Style of Play

Workbook and Reference Material
Presented by ABA

ESSENTIALS

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Dear Coaches:

Thank you for taking time to volunteer as a coach.

These materials have been prepared as a guide to help our coaches develop an organized and consistent method to teaching the game of basketball to our players at all levels. Our intent is to create a unified coaching system that will emphasize Canada Basketball's "Canadian Style of Play" to develop players that are fundamentally sound, highly skilled and highly intelligent.

We invite coaches at all levels to review and apply these principles to the greatest extent possible. Our expectation is that as coaches and players implement these principles, the quality of basketball and our players' love of the game will increase.

And as always, remember to work hard, have fun and do your best.

Sincerely,

Clark Schow
VP Coaching and Player Development

Hello Coach,

The Coach Education & Development program is designed to provide you, the coach, with the tools required to better teach the game of basketball as well as observe and correct player performance in a systematic and effective manner.

The emphasis is on implementing *Actions* or a *Style of Play*. As important as individual skill development is, developing a *Style of Play* by implementing *Actions* is now at the forefront of player development.

Understanding the concepts of *Explode, Explore, Execute* will contribute significantly to player development. The CMBA Coach Education & Development program addresses these components, concepts and more.

Enjoy!

Mark Hogan, ChPC
Chartered Professional Coach

Welcome

to

Coach Education & Development
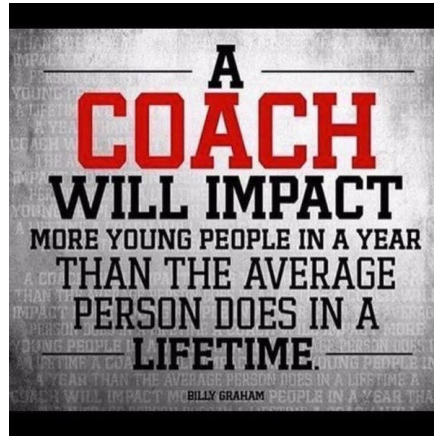
The Coach Development program is designed to:

Promote *Style of Play* with an emphasis on *Actions* & *Concepts*

Promote *Best Practices* & leading *Coaching Methods*

Promote a *Decision-Making Model* for players

Coach Education & Development

Why do players play basketball?

    1.

    2.

    3.

Why do you Coach?

    1.

    2.

    3.

What is your *Style of Play*? Do you have a *Style of Play*?

    1.

    2.

    3.

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GETTING STARTED

1. What is in the *Participation Agreement*?

2. Do your players/parents understand the *Participation Agreement*?

3. Are you familiar with the *EYBA website*? What are your highlights of the *EYBA website*?

EXPECTATIONS

1. What are *your expectations* for the Coach Education & Development program?

2. Are you aware of the *White Whistle* program? What is the *White Whistle* program?

3. Are you familiar with the concepts of *Explode-Explore-Execute* (E3)?

PRE-GAME MEETING

1. Who are the persons included in the *Pre-Game Meeting*?

2. How effective is your *Gym Monitor*? What is a *Gym Monitor*?

3. Do you know where to go to provide a *Game Report* (positive or a negative)?

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PARENT MEETING

1. Why have a parent meeting?

2. What topics do you cover in your parent meeting?

3. Is a parent meeting required by EYBA?

CREATING A POSITIVE GYM ENVIRONMENT

1. How do you create a positive gym environment for your team in practice?

2. How do you create a positive environment for your team before & after a game?

3. How do you create a positive gym environment for your team during a game?

STYLE OF PLAY, ACTIONS & CONCEPTS

1. With a partner, discuss *Style of Play*, whether or not you have used it and how it may contribute to your success.

2. Start making a list of the *Actions* you feel are appropriate for your team—share with a partner.

3. There is a difference between *Actions* & *Concepts*—discuss *Concepts* with your partner.

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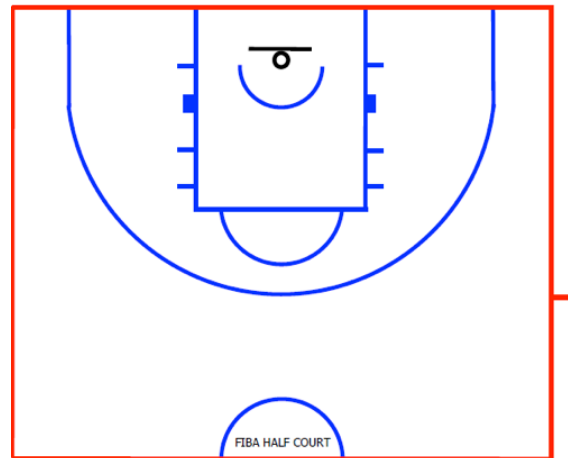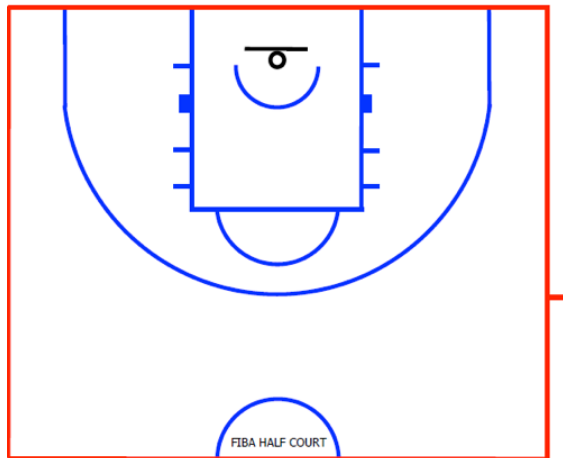
Every practice needs a little TLC | Teaching – Learning – Competition

1. With a partner, create a list of effective *Teaching* techniques... How do you *Teach* drills effectively?

2. How do you know that players are *Learning* what you teach?

3. *Competition* must be incorporated in every practice. What is your favourite *Competitive* drill?

FIBA HALF COURT

FIBA HALF COURT

Every Practice Needs a Little TLC

In order for a coaching staff to run effective practices, coaches need to apply a little TLC.

T- Teaching – When teaching in A Phase, the intensity will be low and the concentration will be high. **Key Performance Factors** (KPF's) are to be identified and agreed upon by the coaching staff. There needs to be an agreement among the coaches as to **what** the KPF will be, **how** they will be taught and **how** they will be emphasized.

One problem that occurs during the teaching phase is that different coaches may load the athlete differently and/or may stress differing KPF's – this may cause confusion or frustration for the athlete. Discussions need to be held prior to training as to how the **"loading"** of the drill will occur. Will the load be physical, mental, emotional or a combination of the three?

