



**BASKETBALL WA**



# ***BASKETBALL WA***

# **WABL COACHING GUIDE**

<b>PAGE NUMBER</b>	<b>TOPIC</b>
<b>1</b>	<b><i>Cover Page</i></b>
<b>2</b>	<b><i>Index</i></b>
<b>3</b>	<b><i>Introduction</i></b>
<b>4 - 8</b>	<b><i>Considerations for WABL</i></b>
<b>9 - 12</b>	<b><i>The FAB 5</i></b>
<b>13 - 17</b>	<b><i>Current Coach Interviews</i></b>
<b>18 - 19</b>	<b><i>WABL Style of Play</i></b>
<b>20-26</b>	<b><i>Transition Offence</i></b>
<b>27-31</b>	<b><i>Transition Defence</i></b>
<b>32-38</b>	<b><i>Shot Selection</i></b>
<b>39-44</b>	<b><i>Rebounding</i></b>
<b>45</b>	<b><i>Additional Resources</i></b>



In 2020 BWA have introduced a standardised style of play in our State Performance Programs (SPP). Athletes in this program make up our state teams that travel away to the Australian Junior Championships in the U16's, U18's & U20's age groups. We also send away 8 teams to the Southern Cross Challenge (SCC) tournament in January every year in Melbourne. Our State style of play covers all of our high-performance teams all the way from U14 SCC Country Women to the U20's Men state team.

Our style of play isn't a mandatory play book or collection of sets coaches are required to run. Instead, our goal is to be the most succinct state in the area of transition basketball. Our style of play covers 4 main areas.

- Transition Offense
- Transition Defence
- Shot Selection
- Rebounding

Our state team style of play is readily available through the BWA high performance team. The goal of this document is to educate coaches on what athletes will encounter at trials from 2020 onwards. The document will share some ideas for coaches on creating a practice and team environment that will aid WABL athletes when trialling for BWA programs. The document contains drills and concepts that coaches can apply to their teams.

There are many coaching ideologies and many ways to become a great basketball coach. This document isn't a bible or a cheat sheet on how to become 'the perfect coach'. It will however help coaches expose their athletes to different teachings.

The document includes ideas around preparing practice, considerations for coaching WABL, skills to teach WABL athletes & an introduction into the BWA state team style of play.

This document aims to provide WABL coaches with an idea of the teachings and concepts involved in BWA high performance programs. Coaches are under no obligation to copy and paste whatever BWA are doing into their own teams. This guide aims to expose coaches to different teachings for them to pick and choose what applies to their coaching. Coach education is about experimenting and applying new concepts and theories. If this document sparks just one thought or idea from you, it has been a success.

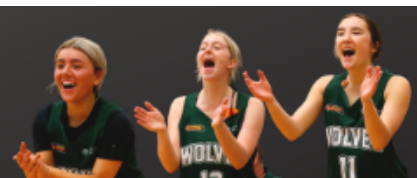
BWA have their own high performance [YouTube Channel](#) where they upload clinics and drills for coaches. We also have a coach [Facebook](#) page, this is where coaching information, course, clinics, resources and articles are published.





# CONSIDERATIONS FOR WABL





## GOAL SETTING & PURPOSE

Goal setting is as important for coaches as it is athletes. Before the planning cycle of each season, coaches should ask themselves why they coach? Each coach needs to have a philosophy around why they coach and how they can develop players. What is your goal for the season? Do you want athletes to learn a certain set of skills? Would you like your group to perform better at specific part of the game? Identifying a focus and end of season goal is a great way to reflect on your practices. Tie your training sessions and teachings into your goal? Is spending 40 minutes at practice learning a new 'Horns Set' helping your goal? If not, don't do it!

Having a winning team or program is fun, but the true aspirations for most junior coaches should be to set their athletes up for success in the future. This value should link in with what your goals for the WABL season. As coaches we want to give every athlete on our team a chance to develop. Opportunities might not like identical, but every athlete should still have one.

Have a season plan as a coach. Create a schedule of your practice times & games. Distribute that information to any assistant coaches, parents/athletes as requires. Planning your season will assist you in planning practices and your goal setting. For a short season with limited practice, you might target goals that can be achieved or altered in game. For a longer season with lots of practices (like WABL), you can change your goals and practices to reflect on your in game performances during the season.

## WABL ATHLETE DEVELOPMENT

Athletes need to be developed in ALL areas. Coaches that just put the biggest kids under the basket are doing them a disservice. All athletes need to be learning and performing multiple skills in a game like environment. Every athlete needs to be proficient in the Fab 5 fundamentals (Shooting, ball handling, footwork, passing & defending your man. More on this later).

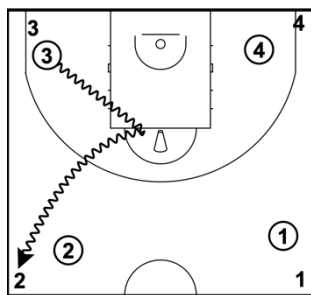
How you achieve the above outcomes varies coach to coach. There are a variety of development strategies that can help athletes.

We want to teach our athletes to be better basketball players not robots. In the pivotal development stages of U12's & U14's athletes need to be spending most of their time at practices doing skill work not learning plays or traps. The below table relates to the percentage of practice time that should be dedicated to skill development.

Skill Development vs Game Concepts	
Age Group	Skill Development
Under 10's	90%
Under 12's	80%
Under 14's	60%
Under 16's	40%
Under 18's and Under 20's	20%

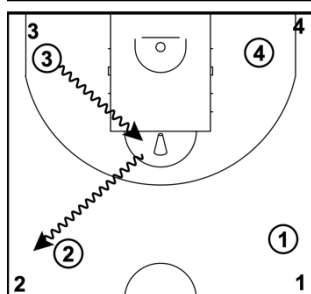
Skill development doesn't have to be boring. It doesn't need to look like every kid in a layup line going 1 by 1. Challenge yourself to get more out of your practice by creating multiskilled drills. How can a drill that works on passing also include dribbling? Here's an example of how a basic ball handling drill can incorporate multiple elements.

## Clover Pivoting Progression Series



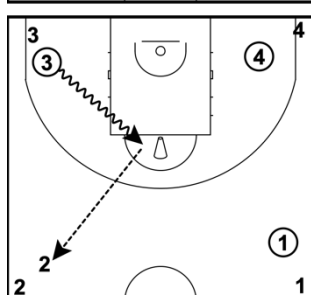
### **Ball Handling**

Each player starts with a ball and must dribble to the cone with their left hand. After reaching the cone they cross over and dribble to the next line.



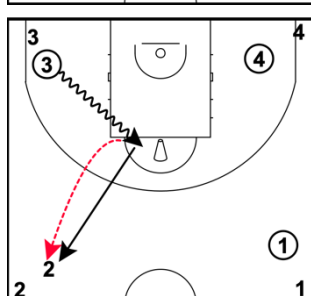
### **Ball Handling & Footwork**

This time when athletes get to the middle cone, they need to perform a jumpstop. After the jumpstop, they must execute a forward pivot off their right foot and continue dribbling to the back of the next line. Change up the pivots as desired.



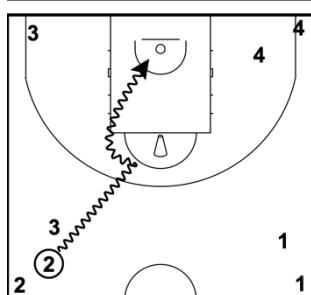
### **Ball Handling, Footwork & Passing**

In this progression after players perform their pivot. They execute a chest pass to the next line. After passing they run and join the back of the line. Change up the type of passes as required.



### **Ball Handling, Footwork, Passing & Defending Your Man**

In this progression, after making the pass. Player 3, must now go and perform a closeout on the player they passed the ball to. After the closeout the next player can dribble at the cone.



### **Ball Handling, Footwork, Passing, Defending Your Man & Shooting**

In this final progression, the two lines at halfway become layup lines. After 3 has performed a closeout on player 2. Player 2 dribbles at the cone as instructed. Instead of performing a jumpstop they perform a cross over and go attempt a layup. Change up the ball handling and finishing moves as desired.

The drill above is a layered multiskilled drill that uses progression series. The drill itself simply starts with the goal of practicing dribbling, but through changes and experimentation the drill is able to contain all of the FAB 5 of skill development. There is nothing unique about this drill, it is made up. As all drills and plays originally are! The same experimentation can be done on any drill that you use as a coach.

Progression series are ways of layering in different elements of a drill. Teaching every element in the last frame at once could lead to lots of confusion and a lot of time wasted with the coach talking. By teaching the first frame and having the athletes perform the task they get use to performing an easier

part of the drill. After a short period of time, demonstrate and explain the first layer. This leads to less wasted time with the coach talking and more time with athletes performing skills.

After a couple of sessions using the same drill progression, athletes will pick up the drill much easier. You might even be able to skip some layers of the drill. This is particularly useful after reviewing a game or preparing for an upcoming game. In preparation for a certain team, a coach might want to provide extra emphasis on closeouts. With this progression series, the coach can skip straight to the 4<sup>th</sup> frame of the drill and get more value out of what is important for their group.

Offensively, we don't want to have athletes remember a pattern on the floor and only be able to perform in one structure or set. As coaches we need to be able to 'Live with the mess' on the floor. We want to prepare athletes for the chaotic atmosphere of a game. Try supplementing learning plays with playing small sided games, using drills with elements of advantage and disadvantage. Concept learning is also important, athletes should learn how to screen, what spacing is and the difference between a good and a bad shot.

On the defensive side on the floor, we want to encourage man to man defence as much as possible. We want to encourage sound defensive technique and promote athletes who work hard on the defensive end. Whilst sitting in a full court press might provide steals and help teams run up the score board, it doesn't mean that any of those athletes are good defenders. Whilst there is certainly a time and place for traps and zones it is so much more important that athletes learn how to play individual defence and they are held accountable for it.

### **PRACTICE PLANNING**

"By failing to prepare, you are preparing to fail" – Benjamin Franklin

The best way to maximise your time at practice is to have a training plan. Training plans come in all shapes and sizes. There are some programs/apps that create digital plans with diagrams, some coaches put notes in their phone and others just ideas and notes on paper. Regardless of what your style is, come into practice with a pre-determined plan. That plan may need to change on the fly. A key part of coaching is identifying what is and isn't working. Sometimes we might need to extend time or cut drills from our plan, but you are better for having it on your plan in the first place.

There is no perfect way to make your plan, but there are some common elements.

*Drill Names*, naming your drills can help both you and your athletes. Using the same drill names helps your athletes get into the drill quicker if they have performed it before.

*Timing*, add an allotment of time for each drill to be performed. If using progression series drill allow time for setting up and discussion time. Try not to use big blocks of time for one drill. Athletes will get bored or become tired of doing the same thing over and over again. Add competition elements or scores to drills to keep them fun and competitive.

*Points of Emphasis*, after deciding what drill to do write a couple notes about the points of emphasis you want to work on in the drill. This will help you be more specific in your teaching.

