Collingwood Basketball Club

Coaching Made Easier

Coaching the Coaches

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Introduction to Coaching at Collingwood All Stars

Basketball is for enjoyment.

Remember that basketballers play for fun and enjoyment and that winning is only part of their motivation. Always make sure that players are made to feel welcome whenever they attend for training or a match.

Ensure that activities are carefully planned, well structured and varied to provide opportunities for individual and team development. Be willing to depart from the plan to take advantage of an unexpectedly high interest in a particular activity.

Never ridicule players for making mistakes or losing a competition. See errors or losses as an opportunity to learn in a constructive way. Comment in a way that is positive and designed to create interest, involvement and development.

Be reasonable in your demands.

In scheduling training and playing times and days, be reasonable in your demands on players' time, energy and enthusiasm, taking into account their age, level of play and other commitments such as school and employment.

Young children are likely to have more time but short attention spans. They may have plenty of energy but are likely to need more guidance on how best to look after their bodies. The differences in physical and mental maturity can be quite marked in younger children of the same age group. All these factors need to be considered in coaching young children.

Older children have greater demands from their studies and many of them need to work to assist their schooling. They also have many social demands. Try to assist them in achieving a good balance between the various demands on them.

Adults should in most cases be capable of making their own decisions on priority between basketball and other demands such as work, family and social engagements. Respect those decisions.

Teach understanding and respect for the rules.

Teach your players that understanding and playing by the rules is their own responsibility and that the rules exist for the safety, proper order and enjoyment of all people involved in basketball. The

lessons to be learned in this respect in basketball are lessons that can and should be carried over into all aspects of their lives. Do not encourage players to ignore or deliberately break any rules.

Give all players equal amount of court time.

The Club's policy is equal court time for players.

The Club doesn't expect 'exactly' equal court time – many things will make this difficult including how many times the whistle is blown during a game and how many time-outs are taken. But 'roughly' equal court time is the Club's expectation.

On a team with eight players, this means around 25 minutes per game for each player.

Here's how many minutes each player should roughly get depending on how many are playing:

- six players = 33 minutes
- seven players = 28 minutes
- eight players = 25 minutes
- nine players = 22 minutes

All players need and deserve reasonable court time. Avoid overplaying talented players – it is unfair to both them and those who are not so talented. Players cannot improve without the opportunity of a reasonable amount of court time – it can lead to morale problems and eventually, see players lose interest in the sport altogether.

Player substitutions can be called during any 'dead ball' situation – generally, every time the whistle is blown.

Coaches should cross their arms above their head and call out 'Sub black' (as the All Stars' domestic uniform is predominately black) to one of the refs – wait for the ref to respond before making the sub.

Coaches should generally try to substitute only one or two players at a time – substituting more players than this can lead to on-court confusion.

Develop team respect for the ability of opponents including their coaches.

Part of participation in sport is respect for all participants in the game. Encourage your players to accept that their opponents are entitled to proper courtesy. This means introducing themselves to their opponents on court, congratulating them whether they win or lose and accepting loss gracefully. Teach them that the opposition coach is there trying to do the best for their team and is also entitled to respect.

Instil in your players respect for officials and an acceptance of their judgement.

Players should be taught to understand that officials have a very difficult task to perform and that without them games could not be played. They are there to enforce the rules of play but they cannot always be right. Teach your players to accept bad calls graciously. Abuse of referees is unacceptable behaviour that should not be tolerated. Players who consistently dispute decisions or do not accept bad decisions should be singled out for counselling and guidance.

Guide your players in their interaction with the parents and spectators.

It is sometimes very difficult for players to concentrate on the game when there is the distraction of the presence of friends and relatives as spectators. Coaches have a difficult role to play in teaching players respect for their parents and other spectators but also teaching them to maintain concentration on the team plan if spectators become over- enthusiastic. This applies at training sessions as well as at games.

Parents sometimes make demands on their children's time which interferes in their basketball activities. Respect this and try to structure your coaching and their training and playing times and obligations to take those demands into account. There are many other factors which need to be balanced, including venue availability and requirements of administrators. The coach's task is not easy.

Be prepared to lose sometimes.

Everyone wins and loses at some time. Be a fair winner and a good loser. Disappointment at losing is natural, but it should not be obvious to the point of being unpleasant for others. Just as unpleasant can be the boastful winner. Recognise that even in defeat, the loser has achieved something, just by playing. Not everything in life can be a winning situation. Losing can be an important learning experience for your wider life goals. Guide your players to accept a loss in this spirit.

Act responsibly when players are ill or injured.

Show concern and take responsibility for players who are sick or injured whilst under your care. Follow the advice of a physician when determining when an injured or ill player is ready to recommence play. If a player is injured on court, make sure that there is no danger of further aggravation of the injury by prompt removal of the player if this is appropriate. Qualify yourself to administer first aid so that you can recognise the seriousness of an injury or illness and act accordingly.

Behaviours.

The Club expects coaches to act professionally and reasonably in all circumstances, but most particularly when interacting with parents, players and refs.

There is no excuse for a coach to incur a technical foul for poor behaviour.

Coaches may ask questions of refs during dead ball situations (eg. time-outs and half time), but should always do so in a normal voice. Do not raise your voice at the ref, badger the ref, remonstrate with the ref (for example, by constantly raising your arms) or make calls on the ref's behalf (for example, calling out 'Travel' or 'Foul'). Such behaviour will likely result in a warning and eventually a technical foul.

You should not, under any circumstances, walk onto the court during a game without first gaining the ref's permission. Walking onto the court uninvited may result in a technical foul being awarded against you.

Managing Parents

Parents should not sit on or near the team bench (unless a parent has been specifically invited to do so by the coach) as this can distract the coach and players. Parents should also not congregate near the team during time-outs and half time. It is important for parents not to issue instructions to their children during the game as this is confusing and may contradict what you, as coach, are advising players to do.

