

Coaching Made Easy

Role of the Coach



The National Coaching and Accreditation Scheme (NCAS) was established in 1978 with the primary aim of up-grading and expanding coaching expertise across a wide range of sports. Basketball Australia has embraced this scheme since its inception.

This Resource Manual is a substantial revision on previous editions and supports the new NCAS structure for Basketball Australia's Club Coach Level (equivalent to the previous NCAS Level1) many thanks to the numerous coaches who have been kind enough to have input into these resources over the years and in the current upgrade. The manual remains the basis of Basketball Australia's NCAS Club Coach Course however has been produced in separate booklets to make it easier for coaches to identify specific information they are seeking

This resource is not designed to have all coaches around Australia doing the same thing, rather it is to allow coaches at all levels to perform more effectively and constructively. The application of knowledge remains flexible according to the talent and ability of the individual coach and the athletes they are working with.

Introduction

Australia has a proud history in basketball and in 2004 was ranked 3rd amongst all nations. This success is due in no small way to the tireless work of coaches throughout the country, from "learn to play" programs right through to the Boomers and Opals.

The National Coaching and Accreditation Scheme (NCAS) was established in 1978 with the primary aim of up-grading and expanding coaching expertise across a wide range of sports. Basketball Australia has fully embraced this scheme since its inception and has developed, in conjunction with the Australian Sports Commission, a systematic and on-going educational program for basketball coaches.

Basketball Coaching Made Easy has been formulated to provide the background of knowledge and expertise for aspiring basketball coaches. This course applies covers general coaching principles and applies them specifically to basketball, with an emphasis on having sound knowledge of the skills and principles of basketball as well as better organisation of practice sessions, appropriate methods of teaching and correcting techniques and methods of analysing an athlete's performance.

There is a wealth of resources available to coaches – a simple search on the internet will identify many hundred websites with an amazing array of information. There are books and videos on all aspects of basketball coaching and a visit to the National Sports Information Centre at the Australian Institute of Sport is a must for any coach visiting Canberra. Indeed your local library is often a great source of coaching material.

With all this information available a coach could easily find enough drills to fill many years of training sessions! Drills are the “tools of the trade” for coaches but the art of coaching is about the teaching points that you highlight in a given drill. Coaches must focus on the teaching points as these are what make their players better!

Basketball Australia’s responsibility in coach development is to provide the overall philosophy and direction to help coaches of all levels through development and delivery of learning opportunities that equip basketball coaches to meet the needs of the athletes that they coach.

Basketball Australia’s role in coach development is to provide the strategic framework, leadership, direction and investment to support and align the learning opportunities and activities to enable quality coach development. The Coach Development Framework and National Curriculum aligned to the National Pathways provides and underpins the philosophy and direction for coach development.

The following foundation principles have been identified;

- Coaching is central to participation and performance in basketball and also benefits the community where it is largely responsible for participants enjoying quality experiences through our sport.
- Basketball Australia’s Coach Development programs addresses issues associated with the current coaching environment and is aligned to athletes’ needs.
- It will deliver a co-ordinated coaching approach that links regional and national activities and outcomes.
- The Basketball Australia Coach Development program represents a genuine commitment to ensuring that the key players in coaching work more collaboratively for the benefit of athletes, complementing the efforts of the many committed coaches and coaching programmes operating around Australia.
- Accordingly, the resulting programs and resources have been developed by coaches for coaches and belongs to the Australian basketball community. Basketball Australia has been the facilitator in this process.

Whether you are coaching a team of beginners who are just learning to love the sport or a representative team “Basketball Coaching Made Easy” has information relevant to you. For further information on coaching clinics or resources contact your State/Territory Association or log onto the Basketball Australia website, www.basketball.net.au

Enjoy your coaching!

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What follows is the NCAS Club Coach Accreditation program, this has been formulated to provide the background of knowledge and expertise for aspiring coaches aspire to coach teams in club level competition within a local association. This award is equivalent to the previous NCAS Level 1.

The NCAS Club Coach Accreditation program is designed to help coaches develop the ability to:

- explain the role and ethical responsibilities of the club level coach and act in an ethical manner at all times;
- develop strategies to work with team staff, referees, parents, and players;
- describe player/coach pathways in Australian basketball;
- assess and manage the risks of coaching club level players;
- plan, conduct and review a series of training sessions for club level players and vary these sessions to meet player needs and changing circumstances;
- vary activities to cater for a wide range of ability levels and needs, maximise participation and include all players;
- use a range of basic communication, teaching and behaviour management strategies to teach and correct basic body movement and individual and team skills and tactics and strategies appropriate for club level players;
- incorporate basic conditioning (fitness, agility) elements into skill development activities;
- develop and present a basic game plan;
- analyse and correct basic individual and team tactics during a game;
- use positive, constructive feedback in time-outs and post-game to improve team and individual skills from week to week; and
- Use basic strategies to review and analyse a game.

The NCAS Club Coach Accreditation program is driven, coordinated and managed by State and Territory Basketball Association Member Associations.

Please check the details of your on-line learning account or set up a new one if you have never used the system before.

This learning system enables us to provide you with the resources you need in a time and place to suit you, and it helps to make the submission of assessment tasks easy.

The library also has resources to help you as a coach, these will be added to over time so it's a good idea to check in and browse regularly.

Key objectives

At the end of this course you will understand:

- Basketball in Australia
- the role and ethical responsibilities of a club level coach
- How to work with team staff, referees, parents, and players

- the player/coach pathways in Australian basketball
- Assess and manage the risks of coaching club level players
- Plan, conduct and review a series of training sessions for club level players, how to vary these sessions to meet player needs and changing circumstances
- Communicate correct body movement individual and team skills and strategies appropriate for club level players
- Correct basic individual and team tactics during a game

Duration

This on-line element course will take you up to three hours to complete.

If you wish to take a break from the course at any stage, you can 'bookmark' the screen you are on by clicking on this function at the top of the screen, which will become active once you enter the course.

Assessment details

At the completion of the on-line course, you will be presented with an assessment containing true/false and multiple choice questions, to test your understanding on the concepts presented. To gain your qualification you will also need to complete practical training and be assessed as competent. Please contact your club or association to enrol in this element of the course once you have completed the on-line element.

Chapter 1. History of Basketball – An Overview

History

In November 1891, Dr Luther Halsey Gulick, the Director of Physical Education at the School of Christian Workers in Springfield, Massachusetts, searched for an idea for a winter sport. This would be designed to alleviate the problem of providing opportunities to participate in a sport when conditions outside were well below zero.

Dr James Naismith, in December 1891, was to answer Gulick's search with a new sport named "Basket Ball", a game where skill and precision outweighed the effort and strength required in rugby, the popular sport at the time.

The first game of basketball was based on two central ideas. A ball to be thrown with the hands and a goal to be placed up high. The first goals used were peach baskets, 10 feet off the floor at each end, which is still the current height of the ring today. Two sides made up of nine players each played the first game. It is obvious that with eighteen players all from rugby background that this game was characterised by rough play and plenty of fouls.

Only thirteen rules applied in the initial game, however dribbling was not one of them. A player had to "throw" it from the spot on which he

catches it, allowances to be made for a man who catches the ball running if he tries to stop. Initially players were allowed only two fouls, which often meant players fouled out quickly. The only way they could re-enter the game was once their team scored, and with very low scoring games, this was rare.

On the 11th March 1892, with a crowd of over 200, the first official game of basketball was played between the teachers and students of the YMCA at Springfield.

Today Basketball is an international sport played in over 200 countries, based on throwing, catching, shooting & dribbling a ball. Two teams of 5 players (with up to 7 substitutes) try to score points by butting the ball through the opposition's basket more times than the other team

Basketball has been an Olympic sport since 1936. Australian men first competed in Olympic basketball in 1956 and the Australian National Basketball League (NBL) was established in 1979. The Women's National Basketball League (WNBL) was established in 1981 and Australian women first competed at the Olympics in 1984.

Australia is the only country in the world to have all its teams ranked in the Top 8 in the world at the same time.

Basketball in Australia

Basketball spread quickly worldwide. By 1893 it had spread to France and other parts of Europe and by 1896, China and Asia. The YMCA was a principle force behind spreading the game internationally. virtually went into recess apart from an odd game between Australians and visiting American servicemen.

Basketball became a truly national sport in 1946 with the first National Men's Championships played in Sydney. NSW defeated Victoria 50 – 44. The women had to wait until 1955 for their first National Basketball became a truly national sport in 1946 with the first National Men's Championships played in Sydney. NSW defeated Victoria 50 – 44. The women had to wait until 1955 for their first National Championship, where South Australia defeated New South Wales 50 – 34.

