

ZBF



BASKETBALL BASIC QUALIFICATION HANDBOOK

*Delivered in Partnership With & Recognised by Midlands Basketball Association (MBA) and
Zambia Basketball Federation (ZBF)*



THE FUNDAMENTALS OF COACHING

How and Why We Coach – The WHY

? THINK AND DISCUSS

- Why did you START?
 - o *Coaches are encouraged to think of what inspired them to get started, what positive influences they had in the beginning of their coaching journey*
- Why did you CONTINUE?
 - o *Coaches are encouraged to think what they enjoyed about coaching; what players displayed that made them want to continue?*
- Why do you want to GET BETTER?
 - o *What motivates the coaches? What have they identified they still want to work on, what are their aims and goals?*

We should always be thinking of the WHY we coach; we are able to teach, inspire, and improve. Our WHY should be at the heart of all our coaching!

Roles and Responsibilities of the Coach

? THINK AND DISCUSS

- What ROLES did your coaches fill in your life?
 - *Role Model:* lead by example, demonstrate strong and effective leadership, someone to look up to, displaying strong morals
 - *Educator:* teaching technical skills, tactical skills, game read skills etc., applying overall education on and off court
 - *Psychologist:* help with people's mental view of the sport; training mindset; preparation for a game
 - *Student:* a coach is always learning, from players, other coaches and from themselves/their own experiences
 - *Mentor:* supports and advises players (not always just about on court), encourage self-reflection
 - *Mum/Dad:* be a parent, a carer, someone who is trustworthy and safe for the player
 - *Motivator:* make sure players want to take part and are motivated to play well and win
 - *Public Relations:* to promote the team, get new players and let people know how the team are getting on
 - *Safe guarder:* looking after players whilst they're in your care, carrying out health and safety checks and risk assessments prior to sessions
 - *First Aider:* being aware and sufficient in health and safety and first aid

? THINK AND DISCUSS

- What RESPONSIBILITIES come with these roles?
- *Organisation:*
- *Time Keeping:*
- *Trust:*
- *Safety:*
- *Consistency and Commitment:*
- *Progression and Development:*
- *Adaptability and Improvisation:*
- *Planning:*

These lists are not exhaustive in any way each role and responsibility that you take on as a coach will be unique to you and HOW and WHY you coach!

Health and Safety

Checklist Template:

Please tick (✓) to confirm that the following items have been checked:

All equipment is safe and appropriate	
The playing area and facilities have been checked for actual or potential hazards	
A register of participants has been maintained	
Participants' previous experience has been established	
Participants' clothing, footwear, glasses, <u>nails</u> and jewellery have been checked as appropriate	
Any health and safety issues have been reported to the lead coach and dealt with accordingly	

Potential Hazards + Things to be aware of:

- **Court/Environment:**
 - Rubbish; slippery surface; problems with baskets; sharp objects; rocks; balls lying around; leaves; spectators in the way, etc.
- **Equipment:**
 - Do you have: baskets, balls (are they pumped up?), bibs, cones, and any additional equipment that's required.
- **Players:**
 - Injuries; untied laces; chewing gum; jewellery (bracelets, earrings, necklaces, rings, etc.)
- **Other:**
 - Check where the nearest first aid is
 - Check where the nearest phone is, in case of emergency

The How of Coaching - Session Planning

Why Do We Session Plan?

- Allows for structured progression and development
- Provides a reference point for you as a coach to plan future sessions or assess the teams/players abilities
- It is easier to improvise or adapt with an initial framework

Key Aspects of a Session Plan

- Aim of Session
 - o The wide, overarching goal/aim of the session. Is this dribbling, defence, spacing, etc.?
 - o What will ALL players need to be able to do by the end for the session to have been successful? What will MOST of the players be able to do? What will SOME of the players be able to do?
- Equipment Needed
 - o How will it work with only 1 ball? What is the minimum amount of equipment necessary?
 - o How many players are you expecting? How can drills be adapted to player numbers?
- Duration of the Session
 - o How will your time be allocated between different drills and parts of the session?
- Warm Up
 - o Make it applicable to the session, if possible, perform player check-ins, make sure everybody is feeling good
- Main Body of the Session
 - o This includes the Skill Drill, the Development Drill, the Application Drill
- Cool Down
 - o Using this time to check-in with players, ask questions, gather feedback, recap on session
- Comments Section
 - o Your chance to note down observations, plans for next session, notice gaps to work on, what worked, what didn't, what your player feedback was