Be aware of the role of the coach as an educator. Particularly with young people, the way they perform in their lives is influenced by many factors. An important influence is the person they see as a role model. Coaches often take on the part of role model for many young people. It is therefore important to ensure that the influence from coaches is seen in a positive light rather adversely. What you say and how you act can be most important in modelling the behaviour of players.

Keep your knowledge current.

Seek to keep abreast of changes in sport. Ensure that the information used is up to date, appropriate to the needs of players and takes into account the principles of growth and development of children. Players cannot learn from you if your skills and knowledge are inadequate.

INTRODUCTION TO BASKETBALL

This booklet is designed to introduce the first-time basketball coach to coaching the sport of basketball.

The information in the booklet has been put into five areas...

1. TERMINOLOGY, BASIC RULES, COURT MARKINGS and DIAGRAMS

- Basketball Terms
- Basic Rules of Basketball
- Basketball Court Markings
- Understanding Diagrams

2. TEACHING BASKETBALL

- Footwork and Body Movement (change of direction running, pivots, stops and starts)
- Rip and Ready Position
- Passing
- Catching
- Jump Shots
- Lay Up Shots
- Defensive Stance and Footwork
- Team Offence and Defence

3. TRAINING SESSIONS

- Planning a Training Session
- Equipment
- Drills

4. GAME STRATEGY

- Commonly Asked Questions

5. ATTACHMENTS

- Team Offence
- Team Defence
- Basketball Teaching Progressions
- Training Plan Template
- Drill Sheets

SECTION 1. TERMINOLOGY, BASIC RULES, COURT MARKINGS and DRILL DIAGRAMS

1.1 TERMINOLOGY

GLOSSARY OF BASKETBALL TERMS

Assist A pass that results in a score for your team

Backboard Rectangular board which the basket is suspended from

Bank Shot A shot where the ball is bounced off the backboard into the basket

Back Cut When a player makes a cut to the basket behind the defender

Baseball Pass Long, one handed pass

Base Line The end lines of a basketball court

Basket The goal or ring with a net hanging from it

Block 1) A foul which impedes the offence's movement

2) To block a shot after it leaves the shooters hand

3) A position on the edge of the key for the post players

Bounce Pass A pass where the ball is bounced on the floor to the receiver

Box Out When a player turns to block another from rebounding the ball

Centre A playing position and usually a tall player who plays close to the basket

Centre Circle The jump circle in the middle of the court

Charge A foul where the offensive player causes the contact

Chest Pass A two handed pass thrown from the chest

Contest To deny your player the ball when on defence

Cross Over Dribble A dribble where the ball crosses over from one hand to the other

Cut A quick movement by an offensive player toward the basket

Defence When the opposing team has possession of the ball

Defensive Stance A low, wide, balanced stance used when playing defence

Dribbling Bouncing the basketball with one hand

Drive A quick dribble towards the basket in an effort to score

Double Dribble A violation where a player dribbles the ball twice or with two hands

Fake A move to make your opponent react

Fast Break Quick offensive play from full court action

Field Goal A made basket during live play

Flash Cut When a player makes a cut towards the ball through the key area

Forward A playing position and usually the taller players on the team

Free Throw Shots awarded to a player from free throw line after a foul is called

Free Throw Line The line from where the free throw is taken

Guard 1) A playing position and usually the smaller players who handle the ball

2) To "guard" a player is to defend them

Get Back Transfer quickly from offence to defence; sprint back and locate the ball and the player you are guarding

Inbounds Pass A pass from the outside of the court to a player on court (from side or end)

Jump Ball Where two opposing players jump for the ball thrown up by the referee

Jump Shot Where a player shoots the ball with a rhythm jumping action

Jump Stop Where a player stops by landing with both feet at the same time

Key The area from the circle to the base line at either end of the court

Lay Up A short shot taken at the basket while in a movement towards it

Man to Man A defence where players each defend an opposing player

Match Up To find a player to defend in man to man

Offence 1) When your team has possession of the ball

2) Movement or structure a team may play when in possession of the ball

Officials Referees and score table are included in the games officials

Out of Bounds The area out side of the court markings

Overhead Pass A two handed pass thrown from above the head

Personal Foul Infringement of the contact rules of the game

Penetration When the ball is penetrated into the key by dribble (or pass)

Pivot A player turning with one foot remaining in one place

Point Guard A playing position and main ball handler for the team

Post An offensive player playing in a position close to the basket

Press To extend the defence to full court

Rebound To gain possession after a missed shot

Rip and Ready Stance after the ball is caught ready to pass, shoot or dribble

Screen A legal play where an offensive team mate will block the defence

Square Up When a player faces the basket on receiving the ball

Steal To gain possession while in defence by intercepting a pass or dribble

Stride Stop Where a player stops with one foot at a time

Substitution Interchange of players from the bench to the court

Technical Foul A foul called on a player or coach for unsportsmanlike like behaviour

(3) Second Rule An offensive player may not stand in the key for more than 3 seconds

(3) Point Line A line on the court where successful field goals are awarded 3 points

Throw in Inbounds pass

Travel When a player with the ball moves without dribbling

Triple Threat Same as rip and ready

Turn Over An error by the offensive team where the defence gains possession

Violation An infringement of the rules

V Cut A movement of an offensive player to get open to receive the ball

Zone A type of defence where players guard an area

FACTS ABOUT CHILDREN

- Children respond positively to encouragement and a healthy relationship with their coach
- Children enjoy variety
- Children enjoy being with their friends
- Children learn at different rates and have different needs
- Children can conceptualise movement
- Children need time to learn new skills
- Children acquire skills at different rates
- Children can learn from each other
- Children learn specifically what you teach them

1.2 BASIC RULES

Scoring

- One point is awarded for a successful foul shot
- Two points are awarded for baskets scored within the 3 point line
- The referee will raise one arm to indicate the shot attempted is a three pointer
- Three Points Successful is signalled by the referee for a successful basket from behind the 3 point line