The National Basketball League (NBL) for men and the Women's National Basketball League (WNBL) for women are professional leagues offering careers for players and coaches and international leagues also recruit Australian players and coaches. Australia also has National teams:

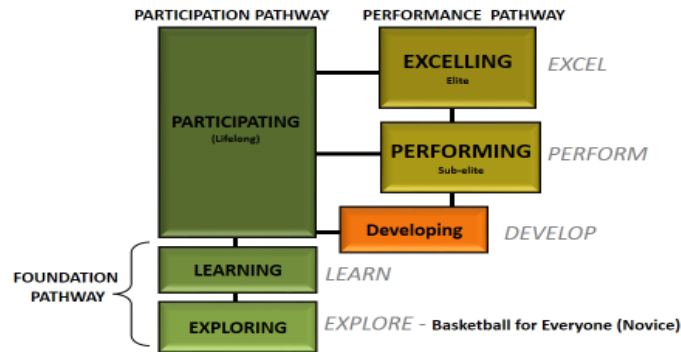
The Amateur Basketball Union of Australia was established in 1939. This was to be the forerunner to the current Basketball Australia. During the Second World War, basketball virtually went into recess apart from an odd game between Australians and visiting American servicemen.

Men	BOOMERS
Women	OPALS
Men's Wheelchair	Rollers
Women's Wheelchair	Gliders
Men's team for athletes with an intellectual disability	Boomerangs
Women's team for athletes with an intellectual disability	Pearls
Under 19 Men	Emus
Under 19 Women	Gems
Under 17 Women	Crocs
Under 17 Men	Sapphires
Men's deaf basketball team	Goannas
Women's deaf basketball team	Geckos

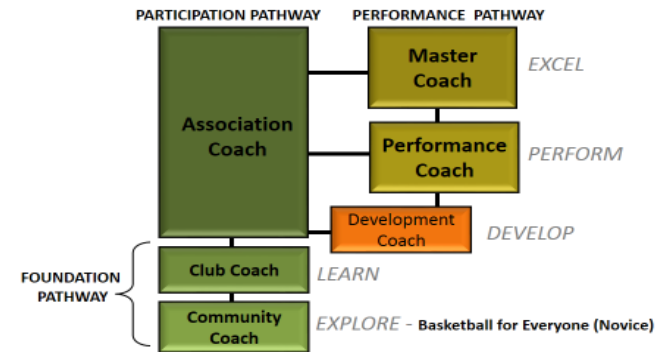
Pathways in Australian Basketball

Players and coaches will usually begin their journey in basketball through an association program for school children. This may lead to informal games, competition, a professional career or the Olympics. In all States and Territories there are National Intensive Training Programs for talented athletes. There are two coaching streams that align to the National Curriculum and mapped to the National Pathway.

Basketball Pathway Model

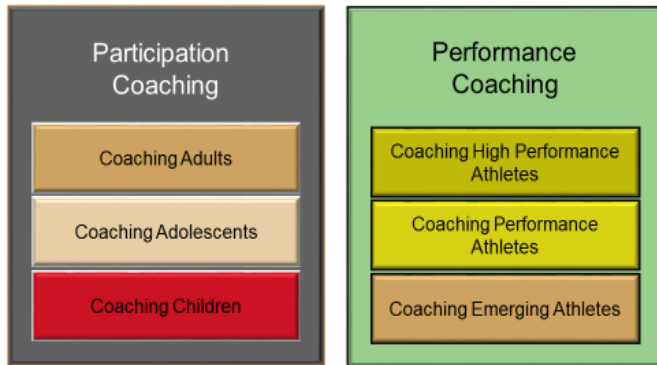


Australian Basketball Coach Pathway Model

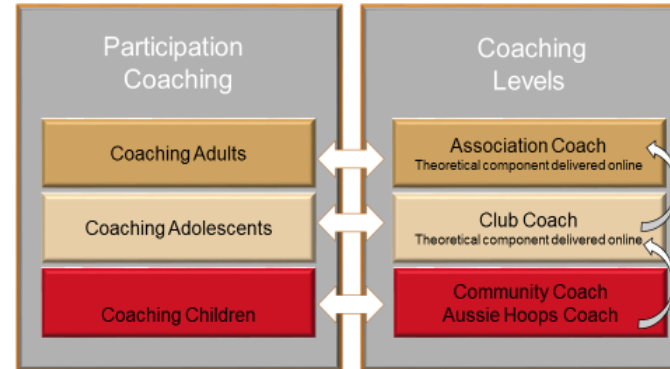


Basketball Australia		NATIONAL PLAYER AND COACH DEVELOPMENT FRAMEWORK				Australian Government
Player Development Programs	<ul style="list-style-type: none"> Aussie Hoops Mini Basket Community programs 	<ul style="list-style-type: none"> Associations Clubs Schools 	<ul style="list-style-type: none"> NPP SPP National Championships 	<ul style="list-style-type: none"> Centres of Excellence National Leagues 	<ul style="list-style-type: none"> Boomers Opals Rollies Gliders 	
EXCEL				Olympic Games World Championships NSA/WNSA/NSL/WNBL		
PERFORM			FIBA U19 World Championships FIBA U17 World Championships Australian Development Camps Oceania Championships			
DEVELOP		National U18-U16 Junior Championships National Schools Championships National U14 Club Championships				
LEARN	State/regional competitions Association competitions Schools competitions					
EXPLORE	Club, School, Community programs					
Athlete Stage of Development (age indicative)	EXPLORE (8-9)	LEARN 10-15	DEVELOP 15-18	PERFORM 18-19	EXCEL 20+	
Coach Development	Community Coach	Club Coach	Association Coach	Performance Coach	Master Coach	

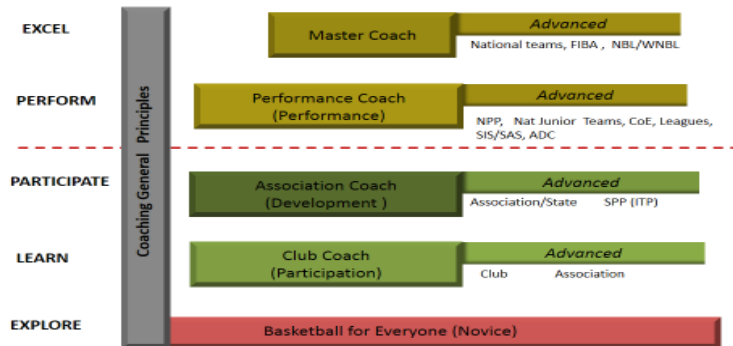
Coach Development Programs



Nationally Driven – Regionally Delivered



COACH DEVELOPMENT FRAMEWORK

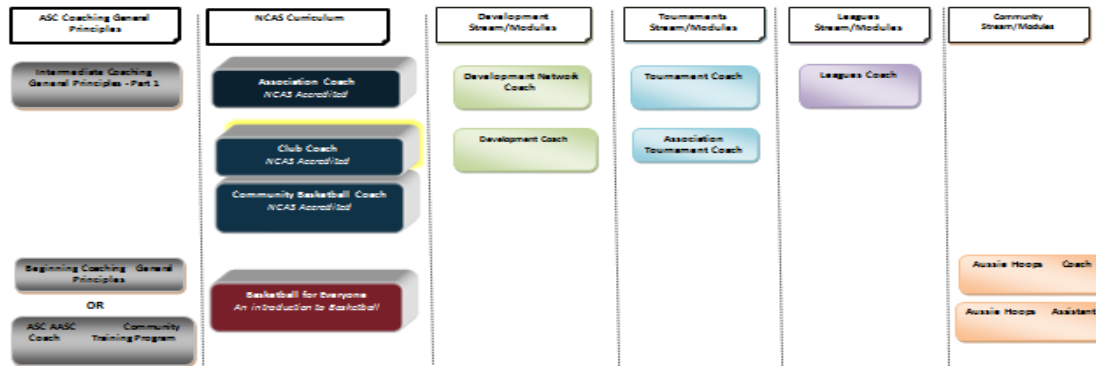


Coach Development Entry Points

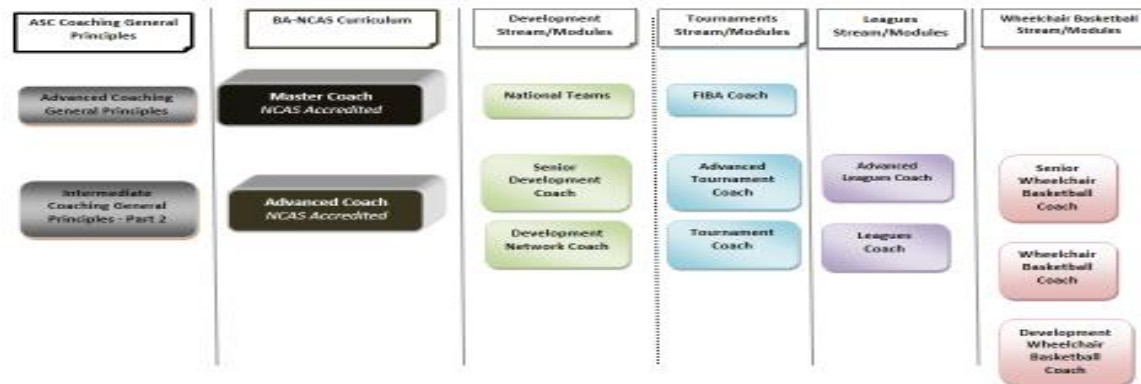




Participation Coach Focus Streams and Modules



Advanced Coach - Focus streams and modules



Coaches are required at all levels in basketball. Many positions in associations are volunteer but coaches in the leagues and for elite athletes are normally paid.