Make sure you have a 'WHY' for each drill you do training plans shouldn't be filled with random drills for the sake of it. The drills should link back to your season goals.

Do each drill for a reason, if the drill doesn't help your team, don't do it!



### **SKILLS, CONCEPTS & STRUCTURE**

We talked above about the importance of skill development at the youth level. Most practices can be broken down into three separate elements: skills, concepts & structure.

*Skills* are drills in your practice dedicated to the development of individual abilities and techniques. Previously we have broken down the FAB 5 of skill development. These 5 skills are Ball Handling, Passing, Footwork, Shooting & Defending your man.

*Concepts* are small breakdowns of basketball ideas and practices. Concepts are different to skills as they often require multiple people to truly practice them. Common concepts at practice include spacing, screening, ball movement etc.

The concept of 'ball movement' definitely requires the skill of passing but encompasses more than just one individual passing a ball. Each coach has different ideologies and opinions on concepts. For example, with ball movement, one coach might preach lots of passing and movement to move the defence, another coach might want limited ball movement to limit potential turnover opportunities.

*Structure* refers to set basketball patterns on offense and defence designed to maximise a particular strength of your team or weakness of the other team. Structure can refer to set offensive plays, defensive traps, zones and out of bounds plays. Structure can be an important element to a team that requires organisation or a game plan to fall back onto. However, at the WABL level structure is often over emphasised at the expense of skills & concepts.



# THE FAB 5



We have just discussed the role that skills have in player development. The FAB 5, are the main 5 skills to work on at a junior level. Below we will discuss the FAB 5 but for a full drill book on how to work these skills, look at our Domestic Coach Guide which you can find [here](#).

## **FOOTWORK**

At a domestic level footwork combines moving with and without the ball. Every basketball action includes footwork. The most common footwork actions that require attention at the domestic level are our catching/stopping patterns and our stance (this also links in with guarding your man).

### **Catching/Stopping Patterns**

This footwork involved how we want the athletes to stop in a balanced stance. The most common violation at the domestic level is a travel. Sound footwork is the first step in limiting this. The two most common patterns are the **jump stop & stride stop** (check out this video for examples of both <https://youtu.be/TLgxlBrh3Zc?t=14>)

A jump stop is where an athlete comes to a balanced two-foot stop. Knees are bent, ball is gripped tightly.

A stride stop is where the player stops in a '1-2' pattern with one foot hitting the ground before the other. When this happens the first foot that touches the ground will be the **pivot foot**.

Our pivot foot is the foot that must stay attached to the ground when we have the basketball. When we lift this foot we are called for a travel. There are two main types of pivots the forward pivot & the reverse pivot (<https://youtu.be/TLgxlBrh3Zc?t=28>).

When executing the forward pivot the athlete leads with the toe/ On a reverse pivot the athlete leads with the heel.

## **SHOOTING**

At domestic we want to introduce the idea of shooting for to athletes. As athletes grow and mature their shot technique and mechanics will inevitably change. The way they grow will alter the way they hold and release the ball. However, we want to instil good habits for athletes when thinking about shot technique. A good way to teach shooting technique is the **B.E.E.F method**.

### **Balance**

#### **Eyes**

- Feet are shoulder width apart with knees bent in a shooting stance
- Eyes identifying and aiming at the target

#### **Elbow**

- Focus on a smaller target like the back of the rim
- Hand underneath the ball and elbow in an 'L' shape
- Finish with elbow high

#### **Follow Through**

- Flick and snap wrist
- Hold your hand high



## DRIBBLING

At a domestic level we want kids to play and dribble with both of their hands. Anything a right-hand dominant athlete can do; we want them to practice on their left.

Whenever athletes perform a dribble move, we want them to change their speed and direction. When athletes are dribbling, they should be able to do the following...

- Change speed and direction
- Dribble whilst looking up
- Dribble under control
- Perform a crossover move to be able to change hands with the basketball

When dribbling we want to encourage athletes to dribble with their finger tips/pads and get the ball off their palms. This allows for more control and manipulation of the ball. Another common violation in domestic basketball is the 'carry'. This is where an athlete will have their hand at the bottom of the ball when they are dribbling. Athletes often do this because of their inability to handle the ball under pressure. When an athlete is facing defence and doesn't have the ball handling skill, they will often 'carry' the basketball to avoid conflict.

We want to introduce the idea of a **speed dribble**. A speed dribble is an action performed in the open court where the athlete dribbles the ball out in front of them to run onto it (<https://youtu.be/TLgxlBrh3Zc?t=220>).

## PASSING

Much like dribbling we want athletes to be able to pass with both hands. We want domestic athletes to be able to pass to running targets and be able to make passes whilst running.

Common passes we see at the domestic level include

- Chest Pass
- Bounce Pass
- Over Head Pass
- Pivot Pass

When throwing most passes, we want to ensure the athlete is stepping through the pass. This ensures they have enough power to throw the ball. We also encourage athletes to flick their wrists with their thumbs pointing down. Whilst this seems like a strange command, it ensures the ball is thrown in a straight line.

The **chest pass** (<https://youtu.be/TLgxlBrh3Zc?t=98>) is executed by throwing the ball on the full to a target aiming at their chest or **target hands**. When coaching young athletes we want them to get into the habit of putting their hands up where they want to catch the ball, this is called the target hand. This gives the passer a visual cue where to throw the ball.

The **bounce pass** (<https://youtu.be/TLgxlBrh3Zc?t=81>) is a pass where the ball is bounced once before it hits its target. Bounce passes require more power to execute. They are often used to get the ball passed a taller defender or when the athlete can't accurately throw a chest pass at distance.

The **over head pass** (<https://youtu.be/TLgxlBrh3Zc?t=112>) is often used to throw the ball over long distances or directly off of a rebound. On this pass the athletes hold the ball above their head with two hands before executing the pass.

The **pivot pass** (<https://youtu.be/TLgxlBrh3Zc?t=120>) is a more difficult but valuable pass at the domestic level. This combines footwork and passing. This is often used when an athlete is crowded by a defender and doesn't have an angle to throw a pass. They must pivot to get open and create space before throwing the pass.

Another important part of passing is catching. We want the receivers of a pass to be as proactive as possible. Encourage your athletes to move towards the pass whilst the ball is in flight, this shortens the length of the pass. This gives the defence less time to intercept the ball and it places the receiver on the move in a much more difficult position to guard.

### **1 ON 1 DEFENCE**

No matter what level of basketball you are coaching, the ability to guard and contain the ball is crucial. If you have 5 players on the court who can all defend and contain the ball, your team will be very successful. If the ball is being contained, there is no need for help defence and your team won't be caught in rotations. As coaches, we sometimes put such an emphasis on a 'lack of help defence' that we forget the reason we need help defence in the first place - because our players cannot defend and contain the ball effectively.

Defending your man incorporates a lot of small defensive skills.

- Closeout technique
- Defensive stance
- Defensive slides
- Hand Positioning

**Closeouts** occur in every possession of basketball. Every time a defender approaches a player with the ball, this is a closeout (<https://youtu.be/TLgxlBrh3Zc?t=278>). Without a proper closeout athletes are open to shoot the basketball or have an easy drive to the rim. When teaching closeouts we want to encourage athletes to use 'small choppy steps' to keep their feet attached to the ground. This allows them to react quickly to any dribble penetration from the offense. We want athletes to approach the ball with knees bent in a low stance and with high hands over the basketball, this applies pressure to any shooting or passing actions.

An on ball **Defensive stance** refers to the stance an athlete is when guarding the basketball. This is the cornerstone of good man to man defence. An athlete's ability to stay in a stance and then slide their feet while remaining in a stance, will determine if they can effectively contain the ball. We want our athletes to have their knees bent ready to proactively influence what the ball handler does. After the closeout we want the athlete to stay down low in this defensive stance.

When teaching **defensive slides** a great technique to encourage is the **push slide** (<https://youtu.be/TLgxlBrh3Zc?t=284>). This technique ensures that athletes are taking a wide stance with their feet and not crossing them over. When our feet are crossed over, we are not balanced, and we are very easy to beat.

**Defending without fouling** is another important aspect of this skill. There is nothing worse than playing great defence, and then reaching in trying to steal or block a shot and fouling the offence. This needs to be preached at training. Any reach in, or attempted block needs to be called a foul at training. The earlier we do this in an athlete's development, the better habits they will develop. Use the terminology;

- "Show your hands" - chest blows when defending the ball
- "Wall Up" when defending inside the charge halo and at the rim.



# COACH INTERVIEWS





We've reached out to some well-known WABL coaches and asked them about their experiences coaching youth sports. These coaches have covered every age group WABL has to offer. Some of the topics they cover range from their favourite drills, what they wish they knew when they started & game tactics.

## **ANDREW COOPER**

Andrew Cooper is a very experienced WA coach. He has coached at every level of WABL, state teams and the new NBL 1. Coops has experience coaching both men and women. Coops loves to innovate with his coaching practices, here are a couple of tips he gives to WABL coaches. WABL is a junior development league and should be treated as such. Coaches don't get fired on Wins/Losses and won't notice an increase in their weekly pay packet if they win a championship.

Here are some learnings I have from my experiences at the WABL level.

What they will do by being fair and equitable is create an environment that players want to play, and parent's want their children to be involved. This is done by allowing kids to play. My opinion of playing time is that we want it to be as equal as possible. Do we want to win, of course. I encourage competitiveness, but that is where the art of coaching comes in.

I would suggest players getting almost equal minutes for the first 3 quarters and if the game is getting close going into the last quarter, maybe then look at playing your 5 most talented players for a longer period in an attempt to win. Please don't sub kids out for making a mistake. They are already feeling pretty bad for making the mistake, subbing them out for it just compounds the loss in confidence. Different story if they continue to make the same mistakes but be ready to explain why they have been subbed. Silence between player and coach is a bad sign.

### **Platoon Subbing**

Platoon subbing is subbing on large groups of athletes at the same time. 4 kids or even 5 kids check into the game together. If you have a team that is very similar in talent from 1 through 10, then this is definitely something I would encourage in WABL. It makes it very easy for you to be fair with playing time and allows the players to play. I would change the groups up if you can as much as possible, but it will certainly keep kids engaged and ready to get on the floor. It's something I used at U14 level and I feel it worked well.

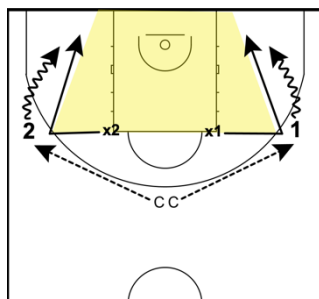
### **Small Sided Games**

1v1, 2v2, 3v3, 4v4, 3v4, 4v5, 2v4 - the options are endless. This is the benefit from small sided games/drills. This allows young athletes to feel included and improve their skills/decision making. Too often I have seen training full of drills with athletes standing around then they play a game of 5v5 for 20 mins. During this game, the best players pass to each other and avoid the "less skilled" players because they want to win.

