



WORLD ASSOCIATION OF
**BASKETBALL
COACHES**

START COACHING



FACILITATOR HANDBOOK

START COACHING - FACILITATOR HANDBOOK

CONTENTS

The booklet is a basic guide to help you to understand the basic skills of the game and the basic rules. It also contains simple things that players can practice at home to improve their skills.

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1 INTRODUCTION

1.1 ABOUT THIS RESOURCE*

For coaching resources, online: www.fiba.basketball/wabc

In 2016 FIBA's World Association of Basketball Coaches introduced a Global Education Program. The first step is the Level 1 course, which takes six days although can be delivered in a variety of formats. Whether it is done in six consecutive days or over 2 weekends (for example) a significant part of the course time involves a number of assessment tasks, involving both on-court and off-court activities.

The Level 1 course is designed for coaches that are already involved with coaching a team and in particular is a great way to progress from being an assistant coach to the head coach of a team.

This Start Coaching course is suitable for ex-players, parents, teachers and anyone with an interest in coaching basketball. FIBA has developed the course recognizing that there are various barriers that may stop someone from starting coaching:

Many teams at junior levels do not have assistant coaches and even ex-players may not feel confident to start as a head coach;

Some people that are interested in coaching but may not know much about basketball;

Others may understand basketball but do not feel confident that they know how to teach.

National Federations may use this course to break down such barriers and encourage, and help, people to start coaching.

The course is practical. Participants spend most of the time on court being coached and having the opportunity to do some coaching. At the end of the course coaches will have sufficient knowledge to start coaching basketball, specifically:

How to teach the important individual skills of the game;

How to teach the basics of man to man defence and a basic team offence;

The basic rules of basketball, including when coaches can make substitutions or call time-outs during a game.

Most importantly, the course will give the coaches practical tips on how to make learning basketball fun, how to keep players active and engaged and where to get help or further information if they need it. There is no formal assessment in the course, however coaches are given feedback to help them improve their coaching.

In addition to this handbook, the following resources are also available to Federations:

Coach Workbook: the “textbook” for the course – it is the same as this manual except there are no sample answers included!;

Activities Book: a collection of activities that coaches can use to teach;

Practice Plans: 10 practice plans to help a coach get through their first season;

The purpose of this handbook is to help conduct the coaching course. Facilitators must cover all material in the handbook but can use their own activities if they wish, particularly when on court. It is important that all the coaches actively participate in the course, although some may be reluctant to do so. The facilitator needs to create a supportive environment, encouraging questions and helping the coaches to discover answers and help each other rather than relying upon the facilitator to answer everything.

Throughout this handbook (and the coach workbook) “Follow Up” sections are for coaches to discuss and complete. Suggested answers are given in this handbook in italicized text. “More information” is also included, which guides coaches to the WABC website if they want to explore a topic further.

The WABC has a range of resources available to coaches throughout the world, which can be accessed through the WABC website www.fiba.basketball/wabc

1.2 COURSE SCHEDULE

A SCHEDULE FOR THE CLINIC IS TO BE INCLUDED HERE. BELOW IS A SAMPLE SCHEDULE:

DATE:	day, dd / mm / yyyy	
TIME:	SESSION:	VENUE:
9.00am	Introduction	Classroom
9.05am	Planning Practice	Classroom
9.25am	Effective Teaching	Classroom
10.00am	Safe Teaching	Classroom
10.20am	Rules of the Game	On Court – coaches must be dressed to run
10.40am	Movement and Ball Control	On Court – coaches must be dressed to run
11.00am	Individual Offence	On Court – coaches must be dressed to run
11.30am	Team Offence	On Court – coaches must be dressed to run
12.00pm	Playing Defence	On Court – coaches must be dressed to run
12.30pm	Game Coaching	On Court – coaches must be dressed to run
1.00pm	LUNCH	
1.45pm	Plan Practice	Classroom
2.15pm	Practice Coaching Session	On Court – coaches must be dressed to run
3.15pm	Feedback to Coaches	On Court – coaches must be dressed to run
3.45pm	Course concludes	

VENUE LOCATIONS

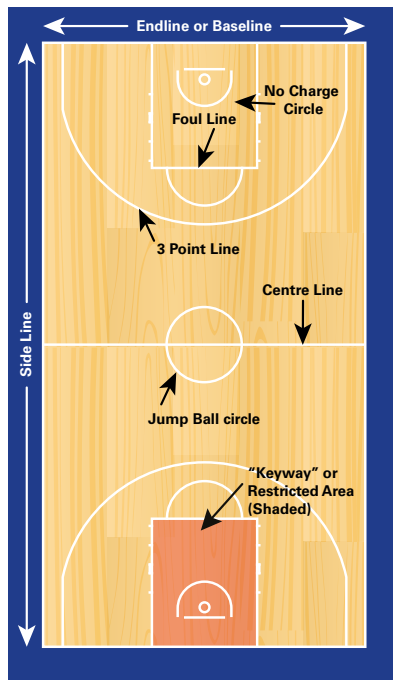
Classroom:

On Court:

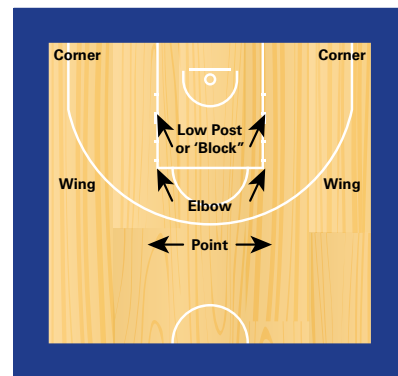
NB: Classroom activities can be done at the court. It will help if there is a whiteboard that can be used.

2 THE BASKETBALL COURT

LINES ON THE COURT



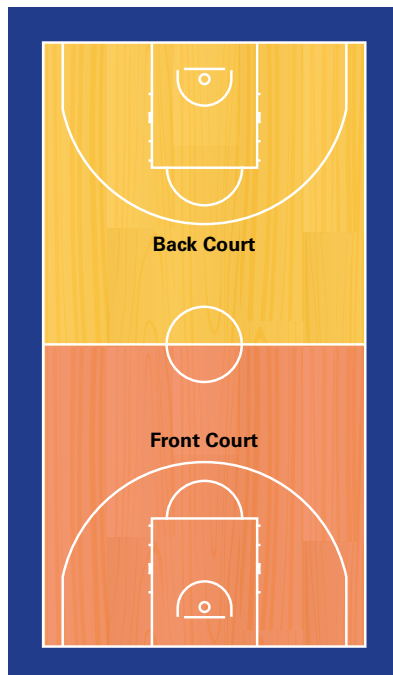
AREAS ON THE COURT



COURT DIMENSIONS

The court dimensions are:

- Width: 15metres
- Length: 28metres
- Keyway: 3.6m x 5.8m
- 3 point line: 6.75m



FOLLOW UP

Describe the difference between a team's "front court" and "back court"

3 BASKETBALL TALK

1. BACKBOARD	The rectangular shaped board behind the goal which may be made of wood, plastic or glass. The ring is attached to the backboard.
2. BASKET - THE GOAL	It is a ring (or hoop) with a net and a goal (or "basket") is scored when the ball passes through the ring from top to bottom.
3. DRIVE	When a player that has the ball moves quickly towards the basket.
4. DEFENCE	The team without possession of the ball is on "defence".
5. OFFENCE	The team with possession of the ball is on "offence".
6. FAST BREAK	When a team gets the ball and moves as quickly as they can to the other end so they can attempt to score.
7. PIVOT	Footwork that enables the person that has the ball to step with one foot while keeping the other in the same position of contact on the floor.
8. REBOUND	Catching the ball after a missed shot.
9. SUBSTITUTION	A player put in the game to replace a player already playing in the game. A player that has been substituted may return to the court.
10. TIME-OUT	A sixty second break in play so that the coach can speak to their team. Coaches have a limited number of time-outs in each game.
11. DRIBBLE	Players cannot run with the ball. To move with the ball they must bounce the ball with one hand while they are moving.
12. SHOOT	An attempt to score by throwing the ball toward the ring. Sometimes bouncing off the backboard will help to make a score.
13. DUNK	When a player jumps high enough that their hand is above the ring and they throw the ball down through the ring.
14. FOUL	If a player makes illegal contact with an opponent it is a "foul". If a player has five fouls they can no longer play in the game.
15. TEAM FOUL	Each foul is recorded against a player and is also a "team foul". Once a team has committed four team fouls in a quarter their opponent is awarded free throws if they foul again.

16. FREE THROW	A free throw is awarded to a player that has been fouled while they were shooting. The shot is taken without any defence from the "foul line" (also called the "free throw" line).
17. JUMP BALL	A jump ball situation occurs when players from an opposing team both grab the ball at the same time or if the ball goes out of bounds and the referee cannot determine which team touched it last.
18. POSSESSION ARROW	The possession arrow determines which team is awarded a throw-in when a jump ball situation occurs. It also determines which team has the first possession in the 2nd, 3rd and 4th quarters. The game starts with a jump ball, from which one team gains possession. The possession arrow is used to show that the other team will start with the ball next quarter or the next jump ball situation.
19. ZONE DEFENCE	A zone defence is where defenders guard an area of the court rather than a particular player. Zone defence is not recommended for players under 14.
20. VIOLATION	Is breaking one of the rules of the game (but not a foul). For example, stepping out of bounds while you have the ball.

DISCUSSION

- Can you think of any other basketball words?
- How can you help players to learn what the basketball words mean?

4 BASKETBALL EQUIPMENT

BACKBOARD



Introduced to stop spectators from interfering with shots!
Made of wood or glass 105 x 180cm.

RING



The ring (or hoop) has a diameter of 45cm and is attached to the backboard.

BASKETBALLS



Basketballs come in various sizes and weights. They are made of various materials including, rubber, synthetic leather and leather.

- Size 7 (29.5" diameter) used by boys aged 14 and above and men
- Size 6 (28.5" diameter) used by boys and girls aged 12-13 and by women
- Size 5 (27.5" diameter) used by boys and girls aged 9-11
- 3x3 Basketball use a size 6 ball that is the weight of a size 7.

"THE BASKET"



The ring is 3.05m (10') above the ground.

A net is attached to the ring and is between 40-45cm long.

DISCUSSION

Why are different sized balls used?

Not only are the balls different sizes, they also have different weights, with the largest ball (size 7) also being the heaviest (approximately 30% heavier than a size 5 ball). The lighter ball is easier for young players to throw and shoot and the smaller size is also easier to handle with smaller hands.

With young or inexperienced players, you can experiment with using other balls (e.g. a volleyball, football or even a tennis ball).

Can you practice without a basket?

Yes, you can! Playing basketball involves basic skills such as running, jumping and changing direction and these skills can be practiced whether there is a basket to shoot at. Indeed, a team can practice even if they don't have a basketball – passing and moving with any ball (or other object) is still good practice for the skills of basketball.

And if there is no basket to shoot at, the team can play games where they score by getting the ball to various positions on the court or can aim at a target marked on a wall or something such as a bin (after all, the first goal was actually a peach basket!).

5 MAKE IT FUN

5.1 COACHING 5-7 YEAR OLDS

When coaching this age group both games and practice sessions should be positive experiences in the players' sports and human development.

Winning should not be the fundamental objective. Instead, the players should learn to be good sports, respect the rules of the game, the referees and the opposing team, and to try their best. Most of all, the focus should be on having fun!

To make activities fun, the coach must first be having fun themselves! Kids have fun when:

- They are with friends
- They are active, not spending a lot of time watching or listening to the coach
- They are learning new things

In regards to learning, it is important that activities are at a level where the kids think that they can do it, that it is "close enough" to their current level of skill that it is achievable. Not spending too much time on an activity will also help to keep the players interested.

Coaches should avoid constantly dictating exactly how something is to be done, and instead should describe what they want done and let kids explore how to do it.

An example would be telling the kids to throw the ball up into the air and catch it behind their back. Even if the coach cannot do it themselves, they can describe it and kids will have fun trying to do it.

This approach equally applies to teaching skills of the game - for example telling the players to throw the ball as high as possible when shooting.

Teaching points such as "lock and snap" or "high elbow" can be introduced at a later stage. Asking the players to throw the ball as high as possible will lead them naturally to push upwards and have a high release point.

At the age of 5-7, children's sensory-perceptive abilities are largely unrefined. Fundamental movement patterns such as jumping, changing direction and running need to be developed by playing games with the body and often with different equipment. Size 3 or Size 5 basketballs are preferable and rings as low as 6'-8' make basketball more accessible.

The more actions and movements that are introduced the more a child's motor skills will improve. Games must be presented in a general form, asking the players questions like "let's see who can tag the most players?" Games do not have to replicate basketball and many fun games (that will help to develop skills such as changing direction) may not involve either basketballs or rings.

