



# **Banyule Hawks Basketball Club**

## Coaching Manual



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### Pre-Season

#### Team Selection

All aspects of the allocation of players to teams is conducted by our coordinators in line with the Team Selection Policy (included at the rear of this manual).

There are many factors which affect team selection and unfortunately no matter how hard we try it is never perfect. As a result, compromises have to be made and difficult decisions reached.

Our approach to team selection in line with the policy follows three key priorities:

1. Club – what is best for the club? What allocation will provide the best outcome?
2. Team – which players will work best in the team and will we create a harmonious and high performing team?
3. Individual – what is best for the individual and their family?

At older age groups, placement of new players is equally challenging. Some may come with some basketball knowledge which we are unaware of and some may be brand new – this creates uneven teams and needs to be monitored carefully with feedback from coaches.

There are a few key points that coaches need to be aware of:

1. Team selection is undertaken by coordinators. Approaches by parents should be referred to the relevant coordinator for action. Petitions, group action or “elected” representatives are listened to but our policy for selection still applies.
2. Friendship teams, selected entirely by players, occurs only at Under 16 and above age groups.
3. Coach feedback is critical to effective team selection – this takes place at the start of finals every season.

#### Coach involvement in team selection

To avoid any doubt, coaches are not generally involved in team selection and allocation. Some coaches, particularly of the top two or three teams in an age group, may be asked to give feedback and have input into a playing group that will work best, but all team allocation decisions rest solely with the age group coordinator and the relevant committee member.

The work of coordinators is difficult enough balancing the requests of 500 players and their families, and adding another layer of communication and interpretation only makes this process more difficult and take longer.

Any requests for team placement, player movement, or grouping of players should be sent to the relevant coordinator. They will then work with parents and the remainder of the list to attempt to make this happen.

## Compats and Time Requests

All coaches who are coaching more than one team, or coaches who are also playing, will have a compat entered for them by the Operations Coordinator prior to the start of the season.

The league has more than 1,000 teams and 10,000 participants and despite this has more compats and special requests than they do games each week. As a result every single game in every single round is fixtured by hand.

As a result of this, compat requests for players or parents are not permitted. Coaches who have another child in another team also cannot have compats entered for that team unless they are coaching both.

The EDJBA By-Laws permit 4 requests in total for any team, including compats, time requests, etc. As a result, please be judicious with these requests as with 1400 teams, it is impossible to meet them all.

Time requests are more flexible and again can be entered as a one-off or for the entire season. These need to be emailed to the Operations Coordinator as soon as they are known about – at least 4 weeks prior, or ideally at the beginning of the season.

Coaches who may have work, their own sporting or other commitments are able to request early or late games.

Due to school sport and other priorities, afternoon time requests take priority over mornings. If one team has a morning request and the other an afternoon, then the game will be scheduled in the afternoon.

## Grading

### How are grades determined?

3 weeks before the start of the season, we are required to enter all our teams, and their starting grade, to the EDJBA to allow them to create pools and begin fixturing.

Our initial grades are always a guesstimate based on previous performance, whether the players are top age or bottom age, and the overall rating of the team.

In general terms we will always start teams at the highest possible grade we think they can play at, and then allow the grading process to drop them down if necessary.

Our rule of thumb is that when going UP in age group, a player/team will go DOWN two grades (eg CA to CC/CD). When doing DOWN an age group, a player/team will go UP two grades (eg CC to CA).



## The grading process

The first six weeks of every season are set aside for grading. The process is fully outlined on the EDJBA website but essentially each week is fixtured after all the results are known.

Not every club approaches grading as we do. This means that a very good team could be started in a low grade to get some wins on the board – don't be surprised by big wins or big losses as a result.

In general terms a win or loss of 20 points will result in a change of grade for one team. This could mean your team goes up or down.

The only exception to this rule is in Boys teams – the gap between BA grade and A grade is considered two grades – therefore consistent wins of 40 points or more are required to be promoted to A grade.

## Grading Feedback

In the event of a major issue with grading we can provide feedback. This is due before Monday so you must get an email to the relevant coordinator as soon as possible after your game. Examples of things we can provide feedback on are:

- Key players missing so the team underperformed
- Injuries or other issues preventing proper performance
- Enormous discrepancies between the two teams (eg >50 points)

## Ladder Positions

At the end of grading, the teams are allocated points for each win, loss or draw which determines their initial ladder position for Round 7.

If a team you have played ends up more than 2 grades above you, then extra points are awarded for your performance against that team. If your team lost to that team, then each of you receive 2 premiership points.

If teams have the same number of premiership points, then position is decided on percentage.

## Requirements for Coaching

All coaches are volunteers and we are grateful to you for taking the time to invest in our players and the club overall.

All coaches over the age of 18 years are required to have a Volunteer Working with Children Check on file with us by the start of Round 2. Anyone who does not comply with this will not be permitted contact with children via the club until the matter is resolved.

If you wish to undertake the Basketball Victoria Level 1 Coaching course, the club will reimburse you the cost of the course if you provide proof of your successful completion.

## Game Day

### Role of your Team Contact

Your team contact is the key administrative person for your team. They should be sending out scoring rosters, making sure that money is collected, arranging substitute players, recording player numbers and making sure people know where and when the game is being played.

It is often tempting as a coach to take this on yourself as you probably know most of the information – this is not your role and not expected of you. Similarly, avoid using your team contact as a general “gofer” – unlike you, they have not volunteered for the role and we try and avoid overburdening families.

We do not expect team contacts to be required to record detailed statistics, produce substitution rosters, arrange “Player of the Week” awards, order medals or trophies, provide transport to players or coaches, or generally perform tasks beyond those listed above. Whilst a team contact *may* wish to, there is no requirement that they *must*. This is an important part of your conversation with your team contact and they cannot be forced.

If your team contact is not fulfilling the basic expectations or parents are complaining, refer this to the Operations Coordinator.

### Fill In Players

From time to time you will need fill-in players because of holidays, illness, school functions etc. This is perfectly fine and we are here to help with that process.

Your team contact should be willing and able to take on getting other players. At the end of grading, a finalized list of teams, team contacts and other details will be emailed. During grading please contact the Operations Coordinator as grades can change on a weekly basis.

Refer to the Fill-In handout at the end of this manual for the rules about fill-in players.

### Referees and Venue Supervisors

Referees are there to ensure that the game is conducted in accordance with the rules of basketball and the code of conduct.

Referees are not perfect and we are very lucky at Banyule that our referees are some of the fairest and most independent in the EDJBA.

There will always be times where you disagree with the decision of a referee or calls do not go your way. If you feel that this is particularly one-sided then you need to approach the Venue Supervisor and ask for their assistance in resolving the issue. Call a Time Out if required and address the issue. You may wish to ask a parent or other adult spectator to locate the supervisor on your behalf.

Coaches do not have a right of approach to a referee – always ask if you can speak to them first. Some will, and some will not.

If after the game you are still concerned, then the Administrator can assist in resolving the matter.

### Spectators

As coach you are responsible under the rules for the conduct of yourself, your team and spectators. Technical Fouls can and are awarded for the conduct of spectators and coaches are ejected from games.

Remember always – this is children’s sport and we are here for the kids. Model the behavior you expect. Referees are often still at school and they are not paid to be abused or vilified because they are not perfect at their job.

## Conduct

The Code of Conduct (see end of manual) is the key document which governs our expectations for behavior of all participants. It is not the role of the coach to address the conduct of the opposition, their coach or spectators. You may appeal to the referees, but their decisions are final during the game.

If after the game you wish to raise concerns, these should be emailed to the Administrator with game, venue and team details. Do not address your concerns directly to the EDJBA or the opposing club – this is not appropriate.

## Game Strategy

### Time Outs

You have access to two time outs during each 20 minute half. You are allowed to call a time out at any dead ball – to do so, clearly call this to the nearest referee making the “T” gesture.

Timeouts are not allowed in the last two minutes of the first half of all regular season games.

Some coaches use their timeouts frequently and some do not – use whatever strategy you feel works best for your team and yourself.

### Substitutions

Make sure you are planning your substitutions. Our guiding principle is of **equal time on the court for all players**. Every team has good players and not-so-good players. The worst thing to do is punish less skilled players by putting them on the bench – use them, encourage them and give them a role.

## Rule Adjustments

The 3 point rule does not take effect until Under 13 and above.

The free throw line is brought forward 1 metre for U12 and below, and 1.8 metres for U8 and U9 Rookies players.

3 second violations are also extended to 5 seconds for U12 and below.

### Mercy Rule

The Mercy Rule applies for all regular games (not grading or finals) where the margin is greater than 20 points. This rule is not optional and must be used.

When you are more than 20 points ahead ensure your players retreat behind the 3 point line, allowing the offensive team most of the court to get the ball up. Once the ball is past the three point line, you are allowed to continue with a regular man on man defence.

### Use of Zone Defence

Zone defence is not permitted at Under 14 or below. All defensive structures must be man-to-man inside the 3 point line.

Referees do not enforce this rule. If you are victim of zone defence, notify the Operations Coordinator who can report it to the EDJBA.

## Linking to Training

Set priorities for each game – what are we doing better this time – what are we going to work on.

Refer to the handout at the end of this manual.

## Finals

### Ladder Position

Ladder position determines your eligibility for finals.

All A grade and all teams below Under 13 play finals. At U13 and above, only the top half of the ladder will play finals.

Premiership points from grading often impact this – remember the bonus points from earlier!

In A Grade, the top finals group in all age group play for the perpetual trophy. The next group plays A Reserve finals.

### Player Eligibility

Players must have played 5 games for the team in order to be eligible for finals. Players also may need to have played a certain number of grading games to be eligible.

### Fill-Ins

Fill-in players for finals follow different rules and a different procedure. All fill-ins for finals must be approved by the EDJBA. Contact the Operations Coordinator who can assist in this process.

## Post-Season

### Medals and Trophies

We hold a Presentation Day at the end of each season where we present 2 players from each team with a club medal as nominated by their coach.

All premiership winning coaches and players also receive a trophy.

All A grade grand finalists also receive a separate finalist trophy.

Coaches who coach two teams who make two grand finals also receive a separate trophy recognizing their outstanding achievement.

### Coach Feedback

At the end of the regular season you will receive a email to nominate for medals and provide skills and personal feedback on each of your players.

This may seem onerous or unnecessary but as the club now has over 500 players, our coordinators don't have the ability to know every single player and their strengths or areas for development.

This is kept strictly confidential and we appreciate the time you will take to complete it for us.

## Administration

### Training Times

Each season we struggle to accommodate training time and venue availability. This season we have suffered from the loss of one of our training venues and as such we are at our limit – particularly for earlier training times.

We know that training times are a source of complaints – please know that we do our best to meet everyone's requests.

### Supervision

As volunteers we also know that you are coaching to develop basketball and sports skills amongst your team, not parent or deal with behavioural and other issues.

As such we have notified all parents that it is our expectation that they actively supervise any child under 13 years of age at all times, at all games and training sessions. This may mean that they ask another parent to "keep an eye" on their child – this is perfectly fine.

If you find a parent is regularly dropping their child and leaving without doing this, please notify the Operations Coordinator immediately.

## Venues

Without our venues we would not be able to run our club. Charles La Trobe and Viewbank Primary are both shared with other clubs (St Martins, Eltham, Ivanhoe/Darebin).

If you have the first or last training session at a venue, we ask you to ensure that you turn off lights, lock doors, set alarms or drop off keys as required.

## Key Club Contacts

Role	Why to Contact	Name	Email	Phone
President	Urgent issues Conduct and complaints (investigation)	Angela Kasjan	<a href="mailto:president@banyulehawks.com.au">president@banyulehawks.com.au</a>	
Vice-President	President unavailable Mini Hawks	Shaun Carey	<a href="mailto:vicepresident@banyulehawks.com.au">vicepresident@banyulehawks.com.au</a>	
Director of Coaching	How do I..? Coaching strategies Help with challenges with skills	Vacant – contact Shaun Carey in the interim	<a href="mailto:coaching@banyulehawks.com.au">coaching@banyulehawks.com.au</a>	
Operations Coordinator	All day to day issues Compats Time Requests Parent concerns	Melinda Barton	<a href="mailto:operations@banyulehawks.com.au">operations@banyulehawks.com.au</a>	
Administrator	All coach conduct issues Team allocation Training times Administrative issues Conduct and complaints (initial)	Ben Carmichael	<a href="mailto:admin@banyulehawks.com.au">admin@banyulehawks.com.au</a>	0418 339 936
Teams Coordinator	All coach conduct issues Team allocation Training Times	Todd Campi	<a href="mailto:teams@banyulehawks.com.au">teams@banyulehawks.com.au</a>	1800 BANYULE

## General coaching aims

Under 9's	<u>General</u> Pivoting – passing and catching Meeting the pass Bounce, chest and high pass Looking for team mates <u>Basketball</u> Lay-up steps (outside, inside, up) Shooting (BEEF) and lots of practice at training Dribbling with <u>both</u> hands Dribble with head up and low Protect ball with bar arm Dribble and pass – catch on the run <u>Defence</u> Man to man Finding player – number off Hands out Stay in front/between player and basket
Under 11's	Under 9's plus Crossovers Dribble low and hard Dribble down centre Correct lay-up footwork Focus on using follow through when shooting No lazy defence – hands out Getting open to get ball in from base/side line Slide feet in D, stay in front
Under 13's	U9's and U11's plus Different crossovers <ul style="list-style-type: none"> <li>- Retreat dribble</li> <li>- Spin move</li> <li>- Low cross-over</li> <li>- Double cross-over</li> </ul> More Passing, passing forward, finding open players Confident lay ups, pivoting lay up around defence Dribbling with purpose (to pass defence) Catch and shoot with good technique (one hand finish) Slide feet in D, cut off dribbler
Under 15's	Focus on shooting technique <ul style="list-style-type: none"> <li>- Elbow in</li> <li>- One hand finish</li> <li>- High shot</li> <li>- Follow through</li> </ul> Dribble with head up Take on defence for layups Teach 'charge' One baseline play to get ball in and score Cutting through key, movement, screens



	introduced How to get open Help defence/splitline
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## **Keys to better practice sessions** (thanks to Eltham for sharing this)

The following idea may help to get more out of practice sessions;

### **Is this part of a plan ?**

It is vital a plan be developed. This can range from anywhere from a season plan to a session by session plan, but as a minimum every coach should prepare for each session by writing a plan. A simple plan may merely include a list of things to get done and a time allocation of drills and teaching activities.

### **Are you paying attention ?**

Establishing a positive learning environment is as much about paying attention as anything else. If players don't tune in, their coaches words may well fall on deaf ears. It is vital that you express your expectations from the start. Make a rule such as: "While I'm talking basketballs are held still and there is to be no talking". There is nothing wrong with expressing how you want players to behave when teaching is underway.

### **Is this relevant ?**

Practice should not be about drills for drills sake. Sure it's OK to add fun activities that the players want, but they should be aware of where this fits into your "grand scheme"! Start by making sure that you introduce practice by outlining what's ahead and why it's important. Keep this speech VERY brief. Then as you start each activity BRIEFLY explain its relevance (For example you may start practice by saying that part of the plan you have for the season is to improve shooting so today's theme will all be about shooting). Then as you progress through the session try to link each and every aspect to either the game specific aspects or to your overall plan. Take ten to fifteen seconds every drill to introduce and explain the relevance and the rewards of the activity will increase.

### **Was that any good ?**

Good coaches let players know when they have done well, and what else needs to be improved. This is best done by talking to each player directly as they perform the drills at practice. We call this "coaching on the run".

### **Can we get started ?**

The other issue to be careful of is not having long introductions and reviews. Most players want to get into the activity rather than hear the coach go on and on. It is clear that most behavioral problems stem from boredom, so watch to ensure your feedback does not actually encourage lack of attention, introduce the activity, get started then you can stop at some stage and refine and reinforce.

## Better practice sessions

Here's a quick checklist to consider when you coach;

- Take account of the fact that **players learn at varying rates**. Allocate time for those that need extra opportunities to acquire skills and concepts.
- Be **precise in your expectations for players**. Don't assume knowledge or assume they know what you expect. State your expectations up front.
- **Coach each player individually** within the team framework. This sounds tough but actually it's just about having a plan for each player and trying to help them achieve specific goals.
- **Keep drills shorter rather than longer**. Regular short attention to a skill is profoundly more effective than a fewer longer sessions on the same subject. For example don't spend 40 minutes on, say, team defence, when 10 four minute drills over the season will be much more effective.
- **Start collecting drills immediately** and keep a list of the ones you like to use. Consult other coaches, books, videos or your club coaching contact for ideas. Variety of drills is a further key to avoiding boredom.
- If you can't personally perform a skill **get a player to demonstrate**. Don't be put off teaching a skill because you can't do it, but do try to gather key teaching points to highlight specifics of the skill.
- **Finish with vigorous activity and fun**. End every session with an activity that will leave players pleased with the session.

## Improving as a coach

Good coaches want to be better coaches. How do we get better? Here are some things to consider:

- **Evaluate yourself and seek feedback** from parents and club officials whom you respect, but don't be put off by criticism from others.
- **Hoard information.** Watch others coach and talk to other coaches about what they do. Coaches are flattered to be asked their opinions and ideas. Watch their practice and watch them coach games.
- **Join in local coaches' clinics** and try to do a formal coaching course. Ask your club contact for more details
- **Plan! Plan! Plan!** Then review your plan so you may improve for next time.
- **Create a coaching folder** where you can keep ideas, drills etc.
- **Buy or borrow coaching resources.** Most clubs have some resources available to be borrowed, or contact the State Association and check on what they have.
- **If you are having problems seek help.** Don't just hope a problem will go away. Most clubs have experienced coaches who have probably dealt with exactly what you are struggling with. Good coaches work with others in their club in the best interests of all their players.

## Links to games

Of course in the end we need to take what is learned and reinforced at practice and put that into a game setting. Coaches use many strategies to help achieve this and here are just a few ideas:

- **Don't go overboard trying to solve last week's problems all in one hit.** Sure highlight some issues and run some drills to emphasize those, but don't lose sight of longer term goals and plans you may have set
- Let the players know **just one or two items** to be covered at practice after the game. Keep post game comments brief as players tend not to be at their most attentiveness straight after a game and you also need time to reflect on what just happened.
- **Write down a few key issues to cover straight after the game.** Don't wait until practice and then try to remember. If any areas have arisen where you are not sure where to head this may jog your memory to seek help from others.
- Make a **few notes about things to bring up with or reinforce with particular players.** Maybe you could get a player to arrive early to work on a specific area, or just talk to a player after practice about that area of concern.
- **Use games to reinforce what was covered at practice.**



(<http://www.banyulehawks.com.au/>)

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## TEAM SELECTION POLICY

The Banyule Hawks use the following principles in the process of selecting teams:

All players must register by the registration cut-off date to be eligible for placement in a team. Players who do not meet this deadline will be placed on a waiting list, and only placed in a team if an appropriate vacancy exists.

Teams are generally made up of 7-8 players to ensure all players are given plenty of court time by the coach.

When a team is to have 9 players; this will be agreed with the coach prior to the 9th player being placed.

Teams will be selected according to each player's level of skill and ability and to facilitate their ongoing development. Teams will ideally be comprised of players that are of a similar skill level.

Ideally, the highest graded team in each age Group will be made up of the most skillful players.

Coordinators (with input from Coaches) will make this assessment and where deemed necessary "trials" may be conducted, however trials will not be the sole source of selection.

The team number is a guide to the team's ability. It is not a direct measure of a player's ability. The grade in which they play reflects the team's ability, not the individual player's.

Whilst preferable, teams are **not** always composed of the best 7, or 8 players, followed by the second best 7 or 8 players and so on.

A less skilled player may be placed in a higher graded team than a player of greater skill because:

The more skilled player is not available to train on a particular night.

The less skilled player is more skilled in certain attributes which the higher team needs. E.G. offensive and defensive positioning and court spacing, shooting technique, rebounding etc.

The more skilled player has commitment or behavioral issues at training and/or games.

Confidence/performance/development issues with either player. Some players need a season at a higher level and some players need a season at a lower level to help with their development or confidence.

The less skilled player is more coachable, has more potential or is on a steeper improvement curve than the more skilled player.

The less skilled player will benefit more greatly from the particular coach or players on the higher graded team.

Sometimes two or more players just have to be separated for reasons that remain confidential.

Two or more parents, who have children with similar playing ability, want to coach their child.

Where there is a small friendship group, i.e. a pair of friends, consideration can be given if they prefer to play together. If there is a skill difference between such players, the pair will be placed in a team ranked at a level that reflects the standard of the less skilled player.

Children will play in their correct eligible age group. There may be occasions where for logistical reasons a player may be requested to play in a higher age group. This will only occur with the agreement of the relevant coordinator and players parents. Where a player wishes to play in two age groups they will be placed in the eligible age group first and for the older team, the EDJBA rules will apply.

Any other requests or concerns, should be noted when registering online. While these will be considered, the Committee cannot guarantee they will be met.

Friendship teams can register in teams from the under 16 age group and up.

If there is anything the selection committee should know before teams are selected in addition to the information provided as part of the registration, please get in contact with the coordinator prior to the close of registration.

Once the teams have been selected, they will not be altered at the whim of players/parents or coaches.

Request for changes are to be made by contacting the relevant coordinator who will review the selection and determine the appropriate outcome (N.B. There could be circumstances where no change can be facilitated).

Should a parent be unhappy with team selection then the decision of the relevant Boys or Girls Coordinator will be final.

Further appeal will be directed by the Coordinator to the club committee for review.



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## CODE OF CONDUCT

*Basketball is intended to be a recreational activity for enjoyment and health. This code of conduct has been developed by Basketball Victoria to give participants some guide to the expectations it has on those participants. It is intended to assist everyone to obtain the maximum benefit and enjoyment from their involvement in basketball. As a result, the quality of participation will be improved so people are more likely to start and continue their involvement in basketball. Enjoy!!*

## Coaches

**1. Remember that basketball is for enjoyment.** Remember that basketballers play for fun and enjoyment and that winning is only part of their motivation. Always make sure that participants are made to feel welcome whenever they attend for training or a match. Ensure that activities are carefully planned, well structured and varied to provide opportunities for individual and team development. Be willing to depart from the plan to take advantage of an unexpectedly high interest in a particular activity. Never ridicule players for making mistakes or losing a competition. See errors or losses as an opportunity to learn in a constructive way. Comment in a way that is positive and designed to create interest, involvement and development.

**2. Be reasonable in your demands** In scheduling training and playing times and days, be reasonable in your demands on players' time, energy and enthusiasm, taking into account their age, level of play and other commitments such as school and employment. Young children are likely to have more time but short attention spans. They may have plenty of energy but are likely to need more guidance on how best to look after their bodies. The differences in physical and mental maturity can be quite marked in younger children

of the same age group. All these factors need to be considered in coaching young children. Older children have greater demands from their studies and many of them need to work to assist their schooling. They also have many social demands. Try to assist them in achieving a good balance between the various demands on them. Adults should in most cases be capable of making their own decisions on priority between basketball and other demands such as work, family and social engagements. Respect those decisions.

**3. Teach understanding and respect for the rules.** Teach your players that understanding and playing by the rules is their own responsibility and that the rules exist for the safety, proper order and enjoyment of all people involved in basketball. The lessons to be learned in this respect in basketball are lessons that can and should be carried over into all aspects of their lives. Do not encourage players to ignore or deliberately break any rules.

**4. Give all players a reasonable amount of court time.** All players need and deserve reasonable court time. Avoid over-playing the talented players. It is unfair to both them and those who are not so talented. Players cannot improve without the opportunity of a reasonable amount of match practice. Talented players can burn out. Having no or little time in court can cause players to suffer from morale problems and they can lose interest in the sport altogether.

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

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

**7. Guide your players in their interaction with the media, parents and spectators.** It is sometimes very difficult for players to concentrate on the game when there is the distraction of the presence of friends and relatives as spectators. Coaches have a difficult role to play in teaching players respect for their parents and other spectators but also teaching them to maintain concentration on the team plan if spectators become over-enthusiastic. Parents sometimes make demands on their children's time which interferes in their basketball activities. Respect this and try to structure your coaching and their training and playing times and obligations to take those demands into account. There are many other factors which need to be balanced, including venue availability and requirements of administrators. The coach's task is not easy. The presence of media at a basketball game can lead to a temptation by some players to "show off" or otherwise act



differently from how they would act normally. Encourage your players to not be awed by the presence of the media. Also teach them that if they are approached for an interview after a game they are representing the whole sport and should behave accordingly.

