



# **LEVEL TWO COACH**

# **CANDIDATES' MANUAL**

**Published by**



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## **Acknowledgements**

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## **Dedication**

The Basketball England Level 2 Coach Manual is dedicated to the work of Peter Shaw, who served on the Coaching Committee of Basketball England for over 20 years. Peter was involved in coaching at all levels of the game for over 50 years. Peter's contribution to basketball in England has been immense and Basketball England would like to honour his commitment by dedicating this manual to him.

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# WELCOME TO THE LEVEL TWO CANDIDATES MANUAL

Basketball England would like to extend a warm welcome to you whether you are reading this manual in conjunction with the Level 2 Coach Award Course or as a separate document to assist with your development as a basketball coach. This Coaching Manual has been prepared by Basketball England to support the training of coaches for the Level 2 Basketball Coach Award.

To achieve the Level 2 Award, you will normally attend a training course and complete a practical assessment of your coaching. This manual provides the information required for this level of award.

It has taken a considerable amount of time and effort to produce this Coaching Manual and this would not have been completed without the assistance of the England Basketball's Coaching Committee, BCA and the support of Sports Coach UK. The result of this work you will be able to judge for yourself as you work through the manual.

The manual is full of skills and drills to assist in your development. However, it should be noted that these alone will not make you a good coach. It is how this and other resources are used in your physical coaching that will determine whether or not you will become a good coach.

# INTRODUCTION

This manual has been prepared by Basketball England to support the training of coaches for the Level 2 Basketball Coach Award. Full details of the regulations for the Level 2 Coach Award are contained below.

To achieve the Basketball England Level Two Coach qualification, you will normally attend a training course for this award. This manual provides the underpinning understanding and knowledge required for this level of award. The training course will be focused on the application of this knowledge to the basketball-coaching situation.

This manual and your training course will build on the skills developed at the Level 1 Coach award and material covered in the Level 1 Manual is not repeated in this Level 2 Manual.

This manual covers the underpinning knowledge required for Units D43 Prepare for coaching sessions; D44 Conduct Coaching Sessions and C35 Deal with accidents and Emergencies for the National Vocational Qualification (NVQ) in Sport, Recreation and Allied Occupations: Coaching, Teaching and Instruction Level 2.

## TARGET GROUPS AND PROFILES OF THE COACH AND PLAYERS COACHED

This is the basic level of coaching qualification for club coaches, working at local league level, which is available from England Basketball. The award gives a general overview of all aspects of basketball and a basic introduction to sports coaching. Examples of persons likely to be interested in gaining this qualification are as follows: –

- Coaches making a regular commitment to one particular team.
- Experienced players or sports students.
- Club coaches, including player-coaches.
- School teachers using the game to deliver parts of the National Curriculum in PE and/or coaching school teams in extra curricula competitions.
- Persons who already have some basic training and/or experience of basketball.
- Level 1 Coach Award holders who wish to improve their knowledge of basketball.
- Physical Training Instructors in H.M. Services.

### Profile of Players Coached

- Interested in basketball
- Young players and adults with varying levels of commitment.
- Players who are part of regular formal structures, e.g. club or school of basketball. Players who belong to groups or classes as part of an adult education programme. Players trying to improve their standard of performance.
- Unlikely to be strongly committed to developing full performance potential. Developing a more regular involvement within a club.

### Profile of Competition

- Local or Regional League competition. Inter-school competitions.

## Profile of Possible Job Role of Level 2 Coach

Taking responsibility for organisation of training and game coaching within a club playing in competitions noted above. Teacher/Instructor teaching basketball as part of a regular programme of classes.

## Profile of Employment Characteristics for Level 2 Coaches.

Training Instructor

Voluntary

Possible paid employment with youth groups or adult groups provided by local authority within their recreation, leisure or education programme.

Teachers.

Club coaches, mainly voluntary but there may be some who are paid to coach.

Coaching on holiday schemes for young players.

Physical Educators in H.M. Services.

## LEVEL TWO COACH AWARD LEARNING OUTCOMES

The learning outcomes listed below apply to the coach and coaching situation profiled above.

### UNIT 1: ROLE OF THE COACH

At the completion of this Unit the candidate who gains the Level 2 Coaching award will be: –

- 1.1 Aware of requirements for this Level 2 Coach Award.
- 1.2 Aware of the roles of a Coach.
- 1.3 Aware of the development and opportunities to take part in basketball in the UK.
- 1.4 Able to respond to complaints and provide suggestions about products and services provided by England Basketball.
- 1.5 Able to establish and maintain effective working relationships with participants.
- 1.6 Able to establish and maintain links with others involved in coaching basketball.
- 1.7 Aware of Basketball England Child Protection procedures.
- 1.8 Aware of Basketball England Code of Conduct for Coaches.
- 1.9 Able to deal with accidents and emergencies.
- 1.10 Able to carry out a safety audit on the facility to ensure the arrangements are safe and suitable for a basketball coaching session/game.
- 1.11 Able to undertake a coaching session/game in a safe manner and deal with signs of injury and illness.
- 1.12 Able to demonstrate an understanding of the Normal Operating Procedure and Emergency Action Plans for the facility that apply to basketball coaching sessions/games and the use of the basketball facility.
- 1.13 Able to follow the emergency procedures of the facility.

### UNIT 2: PLANNING TRAINING SESSIONS

At the completion of this Unit the candidate who gains the Level 2 Coaching award will be able to:

- 2.1 Make arrangements to take training sessions, including the provision of equipment.
- 2.2 Identify and use appropriate information to enable training sessions to be planned.
- 2.3 Produce plans for training sessions that meet the needs of the player to be coached.
- 2.4 Plan training sessions that satisfy health and safety requirements and make best use of the resources and time available and conforms to accepted good practice in basketball.

### UNIT 3: TRAINING SESSIONS

At the completion of this Unit the candidate who gains the Level 2 Coaching award will be able to: –

- 3.1 Ensure players are ready and prepared to take part in a training session and a game.
- 3.2 Take a warm-up and cool down appropriate to the needs of the players.
- 3.3 Undertake training sessions in a safe manner.
- 3.4 Lead training sessions that have planned objectives, in a safe manner and that conforms to accepted good practice in basketball.
- 3.5 Communicate effectively to players during training sessions.
- 3.6 Provide demonstrations and explanations.
- 3.7 Control the activities of players during training sessions.
- 3.8 Observe and analyse the performance of players and give feedback to players.
- 3.9 Engender enthusiasm and create an enjoyable coaching environment.
- 3.10 Bring the session to a positive end by initiating feedback from the group, conduct a debrief; and informing the players of future sessions.
- 3.11 Evaluate the session against objectives set and the conduct of the session.
- 3.12 Control a training game (session) as a 'referee' and correctly apply the rules whilst doing

### UNIT 4: INDIVIDUAL FUNDAMENTALS

At the completion of this Unit the candidate who gains the Level 2 Coaching award will be able to coach and demonstrate an understanding of the basic techniques of:

- 4.1 Footwork – starting, stopping, pivoting, change of direction, defensive footwork.
- 4.2 Passing and receiving the ball, including use of appropriate passes.
- 4.3 Shooting, including lay up, set and jump shots.
- 4.4 Dribbling – change of hands, direction, speed, starting a dribble and stopping at the end of a dribble.
- 4.5 Attacking play with the ball.
- 4.6 Attacking play without the ball, including moving free to receive a pass.
- 4.7 Individual defence including stance, position, footwork, defending the ball handler and defending off the ball, blocking out and rebounding.

### UNIT 5: BASIC TEAM FUNDAMENTALS

At the completion of this Unit the candidate who gains the Level 2 Coaching award will be able to:–

- 5.1 Coach and demonstrate an understanding of the basic teams attacking fundamentals including:
  - Penetrate and Pass off
  - Give and Go
  - Post Play
  - Backdoor
  - Simple Screen
  - Screen and Roll
  - Screen Off the ball
  - Special Situations
- 5.2 Coach and demonstrate an understanding of team defence against basic attacking fundamentals.

**UNIT 6: DEVELOPING TEAM PLAY**

At the completion of this Unit the candidate who gains the Level 2 Coaching award will be able to:-

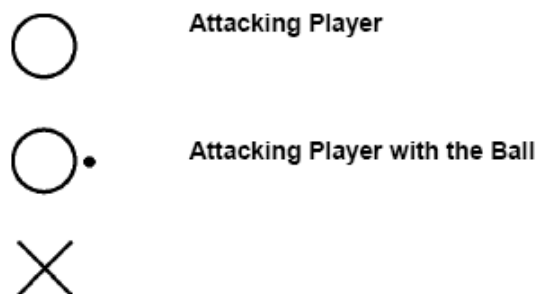
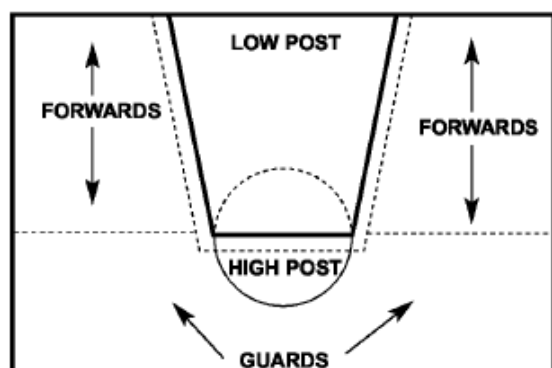
- 6.1 Coach and demonstrate an understanding of the fast break attacking.
- 6.2 Coach and demonstrate an understanding of defending the fast break.
- 6.3 Coach and demonstrate an understanding of the techniques involved with a man-to-man attack.
- 6.4 Coach and demonstrate an understanding of the techniques involved with a team man-to-man defence.
- 6.5 Coach and demonstrate a basic understanding of Zone Defence and Offence.
- 6.6 Coach play at set situations (covering play at Jump ball, Free Throw and Out-of-bounds).
- 6.7 Demonstrate an understanding of play at set situations (covering play at Jump ball, Free Throw and Out of bounds).
- 6.8 Coach a team in a game situation demonstrating effective communication via the use of Intervals of Play. Time Outs and Substitutions.

**UNIT 7: SPORTS SCIENCE**

At the completion of this Unit the candidate who gains the Level 2 Coaching award will be able to:

- 7.1 Demonstrate an understanding of the application of basic sports physiology to endurance training and speed training for basketball.
- 7.2 Demonstrate an understanding of the application of basic sports psychology to coaching basketball, including goal setting, motivation, mental rehearsal, confidence building and concentration.



**KEY TO DIAGRAMS****COACHING PROCESS: PLAN – DO – REVIEW**

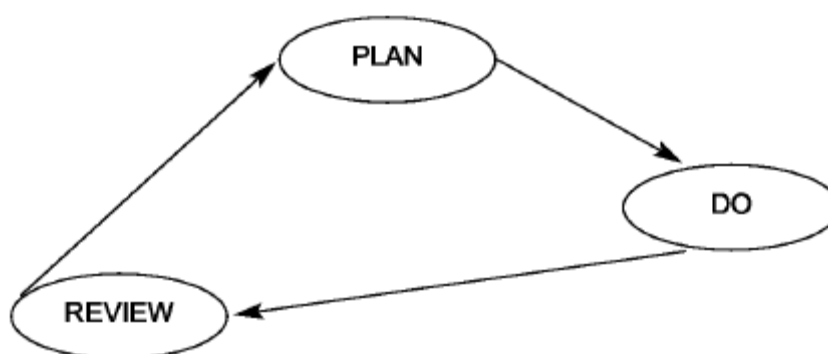
The coaching process can be seen as a simple process involving three distinct elements Plan – Do – Review. The first and most crucial – but often forgotten element is planning. Many experienced coaches feel that they are able to plan 'off the cuff'. This is just a convenient excuse to hide behind. The difficulty is planning for each individual in a session, especially as each player may be at a different stage of development. Planning for a coaching session then falls into three distinct phases:

- **Preparation** for the training session includes the gathering of information on the players you are responsible for.
- **Producing** the training session plan includes identifying equipment needed and court requirements as well as what techniques will be included.
- **Arranging** the training session includes ensuring that the appropriate safety standards are adhered to for all the equipment and facility to be used.

The second element is conducting the training session – the 'Do'. This relates to delivering what you have considered to be appropriate for the group. By being organised and planning your session the delivery will ensure you cover the skills and drills with your players to achieve your session's aims. Details of how to deliver your planned session are covered in Unit 3.

The third element to the coaching process is a review. The review is not just your own thoughts on how the session went by a reflection on how you plan – do you meet your players needs – are your training sessions as interesting and exciting as they could be – are your sessions fun for the players? Conducting a debrief and initiating feedback are covered in Unit 3. The review will help identify basic information which can be gathered and recorded; detailed plans for sessions can then be made so that the complacency from familiarity can be avoided.

The coaching cycle is a very simple information-processing model as shown in the following diagram.



# UNIT 1: ROLE OF THE COACH

## 1.1 ROLE OF THE COACH

Basketball is one of the few sports where the rules recognise the existence of the coach. In this instance the role of the coach is to direct the play of the team and to conduct time-outs and substitutions. The coach in any sport has a number of roles to perform and in this section, we will examine some of these roles.

### The Coach as an Instructor

In this role you are giving instructions to the players, telling them how to perform a particular technique or skill. You will, as an instructor, give commands to the players to perform roles and tasks.

### The Coach as a Teacher

The good teacher is concerned with the students they are teaching. Teachers do not teach a subject they teach individual students. The good teacher excites and stimulates the learners. Teachers are not just instructors; they also try to communicate principles of how to play. The concepts of how to play can be as important as the individual skills. The player who is able to understand the game and what is happening with team-mates and opponents and make the right decisions can be more valuable to a team than one who has textbook style.

### The Coach as a Philosopher

The philosopher is concerned with the why? For basketball coaches the important why questions they need to consider are why people participate in basketball? Consider some reasons why people may be involved in the game of basketball. Why do they want to play the game? Why do people want to coach basketball? Make a list in your log book of reasons why people are involved as players and the reasons why people are involved as coaches

Now compare your list with some answers to the why questions given on a training course for coaches.

#### Reasons why people are involved as players

Enjoy basketball  
Enjoy sport  
Prefer basketball to rugby  
Exercise  
Fitness training  
Social (can be with my mate)  
Relaxation  
allowed me  
Get rid of aggression  
Indoor sport  
successful  
Winning  
Fast non-contact game  
High scoring game in which everyone can score  
Exciting, and competitive  
Great recreational activity

#### Reasons why people are involved as coaches

Like teaching  
Want to share my enjoyment of the game  
No one else in the team prepared to coach  
Ambition  
Part of my paid job (e.g. Recreation Assistant)  
No longer play but want to stay involved  
Forced to stop playing due to injury, coaching  
to continue to be involved with the game  
Achievement - want to coach a competitively  
team  
Put back the enjoyment I have had from the game

You will notice the variety of answers given to these two questions and the fact that the reason people play the game could be very different from the reason why some end up as a coach. It is important for you as a coach to endeavour to find out why players in your group or team have joined your session. This information will help you when you are planning your session so that you can meet all players' needs.

No two people are the same. They could differ, as we have seen, in the reason why they want to play and some could also differ in height, age, gender, motivation, personality, current level of fitness, etc. etc.

**The Coach as a Psychologist**

To be a success in basketball the player will need to develop both physical and mental skills. The Coach at all levels of the game has a role to play in ensuring that players have the right mental 'set' or frame of mind.

Coaches need to get to know their players and try to understand them. They will need to be aware of the difference between individual players, as no two people are the same. Different people will interpret the same piece of information differently and different people will respond differently to the same situation. When considering why people take part in basketball it was noted that different individuals have differing motivation. Remember everyone is a unique individual.

In the Sports Science Section of this manual we will consider four basic mental skills and we will see how they can be applied when coaching beginners and inexperienced players. The mental skills are:

- Goal setting – Motivation Key
- Confidence building
- Imagery
- Concentration – Mental rehearsal

### **The Coach as a Role Model**

As the coach you will be a role model for the players and your manner, language, dress and behaviour could influence them. As the coach dealing with beginners and in-experienced players you are expected to sell them the game of basketball. If you are enthusiastic about the game this will rub off onto your players and they are likely to become basketball enthusiasts.

The aspect of the role model should include welcoming players to the session, if necessary introducing themselves and the objectives of the session. At this time the Coach can check if any participants have health problems. Having carried out a welcome at the beginning of the session the coach should at the end review what has happened during the session, listen to feedback from the participants and outline the next session.

### **The Coach as an Adviser**

Coaches can find that they have to provide advice to their players. When they assess players at the session they are taking they may come to the conclusion that the session is not appropriate for a particular player. The Player is in the wrong session because they are too good/poor when compared with other players. When this occurs the Coach will need to offer advice to the player. Above under the Coach as a Philosopher attention was drawn to the differing reasons why players and coaches participate in basketball. Coaches with a goal of winning league titles and cups may have to offer themselves advice, or endeavour to change the players, should they find themselves with a group who just want to enjoy their weekly game of basketball.

Coaches in their role as an adviser could find themselves having to respond to complaints and suggestions about products and services produced by England Basketball. The simplest way to obtain information about Basketball England and its products and services is by becoming a registered member and by joining the Basketball Coaches Association.

Basketball England has produced a document setting out the procedure that is to be adopted when dealing with complaints and appeals regarding the operation of the England Basketball's Coach Education programme *see appendix 1*. A copy of the document may be found also on the Basketball England website [www.basketballengland.co.uk](http://www.basketballengland.co.uk)

### **The Coach as a Development Officer**

Coaches need to be aware of the current development and opportunities to take part in basketball in the United Kingdom.

### **The Coach as a Mentor**

As a Coach you will be seen as a mentor. Some of the players you coach may well become coaches themselves.

### **The Coach as a Trainer**

Coaches are the personal trainers for their players and like the personal trainers for the stars are concerned with the physical fitness of their charges. Physical fitness can be defined as the overall physical condition of an individual and can therefore vary from the super-trained sportsman to someone who is very ill. In the Sports Science Section of this manual we will consider four 'S's of physical fitness. These are: Speed, Strength, Stamina (endurance), Suppleness (flexibility).

### **The Coach as a Salesperson**

Coaches often need to sell their philosophy of their coaching as well as the benefits of training, the physical and mental wellbeing of participating in sport to players parents and supporters of the game.

### **The Coach as a Referee**

As part of the assessment for this award a candidate will be assessed controlling a training scrimmage as a referee. The Coach has an important role in teaching the players the rules of the game and teaching techniques and skills that are within the rules and interpretations of the game. The Coach may like to consider that they are preparing their players for examination by the referee during a game.

### The Coach as an Organiser

You will be required to organise the training session to give the players appropriate practice in the various basketball techniques and skills. This will require organising the session and each individual drill.

Part of the organiser's role for the Coach, could include a care-taking role, for example arranging the getting out and returning equipment to store. The maxim for the Coach is that they should leave the facility as they found it.

### The Coach as Safety Officer

The Coach has an important role to ensure that any session or game is free from avoidable accidents. All Coaches should be familiar with and put into practice the advice on health and safety contained in England Basketball's Health and Safety document.

### The Coach's Role in Child Protection

Child welfare is paramount, and Coaches have a part to play in protecting children from abuse. Child abuse is not always easy to spot and it is recognised that Basketball Coaches are not expert in this field. Basketball England has produced a booklet concerned with this issue and all Coaches should be familiar with the advice offered in this document.

## 1.2 CHILD PROTECTION PROCEDURES IN BASKETBALL

Basketball England has published a booklet concerned with this issue and the following materials are extracts from this booklet. Child welfare is paramount and Coaches have a part to play in protecting children from abuse. Child abuse is not always easy to spot and it is recognised that Basketball Coaches are not experts in this field. Coaches, if they have concerns about a child's welfare, should discuss their concerns with the person in charge, as follows:-

|   |   |
|---|---|
| Working within a club<br>Coach  | - to the designated Child Protection Officer or Senior  |
| Working with a school   | - to the Head Teacher                                   |
| Working with a local authority scheme   | - to the Scheme Manager                                 |
| Working at a tournament, or camp where<br>the children are away from home<br>Director | - to the designated Child Protection contact/Tournament |

The main forms of abuse include:-

- **Physical abuse** - this could show as physical hurt or injury and in the sports situation might occur when the nature and intensity of training disregards the child's immature and growing body.
- **Sexual abuse** - through adults, both male and female using children to meet their own sexual needs.
- **Emotional abuse** - this could be due to a persistent lack of love and affection and in the sports situation might occur when the child is subjected to unrealistic pressure or is bullied in order to consistently perform to high expectations.
- **Neglect** - to cover failure to meet the child's basic needs like food and warm clothing.

Indications that a child is being abused could include:-

- An injury for which the explanation seems inconsistent.
- The child describes what appears to be an abusive act involving him/her.
- Unexplained changes in behaviour - e.g. becoming quiet, withdrawn or displaying sudden outbursts of temper.
- Inappropriate sexual awareness.
- Unexplained and suspicious injuries.

If a child says or indicates that he or she is being abused, or information is obtained which gives concern that a child is being abused, the person receiving this information should:-

- React calmly so as not to frighten the child.
- Tell the child they are not to blame and that they are right to tell.
- Take what the child says seriously.
- Keep questions to an absolute minimum.

- Reassure the child.
- Make a full record of what has been said.

**REMEMBER – YOU CAN NOT AGREE TO KEEP THE INFORMATION SECRET.**

Copies of a Guide to Child Protection in Basketball can be purchased from England Basketball.

**All matters of concern should be disclosed to the Chief Executive of England Basketball.**

### 1.3 HEALTH & SAFETY PROCEDURES IN BASKETBALL

You have an important role to ensure that any session you take is free from avoidable accident. You should read England Basketball's Health and Safety document and put into practice the advice contained in that document.

#### Basketball Safety

As a Coach you are obliged to take all reasonable and practical steps to ensure that basketball activities are conducted safely. Sport will always have, as part of its challenge, an element of risk of accident and injury. The good Coach will organise activities, which minimise any foreseeable chance of an accident in order to safeguard the players and avoid any allegations of negligence. As a Coach you have a duty of care to the players in your charge and any breach of this duty could lead to a claim for negligence. Negligence may be alleged where someone has fallen below the standard of care required in the circumstances by some act or omission that fails to protect others from unreasonable risk of harm.

You need to undertake a risk assessment of your basketball session. What are the hazards? How should the Coach assess the risks and what measures are required to control these hazards and risks? Regular risk assessments are part of good practice in identifying potential problems and hazards. A hazard is anything that may cause harm whilst a risk is the chance that the hazard may harm someone.

Risk assessment for basketball can be covered under four headings as follows:-

- A. The context in which basketball will take place – the facilities and equipment.
- B. The game of basketball, both playing and training.
- C. The players involved.
- D. The staff involved – coaches/leaders/officials/organisers.

#### A. THE CONTEXT IN WHICH BASKETBALL WILL TAKE PLACE

Under this heading you should consider:-

- Facility Provider. The owners, occupier or operator of the facilities that you use will have drawn up written Normal Operating Procedures (NOPs) and Emergency Action Plans (EAPs). As a Coach working in the facilities you should get to know and understand the contents of these two documents.

Normal Operating Procedures could cover some of the following points:-

- Number of players permitted when facility used for basketball.
- Hazardous behaviours.
- Qualifications of supervisor of activity.
- Conduct/supervision, including banning individuals.
- Arrangements for cleaning the floor.
- Emergency Testing of alarms etc.

Emergency Action Plans could cover some of the following points:-

- Injuries.
- Dangerous occurrences.
- Fire procedures.
- Lighting failure.
- Lessons/classes – registers.
- Clothing of staff.

It is the duty of Coaches to find out what the First Aid provisions are at the facility they are using and where the nearest telephone is situated.

- Playing courts:-
  - Clean/non-slip.
  - Free from hazards and obstructions and safe to use for basketball.  
Backboard overhang checked and if very close to permanent obstructions, such as walls, dividing barriers, beams and wall bars it is important that the players should be warned that there is limited space near the boundary lines.
  - The players should avoid vigorous play near the boundary lines.
  - Backboard supports may need to be padded.
  - Benches and other equipment should be stored off the court or at the sidelines and not under a basket.
  - Fixing points on the floor for equipment should be checked.



- Backboards, rings and nets should be:-
  - Properly fixed.
  - Portable backboards should be padded and stable.
  - Centre staff lift any heavy equipment.

- Basketballs should be stored safely.
- Discipline is important in creating a safe working atmosphere.
- Player's equipment:-
  - Not dangerous to other players
  - Shoes appropriate and laces tied.
  - Hats and caps should not be worn.
  - Jewellery and watches should not be worn.
- Working Procedures
  - Coaches should develop a safety audit routine, which they go through prior to every session.
  - When working for the first time in a facility the coach/leader/official/organiser should make themselves familiar with the facility Emergency Action Plans (EAPs) and any aspect of the centre's NOPs that are appropriate to basketball.
  - Arising from the safety audit and check of NOPs and EAPs, appropriate safety instructions should be given to participants at the start of the session.

## **B. THE GAME OF BASKETBALL**

- The Rules
  - Play to the rules.
  - No rough play.
  - Any personal contact should be limited and controlled by the coach.
  - When introducing basketball to beginners it is recommended that the game be played as a non-contact game as far as possible.
- Injured Players
  - Whenever a player is injured the Coach has to make a judgment regarding the seriousness of the injury. If the Coach suspects that the injury is serious then he/she should suspend play immediately and allow help to be given to the injured player as quickly as possible.
- Progression
  - Lack of basic skill can play a part in causing accidents.
  - The Coach should avoid teaching activities that are beyond the capabilities of the players, either technically or physically.
  - The players should progress from the known to the unknown.
- Competitive Play and Matching Players
  - By ability, size, age and maturity.
  - Avoid mismatch.
- Fitness
  - Are the players fit enough to undertake a particular exercise?

## **C. THE PLAYERS**

- Medical Issues
  - The most common injuries in basketball are those to the fingers and hands. It is important that the Coach teaches safe and correct passing and receiving to endeavour to reduce the likelihood of hand injury.
  - The Coach needs to be aware of any medical problems that players may have.
  - Any player who is bleeding, or has an open wound should leave the playing court and may only return to the court after the bleeding has been stopped and the area affected has been completely covered.
- Safety Education
  - Players should be trained in their own safety needs.
  - The Coach must prevent foolhardiness by players. The Coach is responsible for ensuring that players obey the rules.
- Working with School Children and Young People
  - The Coach is expected to exercise at least the same concern for those in their care as a good parent would exercise in looking after their own children.
  - Children are not miniature adults.
- Team-mates and opponents should be aware of their responsibility to other players, both

team-mates and opponents.

- Players should be discouraged from training or playing on through an injury.

## D. THE COACH

- Safe Coaching Practice
  - Basketballs should be carefully controlled at all times. They should always be placed in a safe position and not be under the player's feet. When a ball is being moved from one station to another in the practice, it should not be moved across an area in a manner that is potentially dangerous to other players.
- Practice Area
  - The Coach should arrange the practices so that players who are concentrating on a particular practice are all working in the same direction.
  - The Coach should organise the number of players involved.
- Drills
  - The work done and the manner in which it is done should be in keeping with regular and approved practice.
  - Follow the guidance regarding drills contained within this manual.
- The Coach Taking Part
  - Coaches should exercise due discretion when playing alongside their charges, particularly when they are young children. Coaches are advised not to join in competitively. The participation by the coach in the game or activities within the training session should not reduce the effective control of the players by the coach.
- Insurance
  - Even though the Coach takes every precaution to prevent accidents, these may still occur and it is essential for Coaches to obtain the necessary Insurance Cover. Basketball England includes Insurance cover as a very significant part of its individual membership fee.
- Staff/Student Ratio
  - Basketball England recommended maximum player to Coach ratio is 20 to 1.
  - The player to Coach ratio should be such that the Coach can exercise effective control over the group while coaching and teaching.
  - The Coach should always be present during a session and while the players are working. The Coach will need to ensure that all groups are adequately supervised.
- Accidents
  - All Coaches and players benefit from a working knowledge of emergency aid, since they all must expect to meet with accidents and injury at some time. However, if the Coach does not know what to do it is better to do nothing, call for specialist first aid or medical help immediately and make the player comfortable in the meantime. The Coach, unless medically qualified, is not qualified to diagnose and treat injuries.
- Emergency Action.  
The priorities when an accident occurs should be:-
  - Stop the activity immediately.
  - Take charge, keep calm, and get others to help.
  - Assess the situation, work quietly and without fuss.
  - Control any bleeding – cover the wound with a dressing and keep the blood in the player not on the floor.
  - Seek medical care and treatment. It is therefore important that the Coach is familiar with the emergency procedures of the premises being used. Some simple questions for the Coach to ask are "Where is the First Aid Kit?", "Where is the First Aid Room", "Where is the nearest telephone?", "Where is the nearest accident hospital?", "Does it have 24 hour opening?". Failure to be able to answer these questions is a serious oversight by the Coach.
  - Remember that if you have limited knowledge of first aid only deal with the life threatening situations and call medical aid quickly.
  - Minor injuries such as cuts and grazes should be covered with a plaster.
  - Suitably qualified staff should deal with more major injuries such as suspected breaks. When dealing with a sprain, and before medical help arrives, the Coach should put an ice pack or cold water on the injury.
  - Should a player sustain a heavy back or neck trauma during practice or a game, it is important that the player is not moved until expert medical help is available.
  - Finally and most importantly, should a participant bang his/her head and become unconscious, even for a fraction of a second, then this person must take no further part in physical activity and should go immediately to a hospital accident department for a check-up. **Never underestimate the potential seriousness of head injuries.**

All organisations should have a system as to what to do when injury does occur. The Coach should be fully aware of his/her responsibilities in such an arrangement.

The Basketball England Health and Safety document should be consulted to help the Coach identify hazards to look out for and risks that may occur.

Copies of a Guide to Health & Safety in Basketball can be purchased from England Basketball.

## UNIT 2: PLANNING COACHING SESSIONS

### 2.1 PLANNING AND PREPARATION

Spend time on planning a session or series of sessions:

- to ensure purpose to the session or sessions
- to be prepared for any differing circumstances

Remember that one training session is part of other work that has been carried out and that later sessions are based on an analysis of the abilities and work of the group in earlier sessions

#### Consider personnel

- Age
- Experience
- Ability
- Motivation (why are they attending the session, what do they want to achieve?)
- Identify the needs of the group; what are their expectations? Do they want coaching to improve their game?

Remember they may not want a teaching/coaching session. They may just want to play the game. To assist you in the process of gathering information prior to planning a coaching session Basketball England have developed an Information Gathering Sheet. (See Appendix 2)

#### Facilities

- Availability. Have you booked the facilities? Confirmed the booking?
- Size of court area
- Number of courts
- Number of baskets
- Clock-scoreboard

#### Equipment

- Basketball
- Training Bibs/Reversibles
- Whistle

#### Prepare notes on session(s)

- Warm ups/cool downs.
- Practices (drills) to be used.
- Avoid changing the drills for each training session.
- Points to be covered or emphasized.
- Group organisation so that the session runs smoothly and efficiently.
- Consider placing players in groups based upon:
  - playing ability
  - motivation
  - competitiveness
  - friendships
  - athletic ability
  - size
  - same groups each session
  - use group organisation that eliminates frequent changes in group composition. Avoid moving from working in – 3's then 4's, then 5's as each change uses valuable time. 2 v 1 as a practice can easily be changed to 3 v 3 practice.
  - having each group working in the same area or the same basket
  - trying to make changeovers simple and logical
- Check notes from previous session with the group. Therefore keep a permanent record of notes on coaching sessions undertaken. Evaluate at the end of the session by making notes on how the

practice went.

## The Training Session

Basketball England have produced a blank session plan that can be used when preparing coaching sessions (see Appendix 2). You should ensure that each training session plan covers the following key areas:

- **Objectives of the session** A statement of what you are trying to achieve during the session. For example, a brief statement of the techniques and skills to be taught / improved and practiced.
- **Introduction**  
Coach welcomes the players and if this is the first time the group has met or the particular facilities been used, then this is the time for the coach to talk to the players about emergency procedures, clothing, etc. Are you required to take a register/ call the roll? This may be a requirement of the centre's emergency action plan. This is when the coach should make a brief statement to explain to the players the overall objective of the session and check the player's health.
- **Warm-up and stretch** This is the first active part of the session. Unit 3.2 provides information on the content of the warm up and stretching.
- **Individual Technique and Skill Learning** This is the period of the training session that focuses on attacking and defensive techniques and skills that are to be improved through individual or group practices.
- **Team Skills** This is the section of the training session that includes those aspects of the game covered in Unit Five of this manual.
- **Game**  
Now the players have a chance to apply the material that has been covered earlier in the training session. The games can be full-court or half court. During this part of the session the coach will have a chance to stop play for brief instruction. However, the players will want to play so these interruptions need to be kept to a minimum. The coach will need to decide when during the session to use period (s) of game play. It could be at the beginning or at times all through the session.
- **Cool Down**  
The players should at the end of the session spend time cooling down. Activities suitable for this cool down phase are;
  - taking free throws,
  - walking round the court and
  - stretching of the major muscle groups.
- **Evaluation**  
As part of the Basketball England Session planner there is a section on evaluation (see Appendix 3). The coach should complete this and use it to improve future training sessions and as a reminder of what to do next with the group.

## The headings of the session evaluation are:

- **Aims and Objectives** – Did you achieve your objectives? Did the players achieve their objectives?
- **Players' performance** – was there an improvement?
- **Did you have any behaviour problems?** If you did, go through what happened and what you did. Think of a plan of action for dealing with the same situation if it occurs again.
- **Health and Safety Issues** – Was there anything that happened that you will need to consider before the next session? Is there any health and safety issue you should report to others, e.g. the facility manager.
- **Organisation** – Were the practices and drills you used appropriate? Did you manage them correctly (rotation of players/ both sides/progression)
- **Content** – Was the content you covered during the session appropriate to the players? Did they succeed?
- **Coaching Performance** – This is where you should reflect critically on your coaching. Was your



communication clear? Did you adapt your session as you became aware of players' abilities/performance? Was your organisation of the session appropriate and safe? Was the manner in which you gave information, taught and coached the players appropriate?

- **Action for next session** – Your next session with the group should reflect what has happened during the session just finished. What do you need to cover next session? What do the players need to do prior to, or at, the next session?

## Drills/practice organisation

The following points should be considered when planning and organising training drills:

- **Realistic** – is what you are going to practice something that you can use and want to use in the game?
- **Know why you are using the practice** – avoid using a drill unless you are aware of the benefit of using the drill and you know which basketball techniques or skills you aim to improve through the use of that drill.
- **Rotation** – the players should all be given an equal chance to perform the skill under practice. This could mean they move from one station in the drill to the next, or they could repeat a practice a set number of times and then change with other players.
- **Both sides** – the practice should be worked on:
  - both sides of the court,
  - both sides of the basket,
  - both sides of the defender
  - both to the right and the left of the player performing the skill.
- **Progression** – as the players improve, adjustments should be made in the drill so that the demands made upon the players are increased. A practice can be varied by:
  - introducing co-operation via a team-mate or team-mates.
  - introducing opposition – a defender or defenders. These opponents could start by being passive and then progress to being active.
  - making the practice more alive and game like.

## 2.2 PLANNING A DRILL TO BE USED IN TRAINING SESSIONS

In each technical section of this Manual there have been included suitable training drills. Part of your development, as a coach is to learn to construct your own drills. The notes that follow provide advice on this process.

- First analyse the part of the game or skill that needs to be improved.
- Isolate the particular skill or technique. Eliminate surplus players.
- Do you need to eliminate:
  - all defenders?
  - all team-mates?

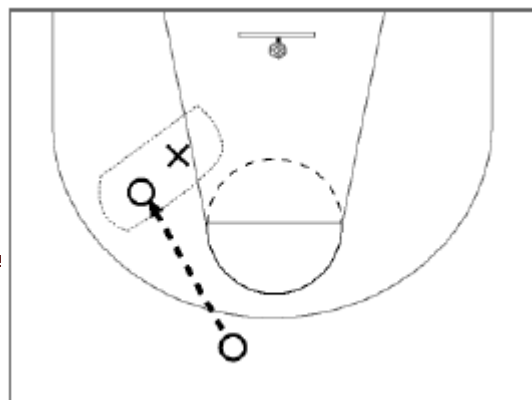
Is the response to an opponent an important part of the skill being improved? If it is then it might be essential that defender(s) are included in the drill.

When introducing scoring to a group of beginners, because the mastery of the technique is relatively difficult, it may be more appropriate that players work alone on the technique of the shot before a defender is introduced. With passing drills all but a very few passing practices should be carried out working with at least a partner. This is because the response to team-mates movement and the defender is so important in passing. An early practice could be 2 versus 1 (Pig in the Middle) as this introduces the team-mate and the defender.

- As the players progress in understanding and skill so the drill should more closely resemble a game situation?
- Ensure that the drill has direction if this is an important part of the skill or technique. Having said that Pig in the Middle could be a good drill in that players' response to the presence of the defender is important, it must be remembered that as a practice it lacks direction. The manner in which a defender would mark in the game in a 2 versus 1 situation will differ from the way they will defend in Pig in the Middle. In the game the defender will be concerned to defend in relation to the basket. To make the 2 versus 1 game more game-like, the practice could involve the defender marking the potential receiver who has to receive the ball in a set area on the court.

In this drill the defender marks the attacking player without the ball. This attacking player moves to get free to receive a pass, but may only receive in the specified area.

- Are the players working an appropriate distance from the basket? This is particularly important in scoring practices and when using one versus one drills. In scoring practices the confidence that is so essential for consistent scoring will not be built up if the player regularly fails to score.



Players will only learn that they cannot score. The Coach should consider all shooting drills to be scoring practices in which the players should be expected to score 40-50% of shots taken. In a one versus one with the ball drill, one option that the attacking player should retain is the shooting option as the first move. If the drill is carried out too far from the basket, this option will not be available and the task of the defender different with no shot to defend.

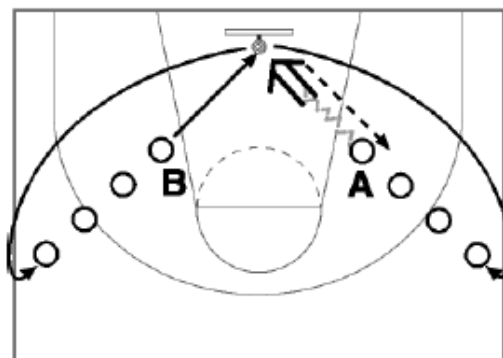
The following points should be considered when organising and planning training drills:

- Realistic
- Know Why You Are Using the Drill
- Rotation
- Both Sides
- Progression

**Realistic** – is concerned with what you are going to practice. Is it something that you can use or want to use in the game?

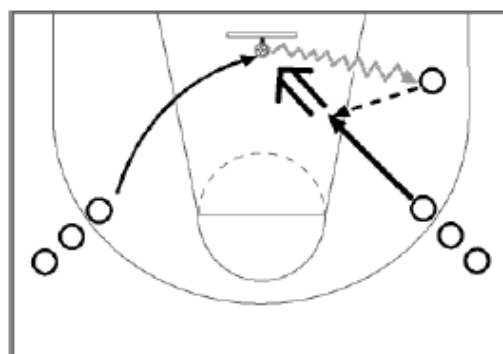
Many teams make use of the 'V-lay-up Drill' as below.

With two lines, the first player from line A dribbles into basket and scores. The first player from the front of line B moves in to gather the rebound and then makes a pass out to the next player in line A who dribbles in to score. The rebounder, after passing out, joins the shooters' line. After shooting join the rebounders' line. This drill can also be performed with the shooter taking the ball from a pass straight into the shot.



