

THE SKUTT CATHOLIC GIRLS BASKETBALL PROGRAM COACHES MANUAL



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HEAD GIRLS BASKETBALL COACH

SKUTT CATHOLIC HIGH SCHOOL

OMAHA, NEBRASKA

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COACHES MANUAL**

BY

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ACKNOWLEDGMENTS

There are so many people that I have to thank for putting me in the position that I am in today, and I know that I will forget someone along the way, so I'll try to do my best

To my parents, Ron and Connie, for instilling great values and work ethic in me at a very young age, and also for allowing me to develop my love of sports as a young kid. I can't begin to count how many ball cards I sorted as a kid, but I know that it helped me develop a lifelong love of sport.

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To my "idiot" friends growing up; coaching high school girl's basketball is pretty simple compared to putting together a slow pitch softball lineup.

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DIAGRAM KEYS

- X → **Teammate**
- ⊗ → **Player with the ball**
- D → **Defensive player**
- R → **Rebounder**
- S → **Shooter**
- P → **Passer or Post player**
- G → **Guard**
- C → **Coach**
- ~~~~~ → **Dribble**
- → **Player Movement**
- - - → **Pass**
- △ → **Cone**
- → **Ball**
- └ → **Chair**
- // → **Handoff**

SECTION I



SKYHAWKS
SKUTT CATHOLIC

SKUTT CATHOLIC PROGRAM PHILOSOPHY

Chapter 1

Philosophy of the Skutt Catholic Program

PART I: BASIC PROGRAM PHILOSOPHIES

In building any type of sustained entity, like the program we are trying to build here at Skutt Catholic, you first have to think of the characteristics that go into a great program. Here is a good list of characteristics that go into a great program:

A GOOD PROGRAM VS. A GREAT PROGRAM

1. Preparation: You can't prepare enough for everything
 - Prepare yourself, not for the opponent; we determine the outcome of the game, not to opponent
2. Teaching: Need to have **all** coaches teaching
 - "Every day you have to teach attitude."
 - You have to teach slow, but play hard and go quickly between drills
3. Consistency: Everything, every day must be the same
4. Competition: Practice is there to replicate game situations
 - Execution → Technique → Attitude → Effort
 - Everything is competitive, and there has to be consequences for losing
5. Closing: Must be able to finish games out
 - Have an idea who your closers are going to be to close a game, and they might not be the most talented players

Six Trademarks of a strong program

1. Strong self-image about themselves and school
 - Have people on staff that do things well that you don't do so well
2. Academic strength
3. Put a logo in front of people (buy in bulk and give to people)
4. Recruiting
5. Winning
 - How you win
 - Be competitive at home, then develop toughness to win on the road
 - Pick out key teams that you want to beat
 - Pick out a goal number of wins
 - "15 wins and state"
6. Increase interest in your program
 - Watch jr. high programs
 - Basketball camps
 - "A day with SkyHawk Basketball"
 - Alumni Game
 - Press
 - Help people get jobs in coaching
 - Spring cookout

Championship DNA

1. Having a culture that expects to win
2. Setting high, non-negotiable standards
3. Having the humility to never be satisfied
4. Stay with your core values

To carry out these qualities of a great program requires a laundry list of intangibles, from work ethic to competitiveness to honesty. However, we believe that there are two intangibles that are more important than any others; one is work ethic, and the other is toughness, both mental and physical toughness.

Our belief about work ethic exemplified in our slogan, "Deserve Victory". We took this belief, in part, from the first two pages of Rick Pitino's book "Success is a Choice". Here is that excerpt:

"Deserve Victory."

Winston Churchill's rallying cry for the British people during WWII was simple and succinct: hoping and praying for victory was fine, but deserving it was what really mattered.

What does it mean to "deserve victory"?

According to Churchill, victory comes only to those who work long and hard, who are willing to pay the price in blood, sweat and tears. Hard work is also the basic building block of every kind of achievement. Without it, everything else is pointless. You can start with a dream or an idea or a goal, but before any of your hopes can be realized, you truly must deserve your success. This may sound old-fashioned in this age of instant gratification, but from the Sistine Chapel to the first transcontinental railroad to today's space shuttle, there's no mystery as to how these things of wonder were created. They were created by people who worked incredibly hard over a long period of time.

If you look closely at all great organizations, all great teams, all great people, the one common denominator that runs through them is a second to none work ethic. The intense effort to achieve is always there. This is the one given if you want to be successful. When it comes to work ethic there can be no compromises. Any other promise of achievement is fool's gold.

We can see the evidence of fool's gold around us every day. It's the people looking for the quick fix. The easy way to lose weight. The no-pain way to have a better body. The instant way to get rich. The easy, no assembly required way to feel better about yourself, as if all you have to do is follow some simple directions and your problems will disappear like frost in the noon day sun.

But shortcuts fail.

The bottom line: Nothing meaningful or lasting comes without working hard at it, whether it's in your own life with people you're trying to influence.

Take our basketball program at the University of Kentucky; we see ourselves as the hardest working team in America. That is our standard, the yardstick by which we measure ourselves. We try to live up to it every day.

Are we the hardest working team in America?

Who knows?

And who cares.

The important thing is we believe it. That's our edge, in close games, when the pressure intensifies and the margin between who wins and who loses can be as thin as an eggshell, we

believe that all our hard work, all the long hours, and all the perspiration will enable us to come out on top. Why? Because we deserve it. We deserve our victory; we feel we've sweated more blood than our opponents and will earn it the old fashioned way.

Here are the qualities that we believe encompass the intangible of toughness, especially mental toughness, and a tough team:

BUILDING MENTAL TOUGHNESS

Understanding Mental Toughness:

- It is learned, not inherited
- You will always be your toughest opponent
- Until you conquer yourself, you have little ability to defeat your opponent
- Consistency on the outside requires consistency on the inside
- Your success at maintaining high levels of performance depends on your ability to create and maintain a particular kind of mental climate

Eight traits of the ultimate athlete

1. Ability to work hard and sustain intensity
2. Competitiveness
3. Athletic Ability
4. Sacrifice for the team
5. Coping with criticism; handling success and failure
6. Clutch performance; poise and focus
7. Ability to execute game strategy
8. Passion for the sport and commitment to excellence

Three most important mental characteristics

1. Self-discipline
2. Competitive fire
3. Self-confidence

Characteristics of mentally tough competitors:

- Self-motivated
- Positive, but realistic
- In control of emotions
- Calm and relaxed under fire
- Highly energetic and ready for action
- Determined
- Mentally alert and focused
- Self-confident
- Fully responsible

The first thing that an athlete must understand is that **nobody plays well under pressure**. Skillful players play well because they mentally eliminate the pressure

How do you release the pressure?

- Acknowledge that pressure is something you put on yourself.
- The only difference between a district game and a pick-up game is the difference you make in your head. The games rules remain the same, as well as the court and the rim.
- There are not concrete, physical forces working against you. Situations are too nervous or anxious; people are
- Thinking the wrong thoughts produce pressure
 - What if I don't do well?*
 - I'll never live it down if I lose.*
 - The whole game rests on me.*
 - If I don't make this free throw, what will everyone say?*
- Changing your thoughts reduce pressure
 - I love tough situations; the tougher the situations the better I perform*
 - Pressure is something I put on myself; therefore I choose to release this pressure*
 - I am going to focus on being a winner, giving 100%, never quitting, and learning from the experience*
 - Winning and losing is for the fans; I love to compete*
 - If I'm not the greatest today, tomorrow still exists*
- Structure your thoughts to perceive the situations as a challenge rather than a threat. A threat produces a pounding heart, rapid breathing, a trembling body, heightened fear and/or anger, tight muscles, energy consumption and tunnel vision. Changing your views to seeing the situations as a challenge keeps you relaxed and mentally calm
- Understand adversity provides you with opportunity for growth. Adopt a stance of loving the challenge
- When you encounter a tough situation, get a determined smile on your face and with all the feeling and emotion you have to say to yourself "I love it!"

Achieving the right internal climate

- Develop rituals
- Go toward a goal rather than trying to avoid one
- Control the flow of momentum
- Teach yourself how to think by reducing negativism, playing in the now, enjoying the competition, and knowing that mistakes will happen
- Start thinking about the attitudes you want
- Your focus should be moment to moment; in the now!

WHERE A PROGRAM'S TOUGHNESS STARTS

1. An aggressive defense
2. Inside oriented offense
3. Setting hard screens (Stockton screens)
4. Make conditioning and depth a factor; have consistent, intense practices and sub a lot in games
 - There is no garbage time
 - Make the practices like games, and the games like practice
5. Being an overall mentally tough person; in winning, mental is 4x's more important than physical (Bobby Knight). Think of the scenario of the gazelle and the lion; both have to survive, so who is going to win?

In order to build the intangible of toughness, you have to have high character. In order to develop that character, you have to have your personal priorities set. For our program, we believe that this list should be where player's priorities should be to achieve the goals that they want to achieve:

SKUTT CATHOLIC GIRLS BASKETBALL PROGRAM PRIORITIES

1. God and Faith
2. Day to day family building
3. Academics
4. Athletics and activities
5. Social Life

Here are our priorities and philosophies to develop and emphasize those priorities:

1. GOD AND FAITH

Faith: The assurance in things not seen

- As a Catholic institution, we believe in going to mass once a week as a program.
- We pray before every practice, and before and after every game.
- We have mandatory mass requirements when we are on the road if we are traveling on a Sunday
- Be a servant friend, searching for good things to do for others instead of waiting for others to do good deeds for us.
- The truth; live it, tell it and take it. Be willing to positively critique others, and also be willing to be positively critiqued.
- Call one person a day to let someone you know that you're thinking about them and you care
- **You have to want to live a great life**
 1. Live: Do something with your life
 2. Love: Love what you're doing
 3. Learn: Getting something new to make you better
 4. Leave a legacy: Something to be remembered or to be known for
 - Do whatever you do in a way that that the ordinary person can't or won't do what you are willing to do

2. DAY TO DAY FAMILY BUILDING

Family: Those most important around you every day; put as much or more time into our family as you do your job

Plan for time off the floor

- Players need to be around you when you're a normal person
- What will you do with the dash? Everyone is going to live from year "X" to year "Y"; what are you going to do with the dash in the middle . . .

3. ACADMEMICS AND A DISCIPLINED SCHOOL LIFE

Our academic procedures are divided into three categories; Attendance, Attitude and Attention

-Attendance

-If you are going to be a solid student, you have to have a very good attendance record. Attendance records in school say something about your dependability as an employee.

-Attitude

-You have to come in the classroom ready to learn
 -Ask your teachers questions; they will answer them. That is their job!
 -Do your homework as quickly as possible; don't procrastinate!

-Attention

-Take copious notes (one of the reasons we emphasize notebooks)
 -Plan your day out before it begins; plan tomorrow today

-Academic Policies related to basketball

-If a player receives a detention, she will be required to go to the detention. She will not use practice as a reason to skip detention. If a player does skip her detention to come to practice or any other reason, that player will be suspended for the first half of the next game. That player will also face other consequences for missing lost practice time.
 -If you are missing practice time for academic issues, this probably needs to be your focus rather than basketball until the academic issues are resolved.

4. ATHLETICS (BASKETBALL)

Basketball is a great sport, but it is also probably the most subjective sport that high schools athletes participate in. In order to limit that subjectivity and make things as objective as possible, here are our basketball philosophies on the most basic statutes of a high school basketball program.

BASIC COACHING PHILOSOPHY

1. You should have program shock; there is a significant jump from junior high basketball to the intensity of high school basketball
2. You will get in my doghouse for three things 1) Being selfish 2) Lack of concentration 3) Lack of effort
3. Once we step into the gym, I don't care about you individually. I care about the best team that I can put out there.
4. I am looking for two major human qualities; extremely competitive people and extremely selfless people. I want people who want to be part of something bigger than themselves.
5. The older you get, the less excuses you're allowed.
6. There are two things that I can't worry about; your discipline and your work ethic.
7. Take pride in daily improvement; worry about the bricks, not the house
8. I will tell you what you need to hear, not what you want to hear.
9. All players will be yelled at during some point of the season
10. Mistakes happen; accept responsibility, learn from it and don't make excuses
11. 20% of the game you can't control (officials, bounce of the ball, injuries, etc . . .), so focus on the 80% that you can control
12. Don't make the same mistakes as other teams
13. "Nothing is more harmful to the team than a lack of discipline, for that discipline, more than talent or athleticism, gives one superiority over another."
13. We will practice with the intensity and poise of a state championship team.

GOALS FOR THE PROGRAM

I believe that there are four acceptable goals for the girl's basketball program at Skutt Catholic High School:

1. The kids participating in the activity feel that they have been treated fairly and with respect, and that they have fun with what they are doing while working hard.
2. The kids participating in the activity become better people and learn lessons about sports and life as a result of their participation in this activity
3. The team "maxes out" its potential; if we have 20-5 talent, then that is the goal that we reach. If we have 10-12 talent, then I want us to reach that goal.
4. Putting our program in the best position possible to win a conference championship; if we win our conference championship, it will put us in a position to win a district and state championship.

TEAM RULES

- Off the floor:** 1. Be on time 2. Stay out of trouble 3. Get the best grades you possibly can
- On the floor:** 1. Have fun 2. Be a good teammate at all times 3. Play as hard as you can at all times

DISCIPLINE

-If a player misses a practice for an unexcused reason, they will miss at least the first quarter of the next game.

-We, as a coaching staff, reserve the right to limit more playing time, depending on the severity of the infraction.

-If there are multiple discipline infractions and/or chemistry issues within the team, the coaching staff will follow a three step plan in order to deal with these issues. Please bear in mind that if we reach this point, these steps will be taken rather quickly and decisively.

1. If there are continuous discipline and/or team chemistry issues with a player, the head coach will sit down with the player and discuss these issues in an effort to get the player to understand why these actions are detrimental to the program.
2. If there is no improvement and/or there is another occurrence of related discipline and/or team chemistry issues, the head coach will sit down with both the player and at least one parent to discuss these issues in an effort to get the player to understand why these actions are detrimental to the program.
3. If there is no improvement and/or there is another occurrence of related discipline and/or team chemistry issues, the head coach will arrange a meeting between the parents, the player and a Skutt Catholic administrator to examine a "behavioral contract" that must be signed by the parent, the player and the coach in order for the player to continue to participate in the program. This contact will most likely consist of a three step process:

-**First violation:** If the infraction occurs during practice, the player will be dismissed from practice. If the infraction occurs during a game, the player will be benched for the remainder of that game.

-**Second violation:** The player will be suspended for one to two games, and the coaching staff reserves the right to possibly suspend the player from practice while the suspension is being served

-**Third violation:** Player will be dismissed from the program

TRYOUTS AND CUTS

- Cuts aren't easy on any one, but they are a necessary evil if you have a successful program.
 - Any student can try out, but it will be very difficult to make the team if they don't work hard during the off-season.
- If we have to cut players, the player(s) will be told to students face to face after the third practice.
 - Some players who are less gifted physically will make the team over more gifted players if the more gifted players refuse to accept their role.
 - If you ask me to make a decision between you and the program, you've already given me my answer.
- There may be a situation where a player(s) who are on the fringe will be told they have made the team, but they may not play a lot.
 - If they believe they can accept that roll, than they will be kept on the team.
 - If not, please be honest so that we can keep someone who will be happy with that roll.
- We do have a no-cut policy with our freshman team
 - If we have enough participation, we will have separate Reserve, Junior Varsity, and Varsity teams.

PLAYING TIME AND LETTERING REQUIREMENTS

1. The best players play, regardless of class/age. I cannot emphasize this enough. We know everyone will not be happy with every decision, but we need to do what is best for the team. Along with this, not all players can be afforded equal playing time.
2. There are three major things that we will consider when it comes to playing time; talent, attitude and work ethic. We will sacrifice talent for attitude and work ethic, but we will not sacrifice work ethic and attitude for talent.
3. Practice is where playing time is decided, and a player's performance at practice is directly related to this.
4. Every year is a new year. Past performances are looked at, but what is being accomplished in the current season is the determining factor for playing time.
5. Know, understand, embrace and fulfill your role on the team. We will do our best to communicate this to the players, as we always have. If there is confusion over a player's role, have the player come see their coach.
6. Part of what we teach along with basketball skills is life skills. Part of those life skills is putting the best team out on the floor that we can, very similar to what many of you do with your business. You would want the best employee's you could find for your business, wouldn't you?
7. Younger players who thing they should be playing in the Varsity games had better dominate the J.V. games. If you don't stand out in the J.V. games, what do you expect to do in the varsity games?
8. Lettering will be based upon your entire contribution to the team, or participating in at least one quarter of each game.

TRAINING GUIDELINES

- Basketball is a very long and demanding season, and it is important that both parents and the coaching staff stress proper nutrition and rest.

- It is vital that players, when given time off, that they take that time off from athletic activities and get as much rest as possible. .
- The guidelines for training are common sense rules and ideals that I hope you try to practice in your own lives.
 - Assume responsibility for your own actions and take self-discipline to avoid putting yourself in a situation that can lead to a suspension or dismissal from the team for being associated with the following situations.
 - Tobacco Use
 - Use of alcohol or "guilt by association"
 - Use of illegal drugs
 - Violation of curfew
- Any infraction of the above listed items may and if need be, will result in dismissal from the program.
 - The coaching staff also reserves the right to place additional penalties above and beyond the school discipline policy on players who fail to live up to our standards regarding substance abuse.
 - Be aware that cases of breaking the substance abuse policy in the summer months will carry over into the next school year.
 - Being a member of the program is a privilege and this privilege can and will be taken away from inappropriate behaviors and attitudes.

COMMUNICATION WITH COACHING STAFF

- I feel extremely confident in the basketball knowledge of the coaching staff, and they have an outstanding opportunity to pass on their knowledge to your daughter.
- My staff and I are professionals in what we do, and we work very hard to stay up with the current techniques and mechanics of the game.
 - Many times advice given at home is not consistent to what we have practiced, and sometimes a conflict of interest arises when players are being taught different techniques at home than at practice.
 - If the player is getting advice from somewhere other than us, it can create a barrier between the player and the coach.
- There is really only one major situation that a parent should approach the coaching staff about a player, and that is if there is a belief that a player has been mistreated either physically or verbally; all other matters should be settled between the player and the coach, as they are the ones that have been involved in every aspect of the situation being discussed.
 - If this is the case, we can set up an appointment. Please be polite and professional when discussing the matter. If there is a problem with another coach, please go through me (the head coach) to discuss the problem or concern. Here are some guidelines that will help the situation:
 - Do not ask me to discuss another player with you.
 - Know that every decision that is made is for the benefit of the team.
 - I would like your daughter to be present at the appointment if the concern is about them.
- There are certain things that I will talk openly about with parents. This includes:
 - How to make your daughter a better player/person

- Upcoming opponents
- Booster information
- Summer programs
- There are certain things that I will not talk about with parents. This includes:
 - Playing time
 - Strategy
 - Practice planning

THE DEFINITE DOZEN

1. I believe that trust can be the most valuable teaching tool a coach can convey to his players.
2. I believe in blaming no one else but yourself for mistakes.
3. I believe in sacrificing the good of the individual for the good of the team.
4. I believe a less talented but close-knit team will defeat a divided but talented team every time.
5. I don't believe in sharing the stat sheet. If you are not doing your job, I will let you know it. If you are doing your job, I will let you know. A lot of "non-team" players have had great statistics, and a lot of great players have had terrible statistics.
6. I believe in sharing athletes between programs. Skutt Catholic is too small to have the majority of our athletes "specializing". There needs to be a "spirit of cooperation" and allow kids to be kids.
7. I believe that weight training is essential to any athletic programs success.
8. I believe that from November to March, if you are a basketball player, that is your focus, and those times come first. If you want me to invest my time with you, than you will be expected to invest the time I ask on a 100% basis. If you are going to miss a practice for reasons other than illness or family emergency, there will be some sort of consequences. Each situation will be determined on an individual basis. Along with that, what you do in your free time from March to October is your business. Also realize that our program has developed to the point that if you don't put in some work in the off-season, it will be difficult for you to keep pace or maintain your current position.
9. I believe that you should be a good teammate at all times. Playing a club sport while you are playing basketball makes it tough to be a good teammate. However, I do not mind individual skill development in other sports during basketball as long as it doesn't interfere with mandatory basketball activities. An example of this would be taking batting practice vs. playing in an indoor soccer game. All I ask in return from other sports is the same courtesy towards basketball skill development.
10. I believe that teams are developed from November to March, but players are developed from March to November. Whoever puts the most time in during the off-season usually has the greatest opportunity for improvement. Our program will provide enough opportunity for skill improvement and outside "influences" should not be needed. A perfect summer for the Skutt Catholic girl's basketball program would be:
 - One team Skutt camp
 - 4-5 team camps (3 in Omaha, 1-2 that include overnight stays)
 - One Summer League
 - Morning Open Gyms three days a week for June and the first week of July
11. I believe that playing time is not equal. If we have ten players that my staff and I feel comfortable playing, then I believe in playing ten players. If we have six players that my staff and I feel comfortable playing, than those are the six players that play the most.
12. I believe in closing practices to the public. My administrators are welcome at any time, as well as any guests of the program.

5. SOCIAL LIFE

Friends: Be a team of left tackles and have each others' backs

- Be a "Blind Side" team
- Who are your three best friends? What does that say about you?
- There are two types of people: energy givers and energy drainers. Who do you want to spend time with?
- Ask for what you need, not what you want
- Don't let what you can't do determine what you can do

PART II: ADDITIONAL PROGRAM PHILOSOPHIES

1. Approximate 12 month calendar

Our basketball program runs on a 12 month calendar, with our "business" calendar beginning in April and going to the following March. Here is a brief explanation of the major events of each calendar month in our program.

- April:** Announce summer camps plans/ Begin spring open gyms, feeder workouts and weight room growth
- May:** Finish spring open gyms, feeder workouts and weight room growth/ Begin summer open gyms
- June:** Summer open gyms/ Team Camps and Leagues/ Weight room
- July:** Summer open gyms/ Team Camps and Leagues/ Weight room
- August:** OFF
- September:** Begin weight room growth for players not involved in fall SCHS activity/ Feeder team uniform order/ Begin feeder team practices
- October:** Begin conditioning for high school players/ Fall Varsity league/ Preseason 1 on 1 player meetings with High School players/ Feeder team practices/ Feeder teams begin competition in Conqueror League
- November:** Finish conditioning for high school players/ High School practice begins/ Feeder team practices/ Feeder teams begin competition in Conqueror League and tournaments
- December:** High School practices and competitions/ Feeder team practices/ Feeder teams compete in Conqueror League and tournaments
- January:** High School practices and competitions/ Feeder team practices/ Feeder teams compete in Conqueror League and tournaments
- February:** High School practices and competitions/ Feeder team practices/ Feeder teams compete in Conqueror League and tournaments
- March:** High School State Tournament/ Feeder team practices/ Feeder teams compete in Conqueror League and tournaments/ Post season High School banquet/ Post Season 1 on 1 player meetings with High School players/ Feeder Team Tryouts for the following season

2. Feeder Team and Elementary Program

Our feeder team program is very important to the development of our high school program. If possible, we would like to have all of our potential players play within our feeder system, but with the explosion of youth programs in Omaha, it is difficult to require participation in our feeder program in order to be part of the high school program.

We believe that we have a very solid program put into place, and we are constantly looking for opportunities to expand and promote our elementary and junior high programs.

The following is a breakdown of what we are doing for our elementary and junior high programs.

ELEMENTARY PROGRAM

- Summer Elementary Camp (paired with Junior High Camp)
- Fall Saturday Mornings Basketball Clinic
 - Both programs feature portable baskets with adjustable height rims and smaller basketballs so that the players can learn how to shoot, pass and dribble the proper way rather
- Our overall goal is to eventually have a 5th grade feeder team to compliment our junior high program

JUNIOR HIGH FEEDER TEAM PROGRAM (6TH-8TH GRADES)

1. Purpose of the Program

- Develop players for Skutt Catholic High School
 - With that being said, I would rather lose games now to develop players for later success
 - With our high school program, I honestly don't care how many games we win in the summer time, as long as we are playing hard and getting better. Sometimes by losing in the short run, you are going to win in the long run.
- Please let the coach's coach; if there is interference or any sort of confrontational attitude, your daughter will be asked to leave the program***
 - You are a role model for your daughter, and it is important that you portray a good example to your child when things aren't working out perfectly

2. Expectations of the program

- There are three people whose expectations should be looked at:
 1. My expectations
 - Are they having fun?
 - Are they working as hard as they can?
 - Are they concentrating as well as they can?
 2. Your expectations
 - What do you want out of our program?
 - If it is not something you want for your child, you may want to look at another program
 - Skutt Catholic is a great school, but it is not for everyone. I don't say this to hurt ourselves, but I am being honest. At the same time, if you are using our program because school

“X” doesn’t have a feeder program, I don’t think that is right, either.

3. Your child’s expectations

- What do they want out of our program and this experience?
- This is something that you need to talk to your daughter about, and be realistic with your daughter
- Try to be realistic about your child’s skill level and ability
 - Not every child is going to be a Varsity athlete, and some kids are dominant in junior high and very average by the time they reach high school
 - Bruce Brown: “Releasing your child to the game”
 - What every athlete hates most about sports: the car ride home

3. Evaluation Process

- Evaluation Sheet of their overall skills
- A family that is going to Skutt compared to another child that may not come to SCHS
- Evaluating talent is an imperfect science (Ryan Leaf vs. Peyton Manning)
- We are building for the long term
 - Many players are, for one reason or another, either ahead or behind their classmates
 - Skill level
 - Some have gone through puberty and others haven’t (Scott Jager)
 - General athletic ability
 - This does not mean that they will be forever ahead or behind in this process; a lot of it comes down to work ethic and heart
 - We are looking at players to play within the Skutt Catholic system for 7 years, not one or two
- “If your daughter is cut, by no means does this mean she will never play at Skutt Catholic High School.”

4. Practices, Leagues and Tournaments

- Practice times expanded to two nights a week throughout the year
 - Practices are closed to parents; it’s just better for players and coaches
- Summer open gyms with incoming frosh class 8-9 AM
 - Conqueror League (Bellevue) in fall and winter
 - 4 to 5 tournaments
- Costs are all-inclusive; \$100 within one week of selection; balance due by first practice
 - Once one tier is given financial, we will not refund unless there is a major injury.
 - Uniform order will be done around Labor Day to allow for physical growth

3. Fundraising

Fundraising is, unfortunately, an important part of modern high school athletics. We are afforded a budget within the confines of our school, but in order to do anything above and beyond the activities budgeted for by the school, it does require fundraising. Here are some things that we do, as a program, to raise extra monies for these activities.

- Burger Feed before a home football game
- Clean up Moylan Field after various home football games
- Booster Luncheon once a year
- “Fast Breakers” fundraising drive

- “SCHS Girls Basketball Banner” sponsorship drive (aimed at local businesses)
- JV League
- Summer Varsity Shootout

Here are some recurring expenses that we use these funds for.

- One overnight summer trip for our JV and Varsity squads
- “Stars” shirts for our high school teams
- Various travel expenses during the season, including state tournament
- Team feeds
- Incidental expenses that come up throughout the season

Chapter 2

Basketball Philosophy of the Skutt Catholic Program

PART I: BASIC BASKETBALL PHILOSOPHIES

BASIC BASKETBALL PHILOSOPHY

1. Hard work=Success. Along with that, you need to allow a kid to be a kid.
2. The best players for the **team** play, regardless of class
3. Systems must be permanent but flexible to match the talent and the player's personalities/abilities
4. I have an Open Door Policy with players; communication is **essential**
5. Players should feel that they have some ownership of the team, and they should be allowed to do small things that fit their personality and preferences

CYCLES OF THE GAME

1. Defensive Coverage
 - Transition
 - Ball pressure
 - Man or zone
2. Shot pressure
3. Block out/ Rebound/ Chin/ Outlet
4. Sureness (Value Possession)
 - Screening
 - Cutting
 - Receiving the pass well
 - The best players take the most shots
5. Offensive Rebounding Coverage

BASIC OFFENSIVE PHILOSOPHY

1. Aggressive offense that will create the most opportunities towards the basket
2. There are two basic ways to give you extra opportunities to score: offensive rebounding and creating offense from defense (turnovers)
3. Value possession of the basketball
4. Good shot selection
5. Everyone must realize their offensive role
6. Screeners are just as valuable as shooters
7. Do a few things well instead of a lot of things average

Thoughts on Offensive Basketball

- If we are aggressively offensively, we should get two charges called on us every game
- If you can't pass and catch, you can't play

BASIC DEFENSIVE PHILOSOPHY

1. Play defense with your feet, not your hands
2. Limit teams to one shot
3. All five players must be in unison as to where they should be
4. Full court pressure should be applied whenever possible, based on personnel, situation and score

5. If you can't guard man to man, you can't play zone
6. Do a few things well instead of a lot of things average

Defensive Philosophy

1. Playing with intensity
2. Play smart with technique
3. Play together
4. Be able to adjust system to offenses

PART II: BASIC PRACTICE PHILOSOPHIES

PRACTICE ETIQUETTE

1. Be on time, at least 10 minutes early, especially on days where we don't have school. During this time period you should be both mentally and physically preparing yourself for practice. Physically, this should include stretching, form shooting, and any other skill development that the coaching staff may have asked you to work on. Mentally, this includes a minimal amount of gossiping and screwing around. Also, your "social life" should not follow you into the gym; when school is out, please get into the gym as soon as possible. Practice on a school day begins with a meeting every day at 3:25 PM sharp; players should be ready to practice at this point.
2. Everyone is to wear a Skutt Catholic Girls Basketball reversible jersey. You may wear any shorts you would like.
3. Players and coaches will not sit down at any time during a practice, unless there is an injury.
4. When not actively involved in a drill, watch and learn from what is going on around you.
5. Listen to the critiques and criticisms of the coaches. It is done so that we can learn from our mistakes and to correct bad habits.
6. Winning doesn't start on game nights; winning begins with good, consistent practice effort and execution. If we want to achieve our goals during game nights, we must make the effort to improve every day in practice. Improvement in practice is predicated on competition; your teammates are your friends the other 22 hours of the day, but for those 2 hours, in order to make yourself better, you have to compete against one another. If you want to win on Friday nights, you have to hate to lose Monday through Thursday.

PRACTICE SCHEDULING AND ABSENCES (EXCUSED AND UNEXCUSED)

1. Practice time is very important. We do not expect any unexcused absences for practice other than for family emergencies and/or academic issues based on school related events. If you are missing practice time for academic issues, this probably needs to be your focus rather than basketball until the academic issues are resolved.
2. Illness is part of every school year, and it is very difficult to go four months without coming down with some sort of physical illness. A player will not be penalized by the retraction of playing time for simple illnesses, i.e. colds, the flu, etc . . . If you are ill, please have your parents either email me or call me on my cell phone. If you are ill during the school day and leave the building, please let me know before you vacate the building.
3. If you miss practice for an unexcused reason (skipping practice, playing another sport, etc . . .) repercussions could include but are not limited to:
 - Extra conditioning
 - Loss of playing time

-Dismissal from the program

Making practice matter

- Be a champion on a daily basis
- Excuses= No results; Results= No excuses
- Grow every day
- Have maximum intensity on every rep
 - “The people that work the hardest are the last to surrender.”
- Practice is the daily work and games are the tests
- To play in games you have to play well in practice
 - “Be a practice player first.”
- Practice doesn't start in the gym; it starts on the way to the gym

Practice Segments

1. Meet before practice
 - Theme of practice
 - Scouting
2. Skill Work
3. Team Fundamentals
4. Team Defense → “Transition and Talk”
5. Situational Competition

Practice Time Breakdown

- Preseason to 1st Game: 2:15-2:30
- 1st Game-Early January: 1:45-2:00
- Early January-Late January: 1:30-1:45
- Late January-Districts: 1:15-1:30
- Districts and State: 1:00-1:15

Rules for Practice

1. Stay with the schedule
 - If it didn't work well, it's not always the kids fault
2. Practice the way you play
3. 2/3's of the time spent on skill work with 1/3rd of the time spent on team stuff
4. Improve your team first, then worry about the opponent
5. Breakdown work daily
6. Shoot 20 minutes daily
7. Practice special situations regularly

Five factors for every game and practice

1. Defensive transition
2. Defensive rebounding
3. Transition into offense
4. Good shot selection
5. Offensive rebounding coverage

The object of practice is to do things better today than we did yesterday

SKUTT CATHOLIC GIRLS BASKETBALL **PRACTICE PROCEDURES**

- 1. We will come to practice focused on three things:
 - A. Having fun**
 - B. Giving all we have, mentally and physically**
 - C. Being better, both individually and as a team, at the end of practice then at the beginning of practice****
- 2. We will acknowledge that any great game performance starts in practice.**
- 3. When asked to write information into our binders, we will do so to the best of our ability.**
- 4. We will sprint to every drill.**
- 5. We will call out the name of every drill repeatedly until that drill is ready to begin or until the coach has further instructions on the drill.**
- 6. We will support each other throughout every drill.**
- 7. We will pay attention during every drill, listening and watching to our teammate's successes and failures and learning from both.**
- 8. We will not sit during practice unless it is because of injury or illness.**
- 9. We will be the best conditioned team in the state because we work harder than any other team in the state day in and day out.**
- 10. We will finish every practice stronger than we began it.**

WEEK _____						
BREAKDOWN	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
Practice Theme/Emp.						
Pre-Prac. Shooting (5)						
Motion Breakdown (25)						
Zone Attack (15)						
Transition (15)						
New Plays/ Dummy "O" (10)						
Rebounding (5)						
Special Situations (5)						
Def. Emphasis (15)						
Free Throws (5)						
Fundamentals (15)						
Post Prac. Shooting (5)						

**SKUTT CATHOLIC GIRLS BASKETBALL
ROUGH DRAFT
PRACTICE PLAN**

PRACTICE # _____

DATE _____

Don Meyer Shooting Warm-up

1. Arm Swing
 - Groove your shot pocket
2. Lay on your back, snap off wrist (with basketball)
3. Mirror-form shooting without basketball
4. Mirror-form shooting with basketball
5. One handed shots from point blank range

QUOTE OF THE DAY: _____

EMPHASIS: _____

PRE-PRACTICE SHOOTING DRILL (5 MINUTES)

MOTION BREAKDOWN (25 MINUTES)

ZONE ATTACK (10 MINUTES)

TRANSITION DRILLS (15 MINUTES)

NEW PLAYS/ OFFENSE DUMMY (10 MINUTES)

REBOUNDING DRILLS (5/10 MINUTES)

SPECIAL SITUATIONS (5 MINUTES)

DEFENSIVE EMPHASIS (15 MINUTES)

FREE THROWS (5 MINUTES)

REMAINING PRACTICE (15 MINUTES)

SKUTT CATHOLIC GIRLS BASKETBALL PRACTICE PLAN

DATE: November 12th, 2012

PRACTICE: #1

LOCATION: Main Gym

QUOTE OF THE DAY: "Can you make the choice that your success can come from someone else's success?" → Bill Walton

EMPHASIS: Efficiency

GOALS OF TODAY'S PRACTICE:

1. Fundamentals
2. Communication
3. Mental Toughness
4. Make Shots

<u>TIME</u>	<u>DRILL</u>	<u>GYM DES.</u>	<u>EMPHASIS</u>
3:05-3:20	Stretch/Don Meyer Shooting		<ol style="list-style-type: none"> 1. Arm Swing 2. Lay on Back/ Snap Wrist off 3. Partner Catch 4. Bunnies
3:20-3:30	Stretching with Eric		
3:30-3:32	Pre-Practice Prayer		<p><u>Group 1:</u> Sierra, Banker, Mac, Savannah, Schu, Kaster, Brooke, Hoody (Plum)</p> <p><u>Group 2:</u> Anna, Speer, Gottschalk, Doeschot, McGonigal, Hotovy, Nokels, Sheridan (Polacek)</p> <p><u>Group 3:</u> Rest of Sophs w/ Barker (Dobel)</p> <p><u>Group 4:</u> Frosh (Thielen)</p>
3:32-3:52	Install Segment	Groups 1 and 2: Main Gym Groups 3 and 4: Aux. Gym	Stanford (12) "14" Pressbreak/ Nova (8)
3:52-3:57	Continuous Shooting (4 Baskets)	Main Gym	Weak Hand Passing Call out the name of the passer and the receiver
3:57-4:02	Northern Power Moves	Main Gym	For every miss, 2 push ups
4:02-4:08	3 Line Shooting	G1 and G2 together: G3 and G4 together	Group 1 and 2: 120 makes Group 3 and 4: 100 makes
4:08-4:14	4 Corner Passing	G1 and G2 together: G3 and G4 together	Same groups 1:15 in each direction
4:14-4:29	Post-Guard Breakdown	Posts: Aux Guards: Main	<p>Posts</p> <ol style="list-style-type: none"> 1. Plant/Drop/Pivot/Ball 2. 1 on 1 High/Low <p>Guards: Bump ball handlers!</p>
4:29-4:44	Post Entry Series (2 ends)	G1 and G2 together: G3 and G4 together	<p>Posts need to demand the ball!</p> <p>Guards have to give a bounce pass from this angle and have to see both numbers on the front of the jersey unless it is a drop step baseline</p> <p>Post entry, kick out</p> <p>Dribble drive and relocate</p> <p>Post entry, skip</p> <p>Post entry, skip, re-entry</p>

SKUTT CATHOLIC GIRLS BASKETBALL PRACTICE PLAN

DATE: January 2, 2013

PRACTICE: #32

LOCATION: Main Gym

QUOTE OF THE DAY: "Yesterday is over with, tomorrow's not here yet, so let's worry about what we can do today."