Tips for Session Planning

- Make sure you are familiar with the key coaching points before the session, so you know what to focus on and how to articulate this to the players
- Focus on 1-2 key coaching points at a time - try not to overwhelm players with information > be concise
- Each practice should have varying objectives in relation to the session goals that cater to a wide range of player abilities
- Ensure a player learns when and where to use a skill in the game
- Ask questions to check for player understanding; also use demonstrations

- Use a range of coaching skills/styles: talk through/explain skills, allow players to observe a demonstration, ask players questions, allow players chance to implement skill in practice
- Incorporate progression: this is crucial for effective coaching and player development

Session Plan Template

- Warm up: 15-20%
- Skill/Drill Work: 60%
- Matchplay: 10-15%
- Cool down: 10%

TEMPLATE

Date:		Venue:	
Duration:		Number of players:	
Session goals:		Equipment requirements:	
Personal coaching goals:			

Content	Time	Task and Group management	Coaching Points
Introduction:			
Activities (Game Based Practices and Skills):			
Cool-down:			
Conclusion:			
Other comments:			

OFFENSIVE PRINCIPLES

Aims and objectives:

- Identifying the main offensive concepts
- Identifying the reasons why they are used
- Coaching strategies

Key characteristics of a coach

Trust and build relationships: develop this through communicating with players, getting to know them, being relatable and showing your commitment and drive to help

Confidence: this can be demonstrated through organisation, time keeping, planning and delivery of sessions and will gain respect from players if a coach is confident in doing these. It can also help limit any disruptions to the session and therefore help support a successful session.

Motivating: using positive language, analogies, positive praise, and coaching points alongside recognising effort over skill/talent. If we only reward skill then the players who are beginners or less experienced can feel discouraged.

Adaptable: this can be shown by adapting sessions to meet needs and requirements of players and environment alongside adapting to limited equipment available. Coaches should recognise not every drill will work or be effective within a hub-site and may need to be adapted or changed. Knowing your personnel will help support this.

Prioritise goal setting: coaches should have outcomes and achievements for players to meet, including short and long term alongside process goals to help achieve these longer-term outcomes.

Organised: planning can enhance the session as coaches can share knowledge between them and ensure there are relative progressions after drills, meaning everyone is on the same page and knows the structure.

Offensive principles and drills

The purpose of the following drills is to relate offensive principles to game situations and to refine players' individual skills and tactics.

- Drive and kick – *drive and kick 2 person drill*
This is important as it disrupts rotations and creates a potential opportunity to shoot
- Pass and Cut – *four corner passing drill*
This is where the ball is passed to a certain side and then the player cuts to the basket wanting the ball back for a layup or to replace the weak side. It is important as if the defender reacts late then you could receive the ball back for a layup. It also moves the defence which can also disrupt rotations
- Off ball screen – *read and react screen drill*
This is important as it frees up a player to receive the ball and could potentially create a switch
- On ball screen – *2v1 screen drill*
Pick and roll, pick and pop
This could potentially create a switch (mismatch) and if the defender goes under then could be a shot or if over it could be a drive.

Progressing drills

How to progress drills

Purpose of progressing drills:

- *Introduces challenge*
- *Increases motivation*
- *Develops and refines skills*
- *Improves confidence*
- *Improves fitness*
- *Helps create more game like situations*
- *Change how you send/throw the ball*
- *Change how you receive the ball*
- *Introduce defenders or attackers*
- *Introduce/increase equipment*
- *Introduce a scoring system*
- *Introduce competition*
- *Introduce a wider area to play in*

A helpful acronym which can also be used to progress drills is STEP. This can also be used to regress a practice if players are struggling with certain skills and drills. **STEPS:**

S – space - *Confine yourself to a smaller area to make it harder.*

T – task - *If you're practising dribbling, add different moves to make it harder.*

E – equipment - *Use cones or other equipment to increase difficulty.*

P – players - *Add more defenders or attackers to make the drill harder.*

DEFENSIVE PRINCIPLES

Aims and Objectives:

- Apply and progress knowledge developed in the first three workshops
- Understand the reasons behind the different concepts
- Identifying areas on where to improve coaching

Key defensive coaching points to consider

- Positioning - know where to place yourself on the court. if your player has the ball then stay in their face, if the ball is one pass away then position yourself to deny the pass, if the ball is far away move off your player to help the defence.
- Stance - keep a low defensive stance and stay fast on your feet.
- Active hands - move your hands to get in the way of the ball without fouling. pressures the offence to make a bad pass.
- Don't ball watch - if you watch the ball then you could be tricked with a fake pass or shot, instead, watch the players hips to know where they plan on moving.
- Box out – focus on stopping your defender from getting the ball before you get the rebound. easy way to secure the ball for your team.