Chapter 2.

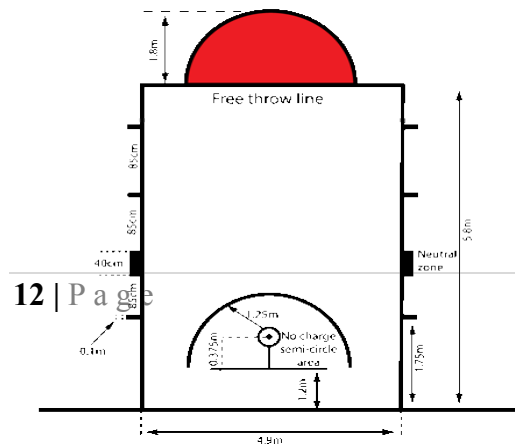
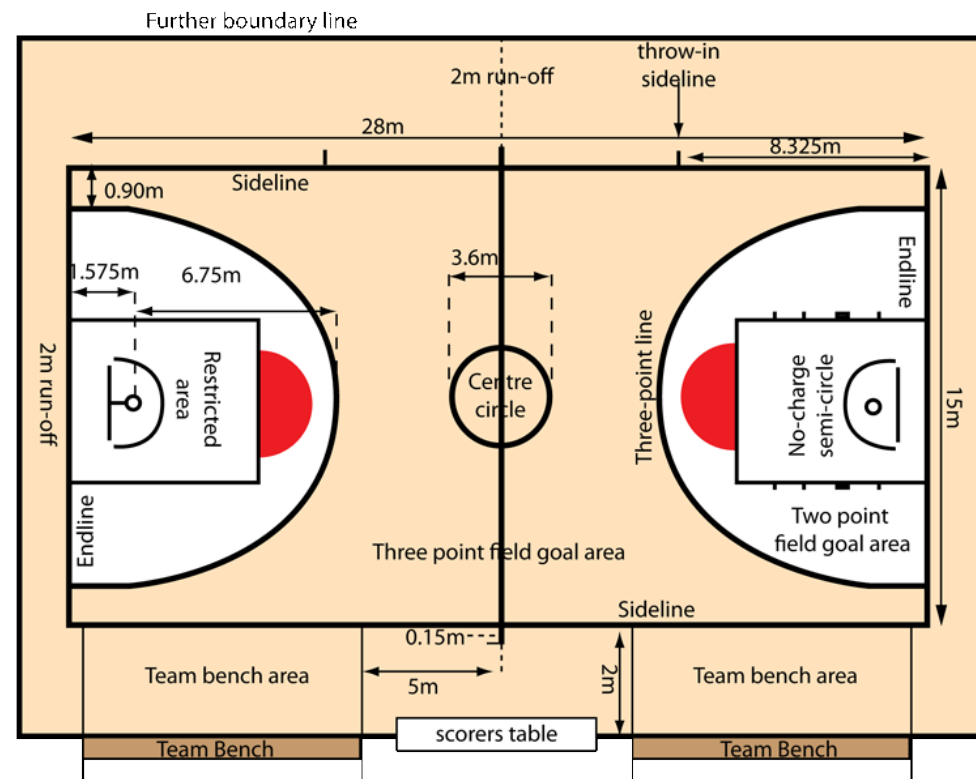
The Game of Basketball

The Playing Court

Flat and rectangular in shape free from obstructions. Diagram below.

Length: No greater than 94ft or 28m.

Width: No greater than 50ft or 15m.



The Basket

Regulation Backboard:

The backboard should be made of suitable transparent material or hardwood 3cm thick.

The front surface of the backboard shall be flat. All lines should be 5cm wide.

Playing Positions

Point Guard (1): usually the main ball handler within the group. This player is primarily responsible for moving the ball down the court. Also known as a perimeter player as most of their work in offence will be done from behind the three-point line.

Off or Shooting Guard (2): usually the player with secondary responsibility for moving the ball down the court. Primary role is to be a scorer and this would occur mainly from the perimeter.

Small Forward (3): this player is also known as the “swing” player in that they have to be able to play both areas, on the perimeter or in the post. Ability to score from the post or from the perimeter is a priority.

Power Forward (4): usually the power player in the team. Primarily a post player that should be able to operate from the perimeter. This player should be one of the main rebounders with strong blocking out skills.

Centre (5): usually the biggest player on the team. Primarily a post player, however, should learn and have the ability to play on the perimeter. The main rebounder and power player within the key.

Basketball has developed to the stage that all players need a range of skills no matter what their physical disposition may be. Therefore, it is essential from a young age that all players experience playing a variety of positions. Each player requires a diverse range of skills. It is essential that every coach provide the necessary skills to allow each participant to maximise their potential.

Rules of the Game

Basketball rules are set down by FIBA and can be found [here](#), but clubs may vary the rules depending on the age and stage of the players. When learning the game or in training sessions rules can be varied to help players learn, but they become important competing against other teams. For junior competitions and tournament officials may all agree at the start to vary rules or the focus of referees to achieve a better outcome for developing players.

Scoring

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

Violations

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

Fouls

- Most fouls normally involve the person with the ball. A player with the ball cannot be touched except for the hand holding the ball, as this is considered part of the ball. Striking the arms, holding, pushing or impeding the progress of the opponent is a foul.
- **Hands foul:** When the defensive player makes contact with the arm.

- **Blocking foul:** The defensive player has an illegal guarding position and blocks the path of the offensive player by making contact with them
- **Holding foul:** The defensive player is holding the offensive player, with or without the ball
- **Charging:** When the defense has taken a legal defensive position in the path of the offensive player, the offensive player must avoid contact with the trunk of the defensive player. If the offensive player makes contact with the trunk of the defensive player it is a charging foul on the offence

Penalties for Fouls

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

Starting the Game

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

Clock

- **Stop Clock for foul:** The referee blows their whistle raising their arm with a clenched fist. As soon as the arm is raised the clock stops
- **Stop Clock:** The referee blows the whistle raising one arm. As soon as the arm is raised the clock stops.
- **Time in:** The referee indicates the clock is to be started by chopping their arm in a downward motion. The clock does not start until the ball is touched by a player on the court
- **Twenty-four second reset:** The referee raises their arm and rotates their hand with index finger pointing up. The 24 second shot is to be reset when indicated by the referee.

Administration

- **Substitutions:** Each team has five players on the court and may have up to five on the bench. Substitutions can be made when a break in play happens and the referee blows a violation, foul or time-out. To request a substitution, the player asks the score bench, who will let the referee know.

- **Communication:** The referee will signal a thumb up once communication between officials and bench officials has been acknowledged and completed and the game is set to continue

Timeouts

- **Time-Outs:** In most competitions, teams can have two time-outs per half. The referee waits until the ball is out of play before allowing the time-out that is after the opposition scores or on any whistle.
- To request a time-out, the coach asks the score bench, who will let the referee know. A time-out lasts for one minute.
- Coaches can use timeouts to remind players of the game plan, give them a rest, get players to drink, provide encouragement, to share insight into the other team's strategy

Understanding the Terminology

Basketball in Australia, like other sports, has its own terminology and uses symbols and diagrams to explain activities and plays. We have put together a book of terms and symbols here

There is Terminology document attached to the National Curriculum.

Chapter 3. Overview – The Role of the Coach

Your role and responsibilities

In the initial stages of learning the game of basketball your job as the coach is to help learners enjoy the experience and love the game – and don't forget you need to have fun too. Some of your players may have come through the Aussie Hoops programme and they'll think of fun as the focus of the game.