Coaches are to utilize the 5 Stage Teaching Method to enhance learning effectiveness.
Explanation * Demonstration * Application * Correction * Repetition

KPF Example: The following may be identified as required KPF's for the jump shot off the dribble:
- Proper grip; High release point; Eyes on target; Freeze the follow through; Load the legs; Quick feet (1-2); Diagonal lifting of the ball; Jump (pop the hips); Hard last dribble; One-piece motion; Get under the ball, don't reach; Turn, Dip & Sway

When players are being introduced to the jump shot for the first time, coaches are to choose only a couple of KPF's at a time and load from there:
- Example: High release point; Load the legs; Jump (pop the hips)

Coaches are to then focus on and emphasize the KPF being introduced or taught. If coaches decide to emphasize a KPF that has not yet been taught, players may become confused and/or overwhelmed. Keep it Simple & Less is More…

L- Learning – In a learning activity the intensity is approaching game like – B Phase or C Phase is highly recommended. The concentration is on the application of the skill whereby players can experience success. **When** to use this skill now enters the activity – Decision Making Model.

Guided defence/offence may be involved which forces athletes to make a decision (B Phase). Feedback is given on the fly – keep the players active during feedback to ensure that athletes get multiple reps.

Each coach should know what he/she is watching for (the KPF or the Decision). One problem that occurs is that coaches will be coaching little details pertaining to KPF when in fact the focus was to be on Decision Making.

For example: if we are working on the decision to drive right or left based on the position of the defence it is the decision that we should be focusing on not the footwork. The only time the drill should be stopped is when the majority of the athletes are struggling with a concept. If an individual is having problems, pull him/or her to the side to correct. Keep the activity flowing.

C – Competition – In a competition activity the intensity and concentration are game like – D Phase is highly recommended. Some competitions may be shooting drills, therefore, D Phase is not required. The players need to treat the activity like the game. Coaches should not stop the activity except at the designated time. For example: start at one basket and play out two transitions (1/2, Full, Full). Feedback would be similar to the type given in the game. It is very important to debrief the activity to draw from the athlete's key learnings (ABCD Debrief).

Coaches may or may not act as officials during D Phase – this is to simulate the game.

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Practice Planning | Failing to Plan is Planning to Fail *– John Wooden*

1. With a partner, discuss how your ***Practice Plan*** is currently organized… Do you have a ***Practice Plan***?

2. Review Canada Basketball's recommended ***Practice Plan*** information… Did you have all 5 segments in yours?

3. What suggestions do you have to enhance your current ***Practice Plan***?

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Practice Planning | Failing to Plan is Planning to Fail – *John Wooden*

Practice Plan Outline

A proper Practice Plan consists of 5 segments:

1. Introduction	- welcome players as they arrive - establish a routine for players when they arrive i.e. where to put back packs, change into gym shoes, etc. - meet with all players together to announce expectations for today's practice
2. Warm-up	- warm-up games are a great start to practice - ball handling & dribbling with everyone having a basketball - all teams are to warm-up together
3. Main Part	- skills & drills is the emphasis - Key Performance Factors are emphasized (see Appendix 5) - Style of Play, Actions & Concepts are taught & practiced
4. Cool Down	- players are to slow down and relax before wrapping up the practice - walking one lap around the gym is a good way to slowly lower the the heart rate and connect with others--also, this activity is a great way to debrief - after the lap, all players meet in the middle with the coaches for the Conclusion

5. Conclusion	- wrap-up the practice with a final word on the day's activities--players were
	  engaged in a debrief while walking a lap, therefore, coaches can ask players for
	  their feedback on the day's activities
	- follow this brief recap up with some sort of FUN comments--this could be
	  highlighting or spotlighting a player's or team's success, it could be highlighting
	  a humorous moment or could simply be something positive
	- quick reminder of the next practice or session or perhaps an announcement for
	  all parents as well as the players

Coaches are encouraged to incorporate all 5 segments into every practice plan...

Club Basketball Practice

U17 Girls Practice

Vision Ignites the Passion that Inspires Excellence!

6:00pm	Dry-land Training		Janelle to do (SAQ & SEC) Stress the importance of **Athlete Development**
6:30pm	Review Team Emphasis		1. **Run**—at every opportunity = *PACE* 2. **Stop the Ball**—D21 & D9 3. **Rebound**—at both ends 4. **We before Me**—team comes first 5. **Communication**—REP'ing
6:33pm	Warm-up	Drill:	Dynamic – Janelle to do Shooting—curl shots competition
6:49pm	Hydrate		
6:50pm	Shooting Drill #2	Drill:	Janelle to do
7:00pm	B1 – Beat 1 Defender	Drill:	1v1—Stay in the Alley
7:06pm	E2 – Engage 2nd Defender	Drill:	2v2
7:12pm	C4 – See 4 Teammates	Drill:	3v3 & 4v4 – Live
7:18pm	Hydrate		
7:20pm	Live 5v5—Games to 3	KPF	B1-E2
7:26pm	P7R	Drill:	Attack the Rim / Attack the Paint (the drill or **Action** fits the **Concept**) Footwork / P7 (from wing) + R (from top) Variety Finishes
7:33pm	P7R Live	Drill:	1on1 Live
7:40pm	Hydrate		
7:42pm	Live 5v5—Games to 3	KPF	Attack the Rim / Attack the Paint
7:50pm	Cool Down Shooting		*31*/51/52/72
7:57pm	Cool Down Walk		Walk around the gym (shoeless) and do an ABCD Debrief of today's practice Players to stretch as needed Group debrief when players return
7:59pm	Announcements		Next game or next practice
8:00pm	Hands-in		Team Cheer – **TOGETHER**

We are what we repeatedly do. Excellence then, is not an act, but a habit!

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B1-E2-C4

A simple yet amazing concept that Works!

B1   BEAT ONE Defender
            - attack the defender
            - read the angle | use fakes to create angles
            - 1v1 drills

E2   ENGAGE a SECOND Defender
            - pass to a teammate
            - pass before a double team or trap
            - 2v2, 3v3, 4v4 drills

C4   SEE your FOUR Teammates
            - know where your teammates are
            - Vision enhances decision-making
            - always see your four teammates

B1 is best implemented in Double Gaps…
B1 in a Single Gap is most often ineffective…

Pass in a Single Gap, *Attack* a Double Gap…

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Five Stage Teaching Method

1. Explanation

2. Demonstration

3. Application

4. Correction & Reinforcement | EDC (Error Detection Correction) | TEMPerature Reading

5. Repetition

Learning Styles

1. Visual

2. Auditory

3. Kinesthetic

Taking a TEMPerature Reading

Innovative Error-Detection-Correction Technique

Coaches across Canada are searching for support in terms of building their coaching tool box. The vast majority of coaches throughout Canada are volunteers who are looking for coaching tips and ideas to better equip them for coaching youth. Many of these coaches have been thrust into the world of coaching youth by necessity—that being, if no one steps up to coach, their son or daughter will not have a team to play on for the season.

One important aspect of coaching youth is to possess the ability to effectively detect and correct athlete errors. There is plenty of information pertaining to intervention strategies which are designed to assist novice coaches with detecting and correcting errors.

Recently, when I was refreshing my mental notes on intervention strategies as well as determining the causes of athlete errors with execution, I was smacked across the head with a brilliant idea. How can we, as coach developers and mentors, present error detection strategies to new and/or beginner coaches in such a manner so as to promote an effective recall strategy which will allow coaches to easily identify causes of errors in athlete execution.