**8. Group players according to age, height, skills and physical maturity, whenever possible.** Uneven competition can lead to a loss of enthusiasm. Coaches should always try and group players of reasonably equal ability. In coaching children it is important to remember the different maturity rates for children of the same age. A player in their early teenage years may be the tallest in their team and yet because they have matured early, be one of the shorter players in only a brief time. Coaches must be ever vigilant to ensure that changes in height and other physical characteristics are noticed and acted upon.

**9. Ensure that equipment and facilities meet safety standards and are appropriate to the age and ability of the players.** In our increasingly litigious and accountable society, all those involved in sport have a responsibility to take all reasonable steps to ensure the safety and well being of participants. Coaches are in a unique position to control many of the factors which can have an effect on this welfare. Coaches should be aware of the dangers factors such as heat and dehydration, wet floors and other potentially hazardous environmental situations can cause. A coach has a responsibility to avoid putting players into dangerous conditions.

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

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

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

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

**14. Ensure that any physical contact with a player is appropriate.** Physical contact between a coach and a player except that which would be considered usual social contact such as the shaking of a hand or a “high five” should be rare. Gestures which can be well meaning, or even considered by some to be acceptable, may be unacceptable to others. Sometimes physical contact can be misinterpreted as sexual harassment or even molestation. Particular care needs to be taken in coaching children. Ensure that if there is physical contact with a player that it is appropriate to the situation and necessary for the player’s skill development.

**15. Avoid personal relationships with players.** Personal relationships with players can often be misinterpreted as something sinister. Friendship with players is essential to building trust between a coach and players. However, the power imbalance in a coaching situation can make it unwise for a relationship to develop beyond friendship. Particular care must be taken when coaching children.

**16. Respect the rights, dignity and worth of every person.** Regardless of their gender, ability, cultural background, religion or other factor irrelevant to the game, all persons connected with basketball are entitled to equal treatment and respect. Avoid any remarks that could be construed as offensive or discriminatory. Sometimes even a joke may give offence. Even if a person refers to themselves with a particular label, it should not be taken as an invitation for you to do so. Using discretion is imperative and it is better to err on the side of caution.

**17. Always respect the use of facilities and equipment provided.** Facilities and equipment cost money and will only function properly if kept in good order. Ensure that you and your players do not abuse anything provided for use. Discourage players from hanging off hoops or “slam dunking”. Quite properly, these practices are banned in most venues. Not only can equipment be damaged but serious injury can occur.

## Players

**1. Understand and play by the rules.** Understanding and playing by the rules is your responsibility. The rules exist for the safety, proper order and enjoyment of all people involved in basketball. The lessons to be learned in this respect in basketball are lessons that can and should be carried over into all aspects of your lives. Do not ignore or deliberately break any rules. Even if you think that a deliberate foul may give your team an advantage, you should not commit the deliberate foul in the interests of fair play. If you do consistently commit deliberate fouls or break the rules you must accept that there will be consequences for you and your team. Do not let yourself or your team down.

**2. Respect referees and other officials.** Referees and officials have a difficult task to perform and you could not play the game without them. They are there to enforce the rules of play but they cannot always be right. Accept bad calls graciously. Abuse of referees is unacceptable behaviour. Players who consistently dispute decisions or do not accept bad decisions are bad sports. If you disagree with a decision, have your coach, captain or manager approach the referee during a break or after the game, in an appropriate manner.

**3. Control your temper.** Verbal abuse of officials is a serious offence against the rules of basketball. Verbally abusing other players or deliberately distracting or provoking an opponent is also not acceptable or permitted in basketball. Loss of temper is not only unpleasant for other participants in the game; it can also

distract you and have an adverse effect on your concentration and effectiveness on the court.

**4. Work equally hard for yourself and for your team.** You owe it to yourself and others involved in your team to train and play to the best of your abilities. Your team's performance will benefit – so will you. If you are half-hearted about your involvement in the sport you will become dissatisfied and lose out on the much of the enjoyment and satisfaction you can derive from giving it your best.

**5. Be a good sport.** Acknowledge all good plays whether they be by your team or the other team. Good manners and respect can be infectious. Everyone likes to be praised when they do something well. If you acknowledge the achievements of your opponents it is likely they will follow suit. Part of participation in sport is respect for all participants in the game. Your opponents are entitled to proper courtesy. Always introduce yourself to your opponents on court, congratulate them whether you win or lose and accept a loss gracefully. Remember that the opposition coach is there trying to do the best for their team and is also entitled to respect.

**6. Treat all players as you would like to be treated.** Do not interfere with, bully or take unfair advantage of another player. Just because one of your team cannot perform as well as you do does not mean that they are not trying. Everyone makes mistakes. Do not abuse or ridicule another player when a mistake is made. Constructive guidance and encouragement when a player does well will assist a player to improve their game.

**7. Play for the "enjoyment of it" and not just to please parents and coaches.** Playing sport, including basketball, should be fun. This doesn't mean that you shouldn't take it seriously, just that at the same time you should enjoy it. If you enjoy an activity you will perform much better and derive far more benefit from it than if it is an unpleasant experience. You may experience pressure from your coach and parents and others to perform outside of your capability or desires. Whilst this can be a positive and their way of showing you support in your activities, you should resist it where it no longer is enjoyable.

**8. Respect the rights, dignity and worth of every person.** Regardless of their gender, ability, cultural background, religion or other factor irrelevant to the game, all persons connected with basketball are entitled to equal treatment and respect. Avoid any remarks that could be construed as offensive or discriminatory. Sometimes even a joke may give offence. Even if a person refers to themselves with a particular label, it should not be taken as an invitation for you to do so. Using discretion is imperative and it is better to err on the side of caution.

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

**10. Listen to the advice of your coach and try to apply it at practice and in games.** Your coach has been appointed to coach your team because they have certain abilities and experience. They have also undergone training to ensure that you get the best coach that you can commensurate with your skill levels. Apart from skills training, your coach can provide you with helpful advice on all aspects of playing basketball. Make the most of the opportunity provided to you to work with your coach to have a happy and successful experience in basketball.

**11. Always respect the use of facilities and equipment provided.** Facilities and equipment cost money and will only function properly if kept in good order. Ensure that you do not abuse anything provided for use. Do not engage in dangerous practices such as hanging off hoops or “slam dunking”. Quite properly, these practices are banned in most venues. Not only can equipment be damaged but serious injury can occur.

## Parents

**1. Encourage your children to participate for their own interest and enjoyment, not yours.** Support your children in their participation in basketball but do not force them to play if they don't want to. Sport is played by children for enjoyment and fitness. It is good for their bodies but should also be good for their minds. If they feel too much pressure from you it may make them rebellious or even depressed. It is very tempting for parents who are involved in a sport, or who have children with abilities they wish they had themselves to try and force the children to participate or to participate at a level to which they do not aspire. Resist the temptation.

**2. Encourage children to always play by the rules.** Just as responsible parents teach their children to obey the law of the land, so should those same parents encourage their children to play sport by the rules. If your children show no respect for the rules of the game of basketball, they can also come to believe that breaking the law is acceptable too. If you see your children constantly breaching rules you should be prepared to speak to them at an appropriate time.

**3. Teach children that an honest effort is always as important as a victory.** Your children will suffer many disappointments in their lives. You should teach them from an early age that whilst a win in basketball will bring them much pleasure, it is not the most important thing. Participating to the best of their abilities is far more important than winning. You can help them learn this, so that the result of each game is accepted without undue disappointment.

**4. Focus on developing skills and playing the game.** Reduce the emphasis on winning. If children see that effort is rewarded by an increase in skills, they will derive considerable pleasure and see the importance of striving to improve over the necessity to win every game. Primary responsibility for skills training rests with the children and their coaches but you can assist with their enthusiasm by attending games, encouraging them to practice away from formal training and games and even joining in with this practice.

**5. A child learns best by example.** Applaud good play by all teams. Acknowledge all good plays whether they be by your children's team or the other team. Good manners and respect can be infectious. If you acknowledge the achievements of your children's opponents it is likely your children will follow suit. This can

assist to create a positive and supportive climate for all children involved in the game.

**6. Do not criticise your or others' children in front of others.** Reserve constructive criticism of your own children for more private moments. Children can be very sensitive and feel strong humiliation if they are criticised in front of their peers. When you do feel the necessity to speak to your child about something that displeases you, make the effort to explain what the problem is and why you are concerned about it. If you can see some way of avoiding the problem in the future, also explain this to the children. Give your children an opportunity to offer you an explanation. You are not communicating with your children effectively if all the communication is one way.

**7. Accept decisions of all referees as being fair and called to the best of their ability.** Referees and officials have a difficult task to perform and your children could not play the game without them. They are there to enforce the rules of play but they cannot always be right. Accept bad calls graciously. Abuse of referees is unacceptable behaviour. Players who consistently dispute decisions or do not accept bad decisions are bad sports. If you disagree with a decision, discuss it with your children in a constructive manner.

**8. Set a good example by your own conduct, behaviour and appearance.** Children often learn by example. You are the prime role models for them. Make your parenting rewarding and beyond criticism by leading by example. Do not criticise opposing team members or supporters by word or gesture. Accept loss graciously and applaud the efforts of all playing the game. Do not be one of the "ugly" parents occasionally seen at sporting events.

**9. Support all efforts to remove verbal and physical abuse from sporting activities.** Parents have considerable influence in how sports are conducted. Often they are called on to perform volunteer work to help organise their and others' children's activities. Use this rewarding experience, not just to assist in getting the necessary work performed, but also to influence the atmosphere in which your children play the sport. Children not as fortunate as yours whose parents are not willing or able to be involved may need some guidance on what is or isn't acceptable behaviour.

**10. Respect the rights, dignity and worth of every person.** Regardless of their gender, ability, cultural background, religion or other factor irrelevant to the game, all persons connected with basketball are entitled to equal treatment and respect. Avoid any remarks that could be construed as offensive or discriminatory. Sometimes even a joke may give offence. Even if a person refers to themselves with a particular label, it should not be taken as an invitation for you to do so. Using discretion is imperative and it is better to err on the side of caution. Your children will most likely follow your lead in matters of discrimination and vilification.

**11. Show appreciation for volunteer coaches, officials and administrators.** Volunteers are necessary for the functioning of sporting activities. Without them, your child could not participate. Whilst many are parents of people involved in the sport, many are also people dedicated to the sport and its development. Show them the respect and appreciation that they deserve.

**12. Keep children in your care under control.** Basketball encourages you to bring your children to games. However, there can be dangers to them in a basketball stadium. They can also constitute a danger to players. You should ensure that children with you at a basketball game are well behaved and do not wander onto or too near to courts. They can easily be knocked down by a player or a player can trip over a child when concentrating on the play and not expecting a small child to be in the way.

**13. Always respect the use of facilities and equipment provided.** Facilities and equipment cost money and will only function properly if kept in good order. Ensure that you do not abuse anything provided for use. Discourage your children from engaging in dangerous practices such as hanging off hoops or “slam dunking”. Quite properly, these practices are banned in most venues. Not only can equipment be damaged but serious injury can occur.

## Spectators

**1. Remember that most people play sport for enjoyment.** People are not playing basketball for the entertainment of spectators nor are many of them professionals. You should be watching basketball for your own enjoyment and to show support for those playing. Help the players to enjoy their game. Applaud good performances from each team. Congratulate all players regardless of the outcome.

**2. Accept decisions of all referees as being fair and called to the best of their ability.** Referees and officials have a difficult task to perform. You would not have a game to enjoy without them. They are there to enforce the rules of play but they cannot always be right. Accept bad calls graciously. Abuse of referees is unacceptable behaviour. Spectators who consistently dispute decisions or do not accept bad decisions are bad sports. If you disagree with a decision, accept it graciously – you cannot change it.

**3. Always be positive in your support for players.** Never ridicule or shout at a player, particularly a young player for making a mistake during competition. Positive support for players will offer encouragement to them and most likely spur them to better things on the court.

**4. Condemn the use of violence in any form.** Never encourage players to engage in violence or engage in it yourself. Violence has no place in basketball and strong action should be taken to discourage it.

**5. Respect your team’s opponents, officials and spectators.** Without your team’s opponents, there would be no game. Their supporters are there to enjoy the game as much as you are. Light-hearted banter with an opposing spectator can add a further element of fun to a game. Conversely, nasty or inappropriate behaviour or remarks will seriously detract from it.

**6. Encourage players to obey the rules and to accept decisions of officials.** Often players can get carried away when spectators become enthusiastic or heated over an issue. This can be a positive but it can also be negative when it involves such behaviour as disputing decisions. Always encourage players to obey the rules and do not dispute referees’ decisions.

**7. Demonstrate appropriate social behaviour by not using foul language or harassing players, coaches or officials.** Anti social behaviour such as foul or abusive language has no place in basketball. If others engage in it, just ignore them – they will soon tire of it if they get no reaction. Alternatively, ask them politely to desist. If it continues and it is serious, bring it to the attention of an official.

**8. Respect the rights, dignity and worth of every person.** Regardless of their gender, ability, cultural background, religion or other factor irrelevant to the game, all persons connected with basketball are entitled to equal treatment and respect. Avoid any remarks that could be construed as offensive or discriminatory. Sometimes even a joke may give offence. Even if a person refers to themselves with a particular label, it should not be taken as an invitation for you to do so. Using discretion is imperative and it is better to err on the side of caution.

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## Officials

**1. Interpret rules and regulations fairly and to match the skill level and the needs of the participants.** Whilst many requirements of rules are for the safety of those involved in basketball and should never be compromised, others allow flexibility. The age and skills level of the players involved should be taken into account when interpreting rules. As long as you are consistent in interpreting rules and communicate before a game how you intend to interpret the rule, players and the game should benefit. Use common sense to ensure that the “spirit of the game” is not lost by overcalling technical violations

**2. Compliment both teams on their efforts.** You should make an effort to congratulate both sides at the end of a game, not just the winning side. If there has been a problem during the game, by all means raise it, but do so in a constructive manner so that players may learn from your experience and guidance.

**3. Be consistent, objective and courteous in calling all infractions.** Objectivity is the single most important characteristic of a good official. It can sometimes be tempting to be easier –or harder, so that you appear to be objective – on a team that you have a connection with. It is also easy to be harder on their opponents or on a team which you believe is not playing the game in the proper spirit or with which you may have had a bad experience in the past. You must resist this temptation. Even when you call an infraction, you must do so in a courteous manner.

**4. Promote fair play and appropriate sporting behaviour.** Use every opportunity you have to communicate the message that basketball is about fair play, not to be marred by poor behaviour. Condemn the deliberate foul as being unsportsmanlike. If you see an act of good sportsmanship, applaud it.

**5. Publicly encourage rule changes.** Officials are in a unique position to judge how rules work and their effect on the game. You should use that position to promote change where you can see a positive benefit to participants' enjoyment of the game from a change.

**6. Ensure that both on and off the court your behaviour is consistent with the principles of good sportsmanship.** Just as you are entitled to the respect of players, they are entitled to expect that you will act honestly and with integrity. Lead by example – actions speak louder than words. If your standards are down, players and others involved in the sport will see that as a signal that it is acceptable for them to lower their standards.

**7. Keep your knowledge current.** Make a personal commitment to keep yourself informed of sound officiating principles and the principles of growth and development of children. Always attend training programs when they are available, to ensure that your knowledge is current and that your skills are always improving. Read all information that is available to make sure that you don't miss innovations such as rule changes.

**8. Help the education process in the game.** Help players learn to play the game. Make sure that players understand rule infractions. Sometimes players dispute decisions because they do not understand the rules correctly. If you perceive that a player hasn't understood a ruling, take the time when it is convenient to explain it to them. If there is a team problem of understanding, approach the coach and outline what the problem is and why it is a problem. Don't feel defensive about explaining your decisions. You are the expert on the court and players are entitled to your constructive guidance.

**9. Always present yourself in a way which encourages others to respect you and your role.** In both your demeanour and appearance you should lead by example. Always wear the appropriate uniform and make sure that it is neat and clean. Just as players are expected to be properly attired, so should you be. If you present yourself in a sloppy manner it sends a signal that you may be sloppy in your tasks as an official.

**10. Always respect the use of facilities and equipment provided.** Facilities and equipment cost money and will only function properly if kept in good order. Ensure that you do not abuse anything provided for use. Discourage players from engaging in dangerous practices such as hanging off hoops or "slam dunking". Quite properly, these practices are banned in most venues. Not only can equipment be damaged but also serious injury can occur.



## 11) ELIGIBILITY OF "FILL IN" PLAYERS FOR GAMES

- a) Teams are expected to arrange for "fill in" players within the limits of eligibility rules set out in By-Law 2, when too few of their regular players are available.
- b) Where a player plays for a team other than the player's team under 9 b), they will be considered a "fill in" player
- c) A player can be a "fill in" player in a younger age group than the player's team if the player is within the age requirements under By-Law 2 for the younger age group
- d) A player can "fill in" for a team which is not the player's team, subject to the following rules:
  - i) **A player may fill in for an older age group**, provided they "fill in" for a team in a higher section, the same section or **one** section lower than the "player's team"
  - ii) **A player may fill in for the same age** provided they "fill in" for a team in a higher section than the "player's team"
  - iii) **A player may fill in for a younger age group**, provided they are within the age requirements under By-Law 2 for the younger group and they "fill in" for a team in a higher section than the "player's team"

	ALLOWED	NOT ALLOWED
Player from a Section A team can "fill in" for:		
- <b>Older</b> age group	Section A or B	Section C, D or E
- <b>Same or Younger</b> age group	NIL	Section A, B,C,D or E
Player from a Section B team can "fill in" for:		
- <b>Older</b> age group	Section A, B or C	Section D or E
- <b>Same or Younger</b> age group	Section A	Section B,C,D or E
Player from a Section C team can "fill in" for:		
- <b>Older</b> age group	Section A, B, C or D	Section E
- <b>Same or Younger</b> age group	Section A or B	Section C,D or E

- e) A player not playing the current season with an EDJBA club, may "fill in" at any level subject to:
  - i) being within the requirements under By-Law 2, and
  - ii) not requiring a clearance under By-Law 8

# **SIMPLIFIED BASKETBALL RULES**

**FOR REFEREEING**

## **OVERVIEW**

### **Teams**

Teams consist of up to 12 players (most competitions only allow 10 players) and a coach. A team may have an assistant coach. At any time during playing time there are 5 players on the court. The coach may address their players during the game provided they remain in the team bench area.

### **Uniforms**

Teams must be in correct uniform. Singlets must be the same colour numbered on the front and back using the numbers 4 to 15. In local competitions any two digit number that can be signalled with one hand may be used. Players from the same team may not wear the same number. Shorts must be of the same colour but not necessarily the same colour as the singlet.

### **Scoring**

The winner of a game of basketball is determined by the team scoring the greater number of points. If scores are tied at the end of the 4th period, extra period(s) of 5 minutes are played until a result is obtained.

Goals from the field score 2 points or 3 points. 3 points are awarded if the ball is released from the three point area (outside the 3 point line). The position of the shooter is determined from where the shooter last touched the court before releasing the ball.

Free throws may be awarded to a player resulting from a foul committed by the opposing team. Each successful free throw scores 1 point.

If the ball passes through the basket from below no points can be scored and a violation is called.

If a team accidentally scores a goal in the wrong basket, the points are awarded to the captain of the opposing team.

### **Charged Time-outs**

Each team is permitted 2 charged time-outs in the first half, 3 time-outs in the second half and 1 time-out in each period of extra time. Time-outs can be used in any quarter of the respective half but any unused time-outs may not be carried over to the next period. The length of a time-out is 1 minute however the scorekeeper should sound their signal after 50 seconds has elapsed.

A coach or assistant coach requests a time-out by going to the score-table and making the request. The scorekeeper signals the officials at the next opportunity. Time-outs are granted after any whistle to stop the play or if an opponent scores a goal.

Either team may also be granted a time-out after the last or only free throw if that shot is successful, as long as the request is made before the player throwing the ball into court has the ball.

During the last two minutes of the second half or extra period, if a time-out is granted to the non-scoring team or to the team that has been awarded the ball in its back court, the throw-in following the time-out shall be administered at top of the three point line in a team's front court, opposite the scorer's table.

If a free throw is followed by a throw-in at the centre line extended, the time-out shall be granted to either team after the last free throw whether the last free throw is successful or not.

### **Substitutions**

Requests are made when a substitute (not the coach) goes to the score-table and asks for a substitution. The substitute should be dressed ready to play.

Substitutions are permitted by either team when the whistle is blown to stop the game.

After a basket is scored only in the last 2-minutes of the last period (or any extra period) the team who is scored against may initiate a substitution. The other team may then substitute.

A fouled out or disqualified player must be substituted within 30 seconds.

If the game is delayed (approx. 15 seconds) to attend to an injured player or the player is treated or bleeding, the player must be substituted unless a time-out is taken by either team.

Both teams may substitute if the last free throw is successful or the ball becomes dead after the last free throw. Substitutions are not permitted once the ball becomes live (at disposal of player on free throw line or out of bounds).

If a free throw is followed by a throw-in at the centre line extended, the substitution shall be granted to either team after the last free throw whether the last free throw is successful or not.

### **Timing Regulations (FIBA)**

Length of a game: 4 periods of 10 minutes    Extra Periods: 5 minutes.

Intervals of play: 15 min half time, 2min after first and third period (and before extra periods).

Forfeits: A team forfeits a game if it does not have 5 players present and ready to play within 15mins of the scheduled starting time. (The score is recorded 20 to 0)

#### Game Clock Starts:

- Jump Ball – when the ball is legally tapped.
- Out of Bounds – when the ball touches a player on the court.
- Missed last free throw - when the ball first touches a player on the court.

#### Game Clock Stops:

- When the official blows the whistle
- When a field goal is scored and the opposing coach has requested a time-out.
- When a field goal is scored in the last 2 minutes of the 4<sup>th</sup> (or extra) period.
- At the end of the period.

### **Jump Ball**

The game commences with a Jump Ball at the centre circle. This is the only jump ball in the game. During a Jump Ball the jumpers occupy their half of the circle with one foot close to the line. The non-jumpers are entitled to alternating positions around the circle or any other position on the court i.e. if two members from the same team are occupying spaces around the circle next to each other and an opposing player wishes to stand between them, they are entitled to. Non-jumpers do not have to stand still during the jump ball.

#### The jumpers shall not:

- Tap the ball until the ball has reached its highest point.
- Touch the court on or over the line until the ball has been legally tapped.
- Tap the ball more than twice.
- Leave the jump circle until the ball has been legally tapped.
- Catch the ball until it has touched a non-jumper, the floor, the basket, backboard or the referee.  
The non-jumpers shall not enter the circle until the ball has been legally tapped.

Any violations of the above shall be called immediately and the ball awarded to the non-offending team at the nearest point out of bounds.

If the ball is not tossed straight, the ball touches the floor without being tapped or both teams violate the jump ball, the jump ball shall be retaken.

Jump Ball situations occur for the following:

- Held ball (occurs when 2 opponents have one or both hands firmly on the ball so that neither can gain control without undue roughness).
- Unknown out of bounds.
- Both teams violate a missed last free throw.
- Ball lodges between the backboard and the ring.
- Game is stopped with neither team in control.
- Double foul or fouls involving equal penalties with neither team having control of the ball.

In Jump Ball situations, the ball is awarded to a team using the alternating possession procedure. This is indicated by the direction arrow. At the start of the game, the direction arrow is first pointed in the direction of play (towards the opponent's basket) of the team that did not gain control of the ball from the jump ball.

The alternating possession procedure starts when the official places the ball at the disposal of the player and ends when the ball is legally touched on court or the throw-in team commits a violation. The direction arrow is reversed when the throw-in ends (only after the ball has come live). A foul called before the throw-in situation ends, does not cause the throw-in team to lose the possession arrow. For extra periods the possession arrow is continued from the fourth period. If at the start of the game a Jump Ball situation occurs and neither team has had control of the ball, the game shall recommence with a Jump Ball at the centre circle.

All other periods commence from out of bounds at mid-court opposite the scoretable.

### **Act of Shooting**

A player is in the act of shooting when the player has started an attempt to score and continues until the ball leaves the player's hand(s). If the shooter is in the air, the act of shooting continues until the player's feet return to the floor.

### **Team Control**

Team Control occurs when a player of the team is holding or dribbling a live ball or when team-mates are passing the ball. This includes when the ball is at the disposal of a player out of bounds. Team control ends when:

- The ball leaves the hand on a shot.
- The ball becomes dead (when the whistle is blown).
- The other team gains control of the ball.