Defensive concepts, principles, and key pointers

Help-side – *don't skinny up. This means stay planted to the ground in a proper stance, take the charge if it is there.*

Passing lane – *jab with outside foot. if you jab with the inside foot and miss the ball then your back is facing the ball handler.*

Defending a pick and roll – *hedge and switch, don't switch until connected to a man/woman*

Half court – *see man and ball, focus on your positioning as above.*

Boxing out – *body up, force yourself between the basket and your opposition so they can't get the ball.*

Coaching the coach

Within hub-sites it can be a good idea to lead mini workshops. Within these coaches can work together to develop each other's coaching abilities through coaching each other.

This can be done through coach 1 delivering a session, coach 2 assessing them, and coach 3 assessing the feedback provided by coach 2. Roles can be rotated each drill/session to allow all coaches to provide and receive feedback and is a great way to internally improve a hub-sites coaching repertoire and level.

An assessment template has been provided below to help support this.

Assessment

<u>Assessment</u>	Coaches name:
Assessor's name:	
What were the aims of the session?	
Positive aspects of the drills:	
Improvements that could be made:	
How to progress or regress:	
Health and safety concerns:	

Section 5: Transition Offence

What does the term, "Transition Offence" mean?

See answer at the end of section 5*

What are the benefits of mastering Transition Offence, or as it's otherwise known, the FASTBREAK?

- 1)
- 2)
- 3)

See answer at the end of section 5*

STEP UP and STEP DOWN!

What does it mean to **STEP UP** a drill?

What does it mean to **STEP DOWN** a drill?

Why is it important to utilize the **STEP UP** and **STEP DOWN** principle?

- 1)
- 2)
- 3)
- 4)
- 5)

Now take a look at some of these drills provided and see if you can think of ways to **STEP UP** and **STEP DOWN**:

DANNY MILES' PRIDE DRILL:



Instructions –

- Divide players into teams of 5 and decide on the number of prides they need to complete the drill.
- On coaches' whistle, first squad will run the fast break to the opposite side and score a basket or run an offensive play.
- Once the basket is scored, all players continuously jump for the rebounds with hands in the air. One of more players will be shooting the ball for a total of 4 offensive “putbacks”
- Last player with the ball rolls it along the sideline as the group sprints back and the next group goes when off the court.

How can you change this drill? What are all the elements and key focuses?

E.g., Rebound form. Movement and Endurance. HUSTLE! Conditions and number of Prides.

5 ON 3+2 FAST BREAK AND TRANSITION OFFENCE DRILL:

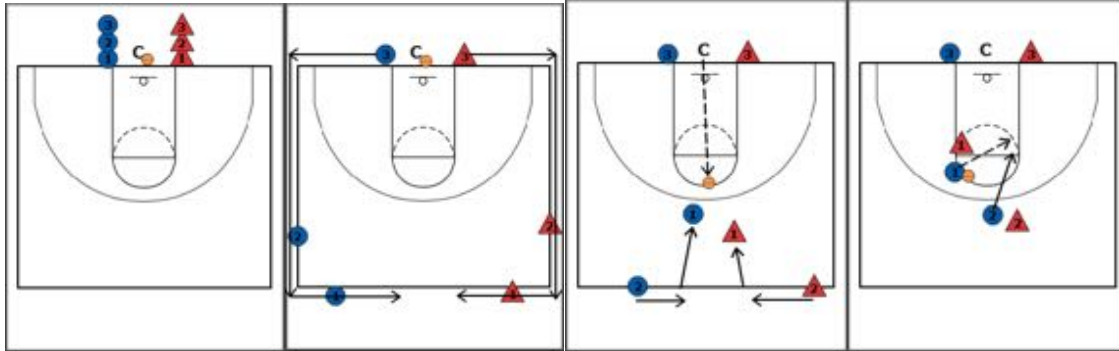
Instructions -

- Players run a 5 v 3 fast break situation starting “Annie Over” (rotating constant rebounds from players in order) until coach says “GO” where we outlet and run the fast break.
- Once the ball has crossed the centre line, the 2 defenders on the side-line (x4 & x5) will sprint to touch the centre of the court and assist on defence.
- The 5 on 3 in theory should always win but the x players should still grind on defence!
- Focus on using space and numbers advantage!!