For the experienced coach, intervention strategies are mostly second nature—they know what causes of errors they are looking for and how to correct the errors. For the novice or beginner coach, however, learning about coaching techniques and strategies can be overwhelming.

The following innovative Error-Detection-Correction technique has proven to assist coaches with their recall of what they are looking for in terms of determining the root cause of errors in athlete execution.

The cause of errors in athlete execution fall into one of four categories:
Physical | Mental | Emotional | Technical

As indicated, I am always searching for ways to better educate coaches during coach development and mentoring clinics and created an effective technique which will enable coaches to recall what they are looking for in terms of detecting and correcting errors in athlete execution. That being, to **Take a TEMPerature Reading** of their athletes.

By simply taking a TEMPerature reading, a coach can quickly recall they are looking for four root causes when observing, detecting and correcting errors:
Technical
Emotional
Mental
Physical

How does this technique work?

When a coach is observing a skill or drill that isn't being executed successfully, they can effectively recall the four root causes of athlete errors by using the Take a TEMPerature Reading technique.

First ask yourself, "What is causing the error?" Then go through the TEMPerature Reading technique to determine the root cause—by identifying the root cause, the appropriate intervention can be determined.

Is the error a **T**echnical issue?
Is it an **E**motional consideration?
Is it a lack of **M**ental focus?
Is it a **P**hysical short-coming?

Almost immediately when the Take a TEMPerature Reading technique was introduced, coaches reported that using this innovative technique greatly enhanced their ability to observe, detect and correct errors—they were able to systematically take a temperature reading to determine the cause of an error—the coach was then able to effectively implement a corrective strategy once the cause of the error was determined.

I have heard many times from inexperienced coaches over the years that they are not certain why a drill or skill is being executed improperly. Once they are equipped with information pertaining to the four root causes, they become more confident in identifying the cause of the error and are subsequently more confident in correcting the error. Community coaches have stated that adding the TEMPerature Reading technique to their coaching tool box has enhanced their ability to recall the four root causes of error detection.

Conversely, a number of other coaches reported that using the TEMPerature Reading technique also served them well when detecting positive player execution.

In this instance ask yourself, "What are the athletes or what is the team doing well with regards to executing skills and drills properly?"

Is the execution **T**echnically sound?
Are the athletes in a positive **E**motional state?
Are they exhibiting the desired level of **M**ental focus?
Are they **P**hysically prepared for the task at hand—rest, nutrition, hydration, etc.?

When coaches applied the TEMPerature Reading technique in these situations, it helped them to better understand how to reinforce positive performances by detecting how and why certain skills and drills were being done correctly—again, they did this by taking a TEMPerature Reading of how the root causes of errors also translates into detecting proper athlete execution and identifying reasons for elevated performances.

Therefore, utilizing the Take a TEMPerature Reading technique for Error-Detection-Correction as well as to better understand how and why a specific execution was done correctly has proven to be of tremendous benefit to novice and beginner coaches.

We now teach the **Take a TEMPerature Reading** technique in our community coach development and coach mentor sessions—it works brilliantly!

Mark Hogan, ChPC
Chartered Professional Coach

Feedback 101, 201 & 301

Feedback 101:   describes fundamentals / focused & direct feedback
Feedback 201:   what happens after you give 101 feedback—feedback (101) is to be followed up with feedback (201)
Feedback 301:   uses feedback to foster decision-making, critical thinking & problem-solving

FEEDBACK 101
Focused Feedback—stay on point until skill is learned—do not wander too soon to the next concept/skill.

Use Stoppage Strategically—too much is counterproductive—stoppages to be lightning quick.
Slowing down the flow of feedback can actually speed up the rate at which players learn.
- Goldilocks principle

Include *Cue Words* (KPF's) to support *when & how* to use the technical feedback
- *Example*: Explode; B1-E2; Turn-Dip-Sway; etc.

Words to be kept minimal—*less is more*
Too much information = overloading *Working Memory*
- *"When you chase five rabbits, you catch none."*

Apply feedback *quickly* after an action is executed—the speed of *Feedback to Apply* matters

receive-try-reflect rather than *receive-reflect-try*
- Speed from *Feedback to Apply* is more important than *Reflecting* on the feedback
- *Reflection* can be more effective during *Retrieval* at a later time

Feedback to be *Solution* oriented, not *Problem* oriented
- Say what *to do*, rather than what *not to do*

Solving a *precise action* is more useful than describing a *desired outcome*
- *Example*: use the backboard on your lay-up is more beneficial than make your lay-up

Using words such as *"Fix it."* can be powerful because it gives players confidence to fix it themselves
- ABCD Debrief technique can Fix It or have players Fix It during a Stoppage then reapply the Action

Assuming the Best is powerful because it shows your faith in your players

Tone and *Modeling* are critical for effective feedback
- Most coaches are too harsh too often (too critical)
- The opposite is to offer too much praise too often—too much praise can make it seem like you are surprised a player was successful (interesting concept)
- Again, Goldilocks principle

FEEDBACK 201
What happens *after the feedback* is the key concept of Feedback 201

Taking feedback is different from *Using* feedback

Coachability has more to do with *Using* feedback than *Taking* feedback

Be attentive to their progress—this will result in greater enthusiasm and ultimate success

Rule of 3: give players 3 things max to work on (KPF'S) and also determine what is the *single most important thing*
- When there are multiple coaches, everyone must know the player's *one thing*

And most importantly, *coaches must provide timely feedback on a player's one thing as it occurs*

The consistency of messaging is vital to the learning process.

Correct instead of *Critique*
- If necessary, turn *Critiques* into *Corrections*

Correction (corrective feedback) must then immediately allow for the opportunity for immediate application.

Players are to *Do the Answer*, not just merely *Describe the Answer*
- Words are to be turned into Actions

Teaching happens in the stoppage—*Learning* happens in the Doing/Action—*Retrieval* is integral to *Learning*

Constraints-based Coaching—create specific situations to focus on a particular skill or concept
- temporarily changing the rules to highlight specific aspects of the game or skill

Reflection can be a 201 Feedback technique—is definitely a 301 Feedback technique
- ask questions—players to understand and know the *Why*, not just *What* & *How*

Shorten the Loop between *Feedback* & *Action* to achieve optimal learning
- stoppages at opportune times are extremely valuable
- too many stoppages are counterproductive—know the difference between *Teaching* & *Learning*

Find a Win as soon as possible after the intervention or feedback

Getting it Right is the mid-point of mastery—Do it again, and again, and again…

FEEDBACK 301
The end game of giving feedback is to make it less necessary in the future

We want athletes to make decisions without coaches *telling them to*

301 is about causing or getting players to think for themselves—decision-making, critical thinking & problem-solving
- It focuses heavily on asking questions

Rhetorical Questioning is disruptive, wastes time and is often insulting—it results in 'crickets'

Questions for Novices and Experts are much different
- Novices generally require more direct feedback—questioning is designed to flush out thinking—as a general rule, fewer questions and more direct feedback
- Experts generally require more latitude to figure things out for themselves—when they can't, just give them the answer without beating around the bush—experts like to be challenged

"Nothing wastes time and saps momentum like a poor question for which there is no clear answer."