EMPHASIS: Focus

GOALS OF TODAY'S PRACTICE:

1. Fundamentals
2. Communication
3. Mental Toughness
4. Make Shots

<u>TIME</u>	<u>DRILL</u>	<u>GYM DES.</u>	<u>EMPHASIS</u>
3:15-3:25	Meeting in locker room		FT attempts: 150-132 Tomorrow 3:15 "It's just One Possession"
3:25-3:33	Stretch/Don Meyer Shooting/ Prayer		1. Arm Swing 2. Lay on Back/ Snap Wrist off 3. Partner Catch 4. Bunnies
3:33-3:45	Install Segment		"Panther" Entry "Dive"/ "Triangle"/ "Up" BLOB'S: #5/ America
3:45-3:49	Continuous Shooting (4 Baskets)		Weak Hand Passing Call out the name of the passer and the receiver
3:49-3:55	80 lay-ups in 2 minutes		
3:55-3:59	2 on 0 Series		Stay strong with the ball
3:59-4:03	Burt Drill		
4:03-4:15	Post-Guard Breakdown	Post in Auxiliary	Posts: Hawkeye Dives/ Panther Dives/ 3 Spot Post Play → Best 2 out of 3 Guards: Ball fakes vs. zone/ one hard dribble at gaps in zones
4:15-4:22	Defensive Gauntlet	3 Baskets	
4:22-4:40	Shell Drill	2 ends: Varsity-Varsity w/ Laura and Jayden Everyone else at other end	Start with 7:00 on the clock Stop: Cut :30 off clock Turnover: Cut :45 Charge: You're done Score: Add :45 Offensive Rebound: Add :45 Foul: Add :30 No Gold on Post: Add :30
4:40-4:45	Bubba FT's/ Water		Bubba up 1
4:45-5:00	Press work vs. JV Pressure		Play until the whistle blows
5:00-5:20	FT Transition	JV vs. Varsity	10 minutes on the clock; JV up 10-0
5:20-5:25	Special Situations		Black team down 1, :22 seconds left/ SLOB White team down 2; :29 seconds left/ Black shooting 1
5:25-5:30	Turkey FT's		Tied; :45 seconds left; White shooting 1 and 1

SKUTT CATHOLIC GIRLS BASKETBALL PRACTICE PLAN

DATE: February 18th, 2013

PRACTICE: #59

LOCATION: Main Gym

QUOTE OF THE DAY: "I am not going to sit on my a-- as the events that affect me unfold to determine the course of my life. I'm going to take a stand." → Cameron Frye

EMPHASIS: Fundamentals

GOALS OF TODAY'S PRACTICE:

1. Fundamentals
2. Communication
3. Mental Toughness
4. Make Shots

<u>TIME</u>	<u>DRILL</u>	<u>GYM DES.</u>	<u>EMPHASIS</u>
3:30-4:05	Meet in Locker Room		Bobby Knight's from SSC Bring both tomorrow; should be home Bus leaves tomorrow at 4:40; game at 6; bus comes home at 8; driving on my own Wednesday?????? Film Ralston Scout
4:05-4:15	Stretch/Don Meyer Shooting/ Prayer		<ol style="list-style-type: none"> 1. Arm Swing 2. Lay on Back/ Snap Wrist off 3. Partner Catch 4. Bunnies
4:15-4:19	Continuous Shooting (4 Baskets)		Weak Hand Passing Call out the name of the passer and the receiver
4:19-4:25	80 lay-ups in 2 minutes	Both right and left handed	Use the pad
4:25-4:33	Duke Transition	2 Times	Black: Brooke, Hoody, Laura, Sierra, Miranda, Tara, Collie White: Mac, Savannah, Anna, Alex, Hotovy, Jayden, Kristen
4:33-4:35	Cardinal Passing		
4:35-4:38	4 Corner Criss Cross Passing		
4:38-4:41	Burt Drill		
4:41-4:50	7 Spot Shooting/ Turkey FT's		Partner up Posts 15' shots
4:50-4:53	Water		
4:53-5:03	Free Throw Transition		Black: Starters w/ Laura and Tara White: Everyone else
5:03-5:09	SkyHawk Offensive Series		4:30
5:09-5:15	Ralston Stuff		
5:15-5:20	21		

DATE: January 2, 2013
PRACTICE: #32
LOCATION: Main Gym

QUOTE OF THE DAY: “Yesterday is over with, tomorrow’s not here yet, so let’s worry about what we can do today.”

EMPHASIS: Focus

3:25-3:33-Stretch/ Don Meyer Shooting/ Team Prayer

3:33-3:45-Install Segment

-“Panther” Entry

-“Dive”/ “Triangle”/ “Up”

-BLOB’S: #5/ America

3:45-3:49-Continuous Shooting

3:49-3:53-80 lay-ups in 2 minutes

-2 sides

PRACTICE _____

DATE _____

TODAY'S QUOTE: _____

TODAY'S EMPHASIS: _____

ONE THING I WANT TO GET BETTER AT TODAY: _____

ONE THING I WANT OUR TEAM TO GET BETTER AT TODAY: _____

ANNOUNCEMENTS:

THINGS TO KNOW ABOUT TODAY'S PRACTICE:

PRACTICE _____

DATE _____

TODAY'S QUOTE: _____

TODAY'S EMPHASIS: _____

ONE THING I WANT TO GET BETTER AT TODAY: _____

ONE THING I WANT OUR TEAM TO GET BETTER AT TODAY: _____

ANNOUNCEMENTS:

THINGS TO KNOW ABOUT TODAY'S PRACTICE:

PART III: BASIC GAMEDAY PHILOSOPHIES

Six Things that will contribute to losing

1. Not getting back defensively
2. Not blocking out
3. Making poor decisions
4. Committing dumb fouls
5. Poor shot selection
6. Committing turnovers

Five keys to winning on the road

1. Defend
2. Eliminate transition baskets
3. Rebound, especially on the defensive end
4. Toughness
5. Eliminate turnovers

Four statistics to consider

1. 50/50 plays → you need to win 70% of them
2. Keep track of the number of charges you take compared to the number you give up
3. Offensive rebounds (both ways)
4. Deflections

Young teams have to get more shots

- Offensive boards
- Turnovers
- Blocked shots

$$20 \times 25 = 500 = 5$$

-20 minutes of warm-up per game x 25 games = 500 minutes = 5 extra practices per season in pre game warm-ups

Set the tempo in the first 3 minutes of each half

- Boxing out and limiting 2nd shots → 1st 10 box outs are hugely important
- Shot selection
- Attacking the basket; be aggressive early

GAMEDAY PREPARATIONS

1. We will dress in a uniformed fashion for all games, whether that is travel suits or dress clothes.
2. NO CELL PHONES ARE TO BE USED ON THE BUS.
3. When we are on the bus, it is NOT a time to recap the day's events of "who did what, he said, she said" stuff. Focus on the game.
4. Under no circumstance will players eat/drink a bunch of food or drink that will not prepare them for the game.
5. Certain games will be designated "All will ride home on the bus". On the games that we aren't riding home together, you MUST fill out a permission slip to ride home with YOUR PARENTS. This can be acquired from one of our coaches.

GAMEDAY CHECK LIST

OPPONENT: _____

DATE: _____

_____ **Video Camera**

_____ **Video Tape**

_____ **Marker Board**

_____ **Marker**

_____ **Scorebook**

_____ **Basketballs**

_____ **Play Sheet**

_____ **Scouting Report and Special Teams Sheet**

_____ **Stat Sheets (Shot Chart and Stat Sheets)**

_____ **Extra Clipboards**

_____ **Towels**

GAMEDAY PROCEDURES

Preparation

- Scorebooks and Scouting Report: Coach Plum (Varsity) and Coach _____ (JV)
- Stat charts, towels, white board, marker, and basketballs: Varsity Assistant
- Camera, stand and tape: Managers and Videographer

Pre-Game

- JV players should arrive one hour before tipoff for home games. Varsity should arrive and be seated by tip-off of the JV game. All players should arrive at Skutt ½ hour before bus leaves before a road game.
- Coaches meet with players either 15 minutes before the bus leaves or right at the beginning of halftime of the JV game in the Auxiliary Gym
 - Varsity Assistant-Posts
 - Varsity Assistant-Guards
 - Plum-Entire team
- Beginning of the 3rd quarter: Plum will go into locker room and write pre-game notes and any other pertinent information down
- 4 minutes left in 3rd quarter: Players go in to locker room to change and prepare for game
 - Only team CD allowed; no personal music/Ipods → "Do it together"

The coaching staff will enter locker room with approximately four minutes left to go in the JV game and address team

- Simple Prayer
- Pre-game talk
- Warm-up procedures
 - 20:00-17:00-Two line lay-ups and pull up jumpers (right and left)
 - 17:00-15:30-Mass Closeouts (JV assistant lead them through)
 - 15:30-13:30-3 on 3 Rebounding (JV assistant lead them through)
 - 13:30-11:00-Half of team partner shooting
 - Half of team ball handling
 - 11:00-8:30-Switch groups
 - 8:30-6:30-3 line shooting with 2 passers underneath
 - 6:30-3:30-Locker room
 - 3:30-1:00-3 on 2

In-Game

- Statistics
 - JV Coach: Fouls, free throws and timeouts
 - Varsity Assistant: Offensive Chart
 - Varsity Assistant: Tips, BLOB'S, SLOB'S and bench communication
 - JV Assistant: Notes for half and huddles
 - Bench Chart #1: Rebounding
 - Bench Chart #2: Shot Chart
 - Bench Chart #3: Fouls, Assists, TO's
- Between Quarters and Timeouts
 - Manager: Water and towels
 - Players in the game sprint to the bench
 - Stand on 30 second timeouts, sit during full timeouts
 - 1, 2, 3, 4, 5 sit/stand in order

- Assistant coaches run ideas through Varsity Assistants, who will then run it by Coach Plum. Unless acknowledged, Coach Plum will be the only voice in the huddle. Assistant coach's talk to players after huddle is broken.
- Halftime
 - Players sprint to the locker room
 - Players will write 2 things on both defense and offense that we can do better in the 2nd half (game captain is writer)
 - Manager will write the following information on the board while Coach Plum and assistants conference
 - Team Rebounding (Both)
 - Team turnovers (Both)
 - Team Tips (Skutt)
 - Team Free Throws (Both)
 - At eight minutes, Coach Plum addresses the team, and assistant coaches will be asked for their input (3 minutes tops).
 - Coaches will leave locker room with five minutes left in the half. Players have one minute to talk about second half and prepare for it.
 - We would like to be out of the locker room with four minutes left on clock. (Manager needs to let us know when there is five minutes left in the half)

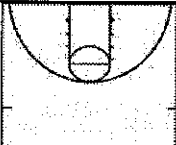
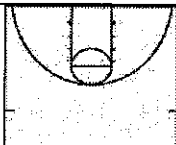
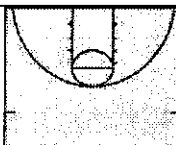
Post-Game

- All players and coaches clean bench area
- Manager will post final statistics of half time statistics
- Coaches conference → minimum of five minutes down time for both coaches and players
- Players will write up on the board three things that we did well and three things we need to work on (game captain that did not write at halftime)
- Coach Plum will briefly address the team, either verbally or with a handout
- Post game prayer
- Shower (all players shower)
- If we are on the road, we want to be on the bus within ½ hour of the conclusion of the game
- JV Coach will call in scores for home games
- Coach Plum will take all statistical sheets and have statistics entered within 48 hours of game
- Coach Plum will take game tape, breakdown the film and make game notes
- Other coaches can have a copy of the game tape; just ask.

Evaluating a game

1. Turnover margin
2. Rebounding margin
3. Field Goal Attempts (Offense and Defense)
4. Field Goal Percentage (Offense and Defense)
5. Free Throw Attempts (Offense and Defense)
6. Free Throw Percentage (Offense and Defense)
7. No player above 13 points
8. Three point Percentage (Offense and Defense)
9. Floor game; loose balls/ charges, etc. . . .
10. Assist/ Turnover ratio

**SKUTT CATHOLIC GBB
PLAY SHEET**
OPPONENT _____ DATE _____

MAN TO MAN OFF.	HALF COURT DEF.	
Stanford	Black	Coach the Game
Arizona	Orange	Quick Timeouts
	Blue	
MAN SETS	Orange "X"	
Cross/Pin	Orange "Up"	
Pin/Power	"23 Black	Wooden Decorum
Cross/Power	"Black 23"	
Tap	"Blue Jay"	Luke 18;14
America/ "Fist"		
Post "X"	PRESSES	Proverbs 17:17
Pride/ "Fist"	Yellow	
"Up"	Blue	Philippians 4:13
"Dive	White "X"	
"Dive"	Yellow "T"	
"Triangle"		Win 4 minutes at a time
BLOB'S	SLOB'S	PRESSBREAKS
#1/ "Slip"/ "Fist"	"Box"	"21"/ Welker
#2	"Box/Gun"	"21"/ Branch
#3/ "Fist"	"Box/ Power/ Gun"	"14"/ Nova
#4	"Box/ Corner Curl"	"32"/ Brady
#5	San Antonio	"51"
America/ "Fist"		Creighton X
	ZONE OFFENSE	
ZONE SETS	Hawkeye	
"Maryland"	Cyclone	
"Pride Flash"	Bulldog	
	Panther	
		

<u>3 POINT TEAM</u>	<u>DEFENSIVE STOP</u>	<u>SCRAMBLE</u>
1-Brooke	1-Brooke	1-Brooke
2-Mac	2-Laura	2-Laura
3-Savannah	3-Banker	3-Hoody
4-Anna	4-Sierra	4-Banker
5-Alex	5-Miranda	5-Hotovy

<u>FREE THROW</u>	<u>PRESSBREAKER</u>
1-Brooke	1-Brooke
2-Mac	2-Savannah
3-Savannah	3-Mac
4-Anna	4-Alex
5-Alex	5-Sierra (Take it out)

<u>WHO TO FOUL</u>	<u>OPPONENT'S 3-POINT SHOOTERS</u>
1-	1-
2-	2-
3-	3-
4-	4-

IN THIS SPACE I WRITE OUT THE OTHER TEAMS

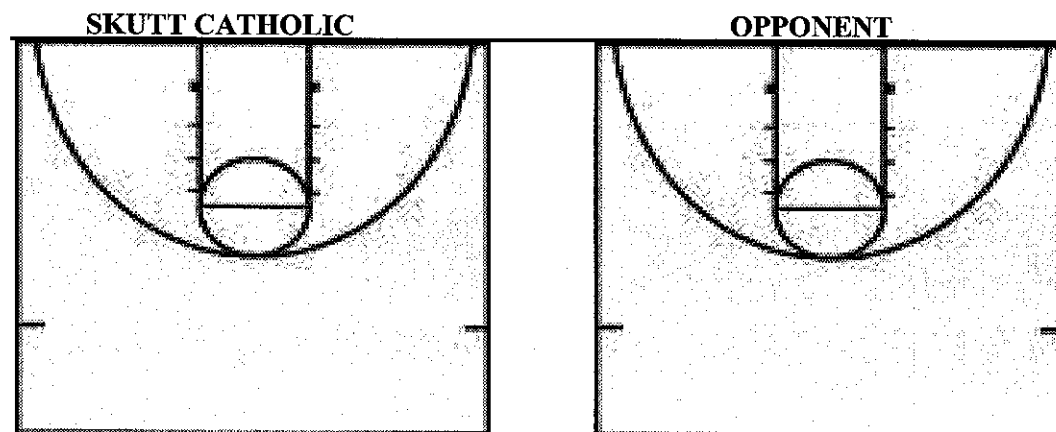
KEY X'S AND O'S FOR TWO REASONS:

- 1. TO REVIEW OPPONENT'S KEY X'S AND O'S**
- 2. TO HAVE AVAILABLE FOR QUICK REFERENCE IN SITUATION/SCORE END OF THE GAME SCENARIOS**

**SKUTT CATHOLIC GIRLS BASKETBALL
SHOT CHART**

OPPONENT _____ DATE _____

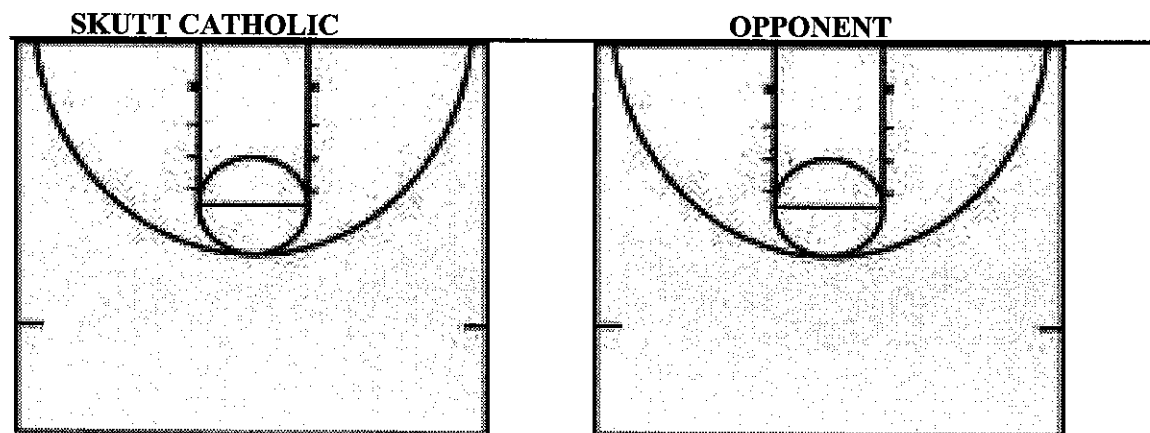
1ST QUARTER



MAKES ____ ATT. ____
3 PT. MAKES ____ ATT. ____
FT MAKES ____ ATT. ____

MAKES ____ ATT. ____
3 PT. MAKES ____ ATT. ____
FT MAKES ____ ATT. ____

2ND QUARTER



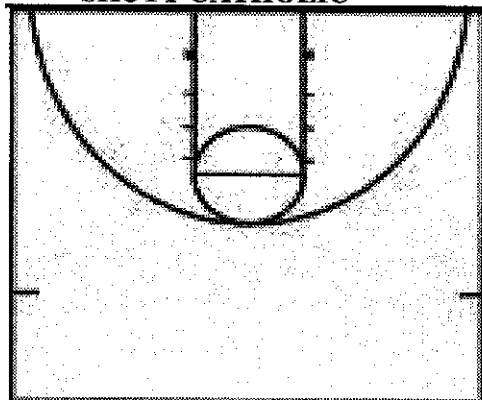
MAKES ____ ATT. ____
3 PT. MAKES ____ ATT. ____
FT MAKES ____ ATT. ____

MAKES ____ ATT. ____
3 PT. MAKES ____ ATT. ____
FT MAKES ____ ATT. ____

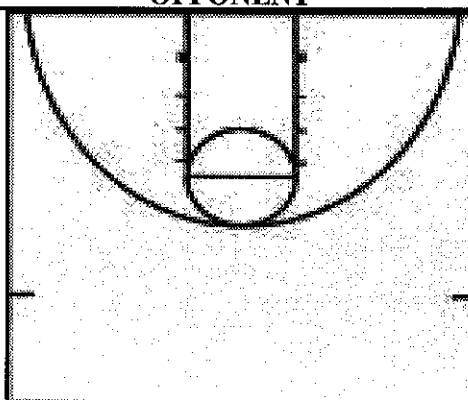
HALF TOTALS

MAKES ____ ATT. ____
3 PT. MAKES ____ ATT. ____
FT MAKES ____ ATT. ____

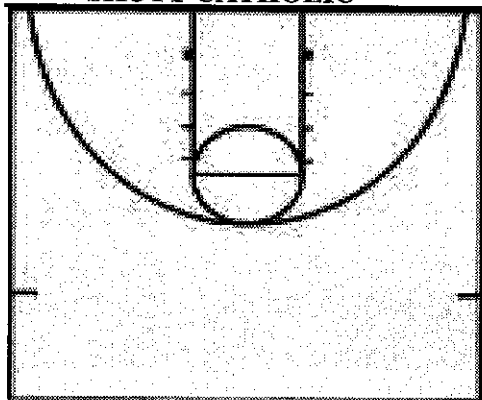
MAKES ____ ATT. ____
3 PT. MAKES ____ ATT. ____
FT MAKES ____ ATT. ____

3RD QUARTER**SKUTT CATHOLIC**

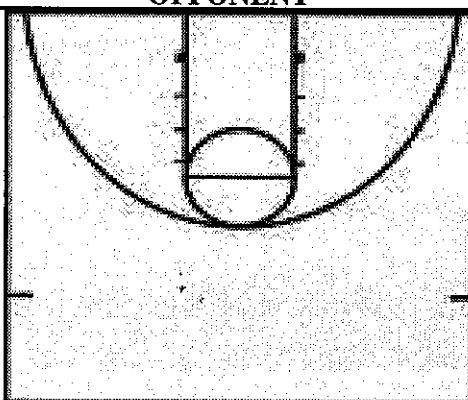
MAKES ___ ATT. ___
 3 PT. MAKES ___ ATT. ___
 FT MAKES ___ ATT. ___

OPPONENT

MAKES ___ ATT. ___
 3 PT. MAKES ___ ATT. ___
 FT MAKES ___ ATT. ___

4TH QUARTER**SKUTT CATHOLIC**

MAKES ___ ATT. ___
 3 PT. MAKES ___ ATT. ___
 FT MAKES ___ ATT. ___

OPPONENT

MAKES ___ ATT. ___
 3 PT. MAKES ___ ATT. ___
 FT MAKES ___ ATT. ___

HALF TOTALS

MAKES ___ ATT. ___
 3 PT. MAKES ___ ATT. ___
 FT MAKES ___ ATT. ___

MAKES ___ ATT. ___
 3 PT. MAKES ___ ATT. ___
 FT MAKES ___ ATT. ___

GAME TOTALS

MAKES ___ ATT. ___
 3 PT. MAKES ___ ATT. ___
 FT MAKES ___ ATT. ___

MAKES ___ ATT. ___
 3 PT. MAKES ___ ATT. ___
 FT MAKES ___ ATT. ___

**SKUTT CATHOLIC GBB
REBOUNDING CHART**
OPPONENT _____ DATE _____
1ST HALF

<u>PLAYER</u>	<u>OFFENSIVE REBOUNDS</u>	<u>DEFENSIVE REBOUNDS</u>
Alex Banker		
Sierra Adams		
Brooke Denton		
Savannah Adams		
Mackenzie Harry		
Miranda Kaster		
Lis Schumacher		
Lauren Hoody		
Anna Bellinghiere		
Colie Gottschalk		
Jess Hotovy		
Kristin McGonigal		
OPPONENT		

2ND HALF

<u>PLAYER</u>	<u>OFFENSIVE REBOUNDS</u>	<u>DEFENSIVE REBOUNDS</u>
Alex Banker		
Sierra Adams		
Brooke Denton		
Savannah Adams		
Mackenzie Harry		
Miranda Kaster		
Lis Schumacher		
Lauren Hoody		
Anna Bellinghiere		
Colie Gottschalk		
Jess Hotovy		
Kristin McGonigal		
OPPONENT		

**SKUTT CATHOLIC GBB
STATISTICAL CHART**
OPPONENT _____ DATE _____

<u>PLAYER</u>	<u>STEALS</u>	<u>TURNOVERS</u>	<u>ASSISTS</u>	<u>BLOCKS</u>	<u>TIPS</u>
Alex Banker					
Sierra Adams					
Brooke Denton					
Savannah Adams					
Mackenzie Harry					
Miranda Kaster					
Lis Schumacher					
Lauren Hoody					
Anna Bellinghiere					
Colie Gottschalk					
Jess Hotovy					
Kristin McGonigal					
<u>OPPONENTS</u>	<u>STEALS</u>	<u>TURNOVERS</u>	<u>ASSISTS</u>	<u>BLOCKS</u>	<u>TIPS</u>
PG					
SG					
SF					
PF					
C					
SUB 1					
SUB 2					
SUB 3					
SUB 4					
SUB 5					

SKUTT CATHOLIC GBB OPPONENT _____ DATE _____
 FREE THROW AND TIMEOUT CHART

FULL TIMEOUTS	1	2	3	
30 SECOND TIMEOUT	1	2		
	<u>FT ATT</u>	<u>FT MADE</u>	<u>FOULS</u>	
Alex Banker				
Sierra Adams				
Brooke Denton				
Savannah Adams				
Mackenzie Harry				
Miranda Kaster				
Lis Schumacher				
Lauren Hoody				
Anna Bellinghiere				
Colie Gottschalk				
Jess Hotovy				
Kristin McGonigal				
Opponent	<u>FT ATT</u>	<u>FT MADE</u>	<u>FOULS</u>	
PG				
SG				
SF				
PF				
C				
SUB 1				
SUB 2				
SUB 3				
SUB 4				
SUB 5				

SKUTT CATHOLIC GIRLS BASKETBALL GAME GOALS:

1. We want to shoot 45%.
2. We want to make 14 or less turnovers.
3. We want to shoot 70% from the free throw line.
4. We want to give up less than 45 points.
5. We want no individual to score more than 13 points against us.
6. We want to force 22 turnovers a game.
7. We want our opponent to shoot 35% or less.
8. We want to score first each half.
9. We want to get 58% of all rebounds.
10. We want to commit 16 or less personal fouls.
11. We want to get 10 more shots than the opposing team.
12. We want to make as many free throws as the other team attempts.
13. We want to take 2 charges a game.
14. We want to win the first 4 minutes of each half and the last 4 minutes of each half.

SKUTT CATHOLIC GIRLS BASKETBALL GAME GOALS

OPPONENT: SOUTH SIOUX CITY

DATE: 2/18/11

<u>GOAL</u>	<u>STAT</u>	<u>Y/N</u>
We want to shoot 45%.	_____	_____
We want to make 14 or less turnovers.	_____	_____
We want to shoot 70% from the free throw line.	_____	_____
We want to give up less than 45 points.	_____	_____
We want no individual to score more than 13 points against us.	_____	_____
We want to force 22 turnovers a game.	_____	_____
We want our opponent to shoot 35% or less.	_____	_____
We want to score first each half.	_____	_____
We want to get 58% of all rebounds.	_____	_____
We want to commit 16 or less personal fouls.	_____	_____
We want to get 10 more shots than the opposing team.	_____	_____
We want to make as many free throws as the other team attempts.	_____	_____
We want to take 2 charges a game.	_____	_____

PART IV: MISC. BASKETBALL PHILOSOPHIES

Phrases to remember to help implement and reinforce basketball philosophy:

“Team Together”

“A short term solution for a long term problem”

“Be a good teammate”

“Get the shot we want”

“Stances”

“Win one possession at a time”

“Finish each possession”

“Run for a teammate”

“Stay strong with the ball”

“It’s a great day to be a SkyHawk”

“Yesterday’s over with, tomorrow’s not here yet, so let’s just worry about today.”

“Let’s get better today.”

“Play until the whistle blows.”

“If you can’t play man to man defense, you can’t play zone.”

MANAGER’S RESPONSIBILITIES

Before Daily Practice

1. Make certain the practice floor is clean and outsiders are cleared from the practice floor by the time the players are due on the floor.
2. Have available on the floor the required number of properly inflated and clean basketballs, a few towels, practice chart and extra jerseys
3. Have the portable clock set up with a countdown of when “Continuous Shooting” drill is supposed to start.

During Daily Practice

1. Keep the daily practice chart for the squad
2. Anticipate and be ready to distribute or collect balls to or from certain areas when necessary
3. Know the practice schedule and be ready to help implement it at all times
4. Learn the needs of the coaches and players and be ready to supply them.

After Daily Practice

1. Collect and store all equipment
2. Turn over charts to coaches

Home Games

1. Check with the opponent’s manager to have everything ready for them
2. Have at least six good basketballs ready for pre-game warm-ups
3. Get the copies of statistical charts and clipboards ready for the varsity game
4. Anticipate and help in every way to see that things to smoothly in regard to equipment, travel, charts, conduct, morale, meals, rest, meetings, and anything else that pertains to the game and the teams.

Away Games

1. Pack team equipment bags
2. Check closely with coaches for any necessary changes
3. Check with opponent's manager to have everything ready for practice and/or games
4. Make certain you leave the dressing room in excellent condition

Chapter 3

Teaching Philosophy of the Skutt Catholic Program

Characteristics of good coaching

You are what you emphasize

- As the coach, you are the guardian of the team's culture
 - Build a team ego
- Leaders define reality, create hope and optimism, influence, inspire and encourage

Teaching: Praise, prompt and leave

We must command, not demand, respect

- Demand: To claim as just or due
- Command: To receive as just or due

Pat Riley: 4 Things players want from their coach

1. Confidence
2. Sincerity
3. Reliability
4. Trust

Jeff Van Gundy: 4 keys to be a successful coach

1. Work Ethic
2. Competency
3. Sincerity and trustworthiness
4. Reliability

Three things Jesus did on Earth

1. He listened
2. He cared
3. He confronted

Quotes about good coaching

"The beginning of wisdom is to know that you're not very smart."

"Plan, prepare, practice and play like you just lost your last game."

-Lon Kruger

"Who among you is wise and understanding? Let him show his works by a good life in the humility that comes with wisdom."

-James 3:13

"Don't give orders that can't be understood. Only give orders that can't be misunderstood."

-Douglas MacArthur

"One bad shot equals one bad shot. Two bad shots equal one bad player. Three bad shots equal one bad coach."

-Tim Jankovich

"I kept negative thoughts out, but I also kept positive thoughts- such as winning championships- at bay."

-John Wooden

“Teaching and learning occupied our attention, not winning and losing.”

-John Wooden

“An army of lions led by an ass will be defeated by an army of asses led by a lion.”

“The players do not do what we teach them but they do what we emphasize to them.”

Organizing your teaching style

- There are three ways to do about everything in the game of basketball; teach what you know best and what fits what you do
- Notebooks make you more organized
 - Makes the players concentrate and write down your thoughts
 - Gives the players responsibilities
- Have a list of things that need to be done before your 1st game
- Have meetings without having meetings; touch 1/3rd of your team every day
- Put in new sets/ Defenses/ adjustments at the beginning of practice, even before continuous shooting
 - Makes them think
 - Practice moves forward the entire time with no lull in intensity
- 5 players + 32 minutes = 160 minutes of basketball
 - Coach every minute like it's the most important minute of basketball
- Do your best to match their goals to their goals, then hold them accountable to their goals so that they take ownership of their goals

Things we want to emphasize in practice at all levels

- Create a culture of respect
- Reinforce good habits; find teachable moments
- Pay attention to the smallest detail; emphasize process over product
- Every practice and every drill in practice should be competitive
- Don't make the same mistakes other teams make
- Drills must be directly connected to the system

Ways we teach during practice

- Make the pace of practice uncomfortable for players
- Emphasize communication early in practice; call everyone's name out at least once in the first 15-20 minutes every day of practice
 - Echo Drills are important to get players communicating early
- Coaches shouldn't touch the ball during practice, because it takes away the ability to coach; they're worried about the ball
 - Use your eyes to teach
- Place veterans with rookies during 2 on 0 drills
- Be willing to take players out of something in the middle of practice or a drill to teach them something, and then put them back in
- Socratic Method: Always ask the team questions instead of giving them answers
- Set an individual challenge to both the team and an individual player
 - “Jordan doesn't get a catch and shoot today . . .”
- Quick push-ups for screw ups
- Work on change periods (Knight)

- Throw different situations and circumstances out there at a rapid pace so both teams have to adjust and communicate on the fly
- Give them one minute assessments
- One thing they can do/ are doing well
- One thing they aren't doing/ need to do better and how
 - Play through mistakes and communicate to them after a mistake to put their mind on a new task
- Instant Replay Correction: Immediately reset the situation and have them do it again
- How to get rid of mistakes
 1. Take it out of the mind
 2. Visualize the correct image
- Use more video

Restrictions teach decision-making

1. Value of ball possession
2. Value of shot discipline
3. Value of ball handling and post feeding skills
4. Value of board coverage and transition
 - You can work on different ideas, like
 - Person "X" has to get a touch before a shot is put up
 - Only person "X" or "Y" can shoot this possession
 - Lay-ups only

Things to remember about teaching and coaching

- Roy Williams was 2-19 his first year as a high school head coach
- Wooden under observation for an entire season
 - 2,326 distinct acts of teaching
 - 160 compliments (6.9%)
 - 153 criticisms (6.6%)
 - 2,013 teaching, instruction or correcting comments (86.5%)
- Talk to yourself to help inspire yourself and build yourself up
 - Have 1 or 2 statements that you tell yourself every day, focusing on the present, not the outcome
- Focus on the job at hand; all you can control is your program. Work hard and think positively
 - Coaches can never get bored; watch your body language
 - Tell them what they need to hear, not what they want to hear
 - Leave something with your players other than basketball
 - You find out more about yourself after losing
 - Don't beat yourself up
 - Acknowledge your mistakes and move on
 - Bad coaching is spending too much time on one thing
- Enthusiasm and Motivation
 - Deposit enthusiasm so you can withdraw it
 - Coach today the way you would like to coach 10 years from now

Chapter 4

Roles within the Skutt Catholic Program

OVERALL THOUGHTS ON ROLES

“Not everyone can be in the parade; you need people to stand and cheer on the side.”

“The enemy cannot be in your locker room; you can modify behavior, but you can’t rehabilitate character.”

“Never sacrifice toughness and attitude to get size and quickness.”

-Jim Tressel

“You have to be able to coach your best player, and sometimes the bench is the only motivator.”

Your veteran players must teach your younger players, but there is no pecking order

-In war, the bullet doesn’t care if it hits a private or a general

You want people who believe the cause is bigger than themselves

-1 Corinthians 13: 4-13 (“Love is patient, love is kind . . .)

Roles

-Define

-Understand

-Accept

-Fulfill

There are three roles in a basketball game

-Play

-Coach > Pick one

-Officiate

Three things Warren Buffett looks for in people that he is hiring:

1. Work Ethic

2. Character

3. Intelligence

-The last one doesn’t matter if they don’t have the first two

Nothing is too big or too small when it comes to team chemistry

- There has to be like, respect and trust between players and coaches

- Most people aren’t team players

Everyone needs to buy in on these three things

1. The coach

2. The system

3. The mission

Six ways to create buy in

1. Have knowledge of the game

2. Study and know your system

3. Catch them doing something right
4. Educate them
5. Tell the truth in a variety of ways
6. What you bring vs. what you know

You have to have total preparation

- Prepare the staff
- Prepare the practice
- Prepare the meetings
- Prepare for trips and meals → Itineraries
- Prepare for games
- Preparation for recruiting

PART I: ROLES FOR OUR COACHING STAFF

You can't ask players to fulfill their roles if you don't let your staff fulfill their roles

- Set up your staff like a football staff, with offensive and defensive coordinators.
- Allow assistants to run practice from time to time; sit in the bleachers and watch
- A good assistant weeds the garden
- Assistant coaches need to be all evaluation on the bench
- Most important quality of an assistant coach: loyalty
- “We'd rather be ruined by praise than saved by criticism.”
- “A good friend tells you what you want to hear, not what you need to hear.”

Consideration for your staff

- Hard work they put in
- Respect for the personal life of the staff
- Individual sessions with the players
- Improving facilities and equipment
- Thank you notes

Coaching Staff

- Not all coaches are going to do everything well
- Need a good work ethic with balance and perspective
- No “I” guys, it's “we” or “us”

What you look for in staff members

1. Loyalty
2. Working hard while working together
3. Ability to teach
4. Desire to improve
5. Balance
 - Family
 - Personal health (physical and mental)
6. Patience
 - Good things take time

7. Responsibility for program's actions

-Be there for player's who are having problems

A great staff is divided into these roles:

- Paul: Older, more experienced than you, can bounce ideas off of each other
- Barnabas: About your age, moral compass, won't let you destroy your program or yourself with bad decisions
- Timothy: Young guy, a lot of potential but needs work at it and to develop

Skutt Catholic Girls Basketball 2010-2011

Coaching Responsibilities and Assignments

The following is a breakdown of what I expect out of the coaching staff. Here are just a few reminders:

- 1) **If anything needs to be brought to the attention of the administration, please go through me first, and then I will decide whether or not it needs to be brought up to Mike or Mr. Slattery.**
- 2) **I do all of the ordering, purchase orders, etc. . . . nobody will order anything on their own.**
- 3) **All the teams will do fundraising, but it will be a unified fundraising program. We will not have different fundraisers for different teams**
- 4) **The rosters for the games will all be done the same way, thus showing unity in the program**
- 5) **All the teams will run similar offenses and defenses with similar terminology as the varsity team.**

Coach Plum (Varsity Head Coach): Everything associated with running the program to include and not limited to:

- game strategy and game planning
- deliver pre and post game comments in the locker room
- practice planning
- evaluate talent and decide on playing time and rotations
- ordering of equipment, team gear, inventory of all uniforms and equipment
- public relations, including correspondence with media, parents, other schools
- fund raising
- academic monitoring
- practice statistics
- total player development
- conditioning and strength development (in conjunction with Coach Moore)
- summer league coaching of varsity team
- in season scouting
- oversight of Junior Varsity team
- oversight of Freshmen team

Coach Ritz (Varsity Assistant Coach): Responsibilities to include and are not limited to:

- in season scouting (Coaches will probably be assigned 4-5 teams that you will specialize on)
- assist with preseason conditioning
- assist with player development (during the season, it is mainly the post players)
- offer suggestions on game plan and practice plans
- offer comments to players while before entering the game or right after they come out of the game
- offer suggestions during the course of a game, but do so in an organized manner

- During the Varsity games, Coach Ronnfeldt will call all baseline and sideline out of bounds plays, as well as focus on our defensive game plan, especially in the post area
- Assist with summer league coaching
- During the Varsity games, Coach Ritz will keep track of tips and focus on our offensive game plan, as well as being our "bench" coach, making sure that everyone is focused on the game at hand and is mentally and physically into the game

Coach Polacek (Junior Varsity Head Coach): Responsibilities to include and are not limited to:

- developing the Junior Varsity players for future Varsity experiences, including but not limited to:
- running the exact same offenses and defenses as the Varsity
- do the exact same Pregame warm-up as the Varsity
- evaluate the players on the Junior Varsity team for strengths and weaknesses
- keep track of fouls and time outs during the course of a Varsity game, as well as have the marker board ready for timeouts and quarter breaks
- offer suggestions during varsity games
- assist with player development (during the season it is with the perimeter players)
- line up two to three Junior Varsity Players per varsity game to keep track of shot chart and statistics
- organize Junior Varsity into scout team when necessary for varsity game preparation
- in season scouting when assigned (Coaches will probably be assigned 2-3 teams that you will specialize on)
- coach the Junior Varsity summer team
- set up and run the Skutt JV Summer League
- reporting to myself any concerns or problems with players / parents during the season
- when I watch the JV team play, I want to see these things run in the same manner as our varsity:
 1. Man to man offense
 2. Zone offense
 3. Cycle Drills
 4. Shell Drill principles
 5. Our pressing system ("T" and "X" to start with)

Coach Dobel (Junior Varsity Assistant Coach): Responsibilities to include and are not limited to:

- assist with player development during the season (during the season it is with the post players)
- during the Varsity games, keep track of adjustments that we need to make at halftime, player's fundamentals, and be our "huddle" coach, emphasizing huddles on dead balls and free throws
- in season scouting when assigned (Coaches will probably be assigned 2-3 teams that you will specialize on)
- coordinate the permission slips after road games players not riding home on the bus
- assist with preseason conditioning
- offer suggestions on game plan and practice plans
- offer comments to players while before entering the game or right after they come out of the game
- offer suggestions during the course of a game, but do so in an organized manner

Coach Small (Freshman Head Coach): Responsibilities to include and are not limited to:

- running the exact same offenses and defenses as the Varsity
- do the exact same warm-up as the Varsity
- evaluate the players on the freshman team for strengths and weaknesses
- report to myself any problems with players / parents
- develop players for future Junior Varsity and Varsity experiences by teaching and work on more repetitions of fundamentals
- coach incoming freshman team in the summer
- when I watch the JV team play, I want to see these things run in the same manner as our varsity:
 1. Man to man offense
 2. Zone offense
 3. Cycle Drills
 4. Shell Drill principles
 5. Our pressing system ("T" and "X" to start with)

PART III: THE ROLE OF PLAYERS

Players are responsible for the mood of practice and correcting mistakes; Coaches are responsible for the level of enthusiasm and organization of practice

What is your theme for the season? Before every practice and game, remind them of their cause

Expectations of Players

1. Do your job: "There is no I in team, but there is an I in win." You have to have good individual performances within the team concept in pressure situations. In order for the team to do well, individuals must excel as well. At the same time, you can't be a leader if you don't do your job.