Any small sided game makes players accountable - nowhere to hide in 1v1 or 2v2 right? Players can work on both offence and defence repetitively in a short space of time. Coaches can assess and teach better when the groups are smaller and offer feedback on the fly while groups are rotating through the drill. I find athletes are more engaged due to the fact they are competing regularly. This allows "game like" decision making to progress at a faster rate than just doing drills with no defence or consequences for making bad decisions.

You can really home in on defensive issues when there is more room for the offence, allowing you to fix mistakes that may not be as evident in a 5v5 scenario. Work on half court transition as the first few steps of picking up the ball is very important. Can be done easily 2v2, 3v3.

One of my favourite drills for this concept is 'Protect the House':



Coach starts at the top of the 3pt line with a ball. Defence is in the gap at elbow. On the pass to the wing, defence closes using team closeout technique. Offense has two dribbles to score. The goal is to keep the offense out of the 'house' (the shaded area) using chest bumps and ball pressure.

Add points for defensive stops to make the drill competitive.

Small sided games offer the ability to be productive at training when you don't have 10 players present, a regular occurrence at WABL. Can still be ultra-competitive with 1v1 building up to 3v3 or 4v4 in the half court. Use your imagination and make your session as game like and competitive as possible. These athletes are playing competitive sport for a reason, ensure you have winners and losers for every drill, keep score and you will see the lack of numbers will quickly be forgotten. I hear coaches say that their sessions are tough because they can't get 10 players, then when I see them have 10, they spend half the session running set plays for the best players.

Set plays should be very, very limited at WABL level. Teach your athletes to play conceptual basketball with good spacing. They will thank you when they reach the pros and get paid to run sets.

### ADAM KOMATSU

Adam Komatsu is a young up and coming coach. He has experience as a past player and also as a strength and conditioning coach. Adam runs development programs for young athletes looking to start their journey in the gym for the first time. With Adam's expertise he is a big advocate for effective warmups, here is his thoughts.

#### **The Importance of Warmups**

As many of us know warmups are important from a physiological standpoint in preparing the body for the demands of training/games. A thorough warm up will help increase body temperature, blood flow to skeletal muscles and prepare the connective tissue and nervous system which will help to reduce risk of injury.

But what is often overlooked is the mental side of the warmup, the warmup is key for getting the athletes in the right mind-set and focused on the task at hand. Prior to training, kids are usually coming from school or other activities, so getting them out of that head space and into the mind-set of training will ensure better engagement and attention.

#### **Warming Up With/Without a Ball**

Don't underestimate the value of moving your body without a basketball and doing things that aren't 'specific'. If you do want to integrate skills into your warmup e.g. dribbling, keep it simple and don't let the skill take away from the goal of your warmup. Understand why you are adding a skill component and whether it will help you achieve the desired outcome.

## **Mental Warmups**

I think this is where games (one on one or small sided) come into play and have a great amount of value. Rather than just going through the motions, put them in different situations where they must work together and think about what they are doing to accomplish a goal. Games introduce some competitiveness and fun which can increase engagement.

## **Favourite Warmup Drills**

*Heads, Shoulders, Knees, Toes, Cone*

Video Link: <https://www.facebook.com/watch/?v=892335491250187>

Description:

Too often when warming up for training & sport we are just going through the motions and not actively engaging in the warmup. I love to utilise games within the warmup, especially with young athletes to get their brains working and to create a competitive environment.

Simple games like this or variations of 'Tag' are fantastic.

*Scissors, Paper, Rock*

Video Link: <https://www.facebook.com/watch/?v=270266444251312>

Description:

This game is another fantastic one that I like to utilise in warmups or when introducing plyometrics. Simply have players stand on either end versing each other 1v1 or in teams. They must hop from cone to cone, once they meet each other, they play scissors, paper, rock. The loser must sprint back to the start and go again/team mate now goes. The first person/team to reach the other side wins! Depending on the goal, you can manipulate how the game is performed to train certain qualities. For example, you could jump over the cones, so they jump higher, place the cones further apart so they jump further laterally or even get them to do it single leg. Start with the goal you want to achieve then reverse engineer and create a game/environment in which the kids don't even realise its training.

## **DAN DONALDSON**

Dan Donaldson is an experienced coach hailing from the Warwick Senators. Dan has coached state teams and WABL teams for a number of years. Dan has recently taken up a role in the BWA high performance department working with clubs and their coaches on their development pathways. He has a wide variety of high-class coaching mentors and is an excellent educator and sharer of the game.

## **Tips for Planning your WABL Season**

Whenever I'm coaching a team, I always start by creating a schedule with all the important dates added. For WABL that means, when are the trials, grading dates, start of the season and finals etc. From there I work backwards to identify where I think the team should be at those key points. For example, I look at what I think my team needs to be successful at the grading weekends and then prioritise those particular skills/concepts. As a general rule, I don't think you need a lot of complex offenses to be successful at grading, so I don't put any emphasis on that until we get closer to the season, but I think transition offence and defence are incredibly vital, so I list them as a high priority and spend most of our time in those areas.

## **Most Important Teaching Points**

As a general observation I think spending more time teaching them "how to play" instead of "running plays" is a great philosophy to follow. In a practical sense this means allowing time to teach the athletes the basic skills such as ball handling, shooting and 1 on 1 defence. At the younger age groups, we often put too much stock in winning and celebrate players that are physically superior instead of giving them the tools and skills to succeed when they are older.



### Things I wish I knew when I first started coaching

Just because something works at one level or in a certain team doesn't mean it will translate to the current team you are coaching. Don't fall into the trap of trying to run an offense or style of play that you see when your athletes don't have the skill or ability to execute it.

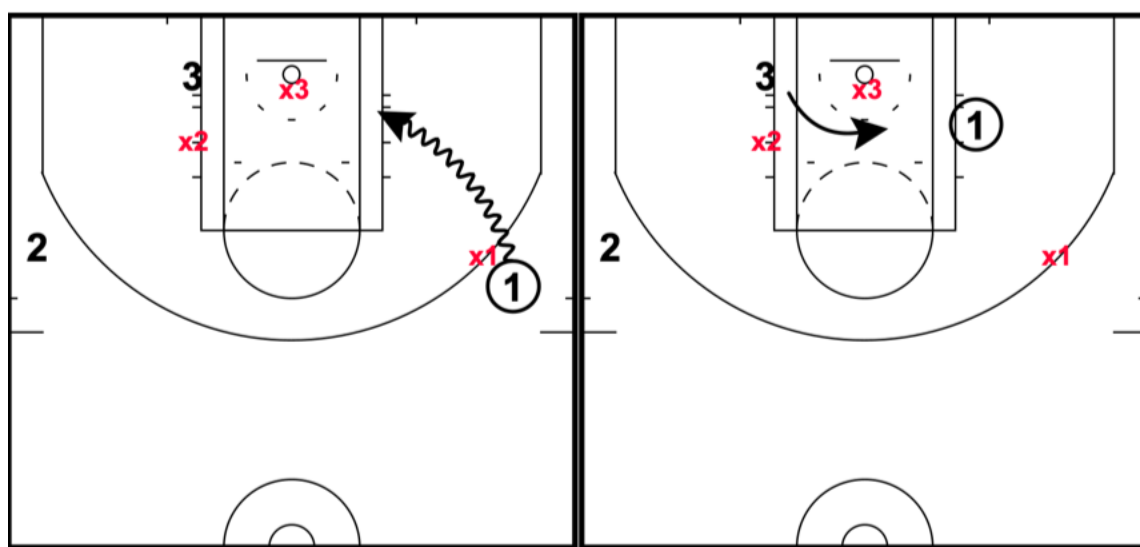
### Favourite Drill to do at practice

I love decision making gameplay drills. Anything that challenges athletes to make decisions in a game environment with minimal structure. Each training session I run I always allocate time for the athletes to play 3 on 3 in the half court from a disadvantage situation.

For example, we use this simple drill to work on play making off the dribble.

The ball defender starts facing the ring in front of the offense player. The drill starts with the ball carrier taping the ball on the defender's back and attacking the rim which should simulate a blow by in a game. Player 1 now needs to make a decision based on what the defensive and offensive players do. If X3 comes over to stop the drive, then P1 makes the pass to the open player. If X3 stays on their player then P1 scores the layup. Play continues until the offense shoots the ball or an allocated shot clock expires.

Athletes are encouraged to move to positions to create a better passing angle and take open shots regardless of if they make them or not.





# WABL STYLE OF PLAY



A style of play (SOP) is a guideline around how a team looks and performs on the court. Each team can have their own SOP. SOP's can also be adopted by whole clubs or organisations. This ensures that all teams within that club look and play a certain way.

Every style of play is unique and can contain many different themes. SOP's could contain the following:

- A playbook or offensive/defensive structure to follow
- A set of guidelines or concepts that the group aims to excel in
- Teaching points or skills that athletes are supposed to be proficient in
- A group of off court values
- Collection of behaviours & morals for a team to follow

Regardless of the system or values in an SOP, they can be beneficial for a variety of reasons. Having an SOP gives coaches areas to stay focused on when coaching their group. As we've previously discussed it's really hard to be good at everything on the basketball court. An SOP gives a group an identity that they can follow for success.

BWA Southern Cross & Development Teams have their own style of play that they follow. This style of play comes with a set of selection criteria and outlines key areas in the game we want our teams to excel in.

The BWA SOP focuses on the following 4 areas.

- Transition Offense
- Shot Selection
- Transition Defence
- Rebounding

Whilst BWA's style of play might not be suited for every group the 4 key areas are very important to look at when coaching a WABL team.





# TRANSITION OFFENCE





At a national level WA teams do well in the pace phase of play. We generally have 5 athletes on the floor who can sprint and create early advantage. What we struggle with on a national scale is what comes after the initial break? If we can't create a scoring opportunity immediately, what comes next?

The state team style of play document has specific spacing structure and progressions for secondary offense. The general idea is how can we get the ball 'Up the floor' and 'Across the floor' as quick as possible. We have spacing and counters for teams that want to trap and pressure the ball.

In general, most Possessions in a WABL game are transition basketball. Developing an identity around your transition offence will help your athletes score more and be able to create space and opportunities if an immediate Fastbreak layup doesn't exist. Regardless of what you 'run' in your offense there are a number of things to consider when thinking about attacking in transition.

### ***Kick Aheads***

Kick aheads occur when we pass the basketball up the floor to create an advantage. The ball moves faster than any one individual. We want to create advantages early and often through passing. Athletes need to be strong enough to throw accurate kick ahead passes instead of throwing loopy lobs. The target needs to be advancing up the floor with speed which leads to the next area of emphasis.

### ***Sprinting***

Sprinting is a massive part getting out in transition. The first three steps are the most important. Athletes need to sprint wide and get all the way to the corners if they don't receive the ball. Running deep down the court opens up driving lanes for other athletes. Too often our athletes' jog to the wings and stop. This clogs up the keyway when we are trying to get early looks at the basket.