How can you change this drill? What are all the elements and key focuses?

E.g., Hustle and Conditioning. Effective use of open space and numbers mismatch. Court size & Player numbers.

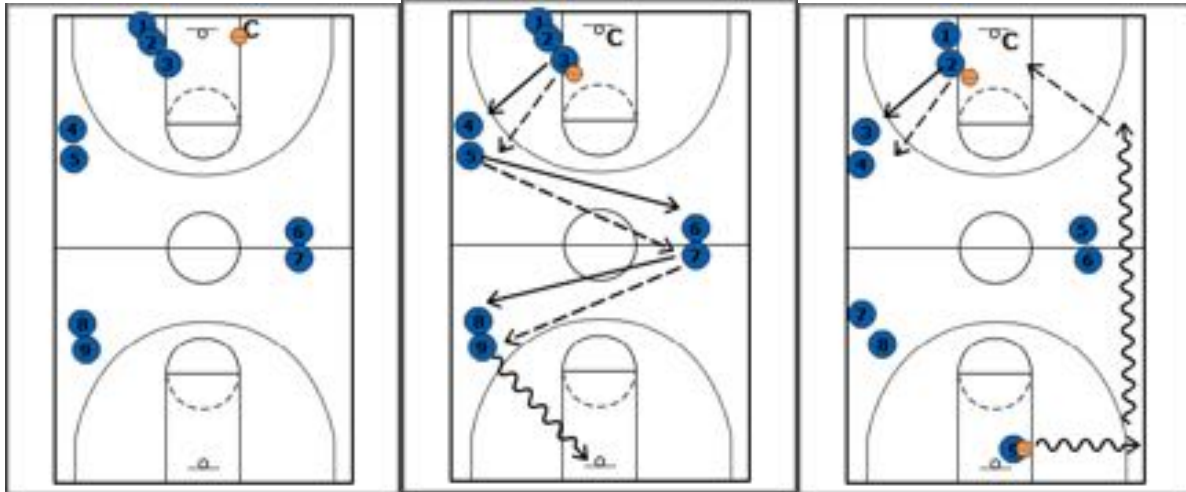


Instructions –

- Divide players into teams
- Starting behind the basket out-of-bounds along the lane line on either side.
- All players facing towards the court, the first in line should in a defensive stance with his inside foot at the intersection of the base line and lane line.
- Coach yells, “GO” as many times as they wish (each “GO” signals an individual not the whole team. So, to clarify from the diagram the coach can say it one, two or three times).
- Players must defensively slide along the perimeter of the court but upon reaching the intersection of the centre line, they must back pedal (run backwards) to the centre of the court.
- Once reached, it’s first to the ball gets possession (coach will throw the ball in at this point).
- Players can either immediately attack the basket or wait for their teammates. Ball dies when a basket is made or the defensive team gains possession of the ball.
- Return to the lines when finished, first to 5 basket wins!!

How can you change this drill? What are all the elements and key focuses?

E.g., Proper defensive movement. Emphasis on transition (recognizing offense and defence). Aggressiveness, conditioning, and quickness.