## VIOLATIONS

Violations are infractions of the rules. The penalty is the awarding of the ball to the opposition team at the nearest point to where the violation occurred out of bounds. Should this be directly behind the backboard, the ball should be inbounded to the side of the backboard.

### Playing the Ball

During the game the ball is played with the hand(s) only. A player shall not deliberately kick or block the ball with any part of the leg or strike it with the fist.

### Out of Bounds

This includes the sidelines and endlines, the floor and objects outside of these lines. Any structures, supports, lights, overhangs and the back of the backboard are also considered out of bounds.

A player is out of bounds when they contact any of the above.

The ball is out of bounds if it touches any of the above or a player who is out of bounds.

The ball is caused to go out of bounds by the last player to touch the ball before it is out of bounds.

### Throw in from Out of Bounds

Once the ball is at the disposal of the player out of bounds, the player:

- Must release the ball within 5 seconds.
- Must not touch the ball on the court until it has touched another player.
- Must not step into the court before releasing the ball.
- Must not cause the ball to touch out of bounds or enter the basket before touching a player on the court.
- Must not move laterally more than 1 metre when inbounding the ball for anything other than after a successful field goal or free throw (movement backwards is not restricted. If the distance available out of bounds is less than 2 metres back from the line, defensive players must remain at least 1 metre back from the line).

Other players may not have any part of their body over the boundary line.

If any opponent deliberately delays the throw-in a technical foul may be called.

After a field goal or successful last free throw, not to be followed by possession (e.g. a technical foul) the ball is put in from behind the endline.

The player may move along the endline or pass to a team-mate behind the endline, provided the ball is inbounded under the conditions given above.

## **Illegal Dribble**

A dribble is made when a player in control of the ball bounces, throws, taps or rolls the ball on the floor or deliberately throws the ball against the backboard. The dribble ends when the player touches the ball with both hands simultaneously or permits the ball to come to rest in one or both hands.

The following are not dribbles: fumbles (when a player accidentally loses control of the ball) at the beginning or end of a dribble, successive shots for goal, attempts to gain control of the ball by tapping the ball from another player.

A player may not make a second dribble after completing a dribble.

A player may dribble again after a shot is attempted, the ball is batted away by an opponent, or a pass or fumble is touched by another player.

## **Carried Ball**

A player may not allow the ball to come to rest in the hand during a dribble.

## **Travelling**

A pivot is the legal movement which allows a player holding a live ball on the court to step in any direction with the same foot while the other foot, called the pivot foot, remains at the point of contact with the floor.

### **Establishing a Pivot Foot**

- If a player catches the ball while standing with both feet on the floor they may use either foot as the pivot foot.
- If a player catches the ball while moving, if one foot is touching the floor this foot becomes the pivot foot.
- If both feet are off the floor and the player catches the ball then lands on both feet simultaneously, the moment one foot is lifted the other becomes the pivot.

Once a pivot foot is established the player may then jump off the pivot foot to pass or shoot for a field goal, but neither foot may be returned to the floor before the ball is released from the hand.

To start a dribble, the pivot foot may not be lifted before the ball is released from the hand(s).

- If both feet are off the floor and the player lands on one foot, then that foot becomes the pivot. The player can then jump off this foot and land on the other foot or both feet simultaneously to then pass or shoot for a field goal.

Travelling is any infraction of these conditions.



## **Return to Backcourt**

A team with control of the ball in its front court (including out of bounds) may not cause the ball to return to the backcourt. The ball illegally returns to the backcourt when a player in a team in control of the ball is the last to touch the ball in their frontcourt, after which that player or team-mate is first to touch the ball in the backcourt.

The ball is not considered to be in a team's frontcourt until the ball touches an offensive player who has both feet completely in contact with their frontcourt. During a dribble the ball is not committed to the front court from the backcourt unless both feet of the dribbler and the ball are in contact with the frontcourt.

## **Goal Tending and Interference with the Ball**

- A player may not touch the ball on its downward flight on a shot for goal while the ball is above the level of the ring until the ball touches the ring or it is apparent it will not touch the ring.
- A player may not touch the backboard or basket while the ball is in contact with the ring.
- A player may not reach through the basket from below and touch the ball.
- A defensive player may not touch the ball or basket while the ball is within the basket.
- A defensive player may not cause the backboard or ring to vibrate in such a way that the ball is prevented from entering the basket. If on a shot for goal the referee blows the whistle, the 24 second signal sounds or time expires, all provisions of goal tending or interference with the ball shall still apply.

For violations by a defensive player - award 2 (or 3) points and the game is restarted from the end-line as if the violation had not occurred.

For violations by an offensive player - no points can be scored and the game is restarted from out of bounds opposite the free throw line.

For violation by both teams - no points can be awarded and the game recommences using alternating possession.

## **Three Second Rule**

A player, of the team in control of the ball on the court must not remain in the opponent's restricted area for more than three (3) seconds when the team has the ball in their front court. An allowance must be made for a player who:

- Receives the ball, dribbles in and shoots for goal.
- Is leaving the restricted area.

### **Five Second Rule** (Closely Guarded Player)

A player holding the ball on court and being closely guarded by an opponent, must pass, shoot or dribble the ball within five (5) seconds. To be closely guarded, the opponent must be within one (1) metre and actively guarding the player. The five seconds rule also applies when shooting free throws and when throwing the ball into court.

### **Eight Second Rule** (In the Backcourt)

A team in control of a live ball in its backcourt must cause the ball to go into the frontcourt within eight (8) seconds. The 8 seconds period will continue with any time remaining if that team is awarded a throw-in in the backcourt as a result of:

- A ball having gone out of bounds.
- A player in that team having been injured.
- A jump ball situation.
- A double foul and cancellation of equal penalties against both teams.

The player inbounding the ball in these instances should be advised of the time remaining on the 8 seconds to progress the ball to the front court.

The ball enters the frontcourt when all three points i.e. both feet and the ball, are in the frontcourt.

### **Twenty Four Second Rule** (Shot Clock)

If the twenty four (24) second device is in use, the team in control of the ball on the court must shoot for goal within 24 seconds. The 24 second clock starts when a team gains control of the ball on the court and stops when team control ends (except on a shot for goal).

The 24 second clock is reset when the ball hits the ring, a goal is scored or the defensive team commits a foul or violation, or the other team gains control of the ball.

The 24 second clock should be reset as follows:

- If the throw-in is administered in the backcourt, then the shot clock is reset to 24 seconds.
- If the throw-in is administered in the frontcourt and the shot clock shows 14 seconds or more then the shot clock shall not be reset.
- If the throw-in is administered in the frontcourt and the shot clock shows less than 14 seconds then the shot clock shall be reset to 14 seconds.

When the ball hits the ring on a shot the 24 second clock is held then reset to 24 seconds when a player of either team gains control of the ball.

From out of bounds, the 24 second clock is not reset if the same team retains possession as a result of:

- The ball going out of bounds.
- The game was stopped due to an injury to a player of the team in control.
- The game was stopped by actions of the team in control of the ball.
- A double foul.

If the 24 second signal sounds in error it shall be ignored. If a team had control of the ball, the 24 second device shall be reset to 24 seconds. If neither team had control of the ball, the 24 second device shall be reset to 24 seconds when a team gains control of the ball on the court. The device is not reset when the ball lodges on the basket support if the same team gains possession through the direction arrow.

A team which fails to release the ball for a shot before the 24 second signal sounds has committed a violation.

# FOULS

## Personal Foul

A Personal Foul involves illegal contact on an opponent. Illegal contact occurs when the player responsible for the contact gains an advantage and / or the player contacted is disadvantaged. The following are examples of Personal Fouls:

Holding - when a player uses any part of their body to stop the movement of an opponent.

Pushing - illegal contact in which a player forcibly moves or attempts to move an opponent with or without the ball with any part of their body.

Hands - occurs when a player uses their hand(s) to make contact with an opponent in such a way that this player gains an advantage or restrict the freedom of movement of the opponent. This includes Handchecking – when a defensive player places their hand(s) or extended arm(s) upon and they remain in contact with an opponent to gain an advantage.

Blocking - occurs when a player causes contact which impedes the progress of an opponent. This usually occurs when a player fails to gain or maintain a legal guarding position and stops the player with their body or legs. Blocking also includes illegal screens (when the player attempting to screen an opponent is moving and the opponent is stationary or retreating from them, and contact occurs).

Charging - occurs when a player with or without the ball, forcibly pushes (or moves) into the torso of an opponent, who is in a legal guarding position. When judging a charging foul, the following must occur:

- Defensive player must establish a legal guarding position;
- Defensive player may remain stationary, jump vertically, move laterally or backwards and
- Contact must be on the torso (although the Defensive player may turn within their cylinder to avoid injury).

## Legal Guarding Position

A player gains an initial legal guarding position on the court by being first to the position, facing the opponent, with both feet on the floor (in a normal stance) without causing contact. A player may maintain this position by moving backwards or laterally as the opponent moves. An opponent with the ball may be guarded as close as possible without causing contact.

An opponent without the ball must be allowed sufficient space to stop or change direction. The maximum distance for a fast moving player is two normal paces.

Players have the right to a position on the floor and the space (cylinder) above them. A player may not leave their vertical position (cylinder) and cause contact with an opponent in a legal position.

The cylinder is limited by the palms of the hands to the front, the back of the buttocks to the rear and the outside edges of the arms and legs to the sides of a player in normal basketball stance. The hands and arms may be extended in front of the torso no further than the position of the feet. The distance between the feet is proportional to the height of the player.

**Double Fouls** occur when two players from opposing sides foul each other at approximately the same time. The game is recommenced by awarding the ball out of bounds to the team in control of the ball. If neither team is in control of the ball then the game recommences using the alternating arrow possession. If a valid field goal is scored then the ball is awarded to the opposition from the endline.

**Unsportsmanlike Fouls** are personal foul that are not a legitimate attempt to play the ball or causes excessive contact on an opponent with or without the ball.

**Technical Foul** involves unsportsmanlike behaviour by a player, coach or substitute that does not involve contact. Examples include:

- Disrespectfully addressing an official.
- Using abusive or obscene language or gestures.
- Delaying the game by preventing the ball from being thrown-in.
- Hanging on the ring (or damaging equipment).

In many circumstances a warning is sufficient unless the action is to gain an unfair advantage, is deliberate or a repetition after a warning.

**Disqualifying Fouls** are any fouls that are flagrantly unsportsmanlike. They can include punching an opponent or deliberately taking out the legs of a player who is in the air.

### **Penalties for Fouls**

A player is only entitled to five fouls in the game (this can be made up of Personal, Technical or Unsportsmanlike fouls). However, a player who commits two Unsportsmanlike Fouls is disqualified from the game. Any player who obtains five fouls must leave the game immediately. The team has up to 30 seconds to replace this player.

A team may only accumulate 4 fouls per quarter. Any extra periods are considered a part of the fourth quarter. Once they have reached this count, any additional fouls should be penalised with 2 free-throws, unless a greater penalty should be involved. All fouls that involve the team in control of the ball are commonly called “team control” fouls and no points can be scored or free-throws awarded for these.

A foul committed on a player not in the act of shooting will result on the ball being awarded to the team of this player at the nearest point out of bounds.

A foul committed on a player in the act of shooting will result in the following:

- The goal shall count if successful and a free throw awarded.
- If the goal is not successful, then the player is awarded either 2 or 3 free throws (depending on the value of the shot they were attempting).

For an Unsportsmanlike Foul the player is awarded two shots and possession of the ball at the centre-line. If they were fouled in the act of shooting and the goal is successful they are awarded one free-throw plus possession; if the goal they were attempting was a 3 pointer, then they will receive 3 free-throws plus possession.

For a Technical Foul the opposing team is awarded 2 free throws and possession at the centre-line. These can be shot by any player of the team.

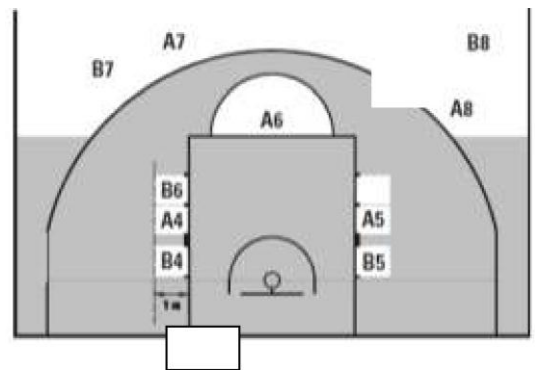
A Disqualifying foul attracts the same penalties at the Unsportsmanlike Foul. In addition to this the disqualified player or coach shall go to the change room or leave the building until the end of the game. A **coach** that receives 2 technical fouls personally or 3 technical fouls accumulated by himself, assistant coach, substitutes or team followers must be disqualified.

**Defaults** – A team with less than two players left on the court defaults the game. If the non-defaulting team is ahead at the time, that score is the final result. If the non-defaulting team was not ahead, the result is recorded as 2 - 0.

## Free Throws

The shooter (A6):

- Takes a position behind the free throw line;
- Shoots the ball within 5 seconds;
- Cannot fake the free throw;
- Must ensure the ball hits the ring or enters the basket and
- Cannot touch the free throw line or restricted area until the ball hits the ring.



Players along the free throw lanes:

- A maximum of 3 defensive players (B4, B5 and B6) and 2 offensive players (A4 and A5) may occupy the rebound positions as shown.
- Players may only occupy positions they are entitled to.
- Players may not enter the restricted area until the ball has left the shooter's hand. Other players may occupy any other position on the court behind the free throw line extended and outside the 3-point line and must remain there until the ball hits the ring. They do not have to be standing still.

Opponents may not disconcert the shooter by waving hands or making noises.

If there is no rebound after the last free throw (i.e. end of a period or a foul awarding possession after the free throw), there is no line up along the free throw lanes.

Any infringement of the above conditions is considered a violation. Violations on the shooter are to be called immediately and are the only violation that can disallow a successful free throw.

If the last free throw is unsuccessful, call any violations.

If the last free throw is successful, ignore the violation (except on the shooter).

# Table of Contents

<b>Why Use Competitive Game-Like Drills?</b>	<b>4</b>
<b>How to Use the Drills</b>	<b>5</b>
<b>Competitive Build Up Drills</b>	<b>7</b>
Build Up Drill: Side Step Dribble	8
Build Up Drill: Zig Zag w/Light Pressure	9
<b>Competitive Ballhandling Drills</b>	<b>10</b>
1 on 1 Backup Read	11
1 on 1 No Dribble	12
1 on 1 Crowded	13
1 on 1 Tight Spaces	15
1 on 1 Off Hand	16
30 Second Guard War	17
Split Dribble With Finish	18
1 on 2 Full Court	19
1 on 2 Dribbling w/Outlet	20
* 1v1 Attack With Narrow Cones (Bonus drill)	21
* 1 on 1 Direct (Bonus Drill)	23
<b>Competitive Finishing Drills</b>	<b>24</b>
Corner Finishing	25
* Corner Finish with 2nd Defender (Bonus Drill)	26
Wing Finishing	27
1 on 1 Corner to Wing	28
Chair Rip	29
* Chair Rip with 2nd Defender (Bonus Drill)	30
Ball Screen Finishing	31
Ball Screen Finishing - Attack the Hedge	32
Ball Screen Finishing - Split the Hedge	33
Ball Screen Finishing - Turn Down Screen	34
Perimeter Moves	35
1 on 1 Escape Series	36
* 1 on 1 Escape with 2nd Defender (Bonus Drill)	37
<b>Competitive Post and Perimeter Moves</b>	<b>38</b>
Post 1 on 1 Straight Up	39
Post 1 on 1 Pick a Side	40
Post and Perimeter Move Reads	41
Misdirection 1 on 1	42
Multi-Spot 1 on 1	43
* Post 1 on 1 with 2 Chairs	44
* Contested Power Layups	46



# Why Use Competitive Game-Like Drills?

Here are just a few reasons that you should use competitive drills and why they make such a dramatic difference when it comes to developing better players...

- They are fun!
- They translate very effectively into games because you are "practicing the way you play".
- Players can't hide like they can in 3on3, 4on4, and 5on5. In these drills, players are forced to adapt and improve.
- Many of the drills serve multiple purposes and improve multiple skills -- allowing you to get more done in less time.
- They will help you reduce turnovers.
- They will help you make more lay ups and finish a higher percentage of shots.
- They allow you to develop better ballhandlers that can handle intense pressure during games.
- They allow you to develop better post players that can score inside more effectively.
- They improve conditioning of your players.
- They improve the moves and footwork of your perimeter players.
- They improve the agility and quickness of your players.
- They allow you to develop "multi threat scorers" that can not only shoot outside, but they can also drive to the basket and score in the lane.
- They improve the confidence of your players.
- They help you win more games.

Need we say more? In our opinion, every coach should run competitive game-like skill building drills in every single practice. They are so effective, it's a no brainer.

# How to Use the Drills

On the DVD, you'll find over 30 drills for you to choose from. You certainly won't use them all. You need to prioritize and determine which drills are appropriate for your team and will provide the biggest benefit.

We suggest that you start by watching the entire DVD. This will give you an overview of the drills and give you a good idea of how they might help.

Then determine the areas your players need the most improvement. In other words... prioritize.

If you average 20 turnovers per game, then clearly turnovers are a big problem for your team and you need to improve ballhandling, ball security, and decision making.

On the other hand, if you take care of the ball and have good shooters, but your offense is stagnant because none of your players can finish near the basket, then you need to focus on developing post players and guards that can drive and finish near the basket.

If you need to work on everything, then I suggest starting with ballhandling because this will help reduce turnovers, improve players' ability to drive, improve offense, and help in numerous areas. By reducing turnovers alone, you'll foul less often, give up fewer lay ups, and give up fewer offensive rebounds. Turnovers cause all kinds of problems so it's an important problem to fix.

In any case, you need to prioritize. Then pick some drills that seem to fit your age level and needs.

## Tips for Youth Coaches

For a youth coach, you'll want to focus on the ballhandling and footwork drills. Let's face it, no matter how much time you spend trying to get kids to finish lay ups in a game, they're going to struggle when they are 6 feet below the square on the backboard. Until they grow, finishing at a high rate will be VERY difficult and require countless hours of practice. Instead, your time is better spent on things you can seriously improve like ballhandling, footwork, decision making, defense, and passing.

## Representative Level

At the representative level, I used a variety of drills to help develop all facets of the game. We practiced 2 days a week and ran a [motion offense](#), so we had time to spend 90% of our practice on pure fundamentals.

I also used statistics to prioritize where we should spend the most time. Quite often, turnovers are what hurt the most at the beginning of the season. So we work hard to get those at a manageable level. Once that's accomplished, emphasis might be shifted towards finishing and more advanced offensive scoring skills.

I try spending time developing all players in all areas -- post scoring, perimeter moves, ballhandling, shooting, decision making, passing, footwork, lay ups, and finishing moves.

I want multi-threat scorers. I want players that can shoot on the outside and also drive to the basket and score. I want post players that can shoot on the perimeter, handle the ball, and even be the point guard if needed.

So we work very hard at developing players in all areas.

### **When to use the drills**

You can use the drills at any time during your practice. However, in most cases we generally build up to these competitive drills. For example, practice might begin with basic skills where players dribble through cones, work on form shooting, and so on.

Then, after working on some ballhandling skills, we might progress to some competitive 1on1 and really challenge the players.

It's very important to give players an opportunity to practice NEW skills outside of competition.

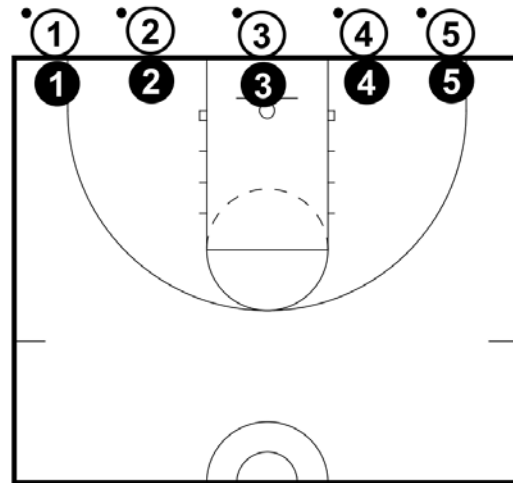
Competitive drills are an incredible tool to speed up the development of players. However, they are only a piece of the puzzle. Players must have time to practice skills without pressure. So it's important to maintain a good mix of competitive and non-competitive drills in your practice.

# Competitive Build Up Drills

# Build Up Drill: Side Step Dribble

**Purpose:** Reduce turnovers, improve dribbling, utilize a control dribble, and learn how to protect the ball. Good for warming up and helping players develop a comfort dribbling with a defender up close.

- Offensive players line up on the baseline in a control dribble.
- Defense is lightly “leaning” on the ball handler, applying pressure up the court. The defender should apply light pressure and allow the offense to advance the ball.
- Offensive players advance the ball using a side-step (shuffle) with arm extended protecting the ball.



## Variation

- Once players get comfortable, you can make the drill more difficult by adding more intense pressure. Have the defenders forcefully lean on the ball handler, providing significant resistance.

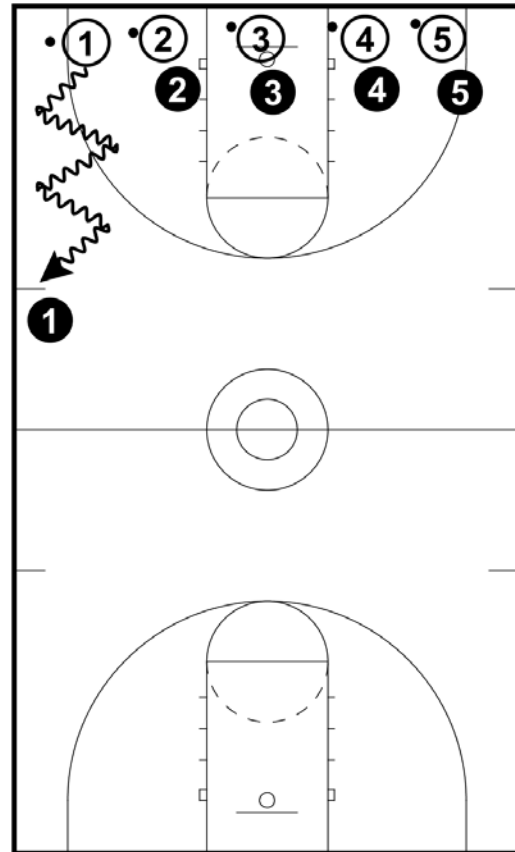
## Points of Emphasis

- Always make sure the player is dribbling BEHIND their back foot as they advance into the defender. Right hand dribble, the ball should be behind the right foot. Left hand dribble, the ball is behind the left foot. This placement of the ball is key to ball protection and control.
- Encourage players to get out of their comfort zone. Most players aren't used to dribbling the ball behind their back foot. It will feel uncomfortable and players will tend to lose the ball at first. Encourage them to keep working at it and keep the ball behind their foot even if it feels uncomfortable. Eventually they will develop comfort and control of the ball.

## Build Up Drill: Zig Zag w/Light Pressure

**Purpose:** This drill gets players comfortable dribbling with a defender in close proximity. This is excellent for youth players and at the beginning of the season. As the name of the drill suggests, it's a "build up drill".

- Start offensive players on the baseline. On the whistle, they take it up the floor. Defense should be forcing a change of direction every few feet up the court.



### Points of Emphasis

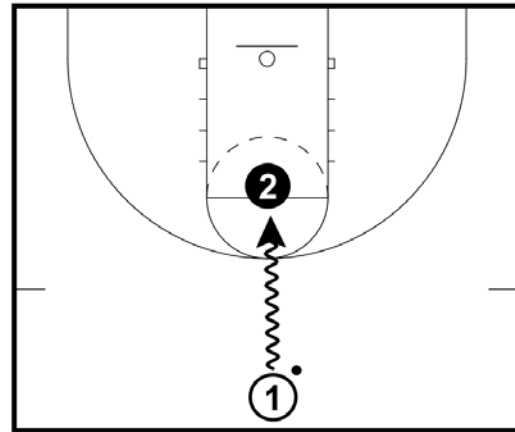
- Offense should keep their head up, use low and quick crossovers, and protect the ball.
- Defenders should be focused on staying down low in a stance and having their hands in position to play the basketball. You want them going at 60 to 70 percent, applying light pressure and occasionally putting a hand on the ball handler.