2. Pay attention to the details: Do things the right way. Do your Don Meyer shooting the right way. Chin your lay-ups the right way. Find the rim the right way. Know your scouting report. Achievement is in the details.
3. Put the team first: Basketball is a team game. If you are interested in individual achievement, wrestle, play tennis or golf. I care about our individual players greatly off the court, but once we step on to the court, I don't care about their individual needs; I only care about what the team does. You, as an individual, need to be a good teammate at all times.
4. Work as hard as you can: I want players to become the best players that they can be. If they do that, we can hold our heads high no matter what the results are.

Roles → Meet with all players

- Roles change; you don't know your team until the 11th game of the year
 - Sit down 2x's a year to explain roles to each other
- It's harder to find good leadership today because, although their skills are much higher, they don't identify leadership because everything is done for them
 - We're in a society where everything is almost too organized.

Once these roles are explained to these players, it is up to them to follow a four step process in order to best put themselves in a position to be successful:

1. Know your role: Each player should know their role.
2. Accept your role: Each player needs to acknowledge their role and accept that this is what is she is being asked to do.
3. Embrace your role: Each player needs to look at their role and embrace that role, knowing that is what is expected of them.
4. Fulfill your role: Each player needs to execute their role consistently during practice and game situations.
 - Roles often change as season's progress; we will do our best to communicate these changes and to be cognizant of people's individuals feelings, as I know that this can be hard to handle for some players. At the same time, we must do what is best for the team.
 - For most teams, it takes approximately 25% of the season to figure your team out as to who is capable, who isn't capable, what works, what doesn't work, etc . . .

For us, that would mean 6 or 7 games. Let things develop and give your coaches time to figure out what team we truly have on our hands.

Playing time and "The Rule of 8 ½ Players"

-I believe the best teams have 8 ½ players that play the most important competitive minutes. This would most likely include 5 perimeter players and 4 interior players.

-This is the optimal number to give players rest, while at the same time keeping our best players on the floor to get a rhythm in the flow of the game.

-Players 10, 11 and 12 will need to be prepared to perform at any time they are called upon.

-As the end of the season and tournament time draws closer, that rotation will more than likely shrink slightly as games become more competitive and our execution and performance needs to be tighter.

12 player roster and roles

In the summer of 2012, I came up with names for each player roles on a very good basketball team. The more slots that you fill in for your roles, the better your team should be. In filling this out for all the teams that I have coached, there was direct correlation between fulfillment of these roles and the success and happiness of that team.

Batman: Alpha Dog; leader; obvious best player

Robin: Very good player

3rd Wheel of the Tricycle: Very good player who is willing to give way to Batman and Robin

Solid Starter for their position #1:

Solid Starter for their position #2:

Perimeter Sub: Good player coming off the bench

Post Sub: Good player coming off the bench

X-Factor: Very important player; can contribute at any time

Swing Player: May play a lot, may play a little, but will be needed in some capacity to win

Capable Step-In: Player probably won't play a lot but can play if needed

Developing Post: Younger player getting better while getting bulk of playing time with JV

Developing Perimeter: Younger player getting better while getting bulk of playing time with JV

The starting lineup

-I realize that a starting spot is coveted by most, if not all, of the players on the team. I know it was important to me when I played.

-Most teams, in most seasons, are not able to go through an entire season with the same starting core group of players. In my years of coaching as either a head or assistant coach, I have had 6, maybe 7, seasons where our starting line-up remained intact for the majority of the season.

-Most of the time, line-ups change for four reasons:

A) injuries

B) changing roles

C) under or over performance by individual(s).

D) chemistry within a given group

-When I decide to change the starting line-up, it is not done without serious consideration to all aspects of how it affects the team.

-I will do everything I can to approach the player(s) who are being removed from the starting lineup and explain what we are doing and why we are doing it, but sometimes I can't.

-If you are in this situation and you are still confused as to why I am doing this, please come and talk to me and I will try to explain myself further so that you at least understand my decision-making process.

-There are a few times, however, where I'm not going to have time or the ability to do this. Please understand that none of this is done because of personal feelings, I am just doing what I think is best for the team at that point. Again, it doesn't mean you have necessarily done anything wrong; it is just the adjustment that we choose to make at that point in time.

Within our team; who is our . . .

Vocal Leader:

Leader by Example:

Alpha Dog:

Most unselfish player:

Awesome teammate:

Enjoys making others better:

High basketball IQ:

Comprehension of "The Secret":

Fox hole Test

Positive Activity during camp

Every player has to believe in their role and its importance → "Be a star in your role."

-Compare to acting

-Your role may not be what you want it to be, but it is what we need to win a championship

3 ways for a player to get major minutes that is not overwhelmingly athletic (the 99%)

1. High basketball IQ

2. Competitiveness

3. Toughness

PART III: THE ROLE OF PARENTS

Top 10 Parenting Do's

1. Make your love and support unconditional and never contingent on performance.

The biggest issues between parents and their children often come when the parent makes the child feel like their encouragement and love is contingent on their performances.

-The coach will get on them about their execution; the parent needs to play his or her role and support.

2. Support, support, support!

-Support your child in many different ways, and there are some many more ways to support than just paying for them to play, transporting them, or giving them tactical advice.

- Listen to them when they need to be heard after a tough game or practice.
- Challenge them when they are exhibiting a bad attitude.
- Confirm what they are going through is normal in sport.
- Be empathetic.
- Never make them feel guilty about "your sacrifices" for them to play.

3. Remain calm and composed during games.

-High school athletes find it very frustrating and embarrassing when parents yell at officials, or lose their composure in the stands.

-There is enough pressure on these kids to perform as it is. Your added pressure from reacting to mistakes they make, being critical and negative, and just too emotional create unneeded stress and take away from the fun of the game.

4. Have them play for their reasons, not yours.

-For certain, in sport let their goals drive the level of involvement. This will lead to less frustration and arguments.

5. Push to follow through on commitments, work hard, and be a good person.

-This is the time to challenge your child – when they want to take a short cut that does not show commitment to the team or the coach.

-Pushing, however, to win is not healthy and will only create issues between you and your child.

6. Keep it fun.

-Try not to take sport too seriously; keep it light!

7. Support the coach and don't try to coach your child!

-Especially from the stands during a game.

-Coaching your child, unless you are a part of the coaching staff, makes it very easy to confuse and frustrate the child.

-It can also undermine the coach and destroy coach-athlete trust.

8. Have realistic expectations for your child's success in sport.

-Try to be objective when your child is not receiving playing time or starting; or they struggle with their performances.

-They are not mini-adults; they are maturing young people who make many mistakes as well as doing many great things (sometimes in the same day!).

9. Limit your conversations about sport.

-Let them know you are interested, but also interested in all aspects of their lives!

10. Reinforce with your child to be a good sport.

-Emphasize shaking hands after games no matter how bitter the contest, and never belittling someone to make you feel better.

Top 10 Parenting Don'ts

1. DO NOT put your interests ahead of your child's interests.

-If your child is playing high school or middle school sport, be supportive.

-Go to games and encourage them.

-Listen to them discuss their triumphs and frustrations.

- Always let them play for their own reasons not yours.

- You want to teach your child to commit to a goal and pursue it with hard work and dedication.

- However, if your child has not shown the intense interest in a sport and has not for some time, save yourself and your child the pain.

- Instead, push on striving academically – in a positive way, of course.

2. DO NOT exert pressure to win.

- When you, the parent, pressure to win you are creating an expectation that your child does not have complete control over.

- This expectation creates stress and negative emotion for the child.

- Focus on effort, sportsmanship, and things they can control.

- They can feel like a success in your eyes. Ultimately, that's what every child longs for.

3. DO NOT consider your child's sport an investment for which you should receive something in return.

- Parents make an investment in time, money, transportation as well as emotional investment.

- Do your best to not make your child feel like they need to perform because of your investment.

- Let them know that you will happily do all of these things no matter how they perform.

4. DO NOT control all decision making relating to sport.

- Teenagers want to have some say in their lives and are looking to take more control.

- Allow your child to make decisions about his or her commitment to playing sports, including the routines they need to follow to prepare for games as well as take care of homework and studying.

- If you control everything they will resent you for it.

5. DO NOT allow sport to dominate your child's life.

- You want your child to learn balance in life.

- They will someday have to juggle being a father/mother, husband/wife, employee, boss, etc.

- More immediately, it is healthy for your child to consider themselves more than athletes.

- They should see themselves as a good student, a son or daughter, a brother or sister, a friend... and treat these roles with the importance they deserve.

- Having other pursuits will allow them to deal with the frustrations of sport, especially when they can no longer play the sport that they love competitively.

6. DO NOT treat your child differently dependent upon whether he or she won or lost (or how they performed).

- Be careful how you respond to your child after a game.

- Follow your post-game plans if possible.

- You will be exhibiting to your child that their treatment and your support are not contingent upon their performance.

- You will be teaching a good lesson about emotional control, learning to lose with class, and moving on from tough performances.

7. DO NOT criticize your child or even give your analysis after the game.

-Allow your child some space to get over the game, calm down, and enjoy the time with their team and reflecting on their performance.

-They will learn faster if you allow them to deal with it and then facilitate their ability to learn from the game and move on by asking questions and listening.

-Your child knows when they have made a mistake. If not, the coach will instruct them -- there is no need to pile on!

8. DO NOT coach your child from the sidelines.

-Allow the coach to do their job.

-Your coaching will only serve to confuse and frustrate your child, and they will have a hard time trusting what the coach is telling them to do.

9. DO NOT tell your child their opponent is not good and they should beat them.

-Focus on effort, good decision making with tactics, improvement, fun, and being a good sport.

-This also allows the athlete to focus on his own game!

10. DO NOT focus the majority of conversations on the sport.

-If your conversations with your child are dominated by their sport then they will recognize how important it is to you, even if you say it isn't.

-This creates pressure.

PART IV: TEAM BUILDING

Three essentials for building teams:

1. Create a vision

-“Nothing happens unless first a dream.”

2. Establishing trust

-“We are most effective as a team when we complement each other without embarrassment and disagree without fear.”

3. Top down Teamwork and Leadership

-“Keep away from people who try to belittle your ambitions. Small people always do that, but the really great make you feel that you, too, can be great.” → Mark Twain

Members of teams with an absence of trust:

-Conceal their weaknesses and mistakes from another

-Hesitate to ask for help to provide constructive feedback

-Hesitate to offer help outside their own areas of responsibility

-Jump to conclusions about the intentions and aptitudes of others without attempting to clarify them

-Fail to recognize and tap into one another's skills and experiences

-Waste time and energy managing their behaviors for effect

-Hold grudges

-Dread meetings and find reasons to avoid spending time together

Members of trusting teams:

-Admit weaknesses and mistakes

- Ask for help
- Accept questions and input about their areas of responsibility
- Give one another the benefit of the doubt before arriving at a negative conclusion
- Take risks in offering feedback and assistance
- Appreciate and tap into one another's skills and experiences
- Focus time and energy on important issues, not politics
- Offer and accept apologies without hesitation
- Look forward to meetings and other opportunities to work as a group

Team Building Requirements

1. Shared Ownership: Rental home vs. home ownership; you must have something that you have invested in and something to give back to.
2. Shared suffering: Tough practices (mental and physical)
3. Individual Responsibility: Test kids; have accountability
4. Collective Pride: We, Our, Us, not I, Me, Mine

Team Bonding Suggestions

- Community Service and outreach events
- Fundraising activities
 - Ropes course
- Scavenger hunts
- Team retreats
- Buddy system
- Bowling night
- Respect Activity: Everyone has a piece of paper. Pass around each piece of paper and have everyone write one thing that that person does well on that paper.
- What can I do to be a better teammate? Write it down on a small piece of paper. Then put the papers in a basket and read each paper aloud without naming names.
- Team covenant: What we promise each other

Reasons players reach their potential

- High tolerance for hard work and pain
- High basketball IQ; a student of the game
- Unselfishness, think of the team before themselves
- Intangibles in your game; making hustle plays
- Good training habits and physical conditioning
- Self-confidence that comes from repetition and knowing you deserve to win because you have worked harder than anyone

PART V: MINIMIZING DISTRACTIONS WITHIN THE PROGRAM

19 out of the 21 greatest civilizations were destroyed from within

8 ways you can ruin team chemistry

1. Jealousy

2. Cynicism
3. Ego
4. Inflexible Personality
5. Lack of discipline
6. Lack of passion
7. Excuses
8. Front runner

Six danger signals of the "Disease of Me"

1. Chronic feelings of under-appreciation; focusing on yourself
2. Paranoia over being cheated out of one's rightful share
3. Leadership vacuum resulting from formation of cliques and rivalries
4. Feelings of frustration even when the team performs successfully
5. Personal effort mustered to only outshine a teammate
6. Resentment of the competence of others, or the refusal to admit their contribution

There are three fights within every team every year:

1. Competition in front of you: The opponent
2. Outside influences: Parents, club coaches, etc . . .
3. Division from within: Chemistry, roles, shot, playing time, etc . . .
 - Every team gets tired and every team has problems. Whatever team deals with these issues the best usually has the best chance to win

I can only deal with one of these three things:

1. Soft (mentally and physically)
2. Stupid (not knowing the game well)
3. Selfish (trying to make too much happen)

Sometimes you need to ask hard questions and have the players answer the questions themselves

- “What could you have done differently?”
- “If you're not playing as much as you would like, then who should play less so that you can play more?”
- “What have you done in practice that would make me feel the need to play you more in competitions?”
 - If a player wants to move up a level: “Are you currently dominating the level that you are at right now?”

DEVELOPING LEADERS WITHIN YOUR PROGRAM

You have to have a good relationship with your best player; you need your best players to be your best leaders

- Coaches cannot lead all the time. A player coached team is more effective than a manager coached team
 - Your best players must be coachable
 - You have to listen to your players
 - Quiz players on coach ability? Have them rate themselves.

- When you are having trouble with a player
 1. Get other players to talk to him/her
 2. Show them tape of what they are doing wrong
 3. Bring in outside influences
- If you want to go fast, go alone. If you want to go far, go together.

Teach your leaders, you must constantly meet with leaders

- Weekly "Unity Council" meetings during the season

Leaders Meeting

1. If you want to be a leader on this team, you must be the hardest worker
2. If you want to be a leader on this team, you need to take care of the little things off the floor.
3. If you want to be a leader on this team, leave everything else to the coaching staff.

You can pick captains but you can't pick leaders

Criteria for captains:

1. Great team oriented attitude
2. One of the hardest workers in practice
3. A great teammate
4. Honesty
5. Great relationships with teammates

-"Leadership is like pornography; you know it when you see it."

If you want to know who your true leaders are, have the players fill out a "Fox Hole Test": 3/2/1 points system on who they really want to protect their backside

SKUTT CATHOLIC GIRLS BASKETBALL COVENANT 2010-2011

As a member of the 2010-2011 Skutt Catholic Girls Basketball team, I promise to do everything I can to follow these covenants and our definition of these phrases.

1. Work Ethic: Our definition of "*work ethic*" includes the following:
 - *To have a quality of character to be promoted by work
 - *To push myself harder than I ever thought possible
 - *To work hard while I am here, regardless of physical or mental condition
 - *To work hard not only in the gym, but in the weight room as well
 - *To go as hard as possible against each other so that we can make not only ourselves, but our teammates, better
 - *To get the best grades as we possibly can

2. Embrace Roles: Our definition of "*embracing roles*" includes the following:
 - *To accept readily what is asked of you, whether it is perceived to be great or small
 - *To put the name on the front of the jersey ahead of the name on the back of the jersey
 - *To accept your teammates and understand everyone's role on and off the court
 - *To work hard to do the best at your job and accepting your job
 - *To work hard at improving your role if you are not satisfied with it
 - *To be willing to put in the work and not getting credit from others outside our team to better the team

3. Heart: Our definition of "*heart*" includes the following:
 - *It is something that comes from within; it can be taught or learned, but you have to be willing to accept it
 - *To want to accomplish something bigger than yourself,
 - *To have passion and commitment in everything you do
 - *To have the courage to face something bigger than the individual
 - *To hustle after loose balls and play aggressively every play
 - *To play every game and every practice like it is your last
 - *To deserve victory

4. Sportsmanship: Our definition of "*sportsmanship*" includes the following:
 - *To treat others as you would want to be treated
 - *To win with dignity and loose with integrity
 - *To respect coaches, referees, players, teammates, and fans
 - *To treat your opponent like a teammate
 - *To walk off the floor knowing you represented yourself and your school well

5. Improvement: Our definition of "*improvement*" includes the following:
 - *To improve regardless of wins and losses
 - *To put yourself in a position, whether it is in the gym or in the weight room, to get better
 - *To make the team as good as it can be by making yourself the best player you can be
 - *To work on your strengths while developing your weaknesses

SECTION II



SKYHAWKS
SKITT CATHOLIC

OFFENSIVE SKILL DEVELOPMENT AND TEAM OFFENSIVE PHILOSOPHY

Chapter 5

Shooting

PART I: AN OVERVIEW

Initial Thoughts on Shooting

- A team can never be good unless the individual players are improving
- You have to be mentally tough to be a scorer
- How do you gain the trust of your teammates? By making easy shots
- Pressure is good in practice because it prepares you for pressure in a game

What great players will do with coaching

1. See the skill correctly
2. Feel the skill correctly
3. Repeat the skill correctly and quickly

Developing your shot

1. Have a readiness to learn
 - Must be a student of the game and be willing to learn
2. Have a strong mental attitude
 - Players must believe that they can do it
 - Has to start in practice
 - “Practice makes permanent”
3. Shot selection
 - Need to make 6 out of 10 shots in practice from a spot or else they shouldn't take that shot
4. Adapting rather than adopting
 - Pick up one or two things, not everything

Perfect Practice Habits

1. Use shooting progression every day
2. Work on game shots at game spots at game speed
3. Make yourself tired when working on your shooting
4. Use chairs or barriers to go around someone
5. Shoot free throws when you are tired
 - 20%-30% of a team's points in a game come from the free throw line
 - Confidence and rhythm are the keys to being a great free throw shooter
 - Bend your knees and hold your follow through for one second

Basic Mechanics of Shooting

1. Feet on balance, with strong side foot slightly (3"-4") ahead of weak side foot
2. Sit into your shot; shooting range and lift on shot comes from hips
3. Keep elbow in
4. Keep ball in the shot pocket
5. Snap ball up and through; arc on the shot should be 46-48 degrees consistently

6. Hold your follow through for one second; your follow through is the signature of your shot

Six Common Shooting Faults

1. Improper footwork and balance
2. Negative motion (especially at the free throw line)
-Example: Bringing the ball behind your head
3. Elbow out
4. Shooting the shot at the end of the jump
5. Balance hand drag
6. Watching the ball instead of the target

Extra Thoughts on Shooting and its affect on practices and games

- You have to make time to shoot every day in practice.
- Missed lay-ups and free throws are momentum killers; you are essentially telling the other team "we don't want to win."
- Be back rim shooters on the 2nd night of a back to back
- Bank shots should have the ball hit the bank board on the way down
- Come up with a call word on every shot to remind yourself of your weakness in your shot so that you do it every time
 - "Lift"
 - "Legs"
 - "Sit"
 - "Wrist"
 - "Elbow"
 - "Balance"
- "You don't shoot fast; you get ready to shoot fast."

Shot Discipline Grading

- "4"-Open Lay-up
- "3"-Open shot and good shot for that shooter
- "2"-Good shot by a good shooter under pressure
- "1"-Worst shooter/ Bad shot
- "0"-Turnover
 - We want 3's and 4's

Break down of development of shooting skills by Year/Age Group

Elementary (5th Grade and Lower)

1. Solid form is developed using Don Meyer Shooting
2. Teach how to chin layups , both right and left handed; 70% on unguarded lay-ups
3. 50% on FT's
4. Shooting range at 8-10 feet

6th Grade

1. Solid form is developed using Don Meyer Shooting
2. Continue to develop the concept of chinning layups with both the right and left; 75% on unguarded lay-ups
3. 55% on FT's
4. Expand individual shooting range to 10-12 feet

7th Grade

1. Solid form is developed using Don Meyer Shooting
2. Continue to develop the concept of chinning layups with both the right and left; 80% on unguarded lay-ups
3. 60% on FT's
4. Expand individual shooting range to 10-12 feet
5. Introduction of Don Meyer Shot Discipline

8th Grade

1. Solid form is developed using Don Meyer Shooting
2. Continue to develop the concept of chinning layups with both right and left; 85% on unguarded lay-ups
3. 65% on FT's
4. Expand individual shooting range to 12-15 feet
5. Continued education on Don Meyer Shot Discipline

Freshman

1. Solid form is developed using Don Meyer Shooting
2. Continue to develop the concept of chinning layups with both right and left; 90% on unguarded lay-ups
3. 70% on FT's
4. Expand individual shooting range to 15-17 feet
5. Master the Don Meyer Shot Discipline

Junior Varsity

1. Solid form is developed using Don Meyer Shooting
2. Continue to develop the concept of chinning layups with both right and left; 95% on unguarded lay-ups
3. 75% on FT's
4. Expand individual shooting range to 17-19 feet

Varsity

1. Solid form is developed using Don Meyer Shooting
2. Continue to develop the concept of chinning layups with both right and left; 99% on unguarded lay-ups
3. 80% on FT's
4. Shooting range should reach consistent 3 point shooting

The two drills to start any Skutt Catholic GBB Workout

Don Meyer Shooting Warm-up

Before the start of any practice or workout, each player is responsible for doing their Don Meyer pre-practice shooting routine in order to get their shot into order. If players want to become great shooters, they need to have the discipline to do this drill before each workout.

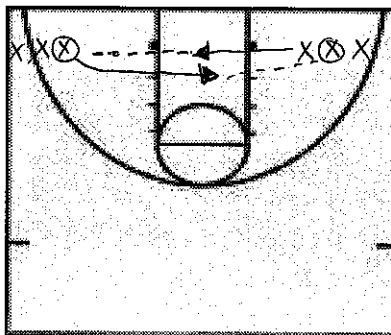
1. Arm Swing: Line up across from your partner and work on getting into a shooting stance without a basketball, while snapping your shooting arm up into a shooting position
2. Lay on Back/ Snap Wrist off: Partner lies down on the floor and shoots the ball straight up to work on release. If done properly, the ball should essentially land right in the shooters hand
3. Partner Catch: Line up across from your partner and shoot the ball back and forth to one another, working on accurate form and correcting partners form
4. Bunnies: Find a rim and shoot 2-3 foot shots, then slowly working your way away from the rim

Continuous Shooting

We divided our groups up to where we have 6-8 players per basket. The players then split evenly within those groups across from one another at approximately the three point line. The first player in line cuts to the middle of the lane right in front of the hoop and receives a pass from their teammate, squares up and tries to make a basket; not only do we want them to make the basket, we want them to swish or back rim the make.

The player who shot the ball will get her own rebound and pass it to the line that they are going to. The player who made the original pass will flash to the lane and receive the pass from the next person in line. This pattern continues throughout the drill.

There are three shooting levels in this drill; right in front of the rim, 7-10 feet from the rim, and the free throw line. We want to go about 90 seconds in each level, and then proceed to our next shooting drill.



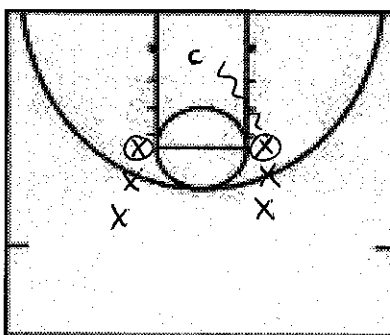
PART II: LAY-UPS

(Note: All shooting drills in Parts II-VI will be listed from least complex and easiest to master to the most complex and the most difficult to master)

Lay-ups

- Practice them in as many different situations as possible
- Concentrate on the target (near side top corner of the square)
- Chin the ball and finish strong

Northern Power Moves



Offensive player dribbles aggressively into coach with football pad. We want them to finish with the ball going off the backboard but not hitting the rim. Scoring system:

*1 point: Make without hitting the rim

*-2 points: Make with hitting the rim

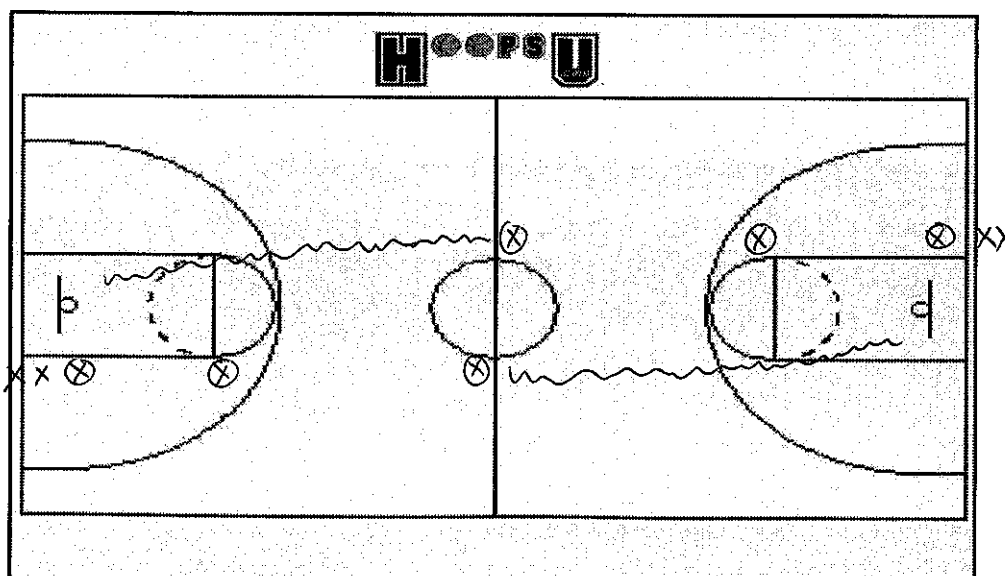
*-3 points: Miss

*-4 points: No sprint back to the end of the opposite line

Players sprint to the back of the opposite line to emphasize transition

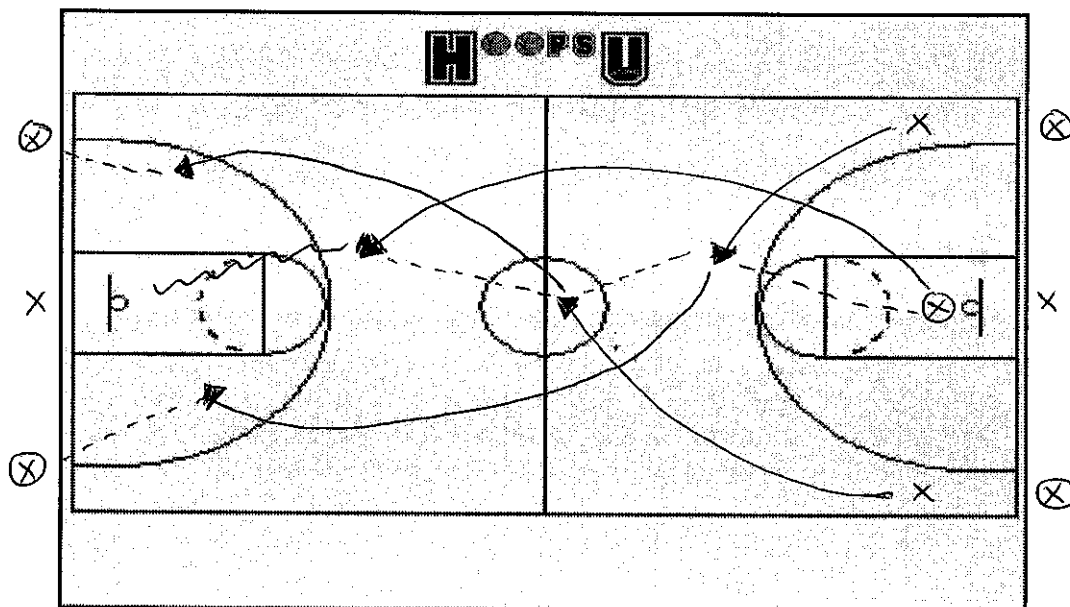
80 Lay-ups in 2 minutes

Line up your players in the formation below. The team has two minutes to make 80 lay-ups on either side of the basket. Have them do a push-up for every lay-up they are short.



Husker Lay-ups

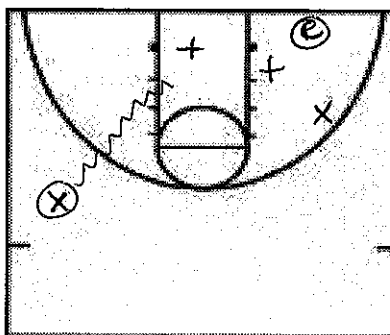
- *Put three lines of players under one basket, while on the opposite end place three players lining up across from those three lines
- *Players in the three lines start with the ball in the middle line, while at the opposite end the two outside players have a basketball.
- *Line with the ball in the middle start a three man weave, sprinting the floor so that the player that started with the ball in the middle shoots a lay-up on their next touch. While that player shoots a lay-up, the players that started on the outside receive a pass from the two players on the outsides on the opposite end and make a lay-up.
- *The player in the middle retrieves the first ball they can and begin a three man weave to the opposite end with the other players. The players on the outside of the original line should have a basketball ready to give to the outside players coming back to their end.
- *Drill is usually run for two minutes, and a goal is established to be reached within that time limit based on the skill level of that group.



SkyHawk Team Offense Gauntlet Drill

- Put 5:00 on the clock. In that time, team has to get
 - 40 points in Husker Shooting
 - 15 makes in Northern Power Moves
 - 10 makes at each level of 3 line Shooting (50 total)
 - Everyone on team makes 1 Free Throw

2 on 2 Drive and Finish with pad

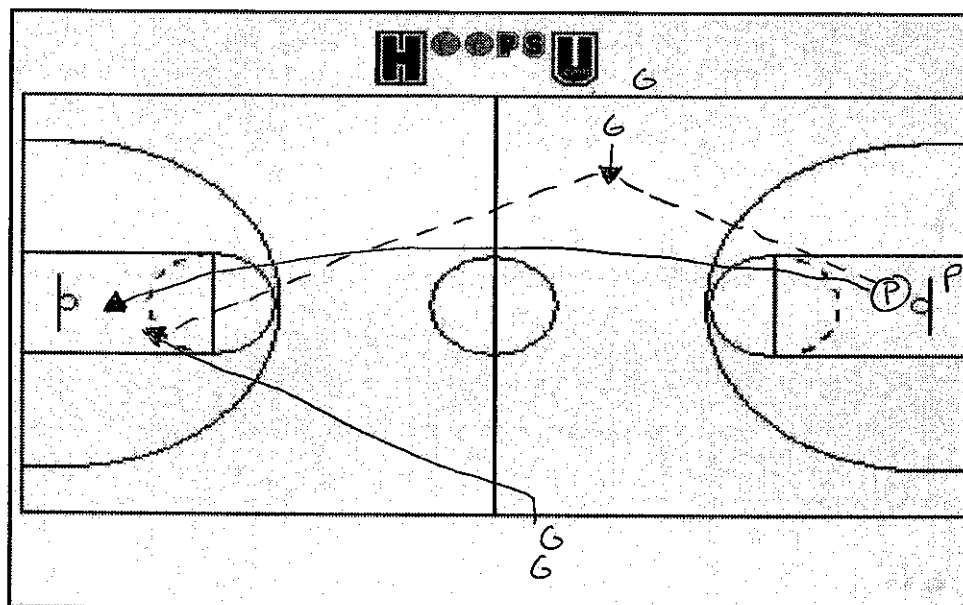


If help comes on the drive, kick out to the relocating shooter. If no help comes, guard should attack basket and absorb contact from "+". If guard finishes at the basket, have a player ready to make pass out to relocating shooter.

Be sure to go both ways with this drill

UCONN Transition

- *Post gets outlet to guard, who kicks it up to the other guard for lay-up
- *Post has to spring to the other end and get the rebound (miss or make) before the ball hits the floor
- *Post gets outlet back to guard that scored, who kicks it up to guard for another lay-up at the other end
- *Next post gets the rebound and starts the drill over again
- *Great for getting posts to run the floor hard after makes



PART III: CATCH AND SHOOTS

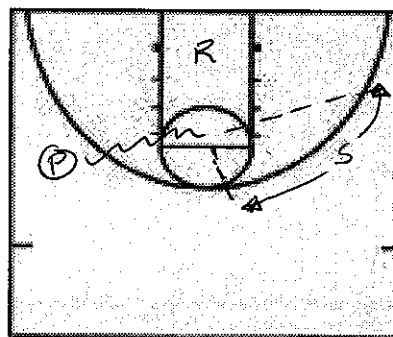
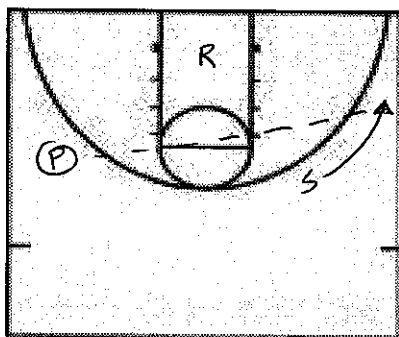
(Note: Most of the shooting drills from Part III can add a dribble or dribbles to adapt to improve the skill of shooting off the dribble)

Partner Shooting

Change ups:

- First to 5, 10, 15 makes wins
- Team makes in "X" amount of time
- Go for "X" amount, then switch and go to opposite end

Rebounder-Passer-Shooter Options



3 Line Shooting

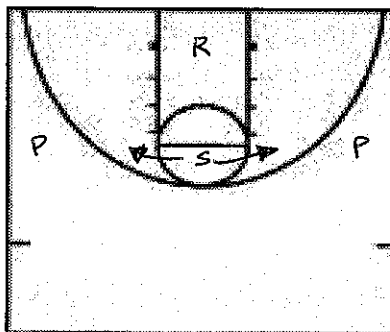
There are three shooters with one rebounder. Shooters start 3 feet away from the basket. Shooters rotate to the right after shooting five shots, then after a rotation they take one step back. Catch and shoot only.

"4 Up"

Divide the team into 2 teams. Pick a spot on the floor and have them shoot until one team has made four more shots than the next team.

4 Man elbow to elbow shooting

There is one shooter, with two passers at the free throw line extended. There is a rebounder under the basket. The shooter goes from elbow to elbow, squaring up every shot and working on shot form and makes



25 Shot Drill

These shots can be shot from anywhere on the floor:

- *5 Shots; Catch and shoot
- *5 Shots: Off the dribble Inside
- *5 Shots: Off the dribble Outside
- *10 Shots: Mix it up

5 Point Countdown

Start at 0; -1 for a miss, +1 for a make. First to five wins

Beat the Pro

- Swish-4 points
- Make-2 points
- Miss-Pro gets 3 points

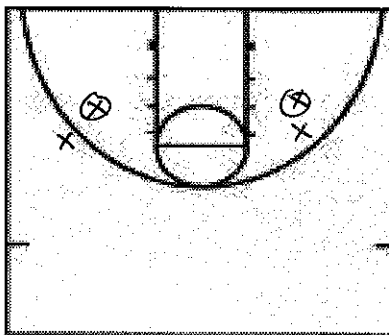
Rapid Fire Shooting

There is one shooter with one rebounder. The shooter shoots until:

- * "X" amount of shots
- * "X" amount of makes
- * "X" amount of time
- * "X" amount of team makes

Rebounder should finish all misses with a chin and finish

2 on 2 Shooting



*Shooters get their own rebounds and kick it out to their partner. Shooters stay in the same spot the entire time. Shoot until team makes "X" or timed shooting

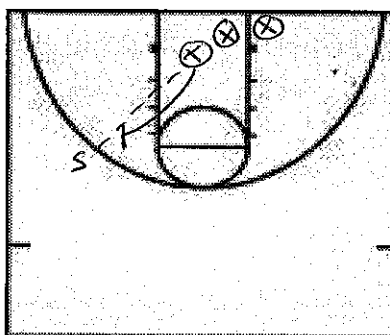
Make 10 in a row but don't miss 2 in a row

Do in a Rebounder-Passer-Shooter setup. If you miss one but hit the one after that, then you keep going. Do the first five as a catch and shoot, while the second five come off the dribble.