As the Coach you need to show learners the skills they need to develop, provide activities to teach these and opportunities to practice. You'll need to provide the information and corrections athletes need to improve as well as to keep the environment safe and behaviour ethical. Falling short on ethics, safety or development will definitely be unenjoyable so fun works as a guiding principle.

Working with everyone

You'll need to work with lots of people:

- Players
- Parents
- Staff/ Volunteers
- Referees

The keys to success are planning and communication. Before you start a new term or season, explain to the players (and their parents if they're young) what you expect. Things like punctuality, what to wear & bring, the kinds of things players can expect and the behaviour you want to see. It's also good to explain what happens if something goes wrong. You are mentor and role model- players will follow what you do more than what you say. Having a lesson plan makes training more fun for everyone. It also demonstrates to players that you've prepared. So when it comes time to expect them to practice between sessions you're in a better position.

Players

As the coach you're there to teach skills and challenge player's fitness using fun activities and games. Encourage players to play the games during the rest of the week either at home or school- it won't feel like 'homework' but more practice will help development. The best motivator for all is enjoyment – if learners are having fun they'll keep practicing, if you can help them see they're progressing they'll keep trying. Pay attention to feedback as players perform an activity, you will be able to tell whether a skill needs more work. At this level teaching is more important than winning – whether that's physical skills and movement, sportsmanship, team skills, respect for game, the value of practice, or getting players to reflect on their own performance. Try awarding points to recognise behaviours you want to see, rather than just baskets. Even deducting points lost for negative comments and un-cooperative behaviour works to help players develop teamwork and sportsmanship. Players come in different sizes, with different skill levels motivations and some with disabilities. It's up to you to teach the players you have to master skills, co-operate as a team and to develop the resilience to handle challenges. A great technique to do this is to get players into the habit of measuring their performance against previous efforts. Encourage players facing a much better side or dealing with a loss to focus on the chance to practice the techniques they have learned.

Parents & Players

Explain what good sportsmanship looks like in basketball, and remember this may be the first time a player has had to understand what 'good sportsmanship' is. In basketball this means:

- Punctuality & correct attire
- Handing the ball back to officials, respecting their decision as final
- Shaking hands with officials and opposition at the end of the match, and in some areas girls teams begin with a 'huddle'
- Playing well even when the circumstances don't favour you

By explaining these things with parents and players together you're enlisting the backup from home for what you're trying to achieve.

Parents

In basketball you usually work with the children but it's the parents in the stands who are actually the *paying* customers.

Start with a meeting to explain the season plan & your expectations -punctuality, how court time gets decided for games, the necessary equipment, your development plan for the team, behaviour expectations for players and parents at games, towards officials & other teams. Get the admin done – make sure medical forms, contact points, registrations and so on are complete.

Emphasise the importance of parents communicating if a child is sick or injured. If a child is in pain the parent needs to take them to the doctor and you'll need to know what the child's limitations are (if any) on returning to play. Invite parents to speak to you privately if the child has a health or disability issue that needs accommodating.

Explain the need for good nutrition between school & training as well as at games – drink, fruit, sandwich or similar. Parents mostly want to see their children have fun, but explaining what's going on and what you need helps parents see how you aim to achieve this.

Make it clear that this level that children need to develop sportsmanship, cooperation, fitness and to practice tactics and skills not just to win.

Explain how parents can help reinforce messages, encourage practice of the learning games at home – you may upload practice games or send homework sheets, let parents know if you'll be doing this.

Set dates and times for meetings at the start of the season. Agree the lines of communication, especially for emergency game cancellations or for a parent to get in touch if a child suddenly becomes sick. Organise who communicates and how if a child is injured at a game or training and the parent is not there

You won't be able to manage everything as the coach, especially once the team starts to go to games, as you're likely to have more than one team to coach and if games clash you can't attend both. So you'll need a Team Manager. Parents may not want to be called 'team manager' or 'assistant coach' because they don't feel confident, encourage parents to suggest another title if necessary for the role and encourage parents to each take a turn. The assistant coach/ team manager needs to be prepared to turn up to games when you cannot be there, to 'run the bench' and help organize other parents.

Personality Issues

Occasionally you'll have a personality clash with a player or even a parent. Sometimes this is unavoidable. Having your own values and spelling these out clearly with your expectations up-front, and then treating all players fairly will help in these situations. Bullying may also occur within the team

With both cases address the issue promptly with a meeting before or after training. Acknowledge the issue and manage the relationship but choose a time to meet that's not emotionally charged such as the end of a game.

Officials

Ever complained strongly about a referee's decision or ever seen a coach go absolutely crazy about a decision made by a referee? This section aims to investigate the roles and relationships between a coach and referee. It will attempt to help both coach and referee help each other in a quest towards coaching and refereeing a successful game of basketball.

Coaches and referees have quite separate roles and responsibilities in the conduct of a game of basketball. A coach's job is to teach athletes how to play and to make decisions relative to the game.

Probably the first thing to remember is that your players, and often spectators, will often act the way you do toward referees.

An official's job is to arbitrate and interpret the legality of playing situations as they arise, and generally facilitate the game flow.

While each role is quite distinct, it follows that neither coach nor referee should encroach on each other's duties. A coach should avoid interpreting and making public any comments about decisions arrived at by the referee. Nor should a referee make public their observations of coaches and their ability to coach.

Both coaches and referees should work to help each other, as both are striving towards providing a quality game for participants. While a coach teaches athletes to play well, the official should encourage them to play well through good officiating.

Often coaches can develop pre-conceived ideas about officials. This can be a dangerous attitude to adopt. Coaches should be realistic in appraisals of referees and not let a few "perceived" poor calls colour their total perception. Remember that referees, like players and coaches, will make mistakes but they do not deliberately make them.

The following list of suggestions can help beginner coaches develop good working relationships with officials.

Before the game

1. Have a competent knowledge of the rules
2. Make sure the score sheet is completed accurately
3. Get to know the officials, wish them a good game
4. Clarify any points of confusion prior to the game

During the Game

1. Keep comments directed at your players
2. Avoid signs of frustration
3. Address the referee courteously

4. To query a decision use a time out and notify the score bench of your intention
5. Politely ask the referee for clarification of any rulings
6. If you have politely asked the referee a question, do not continue to argue if you disagree with
7. If you have politely asked the referee a question, do not continue to argue if you disagree with their answer

After the Game

1. Shake hands with the opposing coach
2. Thank the referees and the score bench for the game
3. Leave the stadium on good terms with officials and opposition

It is important to note that one-day you are bound to get those same officials. It is vital to work with them not against them. Once the referee's whistle has blown it is highly unlikely they will change their decision. It is best to get on with the game.

The Legal Responsibilities of Coaching

The law is the method by which our society determines the rights of a citizen in a particular situation. It touches every aspect of life, and sport, including basketball, is no exception. As basketball becomes more professional, those involved will increasingly turn to the courts to protect their rights.

Sports people are often surprised that the law will involve itself in their area. The fact is, however, that the law is the means which society adopts for the protection of rights and the settlement of disputes.

So....Anyone who accepts a coaching position, whether purely voluntary or as a professional, has a legal responsibility to provide their athletes with the best of care. This means taking reasonable care to provide a safe environment.

A coach can be found negligent if something they do (or failed to do) leads to an athlete suffering an injury that the court thinks was 'foreseeable'. For example, if there was a large puddle of water on the court, it is foreseeable that an athlete might slip on it and be injured.

- This standard of care is based on what are known about the prevention and care of injuries and other aspects of coaching. Coaches will be judged not by what they know, but what they should have known. Ignorance is no excuse in law. The coach must then act in accordance with that knowledge. Coaches owe it to their athletes to be competent in all aspects of coaching. They also have a duty to regularly update their coaching knowledge and to keep themselves informed of new developments. A court will compare what the coach did, or didn't do, with what the court thinks they should have done.

Lawsuits have been brought against coaches for not teaching skills properly, failing to adequately supervise activities and for failing to carry out correct first aid procedures. Coaches have at least 10 important duties when carrying out their activities.

Ethics

As an Australian Basketball Coach you will be asked to sign up to a [code of ethics](#) that spells out the behavior expected of a coach. Your relationship with young players needs to be similar to that of a school teacher, this safeguards you as well as young people. Don't text young people directly and if possible avoid sharing your mobile number with them, if texts are used for last minute cancellations or updates use the parent or guardian's number.

Your club, state or association may have a no social media policy – in which case respect this, and if necessary explain it to parents and players. If you are going to use social media, don't allow links with young players to your personal Facebook or other social media. Instead post to the club or association's social media to share relevant coaching or nutrition information. Keep updates professional and positive and restrict conversations or answering questions to time when you're coaching.

Assess and Manage Risk

Like almost every other sport basketball involves some level of risk and you need to assess and minimise this where possible.

