ASPIRE PROGRAMME
BASKETBALL ENGLAND

BASKETBALL ENGLAND
BE INSPIRED

TECHNICAL CURRICULUM

CONTENTS

01.
INTRODUCTION.

Thank you for your participation in the Aspire Programme and for your commitment to the development of the next generation of basketball talent in the UK that are a Committed and Game Aware Technician who is Physically Robust and a Persistent Performer during all 'Moments of the Game'. The Technical Curriculum is a means of delivering the Player Development Framework Playbook and provides greater detail and the means to conceptualise the Principles of the Game (PoG's) within each Moment of the Game (MoG). Like all of the work included within the Talent Plan and PDF Playbook, we have sought guidance and support from a range of experts that reflect the knowledge and expertise of coaches at all levels of delivery. We hope that you find the contents of this document useful and that you will engage with, explore and invest in the approaches, concepts and methodologies as a means of developing the Aspire and athlete and progressing your practice as a basketball coach further.

02.

PRINCIPLES OF THE GAME.

MOMENTS OF THE GAME

The Player Development Framework Playbook is based around the philosophical notion of Basketball as a Game. Adapted from the concept of Tactical Periodisation,[1] the game is understood as comprising a series of sequential and cyclical moments. Each Moment of the Game (MOG) contains different goals and gives rise to a set of Principles of the Game (POGs), which influence the interactions between players and between players and the ball. At its simplest, basketball is about one team doing their best to put the ball in the other team's basket while the opposition tries their hardest to stop them and regain possession of the ball.

PRINCIPLES OF THE GAME

The POGs contain the most recurrent situations players face during the course of a sequence of play in their effort to put the ball in the basket or avoid it (i.e., from regaining possession to scoring or losing it and vice versa). The POGs are always there whether you want them or not, and whether you know it or not. You may build your offence around set plays or around motion offence; you may play up-tempo or half court ball, but the POGs are always in operation, only they are manifested differently. The MOGs and POGs combine to create a Model of the Game. After extensive research, analysis and consultation, the Model of the Game proposed in The GP contains 4 MOGs and 22 POGs.

1 Frade, V. (1985): High competition - What requirements of the methodological type? Communication presented in the football update course. ISEF-UP, Porto.

03.

PRINCIPLES OF THE GAME WITHIN MOMENTS OF THE GAME.

MOMENTS OF THE GAME (MOG) - OFFENCE

The Goal - generating and managing advantages to create a high percentage shot

1	**Getting Open**	This principle highlights a fundamental role of invasion games, that of getting open, finding available space to move into and doing so in a manner that frees the player from their defensive assignment. In developing an understanding of the principle, players are able to think, make decisions and create movement that will aid them in identifying space and moving into the available space as a means of getting open.
2	**Spacing**	Space (self space and general space) and spacing are relative concepts and important to the execution of invasion sports such as basketball. Players should be encouraged to develop their conceptualisation of good (room to operate) and bad (congested, no room to operate) spacing, and the effects of filling and exiting space. In particular, the aim is to improve the spatial awareness of players so that they can reorganise their movement patterns and utilise space effectively within any and all Game Models.
3	**Ball Circulation**	Ball circulation simply refers to movement of the ball on offence from one side of the court to the other ('The Swing') and continuing to move efficiently and effectively throughout the MOG. Included within this POG is the development of the players understanding of, and execution of efficient and effective movement as a means of getting open in preparation to receive a pass, grasping when, where and how, and valuing the pass. For example, getting open on the wing, the different approaches, distances and results, all of which should inform the player's strategy within that MOG. The focus must be on team play, which results in good (effective) passing and performance of the skill. This can be promoted with the use of a conditioned game, i.e. the parameters are set and the players explore the skill in a repetitive mode. Conditioned games provide the player with the opportunity to circulate the ball in the half-court, move to get open and receive the ball, and develop ball reversal techniques to gain an advantage.
4	**Penetrating the Defence**	Penetrating the defence highlights one of the primary offensive targets, which is to break the defence down and force them to rotate, to move out of position and present the offence with an opportunity to score. The POG highlights the player's ability to execute movement from the perimeter in the form of back and face cuts / advanced movement patterns and off-the-dribble to gain an advantage and/or scoring opportunity. Players should be able to recognise passing options as they become available and as a result of the penetration.
5	**Extending the Advantage**	Extending the advantage refers to the actions and movement prior to the offensive player getting ahead of their defender and posing a threat to score, which has to be reacted to by the other 4 defensive players', thus forcing the attacking player to determine where next to send the ball to increase the generated advantage until a high percentage shot is obtained. This POG leads directly into our Shot Selection principle.
6	Shot Selection	Shot selection in its very basic form is a decision-making activity that is informed by the MOG and demonstrates the player's understanding and execution of a good shot, right place and right time, context specific (in line with the Game Model) and with confidence. Players should be encouraged to consider 'What is a high-percentage shot?' This POG is informed by the critical features (technical detail) of the shot (squat, lift, lock and snap), and whether or not the player is able to recognise and perform the required movement, supported by execution of all four critical features, with consistency and under various pressurised circumstances (MOG).