Every basketball player will have performed this drill, but how realistic is it to the game of basketball? How many times in a game has a player received a pass from a team-mate stationed under the basket and then dribbled or run to the same spot to shoot? Very, very seldom.

How do we make this standard drill more realistic? One way would be to have the player at the front of the shooting line receive the ball while standing still, then to make a foot fake and cross over to drive to basket for the shot. Alternatively we can move the rebounder to a more appropriate position to make a pass, for example to the corner of the court (or from the free throw line) as in the diagram below.

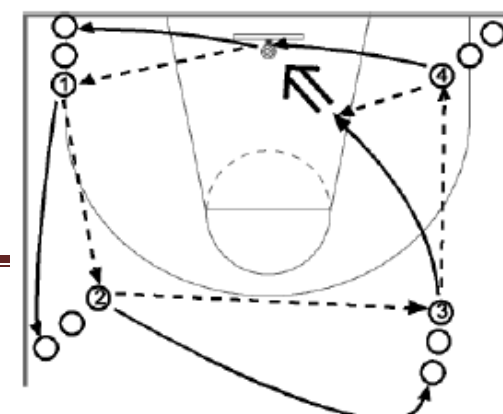


The rebounder having taken the ball dribbles to the corner, stops, pivots and passes to a cutter from the shooting line.

**Know why you are using the practice:** – There is a danger in using published drills. The practice you use, and the emphasis you place on it, should depend upon your analysis of the requirements of the players in your charge.

**Rotation** – the players should all be given an equal chance to perform the skill under practice. This could mean they move from station to station in the drill; or they repeat a set number of turns and then change with other players.

In this pass and follow half court lay-up drill players, after taking a turn at one station move on to the next station, with every player having a chance to perform at each



station.

Player 1 passes to Player 2 and follows the pass and joins the end of line 2.

Player 2 passes and follows to line 3.

Player 3 passes to player 4 and cuts to basket for a return pass and a shot. After taking the shot the player moves to the end of line 4. The player from line 4 who passed to the cutter moves in to take the rebound and to pass and then join line 1 to restart the drill.

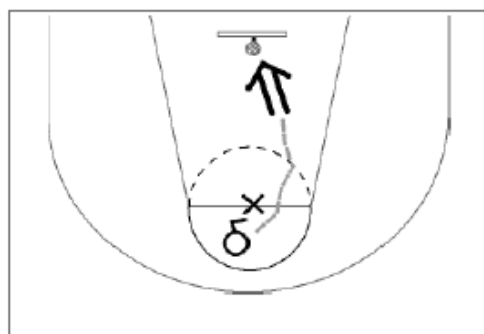
Another method of rotation can occur in a practice such as Pig in the Middle, when players change when a pass is intercepted or touched. It is important when this method of rotation is used for the Coach to remain alert to avoid one player from playing one role too long.

A third method of rotation that may be used is for one player or group of players to take a certain number of turns before a change is made. For example in a popular scoring drill players are paired with a ball in each pair. One player shoots while the other rebounds and returns the ball to the shooter. The shooter will take a specified number (i.e. 5, 10, 20) of shots before the players exchange roles and the other player takes over as shooter. This method of rotation gives the players an opportunity to concentrate their attention on the skill being practiced.

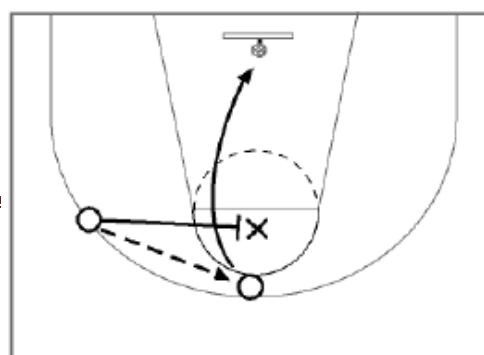
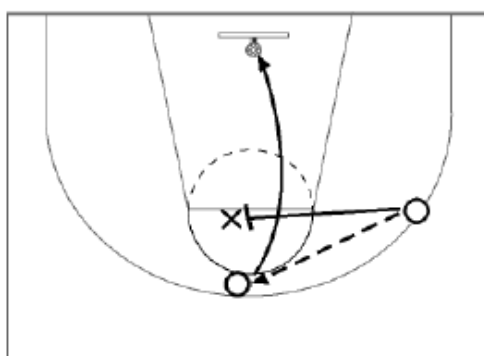
**Both sides** – the practice should be worked on:

- both sides of the court.
- both sides of the defender
- both to the right and to the left of the player performing the skill. The previous diagram showed an example of working both sides, another occurs when players are practising screening.

An attacking player with the ball practising to use a foot fake and drive past the defender to basket, will not only foot fake to the left and drive right, but must also foot fake to the right and drive left.



Screens should be set on the defender so that the attacking player has to practice driving to the right and also on other occasions to the left of the defender.



Note that a pass is included in the above two drills to make them more game like.

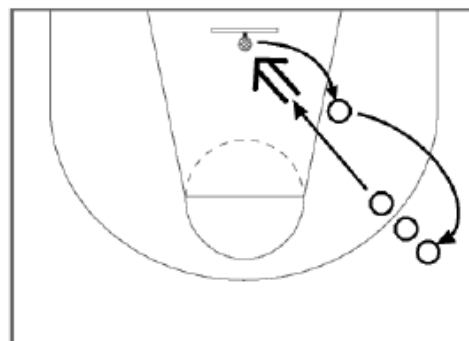
**Progression** - as the players improve so adjustments should be made in the drill so that the demands made upon the players are increased. A practice can be varied by:

- (i) Introducing CO-OPERATION - i.e. team-mate or team-mates.
- (ii) Introducing OPPOSITION - a defender (passive to active) or defenders.
- (iii) Making the practice more ALIVE and UNPREDICTABLE. This is achieved by making it more like a game.

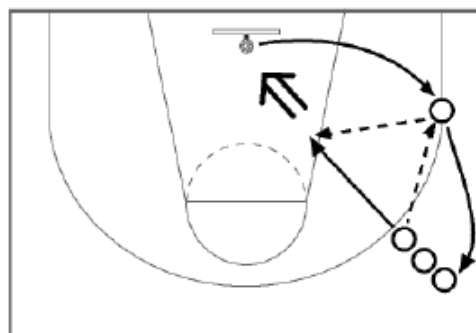
An example of a PROGRESSION could be the advance from the inexperienced player learning the lay-up shot to being able to use the lay-up shot at the end of a Give and Go movement.

- The individual player taking a lay-up shot.
- Working with a team-mate who may initially make a hand-off pass to the cutter moving in to take a shot. After handing off the passer goes to the end of the shooting file and the shooter gathers the rebound and takes a position to become the next passer.

- As the player's skill improves the team-mate making the pass steps back, thus lengthening the pass, until the pass is being made from the corner of the court. The shooter by now will have had to increase the length of the cut with the ball being taken on the run.

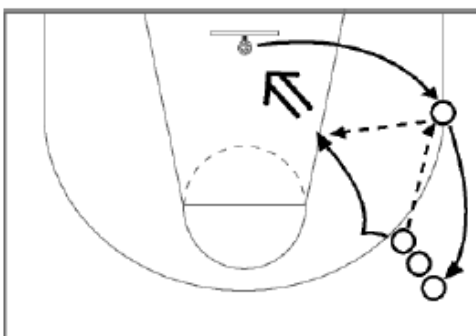


- The next progression is for the player who is shooting to initiate the move by passing the ball to the team-mate in the corner and then cutting in for a return pass.



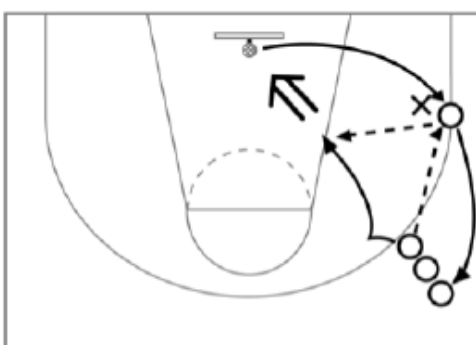
Note: the pass is still being received at the same point as when the hand-off pass was being made.

Because the two passes will take time, the cutter should introduce a fake step and change of direction prior to cutting for the ball. The movement is now pass to the corner, fake to move away, change direction and cut hard for basket signalling for the return pass.



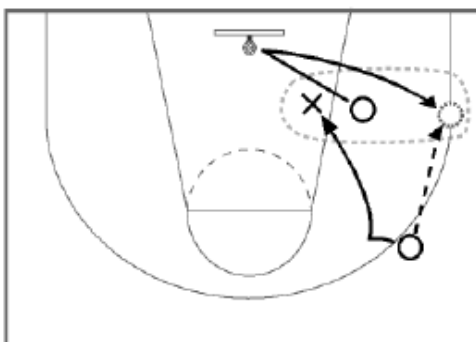
The rotation of players in this drill could be for the shooter having gathered the ball after the shot and passed to the next player at the front of the line to move to the corner to receive the pass. To make this practice more game like the player can, prior to moving to the corner, stop at the edge of the key, and make a fake step to go to basket before breaking out to the corner to receive the ball.

- The players are now performing the basic Give and Go movement. As skill improves a defender should be introduced, initially a passive defender on the corner player, then more active. Initially the defender will allow the pass to be made to the corner but put pressure on the return pass to the cutter by marking the corner player closely.



The rotation of the players is in the same direction with the shooter becoming the next defender, and the defender moving to become the corner man.

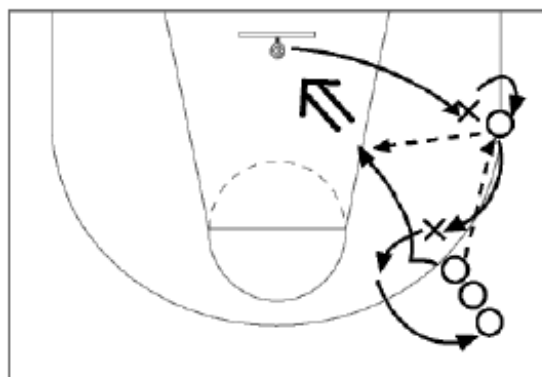
- The next step is to make the play of the defender and corner man more game-like. The corner man can now



receive the ball anywhere from under the basket to the corner of the court. If the ball is received in the key, the player may shoot. If received outside the key, the ball must be passed to the cutter.

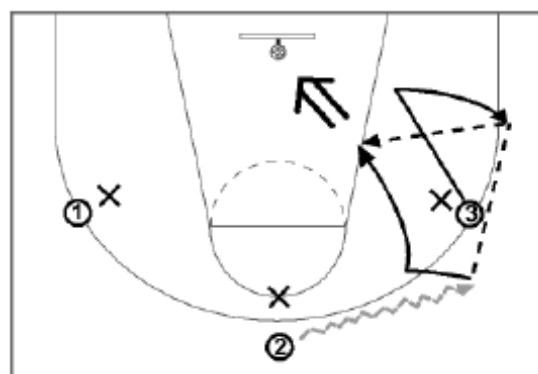
The corner player is now practicing the skill of getting free to receive the pass. The only condition that would be placed on the defender would be that they should try to stay close to the corner player all the time.

- The next step would be to place a passive defender on the cutter. If this progression is used the defender must be beaten by the initial fake step by the cutter.



Alternatively the defender on the cutter could be required to turn and look at the pass into the corner or lunge to try to intercept the pass to the corner, before the cut is made for the return pass.

- The next progressions would be a 2 versus 2 game with the attacking pair trying to pass ahead and cut in for a return pass - a Give and Go. The defenders would again be conditioned to mark close.
- Throughout this series of practices it must be remembered that each drill will have been performed on both sides of the court. A logical final progression would be to change to a 3 versus 3 game with the attacking players looking to make a pass ahead and cutting to receive a return pass.



In the Diagram note that player O2 has dribbled the ball to the side before passing ahead to player O3 who has taken the defender to the basket before moving out to the corner to receive. Player O1 replaces O2 and O2 would replace O1 if no return pass is made.

The players are now playing a 3 versus 3 game with two conditions (a) the attacking team is looking to use a pass ahead and cut for a return pass (Give and Go), and (b) the defenders are required to mark tight.

This sequence of drills has progressed from an individual practising a lay-up shot to the same shot being used in a 3 versus 3 game.

## UNIT 3: TRAINING SESSIONS

### 3.1 ORGANISING A TRAINING SESSION

- Utilisation of all available space and facilities is essential.
  - use all the baskets.
  - are basketballs being underused?
  - one ball each for some individual skills.
  - one ball between two players for one versus one play.
  - one ball between three players for two versus one play.
  - one ball between four players for two versus two play.
- Drills must provide time for repetition, feedback from the Coach and then an opportunity for the players to perform more repetitions.
- The players should understand the meaning and purpose of the drill and where the techniques and skills being performed fit into the full game of basketball.
- Time taken for drill organisation should be kept to a minimum. The change over from one drill to another can be dead time, although it can be used as rest time from one physically demanding drill to another.
- Ensure that each group knows their working area. Is it the full court, or have they a restricted area in which to work? Stagger the working areas for safety.
- Remember the drill is not an end in itself. It is a vehicle for the practice of a skill or skills. Once the drill is running the Coach begins to work with the individual giving advice and encouragement.
- When changing drills consider combining adjacent groups. This may influence the choice of drills. For example, the Coach may wish to move from a two versus one passing drill to one in which the attacking team and defenders are equal in number. It may be preferable to move from the two versus one (three players involved) to a three vs. three practice (six players involved). This would show better planning as it would only involve combining two adjacent groups. If the Coach went from two versus one to two versus two, it would involve a complete re-organisation of the training group and waste valuable training time.
- The Level 1 Manual gives advice on lay-out and practice formations.
- Include game time in the training sessions to give players an opportunity to put into practice what they have been working on during the session. The Coach can condition the game to focus on one particular aspect. For example, if a main part of the training has been devoted to attacking play versus man-to-man defence, then the defenders would be required to use this defence during game time.

Game time could include:

- Full game working over the full court with 5 players on each team.
- Full game with less than 5 players on each court, 4 versus 4, or 3 versus 3.
- Half court game, with both teams trying to score into the same basket. To prevent a mad scrimmage under the basket the game should be started by one team taking the ball from a set position, usually just outside the three point semi-circle at mid-court. Once the game is started normal rules of the game are played until the team on attack loses the ball either by shooting and scoring or by loss due to lost rebound, interception or violation. On gaining possession the new attacking team bring the ball out to the start position. This gives times for their opponents to take up defensive positions.

Variations of the Half-court game:

- it can be played with a rule that permits the team that have scored to retain possession.
- It can be played with the attacking team taking a specified number of attacks, say 5 or 7.

When the

teams change the opponents endeavour to score more baskets in their set number of turns.

- Instead of five versus five, the half court game is frequently played:
  - 4 versus 4
  - 3 versus 3
  - 2 versus 2
  - 1 versus 1.
- In planning the use of space for a drill the Coach may wish the practice to take place within a limited area. There are a number of convenient areas marked on a court that the Coach could use, these include:
  - half court.



- Inside the three point semi-circle.
- Restricted area.
- Jump-ball circles.
- Badminton courts (usually found on multi-use floors)
- Although not marked the imaginary line from basket to basket creates two lanes that can be used with some drills.

- Coaches must remember that they are responsible for the player's safety and that the drills used and the manner in which they are organised should not jeopardise the player's safety. Coaches must put into practice safety advice prepared by Basketball England and published in "Guide to Safety in Basketball".

### 3.2 WARM UP AND COOL DOWN

The warm up is to prepare the player physically and mentally for the session that is to follow. The warm-up should raise body heat, increase respiratory and metabolic rates, stretch the muscle groups that will be used in basketball and allow the player to rehearse/practice some of the skills that will be used in the game.

When conducting a warm up you should be systematic. After a jog around the court for 2 or 3 minutes to get the blood circulating move the players on to stretching exercises. If you always undertake the stretching exercises in a similar order, for example starting at the head and working down to the feet, you will find that you are less likely to miss an area of the body. The stretching exercises that follow are a sample of some that you can use. As your coaching career develops so you will learn others.

#### Ankle Flex

- Balance on one leg.
- Point the toe towards the ground and hold for four to six seconds.
- Then point the toe up to the roof and again hold for a few seconds.
- Move toes right and left holding for a few seconds.
- Then repeat.



#### Calf Muscle Stretch

- Take the position as illustrated.
- Keeping the back leg straight and the heel on the ground.
- Lean forward bending the front leg.
- The players will feel the stretch. They should relax in the end position and hold the stretch for 15 seconds.
- Use alternate legs.



#### Hamstring Stretch

- Take the position as illustrated.
- Back leg should be bent and the front leg straight.
- Sink the weight down over the back leg.
- The back foot should be flat on the ground with the front toes lifting up to ceiling.
- Hold for 15 seconds.
- Use alternate legs.



**Quadriceps Stretch**

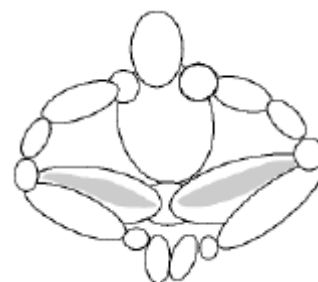
- Stand on one leg, if necessary against a wall for support as illustrated, keeping the knees close together.
- From the position gently pull the leg towards the hip.
- Hold the position for at least 15 seconds.
- Return leg to starting position and repeat.
- The exercise should also be performed with the other leg.
- This exercise can also be performed lying down on the floor.

**Hip Flexor Stretch**

- Take the position as illustrated with one knee off the ground.
- Gently push the hips forward and hold for 15 seconds.

**Groin Stretch**

- Sit down and put the feet together as in the illustration.
- Pull feet in and towards the body and gently stretch the knees down towards the floor.
- Hold the position for at least 15 seconds.

**Buttocks Stretch**

- Player sits on the floor with one leg straight and the other bent over the straight leg as in the illustration.
- Lean across and out. Place the opposite elbow on the knee and hold for 15 seconds.

**Lower Back Stretch**

- Lie on the back with the shoulders and head on the floor.
- Keep the arms stretched out to the side as in the illustration.
- Pull one knee up towards the chest and then roll that knee



across the body.

- Touch the floor on the opposite side with the foot and hold for 15 seconds.

**Arm and Shoulder Stretch Exercise**

- Sit or stand with feet apart.
- Take a position with the arms behind the head as shown in the illustration.
- From this position hold the elbow of one arm with the other hand.
- Gently pull the elbow across behind the head.
- Hold for 15 seconds.

*Variation:*

- Perform the same type of movement only now in front of the body.
- Pull the elbow across the front of the chest.

**Shoulder Stretch**

- Adopt a standing or seated position and link the fingers above the head with the palms down.
- Lift the arms up and back.
- Hold at the end range of the movement for 15 seconds.

**COOLING DOWN**

The coaches need to carry out a cool down session with his/her players. Cool down is the final part of activity involved in the training session or game. It aims to bring the body gradually back to a pre-exercise condition and if carried out should help prevent muscle stiffness.

Cool down is a period of active recovery and it is recommended that the coaches use the following cool down activities: -

- Stretching of major muscle groups used during the session or game.
- Free throws.
- Jogging and then walking round the court a few times.

## UNIT 4: INDIVIDUAL FUNDAMENTALS

### 4.1 FOOTWORK

The basis of all basketball technique is sound body balance and control whilst stationary and on the move. An ability to be able to start, stop, change pace, change direction and perform the fundamentals of the game will depend upon the player being under control.

#### Basketball Stance

The basic basketball stance is one in which the player stands with:

- feet flat on the floor and spread approximately shoulder width apart.
- knees bent approximately 20°
- weight evenly distributed on the balls of the feet not on the heel.
- hips slightly flexed.
- strong back with shoulders in line with the knees.
- head up.

From this stance the player should be able to move quickly in any direction. If the player is holding the ball this should be held at the chest under the chin. This is the TRIPLE THREAT POSITION from here the player can quickly move to SHOOT, PASS or DRIBBLE.

#### Movement

Basketball movement is one of running, stopping, changing direction, pivoting and jumping.

#### Running

Players should use a natural running action both when they are moving to catching the ball and when running without the ball.

This is particularly important when passing on the run.

#### Stopping

A player who catches the ball when moving or at the end of a dribble may stop and establish a pivot foot as follows:

**Rules:** A player who catches the ball with both feet on the ground may use either foot as the pivot foot, but the moment one foot is lifted the other foot becomes the pivot foot.

- If one foot is touching the floor that foot becomes the pivot foot as soon as the other foot touches the floor.
- If both feet are off the floor and the player lands with both feet simultaneously then either foot may be selected as the pivot foot. The moment one foot is lifted the other foot becomes the pivot foot.
- If landing on one foot and then onto the other, the first foot to touch the floor becomes the pivot foot
- If a player catches the ball with one foot on the floor or takes the ball in the air and lands on one foot he/she may jump off that foot and simultaneously land on both feet but in this case neither foot can be used as a pivot foot.

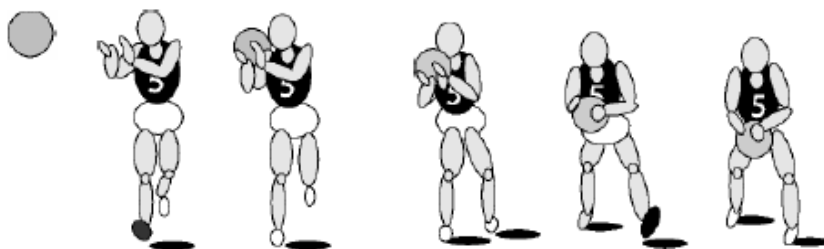
Having established a pivot foot on a shot or a pass the pivot foot may be lifted but may not be returned to the floor before the ball has been released on the pass or shot. When coming to a stop when neither foot can be used as the pivot foot one or both feet may be lifted on a pass or shot but may not be returned to the floor before the ball has been released from the hands.

At the start of a dribble the pivot foot may not be lifted before the ball has been released. In the case when neither foot can be a pivot foot the ball must be released to start the dribble before either foot is lifted.

These rules mean that a player who is holding a ball is limited to one pace in any direction while he/she continues to hold the ball. It is essential therefore that players' can stop quickly and under control whilst receiving the ball and without violating the rules.

There are two methods a player may use to come to a stop legally when receiving a pass whilst moving or when picking the ball up at the end of a dribble. These are:-

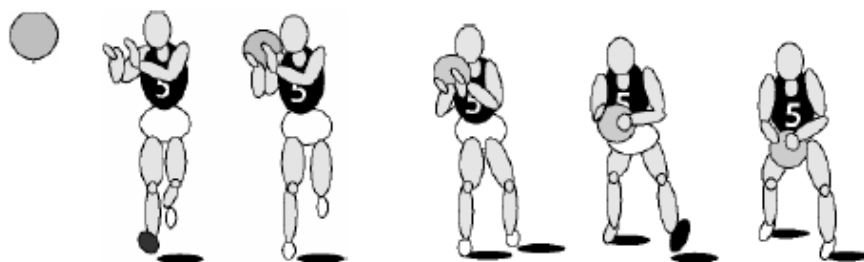
(i) **A Stride Stop.** The player uses one pace to stop. Having caught the ball with both feet off the ground the player lands on one foot, which becomes the pivot foot. The trailing foot strides forward of the pivot foot and secures the balance on landing. There should be a natural running action into the stop. The feet should be positioned approximately shoulder width apart, knees bent, weight evenly spread and head up. The stride stop is also referred to as a 1-2 count stop. It is important that players learn to make use of a stride stop either left- right or right left and do not favour one particular sequence.



The pivot foot being the ONE count foot and the striding foot the TWO counts foot. A player also uses this 1-2 count when getting rid of the ball on a pass or a shot. A player taking the ball on the run aims to take the ball when both feet are off the ground. He/she lands on one foot (pivot or one count foot) then onto the other foot (striding or two count foot) and releases the ball before the "one count" foot again touches the floor. The use of the 1-2 rhythm as part of a natural running action is important when passing on the run and when shooting on the run (lay-up shot).

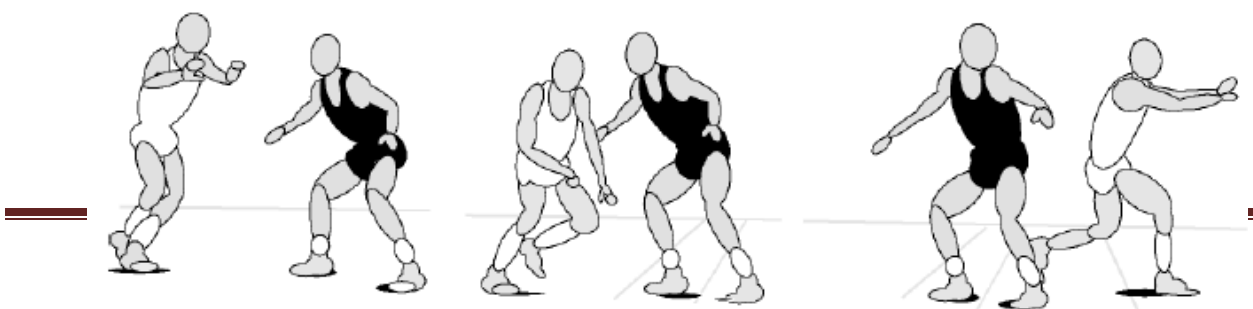
It should be remembered that when starting a dribble the ball must be released before the pivot foot leaves the ground.

(ii) **Jump Stop.** In this stop the player lands on two feet simultaneously. The advantage of this stop is that the player can choose either foot as a pivot foot. In this stop it is important that the knees are bent on landing and that the feet are approximately shoulder width apart and slightly ahead of the body.



### Changing Direction

There are a number of occasions during the game when a player will be required to change direction. Players should aim to develop a level of skill so that they can accomplish the change in direction in one pace. As the player moves into the change the knees should be bent so that the body weight is lowered and slightly back. The outside foot is planted firmly on the ground and the player pushes hard off this foot in the opposite direction. Thus players moving to their left who wish to change and go to the right should use their left foot as the outside foot and push hard off this foot to the right. Throughout the





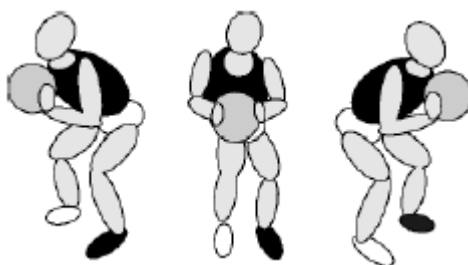
change of direction the stance is kept open and the feet are not crossed. The change of direction will be used when dribbling to try to beat an opponent and when moving free to receive a pass.

## Pivoting

**Rules:** A pivot takes place when a player who is holding the ball steps once or more than once in any direction with the same foot, while the other foot, the pivot foot, remains in contact with the floor.

Pivoting is important for all players, as it enables them to improve their position to receive, shoot, pass or dribble the ball, without violating the rules. The ball of the pivot foot remains at its point of contact with the floor while the player moves in the new direction. As with most other aspects of play the player should have bent knees with feet shoulder width apart. In a forward pivot the player moves so that the striding leg is ahead of the pivot foot. In a rear or reverse pivot the striding leg is moved behind the pivot foot. Upon receipt of the ball the player will endeavour to pivot to face the basket and in doing this is likely to use a forward pivot.

To improve protection of the ball the player is likely to make use of a rear pivot. An attacking player who has the ball close to basket will look to use a forward pivot to step past the opponent to take a shot.



An attacking player with the ball will find it advantageous to establish a stance with the pivot foot as the forward foot. This enables the player to make a forward pivot prior to being required by the rules to release the ball at the start of the dribble.

## Jumping

There are phases of the game when basketball becomes an aerial game. The ability to jump when rebounding and shooting is an important part of this aerial game. The jump starts from the basic stance with knees bent, and is made with a vigorous extension of the legs, a lift with the arms and push from the feet.

## FOOTWORK

### POSSIBLE FAULTS AND CORRECTIONS

#### FAULTS

Travelling when stopping with the ball

Illegal pivoting

“Wooden” action on the pivot or over use of the pivot.

Illegal start to the dribble, i.e. moving the pivot foot prior to releasing the ball at the start of the dribble.

Using hops and skips.

Slow change of direction. Better to move into the change slow and fast in the new direction (walk then run).

When using a stride stop always favouring the same foot as the pivot (landing) foot.

#### CORRECTIONS

Slower movement into the stop, stress bending the knees.

Stance needs to be low, bend the knees.

Emphasis on use of the pivot to achieve a new position. Improve the stance, knees bent.

Lower the stance. Over-correct by bringing the weight more over the pivot foot.

Emphasise the natural running action

Moving into the change of direction too fast.

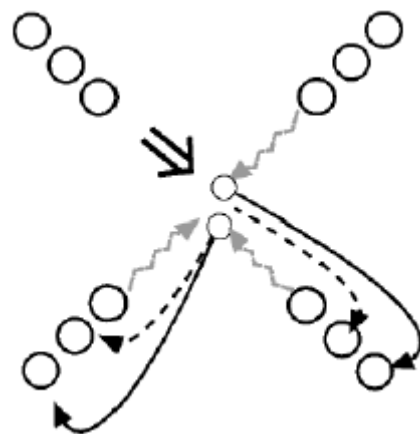
Stress that the player must be able to stop equally well Right-left as Left-right on the stride stop.

**FOOTWORK DRILLS****Four corner pivoting drill**

- The group is divided into four lines as in the diagram.
- The player at the front of each line holds a ball.
- These players then dribble to the centre, stop, pivot and then pass to the first player in the next line, going clockwise.
- After making the pass the player joins the end of the line to which they have passed.

*Coaching Points:*

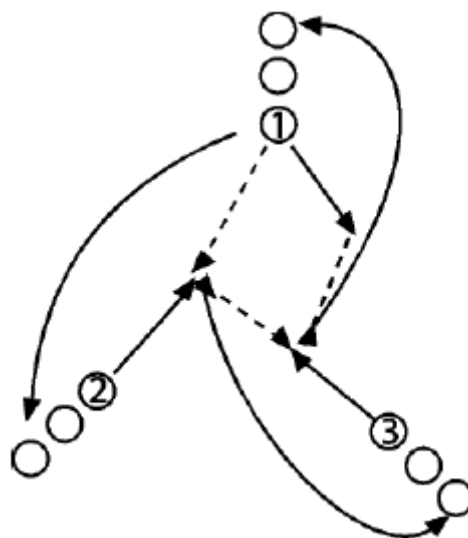
- Vary the stops and the pivots used:
- Stride stop.
- Jump stop.
- Left and right foot.
- Reverse pivot.
- Forward pivot.
- Run the drill moving anti-clockwise.

**Triangle stop and pivot**

- The players are arranged in three lines forming a triangle as in the diagram below.
- The first player in line 1 starts the drill by passing to the front player in line 2 who has moved forward to meet the pass.
- As the ball is received the player stops and pivots to the 3.
- This player executes the same movements continuing the drill.
- After making the pass the player joins the end of the line to which they have passed the ball.

*Coaching Point:*

- Use the same teaching points as in the four corner pivoting drill.

**5 v 5 game. Using jump stop and pivot in a game**

- Conditioned so that players must use a jump stop after a dribble or when receiving a pass.

*Coaching Points:*

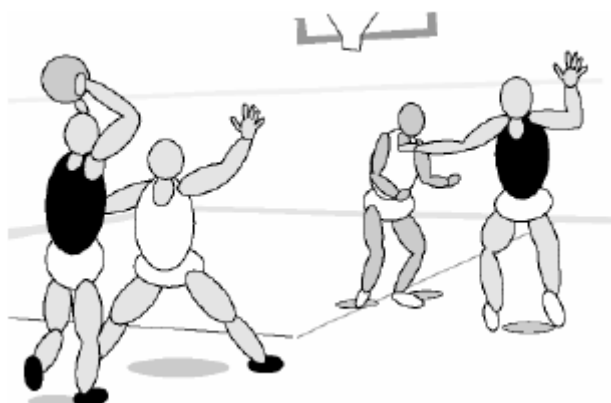
- Dribblers jump stop without travelling.
- Player should pivot in the best direction.

**4.2 PASSING AND RECEIVING**

Basketball is a game of minimum contact and therefore possession of the ball is all-important. Coaches must emphasise this to their charges and perhaps the best way to do this is to concentrate on safe effective passing. Safe passing should not always be equated with effective passing, because a safe pass may not be received in the most advantageous position and at the right time for the receiver. To be effective a pass must be taken by the receiver when and where he/she wants it and the importance of both the timing of the pass and its placing in relation to the position of the receiver should be stressed. It is a poor pass if a player has moved free and does not receive the ball until the defender has recovered. Equally, it is a poor pass if a player who is free receives the ball near his/her feet rather than at the position from where they can either take a shot, start a drive or pass on to a team-mate. To help players achieve this "right time" and "right place" an appreciation of the following principles is necessary.

**Principles of Passing**

- Passing is a Two-Man Relationship
- The Receiver is important:
  - Before moving free, check team-mate is ready to pass.
  - Move free to receive the ball.
  - Signal for the ball using one or two



- hands.  
– 'V' or 'L' cuts are useful moves to get free

- The Passer:
  - check that the team-mate is ready to receive
  - have the ball under control ready to pass
  - look where the pass is to be made but avoid staring at the receiver.
- Accuracy:

The Receiver wants to receive the ball at the right time and in the right place.

  - pass to be received in front of the receiver
  - pass to the target made by the receiver
  - ball received in a position for the next move, be it shot, dribble or pass.
- Speed of Pass
  - the time taken by the pass to travel from the passer to the receiver is important.
  - short,  $3\frac{1}{2}$  to  $4\frac{1}{2}$  metre, snappy passes should be favoured.
  - the longer the pass the more time that opponents have to intercept.
  - aim for optimum maximum speed, i.e. top speed for safe catching.
  - favour direct flight path of the ball from passer to receiver as this straight line is the shortest distance (and quickest pass) between two points.
  - time depends upon distance between the two players, with beginners stress the  $3\frac{1}{2}$  to  $4\frac{1}{2}$  metre passing range.
  - slower passes such as a lob can be used to give a team mate time to receive the ball, e.g. a team-mate running down court on a fast break.
- Disguise Intentions

Passers should disguise their intention from the defenders:

  - use a fast release of the ball. Stress the wrist and finger action with the minimum preparatory movement of the arms.
  - discourage excessive movements with the ball. Any movement should be deliberate and with purpose.
  - the passer needs a poker face.
  - use peripheral vision to see position of opponents and team-mates (a beginner's peripheral vision is often an angle of less than  $90^\circ$ ).
  - a pass may be started from various positions either low or high. With the ball held low the opponents may think that a low-level pass is to be made and as the defender moves down the pass can be made over their shoulder
  - if movement is necessary use head or ball fakes to move the defender out of position.
- Control of the Ball

Without control successful passing is a matter of luck.

  - maximum control requires two hands on the ball.
  - contact with the ball is made with the fingers comfortably spread usually with thumbs close together.
  - control the ball without looking at it.
  - palms should be kept off the ball.
  - avoid excessive faking. This could lead to some loss of control over the ball.
  - the ball should be ready to pass immediately a passing opportunity occurs.
  - protection of the ball is obtained by use of a pivot step and by moving the ball to a position away from the defender.
  - the passer should endeavour to maintain a position looking towards the basket. become familiar with handling a basketball.
- Safe passing depends upon an appreciation of the relative positions and movements being made by opponents and team-mates.

Players must learn to recognise what is happening in front of their eyes and use the appropriate pass.

  - watch the movement of team-mates
  - watch and wait for a team-mate's signal
  - look at the opponent's position on court. Are they nearer the passer or the receiver? Look at the opponent's stance and arm position.
  - learn to recognise passing lanes.

## PASSING

### POSSIBLE FAULTS AND CORRECTIONS

#### FAULTS

Lack of signal by the receiver.

Failure by the receiver to move free.

Passes made so that the receiver has to bend or jump to catch.

Passes made behind a moving team-mate.

Pass thrown too hard so that the receiver fumbles.

Beginners having long range passes intercepted.

Excessive movement of the ball, e.g. swinging the ball around, behind the back or between the legs.

Making preparatory movement before Passing

#### CORRECTIONS

Stress one or two hands used to signal. Passer not to release the ball until team-mate signals.

To get free a receiver must make some movement.

Aim to pass in front of the receiver, just under the chin.

Pass ahead of the cutting player so they may run on to the ball.

Stress the speed of release rather than the speed of the flight of the ball. Use short snappy passes. Passer to check that team-mate is ready to receive.

Stress the use of short range safe passes.

Hold the ball in front of and high on the chest (triple threat position). Use pivot to avoid close marking opponent.

Hold the ball ready to pass at all times, in front of the plane of the shoulders

### DIFFERENT PASSES

There are a variety of different passes. A pass can be made:

- a) direct or via the floor.
- b) with one or two hands.
- c) either side of an opponent.
- d) starting from any position - low or high.

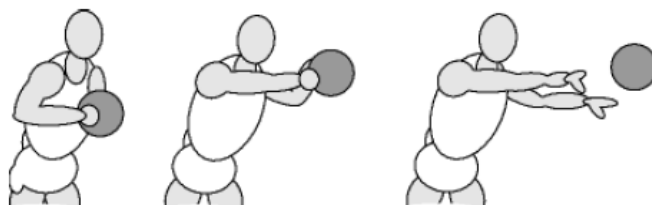
By using these different options, it is possible to make a variety of passes in the game. However, some common passes that the Coach will need to know are as follows:

Chest Pass.  
Bounce Pass.  
Overhead Pass.  
Javelin Pass.  
Handoff Pass.

### CHEST PASS

This pass is used over short distances and is passed direct from the chest of the passer to the chest of the receiver. The technique of this pass involves:

- using two hands to make the pass.
- making the pass from in front of the chest so that it goes direct to the team-mate.
- it being a short range pass. 3½ to 4½ metre range is ideal for less experienced players.
- starting with the ball held in two hands with the thumbs behind and the fingers along the side of the ball. Wrists slightly cocked back.
- passing using a sharp extension of the arms, wrist and fingers.
- following through fully with the arms in the direction of the pass.
- keeping the elbows close to the sides of the body.



### BOUNCE PASS

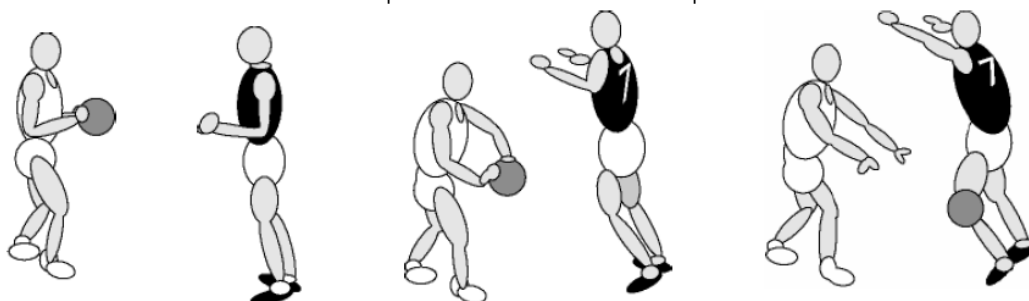
This is an effective pass to use when there is an opponent between the passer and receiver, particularly when the opponents are tall and/or have their arms up. It is very similar to a chest pass except that at the start of the movement the ball is held in a lower position. The arms are extended downwards and the ball bounces to the team-mate via the floor.

The bounce pass involves: -

- skidding the ball via the floor to the team mate.
- using one or two hands. When passing with one hand a step should be used to create a good passing angle.