The practice must be held in a tranquil and relaxed fashion, with safety being of the utmost concern. Children must make their own "guided" discoveries rather than being "drilled" in a repetitive or monotonous manner. Music helps a lot and can facilitate learning.

Whilst there may be "winners" in activities, the overall focus should not be on winning, but on having fun and developing new skills. "Success" should be defined as being able to do something that you couldn't do before!

The analytical teaching of basketball fundamentals should be avoided at all costs at this age, instead the focus should be on games that involve skills such as:

- Running
- Jumping
- Changing Direction
- Throwing and catching etc.

5.2 COACHING 8-9 YEAR OLDS

At this age, it is necessary to continue training and developing basic motor patterns (perfecting techniques) so that they can be (gradually) transformed into more specific basketball abilities.

The training and development of motor abilities (especially coordination capacity, joint mobility capacity, and overall fitness) remain more important than specifics of basketball. At this age group, fun must still be the dominant focus as the children start to learn the game.

Games that involve dribbling, passing, shooting, defending; can be introduced but without rigorous "drilling".

Instead these activities should be presented by the coach in a general form that may be different to the playing rules of basketball.

The players should be introduced to basic rules such as:

- the movements they can perform in space and time;
- the space available to play;
- what they must do when playing offence;
- what they have to do when playing defence;
- the rules of the game.

When a child is "ready", playing rules can be presented, from which basketball fundamentals can later be drawn:

..

"You cannot walk or run while holding the ball; so in order to move on court you must dribble".

..

"To win the game you must score more baskets than your opponents; therefore you have to shoot in the opponent's basket".

..

"You cannot always play alone against everybody, but having teammates; you need to pass them the ball".

..

"The opposing team must not score more baskets than your team, therefore you have to defend your own basket".

Practice must provide each player with many opportunities to practice the various skills and there should be a balance between practicing skills in a contested situation and a non-contested situation. All situations though, must be fun!

5.3 COACHING 10-12 YEAR OLDS

At this age the players' training and development of motor abilities continues, with more emphasis on basketball fundamentals. Feedback should now be more analytical in nature, refining the foundation skills taught previously.

It remains important at this stage, to give athletes the opportunity to do contested activities as they develop their skills but to return to non-contested (but still fun!) activities.

However, specialist roles must not be established, gestures and movements must not be extremely technical yet, the game must be in a free form, the playing ideas (in offence and defence) presented by the coach should be simple at the beginning.

The final aim should be that of bringing children to play 5 on 5 in a slightly more organised way, however the next chapter sets out a range of rule variations that can be utilized to maximize the involvement and enjoyment of the players.

Often "small sided" games such as 3 on 3 and 4 on 4 are better for children at this age as it gives players more opportunity to be involved in the play and more space to play in.

5.4 COACH TO THE SKILL LEVEL OF EACH PLAYER

The age groups noted earlier are a guideline and it is quite likely that when coaching 10-12year olds there may be a player that has no experience with basketball and accordingly is at the stage of a much younger player.

Similarly, there may be an 8year old player that has been involved in basketball for 3 or 4 years and has skills that are more advanced than older players.

Accordingly, it is important that the coach make an evaluation of the skills of each player and be prepared to make variations to include all players in activities to their level of skill and experience.

This may require different players to participate in activities differently - for example, some players may use their preferred hand when dribbling and others may be challenged to use their non-preferred hand.

6 USING "GAME-BASED" TEACHING

6.1 TECHNIQUE CENTERED TEACHING

A traditional approach to coaching is "technique centered" and is based upon analysing skills and techniques needed to play a game and to teach those skills until they are performed well enough to be able to play the game.

A technique centered method assumes that there is only one way to perform a skill and teaches the skill isolated from the game – developing the technique first and then putting it into "practice" playing the game of basketball.

An assumption that there is one perfect technique for basketball skills is flawed, with the best basketball players displaying a range of individual techniques whilst still being successful in performing the skills in games.

Other problems with a technique centered coaching approach are:

- repetitive execution of skills, without the context of a game, is boring and will lessen motivation and enjoyment of players (and particularly children);
- the "thinking and problem solving" aspects required for a successful game performance are not central to the initial learning because the technical requirements are isolated from the game in skill drills when technique is developed in "isolation" (e.g. shooting with no defender) players may develop habits that are unlikely to be successful under defensive pressure. Accordingly, having a defender present (for example) early in technique learning provides for a better outcome.

6.2 WHAT IS "GAME-BASED" TEACHING

An alternative approach to the traditional technique-centered is to adopt a "game-based"¹ approach to coaching, where the focus is placed on "game centered" activities rather than "technique centered" activities.

The central strategy for using a game-based approach is:

- use activities that teach the "nature" of the game first with the skills of the game added at a pace manageable by the participants;
- questioning players to stimulate their thinking about the "game" or activity – allowing them to discover how and when to execute skills within the context of the game.

An approach of questioning players can be particularly challenging for coaches that are quick to "substitute" their own judgment and simply tell players what was done wrong. Coaches that persist with this style of teaching will be rewarded with players that are better able to "read" the game and reflect upon their own performance.

Some benefits for players when the coach adopts a game-based approach are:

- It promotes maximum participation and "long-term" learning
- Players become skilled in having a broader sense of understanding of the game rather than simply being skillful at the game
- The various ability levels of the players are catered to through activities being varied in complexity at a pace dictated by the players
- Encourages the players' understanding of the need for rule

1. Also known as "Game Sense" or "Teaching Games for Understanding"

6.3 HOW TO USE A GAME-BASED APPROACH

First, coaches should get players participating in an activity as quickly as possible. Set out the basic rules and let them play!

After players have been active in an activity for 4-5 minutes, the coach asks questions to guide the conceptual, strategic and tactical requirements of the game. The coach then makes any modifications they want to the activity. This approach also enables the coach to identify areas where the players may have misunderstood the activity or "rules" that are important for "success" in the activity.

Importantly, the coach may stop the whole activity to ask questions of the group or may take a player from the activity to work with them specifically. This is also an opportunity to work with the player on skill execution as necessary.

Through this approach as the players develop skills they do so within the context of the game, which enhances their ability to perform the skill under "game-like" pressure.

An example of how to introduce basketball using a game-based approach:

ACTIVITY - PASSING GAME

- Two teams (with the same number of players) have one ball each.
- Players must stand within a set area of court (e.g. within 3 point line, half court etc.) – the more players there are the bigger the space needs to be
- Players cannot pass to the person that passed to them
- Teams count each pass to see which team gets to the set target first (e.g. 20 passes)
- If the ball touches the ground, the team lose one point

After 3 or 4 minutes, the coach stops the activity to ask:

- What do you have to do with your body to catch the ball (possible answers – hands up, keep watching the ball, let the ball come into your hands)
- How do you make sure that your pass reaches the person and does not touch the ground (possible answers – not try to pass too far, step forward when passing, pass from chest not above the head)

The coach then varies the rules of the activity to:

- Players must now move and catch the ball
- Players must stop when they catch the ball

After a further period of playing, the coach asks other questions (and during this questioning is when the coach may provide some technical instruction):

- What do you need to look at to make a successful pass (possible answer – position of all players on court)
- Where do you throw the ball (possible answer – in front of the teammate)
- What do you need to get the ball (possible answers – move to the ball, hands up, call for the ball)

The coach could then make a further variation to the activity:

- Only one ball and the team without the ball attempts to intercept passes (they cannot take the ball from a player's hands)
- If the ball hits the floor, or is intercepted, the other team immediately make passes to attempt to reach the target

At the conclusion of the activity the coach asks further questions:

- What can you do to avoid someone that is putting pressure on the person with the ball (possible answers – pivot, pass fake, move towards the teammate or even behind them)
- What is the best position to try and intercept the pass (possible answers – distance from opponent, staying between them and the ball)

Another advantage of the game-based approach is that skills are not learnt in isolation or a "closed" context but are learnt under some game like conditions.

7 PLANNING PRACTICE

7.1 WHY PLANNING IS IMPORTANT

- “By failing to prepare, you are preparing to fail.” (Benjamin Franklin)
- The role of the coach is to conduct a well organized practice, which keeps athletes engaged and active. Athletes should not spend large amounts of time standing listening, watching or “waiting for their turn”.
- Players need to work on individual skills and team tactics/skills in every practice and improvement is progressive. Coaches that do not plan tend to spend too much time on one element, which means other items are overlooked.

7.2 PREPARING THE PLAN

Before choosing activities to use, the coach needs to think about what is available:

- **Court** - Do they have a full court or half court? Are there extra baskets on the side?
- **Equipment** - How many balls? How many players are expected? Do they have bibs or reversible singlets to help divide players into teams?
- **Time** - How long is the practice session? Is the court used by another team immediately before or after them?

7.3 WHAT'S IN THE PLAN?

- Time spent on each activity. Some coaches do it by stating the time of day (e.g. 5pm Activity X, 5.10pm Activity Y), some count up (e.g. 00-10mins, 10-15mins) and some count down (20:00, 15:00).
- In some venues you can use the scoreboard to help keep track of time, other coaches designate an assistant coach to keep track of time.
- Details of the activity – it's name, how it works.
- Teaching points – what are you teaching?
- Equipment needed for each activity
- Groups that you want players in (if applicable)

7.4 ELEMENTS OF PRACTICE

- Every practice should include the following elements:
 - Warm up – particularly incorporate ball control and body movement activities
 - Individual skills – teaching and practicing passing, dribbling, shooting and defending
 - Team tactics – both offensive and defensive
 - “Game Like” activities – varying the rules, methods of scoring and allowed movements to focus on various aspects
 - Warm down
- Don’t forget to also schedule drink breaks! Encourage players to have their drink bottles near the court so that they can get a drink at any time. Many players however won’t stop to drink, so two or three quick drink breaks should be included.

7.5 USE TIME WISELY

- If possible, have the team warm-up and warm-down on the side of the court (or outside) before practice begins. This maximises the amount of time you have to teach and practice.

7.6 ORGANIZING ACTIVITIES

- “Station Work” – dividing the players into small groups to do a series of different activities can be a good way to cover a range of skills with maximum participation.
- Players can be divided by skill level, size, evenly or randomly. It is important that every player gets to participate fully in activities.
- Avoid always dividing players into a “best” team and “second best”.

7.7 HOW MUCH TIME TO SPEND ON ACTIVITIES?

- Each activity should go for 5-10 minutes, including:
 - 1-2 minutes to introduce the activity, 3-5 minutes of doing the activity (and observing), 1 minute for feedback/correction
- Provide feedback to players as their activity continues – either take one player out (for as little time as possible) or get their attention during the activity (use their name!) and provide short feedback.
- Each player needs as many repetitions (or chances to practice) as possible. They should not wait for more than 20-30 seconds before being involved in the activity.
- Two common mistakes made by beginning coaches is that they talk for too long and they have players standing for too long without being actively involved.

7.8 GETTING PLAYERS INTO GROUPS

- Minimise the time between one activity finishing and the next starting by arranging groups as quickly as possible. Avoid standing and choosing groups as this takes time.
- Pre-assign groups (e.g. list on whiteboard or set out in your practice plan)
- Once an activity has started you can have a player change groups if that is necessary
- Designate where you want groups (e.g. "2 groups, one at each elbow, each group needs a ball").
- Designate group size (e.g. "groups of 3", "3 groups of 3 and 1 group of 2").
- Use clumping – by bringing smaller groups together to form larger groups.

7.9 BALANCE THE INTENSITY OF ACTIVITIES

- Consider the physical and psychological intensity of activities. For example, a lay-up activity sprinting full court may be high physical intensity, learning a new skill or a complex activity that the team hasn't done before may be high psychological intensity.
- Follow a high-intensity activity with lower intensity activities. Using the same activity at different practices as it has a lower intensity than introducing a new activity.

7.10 BUILD-UP ACTIVITIES

- Vary the rules used in an activity to focus on teaching different things.
For example:
 - 2 Teams (each with a ball) race to make 50 passes within the half-court. Players cannot pass to the person that passed to them and after passing, must touch the end-line, side-line or centre-line before they can catch a pass. The focus is passing, catching, pivoting etc.
 - Take away one ball. Do not allow the ball to be taken from the person that has it - defenders must intercept passes. This introduces focus on defensive position.
 - Allow the ball to be stolen from the person that has it. This introduces increased defensive pressure.
 - Team with ball can now shoot after certain number of passes. This introduces shooting, rebounding etc.
 - Allow use of dribble (may limit how many) etc.

7.11 REVIEW PRACTICE

- Keep a record of how the team or individuals perform in an activity (e.g. number of passes in 20 seconds). Improving upon these performances is a great goal!
- Sometimes an activity doesn't work well or you make a change to it – make sure you note this down as it will help in preparing future practices.
- Make a note of anything that you want to include at the next practice or game – write it down straight away otherwise you might forget it in a few days!

FOLLOW UP

What type of activities are good to use in the warm-up?