2 Ball, 3 Closer out Drill

One shooter, with continuous closeouts for shooters (usually perimeter shooters)

- Shooter stays for ten shots, then rotates
- Can also put the ball on the floor either way
- 5 spot shooting



2 Balls, 3 Shooters

There are 2 basketballs with three shooters. The first shooter attempts a shot and gets their own rebound. When they get the rebound, they make the pass to the person without the ball. The second shooter shoots and follows with a pass to the open person.

- Can progress to go off the dribble and various moves

4 Quarter Shooting

Make a shot in the lane= 1 point

Make a shot outside the lane but not a 3= 2 points

3 point shot= 3 points

Shooting as a team (partner shooting), here are your benchmarks. Once you don't meet a goal for a quarter, you lose.

1st Quarter= 1 minute to score 20 points

2nd Quarter= 2 minutes to score 40 points

3rd Quarter= 3 minutes to score 60 points

4th Quarter= 4 minutes to score 80 points

PART IV: SHOOTING OFF THE DRIBBLE

Half court 3 Line Shooting

Do the same motion and emphasis as 3 Line shooting, but start lines at ½ court. Try to get to the shooting area in three dribbles (emphasis on pushing the ball out on the dribble)

90 Second Shooting

*Run this drill as Rebounder-Passer-Shooter, with each player shooting for 30 seconds

*Whoever makes the most shots (individually or as a team) wins; losers are punished

Self pass series

Catch and shoot

Drive baseline

-Pull up jump shot

-To the basket

Drive middle

-Pull up jump shot

-To the basket

Shot fake and drive

-Pull up jump shot

-To the basket

Shot fake and crossover

-Pull up jump shot

-To the basket

Five Spot self-pass shooting

Five spots:

1. Top of key

2. Free Throw line extended (both sides)

3. Corners

Self pass and inside pivot

-Can do any option from partner shooting, but they must finish the possession

-Find an open spot after they get their own rebound

-Can also do with a partner

Can make it competitive by making two shots from a spot, then stepping up and making a free throw, then moving to the next spot in your rotation

-First one to finish the rotation wins

32 Point Game

From the five main spots on the floor outside the 3 point line, run partner shooting under this scoring system:

-Catch and shoot (3 pts.)

-Shot fake, one dribble jump shot (2 pts.)

-Shot fake, one dribble to the basket (1 pt.)

-After hitting all five spots, end with 2 free throws (1 point apiece)

Elbow Spin Dribble Shooting Drill

Players will start on the sideline, free throw line extended. They will dribble drive directly at the elbow, then plant and spin dribble towards the basket. They can either shoot lay-ups or pull up jump shots.

2 Line Shooting

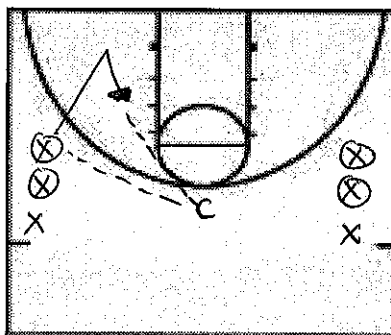
Have two lines on either wing with a coach at the top of the key. There will be two balls in either line. The first player will make a pass to the coach, and then the player will make a cut.

The coach will make the pass back to the player, who will then execute an offensive move, including but not limited to:

-Catch and shoot

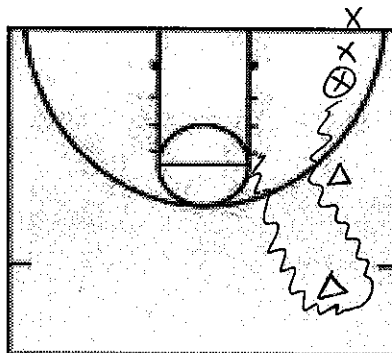
-Shot fake

-Back door chin and finish



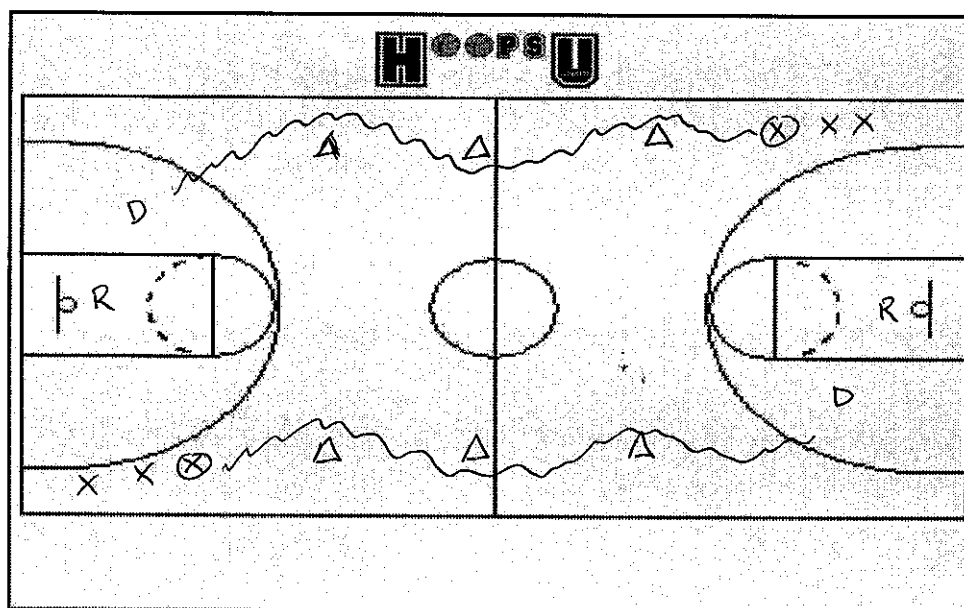
Atlantic Shooting Drill

Line up chairs along the one side of the floor (probably three total). Have the players weave through the chairs, then turn at half court and attack the basket. A defender will be waiting for them to go one on one against. Offense goes to defense, defense goes to the back of the line.



Indiana Shooting

Make a move at the cone; defender gets rebound and makes 2 hand outlet



PART V: FREE THROWS

The best way to correct shooting mistakes and form is at the free throw line

Make 25 Free Throws in a row

If you swish after a miss, you can keep going

+2, -2 on Free Throws

If you swish a free throw, you get +1. If you just make a free throw, you get 0. If you miss a free throw, you get -1. You want to get to +2 before you get to -2.

Turkey Free Throws

3 players per basket; Shooter, Rebounder and Hand off. Goal is to make three in a row and rotate. If you make three in a row, shout out your name to the manager. If you miss before making three in a row, rotate to next shooter. Assign a goal number for a five minute period.

Bubba Free Throws

Start down 53-50. Everyone on the team shoots 1 free throw; if it is a make, team gets 1 point. If they miss, Bubba gets 2. Punishment if they don't beat Bubba.

Make 16 Free Throws in 6 Minutes

Shoot a 1 and 1

*Miss the front end, do a dribble suicide with weak hand

*Miss the back end, dribble down and back twice

*Make both, dribble down and back once

Team 1 and 1

Everyone shoots a 1 and 1; you must reach whatever total is set for a goal.

Foul Shooting Drill Change-ups

*Make 10 Free Throws. Five of them have to be swishes or hit the back of the rim or you run (can be individual or team)

*Who can make the most consecutive free throws, both as an individual and as a team

PART VI: THREE POINT SHOOTING

3 Point Shots

-40% from the 3 point line is like 60% from 2 point shots

-Know where the line is at all times

-Know your best shooting areas

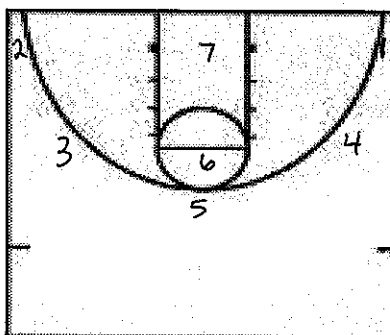
-Try to be moving towards the basket on your shot

-Try to make your first three point shot of a game a good shot

-Always anticipate a long rebound on a miss

-“The player that is a smart player, practices hard and knows when to shoot the three point shot is the person the coach is going to allow to shoot the three point shot.”

7 Spot Shooting



Breakdown teams into six groups with 5 minutes on the clock. You have to make that number of shots from that numbered spot. First team to make all required shots from each spot wins.

5 Minute 3 point shooting

Continuously shoot three point shots with a rebounder for five minutes straight

-Keep track of makes

Make 25 3's without missing two in a row

If you swish the 3rd, you can continue counting

60 second shooting

With two rebounders and two balls, try to make three 3-point shots in 60 seconds from the five major spots

Wisconsin Team Shooting

Breakdown teams into six groups. As a team you:

- Make 3 3's in a row
- Make 5 Shot Fake Inside in a row
- Make 5 Shot Fake Outside in a row
- Make 5 Catch and Shoot 12' bank shots (both sides)
- Make 5 Free Throws in a row

Chapter 6

Ball Handling and Dribbling

PART I: AN OVERVIEW

Initial Thoughts on Ball Handling and Dribbling

- A team can never be good unless the individual players are improving
- It's much more important how you do something rather than what you're doing
- Create competitive situations, but don't rush through things
- Work twice as hard on your weak hand
- Great ball handlers can always find a place to play, because you have to be able to handle the basketball vs. pressure
- Try to have your best ball handler with the ball when the pass needs to be made
- You cannot be dependent on one great ball handler; the more diversified you are with your ability to beat pressure with multiple ball handlers, the harder it is to pressure your team

Eight Different Types of Dribbles

1. Speed Dribble
2. Hesitation Dribble
3. In and out Dribble
4. Stutter Dribble
5. Stutter Crossover Dribble
6. Between the legs Dribble
7. Behind the Back Dribble
8. Pullback Crossover Dribble

Ball handling vs. pressure

1. Be ready to attack as soon as you catch the ball
2. Never expose the ball to the defense by protecting it with your body
 - Dribbling the ball between your legs is a great way to change hands and directions
 - The ball is protected by your legs
 - Keeps the ball away from the defender
 - Use the spin dribble when there is contact between you and the defender
3. Maintain maximum vision of the court
4. Be ready to make the quick pass
5. Keep the ball in the middle 1/3 of the court
6. Make an immediate cut after the pass

Break down of development of shooting skills by Year/Age Group

Elementary (5th Grade and Lower)

1. Introduce the concept of Triple Threat “and “finding the rim” on every catch
2. Develop the ability to dribble with both hands
3. Introduce the concept of shooting off the dribble from 8-10 feet, with all dribbles going “north/south”

6th Grade

1. Master the concept of Triple Threat” and “finding the rim” on every catch
2. Continue to develop the ability to dribble with both hands
3. Continue to develop the concept of shooting off the dribble from 10-12 feet, with all dribbles going “north/south”

7th Grade

1. Master the ability to dribble with both hands
2. Introduce the concept of the crossover and pull-back crossover dribble to handle on ball - pressure
3. Continue to develop the concept of shooting off the dribble from 10-12 feet, with all dribbles going “north/south”

8th Grade

1. Master the concept of the crossover and the pull-back crossover dribble
2. Introduce the concept of the hesitation dribble
3. Continue to develop the concept of shooting off the dribble from 12-15 feet, with all dribbles going “north/south”

Freshman

1. Master the concept of the hesitation dribble
2. Introduce the concept of the between the legs and behind the back dribble
3. Continue to develop the concept of shooting off the dribble from 15-17 feet, with all dribbles going “north/south”

Junior Varsity

1. Continue to develop the concept of the between the legs and behind the back dribble
2. Continue to develop the concept of shooting off the dribble from 17-20 feet, with all dribbles going “north/south”

Varsity

1. Master the concept of the between the legs and behind the back dribble
2. Continue to develop the concept of shooting off the dribble from 17-20 feet, with all dribbles going “north/south”

PART II: ELEMENTARY AND JR. HIGH SKILL DEVELOPMENT

30 Second Ball Handling

*Do each of the following dribbles for 30 seconds apiece in a stationary space:

- Ball Slams
- Tip from hand to hand
- Flips (both hands on the same side)
- Flops (opposite hands)
- Circles around the legs
- Figure 8's around the legs
- Up and Down (Highest and lowest dribble, both hands)
 - Push/ pulls
 - In and outs

Right Hand/ Left Hand

*Dribble out to the FT line/ ½ court line/ full court with one hand and then come back with the opposite hand. Whoever gets the most reps in "X" amount of time wins.

Full Court Change of Pace Drill

*Line up players in groups of 4-6 evenly on the baseline.

*The first player in line will dribble to the free throw line, then execute a hesitation dribble

*When the player reaches half court, they will execute a crossover dribble; when this player gets to half court, the next player in line goes.

*When the player reaches the opposite free throw line, the player will execute a pullback crossover

Jump Stop Drill

*Line up players in 4-6 evenly distributed groups along the free throw line and extended

*The first player in line dribbles to the baseline, does a one count jump stop, pivots and makes a pre-determined pass (bounce, chest, two-hand outlet) to the next person in line.

Shark Tank

*Each player has a ball. Have all players come into an outlined area.

*On the whistle, the players will begin dribbling. The players have to keep their dribble while trying to knock away another player's ball.

*If they pick up their dribble or their ball is knocked away while dribbling and they can't recover the dribble, they are out of the drill.

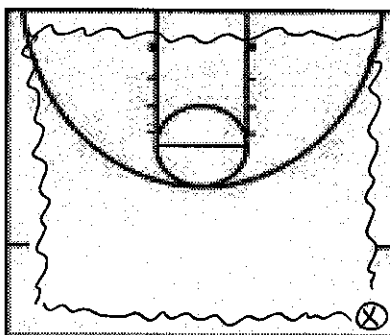
*As the number of players decrease, reset your boundaries to make it as compact as possible

*Last player standing wins

Stationary Dribbling

1. Power Dribble
2. Power Dribble between legs
3. Push Pulls
4. Push Pulls between legs
5. Push Pulls with crossovers
6. Box dribbling on volleyball court lines

4 Corner Ball Handling Series



At each corner, perform your designated dribble

- Crossover
- Pull back Crossover
- Spins
- Behind the Back
- Between the legs
- 2 Ball Dribbling

CPS (Control, Power, Speed)

*Players line up with a partner along the baseline

*On the whistle, the first player in line will begin dribbling in the manner called out by the coach, either "control" (3/4 speed), "power" (slow, low, powerful dribbles) or "speed" (dribbling as fast as they can)

*Coach will call switch and have players switch hands periodically to work on both hands

PART III: HIGH SCHOOL SKILL DEVELOPMENT

2 Ball Dribbling Series

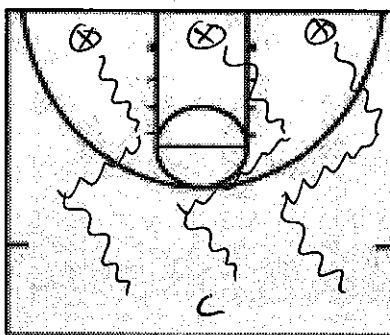
Stationary Moves:

1. Low Rhythm: Good stance; look straight ahead; no higher than knee level
2. Low Non-Rhythm: Same as low rhythm, only balls alternate hitting the ground
3. High Rhythm: Good stance, bring basketballs up to the shoulder level in front of the player

4. High Non-Rhythm: Same as high rhythm, but alternate hitting the ground
5. One High, One Low: Good stance, dribble one ball high and one ball low
6. Switch; One High, One Low: Switch which is high and which is low

*Moving with the basketball: The player will walk out to half court and must make the six above changes all before getting to half court. This is not a race! We want the player to get many repetitions of each of the six changes by the time she gets to half court. When the player gets to half court, she then turns around and on the way back, must the six changes again. The player makes the changes at their pace (slow or fast).

2 Ball Dribbling



Have the coach steer the players in different directions

Dribble and Juggle

*The player will use one of her hands (preferably the weak hand) to dribble the basketball with one hand, and throw the tennis ball as high as you can without hitting the ceiling and then catch it.

*Make sure players stay in their stance

*If the tennis ball hits the floor, the player must continue to dribble while they pursue the tennis ball, otherwise it is a turnover

*Drill emphasizes learning how to handle the basketball without looking at it; the player must watch the tennis ball and "feel" the basketball"

*You can also "Dribble and Toss", where you partner up and dribble with a basketball in one hand and play catch with the tennis ball.

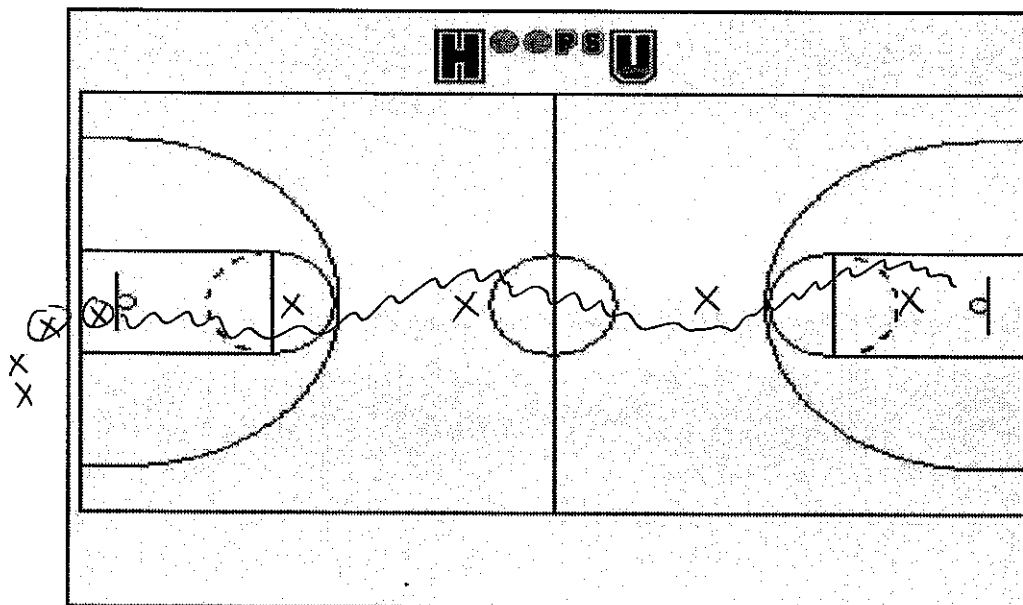
Harlan Dribbling

*Going full court and using first one, then eventually two basketballs, do the following dribbling drills with cones set up like Indiana Shooting:

- Crossover
- Between the legs
- Behind the back
- Pullback crossover

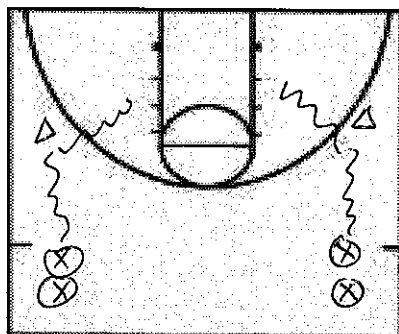
Gauntlet Drill

*Line-up at one end with one group, and then have the opposition line up as a “gauntlet” that the offense has to dribble through.

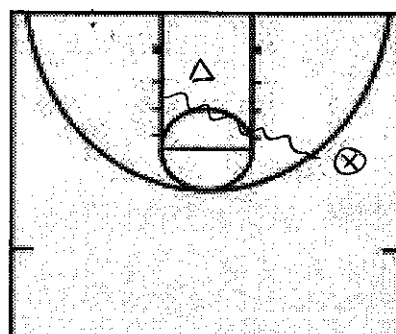


*At the end of the “gauntlet”, the offense tries to score against the last person. For every score, the offense gets one point. For every stop, the defense gets one point. First team to five wins.

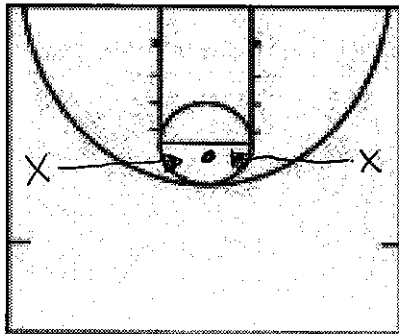
Cone Series



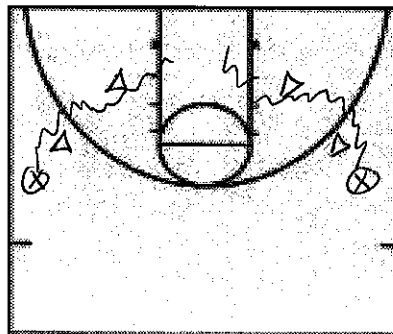
Attack the cone and make a move
 -Pullback crossover
 -Cross over
 -Spin



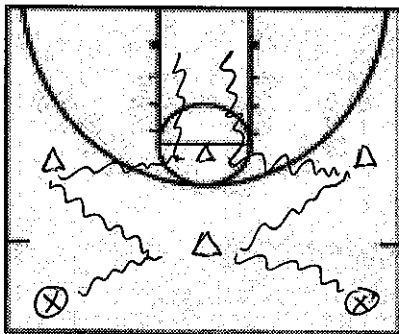
Attack the cone in two dribbles and
 shoot a layup on the opposite side



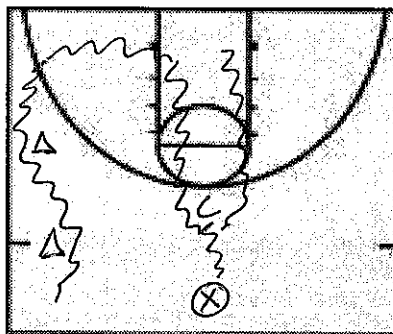
Two players go after the ball
 -Whoever gets it is on offense and
 Players go 1 on 1



Weave through cones and chase
 -Pullback crossover
 -Crossover
 -Spin



Attack cones and finish
 -Pullback Crossover
 -Spin
 -Crossover



Attack Coach, then finish and weave
 through cones on side
 -Pullback Crossover
 -Crossover
 -Spin

Chapter 7

Passing and Receiving

PART I: AN OVERVIEW

Initial Thoughts on Passing and Receiving

- A team can never be good unless the individual players are improving
- Work on catching the ball
- Passing must be emphasized in every offensive drill
- Emphasize the catch and receiving it well as much as you do the pass itself
- Square up to the basket after every catch
- Be prepared to shoot, dribble or pass immediately after each catch
- Every entry pass to a post player from the wing should be a bounce pass

Break down of development of shooting skills by Year/Age Group

Elementary (5th Grade and Lower)

1. Develop simple passing fundamentals
2. Know how to make a simple chest and bounce pass
3. Know how to receive simple chest and bounce pass

6th Grade

1. Continued development of passing fundamentals, including how to make and receive chest and bounce passes
2. Introduce the concept of "dribble and pass" execution and reception

7th Grade

1. Master the concepts of basic passing fundamentals (execution and reception)
2. Continue to develop the concept of "dribble and pass" execution and reception
3. Introduce concepts of wing to post bounce pass entry and full court pass

8th Grade

1. Master the concept of "dribble and pass" execution and reception
2. Continue to develop the concept of the wing to post bounce pass entry and full court pass
3. Introduce the concept of the weak hand pass

Freshman

1. Master the concept of the wing to post bounce pass entry and full court pass
2. Continue to develop the concept of weak hand pass

Junior Varsity

1. Continue to develop the concept of weak hand pass

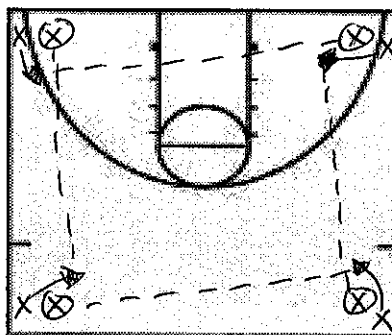
Varsity

1. Master the concept of weak hand passing

PART II: ELEMENTARY AND JR. HIGH SKILL DEVELOPMENT

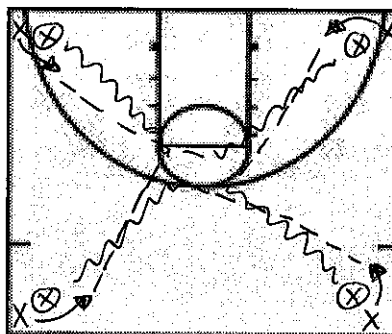
4 Corner Passing

- *Each corner has a line of players. Player in the front of the line has a ball.
- *On the whistle, players move in the same direction and snap off a chest pass to the next player in line.
- *Player in line prepares to receive the ball well, then make a pass to their next line
- *Original passer follows the ball to the line they threw the ball to



Cardinal Passing

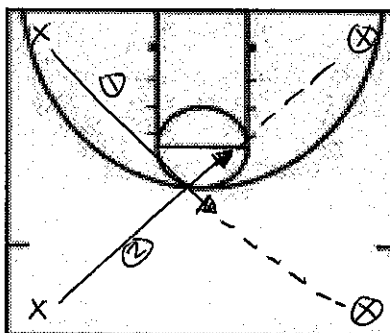
- *Same set up as 4 Corner Passing
- *On the whistle, players dribble to the middle of the floor with their weak hand.
- *Once they reach the middle, the players make a one count jump stop, then pivot on the designated foot.
- *Players make two ball fakes, then make a solid pass to the next line
- *Players behind the receptor mimic the reception



4 Corner Criss-Cross Drill

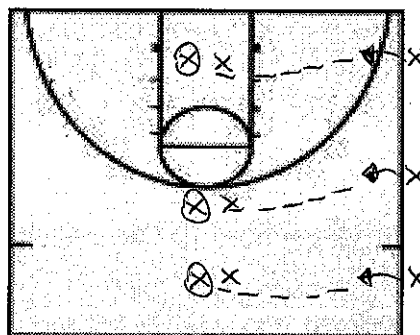
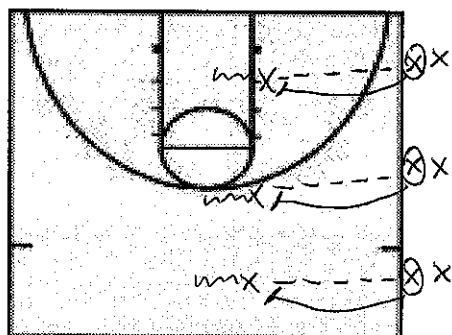
- *Same set up as 4 Corner Passing, except the ball is only in two lines, usually on the same side of the floor
- *Opposite player flashes hard to the ball and receives the pass well

- *After the first person flashes, the second line flashes to the middle and repeats the drill
- *After reception, the player makes two ball fakes, then dribbles to the opposite line
- *Passer follows the ball to the reception line

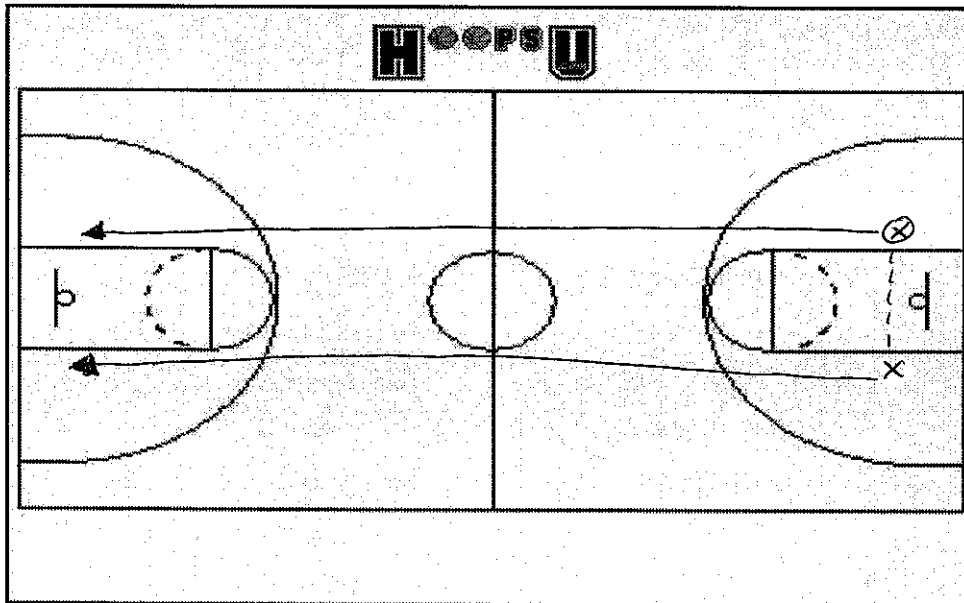


Burt Drill

- *3-4 players in a line; first player in line steps out approximately 15 feet from the line
- *Next player in line has the ball and, on the whistle, make a pass to the first player. Player puts great ball pressure on the ball, forcing the ball handler to protect the basketball
- *On the next whistle, the ball handler begins to dribble and the defender attacks the basketball
- *On the next whistle, the player picks up the ball; the defender calls "Dead!" and pressures the ball
- *On the last whistle, the offensive player makes a pass to the line. Receiver steps into the ball and receives it well
- *Defender goes to offense, and the drill repeats itself



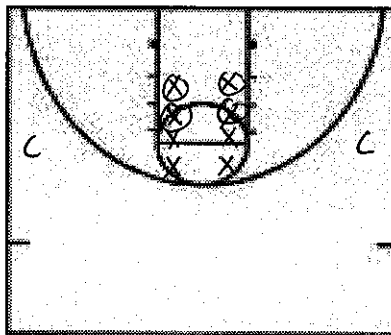
Lane Passing



- *Slow and sure; get into a good stance and emphasize snapping the ball off
- *On the outside (wings); spring down with lane passing and shoot a lay-up

Fundamental Outlet Passing

- *Have two lines underneath the basket with a coach on either side.
- *The player will toss the ball off of the backboard, rebound and chin the ball, and then make an outlet pass to the coach.
- *The player will go to the opposite line after the pass.



PART III: HIGH SCHOOL SKILL DEVELOPMENT

Two Ball Passing

- *Partner passing drill, with each player having a ball
- *On the whistle, players pass the ball to each other with either the right or left hand
- *Players foot-fire while passing
- *On each ensuing whistle, the players yell "switch!" and switch the hand that they are passing with
- *Can also use tennis balls for greater concentration

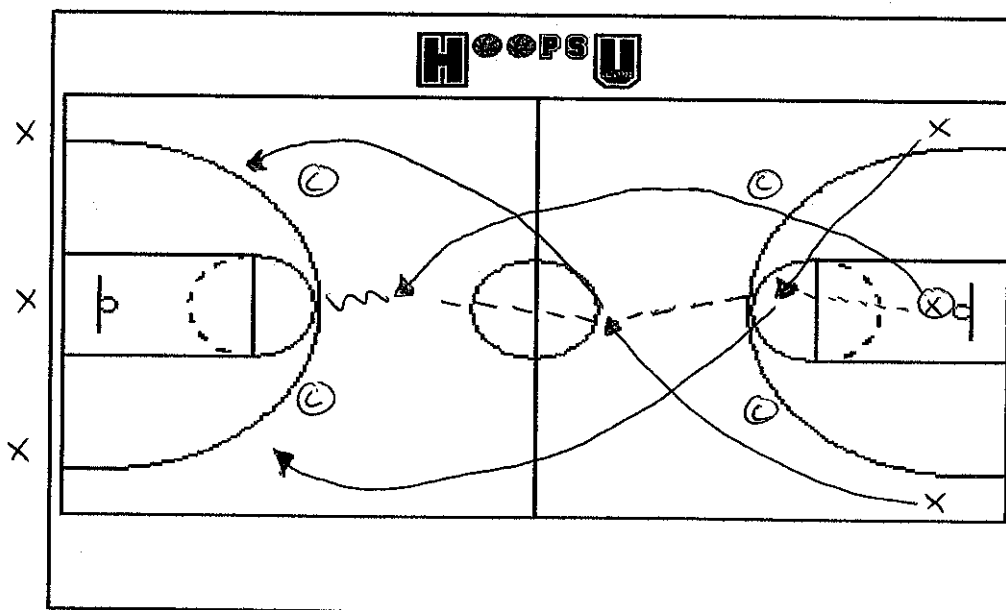
Two ball pick up

- *Partner passing drill; one player has two basketballs, while the partner is 12-15 feet away
- *On the whistle, the partner rolls the ball to one-side of the receiver. Receiver must push-slide over to pick up the ball and make a pass back with their weak hand
- *After the pass, the partner rolls the ball in the opposite direction, forcing the partner to push slide to get to the other ball before it slides by

Back to the Passer

- *Partner passing drill; one partner has a ball, while the other partner has their back to their partner
- *Both players foot-fire; partner with the ball calls out the partners name. As they call out the partner's name, the player makes a pass with their weak hand
- *The partner turns to catch the ball. After they catch it, the passer turns their back to the partner, and the drill repeats itself

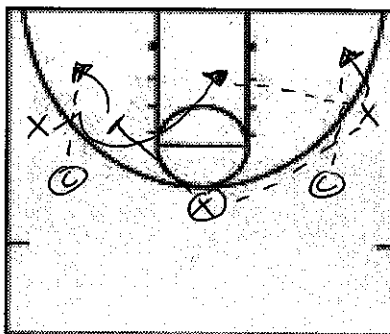
Husker Shooting with screens



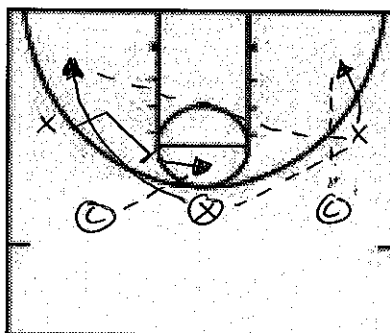
Same initial movement as Husker Shooting, but only have one extra ball at each end, and that ball needs to be above the free throw line (On opposite end they will be labeled passer, passer and rebounder).

When the offense reaches the offensive end, we will run a set screen (curl screen, back screen or slip the screen). One passer will hit the cutter, one will hit the screener, and the rebounder will get the first rebound to move the drill to the other end with the two passers

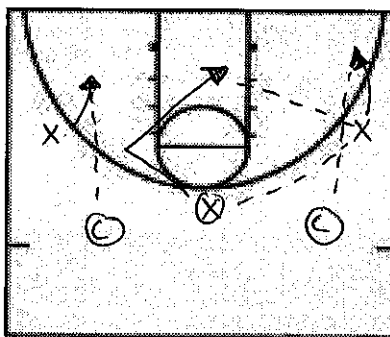
Curl Screen



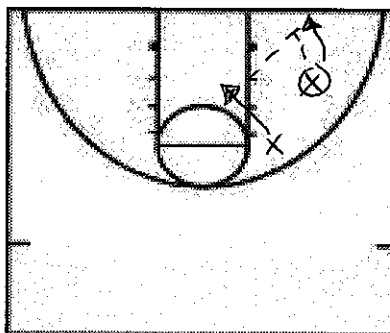
Back Screen



Slip the screen

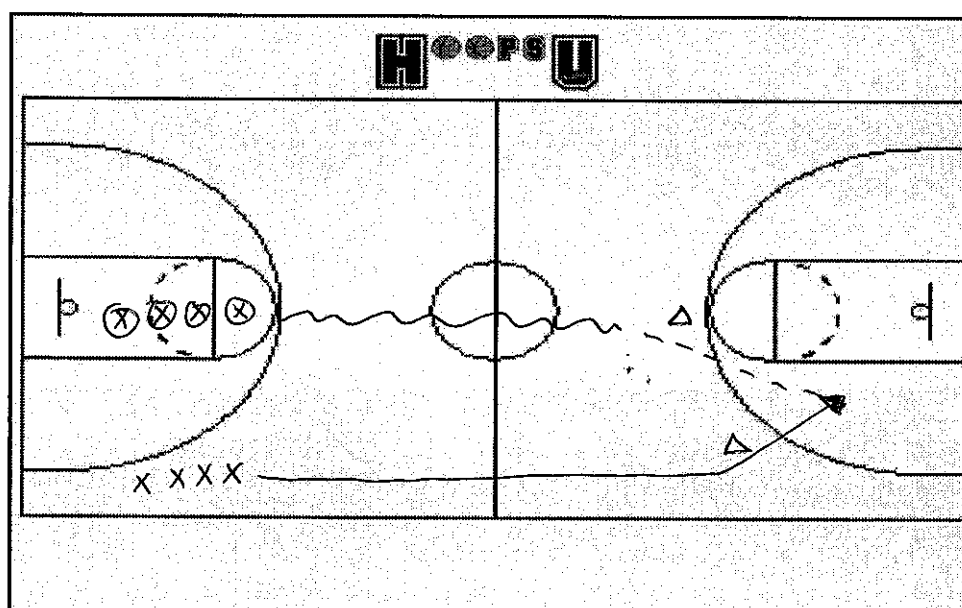


2 on 0 Saver/ Savee



Ball is going out of bounds, and the saver has to turn and save the ball to the savee. Savee has to receive pass well, and saver must turn her shoulders towards the savee so that she can make sure she is not throwing the ball to the opponent.

2 Man Fast Break



*3 dribbles to the chair; bounce pass at the end

*Start at the free throw line

*Make sure we hit both sides

Chapter 8

Individual Perimeter Development

PART I: AN OVERVIEW

Initial Thoughts on Individual Perimeter Development

- A team can never be good unless the individual players are improving
- The best way to improve the team is to improve the individual
- It is a game of fundamentals
- Every dribble should be a north/south dribble unless you are reversing the ball or entering the ball into the post
- Ball fakes are a must!