MOMENTS OF THE GAME (MOG) - OFFENSIVE TRANSITION

The Goal - generating and managing advantages and high percentage shots in the full court

7	**Rebounding and Outleting**	Rebounding is a fundamental skill and can be seen as a connecting principle across all MOGs. The POG emphasises knowledge and mastery of body and floor positioning in relation to the ball and the basket, and further the ability to block out, both on-ball and off-ball, use of a wide stance, squat, arm movement and high hands to finish high within the vertical plain. Rebounding should be a two-handed skill (however, many times within any MOG the rebound is outside of the players immediate cylinder and requires a reach and gather motion / movement to secure the ball, hence two-hands is the ideal but not always the achievable); players should be encouraged to 'go up tall' with two hands to retrieve the ball. The outlet (first) pass of the offence should be meaningful; we want to encourage the outlet player to take up a wide position on the court (side-line and above the free throw line extended) for maximum vision. The outlet player should have their back to the sideline and be prepared to protect the pass (movement towards the player with the ball), and they must establish good vision to enable them to see the floor and the rebounder.
8	**Progressing Up the Court**	The POG reflects the way that many teams from across the various leagues around the world play basketball; players adopt a 'man ahead' mindset and 'push' the ball forward at every opportunity to explore advantages gained from transitioning at speed into a half-court offence. Players consistently demonstrate an understanding of how to utilise driving lanes and passing lanes, what advantages have been gained from doing so, or are present as a result of player movement, floor spacing and creating scoring opportunities by sharing the basketball with the use of the pass and the dribble.
9	**Exploiting Numerical Advantages**	The creation of numerical advantages and the player's ability to exploit the position through employment of a number of POGs (ball circulation, spacing, penetration) is central to this particular principle. Allowing players to problem-solve and combine fundamental skills with decision-making in order to construct strategies that allow them to take advantage of the situation, based on the circumstances they are presented with, and the technique they feel is most appropriate for that MOG is an important part of developing tactical awareness and achieving success within this POG.
10	**Exploiting Spatial Advantages**	The player's ability to move in and out of space to create advantage situations that can then be exploited is both central to this POG and to the concept of invasion games. For example, penetrating the lane area and then exiting to allow a secondary penetration to take place. Aspire players should be capable of developing their movement away from the ball, and grasping the concept of ball positioning and player positioning as a tactical element of the overall MOG. Players should then be encouraged, through questioning to develop a strategy to identify how they can exploit the advantage.
11	**Transitioning to Half-Court**	Built on the back of the players rebounding competency and ability to outlet the basketball with a high degree of efficiency, the Aspire player should be encouraged to develop a 'push the basketball' mindset, looking for the pass forward at all times, and in consideration of floor space and player spacing. Players should develop an ability to recognise opportunities to 'break forward' and exploit advantages based on the MOG and their development of a strategy to gain an advantage. This POG relies on passing and the use of the dribble as foundational skills to achieving success in transitioning to half-court (offensively). Furthermore, the POG includes the player's ability to engage physical capabilities such as running and power to support the transitioning phase of the MOG.

MOMENTS OF THE GAME (MOG) - DEFENCE

The Goal - regaining possession or forcing a low percentage shot

12	**Disrupting Ball Movement**	This POG starts with the player's on-ball coverage (distance control, active feet and hands, communication) and extends through the line of the ball (1 pass away, 2 passes away etc.) and finishes with establishing and maintaining 'Home' throughout the defensive possession (MOG). Players should develop positioning in relations to the ball and basket, stance (foot, head, & hands) and movement, all of which should be ball orientated and communicated throughout the MOG.
13	**Stopping Penetration Moves**	Having established the line of the ball and on-ball defence, the POG focuses on improving the player's understanding of help responsibilities and rotations, the stunt, help and recover phases and how they communicate all of this movement with the team. The initial responsibility rest with the on-ball defender and their ability to move laterally in a power-step movement, forward and backwards, diagonally, and at speed in an attempt to contain the ball.
14	**Helping and Rotating**	Help should be employed at a number of levels throughout the defensive possession and in response to certain special situations, and further be underpinned by good player positioning (flat triangle), good individual mechanics (jump to the line of the ball, move as the ball moves, pass denial, close-out-stop-power step etc.). Fundamental to the delivery of good 'Help and rotate' principles is the players ability to communicate actions and reactions and employ a read and react mentality.
15	**Appropriate Use of Fouls**	This POG relies on the capacity of our defensive player to determine when they have been beaten by the offensive player, establish that there is no help available or that the threat is imminent, and then employ a determined attempt at gaining possession of the ball which, because of the disadvantage the defender is at, is likely to result in a personal foul, is the only option to stop the scoring opportunity. Team foul count and area of the court are factors to be taken into account when committing to this course of action within the MOG.
16	**Defending Special Situations**	In wishing to develop the player's competence and autonomy in the execution of defending special situations this POG presents an opportunity to increase the player's knowledge and application of sound individual and team defensive concepts to specific scenarios (MOG). In other words, each action needs to be contextualised by the player (score, situation, urgency etc.) and a decision made as to which strategy to employ and which technique will support the strategic decision made by the player. So, guarding a ball screen on the wing, will present players with options and allow them to make a decision based on the MOG, the score and their technical ability.
17	**Rebounding**	This POG highlights the body and floor positioning of the player in relation to the ball and the basket, and stresses the importance of the skill, the player's ability to block out, both on-ball and off-ball, use of a wide stance, squat, arm movement and high hands to finish high within the vertical plain. Rebounding should be a two-handed skill, however we acknowledge that it cannot always be achieved; players should be encouraged to 'go up tall' with two hands to retrieve the ball. In order to be successful we must emphasise the player's mastery of blocking out and the variety of methods employed to be successful at an increasing level of competition.

MOMENTS OF THE GAME (MOG) - DEFENSIVE TRANSITION

The Goal - avoiding quick scores or regaining possession

18 Offensive rebounding

Having introduced the skill in isolation (the mechanics and motor movement required to execute the skill with a degree of mastery) this POG seeks to further highlight the importance of the skill within a specific MOG. Players' should be tasked with demonstrating knowledge and understanding of body and floor positioning in relation to the ball and the basket, ability to block out, both on-ball and off-ball, application of a wide stance, squat, arm movement and high hands to finish high within the vertical plain as a means of challenging for rebounds on the offensive end of the floor and within the offensive MOG. Rebounding should be a two-handed skill (reminder that this is not always possible but is the ideal scenario); players' should be encouraged to 'go up tall' with two hands to retrieve the ball. In order to be successful we must emphasise blocking out and the variety of methods employed to do this at an increasing level of play. Players should also look to develop their anticipation and rebounding readiness (active feet, vision, high hands).