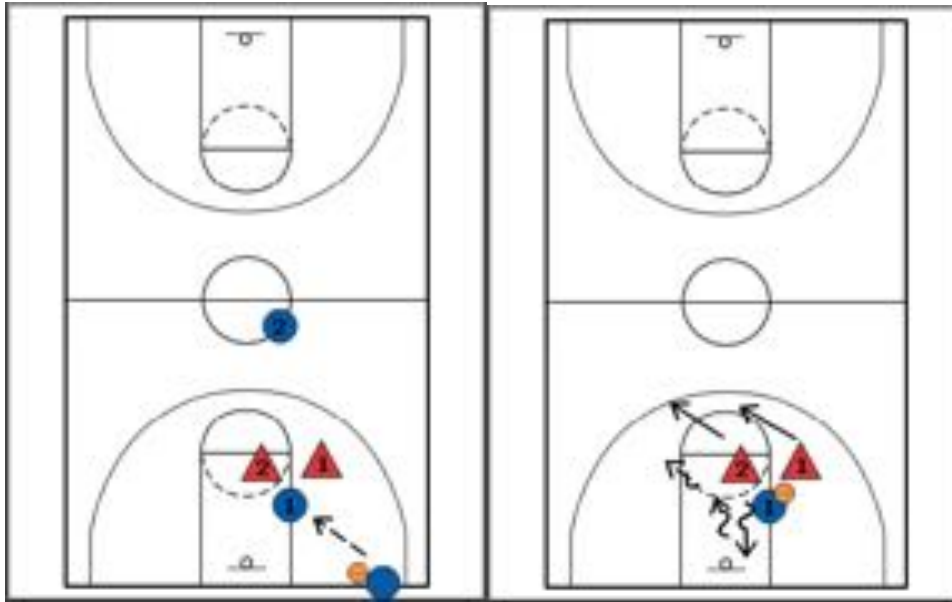
Instructions –

- Requires two balls, one to start and one to keep the drill flowing
- Divide the players into the positions as shown on the diagram. If large numbers split the groups into teams of 8/9 and take turns for time limit!
- First player rebounds (either from a shot or backboard ball) the ball and passes in a zig-zag pattern down the court as shown.
- Players at the front of each group receive the ball ideally on the move, with the player who passed the ball joining the back of that line.
- Once the ball reaches the player in position 9, they either take a jump shot or attack the basket for a layup.
- They then get the rebound and dribble it down the side-line before passing it to the coach (this could be altered, what else could the player do before the coach receives the ball? How can we keep the drill flowing without the coach included)?

How can you change this drill? What are all the elements and key focuses?

E.g., Communication between players. Correct passing form. Passing Efficiency. Time limit!

BEAT THE TRAP DRILL:



Instructions -

- One offensive players vs two defensive players. Coach or a player will pass the ball to player 1 to begin the drill.
- The defensive players work to trap and contain player 1.
- Player 1 must use their dribble to evade and beat the 2 defensive players using the entire court.
- Recommended tactics are for player 1 to isolate one of the defenders rather than taking on them both. (Fake, change of direction, etc.)
- Use of the back-up dribble is one of the most effective ways to size up the defenders and catch them off guard.

How can you change this drill? What are all the elements and key focuses?

E.g., Use of space. How to attack defenders aggressively. TRIPLE THREAT!

Benefits of Player led feedback:

1. Player feedback may be perceived, interpreted, and accepted differently than if just told so by the coaches.
2. It allows the players to have a say in the matter, increasing their RELATEDNESS (How much they feel they have influenced during a session).
3. When they are tasked to come up with feedback, it requires them to understand what's going on, rather than just agreeing with the coach. Thus, increasing their game awareness and understanding!

ANSWERS:

“Transition Offence” – The term ‘transition’ refers to the process or period of changing from one state/condition to another. Offence in this context refers to the act of a basketball team making attempts to score a basket. Therefore, “transition offence” means the act of changing from a defensive state to an offensive one, usually in a swift manner.

STEP UP – The act of implementing more or removing certain conditions in order to challenge your players and increase the complexity of the game/drill being utilized.

STEP DOWN – The act of implementing more or removing certain conditions in order to break down or simplify the game/drill being utilized.

Importance of STEP UP and STEP DOWN –

- 1) Keeps the drills fresh and interesting.
- 2) Provides new circumstances or scenarios to improve the players cognitive (mental capacity) and coordinative (Movement) capacity.
- 3) Improves your ability as a coach to tailor the drills and games to the needs of your participants (e.g., inclusion, skill-based, motivating, etc.).
- 4) Allows you to better assess and gauge the ability level of your participants/players.
- 5) As a coach it is a chance to test your skills and knowledge to improve your own creative, adaptive, and improvisational skills.









Section 6: Officiating and Mannerisms for Interpersonal Relationships









What does a referee need to be successful?

E.g., Equipment, Attire, Attitude, etc.