Check that the training space is clean, clear, and dry and that equipment is in good repair that padding is in place around dangerous structures. Identify where first aid supplies and ice-packs are kept or bring your own kit.

Two of the best ways to prevent injury are warming up and stretching properly. Choose an activity of low-moderate intensity and low complexity to warm up with for the first 5-10 minutes. Have players' complete range-of-motion stretching for 5 minutes.

The last activity in the session should bring the intensity back down to allow athletes to 'cool down'. Lead 5 minutes of static stretching holding each stretch 30 seconds, encourage players to complete more stretches if they feel tight or sore.

You need to make sure children are supervised at all times, and you can minimize risk by giving sound technical instructions and correcting a player if their movements or actions are unsafe. It's important to make sure that balls that are not being used are placed somewhere away from the court as they can easily become a tripping hazard.

If training outdoors, make sure players have hats and sunscreen and regardless of where you train, players should consume fluids before, during and after activity. People can be dehydrated before they actually feel thirsty, especially children. Schedule regular, short drink breaks and allow at least one drink break where they can fill their water bottles.

When working with groups try to match players according to their physical development, similar size and physical maturity. Proper matching helps protect young children from the impact of collisions with larger, heavier people.

Have a plan if an injury occurs:

- Stop play
- Evaluate the injury
- Treat accordingly
- Have a charged mobile phone available to call in emergencies

Ten important duties for any coach:

1. Provide a safe environment

Facilities and equipment must be safe for both the users and the others involved in the competition. For outdoor practice or games adverse weather conditions must also be taken into consideration. Coaches should check all equipment and the court before training.

2. Activities should be adequately planned

Impaired learning ability and injury may be the result of unplanned practice sessions. Using appropriate progressions in the teaching of new skills, especially potentially dangerous skills, is imperative. The drills a coach chooses to use must be suitable for the athletes they are coaching. For example, a drill that is suitable, and safe, for adults may not be suitable for young children.

3. Athletes must be evaluated for injury and incapacity

Young athletes with an injury or incapacity should not be expected to perform any potentially harmful activity. No athletes should ever be forced to take part in any activity that they do not wish to. Individual differences must be accounted for. Coaches should ask athletes before the start of training whether they have any injuries or feel unwell.

4. Young athletes should not be mismatched

Young athletes should be matched not only according to age, but also height, weight and maturity particularly in competitive drills where contact may occur. Skill levels and experience should also be considered.

5. Safe and proper equipment should be provided

Existing codes and standards for equipment should be kept in good order. Equipment should always be adequately repaired so that it is safe to use at all times.

6. Athletes must be warned of the inherent risks of the sport

The participants can only legally accept the inherent risks of any sport if they know, understand and appreciate those risks. In some situations, even such as warning may not be enough: for example, where people are involved in a school supervised activity.

It is prudent for athletes to wear mouthguards (as injuries to the face are common) and strap their ankles (or wear ankle braces) as ankle injuries are also common.

7. Activities must be closely supervised

Adequate supervision is necessary to ensure the practice and competitive environment is safe as possible.

8. Coaches should know first aid

Coaches should have a knowledge of basic emergency procedures and keep them up to date. They should take time to learn the following two procedures STOP (Stop, Talk, Observe, Prevent further injury) and RICER (Rest, Ice, Compression, Elevation) for the management of injuries.

9. Develop clear, written rules for training and general conduct

Many injuries are the result of misconduct in change rooms and training venues. Clear written rules should be developed for general conduct and behaviour in such situations.

10. Coaches should keep adequate records

Adequate records are useful aids to planning and are essential in all cases of injury. Notes should be kept on all athletes, including relevant general and medical information and progress reports. Accident reports (not diagnosis) should be made as soon as possible after each injury occurs. Coaches should also keep a note that they inspected equipment and the court before training. This could be written onto the training plan.

The above ten points will help to reduce the chances of a successful claim of negligence. These points will also ensure that the coach is not only reducing this risk but is also ensuring they are following good coaching practices.

Coaches can further protect themselves by taking out professional indemnity insurance and ensuring that all their athletes are covered by injury insurance. In some States coaches and players automatically are covered by insurance through the registration process. Check with your State Association if you are unclear.

Some Clubs or venues will require you to complete an incident form if something goes wrong, but even if they don't it's a good idea to make a note of what happened just in case parents or physicians need more information at a later time.

Basketball Australia's [Member Protection Policy](#) sets out relevant responsibilities of the organisation and coaches can find additional resources via [Play by the Rules](#).

Coaching Styles

Coaching styles vary greatly, from a win at all cost attitude, at one end of the scale, to the laid back approach at the other. Whatever style coaches adopt will be quickly noticed by their athletes and may result in their players adopting a similar approach to playing.

The coaching styles that have been identified include.

1. Authoritarian coach

- This style of coach will be characterised by discipline and command.

- They may be strict and punish players regularly.
- Good team spirit will be displayed when winning, while dissension maybe shown when losing.
- Further, this style of coach will have the personality to handle being disliked in order to gain respect.

2. Business-like coach

- The style of coach who is keen on seeing the job done.
- Someone that demands a 100% effort at all times.
- A coach who is not people oriented who simply wants to get on with their job.

3. “Nice Guy” coach

- A style of coach that gets on well with athletes.
- One who considers heavily the wishes of players.
- They are usually characterised by having a quiet, cooperative nature.

4. Intense coach

- A coach very similar to the authoritarian style, except without the discipline.
- This coach displays a strong desire to win and will demand plenty from their players.
- Often this style of coach becomes anxious and uptight if things do not go right.

5. Easy Going Coach

- This coach can be characterised by being very casual and submissive.
- Often laid back this style of coach can give the impression of not being altogether serious
- On the bench the coach will often be seen sitting with only limited or no instruction.

Developing a Coaching Philosophy

To become a truly successful coach you must first develop a coaching philosophy. This involves a thorough understanding of why you coach and why your athletes play. It also involves listening and considering opinions of others, then developing and communicating your philosophy.

For the athletes participating in your basketball program, their coach largely determines the quality of experience.

The first question when developing your philosophy is why coach? No doubt there are many reasons why you coach. These may vary from a personal love of the sport at one extreme, to winning at all cost at the other. The following are some reasons why people decide to take up coaching:

- Love of Sport
- Participation
- Played and wish to put something back into the Sport
- Friendship
- Helping Others
- Enjoyment of Competition
- Satisfaction, of seeing athletes grow into better people

Most coaches can identify with at least one of these, and obviously there are more. It is important for you to understand your own motivation, as this will impact on your development as a coach.

Whatever the reason, coaches must always take into consideration the needs, hopes, ambitions, personalities and personal desires of their athletes. It is essential to attempt to cater for various individual differences so that all athletes have the opportunity to reach their potential.

Why Do Athletes Take Part in Sport?

It is important for all coaches to take into consideration the needs and wishes of their athletes. It is likely that if this is understood, conflict and misunderstanding are less likely to occur in the future. Often coaches don't consider that some players are simply there to enjoy participating. In this instance a coach needs to understand the participant's wishes and treat them accordingly. Often coaches can be far too demanding of participants, when all they wish to do is enjoy the sport. Other participants may be there to develop and progress within the sport and may wish to be pushed to improve their skills.

Therefore, it is important as a coach to understand that each player is different and each has his or her own goals in relation to the sport. As a coach you must work towards providing the best experience for each and every participant so they may reach their hopes, dreams and ambitions.

The following is a common list of reasons why athletes participate in sport:

- Achievement
- Friendship
- Social interaction
- Trophies
- Participation
- Fitness
- To be the best
- To improve necessary skills
- To win

Regular feed-back from players is a good way to ensure they are enjoying their experience. Coaches should look to communicate in this fashion either by asking questions or having players complete feed-back forms.

Becoming a Respected Coach

To become a respected coach requires successful interaction with individuals and the development of an environment where individuals may realise their hopes, ambitions and potential.

Unfortunately many coaches believe, “good” coaches are domineering, aggressive and overly authoritarian individuals, demanding a “win at all costs” attitude from their athletes. Consequently, too many coaches believe that their ultimate success rests with projecting a style of behaviour that fits in with this commonly held stereotype. Nothing could be further from the truth.

In reality a respected coach exhibits a wide variety of behaviours, from being somewhat authoritarian at times, to passive and uninvolved at others. The key to this is for coaches to be themselves and be able to adapt their style and behaviour as different situations emerge. Coaches, sensitive to individual differences, will not unduly risk alienating their athletes. They will not demand the respect of the athletes; instead, they will seek ways to earn it.

What qualities should a coach develop that will earn them the affection and respect of their athletes? The qualities may be grouped under the following headings.

