What many coaches do is restrict the test the child gets to write. In practice, the player is allowed to dribble and shoot. In the game, the coach only allows the player to pass and rebound. Coaches are afraid that they will jeopardize the victory if the players make mistakes. This is true if you are thinking about winning in the short term, but if long-term victory is your goal, you must allow mistakes and teaching to occur within the game.

When no learning occurs during games, athletes start each game with the same skill sets and concepts as the previous game. This reminds one of Sisyphus, from Greek Mythology. Sisyphus was punished for his transgressions by being forced to push a huge bolder up a hill, only to see it roll back to the bottom at the end of the day. The next day starts with the same task. When players are not allowed a second chance in games, the stone rolls back to the bottom of the hill.



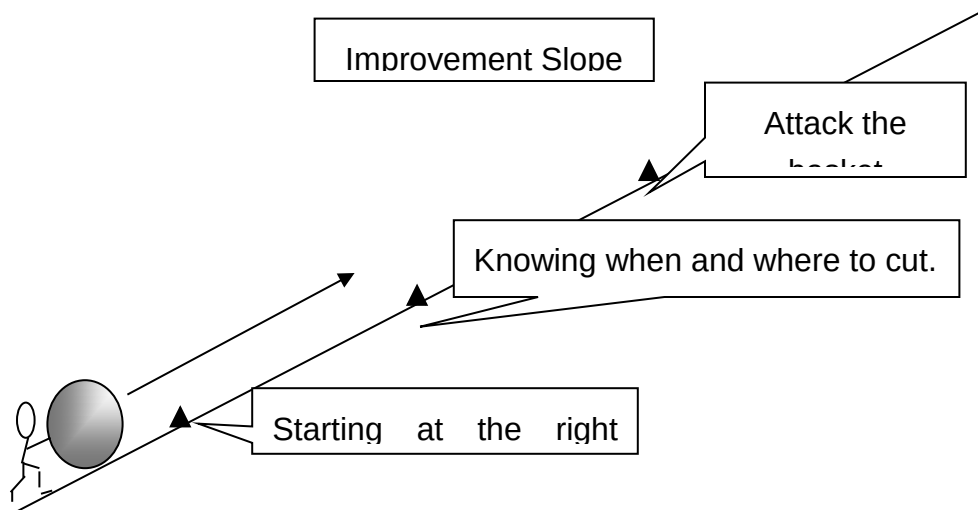
The coach must ensure the stone does not roll back. Using benchmarks within the game to ensure that players have learned, and can apply the skill or concept, will help prevent this from happening. How does the athlete guarantee to the coach that the benchmark has been achieved?

- o Use of questions to show comprehension
- o Demonstrate the skill or concept with a competitive situation

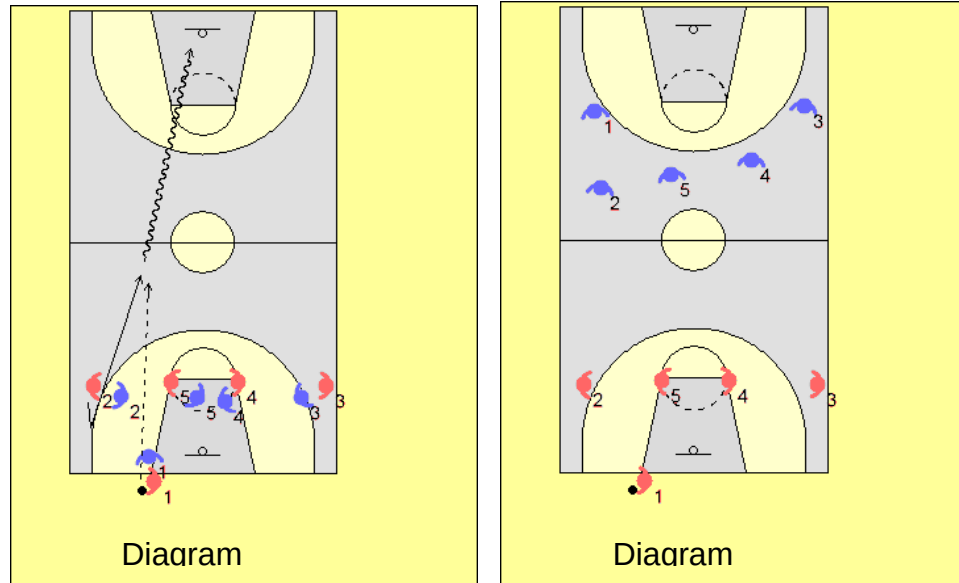
By asking questions and listening to the answer, the coach can judge comprehension. Developmental athletes will often answer with; “I don’t know”. This is because they have not learned the language necessary to describe their thoughts, feelings, or actions. Demonstration is the ultimate test. Players need the opportunity to show coaches their

competency in the game. I would also argue that they need more than one chance; they need to learn from their mistakes.

In the example on the following page, the coach is teaching a particular player how to attack pressure. The first benchmark the player must achieve is starting in the correct spot. If the coach **stops coaching** by giving no instructions, and allows the athlete on every possession to go to a different spot, the stone is rolling backwards. If the coach uses the bench to coach by subbing on the first mistake and never giving the athlete another chance, the stone also rolls back down the hill. If the athlete is not even allowed in the game, the stone never gets a chance to move up the hill at all. Once the athlete consistently knows where to go, the coach can load the athlete with the next benchmark; knowing when and where to cut. Once this skill is mastered, the coach loads the next piece, which is to attack the basket.



At the first sign of a mistake, many coaches make strategic or personnel changes to solve the problem. A coach wants to have his/her team play full court player-to-player defense. In the first game of the year, after scoring, the players all pick up their checks and play in a three quarter, deny position. One of the offensive players fakes a cut to the ball and goes long. The inbounder throws long, over the head of the defender. The ball is caught and the player scores an uncontested layup (Diagram 1).



The coach immediately calls time out. He/she takes a strategic solution, calls the press off, and instructs the players to pick up at half court. In this situation, the athletes were not allowed to push their stone of full court pressure improvement up the hill. No benchmarks were allowed to be put in place. Next game, the stone will start at the bottom of the hill. This coach is trying to win in the short term. If the coach has a long-term view of victory, he/she will instruct the players about the adjustment that needs to be made. The key is that the child is given the opportunity to demonstrate the new teaching. If the demonstration of competency is only allowed to take place in practice, the child is not being given a true test.

Coaches also allow the stone to roll back down the hill when they stop coaching. This usually occurs when a blow out occurs. The coach who is leading by a large margin and allows the players to get into garbage time activities risks the benchmarks being eroded for the next game. The coach who stops coaching when his/her team is losing risks the stone rolling back because the players lose confidence in the coach and each other. The danger here is that the stone may roll back to a spot even further than where it began.

This same Sisyphus Effect can also occur in organizations when they do not have people in current positions pass on their knowledge to future replacements. I see this happen all the time in coaching. Organizations invest a lot of time, money, and effort in training a coach. When the coach leaves, all of that information is taken with him/her.

Legacy materials need to be developed so they can be given to the new coach.

Distraction plans

Here are some examples of techniques used by coaches in games:

- o As games get tight, and stressful emotions tend to rise, some coaches fall into the trap of also raising their emotions. The successful coaches become calmer and show great confidence to their players.
- o Ask for an affirmation. The coach will ask the athlete if he/she can accomplish a task; “Can you do that? Thank you.”
- o Visualization. One coach has the players visualize a foul shot during the time out.
- o Remind athletes of previous success. Bring the attention of the player to a situation where he/she faced adversity and overcame it.
- o Refocus on goals or strengths. Coaches get the athletes to focus on their goals. This is especially important if the player is not scoring, but the goal was to play good defense.
- o Play on the exhale, not the inhale. This helps the player relax.
- o Mental fatigue. Coaches who made use of the delayed debrief allow players to calm down before talking to them.
- o Coaches who ‘get after the players’ must take a step back and evaluate if the intervention was effective. Sometimes players need to be motivated to give a better effort. You can be hard on a player without being personal. It is acceptable to criticize effort. Comments or statements that affect the dignity of the player are unacceptable. It is often impossible to get this player back after being humiliated by the coach in public. Some argue that this creates soft athletes. We cannot apply the values of the past to today’s society. “Back in the day,” players had no choice. If a coach was abusive, you stuck it out or did not play. Nowadays, players have options. In addition, parents are present at the majority of games.

Effective Timing of Time Outs and Substitutions

Time outs

Red flags – called immediately, without hesitation – Usually a major run by the other team, frustration, or lack of execution. None of my interviewees mentioned calling a time out late to advance the ball to half. We have to rethink our timeouts to coincide with the FIBA rules. Some coaches have learned that they must let players play through runs and certain frustrations. You cannot take time outs to solve every problem.

Yellow flags – a time out alert. We will attempt to play through the situation.

Green flags – this is where you cancel a called time out. As often happens in a FIBA game, you go for a while without a stoppage. I have seen teams turn a run around and then have it stopped because the coach did not cancel the time out.

Last two minutes of the game

Very few coaches make use of the rules that allow subs when scored upon. Many coaches also call their time out with the opponent shooting a foul shot before the first one is taken. This means if the second shot is successful, the ball cannot be advanced to half court. Coaches must decide what is more important - the time out before the shot, or the possibility of moving the ball to half.

Many coaches are using time outs to control tempo. Coaches need to explore other ways to solve problems, especially in the second half. It is amazing to see the number of coaches who get caught without a time out and are unable to advance the ball to half late in the game.

Who calls the time out

- 1) Called by you – you should not have to do a lot of consultation with your staff as you know the reason why it was called.
- 2) Called by your opponent – this is a bonus time out. Very often, you should have a “ready list” prepared of things you want to discuss. This is a time for consultation with players and coaches.
- 3) Half time – this is where you may have more time to have a big discussion with coaches and players

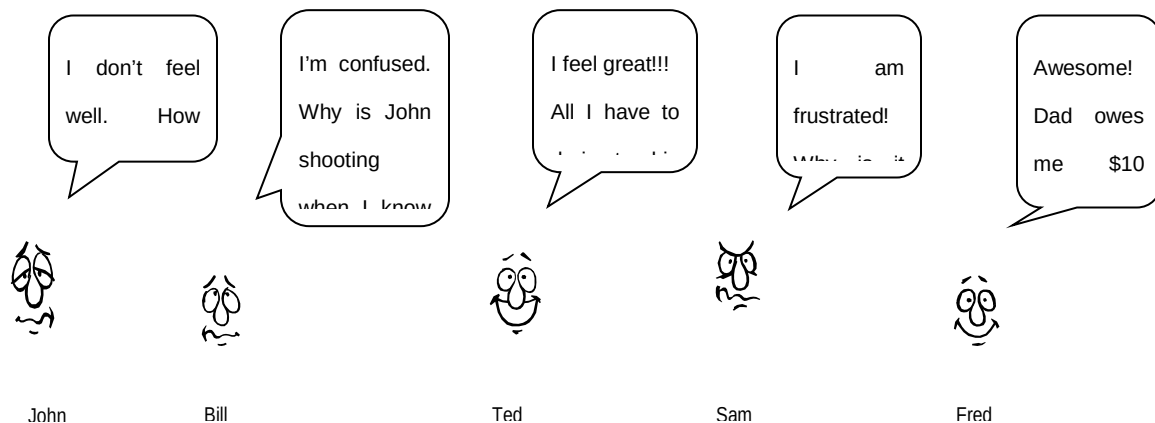
Points to ponder

- Coaches are very often late going into the time out. You only have 50 seconds. Officials all across the country are being instructed to get players out of the time outs on time.
- Effective time outs have one or two major points.
- The last information given is usually the action the players are going to immediately do. If you're on defense, talk about the defense last. It always amazes me the number of coaches who do not discuss the jump ball just before the game starts. It is the only one of the game. If you take it for granted, you can get burned.
- If you use a board, have it ready. You need to practice your board skills with the team ahead of time, in a practice situation, or pre-game. Ask your players to show you what you have drawn up. Don't wait for the big game to find out that most of your team does not understand.