See answer at the end of section 6*

Making Sense of the Signals:

SIGNAL	CIRCUMSTANCE USE	HOW TO SIGNAL	DIAGRAM
Blocking	Defensive player didn't set their feet in time before contact with dribbling player	Both hands on the hips	
Travelling	Ball handler takes too many steps without dribbling the ball	Rolling/Spinning motion with both arms	
Double Dribble	When the ball handler dribbles with both hands simultaneously	Dribbling motion with both hands	
Carrying/Palming	Player palms the ball or scoops hand under the ball instead of dribbling correctly	Rotating wrists band and forth with straight arm	
Over and Back (Back court violation)	Offensive team crosses the center line and then crosses back over it whilst in possession of the ball	Rotate arm at the elbow back and forth	
3 Second Violation	Offensive player stays in the paint for more than 3 seconds	Three fingers raised on both hands, one is high and the other low	
5 Second Violation	Inbounding the ball takes longer than 5 seconds	Hold up hand showing all 5 fingers	
10 Second Violation	Offensive team takes over 10 seconds to cross the center line	Hold up all 10 fingers	

Kicking	Offensive or defensive player kicks the ball on purpose (Ref's judgement)	Perform a kicking motion with one of your feet	
Charging	Ball handler charger's defender who has their feet set in an established position	Hand behind their head with their other arm outstretched	
Hand Check	Defender limits offensive player with their hand	Showing an open hand with other grabbing the wrist	
Holding	Defender holds onto offensive player (illegal screen, grabbing, etc.)	Holding onto their wrist close to the body	
Intentional / Flagrant Foul	Official deems defensive player purposely fouls offensive player (Common in endgame)	Raising both arms over the head and contacting their wrists together	
Technical Foul	When the referee believes there is unsportsmanlike conduct (violence, abuse, throwing the ball away, etc.)	Make a T-shape with your two hands	
Pushing	Player pushes other player aside, usually during loose ball situation	Show a pushing motion	
Jump Ball	During a tug of war with the basketball over a period of a few seconds	Show both thumbs up high for the table	

No Basket	Shooter is fouled before the act of shooting	Waving arms in a cross motion	
30 Second Timeout	Team calls for a timeout	Show the table by having both arms on your shoulders	
Start Clock	Starts the game	Raise one hand and lower it quickly	
Stop Clock	Stops the clock	Raise one hand and keep it there	
3 Point Attempt	Player takes a shot from behind the three-point line	Raise hand holding up three fingers to the table	
3 Point Make	Player makes a 3-point shot	Raise both hands	
1 Point Make	Player makes a free throw	1 finger up and flag the wrist	
2 Point Make	Player makes a shot within the 3-point line	2 fingers up and flag the wrist	

There are a handful of other hand signals and fouls within the game of basketball, but the ones provided above are the most prevalent/common. Feel free to spend some time looking up other signals and adding your own to this list!

Interpersonal Communications:

What are some characteristics of good coaches?

E.g., Interactive, confident, attentive, etc.

How should a referee interact with others around them?

E.g., Manners, respect, inclusive, etc.

See answer at the end of section 6*

When is it appropriate to shout or engage aggressively with a player or referee? Circle one

When a mistake is made / When the coach believes it is okay / It is never appropriate

See answer at the end of section 6*

Best coaches and referees to emulate for their behaviour and skill:

Coaches:

- Phil Jackson
- Red Auerbach
- Becky Hammon
- Gregg Popovich

Who is coach role model(s)?

Referees:

- Joey Crawford
- Violet Palmer
- Dick Bavetta
- Mendy Rudolph
- Natalie Sago

Who is your referee role model(s)?

Answers:

Q1) What makes a referee successful?

- Correct equipment – whistle, cards, watch, etc.
- Correct attire – Recognizable referee gear (see photo), usually branded with a NGO
- Confidence in the calls you make
- Knowledge and understanding of the rules to make the correct calls
- Ambiguity above all else! A Biased ref has no place being on the court
- Composure in your body language (as the way you look will affect people's decision to appeal your calls, be a referee they can trust)

Are there any other things a referee needs or that haven't been mentioned in the list above?



Q2) Characteristics of a good coach:

- Communication
- Inclusion of players
- Self-awareness & Player awareness
- Motivating
- Passionate & Enthusiastic
- Respectful & Role model
- Knowledgeable
- Presentable
- Understanding

Can you find any more? Or are there any you have that haven't been mentioned here?

Q3) When is it appropriate to shout or engage aggressively with a player or referee: **NEVER!**