- Knowledge
- Organisation
- Effective Communication

Knowledge

To gain the respect of players, coaches and officials it is essential to have a sound knowledge of basketball, its rules, skills, safety guidelines and principles of play.

Organisation

Good organisation is a key to gaining respect. Athletes will have confidence in a coach who conducts well-run, interesting and systematic practices. Well-organised practices are enjoyable, promote learning and consequently improvement in athletic performance. Coaches who continually inform players about upcoming events, games and practices will clearly demonstrate their organisational skills.

Effective Communication

A coach's ability to communicate directly influences the degree of improved performance within their athletes. It doesn't matter how much knowledge a coach has, without communication they will not succeed.

To be an effective communicator, the coach needs to develop concise teaching points. Too many coaches focus on what drill to run, rather than what teaching points they want to convey.

Planning

It is essential that all coaches take time to prepare and plan to meet the objectives of their team and individual players. Planning should be based around meeting both short and long term goals specified within the overall season plan. These objectives should be clearly stated to provide clear direction for everyone involved in the program.

Planning should commence prior to the upcoming season. The coach outlines the long-term objectives which should be based on the coach's overall assessment of individual and team talent available. For example, a long-term goal may be to teach every player to effectively dribble with his or her weak hand.

After identifying long-term objectives it is then important to identify short-term objectives that will assist in reaching the long-term objectives. These short-term objectives will form the stepping stones towards meeting progressive objectives and developing a successful program.

An essential element in the planning process is to format training sessions and game plans. These should be written down so that accurate records can be kept and the coach can easily refer to them while their session is in progress ensuring that teaching areas be covered. If you develop a season plan will help you know what to teach and when and it helps make sure you cover all that players need to learn. Lesson and season plans also help sessions flow more smoothly for you and the players.

You need to plan so that you teach and practice:

- all the basic individual skills
- Team-work skills
- Agility and fitness development
- To address what athletes need in the best order to learn

Practice Session Content

The following are some steps needed to run an effective training session.

Objectives

To be adequately prepared for each session the coach needs to determine:

1. Areas of skill learning or fine tuning to be practiced
2. Specific teaching points to be emphasised in teaching identified skills
3. Time allocation for each drill
4. Appropriate drills to highlight these teaching points

Developing a Season Plan

The first step in developing a season plan is to develop long term objectives for the team. The following is an example of a coaching plan.

TEAM: Morwell Tigers

DIVISION: U16 Girls

SEASON: May to September (20 weeks)

Long term objectives:

- | | |
|----------------------------------|------------------------------------|
| 1. Good team spirit | 4. Man to Man defence (full court) |
| 2. Man to Man offence (1-3-1) | 5. Zone defence (2-1-2) |
| 3. Zone offence 1-3-1 alignment) | 6. Transition game |

Short term objectives:

- | | |
|---|--|
| 1. Pass and cut (guard to forward) | 4. Shoot off pass (point, wing, baseline) |
| 2. Turn and shoot(high and low posts)
baseline) | 5. Fake and drive (point, wing,
baseline) |
| 3. Flash Cut, drop step, lay-up (posts) | 6. Offensive rotation / balance |

We have provided a season plan and set of lesson plans to get you started ([see Coaching Made Easy Resource](#)) this doesn't mean you must stick to them word for word, but rather they are there to help you see how to plan for the development of fundamental skills at this level through the use of enjoyable activities and games. It will be important for you to reflect how these plans and lessons will actually work with your players. The way you conduct your sessions will take care of teaching resilience, cooperation and sportsmanship. The stage appropriate skills can be found at the **LEARN** stage of National Curriculum

How do you plan?

Start with the number of weeks in your term or season that players sign up for, make a list of what you need to teach, from the list you can now choose skills themes to cover each week and plan to progress agility and fitness development. That's your high-level season plan! Now you need to capture what you'll deliver in your weekly sessions. Choose the skills you wish to focus on for the session, then identify activities to teach those skills. You will need to vary the intensity of activity through the session, and it is a good idea to use progressions or 'layers' to accommodate skill levels. That means start with a basic version of the activity, then plan to introduce another 'layer' of greater complexity or intensity. Don't forget drink breaks!

Developing a Training Session Plan (Sample)



Practice Planner

Session No:	Time:	Date:	Venue:
Goals:			
Triple Threat Skills/Techniques	Time	Activity	
Footwork			
Ball Handling			
Dribbling			
Passing			
Cutting			
Perimeter moves			
Post moves			
Screening			
Shooting			
Jump shots (catch/dribble)			
3pt shooting			
Foul shots			
Defensive techniques	Time	Activity	

1v1 Footwork		
Denial footwork		
Defend cuts		
Off ball defense		
Defend ball screens		
Defend screens		
Defend handoffs		
Hedge and recover		
Defend post		
Rebounding		
Blocking out		

Special Situations	Notes	Team Offence
Transition plays		Press offence
Endline plays		Fast break
Sideline plays		Secondary
First 8 seconds		Specials
Middle 8 seconds		Quick hitters
Last 8 seconds		Team Defense
3pt plays		F/C M v M
3pt defence		H/C M v M
Foul shot defense		Match up zone
Foul shot offence		Zone presses

The 'Nitty Gritty' of Coaching

Often coaching involves teaching new skills and organising athletes into drills, so that those skills may be practiced. The following offers some practical suggestions to help the coach.

Demonstrating Skills & Drills

Demonstrations of particular skills are more effective if they are:

- Suitable to the athletes skill level and stage of development
- Performed at normal or game speed
- Preceded by brief instruction, paying attention to main teaching points

- Followed by immediate opportunity for the athlete to practice
- Accompanied by praise and encouragement
- Followed by a relevant drill within which the particular skill is practiced

Process

- | | |
|----------------------------------|--|
| 1. Gain Attention | - Use a whistle, clap, raise voice |
| 2. Name the skill | - Describe skill, give it a name, coaching cue |
| 3. Demonstrate | - Demonstrate highlight points of emphasis |
| 4. Athletes try the skill | - Let athletes 'have a go' try the skill |
| 5. Observe | - Observe and evaluate performance |
| 6. Provide feedback | - Highlight key teaching points |
| 7. Practice again | - Reinforce key teaching points, provide personalised feedback, 'coach on the run' |

Skill Development

This is a major part of the training session that focuses on individual skill learning or team concepts. It is recommended coaches follow a set routine or order of progression when these skills are practiced at training, particularly for beginning players.

The following progression is recommended:

1. Body Movement fundamentals
2. Ball handling
3. Dribbling
4. Passing
5. Shooting
6. Rebounding
7. Individual offensive fundamentals
8. Individual defensive fundamentals
9. Team offensive fundamentals
10. Individual offensive fundamentals
11. Scrimmage

When coaches plan their training sessions they should aim to work their players on a selection of fundamentals from each of the skill areas. It is often difficult to cover every area during one training session. Therefore, it is important to plan so that each area is covered and areas missed can be identified to be included in later sessions. Using a variety of drills will ensure players do not become bored. Coaches never should

underestimate athletes and should continually seek to challenge players with new skills and drills.

Practical application

This part of the training session focuses upon applying the individual fundamental skills and then transferring them to game situations. During this time the coach may wish to provide players with instruction. Coaches should “coach on the run” and instruct their athletes without holding up the drill. Scrimmaging prior to skill learning may reinforce bad habits. It is particularly important for beginner athletes to focus more on skill learning than practical application.

Practical application does not have to be playing 5v5. By introducing rules the coach can emphasise practicing particular skills. For example to emphasise passing, introduce a rule that players cannot dribble the ball or that all players must touch the ball before a shot can be taken.

Cool down

Athletes should spend considerable time cooling down. Essentially this means walking or jogging to slow down the muscles and then stretching out the major muscle groups. Players should develop a routine by which they take time at the end of each game or training session to get this done. This will help to alleviate the problem of stiffness and soreness the following day. This is particularly important where games have to be played in succession.

Ending Practice

Here the coach can generally review the training session, answer questions and cover organisational details such as next training time and/or next game time.

Always Leave Training on A Happy Note

On Court Communication

Use brief, clear instructions to communicate correct body movement individual and team skills and strategies appropriate for club level players. Where possible use players to demonstrate movements or demonstrate yourself if the movement is unfamiliar or poorly understood.

Correct basic individual and team tactics during a game- in training brief cues during play, in competition use time-outs. Keep a good ‘flow’ of activity so attention does not wander. With younger children 10 minutes on an activity is usually enough before you introduce a new challenge. Use teaching and behavior management strategies to handle disruptive behavior. With a disruptive individual don’t publicly shame them, pull them aside to correct them continue play. NEVER use drills or fitness development exercises as a punishment! You need these to be positive so that they are practiced and seen as a challenge.