# **Competitive Ballhandling Drills**

# 1 on 1 Backup Read

**Purpose:** This drill is designed to make players comfortable using their back up dribble to thwart pressure and create space. It also teaches the ball handler to read the defense's reaction to the space created by the back up dribble and mount the proper attack.

- Offense starts out with the ball at half court and the defender is at the foul line.
- Offense dribbles into defender and is “stopped” and must use their back up dribble to create space.
- Offense must then read and attack.



## Points of Emphasis

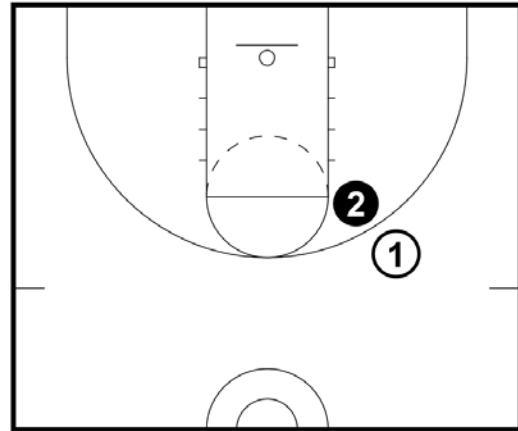
- If the defense stays back, we attack straight on and put them on their heels. If they come forward with momentum, we attack and blow by.
- When backing up, drive off inside foot to quickly create lots of space between you and the defender.
- Protect the ball by using a hockey stop and arm-bar.
- Keep your head up.



# 1 on 1 No Dribble

**Purpose:** Teaches players how to pivot from triple threat when pressured, save their dribble, protect the ball, and be strong with the ball.

- Offensive player has the ball on the perimeter. Defense gets in their stance and guards the ball.
- On "go" the defense tries to steal the ball. The offense player protects the ball using footwork and strong grip.



## Variation

- As a progression, players can play one on one live after a set amount of time.

## Points of Emphasis

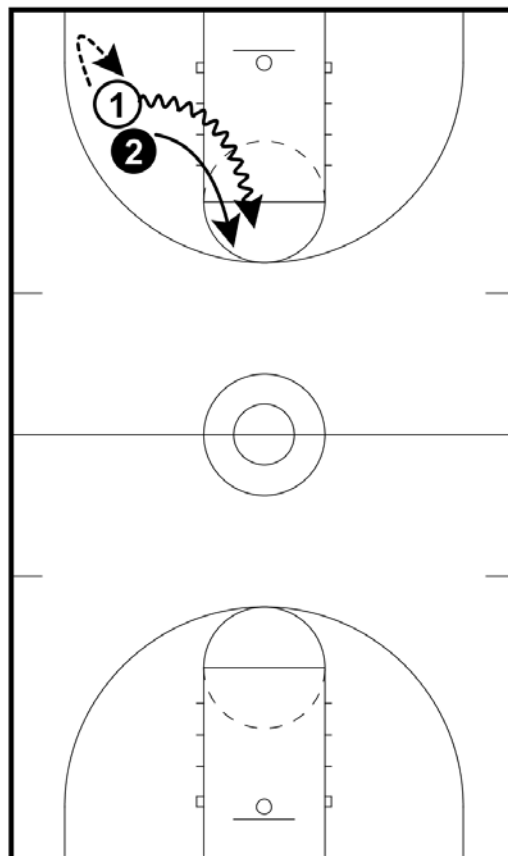
- Offensive player should stay low, keep their head up, and see the basket.
- Use pivots to create space and protect the ball (drop step, reverse pivot, etc).

# 1 on 1 Crowded

**Purpose:** Improve dribbling skills, handle intense pressure while crowded, improve conditioning, reduce turnovers, and improve on ball defensive skills. Challenging drill that teaches players how to create space off the dribble and improves dribbling skills quickly.

- The drill begins with the ball handler throwing themselves a spinout pass, going to get it and finding themselves instantly crowded by a defender.
- Their job is to create space and advance the ball up the floor and score. The ballhandler must keep the ball in the middle of the floor.

Keeping the ball in the center of the floor keeps your point guard out of trapping areas and allows them to initiate the offense/play to the right or the left. Good guards can keep the ball in the middle and move the ball where they want, when they want.



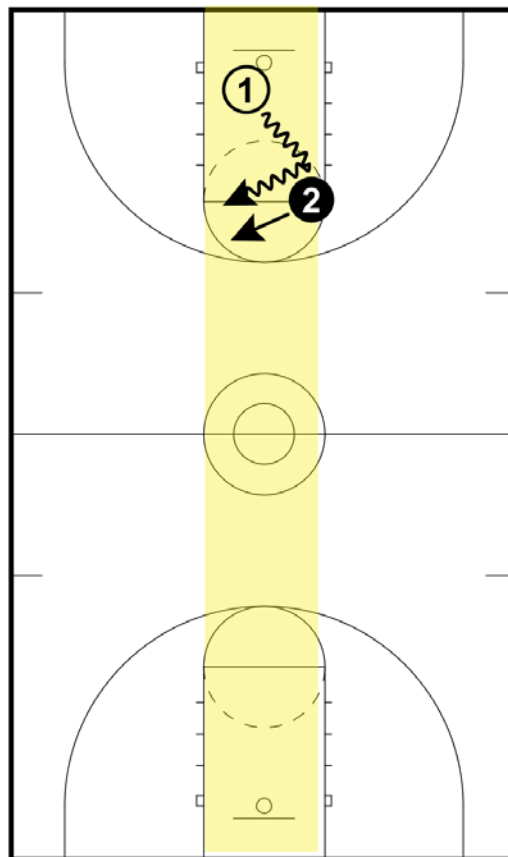
## Points of Emphasis

- Use footwork and pivot to create space on the initial catch.
- Teach the offense to create space off the dribble. All good ballhandlers can create space when they need to. Create space from the defender by using change of speed and back up dribble.
- Keep the ball in middle of floor.
- Keep head up when dribbling.
- No turnovers!
- Make sure the defense is working extremely hard and playing fundamentally sound.

# 1 on 1 Tight Spaces

**Purpose:** Improve dribbling skills, handle intense pressure in confined area, improve conditioning, reduce turnovers, and improve on ball defensive skills. Requires players to use using several dribbling skills in a confined area up the court.

- Offense starts with the ball under the basket and must advance the ball against the defender without going outside the lane lines, trying to score the ball.
- Depending on the layout and size of your gym, you should use existing lines on the floor, tape, or cones to get several players working on the drill at the same time. You want to minimize standing in lines and get as many players touching the ball as possible. If you only have two baskets, you can skip the scoring aspect and just have players advance the ball to the other end of the court.



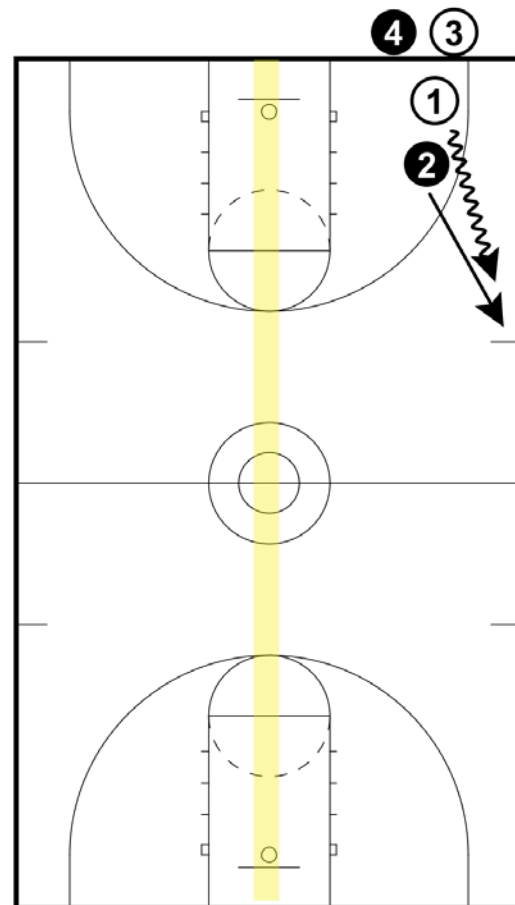
## Points of Emphasis

- Urge players to take care of the ball. No turnovers!
- This is a great opportunity to teach players fundamental aspects of ballhandling and how these fundamentals allow them to advance the ball. Some of those fundamentals include protecting the ball with a control dribble, change of direction, change of speed, backing up to improve angle and get out of trouble, low/quick crossovers, and so on.
- Defender should focus on a good stance, intense pressure, and fundamentally sound 1on1 defense.

# 1 on 1 Off Hand

**Purpose:** Improve dribbling ability and confidence with off hand. Helps players bring the ball up the floor, drive with their weak hand, improves conditioning, cuts down on turnovers, and helps with on ball defense.

- Start from the baseline. Ball handler can only dribble with their off hand.
- To get players practicing on both sides, you can restrict court space and the ball handler cannot cross the imaginary rim line, running rim to rim down the center of the court.
- Players are allowed to try to score the ball with either hand.
- Players will improve quickly with their off hand when put in challenging game like practice situations.



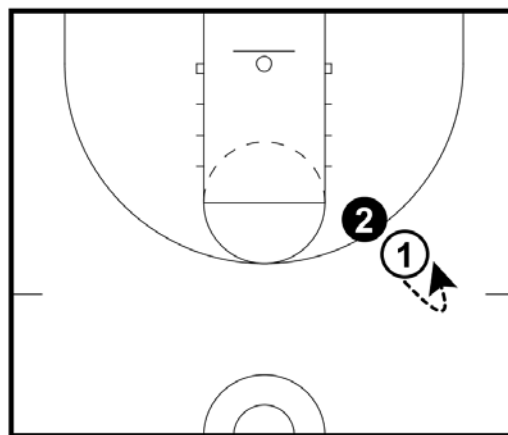
## Points of Emphasis

- Use back up to create space and get out of tough spots.
- Change speed.
- Change direction.
- Use hesitation and in/out dribble moves.
- Keep head up.
- Protect the ball.
- No turnovers!

## 30 Second Guard War

**Purpose:** This drill is outstanding for toughness, ballhandling, reducing turnovers, and conditioning. It puts the offense in an end of game type of situation, where they must protect the ball under intense pressure, then start the attack and finish with a bucket.

- The drill starts on the wing with a spinout pass and catch by the offense. The defender applies immediate and intense pressure for 30 seconds.
- The ball handler must protect the ball while dribbling for thirty seconds, and then attack the rim when the coach signals that we are “live.”



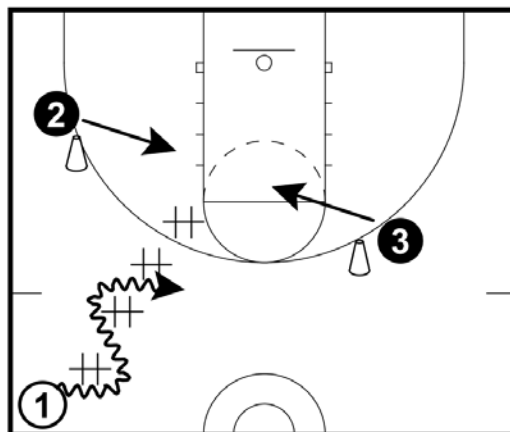
### Points of Emphasis

- The defense needs to stay down and really apply the pressure for the full 30 seconds, then bring it again as the ball goes “live”. In this drill, the defense needs to go 100 percent start to finish for the drill to be effective.
- It's helpful to have the ball handler imagine a teammate posting up in the lane. This keeps their head and eyes up as they protect the ball.
- Players need to fight through when they are tired, take care of the ball, and take good shots.
- Use change of speed, attack, and back up to protect the ball.

## Split Dribble With Finish

**Purpose:** Improve dribbling skills, develop length on split dribble, and improve finishing at the basket. Simulates a game situation where the ball handler will need to “push” the ball through and split two defenders in order to score.

- The offensive player dribbles through the chairs as the two defenders wait outside the cones.
- The defense is “live” the second the ball handler crosses the threshold of the final chair.



### Variation

- You can vary the type of dribbles through the chairs using crossovers, behind the back, between the legs for skill work. You can also vary the width of the cones to achieve the desired pressure and contact the defenders can put on the ball handler.

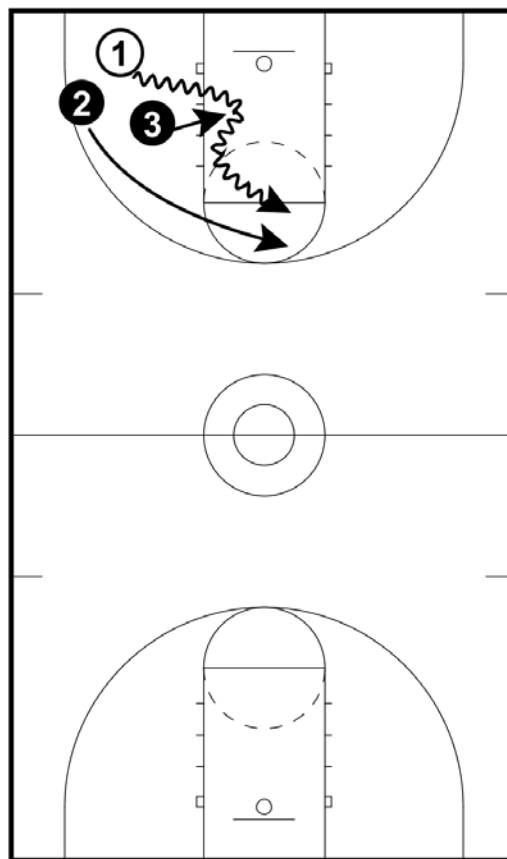
### Points of Emphasis

- Encourage the ball handler to “push” the ball out and ahead as they cross the final chair. They will need to push the ball ahead and sprint after it in order to split and beat the two defenders.

# 1 on 2 Full Court

**Purpose:** Improve dribbling skills, back up, split defenders, change speed, change direction, protect ball, endurance, agility, defense, and reduce turnovers. Will help the ball handler's confidence in facing multiple defenders and trap situations.

- The offensive player will need to protect the ball and advance it up the court against two defenders.
- Defenders are trying to stop the ball handler and steal the ball at any opportunity.
- Offense is trying to score the basket after advancing up the court.



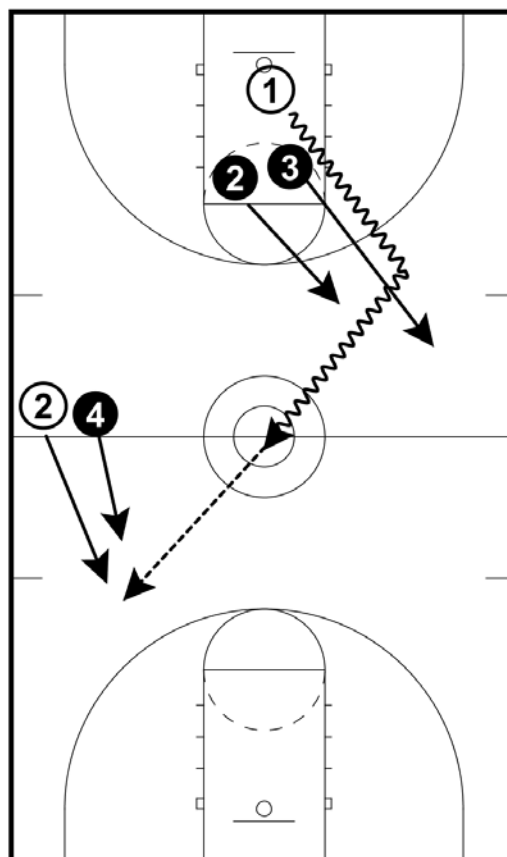
## Points of Emphasis

- Emphasize the need to change speeds and make good use of the back up dribble to create space and beat the two defenders.
- Keep head up.
- No turnovers!
- The coach can amp up the degree of difficulty by squeezing the court and restricting the area the ball handler can use.
- Defenders should be up and pressuring the ball looking for double teams and steals, while containing the ball.

# 1 on 2 Dribbling w/Outlet

**Purpose:** Provides an additional factor to the 1on2 dribbling drill by requiring the ballhandler to maintain their dribble until they can make an entry pass.

- The drill begins with the offense protecting the ball and advancing against two determined defenders.
- An offensive player and another defender are waiting at half court, waiting for the ball handler to advance past half court, at which time play is “live”.
- The ball handler’s job is to make a safe pass ahead and try to score the ball. No turnovers!



## Points of Emphasis

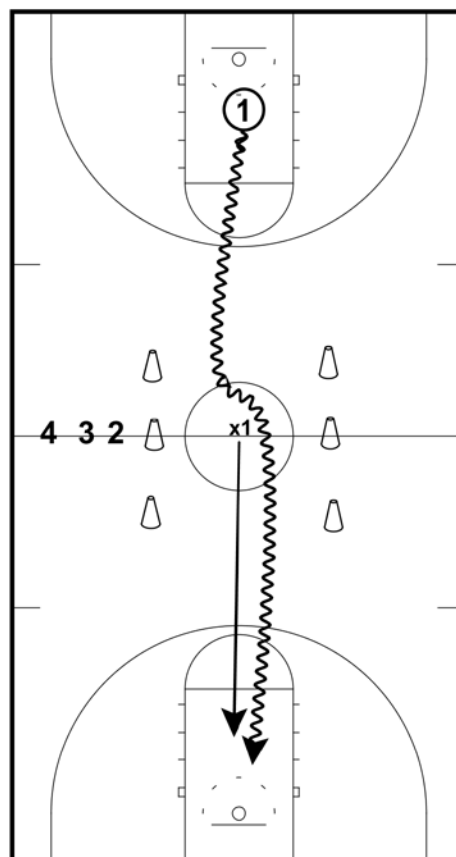
- Stress good passes, no turnovers and good decisions.
- The ball handler needs to keep their head and eyes up to see the court, especially under intense pressure. In a game situation, if there are two defenders on you, someone is open. You must have your head up to find them.



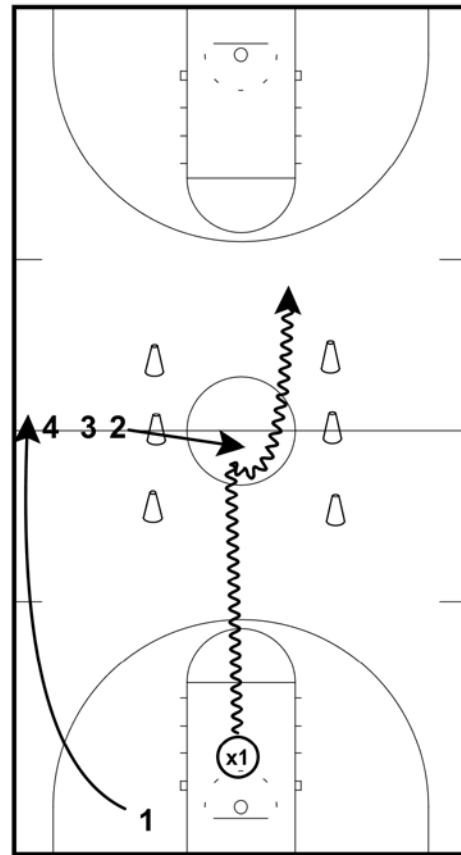
## 1v1 Attack With Narrow Cones (Bonus)

**Purpose:** Improve ballhandling, conditioning, dribble moves, and handling the ball in competitive situations. It will force the offensive player to make quick, explosive moves in tight spaces.

- Offensive player starts under the basket with the ball. Defensive player starts at half court. Cones are aligned on each side.
- The offensive player dribbles at the defensive player and makes a dribble move to attempt to get by the defensive player. The offensive player then attempts to score.
- If the offensive player dribbles outside the cones or loses the ball, they lose possession and the next group starts. Once the offensive player is past the cones, they can use the whole floor to score.
- The offensive player's goal is to get by the defender as quickly as possible while driving to the basket in straight lines with the fewest amounts of dribbles as possible.



- After the shot, the defensive player secures the ball. The defensive player now becomes the offensive player and the next person in line slides out to half court to play defense. The player who just shot hustles to the end of the line.
- The new offensive player then attacks the opposite goal and this drill continues.



### Variation

- The drill above works great with 3 to 7 players. Once you start to have more players, you should make adjustments to accommodate larger groups. You can do this by running the drill on both sides of the court while dribbling at opposing baskets to avoid collisions.

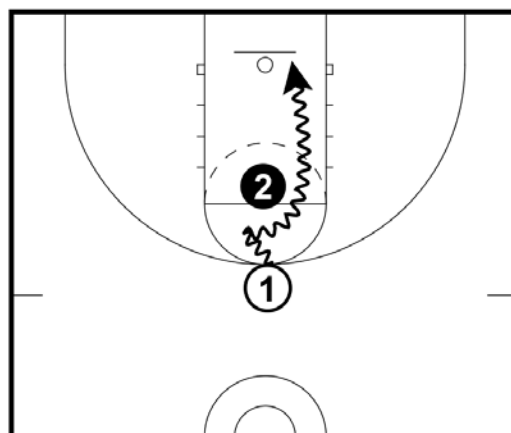
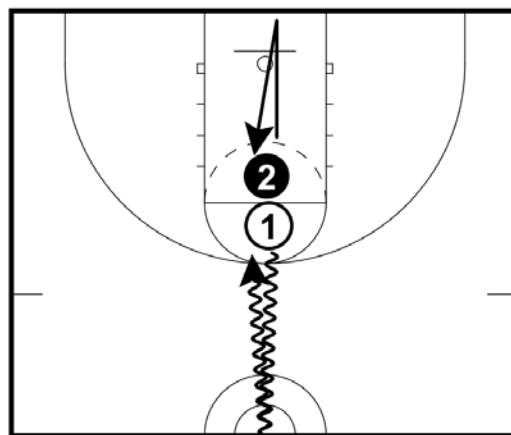
### Points of Emphasis

- Players should make quick moves and be efficient with their dribble
- Drive in straight lines.
- Teach defensive players how to guard the ball in transition.

# 1 on 1 Direct (Bonus)

**Purpose:** Improve dribbling skills, length the dribble, make a move off the dribble, and finish. Simulates a close out or a fast break situation, teaching players how to make a play off the dribble.

- Defensive player starts below free throw line and offensive player above. Players are touching shoulders. Coach can yell "go" or the offensive player can take off to initiate the drill.
- The offensive player sprints to half court dribbling and pushing the ball out to minimize dribbles. The defensive player sprints to the baseline. Offense drives to the basket and defense closes out.
- The offensive player makes a quick dribble move trying to beat the defender and score.



## Points of Emphasis

- Offensive player should "push" the ball out going to half court and back, minimizing their dribbles.
- The defense should execute a fundamentally sound close out and try to keep the defender out of the paint.
- Offensive player should make a quick move and try to blow by the defender shoulder to shoulder. In a fast break, players need to be able to make plays and break down defenders before the other 8 players sprint down the floor.
- Offense should attack and get to the rim.

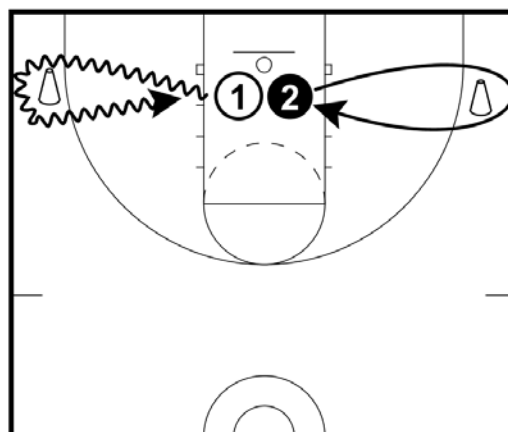
# Competitive Finishing Drills

# Corner Finishing

**Purpose:** Improve players' conditioning, agility, dribbling, confidence, ability to make lay ups off a baseline drive, and finish near the basket.

- The offense and defense begin in a back to back position under the basket.
- On the whistle, offense and defense go around the cones and go to the basket.

With reps and persistence, players learn how to finish at a high percentage and gain confidence.