### ***Spacing***

When are the players running to? Do they know the spots on the floor that create the most space in your offense? There is a large number of spacing alignments when teams play. 5 out, 4 out 1 in, 3 out 2 in etc. When attacking in transition do you have a trailer spaced behind the ball carrier in case you encounter pressure? Do you want an athlete running towards the rim for a layup or do you want them spacing away from the keyway opening up driving lanes?

### ***Ball Reversal***

If we don't create scoring opportunities early, the ball needs to reach the other side of the floor. We want to move the ball so we can shift the defence. A lot of defensive transition systems prioritise 'loading up to ball side'. We want to stretch the defence in the early portion of the clock to create gaps to penetrate.

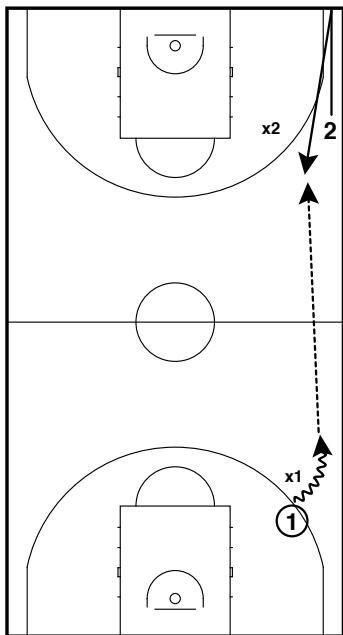
### ***Creating Leads/Getting Open***

If we don't create advantage early, we need to get open to be able to receive the pass on a ball reversal. BWA teach 'Short arm/Long arm technique'. The receiver should be in a low stance walking their defender away from where they want to catch the ball. In stance, use an arm to create an arm bar across the defender's chest (short arm). Extend the opposite arm as a target hand (long arm). Brace and release when ready to catch the ball whilst using the short arm for leverage.



# Transition Offense

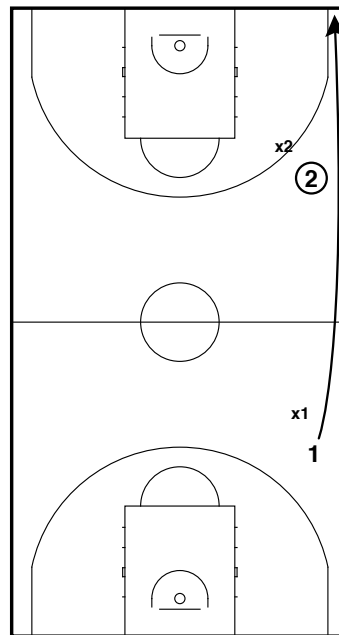
5 Out 2 Man Break Downs Full Court



## 2v2 Kick Ahead

1 has the basketball and must attempt to make a kick ahead before half way. 2 must sprint to the corner and cut to receive the ball high and wide.

5 Out 2 Man Break Downs Full Court



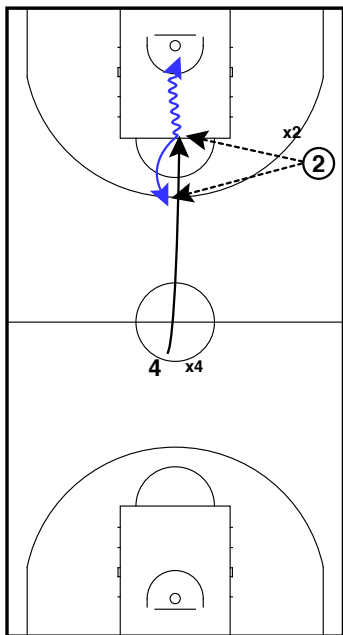
## 2v2 Kick Ahead Cont.

1 must fill to the corner (preferably behind). From here they play 2v2.

## Variation

If the original kick ahead is denied, 1 can dribble push 2 into the corner.

5 Out 2 Man Break Downs Full Court



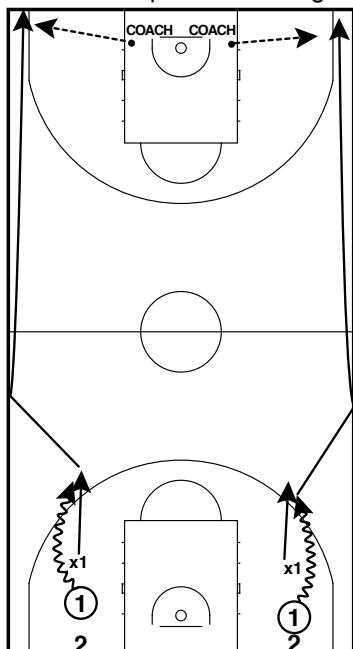
## 2v2 Middle Forward

4 and X4 start shoulder to shoulder. On the command they sprint in a running race to the high nail. If 4 beats their man down the floor, they receive the pass for a lay-up. If X4 gets in front, they hold position at the high nail and release to catch the ball high. Now its live 2v2.



# Transition Offense

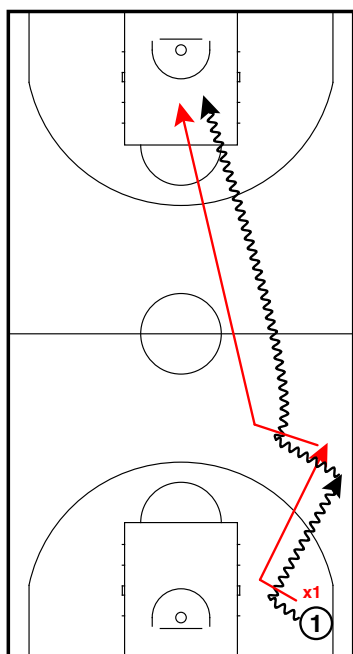
## Corner Sprint Shooting



Offense and defence start at the far end of the court. Defence is containing the ball until a coach yells out "GO". On the coaches call, offense hand the ball to the defender and sprints as quick as they can to the corner. Coaches pass the ball to the corner. First person to make a corner 3 gets a point.

Defense with the ball dribbles back to the baseline and now becomes offense with the a new defender

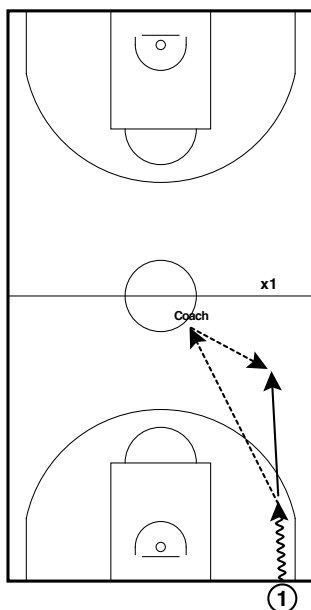
## Full Court 1v1



Offense and defence start in the corner. On the dribble X1 has to turn 1 twice in the back court. When they get over the halfway line its live 1v1 to the rim.

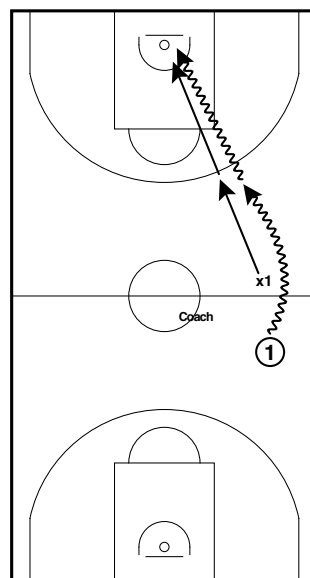
# Transition Offense

## Cincinnati Transition



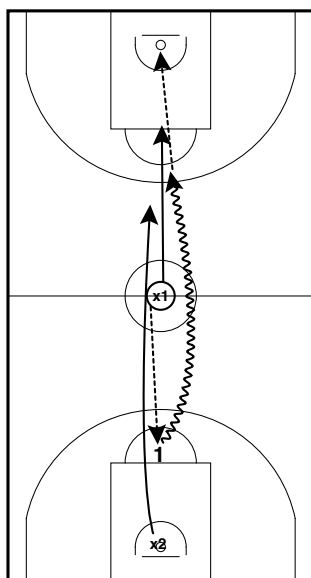
Offense starts with a ball on the baseline. They take two hard dribbles before passing to the coach. The coach catches and fires the pass back as soon as possible.

## Cincinnati Transition



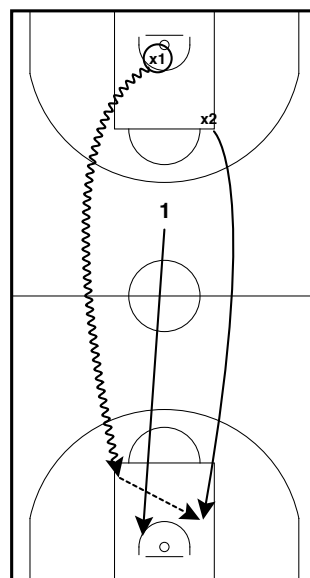
The defender is looking over their inside shoulder at the coach. Once the defender sees the coach make the pass they must take 3 hard steps towards the elbow before turning around and contesting the ball handler 1 on 1. Offense is trying to finish at the basket. Defense is trying to get a chest blow and contest shots at the rim. Can do drill on both sides of the court

## Cincinnati Transition 2v1



Defense start in the middle with a basketball and under the basket. Offense starts on the high nail. X1 passes to 1 and sprints to the opposite high nail. They must stay between the ball and the basket, attempting to force a pullup jumper. X2 is sprinting from behind trying to get back in the play. 1 is trying to get to the basket and score 1 on 1 before the second defender arrives.

## Cincinnati Transition 2v1



On the shot offense becomes defense and sprints back to protect the key. Athletes play 2 on 1 on the way back. The new offense looks to attack through the elbows and make a play.





Same Drill but add another offensive player to make it 2 on 2. 8 Second shot clocks, offensive rebounds ARE allowed.

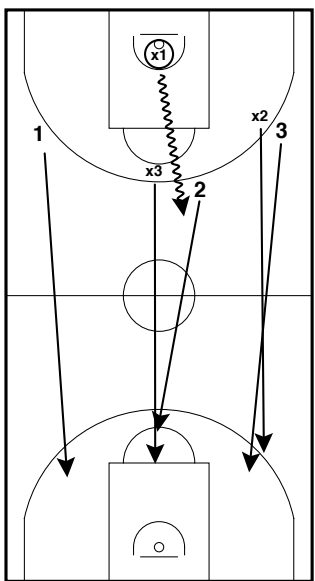
3 sprints to the high nail and then holds space. If they don't have a layup opportunity they lift high.

If no layup is presented and 3 gets the ball high. 1 sets a pin down for 2. They space high and wide and play 3 on 3.