Violations

- Traveling: A travel will be called when the player with the ball lifts their pivot foot before releasing the ball to dribble OR if the player takes three or more steps without dribbling
- A travel will not be called if the player lifts their pivot foot to shoot
- Double Dribble: When the player in possession of the ball stops dribbling and then commences again or dribbles the ball with two hands.
- Carry: A player dribbling the ball must not let the ball stop. This commonly occurs when they twist their hand (when in contact with the ball) underneath the ball. The hand must remain on top of the ball.
- 3 seconds: A player must not remain in the restricted area (key) for more than three seconds while their team is in possession of the ball. In younger competitions, 5 seconds is often allowed. The 3 second count does not start until the ball has crossed half way
- 5 seconds: A violation will be called when a closely guarded player holding the ball does not pass, shoot, roll or dribble the ball within five seconds. (Closely guarded is defined as one normal step)
- 8 seconds: When a player gains possession of the ball in the backcourt, their team must get ball into the front court within eight seconds.
- Foot Violation: If the ball comes in contact with the leg or foot and the person deliberately tried to kick at it, it is a violation. The other team get the ball and the 24 shot clock is also reset.
- Out of bounds: A player is out of bounds if they touch the floor or any object on or outside the boundary line. The ball is out of bounds when it touches anything or anyone outside the boundary line. The ball is caused to go out of bounds by the last player to touch it, becomes dead and is awarded to an opponent from the side-line (or end-line) at a point nearest to where it went out of bounds.

Fouls

- Most fouls normally involve the person with the ball. A player with the ball cannot be touched except for the hand holding the ball, as this is considered part of the ball. Striking the arms, holding, pushing or impeding the progress of the opponent is a foul.
- Hands foul: When the defensive player makes contact with the arm.
- Blocking foul: The defensive player has an illegal guarding position and blocks the path of the offensive player by making contact with them
- Holding foul: The defensive player is holding the offensive player, with or without the ball
- Charging: When the defense has taken a legal defensive position in the path of the offensive player, the offensive player must avoid contact with the trunk of the defensive player. If the

offensive player makes contact with the trunk of the defensive player it is a charging foul on the offence

Penalties for Fouls

- One free throw is given when the players shot went in and they were fouled as they shot
- Two free throws are awarded when a player is fouled shooting inside the three point line, and the basket is unsuccessful
- Three free throws are awarded when the player is fouled shooting behind the three point line and the basket is unsuccessful
- The referee may also cancel the score or basket

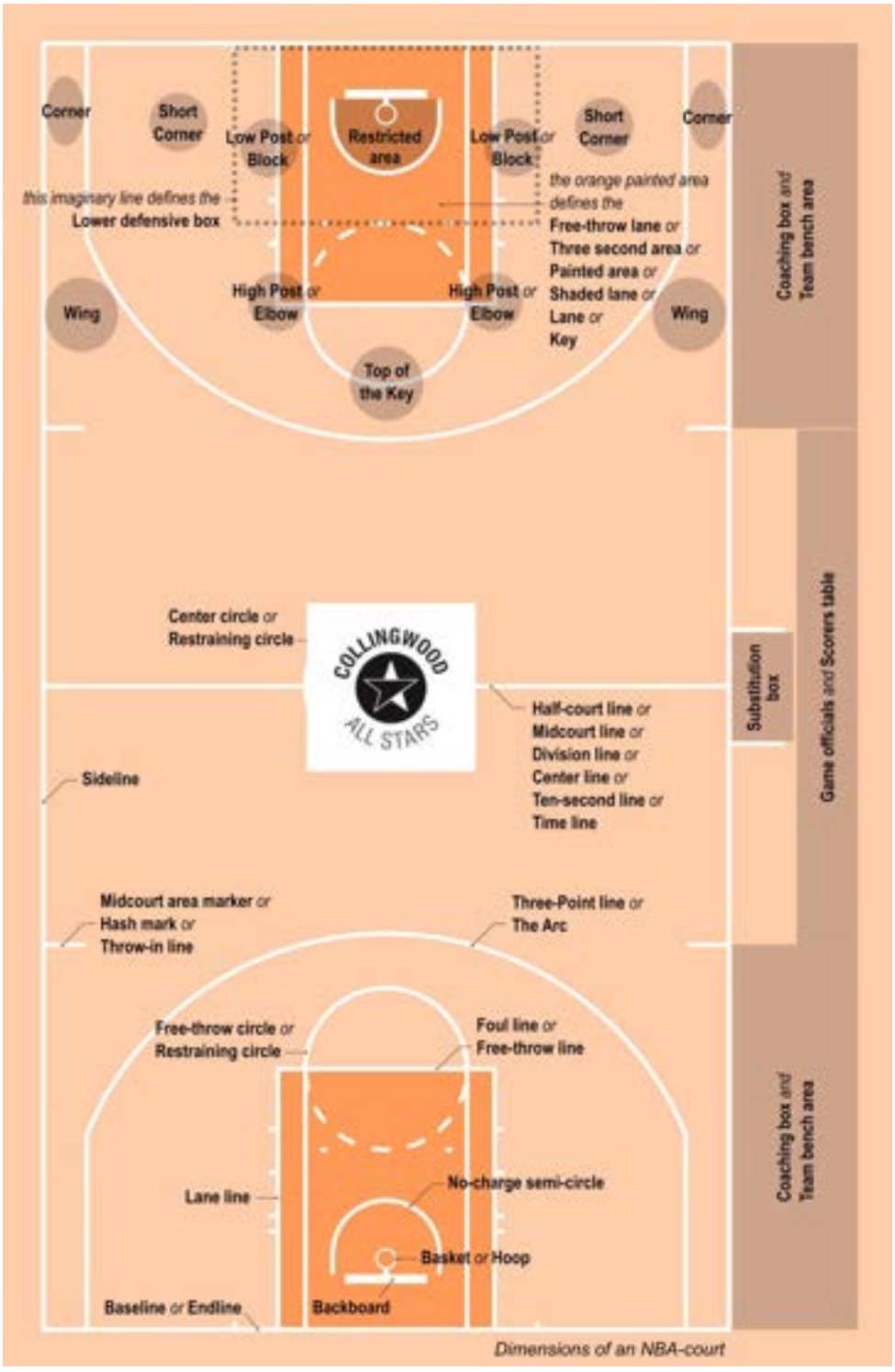
Starting the Game

- The game starts with a jump ball and whichever team does not get the ball from the jump ball will get a throw in next time a jump ball situation is called. The teams then alternate who gets possession every time a jump ball situation is called.
- A jump ball situation occurs when two opposing players have equal possession of the ball or if the ball has gone out of bounds and the referee is not sure who knocked it out. The possession arrow sits on the score bench and indicates which team will throw the ball in at the next jump ball situation. It points in the direction that team is trying to score.