What players *'see'* is critical to their learning—seeing quickly is a skill. What do players pay attention to? What did they see?

Perception for an athlete is heavily visual—other learning styles come into play but *visual is number 1*.

Coaches can *Guide* players into what to look at or look for—better information = better decisions

Coaches to teach players to become more *self-aware*… Example: I (coach) am not concerned if you make or miss a shot. I am more concerned that your feet are turned before you shoot.
- Then have players begin to pay attention to the technique correction (self-awareness)

Coaches can utilize *Stoppages* to show the problem or sometimes coaches will have to *Recreate the Situation* to clearly demonstrate the problem—once the problem is clearly known or understood, then the solution is more readily incorporated.

Asking Questions & *Showing the Problem* work especially well in synergy—this is a proven *Learning* technique

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Effective Teaching Technique

A-B-C-D Teaching progressions (NCCP & Canada Basketball endorsed)

A   No Defense (Air)

B   Guided Defense (Coach)

C   Live Drills (1v1 / 2v2 / 3v3)

D   Live 5v5 (1/2 – Full – Full / 1/2 – Full – Full x 2 / Games to 3-5-7)

Progression Technique | Loading a Drill & Unloading a Drill

- Individual / Partner / Small Group / Team

- Drills often stay in A Phase – get to B Phase & C Phase quickly

- Unload back to C-B-A Phase if necessary

- Player understanding/success is required before entering C Phase

- ***Training Ugly*** is a new coaching approach to skill development | Accept it! | Manage it!

- D Phase is encouraged even if it is ***Ugly*** to start!

- It is not necessary to run drills sequentially from A to B to C to D / sometimes go straight to C

- Sometimes you can demonstrate a **Concept** or **Action** in A Phase and then go directly to D Phase

- Mix it up—utilize a variety of ABCD Phases throughout practice or from one practice to another

- If a drill appears too simple, load it (make it more difficult) / If a drill is too difficult, unload it (simplify it)

- Engage players in D Phase a few times throughout practice—do not wait to scrimmage at the end of practice

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ABCD Debrief—Coaching Decision-making & increasing Basketball IQ

What is the ABCD Debrief Technique?

A – Agree (What went well? Something positive…)

B – Build (Teammate adds to what the first player said in part A)

C – Challenge (What went wrong? How do we fix the problem?)

D – Deeper (Usually reserved for the coach—omit for now…)

## How to implement the ABCD Debrief into Practice

1. Players must be taught what ABCD refers to (see above).
2. Coach can lead the initial debrief to ensure players begin with A, transition to B, then players can discuss what went wrong or what needs to be fixed. Far too often players & coaches begin with C and positive results do not get discussed often enough.
3. After the first 1-2-3 debriefs where the coach oversees the discussion (and hopefully directs the discussion as opposed to leading the discussion), the coach then steps aside and lets the players run the debrief themselves.
4. The debrief is to only last for 45 seconds—this short length of time mirrors the length of a time-out in a game, therefore, players have the same amount of time in practice.
5. If the coach has something brief to add (D) after the players go through their debrief, then do so ever-so-brief—the approach of **Less is More** goes a long way here.
6. When observing the debrief from a distance, pay attention as to whether or not all players get a chance to speak—the debrief is for everyone, not just the talkers.
7. Have confidence in your players—you will be surprised at how their game improves simply because they have the opportunity to share, problem-solve & think critically.
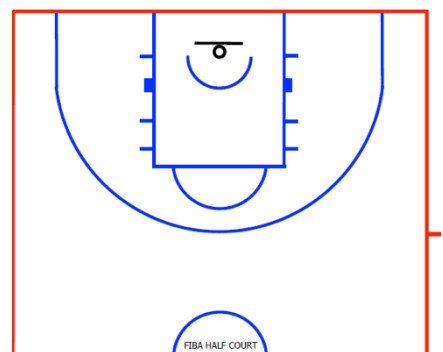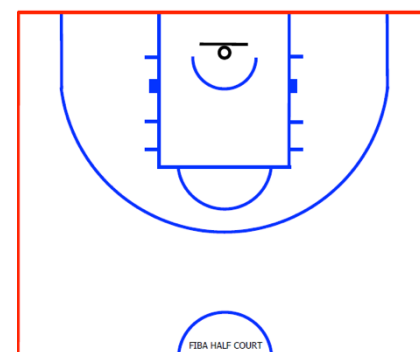
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Measuring Drills—**When you measure drills, you get better results!**

1. List some examples of how you measure drills…

2. With a partner, share a favourite drill that you can measure…
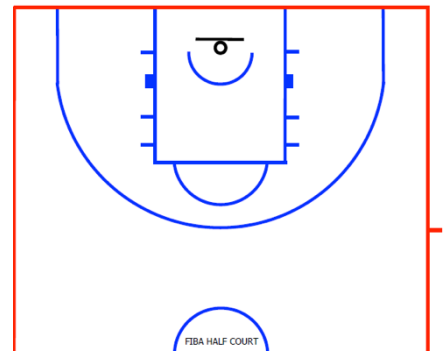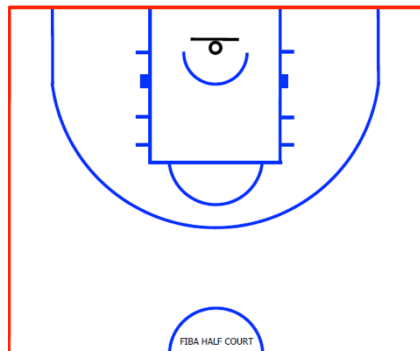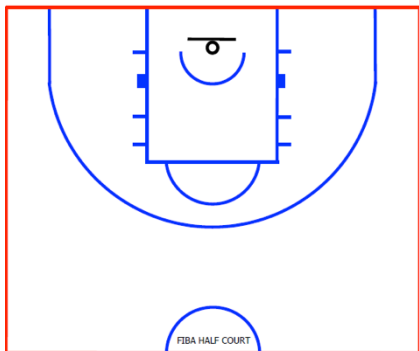
3. With a partner, share a drill that isn't currently measured and see if you can create a way to measure it…
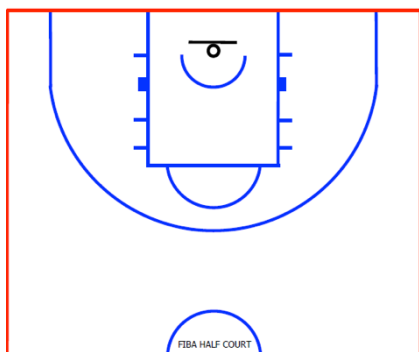
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What are the components of a ROB Shot?

- R

- O

- B

What is a BRAD Shot?