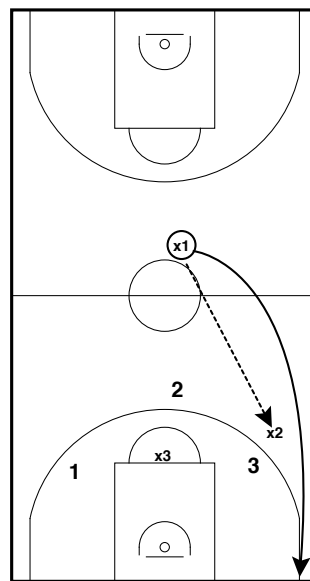
# Transition Offense

Cincinnati Transition 3v3



After the shot. Offense and defense flip and play 3 on 3 the other direction. The new offensive players must kick the ball over halfway.

Cincinnati Transition 3v3



As the new offense comes down they must flow into the transition offense alignment.



# TRANSITION DEFENCE



We've established that most possessions in WABL occur in the transition phase of play. If teams are going to run and attack you in transition, how are you going to stop them? At a WABL level defensive transition is mostly an afterthought. The teams with the quickest players dominate this phase of play. A solid strategy in this area can neutralise the dominant teams that blow out others by living in the keyway for layups.

Transition defence is linked to multiple different phases of play. Offensive rebounding rules are linked directly to transition defence. We need to start thinking about our transition defence rules on the rise of the shot. If we don't start to position ourselves until after the ball is rebounded, we will be susceptible to lots of transition layups down the other end of the floor.

There are a number of common theories when it comes to offensive rebounding. Some teams send an allocated number of players to the glass (1,2,3 etc). This can be done by positions or whoever are the better rebounders. Some teams send everyone to the glass and use the defensive transition strategy of 'tagging up'. Regardless of what your offensive rebounding alignment is, BWA teach three rules in defensive transition, BALL, BASKET, SPRINT.

## Stages of Defensive Transition (In Order of Priority)

### 1. Ball

On the Defensive rebound or basket, the closest athlete to the ball has the job of containing the ball and channelling it to sideline. Athletes are to always play with high hands forcing lob passes. We want to keep the ball to one side of the floor as much as possible. This allows us to sprint ahead of the ball and 'plug' the floor if we get beat. We want to get our players ahead of the ball and take away easy transition scoring opportunities

### 2. Basket

Once the ball is pressured and taken care of, we must have someone protecting the basket. We don't want to give up layups in transition, everything is to be contested. The person guarding the basket is the last line of defence, they can see the whole floor.

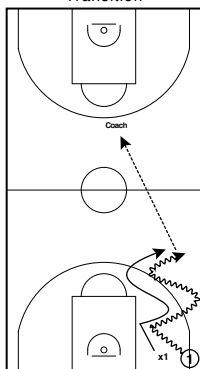
### 3. Sprint

We want everyone to sprint ahead of the ball. We are not matching up and running with 'our player' in transition. We sprint ahead of the ball and get to gaps to plug the floor. If the person guarding the ball gets beat off the dribble, there should be someone ready to step up and take the ball next. Every time someone is beat or there is a pass made, we need to re-adjust our ball basket sprint rules.



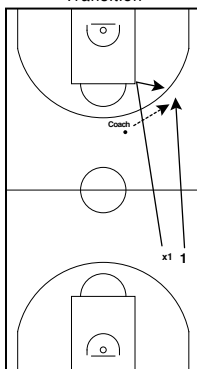
# Transition Defence

Forde FC 1 on 1  
Transition



Offense & defense start in the corner. The defense's goal is to make the offense change directions 3 times before half way. Once completed, offense passes the ball to the coach.

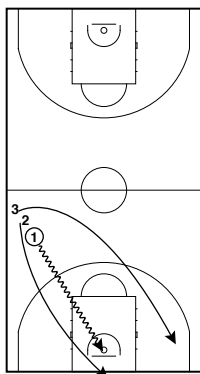
Forde FC 1 on 1  
Transition



Defense immediately turns and sprints below the basketball. Offensive runs to the wing. After getting below the ball defense can now match up and try to deny the entry pass to the wing. On the successful pass they play 1 on 1.

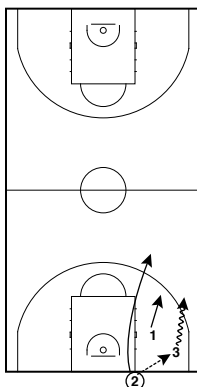
Play drill on both sides of the court with 2 coaches.

1v2 D Trans Sprint  
Transition



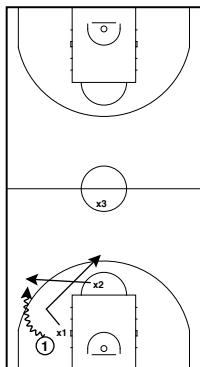
Athletes start in a line at half way. The first Athlete completes a layup and then becomes defense. 2 becomes the rebounder. 3 runs to the corner to become the next offensive player.

1v2 D Trans Sprint  
Transition



After 2 inbounds the ball. They SPRINT to a 'gap' position behind 1. 1 tries to channel and keep 3 to the sideline, knowing that they have 2 to back them up if they get beat. Athletes play 1v2 full court.

1v3 D-Trans  
Transition



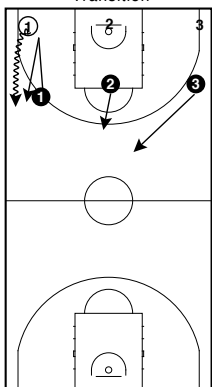
3 defenders and 1 offense. Defense must never double team the ball, just re adjust to their position based on their BALL, BASKET, SPRINT roles.

Offense is trying to score. Defense channels the ball to sideline whilst everyone is in their BBS spots.



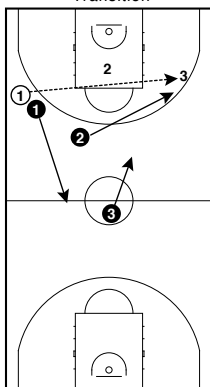
# Transition Defence

3v3 Ball Basket Sprint Breakdown  
Transition



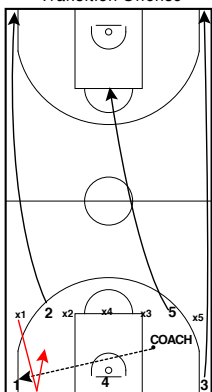
1 must go and pick up the ball and channel to sideline.  
3 sprints back to protect the basket. 2 sprints ahead of the ball to plug the floor

3v3 Ball Basket Sprint Breakdown  
Transition



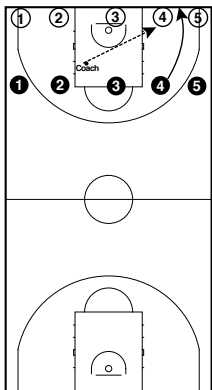
On any pass, the closest person must rotate to the ball.  
We ARE NOT matching up in D Trans. 2 sprints to the ball with high hands. 1 sprints to protect the basket. 3 gets into a gap position plugging the floor.

Fruit Salad Lane Running  
Transition Offense



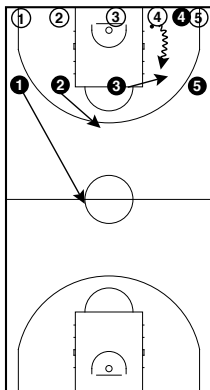
Coach passes the ball to any of the offense on the baseline. The defender facing that athlete must touch the baseline before coming back into the play. Offense sprints to transition spacing as diagrammed. Defense tries to slow the ball using BALL, BASKET, SPRINT principals.

5v5 Delayed D Trans  
Transition



Offense lines up on the baseline and the defense lines up on foul line extended. Coach passes the basketball to anyone on offense. Whoever faces that player on defense must touch the baseline before playing defense

5v5 Delayed D Trans  
Transition

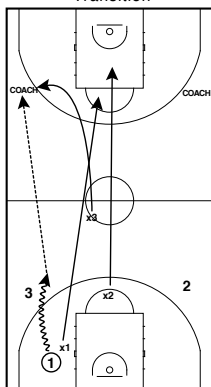


Athletes must use BALL, BASKET, SPRINT principles to slow down the ball and allow time for the trailing defender to get back into the play



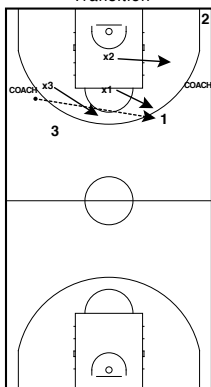
# Transition Defence

3v5 Kick Ahead D-Trans  
Transition



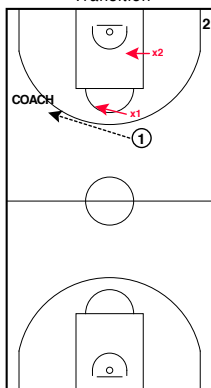
Drill starts with 3v3 from the baseline. With two coaches standing on foul line extended. If either coach puts their hands up, offense must make a kick ahead to the coach. Whoever is in basket, must rotate to ball. The player in sprint must now take basket, and the player guarding the ball must sprint ahead.

3v5 Kick Ahead D-Trans  
Transition



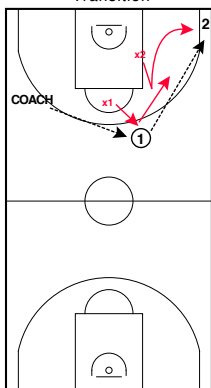
The coach will hold the ball for a couple seconds and let everyone sprint down the floor. Offense relocates anywhere outside the 3 point line. Coach now passes the ball to any of the players on offense and steps off the floor. Defence closes out to their help and plays live 3v3.

2v2 Read The Ride  
Transition



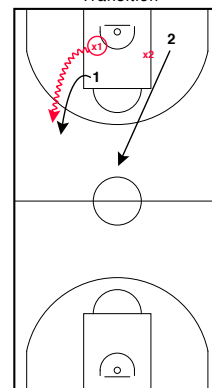
Offense starts with the ball up top. On the pass to coach, X1 must jump to ball, X2 gets at least one foot in the paint.

2v2 Read The Ride  
Transition



On the pass back, X1 closes out and X2 makes an active stunt with high hands. The ball is swung to 2, X2 closes out in a sweep to not give up a straight line blow by. The group plays live 2v2 with 2 dribbles each.

2v2 Read The Ride  
Transition



On the result the pairs play live 2v2. Defense works live ball and sprint principals. Offense is not allowed to make a forward pass.



# SHOT SELECTION





As coaches we all need to establish what are good shots for our team to take. The age and level of your athletes will greatly affect the types of shots you want your athletes to take. Are you a team that wants to take a lot of 3's? Do you want to shoot early or late in the shot clock? Do you want to get a paint touch before shooting? How many players need to touch the ball before taking a shot? There are just a few factors that determine quality shot selection.

BWA teams want to create the 3 following shots.

- Free Throws – We want free points whenever possible
- Layups – 1 on 1 contests around the rim are also acceptable
- Open Jump Shots – In rhythm, in space, with rebounding coverage

When looking to create these three shot we like to use the concept of split kick extra.