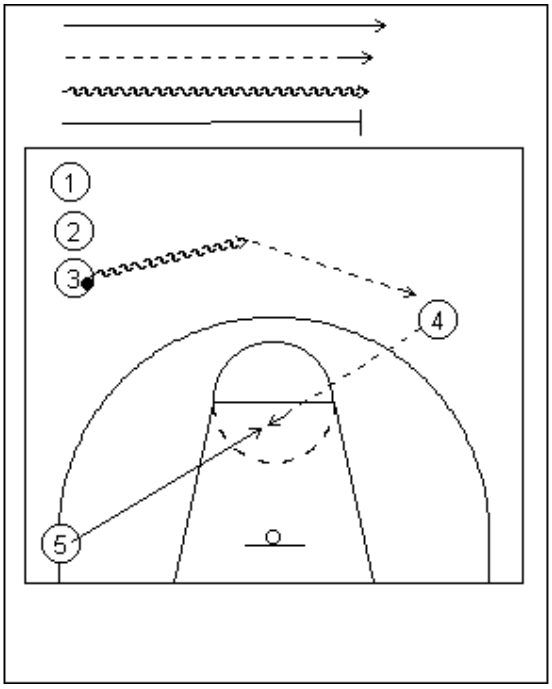
Clock

- Stop Clock for foul: The referee blows their whistle raising their arm with a clenched fist. As soon as the arm is raised the clock stops
- Stop Clock: The referee blows the whistle raising one arm. As soon as the arm is raised the clock stops.
- Time in: The referee indicates the clock is to be started by chopping their arm in a downward motion. The clock does not start until the ball is touched by a player on the court

1.3 Court Markings – Illustration



1.4 Drill Diagrams



Players may be indicated by numbers 1 through 5 or by X's and O's.

The player with the ball may be indicated by a dot or by a circle around the player.

Player movement is indicated by a directional arrow.

Passing the ball is indicated by a dashed directional arrow.

Dribble movement by a player is indicated by a zig zag line directional arrow

In this diagram – Player 3 dribbles to the middle and passes to player 4. Player 4 passes to player 5 as he moves towards the ball

SECTION 2. TEACHING BASKETBALL

FOOTWORK, and BODY MOVEMENT

All players need to be taught to move and control their bodies. These movements are basic tools and need to be taught so that players move effectively and efficiently.

Teach the following:

- Change of direction and change of pace running
- Starts and stops
- Two foot jump stop with feet shoulder width apart, knees bent in a balanced stance
- Stride stop with one foot contacting the floor first, then the other
- Pivots (front and rear)
- A low, wide, balanced stance is required when pivoting. Stay in your stance. The pivot foot must keep contact with the floor. The other foot may be moved around in either direction. Good balance and vision is essential

RIP AND READY POSITION

Players should be taught to get in this position after they catch the ball. This basketball ready stance allows the player to be in a triple threat position, in that they are ready to pass, shoot or dribble. The dribble should be encouraged to be used as the last option. The players need to learn to be tough and confident with the ball.

Teach the following:

- Rip and ready position versus a defender
- Pivoting versus a defender

DRIBBLING

Players should become efficient at dribbling the ball with either hand.

The dribbler should be in a knees bent stance with their head up to see the floor. The ball should be dribbled below the level of the waist and with the hand furthest away from the defender. Do not bat or slap the ball with your palm, instead push the ball to the floor with your wrists and spread fingertips, using a follow-thru action. The dribble should be used to advance the ball up the court, improve the passing angle or driving to the basket. Players need to learn to go somewhere with the dribble and to be quick from the dribble to the pass or shot.

Teach the following:

- Stationary dribble
- Open court control dribble
- Open court speed dribble
- Crossover dribble
- Change of speed with stops and starts

PASSING

Passes should be made from the rip and ready position. The passer needs to hold the ball with spread fingers on each side of the ball with thumbs in line with each other. The passer should step and push the ball forward, snapping the wrists and passing to your team mates hands. The passing action should finish with thumbs pointing towards the floor and fingers to the target. Players should learn to make hand to hand passes away from the defence, Players should also learn to fake a pass to make a pass.

Teach the following:

- Chest pass to a standing target
- Chest pass to a moving target
- Bounce pass to a standing target (bounce should be 2/3 the distance to the receiver)
- Bounce pass to a moving target (bounce should be 2/3 the distance to the receiver)
- Overhead pass to a standing target (ball is passed from above the head in an upright position)
- Overhead pass to a moving target (ball is passed from above the head in an upright position)
- Passing from the dribble

CATCHING

When catching a pass the receiver needs to have their eyes on the ball and showing a target to the passer. The receiver needs to catch the ball with two hands and get in a rip and ready position after catching the ball.

Teach the following:

- Catch the ball standing
- Catch the ball moving with a v-cut or influence action

JUMP SHOTS (BEEF APPROACH)

B - Balance

E – Elbow

E – Eyes

F – Follow thru

To shoot, players should have their feet pointed at the basket and have the ball in the ready position. Feet should be shoulder width apart with the dominant foot slightly forward. Knees should be bent with the player in a low stance. Balance is crucial – weight should be evenly distributed between both feet. The shooting hand should be placed under the ball with the fingers spread and

the palm off the ball. The non-shooting hand is placed on the side of the ball as a guide. The elbow and forearm should be in line with the basket and the lead foot. The eyes should be focused on the target during the shot and during the flight of the ball. Sight the target by looking over the ball and shoot the ball looking under the ball. The follow thru should be with a relaxed wrist and with a "waving good bye to the ball" action.