19 Protecting the basket

This POG conceptualises good 'Help' principles as part of constructing a team approach to defending the basket in transition, which further requires a 'scramble and recover ethos' to establishing and protecting 'Home', player rotations in support of this, recognition of threats to 'Home' and responding to offensive advantages, and then recovering to original defensive assignment if appropriate. Communication is key to this POG and to the development of the concept of defending the basket; players' should be encouraged to communicate all movement and action in a leadership voice (loud and confident).

20 Slowing/ Stopping Ball Progression

Having located and established 'Home' as part of the team defensive strategy this POG highlights the defensive player next responsibility, which is to 'stop' / 'slow' progression of the ball (containment), this should be considered a form of recovery where players sprint to get ahead of the ball and then establish a strong defensive position (on-ball), all individual on-ball principles will apply within this POG. A priority for the defensive player is establishing and maintaining distance control, understanding the decreasing separation between the ball and the defensive assignment (offensive player) as a means of maintaining our defensive position in front of the ball.

21 Defending Numerical Disadvantages

For the development of this POG, players must first establish 'Home' and then the 'dot' of the 'I' (tandem defence), understanding the movement patterns that guide how each situation (numerical disadvantage) is to be defended against. The 'Help and Rotate' concepts developed within defensive POG should be employed throughout this MOG.

22 Defending Spatial Advantages

This POG relies on our player's ability to recognise an emerging spatial advantage and employ an appropriate response in an attempt to take away the advantage. This may include movement to reduce an angle, attacking the first pass (understanding that 'Home' is established), or closing out and reducing the advantage during the recovery phase of our transition defence.

04.
ASPIRE CURRICULUM - THE HOW TO.

THE HOW TO

This section of the guide is provided as a means of supporting you to conceptualise your understanding of the MOGs and POGs and converting your thoughts into meaningful practice units that help bring to life the Talent Plan and ultimately realise the goals of the Player Development Framework (PDF). As such, the content is deliberately presented as a prescriptive framework for clubs, coaches and players to embrace, explore and consider. This being said, the content of the Technical Curriculum document is designed to be flexible, allowing for contextualised interpretations, regional expansions and individual manipulation of the thinking in pursuit of Regional and National team player advancement. In other words, we recognise the collective contribution to our Talent Plan and therefore welcome your input, encourage your interpretations and look forward to your investment and ownership of this guide. As a result, and through delivery of an Aspire Programme that is athlete-centred in its approach, and supported by ongoing coaching conversations, will we begin to meet the challenges of individual talent development and collective performance improvements at all ages and stages of our sport.

BRINGING IT ALL TO LIFE

Coaching and coaches have been long recognised as central to the creation of motivational climates of learning where athlete advancement can thrive. In fact, we are extremely grateful to our coaching community for their hard work and dedication to the development of basketball athletes at all levels of play. This is why we are confident that you will continue to demonstrate your enthusiasm, professionalism and commitment to the Aspire programme and to a player-centric way of coaching and teaching. One that is full of energy, vigor and a commitment to being the very best means of support and advice for all basketball players across all of regions and at every level of play. In short, we wish to thank you for your commitment to your role as an Aspire Basketball Coach and as an advocate to Basketball England's Talent Plan and Coaching Plan.

05.
ASPIRE CURRICULUM GUIDE.

MOG	POG	FOCUS	THE HOW TO (METHOD)
MOG - OFFENCE			
		Movement fundamentals, footwork and body position	Develop the players awareness of basketball specific motor movement within the game (appropriate to the Aspire level of play), how the player utilises these unique movements to gain an advantage on offence (getting open, creating space and utilising space). Again, small-sided conditioned games offer an opportunity to practice this element of the POG.
1	GETTING OPEN	Getting open in a variety of ways and situations (1v1, 2v2 & 3v3)	Present the player's with a 'low structure' (minimal conditions and outcomes) - 'high freedom' (player's exploration of the situation, the skill and their technical ability) learning opportunities (Guided Discovery), this could be as simple as a game of 'tag', which evolves into a passing game (emphasising player spacing, floor balance, moving into and out of space) and seeking to develop the player's ability to 'get open' in relation to the basket and the ball.
		Work on different ways to receive the ball and the creation of advantages based on positioning	Prioritise 2v1, 3v2 and 4v3 game-based situations (conditioned games) supported by divergent questioning to develop autonomy and decision-making as well as emphasise fundamentals skills such as 'stopping', being game ready - triple threat, athletic stance, hand positioning and preparation, and balance (individual and team). 4v3 and 4v4 should start in or move to a shell formation (we want to encourage realistic starting points for our drills (offensive rebound, side-line-out-of-bounds etc.).
2	SPACING	Importance of movement off the ball - appropriate spacing – No bunching up, development of understanding spacing, timing and direction	Having utilised small-sided games to promote spacing progress to 3v3, 4v4 & possibly 5v5 using game principles from 1v1 and 2v2 ('pass and move' to another spot, appropriate spacing (motion principles) etc.). Promote support for the ball carrier by creating and moving into space.