## **The importance of SKE in Shot selection**

Split Kick Extra (SKE) is not a 'play' or offensive structure. It is a set of rules that promote spacing and penetration to produce the highest quality shots possible. SKE is maintained by the other four players rotating to receiver spots and by not re-penetrating after catching a kick out pass. We don't want athletes driving right into traffic and defence after the initial split.

In order to effectively space the floor, we need to have shooters. Shooting is a key area of the athlete targeting framework. Perimeter shooting threats stretch the floor and allow more room for penetration.

### **Split**

#### **'One on one, get it done'**

A split is a positional advantage created by beating your player with pass or dribble penetration. Splits create a momentary numbers advantage in offense (5v4, 3v2 etc). A split can be achieved off the dribble or with a pass. Splits off the dribble are efficient perimeter moves where the player gets two feet in the paint to score or collapse the defence. Splits off the pass can be post ups, Pick and Roll, cutting etc.

### **Kick**

#### **'See two (defenders) it's not a shot for you'**

If an offensive player creates a split and draws two defenders, they make a dump down or kick out pass. A dump down pass is generally to another player around the basket who is wheeling to a receiver spot for a layup. If a split has been created, it is likely the defence will collapse into the keyway. On the split, perimeter player has moved into receiver spots to create space for a kick out pass. Players receiving a kick out pass can only shoot or make an extra pass. They are not allowed to repenetrate back into the congested keyway.

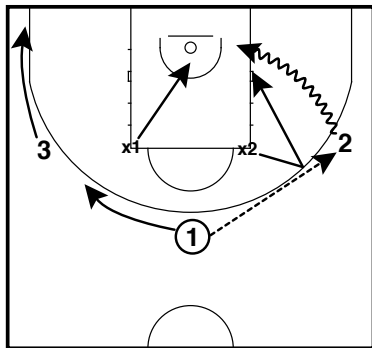
### **Extra**

#### **'Kick arrives no drives'**

After a kick out pass, the offense has two options, catch and shoot or make an extra pass. We don't want re-penetration after an initial kick. The keyway will already be congested from the initial split. We want to keep the floor spaced and take advantage of a collapsed defence being forced into long closeouts. Athletes must be in a stance with hungry hands ready to catch and shoot, if they don't have time and space, they must immediately make an extra pass to the next perimeter player. This player now has the option of re-penetration.

# Shot Selection

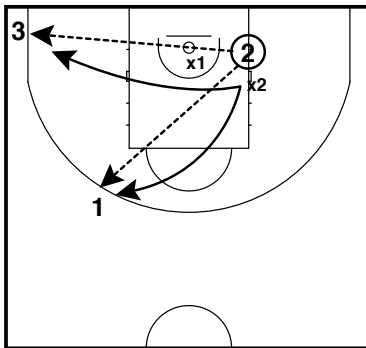
Split Kick Extra  
Receivers



Basketball starts up top. Defense are in stance at elbows. Ball is passed to either wing. Defense closest to the ball must touch the 3pt line before contesting the play. Offense looks to penetrate.

Opposite wing drops to corner on penetration (3). Top looks to slide near the '45' (1).

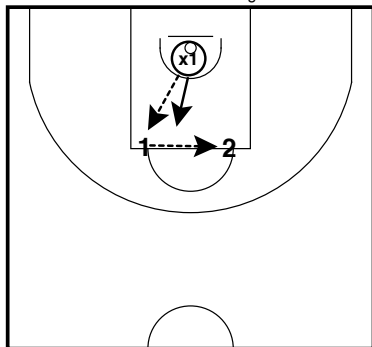
Split Kick Extra  
Receivers



If the ball is stopped. The wing (2) has the option of passing to either of their team mates. They then step out of the drill. Defense scrambles to rotate to the basketball to play 2 on 2.

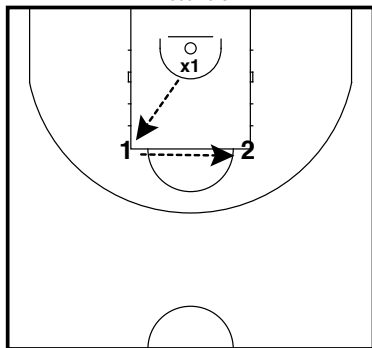
The person who catches the basketball may shoot or pass (**NOT DRIBBLE**). On the next catch the ball can now be dribbled.

2v1 Shooting Closeouts  
Decision Making



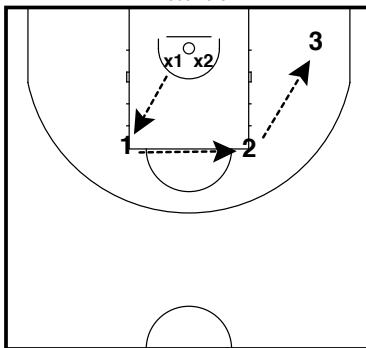
X1 starts under the basket and passes the ball to 1. 1 can either shoot it or pass to 2 for the shot. If 2 gets the ball they must shoot it. X1 closeout and contest the shot to the best of their ability. Offense needs to make quick decisions.

Decision Shooting  
Receivers



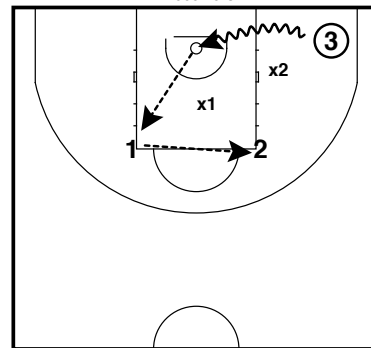
X1 starts with the ball in the charge halo and passes to 1. 1 can either Catch and Shoot (CAS) or pass to 2. 2 must CAS. X1 is trying to get a deflection and contest without fouling

Decision Shooting  
Receivers



X1 passes to 1. 1 can either CAS or pass to 2. 2 can either CAS or pass to 3. 3 must CAS. X1 and X2 trying to get deflections and contest without fouling

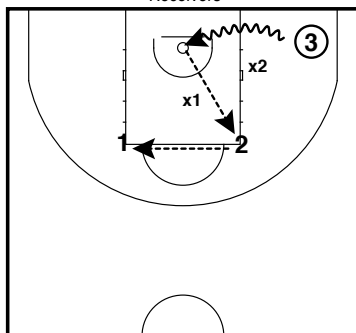
Decision Shooting  
Receivers



**Variation**  
Once 3 catches the ball they must attack the basket and either finish or pass to 1 or 2. First pass out (1) is either a CAS or pass to 2. 2 must CAS

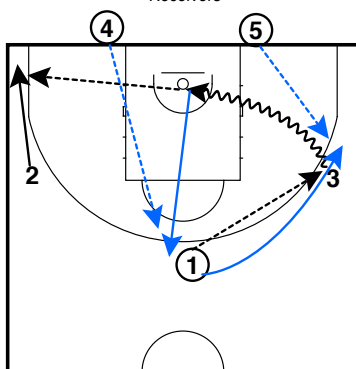
# Shot Selection

Decision Shooting  
Receivers



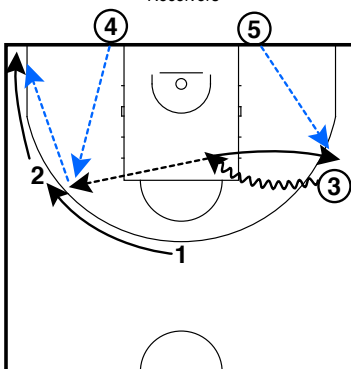
Variation  
Once 3 catches the ball they must attack the basket and either finish or pass to 1 or 2  
First pass out (2) is either a CAS or pass to 1  
1 must CAS

Warm Up 3 Man Shooting  
Receivers



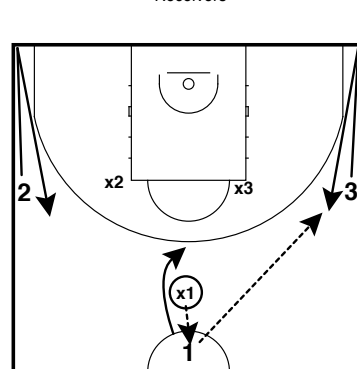
Three lines at halfway and two lines on the baseline. ...

Warm Up 3 Man Shooting  
Receivers



**Middle Penetration**  
3 drives middle through the elbow getting two feet in the paint. 1 drifts to the wing and 2 drifts to the corner. 3 kicks out to 1 who makes the extra pass to 2 in the corner for a CAS 3. 3 relocates back to the wing, 4 & 5 hit 1 & 3 for shots.

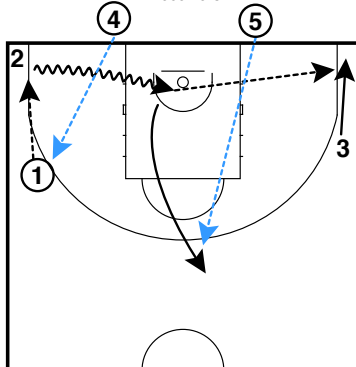
Warm Up 3 Man Shooting  
Receivers



**3v3**

Remove the baseline lines and add defenders. Defense checks the ball to 1 at the top. The wings must sprint to the corner and bounce back for the catch. 1 must deal with pressure from the defense using their pivots to create space for the pass.

Warm Up 3 Man Shooting  
Receivers



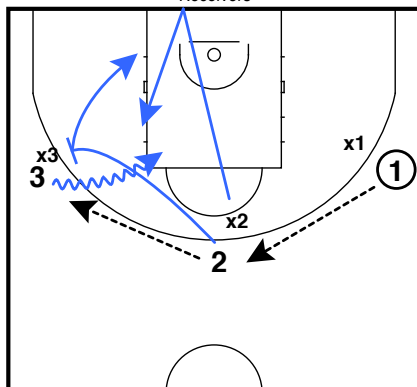
**2nd Penetration**

In this progressions we want another drive after the extra pass. Athletes must relocate to new receiver spots. After the second split and kick, everyone gets to shoot.



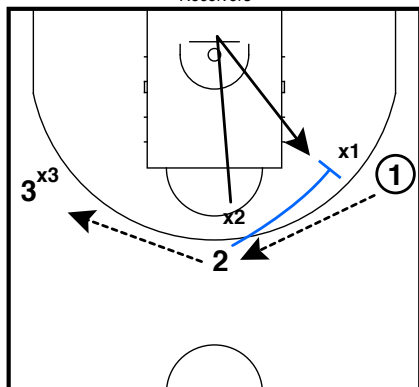
# Shot Selection

Hornets Ball Screen Advantage  
Receivers



1 starts with the ball and passes to 2, who passes to 3. When 2 passes, X2 must sprint down and touch the baseline. 2 then sprints and sets a ball screen on X3, 3 looks to play out of the advantage, with 2 rolling to the basket.