Persistently disruptive players or dangerous behaviour will mean you have to stop play and make it safe. Try asking the offender what would help them get back to playing with the group. You may need to refer to the player’s parents, club welfare officer or other services to get the player what they need.

Chapter 4. Preparation for Playing Basketball

Preparation for Playing Basketball

Warm-up

This stage of the training session is used to prepare players for the session. Warm up drills can be with or without the ball and should progress bit by bit to increase physical and mental efforts. The purpose of a warm-up is to:

- Increase muscle temperature and blood flow to working muscles;
- Increase heart and respiratory rate;
- activate the aerobic energy system;
- Stimulation of the Central Nervous System (motor pattern rehearsal);
- Mental preparation
- Injury prevention (through increased tissue compliance).

We have included a selection of activities marked as suitable for warming up and teaching skills and these are marked for you (see attached file)

Stretching

We stretch to improve our flexibility. Flexibility is the range of motion that is available to a joint or joints. Flexibility is important because:

- It improves muscle balance around a joint, thus improving posture
- It reduces the chance of injury when playing a sport or in everyday activities
- It increases the blood and nutrient supply to muscles and cartilage, thereby also reducing muscle soreness after training.

Emphasise stretching the following muscle groups for basketball:

- Shoulders
- Arms
- Back
- Hips
- Quads
- Calves
- Groin

When stretching, emphasise:

- Normal breathing, don't hold your breath
- Stretch warm muscles only – get a light sweat up
- Take each stretch to where you feel tension but not to where the muscles shake

- Hold each stretch for at least 10 seconds
- DO NOT BOUNCE
- Try to relax other parts of your body.

We have included a single page and an extended series of stretches to help you ([see Coaching made Easy resource](#))

Agility

You may use ladder drills, skipping and change of direction activities to increase agility, but challenging players to increase speed or accuracy during an activity will also help with this in a fun way.

Organising athletes at training

When organising athletes on the training court, coaches should be mindful of individual differences in talent, size and ability.

Daily drilling of fundamental skills needs to be varied, allowing the athletes the opportunity to practice:

- By themselves
- In groups
- As a team

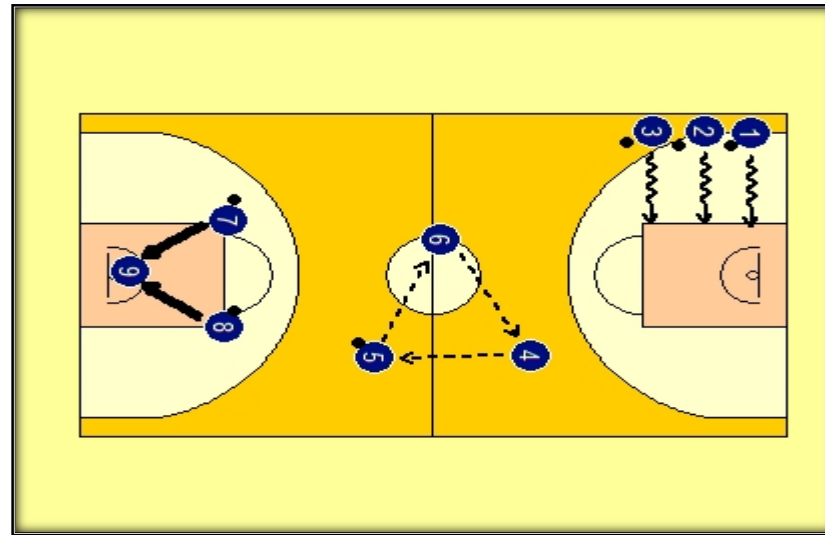
Moving from one drill to the next

Establish a practice rule where all players must hustle to the coach's side when they hear a whistle or the coach's voice. (Allocate penalties to slow movers.) Other than using the whistle, coaches may change from one drill to the next without stopping the entire squad. Here are some examples of how this may be achieved:

Combining Groups

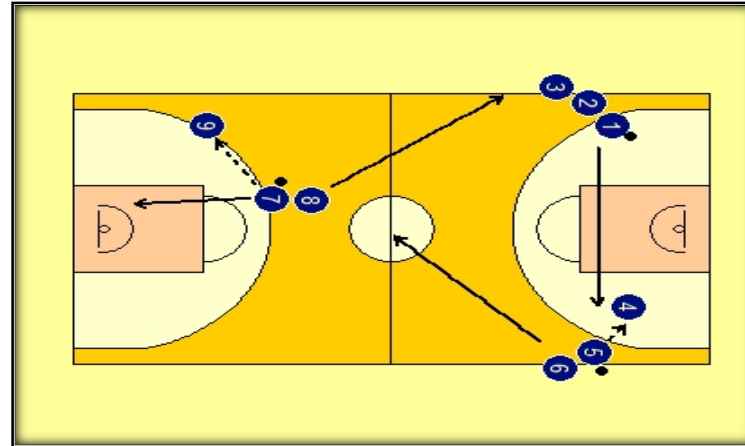
Combining groups can be a good method of continuing training without too much reorganising. As indicated in the following example. Assume you have three groups of three, each practicing a different skill eg. passing, dribbling and shooting. Combine the three passers and the three shooters. You now have six athletes who can now practice and possibly start a new drill.

While the other three can continue their activity or start a new drill.



Re-arrange your groups

Assume you have three groups each practicing a different skill e.g. Drive fake, drive and shoot, pass and cut and low post moves. Simply take one or two athletes from each group and swap them with one or two from the next group. There are still three groups practising the three skills above, but specific individuals have now moved onto a different skill to the one with which they started. Individuals may be withdrawn completely for specific attention.



Move the Whole Group

Assume there are three or four groups each working on a different skill. Provided there are appropriate numbers in every group the coach may simply blow the whistle and have each group rotate on to the next drill. This is also referred to as station work.

Organising Drills

Two of the most common methods of organising a drill are known as:

- Corridor practice
- Station practice

Corridor practice

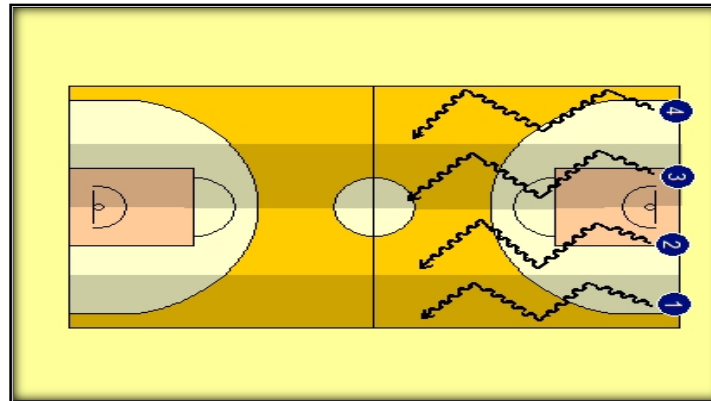
The following diagram shows how the squad may be arranged and organised. Athletes are simply divided into three or four lines at each end of the court as shown. Each group is then instructed to stay within their corridor as defined by the coach. Each line may practice the same skill, such as dribbling, or they may practice a variety of skills, with each line completing a different task.

For example

- Line 1. Cross-over dribble
- Line 2. Reverse dribble
- Line 3. Behind the back dribble
- Line 4. Through the legs dribble

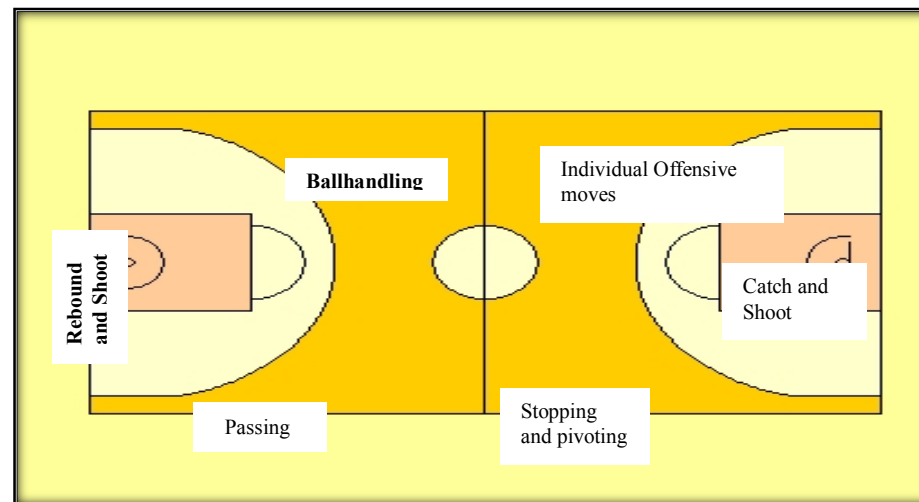
Activities that can be run as corridor practice include:

- | | |
|------------------------------------|--------------------------|
| 1. Running (change pace/direction) | 4. Dribbling (all types) |
| 2. Stopping (jump/stride stop) | 5. Passing (all types) |
| 3. Pivoting (forward/reverse) | 6. Individual defence |



Station practice

With effective planning coaches can set up as many stations as they wish. Athletes simply move from one station to the next on the sound of a whistle or once time has run out. The coach should be active in correcting individual technique and giving individual instruction where required. To assist continuity, the coach may simply place a sheet of paper at each station detailing the skill to be practiced. The routine and skills practiced using the corridor or station method can vary from one training to the next, according to individual and team needs. It is often preferable for organisational purposes to have at least two athletes at each station to ensure sufficient rest is allocated between each drill.