Where possible, the practice unit should promote game moves within game situations at game speed and further contribute to the overall Game Model. The adoption of modified playing conditions (i.e. 2v1, 3v2 or 4v3) increases ball touches and allows individual player development to take place, this should be supported by questioning and the promotion of players problem-solving skills (time outs, end of period scenarios within the practice to promote opportunities for dialogue) to construct appropriate strategies. Encourage the players' to 'own' their decisions, articulate them and have confidence in them. |
| | | Reading and Reacting to ball and player movement | IMPORTANT – The use of screens, set plays and zone defences is not recommended, the Aspire programme aims to lay the foundations for the development of fundamental movement patterns related to high basketball performance, in other words, future world-class participation and thus the programme prioritises foundational tactical and technical skills. Developing the player's capacity to react to a situation is essentially the development of their problem-solving skills. The presentation of game-based approaches that stimulate thought and require the players' to respond to the MOG will support the development of their cognitive skills. |

MOG	POG	FOCUS	THE HOW TO (METHOD)
MOG - OFFENCE			
3	**BALL CIRCULATION**	Footwork, stance and technique	Generally, we wish to create more situations where problem-solving is required from players, for example, identification of passing patterns, appropriate strategies / movement etc., challenge the players to understand the why, when, and how of effective ball circulation and how the correct footwork and stance can aid in efficient ball movement. For example, emphasise passing and receiving out of stance, the advantages of being in stance and game - shot – pass ready.
		Continue to promote pass and cut	Small-sided games such as 2v1 & 3v2 offer the opportunity to identify and discuss space and spacing on offence (how we utilise it, move in and out of it etc.) as a result of good footwork (getting open, receipt of the ball, stopping etc.), being in stance (receipt of and passing of the ball) and technique. Focusing on both on and off ball concepts of player movement will ensure the player(s) have the opportunity to grasp the 'why?' of their movement. Encourage reflection, both group and individual to promote learning and understanding.
		Introduce pass and stay (give priority to dribble penetration when receiver has advantage)	When playing 4v4 – use game principles from 1v1, 2v1 and 3v2 ('pass and move' to another spot, appropriate spacing, etc.) The increased size of the court (as a result of reduced numbers) should provide more individual playing options (ball touches, role within the offensive etc.).
		Encourage ball reversal	Where possible, the competitive play format should be 3v2, 4v3 and progress to 4v4, consider 'Game-Question-Practice-Game' as a system for delivery of all game-based approaches as this provides the players with opportunities to learn through active engagement in the subject matter.
4	**PENETRATING THE DEFENCE**	1v1 individual offensive moves (right and left) on the catch and the dribble	Facilitate opportunities to develop the players understanding of space, use of the dribble, passing and shot preparation (mastery of triple-threat or ready position, vision, progress decision-making through questioning). Penetrating moves (left & right) off the dribble and on the catch, from the ready position.
		Use of the dribble-drive	Provide opportunities to participate in small-sided games (2v2 & 3v3) to promote space to penetrate, and enable players to advance their competency within the skill, awareness of the critical features involved in the execution of the skill and their overall movement into and out of space. Utilising the dribble as a means to create further advantages as a result of the penetration (drive and kick).

MOG	POG	FOCUS	THE HOW TO (METHOD)
MOG - OFFENCE			
5	**EXTENDING THE ADVANTAGE**	Exploiting basic numerical advantages (3v2, 4v3)	Present the players with different concepts for achieving a numerical advantage on offence (transition offence, use of space etc.), allowing them to explore the advantage through problem solving and dialogue. These opportunities can be presented as small-sided conditioned games (2v1, 3v2) as these will allow the players to develop strategies to take advantage of the situation(s) they are presented with.
		The use of the drive, kick and dish as extending the advantage gained from dribble penetration	Developing the player's conceptual understanding of the advantages gained from the drive, kick and dish option is imperative at this level of play. Players should be able to grasp the concept of spacing and creating space by establishing distance management strategies between them. This space allows for dribble drive action to further gain an advantage as it can force the defence into a help situation(s). This can be practiced within a 2v2, 3v3 game situation and will encourage players to think through their individual options on offence.
		Promote the concept of 'looking for the extra pass' as a means of locating and exploiting an advantage	Efficient and effective passing of the basketball can lead to the creation of further advantages as a result of defensive rotations, longer closeouts and ball reversals. Presenting small-sided conditioned games will provide the players with opportunities to explore the various passing options available to them and construct strategies to take advantage within that MOG.
6	**SHOT SELECTION**	Basic differentiation between a good and a bad shot	Develop the players understanding and awareness of 'what shot', 'when' as a means of grasping the concept of a 'good' shot and a 'bad' shot. This should include developing a range of shots (lay-up, finishing close to the basket and shots from distance), there should be no limitations to the players range or willingness to take the shot, players should be 'shot confident', prepared and willing to shoot.
		Shooting technique	Promote good form, footwork (balance, stance and posture) and early preparation to the players shooting routines and encourage them to be shot ready (footwork, getting open, hands up, communication), in other words being 'shot' ready within all offensive MOGs. A blend of drill and game-based approaches will allow technical advancement of the skill and execution within game-like situations. Form shooting should form part of the warm-up for each practice unit and players' should be encouraged to work through each of the four critical features of the skill.
		Shot preparation	Developing the players understanding and knowledge of technique in stance and combining the shot with good movement and footwork, as this is fundamental to mastery of the skill and to creating stability within the execution of the shot. Players should 'do their work early' and in preparation for receipt of the ball (on-time and on-target) and consider this element a further crucial feature of the 'shot'.
		Critical features of the shot	Players should be taught how to establish good balance, vision (target), alignment (elbow, knee, and foot), elbow positioning built on top of the squat-lift-lock-snap (critical features of the shot) movement. For example, promoting a deep squat (from the one-two or jump stop) will encourage balance in their movement and help to generate maximum lift in the jump.