Teach the following:

- Jump shots
- Shooting from pass
- Shooting from dribble
- Free throws

LAY UP SHOTS

Players should learn to lay the ball up from both sides of the basket. The ball is shot off the opposite foot (i.e. right hand lay up off the left foot). The ball side knee is brought high. The eyes should be on the target. Bring the ball up with both hands until reaching into the shot, then the non-shooting hand is used for protection against the defence. The ball is released against the backboard. Head should be up with eyes focused on the target.

Teach the following:

- Moving lay-up from both sides

DEFENSIVE STANCE & MOVEMENT GUARDING THE BALL

The basic defensive stance is a low, wide, balanced stance with the head and eyes up. When guarding the ball, the defender should keep their head lower than the head of the person they are guarding. Feet should be shoulder width apart with weight evenly distributed. To move laterally the player should push off in the direction of movement. This step will now be from a wide stance into a wider stance (big to bigger) while pointing the toe of the lead foot in the direction of the slide. A low stance allows for quick change of direction. The defenders hands should be active and flicking upward at the ball.

Teach the following:

- Stance on the player with the ball
- Lateral movement when the player you are guarding is dribbling the ball

TEAM OFFENCE and DEFENCE

Team offence should be grounded on ball toughness, spacing, and sharing the ball. A basic offence to teach would be 5 out open post (see Team Offence attachment). Team defence should be focused

on getting back , recognition of which player you are guarding, how to guard that player based on ball location, being active and getting after rebounds and loose balls (see Team Defence attachment).

SUMMARY

Coaches should be positive in their approach. Not all players will understand what you're asking straight away. It is a good idea to demonstrate the skill. If you can't demonstrate it – have someone who can, come to the session.

Have the players execute the skill during the drills, the more they do it the better they become at it. Players may get bored with the same drills. Challenge them with a variety of drills involving the same skill. It takes persistence and patience for players to transfer the skills learnt at training into a game.

Make your instruction at training clear and precise, with out giving too many instructions at once. Give the instructions in a manner they can understand. The best learning takes place in a positive environment. Players will learn if they want to be there.

SECTION 3. TRAINING SESSIONS

PLANNING

Training sessions should be organised and planned. Thought needs to be given to long and short-term objectives (see teaching progressions attachment).

EQUIPMENT

Have on hand the equipment you may need for the days session. This may include basketballs, cones or court markers, whistle, scrimmage tops etc.

SESSION PLANS

Have a plan of what will be covered at the session and the drills to be practiced with time allocated to each area (see training template attachment).

What is the objective of each drill and can you have the drill demonstrated sufficiently.

Sessions should include:

- Warm up and stretching
- Reinforcement of previously learnt skills
- Teaching of new skills
- Variation of drills
- Practical application where skills are transferred into game like situations
- Some “fun” time
- Warm down and stretching
- General review of the session and team organisation details such as where and when the next game or session is to be held

Training sessions should be a positive learning experience. Give some thought to each player’s individual needs, skill level and personality. Not all children will develop at the same rate. Encourage a good “team attitude” with the players helping and encouraging each other.

SECTION 4. GAME STRATEGY

WHAT HAPPENS IN A GAME?

Some of the most common asked questions...

Q. What to do I say before a game starts?

A. Let the players know who is on the court and who is on the bench (this should not be the same group each game) and which direction they are going. Some simple instructions such as “lots of passing” .

Q. How and when do I make a sub?

A. It depends on local rules, but generally subs can be made on any foul, jump ball or your possession out of bounds. Just let the score bench (or official) know.

Q. Who should sub out?

A. At the junior level, all players should play approximately equal time on the court. It may help to have a plan for substitutions done in advance.

Do not worry about positions or height at this level – just let them play.

Q. How do I call a “Time Out”?

A. “Time outs” can be requested to the score bench (or official). “Time outs” are available on all whistles or your team’s possession after a score.

Q. What happens in a “Time Out”?

A. Use the “Time Out” to give instruction and to reinforce teaching points of the skills.

ALWAYS be positive during the “Time Out”..

Q. What if the players don’t follow my instructions?

A. Keep actively encouraging the players to carry out the skill as they have practiced.

Persistence and patience is the key here! It’s the process that is important not winning the game.

SECTION 5. ATTACHMENTS

TEAM OFFENCE

5 OUT OPEN POST OFFENCE

- All players play as perimeter players.



Basic Floor Positions and Spacing

- all positions are interchangeable
- all players must be able to move, pass and catch
- freedom of movement, floor balance and spacing rules apply



Rules after Passing

- pass and cut to the basket
- players fill spots to balance the floor and keep spacing



Rules after Passing cont.

- pass and cut in
- pop back and replace yourself
- keep floor balance and spacing



Rules after Passing cont.

- interchange away
- players fill spots for balance and spacing



Rules for using Dribble

- dribble at team-mate
- players fill open spots keeping floor balance and spacing



Rules for Dribbling cont.