The warm-up is designed to get the players physically and mentally ready for the practice or the game. The warm-up is a good opportunity to incorporate ball control and body movement activities. For example, the players may jog with "high knees" or "high heels" and then do lunges. At the same time they can be wrapping the ball around their waist, dribbling between their legs or throwing it from one hand to another.

The warm-up should start with less active or intense activities and then build to where they are running and jumping.

Are there any disadvantages to using "stations"? how can you avoid them?

A benefit of using stations is that it keeps all players active at the same time, particularly where each group is quite small. However, the coach cannot supervise all the groups at the same time so players may do it incorrectly or may get distracted and not do it at all.

Some things that can make "station work" more effective are:

- *Designate one player in each group as the leader of that group, they will seek further information from the coach if needed;*
- *Have a parent (or assistant coach if you have one) work with each group – give them one thing to focus on;*
- *Use the same activities for a number of practices, so that the players are used to the activity and how to do it;*
- *Print a description of each activity onto card/paper and place that on the court, so that the players (or parents if they are helping) can refer to it.*

MORE INFORMATION

Level 1 Coach

2. Know-how

2.1 Planning

- 2.1.1 Planning Practice – Introduction
- 2.1.2 Planning Practice – Setting Goals
- 2.1.3 Planning Practice – Stages of a Practice Session
- 2.1.4 Planning Practice – Choosing Appropriate Activities
- 2.1.5 Planning Practice – Duration of Activities
- 2.1.6 Planning Practice – Using Stations and Group Work
- 2.1.7 Planning Practice – Managing Physical and Psychological Load
- 2.1.8 Planning Practice – Adding complexity
- 2.1.9 Planning Practice – Reflecting on Practice

2.3 Effective Practice sessions

- 2.3.5 Conducting the Session – Organizing Players into Groups

More information is available at the WABC's free Knowledge Base
www.fiba.basketball/wabc

8. SAMPLE PRACTICE PLAN

PRACTICE PLAN			
DATE	Monday, 6 Mar 17 5pm – 6.30pm	VENUE:	Eddie's Court
TEAM:	U14 Girls	EQUIPMENT:	<ul style="list-style-type: none"> • 6 basketballs • 2 baskets • Coloured Bibs • Footladder
OFFENSIVE FOCUS:		DEFENSIVE FOCUS:	
1.	Pass the ball ahead, less dribble	1.	Off ball position – see opponent and be close enough to arrive as they catch a pass
2.	Pass & Cut	2.	Force dribbler to sideline
TIME:	ACTIVITY:	MATCH-UPS:	TEACHING POINTS
5pm – 5.05pm	Warm Up <ul style="list-style-type: none"> • Foot ladder lay-ups 		<ul style="list-style-type: none"> • “Quick and quiet” feet • Jump to the basket
5.05 – 5.10pm	Warm Up <ul style="list-style-type: none"> • Pair Explosion Drill 	AJ – Tara Jen – Rach Jenna – Candy Chris – Vicki Alanna – Claire Bianca – LD	<ul style="list-style-type: none"> • Attack the defender's hips • Push forward
5.10 – 5.26pm	4 min Stations <ul style="list-style-type: none"> • Guard the Corner • Dribble, Pivot & Pass • Contest the Shot 	<ul style="list-style-type: none"> • AJ, Tara, Vicki, Claire • Jen, Rach, LD, Candy • Jenna, Claire, Alanna, Bianca 	
5.26 – 5.30pm	20 passes		<ul style="list-style-type: none"> • Players “jump stop” (two feet landing) when they catch the ball • Pivot with one foot on the ground • Hands up to catch the ball

PRACTICE PLAN (CONT.)			
TIME:	ACTIVITY:	MATCH-UPS:	TEACHING POINTS
5.30 – 5.34pm	Copy Cat <ul style="list-style-type: none"> • Players with the ball face the coach. Partner has their back to coach • Coach points and players with ball dribble in that direction. Their partner must stay in front of them. • The player with the ball can move as quickly or slowly as they want. 		<ul style="list-style-type: none"> • Dribblers must keep their head up to see the direction the coach is pointing • Dribble “hard”, pushing the ball as hard as possible
5.34 – 5.39pm	Pass & Cut <ul style="list-style-type: none"> • One line is standing just on the top of key with a basketball • Coach stands at the three-point line at the wing. • Player passes from the top to the coach and cut to the basket • Coach passes to the player cutting who then makes a lay-up. 		<ul style="list-style-type: none"> • Players should “jump stop” before shooting • Timing of cuts is important <ul style="list-style-type: none"> • The player does not cut until coach has the ball
5.39 – 5.44pm	Lay-up Footwork <ul style="list-style-type: none"> • Introduce lay-up footwork with players jumping to “high 5” the coach • Progress to shooting a ball (if possible start with a tennis ball or a size 3 ball for young children). • Practice on both sides of the basket and use more than one basket if necessary – DO NOT have the kids waiting too long 		<ul style="list-style-type: none"> • Start in the “block” at the side of the keyway • Take one step (with foot away from baseline) and jump at the basket • Use the “block” as a reference point to pick up the ball, take one step and shoot!
5.44 – 5.48pm	Dribble Chicken <ul style="list-style-type: none"> • Two players dribble directly toward each other • They then change hands to move past each other • Players must continue dribbling, but may stop moving to avoid collisions with other groups. 		<ul style="list-style-type: none"> • Both partners start dribbling with same hand • Keep head up to see players on the court • Crossover between knee and hip – push ball hard

PRACTICE PLAN (CONT.)

TIME:	ACTIVITY:	MATCH-UPS:	TEACHING POINTS
5.48 – 5.52pm	<ul style="list-style-type: none"> • Groups of at least 4 • First player dribbles and comes to jump stop. • 2nd player runs behind them • First player turns around to throw to the next in line. The 2nd player defends the pass. • Both players return to the line to change role 		<ul style="list-style-type: none"> • Use pass fakes and pivot to make pass • Do not throw high passes over the top • Be prepared to pass either left or right hand.
5.52 – 5.54pm	Drink		
5.54 – 6.01pm	Pass and Win <ul style="list-style-type: none"> • Teams with equal numbers • One team starts in centre circle and tries to get ball into the “no charge” circle. • Players can dribble or pass • Each defender must stay with one player • If defence get the ball, they move to their “goal”. • After a score, the other team starts with the ball 		<ul style="list-style-type: none"> • Defenders should be able to see their opponent and player with the ball • Do not allow stealing ball from the person that has it – defence must intercept passes. • Cannot score by dribbling – must pass to someone in the goal area.
6.01 – 6.08pm	Into the Key <ul style="list-style-type: none"> • Teams with equal numbers • Players pass and dribble and try to get into the key • Coach can be an offensive player to make passing distances shorter. • Can use cones on the court to show where players can be on the perimeter 		<ul style="list-style-type: none"> • Players should stay 2-3 metres apart • Lead into the key and then back to the perimeter • After passing, cut to the basket (and then back to the perimeter)
6.08 – 6.10pm	Drink		

PRACTICE PLAN (CONT.)			
TIME:	ACTIVITY:	MATCH-UPS:	TEACHING POINTS
6.10 – 6.20pm	5 Possessions <ul style="list-style-type: none"> • Teams with equal numbers • Coach passes to one offence player. • Offence get 1 point if they get the ball in the key and 2 points for a successful shot from inside the key • When defence get the ball, they pass to the coach and activity starts again. • After 5 possessions offence and defence swap 		<ul style="list-style-type: none"> • Defenders must stay on one player • Only dribble to attack the key (coach may limit the number of dribbles) • Offensive players should stay 2-3 metres apart.
6.20 – 6.25pm	Crocodile <ul style="list-style-type: none"> • Players line up to take a shot from close to the basket • If they make the shot, they jog to half way and rejoin the line. If they miss, the jog to the sideline and then stand near the basket. • When a shot is made, it “saves” one person from the crocodile (standing near the basket) • If there is only one person left to shoot, they rescue all players if they make the shot. 		<ul style="list-style-type: none"> • Be balanced before shooting • Push up as high as possible (reward hitting the net/ring with very young players)
6.25 – 6.30pm	Warm down		

NOTES:

9 EFFECTIVE TEACHING

9.1 THE IMPORTANCE OF TEACHING POINTS

- Every activity has a structure, where players stand, where they move etc. These are relatively unimportant - different activities can be used to teach the same thing.
- Coaches must have clear “teaching points”, which help the player to learn how to perform the skill or tactic.
- Many beginning coaches make the mistake of focussing on how the activity is meant to run instead of their teaching points.
- “You get what you accept” – teaching points must be emphasized and players must be corrected during the activity. Stating the teaching point does not teach. Correcting performance and giving feedback is what teaches.

9.2 USE KEY (OR CUE) WORDS

- Key words help to give information quickly. For example, “Lock and Snap” refers to pushing high when shooting, extending the arm (“lock the elbow”) and releasing the ball by pushing the hand (“snap the wrist”) which puts backspin on the ball.
- The coach needs to define each of the “key words” that they use and may give players notes on each of the key words.
- Similarly, giving activities names avoids the need to describe the activity each time the coach uses it.

9.3 RUNNING ACTIVITIES

- The sequence when running activities should be:
 - **Gain Attention:** get attention of player's and have them move to a designated area
 - **Name the activity:** this makes it easier to use the activity again
 - **Describe the activity:** how does it work? Where do players move, what do they do?
 - **Teaching Points:** what are the key things to practice in the activity?
 - **Observe:** let the players do the activity – repetition is very important. Hesitate before stopping the activity
 - **Feedback:** give feedback to individuals during the activity (“key words” help with this) and then give feedback to the group. Focus on the teaching points.
- If time permits, return to the activity and observe again.

9.4 GIVING FEEDBACK

- Use the “sandwich” technique when giving feedback:
 - Positive statement;
 - Area for correction – what you want them to do;
 - Positive statement or reinforcement.
 - For example, “You are doing a great job getting to your player quickly. Force them to dribble on their left hand, by standing in front of their right shoulder. You did this well at practice and I know you can defend them”
- Use the “Coaching on the Run” technique:
 - Give feedback to players while they are doing the activity;
 - Get their attention: say their name first;
 - Use key words
 - Speak to athlete while they are waiting for their turn – don’t stop the whole drill
- Use positive, “action orientated” language
 - Tell them what you want them to do, not what they did wrong
 - “focus on the cure, not the disease”

9.5 MAKING MISTAKES IS A PART OF LEARNING

- “Failure is not the opposite of success, it is the pathway to success”.
- Re-assure athletes that you expect mistakes as they learn new concepts and skills

9.6 TEACH IN CONTEXT / LEARN IN CONTEXT

- Skills learnt in a “game like” context will be better performed in a game, for example it is beneficial to have someone stand in front of a player that is learning to:
 - shoot (this will naturally lead the player to push up);
 - pass (this will naturally lead them to pass with one hand around the “defender”);
 - dribble (they will naturally appreciate the need for space and to protect the ball with their body);
- Initially, just have the person standing still and then have them progressively become more aggressive;
- Without a game like “context” player’s will often develop bad habits in technique that will require many hours to correct.

9.7 SOME PLAYERS DON'T WANT TO GO FIRST

- Some players will learn best by simply getting on-court and doing an activity, whilst others prefer to watch for a short time to understand what is being done.
- Get to know your players and give those that want to observe the chance to do so.

9.8 LISTEN TO THE PLAYERS

- “To be given an answer to a question does not help me to answer the next question”.
- When a player makes a mistake their perspective can help the coach to determine what needs to be “fixed”. For example, the player may not understand a concept (so the coach helps them to understand) or they may understand but “read” play (so the coach may need to do some different activities to give more opportunity to “apply” the concept)

FOLLOW UP

Do people learn the same way? How can a coach help different learning styles?

No, people do not all learn the same way. Some people like to observe before doing something, others prefer to try it straight away. Some like written instructions, whilst some prefer to be “talked through it”.

Coaches can use a number of tactics to help their players:

- *Ask for volunteers to demonstrate new skills – do not force player’s that prefer to stand back to do the demonstration;*
- *Provide players with notes on the key teaching points from practice;*
- *Describe what you want the players to achieve and then let them work out how to best do that (e.g. shoot with a high arc because it increases the chance of the shot going in);*
- *Use video to show players what you want them to do (e.g. from the WABC website);*
- *Have a player that is unsure of what to do follow a player that has a better understanding;*
- *Draw the activity on a white board, as well as describe what to do.*

FOLLOW UP**What is said is not as important as what is heard! How can a coach check that player's understand?**

It is important that the coach takes the time to observe the players and not stop an activity as soon as some part of it goes wrong. The players may be able to work it out, which is what they must do during a game, or they may change the activity in some way, but if it is still emphasizing the teaching points that can be ok.

Rather than always giving answers to the players, the coach should ask questions so that the players can work out answers for themselves. Use "open ended" questions (which cannot be answered "yes" or "no") such as "where were your team mates?", "what did you think your opponent was going to do", "how can you score more points next time?"