- B

- R

- A

- D

What is REP'ing?

- R

- E

- P

2012 – London Olympics Observations

What were the best teams in the world doing that Canada was not doing?

1. The best teams shot the ball approximately 100 times per game.
   Canada shot the ball approximately 80 times per game.
2. The best teams took more early shots in the shot clock than the lower seeded teams.
3. Late shot clock is considered shooting in the "Danger Zone" – last 6-8 seconds.
   Canada took more shots in the danger zone than most other teams.
4. The best teams rebounded the ball very well – Canada was one of the weaker rebounding teams.
5. All of the best teams shot more free throws than the lower seeded teams.
6. The best teams took care of the ball. Canada had too many turnovers.

Canada then began to develop their unique *Style of Play*

Canada's success since 2012 has not been an accident!

Style of Play (SOP) Concepts:

1. Increased *Pace & Flow* | initially moved 6 shots from the Danger Zone to the Early Shot Clock (Pace)
2. *Rebound & Go* to initiate Pace (defensive rebounding) | Hot Spot Rebounding (offensive rebounding)
3. *Double Gaps* were introduced | Attack Double Gaps & Pass in Single Gaps
4. *Dynamic 1on1* introduced
5. More *Picks & Screens* were incorporated into the offense
6. Attacking the Basket became a Number One Priority! (*Attack the Rim* & *Attack the Pain*t)
7. *Read & React* Concepts |Passing (4)— Dribble-at (4)—more Ball Screens (Picks) | *B1-E2-C4* (PGC)
8. KPI's – *Key Performance Indicators* | starts with a hunch, then a performance factor is measured, then it is implemented if the measurement proves to be significant (analytics)
9. Create Advantages with *Actions* | Small Advantage – Big Advantage – Neutral – Disadvantage
10. *Gold Medal Profile* Established | 4 Pillars of Athlete Development
11. Established 4-6 *Shot Priorities*
    1. Attack the Rim & Paint, 2. Corner 3 Point Shots & Top 3's, 3. Free Throws, 4. Mid-range Shot
12. Actions Create Efficiencies & Actions Create Disruptors | has since evolved into *Actions & Dominoes*
13. Understanding the *Sequencing* of *Athletic Development* | Windows & Daily Training Environment
14. *Defensive Priorities*: a) Protect the Basket, b) Pressure the Ball (D21 & D9), c) Guard 1.5
15. Building Team Culture | *REP'ing* – Reminders, Encouragement, Praise
16. More *Random Decision-making* activities vs. the traditional *Block Decision-making* method
17. *ABCD Teaching* Phases (new coaching methodology): A = no D, B = guided D, C = Live drills, D = 5v5 Live
18. *ABCD Debrief* & *Pre-brief* (new Technique): A = Agree, B = Build, C = Challenge/Correct, D = Deeper (for coach)
19. *PVAD*—Positioning, Vision, Anticipation, Decision-making
20. *Explode—Explore—Execute* (the foundation of *Style of Play*)

Coaching Style of Play Outline

Practice Plan Outline

Introduction	Welcome & Introductions	Style of Play & Expectations (making mistakes are growth)	
Warm-up	Warm-up Games	Big Island-Small Island, Rock-Paper-Scissors Football	
	Warm-up Technical	Curl Shooting, P7R—fundamental movement with technical skill	
Main Part	B1-E2-C4	Live Breakdown	C Phase
	Live 5on5	Half-Full-Full	D Phase
	Spacing	Demonstration	A Phase
	Single Gap	Demonstration	A Phase
	Double Gap	Demonstration	A Phase
	Live 5on5	Half-Full-Full	D Phase
	Debrief *(teach method)*	A-B-C-D	45 seconds
	Pass & Cut / Pass & Pick	2on0	A Phase
	Pass & Slip / Pass & GET	2on0	A Phase
	Passing Actions (4)	2on2 or 3on3 Live (optional)	C Phase
	Pass, Cut, Fill	Pass, Cut, *Delay*, Fill (2 second double gap)	A Phase
	Live 5on5	Half-Full-Full	D Phase
	Debrief	A-B-C-D	45 seconds
	Dribble-At Backdoor	2on0	A Phase
	D-At Draft Drive or COD	2on0	A Phase
	D-At Post-up / Laker Cut	2on0	A Phase
	D-At Post, Drift & Kick-out	2on0	A Phase
	Dribble-At Actions	2on2 or 3on3 Live (optional)	C Phase
	Live 5on5	Half-Full-Full or Games to 3	D Phase
	Debrief	A-B-C-D	45 seconds
	5on0 Cycles	Multiple Actions with Exit & Fill	A Phase
	DHO	2on2 Live	C Phase
	DHO Combo	3on3 Live	C Phase
	GDP Actions	Demo	A Phase
	Live 5on5	Games to 3-5-7 (points for Actions)	D Phase
	Debrief	A-B-C-D	45 seconds
	Explode-Explore-Execute	Concept Discussion	A Phase
	Live 5on5	Games to 3-5-7 (points for Actions)	D Phase
	Debrief	A-B-C-D	45 seconds
Cool Down	Cool Down	Gym Walk—ABCD Debrief by Players	
Conclusion	Conclusion	Group Debrief with coach—at centre of gym	

Functional Movement Capacity

Fixing the engine

Health and Wellness

Maintaining the engine

Physical Work Capacity

Improving the engine

Skills / Concepts

Foundation of the game

Decision Making

Thinking the game

Strategy / Tactics

Planning the game

Physical

Social Emotional

Basketball

Style of Play

Mental

Environment

Know your surroundings

Self identity

Know yourself

Resilient

In for the long game

Connected

Together with purpose

Conscious

Mindfully in the moment

Composed

Ready for the storm

Gold Medal Model

CANADA BASKETBALL

24

Explode Explore Execute

The team that wins the game is the team that scores the most points. Through analytics we know that the team that takes the most ROB shots (in **range**, **open** and on **balance**) scores the most points. We also know that it easier to produce ROB shots when the defence is not set. Defence is set when the three rules of defence are in place:
1. The basket is protected
2. The ball is being pressured / contained
3. The players are matched up or in position

Therefore, offensively, we want to find ways:
1. to attack the defense before it gets set – **explode**
2. to keep the defence scrambling once we have it at a disadvantage – **explore**
3. to break it down once it has been set – **execute**

Explode – When the offence gains possession of the ball**.** Attacking quickly to score before the defence is set. This can be off a made basket, defensive rebound, steal or inbounds. Our goal is to find a big advantage (ROB) shot early. How do we make it more difficult for the defence to:

Protect the basket	Pressure the ball	Get matched up
Attack the rim with speed	Use small advantages	Keep good dynamic spacing (adjust spacing as the players and ball moves)
- PVAD – be in position to see the basket	- Find open players who have an advantage	- Move the ball – find open players
- Throwing the ball ahead, or to outlets moving down the floor	- Attack bad close out with dynamic 1 on 1	- Move players – back cut, pass and cut , find open windows off penetration
- Vertically sprint the lanes and alleys	- Use break out dribbles to avoid being jammed	- Confuse the defence with screens or picks in flow
- Horizontally stretch the floor to take defenders away from the rim	- Back cut and blast cut to relieve pressure	
- Seal flat defenders or mismatches at the rim		