- dribble penetrate
- look to pass to shooter
- go to basket



Rules Without the Ball

- backdoor on contesting or denial defence



Rules Without the Ball

- step in and pop back versus soft defence for catch and rip



Rules Without the Ball

- interchange

Spacing is offence and offence is spacing

TEAM DEFENSE

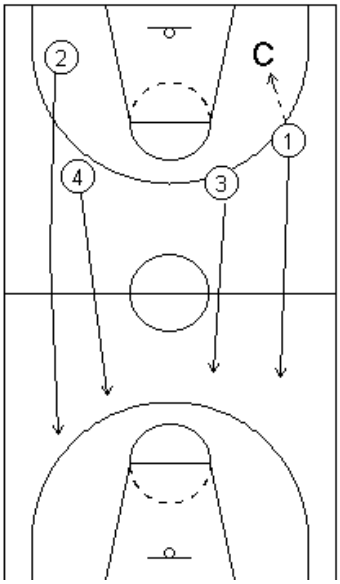
RULES

- Get back and get organised
- Stop the ball and get the ball
- Meet the ball at the mid-court line (point of pick up)

WHAT TO TEACH

- Convert – Transfer quickly from offence to defence "get back"
    - Sprint back
    - Establish 5 v 5 as soon as possible

Drill for teaching "get back"

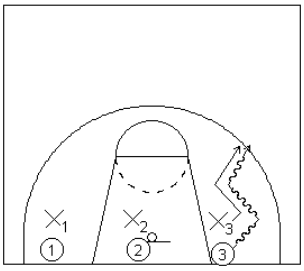


Get Back Drill

- 4 or 5 players
- on shot by coach players sprint to defensive end, calling out number of player they are guarding
- point guard comes back out to mid court line to establish point of pick up
- rehearsal drill for 'get back and get ready'
- players **must sprint back**

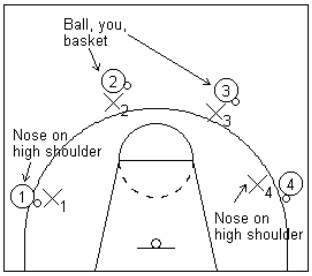
- Guarding a player with the ball
    - Low, wide stance playing at arms length (ball pressure) and **big to bigger** footwork to contain the ball (keeping the ball in front)
    - Active hands– striking or flicking at the ball to take player out of comfort zone
    - Stance **out top** (above the foul line extended) – ball – you – basket
    - Stance **side** (foul line extended and below) – shoulders square to the sideline; defender's nose to high shoulder of offensive player

Drills for teaching guarding the ball



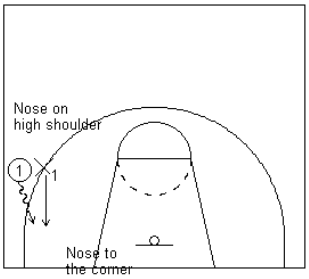
1 v 1 Zig Zag Drill

- 1 v 1 in small area
- maintain stance
- the defender cuts off dribbler and makes the player turn
- defender maintains arms length, active hands
- concentrate on active and quick footwork
- contain the ball handler



Driving Line Drill

- must contain the ball from perimeter driving lanes
- influence outside from the top
- force baseline from the wing
- maintain stance, quick active feet, active hands

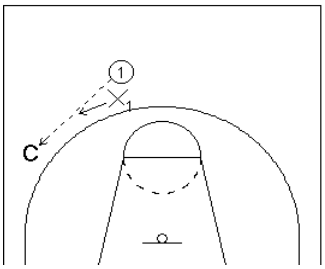


Force Baseline Drill

- 1 v 1 from the side
- defender has nose on high side, shoulders square to the sideline
- no middle
- as offensive player reaches corner area, defender adjusts stance to have nose to the corner
- maintain stance, quick active hands and feet

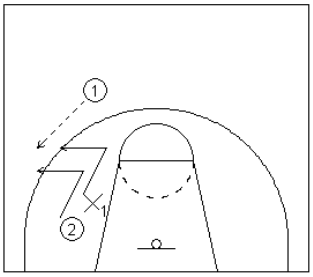
- Guarding a player one pass away from the ball
  - **Closed** stance – toes pointed at the offensive player being guarded
  - On the line & up the line – hand in the passing lane, fingers "to the sky"
  - Maintain vision on the basketball and the player your guarding
  - Mentality to "seal gaps" to discourage dribble penetration
  - Constantly maintain and adjust stance off the ball to be ready to help and to keep vision
- Guarding a player two passes away from the ball
  - **Open** stance – **pointing hands** at the ball and the offensive player being guarded
  - **Flat triangle** is created – the three points being the ball, the defender and the player being guarded
  - Maintain vision on the ball and the player two passes away at all times
  - Constantly adjust stance to be ready to help and maintain the flat triangle
  - Close out properly when ball is passed to your man (run-run/slide-slide)

Drills for teaching guarding a player without the ball and basic defensive positioning



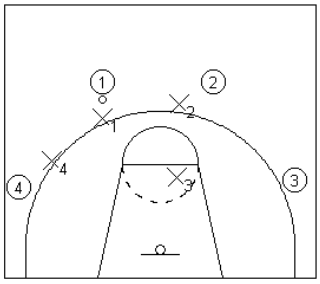
Jump to the Ball Drill

- defender pressures ball
- on pass the defender jumps to the ball in up the line/on the line stance
- offensive player makes basket cut
- defender stays in contest stance between ball and player they are guarding



Contest the Entry Pass Drill

- defender takes up the line/on the line stance
- contest pass and force offensive player to catch the ball going away
- keep ball and line in front of you
- no backdoor cut
- after offensive player catches the ball, the defender takes side stance forcing baseline
- no middle



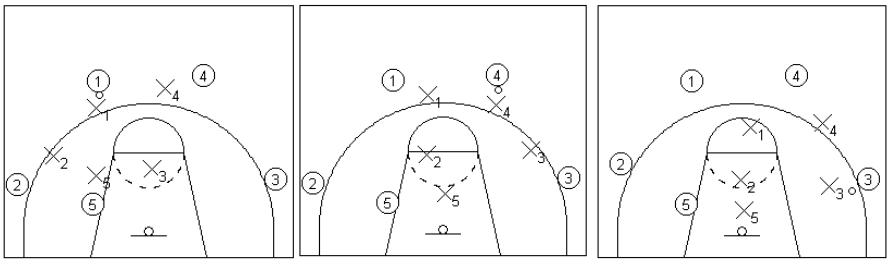
4 v 4 Defensive Positioning Drill

- test for all points of ½ court positioning
- teaches understanding of the position of a player guarding a player with the ball
- teaches understanding of the position of a player guarding a that doesn't have the ball
- move when the ball is in the air maintain stance and active feet

Examples of defensive positions (4 v 4)



Examples of defensive positions (5 v 5)



- **Finish**
  - Play the full defensive possession
  - Scramble after loose balls
  - Block-out and rebound the ball
  - Consistency of effort possession by possession

SKILLS CURRICULUM

The Curriculum sets out the basic core skills we look to encourage in all players in all teams. It is not aimed at being restrictive but should be viewed as a series of building blocks that will be built on a part of a comprehensive Collingwood basketball education.