## Variations

1. Play "make it take it". If the offensive player scores the basket, they get to go one more time (max of two shots in a row). Otherwise, they take one shot and go to end of line. One of the biggest benefits to "make it take it" is that players get different matchups almost every time through the line.
2. Instead of blowing a whistle, let the offensive player initiate the drill. Defense starts when they see the offense move. You can also let players in back of the line say "go".
3. Move defensive cone closer
4. Move cone so help defense comes from wing
5. Move cone so help defense comes from top
6. Limit players to certain moves (ex: floater, one foot lay up, or power lay up only)

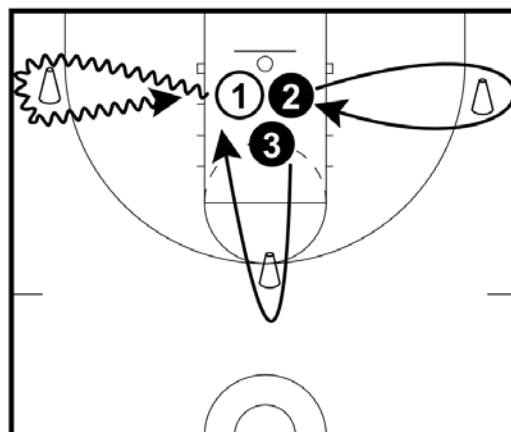
## Points of Emphasis

- No hard fouls. Light contact is fine, but we do not want our shooters hitting the deck in this drill. Defense can go for a block, but do not go hard into the body.
- Make sure you are switching sides after a few reps in all of the finishing drills to get your players accustomed to attacking from both sides of the floor.
- Work to get to the basket.
- Eyes on the rim when finishing.

## Corner Finish with 2nd Defender (Bonus Drill)

**Purpose:** Improve players' ability to finish by adding a second defender and better simulate game situations. This is a very effective finishing drill.

- One offensive player and two defenders begin under the basket.
- On the whistle, offense and defense go around the cones and go to the basket.
- We have found this to be a very effective drill when developing high school and college players' ability to finish off the drive because it's an excellent simulation of a game.



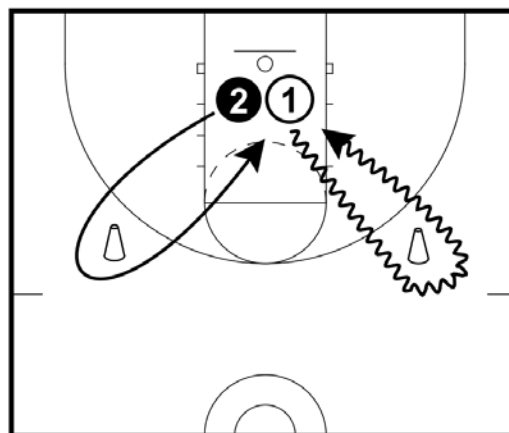
### Points of Emphasis

- With a second help defender coming from the top, the offensive players' options will be limited (much like what happens in a game). You can let them experiment to see if they can find solutions to the problem. That is often the best way to learn. If needed, you can show them finishing moves to finish the shot in this scenario.
- Get into the lane. Don't settle for jump shots.

# Wing Finishing

**Purpose:** Improve players' conditioning, agility, dribbling, confidence, ability to make lay ups off a wing drive, and finish near the basket.

- The offense and defense begin in a back to back position under the basket.
- On the whistle, offense and defense go around the cones and go to the basket.



## Variations

1. Play "make it take it". If the offensive player scores the basket, they get to go one more time (max of two shots in a row). Otherwise, they take one shot and go to end of line. One of the biggest benefits to "make it take it" is that players get different matchups almost every time through the line.
2. Instead of blowing a whistle, let the offensive player initiate the drill. Defense starts when they see the offense move. You can also let players in back of the line say "go".
3. Move defensive cone closer
4. Move cone so help defense comes from corner
5. Move cone so help defense comes from top
6. Move cone so help defense comes from behind the basket
7. Limit players to certain moves (ex: floater, one foot lay up, or power lay up only)

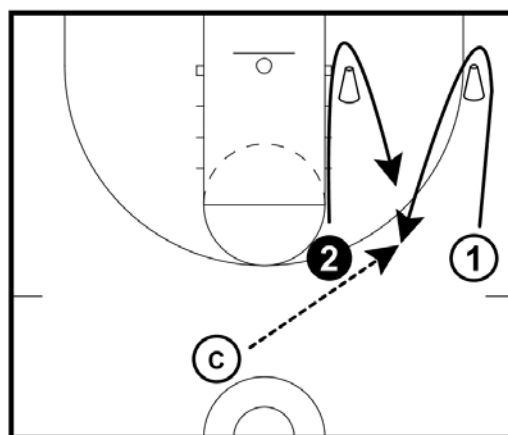
## Points of Emphasis

- No hard fouls. Light contact is fine, but we do not want our shooters hitting the deck in this drill. Defense can go for a block, but do not go hard into the body.
- Make sure you are switching sides after a few reps in all of our finishing drills to get your players accustomed to attacking from both sides of the floor.
- Work to get to the basket.
- Eyes on the rim when finishing.

# 1 on 1 Corner to Wing

**Purpose:** Improve footwork, perimeter moves, dribbling, agility, making lay ups, finishing moves, scoring off the drive, and conditioning. Simulates the offensive situation of catching a pass on the wing and making good decisions to score the bucket.

- Drill begins with offense and defense outside the three point line and two cones placed near the baseline.
- Offense will go around the outside cone, catch a pass from the coach and square up and look to score. Defender goes around the inside cone.



## Variation

- Have the offensive player run around the inside of the cone and then come around on the outside. This makes it easier for players to use a front pivot on the catch. When running on the outside to the inside of the cone, they tend to use an inside (reverse) pivot on the catch.

## Points of Emphasis

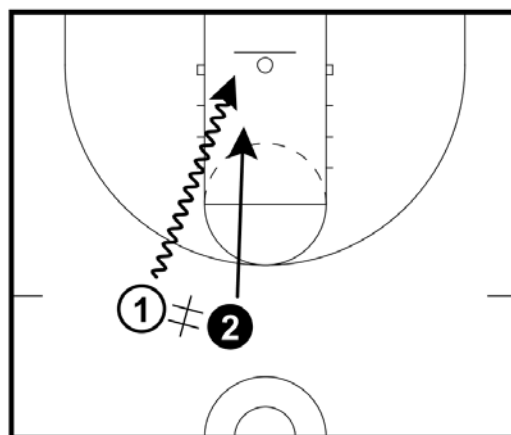
- Encourage the offensive player to catch the ball and immediately use a pivot they are comfortable with, have their eyes on the rim, and be thinking “shot”. Thinking “shot” makes the defender physically change their position and it can make them vulnerable to attack.
- If the defender isn’t there, shoot it. If the defender closes hard, counter and use their momentum to blow by and look for the layup.



# Chair Rip

**Purpose:** Improve footwork, perimeter moves, dribbling, agility, making lay ups, finishing moves, scoring off the drive, conditioning, and defensive reaction. This is a drill that players really enjoy.

- Place a chair with a ball on it outside the three point line on the wing. Defender is behind the chair, offense steps into the other side of the chair. Offense picks up the ball and executes a jump stop.
- First variation is a step through pivot. Bottom foot (nearest the baseline) is the pivot foot. Top foot steps through towards the basket.
- The defense is “live” when the swing foot leaves the floor to step through.



## Variations

- Offensive player uses a sweep pivot (direct step).
- Offensive player uses a drop step pivot.
- Vary positioning of the chair (close to the basket, farther away, in corner, short corner, elbow, etc).
- Vary position of the defender (closer or farther to the basket).

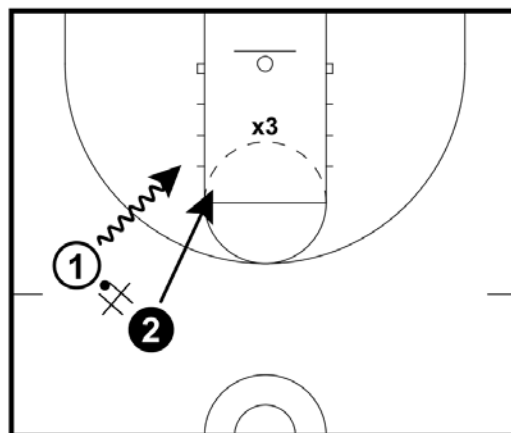
## Points of Emphasis

- Make sure players take a long step and drive in a straight line to the basket.
- Long and explosive first step. Drive off your pivot foot.
- Get to the basket and look for a lay up.
- Work on finishing under pressure and with contact.
- With the step through and sweep pivot -- rip the ball and keep it low as you step to the basket.

## Chair Rip with 2nd Defender (Bonus)

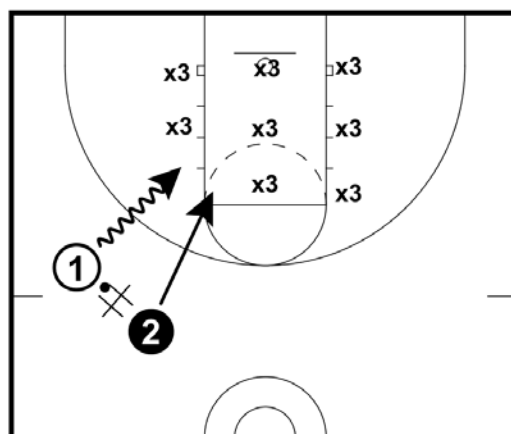
**Purpose:** Variation of the Chair Rip drill that adds a degree of difficulty. Extremely effective drill for developing finishing moves.

- This is one of the best drills to improve finishing and simulating what happens in a game. This drill works exactly the same as the above Chair Rip drill. The only difference is that you add a second defender placed in a "help" defensive position.
- The help defender should be in a good defensive stance in help position. Both defenders are live when the offensive player picks up their swing foot.



### Variations

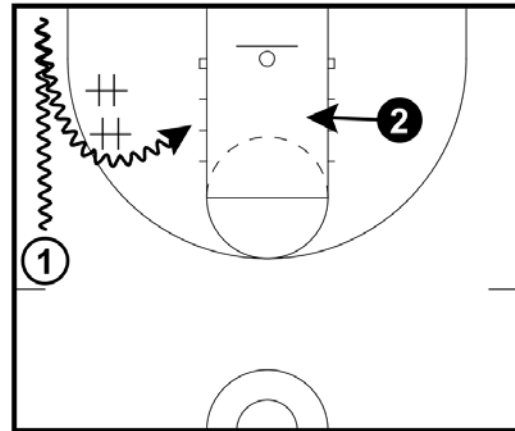
- You can and should put the defender in different areas of the court. In the diagram, you can see the primary help positions you could put the defender. So there are actually 8 different variations of the drill.
- You can either specify where the help defender should be positioned or let the help defender choose the position and mix things up on each possession.



# Ball Screen Finishing

**Purpose:** Improve dribbling skills, cross overs, using and reading ball screens, driving to basket, making lay ups, scoring off the drive, finishing moves, and conditioning.

- Two chairs simulate the screen on the wing. The ball handler walks or jogs to the corner, changes speeds and attacks off the screen.
- The defender across the lane is “live” when the ball handler changes speed in the corner.



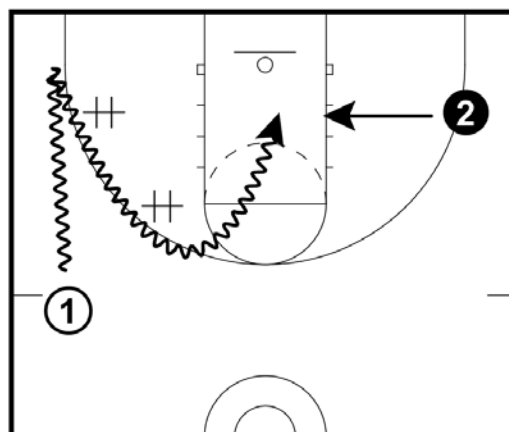
## Points of Emphasis

- Get into the lane! Make sure players are coming off the screen tight and trying to cover as much distance as possible -- getting into the lane.

## Ball Screen Finishing - Attack the Hedge

**Purpose:** Improve dribbling skills, cross overs, using and reading ball screens, driving to basket, making lay ups, scoring off the drive, finishing moves, and conditioning. This progression widens the chairs out to simulate a defender “hedging” the screen.

- Two chairs simulate the screen on the wing with a defender hedging. The second chair is 10-12 ft away.
- The ball handler walks or jogs to the corner, changes speeds and attacks the screen. They will try to stretch the hedge and turn the corner around the second chair.
- The defender across the lane is “live” when the ball handler changes speed in the corner.



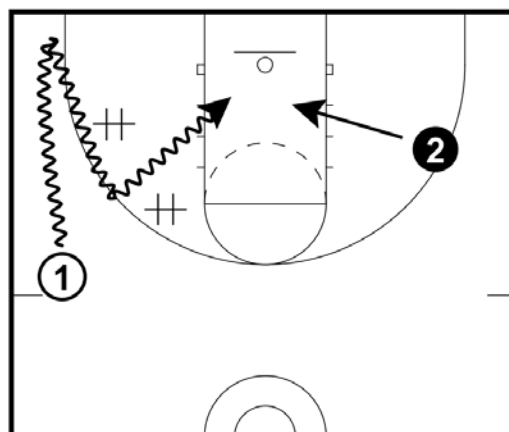
### Points of Emphasis

- Attack the defender that is hedging by aggressively dribbling and attacking the middle chair. Turn the corner and attack the basket.
- Lots of repetitions. With lots of reps, players will learn how to read ball screens (even without the defenders). By practicing each situation with chairs hundreds of times, players will eventually utilize the reads instinctively in games.

## Ball Screen Finishing - Split the Hedge

**Purpose:** Improve dribbling skills, cross overs, using and reading ball screens, driving to basket, making lay ups, scoring off the drive, finishing moves, and conditioning. This progression teaches players to "split the hedge" on a ball screen.

- Two chairs simulate the screen on the wing with a defender hedging. The second chair is 10-12 ft away.
- The ball handler walks or jogs to the corner, changes speeds and attacks the screen. They will look to stretch the hedge and then split the hedge, pushing the ball out and attacking the basket.
- The defender across the lane is "live" when the ball handler changes speed in the corner.



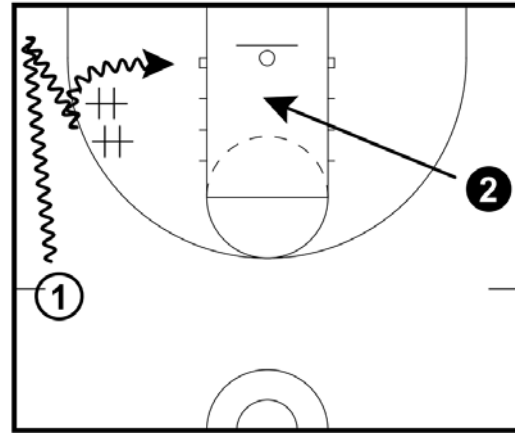
### Points of Emphasis

- It's important for the ballhandler to look to stretch the hedge first. Then if the two defenders split wide enough, the ball handler can split the hedge. If they don't first look to attack the hedge and pull the defender to the middle, the split will not be available.
- Emphasize the need to "push" the ball hard ahead of the ball handler when they split the screen.

## Ball Screen Finishing - Turn Down Screen

**Purpose:** Another variation on ball screen finishing. This drill simulates what happens when a defender jumps through the screen.

- Offense begins the same, jogging or walking the ball to the corner, then changing speeds sending the defense “live”.
- While attacking the screen, the ball handler imagines the defender jumping the screen.
- Ball handler “turns down” the screen and takes the ball hard baseline and to the hoop.



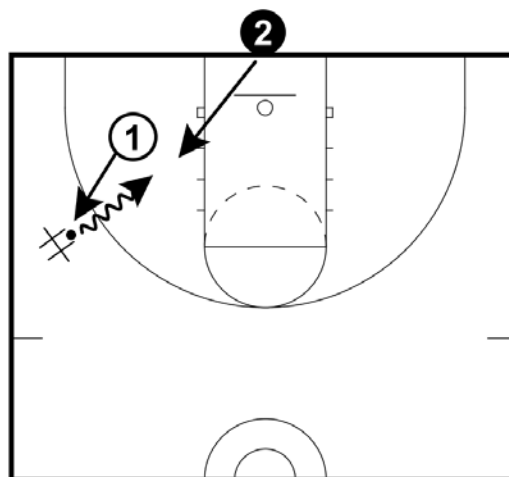
### Points of Emphasis

- The offensive player must first look to use the screen and attack to the middle. Once they go middle and see the defender jumped around the screen, they can turn it down by crossing back over and attacking the basket along the baseline.

## Perimeter Moves

**Purpose:** Improves footwork, perimeter moves, dribbling, agility, making lay ups, finishing moves, scoring off the drive, and conditioning. The drill replicates a catch and pivot on the wing, beating the first defender with our feet, then attacking the rim and scoring against the help defense.

- Place a chair with a ball on it outside the three point line. Offense starts under the basket, as does the help defender. Offense sprints and picks up ball in a jump stop position, pivots and looks to shoot, but instead will counter and go to the basket.
- Defense under the hoop goes “live” on the first dribble.



### Variations

- With 2 players you can speed up the drill by having the offense player rebound the ball, dribble to the chair, jump stop and pop the chair (by touching the ball on the chair), and then make the pivot. This saves time and allows you to get more reps.
- Specify different pivots on the perimeter. Players can work on front pivot->step through, reverse pivot->sweep, or drop step.
- Defense can come at different angles.
- Chair can be placed farther away, corner, top, closer, high post, etc.

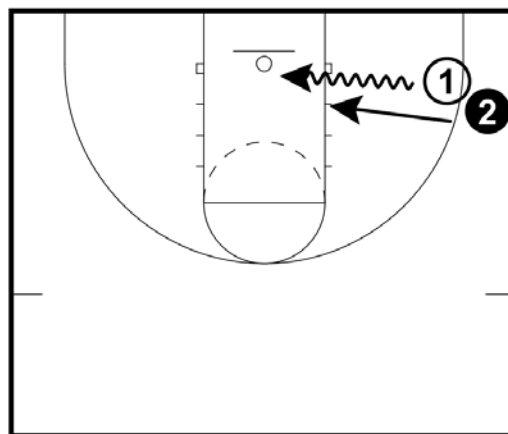
### Points of Emphasis

- The initial pivot (front or reverse) should be with knees bent and feet end up in shooting position. Player should pause and look at the basket before making move, so feet are in good shooting position before driving.
- The first step to the basket should be LONG and EXPLOSIVE.
- The first step should be directly to the basket (straight line).

# 1 on 1 Escape Series

**Purpose:** Improve dribbling skills, agility, making lay ups, finishing moves, scoring off the drive, and conditioning. The Escape drills are designed to make players comfortable with scoring while having a defender on their hip.

- Two lines in the corner. Offense is on the baseline with the ball.
- Defense is about a half a step behind and positioned close to the offense's hip.
- Offense is taking the ball to the rim. No hard fouls. Light contact is okay.



## Variation

- You can vary the drill by moving the defense a half step ahead of the offense.
- You can start the drills from the high post, short corner, the wing, or from half court. Work from both sides of the court so players get used to finishing on either side.
- Don't fall into the traps of always matching bigs with bigs and guards against guards. Mix it up occasionally. It's going to be mixed up in the games!
- Play "make it take it". If the offensive player scores the basket, they get to go one more time (max of two shots in a row). Otherwise, they take one shot and go to end of line. One of the biggest benefits to "make it take it" is that players get different matchups almost every time through the line.

## Points of Emphasis

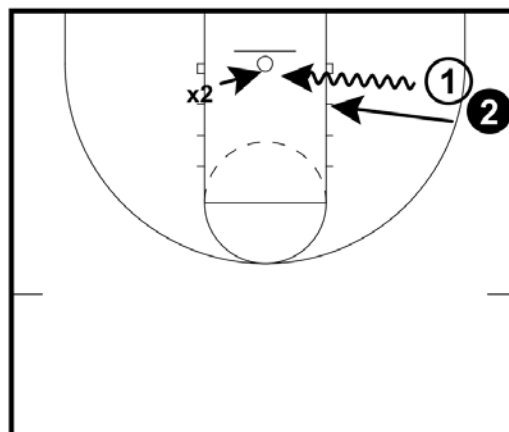
- Eyes on rim.
- Protect the ball.
- If defender is trailing, use a two foot jump so defender can't time their jump and block the shot.
- If defender is on side, use body to protect the ball and finish.



## 1 on 1 Escape with 2nd Defender (Bonus)

**Purpose:** Variation of the 1on1 Escape drill that adds a degree of difficulty. Extremely effective drill for developing finishing moves.

- Two lines in the corner. Offense is on the baseline with the ball.
- Defense is about a half a step behind and positioned close to the offense's hip.
- Place a 2nd defender on the help side. You can vary the position of the defender. The second defender is live when the offense moves.
- Offense is taking the ball to the rim and trying to score.



### Variations

- You can vary the drill by moving the defense a half step ahead of the offense.
- You can vary the position of the help defender. Try to simulate what happens in a game by putting the help defender in a help side stance.
- You can start the drills from the high post, short corner, the wing, or from half court. Work from both sides of the court so players get used to finishing on either side.
- Don't fall into the traps of always matching bigs with bigs and guards against guards. Mix it up occasionally. It's going to be mixed up in the games!
- Play "make it take it". If the offensive player scores the basket, they get to go one more time (max of two shots in a row). Otherwise, they take one shot and go to end of line. One of the biggest benefits to "make it take it" is that players get different matchups almost every time through the line.

### Points of Emphasis

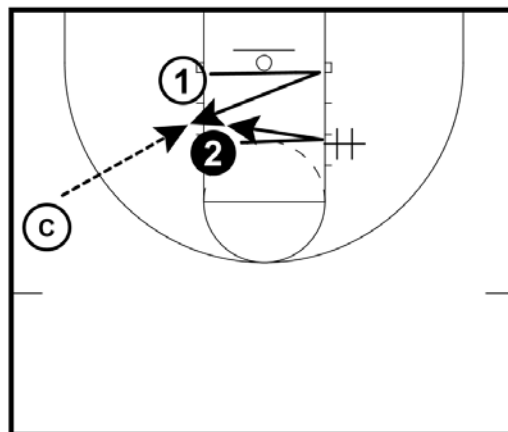
- Eyes on rim.
- Protect the ball.
- Get into the lane. Don't settle for jump shots.

# **Competitive Post and Perimeter Moves**

## Post 1 on 1 Straight Up

**Purpose:** Improves post footwork, sealing, scoring in the post, and making a higher percentage of inside shots.

- Coach or a player is the passer from the wing. Offense begins on the low block, defense right above them on the lane.
- On the whistle, both offense and defense cross the lane, touch their spots and come back to the ball.



### Variations

- Move the chair to the high post and go High Post 1 on 1 Straight Up.
- Move the chair to the short corner and go Short Corner 1 on 1 Straight Up.
- Add a second defender. The defender can start by guarding the passer on the wing and then "double down". You can either require the post player to score or allow them to kick it out and re-post. You can also have the defender come from the weakside to simulate a double team from the weakside.

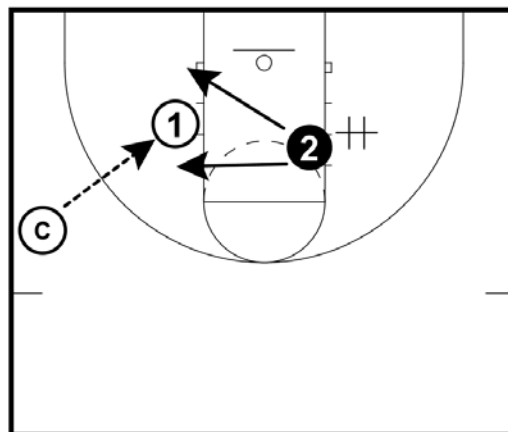
### Points of Emphasis

- Make sure the offense is sealing and giving a good target to the wing passer.
- Work on sound post moves.
- Avoid rushing the shot, focus on finishing and/or getting to the free throw line.
- Defense should be going all out on this drill.

## Post 1 on 1 Pick a Side

**Purpose:** Improves post footwork, sealing, scoring in the post, and making a higher percentage of inside shots.

- The setup is the same as 1 on 1 Straight Up. Coach as passer on the wing.
- Offense on the low block nearest coach. Defender is directly above the offense on the lane.
- On the whistle, both cross the lane and come back to the ball and play is “live”.
- The defense must pick a distinct side to defend, either go high or go low.



### Variations

- Move the chair to the high post and go High Post 1 on 1.
- Move the chair to the short corner and go Short Corner 1 on 1.
- Add a second defender. The defender can come from either wing, under the basket, or the weakside block.