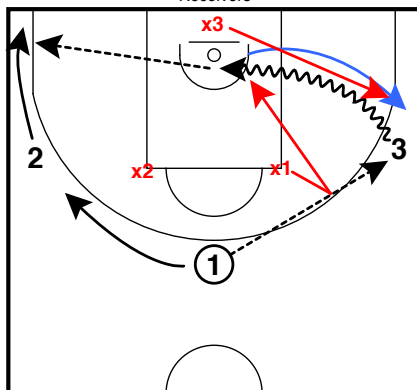
Hornets Ball Screen Advantage  
Receivers



**Pin Down**

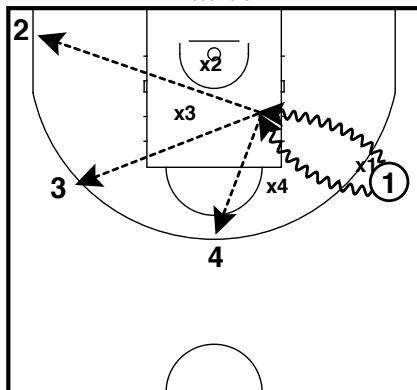
Same concepts but now after reversing the ball, 2 sets a pin down screen for 1, X2 must still touch the baseline and scramble to recover.

3v2+1 SKE  
Receivers



Two defenders start in the elbows with the 3rd under the basket read to come in. 1 can pass to either side, the closest defender must touch the 3pt line. 3 drives and looks to create an SKE scenario. On the pass out 3 must get back outside the 3pt line. After 3 relocates, X3 runs into the drill to guard/box them out.

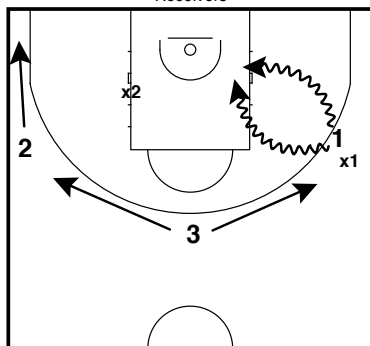
4v3 + 1 SKE  
Receivers



Offense starts with the ball on the back of X1. 1 rips the ball off the defenders back and can go baseline or middle. X1 must hustle to get back in front or rotate to their teammates call.

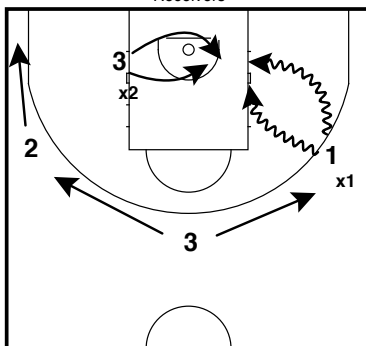
# Shot Selection

3 v 2 Reverse Alba  
Receivers



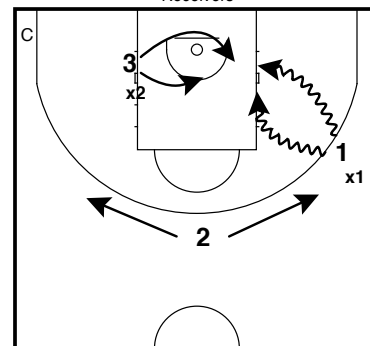
x1 starts with the ball and passes it to 1 by wrapping it around  
If wrapped with right hand = baseline penetration  
If wrapped with left hand = middle penetration  
2 drifts to the corner  
3 either drifts diagonal (middle) or fills behind (baseline)

3 v 2 Reverse Alba  
Receivers



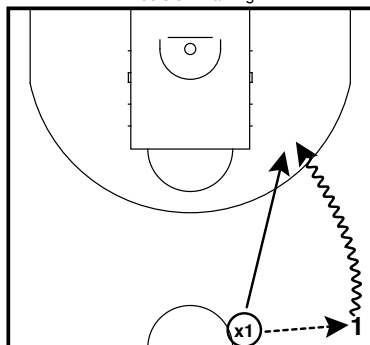
3 either fills the dunker spot (baseline) or circles under (middle)  
2 drifts to the corner

3 v 2 Reverse Alba  
Receivers



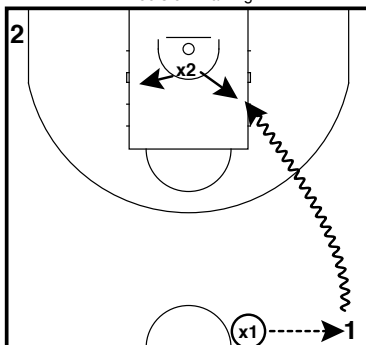
3 either fills the dunker spot (baseline) or circles under (middle)  
2 either drifts to diagonal (middle) or fills behind (baseline)  
Coach fills the corner to make extra pass

Half Court SKE Decision Making Progression  
Series



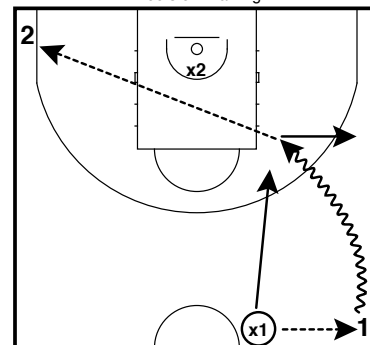
**1v1**  
Athletes line up at halfway. Defense passes the ball to the stationary offensive player. Defense sprints to get in front as they play 1v1. Defense must wall up in the key way. Play live on offensive rebounds

Half Court SKE Decision Making Progression  
Series



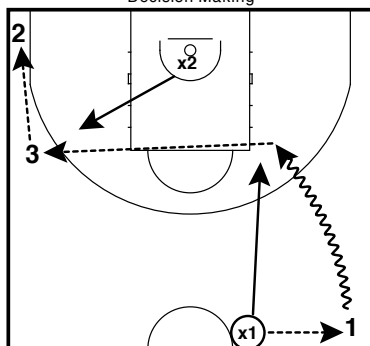
**2v1**  
Same drill as 1v1 however X1 passes and then rotates to 1's spot for the next rep. X2 cant stunt back and forth between 1&2. Offense must now make a decision to drive or pass. 2 is spotting up ready to shoot if they receive the ball. X2 is active and making decisions on stunting and when to commit to the ball.

Half Court SKE Decision Making Progression  
Series



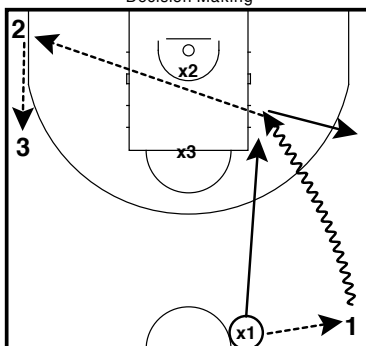
**2v2**  
Same concept as 2v1 but now X1 is a live defender. Athletes play 2v2 off the dribble, if 1 makes a pass to the team mate they must re-space outside the 3 point line.

Half Court SKE Decision Making Progression  
Series



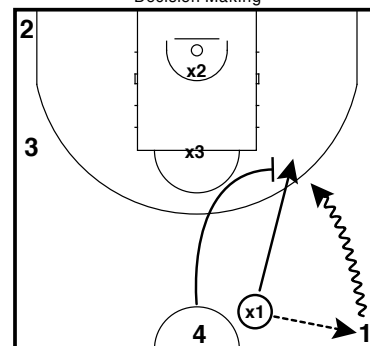
**3v2**  
Same Progression as 2v2 but now we are using Split, Kick, Extra concepts. On the pass, 1 still must re-space outside the 3pt line. 3 can only shoot or pass after immediate penetration. Live 3v2

Half Court SKE Decision Making Progression  
Series



**3v3**  
Progression from 3v2 but now live 3v3 straight away. 1 must create a split and attempt to get a paint touch on the dribble penetration.

Half Court SKE Decision Making Progression  
Series



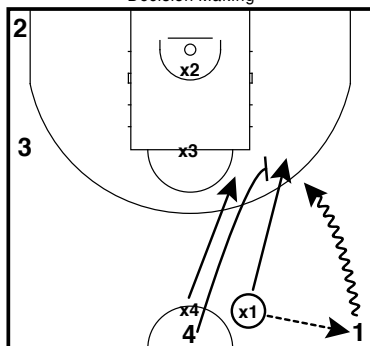
**4v3**  
Add a trailing big to the 3v3 series. We want 4 to sprint into a drag screen if 1 can't beat their player off the dribble. Give X1 the positional advantage so it is harder for the offense to create an immediate split. Play live 4v3.





# Shot Selection

## Half Court ~~SE~~ Decision Making Progression Series Decision Making



### 4v4

Add a X4 as the drag screen defender. Play live 4v4. Its very important that we create space after the initial drag screen. IF 1 drives off the screen and passes the ball. The must space away outside the 3 point line.



# REBOUNDING



In youth basketball a high percentage of shots end in opportunities to rebound. Getting offensive rebounds leads to easy shots around the rim (We want these in accordance with our shot selection rules), so we want to take these opportunities away from the other team.

Giving up offense rebounds also forces us to start our possession inbound the ball and walking it up the court. This allows teams to set up their defence and nullify our opportunities to create advantage in transition offence.

Rebounding is a habit. Young athletes like to spectate as the ball goes in the air, and try to enter a jumping contest to win the ball. We need to convince our athletes to start their rebounding effort on the flight of the ball from a shot attempt. Breaking this habit is tough but it is a necessity.

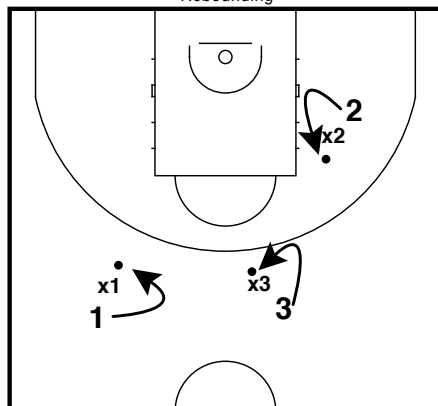
As coaches our rebounding advice tends to be yelling “Box Out”! We need to do more than this to be successful in this area. Do your athletes know what is a successful box out? What do they do after they box out?

We break rebounding down into three areas.

- **HIT** – All 5 athletes need to make contact with an opponent and disturb their path to the ball
- **FIND** – After contact is made, we must turn our head and find the ball in the air
- **GET** – With two high hands we must jump and secure the rebound

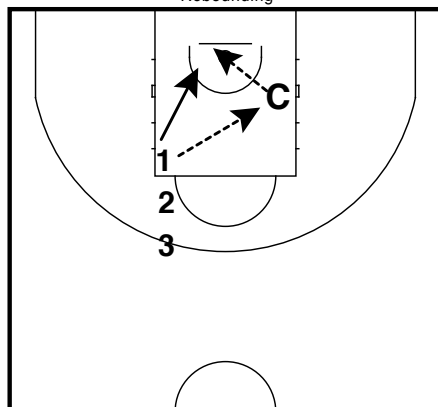
# Rebounding

Ground Boxouts  
Rebounding



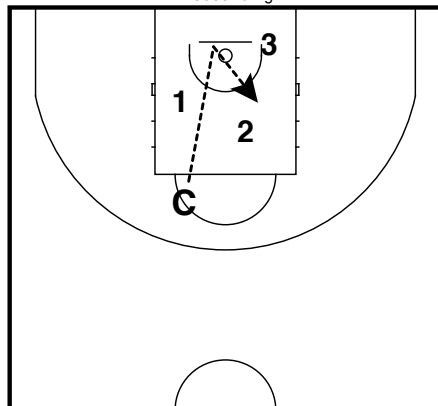
Defence starts with a ball on the ground in front of them. Offense starts behind the defense. On the coaches whistle, offense tries to run and grab the basketball. Defense uses their body and feet to box out and protect the basketball.