This curriculum is a framework and a guideline only. There is nothing in this that would stop a coach introducing more advanced concepts to younger or less experienced kids, nor is there any reason why an under 18 team should not go back and work on weak-hand layups. That will always remain the prerogative of the coach. The purpose of this document is to assist coaches (particularly new coaches) in working out what skills should be taught.

Under 10 – 11

General Skills

- footwork
- dribble eyes up
- two handed pass
- bounce pass
- overhead pass
- how to stop and start
- jump stop
- basic pivoting
- layup fundamentals (weak hand layups)

Defensive

- learn what a defensive stance is
- knees bent/arms out wide
- On every pass/foot in the paint
- tracing the ball

Offensive

- weak hand layups
- form shooting
- eyes up when dribble
- share the ball
- retreat dribble
- passing drills

Coaching tips (emphasis)

- Fun
- Teamwork
- Ball movement
- Participation
- Try to keep drills short and to the point.

- When you feel the level of intensity dropping move on from that drill
- Discourage a lot of 3 point shooting

Under 12 – 13

General Skills

- dribble both hands
- transition passing
- shooting technique – jump shot from dribble
- running lanes – driving lane

Defensive

- defensive stance
- take dominant hand away
- boxing out – pivot into body technique
- closeout
- guard the yard FIBA endorsed alternative to zone defence. Protecting space. Starting to add a physical restriction of someone coming into your defensive area.

Offensive

- shoot off dribble
- shooting fundamentals
- layup both sides
- Decision making in driving lane – pass or layup
- give and go – passing and receiving
- spacing
- screening away

Coaching tips (emphasis)

- fun
- compete
- reward team goals
- starts on defence
- run the floor on transition
- team first
- 5 out

Under 14 – 15

General Skills

- pick and roll basics
- footwork to get open
- jab steps
- screen setting

Defensive

- close outs
- containment
- deny middle
- transition defence (home, middle, plug)
- pick n roll defense ie hedge or switching
- defensive rotations (your choice on how you want your team to rotate)
- lots of close out drills
- chopping feet on closeouts
- implementing trapping defense (half court & full court)
- post defense
- doubling the post

Offensive

- jump stop pivot and dish
- v-cuts
- flash-cuts
- various layup finishes
- jump stop
- euro
- reverse
- one step
- using the ball screen
- using away screens
- setting away screens (down screen, back screen,double screen)
- dribble handoffs
- teach ball handlers to go north and south & not east and west.
- post player footwork

Coaching tips (emphasis)

- read and react principles (layer 1 – 3)
- 4 out 1 in
- small sided games (with constraints)
- press breaker
- try to limit players running to ball carrier
- post players rim run
- start teaching Positional players.
- talking in team defense
- talking in individual situations ie all screen situations

Under 16

General Skills

- Understanding court spacing
- How to run lines

Defensive

- advanced close outs
- Jump to the ball
- Diving on loose balls
- Taking charges
- scramble defence (2v3, 3v4, 4v5)
- dribble drive
- thumbs series
- 1-4 series
- Horns

Coaching tips (emphasis)

- dribble drive motion

Coaching a Game

TIMEOUTS AND HOW TO USE THEM

As a coach, timeouts are an important weapon and it is important to understand how to use them.

HOW TO CALL TIMEOUTS

You have two timeouts per half – a total of four during the game. Each timeout lasts one minute.

In the first half, timeouts do not stop the game clock, but no timeouts can be called in the last three minutes of the half – for clarity, a time-out may be called with 3:00 on the clock, but not with 2:59 on the clock. In the second half timeouts can be called at any time as the clock stops for all whistles during the last two minutes of the game (note, timing rules slightly differ for finals).

You can call a timeout whenever the:

- whistle blows
- opposition scores a basket.

To call a timeout, point your index finger to the bottom of your other downturned hand and loudly call 'Time out!' to the ref.

Once you've called a timeout, get your players into a tight huddle – even the players on the bench – and talk calmly and purposefully. Don't give the team any more than three messages – the last thing you tell them is the thing they're most likely to remember.

HOW TO USE TIMEOUTS

Here are some of the reasons you may wish to call a timeout:

- Stop an opposition scoring run: If the opposition goes on a scoring run, use a timeout to stop the game and regroup.
- Stop panic: If the opposition goes on a scoring run players may start to panic, especially late in a tight game – this can cause further turnovers and errors. Use a timeout to calm players down and reassure them.
- Make an adjustment: Basketball can be like speed chess. With so much happening, there will be times where your players struggle to make adjustments on their own. Timeouts can help. Calling a timeout to make a complex adjustment (switching up your offense or defense) or relatively simple adjustments (correcting player mismatches) can help get a game back on track.
- Rest your players: There's two minutes left in the game and you're up by three points, but your team is looking tired. You might want to use a timeout. Sometimes all a team needs is a short rest, a drink of water and a pep talk to get their legs back.
- Design a special play: Timeouts can be used to setup special plays – especially BLOBs (baseline out of bounds) and SLOBs (sideline out of bounds). Use a timeout to draw up one of these plays and you might just get an easy bucket.

- Set up end of game strategies: Here's an amazing thing – if you call a timeout with two minutes or less in the game AND you have possession of the ball, you can choose to advance the ball into your offensive half and restart the game there. So you should try to keep at least one timeout up your sleeve for late in the game.
    - One minute left in the game, scores are tied and you just got scored on? Call a timeout, set up a play and restart the game in your offensive half.
    - Fifteen seconds left in the game, and the opposition scores leaving you with only a two point lead? Call a timeout, restart the game in your offensive half, and inbound the ball and hold it.