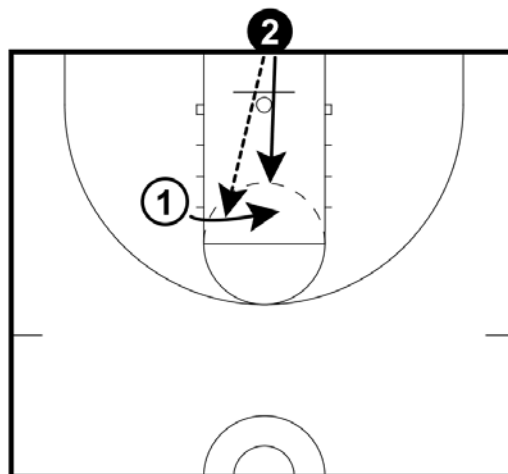
### Points of Emphasis

- Make sure the offense is sealing and giving a good target to the wing passer.
- Work on sound post moves.
- Avoid rushing the shot, focus on finishing and/or getting to the free throw line.
- Defense should be going all out on this drill.
- Offense needs to be long and explosive with their feet. Take the ball straight to the front of the rim.

## Post and Perimeter Move Reads

**Purpose:** Improve post and perimeter footwork, reading the defense, shooting, and lay ups. This drill is designed to get players used to catching the ball, making a good pivot, and then making the right decision to shoot or counter.

- Defender starts underneath the basket with the ball. They will pass the ball in, as the offense comes off the elbow.
- Defense either takes away the shot or plays with hand down allowing the shot.
- Offense will catch, front pivot and look to shoot. If the defender isn't there to get a hand up, offense should be shooting. If the defender takes away the shot, offense should immediately counter with a step through and finish.



### Variations

- Make sure you work from both elbows so we get comfortable shooting and countering from either direction.
- The defense should begin at 50 percent and concentrate on decisive actions that help the offense read whether to shoot or counter. After recognition improves, have the defense go "all out" and attempt to shut the offense down.
- Another variation is having the offense start in the corner and catch on the wing.

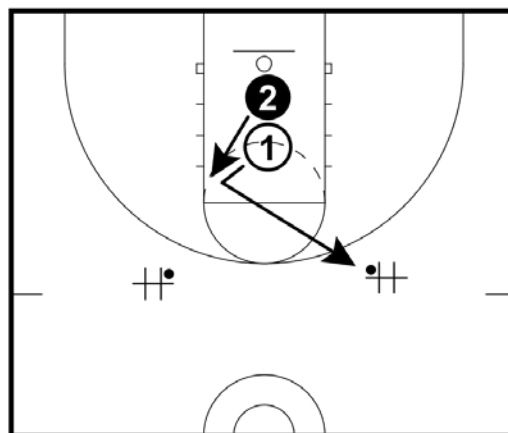
### Points of Emphasis

- Make sure the defense gives both "looks" to the offense. Sometimes closing hard, sometimes laying back. The point of the drill is to build recognition about the space and time it takes to get a shot off, and when to counter.
- Offense should look for their shot first.

# Misdirection 1 on 1

**Purpose:** Improve ability to get open, shooting, footwork, lay ups, driving, perimeter moves, and finishing. This drill teaches the offensive player to be deceptive using misdirection and change of speed to create space.

- Start with two chairs, a ball on each, outside the three point line.
- On the whistle, the offense needs to use misdirection to create space for the “catch” of the ball on the chair.
- After the “catch”, the offense is trying to score.



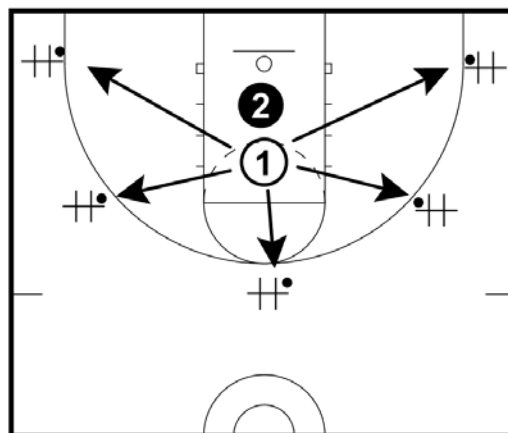
## Points of Emphasis

- The offensive player will need to make a good plant with the outside foot and use an explosive cut to throw the defender off their tail to create space.
- Make sure the offensive players are coming to a good jump stop and making a good clean pivot as they pick up the ball. Some players might get in a hurry on this drill and fall into sloppy footwork.
- Use sound perimeter moves.
- Look for shot, if open, take it.

# Multi-Spot 1 on 1

**Purpose:** Improve ability to get open, shooting, footwork, lay ups, driving, perimeter moves, and finishing. Good drill to work on conditioning, stamina, and finishing from all angles on both sides of the court.

- Five chairs on the perimeter outside the three point line. Each chair has a ball.
- The offensive and defensive players begin in the lane, defense behind the offense.
- Offense can use misdirection and go for any chair to pick up a “live” ball and try to score.
- After the offense either scores the ball or is stopped by the defense, both offense and defense start from the lane again and offense picks another chair. This pattern continues until they have picked up all five balls.



## Variations

- Use a third or fourth player to rebound the ball and place the ball back on each chair. Continue the drill for a set amount of time (30 seconds). This makes the drill faster paced, more dynamic, and a better conditioner.

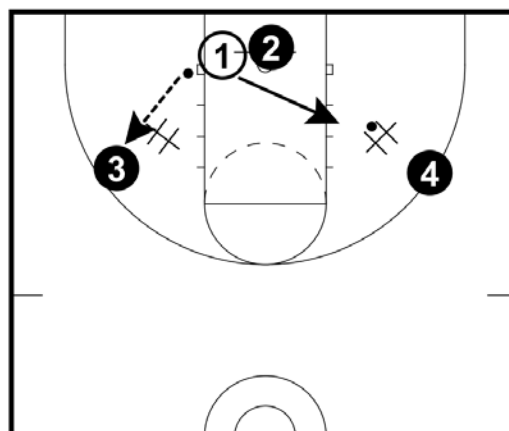
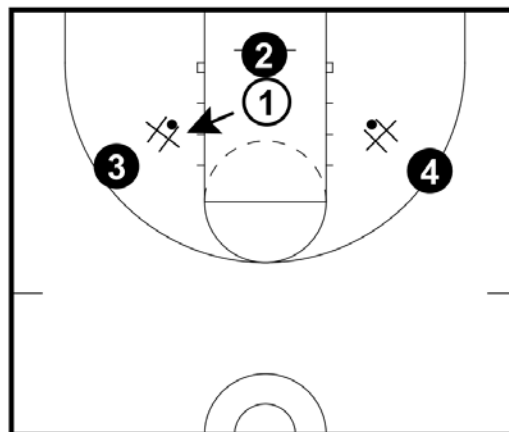
## Points of Emphasis

- Focus on sound perimeter moves.
- Use change of speed and change of direction to get open.
- If you're open, shoot the ball.

## Post 1 on 1 with 2 Chairs (Bonus)

**Purpose:** Improve post moves, footwork, toughness, conditioning, and ability to score in the post. Fast paced drill that is very effective and fun for the players.

- Place two chairs in the mid post area. Place a ball on each chair. A ball placer should stand behind each chair.
- Player 1 will run to a chair, jump stop, pick up the ball, and execute a post move.
- Player 2 will play all out defense trying to prevent the offense from scoring. The offensive player can change direction and speed to keep the defender guessing.
- If the offensive player misses, they should try to get their own rebound and finish. Once the play is complete, the offense gets the ball and immediately passes back out to the ball placer.
- Offense then cuts to another chair and makes a move. It could be the same chair -- they should mix things up.
- Continue for 1 minute or your desired amount of time. After time is up, rotate so everyone gets to play offense.



### Variations

- Move the chairs to the short corner or the elbows.
- Split the chairs -- put one chair in the low post or short corner and put the other chair at the elbow (high post).
- Keep track of scores.

### Points of Emphasis

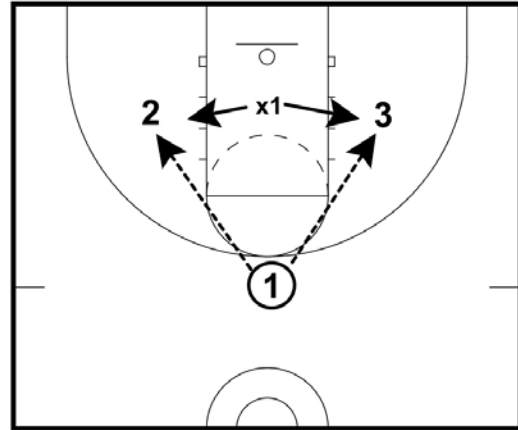
- Focus on sound post moves and footwork.



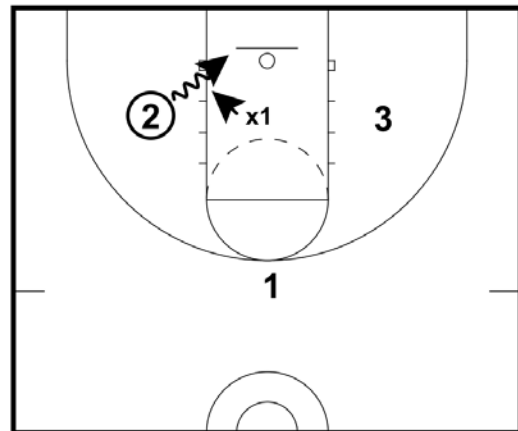
## Contested Power Layups (Bonus)

**Purpose:** Improve footwork and ability to finish near the basket, develop toughness, and make power lay ups.

- Offensive player on top has the ball. They can pass to either 2 or 3. The defense doesn't know where the pass will go.



- On the catch, the offensive player will power the ball to the basket trying to finish. The defender will close out and try to prevent the offense from scoring.
- Defense rebounds the ball, goes back to the middle, and passes back to 1. The drill continues for a set amount of time.



### Points of Emphasis

- Have hands up and knees bent ready for the pass.
- Emphasize proper footwork to get to the basket.
- Rebound missed shots and finish the play.
- Emphasize toughness.



# Contents

Introduction .....	5
Shooting Drills .....	6
Perfects .....	7
21 Cones .....	10
Pivot Shooting .....	12
Chase Down Layups .....	14
Pressure .....	16
31 .....	18
Dribbling Drills .....	21
Dribbling Lines .....	22
Dribbling Knockout .....	24
Collision Dribbling .....	26
Scarecrow Tiggy .....	28
Dribble Tag .....	30
Sharks and Minnows .....	32
Follow the Leader .....	34
Passing Drills .....	36
Partner Passing .....	37
Stationary Keepings Off .....	39
Piggy Circles .....	41
Count 'Em Up .....	43
Continuous 3 on 2 .....	45
Four Corners .....	47
Red Light, Green Light .....	49
Explode, Pivot, Pass .....	51



Defense Drills .....	53
Defensive Mirrors .....	54
Defensive Specialist .....	56
One on One .....	58
Zig Zag Slides .....	60
 Fun Drills .....	 62
War .....	63
Golden Child .....	65
Elimination .....	68
Corners .....	70
Small Sided Games .....	72
Game Winner .....	74
 Conclusion .....	 76

# Shooting Drills





# PERFECTS

## How the Drill Works:

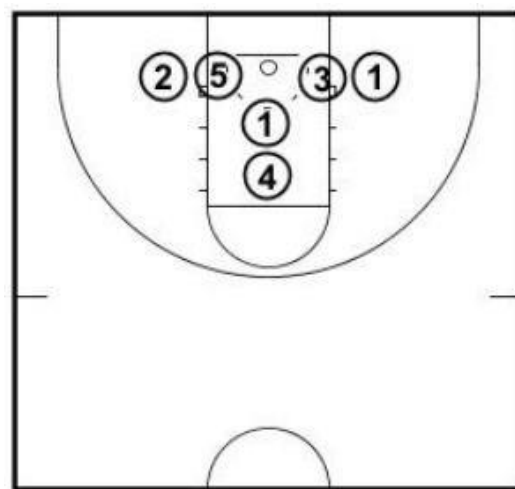
The drill begins with three lines a few feet out around the basket. Players shoot focusing on form and aiming to swish the ball through the hoop, then rotate to the next line.

## Purpose:

A great shooting warm up drill that allows players to work on shooting with the proper form and allows coaches to watch each player and then provide feedback about how they can improve their technique.

## Setup:

- Every player needs a basketball
- Set up three lines around the basket. On both sides and at the top.
- Even number of players in each line.



## Instructions:

1. The first player in the first line shoots the ball, rebounds their shot, and joins the next line.
2. As soon as the first person's shot has been made or missed, the first person from the second line shoots, rebounds, and joins the third line.



3. Then the first person from the third line shoots, rebounds, and joins the first line.
4. This cycle continues so that no one will ever be shooting at the same time.

### Scoring System:

- Everyone counts their individual makes and misses.

or

- The team counts number of makes and misses together.

or

- Team makes a certain amount of swishes.

### Variations:

**Distance** - As the players develop you can start moving them further away from the basket. Form must always be perfect though.

**No Line Rotation** - I've used this drill with some young players that keep getting mixed up with when to change lines and which one to change to. If you'd prefer you can have the players return to the same line after each shot to make it easier.

**One Hand Shooting** - Can run this drill using one hand only to shoot the ball. This ensures that players aren't pushing the ball with their off-hand as well.



## Coaching Points:

- Players must be shooting with perfect form every time.
- Hold follow through until the ball has made it through the hoop or missed.
- Coaches should be viewing each players shooting form from different angles.
- Ask players to hold the basketball unless they're shooting.
- Emphasize to your players how important it is to develop good form on your shot!





# 21 CONES

## How the Drill Works:

Place 21 cones at the baseline of one end of the floor and split the players up into two teams at the other end of the floor. Players shoot and are 'rewarded' a cone if they make the shot which they must sprint to the other end of the court to receive. The team with the most cones at the end of the game wins.

## Purpose:

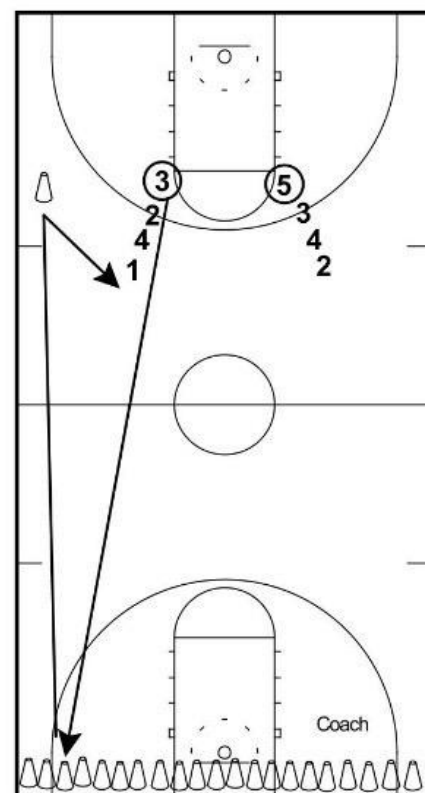
It's a fun variation to a normal shooting drill that keeps players interested and excited. Also works on shooting under pressure.

## Setup:

- Place 21 cones at the opposite end of the court.
- Split your group up into two teams.
- One basketball per team.

## Instructions:

1. Players start shooting on the coach's whistle.
2. On every make by a team, the person who shoots must rebound the ball and pass it back to the next person in line before running down to the other end to receive a cone for their team.







3. The player then places the cone in their teams 'safe-house' near their line and joins the end of the line.

### Scoring System:

- The team that finishes with the most cones at the end of the game wins!

### Variations:

**Increase or Decrease Cones** - I've used this drill with both 13 or 33 cones as well. Use any number of cones as long as it's an odd number so there's a winner.

**Shooting Position** - Usually adults will shoot three-pointers but youth teams can shoot from the elbow or anywhere else on the floor.

**More Groups** - Instead of playing with only two groups, you can create up to 4 groups and place the cones in the middle of the court instead.

### Coaching Points:

- Make sure players rebound the ball after a make instead of running straight away to get a cone!
- Don't allow teams to just let their best three-point shooters shoot. Everyone has to take it in turns.
- Take note of who your best shooters under pressure are! You'll need to know come game-time!
- If you don't have cones, you could use tennis balls or anything else similar.



# PIVOT SHOOTING

## How the Drill Works:

Players start in two lines on the baseline. Each player takes it in turns passing their ball out to a coach or parent and then following the pass to receive the ball back in a jump stop. The players then square up to the basket before taking a variety of shots.

## Purpose:

Teaches players to square up to the ring, works on pivoting, and also allows the players to put up a lot of shots.

## Setup:

- Two lines of players on the baseline.
- One coach or parent at the top of each line.
- Every player has a basketball.

## Instructions:

1. The first player in each line passes their basketball out to the coach in front of them.
2. As soon as the coach catches it, the player cuts hard straight out to them and receives the pass in a 2 foot jump stop facing the passer.





3. The players then must pivot and square up to the ring before shooting or driving to the basket.
4. After rebounding their own shot, the player joins the opposite line.

### Variations:

Different Shots - Jump shot, layup, one-dribble pull-up, step-back, pump fake and drive, etc.

Catching Position - Decide the catching position depending on the age/skill level of your players. Really young players can catch as close as the block and older players can catch at the high post or the wing.

One Group - If you have less than 5 players use one group instead of two.

### Coaching Points:

- Players must catch the ball in a two-foot jump stop so that they can pivot with either foot.
- Remind the players that the higher they jump before the jump stop, the more off-balance they're going to be when they land.
- Watch out for travels. This is a shooting footwork drill.
- Players must call for the basketball and show target hands when approaching the elbow to receive the pass back.
- When pivoting, players shouldn't come out of their low stance.



# CHASE DOWN LAYUPS

## How the Drill Works:

Two lines of players on the baseline at each end of the court. The offensive player starts with an advantage and sprints the court and must lay the ball up while under pressure from the defensive player.

## Purpose:

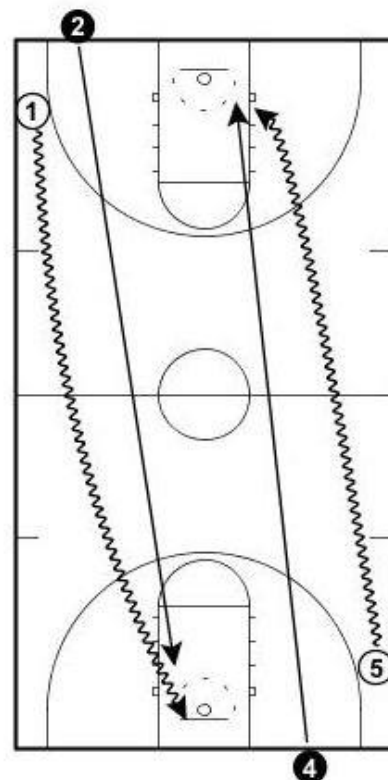
To allow players to practice layups at full speed while under pressure from a defender. This drill also works on chase-down defense.

## Setup:

- Two lines of players on the baseline at each end of the court.
- Players in the offensive line all have a basketball.
- A coach at each end of the court to start the drill.

## Instructions:

1. Coach starts by bringing the offensive player out a few steps depending on how fast they are compared to the defense to give them the fast break advantage.
2. On the coach's call, the offensive and defensive players sprint the floor.





3. The offensive player's goal is to make the layup and the defensive player's goal is to challenge the layup without fouling.
4. After the make or miss, both players join the end of the lines at their current end of the floor.

### Variations:

**Opposite Side of the Floor** - Perform the drill from the other side of the floor so that the players have to dribble and make a layup with their left hand.

**Competitive** - Play until a player makes a certain amount of layups.

### Coaching Points:

- Offensive player should be taking long steps on the layup to be under control and balance, and then jumping high on the second step before laying the ball in.
- Offensive player must drive in at the correct angle and not be fading away towards the baseline because they're scared of contact or getting blocked.
- All teams must be practicing this drill on both sides of the floor so that your players are working on their opposite hand.
- Defensive player shouldn't be flying out of bounds. If they challenge and offense misses the layup, they should be there for the rebound.
- The defensive players must do their best to avoid contact.



# PRESSURE

## How the Drill Works:

Players take it in turns shooting free-throws. If the player before you makes the free-throw you are under pressure and must make the shot or you are out of the game.

## Purpose:

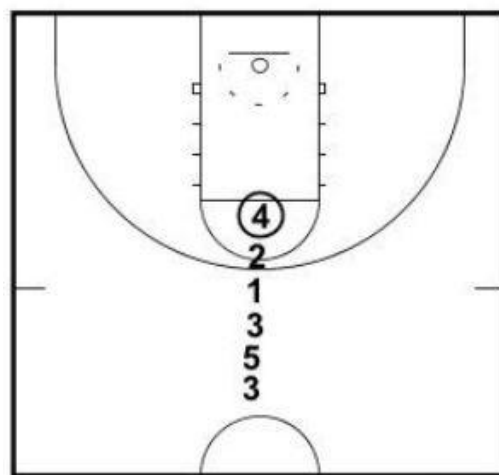
As the name suggest, pressure is designed to put the players under pressure at the free-throw line to simulate the pressure of an in-game free-throw.

## Setup:

- All players participating lining up in a straight line from the free-throw line.
- One basketball at the front of the line.

## Instructions:

1. When the player in front of you makes a shot you are under pressure.
2. If you miss a shot while under pressure you're out.
3. If you make a shot while under pressure, the pressure continues on to the next person until someone misses.





4. Once someone misses the pressure shot and goes out, there is no pressure until someone makes another shot.

### Variations:

**Jump Shots** - While this was created as a free-throw drill, there's no reason you can't use it to put pressure on other shots on the court. You can use this drill on any shot.

**Pressure Continues** - Traditionally, when the player under pressure makes the shot the pressure is cancelled out. A way to make the game quicker is once someone makes a free-throw the pressure never cancels. The first person to miss is out.

### Coaching Points:

- Make sure the players are going through their full free-throw routine.
- Don't allow players to put each other off at practice. I find this leads to players getting angry at each other and ruining the game.
- Keep in mind this drill involves a long line which we're against for youth basketball practice. I don't recommend using this in the middle of practice but just at the end as something fun as the players cool down.





## 31

### How the Drill Works:

Each group will be competing against each other to be the first group to reach 31 points. The players will each take three shots - one from the 3-point line, one from outside the key, and one inside the key - and have the potential to score 6 points before passing to the next player in the group.

### Purpose:

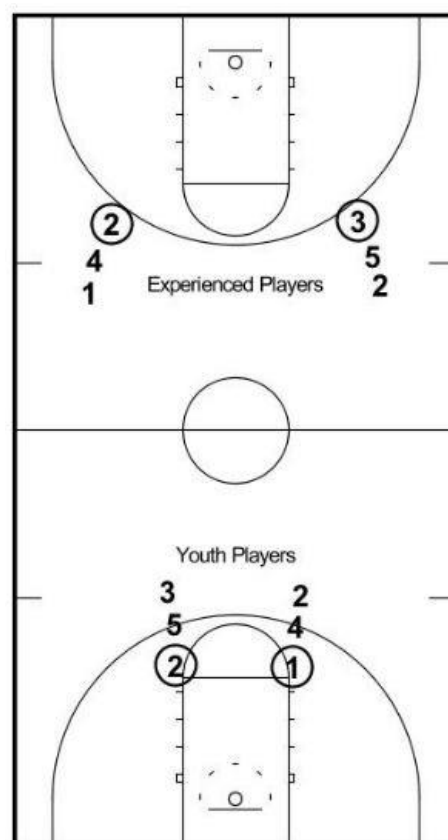
To work on shooting from all different spots on the basketball court while under pressure and at game speed.

### Setup:

- Split the players you have up into 4 even groups and get them to form a line outside the 3-point line on each wing.
- 3 - 5 players in each team.
- First person in each line needs a ball.

### Instructions:

1. On the coach's whistle, the first person in each line will take a shot from the three-point line. If they make it, their team receives three points.







2. Irrelevant of whether the shot is made or not, the shooter will get the rebound, retreat outside of the key, and take another mid-range jump shot. This shot is worth two points.
3. The player will again rebound their shot, and this time they're allowed to take a shot inside the key. This shot is worth one point.
4. They then rebound the ball once more and pass it to the next player in the group who repeats the same process.

### Scoring System:

- The game has no time limit. The goal is to score 31 points as a group. When a group reaches 31 points they call out '31' and are the winning team.
- The points are scored as follows:
  - Three-point shot - 3 points
  - Outside the key - 2 points
  - Inside the key - 1 point
- Each player has a maximum of three shots each time it's their go.