- Anticipate your opponent – the more you know your opponent, the more you need to anticipate his/her actions. Is he/she the type of coach who changes defenses coming out of time outs? Does he/she run a certain play in these situations? Why did the other coach call time out?
- Use pressure to force a time out. If a coach calls an early time out, many coaches will come back with a press, trying to force a second time out immediately. The same is true if the coach calls the second time out in the first half. Force them to use half time to talk about the press.
- Listen to what you say – have you ever taken the time to listen to what you say in a time out? It is amazing what we say in the heat of the battle. More importantly, it is the thoughts or actions it creates in the players.

Example: The coach calls time out with six seconds left in the game. The team is down one point. The coach says; “We are going to run special to get the ball to John. He will shoot it and score the winning basket, not like the last game where he missed.”

The five players get ready to go back on the floor:



We need to create a positive image in the minds of our players. We don't motivate by telling people what not to do.

Substitutions

Red flags – two fouls in the first quarter, lack of effort, numerous mistakes, and fatigue.

Yellow flag – often, the head coach will warn the assistant coach to watch “so and so”. Many coaching teams have an assistant responsible for subs. Many coaches prepare the subs before entering the game. This is a good trend.

Green flag – a player recovers and has a positive contribution to the team. The end of quarter or period is close and it does not make sense to sub a player in for such a brief period of time.

Points to Ponder

As previously discussed, it is important to prepare subs to enter the game. Create a positive picture of what they will be doing. Often, it is advisable to have them tell you certain things:

- o Who will they be guarding or where will they be positioned? On the zone or press?
- o What role/position do they have on offense?
- o What are the key points of emphasis?

By asking, you clarify if the player understands.

- How many players do you plan to play in the game? Is this information communicated to the players before the game? No other area will create as much tension or problems for a coach as playing time. Honest communication is the key. Problems occur when:
 - o A coach promises playing time and does not deliver
 - o Rewarding players with meaningless playing time i.e., the last 10 seconds of a game, which has been decided long before that time.
 - o Inconsistency in playing time without an explanation
- The FIBA game means you need to play more players. The pace of the game is at a higher level. This is especially true in tournament play. When coaches enter into tournaments, they must consider the big picture. I have witnessed too many teams looking very competitive at the start of a tournament, playing only a select number of players, only to fold late in later games due to fatigue. Coaches must search for situations where they can play more of their “bench players”. Some possible suggestions:
 - o Develop a special unit that goes on the floor for a short period of time with a specific style of play – very often, this is a pressing unit that changes the tempo of the game
 - o Use a number of players to defend a star player from the other team.
 - o Match the subs of the other team
 - o Use a sub for the last minutes of the quarter. This gives your starting players a longer rest as they benefit from the quarter time break.
 - o Trust the players will learn and improve if given a chance to play. This is especially true at the younger levels.

- Keep track of time and score – A simple stat sheet that records who is on the floor, and what the time and score are when subs are made goes a long way to helping the coach with playing time. It allows coaches to:
 - o Accurately know the amount of minutes each player played
 - o See the point differential for each line up on the floor
 - o See runs and drought by each team and who the participants were
 - o Predict when subs may be needed by seeing how long someone has been on or off the floor.
 - o Use statistical information to explain to players about team and individual playing time

Half time

Points to ponder:

- Going to the locker room is not always the best idea – you need to consider:
 - o The distance from the playing court
 - o The temperature
 - o Distractions – shared with other teams, parents, fans
 - o Amount of space
- Give the players time to do their thing, go to the washroom, fill water bottles, eat a snack. This gives you time to look at stats, if you kept them, and discuss what you want to say or do.
- Write it down. This is a good opportunity to use of your white board. It prevents you from forgetting things or rambling.
- Address the issues that will improve the team performance the most. Too often, we as coaches, get side tracked. What is it exactly that you need to do?
- Staying the same is not a good option. Telling a team that it just has to keep doing what it has been doing is underestimating one's opponent. Usually, your team will relax, which is not the same. It is important to point out the positives we want to maintain, but also anticipate what the opponent will do.
- Give the players time to warm up. Have someone keep track of time.

Making Use of Self, Individual, and Team Debriefs to Assess Strategy/Tactics/Motivational Plans

During the game

The majority of coaches have a plan in place to debrief each athlete as they come to the bench. This ranges from a simple comment from the head coach to an assistant sitting with each sub. Telling still dominates the debrief. We do need to make use of questions. An example of the power of questioning comes from an actual game:

Coach: “Do you feel you can make use of a break out dribble?” (This is a yes or no question, which is not always the best.)

Athlete: “Yes, I think I can. The big girl is right up on me when I get the rebound.”

Coach: “That’s great! Once you break clear, you can really push the ball up to the wing. I want you to do that.”

Athlete: “Okay, Coach!” (Pause.) “I think #6 is left handed. She is always going left to score.”

Coach: “Really? I never noticed that. We must make sure to tell the other post players who might be guarding her. If you notice anything else, let me know!”

This is the beauty of asking questions. You gain insight into things that add to the **collective knowledge** of the team. No one had pointed out the fact that the player was left handed. I do not believe the athlete would have volunteered the information if the exchange had have gone as follows:

Coach: “I need you to use your break out dribble. Once you get in the clear, you can push it to the wing. Do you understand?”

Athlete: “Yes.”

“Do you understand?” is **not** a question that is very effective in gathering information on what a player really understands. In the heat of the battle, it usually means do what I tell you. If we are going to improve the decision-making ability of the players, a must in the FIBA game, it is crucial that we use questions to inquire what they are thinking, feeling, and doing. When coaches first use this technique, they are often frustrated with the results.

- a) The player gives the **wrong** answer – wrong. It is not the answer the coach wants. Coaches need to honour the athlete’s answer.

Example:

Coach: What happened on that screen?

Athlete: “I got tripped up by the screener.”

Coach: That’s not what I saw. You’re supposed to go under the screen. Make sure

it
doesn't happen again!"

A better response would be to honour the answer:

Coach: "What do you mean by tripped up? Describe what happened."

This allows the coach to see through the eyes of his/her athlete.

- b) **"I don't know"** – this answer frustrates coaches because he/she cannot comprehend how an athlete just completed a task and cannot explain how or what he/she did. Athletes often do not have the vocabulary to describe their thoughts, feelings, and actions. It is up to us as coaches to assist them in learning how to express these things.

Example:

Coach: "What did you see when you dribbled off that pick?"

Athlete: "I don't know?"

Coach: "What do you mean you don't know? How can you not know? It just happened?"

A better response is to honour the answer and probe for understanding:

Athlete: "I don't know?"

Coach: "Which defender picked you up?"

Athlete: "I think it was a post?"

Coach: "Did he stay with you or switch back?"

Athlete: "I am pretty sure he switched back."

Coach: "What do we call this action?"

Athlete: "High hedge?"

Coach: "That's right."

The delayed debrief

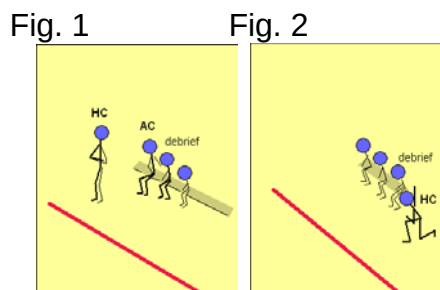
Here, the coach allows the athlete time to collect him/herself before talking to him/her. This ensures that the athlete is in the proper frame of mind. Talking to an emotionally charged athlete often can magnify the problem.

The stock debrief

One of the dangers of anything is when it is overdone and not sincere. I have seen examples of this creep into debriefing. E.g., A coach asks stock questions to an athlete. The purpose is to debrief and not listen to what the athlete has to say. The goal is to help improve performance, but this can only occur when the person doing the debrief truly listens to what is being said.

Look them in the eye

Coaches do not want to **distract** his/her attention from the game. Too many coaches feel it is important to constantly watch the action on the court. By taking time to talk to a bench player, he/she might miss out on the game. In those situations, the role should be delegated to an assistant coach or the coach must position him/herself in a manner where he/she can multi-task. At some point, you may be required to look the player in the eye if it is important to help the player's future performance.



In Figure 1, the assistant coach keeps an open chair beside him/her. When an athlete comes off the floor, he/she knows to sit in the chair for a quick debrief. The head coach should try to greet each athlete as he/she comes off the floor. Look the athlete in the eye and give a quick comment. By looking the player in the eye, you can judge his/her emotion. The eyes do not lie. It is important that the players know why they are being subbed.

In Figure 2, the subbed player goes to the end of the bench. The head coach kneels by the player and does the debrief. By taking this position, the head coach can look through the bench to see the bench players as well as the players on the floor. If the coach wants the whole bench to hear, he/she can speak louder. If it is a private conversation, whisper in the player's ear.

Post game

It is great to see that a number of coaches are allowing the players to talk first in the post-game debriefs. These coaches often feel that they do not have to add anything to the conversation as the players cover all of the topics. The players often bring up areas of concern for which the coach is unaware.

Many coaches still dominate with a “we” debrief. This is where the coach will tell the team post-game what was done well and what needs to improve for next time. The only chance for the players to talk is at the end when the coach asks if there are any questions or comments. A long time ago, players learned that if they keep quiet, it is time to leave. Also, most of the comments will have been tainted with the coach's comments first. Players often say what they think the coach wants to hear, not what needs to be said.

Deeper debriefs

The following layers in debriefs help athletes to:

- Add more depth to the discussion
- Engage them in discussing ideas
- Hear the opinions and ideas of others
- Help them understand the reason why things are the way they are
- Generate new ideas for the future

Layer 1

Relate what you just did to “you”.

For example:

- How does the game **you** just played relate to what **you're** going through right now?
- How does this drill relate to **your** ball handling?
- The last shift **you** just played; what did **you** learn? What did **you** do well? What could **you** improve?
- How does your coming (or not coming) in during the mornings to work on your game relate to **your** playing time?

Layer 2

Relate what you just did to a similar experience.

For example:

- Compare and contrast this **practice** to the last **practice** we had.
- How would you compare this **game** to the last **game**?
- How was your defense in this **shift** compared to your last **shift**?

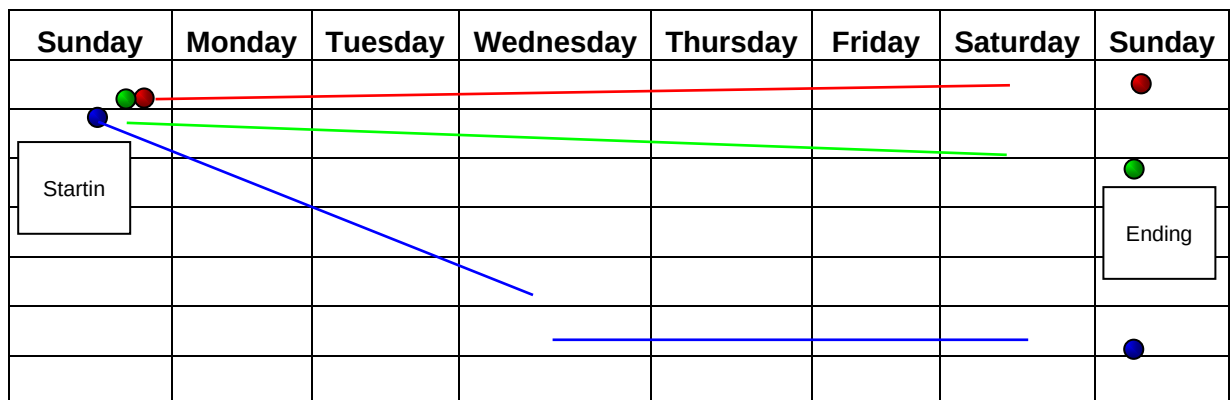
Layer 3

Relate what you just did to the big picture.