After an activity, or at the end of practice, ask the players what are one or two things that they have learnt and they want to improve on for next practice. Have the players keep a simple diary where they can write these down.

MORE INFORMATION**Level 1 Coach**

2. Know-how

2.2 Teaching

- 2.2.1 Learning Styles
- 2.2.2 The Stages of Learning
- 2.2.3 The Impact of the Coach's Learning Style
- 2.2.4 The Importance of Key / Cue Words

2.3 Effective Practice Sessions

- 2.3.1 Communicating with Athletes – Listen More, Speak Less
- 2.3.2 "Coaching on the Run" Technique
- 2.3.3 Providing Feedback
- 2.3.4 Changing Behavior with Feedback
- 2.3.6 Conducting the Session – Introduce the Activity
- 2.3.7 Conducting the Session – Observe and Give Feedback

More information is available at the WABC's free Knowledge Base
www.fiba.basketball/wabc

10 SAFE TEACHING

10.1 CHECK THE COURT AND EQUIPMENT

- Walk around and inspect the court before starting practice to make sure there are no slippery areas (water, dirt) or obstructions.
- If a hazard is found clean it up or remove it. If that is not possible, adjust your activities to avoid that area of the court.
- Many courts will not have much clearance between the court and a wall, grandstand or other obstruction. It may be necessary to introduce a "sideline" that is inside the court (and further away from the obstruction). This could be marked by cones.

10.2 USE APPROPRIATE ACTIVITIES

- Use activities that are appropriate for the level of skill, experience and physical maturity of your athletes. An activity appropriate for adults is not necessarily appropriate for young children.
- Junior teams often have wide variety of fitness, height and physical maturity amongst the players. Consider whether players should work in groups with similar characteristics for some activities.
- On outdoor courts it may be necessary to vary activities to minimize the chance of players being knocked or falling to the ground.

10.3 WATER IS THE BEST DRINK

- Water is the best drink to keep players hydrated and will also help players to regulate body temperature.
- Dehydration affects decision making – so schedule regular drink breaks. A player will be dehydrated well before they feel thirsty.
- Encourage players to bring their own drink bottles. It is preferable that players do not share drink bottles.

10.4 KEEP ENERGY LEVELS UP

- “A car without petrol soon stops moving”
- Encourage players to eat a small snack before practice, particularly if coming straight from school or work. This will help ensure they have sufficient energy for practice!
- Players should also eat a small amount of carbohydrate after practice as this helps aid recovery. Consider having players bringing snacks to be shared.

10.5 INJURIES WILL HAPPEN!

- Contact between players is inevitable given the small space of a basketball court. Most are not too serious but coaches should be prepared.
 - Don't rush a player that has fallen and do not move them until they are ready.
 - When a player falls, stop the activity and/or move it to another area
 - Have a towel available to clean up any blood
 - Have ice available if possible. For soft tissue injuries (e.g. twisted ankle):

R	Rest
I	Ice (apply for 20 minutes every hour. Do not apply directly onto skin. Have a sock, bandage, towel or something between ice and skin)
C	Compression
E	Elevation (keep injured area above the heart where possible)
R	Referral (seek medical assistance/treatment)

10.6 BE SAFE, BE POSITIVE

- People participate in sport because its fun and they must be able to do so free from any form of harassment
- Do not ridicule players and do not let players do so to each other. Such “joking around” may not be intended to be serious but can have a drastic effect upon a person’s mental wellbeing. Similarly, sarcasm is often misunderstood, coach without using it.
- Take seriously any concerns that a player raises about the behavior of someone else.
- Respect your players, the officials and your opponents. As coach, your behavior is a role model for the players and spectators.
- Focus on what you want players to do, not the mistake they may have made and avoid comments about them. They may have made a “dumb” decision but that is no justification to call them “dumb”. Instead focus on how they can make a better decision (e.g. “look around the player you are passing too to see where the defenders are”).

FOLLOW UP

What can a coach do if some players are “bullying” a team mate?

“Bullying” takes many forms and, like any form of harassment, the intention of the person is not important. What is important is how behavior is making someone else feel. For example, more skilled players may joke about how a team-mate is “hopeless” and cannot do basic skills. They may not intend to be hurtful, however comments such as this can have a very negative effect.

First, the coach must not accept such behavior and certainly should not act in this way themselves. The coach may speak privately with the player that made such a comment and explain to them that such comments like that will not be tolerated. Equally, the coach may state to the team as a whole that such comments are not tolerated. More skilled team-mates can help others by using the coach’s teaching points and reinforcing to their team-mate what needs to be done.

Another effective strategy a coach can use is to create a supportive “culture”. For example, having players acknowledge when a team-mate does something well. This is commonly done by pointing to a player that made a good pass, to say “thank you”.

MORE INFORMATION

Level 1 Coach

1. Role and Values
 - 1.1 Leadership
 - 1.1.1 Being a Role Model
 - 1.1.4 Having the Right Attitude
 - 1.2 Working with Officials
 - 1.2.1 Appropriate Communication with Officials
2. Know-how
 - 2.1 Planning
 - 2.1.10 Creating a Positive Environment
 - 2.1.11 Providing a Safe Environment

Level 1 Player

3. Physical Preparation
 - 3.2 Nutrition
 - 3.2.1 Hydration
 - 3.3 Physical Recovery
 - 3.3.1 Warm Up and Cool Down
 - 3.4 Injury Management
 - 3.4.1 Injury Treatment

More information is available at the WABC's free Knowledge Base
www.fiba.basketball/wabc

11 RULES OF THE GAME

11.1 KNOW THE RULES / TEACH THE RULES

- Coaches should know the rules!
- Official Basketball Rules can be found at www.fiba.basketball/basketball-rules
- The Official Basketball Rules govern FIBA competitions and many local competitions will have variances from the rules. Coaches must make sure they check any "local" rules that are used in competitions.
- Encourage players to do an introductory referee course (the coach should also do it!)
- At practice coaches will often change rules in activities to emphasis different skills or concepts. However they must also make sure players know the rules that apply in competition.

11.2 THE TEAM

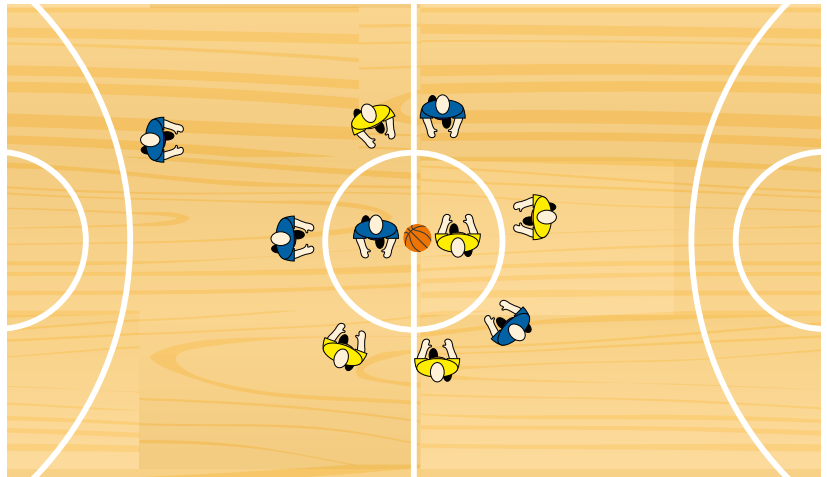
- 5 players from each team are on the court;
- Teams may have up to 7 substitutes. A player that has been substituted may go back on later in the game. There is no limit to the number of substitutions a team makes;
- If a player has five fouls they are then excluded from the game;
- Tactically there are different positions and roles, however the rules do not place any restrictions. All players can shoot. All players can move anywhere on the court.

11.3 TIMING

- Basketball is usually played in 4 x 10-minute quarters. Competitions do change this sometimes. For example, some competitions are played in 2 x 20-minute halves. Other competitions play 4 x 12-minute quarters.
- In the Official Basketball Rules the clock stops every time a referee blows their whistle. This is commonly not enforced in local competitions.

11.4 STARTING THE GAME

- The game starts with a jump ball;
- One player from each team stands inside the center circle, either side of the half-way line;
- The referee stands between them and throws the ball up;
- The two players jump and attempt to hit the ball to a team-mate. They can only hit it once and they cannot catch it;
- The players must jump straight up and cannot jump into the other player or push the other player;
- Other players may stand wherever they wish, provided they are outside the circle.



11.5 POSSESSION ARROW

- The “possession arrow” determines which team will get the ball at the next “jump ball” situation or the start of the next quarter;
- The most common “jump ball” situations are:
 - where two opponents hold the ball at the same time;
 - the ball is out of bounds but referees cannot determine which player last touched it;
- The team that does not get the ball at the initial jump ball has the “possession arrow”;
- When a team gets the ball from the “possession arrow” they throw the ball in from the sideline. The possession arrow is then changed so that to indicate that the opponent gets the next possession.

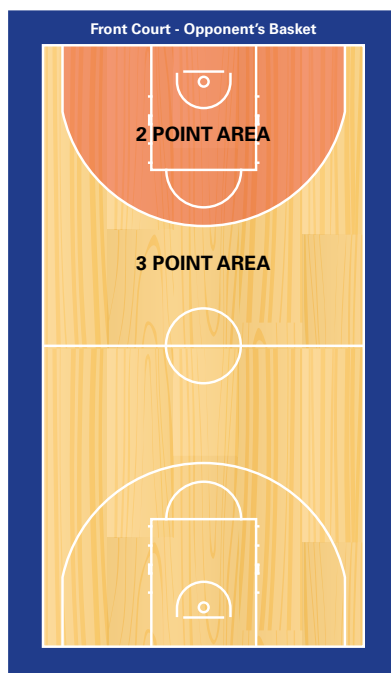
HELD BALL / JUMP BALL SITUATION



Thumbs up, then point in direction of play using alternating possession arrow

11.6 OBJECT OF THE GAME – SCORING GOALS (2-POINT & 3-POINT SHOTS)

- The object in basketball is to throw the ball through the opponent's basket. The ball must enter the basket from above
- A shot from within the 3pt line or on the line scores 2 points
- A shot outside the 3pt line (even if thrown from the other end) scores 3 points.
- If a player outside the 3pt line, jumps in the air, shoots and lands in the 2pt area the shot is worth 3 points.
- If a player inside the 2pt area, jumps, shoots and lands outside the 3pt line, the shot scores 2 points.



2 POINTS



2 fingers, 'flag' from wrist

3 POINTS



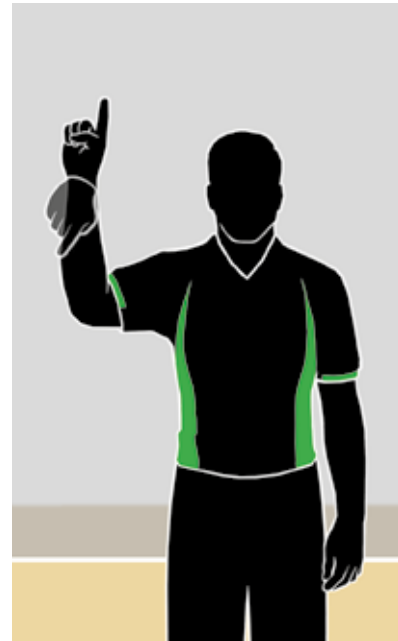
3 fingers extended. One arm: Attempt. Both arms: Successful

11.7 OBJECT OF THE GAME – SCORING FREE THROWS (1-POINT SHOT)

- Player may be awarded 1, 2 or 3 “free throws” (also called foul shots) and each shot is worth one point if it goes in;
- Free throws are awarded as a result of a foul being called:
 - for contact on a player shooting; or
 - for contact on any offensive player if when the opponent has 5 or more team fouls in the quarter
- When a free throw is taken, 5 players line up around the keyway as shown;
- Other players must be outside the 3-point line and above the foul line.



1 POINT



1 finger, ‘flag’ from wrist

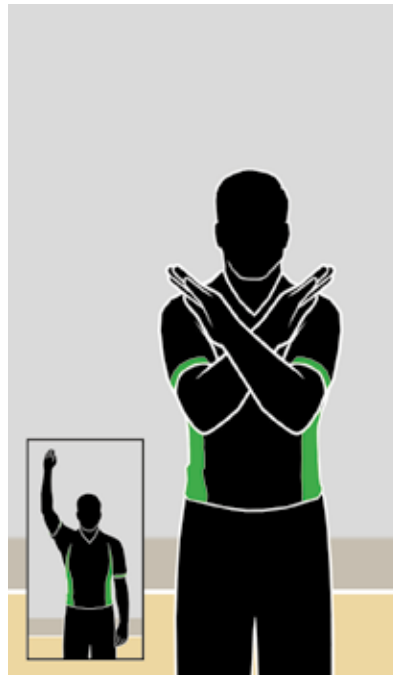
11.8 PLAY CONTINUES AFTER A SCORE

- After a team scores their opponent gets possession. They must throw the ball into play from outside the endline. The referee does not handle the ball.
- When a team scores they must not interfere with their opponent getting the ball.
- They may defend the player attempting to throw the ball into play but must not step or reach across the end-line.