Skill training in Groups

The type of skill training outlined in the previous section is unique in that the athlete without having a partner can practice all of the skills mentioned. Partners may be used if necessary.

Basketball is a team game. A certain amount of time at training must be devoted to working in groups of 2 or more. Certain skills of the game cannot, by definition, be practiced alone by the individual athlete.

Making Drills Competitive

Coaches will find that skill learning on its own may become tedious for the athlete regardless of the variety injected into the training session. Additionally, athletes may tend to perform with a lack of intensity.

Especially, for the very young athlete, the element of “fun” needs to be an integral part of training. The following are some suggestions that will add intensity and enjoyment to training sessions and drills. Be careful not to overdo the competitive element. Young players need to feel comfortable with a skill; otherwise technique may suffer at the expense of intensity.

Between Drills

Have athletes hustle from one drill to the next and move into position quickly. Let them know at the first training session what you expect of them. Many coaches require the athletes’ attention first, before the next drill, to give a demonstration, encourage performance or refine a few teaching points. The simplest, most effective way of moving athletes from one point on the court to another is on a whistle command.

Coaches may choose to have the last athlete into position do some form of penalty. Penalties can help improve in this area. This in itself then becomes competitive. If the squad is generally slow moving coaches may have all participants do penalties.

During Drills

Team and individual competitiveness and intensity can be improved in the following ways:

- Against the clock, e.g. count the number of lay-ups, successfully completed in 30 seconds.
- Against each other, e.g. relay races involving dribbling down the court, shooting competitions.
- Against oneself, e.g. shooting from the foul line, record successful shots made out of total attempts.
- Circuit race, e.g. have athletes in pairs complete a circuit of drills combining a number of skills.
- Team against team scrimmage, e.g. first to score 5 points, award points to defence for steals etc. You may give penalties (push-ups) to the losers

Evaluating Skill Performance

The evaluation of the athlete’s skill performance involves the following:

1. Knowledge of correct technique

2. Observation of performance
3. Communicating the observations to the athlete.

Knowledge of correct technique maybe acquired through watching skilled athletes, reference to texts and videos and communication with other coaches. This knowledge will help to facilitate evaluation of how the skill was performed. Coaches should never rush into making assessments. Often you may need to observe the situation a number of times before making any judgements. It is often also helpful to observe the athletes from a number of different angles – behind them, in front of them and on the side.

When communicating an evaluation to the athlete, it should be done in a supportive manner. The coach or a skilled player may provide a demonstration of the skill and this should be accompanied with verbal reference to each of the correct aspects of technique. It is important to use the ‘sandwich technique’ when giving feedback. Praise the athlete, then give constructive correction, and finish with praise. For example, “Jane, your footwork was really good. Next time make sure you get lower by bending your knees. You are doing really well.”

The skilful coach will not highlight a player’s errors but will offer alternative suggestions as to how that athlete may perform the skill correctly. Advice to the athlete will be put in terms of:

“Keep Your Head Up When Dribbling”
rather than
“Don’t Dribble the Ball with your Head Down!”

Finally coaches need to be aware that a successful outcome (eg. scoring a basket, making a pass, dribbling past an opponent) doesn’t necessarily imply correct execution. Faulty technique will always be exposed against better opposition and coaches should emphasise correct execution.

Managing Efficient Training Sessions

Here are sixteen ideas to effectively manage a training session.

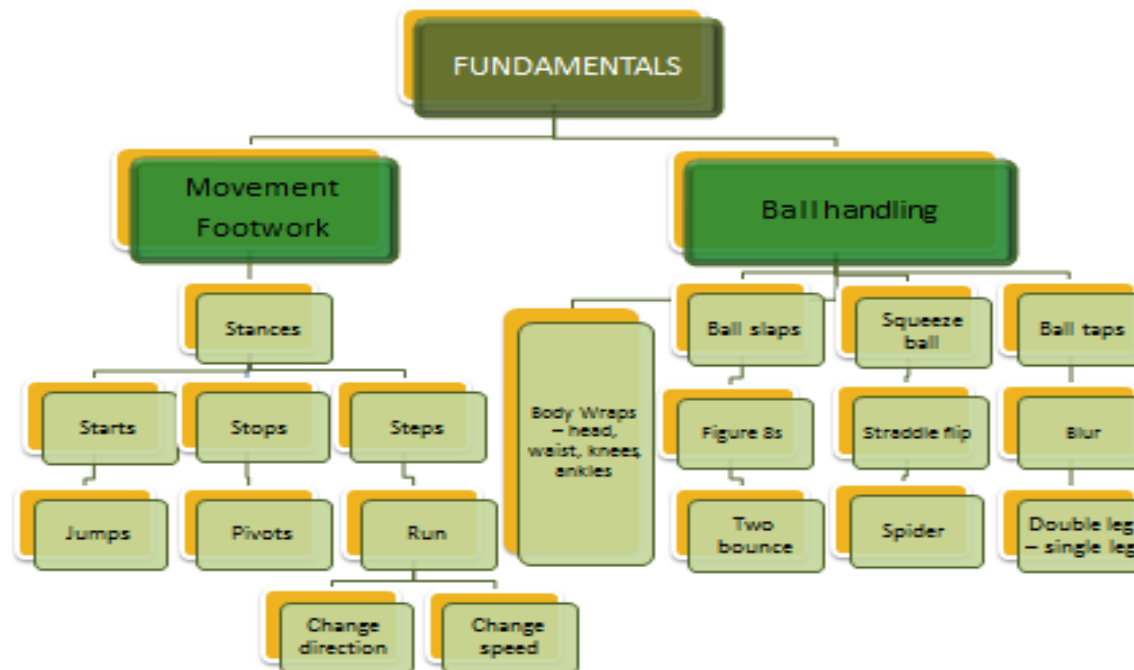
1. **Be on Time**
2. **Be appropriately attired**
3. **Have equipment ready**
4. **Have practice planned**
5. **Have players move into action quickly**
6. **Make activities specific to long and short term goals**
7. **Alternate drills to maintain variety, intensity and concentration**

- 8. Practice at game speed**
- 9. Alternate physically demanding drills with less intensive work**
- 10. Have players move quickly from one activity to the next**
- 11. No standing around**
- 12. Introduce new skills when athletes are fresh**
- 13. Provide brief, concise demonstrations**
- 14. Have players learn by 'doing'**
- 15. Be supportive, fair but firm**
- 16. Show humour, finish practice on a happy note**

Fundamental Skills

Activities to develop Fundamental Basketball Skills

- Body Movement – Footwork - Key Elements: Quickness, balance, stances, agility
- Ball-handling - Key Elements: hand quickness, balance, co-ordination, agility



TEACHING EMPHASIS FOR ALL FUNDAMENTAL SKILLS

- Emphasise 'stance' with all offensive/defensive aspects
- Quickness with quality (accuracy)
- Concept of 1 v 1 in each session ensure correct technique is used all the time simulate 'game like' situations (visualisation)

- **Dribbling** - Key Elements: technique, ambidexterity, vision, quickness, agility
- **Passing** - Key Elements: technique, accuracy, vision, faking, ambidexterity, receiving, quickness, non-preferred hand
- **Lay Ups** - Key Elements: technique, footwork, mechanics, efficiency, finish, tempo, strength
- **Shooting** - Key Elements: preparation, stance, mechanics, accuracy, finish, technique, tempo, mental approach
- **Defensive Containment** - Key Elements: stance, movement, balance, quickness
- **Individual Offensive Moves** - Key Elements: technique, footwork, stance, quickness, finish, tempo, efficiency, preparation, execution



See Coaching Made Easy Resources

- **Individual Body Movement and Ball Skills**
- **Individual offensive and Defensive Skills**
- **Training Drills**