For example:

- How does this **drill** relate to the next **game** we are going to play?
- How does this **practice** relate to our **season**?
- How does the performance of the team in this game prepare us for the playoffs?
- How does the **behaviour** you're showing now relate to your **dream goal** of playing at a higher level?

A Basic Competition Day: Nutrition/Hydration/Recovery/Activity Plan for Athletes/Team



- **Impossible Situation** – to maintain or increase energy over the course of the tournament
- **Energy Crash** – due to poor nutrition, rest, hydration, and recovery
- **Ideal situation** – an acceptable loss of energy over the week due to proper nutrition, rest, hydration, and recovery

Recovery

Assist the athlete in dealing with fatigue:

- o Metabolic fatigue (energy stores)
- o Neurological fatigue (nervous system)
- o Peripheral nervous system fatigue (muscles)
- o Central Nervous system fatigue (brain)
- o Psychological fatigue (social, emotional, cultural)
- o Environmental and travel fatigue

See chart on the following page for more detail.



Train to Train

NCCP- Competition Introduction

CONCEPTUAL OFFENCE

Adapted From: Rick Torbett



www.basketball.ca

Conceptual Offense

Introduction

I became a head coach right out of college. Learned a lot the hard way because of this fact. Most joy as a player was when we played by principles. By the time I knew the game I was too old to play.

Too many games

Schedules and restriction on practice time has not helped elite basketball. Youth / school sport is not held to the same standard as teaching math. The date of the first game forces the coach to forget teaching. Teach to the test which is like the game. Players are becoming good at running plays, but not becoming good players.

Coaches find it hard to rely on the coaches below them in the development system. I become an opportunist not a teacher. I am lucky if I get good players or I go and recruit good players who already have the skills. Who develops the players if everyone is just looking to recruit?

Because of these t and more I wanted to develop an offence where the game is taught by principle. When I first started I knew what I wanted to do, but did not know how to teach it. Studied the European club system and applied it to the North American situation.

As the players played together I wanted them to move like a school of fish. Movement had to become a habit. Did not like the various motion offences. There were too many decisions and requiring too high of IQ and skills before you could play well together. Needed something that I could teach quicker and then build on layer. Did not want the weak players screwing up the better players. Too often in motion this was the case.

Transferable - run well at all levels. Use the same language. I want to stand on the shoulders of the coaches below me. Math approach. We continue to build on the concepts we learned before.

Side note: In Belgium it is illegal to run plays in youth level basketball. Run the floor, circle movement and pass and cut is all you are allowed to do. If the coach calls a play it is a technical foul. The coach is to direct his energy to teaching the players how to play not what play to run. They are pretty good at it. Building strong layers. Our players never build a strong offence layers or habits. Allow players to play to strength and avoid weaknesses. Don't go past the first layer until you develop the habits.

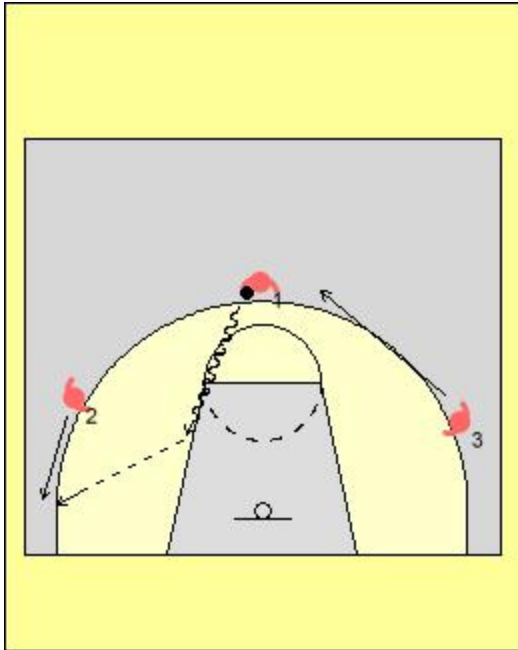
Read and react

Normally everyone watches the ball. The key is what you do when you do not have the ball. There are infinite options. Usually too many choices so the players end up standing. The solution is to eliminate options.

Concept #1 – movement off penetration

The first thing we teach is movement off the dribble. Dribbling is the first things children will do on offence; therefore we need to teach this first.

Chris Mullins former NBA player said he probably would not get drafted into today's NBA. "I don't know how to stand and watch."



Circle action

Pretend there is defence on top. Attack the gap. (This is a dribble going north south not east west). As the ball is dribble the other players circle in the direction of the dribble.

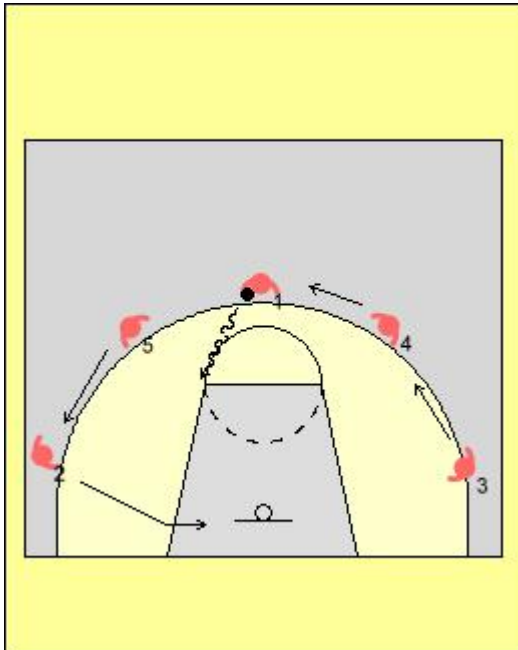
3 on 0

Emphasize the number of dribbles

- ☐ 1 dribble - pass to ball side.
- ☐ 2 dribbles pass back.

Note: The key to teach the skills that go with these concepts. Rick emphasized that you must be able to:

- ☐ Dribble with the eyes up with both hands.
- ☐ Break down the defender with speed, change of direction, change of speed and fakes
- ☐ Pass off the dribble
- ☐ Catch a pass while moving
- ☐ Shoot of the catch



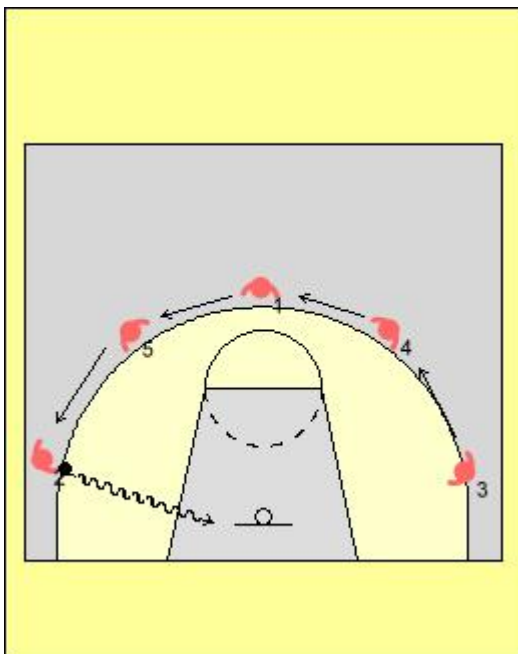
5 on 0 circle movement on penetration

Use the NBA 3 pt line for spacing.
Key is to watch the ball movement.

Note: the player in the corner cuts through since there is no space in the corner to circle. This action will be discussed in more detail later.

Terminology

- ☐ Pitch is an air pass off penetration.
- ☐ Dish is a bounce pass off penetration.



Problem

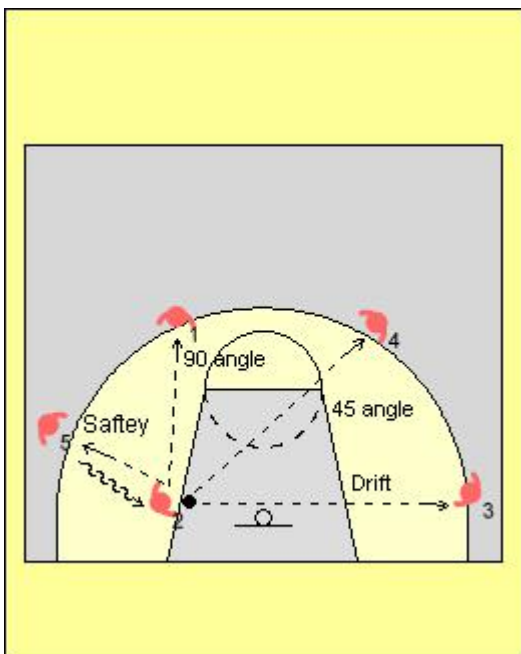
On a baseline penetration if we have the circle action we lose the drift pass.

Baseline penetration - exception to the circle rule

On any baseline penetration we want the following positions filled so the passer has four passing angles.

- ☐ Drift - opposite corner
- ☐ 45° angle - opposite elbow
- ☐ 90° angle - ball side elbow
- ☐ safety - behind the ball

How far away from the basket they are depends on the position of the defence.

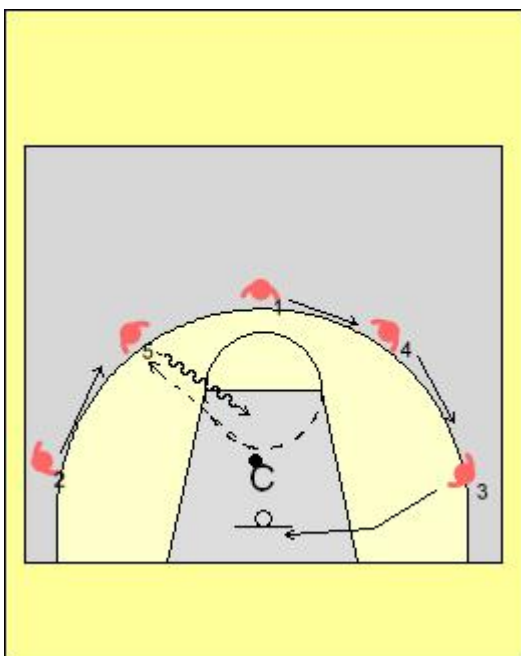


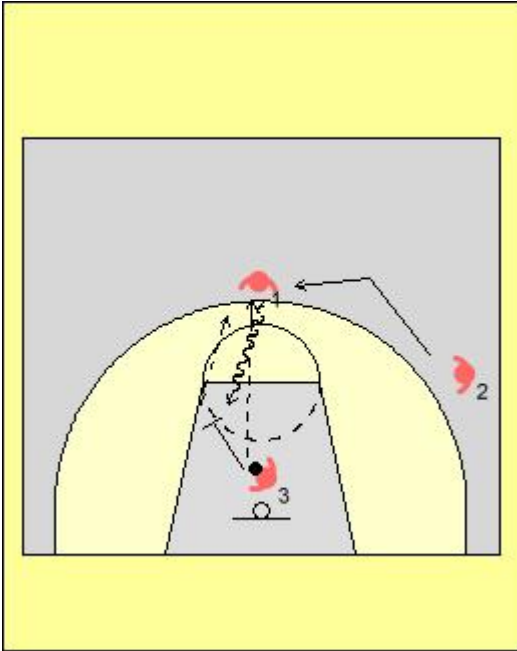
5 on 0 vs. coach

The coach starts with the ball and makes a pass to one of the 5 players spaced around the perimeter. The player who receives the ball drives at the coach. The other players must work on their circle action.

Timing note:

The feet of the perimeter players should be moving before the ball hits the ground on the first dribble. This makes the decision of the passer much easier as he/she will see the movement. Also it makes the decision of the help defender more difficult.