11.9 SUBSTITUTIONS & TIME-OUTS

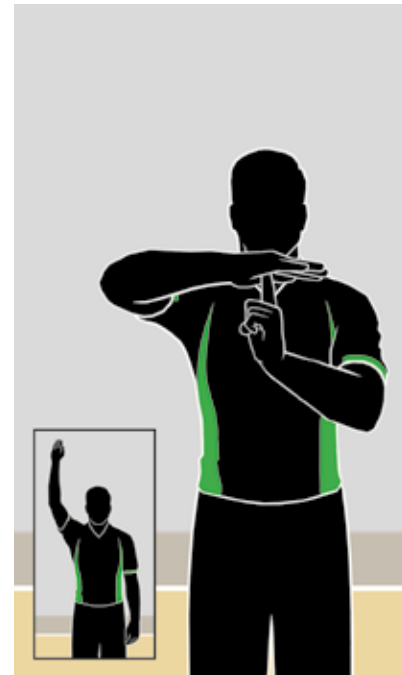
- Substitutions can only be made when the game is stopped.
- A player requests a substitution from the scoretable officials who will notify the referees.
- A substitution can be made any time the referee blows their whistle
- A time-out is a 1 minute break in play during which the coach may speak to players
- A coach requests a time-out from the scoretable officials who will notify the referee.

SUBSTITUTION



Cross forearms

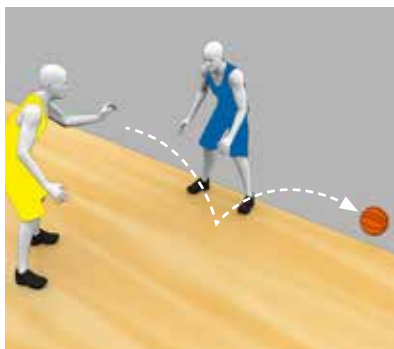
CHARGED TIME-OUT



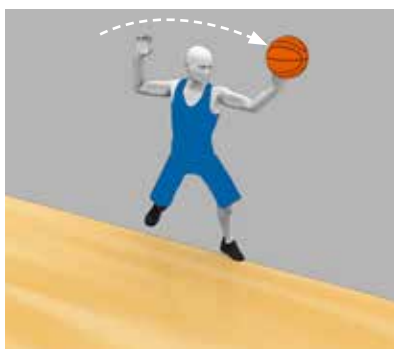
Form T, show index finger

11.10 IN OR OUT OF BOUNDS?

IN OR OUT OF BOUNDS?



Ball is knocked out



Player has a foot on the line



Ball hits the referee

The ball is out of bounds whenever it hits the floor on or outside the sideline / baseline or if it hits anything (e.g. seats, scorer's table) that is outside the sideline / baseline.

When the ball goes out of bounds whichever team last touched it will be on defence and their opponent get to throw the ball in. The referee must give the ball to them.

If a player is standing out of court and the ball hits them it is regarded that they were the last player to touch the ball and the opponent will get possession.

The ball is out of bounds if the player that has the ball steps on the sideline / baseline or if they touch the floor outside the sideline / baseline.

However, a player CAN jump from inside the court over the sideline / baseline, touch the ball and then throw it into the court.

Sometimes the ball might hit the referee (although the referee should try to avoid being hit!).

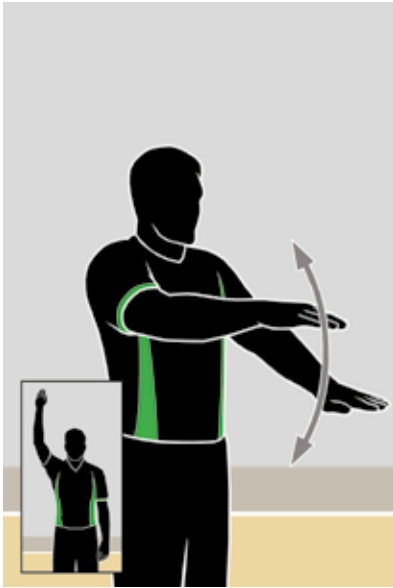
If the referee is standing on the court it is "play on!". If the referee is outside of the court, then the ball is out of play.

11.11 VIOLATIONS

- A violation occurs when there is a breach of the rules (not involving contact between players).
- When a violation is committed the team that did not commit the violation gets possession of the ball. They throw the ball in from the sideline after the referee hands them the ball.

11.12 VIOLATION – DOUBLE DRIBBLE

DOUBLE DRIBBLING



Patting motion with palm

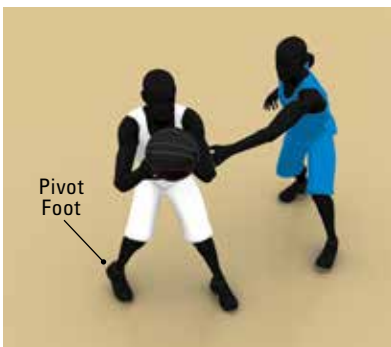
- A player that has the ball cannot run with it, but they may move by dribbling the ball. Dribbling is bouncing the ball, with one hand.
- They can change the hand they are dribbling with, but the ball must hit the floor in between.
- Once a player has started to dribble, if they put two hands on the ball the dribble has ended. They CANNOT dribble a second time and must either pass or shoot.
- A double dribble is where a player has ended their dribble and attempts to dribble again.

11.13 VIOLATION - TRAVELLING

TRAVELLING



Rotate fists

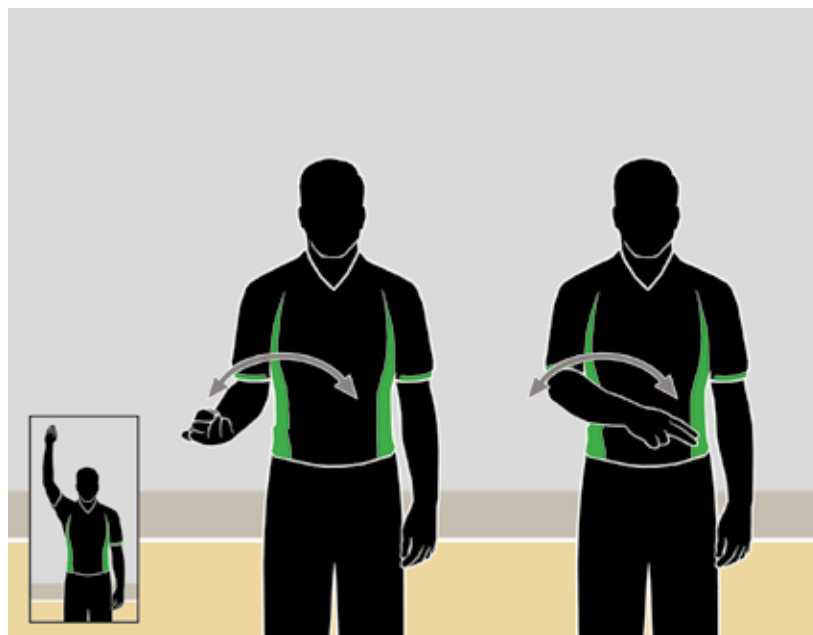


- Travelling is when the player with the ball moves illegally.
- Before starting to dribble or when they have finished dribbling, a player can “pivot”, which is when they keep their pivot foot on the ground and step with the other foot. Doing this they can turn in any direction and can avoid a defender.
- If the player had one foot on the ground when they caught the ball, that foot is their pivot foot. If they caught the ball while in the air and land with one foot and then the other, the first foot to land is their pivot foot.
- If they have both feet on the ground when they catch the ball (or they catch the ball in the air and land on both feet at the same time) the player may pivot on either foot. But once they make their first pivot they cannot change and pivot on the other foot.
- However, if they lift their pivot foot, they must either pass the ball or shoot it before their pivot foot touches the floor again.
- If the player wants to start to dribble, the ball must leave their hand before their pivot foot leaves the floor and this can be very hard to tell, particularly when players are moving quickly.

11.14 VIOLATION – BALL RETURNED TO BACK COURT

- Once a team has progressed the ball into their “front court” (i.e. the end they are trying to score), it is a violation to return the ball to their “back court”
- When a player dribbles across half-way, they are not in the “front court” until both feet have touched the court in the “front court” and the ball has bounced on the floor in the “front court”.
- It is not a violation if the ball is in the front court and a defender knocks it into the back court. In this situation the offensive player can retrieve the ball.

BALL RETURNED BACK TO COURT



Wave arm in front of body.

11.15 VIOLATION – 3 SECONDS

- Once the ball is in a team's front court no offensive player can spend more than 3 consecutive seconds in the keyway (or restricted area).
- A player may step out of the keyway (with both feet touching the ground outside) and then step back in.

11.16 VIOLATION – 5 SECONDS

- A player that has the ball and is closely guarded (a defender within 1 metre) they must either pass, dribble or shoot the ball within 5 seconds.
- While they are dribbling there cannot be a 5 second violation, even if they are closely guarded. However, once they stop dribbling they must pass or shoot within 5 seconds if closely guarded.

11.17 VIOLATION – 8 SECONDS

- A team has 8 seconds once they gain possession of the ball to progress the ball into their front court.

11.18 VIOLATION – 24 SECONDS / 14 SECONDS

- A team has 24 seconds to attempt a shot when they initially get the ball. A shot must hit the ring otherwise the 24 seconds continues to count down.
- If a player releases a shot and the 24 seconds expire while the shot is in the air, the shot will count if it goes in.
- If the team rebounds the ball after taking a shot they have only 14 seconds in which to shoot.

11.19 VIOLATION – PUNCHING / KICKING THE BALL

- It is a violation to punch the ball. A player may tip or hit the ball with an open hand. This is commonly done in a rebounding contest when the player cannot secure possession but tips it so that the opponent cannot get possession.
- A player cannot deliberately kick the ball and it is a violation if they do.
- If the ball accidentally hits a player on the leg it is not a violation and play should continue.

11.20 FOULS

CHARGE FOUL



Dribbler cannot run into defender

HANDS FOUL

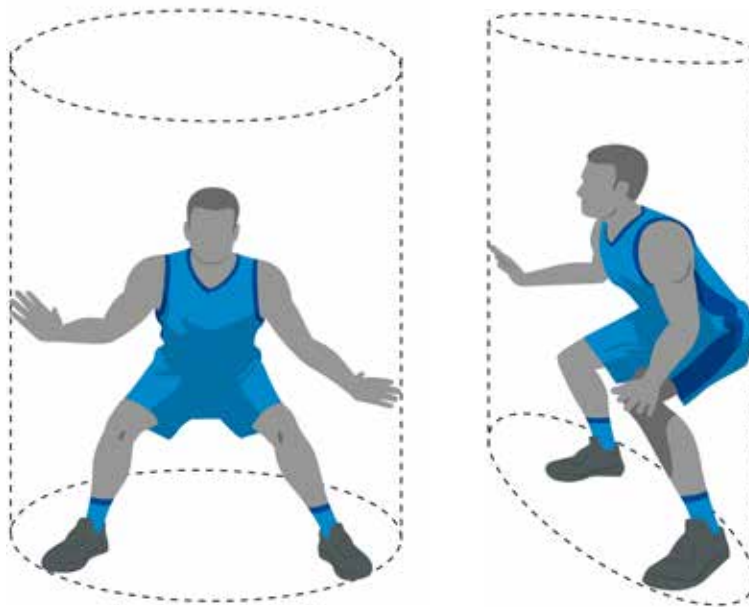


Defender cannot slap the arm

- A foul is called when a player makes illegal contact with an opponent. The opponent's team receives the ball, or if the player was shooting when they were hit they will be awarded free throws;
- It is a good idea for all coaches to do a basic course on basketball rules. Some quick guidelines on fouls are:
 - Whilst a defender is allowed to knock the ball out of an opponent's hands, if a defender reaches and makes contact with the opponent it is a foul;
 - A player cannot hold or trip (whether accidentally or on purpose) an opponent;
 - A player may jump straight into the air however they cannot jump into another player;
 - Players should try to avoid running in to each other. It is a foul if a player is standing still and another player runs into them.

11.21 FOULS – “CYLINDER” PRINCIPLE AND PRINCIPLE OF VERTICALITY

- There will always be a subjective element to determining whether contact is a foul and it is influenced by factors such as position, speed of play and when you started to observe the upcoming contact.
- **“Cylinder” Principle** - Every player is entitled to stand on the court and the first player to get to a position generally has the right to be there.
- The “cylinder” principle defines the spot the player is entitled to, including the area above them. Generally, if another player makes contact within this “cylinder” it is a foul.
- Importantly, though if the player has their arms out straight, or an exaggerated space between their feet, they are outside of their “cylinder” and if contact occurs on parts of the body outside of the cylinder that is their foul.
- **Verticality Principle** - A player is entitled to jump straight up into the air and when doing so is still regarded as being in their cylinder.
- A lot of fouls are caused when a player jumps straight up but reaches out of their cylinder with their arms and makes contact with another player.