Remember that a bounce pass:

- is a slow pass and will, therefore, take longer to reach the team-mate.
- should not be used when a direct pass to the team-mate is possible.

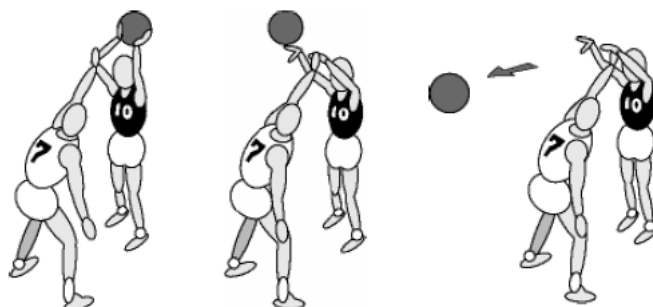


### OVERHEAD PASS

This is a direct pass made from a high position and is a good pass for a tall player to use over a smaller opponent or any player to use over a close marking opponent.

The technique of the overhead pass involves:

- starting with the ball held in two hands above head height. Although above head height the ball should be kept in front of the plane of the shoulders.
- using a vigorous snap of the wrist and fingers.
- using the minimum of wind-up of the arms.

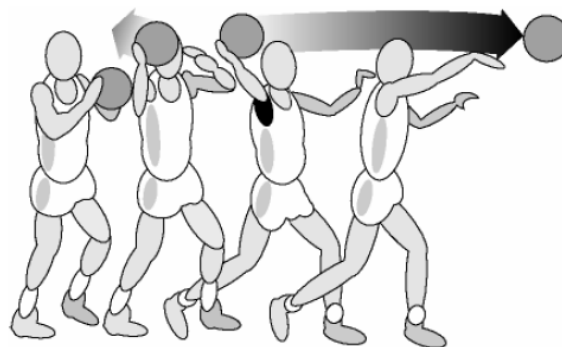




## JAVELIN PASS

This is a one handed throw used to make a long pass down court.

- The ball is brought to a position behind the ear, with the elbow bent.
- Starting stance is with the body turned.
- Pass with one hand behind the ball, with the support hand on the ball for as long as possible.
- As the pass is made the weight is shifted forward and the arm moves forward.
- During the passing action the body weight is transferred from the back foot to the front foot.
- The pass is finished with a quick snap of wrist and fingers.



## HAND OFF PASS

This is a close range pass.

- Used in a situation where players are moving close to each other.
- The receiver runs close to the passer.
- The passer holds the ball until it is close to where it will be received.
- The passer places the ball in opposite hand to direction cutter is coming then allowing cutter to take the ball off the hand rather than flipping the ball upwards.

## PASSES

### POSSIBLE FAULTS AND CORRECTIONS

#### FAULTS

Lack of wrist and finger snap.

No follow through.

Excessive wind up.

#### CORRECTIONS

Start holding the ball with the wrists cocked back. Finish the pass with the wrists cocked downwards.

Follow through in the direction of the pass with arms, wrists and fingers. Finish a chest or bounce pass with the arms straight out towards the team-mate.

Use shorter range passes and stress the use of the wrist and finger snap in passing.

## RECEIVING

**Basic:** To be effective a pass must be taken by the receiver when and where he/she wants it. Receiving and passing go together. Any passing practices will involve receiving. The points to emphasise when coaching receiving are: –

- anticipation of the receipt of the ball by signalling for the pass. The signal by the receiver not only tells the passer they are ready to receive the ball and where it is wanted, but also prepares the receiver for the catch.
- Concentration on the ball, thus enabling the receiver to ascertain its flight correctly.
- Use of two hands for safe catching. When it is not possible to make the initial contact on the ball with both hands then use one hand for initial contact. Once contact is made, the ball should be brought under control with two hands as soon as possible.
- Less experienced players should be encouraged to catch the ball with their body behind it.
- Step to meet the ball. This has two purposes. It enables an early contact to be made with the ball and makes it difficult for an opponent to step in front of the receiver and gain an interception.

- It is important to control the ball once contact is made with it. This will involve two hands cushioning the ball by relaxing the elbows and bringing the ball to a position in front of the body ready for the next movement.

## RECEIVING

### POSSIBLE FAULTS AND CORRECTIONS

#### FAULTS

Fumble due to not watching the ball. Pass being intercepted.

The ball being dropped due to it travelling too fast.

Fumble due to trying to do something with the ball before it is caught.

#### CORRECTIONS

Meet the ball and catch with two hands. Step to meet the ball.

The passes must be in sympathy with the receiver and take account of the distance the passer is away from the receiver.

Catch the ball, then look to make the next move. Passer aims the ball to the position from which the receiver will start his/her next move.

## BALL FAMILIARISATION

Coaches should be concerned with three aspects and these will need to be developed by their players:

- Familiarity with and confidence in handling the ball.
- Passing ability and in particular the use of strong wrist and finger action when passing (covered earlier).
- The ability to make an appropriate decision based upon the game situation (covered earlier).

Some ball familiarisation practices are given below and some of these can be included in each training session as part of the warm-up and as preparation for the session.

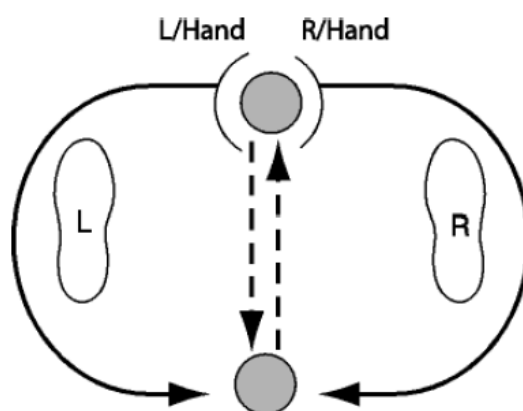
The Coach can make use of simple practices to improve the players passing technique with emphasis on the use of a strong wrist and finger action and follow through. It is, however, the development of decision making as to when and which pass to use that is vital. The passer has to consider the position and stance of defenders and movements being made by team-mates.

Coaches should remember that in the game, either the passer or the receiver is likely to be moving just before or just after the pass is made and this should be reflected in the passing practices used.

## BALL HANDLING DRILLS

### Two Hand Bounce

- Stand upright with feet shoulder width apart.
- Hold the ball in two hands in front of the body.
- Bounce the ball backwards between the legs to strike the floor level with both heels.
- Move the hands quickly behind the body to catch the ball as it bounces up.
- Bounce the ball back through the legs, moving the hands quickly to the front for a catch.
- Repeat.



*Coaching Points:*

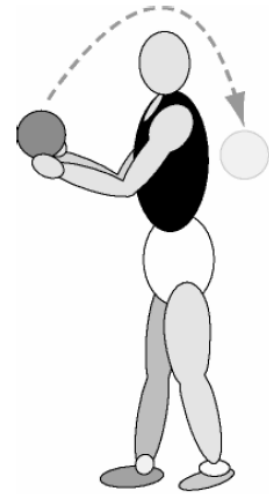
- Make a firm bounce of the ball.
- Build up a rhythm.
- Try to perform without looking at the ball.

### Overhead Throw and Catch

- Stand upright with the ball held in two hands in front of the body.
- Throw the ball in a low arc over the head and quickly move the hands behind the back to catch the ball before it lands.
- Move the ball back around to the front and repeat.

#### Coaching Points:

- Only just clear the head with the ball.
- Move the hands quickly to a position to catch the ball.



### Squeeze

- Stand holding the ball.
- Using ALL the fingers, squeeze the ball while rotating it.
- Continue for 1 - 2 minutes.

### Slams

- Start by holding the ball in front of you.
- Slap the ball from hand to hand firmly.
- Repeat 20 to 30 times.

#### Coaching Point:

- Push the ball firmly from hand to hand.

### Taps

- Start by standing with arms straight above the head and the ball held in both hands.
- Tap the ball backwards and forwards between the hands.
- Spend 1-2 minutes on this drill.

#### Coaching Points

- Control the ball with the fingers.
- Keep the arms shoulder width apart.
- Keep the ball moving.

### In Movement

- One ball with each player
- Player walks and circles the ball above head. Walking forwards circle the ball clockwise and then walking backwards circle the ball anti-clockwise
- Then try it whilst jogging.

#### Variations:

- Circle the ball around waist
- Circle the ball between the legs in figure 8
- Perform any of the ball familiarisation exercises given earlier but this time the players carry them out as they move around the hall.
- Perform any of the ball familiarisation exercises given earlier but the players carry them out as they move around the court.

### Wall Tap

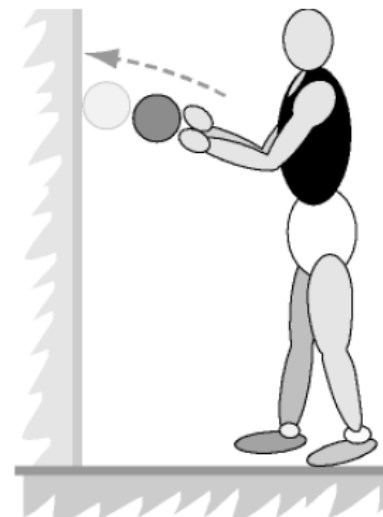
- Stand close to wall and tap the ball from hand to hand against the wall.

#### Coaching Point:

- Use only wrist and fingers to propel the ball.

#### Variations:

- Vary the spot on the wall from which the ball rebounds.
- Start high, then move low and then move up high again.
- Tap the ball into a target drawn on the wall.
- Jump and tap the ball.



### Partner Flips

- In pairs with both players sitting, facing each other.
- One player starts with the ball in front of the body with arms straight.
- Flip ball to the partner.

#### Coaching Point:

- Use the minimum of arm action and stress the flip of the ball with wrist and fingers.

#### Variation 1

- Flip the ball upwards to the partner.

#### Variation 2

- Perform standing up

#### Variation 3

- Work in threes.
- With specified direction.
- With free direction.

#### Variation 4

- Perform on the move

### Throw and Clap

- Throw the ball in the air; see how many times the hands can be clapped before the ball is caught again.

#### Variation:

- Hold the ball between the knees, release the ball, clap hands and try to catch the ball before it hits the floor.

### Figure of Eight Roll

- Standing feet astride with the ball on the floor.
- Using fingertips roll the ball around the feet in a figure of eight.

### Finger Flip

- Start with ball out in front of the body arms straight.
- Flip the ball from hand to hand.

#### Variation:

- Keeping the arms straight, move arms to above head height and then down to the knees, keeping the ball moving from hand to hand.

### Hand and Finger Roll

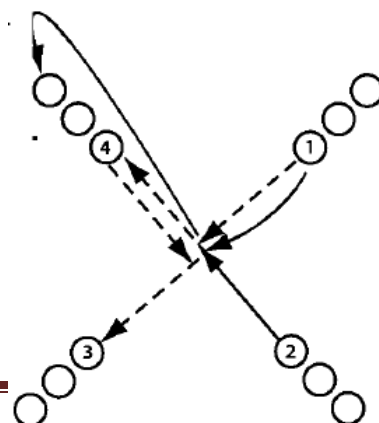
- Start by holding the ball in the right hand.
- Roll the hand around the ball without letting the ball drop or the ball leave the hand.

#### Variation:

- Perform clockwise and anti-clockwise.
- Use the left hand.

### PASSING AND RECEIVING DRILLS Corners Drill

- Players are organised into a square with lines of 3 or 4 players at each corner.
- The drill starts with the ball held by player 01 at the front of the line in corner 1
- Player 02 from the line to the ball handler's left (or right - the coach decides which way the drill will run) cuts to the middle to receive a pass on the move.
- On receipt of the ball a pass is made on the move along the line of the cut to the diagonally opposite corner 04. Player 02 then follows the pass to join the 04 line
- Player 01 who has made the first pass, cuts to the middle to receive from 04 and passes on the move to the opposite corner



- O3 and follows the pass to join the O3 line.  
The drill continues with players passing to the middle, cutting, receiving and passing on the move to the opposite corner.

*Coaching Points:*

- Crisp snappy passes.
- Wrist and finger action.
- Whenever a player passes to the middle they follow the pass and cut to the middle.

**Team Passing**

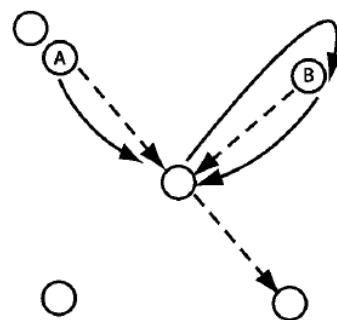
- Two teams, one ball.
- The team in possession endeavours to retain possession using passes (dribbling not permitted).
- The team in possession tries to pass the ball to a team-mate who is standing behind the opponent's end line. This is a score.
- Upon receipt of the ball the player behind the end line immediately passes the ball back into court to start an attack to the opposite end line. They leave the end line to join in the attack towards the opposite end line.
- If the ball is eventually passed to a player of that team behind the other end line another point is scored. Continue passing up and down court and 'scoring' by passing to a team-mate behind the end line.
- When the other team intercepts, they change the direction of the attack and try to 'score'.

*Coaching Points:*

- Signal for the pass.
- Keep head up to see team-mates.
- Limit passes to 3.5 to 4.5 metres
- Change direction to get free - "V" and "L" cuts.
- Use the game to introduce simple man-to-man defensive responsibilities.

**The Star**

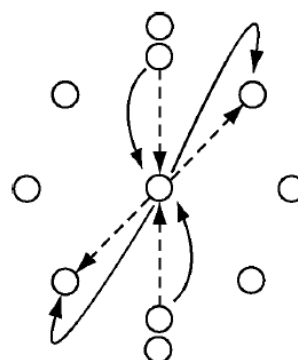
- 6 (or more) players are organised in a square (circle) as in the Diagram with one player in the centre and two players at A. Distance between players 3-4 metres.
- The ball is passed from corner A to the player in the middle and player from A follows the pass to take the middle position
- The middle player on receiving the ball turns and passes out to the player in the next corner B and then follows the pass.
- Each passer follows their pass, the ball going from corner to middle, out to another corner and back to the middle and so on.

*Coaching Points:*

- When following ball to the centre, be alert, watch the ball.
- Crisp, accurate passing
- Eliminate hard passes

*Variation 1:*

- Increase the number of players in outer circle and number of players in the centre (not more than 4)
- Increase number of balls used (same as number of players in the centre of the circle).

*Coaching Points:*

- Keep alert
- Hands up ready to receive
- Signal for the pass
- When you are moving to the middle keep your eye on the ball you passed to the middle, signal to receive this ball back
- Wrist and finger action

*Variation 2*

- Basic set of 5 players with one player in the middle as in the

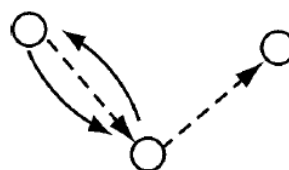




Diagram.

- The middle player instead of passing and following the pass can, after passing, replace the player who gave them the ball from the outside.

### Four Corners Drill

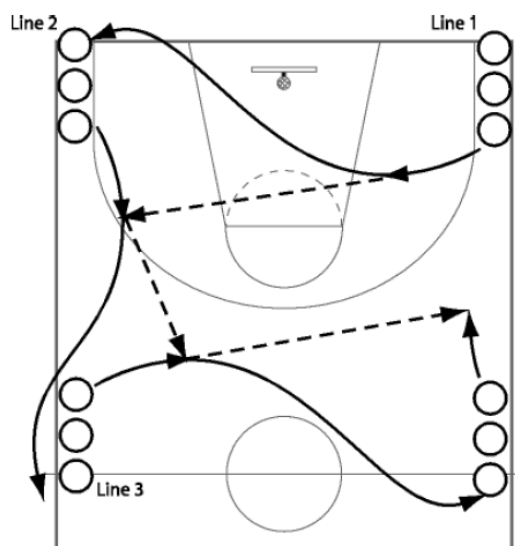
- Players are organised into four lines, with 3 or 4 players in each line, with the lines stationed at each corner of a half-court.
- The drill is started by a player with the ball from the front of one line (Line 1), moving forward and passing to the first player from the next line (Line 2)
- The player from Line 2 takes the pass on the run and passes to the front player from line 3 as they have moved forward
- After making the pass the player joins the end of the line to which the pass has been made.

#### Coaching Points:

- Pass ahead of the moving player
- Take the pass on the run
- Stress passing accuracy

#### Variation:

- Use 2,3 or 4 balls as skill develops



### Five Star Drill

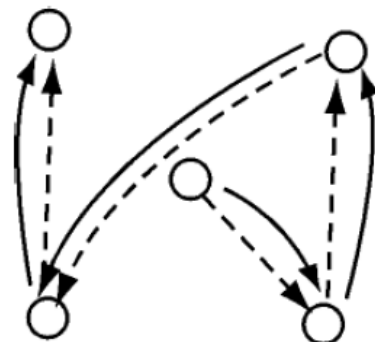
- The basic formation for this drill is a square, with at the start a fifth player standing in the middle with a ball
- This middle player starts the practice by passing to any player and following the pass.
- The receiver passes the ball to either their right or left and follows
- The second receiver passes across the square and follows this pass
- The third receiver passes to the player on either their left or right.

#### Coaching Points:

- Ball moves across (corner to corner) then a side pass, across, side etc.
- Make a quick move to the new position
- Crisp accurate passes

#### Variations:

- Vary type of pass used
- Each receiver makes fake prior to passing



## 4.3 SHOOTING

Basketball is a high scoring game and an improvement in scoring ability pays dividends for any team. The ability to score a high percentage of shots taken from within a 5-metre range of the basket should be the aim of all players. It is considered to be good shooting when a percentage of between 30% and 40% of shots taken within this range are scored. Practice is vitally important and Coaches should be able to guarantee that players will improve their shooting ability the more they practice assuming that the players apply the fundamental principles of scoring covered below.

### SOME PRINCIPLES OF SCORING

- Shooter on balance and under control:
  - balance, this comes from a good stance and foot position.
  - for a stationary shot the stance before the shot is taken is with feet spread and flat on the floor, shoulder width apart. Knees bent facing the target, with the ball held in the

ready (triple threat) position.

- for moving shot the player should move towards the target in a natural running/stepping action.

- movement of the shooter should be up and down on the spot or towards the basket.
  - all shots start at the foot and finish at the fingers.
  - control includes the player being on balance and having the ball under control.
  - the longer the distance of the shot, the more use that is made of the legs to drive the ball up and towards the basket.
- Ball is kept under control throughout the shot:
    - two hands on the ball will give more control.
    - the shooting hand should be behind and slightly under the ball with the other hand at the side.
    - the ball is held in the fingers which are comfortably spread and with the fingers of the shooting hand pointing upwards.
    - the palms should be off the ball.
    - the ball is kept close to and in front of the body throughout the shot.
    - the shooting action should be smooth and flowing.
    - Control is helped by "shooting the ball in the direction you are looking".

*Illustration.* Shooter concentrating on the target and following through after releasing the ball.



- The shooter should concentrate on the target throughout the shot: -
  - avoiding looking at the ball, rather feel where it is
  - concentrate the eyes on the basket until the ball scores or misses
  - aim to drop the ball on an imaginary spot in the centre of the basket or just over the front of the ring. For those shots taken close to and at the side of the basket, select a spot to rebound the ball off the backboard into the basket.
- Control the Flight of the shot by the use of the wrist and finger:
  - start the shot with the wrist of the dominant hand flexed back
  - aim to have elbow and wrist of the shooting hand as near directly under the ball as possible. The elbow should be pointing towards the basket
  - as the shooting action starts, then arm straightens in the direction of the basket.
  - flight the shot so that the ball drops down into the ring
  - follow through fully in the direction of the flight of the ball (that is upwards)
  - release the ball with a vigorous snap of the wrist and fingers.
- Making the correct decision when to shoot
  - learn good shot selection by shooting: -
  - from within a scoring range
  - at a distance from the basket at which the player is confident that they can score.
  - when there is no defender in a position to pressure the shot.
  - shot selection is very important. Players need to work on their decision making from an early stage. With inexperienced players any time they are within 4 metres of the basket and unmarked, they should shoot.
  - ability to score will be improved by practice.
- Develop Confidence as this will give Relaxation. To help achieve this the player should:
  - be on balance and under control.
  - have the ball under control.
  - concentrate on the basket and do not be disturbed by opponents.
  - develop the follow through and the snap of the wrist and fingers to control the flight of the ball.

- only shoot from a position on the floor they believe they can score from.
- practice.

## SHOOTING

### POSSIBLE FAULTS AND CORRECTIONS

#### FAULTS

Movement away from the basket when shooting, either sideways or backwards.

One hand only on the ball throughout the shot and using a shot putting action.

Throwing the ball.

Watching the flight of the ball after release.

Elbow of the shooting arm out to the side.

No follow through

Failure to use wrist and fingers.

Missing too high a percentage of shots taken.

#### CORRECTIONS

Check stance and balance. Any movement on a shot should be towards the basket or up and down on the spot

Two hands on the ball - dominant hand behind. "Shoot the ball up your nose". Drive the ball up starting from the feet.

Keep the ball in front of the body. Face the basket.

Concentrate on the basket. A player cannot alter the flight of the ball after release, but through watching the flight of the ball they may stop concentrating on the basket just before the ball is released

Bring the elbow under the ball. For right handers aim to have the right foot, right knee, right elbow, right wrist and the ball in the same perpendicular line.

Stress the follow through "Reach up to score". "Leave the shooting arm up in the air until the ball drops into the basket".

Shot putting action, see above. In the shooting action the wrist of the shooting hand should go from a position cocked back to cocked forward. "Wave the ball goodbye". "Flip the ball to basket".

Poor shot selection. Shots being taken with poor technique, or too far from the basket, or when pressured by a defender. Practice. Think positively about scoring.

## DIFFERENT TECHNIQUE FOR USE WHEN SHOOTING

There are five basic shooting techniques that will form the basis of all Basketball players' scoring repertoires, these are:

- a shot from a stationary position called a set shot.
- the shot taken on the run, called a lay-up shot.
- a quick shot taken after a vertical jump, called a jump shot.
- close to basket shots, called hook and power shots.

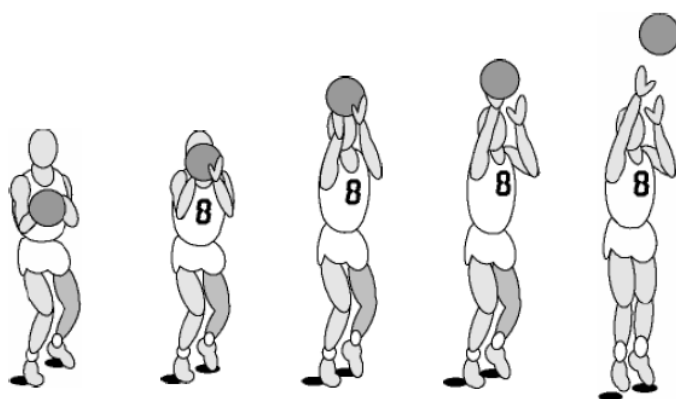
### A SET SHOT

This shot is used for longer range shots and for free throws.

The technique of this shot is to:

- stand facing the target, with feet spread about shoulder width apart with one foot slightly ahead of the other.
- be on balance with the knees slightly bent.

- concentrate the eyes on the target from the moment the decision is taken to shoot until the moment the ball goes into the basket.
- start the shot holding the ball in front of the chest just under the chin.
- have the shooting hand behind and slightly under the ball with fingers pointing upwards.
- allow the non-shooting hand to maintain contact with the side of the ball to give support with the thumbs close together.
- keep the elbow of the shooting hand under the wrist.
- initiate the shooting action by straightening the legs and transferring the weight forward on to the same foot as the shooting hand.
- continue the drive up through the body by lifting the elbow and straightening the shooting arm upwards.
- flight the ball so that it has a high trajectory.
- finish the shooting action with a strong wrist and finger snap.
- maintain a continuous action from the moment the shot starts until the ball is released.



## SET SHOT

### POSSIBLE FAULTS AND CORRECTIONS

#### FAULTS

Shooting arm dropping down or going to one side.

Elbow not under the ball causing the shooting action to be the side.

Flat stiff wrist

Insufficient distance to the shot

Over shooting the basket due to moving forward. Can also cause a foul by the shooter on a defender.

#### CORRECTIONS

Stress follow through Stress follow through of the arm along the flight of the ball.

Stress ball, wrist, elbow, front foot in a perpendicular line.

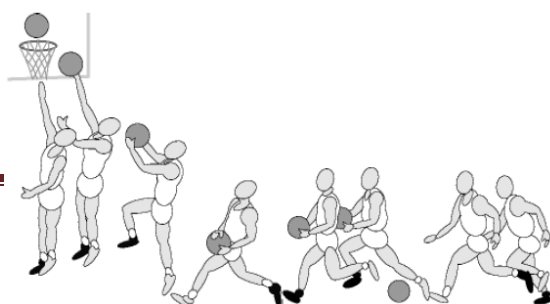
Stress wrist cocked back and snap forward with the wrist as the shot is taken.

Stress the drive with the legs

Stress the transference of weight forward on to the forward foot but no further.

## LAY-UP SHOT

This is a shot used by a player who runs (cuts) towards the basket and receives a pass or who gathers the ball at the end of a dribble and shoots from a running jump. The player reaches to place his/her shooting hand as close to the basket as possible before releasing the ball.



In the basic technique of the shot, emphasis should be on the following three points.

- the run.
- the jump up towards the target.
- the reach up to score.

In reaching up to score the player will finish the shot with only the shooting hand on the ball.



The technique for a right handed shot is as follows:

- the shooter moves towards the basket.
- the ball should be taken as the pass is received, or picked up at the end of the dribble when both feet are off the ground.
- look up at the target.
- ground the right foot, stride through with a slightly longer step with the left foot.
- jump from the left foot up towards the basket.
- take the ball up in front of the body, turning the ball so that the dominant shooting hand (right) is behind the ball.
- release the ball with the shooting arm and hand at full stretch,
- lay the ball softly against the backboard so that it drops into the basket.
- use the right hand top corner of the smaller square on the backboard as a target.

Players as they develop their skill in this shot must learn to perform a lay-up shot using the left hand.

## LAY-UP SHOT

### POSSIBLE FAULTS AND CORRECTIONS

#### FAULTS

Using hops and skips during the cut towards the basket.

Jumping forward.

Loss of control of the ball.

Mis-direction of the flight of the ball.

Shooting the ball too hard.

#### CORRECTIONS

Stress the running action the basket.

Stress the conversion of the running action into a high jump. "Lift head up to basket".

Hold the ball in two hands for as long as possible, place the shooting hand behind the ball. Take the ball up in front of the face.

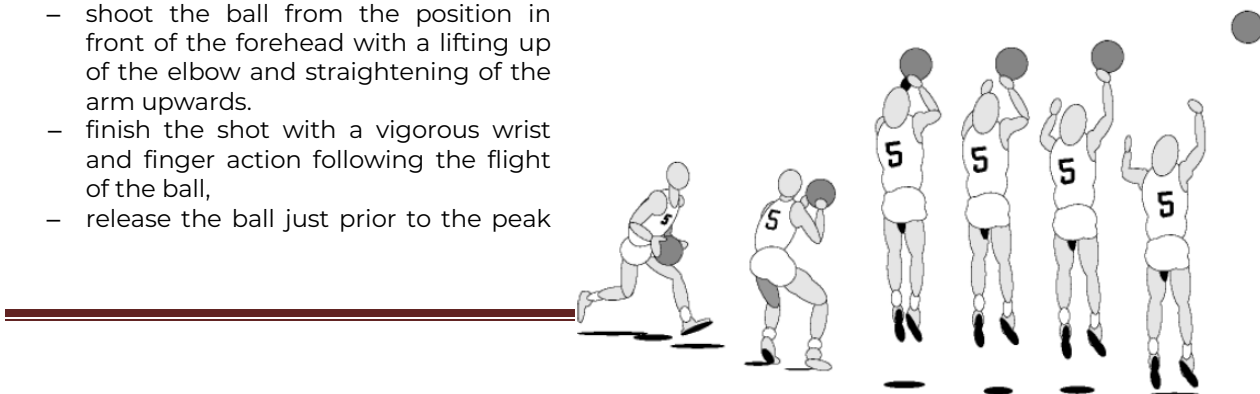
Keep the shooting hand behind the ball. Aim the ball at the top corner of the small square on the board.

Lay the ball softly on the backboard. "Treat the ball like an Easter egg you are placing on a shelf (the basket)".

## THE JUMP SHOT

The most commonly used shot in top class basketball today is the jump shot. However this is not a shot to teach to the inexperienced basketball player. It is recommended that a Jump Shot should only be introduced to players when they have mastered the technique of the lay up and set shots. The jump shot is a quick shot with the ball being released just before the top of a two-footed jump. The technique of this shot is for the player taking the shot to:

- move into the shot from a dribble or receipt of a pass.
- establish a balanced position facing the basket, with feet flat on the floor, spread shoulder width apart.
- have knees bent in the starting position with the ball held at waist height.
- jump upwards at the same time as the ball is being lifted up in two hands to a position in front of forehead.
- hold the ball in two hands with the dominant, shooting, hand behind the ball with wrist cocked.
- shoot the ball from the position in front of the forehead with a lifting up of the elbow and straightening of the arm upwards.
- finish the shot with a vigorous wrist and finger action following the flight of the ball,
- release the ball just prior to the peak



- of the jump,
- concentrate on the basket from beneath the ball throughout the shot

## JUMP SHOT

### POSSIBLE FAULTS AND CORRECTIONS

#### FAULTS

Failure to jump up and down on the spot, jumping forwards or sideways

Shooting action starting from the chest.

Jumping and shooting as one action, poor timing.

Throwing action

#### CORRECTIONS

Move the player closer to the basket to practice the shot.

Take the ball up to a position in front of forehead, look under the ball at the basket prior to the shot.

Stress the jump upwards and then shoot. Introduce a pause. "Jump and then Shoot".

Shot being taken from too far from the basket. Move the player closer to the basket.

### CLOSE TO BASKET SHOTS

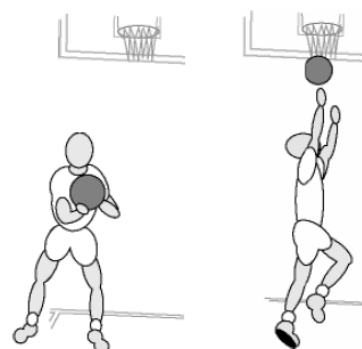
These shots are based upon a lay-up shot. The two main different types are hook shots and power shots.

#### Hook Shot

This shot is used when the attacking player is close to the basket and is well marked by a defender. The attacking player starting with their back to the basket, makes a short step preferably towards the basket and then shoots the ball over their head.

In the shot the shooter will:

- turn the shoulder so that his/her body is between the basket and defender and the ball.
- start with the ball in two hands, lift up and as the ball gets to shoulder height support hand is released.
- shoot over his/her head with wrist and finger snap and full extension of the arm.



#### Power Shots

This shot is used when a player is close to basket and closely marked. The attacking player will usually make a fake to get the defender off balance before stepping to basket to score.

The player should:

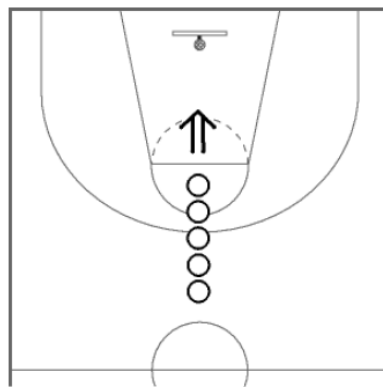
- protect ball.
- release high and late.
- control the ball in two hands.
- develop shooting from different angles.
- jump up powerfully towards the basket.
- develop one step or two footed jump.

### SHOOTING DRILLS Shooting - "Gotcha"

- The players, between 5 to 10 in number, form up in a line facing the basket, with the front player at the free throw line (or other selected spot)
- The first two players in the line each have a ball
- On the signal the first player shoots to score, if the shot misses the player moves in to gather the rebound for a second shot, and they continue shooting until they score.
- A dribble may be used to move closer to basket for the second and subsequent shot(s).

- This player is trying to score as quickly as possible because as soon as he/she releases the ball on their first shot, the second player steps up to the line to shoot.

- If this second player scores first, then the first player is out – “Gotcha”.
- If the first player in the pair scores first or is knocked-out then this player should quickly pass the ball to the third player in the line who attempts to score before the second player.
- If the first player scores they go to the end of the line.
- The last player in is the winner.
- A player is out, “gotcha”, if the player behind them scores before they do.

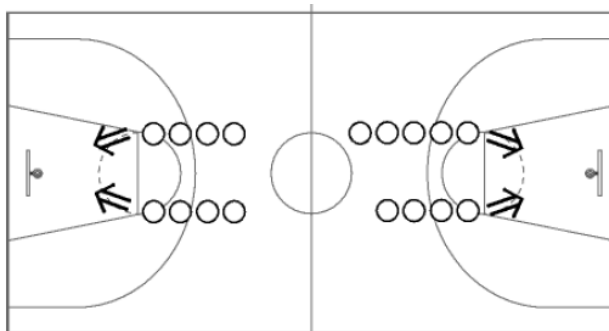


#### Coaching Points:

- Stress good shooting technique, so that the player scores with their first shot.
- Moving quickly in for the rebound.
- Quick accurate passing to next shooter will help to knock a player

## Shooting – 21 Up

- The players are placed into teams (3 to 6 players in each), with one ball per team.
- Each team stands in a line behind a selected starting line as in the Diagram. Here the teams are lined up behind the free throw line.
- On the signal the first player shoots to score.
- If it is successful the team gains two points
- If the shot misses and the shooter can the rebound before the ball hits the floor, that player can take another shot and if this scores it is worth one point to the team.
- After scoring the first or the second shot, the player rebounds the ball and passes to the next player and goes the end of the line.
- The first group to score 21 is the winner.



#### Coaching Points:

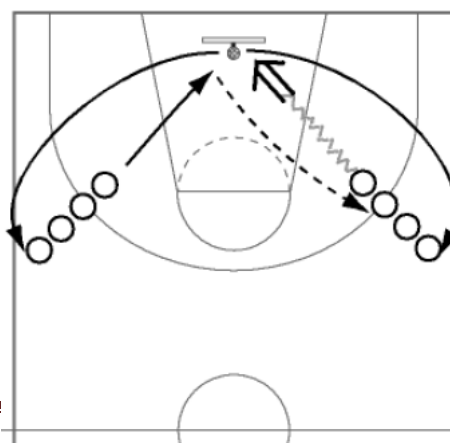
- The game can be played from different positions on the court, corners, or side of the court.
- For more talented player eliminate the rebound shot and each shot is worth one point.
- Stipulate that a team must start and finish with a two-point score.
- Good shooting technique.
- Concentrate and follow through.
- Vary the winning score according to ability.

## Shooting – "V" Lay-up Drill

- The group is divided into lines as in the Diagram, with one ball at the front of the shooting line.
- The first player dribbles in to shoot a lay-up.
- The first player from the other line moves in to catch the rebound and pass the ball to the next player in the shooting line.
- The rebounder, after passing, joins the shooting line.
- After shooting, the player goes to the end of the rebounders line.

#### Coaching Points:

- The player about to shoot catches the ball and foot fakes before dribbling in to take the shot.
- The rebounder moves in strongly to take the ball as high as possible if the shot is missed.
- Good signal for the pass.
- Accurate pass to the shooter.



#### Variation 1

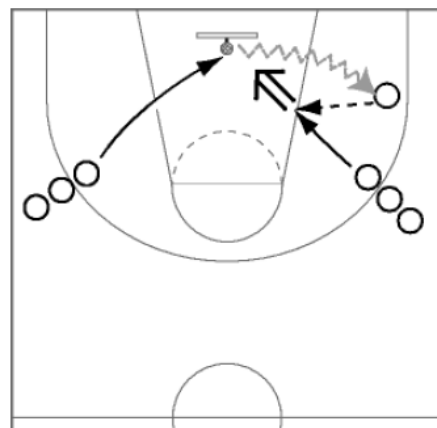
- Two basketballs can be used.

*Variation 2*

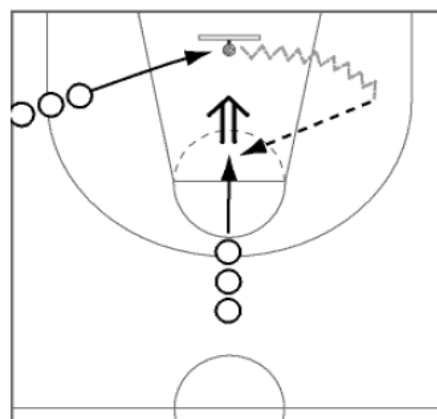
- The shooting line can be on the left hand side with only a left hand lay-up permitted.

*Variation 3*

- The rebounder after taking the ball dribbles to the corner, stops, pivots to face the basket and then passes the ball to the shooter as they cut in for basket as in the Diagram.

*Variation 4*

- The shooting file can also be moved so that the shooter moves down the middle of court to receive a pass and shoot as in the Diagram.

*Variation 5*

- The shot taken can be a jump shot, the shooter moving to a position to receive a pass, stop and shoot.

*Coaching Points:*

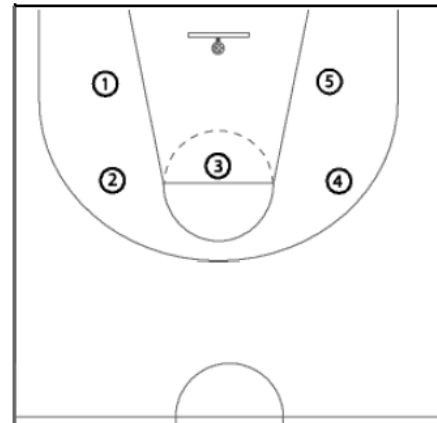
- Establish good balance as soon as the pass is received.
- Face the basket prior to shooting.

*Variation 6*

- As a warm-up exercise the drive in can be eliminated with the rebounder making a quick pass to the shooter as he/she runs in to take the shot.

**Spot Shooting**

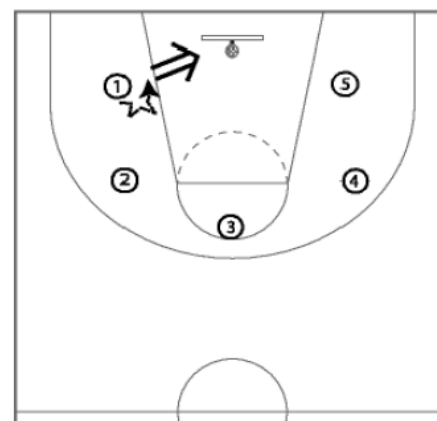
- Establish some spots (e.g. 5 as in the Diagram) and take 10 shots from each spot.

*Variation 1*

- Use a step fake in one direction and short dribble in the other prior to shooting.

*Variation 2*

- This drill can also be performed from specified positions on the court as in the Diagram.
- Practice from each spot taking 10 shots with fake left and drive right and then 10 shots with fake right and



dribble left.



*Coaching Points:*

- On the dribble to the right side, cross over with the left foot as the dribble occurs, using the right foot as the pivot foot.
- Square up to the basket on the shot.

**Golf**

- Mark a number of spots (e.g. Seven/Nine) on the floor around the basket.
- Each player (team) shoots from each position (hole) and continues to shoot from that position until they score.
- After scoring they move on to the next spot (hole) and again continue shooting until they score.
- Aim to complete the course using the fewest number of shots.