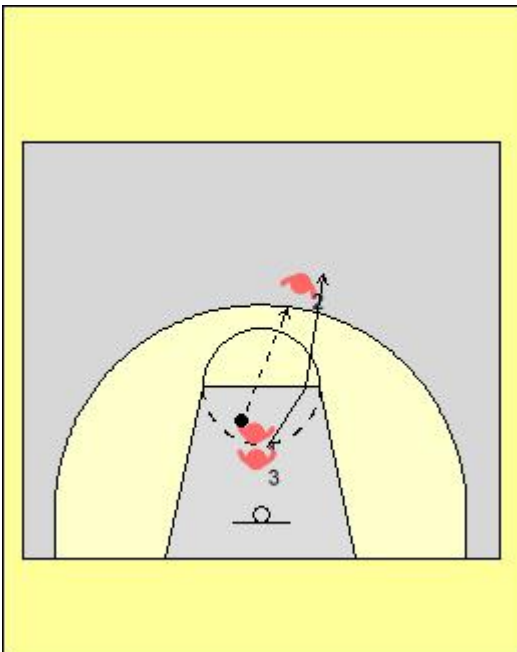




Safety valve drill

The player in the key passes the ball to one of the perimeter players. This player drives the ball at the defence. The pass is made back to the player circling behind.

There is always someone in the "hole", the place you just left. This gives confidence to the penetrator. Know where your bail out is located.



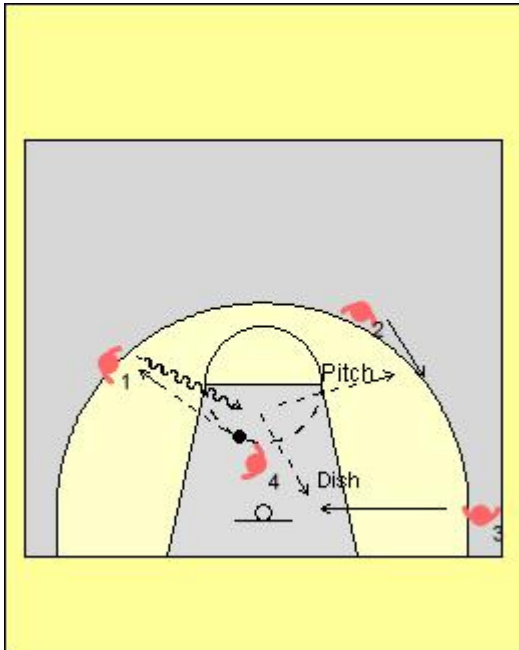
Fly by

On the pass back out the defender runs out and fly's by the shoulder of the shooter. This is excellent for teaching both offence and defence.

The offence player works on:

- ☐ Being ready to shoot.
- ☐ Shooting under pressure.
- ☐ Attacking the close out – fakes, drives.

The defence works on good close outs.

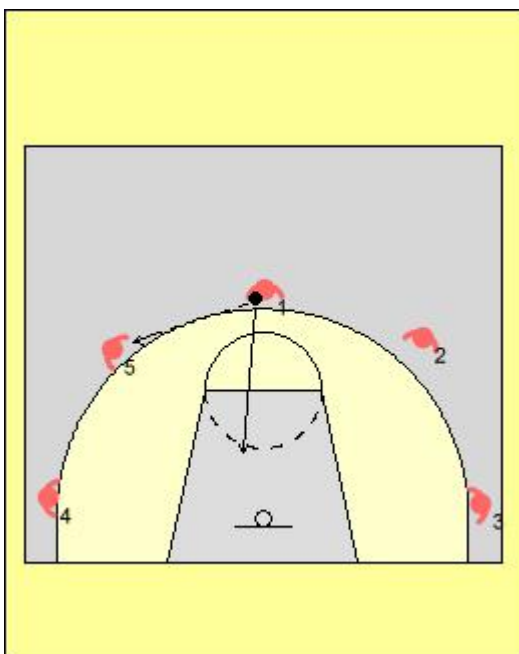


Middle penetration

Attack the key. Everyone is moving to a new spot. The decision is made after one dribble.

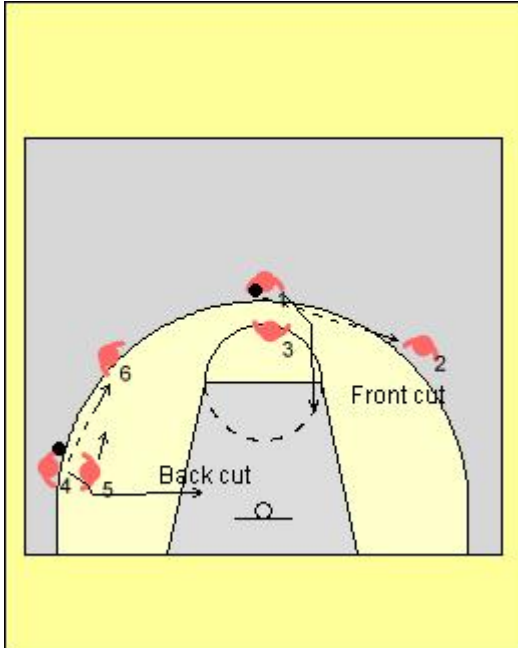
Note: in this diagram the drift player decides to cut to the rim. This is because there is not space to slide and the basket is open.

These drills need to be done from all of the perimeter positions.



Concept #2

The second most common move in basketball is to pass to a team mate one pass away. Passing builds unselfishness. After passing run a basket cut.



Front cut

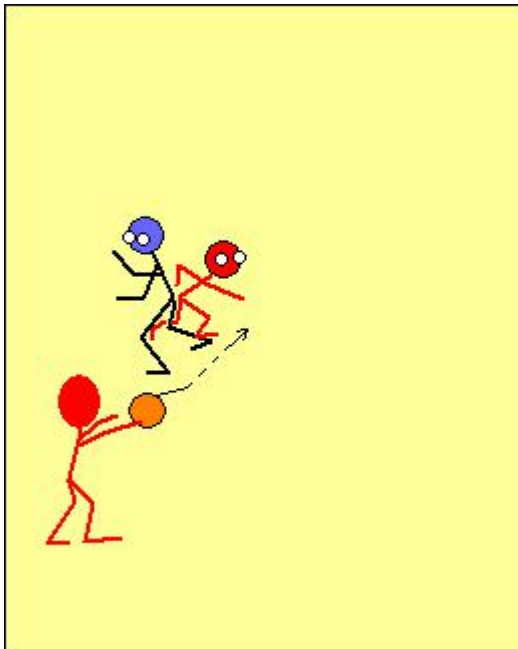
On the pass if the defence does not move make the front cut to the basket.

Back cut

If the defence jumps to the ball back cut to the rim.

The pass must be made early.

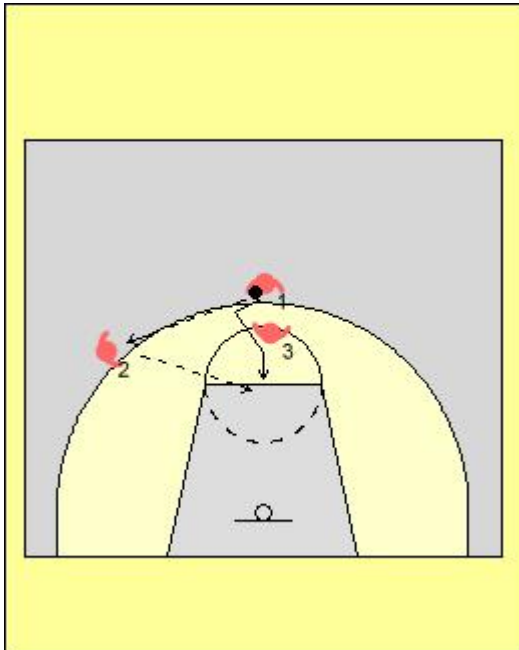
Tip: pass the ball just passed the back heel of the defender to the open space.



Pass early

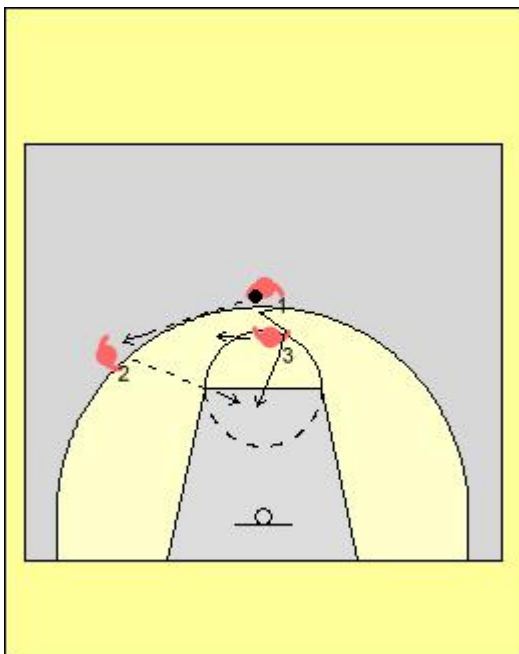
The ball is passed to space not to the player. This is a key concept that all players must master. It allows the offensive player to catch the ball and still have time to read the help defence and find his/her target. Pass by the heel of the defender.

Do not assume that players understand about passing to space. It has been my experience that players who have played hockey or soccer grasp this better than those who just play basketball.



3 player drills

Pass to the wing, if the defence does not move front cut. Put the defender on your back. Pass to the heel of the defender.

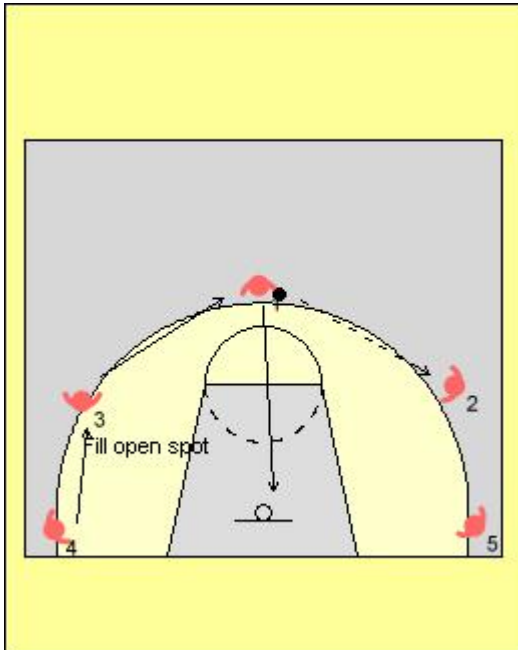


Back cut

If the defender jumps to the ball back cut. The pass must be early.

Load the drill:

- ☐ Add guided defence to the passer only.
- ☐ Add two guided defenders.
- ☐ Play two on two with passing and cutting.



5 players pass and cut Concept #1

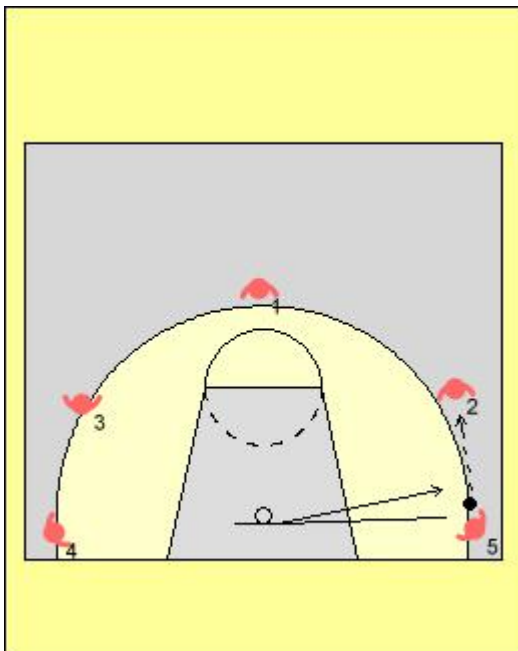
Pass the ball basket cut.