- “A good player knows where she is on the floor. A great player knows where everyone is on the floor. A superb player knows where everyone is on the floor and knows what they’re doing.”

Qualities of good perimeter players

1. Need to make good things happen
2. Need to be a leader on and off the floor
3. Need to be a smart player, almost like a coach on the floor
4. Need to be a communicator on and off the floor
5. Need to make the easy pass
6. Need to shoot 80% from the free throw line
7. Need to handle the ball confidently
8. Need to eliminate mental mistakes
9. Need to bring the best out in your teammates, especially the post players

Putting the ball in play

- Get in an outlet position as deep as possible safely
- Catch, look and then go
- Use the dribble to get out of trouble
- Don't pick up your dribble unless you have a pass or a shot***
- Stay away from the sideline
- Work on pull back crossovers vs. trapping situations
- Passes to the baseline should only set up a good shot

When we should dribble the basketball

1. Advance the ball up the floor
2. Take the ball to the basket
3. Improve a passing angle
4. Get out of trouble

Passing to a teammate

- Put it where the teammate can handle it
- Feeding the post
 - Triple threat, read the defense (pass away from the defense)
 - Put the ball where the post can use the glass
 - Have to see the post's numbers
 - Move after the post entry
 - Always look to the post before you dribble the ball
 - Don't force into the post; be patient

Different types of emphasis on dribbling and guard play

- Point guards need to recognize traps before they happen, especially against run and jump teams
 - Be ready to use pull back, crossover
- Try to have your best ball handler with the ball when the pass needs to be made
- The point guard has to put great pressure on the ball to get the rest of the team ready to play defense
- Guards must create space, go north and south, and put their body into the opponent's body
- Catch the ball with your feet, your eyes and your hands

Ball Screen Action

1. Emphasize spacing and use of corners
2. Be patient and read what the defense gives you
 - Every pick and roll is different, like a snowflake
3. Emphasize how our opponent's are going to play pick and roll defense
 - If someone traps the pick and roll, look for the pick and pop
 - If someone switches the pick and roll, have the guard attack and put the post back on their heels for either a drive or a post entry to the guard; either way they are out of position
4. Splitting the pick and roll is high risk/ high reward
5. If there is no hard show on the ball, get a piece of the paint
6. Have the post run out when they are setting a pick and roll screen
7. Have the post say "Go!" before the guard can go on the pick and roll
8. Don't pick up the ball after just one dribble

Point Guard qualities

1. High Skill level where they can string dribbling and/or passing and shooting together
2. Stamina
3. Courage
4. Intensity, both physical and mental
5. Communication abilities; "coach on the floor"

2 Types of point guards

1. Sensing Point Guard: No turnovers but no assists because they're not looking to make plays
2. Intuitive Point Guard: Throws the ball where the player is supposed to be; more turnovers, but more assists

Beating Full court pressure

1. Avoid the baseline/sideline
 - Catch the ball in the middle of the floor as much as possible
2. Catch and square as quickly as possible
 - Try to turn to the middle of the floor for maximum vision

Little things that are big things with point guards

- Make the percentage play on the fast break; you need points!
- Be able to hit a pull up jump shot
- Be able to finish around the basket in traffic
- Use one or two simple moves very well!

Keys to a good workout

1. Go fast enough that you will make mistakes
2. Do all the moves
3. Go at game speed at all times
4. Find your go-to move and counter move

Break down of development of shooting skills by Year/Age Group**Elementary (5th Grade and Lower)**

1. Introduce the concepts of being aggressive on offense, to get in a "Triple Threat" position, "Find the Rim", and "Attack the Basket" whenever possible (Scoring in a one on one situation)
2. Introduce the concept of the importance of using the backboard on lay-ups and jump shots

6th Grade

1. Continue to develop the concepts of being aggressive on offense, "Triple Threat", "Find the Rim", "Attack the Basket", and using the backboard on lay-ups and jump shots (Scoring in a one on one situation)
2. Introduce the concept of coming off screens to score, either off the dribble and/or with a catch and shoot

7th Grade

1. Master the concepts of being aggressive on offense, "Triple Threat", "Find the Rim", "Attack the Basket", and using the backboard on lay-ups and jump shots (Scoring in a one on one situation)
2. Continue to develop the concept of coming off screens to score, either off the dribble and/or with a catch and shoot

8th Grade

1. Continue to develop the concept of coming off screens to score, either off the dribble and/or with a catch and shoot
2. Introduce the concept of scoring using the pick and roll

Freshman

1. Continue to develop the concept of coming off screens to score, either off the dribble and/or with a catch and shoot
2. Continue to develop the concept of scoring using the pick and roll, adding the "slip" read to the pick and roll
3. Introduce the concept of shooting left handed from 5 feet and in.

Junior Varsity

1. Continue to develop the concept of coming off screens to score, either off the dribble and/or with a catch and shoot
2. Continue to develop the concept of scoring using the pick and roll, using the "slip" and adding the "pop" reads to the pick and roll
3. Continue to develop the concept of shooting left-handed from 5 feet and in.
4. Introduce the concept of posting up, if skill set is appropriate

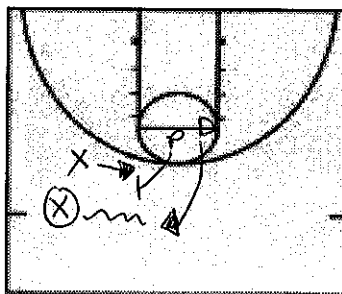
Varsity

1. Master the concept of coming off screens to score, either off the dribble and/or with a catch and shoot, using the pick and roll, using the "slip" and "pop" reads, and shooting left-handed from 5 feet and in.
2. Continue to develop the concept of posting up, if skill set is appropriate

PART II: PERIMETER SKILL DEVELOPMENT**35 Shot Drill-Guards**

These shots need to start behind the three point line, unless noted:

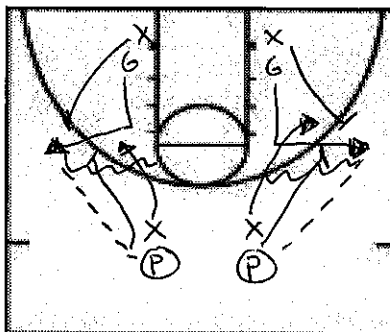
- *5 lay-ups (partner is under the basket trying to create contact on lay-up; shooter should try to get to the basket in one dribble and be sure to chin the ball when they go up)
- *5 15 foot jump shots (Challenge each shot)
- *5 Shot fake and drive to the basket for lay-ups
- *5 Shot fake and jump shot
 - Good chance to work on hop back (dribble at an angle to pull it back)
- *5 Three point shots
- *10 Mix it up

Spartan Pick and Roll

*Continuously go back and forth off the post, working on defending the following:

- Hedge and Recover
- Trap ("Blitz")
- Jam Roller

UCONN Pick and Roll



*Screener needs to aim for the bottom half of the ball defender

*Work on:

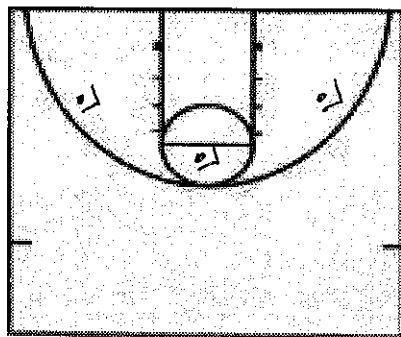
- Roll
- Pop
- Slip

*Posts can also dribble over for hand off and roll

*Have to stay on strong side of the floor

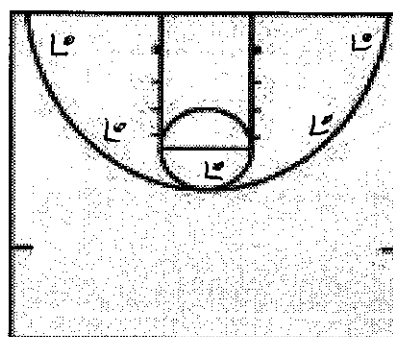
*Guards need to take their time coming off the pick and roll; also need to make sure you square up when you shoot your jump shot

Chair Series



Set a ball on the chair

- Snap the ball up into triple threat
- Chin and finish



5 Chairs

- Go 1 on 1
- Best of 5 wins
- Limit dribbles

Chapter 9

Individual Post Development

PART I: AN OVERVIEW

Initial Thoughts on Individual Post Development

- A team can never be good unless the individual players are improving
- The best way to improve the team is to improve the individual
- It is a game of fundamentals
- “A good player knows where she is on the floor. A great player knows where everyone is on the floor. A superb player knows where everyone is on the floor and knows what they’re doing.”
- Posts always have to beg for the ball because the guards will always shoot it
 - Post players have to direct to the guards where they want the ball (verbal or show)
 - Guards should be able to see their numbers
 - Guards can improve their angle by faking a dribble
 - Guards should move without the ball after they feed the post
 - Feed the ball away from the defense
 - Read what the defense is giving you
- Concentrate on developing your feet as well as your hands
- First thing you do when you get the ball is chin the ball and see the basket
 - Tight play works in favor of the offense, but only possible if you are in triple threat, so a good stance is imperative
 - Try to come to a jump stop so you can use either foot to pivot
 - Whatever side the defender is on, use that foot to pivot
- Posts shouldn’t dribble when they receive the ball in the lane
- Assume every shot is missed
- When going dummy or 1 on 1, tell them that their shot cannot hit the rim to encourage concentration

Thoughts about post play

1. Gear everything around you post game. You must get the ball inside. Your mindset must be that the game is won from the inside out.
2. Post must be taught to make body contact with the opponent first. You can’t be afraid to put a body on someone
3. It is too demanding physically to play one post player an entire game. You must have two posts that share the same position
4. Our goal is to get 28 points and 14 rebounds out of our post players in every game that we split between three and four posts
5. Post players must use two hands for everything; chins, rebounding and catching
6. Post players must have mental and physical toughness. They must be on an even keel mentally; you are going to have plays that you get beat, and you are going to have plays that you dominate. Accept each play for what it is and move on.

Essentials for posts

1. Strong skills
2. Love contact
3. Desire for the ball

Effect on the rest of the team

1. Opens up perimeter
2. Drives to the basket
3. Jump shots

Rules for post players

1. Get open
2. Stay open
3. Safely receive the ball
4. Finish the play

Six rules for playing the post

1. Put your body on the defender first: You must initiate contact. Defenders do not want to make contact because they are afraid of drawing fouls. You must have strong legs so that you can stand the defender straight up. Squats will help with leg strength. You also need strong hips so that you can explode out of your stance and seal!

2. Appel Stance: Seal strong like Jayne Appel and as low and wide as possible.

-Plant, Drop, Pivot → Ball (PDP)

-Be straight and strong with good posture

-Sit in your stance, drop your hips while keeping your back straight. Low man wins!

-Hands up to see the backs of the palms while looking straight ahead and using peripheral vision (5 pound weights emphasize this)

-Head up and legs centered; have balance!

-Arm and leg dominance; forearms in a bench press position to move the hands closer to the ball, while the elbows are extensions of the shoulders

3. Chin the ball: You must do this every time you have the ball; rebounds, receptions and power shots

4. Catch the ball: Look the ball into your hands, then sight your target after your catch.

5. Shooting the ball: Finish as simply and as strongly as you can. There are no points for style, so finish simply.

-Be aware of your court position

-Sight your target early

-When you make your move, you are looking at the target

-Concentration is important; finish the play!

6. Use the glass: There is more room for error when you use the glass. You want clean shots off the glass unless it is a straight on shot. Shoot it softly off the glass and preferably on the way down.

Tips for Post Play

1. Always use a defender in post drills
2. Post on the first hash → Up and Unders

3. Easiest place to post is the middle of the lane
 - Run our posts to the middle of the lane in our Cycle drills
4. Any time that you are fronted, move up the next marker
5. Never feed the post above the foul line; always be below the foul line
 - If they front, feed the post to the corner of the board
6. When fronting the post, front with your back to the guard

How to score 11 points in the post every game on work ethic alone

1. Run in transition from block to block in four seconds. If you do this consistently, you can get two baskets a game in transition (4 points)
2. If you can get five offensive rebounds a game and put in two baskets (3 points)
3. If you can draw three fouls a game by getting good position in the post, you can earn trips to the foul line and shoot free throws (3 points)

Tips on specific post moves

- Make all power moves clean
 - Make sure that their toes are pointed towards the baseline on power shots to help square their shoulders and create a good angle for the finish
- Hook shot
 - Point your pivot foot to where you want to go so you can unlock your hips
 - If you are going across the middle and you can step across the defender, then continue with the hook shot. If your foot is pointed toward the corner of the free throw line, then drop step
- Catch and face up; look at the basket as soon as they pivot
- Have a go-to move and a counter to it!!

Keys to a good workout

1. Go fast enough that you will make mistakes
2. Do all the moves
3. Go at game speed at all times
4. Find your go-to move and counter move

Break down of development of shooting skills by Year/Age Group

Elementary (5th Grade and Lower)

1. Introduce the concepts of being aggressive on offense, to get in a "Triple Threat" position, "Find the Rim", and "Attack the Basket" whenever possible (Scoring in a one on one situation)
2. Introduce the concept of the importance of using the backboard on lay-ups and jump shots

6th Grade

1. Continue to develop the concepts of being aggressive on offense, "Triple Threat", "Find the Rim", "Attack the Basket", and using the backboard on lay-ups and jump shots (Scoring in a one on one situation)
2. Introduce the concept of "Plant/ Drop/ Pivot" to establish post position, followed by a "drop step"

7th Grade

1. Master the concepts of being aggressive on offense, "Triple Threat", "Find the Rim", "Attack the Basket", and using the backboard on lay-ups and jump shots (Scoring in a one on one situation)
2. Continue to develop the concept of "Plant/Drop/ Pivot" and drop step
3. Introduce the concept of the "High/Low" post pass.

8th Grade

1. Master the concept of "Plant/Drop/ Pivot" and drop step post move
2. Continue to develop the concept of the "High/Low" post pass.
3. Introduce the concept of scoring using the pick and roll

Freshman

1. Master the concept of the "High/Low" post pass.
2. Continue to develop the concept of scoring using the pick and roll, adding the "slip" read to the pick and roll
3. Introduce the concepts of the "Sikma" reverse pivot face up and "Up and Under" post moves

Junior Varsity

1. Continue to develop the concept of scoring using the pick and roll, using the "slip" and adding the "pop" reads to the pick and roll
2. Continue to develop the concepts of the "Sikma" reverse pivot face up and "Up and Under" post moves
3. Introduce the concept of the trailer 3 point shot in our "Cycle" fast break

Varsity

1. Master the concept of scoring using the pick and roll, including the "slip" and "pop" reads, the "Sikma" reverse pivot face up, and "Up and Under" post moves
3. Continue to develop the concept of the trailer 3 point shot in our "Cycle" fast break

PART II: ELEMENTARY AND JUNIOR HIGH POST SKILL DEVELOPMENT

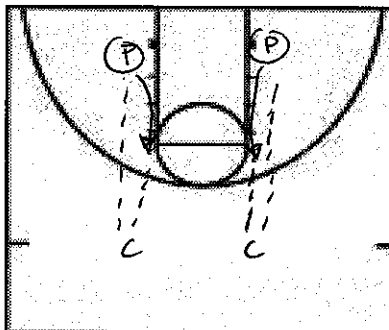
35 Shot Drill-Posts

Post players should start on the block, unless noted:

- *5 lay-ups (partner is under the basket trying to create contact on lay-up)
 - *5 drop steps
 - *5 moves to the middle
- *5 flash high and shoot face up jump shot
 - *5 Three point shots
 - *10 Mix it up

Post Flash Series

*Work on back to the basket moves, face-ups and relocations on dribble penetration

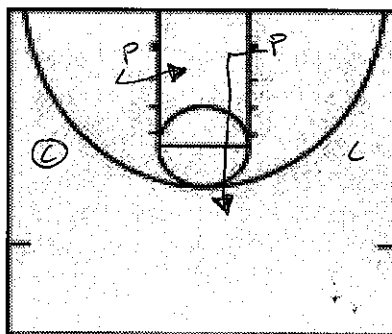


2 on 0 Post Work

*Can run cross screens to start

*Back Screens

*Post entry, hit the driver

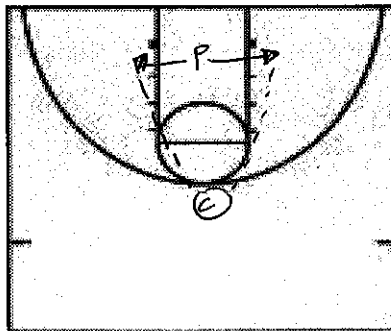


1 on 1 passing (Chin every time they receive the ball)

Mikan's/ Reverse Mikan's

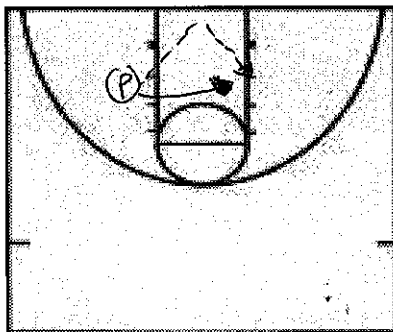
Post lane drill

- Moving and catching
- Throw bad passes
- CHIN IT!
- Finish every possession



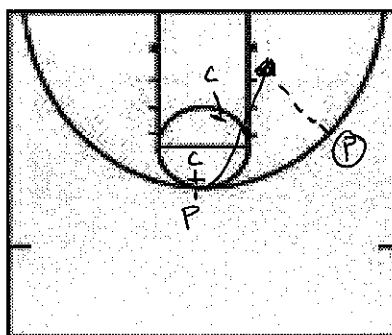
Superman Drill

- *Have the player start with a ball on one side of the basket.
- *Have the player throw the ball off the bank board to the other side of the basket.
- *The player catches the ball before it hits the ground and can do the following:
 - Go straight up
 - Shot fake
 - One dribble
 - One dribble, shot fake



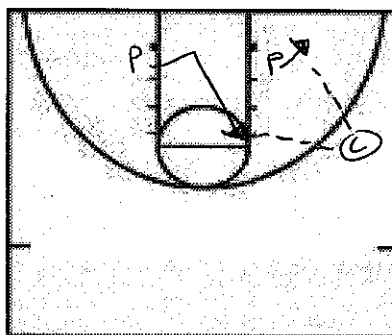
Dive to the block

- Post player is at the top of the key, with another post with the ball on the wing
- Coach bumps post at the free throw line with a pad, while another coach has a pad on the block waiting to defend the post up



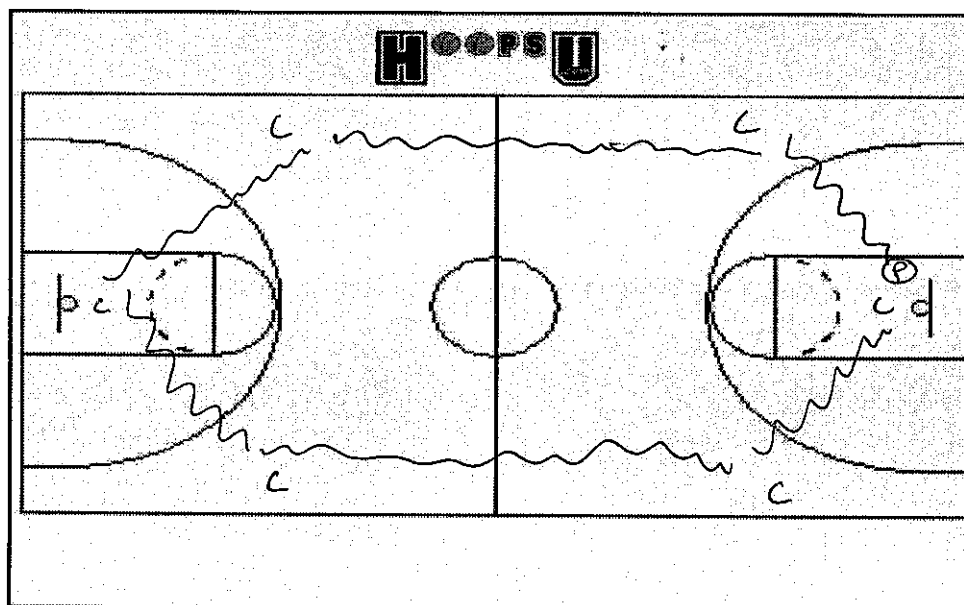
2 Man Post Drill

- *Have one post start at the mid post and get a bottom side seal, with the other post start at the opposite block.
- *One coach will slap the ball, and the mid post seal will finish at the rim with a bounce pass, while the opposite post will flash high and shoot a jump shot or put the ball on the floor.



Power Move Rotation

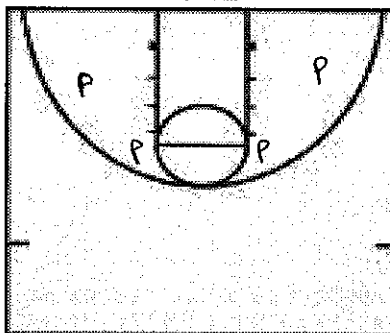
- Coach with a pad at the side baskets
- Pull up bank shot on main baskets
- Dribble with your weak hand on rotations
- Switch directions and finish on opposite side



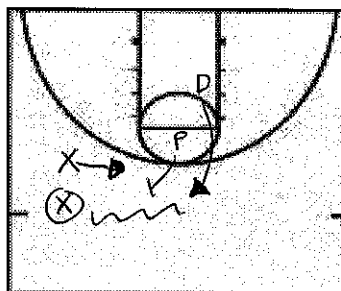
Post 4 Spot Shooting Drill

Have the post players shoot from 15' away in these areas using the four following moves:

- Catch and shoot
- Shot fake, one dribble right
- Shot fake, one dribble left
- Chin



Spartan Pick and Roll



*Continuously go back and forth off the post, working on defending the following:

- Hedge and Recover
- Trap ("Blitz")
- Jam Roller

UCONN Pick and Roll

*Screener needs to aim for the bottom half of the ball defender

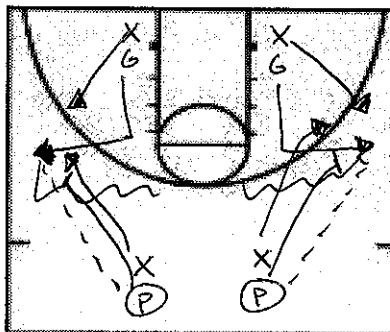
*Work on:

- Roll
- Pop
- Slip

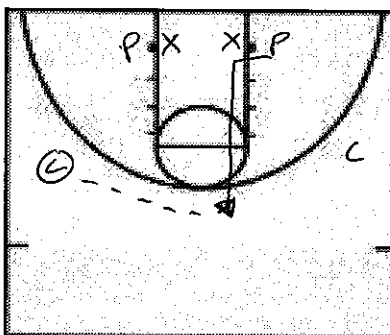
*Posts can also dribble over for hand off and roll

*Have to stay on strong side of the floor

*Guards need to take their time coming off the pick and roll; also need to make sure you square up when you shoot your jump shot



4 on 2 post motion

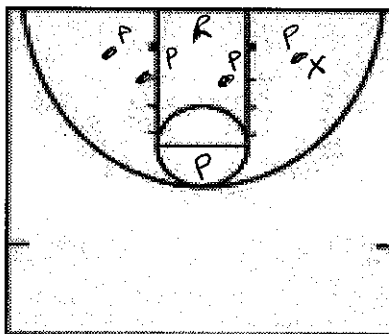


4 offense vs. 2 defenders (with football pads). Tulsa screen if post reverse on top

PART III: HIGH SCHOOL BACK TO THE BASKET POST SKILL DEVELOPMENT

Power Up Drill

- *There are four balls, sitting at the feet of four players. Our fifth post is the offensive player, while our sixth post is a defensive player. The seventh player is the rebounder.
- *Post #5 goes around the semi-circle, grabs a ball and powers up against the defense.
- *Post #6 plays somewhat strong defense, forcing Post #5 to finish strong.
- *Post #5 continues to shoot until they finish the play, then they retrieve another ball.
- *Post #7 returns the ball to whomever Post #5 got it from.

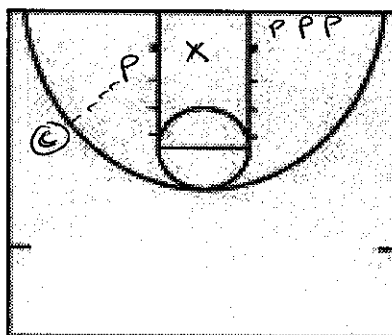


1 on 1 in the post; transition into defense

One on one in the post. After the post finishes, she runs to half court and touches mid court line.

-Next post jumps in

-“X” has dummy and beats on post players



Post series

*Self pass, PDP, one hard dribble and finish

*Post player at free throw line; one power dribble and finish with a lay-up (below)

*Post player at free throw line; one power dribble and finish with a shot fake and lay-up

*2 on 0 (guard and post), pop out and feed post

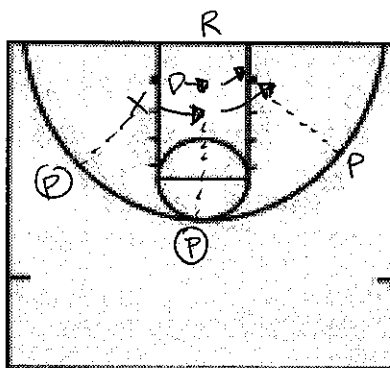
*3 on 0 (guard and 2 posts), high-low

*2 on 1 (guard and 2 posts) on block

*2 on 2 (2 guards and 2 posts)

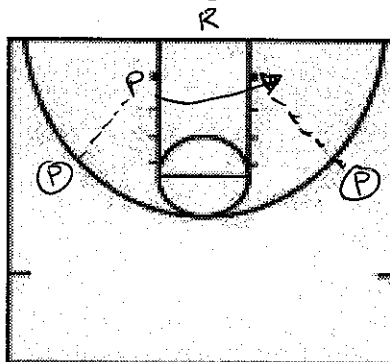
Endurance Drill

1. One on one in the post
2. All posts on the perimeter have a ball and enter when the post finishes at the spot before
3. Post underneath rebounds the ball
4. Can go best out of 9, 5 makes, 10 makes, etc. . .



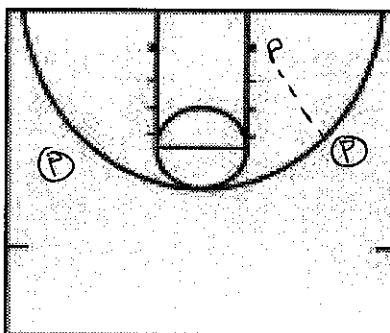
Block to Block post Drill

1. One post on the block, with a post on each wing and one post to rebound
2. Each post on the perimeter has a ball
3. Post in the block goes block to block

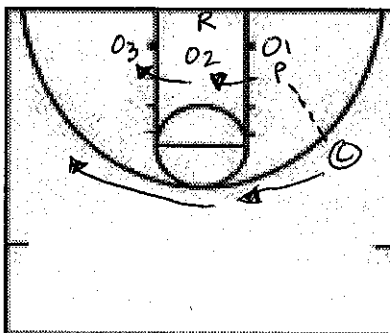


Three post entry drill

- Finish on both blocks
- Collect own rebound and reverse to the other side
- Can also go and touch the top of the key and slide down to each side of the block
- Can also throw in a pad to create contact



3 Man Post Drill

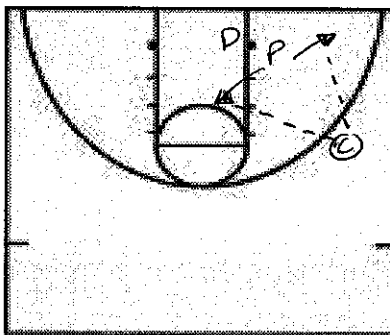


- *Post player starts at O1, then moves to O2 and O3, sliding through the three post spots.
- *Post players need to read what post ahead of them does
- *Posts continue to rotate until pre-determined time is up

PART IV: HIGH SCHOOL FACE UP POST SKILL DEVELOPMENT

Space out Drill

- Create seal and then space out and receive pass
- Can go baseline or free throw line



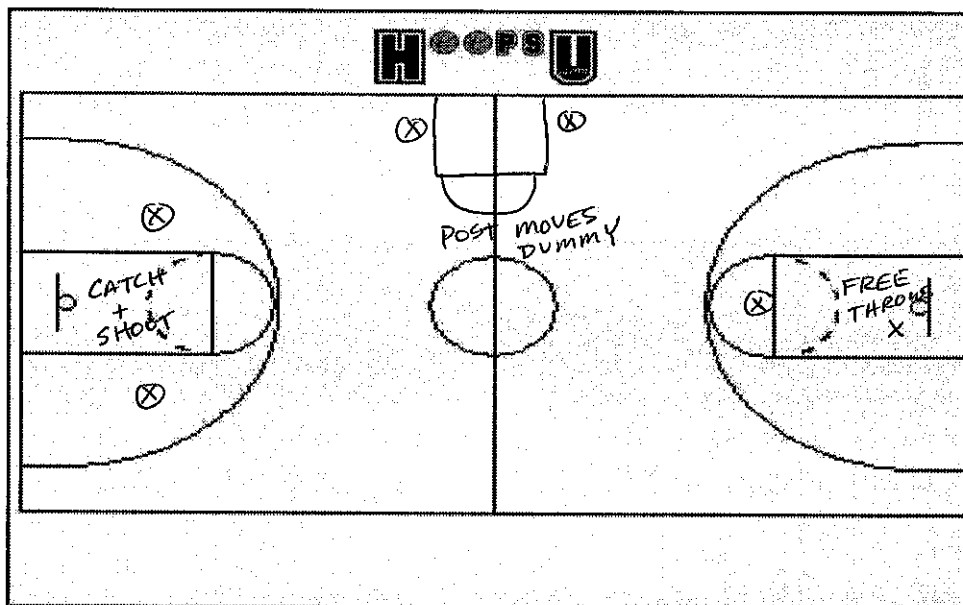
Brick wall Drill

- One on one in the post; post has to turn around and shoot over "brick wall" (other post stays straight up)

Point blank shooting

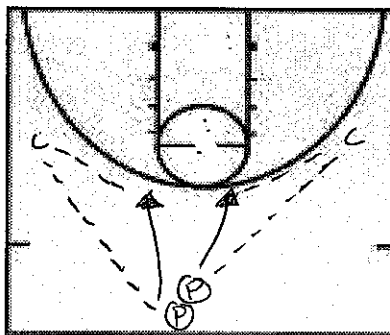
- Right in front of the basket; can challenge with one or two pads

Post Breakdown Rotation Shooting (2 minutes per spot)



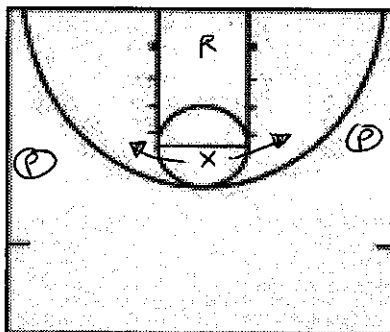
Post Trail Drill

- *Have each post have a ball standing at mid-court.
- *The first post will make a pass to a coach on one side, and then slide toward the ball side.
Coach will return the pass and the post will catch and shoot.
- *Second post will throw their pass to the other coach on the opposite side and do the same thing.
- *Shooters get their own rebound and go back to the back of the line.
- *Can also do moves off the dribble out of this drill.



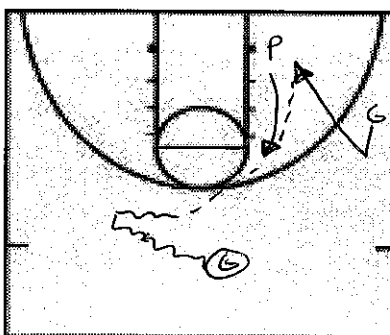
4 Man elbow to elbow shooting

There is one shooter, with two passers at the free throw line extended. There is a rebounder under the basket. The shooter goes from elbow to elbow, squaring up every shot and working on shot form and makes



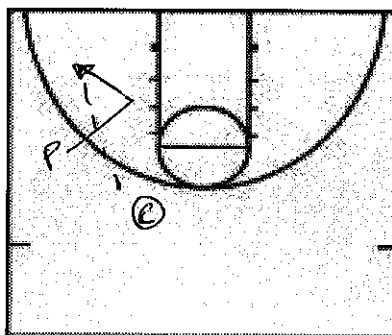
Post Backdoor Entries

*Post shouldn't go backdoor until the guard dribbles at the post



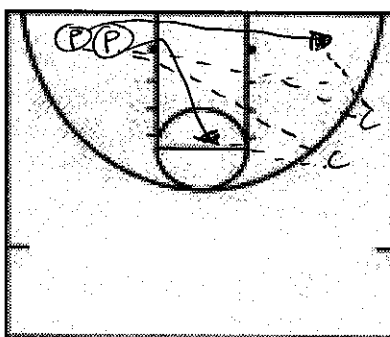
Post pop out and attack series

- *Catch and square up
- *Catch and square up and shoot
- *Catch and square up, pump fake (6 inches), one dribble and shoot
- *Catch and square up, pump fake (6 inches), one dribble, pump fake and shoot
- *Catch and square up, pump fake (6 inches), attack the basket
- *Catch and square up, pump fake (6 inches), one dribble and step back



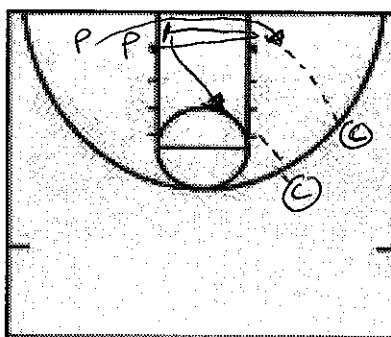
Hawkeye post shooting drill

- *Start the drill with two coaches. There is one line, on the opposite block away from the ball, and every player has a ball.
- *The first player in line will make a pass to the top coach, while the second player will make their pass to the bottom coach.
- *The player who made the first pass will flash to the high post area, while the second player will flash to the short corner.
- *Players will catch and can do the following moves:
 - Catch and shoot
 - Shot fake, one dribble
 - Shot fake and chin



- *You can also change up the drill by having the first player go to the opposite block, then coming back and screening for the second player. The second player will come off the screen and flash to the short corner, while the first player will roll back to the high post (Charger portion of shooting drill).

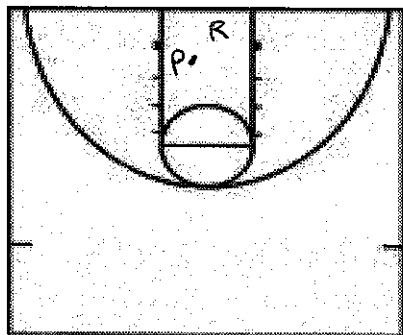
Charger Shooting Drill



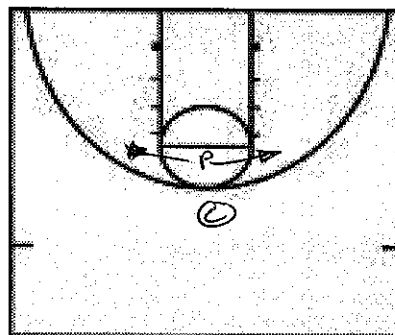
Ten on the Block Drill

- *Chart 10 possessions on the block in a row for a post player to see who scores consistently and who doesn't

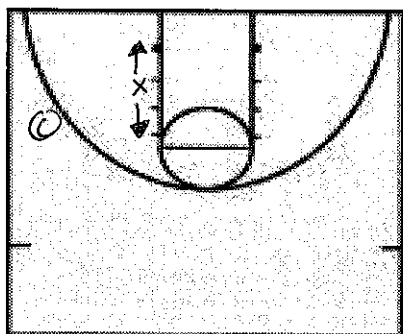
Celtics Post Shooting Series



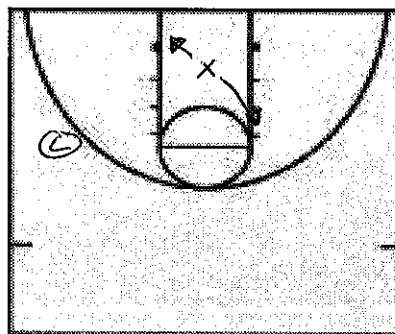
Shoot continuously with weak hand



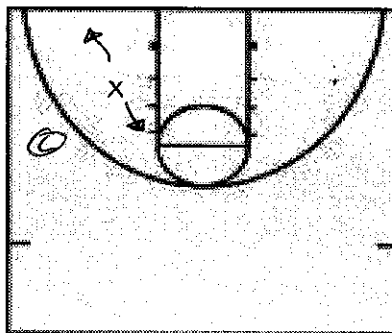
Elbow to elbow



Elbow to box (both sides)

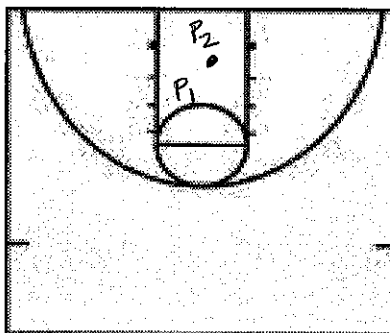


Opposite Elbow to box (both ways)



Elbow to short corner (both sides)

2 Ball Post Drill



- *Post player #2 gets rebound for post player #1 and moves the ball to a different spot each time
- *Can roll it out, set it on the opposite block, short corner, etc . . .

Chapter 10

Movement without the Ball

PART I: AN OVERVIEW

Initial Thoughts on Movement without the ball

- A team can never be good unless the individual players are improving
- The best teams set the best screens and good passing creates unselfishness
 - Good passing and screening creates unselfishness
- Get the ball into space vs. pressure
- One-handed players do not have enough options
- To be a scorer, get your feet ahead of your hands
 - Quick feet; set up your feet before your hands
- Come off a screen looking to score
- Most players need help getting open, but you can't teach everyone how to set and receive screens.