*Coaching Points:*

- Create an "L" with elbow and ball. Try to keep elbow under the ball.
- Keep eyes on the target throughout the shot.
- Shoot the ball high.
- Follow through high with shooting hand up and after the ball.

*Variation – A challenge game of golf.*

- Players pair up and decide who is to start.
- The starting player selects the course of shooting spots (the holes)

*Scoring – Horse*

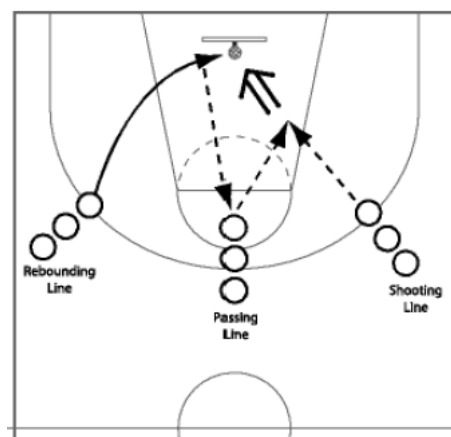
- A variation of "Challenge Golf", with two players competing not to spell out H O R S E.
- The starting player shoots from anywhere they wish.
- If this player scores then the other player takes an identical shot from the same position.
- If this player scores, the starting player selects another shot and position for a shot.
- If the second player misses the shot then this player gets the letter "H".
- If the starting player shoots and misses, and the second player scores the shot, then the second player takes the lead and selects the shot and position for the next go, this must be copied by the other player.
- The player who scores HORSE first loses the game.

*Coaching Points:*

- Any type of shot can be selected: lay-up, set, jump, hook shot, etc.
- Concentrate on Scoring.

*Scoring – three lane drill*

- Three lines of players as in the Diagram.
- The ball starts with the first player in the centre line who passes to the first player in the shooting line as they cut into receive and shoot.
- The player from the front of the rebound line moves in to gather the ball after the shot and passes to the next player in the passing line. The shooter goes to the back of the rebound line and the passer joins the end of the shooter line, and the rebounder joins the end of the passing line.

*Coaching Points:*

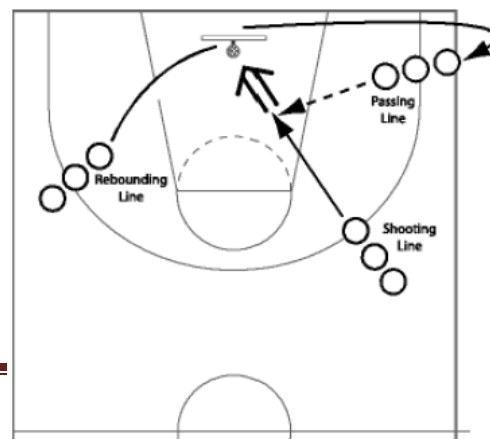
- Signal for the ball.
- Pass ahead of a cutter.
- Rebound strongly.

*Variation 1*

- Use two basketballs.

*Variation 2*

- Shoot from the left hand side or down the middle or



vary the position of the lines as in the Diagram.

*Variation 3*

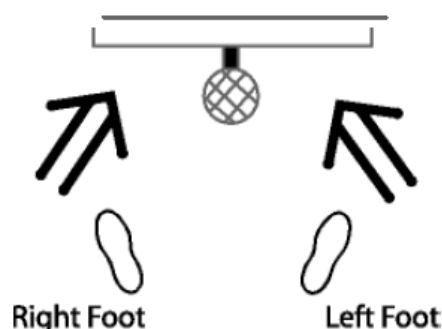
- The shot taken can be a jump shot.

**Step and Score (Mikan Drill)**

- The player stands to the right side of the basket with the ball held over their head with arms extended, elbows locked.
- From this starting position the player jumps and shoots a lay-up shot, using their right hand and jumping off the left foot.
- The player then moves under the basket to catch the ball as it drops out of the bottom of the basket.
- The player then steps to the left of the basket and takes a lay-up shot using the left hand, and jumping off the right foot, and then continues.

*Coaching Points:*

- Jump up to score.
- Try to score with each shot.
- Try to score five shots to the left and five shots to the right.
- Develop a rhythm to the movement.
- Hold the ball with two hands for as long as possible.
- Concentrate on the basket.

**4.4 DRIBBLING**

The dribble when used to make progress closer to the basket is an attractive skill. Well used it enables a player to move quickly to a new position. The aggressive move when dribbling towards the basket or past an opponent is called a drive.

The dribble is used to move the player who has the ball to a new position, usually closer to the basket. Because the rules limit the player to one dribbling action, players need to learn when and when not to dribble.

Dribbling, like passing and scoring, involves the use of the wrist and fingers to control the ball. A player should be capable of using both hands and be able to change direction and pace whilst moving around the court.

To dribble effectively the:

- Player should control the ball by spreading the fingers comfortably over the top of the ball making contact with the ball with all the fingers keeping the palms of the hand off the ball.
- Ball should be pushed firmly down to the floor using hand, wrist and arm to control the height and speed of the bounce.
- Hand should be on top of the ball, covering it, to ensure that it rebounds back to the hand accurately.
- Arm controlling the ball on the dribble should be parallel to the floor.
- The forearm and the hand try to move up and down in rhythm with the ball. The dribbler avoids pat bouncing the ball.
- Aim is to keep the ball at or below waist level.
- Dribbling hand follows the ball to the floor so that the ball becomes an “extension of the fingers”.
- Non-dribbling hand should be close to the body so as permit quick changes of hand.
- Head should be up so that the dribbler is aware of team-mates and opponents.
- Dribbler maintains a basic basketball stance, particularly when marked, with knees flexed and weight evenly distributed over both feet.

Players must learn to:

- Dribble with either hand.
- Stop at the end of the dribble quickly and with the ball under control.
- Change direction.
- Change speed.
- Vary the height of the dribble.
- Dribble the ball with the hand that is furthest away from the defender, especially when closely marked.

The main uses of a dribble are to:

- Move the ball to a position closer to the basket for a shot.
- Advance the ball up court.

- Escape an opponent or a crowded area, in order to retain possession or take a shot.
- Protect possession of the ball.
- Avoid a travelling violation after an interception or recovery of the ball or upon receipt of a pass on the move.
- Move a defender or create a better passing angle.

Knowing when to dribble requires the dribbler to be able to see opponents and team-mates.

To protect the ball when dribbling the dribbler should:

- Use a stance with knees flexed.
- Have the seat low.
- Keep the head up so that opposing player(s) and team-mates can be seen.
- Dribble with the hand furthest from the defender.
- Use the body to give added protection keeping the body between the opponent and the ball, turning sideways to the defender when threatened.
- Bounce the ball low, at about knee height.

## DRIBBLING

### POSSIBLE FAULTS AND CORRECTIONS

| FAULTS                          | CORRECTIONS   |
|---------------------------------|---|
| Loss of control.                | More practice. Player works alone, changing hands, direction and speed.   |
| Looking at the ball             | Feel the ball. Practice dribbling the ball without looking at it, both when stationary and when moving.   |
| Slapping or patting the ball.   | Emphasise the use of fingers and wrist to control the ball, absorbing the rebound from the floor with the fingers and wrist. "Try to keep the fingers on the ball for as long as possible". |
| Bouncing the ball on the feet.  | Dribbling should be forward, so that the bounce of the ball is ahead or to one side, for protection.  |
| Bouncing the ball out of habit. | Coach the players to understand the correct uses of the dribble. The start of the dribble is an important attacking weapon.   |

## 4.5 INDIVIDUAL ATTACK WITH THE BALL

Players with the ball have five options open to them, they may:

- Shoot,
- Pass,
- Dribble,
- Hold the ball or
- Fake.

Upon receipt of the ball the player should threaten to attack the opposition. The simplest way to do this is to square up to the basket by pivoting to face the basket and taking a triple threat position using a basketball stance.

### Man Ahead

Having turned to face the basket the attacking player with the ball should immediately look forward. This will enable the player to see if they: –

- have a team-mate close to basket and free to receive the pass and shoot,
- are within scoring range, if they are, they should shoot,
- are free and can dribble to basket,
- have a team-mate who is ahead of them and free to receive a pass.

The player with the ball should be looking to move the ball ahead on a dribble or on a pass. Team-mates should be looking to get free ahead of the ball handler.

### Protection of the ball

Protection of the ball involves:

- Holding the ball in two hands,
- After catching the ball bring it close but not tight to the body,
- Use of a pivot to move away from a close marking defender but trying to maintain position facing the basket.
- Placing the ball so that the body shields it from the defender
- For taller players they should consider protecting the ball by holding the ball above head height.
- The player when protecting the ball should to still endeavour to maintain a position that threatens his/her opponent and also disguises their intentions.
- When dribbling a player protects the ball by using the body as a shield and using the hand furthest away from the opponent to dribble the ball.

### Basketball Stance (upon receiving the ball)

An attacking player with the ball must be prepared to react quickly to a defender's mistakes or to the movements of team-mates. To do this they should take a stance that permits quick movement and gives good vision of the court. A recommended stance is with: –

- the attacking player facing the basket.
- feet flat on the floor spread approximately shoulder width apart.
- one foot slightly in front of the other.
- the player's weight evenly distributed over the feet.
- knees slightly bent.
- head up.
- the ball, held in two hands in front of the body in a comfortable position that allows the player to shoot quickly, first option, or pass, second option.

### Shot Selection

The attacking player having received the ball and pivoted to face the basket will need to decide if they are within scoring range. The decision as to whether to take the shot will depend upon the player's ability and the position of the defenders. A player needs to be aware of his/her own shooting ability and an objective to strive for is that a player should aim to develop an ability to be able to score 30% to 40% of all shots taken within the 5 metres range from basket. As players improve, they will not only develop an ability to score from a distance from the basket, but also be able to score consistently when relatively closely marked by a defender. The decision making as to whether to shoot is called Shot Selection and is a vital skill for players to develop.

Can the players make the right decision whether they are free and within their range from the basket.

Poor shot selection is the result of a number of factors; these could be due to a failure to:

- have the ball in the triple threat position and therefore ready to shoot.
- look at the basket as soon as the ball is received.
- recognise when the defender is out of range or off balance (for example moving backwards).

If a player is a scoring threat from within the 5 m range then it will force a defender to take up a closer position and make the use of a dribble a more appropriate attacking weapon.

If the ball handler receives the ball or stops close to basket they should look to fake to move the defender one way and then use a long step past the opponent to take the shot.

### One versus one attack with the ball

The attacking options are – Shoot; pass or dribble. Before using any of these three options a player may fake. The player should always start from the basic basketball stance.

In the one versus one attacking situation with the attacking player holding the ball the attacking player will be looking for mistakes by the defender. These defensive mistakes could be: –

- Poor defensive position in relation to the shot. The attacking player should look at the basket when they receive the ball. If a shot is open and the player is within range, then the shot should be taken.
- If the poor defensive position is not being between the ball handler and the basket then the

attacker should look to use a straight drive to the basket. If the attacking player is stopped close to the basket they should look to use a fake to move the defender and then use a step past the opponent to basket.



- Poor defensive stance taken up by the defender.  
This could be:
  - standing with legs straight
  - weight on the toes
  - one foot well in advance of the other
  - having feet crossed when moving.

All these errors will mean that the defender will be slow reacting to any movement by the attacking player. If the defender has one foot well in advance of the other, the attacking player should attack and go down the side of the foot that is advanced. If a defender is standing with feet parallel the attacking player can force one foot to be in advance by faking a move down one side. If the defender shifts back to cover the fake and the attacking player should then drive past the foot that is advanced.

- The defender making an error of balance relative to the ball handler and the basket. These errors of balance can be summarised as follows:
  - Moving towards attacking opponents. This is the mistake most commonly made by inexperienced players who, after the player they are marking has received a pass, rush towards that opponent. In this situation the defender can be caught off-balance and potentially beaten with a straight drive to basket. The drive should be started while the defender is still moving forward just prior to them reaching a close marking position.
  - Jumping up to check an anticipated shot. While the defender is going up the attacking player can dribble round them. This move is sometimes called "Up and Under"
  - Moving backwards towards the basket. This gives the attacking player time for a shot.
  - Movements laterally – Left or Right. If the defensive movement is to the attacker's left the dribble is made to the right and vice-versa.
  - To cause the defender to make one of these mistakes a fake may be necessary. When the attacking player uses a fake that involves movement, it should put the defender off balance and not place the attacker in a poor stance or cause them to go off balance.

Although this analysis of mistakes by defenders is an over simplification, the attacking players must learn to re-act to these errors. When attacking these errors, the player should ideally be in a position facing the basket, on balance ready to move, knees bent, one foot slightly in advance of the other, seat down, head up and still have the dribble to come. The above description of the 1 v 1 attacking situation has assumed that the dribbler has not started to dribble.

### **Using the dribble as an attacking weapon when on the move**

If the attacking player is already dribbling similar errors by the defensive player can be attacked. In a moving situation, the dribbler should aim to develop the following specific techniques: –

#### **Attack the front foot**

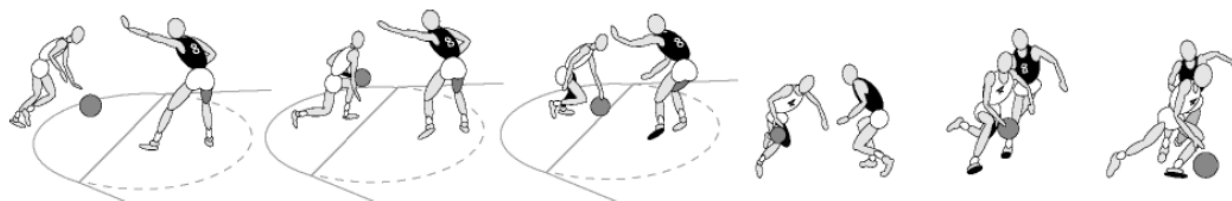
When moving on defence a defender will frequently have one foot well forward. If this occurs, the dribbler should attack this front foot by moving to dribble down the same side as the forward foot.

#### **The straight drive to basket**

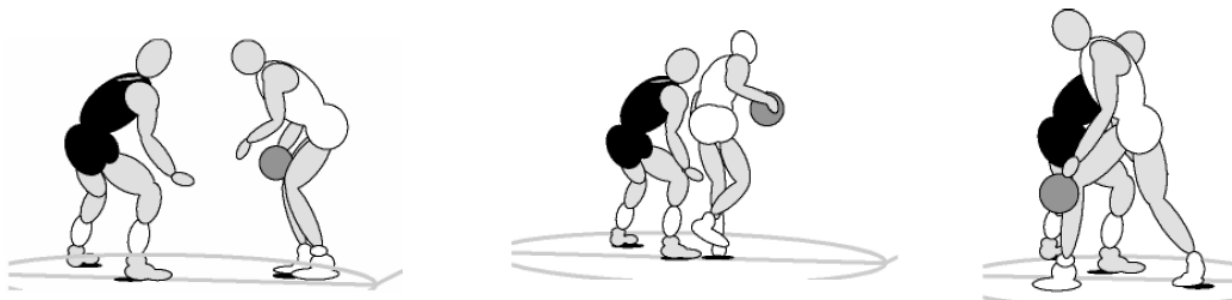
Having pivoted to face the basket the ball handler may find that the defender is not in position between the ball handler and the basket. This permits the attacking player to drive straight for basket. If the defender is only slightly out of position the attacker at the start of a drive to basket should make a long step past the opponent, placing the body between the opponent and the dribbling hand and making the bounce of the dribble forward and past the opponent.

#### **Change of Direction on the dribble**

When an attacking player is dribbling the ball down court the defender will frequently move off the direct line between opponent and basket and cover the dribbling hand. To counter this, the attacking player, can quickly switching the ball from one hand to the other at the same time changing direction. For example, as in the illustration below, the dribbler using a left-hand dribble and moving down the left hand side of court switches the ball across in front of his body, to the right hand and at the same time driving hard off the left foot to execute the change of direction. In this way they would take advantage of the gap created down the other side of the defender.



**Reverse.** Another way of beating an opponent, who over-plays the dribbling hand, is to use a spin or reverse dribble. Both these moves involve the attacking player pivoting and turning their back on the opponent, rolling round the defender. It is a useful move to use when the defender is too close for the attacking player to switch dribbling hand across in front of the body. For example, as in the illustration below, when the defender moves across to cover the dribble, the dribbler stops their forward movement using a stride step and pivots on the left foot, at the same time changing the dribbling hand from right to left, as they turn with their back to the defender and go past on the defender's right hand side. As the attacking player pivots, it is important that they use a long step to go past the



opponent.

## The Pass

Passing has been covered in Section 4.2. Points to remember are:

- The ball handler will be looking to pass the ball to a team-mate who is ahead of them.
- The pass is only a useful attacking weapon if possession is retained.
- The receiver needs to receive the ball in a position from which they can execute their next move quickly. For example, a pass to waist/knee height to a player who is free for a shot will not be helpful, as by the time the ball is brought to a shooting position the defender could have recovered their position.

## Using Fakes

Basketball has sometimes been described as a game of faking and this is unfortunate as so often inexperienced players over-use the fake. The fake is intended to deceive an opponent into misjudging what is about to happen and for it to be successful the opponent must be given time to “fall” for the fake before another movement is made. Faking in attack should be linked with threatening the basket.

## Fake Pass

When using a fake prior to a pass the player will need to: –

- keep the ball protected

- ensure that any movement looks like a pass.

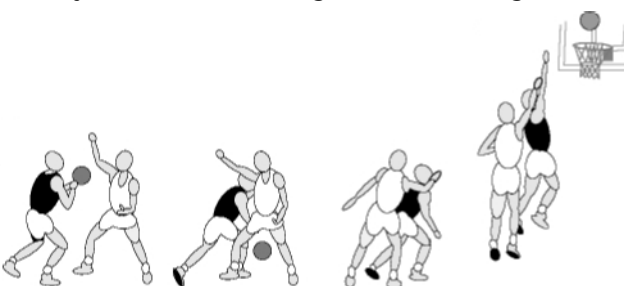
**Fake Shot and Drive**

The player who receives the ball at a scoring range ( $3\frac{1}{2}$  –  $4\frac{1}{2}$  metres) from the basket will, when they face the basket, be faking to shoot. The mere act of looking at the basket could be sufficient to encourage a defender to jump to prevent the anticipated shot. In the illustration below, the attacker makes a slight movement to lift the ball as though to shoot. The defender falling for the fake is thus encouraged to jump to defend the shot. Once the defender leaves the ground the attacking player has a chance to dribble past and towards basket. The attacker must remember to retain a good stance with knees bent on the fake shot so as to be able to make a quick start to the dribble to basket.



### Foot Fake, Cross-over and Drive

In this attacking move the player with the ball fakes a step in one direction as though to start a drive past the defender. The defender, in order to counter this move, shifts their position laterally to cover the anticipated drive and whilst they are moving the attacker steps again with the same foot crossing over to dribble to basket down the opposite side to the fake. This drive will be made easier for the attacker if they concentrate on keeping the fake step as a short jab and maintaining balance throughout the movement. In the illustration below the attacking player can make a short step with the right foot faking to go to the right and then, as the defender moves, the attacking player steps again with the right foot, crossing over in front of the opponent using the left foot as the pivot foot throughout. The ball is moved quickly across the body towards the opposite hip as the step fake is made. As the second step with the right foot is made the dribble is started moving close to the opponent and towards the basket. The player should remember that the rules state that the ball must have left the hand at the start of the dribble before the pivot foot is lifted.



## INDIVIDUAL ATTACK WITH THE BALL

### POSSIBLE FAULTS AND CORRECTIONS

#### FAULTS

- Failure to face basket when outside the restricted area.
- Bouncing ball out of habit.
- Standing with legs straight Moving pivot foot.
- Excessive faking.
- Loss of balance.
- Failure to respond to errors by defenders.
- Excessive lateral dribbling.

#### CORRECTIONS

- Face the basket so that the player can see the basket, any errors by the opponent or team-mates free under the basket.
- Only dribble as a positive action. The start of the dribble is an important attacking weapon.
- Bend knees and seat down, the player is then ready to make a quick movement. This is often due to having legs straight. Bend knees. Any fake step should be short – a jab step.
- The fake should be used to deceive opponents. Keep fakes simple.
- Often due to excessive faking and failure to bend knees
- Due to lack of perception or technique.
- The Coach draws the attacking player's attention to errors and gives practice in specific techniques. For example, with defender moving towards attacker, draw attacking players' attention to this error and teach timing and technique of the start of the dribble.

First bounce of the dribble at the start of the drive not forward.

Rushed movements.

Loss of control

A dribble must be a threat so attack the basket. When going past an opponent step close to them keeping the body between the ball and the defender. Step hard and push the ball forward.

Relax. Condition game so that the defender cannot steal the ball. Stop the defender causing contact with attacking player.

Poor Balance. Work on techniques to improve the basic stance, starting the dribble and quick stopping.

## **DRILLS FOR ONE VERSUS ONE OFFENCE WITH THE BALL Straight Drive past the Opponent**

- Working in threes, one player (the defender) stands stationary at the free throw line.
- The player with the ball drives straight past the defender for the basket.
- After the drive, the defender joins the waiting player.
- The driver retrieves the ball and passes out to the third player, and then becomes the passive defender.

### *Coaching Points:*

- Use right hand to dribble when driving to the right of the defender and the left hand when driving to the defender's left.
- Protect the ball when facing the defensive player.

### *Variations:*

- Offensive player with the ball may use: –
  - fake shot prior to the drive.
  - use a step fake to move the defender.
- Defender initially passive, as the offensive player improves so the defender can become more aggressive and try to stop the driving player from scoring a basket.

## **Footwork versus a defender**

- Players in pairs, one ball to each pair
- The player with the ball starts 4 to 5 metres from the basket, with defender in position between ball handler and basket and about 1 metre from the ball.
- The attacking player practices:
  - fake to shoot and drive as the defender jumps.
  - Step fake to the right using left foot as pivot foot and then cross over with right foot, crossing the ball over and driving to basket. Defender moves with the fake step.
  - Step fake to left using the right foot and then cross over and drive to basket. Defender moves with the fake step.

### *Coaching Points:*

- Knees bent
- Keep first fake step short (a jab step)
- Drive close to the defender
- Defender initially passive
- Keep the ball protected throughout all moves.

## **Offside Dribble**

- Players in pairs, one ball to each pair.  
Player with the ball starts 4-5 metres from the basket, with defender in position between ball handler and basket, about 1 metre from ball.
- The attacking player practices:
  - with right foot as pivot foot ball, head and shoulders fake to the right, and when the defender moves to cover, step with left foot past defender and drive for basket. Use left hand dribble to move to basket.
  - fake with head and shoulders to the left and step with right foot to drive right handed to the basket.

**Step to Score**

- Players in pairs, one ball with each pair.
- One defender – one attacking player.
- Defender stands 1-1½ metres from the backboard.
- The attacking player dribbles the ball towards the defender and executes a jump stop in front of the defender.
- Having stopped the attacking player fakes with ball or head to move one way, and as the defender moves, steps past the defender to take a shot.

*Coaching Points:*

- Knees bent on the stop.
- Protect the ball.
- Stop close to the defender.

*Variation 1*

- Fake left step past the defender to the right.

*Variation 2*

- Fake right step past the defender to the left.

**One versus One**

- 1 defender stands just behind free throw line.
- Defender passes ball to the first person waiting in line at the three-point line and then guards him/her in a 1 versus 1 situation.
- After the offensive player scores or the defender gets possessions the defender moves to the end of the line and the offensive player assumes the defensive role against the next player in line.
- The drill then repeats.

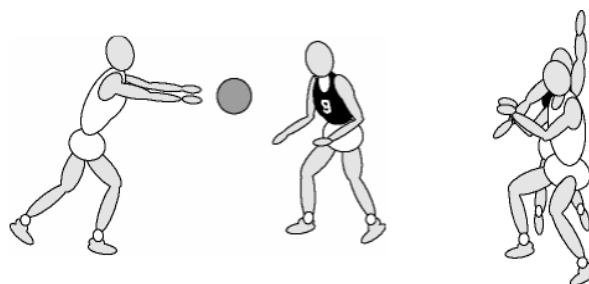
*Coaching Points:*

- The offensive player should use a jab-step, fake or a combination of these to get the defender off-balance.
- The defender must be ready to defend as soon as the ball is released.
- Protect the ball at all times.
- Defender should force offensive player onto weak hand.

*Variations:*

- Defender may be passive or aggressive.
- Drill can be carried out from various spots on the court.

## **4.6 INDIVIDUAL ATTACK WITHOUT THE BALL GETTING FREE TO RECEIVE A PASS**



This is one of the basic skills of the game. The receiver aims to find space and to receive the ball with two hands. Prior to the receipt of the pass the receiver should give the passer a clear signal. This signal by the potential receiver is vital.

**Threat to the Defenders**

The player getting free and the team-mate with the ball must time his/her movements and the pass so that the ball is received before the defender has had the time to recover. The ball should be received in a position so that the player is a threat to the defenders. The further the receiver is away from the basket when they receive the ball, the less threat he/she will be to the basket and therefore also to

the defenders. With a possible shot being a threat to the defender, the ball should be received at a distance from the basket where the attacking player, when he/she squares up to the basket in a triple threat position, makes the defender think that a shot may be taken. A player who can free himself or herself at the right time (that is when the passer is ready), and in a position so that the ball is received at a spot in the high percentage scoring area, will be a serious attacking threat to the opposition.

### Attacking position to receive

Players in the attacking area moving free to receive a pass should consider that they are working to two coordinates. The first is related to the distance they want to receive the ball away from the passing team-mate. This should be  $3\frac{1}{2}$  to  $4\frac{1}{2}$  metres. The second coordinate is that player's threatening range to basket. For experienced players this should be between 5 and 6 metres from the basket.

### Face the Basket

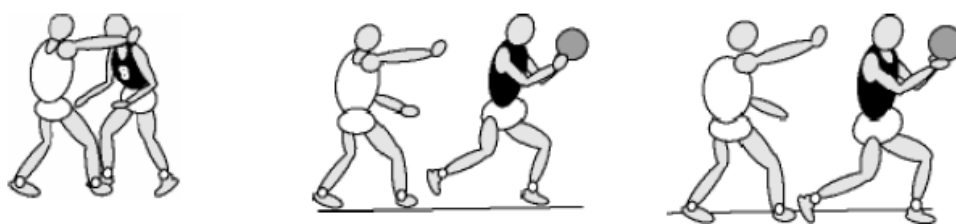
If the attacking player has moved towards and then away from the basket to receive the ball, they will have to pivot to face the basket after catching the ball. A useful maxim to apply with inexperienced players is that any player receiving the ball outside the restricted area should pivot and face the basket (Square-up). When the pass is received the player should look to pivot on the inside foot.

If the player wishing to receive the ball is marked, a fake will be required to lose the defender. This fake will require the potential receiver making one or a combination of the following movements:

- stepping across in front of the defender, between opponent and ball, and then holding that position strongly and receiving the ball or moving out to receive the ball.
- moving towards the ball.
- moving away from the ball and then moving to receive the ball in the space created by the movement away.
- moving towards the basket and then going back out to receive the ball (a V cut).
- moving towards the basket and then moving towards the ball to receive (an L cut).
- using a fake to place the defender off balance, as for example when using a backdoor move, see below.
- using a change of direction and change of speed, in particular changing speed from slow to fast (walking to running).

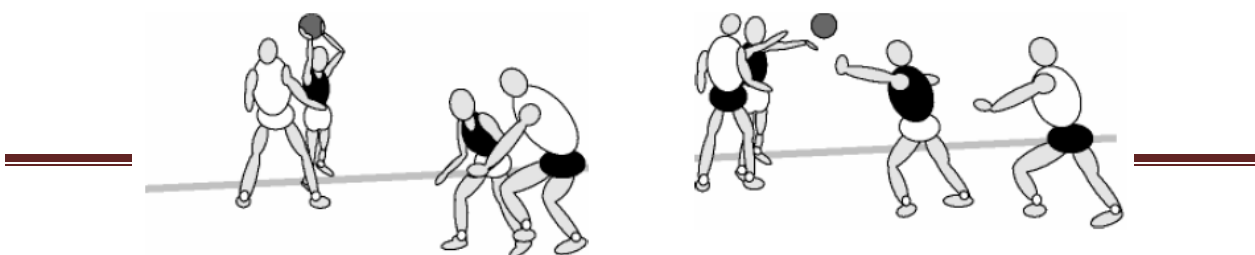
### Step out to receive

The attacking player, as his team attack starts, has stationed himself up close to the restricted area. To receive the pass he pivots and steps out to receive the ball.



### Move away and come back to receive

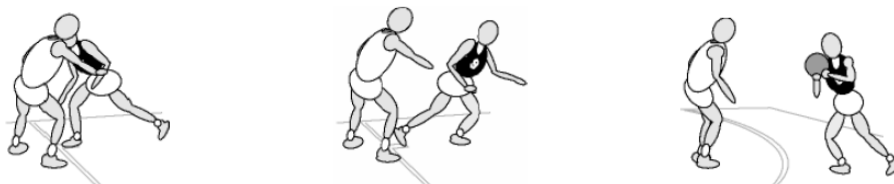
This move can be used anywhere on the court and the illustration shows the move being used to receive a pass from out-of-bounds at a restart after the opponents have scored. Player number 5 has moved away from the ball handler, made a change of direction to push off with his left foot and gone back to receive the pass. This move can be thought of as moving away for a spot on the floor and to return so as to receive the ball in the space created by the movement away.





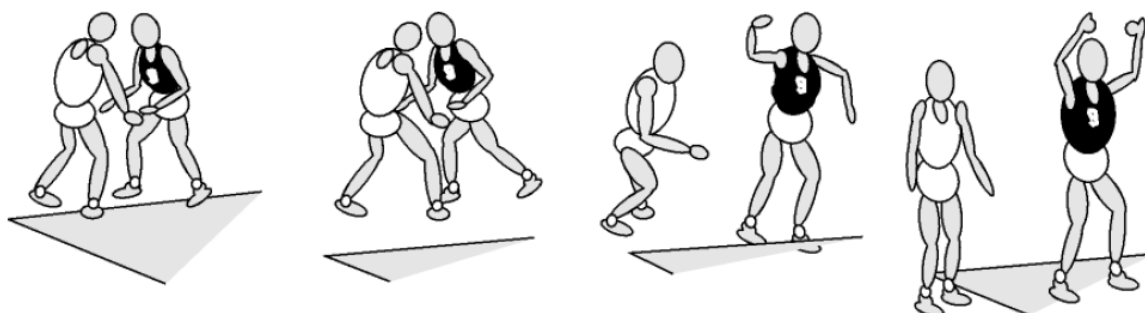
**“V” Cut**

In this move the potential receiver moves from the side of the court towards the basket, changes direction and goes back out to the side to receive. This movement follows a “V” pattern on the floor and is sometimes called a “V” cut.



### “L” Cut

In this method of getting free to receive, the player again moves towards the basket, but now on the change of direction they move away from the basket and towards the passer to receive. The movement on the floor makes an "L" pattern.



### Attacking defensive adjustment by going Back Door

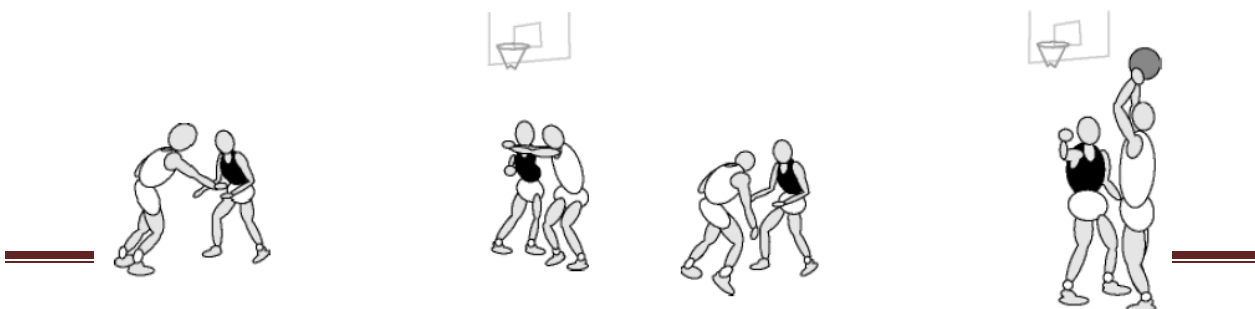
A player should be alert to the situation where the opposing defender is watching the ball or has taken up a defensive position to over-play the passing lane. In both these situations the attacking player without the ball should look to cut to basket on the side of the opponent away from the ball. This is called a “back door play”. An opportunity to use a “back door” cut can occur when a player, moving away from the basket to receive, finds their defender has anticipated the move out and marks the passing lane. When this occurs the attacking player can use a second change of direction and cut back again towards the basket. The receiver should signal to the passer that they are cutting backdoor normally with a clenched fist

### Moving to receive a return pass

Having passed the ball to a team-mate, the passer of the ball must look for an opportunity to move to receive the return pass. The attacking players will be looking for mistakes by their defenders. Frequently a defender marking a player who has just passed the ball will either look to see where the ball has gone or else move in an endeavour to intercept the pass. Both of these actions are potential errors as they provide the passer with an opportunity to cut towards the basket, signalling for a return pass. This move is called “Give and Go” and is a two player attacking move that is used in building a team attack. It is described in more detail in Unit 5.3.

An attacking player who has passed the ball is in a one versus one game, without the ball, against his/her opponent and should develop the following two changing direction movements:

- 1) A change of direction using a “drop step”. This is a straight forward change of direction. The player moves in one direction, to the left for example in the illustration below, stepping out with their left foot and when the defender moves to cover, he pushes hard off the left foot to the right bringing the right foot forward to the right and cutting past the opponent.



2) The other change of direction is a reverse, sometimes called a roll. In this change of direction the attacking player initiates a move in one direction and changes direction using a pivot, so that his/her back is to the defender. For example, with the attacker moving to his/her right, and the defender moving across to cover, the attacking player pivots on their left foot turning their back on the defender to reverse direction and step past the defender towards the basket. The technique of this move is almost identical to the reverse dribble (see Unit 4.4).

## MOVING TO RECEIVE A PASS

### POSSIBLE FAULTS AND CORRECTIONS

#### FAULTS

No movement by potential receiver.

No signal by the potential receiver.

Calling for the ball.

Player moves free when team-mate is still dribbling the ball or not looking in their direction.

Cutter "hunting for the ball" i.e. varying pace of their cut to basket or making too many changes of direction.

#### CORRECTIONS

Teach movement to get free. After passing the ball players should look for an opportunity to cut to basket for a return pass.

One or two hands signal from all potential receivers. Overcorrect – "if a player has not got the ball they should be signalling for it".

Talk with the hands, the voice alerts the opponents

Potential receiver should wait until the team mate has ball under control and ready to pass.

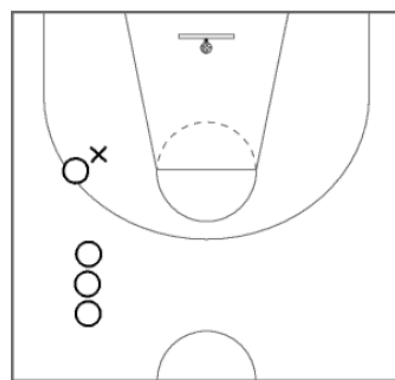
Cut to basket after an initial fake (change of direction) in straight line and at constant speed. It is the passer's responsibility to find the cutter with the pass not the cutter to find the ball.

### DRILLS MOVING FREE TO RECEIVE Moving Free to Receive a Pass

- Two attacking players, one with a ball.
- One defender
- The defender marks the player without the ball.
- Attacking player without the ball moves to get free to receive a pass.

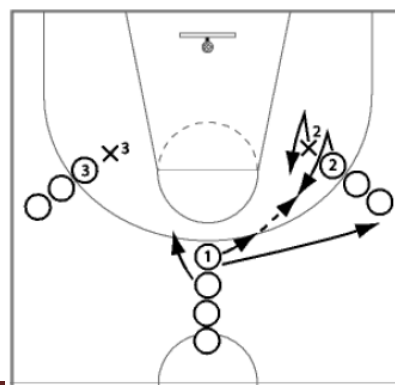
#### Coaching Points:

- Passer has the ball ready to make a quick pass.
- The other attacking player has to lose the defender by:
  - stepping across in front of the defender, between opponent and ball, and then holding that position strongly and receiving the ball or moving out to receive the ball.
  - moving towards the ball.
  - moving away from the ball and then moving to receive the ball in the space created by the movement away.
  - moving towards the basket and then go back out to receive the ball (a "V" cut).
  - moving towards the basket and then moving towards the ball to receive (an "L" cut)
- using a fake to place the defender off balance, as for example when using a backdoor move, see below.
- using a change of direction and change of speed, in particular changing speed from slow to fast (walking to running).
- When the attacking player receives the ball they should pivot and face the basket and look to drive one versus one to basket.



#### Variation 1

- The players set up in 3 lines with 2 or 3 players in each line as in the Diagram. The ball is held by the first player in line 1.
- The first players in lines 2 and 3 step out as defenders, to mark the second two players in these lines.
- The two attacking players get free to receive the ball from player 1. The passer aims to pass to the first player to get free.
- The passer moves to the end of the line they have passed to, the defensive player marking the player from the line that receives the ball moves to the end of that line and the attacking player becomes the next defensive player. The



defender on the side that did not receive goes to the end of their line and the attacking player becomes the next defender.

*Coaching Points:*

- Signal for the ball.
- Move to get free to receive (see above).
- Pivot to basket immediately the pass is received.

*Variation 2*

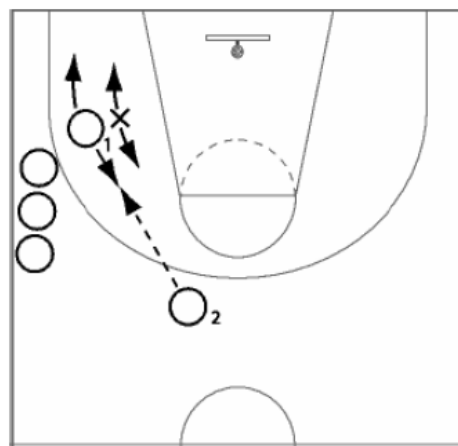
- As for variation 2 except, when the player receives the ball they play one versus one and attempt to score.

*Coaching Points:*

- Fake to the basket.
- Fake the shot and then drive
- Fake to drive down one side and then go down the opposite side.

**Getting Free, then 1 against 1**

- One passer positioned at the top of the key with a ball. One defender on wing with line of players facing defender as in Diagram.
- O1 fakes towards the basket and then moves towards the ball.
- O1 receives the pass from O2 and then plays one versus one against the defender.
- Once O1 scores or X gains possession the ball is returned to O2 and the next player in line repeats the drill. The defender goes to the end of the waiting line and O1 becomes the next defender.

*Coaching Points:*

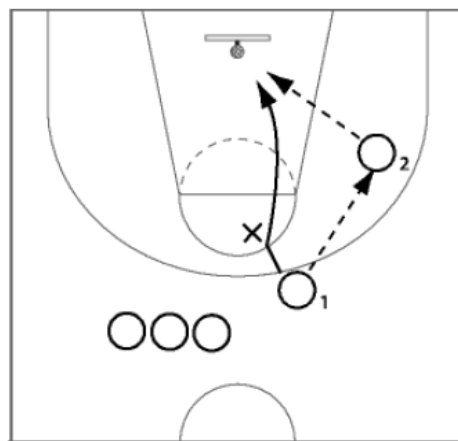
- Quick change of direction.
- Change of speed when changing direction.
- Receiver signals for pass.