Concept #2

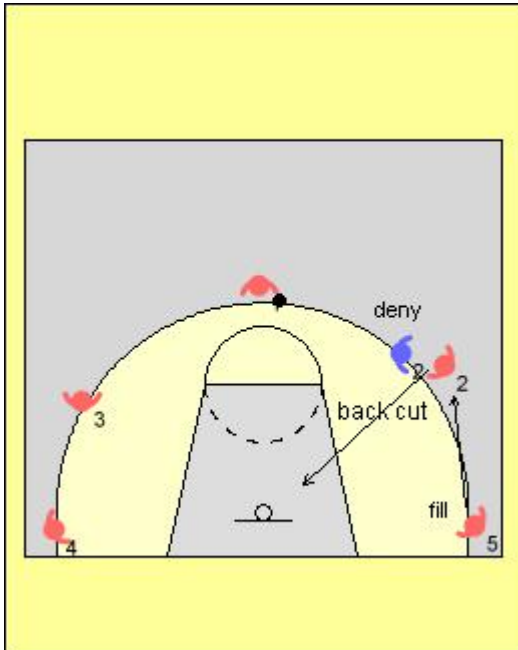
Fill open spots above you. Do not be too quick to fill this space as it takes away the penetration of the player with the ball. Catch the eyes of the player.

Concept #3

When leaving the basket find the open spot, usually a corner.



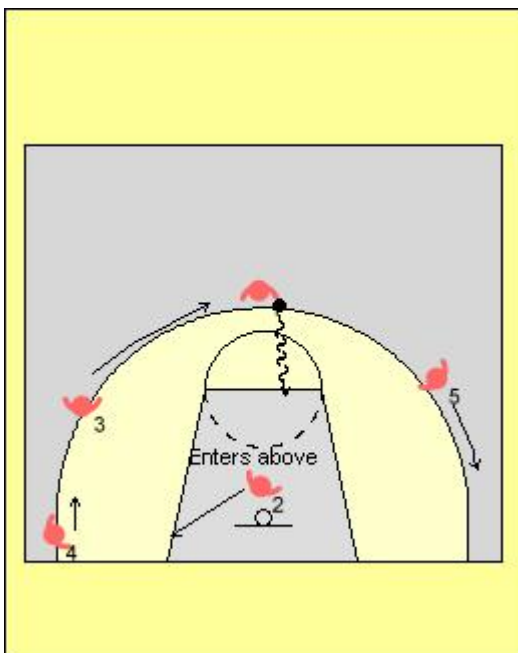
When you pass out of the corner very often you must replace yourself.



Over play

Anytime your defender has one foot over the 3 point line go back door. We do not want to work so hard to make a wing entry, only to have the ball stolen or the offensive player catch the ball too far from the rim.

Remember with a principled offence you will be better later in the year as long as you continue to develop the skills and decisions needed to make the offence work. Early season the players will be very robotic. If you run plays early you will get some easy scores as you trick the defence. Once the season progresses this will not be the case.



Concept #3

Combining penetration with pass and cut.

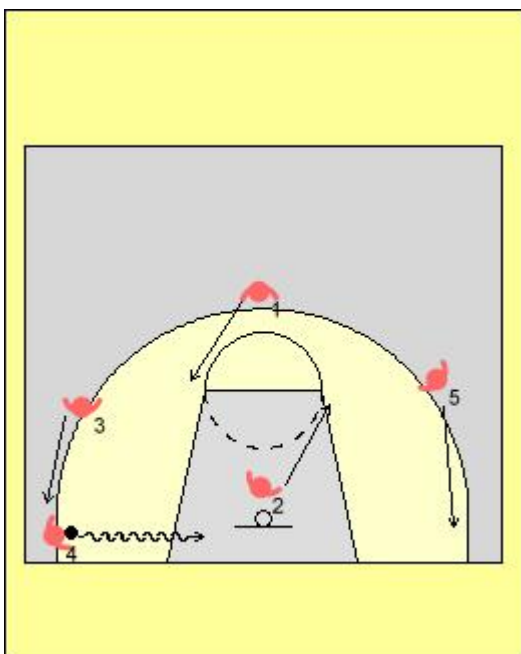
When you start to combined the two concepts you will run into situations where a player will be at the rim as the ball is being driven to the basket. If you are in the key when the ball is being driven to the basket you are considered a post or interior player. What does this player do?

The basic concept is as follows:

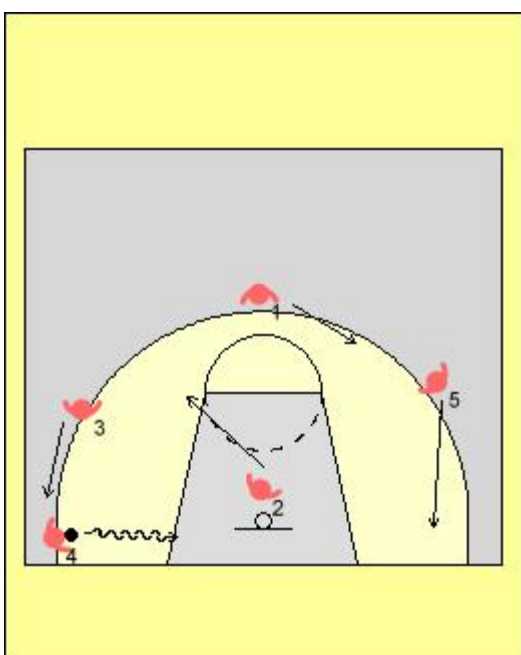
- ☐ If the ball enters the lane above you go to the short corner.
- ☐ If the ball enters the lane below you go to the elbows.

It is crucial that this movement occurs early. If not ball handler cannot make the easy decision and is vulnerable to getting trapped. Ideally the interior player is moving before the ball hits the ground on the first dribble. This puts the help defender in a difficult position.

In this example the ball is being driven baseline. The player at the basket goes to the far side elbow.

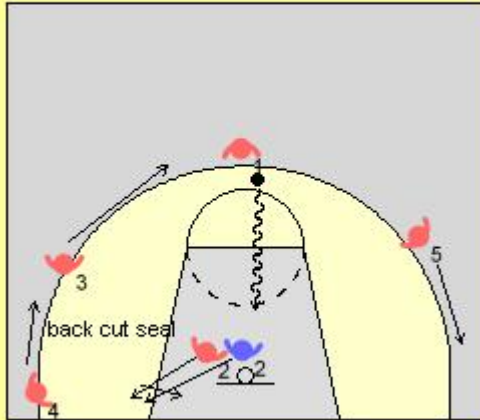


In this example the player goes to the nearside elbow. Remember the positions that need to be filled on penetration.

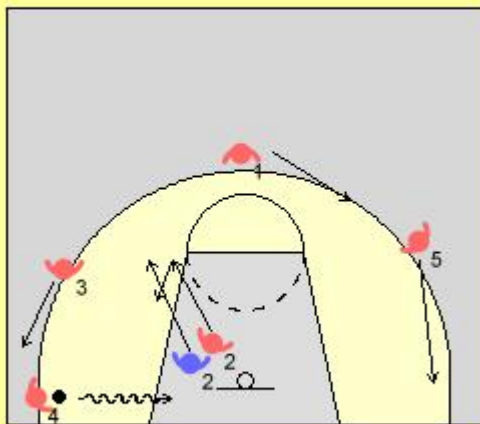


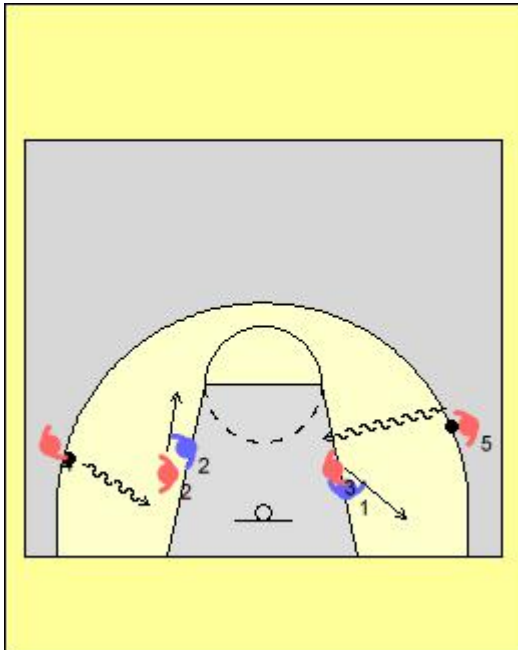
Note: a final option that is not shown is that the post player #2 could back pedal to the drift. Usually the short corner. #5 would fill the 45° angle in the far elbow, #1 would fill the 90° angle on the near elbow and #3 is the safety moving in behind. This is especially effective if #2's check is the player helping.

Note: if when you move to space on penetration your defender stays with you, look to back cut and seal. #2 seals his/her defender as he/she moves to the short corner.



Here is the same example of this concept when the ball is driven baseline.



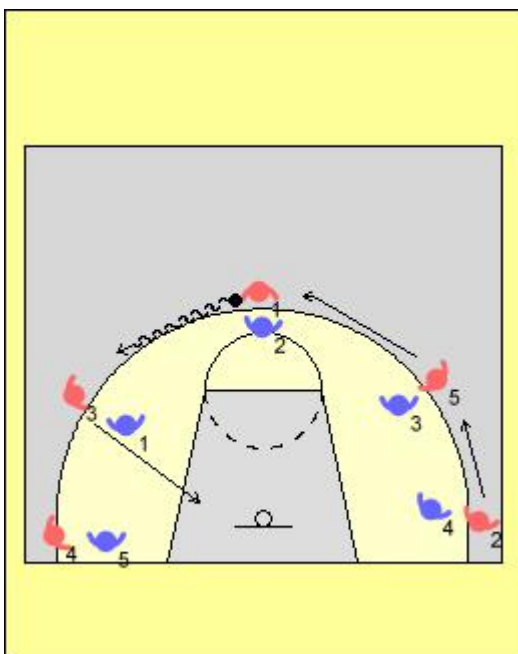


Advanced concept

The perimeter player drives the side opposite of the post defender. This makes it hard for the post defender to help.

Note: if you drive at the side of the post defender you may find it easier to pass to the post on his/her movement. This works well if:

- ☐ The penetrator has his/her eyes up.
- ☐ The post moves on the first dribble.

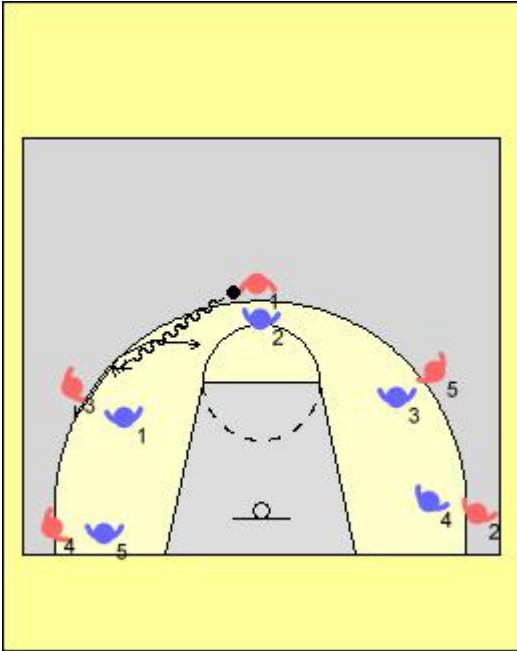


Concept #4

Pressure release

Very often the player with the ball cannot penetrate north south. Usually the defender is too strong. In this situation the player with the ball dribbles at the next perimeter player with a speed dribble. This initiates a back door cut.

Remember, the circle movement off penetration is when the ball is being dribbled north south to attack the basket.