MOG	POG	FOCUS	THE HOW TO (METHOD)
MOG - OFFENSIVE TRANSITION			
		Blocking out	An emphasis within the emerging Game Model should be to highlight to the players the importance of making contact, initially through wide-low body positioning and then stepping into the offensive player with the use of the pivot move, high hands, knees flexed as an example of effective blocking out mechanics. This action can be initiated by the creation of an 'arm bar' as a means of locating the offensive player and as a more advanced approach to blocking out. The key message to be delivered in any rebounding teaching is contact, seeking it out and achieving contact with the player's defensive assignment.
		Defensive rebounding (positioning)	Development of the players understanding of 'good defensive positioning' - between offensive player and basket is essential to the overall profile of an effective basketball player. Having 'blocked out', the player is now in position (court) to locate and recover the basketball. The focus should be 'going up' to retrieve the basketball, high hands, a deep squat to promote elevation, if the rebound is contested this action becomes a process of chasing down the rebound, again, blocking out first and then having secured the offensive player the defensive player can locate the ball.
7	BALL CIRCULATION	Footwork	Develop the players understanding of how to locate the offensive player (floor location) and restrict their movement through good footwork (responsive agility). Rebounding is essentially a pivot (forward or reverse) and requires the player to adopt a low wide base (stability) and high hands, supported by good anticipation and perceptual skills, in order to facilitate a successful rebound.
		Outlet pass	Develop power and accuracy within the pass, passing out of stance, 'pivot, step and pass' principles (ball protection and accuracy), encourage improvement of passing within all MOGs and units of practice. Highlight the outlet zone, good receipt mechanics, vision and communication as fundamental to an effective starting position for our fastbreak style of play.
			Present players with the opportunity to explore the critical features of the type - nature of pass (overhead / baseball / chest pass)[2] to be employed (age and stage dependent). Re-emphasis of ability, power & strength to project (pass) the ball the required distance and how to compensate / support with the use of the dribble and step-through should one be required. Equally, one or two dribbles may be required prior to the pass, a situation that promotes decision-making by the player based on their assessment of their ability and of the MOG.
		Moving to receive the ball	Development of the 'stop', 'balance', 'hand position' and the gather to a triple threat position prior / included within the transition forward movement. The importance of moving to receive the ball should be projected to the player's, emphasizing the need to protect the pass (run onto the ball), hand position and effective communication between passer and receiver.

2 Depending on physical ability the outlet pass may start out as a simple chest pass before progressing to an overhead pass.

MOG	POG	FOCUS	THE HOW TO (METHOD)
MOG - OFFENCE TRANSITION			
8	**PROGRESSING UP COURT**	Develop progression of the ball via the 'Pass Ahead', selfless ball movement to create offensive advantages	The provision of 3/4 quarter and full-court game-based activities that emphasizes the use of the full width of the court - 2v1, 3v2 etc. will enable players to gain a sense of space, how to manipulate it and to develop good passing habits. Passing should be in the form of a lead pass, leading the receiving player to the basket and promoting a shot on basket / advantage. The physical capabilities of the individual player will direct early development of this skill and should be accounted for.
		Encourage width within the progression of the ball through good spacing	Adopt a conditioned game-based approach utilising the sidelines as a guide to the width of the 'runners', the court can be divided into three 'track lanes' using the lane line extended to full court. This condition provides the players with a guide to spacing whilst in transition and helps to develop spatial awareness (creating space and denying space) as a means of gaining an advantage in transition.
9	**EXPLOITING NUMERICAL ADVANTAGES**	Use of space in 2v1, 3v2 advantage situations	Encourage players to retain width and height on offence, forcing the defence to make decisions about who they guard and removing their opportunity to guard 1.5 / 2 players. The creation of this space leads to a number of opportunities on offence, advantages that the players should be encouraged to explore and assess through the provision of divergent questions and problem-solving.
10	**EXPLOITING SPATIAL ADVANTAGES**	Identification, movement and awareness of space	We situate this principle as a decision-making activity based on spatial awareness, recognition and movement patterns. Our players' should be able to 'look ahead' and employ movement that will generate space as a result of their movement, non-movement. Once we have created space we wish to exploit it through effective movement (reading and reacting) and understanding where our defender is in relation to the ball and the basket.
11	**TRANSITIONING TO HALF-COURT**	Build on the outlet pass	Develop players understanding of the pass ahead, the strength of the passing (distance and accuracy) as a means of retaining the ball (reducing turnovers). This can be achieved through the provision of very simple games, which can begin to address the 'when and how' of the pass, the players decision-making to improve pass selection and strategies to secure the pass. Players need to further develop an awareness of the type of pass, how the pass can 'lead' on offence and the use of the pass to create additional scoring opportunities out on the break (during transition).
		Look ahead – pass ahead principles (give the ball up early)	Encourage selfless movement of the ball to create game advantages in transition, this can be incorporated into any small-sided conditioned game and will allow players to work on two if not three MOG within one activity. For example, a defensive rebound into a 3v0, 4v0 or even 5v0 offensive transition scenario and then back into defensive transition situation. These kind of small-sided games allow the players to think through a range of strategies (supported by time-outs and questioning) and develop their tactical proficiency through thinking. The design of these activities is important to the volume of insight gained by the players and should be a factor in all preparatory work (planning).