*Variation:*

- Vary side of court used for drill.

**Cutting to Basket**

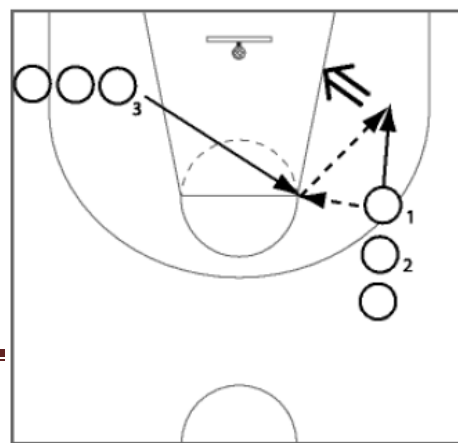
- O2 positioned on wing with line of attackers positioned as in diagram.
- Defender X at top of the key, initially passive, or at least falling for the initial movement by O1.
- O1 starts with ball and passes to O2
- O1 moves away from the pass and then cuts to the right to receive a return pass from O2
- O1 moves in to basket for the shot.

*Coaching Points:*

- Quick change of direction before cutting to basket.
- Use a change of speed – walk to run as the change of direction is made.
- Sharp, crisp passing.

**Pass – Return Pass – Shoot**

- Two lines of players as in Diagram.
- O3 cuts from low to high and receives pass from O1.
- O1 then cuts low and receives a return pass from O3
- O1 takes a jump shot or a set shot.
- O3 rebounds and passes to O2.
- The drill repeats.

*Coaching Points:*

- All players must signal for pass.
- Controlled, balanced shot.

## Creating Space

All team games are concerned with the creation and use of space. Mention has already been made of the good passing range between players of 3.5 to 4.5 metres. This good passing range can be used as a guide to spacing between players. This range: –

- Forces the defenders to mark on a one to one basis.
- Prevents one defender marking two attacking players.
- Makes it difficult for a defender marking away from the ball to help a team-mate who is beaten.
- Gives space that enables attacking players to make their attacking moves, that is the drive or a cut for basket.

The player without the ball must be alert to what is happening on court with the attacking team-mates. Attacking players who are 3½ to 4½ metres from the ball are obviously potential pass receivers. Although the players without the ball will endeavour to keep their immediate defender occupied, often the best thing that an attacking player without the ball can do is nothing. Doing nothing will help those team-mates who are working together to get one of them free for the high percentage shot. A useful instruction for the coach to give an attacking player is that every time the ball moves the player should consider stepping towards the ball and/or the basket.

## CREATING SPACE

### POSSIBLE FAULTS AND CORRECTIONS

#### FAULTS

Players stationed too close together

or

Excessive movement by players

#### CORRECTIONS

With inexperienced players stress that when on attack, they should be either 3.5 to 4.5 metres from a team-mate up close creating a screen. In between that range should be no-mans lands

Outside that range the passes are often too long and give opponents time to move and intercept.

Only one player may receive a pass from the ball handler. For all four to move to receive is excessive.

## ESTABLISHING A POSITION AS A SCREEN

An attacking player can take a position so that he/she obstructs the path of a defensive player who is endeavouring to maintain a correct defensive position between opponent and basket. When the obstruction, called a screen, is set along this path, the defender is forced to change direction and generally check his/her movements. This gives the attacking player an advantage in time and space that could lead to a good scoring opportunity. The obstruction has been referred to as "legal". To be legal the player making the obstruction must be stationary whilst operating as a "screen".

If set behind the defender, the screen must be at least 1 metre from the player being screened. Screens set at the front or side of the defender may be set at any distance from him/her, short of actual contact. The player setting the screen can face in any direction but there are advantages in facing the player being screened. The screener can see the player they are screening and the team-mate he/she is trying to get free. If a screen is set on an opponent who is already moving the screener should establish his/her position about 1 to 2 metres from the defender, the actual distance depending on the defender's speed of movement.

1. Side Screen (sometimes called a "Pick Screen") - is a type of screen set to the side of an opponent. It may be used either with or without the ball. When the screening player sets a side screen on the defender marking the ball handler the screen should be set on the piece of floor the defender will want to cross to continue to maintain his/her defensive position against the ball handler when they move. When setting a side screen on a defender who is marking an attacking player without the ball, again the screen is set on the piece of floor that the



defender will want to cross as the attacking player cuts to receive the ball.

2. Front Screen – this type of screen is used to create an opportunity for a shot. For example, a player who has driven for basket but has been forced to stop dribbling by the defence could pivot and turn his/her back to the basket so that a team-mate can move to receive a pass and take a shot over the screener. The defender behind the screen is unable to put pressure on the shot due to the screen.
3. Back (or Rear) Screen - an example of a screen set behind a defender is a “post”. This name derives from the early days of the game of basketball when it was played in basement gymnasiums with pillars on the court to hold up the roof. The attacking players soon found that by moving close to a pillar, they could lose their defender. When the game moved to larger playing areas without the posts holding the roof in position, the attacking players used team-mates as the post and moving with or without the ball, they ran their defender into the stationary team-mate who was acting as the post.

The rear screen can be set: –

- with the screening player holding the ball and the attacking player who is using the screen moving in such a way that his/her defender is forced to check his/her movements in order to avoid the screen. This is called a 'brush off' screen.
- with the player using the screen having the ball and dribbling it in such a way that their opponent runs into the screen.
- with a third player holding the ball and the screen used to free an attacker for a cut.

## USING A TEAM-MATE AS A SCREEN

Attacking players should be alert to situations where a team-mate can be used as a screen. The ball handler who still has a dribble should look for occasions where they can dribble close to a team-mate so that the defender has no room to follow. Equally a player without the ball should be alert to opportunities to cut close to a team-mate to use them as a “brush-off” screen.

It is important that the player who is going to use a screen situation waits for the screening team-mate to establish his/her position. Once established then the attacking player using the screen endeavours to force the opponent to go over the piece of floor occupied by the screening player. This involves the player using the screen moving close to the screening player. To help players recognise that a screen has been set coaches should stress the “divergent” and “convergent” aspect of team spacing. At a simplified level, players on attack can be spaced either  $3\frac{1}{2}$  to  $4\frac{1}{2}$  metres apart, the “divergent” good passing range, or close to the team-mate “converging” to a set screen. Players should not play in the no-mans-land between these two ranges. Whenever attacking players converge a potential screen situation has been created.

## SCREENING

### POSSIBLE FAULTS AND CORRECTIONS

#### FAULTS

Illegal, moving screens being set.

Defenders avoiding the screen.

#### CORRECTIONS

The player using the screen is starting his/her move too early. They should wait for the screener to stop. This is easy to recognise if the screener uses a jump stop.

The attacking player using the screen has not set the opponent up to run into the screen. To “set-up” the opponent, the attacking players should make a fake in the direction opposite to that which they will take when using the screen.

Failure of attacking player to recognise that a screen situation has been set.

The player using the screen starting their move too early.

The attacking player using the screen has not "set" the opponent up to run into the screen.

Stress that when players converge a potential screen situation has been created.

A player should wait for the screener to stop. This is easy to recognise if the screener uses a jump stop.

To "set-up" the opponent the attacking player should make a fake in the direction opposite to that which he/she will take when using the screen.

The screen and its uses are further developed in Unit 5.

### Manoeuvring for a rebound

When a shot is about to be taken the other attacking players must be prepared to obtain a position to gain an attacking rebound. The attacking players who have been detailed to rebound make an effort to obtain an inside position one or two metres from the backboard. This will require aggressive movement by the attacking players and once they have gained an inside position, they must protect it by taking up a fairly wide stance, with knees bent and eyes on the ball, so they may time their jump to tip the ball into the basket. If the player is unable to tip the ball to basket they should grip the ball, go back down to the floor and then immediately go up again aggressively for the shot. If the player finds that they are very closely marked when they land and unable to shoot, they can move the ball from the congested area with a pass or a dribble.

### Transition – The change of possession

The moment of change of possession from being the defensive to becoming the attacking team requires immediate reaction from players. The player moving on to attack should be prepared to take a pass from the team-mate who has gained the defensive rebound, stolen the ball or quickly taken the ball out of bounds. While some players move to receive the outlet pass, other attacking players should look to join the fast break as the ball is moved out of defence. Players will look to move down court to get ahead of the ball or to fill any free fast breaking lanes as the attack develops.

## 4.7 INDIVIDUAL DEFENCE

The ability of individual players to play with intensity when on defence is vital to any team. Although scoring baskets will receive the headlines it is often the defensive ability of the team that wins games. Coaches have in recent years tried to develop stronger defensive play with their teams in an effort to pressure the attacking teams so they are unable to play the way they want.

Although it is possible to play defence over the whole court, inexperienced players need to be aware of what they are trying to achieve in relation to that area of court that represents for the attacking team their high percentage scoring area. In relation to this high percentage scoring area a defender will endeavour to:

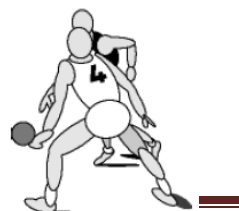
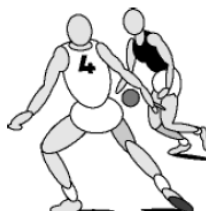
- Discourage the opposition from taking a shot from within the danger area – pressure all shots.
- Try to prevent them from moving the ball into this area. The attackers can do this using a pass or by using a dribble - discourage and/or prevent both.
- Prevent an opponent from receiving the ball in the danger area. Therefore, mark the passing lane to potential pass receivers who are close to basket and prevent opponents from gaining advantageous position so that they catch the ball from a rebound.
- Mark all cutters into the high percentage scoring area. With the highest percentage scoring area being under the basket the individual defenders must remember that a cutter even though they may not receive a pass, can still gain the ball from a rebound.

### Position

- The basic defensive position in basketball is between the opponent being marked and the basket. If the defender is directly in line the attacking opponent is stopped from taking the straight and quickest route to the basket.

### Defensive Stance

- A defender adopts a stance that enables quick movements to be made so that defensive position is maintained. This will involve keeping the centre of gravity low so as to be ready to adjust position quickly in response to movements by the attacker. The defensive stance will therefore be one in which the defender:
- Faces the opponent with head up.
- Keeps feet flat on the floor, spread approximately shoulder width apart.
- Has one foot slightly in advance of the other - toe of one foot in line with heel of



other foot.

- Bends the knees so as to be able to move quickly.
- Keeps the seat down with hips slightly flexed.
- Is well balanced.

## Defensive footwork

The movement used by a defender will be:

- A sliding action of the feet, keeping them close to floor.
- With knees apart, so that a short shuffling, sliding action is used.
- Aiming not to cross the feet.
- Intended to keep a low centre of gravity.
- A sliding action of the feet if the attacking opponent moves.

## Defensive Pressure

- Hands and Arms: These play an important part in disconcerting and distracting the attacking efforts to shoot, drive or pass: The defender uses hands and arms to attack the ball.

Arms:

- flexed low for fast movement.
- if marking the ball handler keep one arm up and to the ball. Hands:
- Palms facing opponent to make the defender seem bigger!
- Avoid fouling and loss of balance by lunging with the hands for the ball.
- the defender aims to pressure the opponent so as to make the attacking player concentrate on protecting the ball rather than making an attacking move.

## Thinking on Defence

The defender must think and concentrate on what is happening in the game at all times and this thinking should be related to the options open to either team at that particular moment. If the attacking player is about to shoot, the defender should raise one or both hands to discourage them or to make the shot more difficult. The defender may find that the player he/she is marking can only dribble effectively with one hand and therefore moves nearly every time in the same direction. With right handed dribblers this will usually be to the defender's left. Playing against a right-handed player the defender could move their position so that they were no longer directly in line between opponent and basket, but slightly to the left of the line. This forces the attacking player to go a long way round in their drive to the basket or to dribble left handed, neither of which they may wish, or be able to do. In this way the initiative can pass from the attacking player to the defender.

Defenders should analyse what the opponents' strengths and weaknesses are and what is happening in the game:

- can the opponent shoot? can they drive?
- where is the ball?
- can they stop or prevent passes going into the high percentage scoring area?
- is the opponent a one handed dribbler?
- is the opponent right or left handed? what are their usual fakes?
- what is their job on the team?
- are most of their shots taken from one spot? If so can the defender get to that spot first?
- what is happening to my team-mates?
- how is the attack trying to create scoring chances?

Above all, the defenders must be telling themselves to work harder and to take pride in their defensive ability.

## Vision

When defending, a player needs to develop their vision of the opponent and what is happening on the rest of the court. Particularly when marking the ball handler, the defensive player should focus their attention on the opponent's trunk. The attacking player may fake with feet, hips, shoulders, arms or head, but where their trunk goes they go. When marking an opponent away from the ball, the defender should aim to see both the opponent and the ball.

A defender should not focus attention solely on the opponent; he/she needs to be aware of what is happening on the rest of the court. If marking the ball handler, he/she will need, for example, to see potential screens. If marking an opponent away from the ball, the defender must be prepared to give depth to the defence by moving away from their opponent and towards the ball. The defender is then

in a good position to provide help to his/her team-mate.

### Communication in Defence

Defensive players must talk to each other. This helps inform and/or warn team-mate. Good communication is the basis of team understanding.

"I've got number. 8"  
"I've got the ball"  
"Cutter!"  
"Shot!"  
"Forward this side!"  
"Dead!" (They have finished a dribble).

### Pressure and Channelling

Defenders should try to prevent the attacking team from playing the way they want to. This involves pressure. The defender marking the ball handler should pressure the opponent, hand (palms facing) to the ball. Pressure opponent into making a mistake. This does not mean fouling the opponent but using the hands as dissuaders.

Additional pressure can be placed on the opponents through the defenders channelling the attacking play away from the danger area. Right-handed dribblers can be channelled to dribble to their left by the defender changing their stance and overplaying the right hand dribble. To do this the defender moves slight off line to their left with left foot forward and right foot back. A defender marking an opponent close to the basket, who is a potential pass receiver, should adjust their defensive position and place a hand in the passing lane so as to discourage the pass being made.

## NOTES ON DEFENDING IN SOME SPECIFIC

### SITUATIONS Defending the opponent with the ball

- stay with opponent between player and basket.
- cut out the opponent's most direct route to basket by standing on this line.
- have one hand fully extended to shadow the ball to discourage a shot
- the other hand should be palm facing to deflect any pass
- hand(s) up to potential shot, palms to the ball.
- Players should switch hands depending on what side of the attack the ball is held
- beware of fakes. Do not leave the floor until opponent leaves the floor.
- pressure opponent.
- concentrate.
- has the opponent dribbled? Move closer to an opponent who has dribbled.

### Defending the Dribbler

- knees bent, slide.
- at start of dribble forwards, slide back one step to cover any move to basket. Keep a step ahead of the dribbler.
- If the dribble is to the side then slide sideways maintaining pressure on the attacker
- do not allow dribblers to go where they want.
- overplay stronger hand.
- keep hands low, palms up facing the dribble.
- if there is an opportunity to steal the ball aim to deflect it with upward movement of hand.
- keep dribbler away from under the basket area.

### Defending the Player who has Just Passed the Ball

- on the pass step back one pace.
- adjust stance to see opponent and the ball (hand pointing to each).
- consider overplaying the direct return pass

### Defending the Cutter

- step back so as to cover fake and cut.

- aim to keep ahead of the cutter.
- beat the cutter to the spot.
- overplay the move and generally make them go where they do not want to go.
- be alert to pick up open cutters who have beaten a team-mate.

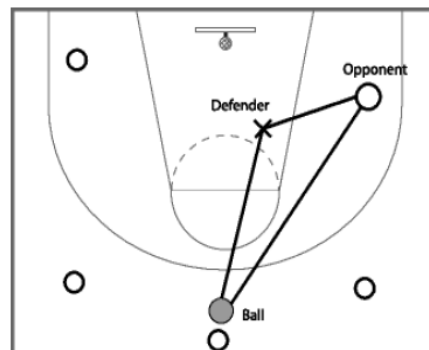


### Defending Attacking Post Player

- stop the Post Player from getting the ball.
- overplay passing lane by keeping a hand in the passing lane.
- consider "fronting" the post, which is, taking a position between the post player and the ball.

### Defending Opponent without the Ball

- remember what has been said about marking the cutter and the post player
- move every time the ball moves.
- adjust stance to see opponent and the ball (inexperienced players can be helped in this situation by being encouraged to keep one hand pointing at their opponent and the other at the ball. This aids the tracking of the two).
- sag back to the basket.
- one step away from the opponent for every pass the opponent is from the ball. If opponent is three passes away the defender should be three paces away. This will almost certainly be under the basket.
- when defending against an opponent who is away from the ball the defender should establish a ball-defender-opponent triangle as in the diagram.



## INDIVIDUAL DEFENCE

### POSSIBLE FAULTS AND CORRECTIONS

#### FAULTS

Straight legs

Insufficient Movement

Loss of Balance

Contacting the opponent with the hands and arms - a foul.

Fouling the shooter

Being beaten by a dribble

#### CORRECTIONS

Bend the knees, seat down, head up. Good defence is played with the feet.

Every time the ball moves each defender should adjust position.

Move feet to maintain correct position. Do not make errors identified on previous page and that the opponent may attack. Never cross the legs. Keep feet apart.

The hands are to pressure, disconcert or distract attacking efforts to shoot, drive or pass. Keep palm of hands facing opponent. Steal the ball only when the opponent gives the ball away e.g. Failure to protect the ball on the dribble or when a tall rebounder brings the ball down to waist level.

If the defender thinks his/her opponent is about to shoot, they should raise both hands above their head. Rather than checking the shot the defender keeps his/her hands to themselves and concentrates on disconcerting the shooter, with both hands kept above the defender's head.

As the opponent starts the dribble, drop the foot back on the side the dribbler attacks. Then slide and stay in advance of the dribbler.

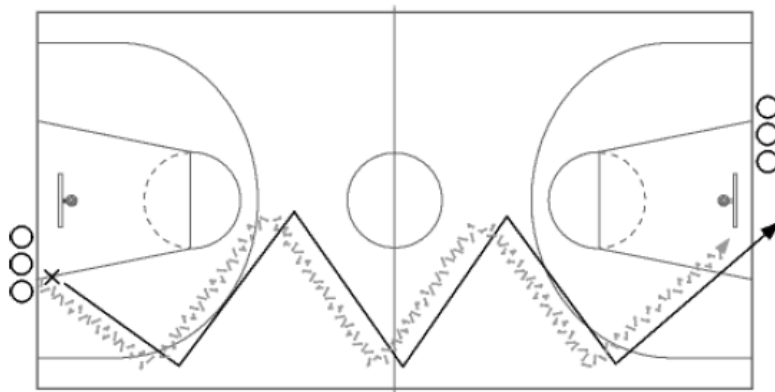
Being beaten by the cutter

On a pass and cut, as soon as the pass is made, step away one pace from the cutter. One pace so as to see opponent and the ball. If marking away from the ball try pointing at the opponent and the ball. The defender should keep the opponent within view.

## DRILLS FOR INDIVIDUAL DEFENCE

### ZigZag

- Players line up in two groups one at each end of the court as in the diagram.
- The second player in each line holds a basketball.
- The first player acts as a defender against the ball handler.
- The ball handler starts off dribbling towards the sideline. Just before the sideline is reached the dribbler changes dribbling hand and direction and heads towards the centre of the court.
- When this is reached another change of direction is executed and so the dribbler progresses down the court with a zigzag movement.
- The defender takes a position between dribbler and the end line and endeavours to maintain defensive position and get to the end line before the dribbler.
- Pairs going each way, passing balls to the next couple when the end line is reached. The players in the pairs change roles for their next turn.



#### Variations:

- Try to force the dribbler to use weaker hand by overplaying their stronger side.
- The defender tries to steal the ball or make the dribbler pick it up.

#### Coaching Points:

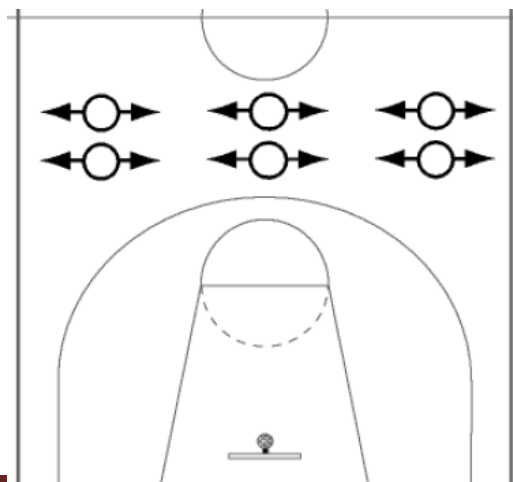
- Defender stays low and ready to react to movements by the dribbler.
- Defender should use a sliding footwork.
- Defender should reach the end line first.
- The defenders use a drop step (a step backwards) as the dribbler changes direction so as to maintain position.
- Check number of times the ball is stolen by the defender and the number of times the dribbler is forced to pick the ball up.

### Mass Defence Drill

- Players form three lines across the court, facing the coach who is stands in front of the players.
- On the signal the players slide in one direction until a new direction is signalled.
- The players can be made to move left, right, forwards and backwards.

#### Coaching Points:

- Players must react spontaneously to the coach's



commands.

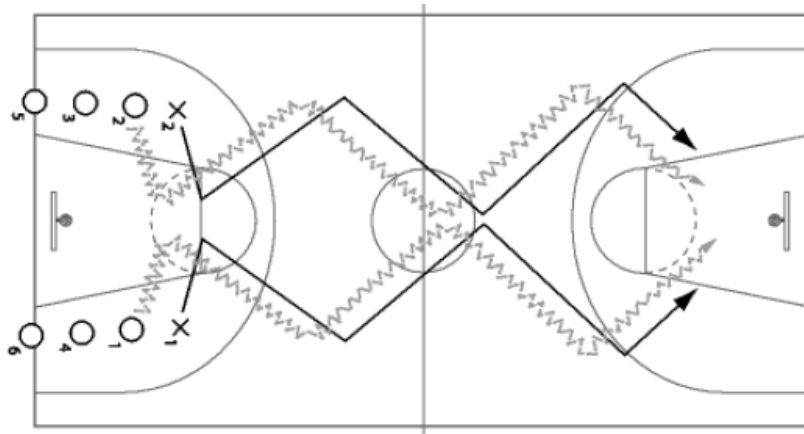
- Knees kept bent.
- Head up.
- Back straight.

*Variations:*

- Coach may use commands verbally or by signalling with hands.
- Coach may dribble ball backwards, forwards, left and right with players responding accordingly.

### Defence Against Dribbler

- Two lines of players at the end line of court as in the diagram.
- Attackers O1, and O2 dribble down the full length of the court with X1 and X2 defending.
- After reaching the opposite end line the players with the ball pass them back to the front of the lines and then sprint back down the sides of the court to re-join the back of the lines.
- Defensive players X1 and X2 also sprint to the backs of the lines.
- The next two players in each line step out to defend and the next two become the dribblers.

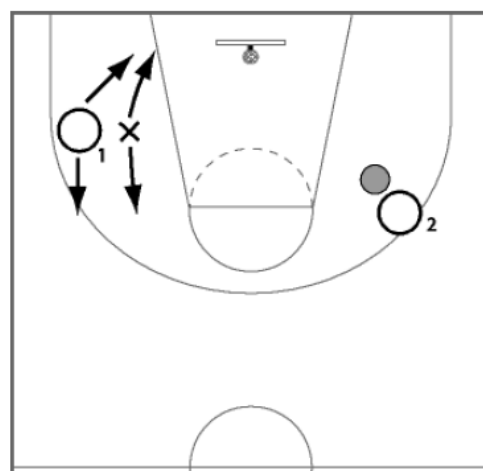


#### Coaching Points:

- The defender steps back when the dribbler changes direction.
- Defender keeps hands to the ball to force the dribbler to protect the ball.
- Feet must not cross.

### Stopping Effective Passes

- Player O2 starts with the ball and takes a high position outside the key.
- O1 stands at low post with X defending.
- O2 tries to pass the ball to O1 who makes moves to the left, right and into the key whilst X tries to stop the pass.
- After three attempted/successful passes the players change roles.

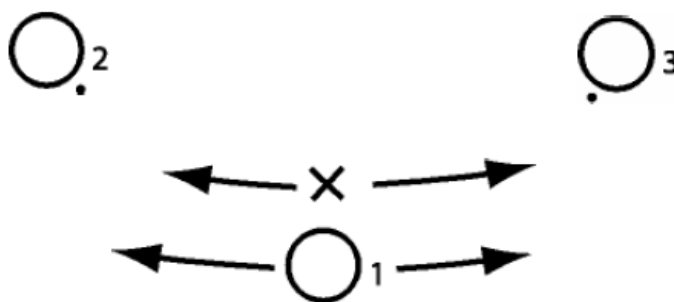


#### Coaching Points:

- Defender should aim to keep one leg and arm between the opponent and ball.
- Defender has to be able to see both man and ball.

#### Variation 1

- Players are organised as in the diagram.
- The attacking player O1 can receive a pass and pass back to assist player O2 as often as necessary.
- X tries to stop pass from either player.



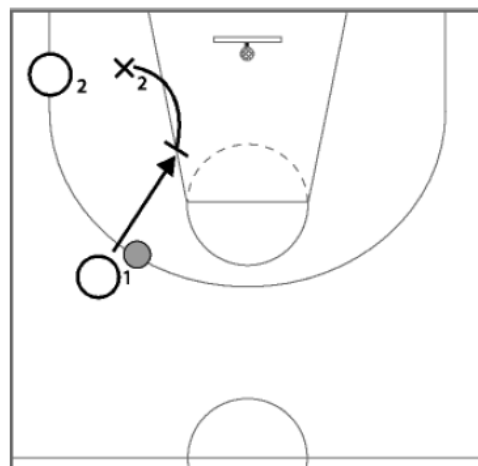


### Baseline Help and Recover Defence

- Attacking player O1 starts with ball.
- The attacking player drives hard to basket.
- Defender X2 stops penetration forcing the driver to pick up the ball and pass to another offensive player (O2) the defender recovers onto O2.

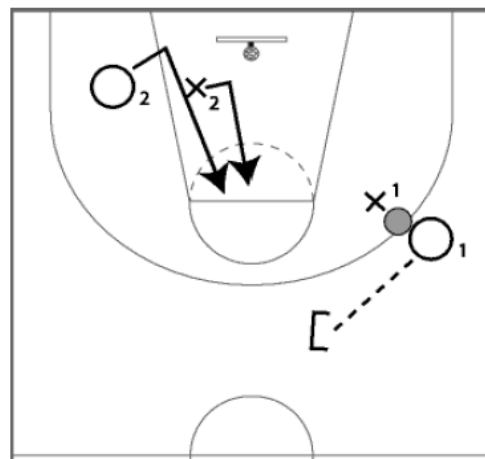
#### Coaching Points:

- Quick reaction by defender using feet on recovery.
- Stop penetration.



### Defending the Flash Pivot

- 4 players.
- Attacking player O2 initially steps towards the baseline.
- Defender X2 drops baseline foot to cover the move.
- Player O2 moves to the high post position.
- The defender X2 endeavours to keep a hand in the passing lane to deny the pass to player O2.



## 4.8 BLOCKING OUT AND REBOUNDING

An opportunity for a shot will depend initially on a team having possession of the ball. While their opponents have possession, it is not possible to score, so a team must be prepared to make every effort to gain possession at “free ball” situations. In the game, the majority of “free ball” opportunities occur after a shot has been taken and missed. Both teams will be out to gain a new possession and success in this will depend upon gaining an advantageous position by “blocking out” their opponents and “rebounding” well to collect the ball.

### Blocking Out

This is gaining an advantageous position by getting between opponent and backboard and preventing an opponent from gain position when a shot has been taken. From the position taken a player should be able to jump and collect (rebound) the missed shot. Rebounds are won on the ground and not just in the air.

The defender who is trying to “block-out” an opponent will, when the shot is taken:

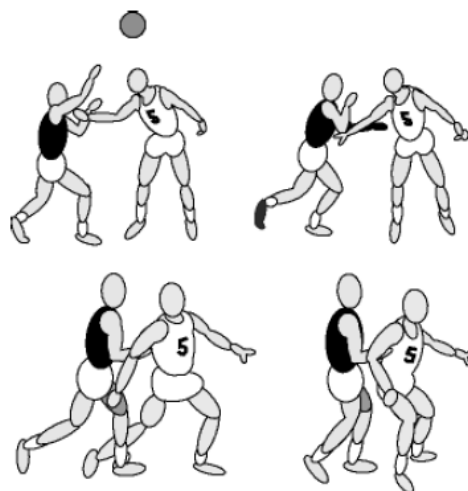
- Most defenders on a shot will be in the ‘help’ position so must go and find the player they are guarding making contact and pivot into their path
- watch his/her opponent to see which way they are cutting in order to obtain the rebound.
- pivot into path of opponent so the attacking player is faced with defender's back. For example as shown in the illustration below, if the opponent is cutting to the defender's right, the latter should pivot on his/her right foot in an anti-clockwise direction to face the backboard so that they are between the opponent and the backboard with their back to the opponent.
- keep elbows up, hands down.
- keep stance wide.

- once opponent is blocked out then find the position of the ball and rebound.

The defender who finds that an opponent has a position under or behind the backboard will endeavour to “block in” that opponent by holding a strong position and preventing the opponent moving out to be able to jump and collect the ball.

The attacking player will try to:

- cut in or roll around the defender to gain positional advantage.
- look for defensive mistakes such as turning early to watch the ball or getting too far "under" the backboard. When the defender is too far under the basket the attacking player will aim to block him/her in and prevent them moving out for a good position to rebound.



## Rebounding

The jump to gather the ball should be made when the player has

decided where the ball will drop. Timing is therefore critical, inexperienced players tending to jump too early. The ball should be watched closely and a good maxim for beginners is to not to jump until the ball has left the ring or backboard.

To gain maximum height to rebound the player should:

- start from a stance similar to that used on individual defence, that is, feet flat and spread shoulder width apart, knees bent, seat low and hands held head height or just below.
- watch the flight of the ball carefully.
- jump vigorously off two feet, lifting arms up and towards the ball with elbows pointing out.
- stretch arms up.
- get two hands on the ball and pluck it out of the air.

As the player lands they should shield the ball as they are likely to be close to opponents. If the player with the ball is tall this protection of the ball can be achieved by keeping the ball up and slightly in front of them. Smaller players, having obtained the ball should bring the ball, down but not tight to the body. Rather the hips should be flexed and the ball held in two hands, with elbows flexed out.

## Defensive Rebounds

For the team that has been on defence and gained a rebound, a quick pass to a team-mate, or a dribble out from the crowded under basket area, will help secure the ball and enable a quick start to be made to the attack.

## Attacking Rebounds

If the rebounding players are on attack, they may: –

- try to tip the ball back into the basket. This should only be attempted if the player has inside position and is able to make a good jump towards the ball. As the ball is contacted, the elbows bend slightly and the ball should be pushed gently back towards the basket with a straightening of the arm and wrist and finger action. A player should aim to develop the ability to tip using one hand, as he/she can reach slightly higher in that way and gain a slight advantage over a defender.
- catch the ball, land and immediately look to jump aggressively straight back up for a shot.
- catch the ball, land and pass out to a team-mate.

## BLOCKING OUT AND REBOUNDING POSSIBLE FAULTS AND CORRECTIONS

### FAULTS

On defence watching the flight of the ball on a shot.

### CORRECTIONS

The defender marking the shooter should call "SHOT!" This informs team-mate that a shot has been taken. All players then concentrate on blocking out their opponent. Once this is achieved then they can go to get the ball.



Fouling Opponents with hands.

Block the opponent out with the body. Keep hands below head height when blocking out.

Failure to gain height on the jump for the ball.

Stance prior to the jump should have knees bent. Use arms and hands to help lift. Increase leg strength (explosive strength)

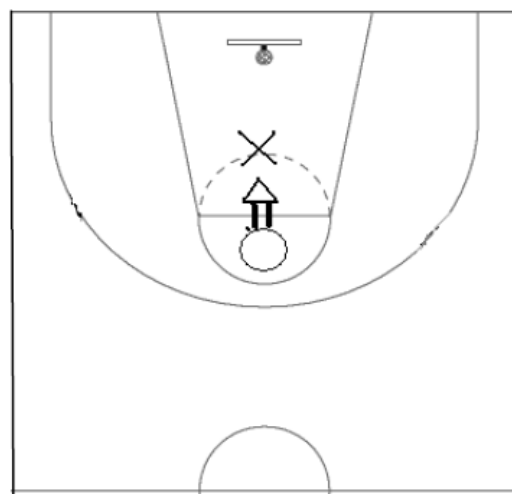
## DRILLS FOR BLOCKING OUT 1 v 1 Blocking

### Out

- One ball between two players.
- O1 stands at the free throw line and attempts a shot.
- After the shot X turns to face the basket and blocks out O1
- O1 tries to get round X1 to gain the rebound.
- When the rebound has been collected the players switch roles.

#### Coaching Points:

- Keep elbows high.
- Shuffle left and right to keep defender on back.
- Low crouch to keep on balance.
- First block out opponent, then go for rebound.

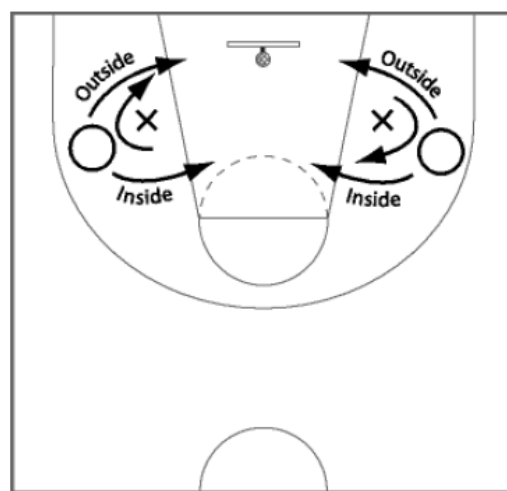


### Blocking Out – Inside and Outside

- There are two ways the defensive player can block out and rebound the ball – inside (towards the free throw line) or outside (towards the base line). See diagram.
- If offensive player moves towards the inside, the defensive player steps towards the player and makes contact. The player must pivot on his/her inside foot.
- If offensive player moves towards the outside, the defensive player steps towards the player and pivots on outside foot.
- After contact the defensive player must make an aggressive move to obtain the ball from the rebound.

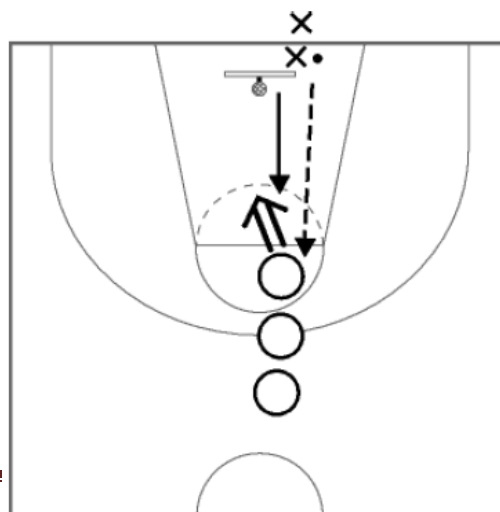
#### Coaching Points:

- Pivoting on the correct foot to block out.
- Blocking the paths of the offensive player.



### Blocking Out the Shooter

- Start this drill with one single line under the basket (defensive line). Form another line at the free throw-line (offensive line).
- The first player in line under the basket has a ball. To start the drill the player with the ball passes to the player at the free throw line.
- After the pass the player immediately charges out to meet the player who has received the pass.
- Player must get a hand up towards the shooter's face, and then block them out.
- The offensive player must shoot a jump shot immediately they receive the ball.
- It is important that the attacking player does not wait for the defender to get too close.
- As soon as the attacking player has shot and landed on the floor the defender attempts to rebound the shot. It is important that the attacking player does not wait for the defender to get too close.
- Once the shot has either been made, or the defensive player gets the rebound, the drill ends.
- These players exchange lines and the next two players participate in the drill.



*Coaching Points:*

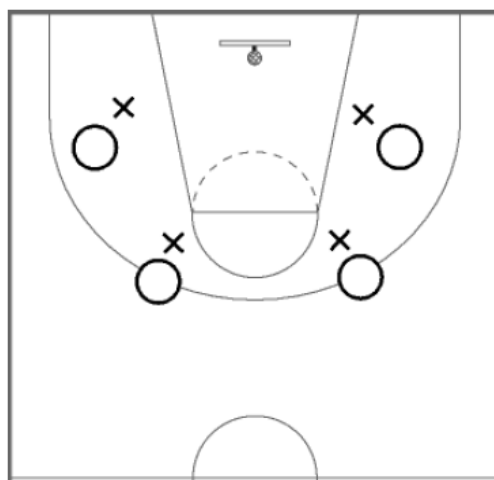
- The defensive player should be quick to the attacking player to block out as soon as the shot has been taken.
- Both the attacking and defensive players trying to get the rebound.

#### 4 v 4 Blocking Out

- One ball
- Four attackers and four defenders.
- Attackers pass the ball around the key. No movement otherwise.
- On the whistle, the player with the ball must shoot.
- As soon as the ball is released "block" should be called and the defenders block-out the attackers and rebound the ball. Players then switch roles.

##### Coaching Point:

- Defenders should pick up an attacker to block out as soon as the shot is attempted, and "block" has been called.



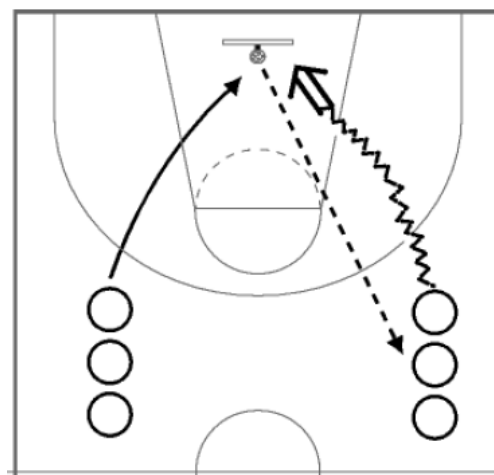
### DRILLS FOR REBOUNDING

#### Lay-up Tip-in Drill

- The group is divided into two lines as in the diagram, with one ball at the front of the shooting line.
- The first player dribbles into shoot a lay-up but aims to miss by throwing the ball high on the backboard, so that the ball rebounds to give the player from the rebounding line an opportunity for a tip-in shot.
- The shooter then retrieves the ball and passes it to the first person in the shooting line.
- The shooter and rebounder join the backs of opposite lines.
- The drill repeats.

##### Coaching Points:

- The shooter must give the rebounder a good pass off the backboard.
- The rebounder should endeavour to use the backboard to tip the shot into the basket.



##### Variation:

- Carry out drill from the other side of the basket.

#### Team Taps

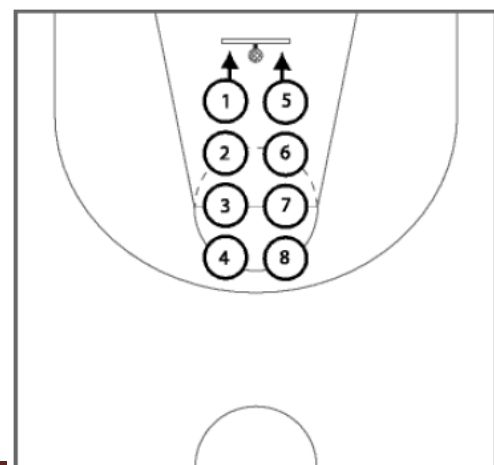
- Two teams line up to face the backboard on either side of the basket, each with one ball.
- Players 01 and 05 start by pushing the ball against the backboard.
- Players 02 and 06 follow in quickly and repeat.
- Each team attempts to keep the ball in the air.
- Tapping player joins the end of the line.