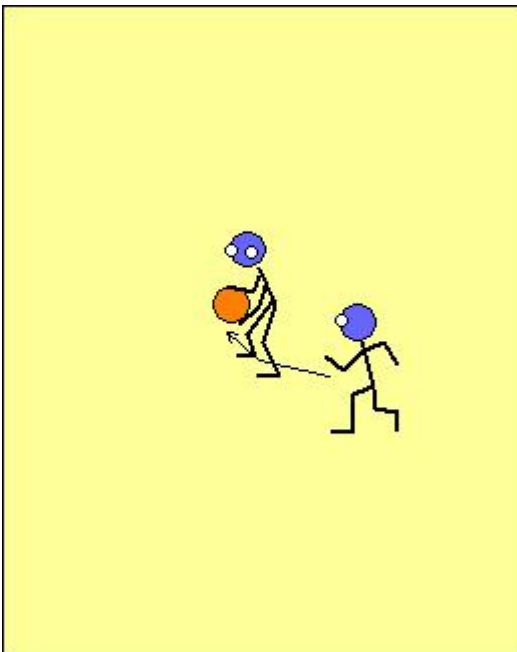
Concept #5

Crab dribble pressure release

If the player with the ball dribbles at the next perimeter player with a crab dribble, it initiates a dribble hand off.

To review:

- ☐ Attack dribble - circle movement.
- ☐ Speed dribble at you - back cut.
- ☐ Crab dribble at you - Dribble hand off.

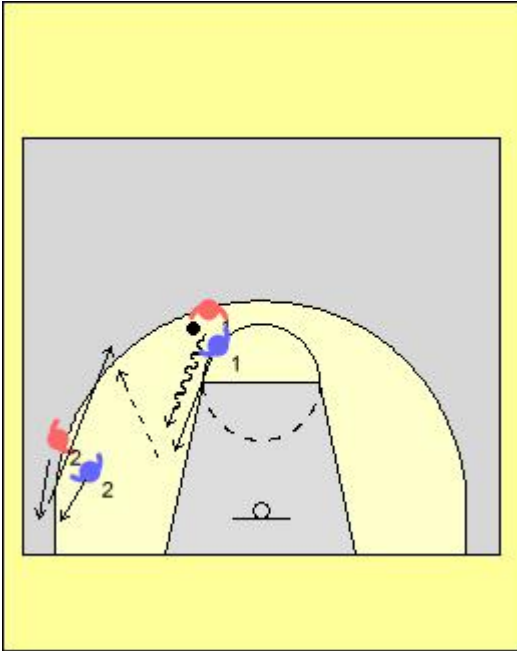


Dribble hand off

The player making the hand off does a jump stop and back pivot. The ball is presented to the cutter with one hand on top and one hand on the bottom. Very similar to a QB making a hand off to a running back.

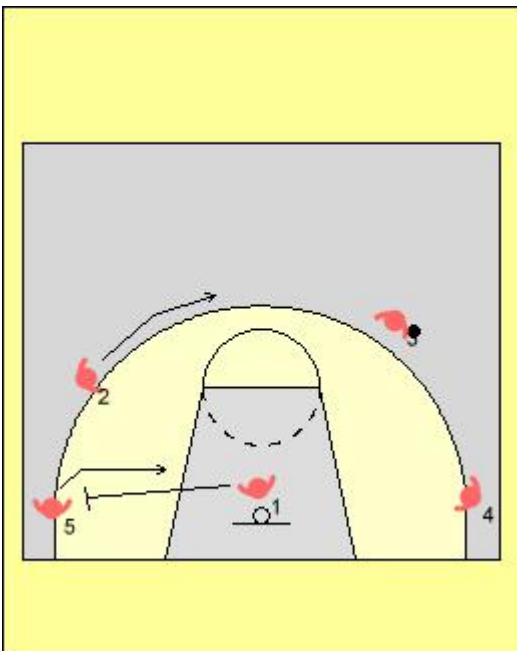
The cutter sets up his/her check first by a jab step at the basket. Go tight to the hand off. Read the defence.

Note: He did not have time to go over all of the reads for a dribble hand off.



Circle movement pressure release

Often the player attacking the basket can not beat his/her check. Therefore the perimeter defender stays with the sliding action. In this case #2 looks to reverse direction. Especially when the passer is in trouble. The other players react to this movement.



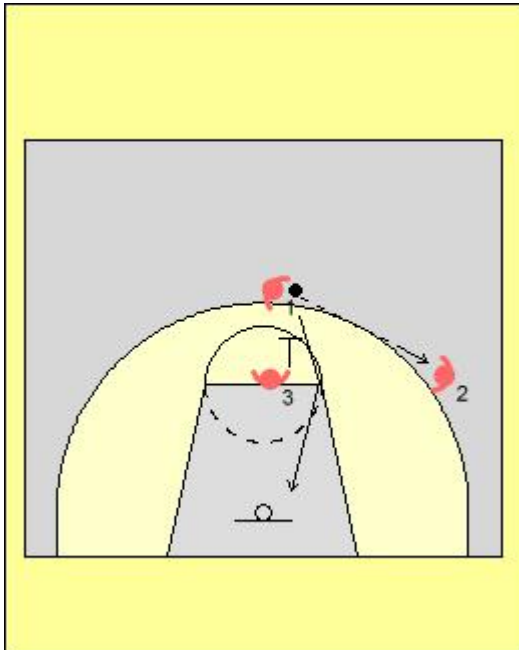
Advanced pass and cut action

Note: coaches are reminded to master the previous concepts and skills before adding in the advanced techniques.

Concept #6

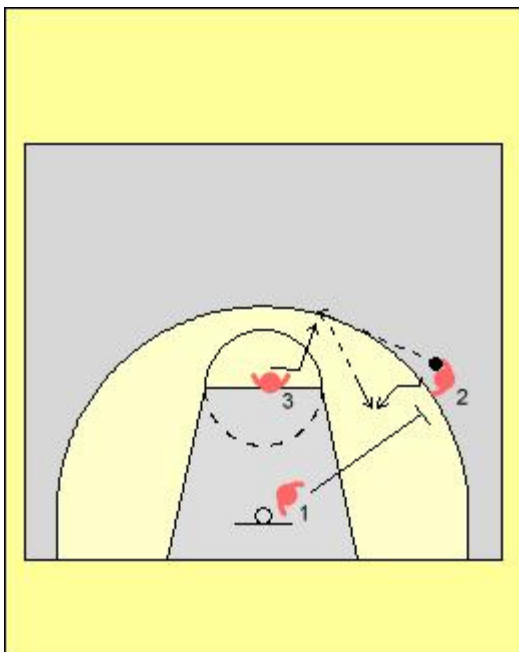
Back screen to exit the lane.

The player who cut to the basket must call a perimeter player's name. Execute a two foot jump stop to set the screen. The cutter is not allowed to cut until he/she hears the sound of the jump stop. This prevents a moving screen.



Three player continuous back screens

The ball is passed to the wing. The high post sets a back screen for the top player to cut to the basket.

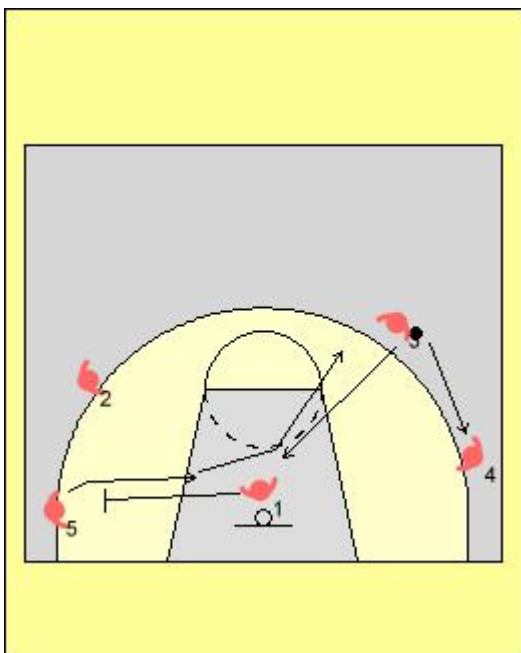


The cutter was not open. The screener is the second cutter (work on sealing the defender for the pass and then an open pivot to square up). On the flight of the ball the player at the basket sets a second back screen for the wing player. The pass is delivered for the score.

Load the drill:

- ☐ Start adding guided defenders.
- ☐ Transition to the other end and see if the players can rebuild the drill.

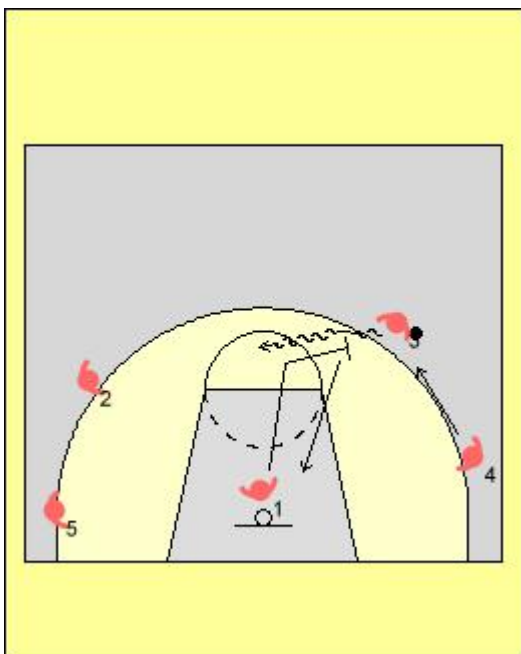
Use the next cutter as a second screen (stagger)



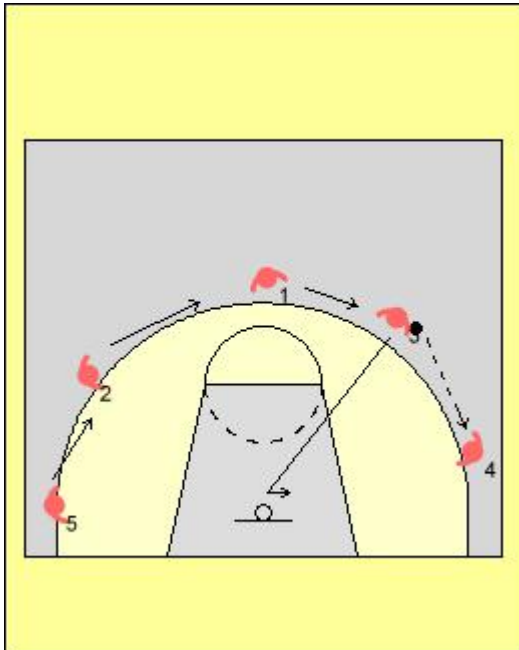
Very often a second pass has been made before the cutter off the back screen has completed his/her cut. This action is perfect to create random stagger screens. As the players get better the cutter will learn to look for these situations.

Back screens are my favourite screen because the threat is a lay up. They attack the basket. We are going north / south on all cutting action. Put constant pressure on the basket.

Ball screen out of the post.



Another advanced concept is to have the post exiting the key set a ball screen.

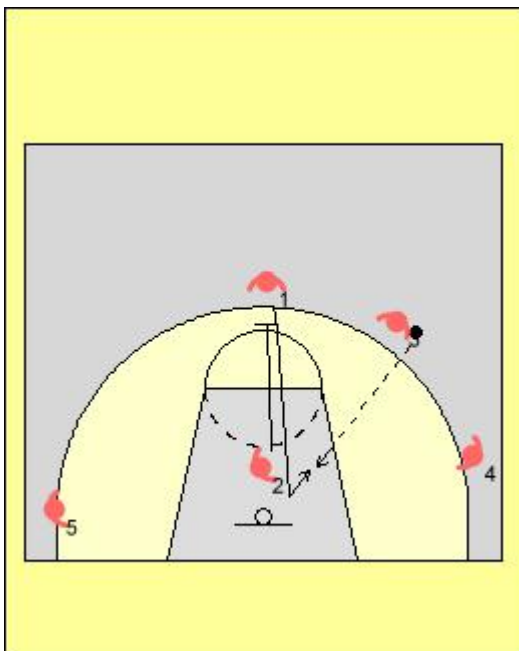


Advanced concept

Getting a specific player into a post up situation.