1 v 0 putbacks  
Rebounding



1 passes ball to Coach  
Coach throws ball off backboard  
1 rebounds ball and completes a finish as requested by coach eg. Opposite hand finish

Gorilla Rebounding  
Rebounding

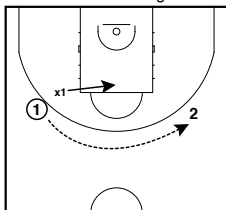


Coach shoots the basketball as rebounders are in keyway. As the shot goes up the rebounders all fight each other for the rebound. They need to put the basketball back in the basket to get a point. The drill ends when an athlete gets 3 points.



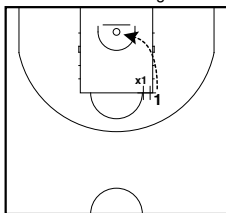
# Rebounding

1 v 1 JTB Box outs  
Rebounding



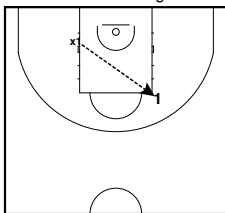
1 skip passes to 2  
X1 jumps to the ball  
2 shoots the ball  
1 and X1 compete for rebound (X1 must box out before getting a rebound)

1 v1 rebounding series  
Rebounding



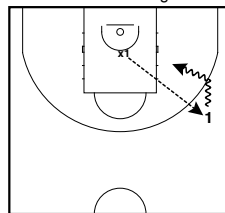
X1 hands ball to 1  
1 shoots ball and play is live  
X1 must box out and retrieve rebound

1 v1 rebounding series  
Rebounding



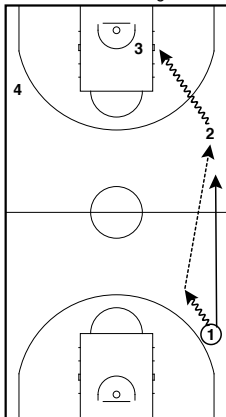
CLOSEOUT  
X1 passes and closes out to 1  
1 shoots ball and play is live  
X1 must box out and retrieve rebound

1 v1 rebounding series  
Rebounding



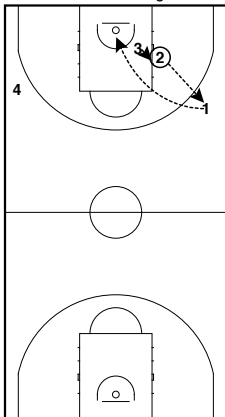
CLOSEOUT AND DRIVE  
X1 passes and closes out to 1  
1 takes two dribbles and shoots (outside the key)  
X1 must box out and retrieve rebound

1v1 Transition Rebounding  
Rebounding



1 takes a dribble before kicking the ball ahead to 2.  
They sprint behind as 2 drives to the key way, executes a jump stop and a reverse pivot

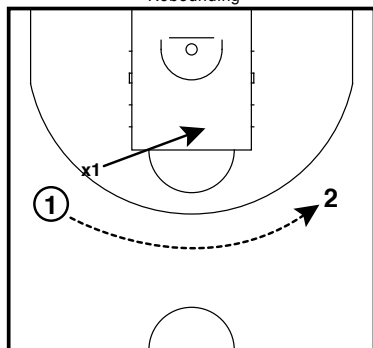
1v1 Transition Rebounding  
Rebounding



2 passes to 1 who has filled behind. 1 takes the shot whilst 2 and 3 compete for the rebound. Whoever gets the rebound gets to kick the ball to the next outlet line and exit the drill.

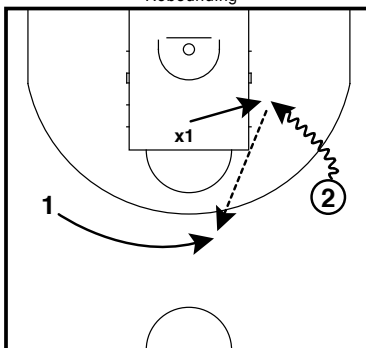
# Rebounding

Rotate rebounding 1v2  
Rebounding



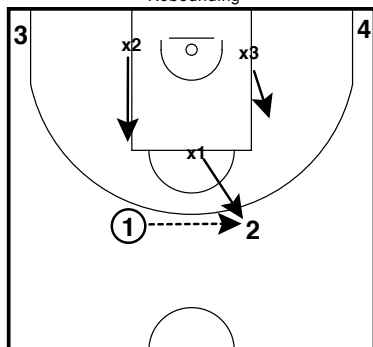
1 skips ball to 2  
X1 jumps to help position

Rotate rebounding 1v2  
Rebounding



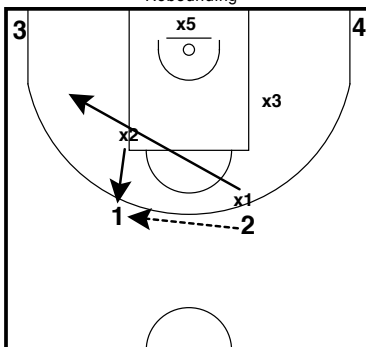
2 drives to score  
X1 must stop drive  
1 cuts to top of key  
If 2 cant score they pass to 1 for the shot  
X1 must box out 2 and rebound

Augusta Rebounding 3v4  
Rebounding



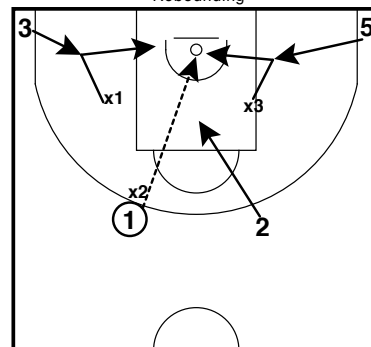
Athletes start in a 4 out 3 in alignment.

Augusta Rebounding 3v4  
Rebounding



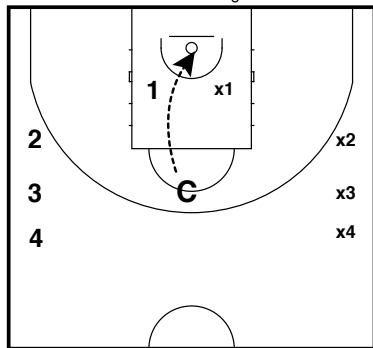
Ball is passed around the perimeter quickly. Defense does their best to scramble to the ball. Defense can not close out from ball to ball. Offense isn't allowed to dribble. On every closeout there must be ball pressure. Any deflection is an automatic turnover

Augusta Rebounding 3v4  
Rebounding



Offense can take any OPEN shot. all offensive players crash glass. If defense must choice between boxing out a player from hi or low. We always choose low. Defense looks to make a box out or tag and then release back to the ball. On an Oboard, offense dribbles back out and the drill continues.

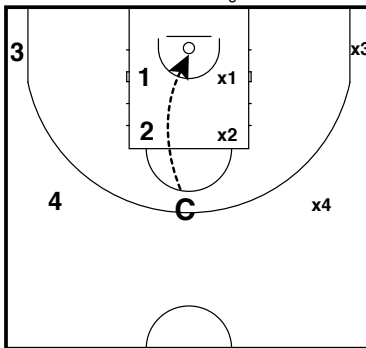
Black v Gold rebounding  
Rebounding



1 v 1

X1 and 1 face the coach in the key  
Coach shoots ball  
X1 and 1 compete for rebound and putback  
Once basket is scored 2 and X2 jump in  
First team to 5 baskets win

Black v Gold rebounding  
Rebounding



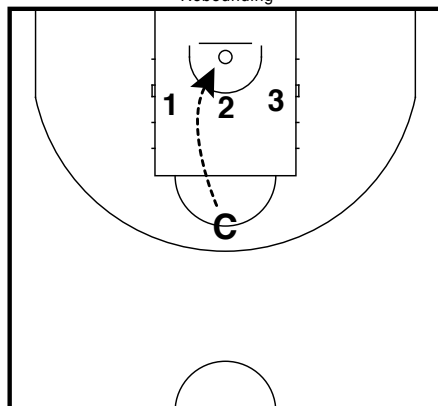
2 v 2

Coach shoots ball  
Athletes inside the key compete for rebound  
Whoever gets rebound can pass it to their teammates outside the key for the shot.  
As team gets 2 baskets, they rotate positions.  
Goal is for 8 baskets



# Rebounding

WAR rebounding  
Rebounding



Coach shoots ball

1, 2 and 3 compete for rebound

Play is continuous until someone rebounds and scores 3 baskets (all baskets must be in the key)

Coach to call any fouls (= point for offense)



Thank you for taking the time to read this book and further your coaching. As coaches most of our learnings are through great mentors or through observing basketball. I would advise you to watch as much basketball as you can at every level. If you are interested in other quality clinics and resources we have listed some more to get you started! If you have any questions and want to speak to a BWA coach representative please email BWA Coach Education Manager Keegan Crawford ([keegan.crawford@basketballwa.asn.au](mailto:keegan.crawford@basketballwa.asn.au))

Basketball WA Coaches You Tube -

<https://www.youtube.com/channel/UC6za7XAkI05odyMdJivM2sw>

Basketball Australia Coach Portal

<http://coach.basketball.net.au>

FIBA Basketball Coach Education Portal

<http://www.fiba.basketball/wabc>

Basketball Australia SOP Article

<https://coach.basketball.net.au/style-of-play/>

Clinics for Defence

[Developing Team Man to Man Defence - Dwayne Casey](#)

[Man to Man Defence - Patrick Hunt](#)

[Defence Clinic - Kristen Veal](#)

[Drills for Building your Defence - Peter Lonergan](#)

Split, Kick, Extra Concepts

[East Coast Challenge Coaches Clinic - Justin Schueller](#)

Shooting – Technique and Shot Selection

[Teaching & Drilling the Jump Shot - Peter Lonergan](#)

[Developing Shooters - Peter Lonergan / Nelson Isley / Patrick Hunt](#)

[Shooting - Rick Carlisle](#)

[Coach Clinic - Peter Lonergan](#)

Transition Basketball

[Transition Concepts - Ekrem Memnun](#)

[Drills for Transition Defence - Andrej Lemanis](#)

[Transition Defence and Offence - Kennedy Kereama](#)

[Transition Basketball - Nenad Vucinic](#)