The “cylinder”

11.22 FOULS – OTHER GUIDING PRINCIPLES

DISCUSSION

Compare the rules of basketball with another sport (e.g. handball, football or netball). What are the similarities and differences?

- A **player in the air is entitled to a space to land** and another player cannot step underneath them while they are in the air. However if a player jumps into a player that was in that spot before their opponent jumped that can be a foul on the jumper.
- A player with the ball must always expect to be defended and so is expected to stop or move to avoid contact with a defender that has established a **legal guarding position** in front of them.
- A **legal guarding position** is established when a defender has both feet on the floor and is facing their opponent. Once established, the defender may jump vertically, move laterally or backwards to maintain position. If the player with the ball makes contact with the defender's torso who is in a legal guarding position, it is an offensive foul.
- A **player without the ball must be given sufficient time and distance to avoid contact** with a defender. If the defender fails to do this, it is a defensive foul.
- **Sufficient time and distance** depend upon how fast the opponent is moving and whether the defender is within their vision. If the defensive player is behind the offensive player (or out of their vision), they must be back one normal step.

FOLLOW UP

How can a coach teach the rules to players?

The coach should not assume that players know the rules and during activities should explain relevant rules or ask players to explain relevant rules. The coach could have "pop" quizzes at the start or end of practice and provide a small reward to players that answer correctly.

The coach can also call fouls and violations during activities to ensure that the players are not developing bad habits. Often, the coach may not be as strict as referees might be but it is important that the players know the rules and can adjust to how a game is being called.

A coach may also ask a referee to come to practice and talk about the rules. This can be particularly effective when there have been rule changes.

The coach can provide a handout or notes explaining rules which can be great benefit to players and also their families.

At times in a game a coach may not understand how a rule has been applied by the referees. In this situation they should wait until there is a break in play and then politely ask the referee to explain the rule. This is not a time to debate whether the referee got it right or wrong. Instead, the coach should thank the referee and get on with the game.

FOLLOW UP**Do the rules impact what we teach?**

Yes, they should! Understanding the rules may help a coach or player get advantage against a player that does not know the rules.

Defensive footwork is a good example of something we teach because of the rules. We teach players to establish position in front of their player and then use “big-bigger-big” footwork to move sideways. This is slower than running so usually is only done for one or two steps (or “slides”). But why do we teach it?

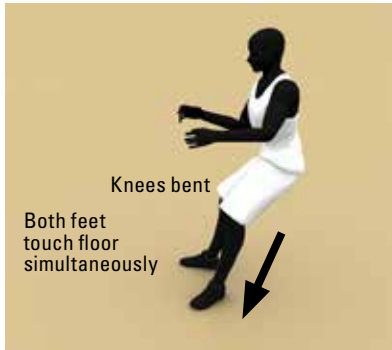
The rules explain that once a defender establishes a legal guarding position they may move laterally to protect that position. If the offensive player hits the defender on the chest it is an offensive foul, even though the defender was moving.

12 TEACHING MOVEMENT

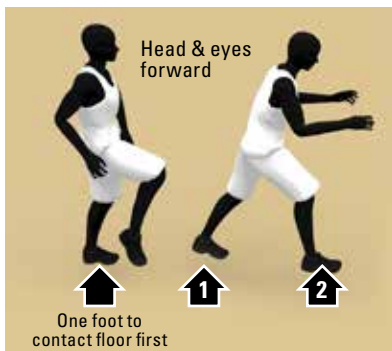
12.1 TEACHING POINTS FOR BALANCE

- “nose behind the toes” – if the head leans too far forward it affects balance;
- “stance” – feet a comfortable distance apart (e.g shoulder width), knees bent, with one foot slightly in front of the other;
- “be centered” – weight equally balanced on each foot, head not leaning to either side and 60% of weight on the front of the foot. This allows you to move in any direction;
- “chest up” - players often get low by leaning forward, instead of bending their knees. Keep the “chest up” and the “nose behind the toes”.

12.2 TEACHING POINTS FOR STOPPING



Jump Stop



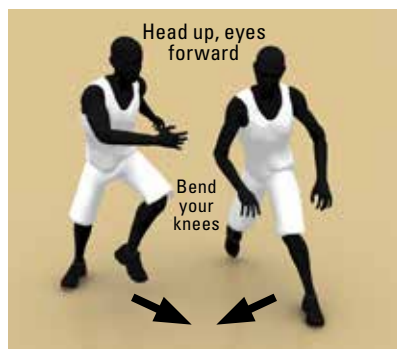
Stride Stop

- Jump stop – both feet land at the same time in “stance”;
- Stride stop – one foot lands and then the other foot lands;
- “Drop your weight” as you stop – bending your knees and keep “nose behind the toes”.

12.3 TEACHING POINTS FOR PIVOTING

- “Pivot not pirouette” – knees bent and step with one foot, while the other stays on the ground;
- “Catch in the air” – catch the ball with both feet in the air and use jump stops as much as possible;
- “Chin to shoulder” – when pivoting backwards, look first by putting “chin to shoulder”;
- “Only pretzels twist” – players will often turn their upper body (e.g. turning away from a defender) but do not move their feet. Pivoting is more effective.

12.4 TEACHING POINTS FOR CHANGING DIRECTION

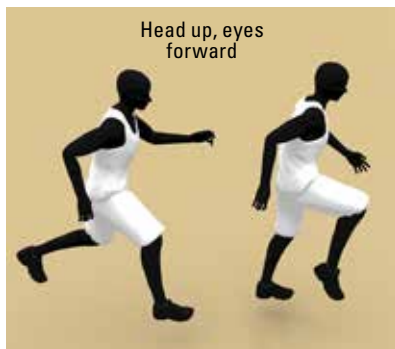


- “Move right, step right” – players often take a small step in the opposite direction to where they want to move (e.g. backwards then forwards). This is often because they are not balanced and ready to move.
- Players should “plant and push” to change direction. For example, if moving to their right, “plant” the left foot and then push off, stepping with their right foot;
- Keep head in the middle of their body and transfer body weight from the “planted” foot.

12.5 TEACHING POINTS FOR JUMPING

- “High jump not long jump”;
- Off 1 foot (e.g. layup): lift the opposite knee and arm, look up and jump toward basket;
- Off 2 feet (e.g. rebound): reach up with both arms.

12.6 TEACHING POINTS FOR RUNNING



- Arms and legs move opposite (e.g. when right knee is up, left arm is forward);
- Arms move on the side of the body not across the front;
- Look ahead, not down.
- Body weight slightly forward with head still and in the centre of the body
- Run with weight mostly on the front of the feet
- Move arms forward and back and not across the body (moving across the body will lead to twisting).

13 TEACHING BALL CONTROL

13.1 HEAD UP

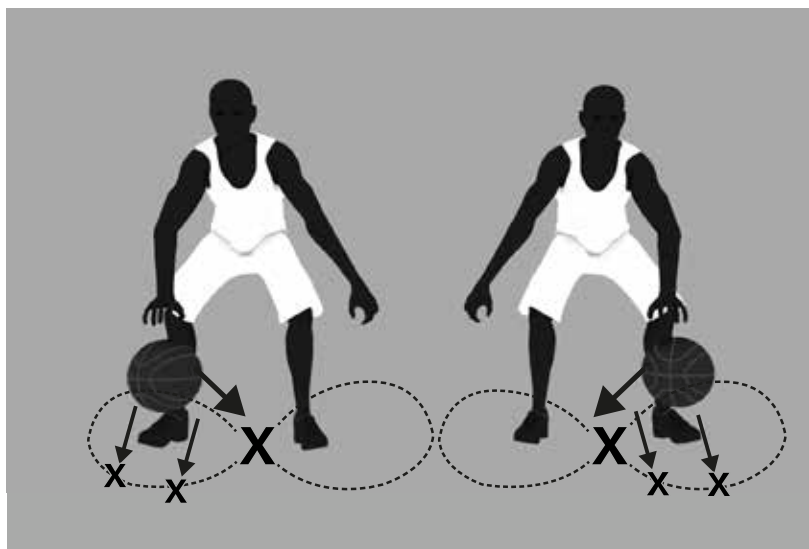
- “See with your fingers” –each finger (and all of it) touches the ball (not palm of the hand);
- “See the basket” – players should look at the basket, not the ball;
- “If you don’t lose it, you don’t get better” – encourage players to go as fast as possible.

13.2 GRIP ON THE BALL

- Young players will often have trouble controlling the ball as their hands are relatively small. Using a smaller sized ball is recommended (size 3 for under 6, size 5 for 6-9 years, size 6 for 10-13 years);
- Keep the fingers spread to cover as much of the ball as they can. Have the whole finger touching the ball.

13.3 ACTIVITIES TO IMPROVE BALL CONTROL

- Toss the ball from one hand to another, without looking at it;
- Pass the ball from one hand to the other around your waist. Also do it around your knees or waist.
- Toss the ball up in the air (to shoulder height) and then catch it with the same hand. Try tossing one ball while dribbling a second ball in your other hand;
- Throw the ball into the ground as hard as possible and then catch it as close to the ground as possible;
- Pass the ball around the legs in a “Figure 8” motion. Can also roll it along the ground around your legs in a “Figure 8” pattern or dribble it around your legs.



- Hold the ball in two hands in front of your body with your feet apart. Bounce the ball through your legs and catch it behind your back with both hands. Then bounce it back through your legs to catch it in front with two hands.
 - Throw the ball from one hand to the other, starting with your hands close together and then moving them as far apart as possible. Do at waist level (with fingers pointing down) and at shoulder level (with fingers pointing up).
-

13.4 USE BOTH HANDS!

- Encourage players to do activities with both hands or have them use two balls at one time.
- Doing everyday activities with the “non-preferred” hand helps to develop motor control and will assist with ball control. For example, have a right-handed player brush their teeth with their left hand, open doors with their left hand, use a remote control with their left hand.

FOLLOW UP

Why do we practice ball control activities that will never be done in a game?

Ball control help to develop “motor control” and coordination. Skills such as dribbling and catching will improve as players overall coordination improves. Doing activities with two balls is a good way to make sure that players practice with both their left and right hands.

Using two balls, or doing activities “out of sight” (e.g. behind the back) improves that player’s ability to control the ball without looking at it. This will give them better vision during a game.

In one-hour practice there is not much time for ball control and body movement activities. How can a coach improve these without taking too much time?

Have players do a warm-up outside, or at the side of the court, before practice starts. The coach may give them specific activities to do and designate particular players to lead the team.

When doing warm up activities (e.g. jogging forward and backwards, skipping, walking lunges) the players can also have a ball in their hand wrapping it around their body, throwing it from one hand to another which will improve coordination while they are warming up.

MORE INFORMATION

Minibasketball

1. Making it Fun
 - 1.1 Coaching 5-7 year olds
 - 1.2 Coaching 8-9 year olds
 - 1.3 Coaching 10-12 year olds
3. Fun Activities for Physical Development
 - 3.1 General Movement and Ball Control
 - 3.2 Balance and Coordination

Level 1 Player

2. Offensive Basketball Skills
 - 2.1 Basic Movement Skills

More information is available at the WABC's free Knowledge Base
www.fiba.basketball/wabc

14 TEACHING PASSING & CATCHING

14.1 TEACHING POINTS FOR CATCHING



- “Show your hands” – give a target where you want the ball passed – fingers pointing up, palms facing the passer;
- Use your voice to get the attention of a team mate – call their name. Do not clap hands as that is not good position for catching;
- “Catch in the air” – keep moving toward the ball and catch it with feet in the air;
- Let the ball come into your hands, don’t hug the ball to your chest and don’t “clap” at the ball;
- Watch the ball until you have caught it.

14.2 TEACHING POINTS FOR PASSING

- Pass to a team-mate that is looking at you and point your toe toward them;
- Step forward as you pass (it gives the pass strength);
- Straighten your arm or arms as you pass the ball;
- “Fake a pass to make a pass” – pretending to throw a pass can get the opponents to move so that it is easier to then make the pass;
- “Flat not loopy” – lob passes are more easily intercepted because they’re in the air for a long time;
- “Don’t pass across your body” – to throw to the left, move the ball to the left-hand side and pass with the left hand.

14.3 TWO HANDED PASS



- Generally, the first pass that is taught is a “chest” pass or two-handed pass. It starts with the same grip used to catch the ball – thumbs behind ball, fingers on the side and pointing up;
- Step forward and push with both hands;
- The arms should be straight at the end and not crossed! If the arms are crossed it means one hand is probably pushing harder than the other. It should be equal.