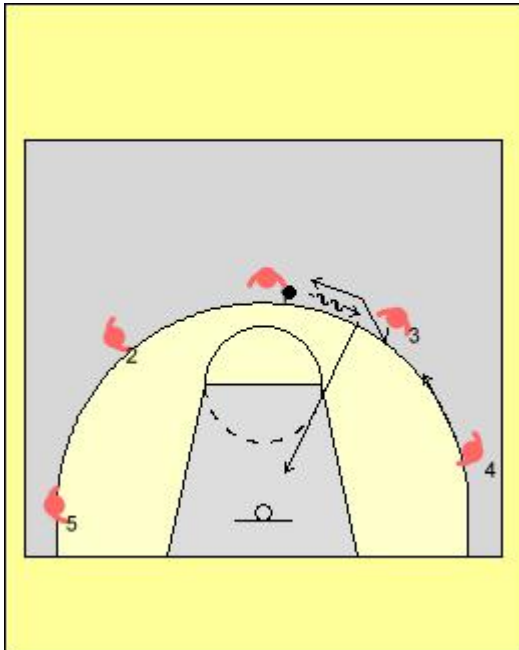
Option #1

Pass and cut to a post up.



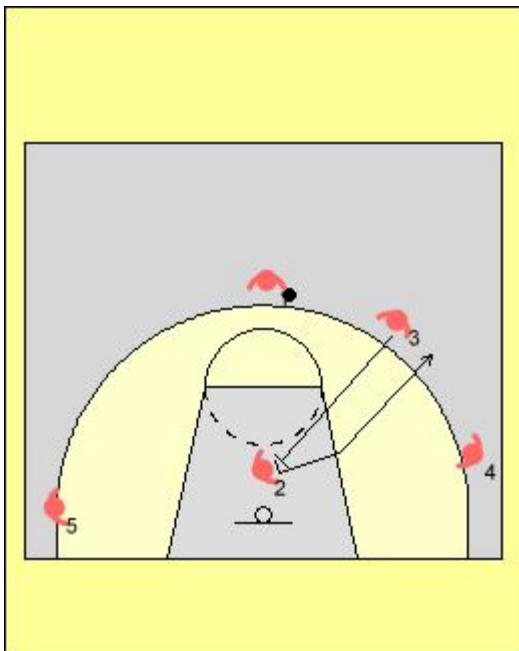
Option #2

Back screen to a post up.



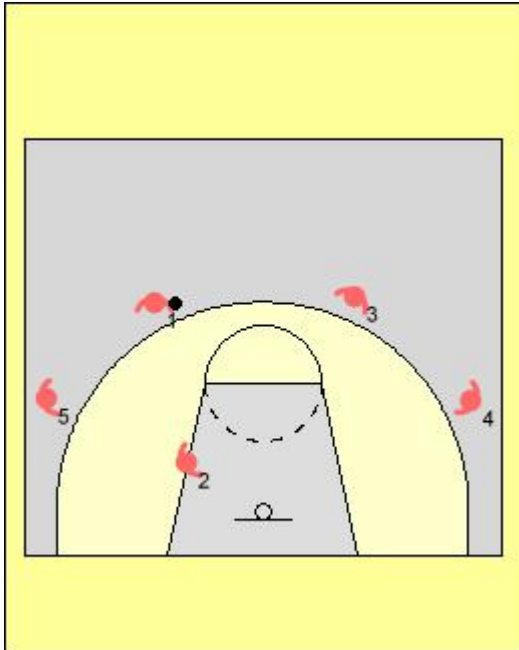
Option #3

Crab dribble, dribble hand off and roll to post up.



Option #4

Pin in and post.

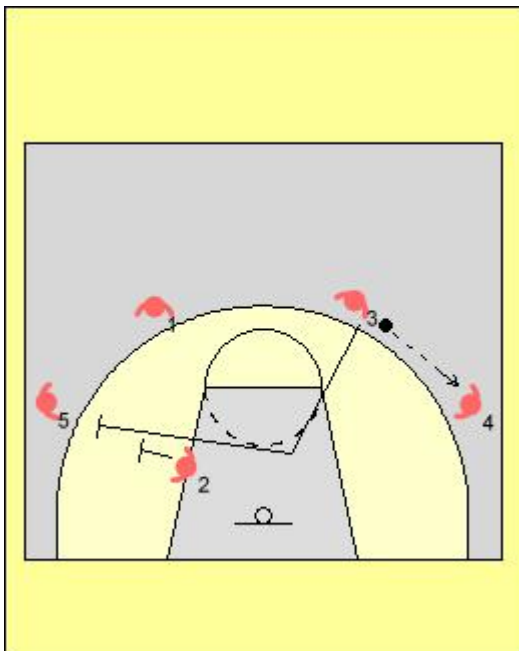


Advanced concept

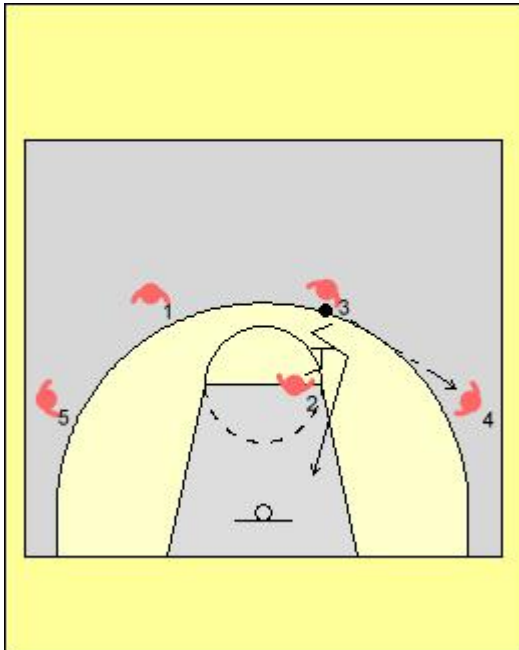
Post play

Space the floor. Everyone plays above the post player.

We want the post to stay on one side of the floor to keep the other side open for cutters. The post is looking to set back screens for cutters and then be a second cutter and face up. The four perimeter players use the previous concepts.

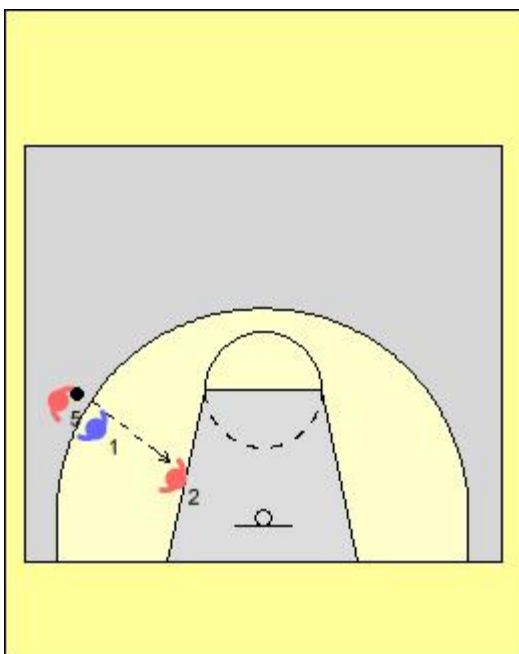


The perimeter players can still set back screens to exit the key. This allows for stagger screens to be set by the post.

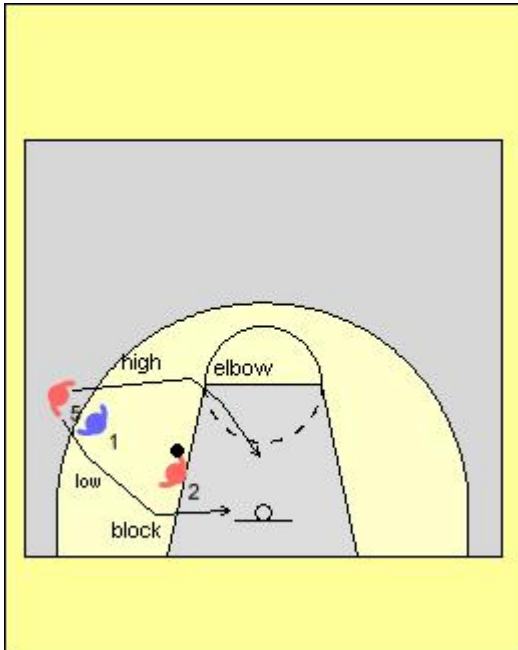


High post

Look to use the UCLA shuffle cut.



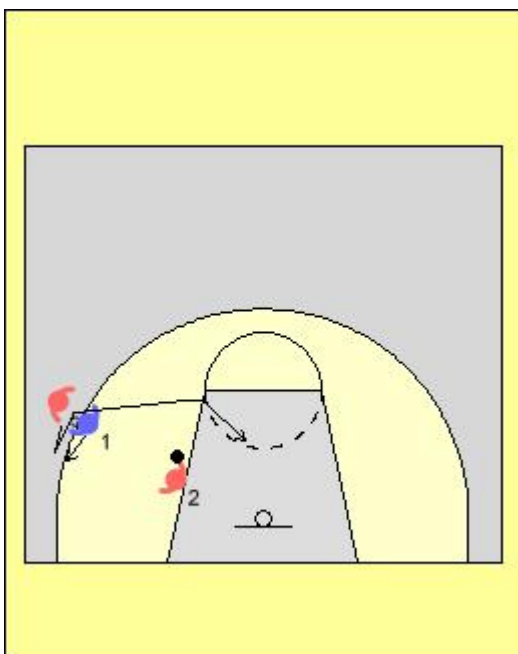
After passing the ball to the post we need to move. If you stand it makes it difficult for the post to go one on one.



Level one movement off a post pass.

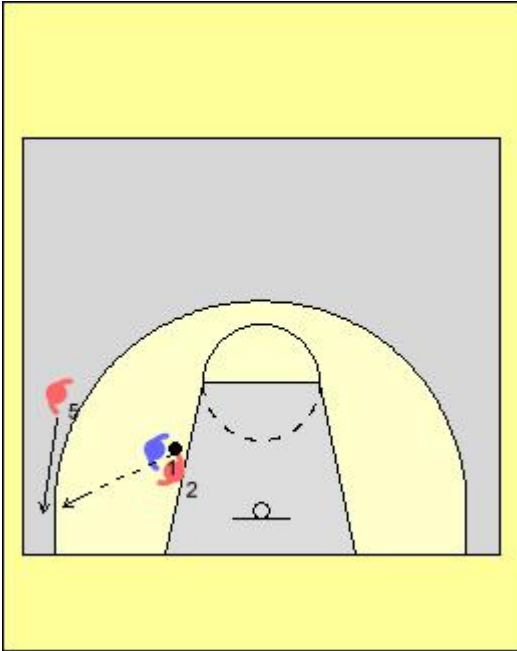
High Laker cut - after passing the ball cut high through the elbow to the rim.

Low Laker cut - cut low through the block.



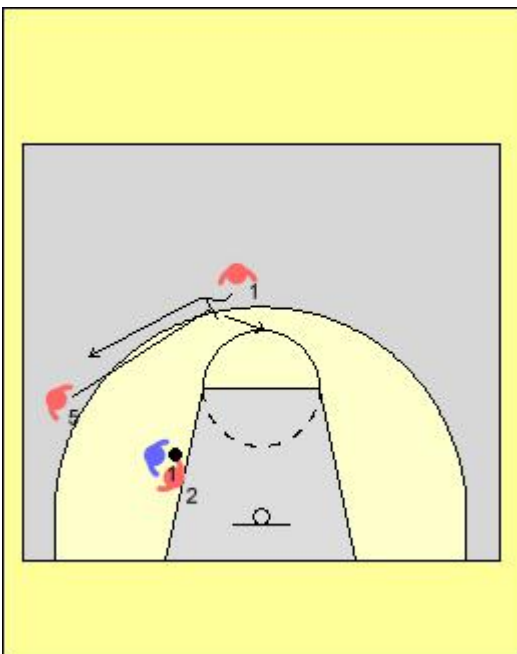
Level two

If the perimeter defender chests you up, (stays tight and blocks your cut) look use this as a signal to change direction.