 - Some people will learn and others will not play.
- The value of many screens is the wear and tear affect on the opponent.
 - The more you screen, the more they get frustrated.
- If you set a good screen, the defender must help.
 - The player that is usually open is the player who just set the screen.
- You don't need plays; you need to know how to play.
 - When the playoffs come, you can't run plays; you have to play basketball

3 Things a player can do on offense

1. Move the ball
2. Move people
3. Screen

Getting open against pressure

1. Get open before the defense can match up
 - Look to beat her front foot, using either a step in or swim move
2. If there is space on a denial, make a hard cut at the defender and attack
 - Have to receive the pass well
3. If denial stays, walk the defender down and get the lob pass in
4. Screening vs. pressure → Have the point guard screen so she can get open

4 Types of Cuts

1. Straight cut
2. Curl cut
3. Flare cut
4. Back cut

3 Things a screener can do after screener

1. Cut to the basket after the screen to score
2. Slip the screen to score
3. Step out to score or feed

You need solid shot selection; "Get the shot you want every possession"

- Spacing is offense, offense is spacing
- Slow the ball down at times to get post feeds
- Call out every screen offensively
 - Screeners can be scorers!
 - Emphasize rolling into the screener with hands up (Knudson)

Break down of development of shooting skills by Year/Age Group**Elementary (5th Grade and Lower)**

1. Introduce concept of "L" cut and how to get open away from ball
2. Introduce concept of screening away from ball and coming off screens tightly, or a straight cut
3. Introduce concept of passing and cutting to the basket

6th Grade

1. Master "L" cut and how to get open away from the ball
2. Continued development of screening away from the ball, coming off screens tightly (straight cut) and cutting to the basket after passing
3. Introduce the concept of curl cut off screens

7th Grade

1. Master concepts of screening away from the ball, coming off screens tightly (straight cut) and cutting to the basket after passing
2. Continued development of curl cut off screens
3. Introduce concept of back screen

8th Grade

1. Master concept of curl cut off screens
2. Introduce and develop the concept of back screen
3. Introduce the concept of relocation after a post entry for guards (crack back) and posts (dive)

Freshman

1. Master the concept of the back screen
2. Continue to develop the concept of relocation after a post entry for guards (crack back) and posts (dive)
3. Introduce the concept of "Utah" (High Post) entry and backdoor wing cut

Junior Varsity

1. Master the concept of relocation after a post entry for guards (crack back) and posts (dive)
2. Continue to develop the concept of "Utah" (High Post) entry and backdoor wing cut

Varsity

1. Master the concept of "Utah" (High Post) entry and backdoor wing cut

PART II: ELEMENTARY SKILL DEVELOPMENT**2 on 0, 3 on 0, 4 on 0 Passing**

Work on setting screens, coming off of screens, and basket cuts without a defender.

2 on 0 Passing/ Post and Guard

*Constant cuts and squaring up

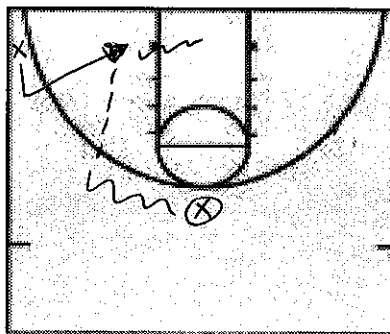
*Focus on spacing (15-17 feet)

*Post and guard work together on post entries and relocations

*Can expand to 3 on 0

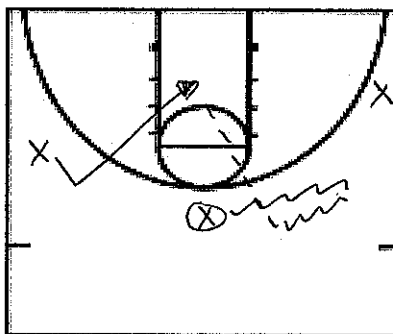
2 on 0 Back Cut Dribbling

One offensive player is at the top of the key, while the other is in the corner. The player with the ball dribbles towards her teammate while the person off the ball walks her imaginary defender up the line, then back door cuts. The player with the ball then throws a bounce pass to the cutter, who finishes with a lay-up. The shooter gets her own rebound and the players switch spots and repeat.

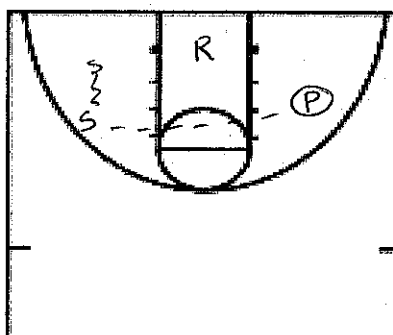
**3 on 0 Carolina Passing**

Three players will line up in three spots above the free throw line. The player that starts with the ball will make a "Carolina" dribble; while that is happening, their teammate will make a strong back door cut. The ball handler will make a bounce pass to the cutter, who will chin and finish.

The cutter will get her own rebound and kick the ball out to one of her other teammates. The players will replace and repeat the drill.



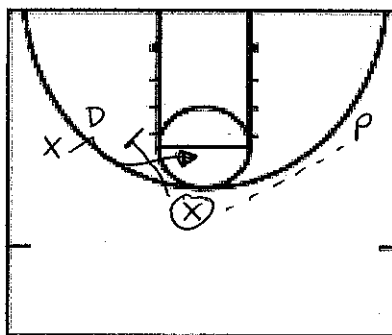
3 on 0 Shot Fakes



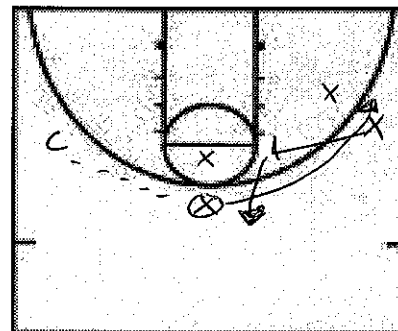
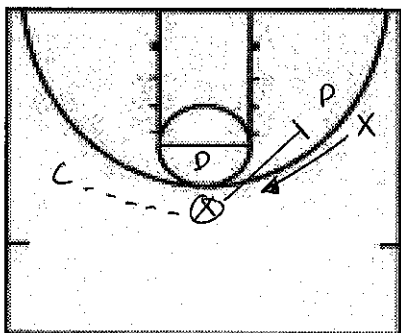
Shooter rotates to passer; passer rotates to defender; defender rotates to shooter

2 on 1 with a passer

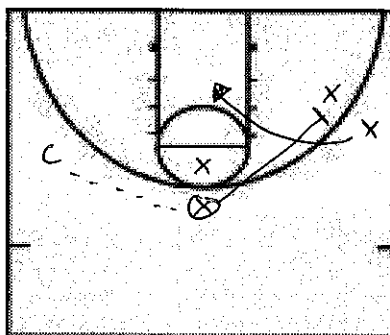
Run it continuously with different types of cuts, working on reading the screen and taking what the defender is giving the offense.



2 on 2 Screening



2 on 2 Evade the Screen

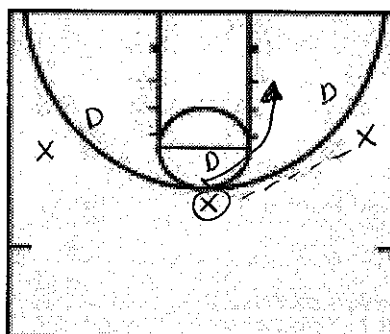


X has the ball on the wing, while "+" has football pad. "O" has to get through "+"'s screen and deny X the ball

3 on 1 Screening

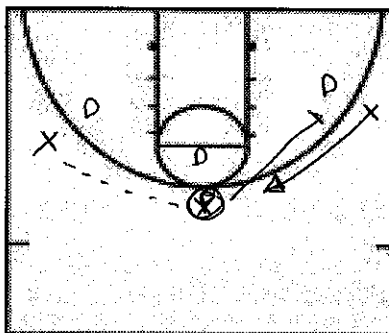
Have three offensive players go against one defender; the two offensive players without the ball have to screen to get the offensive player who is being guarded a shot

3 on 3 Pass and Cut



*Start with no movement and jump to help; once they get moving, have continuous movement

3 on 3 Cross Screen



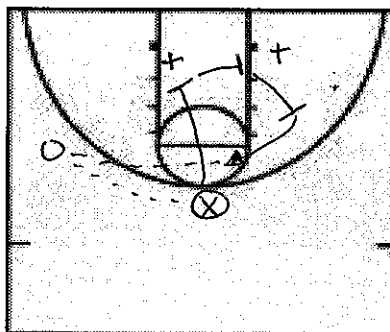
- *Post picks a side to enter, then cross screens for guard like in Stanford offense
- *Just play after the 1st pass

PART III: JUNIOR HIGH SKILL DEVELOPMENT

Flare Screen Fundamentals

1. Rear end to the corner by the screener
2. Cutter basket cut, then fade
3. Take the ball to the screen (dribble towards the screen)

Down screen, cross screen, back screen

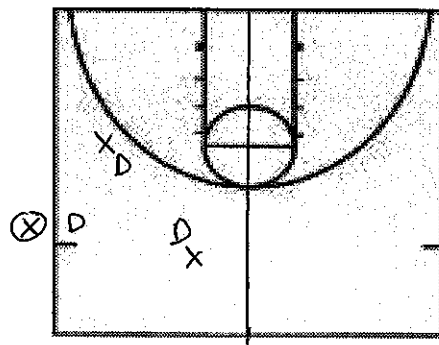


Player "X" enters the ball to "O", then goes to set a down screen on "+" (with football pad), then rolls over and sets a cross screen on "+". After this screen, "X" sets a phantom back screen, then pops out to receive a pass from "O" for a catch and shoot

Important teaching point: On the first two screens, set a screen and roll back to the ball with your hands up!

3 on 3 Screening Half of the Court

Start with three offense and three defense, with the offense in bounding the ball. Offense needs to make five passes (not including the inbounds pass) without the defense getting a tip, but the offense is only allowed to use $\frac{1}{2}$ of the court. After five passes, the offense will try to score.



4 vs. 3 in a Box

4 offensive players in the four corners of the lane, with 3 defensive players in the lane. The offense cannot dribble but they can pivot. The offense has to make 8 passes without any turnovers, drops or deflections. The defense has to have one person on the ball

2 on 2, No Dribbles; Try to score

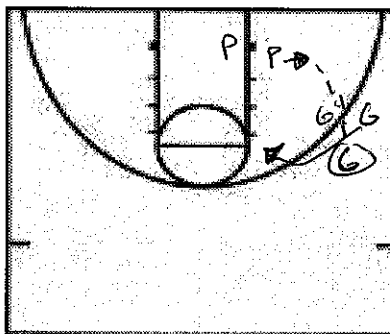
This can be done in either the full court or the half court. This can also be expanded into 3 on 3 and 4 on 4.

2 on 1 Post and Guard; Air Dummy on Post

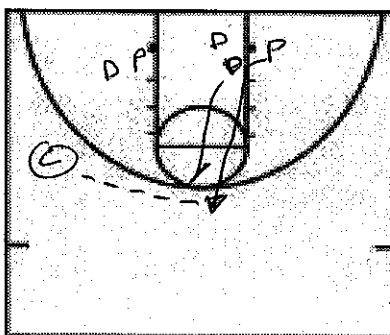
Post and guard work together on post entries and relocations with an air dummy on the post to work on post position.

2 on 2 Post feed and Relocate

2 guards partner up with 2 posts. A coach enters the ball to the offense, and the wing player enters the ball to the post. If there is a double down, the offensive wing relocates and sets themselves up for a shot. If there is no double down, the post players go one on one.



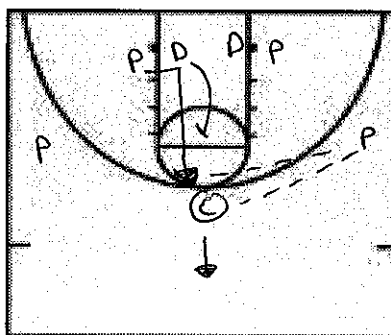
3 on 2 Fronting the Post



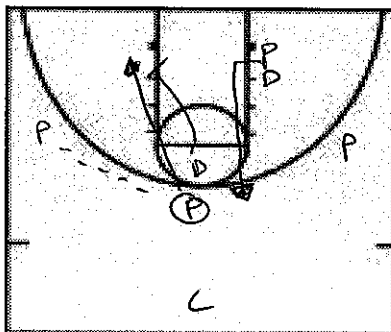
The 2nd defender is there to help with the lob pass. The guards on the perimeter can't enter the ball into the post unless they can see both numbers on the jersey.

5 on 2 Post Entry Drill

There are four posts on offense, and two posts on defense. The coach, who starts with the ball at the top of the key, will enter the ball to either wing. The opposite post will flash high like they would in our Stanford offense. The wing can either enter the ball to the block or reverse it to the top for the high low.



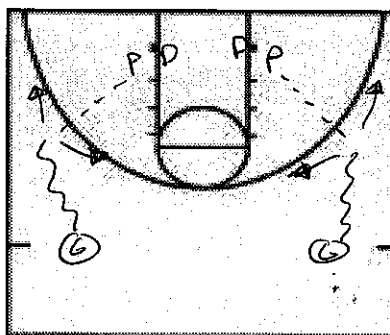
If neither entry is there, the post on the top will reverse to the weak side wing and dive to the basket. The weak side post will then flash high.



PART IV: HIGH SCHOOL SKILL DEVELOPMENT

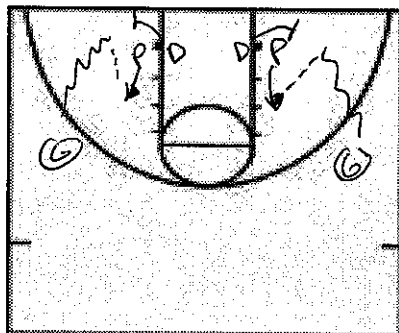
Post Relocation Series

- *Have two lines of guards on the wings and two lines of posts under the basket
- First Series: Guards make a bounce pass entry to the post and relocate; post kicks the ball back out to the guard for a shot
- Catch and shoot
 - Off the dribble

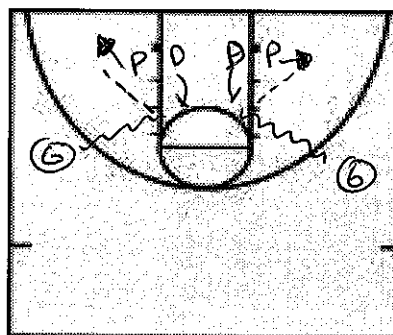


- Second Series: Guards dribble drive either to the middle of the floor or to the baseline, and the post player relocates to the opposite area

BASELINE DRIVE

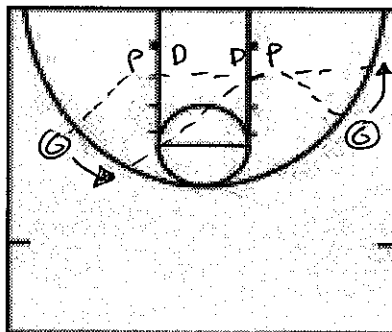


MIDDLE DRIVE



Third Series: Guards make a bounce pass entry to the post and relocate; post kicks the ball to the opposite guard with a skip pass for a shot

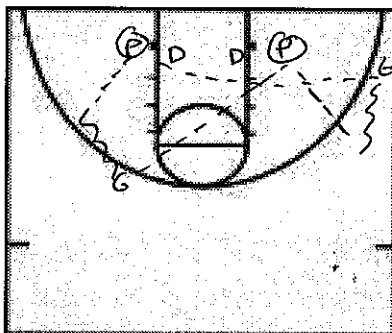
- Catch and shoot
- Off the dribble



Fourth Series: Guards make a bounce pass entry to the post and relocate; post kicks the ball to the opposite guard, who will then re-enter the ball to the ball side post.

- Post players go one on one

3 Ball Relocation



Three drivers with the ball on the side, with one person at the end of the line without a ball. Two players are away from the ball, one on the top of the key and the other is on the weak side wing.

First driver drives to the baseline, and the weak side wing player floats to the corner to catch and shoot. Second driver drives to the middle, and the player on the top of the key relocates to the wing for the catch and shoot. Third driver drives to the middle, and the player at the end of the line rotates to the strong side corner for the crack back catch and shoot.

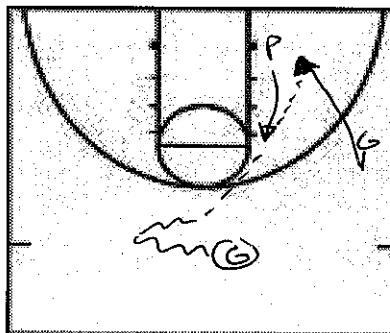
4 on 4 Cut Throat

*Play 4 on 4; make it, take it.

*You can start this as a 10 man jump ball, shell drill, or check up at the top of the key.

*You can play to "X" point or "X" time, and the team with the most wins avoids punishment, then punishment trickles down to the 2nd and 3rd teams.

Utah Backdoor Entries



- *Guard must be higher than the entry
- *Dribble away from where you want to enter the ball for the backdoor

4 on 3 with an Open Post

Have three guards guarding three guards. Put a post player on the block with no defense. Only the three guards on the perimeter can shoot. The guards can work on different skills, including;

- Ball screens
- No ball screens
- Vertical screens
- Flare screens
- Hit the post and fan out

5 on 0 on one end, 5 on 5 on the other

5 on 2, posts guarded with air dummies

Only posts can score

Motion Breakdown

When playing 3 on 3 or 4 on 4, players are ineligible to score until they set a good screen away from the ball

Team Baseball

Breakdown teams into equal groups (home and away)

Innings 1, 2 and 3: Go 1 on 1

Innings 4, 5, and 6: Go 3 on 3 (set up screens → curl, back, cross)

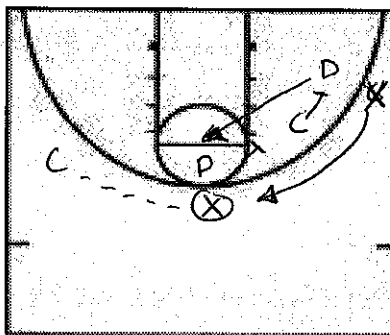
Innings 7, 8 and 9: Go 4 on 4 (set up screens → curl, back cross)

-Basket=Run

-Stop=Out

Defensive foul=Runner on base; Offensive foul=Out of the inning

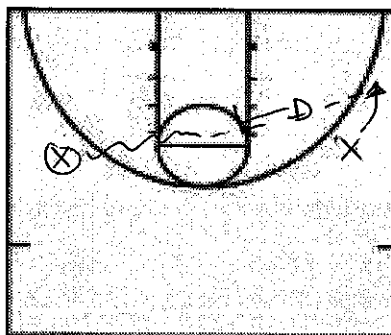
Double Stagger Evade the Screen



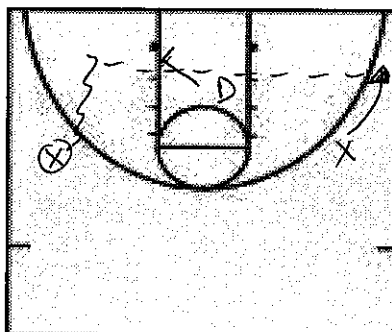
Same concept as 2 on 2 Evade the Screen, except there is an extra screener with a football pad. The ball should start with the offensive player and skip to the weakside, forcing the weakside closeout. The person who is guarding the first screener should drop lower to help on the screener potentially trying to slip.

Draw and kick/ Drive and Dish

One offensive player has the ball on the wing, while the defender is in weak side help position against the other offensive player. The player with the ball will middle drive, forcing the weak side defender to cut off penetration. The offensive player will kick out to the offensive player on the weak side, who has flared out to the corner, for the jump shot.



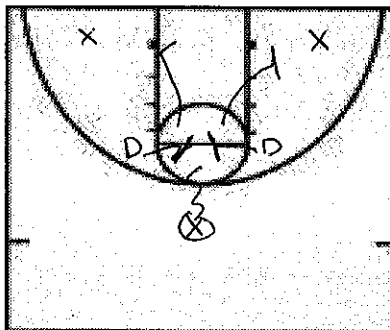
This can also be done in a drive and dish set up, with the offensive player with the ball driving baseline and the weak side offensive player sliding towards the basket.



PART V: ZONE SKILL DEVELOPMENT

Penetrate and Pitch vs. zone

- *Start with three offensive players vs. two defensive players, with the defense occupying the two top spots of an "Orange" zone.
- *Player in the middle attacks the gap until the defense shifts, then kicks out to the open person.
- *Offense attacks defense until there is a stop or a score.

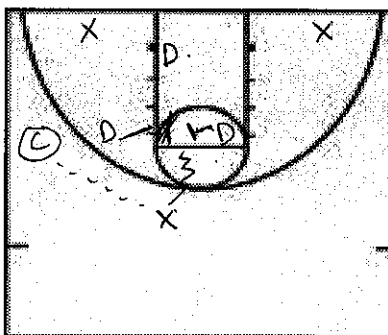


Zone Offense Relocation Drill

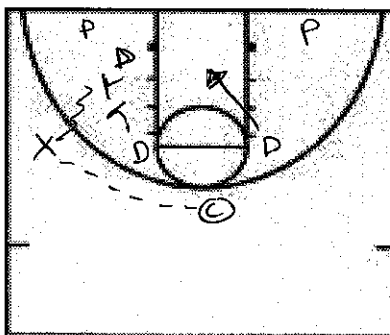
- *Line up with one post (or coach) and one guard.
- *Have the post flash to either the high post or the short corner, and the guard will enter the ball.
- *After entering the ball, the guard will relocate while the post squares up, then kicks the ball back out to the guard.
- *The guard can do the following moves after receiving the ball:
 - Catch and shoot
 - Shot fake, one dribble

3 on 3 Dribble Penetration and Bounce Pass vs. zone

- *Start with three offensive players vs. two defensive players with the defense occupying the two top spots of an "Orange" zone and one player occupying the middle of an "Orange" zone
- *Coach reverses the ball to the top, where the player attacks the gap until the defense shifts, then makes a bounce pass to one of the players on the block.



This can also be shifted over to the wing to learn how to attack the short corner or high post by moving the ball to the wing and the defense to the bottom positions



4 on 4 vs. Box Set

*Start with four defensive players in a box vs. four offensive players; three guards on the perimeter and one post player finding soft spots in the zone.

*Offense attacks defense until there is a stop or a score

*Options for the perimeter players include but are not limited to:

-Pass and screen away ("Hawkeye")

-Back screens ("Hawkeye")

-Guards have no movement ("Cyclone")

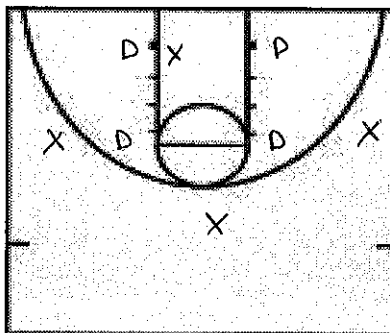
*Can also change the scoring:

-Stop for defense= 2 points

-Force a turnover= 3 points

-Make a two point basket= 2 points

-Make a three point basket= 3 points



Chapter 11

Team Offense

PART I: AN OVERVIEW

Initial Thoughts on Team Offense

- Get the ball across half court in four seconds or less
- A coach's job is to get your three best players better shots than the other team's three best players
 - You have to get high percentage shots for players, especially if you don't have as good of talent
- Make lay-ups and free throws; when you miss lay-ups and free throws, you are telling the other team that you don't want to win
- We need to average 14 or less turnovers a game in order to give ourselves a chance to win consistently
 - When we error, error aggressively, but remember that "victory favors the team that makes the fewest mistakes."
- Teach kids to play fundamental basketball at a high speed under control
- Do 5 on 0 every day, and go at a fast pace
 - If you have good spacing 5 on 0, you will have good spacing 5 on 5
 - Spacing is offense, offense is spacing
 - There is a direct correlation between ball reversals by the offense and defensive breakdowns
 - Let point guards call out plays during offense dummy from time to time to see which plays they trust first
- Always acknowledge a good pass and receive the ball well before you move to your next action
- Try to drive to the middle to create more opportunities; should have a 4-1 ratio of middle to baseline drives
- Run a four possession scrimmage with minimal correction to encourage "game within a game" wins and losses
 - Can also run scrimmages where no one shoots until a ball is touched by a post in the post
- Not all players can do all things
- A flexible style of offense is best for attacking a defense
- Situation/ Score every day with repercussions

Three things necessary for a strong offense

1. Strong post play
2. Outside shooting
3. Ability to penetrate and attack the basket

Offensive Philosophy

1. Players believe in themselves individually and their teammates collectively
2. Play aggressively with balance and control (physical and mental)

3. Learn basic principles of offense and apply them
4. Develop individual and team patience with shot discipline and patience

Four factors of Offensive Basketball

1. Rebounding (Offensive and Defensive)
2. Fast break at all opportunities
3. Get the ball inside
4. Swing basketball to the weakside with good ball reversals

Principles for Outside Players

1. 15'-18' spacing on the perimeter
2. Do not pass and stand; need to have purposeful movement to get you or your teammate open
3. Throw to a hand target
4. Triple threat position
5. Relocate after post entry

Principles for Post Players

1. Look for trailer filling high post
2. Have post players work together
3. Look to cut if opposite post gets the ball
4. Set back screens

Principles for all players

1. Keep moving at all times with a hand target
2. Use change of pace/ change of direction
3. Limit yourself to two dribbles
4. Every 3rd pass should hit a post player
5. Pass/ Shot/ Drive
6. Be a great screener
7. If you can't receive the ball, back cut or rescreen

Position Breakdown

Point Guard: Runs the offense, communicates with the coach, and gets us into sets

Shooting Guard: More of a scorer, bigger guard

Small Forward: Tough, physical, slasher to the basket, has to play bigger than they are

Power Forward: High post, face-up type of player, needs to be a good rebounder

Center: Low post, anchor to the offense

Rebounding and Defensive Balance

- 3, 4, and 5 attack the offensive boards; need to have a man back to protect the basket
- If the point guard penetrates, both wings should get back

Teaching Tips

1. Run it as high and wide as possible
2. Teach and execute fundamentals
3. Work on fundamentals every day

-“You think in practice; you react in games.”

The value of free throw shooting

1. 25 % of a team's points come from the free throw line
2. Free throws carry you through offensive lulls
3. You want to be in the bonus by the end of the first quarter
4. Make more free throws than the other team attempts

Evaluating Game Possessions

We determine the outcome of the game!

- Kids must know they will win the game. They also need to know **how** they will win the game
- Have a next game mentality, but learn from past game(s)

Shot Discipline Grading

- “4”-Open Lay-up
- “3”-Open shot and good shot for that shooter
- “2”-Good shot by a good shooter under pressure
- “1”-Worst shooter/ Bad shot
- “0”-Turnover
- We want 3's and 4's

Different types of Possessions

Transition

Post

Drive

Cutter

Rebound

Shot Pressure

Ball has to go into the lane for T, P, D, C and R

-If we average 2.5, we will win 95% of the time

Questions about quality of possessions and game evaluation

1. At what point does either team get into the bonus?
2. How many shots, then divide by offensive rebounds
3. How many shots, then divide by shot pressures
4. How many shots, then divide by good shots (3's and 4's)
5. How many deflections are achieved by both teams? (We want 20)

Break down of development of shooting skills by Year/Age Group

Elementary (5th Grade and Lower)

1. Introduce the concept of "sprinting the floor" after a miss or make
2. Introduce the concept of cutting and moving without the ball and finding the open person

6th Grade

1. Master the concept of "sprinting the floor" after a miss or make
2. Introduce the concepts of "Cycles" and "Keep" full court offense, "Stanford" ½ court man, "Hawkeye" zone offense and our "32" pressbreak
3. Introduce 1-2 appropriate BLOB plays out of Mich. St. sets

7th Grade

1. Continue to develop the concepts of "Cycles" and "Keep" full court offense, "Stanford" ½ court man, "Hawkeye" zone offense and our "32" pressbreak
2. Continue to develop 1-2 appropriate BLOB plays out of Mich. St. set (Introduce 1 more if appropriate)
3. Introduce our "Box" SLOB concept

8th Grade

1. Master the concept of "Cycles" and "Keep" full court offense, "Stanford" ½ court man, "Hawkeye" zone offense and "32" pressbreak
2. Master 1-2 BLOB and our "Box" SLOB
3. Introduce the concepts of "Cross" and "Pin" entries into "Stanford"

Freshman

1. Master the concepts of "Cross" and "Pin" entries into "Stanford"
2. Introduce the concepts of our "Cyclone" zone offense, our "Tulsa" man offense, and our "Power" and "Tap" options in Stanford
3. Introduce the concepts of our "14" late game pressbreak, 1-2 BLOB'S, and our "Gun" SLOB option

Junior Varsity

1. Master the concepts of our "Cyclone" zone offense, our "Tulsa" man offense, and our "Power" and "Tap" options in Stanford
2. Master the concepts of our "14" late game pressbreak, 1-2 BLOB'S, and our "Gun" SLOB option
3. Introduce 2-3 set plays that are appropriate and effective for the personnel given.

Varsity

1. Master the concept of 2-3 set plays that are appropriate and effective for the personnel given.
2. Introduce, develop and master the concept of 2-3 set plays that are appropriate and effective for the given personnel

PART II: CYCLES AND SECONDARY BREAKS

CYCLES

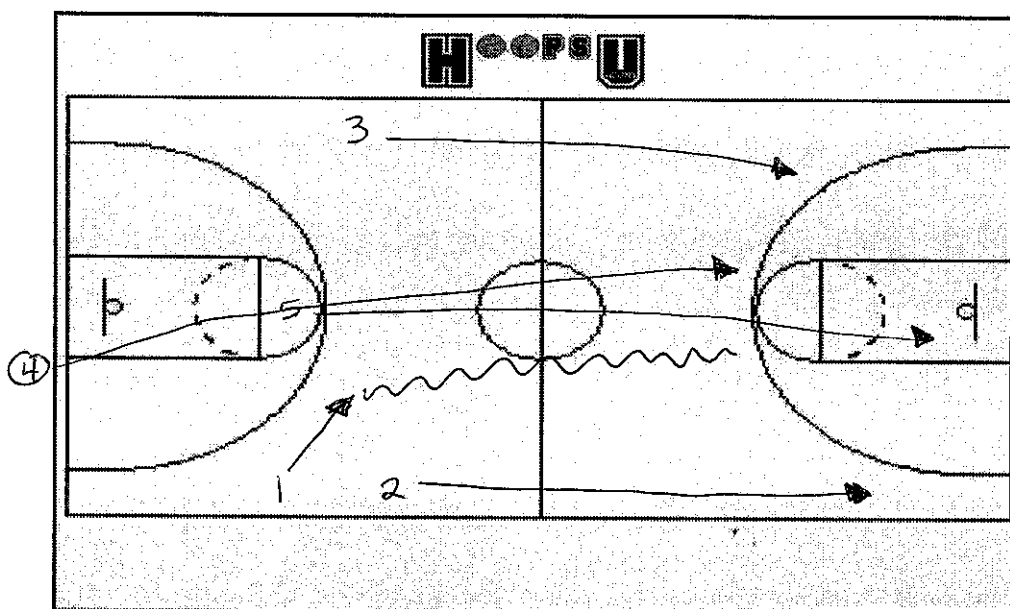
Point Guard ("1"): Needs to get to the right side of the floor after a make and cut to the middle. Is looking left to right, first at the wing on the left hand side (3), then at the post going down the middle (5), and finally at the wing on the right side (2).

Shooting Guard ("2"): Sprint down the right side of the court. If you don't get the ball, get to the corner.

Shooting Guard ("3"): Sprint down the left side of the court. If you don't get the ball, get to the corner.

Post ("4"): Take the ball out of bounds on the right side of the basket. Trail behind the point guard, and stop at the left side of the top of the key.

Post ("5"): Sprint through the middle of the floor to right in front of the rim and post up hard.



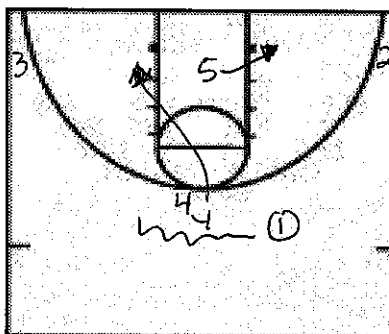
If the ball goes to the "3": The "5" will go ball side and post up, while the "1" and the "4" set a double screen away for the "2"

If the ball goes to the "2": The "5" will go ball side and post up, while the "1" and the "4" set a double screen away for the "3"

If the ball goes to the "5": Score or get fouled.

"KEEP"

If the point guard is unable to find the "2", "3" or "5", we will run a pick and roll at the top of the key with the "1" and the "4". The "2" and the "3" will get to the corners to keep the floor spread, and the "5" will slide opposite of where the pick and roll is going.



Important: We don't want to run "Keep"!! We want to get the ball up to the "2", "3" or "5". RUN THE FLOOR!!!!

Why do we doing this?

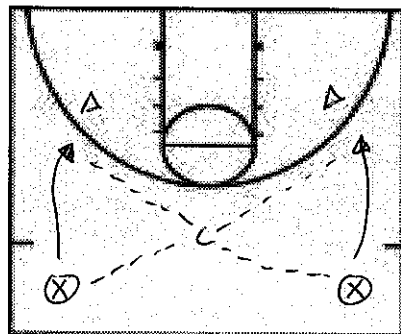
1. We want to play at a higher tempo to get easier baskets.
2. We want to put more pressure on the opponent's defense
3. We want to develop depth so we can be able to attack and make our game much more of a full court game.

CYCLE BREAKDOWN DRILLS

GUARDS

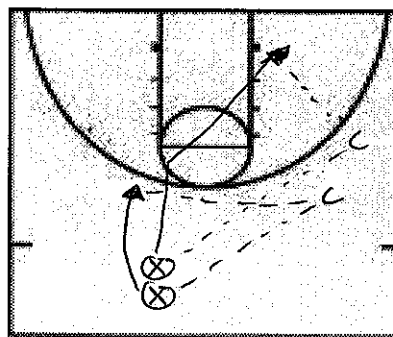
POSTS

1. GUARD BREAKDOWN

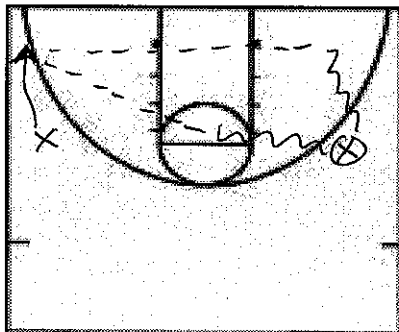


Catch and Shoot-Both Sides
Shot fake Inside, Pull up J's-Both Sides
Shot fake Outside, Pull up J's-Both Sides
Shot fake Inside, Chin-Both Sides
Shot fake Outside, Chin-Both Sides

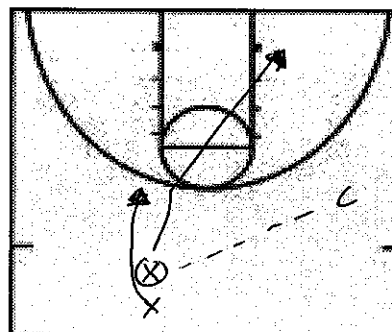
1. POST BREAKDOWN



Catch and Shoot-Both Sides
Post: Face Up, Baseline Drive
-Trailer: Shot Fake Inside
Post: Face up, Middle Drive
-Trailer: Shot Fake Outside



Shot fake Inside, Middle Drive Skip-Both
Shot fake Outside, Baseline Drift Skip-Both



Hit Post-Trailer Dive
Hit Trailer-H/L or Drive and Dish

Cycle Score and Transition Drill

*Run a cycle to a point. Once the ball goes through the net, have a team push the ball at the cycle team while they transition back to defense

Cycle Drill

*Start cycle drill with everyone in the lane and then save the ball from going out of bounds.