MOG	POG	FOCUS	THE HOW TO (METHOD)
MOG - DEFENCE			
		Player vision, ball denial - footwork and position in relation to the ball	Introduce the player(s) to the concepts of a flat triangle - player-ball-man, the line of the ball and player movement as key concepts and as a means of disrupting the defensive flow of the opposition (good stance, slide, run, slide), and of covering individual defensive assignments and establishing sound 'help' positions.
		Position of the ball /Defender / Basket	Establish the requirements for good on-ball defence (movement, sprint and recover (when beat), hand pressure through active hands (disruption), contesting the shot and blocking out) emphasise and develop tactical awareness through questioning and setting appropriate challenges within game-based practice activities. It is also important that players are granted opportunities to dialogue and reflect on the skill and sub skills associated with the MOG as part of their development.
12	DISRUPTING BALL MOVEMENT	Recovering when disadvantaged in 1v1 situations	Support players in recognising that this is essentially a 'sprint to recover situation' and that in the 1v1 scenario players will often get beat. A game-based approach will allow players to problem-solve (adjust distance, correct footwork and construct good hand pressure practices) as a means of improving their ability to stay in front of (contain) the offensive player. Individual player's will construct personalised strategies to improve their ability to contain the ball in an isolated situation (1v1) and should be encouraged to do so.
		Containment and pressing the ball	Raising the player's awareness of the MOG, their position on the court, the shot clock and score will enable them to apply the appropriate amount of pressure (contextual) and will ultimately contribute to the construction of the team defence. We wish players to develop an understanding of containment and that it occurs in front of them, once they are beaten they must re-establish their position between the ball and the basket in order to continue to contain their defensive assignment, in other words this is a 'recovery' activity and should be promoted as such.

MOG	POG	FOCUS	THE HOW TO (METHOD)

MOG - DEFENCE

		Containing ball	Develop players footwork (lateral, forward & backwards), their ability to employ physicality in support of agile movement, retaining a good athletic stance, recognising the need to exit, recover and re-establish a good defensive position in front of the ball. This will include improving the player(s) mastery of defensive positioning in aid of containing the ball and can be achieved with a blend of drill and game-based approaches where positioning is emphasised and then the player is allowed to explore the patterning in detail through problem solving (1v1, 2v1 recovery / transition games).
13	STOPPING PENETRATING MOVES	Closing out short to aid in contain the dribble drive	Various game-based approaches can be employed to increase mastery of a short close out, emphasising footwork, body position and high hand(s). For example, within a 3v3 game, a condition could be to start the game with a short close out followed by a number of passes and the appropriate defensive rotations prior to the game going live. Questioning must form part of the approach along with an opportunity for the defensive players to discuss the strategy employed and any success / further thoughts gained from the approach.
		Defending cutters and screens	This type of movement can be incorporated into any small-sided game, footwork, body position and contact should be emphasised throughout the activity and supported by questioning and the provision of time to allow the players to think as this will promote player engagement in various problem-solving activities (dialogue, mental rehearsal etc.).
		Helping and recovering, individual on-ball defence	It is important to develop players understanding of help principles, for example, introducing the concept of over-help, stunt and recover allows players to discover timings, appropriate situations to help and how much to help. The use of small-sided games with additional conditions to isolate the skill (e.g. 2v2, pass and drive etc.) can be very useful and advance the player's in-game decision-making and competency within the skill.

20

MOG	POG	FOCUS	THE HOW TO (METHOD)
MOG - DEFENCE			
14	**HELPING AND ROTATING**	Define help, the degree of help, when to help, stunt and recover	Promote the use of the flat / shallow triangle concept (ball-player-man), allow players to explore the movement patterns and develop physicality to enable lateral movement in support of help and recover principles. This should include different positions on the floor, establishing the line of the ball, help side and various rotations in response to offensive movement. The use of 3v3, 4v4 and ultimately 5v5 shell based games can start to support the development of understanding surrounding movement patterns and rotations prior to going live with and without conditions.
		Introduce help concepts	When and where to help, the concept of over-help and no help should be introduced within a small-sided game to allow the player(s) to develop an understanding based on individual and team defensive principles. Conditioning the game allows player(s) to think tactically and develop strategies to overcome the problem, for example, are they ahead or behind and what is there individual strategy in this MOG, and furthermore, what technique(s) could they employ in response?
		Weak side defenders movement and responsibilities	Having established individual defensive responsibilities the player(s) should then be supported to develop their role within the team approach, initially through the use of modified games (2v1, 3v2 and 3v3) where they are forced to rotate as a result of a pass or a drive. Establishing principles in support of these rotations and then posing questions to check for understanding can support mastery of both the concept and the movement pattern, and allow players to devise appropriate strategic responses.
		Introduce 3 and 4-player rotations/ scrambles	Building on the concept of establishing a weak side the players can begin to work through various rotations as a result of different forms of penetration (dribble, pass, cut), the focus for the players should be on recovery (defensive 'I', 'X-out' principles), who takes the first, second and third pass, where do players rotate to and recover to etc. Again, these skills can be approached from a drill-based and game-based perspective to emphasise the movement and allow players to explore in greater detail the skill and sub-skills associated with the MOG under modified conditions.
15	**APPROPRIATE USE OF FOULS**	Player decision-making in MOG	We wish players to approach this tactical decision based on all available information within the MOG, for example, what is the score (in front or behind), what strategy can be employed at that moment? And what alternative techniques are available prior to executing this principle?
		Mechanics of a good foul	This may be a highly contested concept, however, the modern game requires consideration of all available approaches to gaining a tactical advantage within each MOG. The act of committing a foul should be context and as such makes it difficult to offer any 'firm guidance'. However, an appropriate foul is deemed to be an initial and legitimate attempt at regaining possession of the ball (steal, forced turnover etc.) and in all likeliness, will end in a reach beyond the ball and to contact with the offensive player.