### Variations:

**Youth Players** - Instead of shooting from the three-point line, have each group start on the elbow. This means the first shot is from the elbow (worth 3 points), the second shot is from outside the key (worth 2 points), and the third shot is from inside the key (worth 1 point).

**Different Target Amount of Points** - Instead of playing to 31, you can play till 11, 21, or even 41.



### Coaching Points:

- The players shooting form is paramount. Make corrections to any poor technique you see.
- Assign a designated player from each group to be the score keeper. I've noticed in the past if you don't they'll likely get mixed up. But when someone is given the role it makes it more important and they pay attention.
- Groups will rotate positions after a team wins that round. I usually get my teams to play four rounds so they will shoot from each wing on the court.
- Make sure players are hustling after each rebound so their teams gets to take as many shots as possible.

# Dribbling Drills





# DRIBBLING LINES

## How the Drill Works:

All players start on the baseline with a basketball. The coach then instructs them to perform different dribbling moves as they dribble up and down the court.

## Purpose:

This is a simple drill to teach the basics of dribbling to new players.

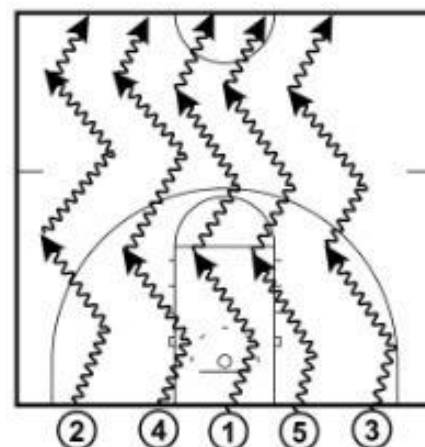
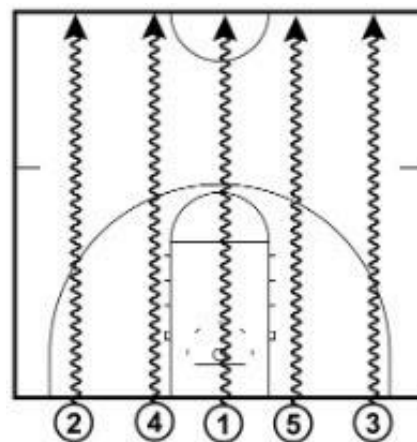
It's a good way to introduce new moves without overwhelming them and will also help to improve the technique of the movements players already know.

## Setup:

- Every player must have a basketball.
- All players lining up along the baseline. If you have more than 8 players, create two lines.

## Instructions:

1. The first thing you must do is explain the dribbling move you want them to perform. The best way is by demonstration.
2. Then the coach calls out 'go' and the players either dribble to half-way or full-court and back performing the dribble move.





3. Each trip down the floor, change which type of dribble move the players use.

### Variations:

Dribbling Moves - Here are a few of the different dribbles I like to use with beginner players...

- Right hand up, left hand back
- Crossovers
- Behind-the-back
- Through-the-legs
- Dribble low
- Dribbling backwards

### Coaching Points:

- Players must keep their heads up at all times.
- Once they develop good technique, focus on the players pushing off with their outside foot when making a move.
- Write down the dribbling moves so that you don't forget them. I always do!



## DRIBBLING KNOCKOUT

### How the Drill Works:

All players dribble around in a small area and the goal is to knock other players' basketball out of the area while keeping your own basketball alive.

### Purpose:

A great drill to work on dribbling skills and protecting the basketball all while evading other players in a tight space.

### Setup:

- The first thing the coach must do is determine the area the players will be dribbling in. This will depend on the amount of players you have but will usually be the three-point line or the 1/3 court line.
- All players must have a basketball.

### Instructions:

1. On the coaches call, all players try and steal the ball away from each other while keeping their own dribble alive.
2. When a players ball is knocked away out of the designated area, they are then out and must go and stand on the sideline and wait till the rest are finished.







3. Coaches must watch and if a player either travel or double-dribbles, they are automatically out.
4. As the group gets smaller and smaller, you should move them to a smaller space like only the key area.
5. The last one in wins!

### Variations:

**Weak-Hand Only** – To make this game much harder and to work on weak-hand dribbling, play a game of dribble knockout in which all players are only allowed to dribble with their non-preferred hand.

### Coaching Points:

- If a player fouls someone else, travels, or double dribbles, they're out. It's the coach's job to keep an eye out for these things.
- Constantly remind players to keep their head up.
- Have a designated area for players that get out or you'll end up with kids everywhere!



## COLLISION DRIBBLING

### How the Drill Works:

Players are all in a small playing area and must dribble around dodging each other without losing their basketball and without accidentally hitting someone else's basketball away.

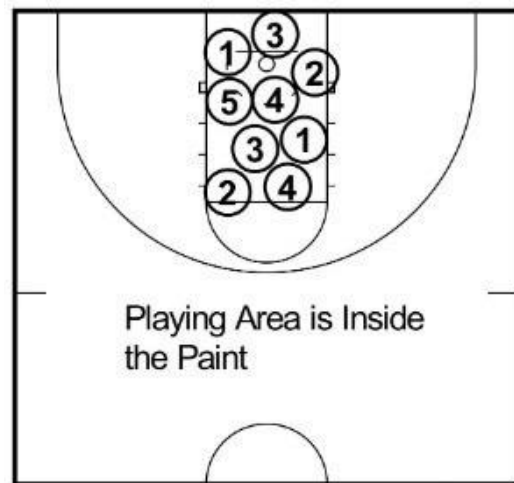
### Purpose:

This drill is used to teach players to dribble in confined spaces and to keep their heads up. Players also learn to be creative with their dribble since there's not much space to dribble.

### Setup:

All players have a basketball.

- The coach decides on the playing area depending on the size of the group. The playing area could be the key area, an area set out by cones, the three-point line, etc.



### Instructions:

1. On the coach's call, all players will start dribbling around each other in the small space aiming to keep their dribble under control.
2. If anyone loses control of the basketball, they simply retrieve it and enter back in the game.





### Variations:

**Competitive** - You can allow players to try and knock each other's basketballs out of play. This variation is known as 'Dribble Knockout'.

**Weak Hand Only** - One way to increase the difficulty of this drill is to only allow players to dribble with their weak hand.

### Coaching Points:

- Don't allow players to all dribble in the same direction or it will be too easy.
- Keep reminding the players to keep their heads up!
- Encourage players to use both hands. Not just their strong hand.



# SCARECROW TIGGY

## How the Drill Works:

Players all start in the half-court. There are one or two taggers and everyone else has a basketball. The taggers must run around trying to tag players dribbling. If tagged, the dribblers must stand as 'scarecrow' until another dribbler frees them by rolling a basketball through their legs.

## Purpose:

This drill is great for developing dribbling skills because the players must keep their heads up and focus on the taggers and not put their head down and watch the dribble.

## Setup:

- The coach selects one or two players to be the taggers depending on the size of the group.
- Preferably these taggers have different coloured singlets on so that other players can quickly identify them.
- All other players have a basketball and are standing in the playing area.

## Instructions:

1. When the coach calls out 'Go', the game begins.





2. The taggers must run around and attempt to tag all the players dribbling a basketball.
3. When tagged, the dribbler must stand with the basketball on their head and their feet apart.
4. When a player is tagged, other dribblers must attempt to free them by rolling their basketball through the tagged players legs.
5. Scarecrow Tiggy never has a winner unless the taggers happen to get everyone out at one time (this doesn't happen often).
6. Every couple of minutes change who the taggers are until everyone has had a turn.

### Variations:

**Elimination** - To make this game more competitive, you can try the variation where once players are tagged they're out and must sit on the sideline until there is one dribbler left who is the winner.

### Coaching Points:

- Players are not allowed to throw the ball between a teammates legs, the ball must be rolled.
- Dribblers are not allowed to travel, double dribble, or any other violation. If they do, they're out.
- Change up the amount of taggers and the size of the playing space depending on how many players you have.



# DRIBBLE TAG

## How the Drill Works:

Every player starts the game with a basketball. The coach selects one or two players who are the taggers and they must attempt to tag everyone out. When you've been tagged, you must sit on the sideline or the baseline and wait until the next game.

## Purpose:

Similar to scarecrow tag, this drill is great for improving dribbling skills because the dribblers have to focus on the taggers and not their dribble.

## Setup:

- The coach first decides on the playing area which will depend on the amount of players you have.
- All players start the game with a basketball.
- The coach selects one or two players to be the taggers.

## Instructions:

1. On the coach's call, the taggers must dribble around the playing area attempting to tag the other players.
2. The other players must dribble around without committing a dribbling violation and avoiding getting tagged.





3. If a player does get tagged, they are out and must sit down out-of-bounds and wait for the next game.

### Variations:

**Taggers Don't Dribble** - If the taggers are having a lot of trouble getting other players out, consider allowing them to run around without dribbling.

**Two Balls** - If you have enough basketballs for two each and your players are skilled enough, give each player two basketballs that they must dribble while the taggers only have to dribble one.

### Coaching Points:

- If the taggers are struggling to tag anyone, consider allowing them to run around without having to dribble a basketball.
- Vary the size of the court and amount of taggers depending on the amount of players you have.
- If a dribbler commits a dribbling violation, they are automatically out.



## SHARKS AND MINNOWS

### How the Drill Works:

Sharks and Minnows is one of my favorite drills for youth basketball. The aim of the game is for the minnows (dribblers) to dribble from baseline to baseline without getting tagged by the sharks (taggers).

### Purpose:

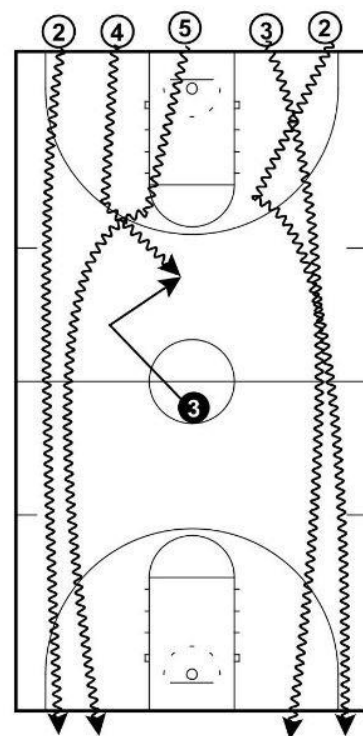
A super fun drill that forces the dribblers to keep their heads up and dodge the defenders in front of them.

### Setup:

- All players have a basketball and line up along the baseline.
- The coach selects one or two players to be taggers. Taggers don't have a basketball and are preferably in a different coloured singlet.
- The taggers stand in the middle of the court.

### Instructions:

1. The game starts when either the taggers or coach call out 'go'. On this signal, all the minnows (dribblers) attempt to dribble from one side of the court to the other without getting tagged by the sharks.
2. If a shark does tag them, they must stand in the spot they were tagged, place the basketball between their feet, and





now are scarecrows. If a minnow comes within reach of them, they can tag them to get them out.

3. The last minnow that hasn't been tagged is the winner.

### Variations:

**Taggers Dribbling** - Depending on the age and skill of your players, decide whether you want the sharks to be dribbling a basketball or not.

**Number of Sharks** - Adjust the number of sharks to the skill level of your team and who you're selecting as the sharks.

### Coaching Points:

- As always, if there's a dribbling violation by a minnow they are immediately out.
- Scarecrows must hold the ball between their feet at all times and stay on balance. This stops them moving too far and cheating.
- Implement a time limit if players are taking too long to get from one side to the other.





## FOLLOW THE LEADER

### How the Drill Works:

Players will form one line and follow a leader as they dribble around the lines of the court. The leader will change every couple of minutes so that everyone has a turn at being the leader.

### Purpose:

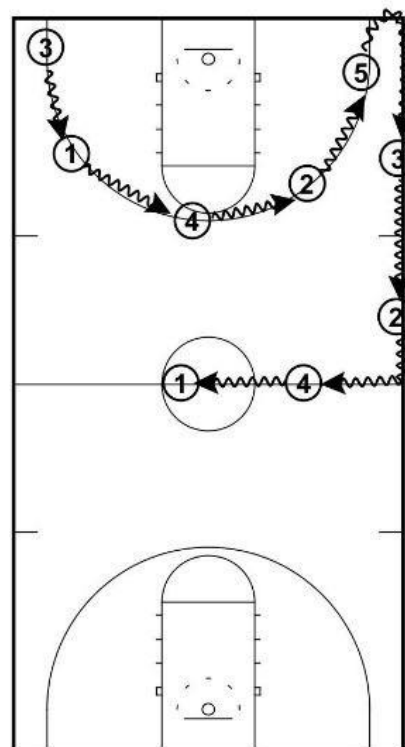
This is a great drill for players first beginning to learn how to dribble a basketball. This game makes it easy to teach the basics while still holding the player's attention.

### Setup:

- Everyone starts with a basketball and all players line up in a straight line along the baseline.
- When everyone's lined up, the coach picks a direction (either right or left) for the whole group to face. This will be the direction the group dribbles and the first player in line becomes the first leader.

### Instructions:

1. The leader of the group starts the drill off by dribbling anywhere they want on the court as long as they stay on the lines.







2. The other players must follow the leader as they dribble around the court while staying in a single file.
3. After a minute or so, send the leader to the back of the line and the next player in line becomes the new leader.
4. The drill is over once all players have had a turn at being the leader.

### Variations:

**Two Basketballs** - If your team is advanced enough and you have enough basketballs to accomodate everyone, you can give each player a second basketball to dribble.

**Dribble Moves** - If your team finds dribbling on the lines too easy, incorporate dribbles moves each time the players turn. The leader performs any type of dribble move and the rest of the players must perform the same one at the corner.

### Coaching Points:

- If the player that's leading is better than their teammates, ask them to slow down so the others can keep up with them.
- No overtaking another player unless they lose their basketball and leave the line.
- Make sure the players are dribbling with their opposite hand too!

# Passing Drills





## PARTNER PASSING

### How the Drill Works:

Each player finds a partner and has one basketball between the pair. They line up on lines opposite each other and must practice performing different kinds of passes.

### Purpose:

A great drill for teaching the absolute basics of passing. Allows the coaches to easily evaluate and make corrections to the form of different players.

### Setup:

- Everyone starts by finding a partner.
- Once in partners, grab one basketball between two.
- Designate two parallel lines that all players should line up on.

### Instructions:

1. The coach tells the players which pass they'll be practicing first and then tells them to start passing.
2. Coaches must now go around and check the technique of each individual player and make corrections when it's necessary.
3. Every couple of minutes the coach should call out a different kind of pass and all the kids change.





### Variations:

Different Passes - Here are the basics to start with

- Chest pass
- Bounce pass
- Overhead pass
- One-handed push pass - right hand.
- One-handed push pass - left hand.

Distance Apart - If your players are strong enough, get one of the pair to take a couple of steps back so that the pass must be made further.

### Coaching Points:

- Make sure you mix up which type of pass you want them to perform (bounce pass, chest pass, one-handed push-pass, ect).
- Don't allow players to be silly and throw the basketball too hard at their partner. It will end up with blood noses.
- Make sure all coaches are teaching the same passing technique so the kids don't get confused.



## STATIONARY KEEPINGS OFF

### How the Drill Works:

Players are stuck in stationary positions spread out around the playing area and must pass it to one another without letting the defenders get a steal or deflection.

### Purpose:

The purpose of this drill is to teach the importance of spacing to players by not allowing them to sprint at the basketball. It also teaches quick decision making on the catch.

### Setup:

- All players should spread themselves out within the playing area. The size of the playing area will depend on how many players you have. Usually half court.
- The coach is the only one that needs a basketball.
- The coach then selects one or two players to be the defenders.

### Instructions:

1. To start the drill, the coach throws the basketball to one of the offensive players.
2. Now the offensive team must pass the basketball around trying to keep it away from the defenders who are allowed to run around attempting to get a deflection.





3. If the defenders get a deflection the ball goes back to the offensive team and they start again.
4. After a minute or so change the defenders until everyone has had a turn at defending.

### **Variations:**

**Offensive Players Can Move** - You can allow the offensive players to move to see how it goes. If the group is young and inexperienced, it will be a good teaching point because everyone will run towards the basketball and it will be much harder.

### **Coaching Points:**

- Allow the defenders to sprint around wildly. They'll have fun.
- Encourage the offensive team to make quick decisions when they receive the basketball.
- Make sure everyone is getting a turn to pass on offense. If they're not, join in the game and pass them the basketball.
- Players must be calling for the basketball.





# PIGGY CIRCLES

## How the Drill Works:

Piggy circles is similar to piggy-in-the-middle except we use the three circles on the court as the boundary. In groups of 4, there are 3 passers outside the circle and 1 defender inside the circle. The offensive players must pass to each other without letting the defender deflect the basketball.

## Purpose:

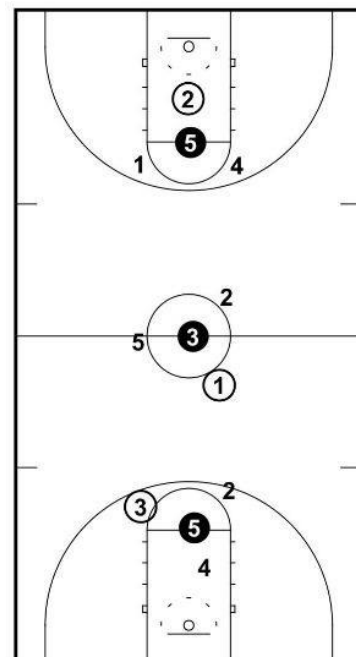
This drill will develop passing skill and will teach your players the importance of pass fakes and how to execute them properly.

## Setup:

- Start by getting players in groups of four players. The maximum amount of players that can run this drill on one court is 12 at a time.
- The group of four will only need one basketball.
- Each group of four is designated a circle and must decide the 3 offensive players and 1 defensive player.

## Instructions:

1. The drill starts with the 3 offensive players passing the basketball to each other. They must stay stationary in their spots.





2. The defender is allowed to move around the circle but cannot tap the basketball from a player's hands.
3. After one minute, each group switches to a new defender until each player has had a turn at being the defender.

### **Variations:**

**4 Offensive Players** – You can try running this drill with 4 offensive players. Whether it will work or be too easy depends on the age and skill level of your players.

### **Coaching Points:**

- Be careful about kids being silly in this drill. Since it's such a short distance, passing the basketball too hard could lead to injuries if players can't catch well.
- Make sure the offensive team is utilizing pass fakes to put off the defender.
- The defender must be active with high hands and quick feet.





## COUNT 'EM UP

### How the Drill Works:

This drill involves two even teams competing against each other in a game of keepings off. This is a more advanced drill of the keepings off game. Players are allowed to move around within a specific playing area and the goal is to make a certain amount of passes. No dribbling or shooting is allowed.

### Purpose:

This drill works on getting open using change of pace and change of direction, denying the offensive player, and making smart passes to limit turnovers.

### Setup:

- First you must split your group up into two teams as even as possible. If possible, these teams should be wearing different colours.
- The drill only requires one basketball and should start with the coach.
- Depending on the amount of players you have, set a playing area and decide how many passes are required to be awarded a point and explain that to both teams. Usually this will be played in the half court.



### Instructions:

1. To start the drill, all players must match up against someone from the opposition.



2. When everyone is matched up, the coach passes the basketball to one of the players on the floor and the game begins immediately.
3. For this example we'll say the offense is trying to make 15 consecutive passes. If they reach this goal, they receive one point and then it becomes the opposition's turn.
4. If the opposition gets a deflection or the ball out of bounds or gets a steal, the offensive team does not receive a point and now the defense has the basketball.
5. This continues until a team reaches a certain amount of points.

### Variations:

**Beginner Version** - The beginner version of this drill is called 'Stationary Keepings Off' and it's on page \_\_\_\_\_. The difference is that there are less defenders and the offensive players can't move.

**Less Defenders** - If you want to make the game a bit easier, take away a defender or two so that the defense is scrambling and there is always one offensive player open. This forces the offense to space properly.

### Coaching Points:

- Encourage players to set screens for each other and use body fakes to get open.
- Encourage the best players to play against each other and challenge each other.
- Spacing is of the utmost importance. Don't allow players to sprint at the basketball.



## CONTINUOUS 3 ON 2

### How the Drill Works:

This is a full court continuous 3 on 2 drill. Three players attack two defenders and regardless of if the offensive team scores or turns the basketball over, the two defenders outlet the basketball to a line at mid-court and then attack three on two at the other end of the court.

### Purpose:

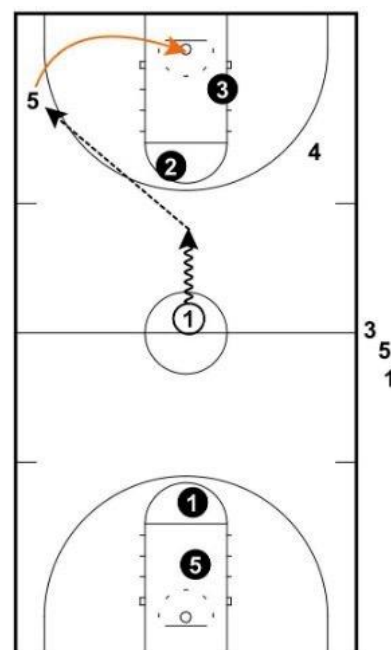
By always having an extra offensive player the players learn that they must space the court well to get an open shot each trip down the floor. This is one of my favourite drills for improving decision making.

### Setup:

- The drill starts with 3 offensive players in the middle of the court, 2 defenders in each half court, and the rest of the players standing in one line out of bounds at the half court line.
- Only one basketball is needed for this drill.

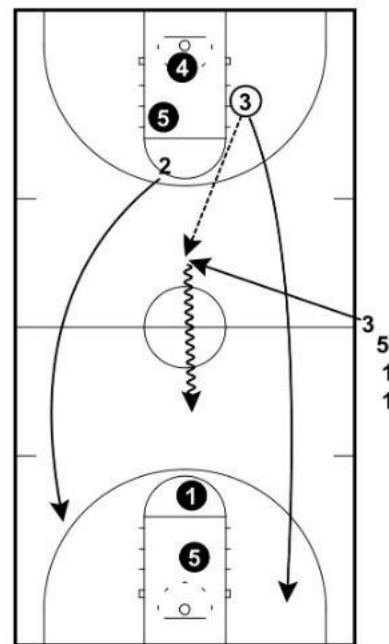
### Instructions:

1. The three offensive players attack two defenders at one end of the court and will either score or the defensive players will get the basketball.





2. Once the two defensive players get the basketball (either by steal, rebound, or because the offensive team scored), they outlet to the next player in line at half way who sprints in to help advance the ball.
3. The two defenders now become offensive team and they get an extra player from the sideline to give them 3 players. They now attack towards the other end of the court 3 on 2.
4. As for the 3 previous offensive players, 2 of them become the next defenders and 1 of them joins the end of the out of bounds line.
5. This process repeats for a set amount of time.



### Variations:

Continuous 4 on 3 - The exact same process as what's written above except that instead of 2 defenders there are 3, and instead of 3 offensive players there are 4.

### Coaching Points:

- Make sure the offensive players are staying spaced on the floor so that they can get open looks.
- There's no reason the offensive team shouldn't be taking an open shot.
- If you want to make the drill more advanced, don't allow the players to dribble the basketball.



# FOUR CORNERS

## How the Drill Works:

The coach will create a large square using four cones and assign a line of players to each cone. The players then dribble in, jump stop, pivot, and pass to the next line before joining the end of it.

## Purpose:

This is a great drill for working on jump stops, pivoting, and passing. It will also allow the coach to watch closely and give feedback on all footwork movements.

## Setup:

- The coach must first create a large square in the half-court by placing four cones an even distance apart. There must also be another cone or D-man in the exact middle of the square. You can see where I recommend placing these cones in the diagram.
- Split your team up into four groups and send each group to a cone. The cones will be the starting position for each line.
- The person at the front of each line has a basketball.



## Instructions:

1. The first thing the coach must do is tell the players which way they'll be passing (either right or left) and which kind of pivot they should use.



2. When the coach calls out 'go', each player with a basketball dribbles in towards the middle cone, performs a jump stop a couple of feet away, pivots, and then passes to the next line before joining the end of it.
3. The next player in the that catches the basketball does not start until the coach has called out 'go' again.

### Variations:

Different Pivots - Teach both front and reverse pivots to your players and get them to practice using both of them under control.