##### Coaching Points:

- Players use fingers to tap ball onto backboard.
- Players jump explosively towards ball.

##### Variations:

- One foot take-off
- Two-feet take-off



**Jumping for Backboard (without ball)**

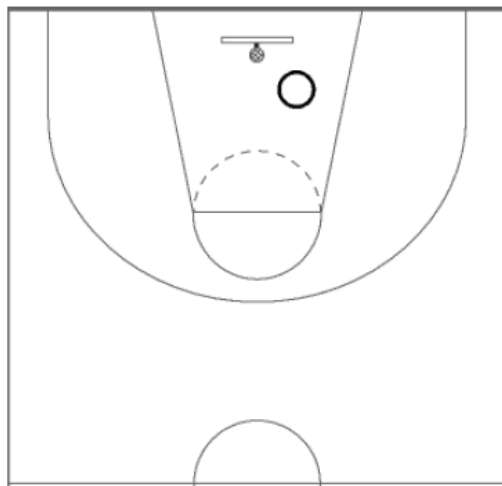
- A player stands under the backboard and jumps and touches it five times with the right hand, jumping each time from the same spot.
- The drill is repeated for the left hand.

*Coaching Points:*

- Reach as high as possible on backboard.
- Crouch before jumping to increase speed at take-off

*Variations:*

- Taller players can try to touch the rim of the basket.
- Backboard can be touched with both hands.

**Continual Tipping**

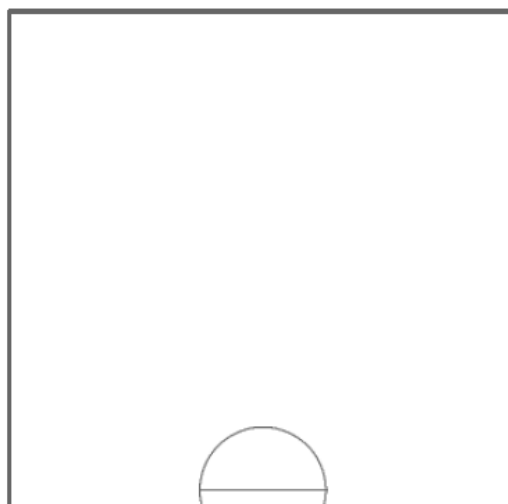
- One ball per player.
- The player throws the ball against the backboard then jumps and tips it against the backboard five times before tipping it into the basket on the sixth go.
- Practice with the right hand five times, then the left and then with both.
- Gradually increase the number of tips.

*Coaching Points:*

Take off two feet.

Tip the ball with the fingers.

Use the backboard when tipping the ball into the basket.





## UNIT FIVE: BASIC TEAM FUNDAMENTALS

Team play is built on one-versus-one, two-versus-two and occasionally three-versus-three player situations. The one-versus-one attacking situation has been covered in Unit 4.5. For this level of award the coach will need to understand and be able to coach the following basic attacking plays:

- Attack the defender and pass off.
- Give and Go.
- Post Play.
- Backdoor.
- Simple Screen.
- Screen and Roll.
- Screen off the ball.
- Special Situations.

Information is given below on each of these attacking plays and how to defend each move.

### 5.1 ATTACK (THE DEFENDER) AND PASS OFF

#### **Attack**

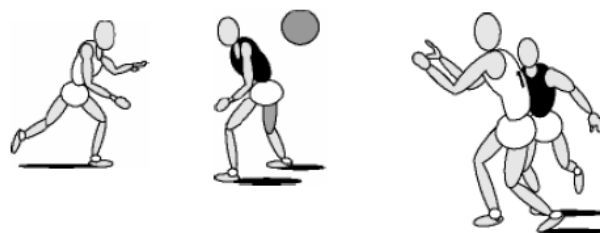
This manoeuvre is a progression from a one-versus-one with the ball. In this move the attacking player takes the ball on the dribble past the defender marking him/her and draws another defender onto them thus freeing a teammate for a pass. The dribbler must keep their head up and the team-mate without the ball should maintain a good position to receive.

#### **Defence**

The simplest way to prevent this manoeuvre succeeding is for the defender to prevent the dribbler from moving past. In addition the defenders marking off the ball should move to the ball so that they can cover any free attacking player.

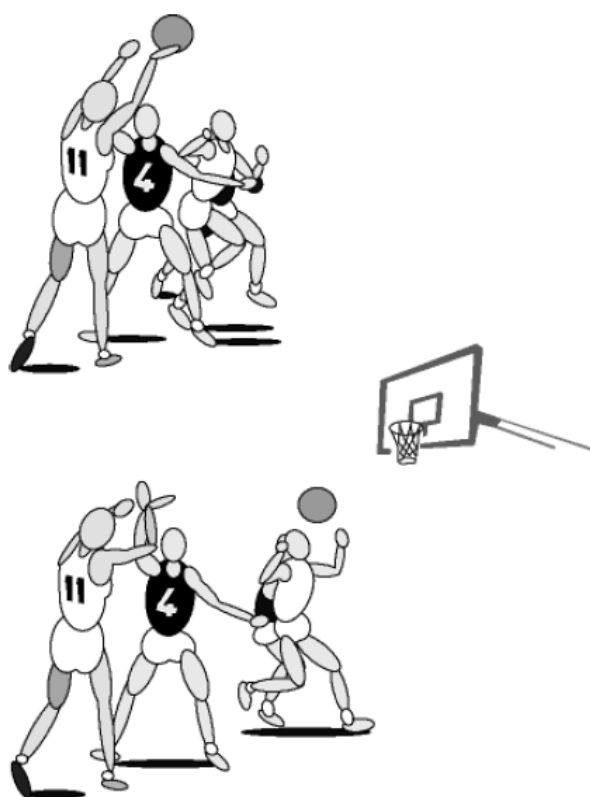
## 5.2 GIVE AND GO

This manoeuvre is used in all major team games. It is the pass and move into an open space for a return pass. In basketball a player should think of the open space as the area of court under the basket. Therefore, pass and move to basket is the essential feature of a Give and Go. There is an advantage for the attacking team if the initial pass is made forward. By passing ahead and to a position behind their defender, the attacking player makes the task of the defender more difficult. The defender will find it difficult to watch both the attacking player and the ball.



### Attack

This is likely to be used by either two guards working together or a guard and forward on the same side of the court. With a guard to forward play, the guard with the ball waits for the forward on the same side to get free. The simplest way is for the forward to fake a move towards the basket and then move back out to the side (a "V" cut"). The guard passes to the forward who, having caught the ball, pivots to face the basket. The guard now looks to cut for basket. If their defender has made a mistake, e.g. tried but failed to intercept the pass, or turned to see where the ball has gone, the cut is relatively easy. If the defender does not make a mistake the guard may have to use a step fake to force the mistake. The guard should step as though to go away from the ball and as the defender moves to cover, change direction and move towards the basket (see page ?? to ?? regarding moving to receive the return pass). When cutting towards the basket the guard signals for the return pass. This they want in front of them at or above chest height so that they can take the ball up for the shot whilst on the run.



Providing the cutter is moving at an even speed and the forward has squared up to the basket the return pass to the cutter should be possible.

### Defence

Obviously the defender should not make the defensive errors of looking where the ball has gone or lunging to intercept. For the defensive team the most dangerous instant is just after the ball has been passed. Once an attacking player passes, the defender marking the passer should sag, that is



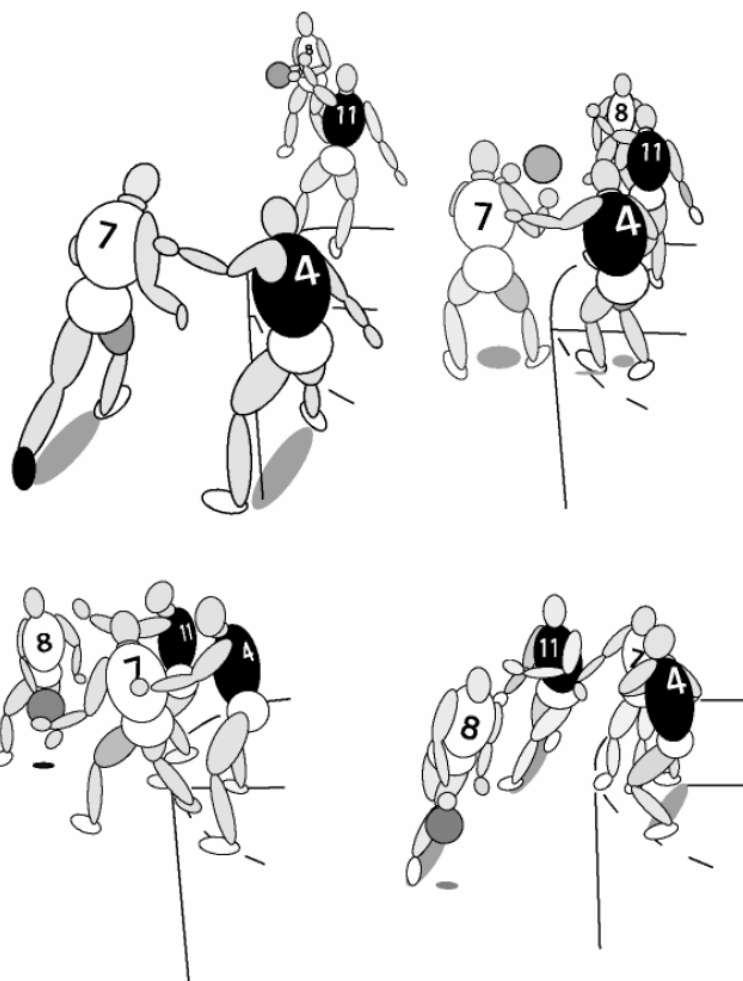
step back to basket, thus giving more time to cover the cutter. Having sagged back from the opponent the defender should change his/her stance so as to be able to see both the ball and the player being marked. It is helpful if the defender points one hand at the ball and the other at the opponent.

### 5.3 POST PLAY

This is an attacking move in which players take up a position, usually with their back to the basket they are attacking, to provide a target to receive a pass and/or act as a rear screen.

#### Attack

The post (centre) player is likely to work with either a guard or a forward in a 'post play'. The post player will fake to basket and then move out with his/her back to basket (an "L cut"). The player moves out to take up a position outside, but close to the restricted area, and in line between the ball handler and the basket. As the post player arrives at this position he/she should receive the ball. The passer, having released the ball, cuts so close to the receiver (the post) that the cutter's defender has no room to get through. Cutters look to receive a return pass from the post player as they are cutting towards the basket. Players cutting to basket should be able to take the ball on the run and continue through to score.



The attacking player about to use the post can also make defending more difficult if, just prior to the cut and after the pass, they initially make a step away from the direction of the cut. They can then change direction and cut close to the post player.

A variation of this move is without the pass into the post player. Instead of making a pass, the ball handler drives for basket close to the post so that the defender is run into the post. In this situation the player in the post position is being used as a rear screen.

In a similar manner, but this time without the ball being involved, a post player can again be used as a rear screen. In this case the cutter moves in a manner such that the defender runs into the post, thus freeing the cutter to receive a pass from a third player (see also Unit 5.8).

#### Defence

The defensive team should endeavour to prevent the ball being passed into the Post player. If this fails then the player marking the Post should give verbal warning to team-mates that the Post has been established. On a pass and cut move, the defenders marking the potential cutters should have stepped back (sagged) away from their opponent. This will give the defenders more time in which to respond to movements by the cutters. This, together with the warning given by the defender marking the post player should enable the defenders to go "over the top" of the post player if

necessary.

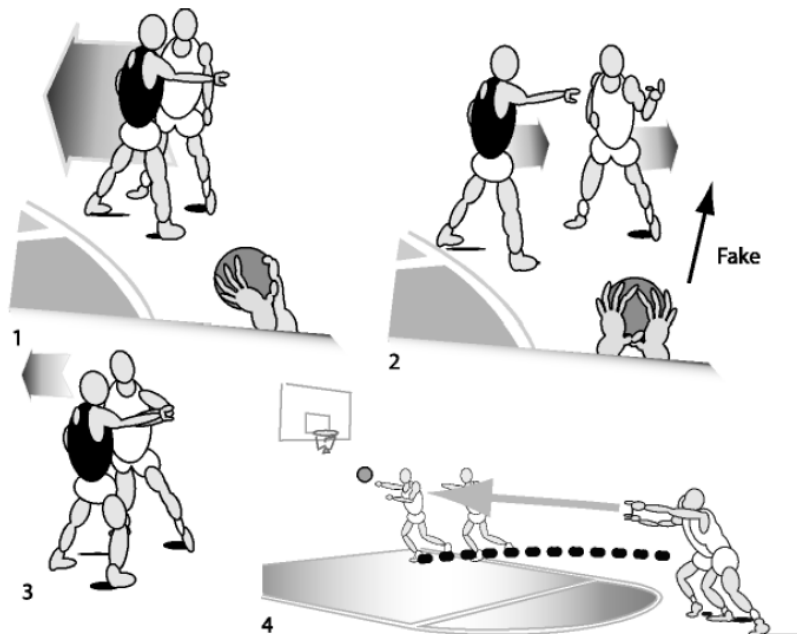
The player marking the post player can also help deny this move being successful by moving slightly off the post player into the likely path of the cutter. This could force the cutter to go wide and give the defender responsible for the cutter more space in which to avoid the post.

## 5.4 BACKDOOR

This is a move in which a player without the ball moves free by cutting towards the basket to the side of the defensive player away from the ball.

### Attack

A backdoor move is used when a defender is overplaying the attacking player to prevent pass reception. The defender will have moved off-line and/or turned to look at the ball. When this occurs the attacking player should cut to basket to the side of the defender away from the ball as in #1. The backdoor cut by the attacking player is often preceded by a step fake away from the basket to tempt the defender to move out to intercept a possible pass (2). The attacker then changes direction and cuts to the basket to receive (3+4)



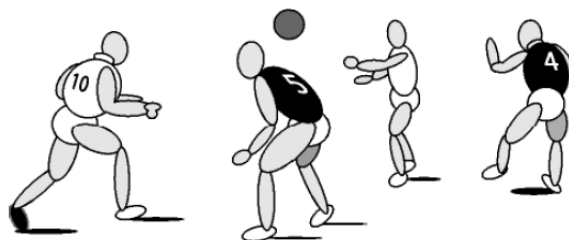
### Defence

The simplest method is for the defender to stop overplaying the passing lane. The use of the overplay is a useful defensive tactic, but it should be combined with sagging and help from the weak side defenders. Then if an attacking player cuts backdoor a weak side defender, who has moved towards the ball, can pick up and mark the attacking player who has moved free.

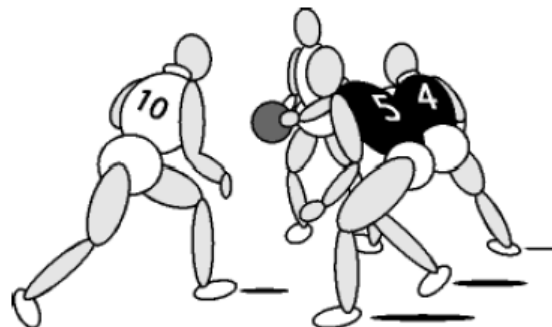
If the attack is being made down the right hand side of the court the defender marking the forward to the left of the basket should have moved to a position under the basket to give defensive cover. Then if an attacking player moves backdoor from the right this defensive team-mate will be able to step in and defend the pass in to the player cutting backdoor.

## 5.5 SIMPLE SCREEN

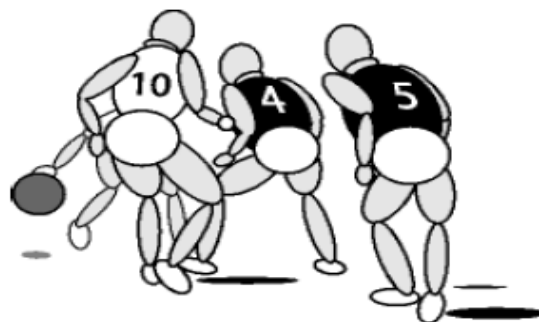
One simple screen is the front screen mentioned in Unit 4.6 individual attack without ball. Another simple screen is a screen set at the side of the team-mate's defender, often called a "side" or "pick" screen.



**Attack** – The illustration below shows a side screen being set and used to free an attacking player to drive to basket for a shot. Screens can be set up and used in a number of different situations in the game. The actual position of the screen will depend upon where on the court the side screen is being used. The screen should be set by the screener so that he/she is standing one foot either side of the line that the defender wants to follow in staying with the attacking opponent. The screen should be set close up to and slightly behind the defender.

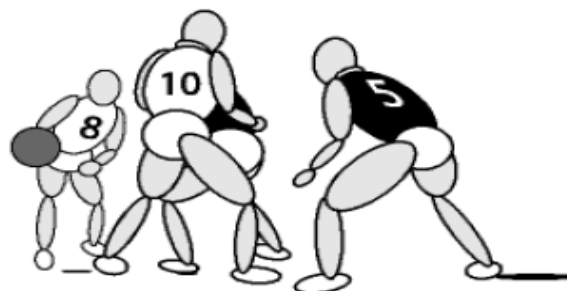


In the illustration the receiver of the pass pivots and faces the basket while team-mate number 10 moves across to set the screen. The player about to use the screens should initially fake to move away from the screen. With the screen set on the opponent of the ball handler, the ball handler can use it to drive close to the screen forcing the defender to check their movement in an effort to avoid the stationary player (screen). The driving player should now be free to move in for a shot.

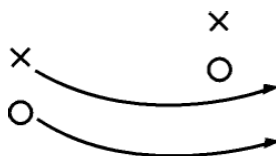


**Defence** – Defending a screen will depend upon verbal warnings given by the team-mate marking the player setting the screen.

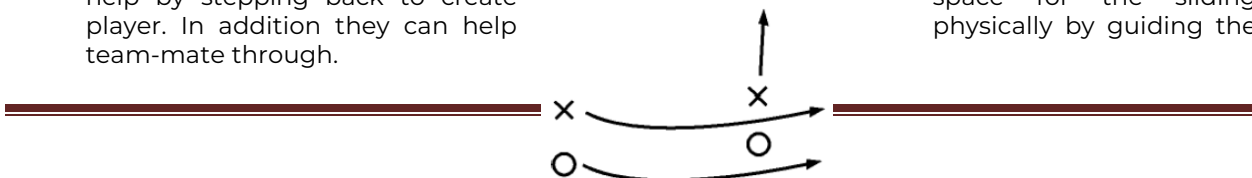
The defender marking the player using the screen (or a post play) can use three ways to stay with the opponent, these are: –



- (i) Go **"over the top"** – this occurs when the defender avoids the screen (or post) and stays with their opponent.

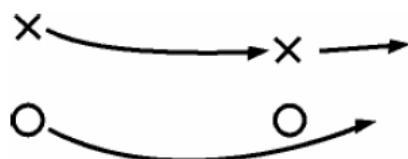


- (ii) **'Slide'** – in sliding, the defender being run into the screen (or post) moves between the screening (or post) player and their team-mate who is marking the screen. The team-mate can help by stepping back to create space for the sliding player. In addition they can help physically by guiding the



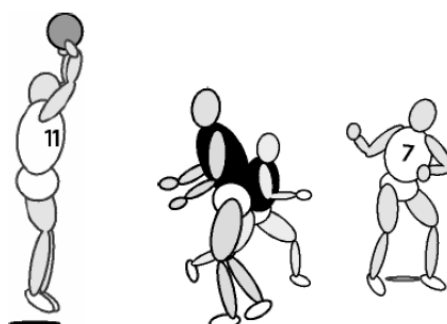
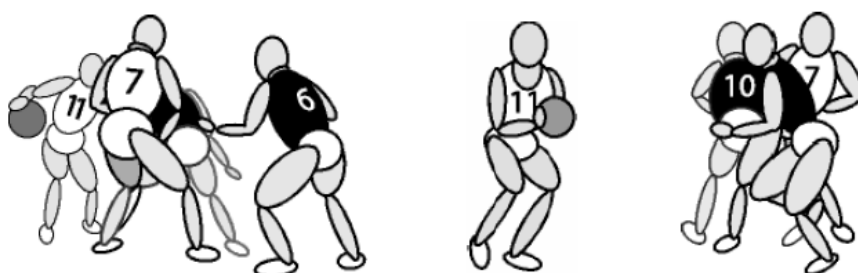


- (iii) **Switch** – the switch is used as a very last resort when the defender's progress is impeded. The defenders switch defensive responsibilities so that the defender marking the screener takes the player who is moving free. This requires the defender who has lost his/her opponent to quickly establish a defensive position against the player who has set the screen.

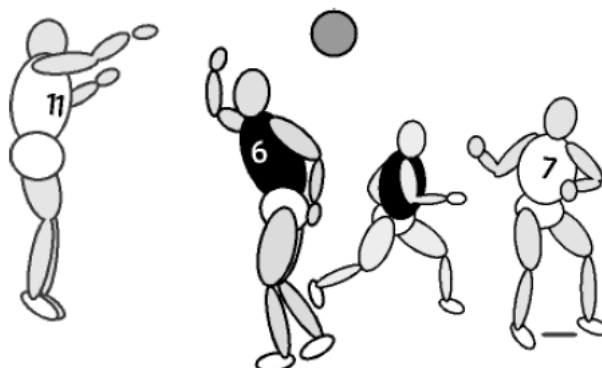


## 5.6 SCREEN AND ROLL

In this move the screening player pivots and moves to basket as they are used as a screen by a team-mate. **Attack** – The illustration below shows the defender (player number 6) who has been marking the screener switching on to number 11 as he/she drives free. The attacking team can counter the switch if the screener pivots, on the foot nearest the basket and moves to basket. Notice that in making the pivot the player turns so as to place the other defender on their back. This pivot to basket is the "roll". If the rolling player is successful in putting a defender on his/her back then they should move to basket looking for a pass from his/her team mate. A switch by defenders can occur in all screening situations and any attacking player setting a screen needs to be alert to what action is being taken by defenders and be ready to roll to basket when the switch occurs.



**Defence** – The most efficient defence to a screen and roll is not to let the screen be successful and thus force the defence to have to switch. The switch can occur because lazy defenders allow themselves to be beaten by the screen. There will be situations where a switch does become necessary and when this occurs the defender marking the rolling player should move quickly to regain position between their new opponent (the screener) and the basket. If this is done with arms up it will help discourage passes into the player



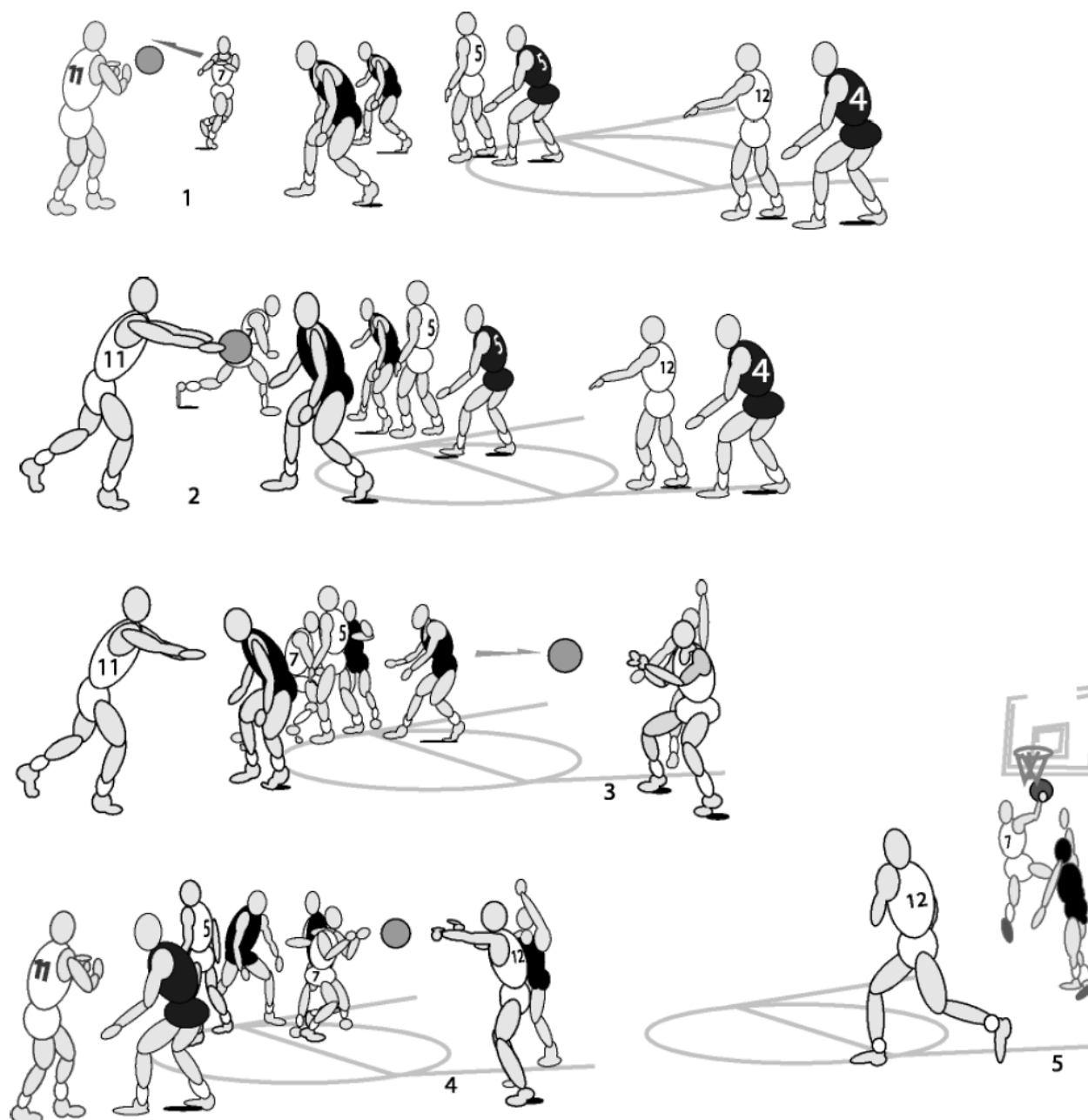
rolling to basket. The weakside defenders have an important role to play in defending an attacking player moving free under the basket, and should a screen and roll work they need to be in a good position to give additional defensive help.



## 5.7 SCREEN OFF THE BALL

This is a screen set on a defender who is marking an attacking player who does not have the ball.

**Attack-** The illustration shows the ball being held by a player on the right hand side of the court. On the left hand side of the court an attacking player (number 5) has set a screen on a team-mate's defender. The player making use of the screen initially fakes to move to the left and then changes direction and cuts close to the screen both towards the ball and the basket. The fake movement by the attacking player away from the screening team-mate sets-up the opponent to run into the screen. If the initial step by this player is done slowly, then followed by the change of direction with a change of speed it can help force the defender into the screen.



**Defence** – This screen should never work! If the defensive players are playing correctly the defender who was beaten by the screen should have moved off his/her opponent so as to be able to see opponent and ball. The further a defender is away from an attacking player the more difficult it will be to beat that defender through the use of a screen. The defender, if playing correctly, will have time to avoid the screen. Again, as with defending other screen situations, the warnings given by team-mates are important to successful defence.

## 5.8 SPECIAL SITUATIONS

These special situations are :

- out-of-bounds.
- jump balls.
- free throws.

Coaches need to prepare their teams for play at these situations otherwise opportunities to gain possession may be lost. Players need to be alert and concentrating on the game and not see these special situations as pauses in the game.

### On the out of Bounds:

- Players need to be alert to which team has the ball out of bounds.
- If a team-mate of the player out of bounds is close to the ball, he/she should move free to receive. Emphasis is on moving towards the ball to receive.
- If not close to the ball players should move away to spread the team attack.
- Only one or two players on court should move to get free to receive otherwise there will be congestion.
- If playing against tight marking defenders look to use a screen to get a player free to receive the in bounds pass.
- If defending the pass in bounds, the defenders should remember that they have more players on court than their opponents and should therefore look for opportunities to steal the ball.

### On the jump-ball:

- Non jumpers should take up positions outside but close to the circle.
- Check the line up of opponents and mark one to one.
- At one spot on the circle there should be two team-mates side by side. The jumper should aim to tip the ball between these two players.
- If one opponent stands away from the circle in the defensive team's back court, then this player should be marked one to one.

### On the Free Throw Situations:

- Line up as allowed by the rules with taller players on the defensive team taking up the first space either side and close to the basket.
- These two players step across the two attacking players as the shot is released to block them out.
- When defending check that the free thrower is marked
- When defending and the lane spaces are occupied be prepared to move to a position to receive an outlet pass from any rebound
- When attacking check that any opponents who have not lined up are marked.

## 5.9 DRILLS FOR BASIC TEAM FUNDAMENTALS

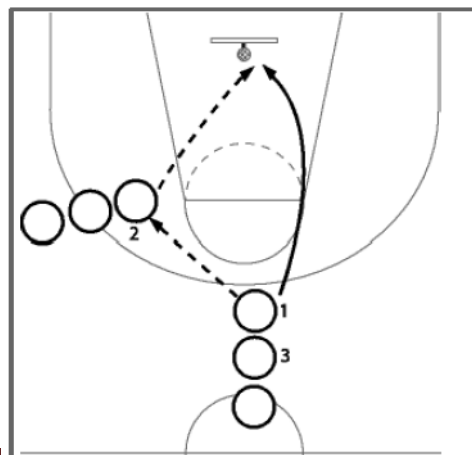
The drills that follow provide some examples of the drills that can be used. A Level Two Coach is expected to create their own drills for the basic team plays.

### Give and Go

- Two lines of players as in Diagram.
- Player O1 passes to player O2 and cuts towards basket.
- Player O2 gives a return pass to O1 who shoots a lay-up.
- Player O2 rebounds and passes to player O3.
- Players O1 and O2 join the back of a different line.
- The drill repeats.

### Coaching Points:

- Fast accurate passes.



- Pass ahead of the cutter.
- Receiver signals for ball.
- Move in and score with a smooth running action.

*Variation 1*

- Vary side of return pass line.

*Variation 2*

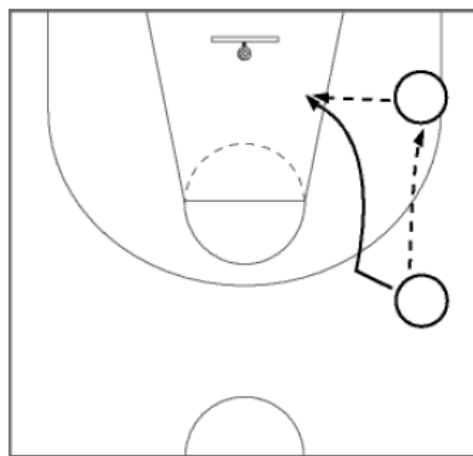
- As in Diagram use guard to forward initial pass
- Work both sides.

*Variation 3*

- Place a defender against player O2 who pressures the passer.

*Variation 4*

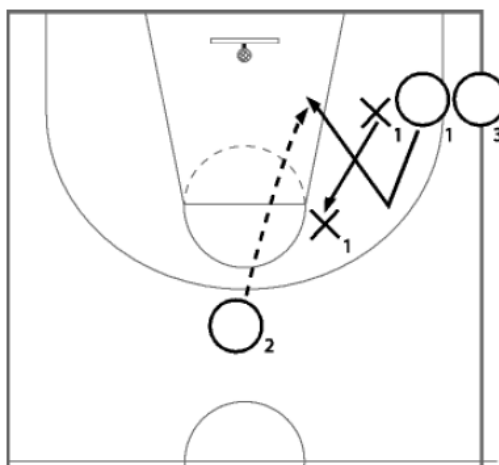
- Play a two versus two game endeavouring to use a Give and Go.

**Back Door**

- Player O2 at top of key with the ball. Player X defending on the wing against player O1 as in the diagram.
- Player O1 fakes towards the ball then cuts back-door to receive a pass from player O2 and tries to score.
- The ball is passed back to player O2 and the next player in the attacking line repeats the drill.

*Coaching Points:*

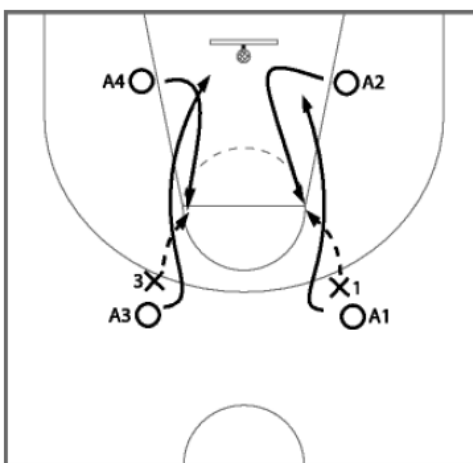
- Receiver signals for pass.
- Quick change of direction prior to the cut to basket.
- Change of speed from slow to fast (walking to running).

**Post Play**

- In fours with one attacking player setting up as a post.
- A2 and A4 step to basket. If free they should signal and receive in the low post position.
- If not free in low position move out quickly to receive a pass just outside the restricted area (an "L" cut).
- Passer then cuts close to post player and receives a return pass losing defender as he/she goes past the post.

*Coaching Points:*

- Post player initially moves towards the basket.
- Players A2 and A4 use an "L cut" to move to the high post position.
- The post player stops just outside the restricted as they receive the ball.
- Appropriate signals for the pass should be made.



- Players A1 and A3 fake to move away and then cut close to the post player.
- After passing, the post player should follow the cutter in to gain the rebound.

### Screen and Roll

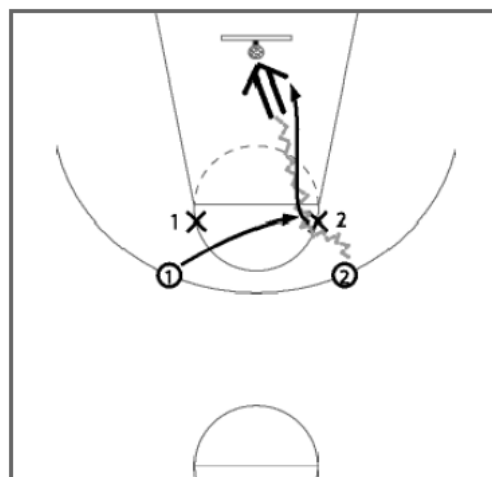
- Two versus two.
- Player O1 and O2 take up positions as in diagram.
- Player O1 passes to player O2.
- Player O1 sets a screen on player X2 for player O2 to use.
- Player O2 uses screen and drives to basket.

#### Coaching Points:

- Player O2 waits for the screen to be set before moving.
- Player O2 drives hard for basket.
- Player O2 should rub shoulders with screening player.

#### Variation 1

- Vary the side of attack.



#### Variation 2

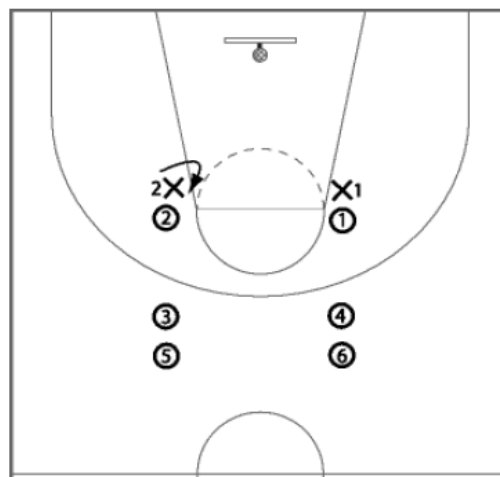
- Player O1 after setting the screen and the drive starts, rolls to basket.
- Player O1 pivots so as to be able to see O2's drive to basket.
- Having pivoted O1 moves to basket signalling for the ball.

### 2 v 2 Defence Drill

- One ball for two attackers.
- Players O1 and O2 use all kinds of feints, fakes and two-man plays.
- Players X1 and X2 try to stay with their opponents using sliding and switching, working together to prevent the score.
- When an attack is completed the ball is passed to the next pair of attacking players O3 and O4. The defenders go to the end of the line and players O1 and O2 become the next defenders.

#### Coaching Points:

- Good communications between X1 and X2.
- When switching move quickly to new opponent and assume correct defensive stance.
- Do not cross feet whilst sliding.

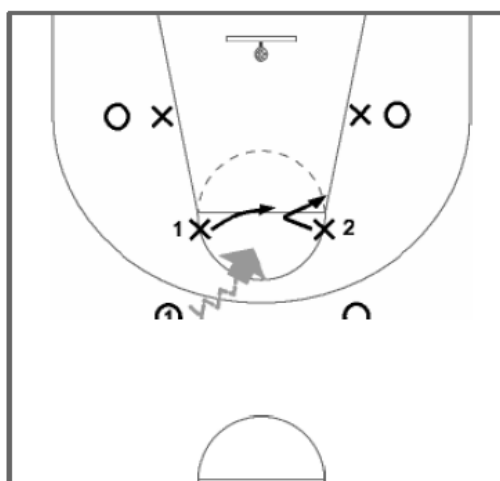


### Four versus Four Help and Recover

- Four versus four set up as in diagram.
- O1 starts with the ball and endeavours to drive to basket between two defenders X1 and X2.
- The two defenders sag in on the driver and stop the penetration.
- When stopped, O1 picks the ball up and passes to a team-mate.
- The team-mate receiving the ball tries to drive between two defenders.
- Repeat.

#### Coaching Point:

- Once a drive is stopped, the defenders quickly recover to own opponent.



## UNIT SIX TEAM PLAY

### 6.1 TEAM DEFENCE Principles of Team Defence Aim

The aim of the defending team is to obtain possession of the ball without the opponents scoring. The commonest method of gaining possession will be by obtaining a rebound from a missed shot, or through a passing error by the attacking team. The most important of these will be obtaining a rebound from a missed shot. The shots that are likely to miss are the low percentage shot, which will be those taken from a long range, and the shots taken when the shooter is closely marked by a defender. This means that it is important for the defensive team to defend the high percentage scoring area.

#### Pressure

Defence means pressure and the defending team will try to force an error by pressuring the passer and potential receivers, as this can lead to an interception or the ball being thrown out of court. It is more difficult to force the opposing team to break a rule, but there are occasions when defensive pressure can lead to errors and loss of possession. By working hard as a team, it may be possible for the defenders to discourage their opponents from shooting for a long enough time to cause a violation of the 30 seconds rule. The 10 and 5 seconds rules also provide opportunities for defensive pressure to lead to a violation of the rules.

Players on defence should mark the ball and the immediate passing lanes from the ball handler, leaving available only the long range passes that will give defenders time to cover.

It is particularly important that defensive pressure tries to deny passes into the high percentage scoring area.

Defensive pressure can be applied over part or all of the playing court. A team using this tactic will frequently apply a press late in the game when they are behind in the score, to change the tempo of the game, to disrupt the opponent's pattern of play or to take advantage of their own defensive strength.

#### Defending the high percentage scoring area

First it must be remembered that attacking players will vary considerably in their shooting and scoring ability. What may be a low percentage scoring area for one player may be a high percentage scoring area for another. During a game a Coach will have to make defensive adjustments to counter a high scoring opponent, for example, by trying to prevent the scoring player from receiving the ball.