MOG	POG	FOCUS	THE HOW TO (METHOD)
MOG - OFFENCE TRANSITION			
16	**DEFENDING SPECIAL SITUATIONS**	On-ball screens, off-ball screens	Encourage players to focus on the transferability of good individual defensive principles to any and all special situations, players will then be able to apply a sound understanding to any situation / action, and this can be achieved through a blend of drill and game-based approaches. For example, if at all possible the player should go 'over' all ball screens, however, this may not always be the case, at this point the player should be able to make a decision, communicate the strategy and execute with an increasing degree of mastery.
		Defending the 'post' areas	Developing the player's footwork and awareness of where the ball is (above or below the post area) as this will direct the type of defensive positioning the player employs. Essentially, this is a decision-making exercise and as such the player should work to develop their knowledge and understanding of post-denial, the various options available in guarding the post (3/4 denial, full front or situated behind the offensive player) and where and when to employ the different options in line with the Game Model (the indicators and various cues that direct the defensive position employed). This can be promoted through small-sided conditioned games where players are tasked with solving the problem of how, where and when within a competitive environment, and can be further be added to a 'shell drill' formation.
		Late shot clock situations	This is also considered to be a decision-making exercise on the part of the player and can be facilitated by small-sided games, divergent questioning and allowing players to engage in dialogue in order to agree a strategy dependent on the condition, MOG, Game Model and shot clock situation. Asking the players to explain their approach is a good way of getting them to reflect on action and evaluate their approach.
		Identification, movement and awareness of space	We situate this principle as a decision-making activity based on spatial awareness, recognition and movement patterns. Our players' should be able to 'look ahead' and employ movement that will generate space as a result of their movement, non-movement. Once we have created space we wish to exploit it through effective movement (reading and reacting) and understanding where our defender is in relation to the ball and the basket.
17	**REBOUNDING**	Player positioning - defensive responsibility, floor, ball	The mechanics involved in rebounding, regardless of which end of the court the player is at should be the same. Players should be taught to make contact (block out) and then actively go after the ball. The MOG and the players positioning on the floor will shape certain responsibilities assigned to rebounding, however, all players should master the isolated skill.
		Blocking out	A good 'block out' is the result of good defensive positioning (low athletic stance), good mobility (lateral movement) and making contact with the offensive player 'early' (as soon as the shot goes up). Making contact first will improve the player's chances of retaining the ball.
		Physical mechanics - low wide base, high hands	Many players will have been taught the reverse pivot into contact approach, however, with increasing age and stage the speed of the game and the level of contact is increased. Players should be encouraged to take this into account within their attempts to 'block out' the offensive player and gain a positional advantage prior to locating the rebound.

MOG	POG	FOCUS	THE HOW TO (METHOD)

MOG - DEFENSIVE TRANSITION

MOG	POG	FOCUS	THE HOW TO (METHOD)
		Getting open - use of the swim stroke	Players must adopt an attacking mentality when executing offensive rebounding; this coupled with good footwork, effective use of the arms and underpinned by coordinated movement will advance their ability to rebound. For example, use of the 'V-cut', pivot and then 'block out' position will enable the player to gain a positional advantage and secure the offensive rebound. This can be practiced with the use of isolated and game-based approaches to skill repetition and should be supported by divergent questioning, as this will encourage the player to think through the skill and make decisions based on their role and position on the floor.
12	OFFENSIVE REBOUNDING	Floor position	Tactically, players need to consider their position on the floor, the MOG and the Game Model being employed to inform their decision to rebound or not. As an isolated skill, players will need to understand and develop their footwork to enable them to evade their defender and get into good rebounding position. The 'effort' required to be successful during competition should be emphasised in any drill or game-based approach and throughout all practice units.
		Ball position	The position of the ball (long, short, strongside etc.) will be a determining factor in who challenges for the rebound and will be further informed by the MOG and the Game Model being employed. Emphasising this within all small-sided games will promote retention and challenge the players to dialogue with teammates to establish rules and assign responsibility for offensive rebounding. The skill should also be considered as the connection between one MOG and the next (offence to defensive transition) and as such should be encouraged at every opportunity.

MOG - DEFENSIVE TRANSITION

MOG	POG	FOCUS	THE HOW TO (METHOD)
19	PROTECTING THE BASKET	Locate basket (Home)	This POG forms part of the Game Model being employed and requires a commitment to establishing and maintaining 'Home' (basket), players should be encouraged to think sequentially as in Basket-Ball-Man as a means of prioritising their task within this particular MOG. A number of small-sided and game-based approaches can be employed to 'drill' this concept, which can be further supported by divergent questioning, allowing players time to devise strategies and then reflect on the processes involved in the approach. Players should be encouraged to work through what worked well and what could be improved with teammates (the use of time outs, end of period type scenarios introduced in to practice units).
		Stop ball early in transition	This is essentially a sprint and recover skill, players must, having secured home, close out to the ball, furthermore, they must understand that this may well be a rotation / help situation as oppose to locating and closing out to their own defensive assignment.
		Pick up an offensive player	Once 'Home' is established and the 'Ball' located, the next task is to locate and close out on a defensive assignment, again, this may well not be the players original assignment but a rotation / help situation and should be communicated to ensure effective rotations. An effective environment for the players to develop the decision-making skills required to master this POG would be small-sided games that begin and end from turn-over's (a cue from the coach), dead ball situations, free throws etc. as this promotes the players thinking and decision-making and will lead to the development of their tactical awareness.
		Distance control	When guarding the ball in the open court under transition conditions players need to understand the degree of distance given between them and the offensive player in relation to the basket. As an isolated skill this can be drilled in a 1v0, 2v0 situation, and will support the development of the players understanding of optimal positioning. Having raised the player's awareness of this distance control the skill can then be promoted and practiced within small-sided conditioned games.