Make 5 on 3, 5 on 4 competitive

-2 for a stop, 3 for a turnover

*Can also do timed cycles with a certain number in mind

-5 minutes → 90 points on lay-ups or 60 points on jump shots

PART III: PRESSBREAKS

When being pressed

1. Get your best athlete in the middle of the floor
2. Post up and look opposite vs. pressure
3. Attack the pressure with pressure; **YOU MUST ATTACK THE BASKET AND FINISH!**
4. Have the best in boulder take the ball out
 - Keep that person behind the ball
 - Always have three available receivers
 - Don't throw the long pass if there is one defender pass ½ court

Keys to beating pressure

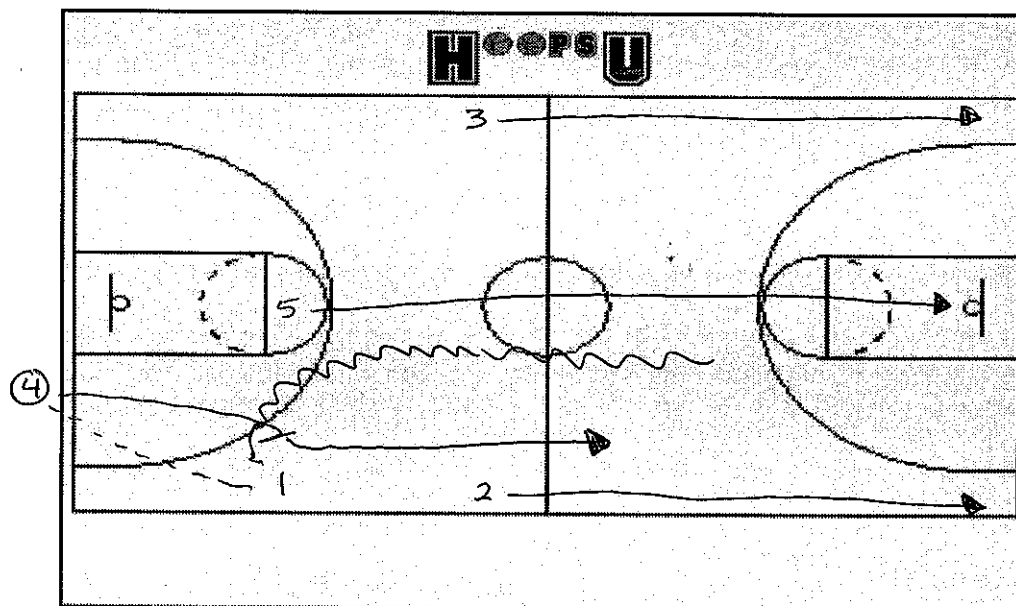
1. Fast break before pressure sets up
2. Placement of personnel
 - Leave the best player in the middle of the floor
3. Shorten the pas; beat pressure with cutting and passing
4. Catch, ball fake and look opposite
5. Catch facing and see the biggest part of the floor
6. Avoid tunnel vision; see the whole floor
7. Deep, diagonal receiver; have to look over the top

Attacking ½ ct. traps

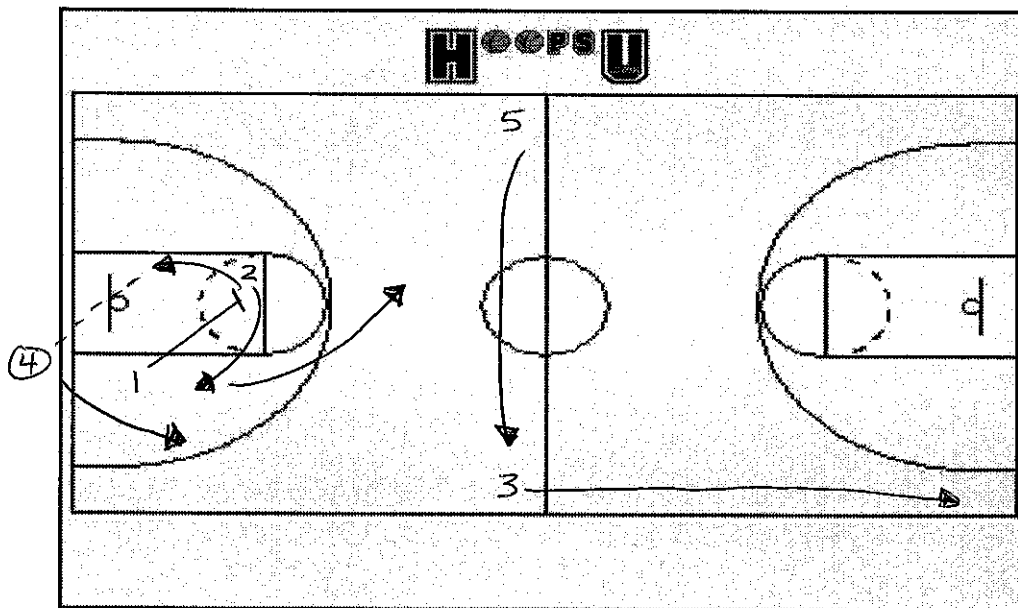
1. Spacing is key
 - Split the floor into 1/3rd's
2. Always have a release man behind the ball
3. Put the best athlete in the middle of the floor
 - They, in turn, have to make themselves available
4. Three available passers at all times, including the deep diagonal
5. Pass fakes
6. Enter off the pass, not the dribble

Tips that help beat pressure defense

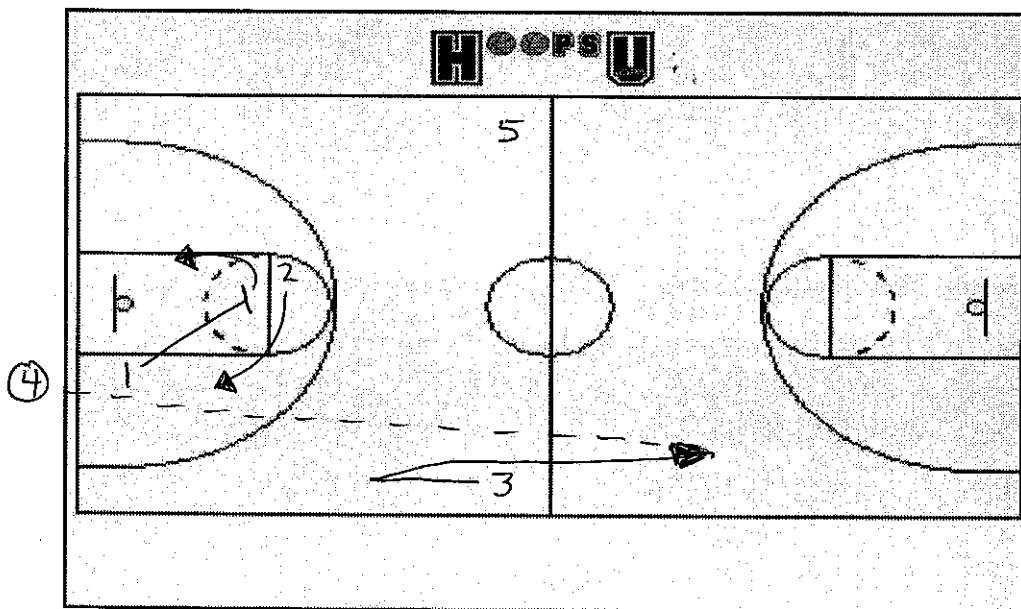
1. Running the floor and beating the press before it is set up
2. Offensive rebounding slows down pressure
3. Keep your dribble alive
 - Pull back crossovers
4. Pass fake and receive passes well

PRESSBREAKS (NUMBERING SYSTEM)**"51" PRESSBREAK**

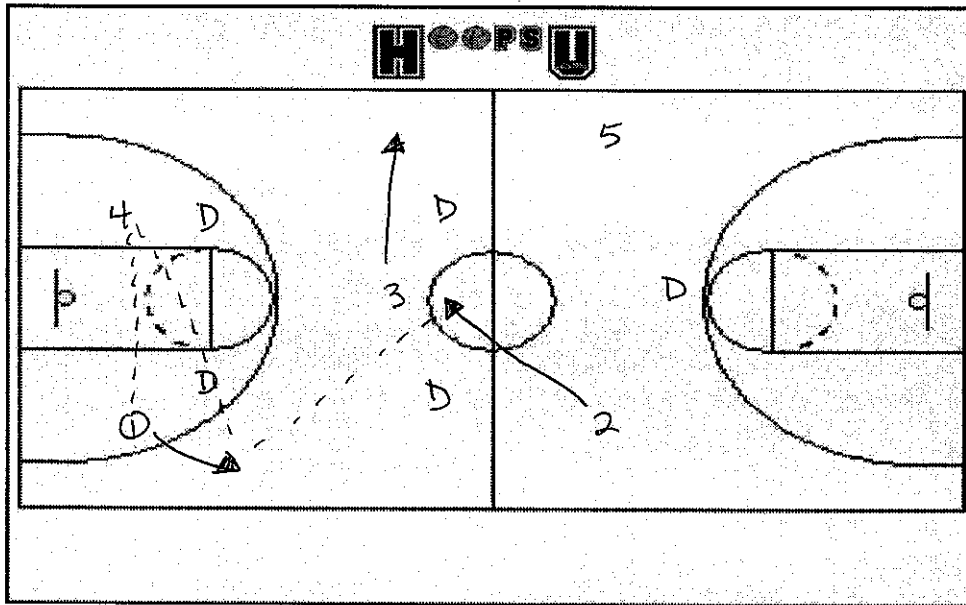
"32" PRESSBREAK



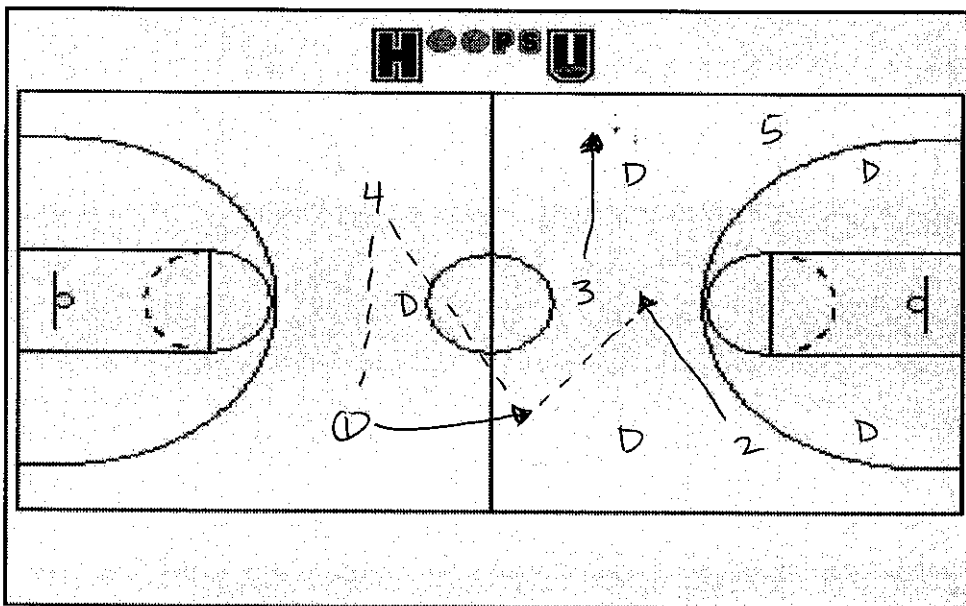
"BRADY" OPTION OUT OF "32" PRESSBREAK



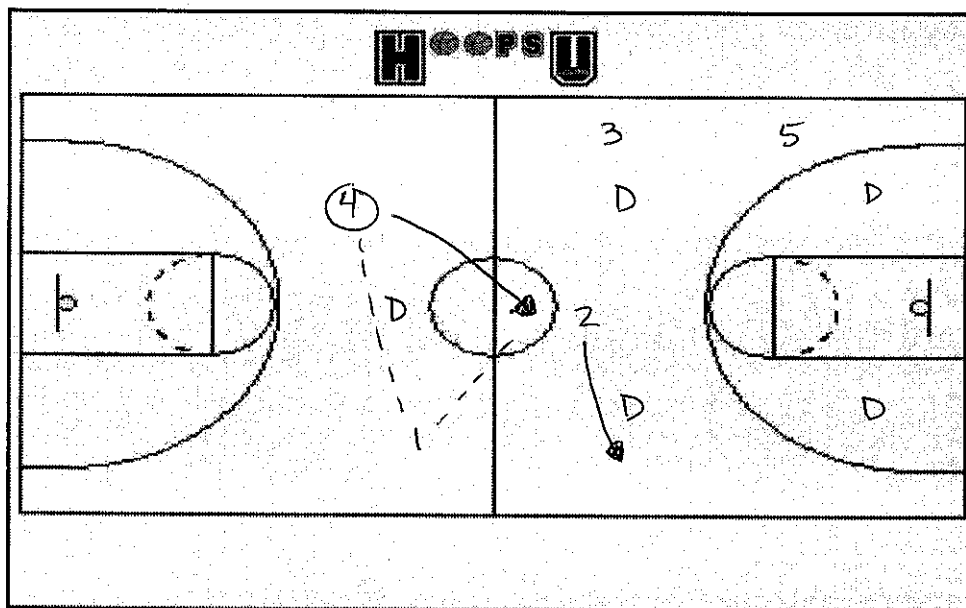
"21" PRESSBREAK VS. 2-2-1 ZONE PRESS



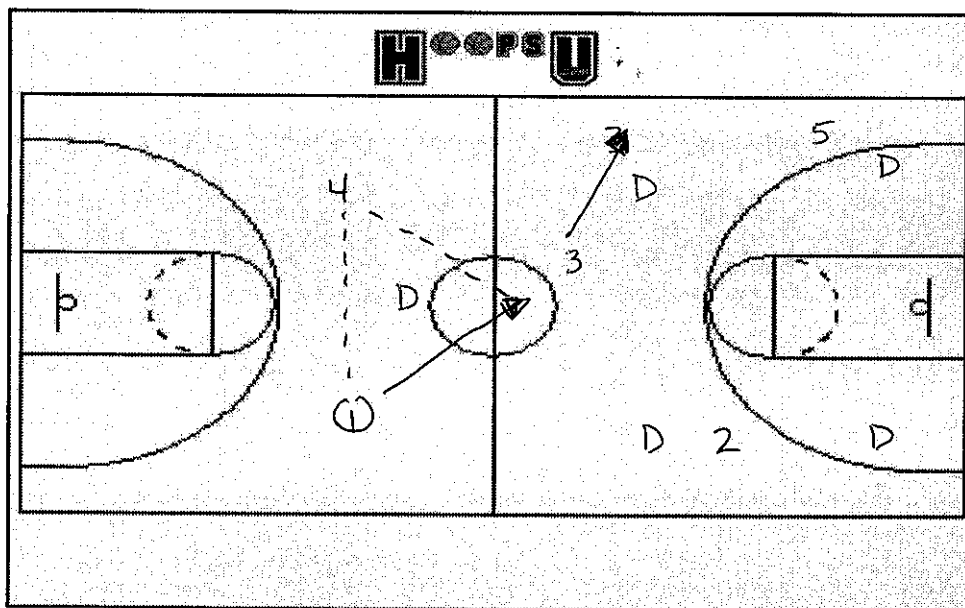
"21" PRESSBREAK VS. 1-2-2 HALF COURT TRAP



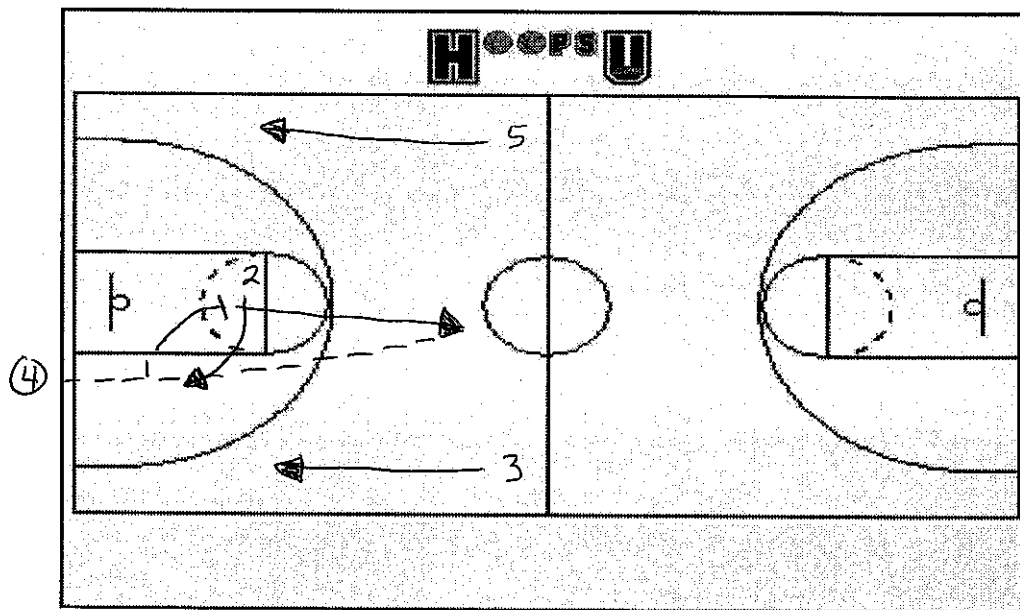
"WELKER" OPTION OUT OF "21" PRESSBREAK



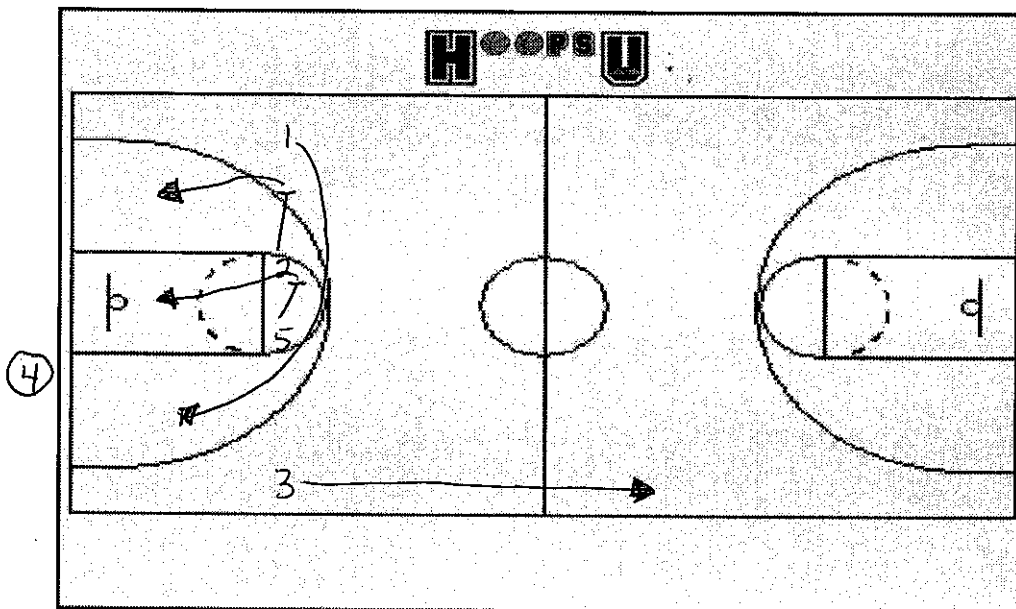
"BRANCH" OPTION OUT OF "21" PRESSBREAK



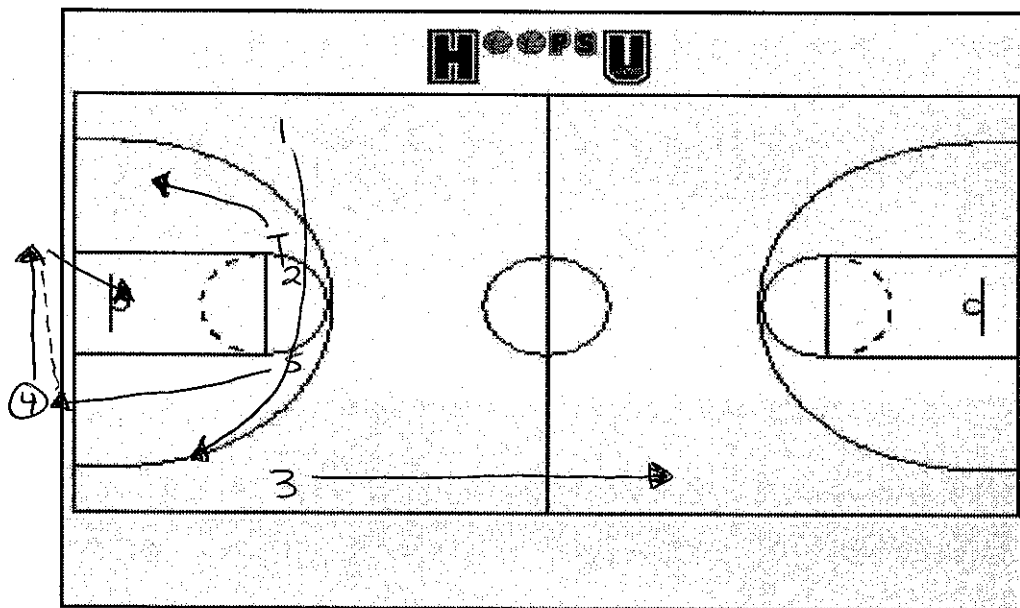
"GRONK" OPTION OUT OF "32" PRESSBREAK



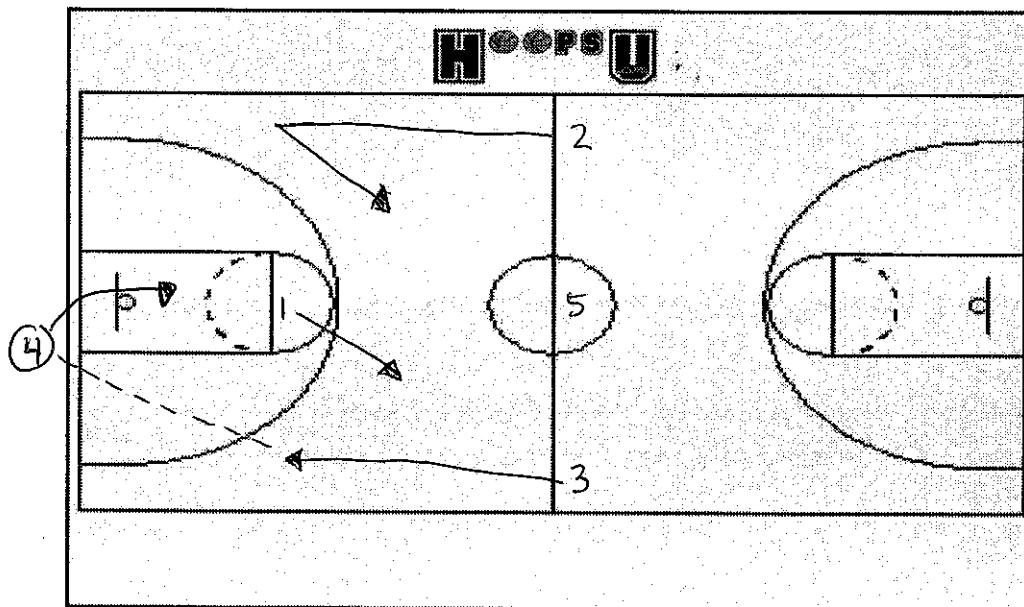
"14" PRESSBREAK



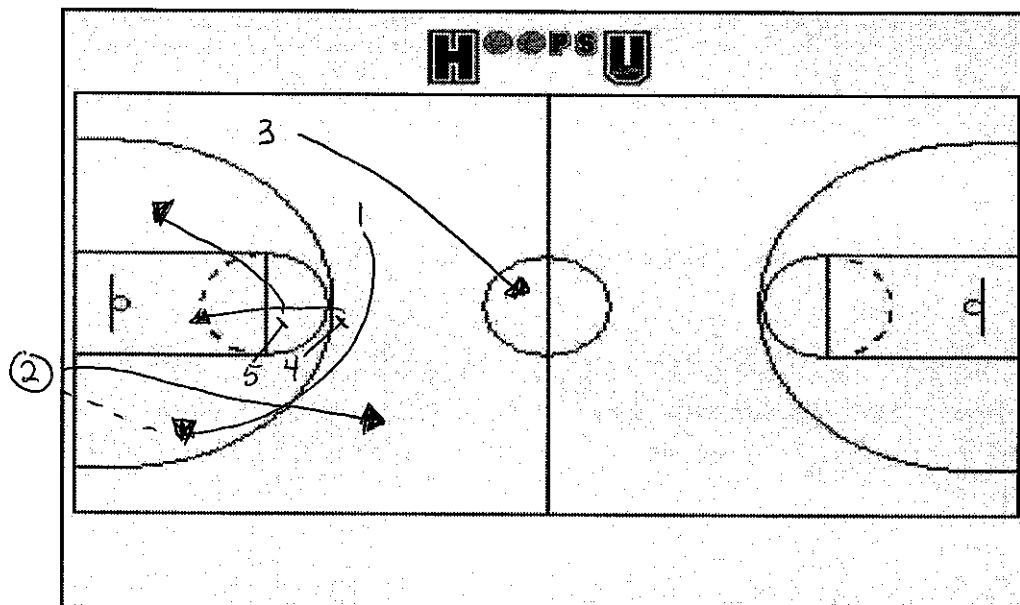
"NOVA" OPTION OUT OF "14" PRESSBREAK



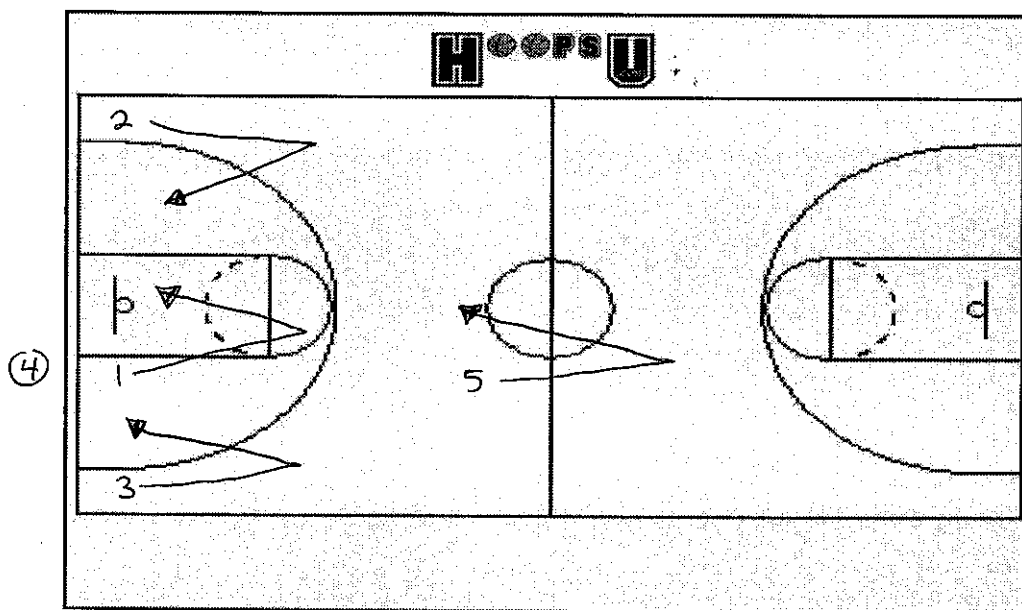
"11" PRESSBREAK



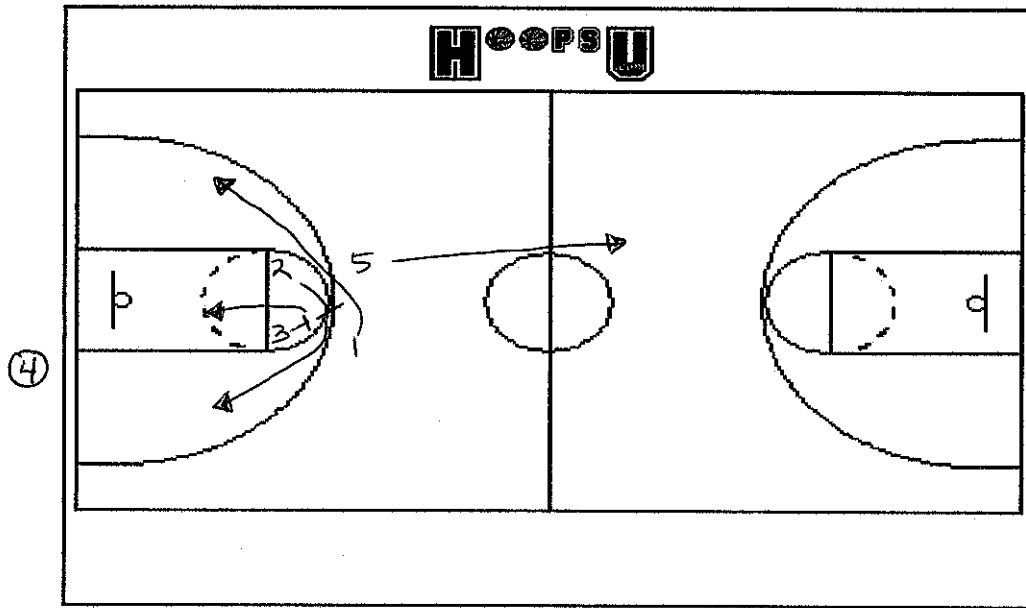
"12" PRESSBREAK



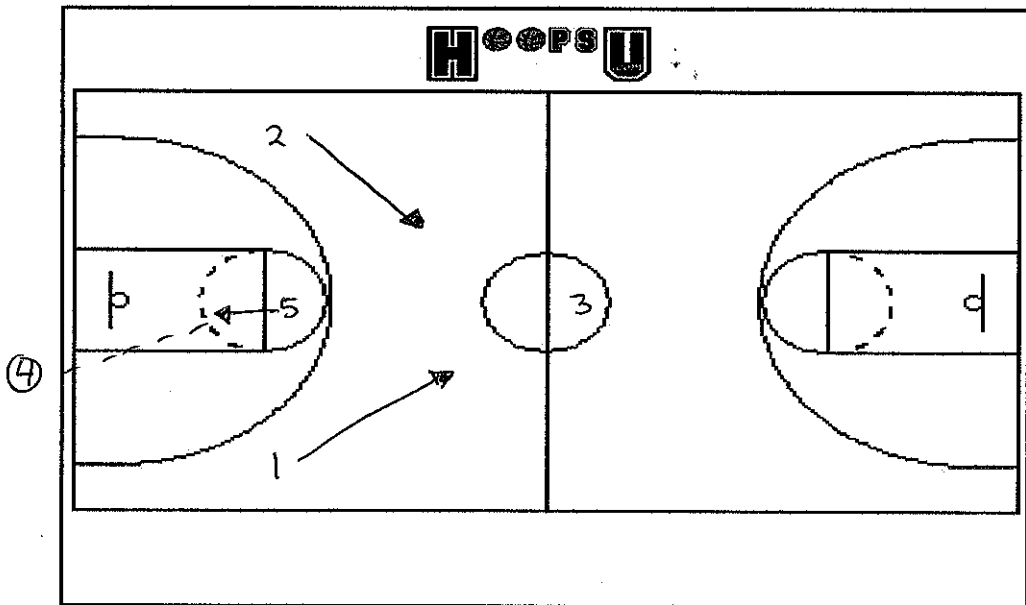
"13" PRESSBREAK



"22" PRESSBREAK



"31" PRESSBREAK



PART IV: MAN TO MAN HALF COURT OFFENSES

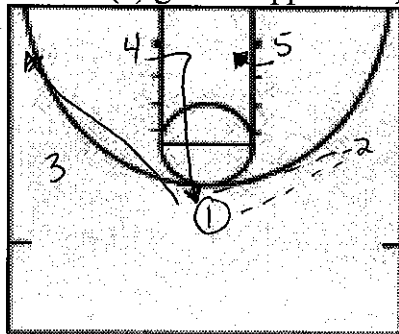
Reasons for motion offense

1. Players learn strength and weaknesses of themselves and teammates
2. More time to teach fundamentals
3. Improves the inside game
4. Improves rebounding
5. Helps control tempo, either to increase or slow down
6. All players handle the basketball
7. All defenses can be attacked
8. Encourages proper use of the dribble
 - 2 dribble limit
 - Only use the dribble to improve the angle of the pass or to attack the basket
9. Motion rules
 - Rule of 73: 7 passes and 3 ball reversals
 - Three P's: Patience, Post Touches and Penetration (Get in the Paint!)
 - Get three passes before a shot unless it is a lay-up, post touch, or wide open shot
 - Demand 3's and 4's from best shooters
 - Need to get the ball in the lane 40 times a game; own the lane, don't rent it!

"STANFORD" MAN TO MAN OFFENSE

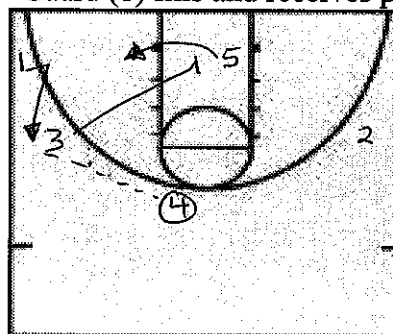
*Guard (1) enters ball to wing (2)

*Guard (1) goes to opp corner; post (4) fills high



*Wing (3) sets cross screen for post (5)

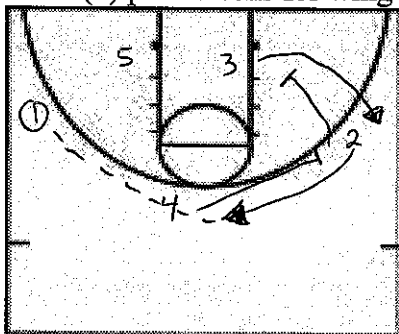
*Guard (1) fills and receives pass



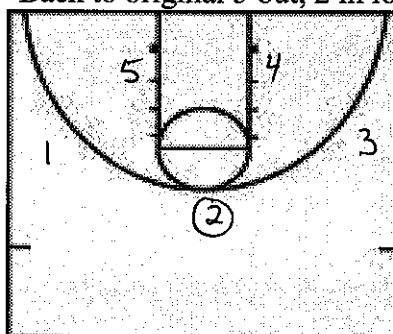
*Post (4) sets cross screen for wing (2)

*Guard (1) reverses to wing

*Post (4) pin-screens for wing (3)



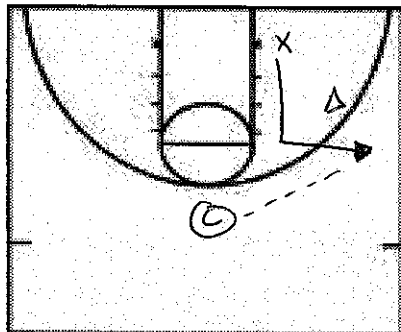
*Back to original 3 out, 2 in look



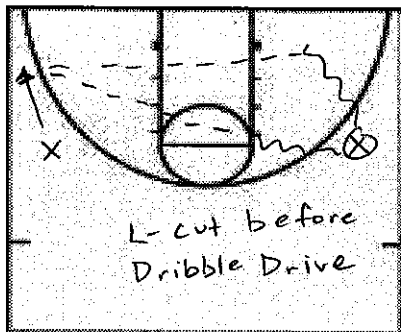
STANFORD POSITIONAL BREAKDOWN

GUARDS

1. L-CUTS

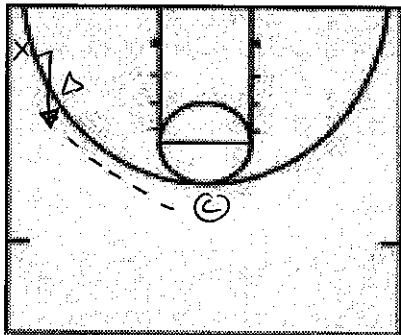


Catch and Shoot-Both Sides
Shot Fake Inside-Both Sides
Shot Fake Outside-Both Sides



Middle Drive Skip & Baseline Drift-Both
-Catch and Shoot-Both Sides
-Shot Fake Inside-Both Sides

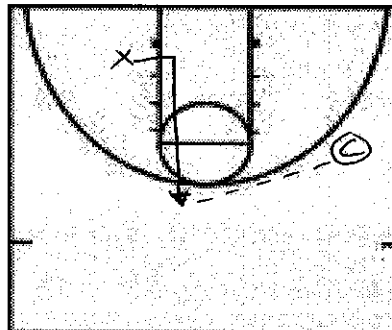
2. CORNER FLASH



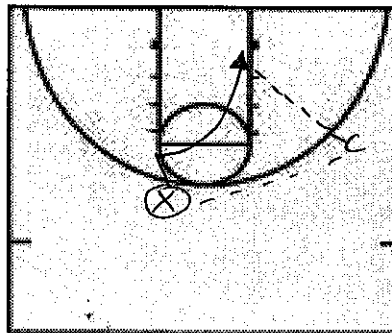
Catch and Shoot-Both Sides
Shot Fake Inside-Both Sides
Shot Fake Outside-Both Sides
Tight Curl Inside

POSTS

1. POST FLASH

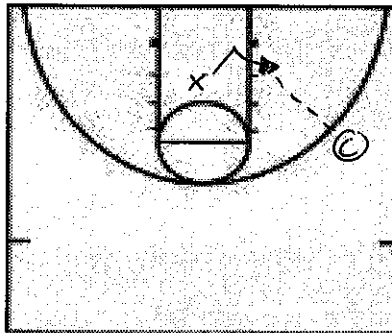


Catch and Shoot-Both Sides
Shot Fake Inside-Both Sides
Shot Fake Outside-Both Sides
Backdoor-Both Sides



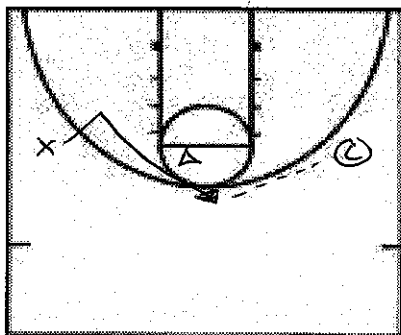
Post Flash Return and Dive
-Lay-up
-Post Move

2. STRONG SIDE POST



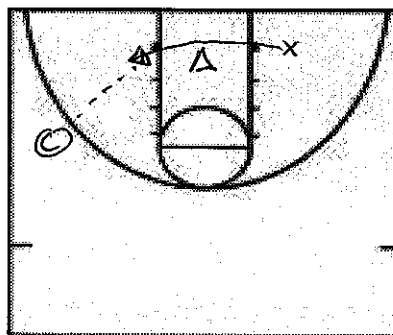
Post Move-Both Sides
Face Up Catch and Shoot-Both
Face Up and Drive-Both Sides

3. TOP CROSS



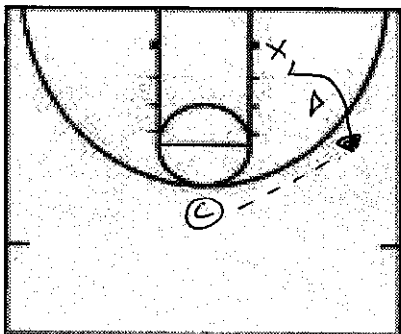
Catch and Shoot-Both Sides
 Shot Fake Inside-Both Sides
 Shot Fake Outside-Both Sides
 Tight Curl Inside

3. BLOCK CROSS



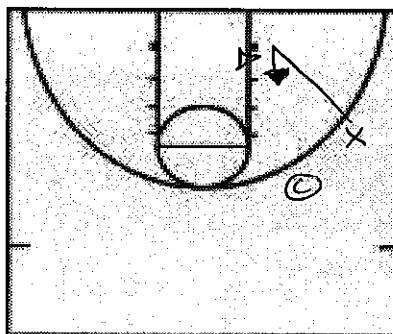
Post Move-Both Sides
 Face Up Catch and Shoot-Both
 Face Up and Drive-Both Sides

4. DOWN SCREEN



Catch and Shoot-Both Sides
 Shot Fake Inside-Both Sides
 Shot Fake Outside-Both Sides
 Tight Curl Inside

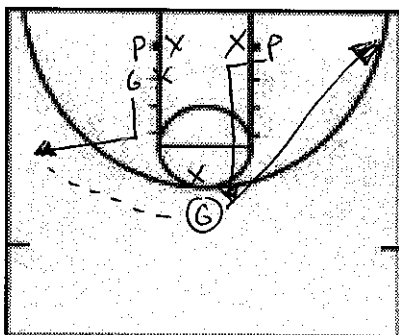
4. DOWN SCREEN PIN



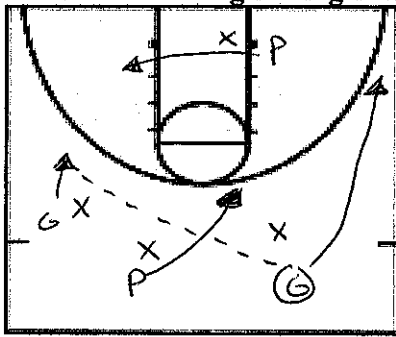
Post Move-Both Sides
 Face Up Catch and Shoot-Both
 Face Up and Drive-Both Sides

STANFORD TEAM BREAKDOWN
 (Be sure to do each drill from both sides of the floor)

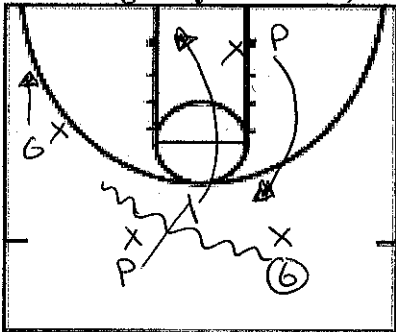
1. WING ENTRY/ HIGH POST FLASH



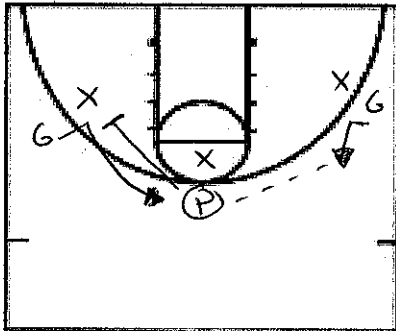
Can also start wing coming down out of a cycle run out and/or have the post trail out of cycle



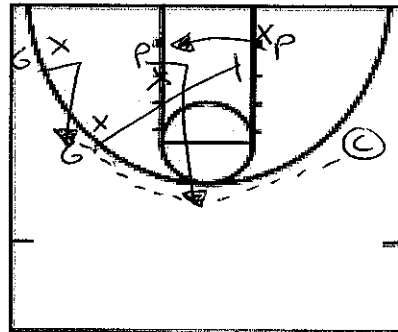
If the wing entry isn't there, run a "Keep" and learn how to flow out of that



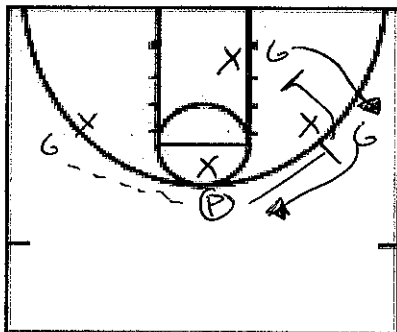
2. CROSS AT THE TOP



3. CROSS AT THE BLOCK



4. DOWN SCREEN SEAL



5 on 0 Stanford

- *After the make, have them jump into their press
- Can also have another group of five ready to come in, and they have to match-up to them coming in from the side or on the baseline

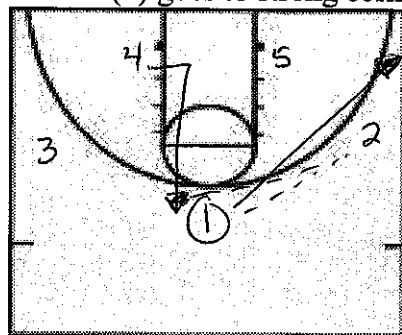
5 on 5 Stanford

- *No dribbles
- *One dribble
- **"X" has to touch the ball before we shoot
- *Put as much pressure on point guards as possible
- For half court Stanford, have them start at $\frac{3}{4}$ court
- Offense has three possessions; they have to score on two

"ARIZONA" MAN TO MAN OFFENSE

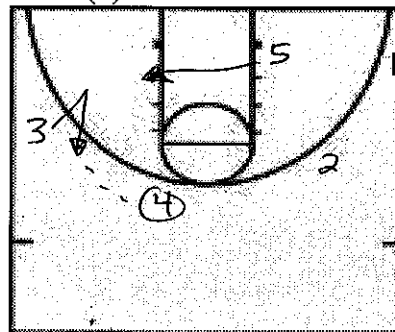
*Guard (1) enters ball to wing (2)

*Guard (1) goes to strong corner; post (4) fills high



*Wing (3) steps in and receives reversal

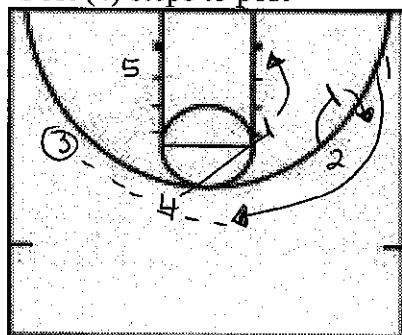
*Post (5) follows the ball across the lane



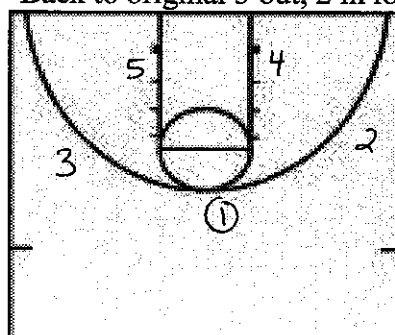
*Post (4) and wing (2) set double screen for guard (1)

*Wing (2) steps to wing

*Post (4) steps to post



*Back to original 3 out, 2 in look

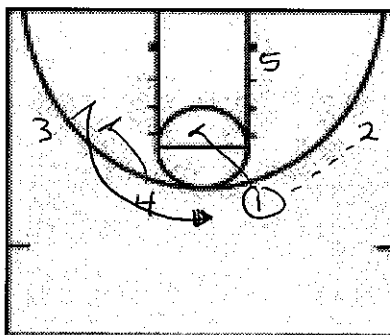


"TULSA" 4 OUT, 1 IN OFFENSIVE CONCEPTS

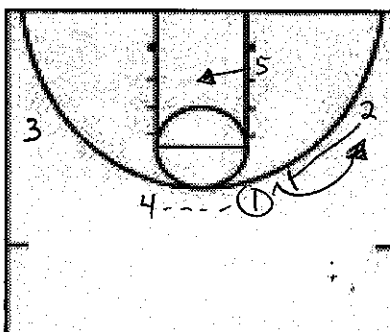
There are four major rules to our "Tulsa" offense.