Defending this scoring area can be considered under two headings, (i) defending the ball in relation to the area, and (ii) defending against a player in relation to the high percentage scoring area.

**Defending the ball.** The ball should always be marked and as it moves towards the danger area marked to prevent shots and drives or passes into the danger area.

**Defending a man.** A player in the danger area without the ball should be marked to prevent them receiving the ball and when a shot is taken they should be blocked out to prevent possession from being gained at a rebound.

#### Matching attacking patterns

The attacking team spread out to create space between players and endeavour to keep the high percentage scoring area close to basket clear of too many players. To prevent this becoming an advantage to the attacking team the defensive team will match the attacking formation. In doing this they will make sure that the ball handler and potential pass receivers are marked and that defenders who are marking opponents away from the ball, sag away from the opponent towards the basket, to provide cover in the under basket area, thus providing a second line of defence.

Because passes can be made at speed, defenders will have to adjust their position quickly. A defender can find that within a fraction of a second their defensive task changes from marking a ball handler, to marking a player who has just passed the ball to then marking a player away from the ball.

Coaches should expect that every time the ball moves, all the defenders will move to adjust their position.



## Organisation

There are two basic defences that teams may use, man to man or zone defence.

In a man to man defence each defender is assigned to defend a specific opponent regardless of where he/she goes when on attack.

In a zone defence all five defenders work as a team unit and react to the ball. In so doing each defender is responsible for an area of the court in which he/she moves in relation to the ball.

Both types of defence can be played over various fractions of the court from full court to just defending in and around the restricted area.

## Communication

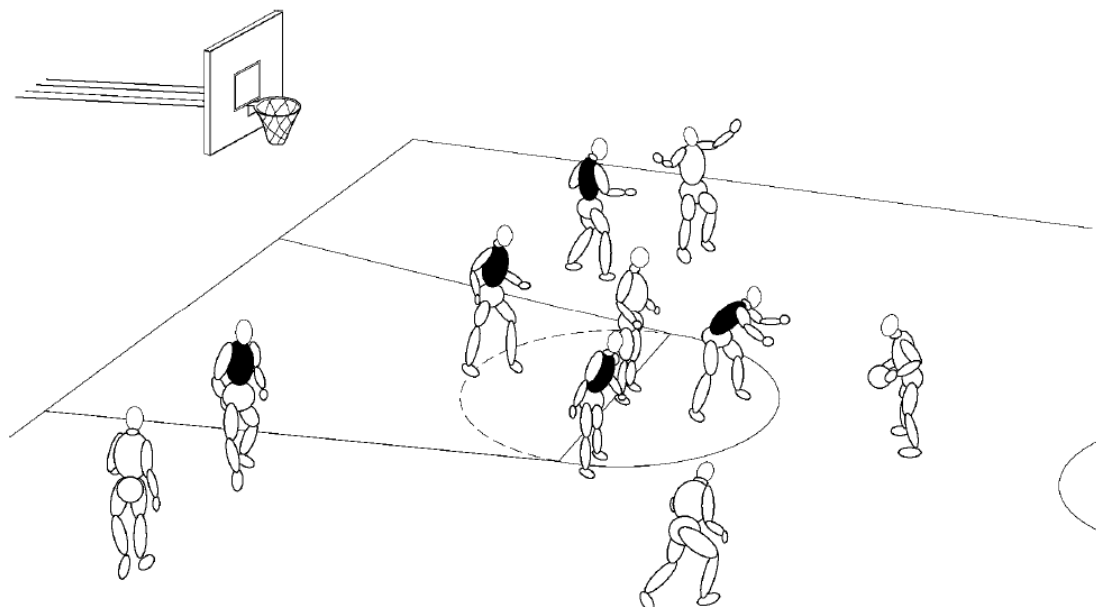
Members of the defending team must talk to each other, so that all are aware of their defensive commitments and moves being executed by the attacking team.

## Individual Defence

Whatever style of defence is used, in the final analysis the team defence will depend upon good individual defence. This was covered in Unit 4.7.

## Sagging Man for Man defence

In this team defence each defender is responsible for one opponent, usually marking between the attacking player and the basket. Normally each attacking player will not be closely marked. Instead defenders will only mark closely when an attacking player has the ball and is a potential scoring threat. When not closely marking each defender will move back away from their opponent towards the basket. The defender will still keep his/her position between opponent and the basket. This is called sagging. The defenders will also sag off an opponent who is some way away from the ball handler. Although sagging away from the ball or an opponent, in these situations the defender is still



responsible for one attacker and should that player move, the defender will match his/her movements accordingly.

The defensive player marking an opponent who is standing furthest away from the ball is likely to sag back until he/she is standing under the basket. This gives depth to the defence and should a team-mate be beaten on a drive this sagging player will be able to help and defend the potential score. Using the good passing range of 3.5- 4.5 metres as a guide, a simple rule of thumb for defenders is that they should be one pace away from close marking an opponent for every pass the opponent they are marking is away from the ball.

Information on how to defend specific attacking plays has already been covered earlier in this manual. Good man-to-man team defence involves the application of these details.

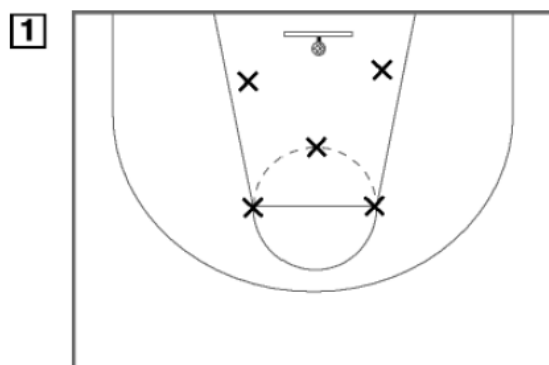
### Zone defence

In a Zone defence each player is assigned a defensive responsibility for a certain area or zone rather than mark one individual attacking player as they would in man-to-man defence. The zone defences usually met in local competitive basketball are organised so as to protect the area of the backcourt around the basket. In doing this, the defenders aim to cover the high percentage scoring area. The five defenders will usually take up positions around the key, aiming to stop attacking players getting close to the basket and thus forcing them to shoot from a distance.

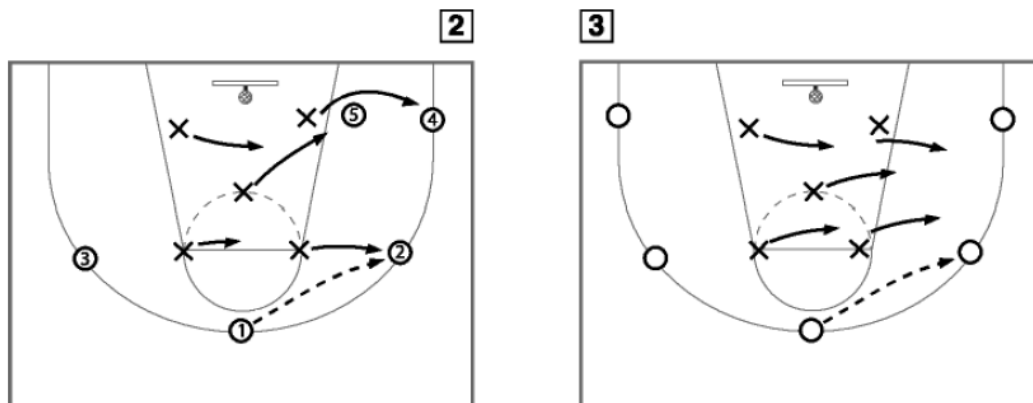
When playing zone defence the defenders do not stand still but move with the ball, endeavouring to ensure that the attacking player with the ball is marked on a straight man to man basis and that each potential receiver of the ball is also marked. When using a zone formation there should always be depth to the defence with the defenders furthest from the ball moving towards the ball. The aim is to work as a team unit with a good formation to prevent drives into the high percentage scoring area or passes being made to opponents who have moved into the danger area. Through doing this, the zone defence is trying to force the attacking team to take shots from outside the 5 metre range – a range at which most inexperienced players are likely to be less successful.

To assist the individual defenders when playing a zone defence, the team will adopt a basic formation from which all movements evolve. The formation will provide each defender with an individual zone of responsibility in which that defender is responsible for marking the ball and any attacking player(s).

The most usual zone defence used in local league basketball is based on a 2-1-2 formation (below) with the defence being numbered from the half way line. This gives two defenders stationed at each end of the free throw line, one player in the middle of the key and the other two defenders in front and to either side of, the backboard.



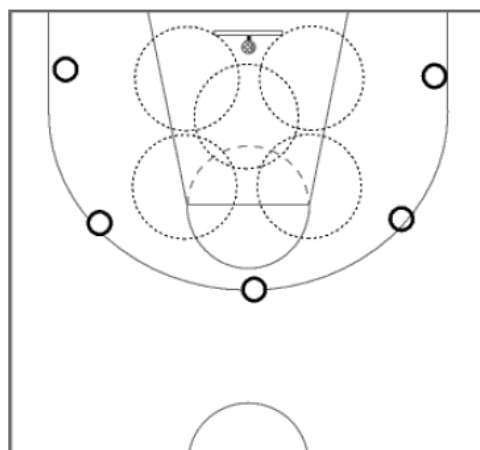
If the ball moves around the zone defence, the defenders should move as in the diagrams below.



More sophisticated teams will use zone defence principles to play pressure defence either quarter, half or full court. Knowledge of these more advanced zone defences is not required for the Level Two Coach Award.

### Teaching Zone Defence

A method used to teach a 2:1:2 zone is for the Coach to draw chalk circles on the floor, with the centres of the circles situated at the starting positions of the defenders. The circles should have a radius of about 2 metres feet (see diagram below). To teach the movements of the defenders, station five attacking players in a horse-shoe formation, with the ball at the guard position in the centre of the court. With the ball in this position, all defenders should move towards the ball as far as the edge of their circles. The two defenders at the front of the defence now mark the ball. If the ball is then passed to a player at the side of the horse-shoe, the defenders have to adjust again by moving to the edge of their 'circles' nearest the ball. Thus the ball is still marked by one of the front players in the zone. With the ball in this position, the point can be made that the zone defenders should endeavour to mark the next potential pass receiver. One front man of the zone is marking the ball while the other remains in the centre of the court, marking the player who has just passed the ball. The ball will be moved round the offensive horseshoe formation checking before each pass is made that the defence has moved correctly. Coaches taking player through this routine can make the points about player movements, marking the ball and potential pass receivers and the depth that can be achieved through a zone defence.



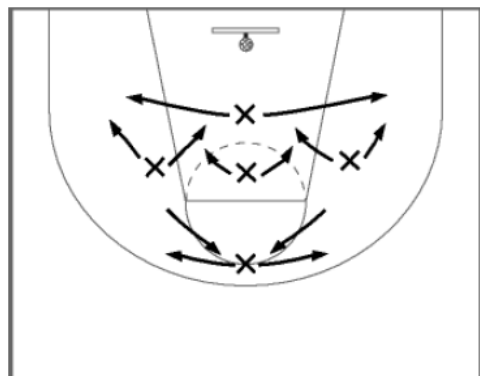
Zone defence is very much a team effort. Players, particularly the hustlers at the front of the zone, must be prepared to work hard and it bears repeating that talking between players is essential.

A zone aims to cover the area of the key and to stop the ball being passed in to a post player. If the post player does receive the ball, defenders attempt to double-team him/her so that a shot is not made and an easy pass out is difficult.

Another popular zone defence is the 1:3:1. Diagram below illustrates the basic set up of this zone and the areas of responsibility of the defenders.

When playing a zone defence the following points can act as a useful check list for the Coach. A zone defence should have:

- (a) The ball marked man to man.
- (b) The next potential pass receivers marked man-to-man.
- (c) The player marking the ball-handler covered, so that the defence has depth.
- (d) The centre of the free-throw line always covered.
- (e) The defender in the zone who is furthest away from the ball at any one moment able to see all the attacking players.
- (f) All five defenders moving on every pass and making sure that they are moving to a pass and not a fake.
- (g) Any attacking player who moves into the area under the basket marked man-to-man.
- (h) Communication between defenders, for example: –
  - "I've got the ball".
  - "Post player coming high (low)".
  - "Post player behind you".
  - "Player in the corner". "Okay, mine".
  - "I've got the player in the corner".
  - "Cutter".
  - "Shot".



### Pressure Defences

Pressure on opponents can be applied all over the court, half court or any fraction of the court area that a coach may specify. A pressing defence can be based upon man-to-man or zone principles. When pressurising the opponents the defensive team aims to force the attacking team into making an error. This error may be due to the opponents becoming flustered into committing a mistake. The attacking team may be forced into committing a time limit error that is taking longer than 5 seconds to bring the ball into play from out of bounds; taking longer than 8 seconds to advance the ball over the half way

line or failure to take a shot within 24 seconds of gaining possession.

An important aspect of any pressing defence is for two defenders to mark one opponent, called a double team. To create a double team demands speed of reaction on the part of the defender. The double team does not aim to gain possession of the ball but rather to force the ball handler into committing a violation or making a poor pass. The defensive team will double-team at the corners of each half court or near boundary lines where the attacking player has less room to manoeuvre.

## 6.2 TEAM ATTACK

### Team Attack versus man-to-man defence

The key to the development of a team attack versus man-to-man defence is to keep it simple. The main aim of the attacking team is to retain possession of the ball until an opportunity is created for a good shot. The building blocks used to develop a team attack are the individual and team skills covered earlier in this manual and the application of the following principles.

### Use of Space

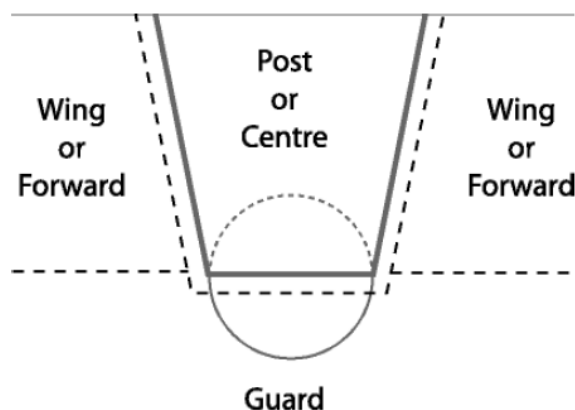
The space between attacking team-mates is an important ingredient of attacking play. This space you will remember is the good passing range of 3.5 – 4.5 metres. Remember also that when on attack players should endeavour to line up at a distance from the basket from which they are a scoring threat. With the 3.5 – 4.5 metre spacing attackers can make quick and safe passes and the defenders are forced to mark on a one-to-one basis. The space between attacking team-mates will give the player with the ball room to drive to basket without having to cope with more than one defender. It will also help the player cutting to basket without the ball.

### Threat

A player on attack in the front court should, when they receive the ball, be a scoring threat to the basket. Part of this threat is to learn to move free to receive the ball at a range from the basket that the defenders consider a scoring threat. Once the attacking player receives the ball the pivot to face the basket will establish the threat to the defence. An important way in which the attacking team threatens the opposition is to penetrate the defence by moving the ball or players towards the basket.

### Pattern of Attack

This refers to the formation in which players spread out when on attack. The attacking pattern allows players to make use of one versus one attacking options with and without the ball covered earlier and ensure that the attackers are spread out and provide space to use the basic team plays also covered earlier.



The three basic playing positions on attack in Basketball are. Guard, Forward (Wing) and Post (Centre).

### Guards

Guards play facing the basket, in the area of court from the free-throw lane back to the halfway line. The guard will usually be one of the shorter players on the team and should be a good driver, first-class ball handler and good shot from outside the key. More experienced players are useful in this position as an important role of players in the guard position is to direct the team attack. The player in the guard position also acts as a safety player so that he/she is in position to receive a pass out when an attacking play breaks down so that possession is not lost and a new attack can be started.

**Forwards**

Forwards play facing the basket, in the area of the court from the free-throw line to the end line, and usually outside the restricted area. The forwards will be some of the taller players on the team, good rebounders and have a good drive and shot from the side and corner of the court.

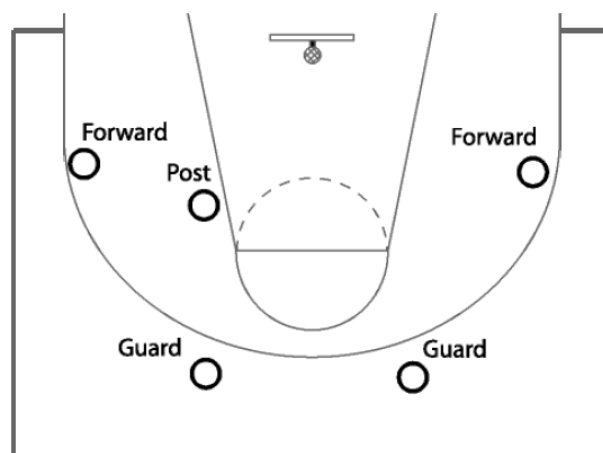


### Posts

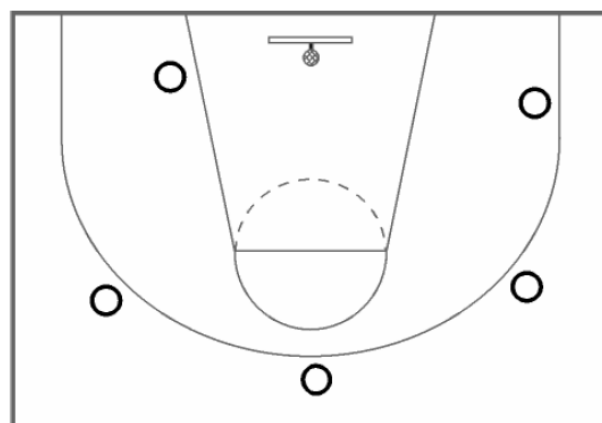
Posts or Centres will play with their backs to the basket for much of the time when they are on attack. Usually the tallest member of the team, they work close to the basket to take advantage of their height. They play in and around the restricted area. They should be good rebounders, able to handle the ball and shoot when closely marked. They need to develop good footwork to be able to free themselves in the area under the basket, to receive a pass and step in to score.

The distribution and placing of players in the team's attack will vary according to the players on the team and the way in which the defence is playing. Three commonly used floor formations are; 2.1.2; 3.2., and 1.3.1.

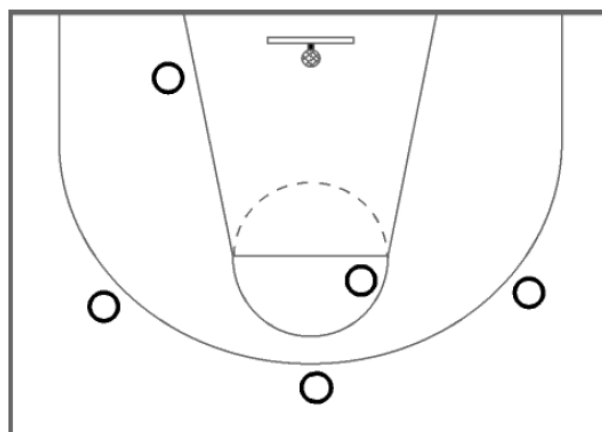
2.1.2 formation has two guards, one centre and two forwards



3.2 or horseshoe formation spreads the players around the basket and has three players in a guard position and two others who can alternate between the forward and post positions



The 1.3.1. formation will be used by a team with three shorter and two taller players. The two tall players play in the centre, one high at the free-throw line and the other low, near the basket. The other three players play outside the key.



Although it is possible to train players to operate to pre determined patterns of play, this method of

coaching has limitations. It is time consuming and what your players have been taught assumes that the defence will play in a particular way. They may not co-operate!

At a very simple level the attack could operate to the following simple rules:-

- **Look Ahead.** Having pivoted and faced the basket the player can see the basket, team-mates who are closer to the basket and the position of any defenders. The look ahead should not be achieved with a turn of the head, but rather a look at the basket with the feet.
- **Pass Ahead.** Pass to the team-mate under the basket. Pass to the team-mate ahead of the ball handler anywhere on the court.
- **Move ahead.** Three points to consider under this heading. Firstly the player with the ball should look to move ahead (towards the basket) using a dribble. Secondly, potential receivers should get free ahead of the ball handler. Finally, anytime a ball handler has no team-mate ahead then at least one should move ahead.
- **Spread out.** Keep the spacing between attacking players.

A team attack that can be used against man-to-man defence is one called a motion offence. In this style of attacking play there is no pre-determined order of movement of either players or the basketball. It is a free-lance attack, with the players operating to tactics decided by the Coach. The emphasis is on ball and player movement, with dribbling discouraged. The dribble is only used to drive to basket, keep floor balance, break a double team or to improve a passing angle. The tactics will amount to "rules" of operation that make use of basic team plays covered earlier. This style of attack leaves the players considerable freedom of action.

A motion offence, for example, can operate from a 1.3.1 formation with three perimeter players, in the guard and forward positions, and two players inside, one at low post and the other at high post.

The rules of operation for players making use of this attack could be as follows: –

#### **All players**

- Think passing and move free to meet the pass.
- Move after passing the ball, either to the basket or to screen.
- Look for the ball when cutting.
- Screen away from the ball.
- Only cut to basket if they have just passed the ball or are cutting off a screen.
- Balance the attack and maintain  $3\frac{1}{2}$  -  $4\frac{1}{2}$  metres spacing between players on the perimeter of the attack.
- Look to pass inside, either to low or high post or a cutting team-mate.

#### **Perimeter Players**

- Pass and cut to basket.
- Pass and screen away.
- Pass inside and move around the perimeter (slide the perimeter).

#### **High post**

- Start with an interchange with the low post.
- Remain one pass away from the ball at all times, even if this means stepping out of the lane.
- Look for the low post when the ball is received.
- Look to pass to the side away from the passer when no pass is possible to the low post.
- Post up and screen for a perimeter player

#### **Low Post**

- Play on the weak side (opposite side to the ball).
- Move to the basket when the high post receives a pass.
- Move to the high post position when the high post moves low.

Finally do not forget that a weapon that every team should use is the fast break. The moment of the change of possession is a time of weakness for the defenders. If the new attacking team reacts quickly to the change of possession they should be able to create scoring opportunities. A fast break involves catching the ball, looking ahead, passing ahead and moving ahead at speed.

## COMPONENTS FOR ATTACKING A ZONE DEFENCE **Attack the Defence**

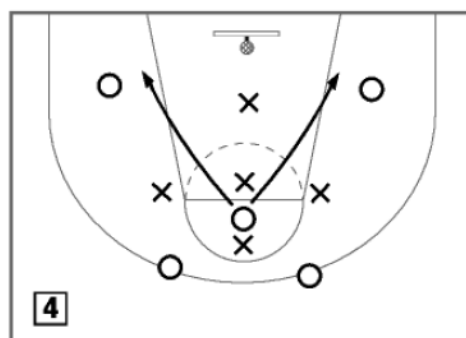
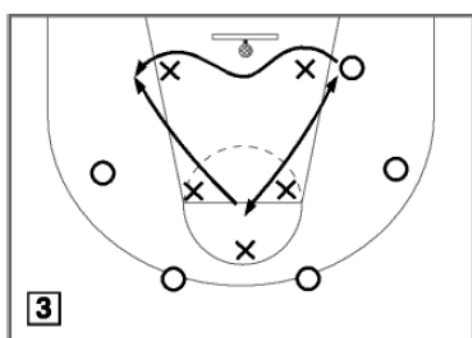
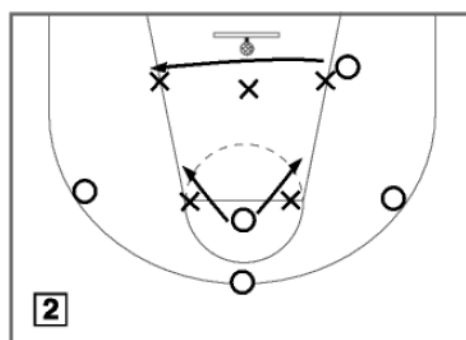
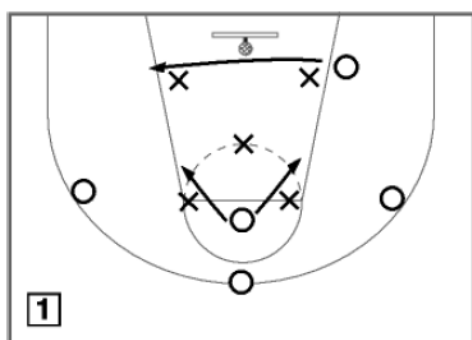
- every attacking player when they receive the ball should threaten the defence.
- face the basket when the ball is received.
- look at the basket and threaten to shoot.
- endeavour to adopt a stance from which an immediate shot can be taken.
- the attacking formation should station players at threatening range to basket. That is a range from which the defenders will think a shot is likely.
- passes should be made to a team-mate so that the immediate shot can be taken. That is passed in front and high on the chest of the team-mate.
- attack the gaps (see below).
- use the dribble with care and then mainly to attack between two defenders with a short drive.
- use fakes to force false movement by the zone defenders.
- when the zone is pulled out of shape either by good passing or dribble penetration, attacking players should step into the spaces which are created thus getting closer to the basket.

### Shoot over the Zone

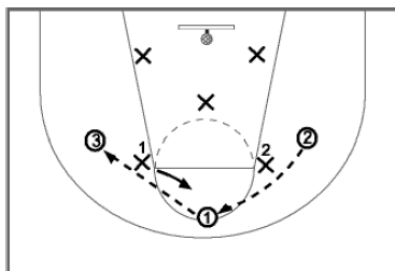
- successful shooting from outside the perimeter of the zone is an important weapon. To be successful against zone defences an attacking team needs one or two players with long range scoring ability.
- develop players who can score consistently from the 4 to 5 metre range.
- even competent shooters from this range need good shot selection so that shots are not taken when closely marked or off balance
- players need to learn to adopt a stance so that a shot can be taken immediately a pass is received.
- shoot through the gaps in a zone (see below)

### Attack the Gaps

- A gap (or seam) in a zone defence occurs where the defensive zones marked by two individual defenders meet.
- Adopt a different attacking formation to the formation adopted by the zone.
  - versus a 2-1-2 zone line up attacking players 1-3-1 (Diagram (1))
  - versus a 2-3 zone line up attacking players 1-3-1 (Diagram (2))
  - versus a 1-2-2 zone line up attacking players 2-2-1 (Diagram (3))
  - versus a 1-3-1 zone line up attacking players 2-1-2 (Diagram (4))

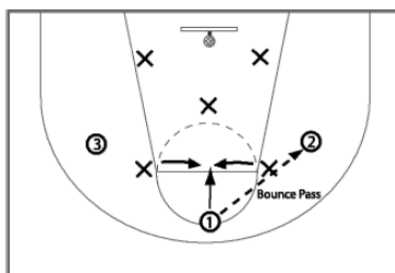


- Passing the ball to a player attacking a gap will present a problem to the defenders.
- "Who marks the player with the ball?"



If attacker O2 passes to team-mate O1 who attacks the gap between defenders X1 and X2 and 1 moves to take the ball handler, Attacker O3 is free to receive and shoot.

- look to use a dribble to attack a gap. The ball handler looks to dribble past the first line of the defence and as the zone collapses around this player he/she can pass off. Players should avoid forcing the drive into a zone defence. The driving player needs to be alert and under control to make the pass off.
- when defenders close a gap, look to pass off to an open team-mate on the right or left. When a dribble is used to attack a gap, the use of a bounce pass to a team-mate can be effective.



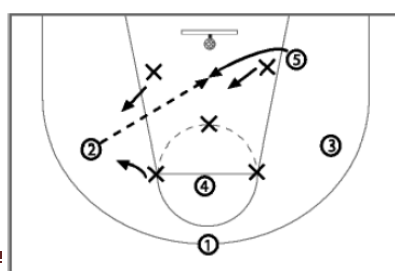
- A cut through a gap can create a problem for the defence. If a perimeter defender follows the attacker cutting, then fill the position vacated and pass to the new player.



Player O2 passes to team-mate O3 and cuts to basket. If the wing defender follows the cutting attacker, player O1 can move into the space created and receive a pass from player O3 and be free for a shot.

### Attack from Behind the Zone Defence

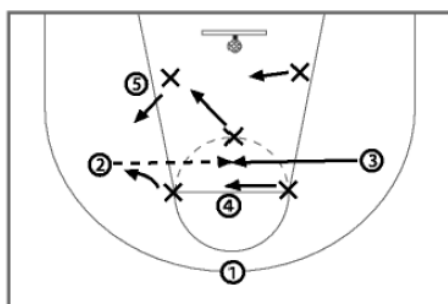
- with players in a zone defence concentrating their attention on the ball and its movements, the



attacking team can take advantage of this by stationing one or two players behind the zone.

With the ball held by player O2 the zone defence will be looking at and moving towards the ball. This will give player O5 a chance to cut into the zone to receive the ball.

- attacking moves from the baseline or the weakside can create problems for a zone defence.
- when a player moves from behind the defence and receives the ball in the middle of the zone but finds that they are unable to shoot, they should look to pass to the weakside (side of court opposite to where the pass inside came from).
- playing with one or two players behind the zone means that the attacking team is well positioned to move in to gain rebounds.
- a wing man on the weakside should look to move into the middle any time it is vacant, particularly looking for space just below the free throw line. See diagram below.
- attack from inside the zone by endeavouring to pass the ball into the low or high post positions or into the middle of the zone. When the zone collapses around the ball there will be an opportunity to pass out for the shot.
- a player who has moved into the middle of the zone and received a pass should face the basket and look for a shot.



### Pass Against a Zone Defence

- out manoeuvre the zone defence with quick and accurate passing
- remember the ball can move faster than players
- when passing around the perimeter of a zone it is useful to have the ball at head height, using the overhead pass will eliminate any unnecessary movement prior to passing the ball
- passes should be quick, accurate and safe to move the zone or individual defenders out of position. Try to avoid forcing a pass.
- using two hand passes makes it easier to fake a pass to create false movement by the defence and to free an attacking team-mate. Remember that a one handed pass is difficult to pull back.
- use passes to spread the zone defence. Develop a rhythm and swing the ball around the perimeter of the defence.
- be patient, the attacking team need to move the ball until they have a high percentage shooting opportunity. This may take time against a zone defence. The team with the ball aim to control the tempo of the play.
- because the zone moves every time the ball is passed, the attacking player can counter this by using limited movement of attacking players. Rather than using long cuts or drives, the attacking players should limit their movement to a step in to spaces in the zone or short one bounce drives.
- be prepared to 'reverse' the ball around the zone (from one side of the court to the other), either by quick passes around the perimeter or by throwing a 'skip' pass over the top of the zone.
- Look to make quick passes from one side of the zone defence to the other. This can be achieved by:
  - passing in to an attacking player in the middle of the zone who relays the ball onto the weakside.
  - using a "skip pass". This is a pass in which the passer misses out (skips) a man on the perimeter to get the ball to the receiver quicker.

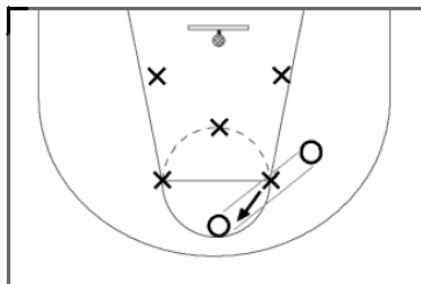
The diagram below shows a basic wing-to-wing skip pass to counter zone movement.



- The skip pass must be a strong pass and thrown using an action like a two-handed outlet pass, with speed as important as accuracy. If the pass is too slow the defenders can make the steal or adjust to cover. An attacking player using a skip pass should look to use a fake before passing.



- play with two defenders by making rapid passes back and forwards between attacking players to tire the defenders or cause a lack of concentration. When a mistake occurs attack the weakness.
- try to use passing lanes through defenders rather than always go around the perimeter. This could involve using an overhead pass or a bounce pass.



### Fill Space Vacated by Defender

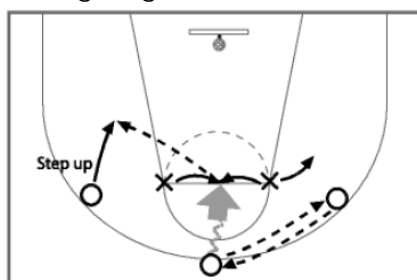
- when a defensive player moves out of their zone of responsibility look to get an attacking player into the space presented.
  - be alert to a member of the zone moving away quickly for a premature steal-away one man fast break. Attack this spot.
  - if a defender moves to mark a ball handler at the edge of their zone of responsibility get an offensive player into the space vacated. In the diagram below Defender X4 has moved out to take Attacker O2 leaving a gap for player O5 to step into and receive the ball.



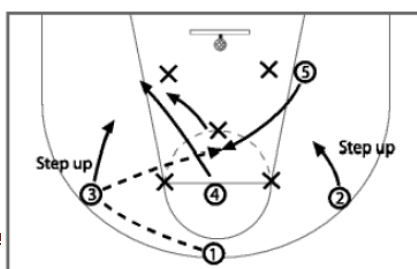
Attacker O2  
player O5 to step  
the ball.

### Step up for the Shot

- because penetrating the gaps will cause the defence to move and collapse, stepping up by an attacking player (moving a step closer to the basket) can provide a better opportunity to get within a higher percentage scoring range.

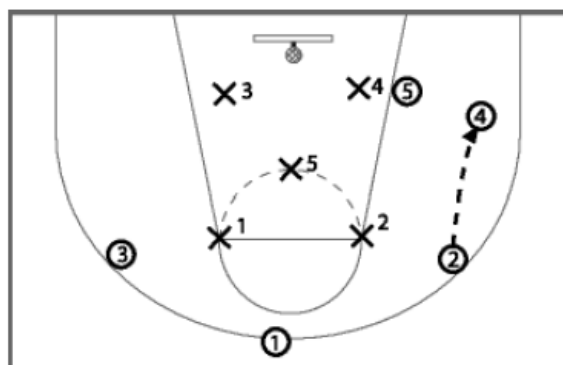


- when the ball is passed into the middle the step up by perimeter players should involve movement to remain within the view of the ball handler. This will make it easier for the pass out to be made.



## Overload

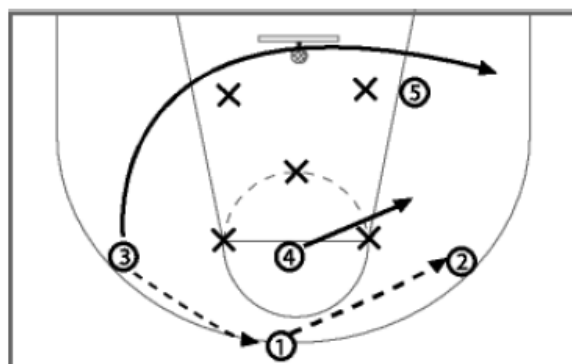
- a zone defence can be weak when two attacking players are stationed within the zone of responsibility of one defender. This is particularly true if the two attacking players are far enough apart so that the defender cannot adequately guard both players at the same time.



In the diagram above defender X4 has two attacking players O4 and O5 within his/her area of responsibility. If the ball is passed to player O4, does defender X4 move out to take the ball handler or stay with attacker O5 who is closer to the basket? The solution to this question could create a scoring opportunity for the attacking team.

- If player O4 is allowed to shoot this could be a high percentage shot. At local league level the defenders will often think that because the attacking player is outside the key, then it is a low percentage shot. In reality, player O4 could be shooting from only five and a half metres from the basket, less than the distance of a free throw.
  - If defender X4 moves out to mark attacker O4 this could leave player O5 unmarked and available to receive a pass.
  - If defender X5 moves to cover player O5, this leaves the middle of the zone vacant for attacker O3 to move in to receive and shoot.
- the overload may be created by a player cutting to establish the overload.

In the diagram below the weakside player O3 passes to team-mate O1 and cuts to basket, going through to create an overload in the opposite corner. With player O4 moving to the side of the key in a high post position a 4 versus 3 overload has been created down the court.



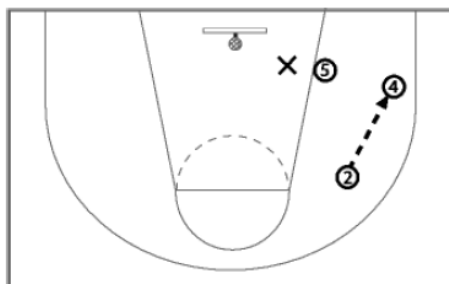
## Fast Break

- an ideal time to take a shot against a zone defence is to shoot before the zone forms up. For this reason the fast break must always be a major component in any attack against a zone defence. The attack should start immediately the team gain possession of the ball; this could be

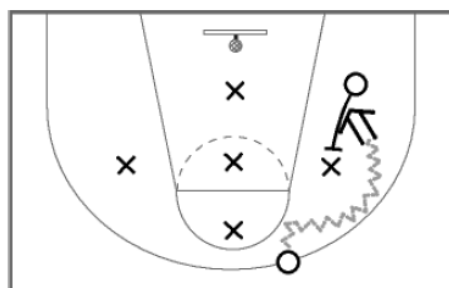
from an interception or more likely from gaining a rebound. For more information on using a fast break see Unit 6.3.

### Use Screens

- a screen can be effective against a zone defence.
  - A screen set in front of a defender will make it difficult for the defender to put defensive pressure on a shooter who moves behind the screen.



- Screens can also be set on perimeter defenders to free a player for a shot. For example against a 1-3-1 zone defence an up-screen can be set on one of the wing defenders to free the point guard.



## ATTACKING PRESSING DEFENCES

Pressing defences will be used as a surprise weapon by the defenders trying to force the attacking team into an error, to play at a tempo they do not wish, or to become flustered. It is important therefore that the attacking team retains its poise and knows how to react when pressure is applied.

Against pressing defensive tactics the attacking team should have players spread out so that it is more difficult for the defenders to double team the ball handler.

If the pressing defence is based upon man to man principles then the attacking team should look to:-

- Give the ball to the best dribbler to advance down court.
- Use screens off the ball to free a player to receive a pass.

If the pressing defence is based upon zone principles then the attacking team should look to:-

- Beat the press by passing and avoid the use of the dribble to advance the ball down court.

## 6.3 TRANSITION

The moments in the game when possession changes can be critical to both teams. There should be an instant reaction to the change from being the defensive team to being on attack and vice versa. Teams should aim to quickly execute transition from defence to attack or attack to defence. The quick movement from defence to attack is usually called a fast break. Defender should remember that the simplest counter to an opponent using an attacking fast break is to defensively fast break.

The fast break should be an integral part of the attacking play of every team. In a fast break the team on attack aims to obtain a numerical or positional advantage before its opponents can get their

defence organised. The attack should start immediately a team gains possession of the ball. This could be from an interception or more likely from gaining a rebound.

- The simplest fast break is for one player to break down court and for the ball to be thrown to this player.
- Even if the one player break is not on, it is important for other attacking team players to start the move down court quickly. When the ball is gained from a rebound this will involve the player taking the rebound, moving the ball out from the under basket area. The receiver will often be at the side where the court will be less crowded. The outlet pass to this player should preferably be made ahead of the player so that the ball is taken on the move down court.
- The ball must be advanced down court quickly by passing ahead to a free player or by dribbling quickly down court if there is no player ahead.
- The player moving the ball down court requires support by one and preferably two team-mates who sprint out of defence in an effort to support the ball handler. This will ensure that the attack has width.
- The attacking team will aim to move the ball to the free throw line with one or two players on either side of the ball carrier. The support players should cut in towards the basket for a pass if the ball handler is unable to dribble the ball all the way to basket for the score.
- Even if the first wave of attacking players does not create a shot, the attacking team should look to pass the ball down to the end line as this will flatten the defence. This could create space for a scoring opportunity for the second wave of attackers as they move down court.