MOG	POG	FOCUS	THE HOW TO (METHOD)
MOG - DEFENSIVE TRANSITION			
20	**SLOWING/ STOPPING BALL PROGRESSION**	Containing ball	The player is required to employ effective individual defensive mechanics (footwork, movement - parallel and diagonal) in locating and containing the ball. Containing means keeping the ball in front of the defensive player and attempting to effective change through disruption (active hands, feet, distance control and communication). The 'Help side' defenders are an important element in the degree of success achieved within this skill and as such the POG is best practiced within a small-sided conditioned game.
		Defending cutters and screens	Develop the players 'response time' and ability to deny space through the skill of 'jumping to the ball' on the pass. This will restrict offensive movement and take away the direct path to the basket. Effective transition from on-ball to help (on the flight of the ball and supported by efficient lateral movement) will improve the player's mastery of defending basket cuts. This movement pattern can be developed through small-sided conditioned games where the focus is on the individual players timing, movement to deny the space and ability to make contact with the cutting offensive player, and to physically 'block' and deny any and all cuts to the basket.
21	**DEFENDING NUMERICAL ADVANTAGES**	Decision-Making and Movement Patterns	The player(s) initial response to defending numerical advantages is to 'get home', position themselves between the ball and the basket (this concept applies regardless of numbers). Once 'Home' is established the player must locate the ball (vision, floor position and movement) through the application of effective on-ball defence, with greater consideration of distance control and off-ball principles. Recognising the numerical advantage should not last more than a few seconds, the player should be encouraged to develop their decision-making processes based on the MOG and employ a strategy, supported by their technical ability, such as a 'stunt and retreat', 'playing the pass' etc. Beyond the development of the physical movement patterns required within this MOG, defending numerical advantages is essentially a problem-solving activity guided by the Game Model employed within that MOG.
22	**DEFENDING SPATIAL ADVANTAGES**		Linked to the previous principle, dependent on the MOG and the position on the floor, there are a number of Game Models that can be employed. However, the basic concept to defending spatial advantages is underpinned by 'help & recover' mindset and as such we require player's to develop their knowledge and understanding of 'X-Out' and Tandem defence principles. This will include use of fundamental movement patterns, a good defensive posture, an ability to recover and recover again following multiple scrambles and an overall willingness to communicate the movement and commitment to the execution of defending spatial advantages.

06.

TECHNICAL COMPETENCIES - WHAT TO TEACH.

TECHNICAL DEVELOPMENT AREAS

OFFENCE

MOG	POG	FOCUS	COMPETENCE
1	Getting Open	Movement Patterns	Learning to move footwork Spatial awareness – reading and reacting Lead foot / drive leg - mechanics Swim stroke arm – utilising contact
2	Spacing	Footwork	Running, stopping, jumping and pivoting Change of direction, cuts, leads Change of speed and direction
3	Ball Circulation	Passing	Chest pass Bounce pass Baseball ball Side pass Pass off the dribble left / right hand Ball / pass fakes Push passing left / right hand Situational passing - high / low post, outlet pass Leading passes - passing ahead Kick' pass - off of penetration
		Passing - receiving	Jump stop / one-two stop Preparation - shoot / pass / dribble - footwork Off back cut Rebounding
4 & 5	Penetrating the Defence/ Extending the Advantage	Dribbling	Control / speed dribble Speed dribble left / right Cross-over dribble, left / right Reverse / spin dribble Cross-over, behind the back, through the legs, combination
6	Shot Selection	Shooting - Jump Shot	Preparation / stance Technique (Squat-lift-lock-snap) Foul shooting Up-fake, 1-dribble - shot From movement Off the dribble Off the dribble - transition Distance shooting - 3pt shot
		Shooting - Finishing	Lay-up underhand (scoop) Lay-up overhand Hook shot - 'baby' Finger roll Floater / runner

TECHNICAL DEVELOPMENT AREAS

MOG	POG	FOCUS	COMPETENCE
1	Rebounding and Outletting		Creating space - width
			Filling lanes
2	Progressing Up the Court		Transition speed of individual player
			Catching on the move
			Look ahead - pass ahead
3	Exploiting Numerical Advantages		Passing off the dribble
			Driving lane - passing lane
4	Exploiting Spatial Advantages	Advantage Techniques	Creating space
			Floor balance
			Receiver spots
			Dribble penetration
5	Transitioning to Half-Court		Pass penetration
			Off ball screens
			On ball screens

OFFENSIVE TRANSITION

TECHNICAL DEVELOPMENT AREAS

MOG	POG	FOCUS	COMPETENCE
	DEFENCE		
1	Disrupting Ball Movement	Individual Defence	Stance On-ball, Disruption - Active hands, Active feet, Distance control, Communication Effective hand position / pressure Help side - line of the ball, distance control Hedging / trapping Rotations
2	Stopping Penetration Moves		Containment footwork Flat triangle - ball denial Preventing ball reversal Closing down passing angles Defending the post Defensive cues - transition through pressure, structure, organisation
3	Rebounding		High hands – low centre of gravity – wide base Vertical elevation – deep squat Blocking out
4	Appropriate use of Fouls		
5	Helping & Rotating	Team Defence	Establish and defend 'Home' Rotations Scrambling Communication Hedging and trapping Full-court Half-court
6	Defending Special Situations		

DEFENSIVE TRANSITION

MOG	POG	FOCUS	COMPETENCE
1	Offensive Rebounding		Attacking the offensive boards
			Use of footwork, contact and blocking out
			Body positioning (high hands, low base)
2	Protecting the basket		Safety - 'Home'
			Ball containment
			Channel the ball
3	Stopping Ball Progression		Sprint to recover
			Athletic stance / defensive position
			Distance control / channeling
4	Defending Numerical Advantages		Line of the ball
			Establishing player numbers behind the ball (defensive 'I')
			Player rotations – who goes first – first pass

BASKETBALL
ENGLAND
BE INSPIRED

WWW.BASKETBALLENGLAND.CO.UK

#TOGETHERWEAREBASKETBALL

SPORT
ENGLAND

FIBA
We Are Basketball

DYNAMIK
Sports Flooring   Acoustic Walling
Track & Gym   Maintenance & Protection

Wilson®

FIT4SPORT
LTD.COM
SUPPORTING YOU FOR 10 YEARS

SPORTSERVE
LTD