Different Passes - You can use different types of passes throughout the drill to change things up.

### Coaching Points:

- Each player must be pivoting the same direction so that two balls don't end up being passed to one line. Do make sure to reverse the direction half way through the drill.
- Use front and reverse pivots and make sure players aren't traveling.
- Explain to the players it's better to jump stop with a small hop. The higher they jump, the more off-balance they'll be when they land.





## RED LIGHT, GREEN LIGHT

### How the Drill Works:

This drill involves players dribbling up and down the court and the coach calling out 'Go' and 'Stop'. When the coach calls out go, the players dribble. When the coach calls out stop, the players perform a jump stop. Can also add pivots.

### Purpose:

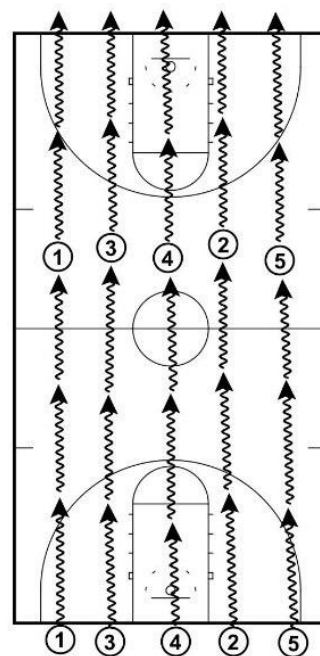
This is a perfect drill for teaching the jump stop and pivoting. It's one of the few drills I use with all youth basketball teams.

### Setup:

- The drill starts with every player line up along the baseline holding a basketball.
- If you have more than 10 players, I recommend creating two lines.

### Instructions:

1. Everyone starts on the baseline in triple threat position.
2. The coach will then lead the players up the court by calling out 'go' and 'stop'. On go, the players begin dribbling at a comfortable pace towards the opposite end of the court. When the coach says stop, the players must immediately perform a jump stop.





3. This continues until the players reach the other end of the court.
4. Once your players are comfortable with the jump stops and are performing them correctly, you can make the drill more advanced by adding pivots.
5. You can either say 'pivot' and allow them to pivot either way. Or you can be specific and say 'right foot pivot' or 'left foot pivot'.

### **Variations:**

**Pivots** - Once the players have got experience using the jump stop, consider adding both front and reverse pivots to the drill.

**Stride Stop** - Instead of using the normal jump stop, have your players stride stop.

### **Coaching Points:**

- Players must not jump too high on the jump stops.
- Make sure players in good stance when they land after the jump stop. Knees bent and head up.
- If adding pivots, make sure players don't raise out of their stance when pivoting.





## EXPLODE, PIVOT, PASS

### How the Drill Works:

The drill involves players starting on the sideline, taking 2 hard dribbles away from the sideline, performing a jump stop and a pivot, and then passing back to the next player in line.

### Purpose:

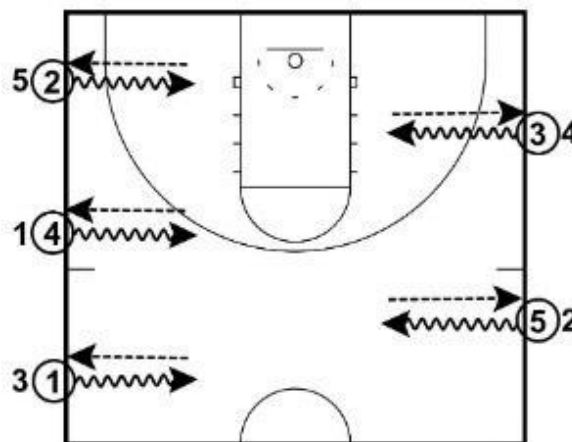
This is a great drill to work on a number of different key footwork skills from exploding off the dribble, to jump stops on balance, to learning how to stay low while pivoting.

### Setup:

- Players get into groups of 2 or more. I prefer 3 players in each group if possible.
- Each group has one basketball and should start in a straight line behind either the sideline or the baseline.

### Instructions:

1. The player starting with the basketball must begin the drill behind the line in triple threat stance.
2. Their first action is to take two explosive dribbles out from the line and then perform a controlled jump stop.





3. After the jump stop, the player pivots 180 degrees until they're facing their group and makes a strong chest pass to the next person in line. They then jog to the end of the line.
4. The three main things coaches are looking at are:
  - No traveling when exploding off the dribble.
  - A controlled jump stop.
  - A controlled pivot.
5. This process continues for a set amount of time.

### Variations:

**Amount of Players in Group** - The amount of players in each group can vary from 2 - 5.

### Coaching Points:

- The player receiving the basketball should be starting in a low stance and showing target hands.
- Players must explode out with the dribble. Don't allow them to go half-speed.
- Switch up which kind of pivot the players use. It can be forward or reverse, and with their left or right foot.

# Defense Drills





## DEFENSIVE MIRRORS

### How the Drill Works:

Two players line up on two parallel lines and then the defensive player must mimic their offensive partner's movements by sliding up and down the line. The offensive players attempts to evade the defender.

### Purpose:

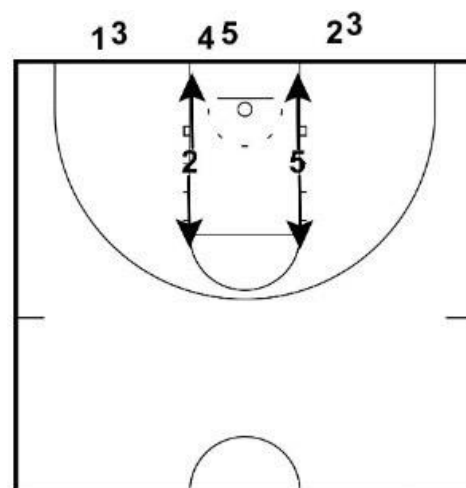
A drill that works on reaction times, will teach your team that they are quicker in a low defensive stance, and will help them with their defensive footwork.

### Setup:

- Everyone starts by finding a partner and standing in pairs behind the baseline.
- If you have another coach, it's best to use both ends of the court.
- For this example, we'll use the parallel lines of the key, but if you have two other parallel lines on your home court, you can use them too.
- Coach should have something to keep time during the drill.

### Instructions:

1. The first pair comes out and sets themselves up directly opposite each other on the two parallel lines of the key.
2. The coach then assigns one of them the offensive player and the drill begins immediately.





3. The goal of the defensive player is to stay directly in line with the offensive player. The offensive player must work hard to try and separate themselves from being in line with the defender by sliding up and down the line of the key.
4. After 15 seconds, the coach calls out 'switch' and the two players swap roles.
5. After 30 seconds they step behind the baseline and two new players come in.

### Variations:

Duration – Instead of 15 seconds each, you can make your players slide for more or less time.

### Coaching Points:

- Players must stay in a low defensive stance with their hands out wide the entire time of the drill.
- Encourage the offensive player to use head fakes and quick changes of pace to throw the defender off.
- Make sure you cover what good defensive stance is before running this drill.



## DEFENSIVE SPECIALIST

### How the Drill Works:

Defensive Specialist is a continuous drill that works on the different defensive movements players will make on defense including closeouts, defensive sliding, back-peddalling, and sprinting.

### Purpose:

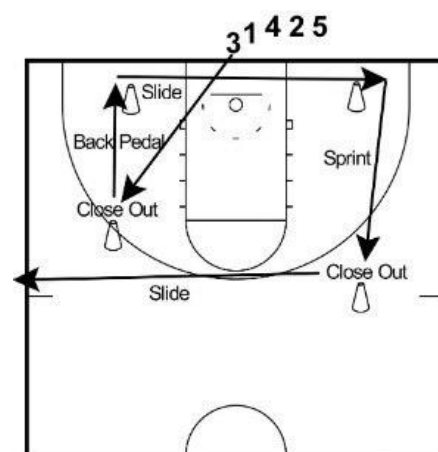
Since this drill covers all the most frequent movements players will make on defense, it's a great drill to get them used to these different movements.

### Setup:

- Since it's hard to explain where the cones and movements are by writing, I encourage you to take a look at the image associated with this drill for better comprehension.
- You will require four D-men or cones for this drill.
- All players begin in a straight line on the baseline.

### Instructions:

1. Players perform this defensive course one-by-one.
2. The first movement is a sprint and then close out to the cone in front. The player then back-pedals around a cone directly behind them, and then slides across to the other side of the court.







3. When the first defender slides past the line, that triggers the next player in line to start the drill.
4. When the first defender has slid around the cone on the other side of the court, they again sprint to close out, and then once again slide to the opposite side of the court before returning to the end of the line.
5. Depending on the amount of players you have, run this drill for 3 – 5 minutes.

## Variations:

**Different Course** - You can easily change the course by differing the placement of the cones. Make sure to focus on the main defensive movements.

## Coaching Points:

- Players must be sprinting and sliding at 100% effort throughout the entire drill.
- Hold the close out for a second or two before moving on.
- Make sure all defensive footwork is done well since this is a very important part of the drill.



# ONE ON ONE

## How the Drill Works:

Players compete against each other one-on-one from either the free-throw line or the three-point line. The offensive team are only allowed a certain amount of dribbles so that they're effective with the basketball.

## Purpose:

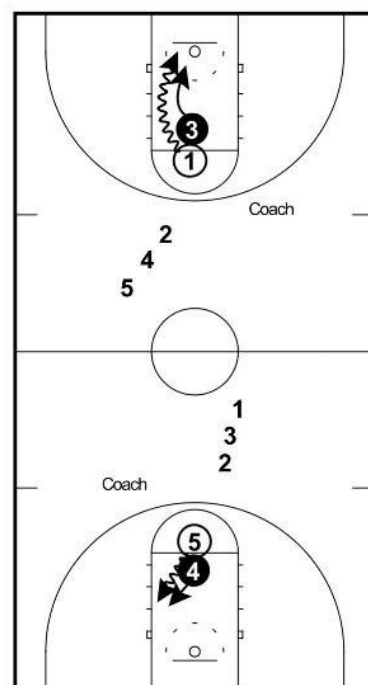
By playing one-on-one, we're forcing the on-ball defender to have to 'guard their yard'. There's no help defense coming. They're on their own and must stay in front and challenge the shot.

## Setup:

- One offensive player on the three-point line.
- A defender with a basketball standing between the offensive player and the basket.
- The rest of the players forming a line at the top out of the way.

## Instructions:

1. To start the drill, the defender hands the basketball to the offensive player. By handing the basketball to the offensive player, it ensures that the defender is challenging themselves by starting up close to the offensive player instead of standing back playing lazy defense.







2. The offensive player then has a maximum of 2 or 3 dribbles to attack the ring and get a clear shot.
3. After either a make or a miss, a new offensive player comes in, the previous offensive player switches to defense, and the previous defender joins the end of the line.

### Variations:

**Distance From Basketball** – Whether you start the drill at the three-point line or the free-throw line will depend on the age of your players. If they can't shoot three's yet, start on the free-throw line.

### Coaching Points:

- Make sure you enforce the rule of 2 or 3 dribbles maximum depending on which you decide. We don't want to allow the offensive player to waste dribbles and time.
- Encourage the defensive player to get up close and play hard defense. It doesn't matter if they get beat a couple of times while they're working on defending.
- Make sure players are using good footwork and good fakes.



# ZIG ZAG SLIDES

## How the Drill Works:

Players are required to slide from side to side up and down the court. They do this using drop steps and defensive slides.

## Purpose:

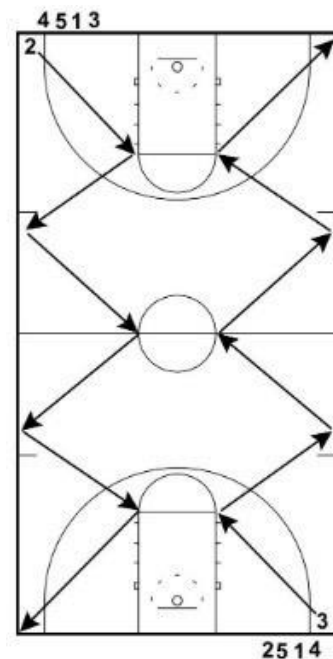
To teach players the basics of defense. This involves learning how to defensive slide properly and also using the drop step to change direction.

## Setup:

- The drill begins with all players on the baseline lining up on one of the corners. No player should have a basketball.
- No player should have a basketball.

## Instructions:

1. The first player will defensive slide from the corner to the high post and perform a 90-degree drop step so that they are now sliding back to the opposite sideline.
2. This process of sliding from one side to the other and drop stepping continues until the player reaches the opposite baseline.
3. They come back down the opposite side of the court using the same principles.





### Variations:

**Add an Offensive Player** - To make the slides more game-like, add an offensive player who must dribble from side-to-side and the defensive player must stay in front of them using slides and drop steps. They're not allowed to steal the basketball.

**Compete at Half Way** - If you do decide to add an offensive player, if the players are used to sliding and have the correct technique, allow them to play one-on-one from half way. The defense must use the defensive principles taught in the drill.

### Coaching Points:

- Teach all players how to defensive slide and drop step at the beginning of the drill.
- Make sure players are in a low stance and don't have their legs straight.
- Players should never cross their feet!

# Fun Drills





## WAR

### How the Drill Works:

War is a great drill to incorporate fun small-sided games into your practices. It's a series of small-sided games between two teams that can be played in both the full court and half-court.

This is always one of the most favorite drills no matter what level I'm coaching.

### Purpose:

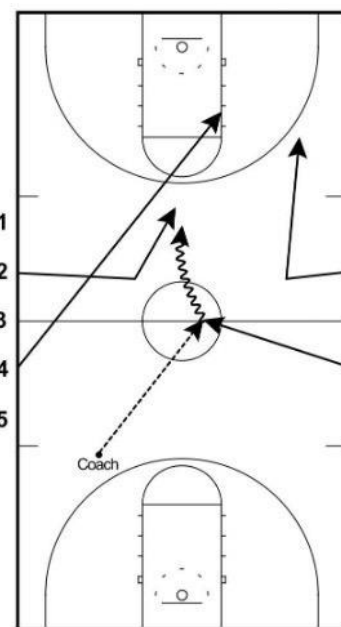
Small-sided games are awesome for developing youth players. They get more opportunities to score, more touches, etc. And this game is lots of fun!

### Setup:

- The drill is set up by splitting your group into two teams and lining each half up along opposite sidelines.
- For example, let's say there are 12 players total and 6 players on each team. You will give each individual player on each team a number from 1 – 6.
- The drill requires one basketball and it always starts with the coach.

### Instructions:

1. The drill begins with the coach throwing a basketball out into the middle of the





court and calling out a few numbers between 1 and 6.

2. If the coach wants to play games of 3 on 3, they might call out "1, 4, and 5!" If this happens, numbers 1, 4, and 5 from both teams come out and play a game of 3 on 3 until a score occurs.
3. The coach can play games with any number of players from 1 on 1 to 6 on 6.
4. The team with the most points at the end of the game wins!

## Variations:

**Amount of Players in Each Game** - You don't have to stick with a certain amount of players each time. Throw in some games of 1 on 1 and 5 on 5 as well. Keep them guessing and having fun!

**Two Half-Court Games** - Instead of playing one full court game with your whole team, split them up and play two games, one in each half. This is a great variation for large teams.

## Coaching Points:

- Try to match the best players up against each other.
- Throw the basketball out to the advantage of one side each time because you don't want players running into each other as they scramble for the basketball.
- The coach calling out the numbers must keep a fair idea of how many turns each kid has had to make it even.
- Finish off the drill by calling everyone in!





## GOLDEN CHILD

### How the Drill Works:

Players are split into two even teams. One shooting team and one dribbling team. The dribbling team's goal is to try and make as many home runs as possible while the shooting team's goal is to make shots to stop the running team.

### Purpose:

A drill that will inject a lot of fun into any practice while working on shooting with pressure and dribbling at a high speed.

### Setup:

- Split the team up into two even groups. One starting on the corner (dribbling team) and one starting on the free throw line (shooting team).
- All of the dribbling should have a basketball. One basketball for the shooting team.
- Place cones to mark where the dribbling team must run around.

### Instructions:

1. When the coach says to start, the first player on the dribbling team starts dribbling around the bases while the first shooter puts up a shot.





2. If the shooter makes the shot, the dribbling player must immediately freeze where they are and the next dribbler in line starts running around the bases. If the shooter misses, they must rebound their own shot and pass it to the next player before joining the back of the line.
3. For every dribbling player that gets around all the bases and to the finish line, their team receives one point.
  - This process continues until the last player who is known as the 'golden child'.
  - When the golden child starts dribbling everyone they pass who has been frozen is allowed to continue dribbling behind them and potentially make it home to receive a point. This is added pressure to make the final shot.
4. After the golden child has run add up the points the dribbling team made and swap over.

## Scoring System:

- The only time a team can earn points is when they're the dribbling team.
- The dribbling team receives one point for every dribbler that makes it all the way around and back to home base.

## Variations:

**No Basketballs for Dribbling Team** - If you have a young team and are just looking to have fun, the dribbling team can just run around the bases and try to get home without dribbling a basketball.

**Two Lines of Shooters** - If the players are having a hard time making a shot and getting people out, create two lines of shooters instead of one and double their chances.





Vary Shooting Distance - Change the shooting distance depending on the age and skill of your team. Young players might shoot from only a few feet out while older players can shoot three-pointers.

## Coaching Points:

- Players must rebound their own shot and pass it back to the next person in line. No cheating by having a rebounder.
- Make sure the frozen dribbling players move to the side so that they don't trip the next dribbler or get in the way.
- Vary who is the golden child because all players will want to be it!



## ELIMINATION

### How the Drill Works:

Everyone lines up in a single line. The first two players have a basketball. Players must shoot until they get it in. If the person behind you scores before you, you're out.

### Purpose:

Practice shooting the ball under pressure and following the shot for a rebound while having a lot of fun. This is a great drill I usually run at the end of practice because the players love it.

### Setup:

- For this drill all you need is two basketballs.
- Designate a spot the players will take their first shot from.
- You can have as many players as you want. There is no limit. The more players you have, the funner the game will be.

### Instructions:

1. To begin the drill, the first player in the line shoots from the designated spot.
2. As soon as the ball leaves the shooter hands, the second player can shoot the ball.





3. If the second player gets a basket before the first player, the first player is out.
4. If the first player makes a shot before the second player, then they quickly rebound the ball and pass it back to the next person in line.
5. The goal of the game is to receive the ball and make a shot before the person in front of you.

## Scoring System:

- If the player behind you scores before you do, you're out.

## Variations:

**Shooting Spot** - Change the spot the first shot is taken from. Free throw for younger players and you could make it the three point line for older players.

## Coaching Points:

- If the player misses and gets the rebound, make sure they're using their correct hand to make the layup.
- Don't allow the players to intentionally miss the first shot so they can get a quick rebound and put it back in.
- The person next in line should be down in a stance and ready to receive the ball.
- This drill is meant to be fun for the kids, keep it entertaining!
- As the coach, don't be afraid to join in! Or even the parents.



## CORNERS

### How the Drill Works:

Players start in two even lines on opposite corners of the court. There are no teams. The first players in each line are against each other to be the first to make two layups at opposite ends of the court. The player that loses is out.

### Purpose:

A fun game that all players love. Works on layups and dribbling at full speed while under pressure.

### Setup:

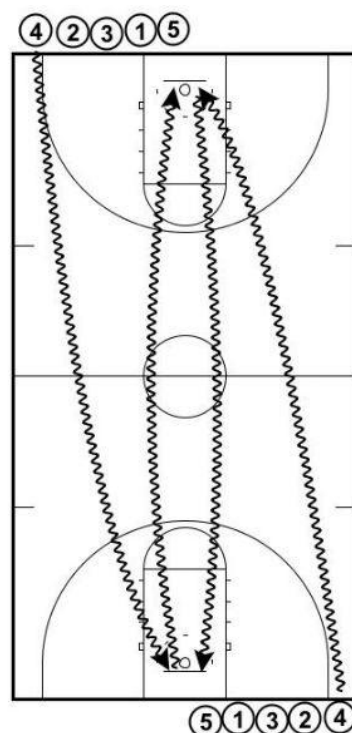
- Split the team up into two groups and send each group to an opposite corner of the court.
- One basketball at the front of each line.
- Coach has a whistle or a loud voice.

### Instructions:

1. When the coach blows the whistle, both players dribble as fast as they can to the opposite end of the floor to make a layup.
2. After they make the shot, they must rebound their own shot and dribble to the opposite end of the floor again and make another layup.
3. The first player to make two layups is the winner and joins the end of the line. The player that loses is out and must sit in the middle of the court and wait for the others to finish.

### Variations:

**Opposite Hand** - Switch the sides of the court for each time and then they must dribble and perform a layup with their left hand.





**Different Shot** - Instead of layups players must make a shot from outside the key. For older players they might have to make a shot from outside the three-point line.

**More Layups** - For the last two players (the grand final), sometimes I've had them make 3 or 4 layups instead of 2.

## Coaching Points:

- The biggest problem with this drill is the amount of standing around the players do when there's a large group. But since every practice the players beg me to play this game, I figured I better include it!
- I've occasionally had a silly kid who's out and while sitting in the middle tries to trip or steal the ball from one of the players dribbling. Watch out for that.
- Don't allow players to throw the ball out in front of themselves or else the dribbling part of the drill will be pointless.
- Encourage players to slow down on the layup and jump up high while under control instead of sprinting too fast and throwing it hard off the backboard.



## SMALL SIDED GAMES

### How the Drill Works:

Depending on the amount of players you have, create small-sided games of anything from 2 on 2 to 4 on 4. Then let the kids play and learn!

### Purpose:

There are many benefits to small-sided games that are listed here (<http://www.basketballforcoaches.com/reasons-small-sided-games/>). To share some of the major benefits: More touches, more opportunities to shoot, easier decision making, etc.

### Setup:

- Use both halves of the court and create two small-sided games depending on how many players you have.
- Explain to each team that they must advance the ball to a certain line (either half-court or the third line if you have one) before they can score.
- One basketball per game.

### Instructions:

1. Start the game and let them play!
2. Make adjustments and team changes when you need to, but I recommend trying not to interrupt too much.





Let the players learn from their own mistakes by experience.

## Variations:

Games of Different Sizes - Make sure to vary the sizes of the games to give kids exposure to different scenarios.

## Coaching Points:

- Let them have fun!
- Stop the game if you see a mistake 3 times in a row. Until then let the kids experiment and learn on their own as much as possible.
- Stress the importance of spacing.





## GAME WINNER

### How the Drill Works:

Every player takes a single shot from a distance far outside their comfortable shooting range. Players that make this shot get a reward.

### Purpose:

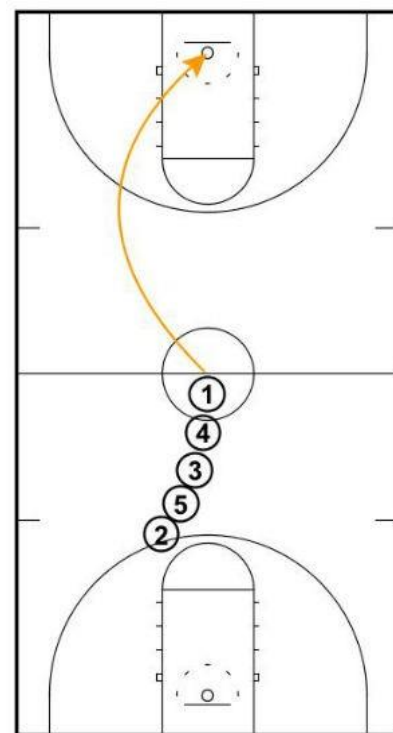
A great drill to finish off practice with. The players always look forward to this drill in practice and it always causes everyone to finish practice laughing and with a smile on their face.

### Setup:

- All players line up in one line far out from their comfortable shooting range.
- All players have a basketball.

### Instructions:

1. One by one, the players take it in turns taking one shot each from this distance.
2. Players that make the shot are entitled to a reward of some sort.







## Variations:

**One Winner** - If two or more players make the shot and you only want one winner, have them shoot again until one of them makes the shot.

**Distance of Shot** - For older players we usually use the half-way line. For youth players, it varies. Really young players can shoot from the three-point line if they'll struggle to get it in.

## Coaching Points:

- This drill is meant to be fun to conclude practice. Make sure you're joking around with the players.
- Make sure there's no one under the ring that will get hit from a wild shot attempt.
- Make sure you take a shot too!