Level three

If the defender doubles down to the post look to slide to the corner.

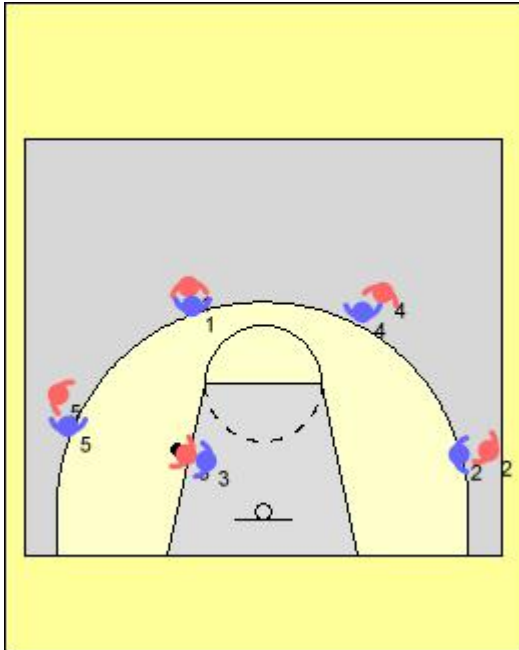


Level four

The player who passes looks to screen for the next perimeter player (Utah action).

Note: these same cuts can be made off a high post feed. Always remember the back door rule. If your check defends outside the three point line look to backdoor.

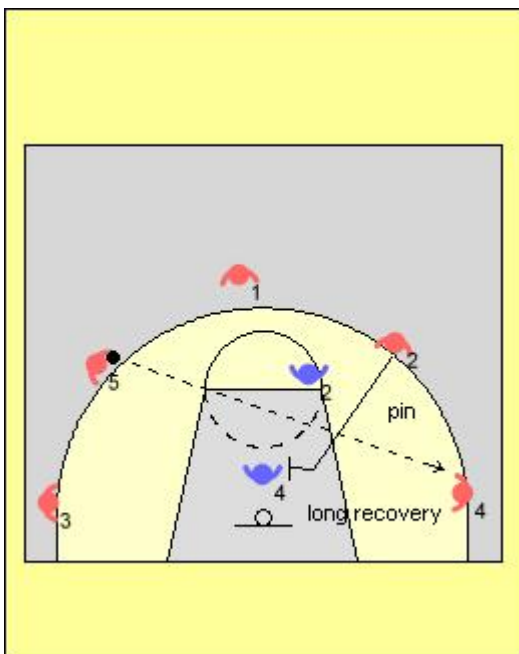
Playing with two post players who cannot score is not a good idea. This limits your offence to 3 point shots or mid range jump shots. You will get few quality lay ups because the defence can defend the rim and not worry about the two offensive post players.



Note: If everyone is out denying the perimeter it does allow the post to go one on one. It is not necessary to cut.

Cut if these situations occur:

- ☐ There is an open basket.
- ☐ The defensive player turns his/her head to look at the post.
- ☐ The post is scanning in your direction.
- ☐ The post cannot score off the 1 on 1.

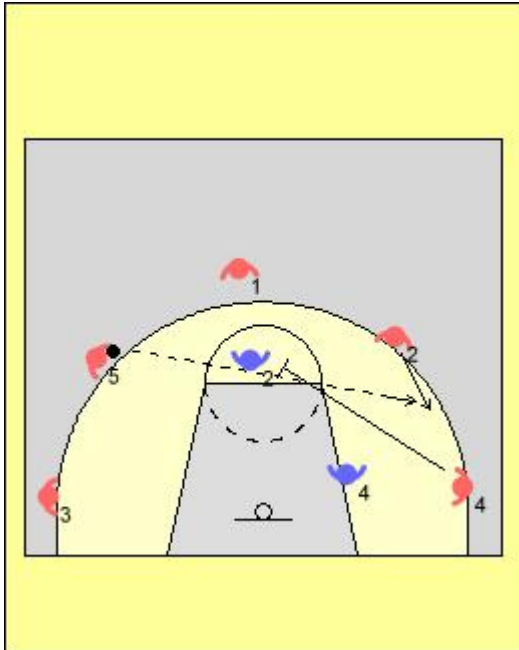


Advanced concept

What will happen is that the defence will begin to sag to prevent the cutting and penetrating action.

The players on the help side of the floor must read who has the longest recovery on defence.

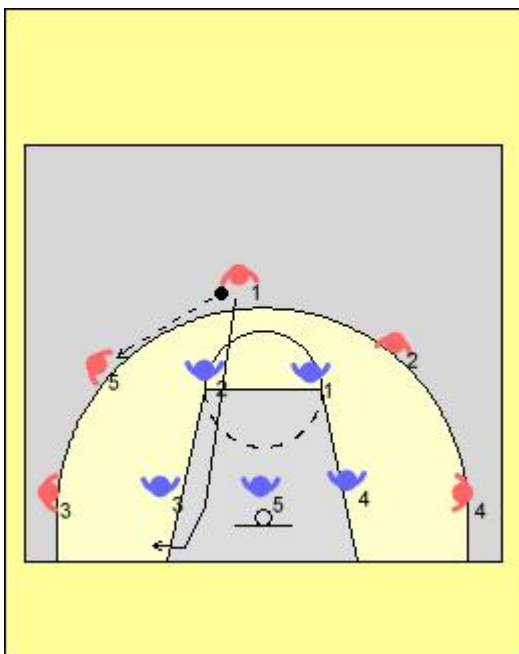
We want the other player to set a pin screen and look to skip the ball. This creates close outs by the defence.



Who has the longest recovery? Here it is the bottom player who comes and sets a flare screen. Look to skip the ball.

Review the concept:

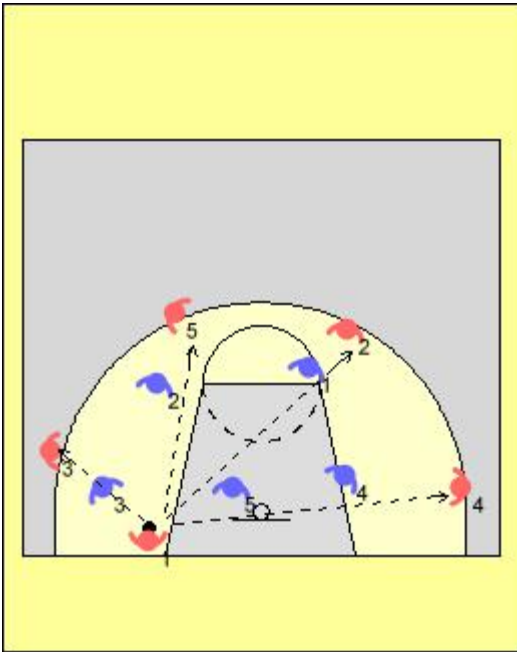
- ☐ Back screens vs. aggressive defence.
- ☐ Pin vs. sagging defence.



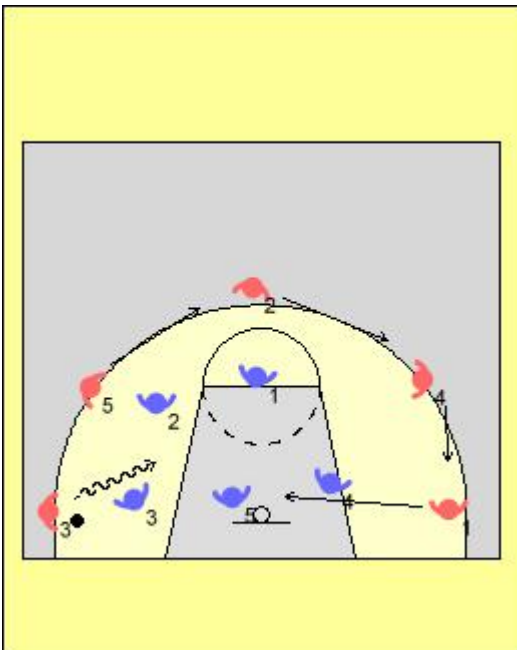
Zone attack

Cut to the short corner

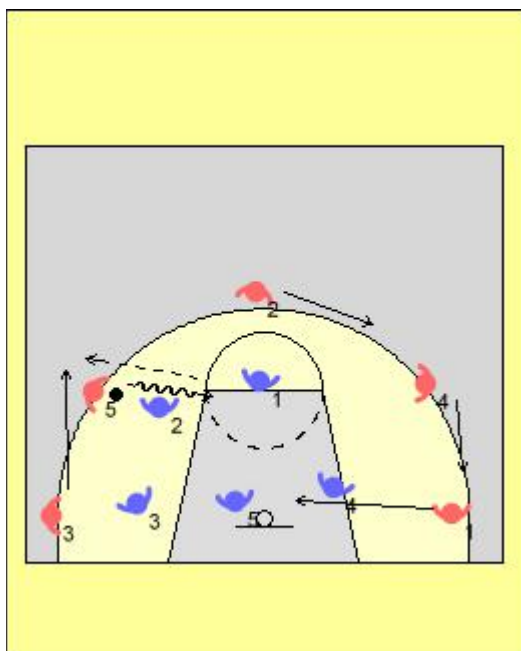
When the ball is in the short corner it is the same as a baseline penetration movement. We want the 90° angle, the 45° angle, the drift and the safety release spots filled. If the defence stays wide and denies look for the cut to the open rim.



On penetration use the same circle cut actions. The player cutting from the corner is often open because the defence is looking at the ball.

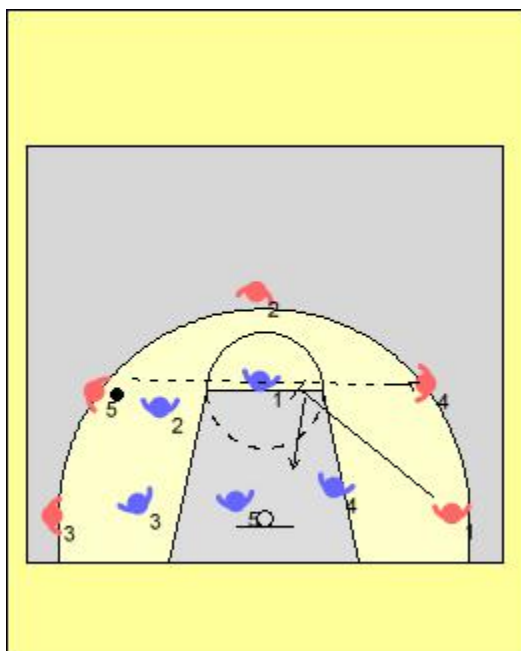


The safety player is almost always open vs. the zone.



Pin the sagging zone

Use the same principle vs. a zone that wants to sag. Pin it and skip. If the player rolls after screening he/she is often open if the bottom player comes out to guard the ball.



Here are some brief answers to follow up questions:

- ☐ Coaches must have some control over shot selection. Go over each individual player and identify which shots are allowed.
- ☐ Off season - players work on the skills to have the green light in the next season.
- ☐ There should be no seams between transition and half court offence. It must flow especially if you are using a shot clock. (Note: I strongly suggest for those coaches playing with a shot clock that you work on flowing into the offence. Don't

start the in the static positions. Players need to learn how to get to the spots with rhythm (timing and spacing).

- ☐ Transition - Everyone runs the lanes. Stick your head under the basket if it was open and fill out to open spots. Rebounders need to look to break out dribble.
- ☐ Never have to run suicides. Use 5 on 0 full court and conditioning. Call out options to see if the players can execute the concept. For example: run pass and cut and look for our best shooter coming off a stagger screen.

My note: you will need to emphasis rebounding and defensive transition. You must decide who will be back for defensive floor balance and who will go to the offensive boards. Rick did mention that players crashing from the perimeter are much more difficult to box out than the player who stands.



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