DEFENSIVE BASICS

In general, young players should be taught defensive principles before offensive principles.

As many basketball greats have said, 'Great offense wins games, but great defense wins championships.'

MAN TO MAN DEFENSE

Man to man defense is the most common defense in basketball. It involves all five defensive players on the court being allocated one opposition player who they're accountable for defending whenever they're on defense.

There may be times when players switch opponents or help each other on defense, but for the most part, each player is responsible for one player from the opposition.

While there are many rules associated with man-to-man defense, the most important one is this: don't allow offensive players down the middle of the court. Instead, defensive players must position themselves in such a way that the opposition can only dribble down the sideline and the baseline.

Please note, the use of zone defense is banned for all U14 and younger teams.

DEFENSIVE TRANSITION

Transition defense is the process of switching from offense to defense after a change of possession – it can be as simple as having one guard creating on-ball defensive pressure after a score, rebound or steal, with the rest of the team hustling back on defense. Or transition defense may be full-court man-to-man pressure.

All players should sprint back on defense.

One player (probably a big) should run to the rim and take one step out. Their job is to defend the basket and try to make the offense pass at least once.

A second player (probably a guard) back should find the ball wherever it is on the court and stop it. Even if the offensive player gets by them in the open court, they will have slowed the ball down, giving other defenders time to get back.

The remaining three players should sprint back but instead of running straight to the paint, they should look to see where the offensive players are and go to them. This requires communication.

CLOSE OUTS

A close out is an offensive player receives the basketball and a defensive player closes space between themselves and the player they are guarding.

When a player closes out on an opponent, they are attempting to neutralise the opponent's ability to shoot, pass or dribble.

Players must close out close enough to 'get a hand up' and contest the shot, but not so close that the opposition can drive past them – an arm's length away is about right.

This means getting there quickly but you must strike a balance between closing out quickly and closing out under control. If you simply sprint at an offensive player they may dribble down straight past you. In the last one metre before getting to an offensive player defenders should take short, choppy steps so they can stay light on their feet and stay in front if the player tries to drive past them.

BOXING OUT AND REBOUNDING

To consistently win basketball games, you must find a way to consistently take more shots than your opponents. The most obvious way to get more shots is to get more rebounds.

That's the simple reason why rebounding is an incredibly important aspect to basketball.

Boxing out is where a player positions themselves to best get a rebound after a missed shot – it is an important part of defensive rebounding.

Here are some tips on how to box out:

- Think position: Defenders usually have the inside position closer to the basket when a shot is taken, and will get the majority of rebounds if they keep and protect this position.
- Keep an eye on the player you are defending all the time: Ensure you know where your direct opponent is at all times. If your opponent has the ball, you should face them with your arms raised, and your feet at shoulder width apart. On the other hand, if your opponent does not have the ball, drop back a little so you can see both the ball and your opponent.
- Watch your opponent's movement: When a shot goes up, keep a short distance between you and your opponent. Bring yourself between your opponent and the ball.
- Establish contact and lower your body: Both big and small players can box out. Lower your body to drop your centre of gravity, and get enough strength to push your opponent away from the rebounding area. Use your butt and back to box out, and face the ring to see where the ball will fall.
- Stick with your opponent: Your opponent will try get around you. If they do, keep a low body position, slide your feet and keep your arms raised and spread out.

OFFENSIVE BASICS

For young players, a motion offence works best.

Motion offense uses broad 'rules' to help players read the defense and make decisions. It involves lots of passing, cutting and great spacing – maybe also some screening.

WHY A MOTION OFFENSE?

Here are some reasons why a motion offence is perfect for young players:

- It promotes long-term player development: With motion offense, players follow a broad set of 'rules' that help them make decisions. This is the opposite to set plays where players are told – for example – exactly where to go, what to do and when to do it.
- Every player contributes: All five players on the court contribute to a motion offence. Even if an offensive player doesn't touch the basketball, their spacing, cutting and screening is still important.
- It wears down the defense: A well-executed motion offense is hard to defend. If your players are cutting hard, moving the ball quickly and setting strong screens, the defense will start to break down.

CREATING A SUCCESSFUL MOTION OFFENSE

There are different types of motion offence you can run (described below). Regardless of which one you choose, there are a few things that will help make your motion offence successful.

Hard cuts

Players need to make strong, hard cuts – even when they're unlikely to receive the ball. Hard cuts work because:

- They force help from off-ball defenders: If a player in help position notices an offensive player cutting hard and calling for the ball, they'll be forced to slide over and provide help. This can lead to an open offensive player for a scoring opportunity.
- It prevents the cutter's defender from helping: When a player cuts hard to the basket, it prevents their defender from helping – they'll have to stay close to the cutter and deny the pass.

Quick passes

Quick passes force the defence to shift. Several quick passes – especially around the perimeter – force the defence to shift multiple times. The defence will eventually be slow to shift, creating scoring opportunities.

Good spacing

As players pass the ball and move around the court, it's important they maintain good spacing – this allows gaps to open in the defence which can lead to open shots, drives and layups. Correct spacing will depend on the motion offense you choose to run – there's more on this below.

Dribble for a reason

Basketball is a passing game, not a dribbling game. Read that again – it's important.

Unnecessary dribbling is bad basketball – this is because the ball needs to be moving quickly to ensure all cuts, screens, and player movement is effective.

Strong screens

Whether it's a back screen, on-ball screen or off-ball screen – a strong screen gives an offensive player an advantage and can help them to:

- get open to receive a pass
- give them a driving lane to get to the basket
- create the space needed to shoot
- allow them to set up a teammate.

Positionless players

With motion offense players can fill any spot on the floor, leading to long-term player development.

Constant movement

When you put all these things together, you will have a constantly moving and shifting offense with hard cuts, strong screens, quick passing, smart spacing and purposeful dribbling. And with that comes plenty of scoring opportunities.