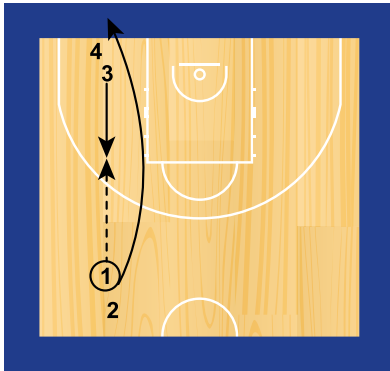
14.4 ONE HANDED PASS



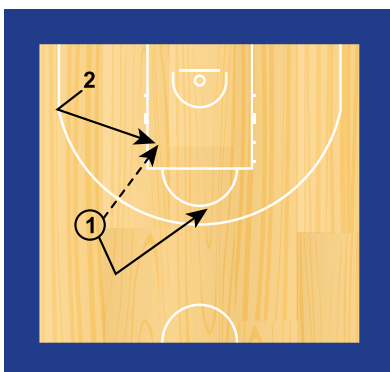
- Hold the ball with one hand behind the ball and the other on the side of the ball – the elbow of the passing hand sticks out behind the ball and the fingers should be pointing up
- Step forward as the arm pushes the ball;
- At the end of the pass, the arm is straight and the fingers either point toward the person you passed to or to the ground;
- The hand on the side of the ball also pushes forward, however it is not pushing the ball – it makes it hard for defender to touch the ball. The palm of this should be facing the ball.



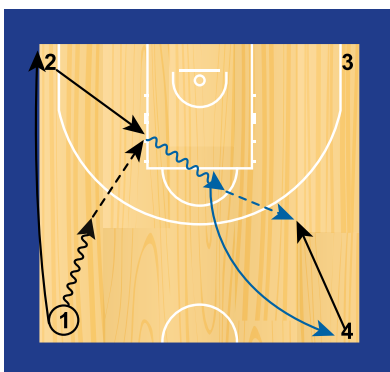
14.5 PASSING ON THE MOVE



- Players must learn how to pass to a person that is moving and also while they are moving
- Keep moving toward the ball until you have caught it. Do not stop (as this gives a defender the chance to move past and intercept);
- Pass ahead of a person that is moving – pass where they are going, not where they are;
- To practice, first have players move directly at the ball.
 - 1 has the ball;
 - 3 moves toward them;
 - 1 passes to 3. 3 keeps moving until they catch the ball. Jump and land in a “jump stop”;
 - 1 moves to the opposite line;
 - 3 will pass the ball to 2, who leads for the ball.



- Secondly, practice with the person leading but not directly at the ball:
 - 1 has the ball;
 - 2 moves in one direction, then changes direction and receives a pass from 1;
 - After passing, 1 moves in one direction and then changes direction to receive a pass;
 - Each player should use a jump stop when they have caught the ball and can pivot to face their team mate before passing.



- Lastly, have the player that is passing the ball dribble first:
 - 1 has the ball and starts dribbling;
 - 2 moves toward the middle of the court and 1 passes the ball to them;
 - 1 then moves to the corner where 2 was;
 - On catching the ball, 2 starts to dribble and then passes to 4;
 - 2 moves to the corner where 4 was;
 - After catching the ball, 4 will dribble and then pass to 3. 4 moves to the corner where 3 started;
 - 3 dribbles and then passes to 1 and then moves to that corner.

14.6 PASSING AGAINST PRESSURE

- Players also need to practice passing against defenders – both someone guarding them and also someone that is guarding the person they are passing to.
- To defeat the person that is defending them, the passer may need to pivot and move the ball until they are free to pass. At first, do not let the defender grab the ball from the passer (although in a game a defender can grab the ball).
- The passer also needs to see where the person defending their teammate is. Sometimes a person will be standing in an “open” space and then a defender moves to intercept the pass. This can be avoided if the person catching the pass is moving and also if the passer looks to see where other defenders are.

15 TEACHING DRIBBLING

15.1 TEACHING POINTS FOR DRIBBLING

- Push the ball as hard as possible – make it bounce up to your hand, don't be reaching down to the ball;
- Bounce the ball no higher than the top of your shorts;
- "Dribble Once, Pass Twice" – you don't have to dribble. Use the dribble to get somewhere but remember passing it will get it there quicker!;
- Bend at the wrist as you push the ball down;
- When changing hands, get the other hand in position ready to dribble, and then dribble toward that hand;
- "See with your fingers" – don't look at the ball, push it hard and it will come back to your hand. Be balanced ("nose behind the toes") and look at the backboard or at the heads of your teammates;
- Practice dribbling by dribbling past people.

15.2 TYPES OF DRIBBLE



Players should be taught to dribble with both their left and right hands. Different types of dribble to practice are:

- **Speed Dribble:** best used when players are dribbling without a defender directly in front of them (e.g. dribbling from one end of the court to the other). Bounce the ball directly in front of the body with hand slightly to the back of the ball. Alternate hands (i.e. one bounce with left hand, next with right hand), which is normal running rhythm;
- **Running Dribble:** players also need to be able | to run and dribble with one hand (remember to practice both hands!). The ball bounces to the side of the player and should be close to the body.
- **Protected Dribble:** when a defender is in front of the dribbler, the dribbler may turn side on (but still look ahead) and dribble with the hand that is further away from the defender. The dribble is near their back foot. This is also a good time to look to pass!
- **Backward Dribble:** players should also practice dribbling backwards as that is often the best way to get away from a defender and to create space to make a pass.
- **“Crossover” Dribble:** a “crossover” dribble is changing hands and is often used with a change of direction as well. The ball moves in the shape of a “V” – pushing the ball with the hand on the side of the ball, so that it bounces and then goes toward the other hand.

16 TEACHING SHOOTING

16.1 BALANCE AND ELEVATION THE KEY FOR YOUNG KIDS

- One of the strengths of basketball is that everyone can score and all players can move to all parts of the court.
- Key when players first learn to shoot is:
 - Balance – stop moving and have feet approximately shoulder width apart. Bend the knees when shooting to give extra power into the shot;
 - Elevation – the basket is 10 foot high (3.08metres). Push up when shooting.
- Encourage young players to shoot with two hands at first and to throw the ball as high as they can. If they can't reach the basket, then make touching the net (which is lower) the target. Other targets that can be used are:
 - A bin placed on a table;
 - A bin or hoop held by the coach;
 - Lower the ring (some backboards can do this);
 - An area drawn on a wall.
 - Attach a hoop to the bottom of the net
- Whatever goal is used, try to make sure that it is higher than the kids playing as this will encourage them to push up "elevate". It is also a good idea to have someone stand in front when they are shooting as this will again encourage them to push the ball upwards. The person doesn't have to defend, just standing there is enough.

16.2 TEACHING POINTS FOR LAY-UPS

- First, teach players to use a jump stop to get balanced and then push up to shoot the ball as high as possible;
- Use the backboard – aim for the top corner of the small square above the ring;
- Shoot left hand on the left-hand side and right hand on the right hand side;
- Jump up to the basket, land in court (not past the baseline);
- Lift the knee and arm together – if shooting right hand, jump off the left foot and lift the right knee as the right arm reaches toward the basket.

16.3 TEACHING POINTS FOR SHOOTING



- “High Release” / “Elbow above the eye” – push the ball high into the air;
- “Lock and snap” – straight arm wrist bent;
- Don’t squeeze the ball – the fingers should stay relaxed as the player “snaps” the wrist. At the end of the shot the fingers should be spaced, as they are when holding the ball;
- Keep eyes on the target, don’t look at the ball;
- Be “game realistic” – practice at the same speed as you play. Practice shooting with a defender (even if they just stand in front) as this will help develop good technique;
- Bend your knees – power for a shot comes from the legs (the arms give it direction and height);
- “Stay in your yard” – first practice shooting inside the keyway. Don’t move further away until you have the strength to shoot from that distance;
- Have the “shooting foot” (i.e. right foot if a righthanded shooter) pointing at the basket (the other foot may point slightly to one side).

FOLLOW UP

What are the most important things when teaching a beginner to shoot?

- *Balance;*
- *Eyes on the target and keep looking at it even after releasing the ball;*
- *Push the ball high (it increases the chance of going in);*
- *Gentle backspin on the ball helps give it a high arc and also helps when it hits the ring to bounce up (and possibly in).*

Some of the best shooters in the world have not had “textbook” technique. Let players develop their own technique, but focus on the points above. Let the players explore how to best push the ball high or how to put backspin on the ball.

FOLLOW UP**Young players love to shoot the 3 point shot. Should we let them?**

When young players shoot from “beyond their range” they will usually have poor technique. Typically, they will twist their upper body and push forward with their shoulder in an effort to get more strength. If this becomes a habit, it becomes difficult to change.

Players should be encouraged to shoot close to the basket and gradually develop the strength and coordination to shoot from further out. Many junior competitions do not use the 3 point line. Coach can go even further and designate that a shot from inside the keyway is worth 3 points to encourage players to shoot close to the basket.

It is natural that kids will want to copy their heroes, and the 3 point shot is a very important part of basketball at NBA level. Rather than focus on “shooting the 3”, coaches can emphasise for the players to shoot a better % than their heroes. For example, Steph Curry (who plays for the Golden State Warriors in the NBA) makes approximately 43% of shots from 3 point line, 46% of 2 point shots and 68% inside the keyway .

Coaches can say that players cannot shoot outside the key until they can make 68% from inside the key and they cannot shoot the 3 until they can shoot at least 46% of 2 point shots.

MORE INFORMATION**Minibasketball**

Fun Activities for Physical Development

- 4.1 Dribbling
- 4.2 Shooting
- 4.3 Dribbling and Shooting
- 4.4 Passing
- 4.5 Dribbling, Shooting and Passing
- 4.6 Adding Defence

Level 1 Player

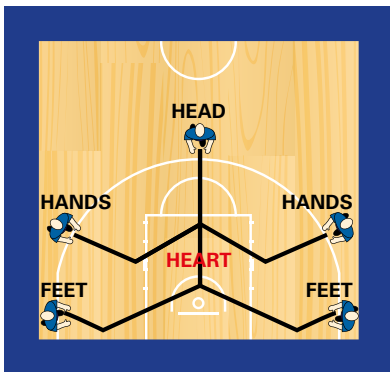
2. Offensive Basketball Skills

- 2.5 Passing
- 2.6 Dribbling
- 2.7 Shooting

More information is available at the WABC’s free Knowledge Base
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17 TEAM OFFENCE

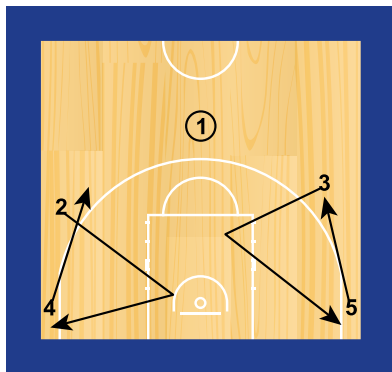
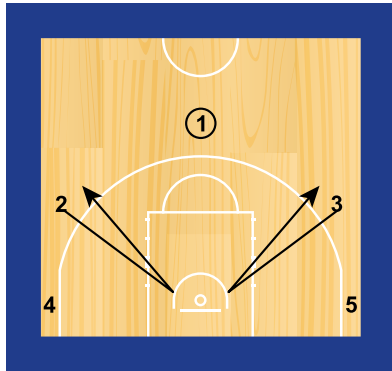
17.1 "HEAD-HEART-HANDS" SPACING



Young players will all tend to chase the ball, leading to all ten players in a very small area of the court. This makes it very hard to pass to team mates. This is a simple alignment to help a team get better "spacing":

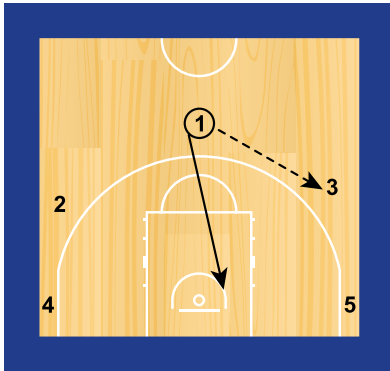
- There are five positions on the court: Head, 2 x Hands and 2 x Feet (it looks a bit like a "stick figure");
- Players must be at one of these positions or in the "heart";
- There cannot be two players at one position (there can be two players at the heart).