There are three phases to a fast break: –

- (i) Obtaining possession and making the first pass/dribble out.
- (ii) Moving the ball up the court.
- (iii) Moving the ball to a position for the shot.

### **Phase 1 – Possession and Outlet**

**Possession** – Can be gained from: –

- a rebound from a missed shot from the field or a free throw or an interception.
- out-of-bounds at the end line following a score.
- out-of-bounds following a violation by the opponents.
- a jump ball situation.

Of these the most usual are the rebound and the interception.

**Outlet** – Having gained control of the ball the new attacking team must respond immediately by starting the movement of the ball down court. This will involve: –

- making an outlet pass from the congested under basket area following a score or rebound.
- if the pass is not possible a player may use a "power dribble" out from under the basket area to create space to move the ball down court.
- if the ball is out-of-bounds on the change of possession, player(s) on court aim to get free ahead of the player out-of-bounds to enable a quick break down court to start. Remember that not all four players on the court need to move free to receive the in bounds pass.
- the simplest fast break is for one player to run down court and for this player to have the ball thrown to him/her whilst there is a numerical advantage of one versus none. A long pass will be used to throw the ball ahead of the breaking player,
- a favoured pass for a rebounder to use when they have landed is an overhead pass.
- the outlet overhead pass will usually be made to a player who has moved to a position at the side of the court level with the free throw line. Again the ball should be thrown ahead of this player. If the pass is not possible then the player can use a dribble to move the ball down court.
- once the outlet pass is made the player with the ball should look to pass to a team-mate who has moved ahead.
- if no player has moved ahead then the player receiving the outlet pass should dribble down court.

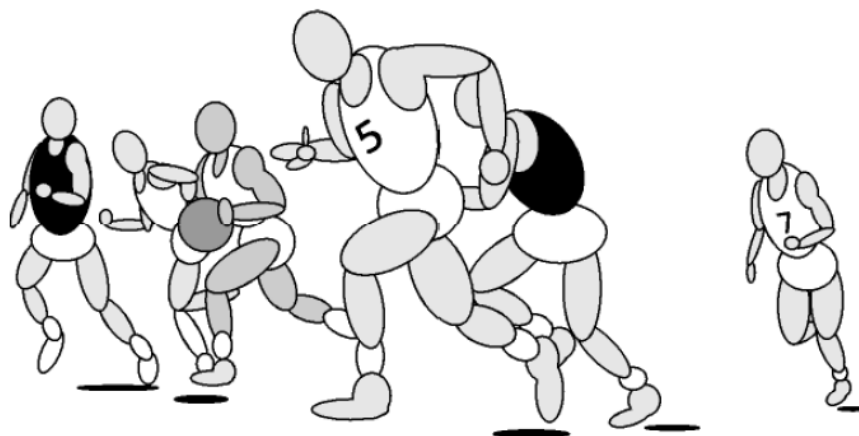
### **Phase 2 Moving the ball down court**

Once the break has been initiated, all the players on attack should move quickly forward so that their team can move the ball quickly and safely down court and capitalise on any advantage gained against the opponents.

If the opponents have been very slow moving back to defend when they have lost possession, the player

who has received the outlet pass may find that they can dribble the ball all the way to basket for an uncontested shot.

Even if this is not possible the player who receives the ball should look to pass the ball forward to a player who has moved ahead. In this way the attacking team can quickly move themselves and the ball from defence into attack.

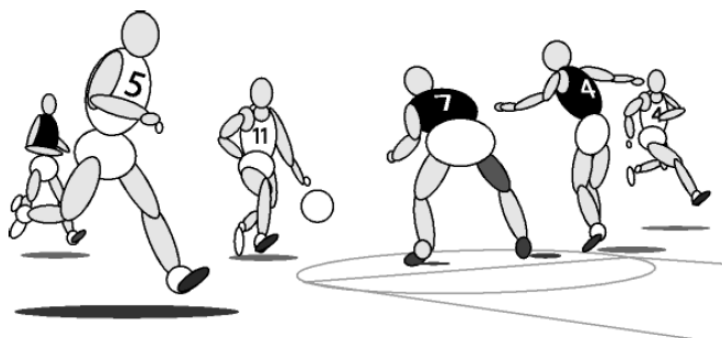


The team moving the ball down court should consider that they have three lanes that they can use in the attack. One lane goes down the centre of the court and the other two down the sides. The attacking team should endeavour to fill each lane with an attacker as the ball is moving down court. Players moving down these lanes should be spread out approximately three to four metres apart.

Remember it is more important for the team on attack to strive to pass the ball to the player who is ahead. After the attacking team cross the half way line they should try to centralise the ball, that is pass the ball to the player who is moving down the middle lane. This player in the middle may move the ball forward on the dribble. With the ball in the middle this gives the attacking team the option of passes to left or right to a free players moving in to the basket.

### Phase 3 The shot

Assuming the attacking team has centralised the ball, the middle player should look to go all the way to basket for a clear shot. If this is not possible the ball handler should aim to stop (jump stop) at the free throw line and pass to a player, who has cut down the side of court. A wing player having moved down his/her lane should, on reaching a point level with the free throw line, cut directly towards the basket. If no pass is possible to the side then the trailer, that is the fourth player down court, should move fast and head direct to basket so they can then be the potential pass receiver.



The team moving the ball down court will not go so fast that they lose control of the ball. The break should be quick but controlled.

As play moves to the attacking end of court the offensive team must appreciate that they are aiming for the first "good" shot. If it is a lay up, all well and good, but if an opportunity is presented for an unimpeded 4 metres shot then it should be taken.

Defenders will, of course, do everything possible to prevent such a shot from a fast break. To beat them the attacking team should aim to spread out and take the first good shot and endeavour to try to keep the under basket area free.

### Defending against the Fast Break

The defending team should try to stop the fast break during Phase One and Phase Three of the

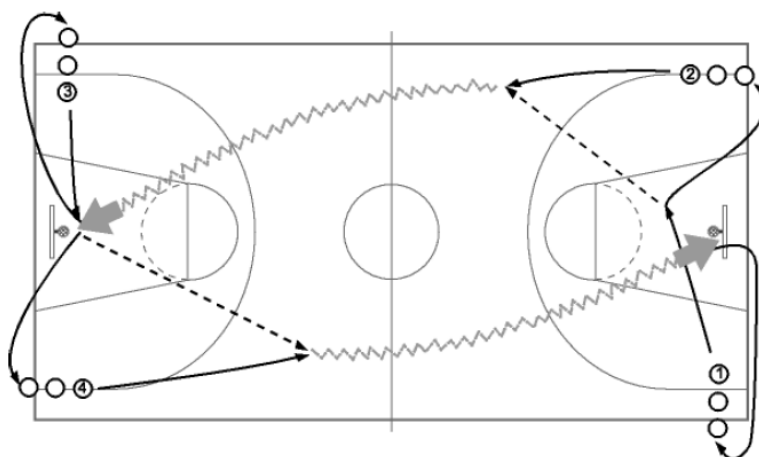


break, not during Phase Two. In Phase One, they should try to delay the outlet pass by putting pressure on the player who has gained the rebound. At the stage of Phase Three the defenders will defend from basket out. The first defender back should go to the basket to stop the lay-up shot, the second defender back should line up in front of the team-mate under the basket, thus creating a "tandem" defence. The front defender in the tandem tries to stop the player with the ball and the player under the basket moves to take the pass receiver. The front defender as a pass is made, quickly moves back under the basket. The defenders are trying to force the opponents to make extra passes. Each pass will give time for the defence to become organised. As the attacking team is aiming to gain a numerical advantage and to get behind the defence, an essential point to make on defending the fast break is not to allow this to happen. The simple counter to opponents who are breaking fast is to make a defensive fast break. This demands that players respond instantly to the change of possession and defensively fast break.

## DRILLS FOR THE FAST BREAK

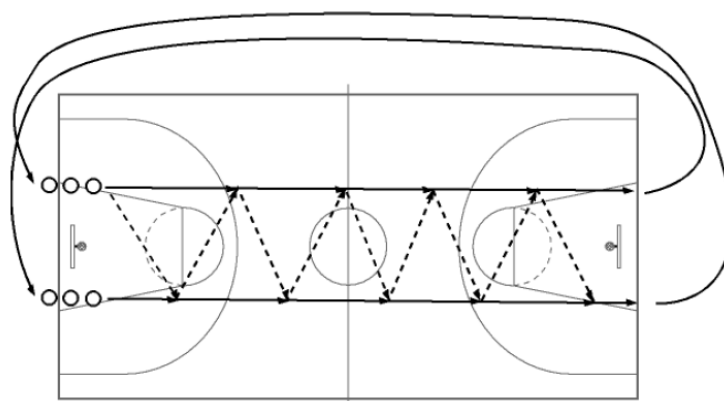
### Long Pass Break Drill

- Player 1 takes the rebound and makes a long pass to player 2, who dribbles down court to score.
- Player O3 rebounds the shot and passes to player O4 who has moved down court.
- After the pass out player 1 joins the 2 line, after the shot player 2 joins the 3 line, and after the pass to the cutter, player 3 joins the 4 line,
- Progress to using two balls.



### Passing in Pairs

- Players line up in pairs at the end line about 4 to 5 metres apart, with a ball in each pair.
- The front pair start and run down the court passing the ball to and fro on the run, without allowing the ball to touch the ground.
- When the first pair reach the half-way line, the next pair set off.
- When the first pair reach the end line they go to the side of the court and walk back to the start, carrying the ball.
- On the next turn the players run down the other side of the court.



*Coaching points:*

- Run down the court, eliminate jumps, skips, changing step.
- Pass ahead of the receiver
- Keep the ball high on the chest.

### Three Player Break Drill

- This is a progression from the Two Player Break Drill with the addition of a third line of players.
- The players form three lines, with each line about 3 - 4 metres apart, with a ball held by each player in the middle lane.
- The first player from each line starts with the ball handler passing the ball to one side and moving forward to take a return pass, and then pass to the player on the other side. This player returns the ball to the middle player and the drill continues.
- While the passing and catching occurs the players run down the court.
- When the first trio reach the half way line the next trio moves off.
- Return to the starting end carrying the basketball and walking down the side of the court.

#### Coaching Points:

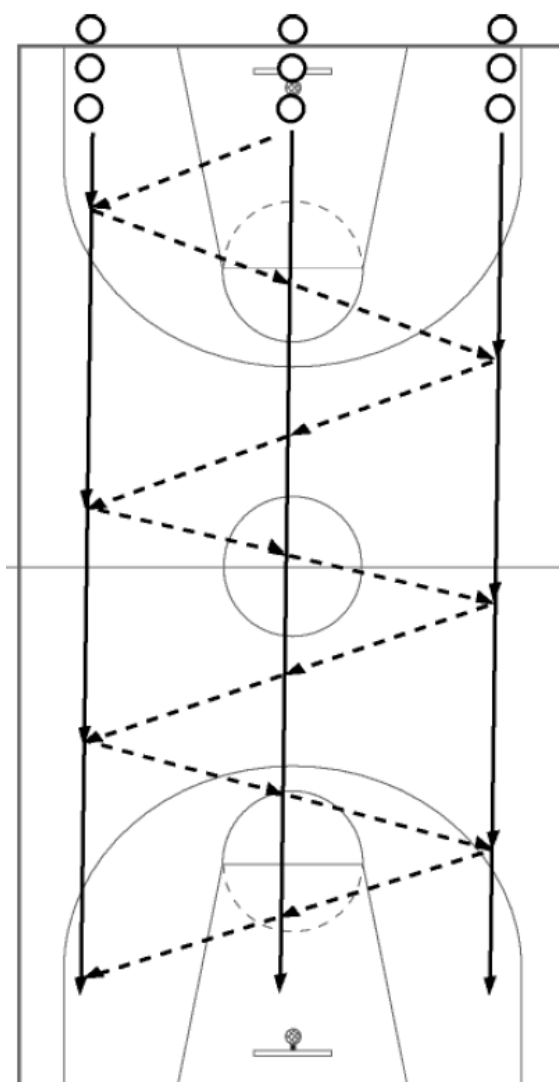
- Use natural running action.
- Two hands to pass and catch.
- Receiver signals for the ball.
- Player in the middle controls the passing to the wing players who should be slightly ahead of the middle player.

#### Variation 1

- Include a shot on the run at the end of the run down court.

#### Variation 2

- The player in the middle with the ball starts the drill facing the backboard.
- This player throws the ball high on the backboard and jumps and rebounds the ball then starts the three player breaking down court with an outlet pass to a wing player at the side of the court.



### Outlet Passing Drill

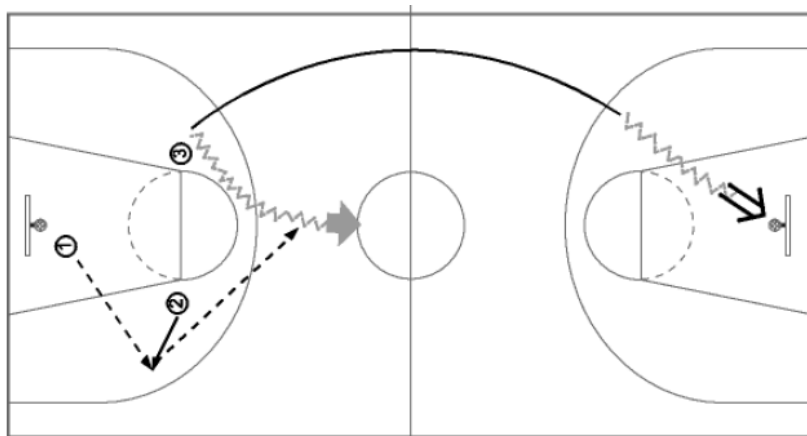
- One line of players facing backboard at the side of basket.
- One player is out of the lane as an outlet player.
- The first player in line has ball and throws the ball up high on the backboard and immediately follows the ball to the boards to rebound it.
- Having rebounded the ball, the player turns to the outside and passes the ball to the outlet player.
- The outlet player passes the ball to the next player in the rebounding line.
- The rebounder becomes the outlet player and first outlet player joins the rebounding line.

#### Coaching Points:

- Two footed, controlled take-off
- Use two-handed overhead pass on outlet.

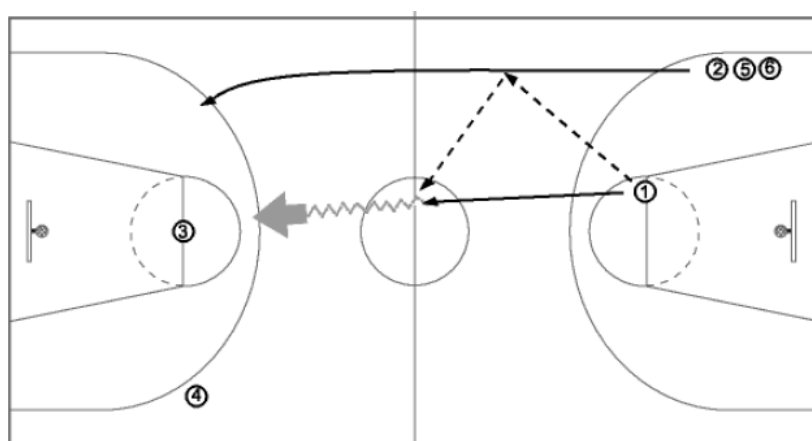
### Rebound and Outlet Pass Drill

- Players work in threes.
- Player O1 throws the ball on the backboard, jumps and collects the rebound.
- As the ball is caught O2 and O3 break out to the side for one of them to receive the outlet pass.
- The player who does not receive the pass breaks down court to receive a long pass and dribbles in to shoot.
- Young players may need to take 1 or 2 dribbles if they are unable to make the long pass required.



### Two on One Drill

- Player 1 passes to player 2 who is moving quickly up court.
- Player 1 joins player 2 fast breaking down court and together they attempt to beat the defensive player 3.
- Once the basket is scored or player 3 gains the ball, player 4 breaks down court to receive a pass from player 3, and players 4 and 3 now move down court to attack the basket at the opposite end of the court.
- A new defender 5 has stepped out of the line to act as defender against the attack by players 3 and 4.
- After an attack, players 1 and 2 take the positions of players 3 and 4. Players 3 and 4, after their attack, go to the end of the waiting line.



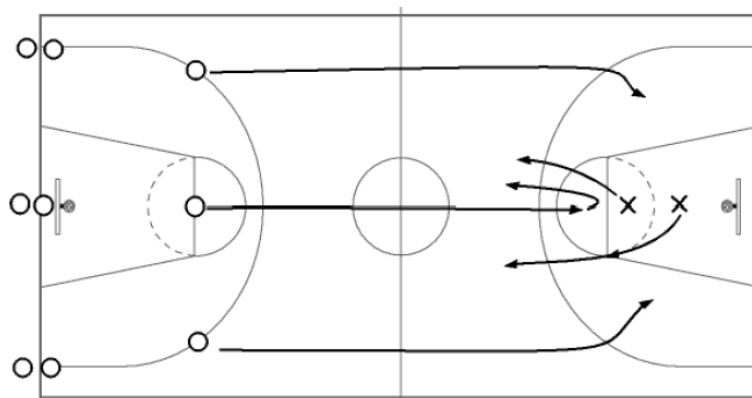
### Three on Two, Two on One Drill

- Three players break down court against two defenders.
- The attacking team aim to score as quickly as possible.
- When the defenders gain the ball they attack the opposite end of the court against one of the

three attackers

(the player who ran down the middle or the player who took the shot or lost the ball).

- The remaining two players from the initial attack become the next two defenders.
- When the two versus one has led to a shot, the next three players come onto court, quickly secure the ball and break down court.

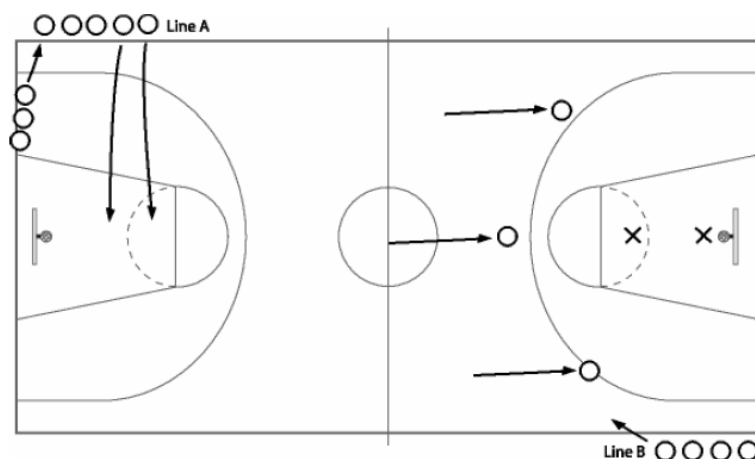


#### Coaching Points:

- The ball handler in the two versus one should go direct to the basket and only pass off when the defender has been drawn out of position.
- Immediate reaction to the change of possession.

#### Continuous Fast Break (Three versus Two) Drill

- Three players from line A, with the ball, break down court and try to score against two defenders from line B.
- When the defenders gain the ball they are joined by one other player from line B and they then attack the opposite end, where the next two players from line A have moved out as defenders.
- The first group of attacking players join the end of the waiting line B.



#### Coaching Points:

- The defenders must react instantly to the change of possession.
- The defenders need to stay aware of what is happening on the ball so that possible interceptions can be made.
- The defender nearest an opponent with the ball should mount an aggressive defence that forces the attacker to slow down or risk losing the ball.
- The attacking team should aim to fill the three lanes and once a lane is taken players should avoid changing lanes.

## 6.4 COACHING IN THE GAME

Candidate coaches preparing for the Level Two Coach award will be assessed on their ability as a game coach. These coaching duties undertaken during a game are often described as bench coaching.

Although a greater part of the preparation of players for a game occurs during training sessions the coach on the bench can play an important role in the success of their team. The coach achieves this by establishing the tactics to be used by the team and providing appropriate guidance and encouragement to players during the game. The coach first has some philosophical questions to

answer before the game is played. Do the players in the group want to win or should every player who turns up for the game expect the play? These objectives can be in conflict and the coach will need to establish, in discussion with the players, answers to these questions.

Game coaching is about communication. The notes that follow highlight some of the topics that will need to be communicated and occasions when this can occur.

The coach will also need to develop an overall approach to the game. What style does he/she prefer the game to be played in? Always man to man? A fast breaking all action game? Are the players capable of playing the coach's preferred style?

The Level Two Coach will be expected as a bench coach to undertake the following: –

### **Pre-game**

- Decide on the overall strategy to be used during the game. This decision making should be shared with the players. It will help develop their confidence prior to the game if they believe that the strategy selected represents the best chance for the team to play well and provide them with an opportunity to play well as individuals.
- The game plan will cover:
  - Style of team attack to use, including specific plays that take advantage of the team's strengths and hide their weaknesses. How the team will play if the opponents use a man to man defence. How they will play if they meet a zone defence.
  - What team defence will be used? Man to man or zone? What tactical adjustments will be made to counter opponent's strengths and weakness?
- Go over the game plan with the players. This may be at a training session before the game or in the time prior to the game.

### **Before start of play**

- Re-cap the game plan with the players. Remind individual players of any specific responsibilities, for example to mark the opponent's ace dribbler. Which hand does he favour?
- Select starting five. Give this information with team list to the scorer.
- Introduce yourself to match officials and opposing coach.
- Supervise the warm-up. This provides an opportunity for the coach to make individual comments to players.
- In the final minutes call the players together and remind them of the basic points of the game plan. Keep it simple and to the point.
- Make use of the Basketball England Game Coaching Planner on the Level 2 Log Book to record details of games coached.

### **During the Game**

- Once the game has started the coach will be checking if the players are following the game plan. If not, is it due to a weakness on the team's part or are the opponents preventing something happening? The coach should also be considering what adjustments need to be made to improve overall performance.
- Is the team defence countering the opponent's main strengths? Should changes be made in defensive assignments?
- Is the team attack creating scoring opportunities? Are individual players making good shot selection?
- Decide on substitutions. The coach can substitute a player off so that changes in team play or that individual's play can be explained and the player then goes back on. Substitutions may be necessary because of the number of fouls that the player has committed and the coach may want to save that player for later in the game. It is important that the coach briefs a player before they enter the game and de-briefs them when they leave the game. Remember the point made earlier about all players on the team playing. If this is the case the coach will need to balance the strength of those players who are on court at any one time.
- Time-outs can be used for a number of different reasons. These could include confirming the game plan to the team, changing the game plan, making substitutions, resting players and changing the momentum of the game. Any instructions should be kept brief and to the point. Any changes to the game plan should amount to adjustments rather complete changes. Finish each time out with a positive message to the players.

### **Intervals in Play**

- Coaches should make use of all intervals in play to communicate with their players.
- The Coach must have something to say but should not waste time. The simplest thing is to refer back to the overall strategy and emphasise the tactics and any changes that need to be made.



**Post Game**

- Evaluate the performance of the team and individuals. This can be used to improve performance in future games or to highlight topics to be included in future training sessions.
- Debrief the players by going back to the game plan and reviewing how successful this has been.

## UNIT SEVEN: SPORTS SCIENCE FOR BASKETBALL

This unit provides a brief introduction to the application of the Sports Sciences in Basketball. Candidates seeking more detailed information should attend some of the course for coaches organised by sports coach UK

### 7.1 BASIC SPORTS PHYSIOLOGY FOR THE BASKETBALL COACH

**Speed**– this can be defined as "the time taken to co-ordinate the movements of individual joints of the body as a whole".

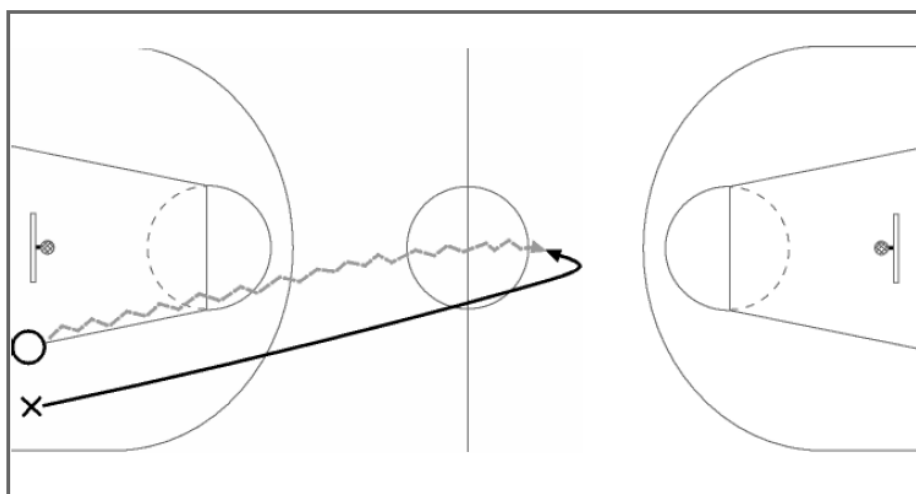
In basketball two aspects of speed should be noted the first is Reaction Time and the second is Limb Speed, in particular leg speed.

An example of Reaction time in basketball is the time that elapses from the moment a defender makes a mistake and the muscle contraction that initiates the attacking player's reaction to the defensive error. Recognition that a mistake has occurred is important and coaches have a role in developing a player's understanding of what they are seeing. Reaction time can also be improved through using practices that are very similar to game situations.

Limb speed can be important for defenders when trying to move their feet to maintain position against an opponent. Two drills that coaches can use to improve the speed of their players are: –

#### Catch Up Drill

- Two teams of players on the end line as in Diagram.
- The player with the ball starts a step ahead of the defensive player.
- The players play one versus one to the basket.



#### Coaching Points:

- The defensive player should sprint in front of the dribbler so as to create enough time and space to turn and regain the defensive stance.

#### Machine Gun Drill

- The group of players spread out in front of the coach.
- On a signal from the coach the players stutter their feet rapidly, while keeping their position on the floor.
- Continue for a short burst of 15 seconds.
- On the whistle, jump round a quarter of a turn and repeat.
- Then turn back and continue.
- Aim for the players to undertake a short burst of work, a short recovery period and then repeat the speed work.

**Strength:** – this can be defined as "the maximum force which a muscle or group of muscles can generate against a resistance".

When the muscle fibres are placed under stress, such as a weight, they become more efficient. One obvious strength requirement for basketball players is the strength needed to lift the body off the ground when jumping to catch the ball at a rebound.

Two drills that a coach could use to improve strength are: –

### Power Bounds

- The players move around the floor, starting with both feet flat on the floor about shoulder width apart.
- From this position the player jumps as high and far as possible.
- Knees bend on each jump no more than 90°.
- Drive up without hesitation on each jump so that the legs are at full extension.
- Each bound should be of maximum effort.

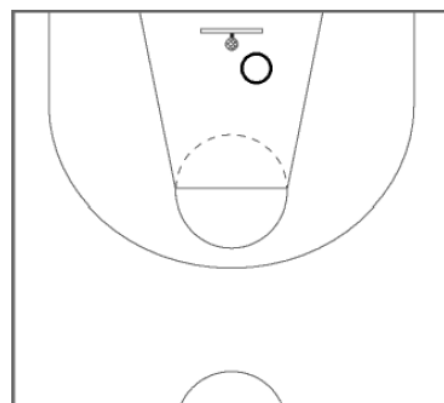
Do not allow the players to flex the knees greater than 90°. This is particularly important with young players who are still growing.

### Jumping for Backboard (without the ball)

- Player O1 stands beneath the backboard and touches it five times with the right hand, jumping each time from the same spot.
- The drill is repeated for the left hand.

#### Coaching Points:

- Reach as high as possible on the backboard.
- Crouch before jumping to increase speed at take-off.



**Stamina (Endurance):** – this can be defined as "the capacity to continue prolonged physical activity of low intensity, despite the onset of fatigue".

Endurance can be considered under two categories: the "short-term" endurance for efforts lasting under one minute, for example in basketball maintaining a good defensive position and moving the feet constantly against an opponent, and "long term" endurance, for example playing a full game of basketball.

When players perform the Zigzag drill as a defender they are training to improve their short term local muscular endurance. Initially players will become fatigued in the legs as they undertake this drill. As they improve so the coach should increased the training load by increasing the number of lengths of the court they perform the drill.

To improve "long term" endurance the coach can help by ensuring that training sessions involve periods of sustained activity.

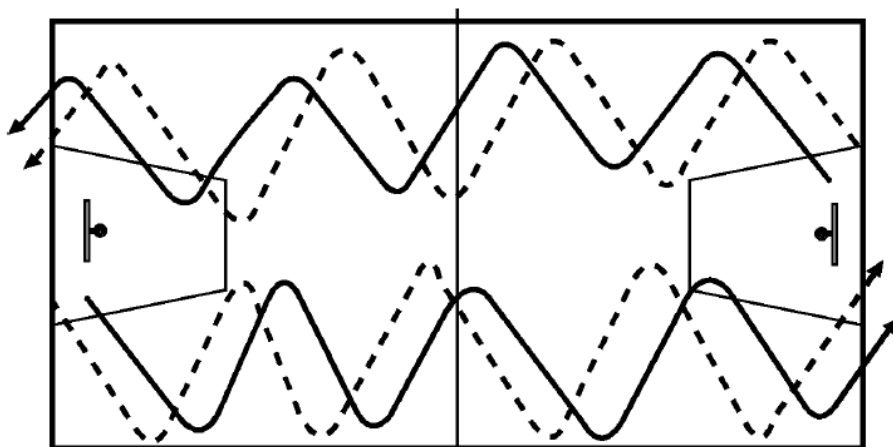
Two drills that a coach could use to improve strength are: –

### Zigzag

- Players line up in two groups one at each end of the court as in the diagram.
- The first player in each line steps onto court to become the defender.
- The second player in each line holds a basketball. This player will dribble down the court zigzagging from side to side.

- The dribbler starts off dribbling towards the side line. Just before the side line they changes direction and hands and head towards the centre of the court. When this line is reached they change direction and hand again and head for the side line.
- When this is reached another change of direction is executed and so the player progresses down the court with a zigzag movement.

- While the dribbler is progressing down the court the defender endeavours to mirror the movements of the dribbler and maintain a position between the dribbler and the end line.
- When the dribbler reaches the end line the ball is handed to the next person in the waiting line and the dribbler joins the end of the line.



#### *Coaching Points:*

- Defender maintains a good defensive stance.
- Defender maintains position by moving feet.
- On the change of direction the defender steps back one pace before moving in the new direction. This is called a "drop step".
- The defender keeps his/her hands low with palms facing the ball ready to push it away if the dribbler fails to protect it.

#### **Suicides (Line) Drill**

- Players line up at the end line (allow space between players).
- On the start signal the players run from the end line to the first free throw line and back to the end line.
- They then turn and run to the half-way line and back; then to the far free throw line and back and finally to the opposite end line and back.
- After a rest repeat.

**Suppleness (Flexibility):** – this can be defined as "the range of movement at a joint or a series of joints".

By stretching and therefore increasing the range of movement at a joint it is possible to improve both speed and agility and has an added bonus of helping to protect against injury. It is important to remember that the basketball player does not require the joint flexibility of the Olympic Gymnast. Basketball players need to stretch the muscles that are going to be used when playing basketball. You will be familiar with stretching exercises from watching sportsmen and women warming up prior to physical activity. You may well have observed two types of stretching. The first of these is called 'ballistic stretching' and involves the player making bouncing or jerking movements as they exercise a joint. The other type of stretching is called 'static stretching' and this involves slow sustained exercise, with the muscle being lengthened and then held in a position for 15 to 30 seconds. Ballistic stretching should NOT be used, as it can be dangerous and lead to muscle injury.

Before you undertake a stretching session as part of your warm-up with your players you need to remember the following points about safe stretching:–

- Warm up prior to stretching with some laps of the court of steady running.
- Make sure your players are relaxed prior to starting to stretch.
- Stretch to the point where it is comfortable without pain.
- Once players near the end point of their flexibility in the joint they should try to stretch a little further, using the muscles at the joint to achieve the extra stretch.
- Players should keep breathing normally during a stretching session.
- Hold the end position of the stretch for between 7 and 15 seconds.
- DO NOT BOUNCE in the end position.

**Some Principles of Training**

There are a number of guiding principles that a coach should follow and be aware of in order to become effective as a coach. Let us look at some of these guiding principles:

### Individual differences

Not only could players have different reasons why they wish to participate but also some may react differently to the same training programme. Some of the reasons for these differences could be:

- Present level of fitness.
- Gender.
- Maturity.
- Starting level of fitness.
- Heredity.
- Nutrition.
- Illness and injury.

### Reversibility

"If you don't use it you lose it", applies to physical fitness. If you are working with players who have not been involved in physical activity for some time you will need to build up the programme of work slowly.

### Specificity

The fitness requirements for sports differ from one sport to another. The demands in basketball are such that the player will be involved in short periods of intense work with longer periods of continual, but less demanding, physical effort. Any training for basketball should aim to satisfy these demands.

### Adaptation

Training is a form of stress to the body and over a period of time the body adapts to the training routine. This adaptation is a gradual process and the coach should therefore not rush the process or an injury may occur.

### Overload

The player needs to be subjected to a steadily increased specific training load so that an improvement in fitness can take place. Without this increased load the player will make no improvement. This increase in training load is called overload and there are three factors that the coach will change to create an overload. These overload factors are:

- Frequency – this can refer to either the frequency of the training session, (daily, weekly, month), or to the number of repetitions of an exercise (four sets of Zigzag this week and five sets next week).
- Intensity – is concerned with the intensity of the work that the player is undertaking. Low intensity work will be carried out over a longer period and high intensity work will be of short duration.
- Time – this is simply the time taken training.

## 7.2 BASIC SPORTS PSYCHOLOGY FOR THE BASKETBALL COACH

### GOAL SETTING

Players need to have clearly defined goals so that they are aiming for something specific. They need to know what they have to do to reach the target. This means that there must be some measurement system so that they know when they have achieved the goal they have set.

The key to success in goal setting is to focus the player's attention upon appropriate goals, that is, goals that are based upon previous experience. Goals can be short term (what is my goal in the next drill) or long term (what do I want to achieve in one year's time). For the Level Two Coach Award the focus will be on short term goals, although the principles will be similar.

A good example of a short-term goal in basketball is for the player to decide how many baskets he/she



will score out of the next 10 shots taken. The player, based on previous experience, may set the goal at five shots scored for the next 10 close to basket shots they take during the training session.

The mnemonic SMART can help you and your players set appropriate goals.

- Specific** – The goal should be as specific as possible. "I want to become a better shooter" is not specific. The goals given above focus the attention of the player on a specific target "to score five shots scored out of ten taken for a specific shot from a specific range".
- Measurable** – The goal must be measurable so that the player knows when he/she has achieved it.
- Agreed** – The goal should be acceptable to both the coach and the player.
- Realistic** – The goal must be achievable. The player should think that the goal is difficult enough to be a challenge but not too difficult that it cannot be achieved. If the goal is set too high the player will fail. If it is too easy it will not be a challenge. The goal must be of sufficient difficulty that it can be achieved. If the goal is both realistic and challenging it will excite the player and motivate him/her to perform well. When achieved it will provide satisfaction for the effort made.
- Time frame** – The goal should be achieved within an agreed time frame. In our example the time frame is set as the next 10 shots. The time frame should also provide information on when the performance will be reviewed. In the 10 shots example it will be at the end of the ten shots.

### Concentration

Shooting is a good example of the need to concentrate and the free throw an illustration of the mental aspect in action. To be a successful free thrower a player needs to be relaxed mentally and physically and focused on the task in hand. A good mental and physical routine that a player could follow when taking free throws is as follows:-

- Just prior to/or as the players are stepping up to the line they should take a deep breath, exhale and shake their arms. This will relax the body and clear the mind for the task to come.
- Next mentally go through the action of shooting the free throw. This is called "mental rehearsal". The player should imagine the full action of the shot from start to the ball going into the basket.
- Bouncing the ball and focusing on the bounce of the ball will help the player to ignore distractions.
- Now he/she should look up and concentrate on the basket.
- Finally before the shot is taken mentally rehearse the ball going through the basket.
- Now take the shot.

Total concentration is very difficult and the sooner Coaches encourage players to practice this mental skill the better.

### Imagery

This mental skill involves players visualising themselves performing a game technique or skill. The players practice creating a mental picture of themselves performing an action, for example taking a set shot. They think through the performance of a perfect shot, including the score several times. Imagery then becomes a form of mental rehearsal of the technique. Close up television pictures of track and field athletes often show them concentrating prior to an event and what they will be doing is visualising themselves performing perfectly. Of course, players need experience of performing the skill before they can benefit from the use of imagery.

### Confidence Building

A player learns by trial and success not by trial and error.

The coach should arrange practices and learning situations so that players achieve some success. A shooting practice called "Further and Further" is an example of this. The players start shooting from where they are in an excellent position to score. Having scored they move a step further away from the basket. The players are helped by the success they have achieved. "I have scored from that spot; this one is only a step further away, so I should be able to score from here".

As you develop as a coach so you will become more proficient at talking to players and persuading them that they can achieve their goal. Team-mates can also help by providing encouragement and by congratulating a player when they succeed or do something correct.

Another technique that players can use as part of the confidence building process is "self-talk". This

self-talk could take the form of urging oneself to success. For example a defender marking a dribble should say to him/herself "move the feet, stay in position"

Coaches, by avoiding criticising their players, perform an important function in the process of building confidence. The more you criticise, the more stress on the players and the more they lose confidence in their ability.

Players should not worry about a mistake they have made. The good player in any sport is one who does not dwell on errors as errors cannot be changed. What has happened has gone and cannot be changed so it is important for the player to focus on the next task.

Coaches help to build confidence in their players by making good tactical decisions. Players want to be successful. The Coach has to convince the players that the tactics decided for use in a game represent the best method for the team to be successful. Each player should be convinced that the role that the coach has given him or her in the game represents for that player a role that they can perform. Confidence can be a fragile commodity and the art of coaching lies in the ability of coaches to create confidence in the players in their charge.

## Coach Education Appeals Procedure

Appeals Procedure for candidates taking Basketball England Coaching and Officiating Awards.

### 1. Appeals Committee and Executive Board

- (i) The Appeals Committee for coaching awards shall be the England Basketball's Coaching Committee and for refereeing and table officiating Awards the Appeals Committee shall be the Officiating Committee.
- (ii) Appeals against a decision of either of these Committees may be made to England Basketball's Executive Board as set out in the Rules of the Association.

### 2. Candidates' Rights

Candidates shall have the right to challenge the outcome of their assessment decisions in connection with any Basketball England Coaching or Officiating Awards.

The Appeal can be on a variety of grounds including for example:-

- the conduct of the assessment.
- adequacy of the opportunities offered in order to demonstrate competence against learning outcomes.

### 3. Procedure

The candidates who wish to express dissatisfaction with the assessment made shall adopt the following procedure.

- (i) They shall lodge an appeal within 28 days of the candidates being notified of the result to England Basketball.
- (ii) The appeal will be investigated and after consideration of the information submitted a decision may be taken to:
  - confirm the original assessment.
  - support the appeal on the basis of the information produced, and reach an agreement with the Assessor and Candidate.
  - arrange for an alternative Assessor to undertake an assessment with the candidate.
  - be unable to make a decision on the basis of the information provided.

### Principles

- (i) The appeals procedure embodies the principles of natural justice, fairness, equity, independence, objectivity, equal opportunities (including anti-racism and anti-discrimination) and a consideration of special needs.
- (ii) No one involved in the original assessment shall be on the appeals panel.