Explore – Once the defence is in a scramble the goal is to keep them scrambling. Don't freeze the ball until a big advantage shot is produced. How do we make it more difficult for the defence to:

Protect the basket	Pressure the ball	Get matched up
Keep pressure on the rim	Use small advantages	Keep good dynamic spacing
PVAD – be in position to see the basket	- Find open players, don't freeze the ball	- Double, single gaps
- Finish cuts at the rim	- Attack bad close outs, dynamic 1 on 1	- Pass cut fill / penetration principles
- Sprint exit cuts to keep the basket open	- Back cut and blast cut to relieve pressure	- Confuse the defence with screens or picks in flow
- Seal flat defenders or mismatches at the rim	- Use dribble centres	- Know the shots you want
- Maintain dynamic spacing		

Execute – Once the defence is set they have neutralized the offence. Shots taken vs set defence are either, not in range, contested or off balance; therefore will be at a lower percentage than a ROB shot. In order to create a ROB shot the offence must run an action(s) to create a big advantage shot or a small advantage that the offence can use immediately or maintain in order to create a ROB shot. Some teams or players are very good at producing a shot immediately from the action. For example: 1) The team sets a screen and the player comes off the screen to shoot the open shot 2) The player uses a 1 on 1 move to create a shot for herself. Other teams use the action to create a small advantage. For example: The team uses the screen to give a player a small advantage. This player uses her dynamic 1 on 1 to draw help. The ball is moved until the desired shot is found. . How do we make it more difficult for the defence to:

Protect the basket	Pressure the ball	Get matched up
Break down the help defender(s)	Pressure releases	Control the match ups
- Spacing	- Space pivots	- Recognize mismatches
- Movement	- Back cuts / blast cuts	- Run action to achieve the match ups we want
- Distracting	- Hand offs	- Play our best vs their weakest
- Secondary moves	- Control who is pressuring the ball	- Hide our weakest
- Control who is the help defender (make it a small or weakest defender)		- Put their best in a position where she has the least influence

In summary

The great offensive teams are the ones that break down set defence. They do this by exploding (beat them down the floor) exploring (maintain small advantages) and executing (using actions to disturb the defence). When we build or teach offence it is important to consider what the defence is trying to do. We need to ask ourselves:

1. Who is protecting the basket and how can we break her down?
2. How are they pressuring the ball and how can we relieve this pressure?
3. How and who do they match up with and where can we find the best advantages or ways to disturb them from matching up?

This is the next great evolution on offence! We are starting to see more teams use different ways to break down the help and run decoy actions to create mismatches. We can be on the leading edge of this trend.

Coach Education & Development

Explode-Explore-Execute (E3)

Reference E3:   **www.cmba.ab.ca**
                     https://sites.google.com/cmba.ab.ca/cmbacsp/home

With a partner, explain how you will include all three phases in your team's *Style of Play*...

EXPLODE

EXPLORE

EXECUTE

Coach Education & Development

Global Player Development

Positional Players & Multi-positional Player Development

- How do you develop *Global Players* in practices and in games?

- What if a player is behind in a skill (i.e. shooting 3's), how do you coach this?

- What drills do you do that may prohibit *Global Player* development?

- What do you do in games to either prohibit or promote *Global Player* development?

- Share your favourite *Global Player* development drill...
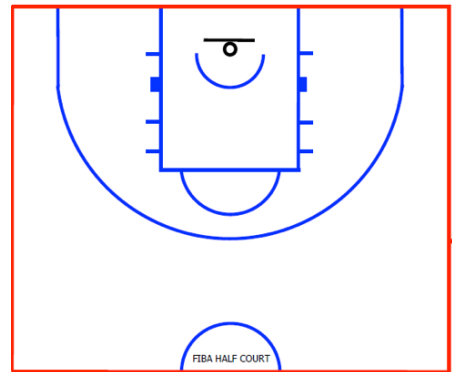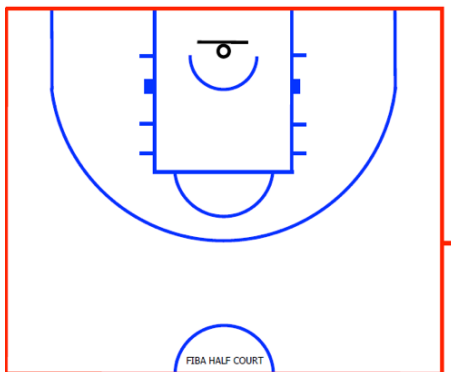
Coach Education & Development

Playing the Game (Style of Play) vs. Running Plays (block or structured)

Gold Medal Profile

Building Team Culture is a high priority (REP'ing) | Coaches, Players & Support Team must be on same page.
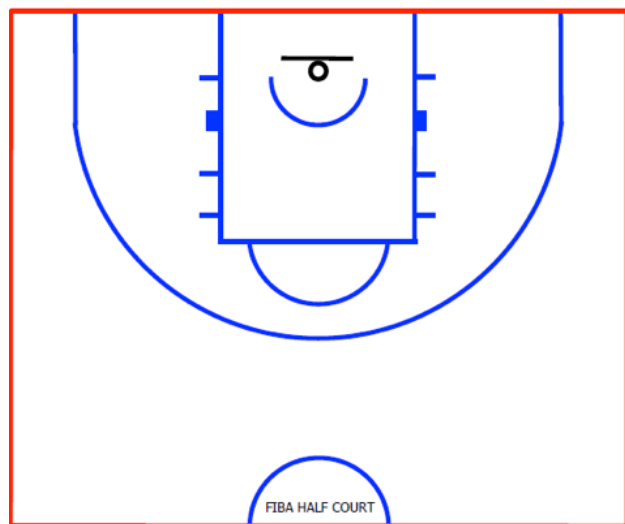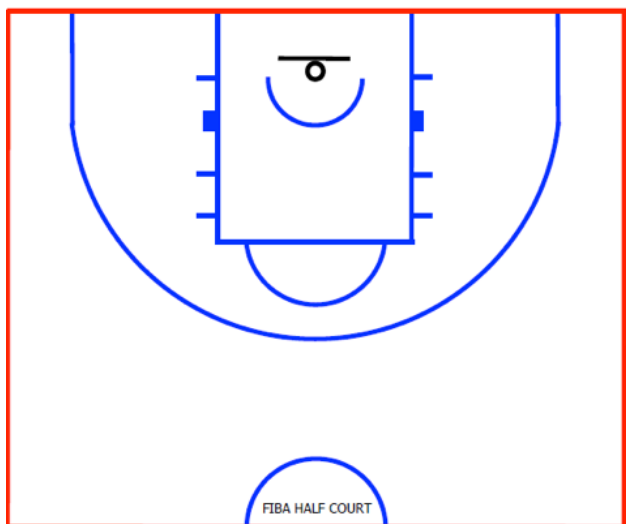
Top 4 Scoring Priorities:

(Youth)

1. Attack the Rim

2. 3 Point Shot—know your *ROB Shot* / take *BRAD Shots*

3. Free Throws—highest % shot in the game

4. Mid-Range Shots—least amount of rewards

Top 6 Scoring Priorities:

(Intermediate)

1. Attack the Rim

2. Attack the Paint

3. Free Throws—highest % shot in the game

4. 3 Point Shot from the Corner

5. 3 Point Shot from the Top

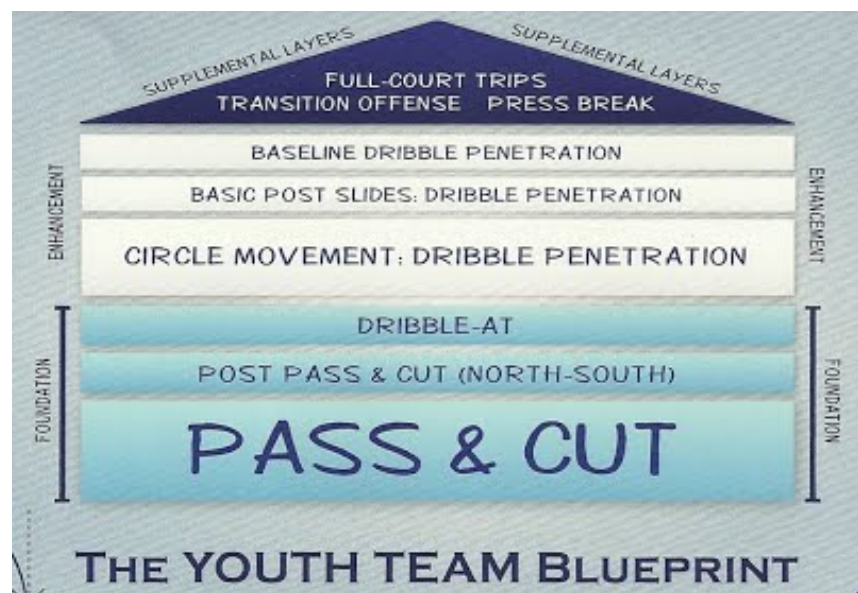6. Mid-Range Shots—least amount of rewards

What Drills will you do in practice to support these Top 4/6 *Scoring Priorities*?

FIBA HALF COURT

FIBA HALF COURT

Coach Education & Development

9 Youth Read & React Layers – *by Rick Torbett*

Layer 1   Pass & Cut (with the Draft Drive option)

Layer 2   Post Pass & Cut (North/South)—Laker Cut

Layer 3   Dribble-At (4 Options)
- Pass to backdoor cutter
- Cutter to Post-up—with or without Laker Cut / may also be a Drift to a new position
- Cutter goes through and dribbler executes a Draft Drive
- Cutter goes through and dribbler executes Change of Direction (COD) move

Layer 4   Circle Movement (Dribble Drive—North/South Dribble Penetration)
- Torbett's Penetration Principles

Layer 5   Basic Post Slides (on Dribble Penetration)
- Penetration Principles

Layer 6   Baseline Dribble Penetration
- Penetration Principles
- Hammer Screen (likely too advanced for younger players)

Layer 7   Transition Offense

Layer 8   Press Break

Layer 9   Full Court Trips

Coach Education & Development

Actions, Style of Play & Coaching Concepts (Essentials Review & New)

ACTIONS

Pass & Cut; Pass & Pick; Pass & Slip; Pass & Get

Dribble-At Backdoor; Dribble-At Post-up; Dribble-At Draft Drive; Dribble-At COD move

Double Gap Attack; Double Gap DHO; Double Gap Keep (DHO); DHO Slip; DHO Pick

Increase Scoring %: 1. Reverse the Ball (1st & 2nd Side); 2. Paint Touches (drive or post)

B1-E2-C4

Transition—Offence & Defence (Pace)

STYLE OF PLAY

Explode—Explore—Execute (E3)

Attack the Rim & Attack the Paint

PACE & FLOW

ROB Shots & BRAD Shots

Spacing—Single Gaps & Double Gaps

Multi-positional Players—Global Player

COACHING

KPI's—Paint Touches & Ball Reversal

CONCEPTS

Top 4 Scoring Priorities / Top 6 Scoring Priorities

Top 3 Defensive Priorities

ABCD Teaching Phases

ABCD Debrief Technique—TEMPerature Reading

TLC—Teaching, Learning, Competing
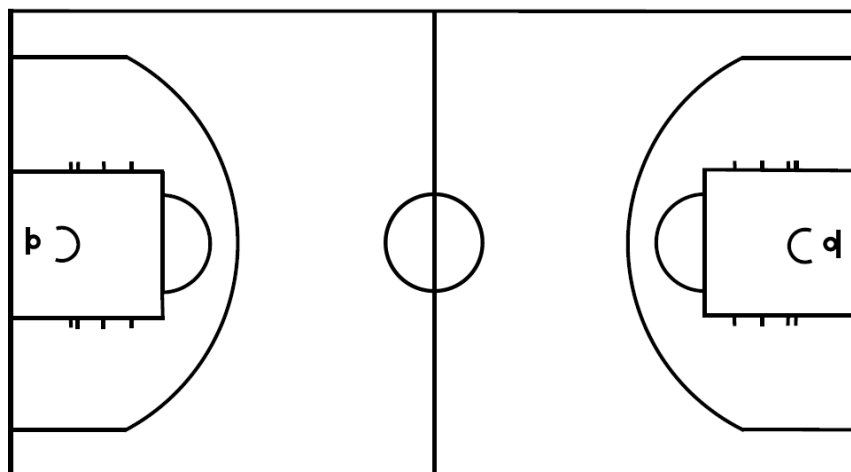
Coach Education & Development

Playing the Game (Style of Play) vs. Running Plays (block or structured)

Gold Medal Profile

Top 3 Defensive Priorities:

1. Defend the Basket—your number 1 priority / **Protect the House**
   Get back in Transition and protect the basket first
   Oftentimes, players will have to take turns defending the basket—first player to get there, stays there

2. Pressure the Ball
   Defend the ball at all times
   Oftentimes, the closest player to the ball has to pick it up—communicate!