17.2 LEAD FOR THE BALL



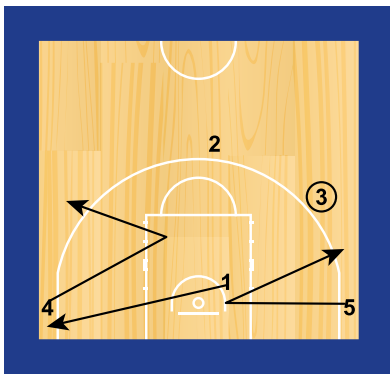
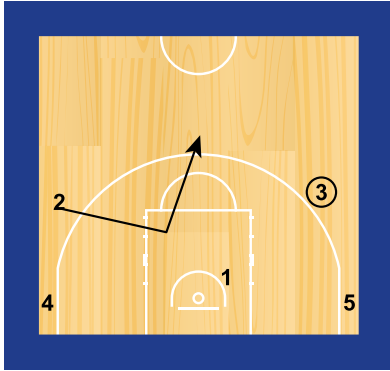
- Players that are next to the ball (2 and 3) lead by cutting into the heart and then moving back out to their position on the perimeter;
- If they still cannot get the ball, then they could cut back into the “heart” and swap places with the other player on their side (this is an example of a “replace” cut which is discussed further below);
- It may help at practice to put chairs or cones in the 5 perimeter positions, and even to put a sign at the position (e.g. “head”, “hands” etc).

17.3 PASS AND CUT



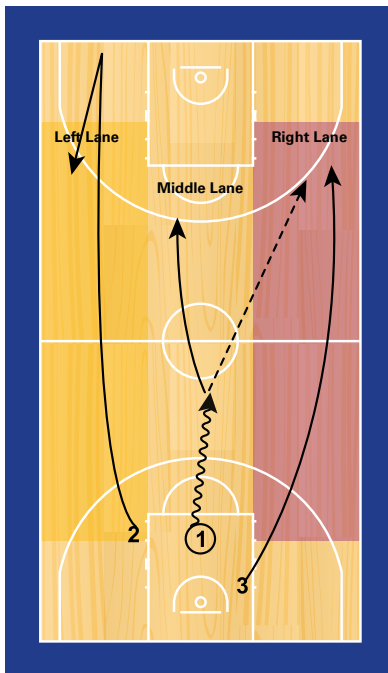
- When a pass is made, the player that passed the ball (1) cuts into the “heart”;
- This cut is important, because it creates a space for a team mate to cut into.

17.4 REPLACE CUT



- After the player “passes and cuts”, a team mate can “replace” them, cutting through the heart;
- Other players can then adjust their positions. In the second diagram:
 - 5 is next to the ball, so they “lead” – cutting into the heart and then returning to the perimeter;
 - 4 replaces 2 at the “hand” position;
 - 1 moves to the “foot”, which is the space that is open on the perimeter.

17.5 FAST BREAK RULES



- Encourage players to pass the ball down the court instead of dribbling
- If a team-mate is ahead of you, pass them the ball!
- Players running down the court should put their “chin to shoulder” so that they can see the person with the ball
- Generally, we run in three “lanes” – left, right and middle.
- If a player running does not get the ball they should “bounce off the baseline” to lead back to the perimeter
- The quicker a team get the ball into play after an opponent scores, the quicker they can get to their own offence – practice grabbing the ball as it goes through the net, stepping out of bounds in 1-2 steps.

15.6 DRIBBLE TO GO SOMEWHERE

- Dribbling can be effective when used to:
 - “beat” a defender
 - Attack the basket (shooting if no defender moves across to defend, passing if a defender does move across)
 - Create a better angle to make a pass to a team-mate
- Ineffective players may be able to make lots of dribble moves but if they are not beating their opponent what’s the point?

FOLLOW UP

How do you stop Young players from crowding around the ball?

There are many reasons why young players crowd around the ball, including:

- *Young players often don’t have the strength to throw a long pass, so team-mates move close to them and tend to stand still;*
- *Young players often dribble with their head down, so they don’t see team-mates (and don’t pass to them) so team-mates move closer.*

Improving dribbling and passing skills will help a team to have better spacing. However, perhaps the most important concept that they need to understand is the need to not stand still but to move away and “create” a space that another team-mate can move into.

Some activities to improve this are:

- *Play a passing game (e.g. “keeping off”) where players cannot catch the ball standing still – they must be moving! (this will stop them cutting into a space and then standing still);*
- *Do shooting activities that use the movements of “pass and cut” and “pass, cut, replace”;*

Play a game when teams score by moving the ball from one side of the court to the other (without dribbling) or by passing to a person in the keyway;

FOLLOW UP**How do you stop a team that dribbles the ball a lot?**

Players often dribble the ball first, as a way to get away from an opponent and once they start dribbling they often have their head down so they do not see team mates. They may also not be good at stopping (without travelling) so they tend to keep dribbling.

Some activities that you can do to stop a team from using too much dribble are:

- *Play games without dribble at all, or limit each player to a number of dribbles (e.g. 1 or 2);*
- *Play a passing game, where players must dribble the ball twice and then pass the ball to a team mate. Can include a rule that they cannot pass to whoever passed the ball to them;*
- *Play a game where players can only dribble with their “non preferred” hand (this will both help improve those skills as well as make it more likely that they will pass the ball);*
- *Play a game where players receive a point for each successful pass and also receive points for passing to specific areas of the court (e.g. the keyway). Players can dribble, but only score by throwing a pass.*

MORE INFORMATION**Minibasketball**

Modified Rules

5.3 Small sided games – 3x3

5.4 Small sided games – 4x4

Level 1 Team**2. Offensive Tactics & Strategies**

2.1 Offensive Movement

2.1.1 Basic Floor Spacing – Pass and Cut / Give and Go

2.1.2 Motion Offence – 5 Out – Replacing the Cutter

2.1.3 Motion Offence – 5 Out - Purposeful Movement – timing and spacing

2.1.4 Motion Offence – 5 Out – Ball Reversal

2.3 Transition

2.3.1 Basic Fast Break – Starting the Break

2.3.2 Basic Fast Break – Running Wide Lanes

2.3.3 Basic Fast Break – Pass Ahead

More information is available at the WABC’s free Knowledge Base
www.fiba.basketball/wabc

18 PLAYING DEFENCE

18.1 DEFENDING ONE PLAYER

- “Technique” is not as important as effort in defence.
- Beginning players will tend to be very focused on the ball and often all five defenders will chase the ball, leaving the other offensive players undefended. Before teaching specific defensive techniques, players should simply be instructed to each defend one player.
- Know who you are defending and when you are substituted make sure your team mate knows who they have to defend;
- If your opponent has the ball:
 - Stay between them and the basket where they are trying to score;
 - Be facing them;
 - Be an arm’s length away from them;
 - If they do get past you, run!
 - Defend your opponent by moving your feet – it is more important to stay in front of them than to try and get the ball from them.
- If your opponent does not have the ball:
 - Be between them and the player that has the ball;
 - Make sure you can see both your opponent and the player with the ball;
 - Be close enough to your opponent that if the ball is passed to them, you can get to them before they catch the ball;
 - If you can intercept a pass to your opponent then do so, but if you don’t get the ball you will need to run to catch your opponent!
- There is specific defensive footwork and other tactics which players need to be taught, however this is not necessary initially. If players can be taught to be responsible for defending one player and to make sure they can see that player this is a strong foundation to develop further defensive skills.

18.2 WHEN BEATEN – GET ON THE HIP

- Every defender will get beaten at some stage.
- If beaten, turn and chase your opponent. Try to run next to them.

18.3 DEFEND WITH TWO FEET

- Teach players to move their feet when defending. Never move only 1 foot (this takes you out of balance), always move both feet
- Don't reach for the ball, concentrate on staying in front of your opponent. Good defenders keep their hands active to pressure any potential pass, but they move their feet to keep good position.
- When an opponent moves the defender must move their feet first. Many players will move their arms or upper body (often because they are reaching for the ball) first which results in their opponent moving past them.

18.4 HELPING TEAM-MATES

- With beginning players it is not necessary to teach help “rotations”
- If a team-mate is beaten a defender that is between the basket and the player with the ball may move across to defend the ball. Their team-mate would then switch. Teach players to communicate this switch loudly.

FOLLOW UP

What should players do when a dribbler gets past their team-mate?

If there is no one defending the person with the ball, then whoever is closest should move to defend them. The player that is defending nobody then needs to find the player that is not defended.

Coaches will often yell at players during games telling them where to go and who to defend. The problem with this is that the players (particularly young players) may come to rely upon what the coach says rather than working it out for themselves. Some young players may also not respond well to being yelled.

Using lots of contested activities in practice will help players to develop their understanding of the defensive principle of “guard one player”!

How can a player improve their ability to stay in front of an opponent?

- *Practice moving their feet first – often players are reaching for the ball and then get beaten as their opponent dribbles past them;*
- *Reaction is always slower than action – encourage defenders to “act first” (e.g. to stand so they cannot dribble to the right). If you know where they are going you can be faster to defend them;*
- *Improve foot speed by doing activities such as a “foot ladder” and make sure they are using effective movement (e.g. moving the right foot first when moving to the right!).*

MORE INFORMATION

Minibasketball

Fun Activities for Physical Development

- 4.6 Adding Defence

Modified Rules

- 5.3 Small sided games – 3x3
- 5.4 Small sided games – 4x4

Level 1 Player

1. Defensive Basketball Skills

- 1.1 Defensive Footwork
- 1.2 Individual Defensive Movement and Position

More information is available at the WABC's free Knowledge Base
www.fiba.basketball/wabc

19 GAME COACHING

19.1 SET GOALS

- Only one team can win the game but that does not mean that only one team played well. The coach should set 2 or 3 goals for the team in each game:
- Goals should relate to what the team has been doing at practice (e.g. number of passes before shooting, having good “spacing”, each player defending one player);
- The goals should be objective (e.g. a goal to “pass and cut” can be observed and even counted);
- Goals should focus on “process” rather than outcome (e.g. that shooting left hand lay-ups with the left hand, rather than just counting how many lay-ups went in).

19.2 KNOW LOCAL RULES

- Many local competitions will have rule variations and the coach must make sure that they know what those rules are. Rules that are often varied are:
 - Time-outs: limiting the number of time-outs or when a coach can have a time-out;
 - “Mercy Rule”: changing what defence a team can play once the margin between the two teams reaches a certain number (e.g. no full court defence once the margin exceeds 20 points);
 - Scoring: with young players the 3 point line may not be used and free throws may be taken from closer to the basket than the foul line;
 - Substitution: the competition may specify that a minimum time that each player must play (unless they are injured);
 - Violations: competitions may give young players some leeway in regards to travel or double dribble (for example, the travel may be called but then that team gets the ball back) or new violations may be created (e.g. a “no grab” rule, where the ball cannot be taken out of the hands of a player).

19.3 PLAY EVERYONE

- When coaching young players, everyone should play in every game. Participation is more important than winning a game. Players should also not have restricted roles, even though with older players (and higher standard teams) a coach may allocate specific roles for players.
- Have a system to make sure that everyone gets to play roughly the same amount of time in each game.

19.4 SPORTSMANSHIP

- The coach is an important role model and player's will be influenced by how the coach acts. If the coach complains to the officials then players and spectators are likely to also complain. The coach must give a good example of sportsmanship, including:
 - Introducing themselves to the referees and officials before the game (if possible);
 - Shaking hands with the opposition, referees and officials at the end of the game;
 - Not yelling at referees and officials – focus on the performance of their own team;
 - Give constructive feedback – acknowledging what has been done well and identifying areas for improvement;
 - Acknowledge good play by the opposition.

19.5 HYDRATION

- Make sure that players have water bottles and drink regularly during the game. Water is the best drink.
- At the end of the game, players should keep drinking and should have something to eat as soon as possible (e.g. jam sandwich).

19.6 PLAY AS YOU PRACTICE

- Coaches do need to change strategy during a game
- Changes should be limited to what the team has prepared to do. The less experienced a team, the more restricted is their ability to make changes “on the run”
- Use game-like situations during practice (e.g. keep score in an activity!)

FOLLOW UP

What Goals can you set in games where there is great disparity between teams

Winning or losing a game is rarely an effective measure of how a team has played. Particularly with junior teams, how the team has improved in various aspects could be a more effective measure.

With a team that is significantly worse than an opponent:

- *Divide the game into small time units (e.g. every 5 minutes) and set goals relative to that period. For example, a team can achieve the goal to be within 4 points every 5 minutes of a game, even though they lose by 32 points!*
- *Keep track of statistics other than scores. For example, rebounds, “good shots”, number of times opponent gets ball into the key.*

Whatever you measure should have been a focus at practice as well.

MORE INFORMATION

Level 1 Team

3. Management

3.2 Game Preparation

3.2.1 Team Goals for Young Players (Under 12)

3.2.2 Team Goals for Junior Players (Under 16)

3.2.3 Setting Goals and Strategies for Games

4. Game Coaching

4.1 Preparing a Game Plan

4.1.1 Substitutions and Feedback

4.1.2 Talking to Officials

4.1.3 Changing Tactics with Young Teams (Under 12)

4.1.4 Communication with Players During Games

4.1.5 Communication with Officials During Games

5. Game Review and Analysis

5.1 Practice Preparation

5.1.1 Incorporating Review of Games in Practice with Young Players (Under 12)

More information is available at the WABC's free Knowledge Base
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