3. Guard 1.5 Players—an effective way to teach help-side defence
   Players off the ball are to defend their check and ½ the ball
   The primary reason to do this is to **Protect the House** and not allow teams to **Attack the Paint**

What Drills can you do in practice to support teaching your **Defensive Priorities**?
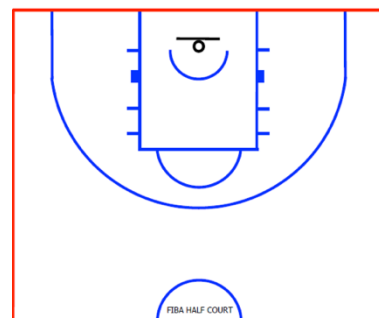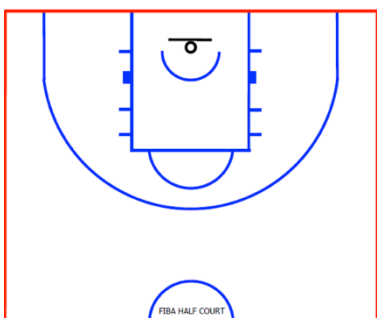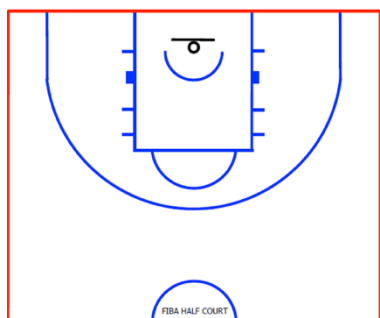
Coach Education & Development

10 Commandments of Defense

The entire **10 Commandments of Defense** article is available for coaches who take the Intermediate Coach Education & Development clinic.

SOLVING DEFENSIVE PROBLEMS

Every time the offense comes down the court they are presenting a new problem for you to solve.

Which player is going to shoot it?
What set are they going to run?
Who might get beat?

Each of these scenarios present an opportunity for a defender to show up and defend.

You can be a *Preventer* and solve the problem early by making a play on the ball or in help.

You can be a *Fixer* and show up like a repairman and start plugging holes like a teammate getting beat off the bounce or a smaller teammate getting posted up.

Or lastly, you can be an *Eraser* and at the last second take a charge, show up on a rotation and get a steal, or come out of "nowhere" and block a wide-open shot or lay-up.

No matter where you are in a defensive possession, there is always a problem to be solved—so be ready to solve problems as a *Preventer, Fixer* or *Eraser*.

Another *Bonus Commandment* for defense is to, *"Have Fun"* playing defense.

The best competitors look forward to this end of the floor. They relish the opportunity to beat the offense at their own game of deception, timing and anticipation. It is an opportunity to be disruptive, earn easy possessions and show off your toughness. Take pride in your ability to not only give someone a bucket on the offensive end but also to take one away on the defensive end.

CANADIAN BASKETBALL

ATHLETE DEVELOPMENT MODEL

Long Term Athlete Development Model

LTAD

Coach Education & Development

LTAD—Long Term Athlete Development
Coaching Athlete Development

Athletic Abilities

Athletic Abilities		Developmental Age in Years														
		6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Aerobic Power (intense, short efforts of 2-10 min)	F	☹	☹	☹	☹	☹			░	☺	☺	☺	☺	√	√	√
	M	☹	☹	☹	☹	☹	☹			░	☺	☺	☺	√	√	√
Aerobic Endurance (long efforts)	F	☹	☹	☹	☹	☹		☺	☺	☺	☺	√	√	√	√	√
	M	☹	☹	☹	☹	☹		☺	☺	☺	☺	√	√	√	√	√
Speed-Endurance	F	☹	☹	☹	☹	☹	☹		░	☺	☺	☺	√	√	√	√
	M	☹	☹	☹	☹	☹	☹	☹		☺	☺	☺	√	√	√	√
Strength-Endurance	F	☹	☹	☹			☺	☺	☺	☺	☺	☺	√	√	√	√
	M	☹	☹	☹			☺	☺	☺	☺	☺	☺	☺	√	√	√
Maximum Strength	F	☹	☹	☹	☹	☹	☹	☹	☹			☺	☺	☺	√	√
	M	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹		☺	☺	☺	√
Speed-Strength (muscular power)	F	☹	☹	☹	☹	☹	☹	☹	☹		░	☺	☺	☺	√	√
	M	☹	☹	☹	☹	☹	☹	☹	☹			░	☺	☺	☺	√
Flexibility	F	☺	☺	☺	☺	☺	√	√	√	√	√	√	√	√	√	√
	M	☺	☺	☺	☺	☺	√	√	√	√	√	√	√	√	√	√
Speed (efforts of 8 seconds or less)	F	☺	☺	☺			☺	☺	☺	☺	√	√	√	√	√	√
	M		☺	☺	☺				☺	☺	☺	☺	√	√	√	√
Speed (fast cadence of movement, short efforts)	F	☺	☺	☺	√	√	√	√	√	√	√	√	√	√	√	√
	M	☺	☺	☺	√	√	√	√	√	√	√	√	√	√	√	√
Agility/Balance/Coordination	F	☺	☺	☺	☺	☺	√	√	√	√	√	√	√	√	√	√
	M	☺	☺	☺	☺	☺	√	√	√	√	√	√	√	√	√	√
Basic Techniques	F		░	☺	☺	☺	☺	☺	√	√	√	√	√	√	√	√
	M			░	☺	☺	☺	☺	☺	√	√	√	√	√	√	√
More Advanced Techniques	M F							F	FM	☺	☺	☺	☺	√	√	√
Tactics and Decision-making	F	☹	☹	☹				░	░	☺	√	√	√	√	√	√
	M	☹	☹	☹				░	░	☺	√	√	√	√	√	√

Legend:
☹ Should be avoided ☺ Optimal training age □ Not a priority
░ In moderation √ As needed by the sport
F Female M Male
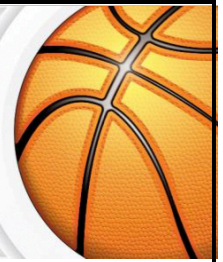
Shooting Drills

- 6 shooting drills for kids

Dribbling Drills

- 7 dribbling drills for kids

Passing Drills

- 8 passing drills for kids

Defense Drills

- 4 defense drills for kids

Fun Drills

- 6 fun drills/games for kids

Email Mark Hogan for a copy of this booklet...

RULE OF TWO

The goal of the **Rule of Two** is to ensure all interactions and communications are open, observable and justifiable.
Its purpose is to protect participants (especially minors) and coaches in potentially vulnerable situations by ensuring more than one adult is present. There may be exceptions for emergency situations.

TWO TRAINED AND SCREENED COACHES ONE ATHLETE

ONE TRAINED COACH ONE SCREENED ADULT ONE ATHLETE

ONE COACH TWO ATHLETES

ONE COACH ONE ATHLETE

GOOD RULE OF TWO IMPLEMENTATION PRACTICES

· The coach is never alone and out of sight with a participant without another screened coach or screened adult (parent or volunteer) present.

· Allow training environment to be open to observation.

· Ensure a participant rides in a coach's vehicle with another adult present.

· Consider the gender of the participant(s) when selecting the screened coaches and volunteers who are present.

· Eliminate one-to-one electronic messaging. Ensure that all communications are sent to the group and/or include parents.

Learn more: coach.ca/responsiblecoaching

RESPONSIBLE COACHING MOVEMENT

coach.ca | Coaching Association of Canada
Association canadienne des entraîneurs

Coach Education & Development Program