To simplify, we will start each X and O drawing out of a "Cycle" set up.

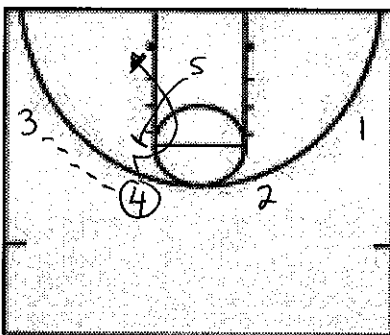
RULE #1: If the ball is passed from the top to a wing, we will set a double screen away for the person on the opposite wing



RULE #2: If the ball is passed from the top to the other side of the top, we will set a back screen for the person who threw the pass (only if it is a guard making the pass)



RULE #3: If a post player gets a touch on the perimeter and makes a pass, the post player on the block will screen for the perimeter post player.

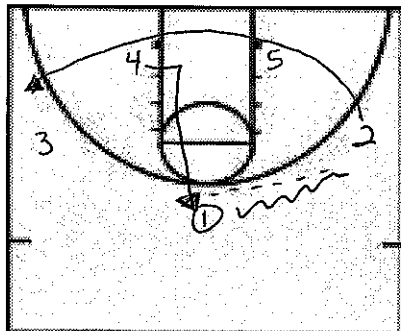


RULE #4: Be aggressive on offense and look put pressure on the defense by making basketball plays.

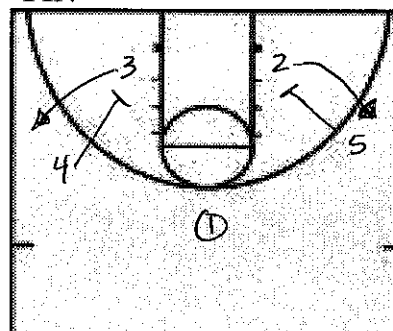
PART V: MAN TO MAN "ACTIONS"

Note: We use the following "actions" to combine into various sets in our Stanford offense.

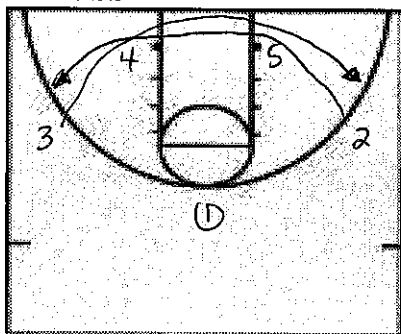
"DRIBBLE"



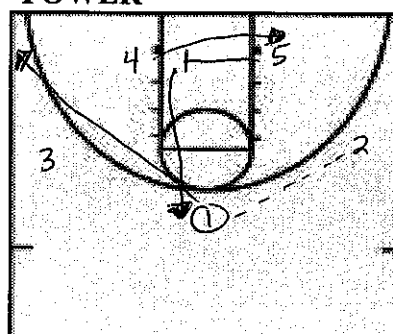
"PIN"



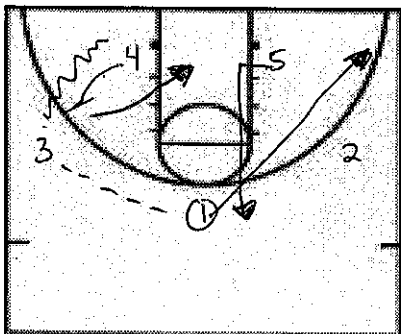
"CROSS"



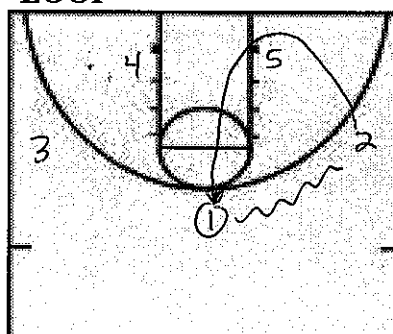
"POWER"



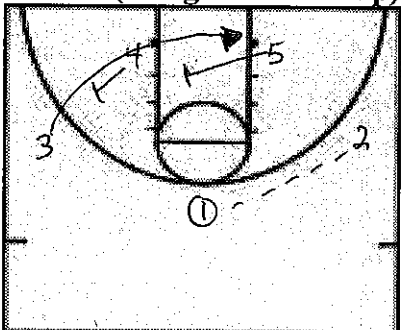
"TAP"



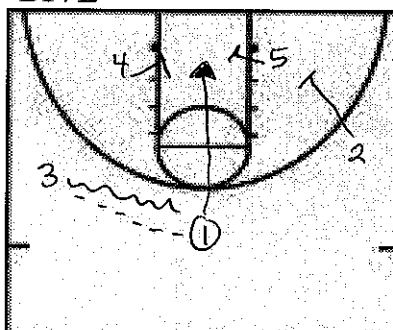
"LOOP"



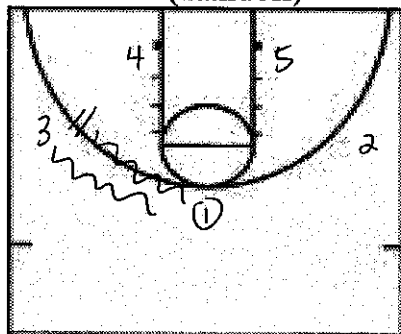
"FIST" (Designated Post-up)



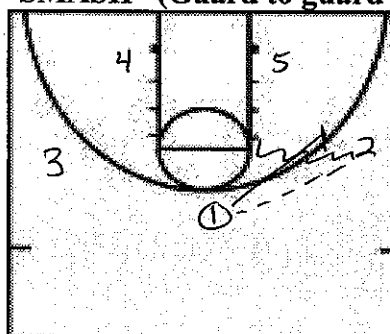
"DIVE"



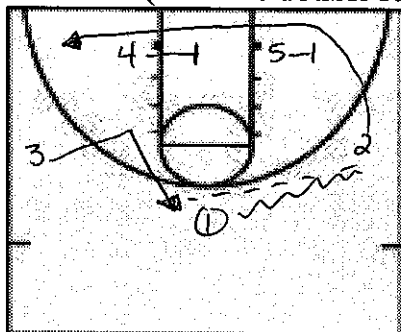
“WEAVE” (Handoff)



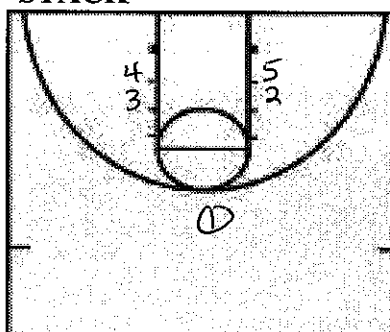
“SMASH” (Guard to guard pick and roll)



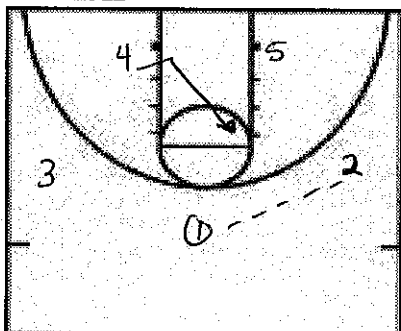
“PRIDE” (Baseline double screen)



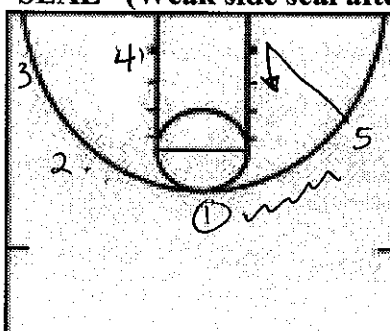
“STACK”



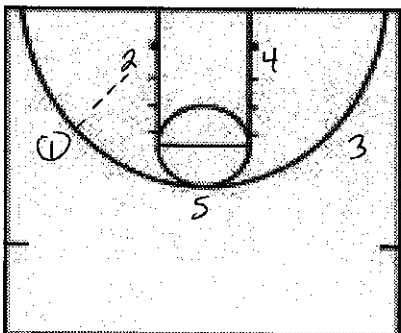
“FLASH”



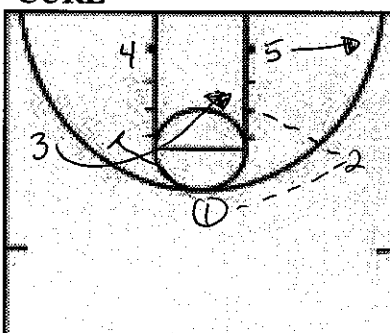
“SEAL” (Weak side seal after reversal)



“FIST”

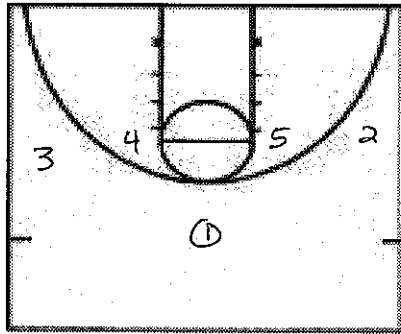


“CURL”

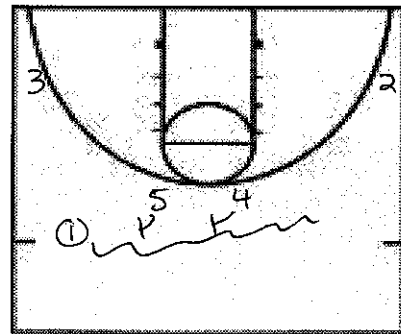


Other formations within our set play list

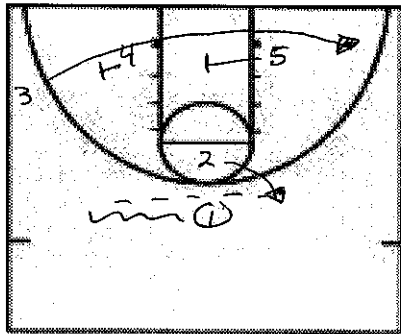
“UTAH”



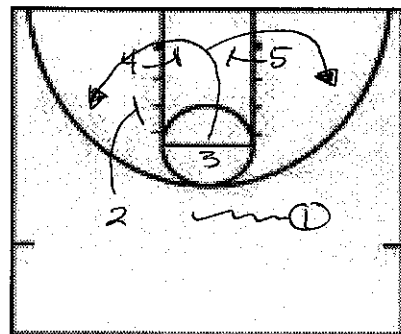
“DALLAS”



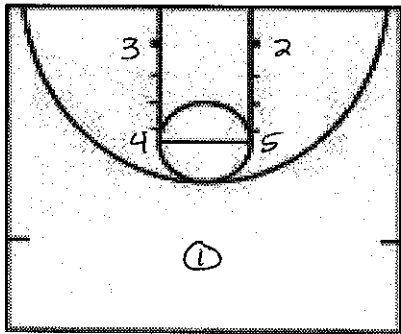
“BOSTON”



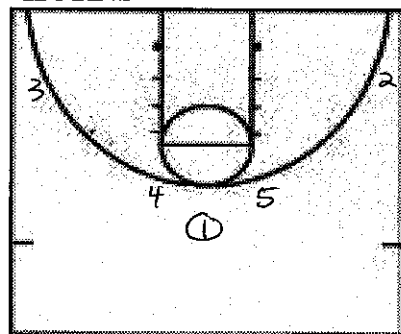
“DUKE”



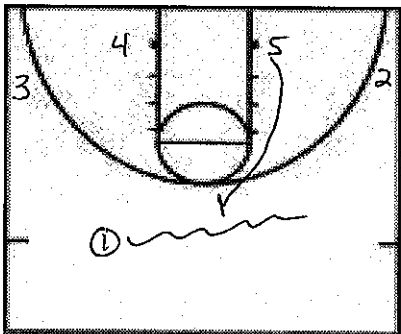
“AMERICA”



“HORNS”



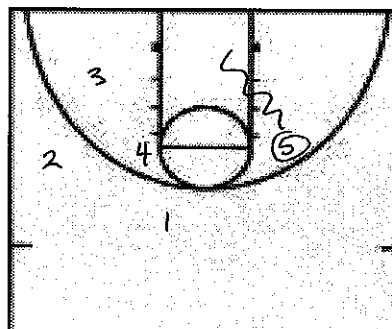
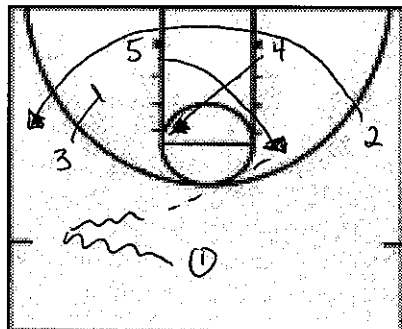
“OPEN”



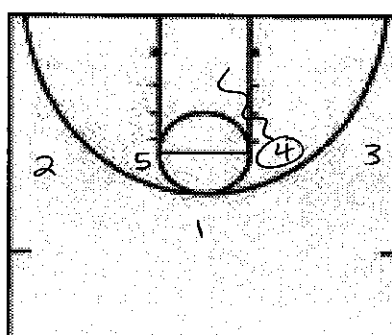
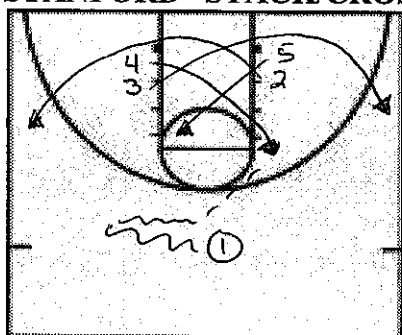
PART VI: MAN TO MAN "ACTION SETS" AND SET PLAYS

Stanford "Action Sets"

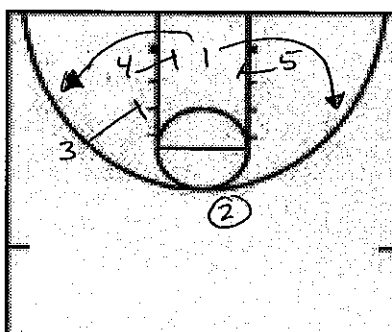
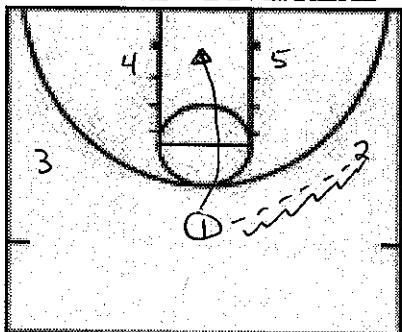
STANFORD POST "X"



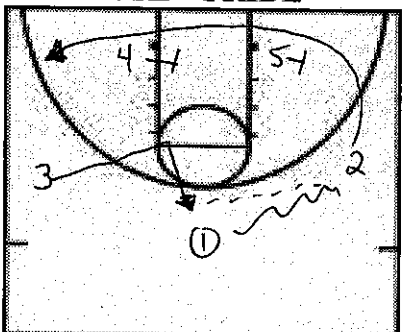
STANFORD "STACK/CROSS/ POST X"



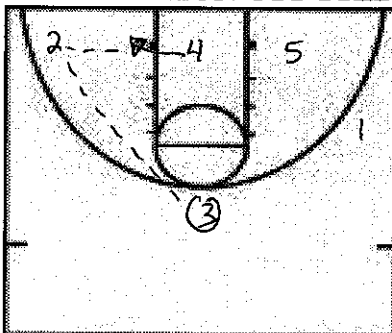
STANFORD "DIVE/READ"



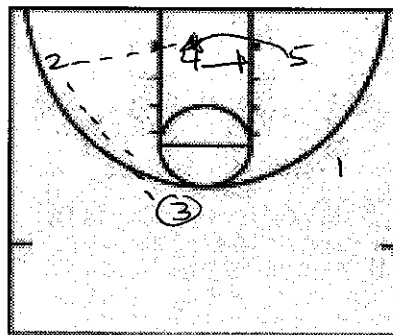
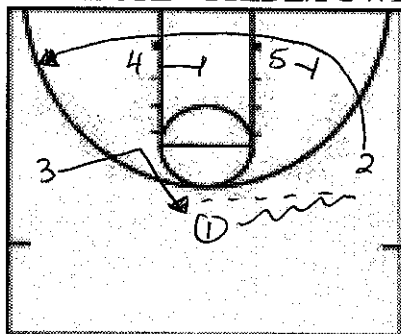
STANFORD "PRIDE"



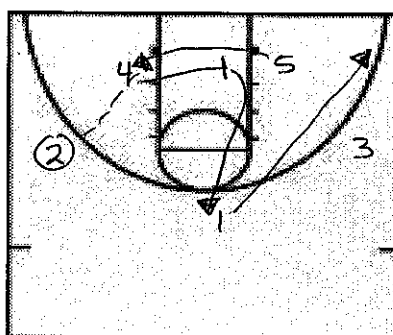
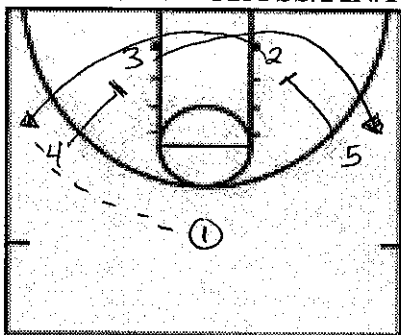
"FIST" OPTION OFF PRIDE



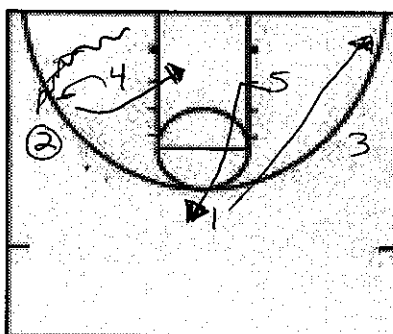
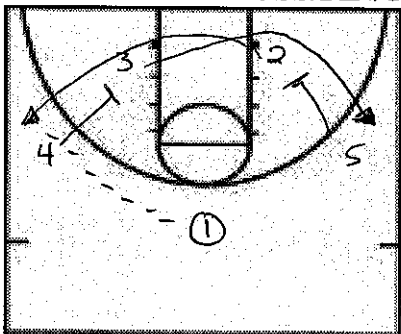
STANFORD "PRIDE/POWER"



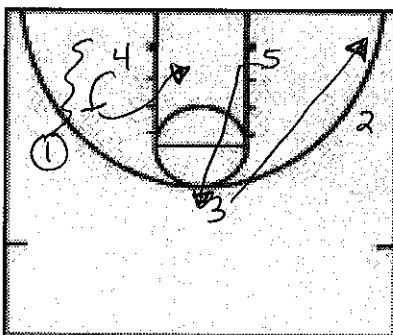
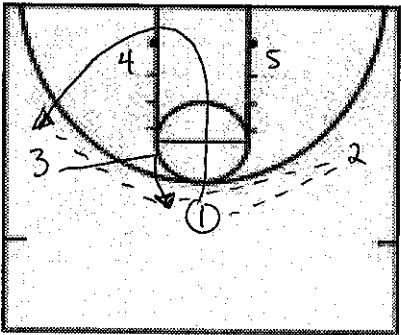
STANFORD "CROSS/PIN/POWER"



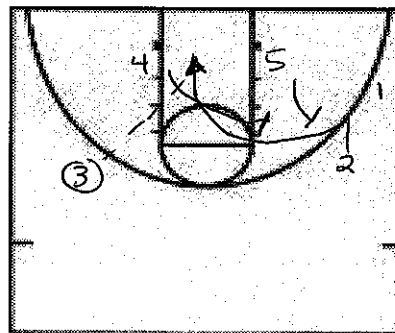
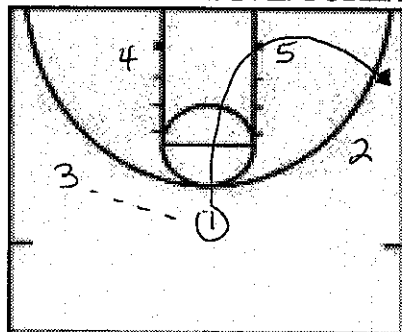
STANFORD "CROSS/PIN/TAP"



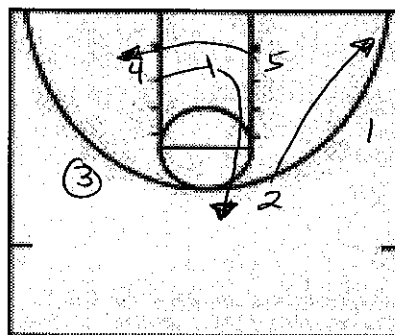
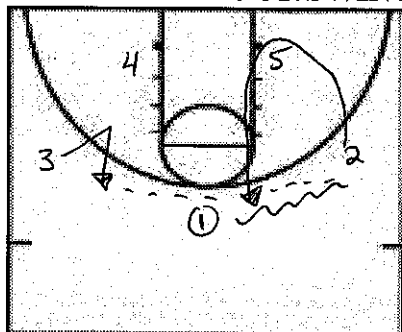
STANFORD "DIVE/SWING/TAP"



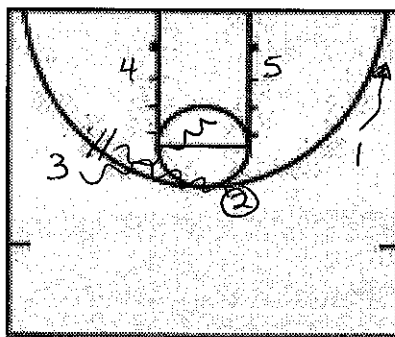
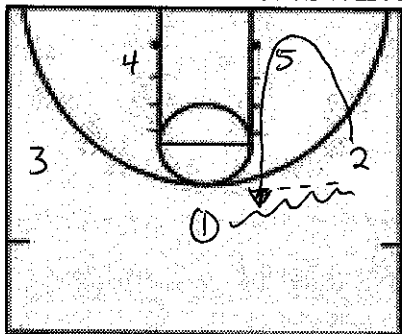
STANFORD "DIVE/CURL/FIST"



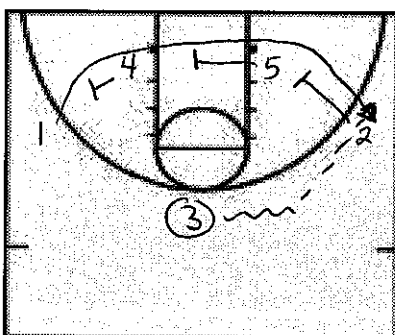
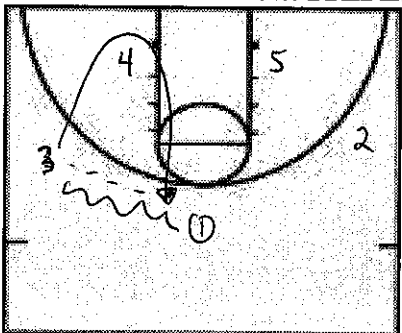
STANFORD "LOOP/SWING/POWER"



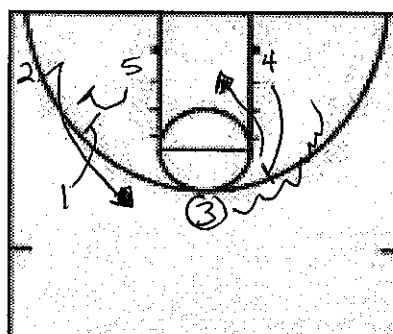
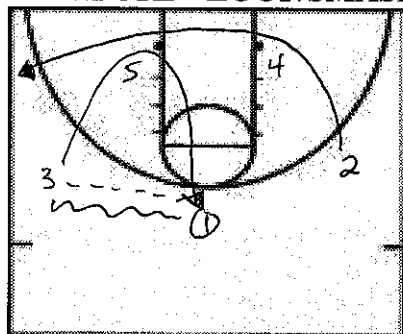
STANFORD "LOOP/SWING/WEAVE"



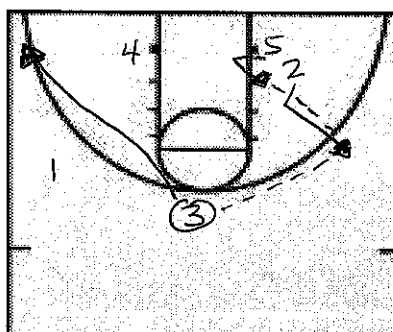
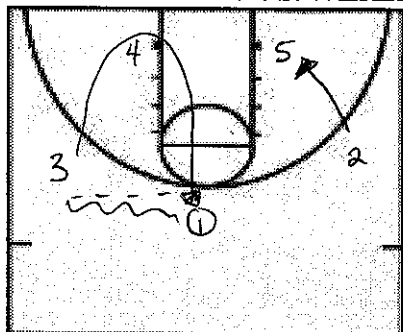
STANFORD "LOOP/TRIPLE"



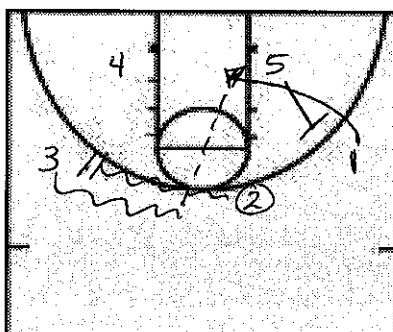
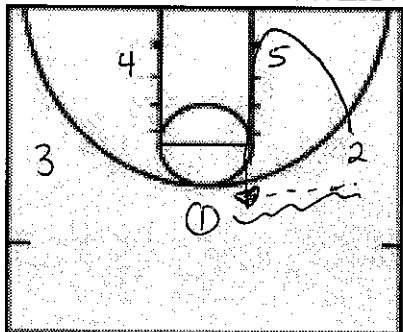
STANFORD "LOOP/SMASH"



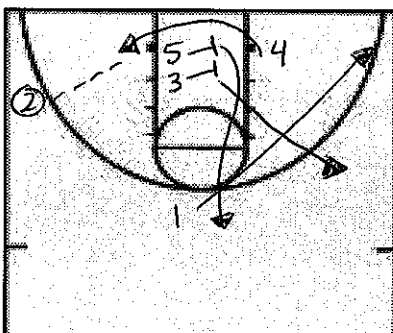
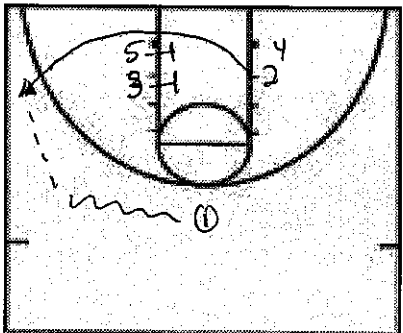
STANFORD "LOOP/WEAK PIN"



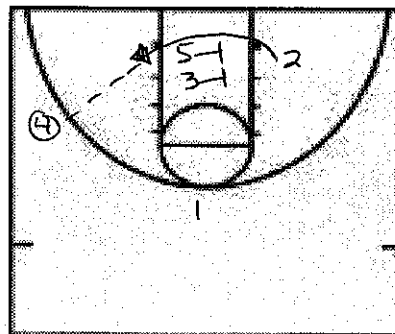
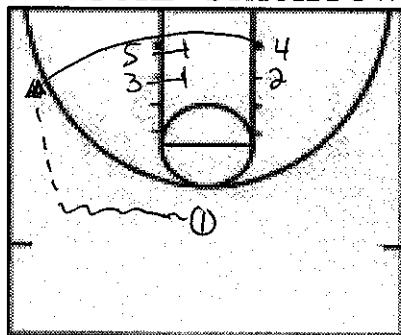
STANFORD "LOOP/WEAVE/HAWKEYE"



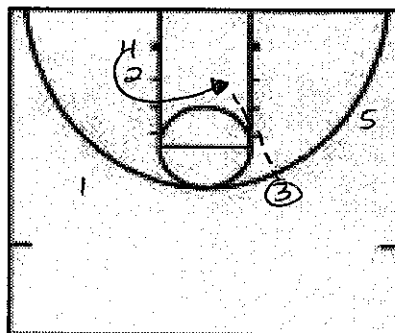
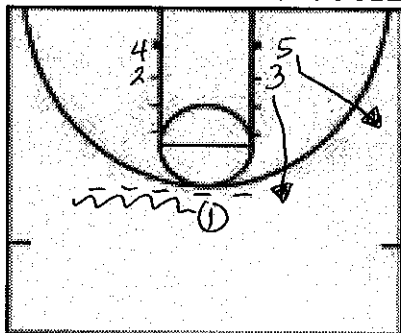
STANFORD "STACK/POWER"



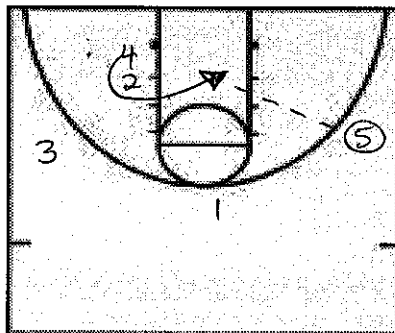
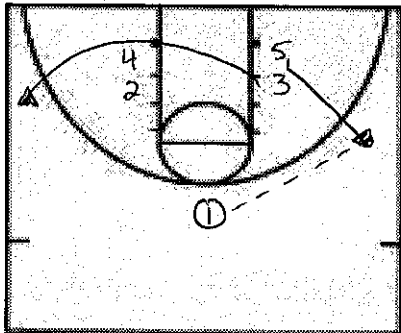
STANFORD "STACK/POWER/ GUARD FIST"



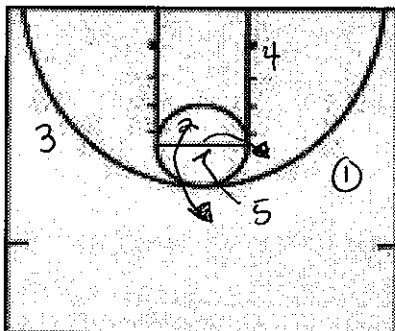
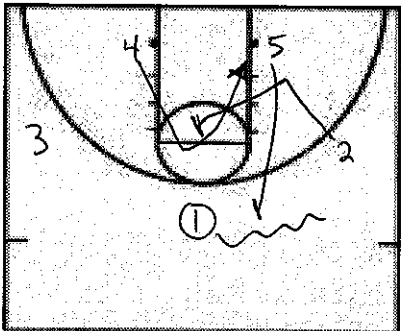
STANFORD "STACK/CURL"



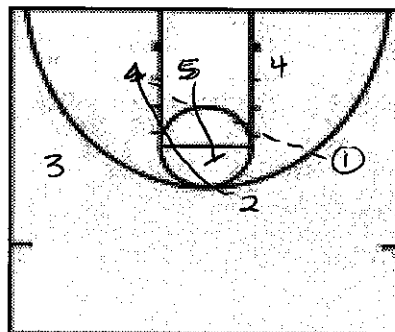
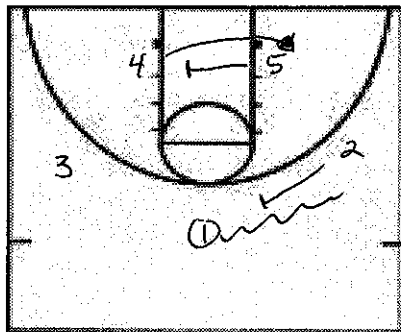
STANFORD "STACK/POWER/CURL"



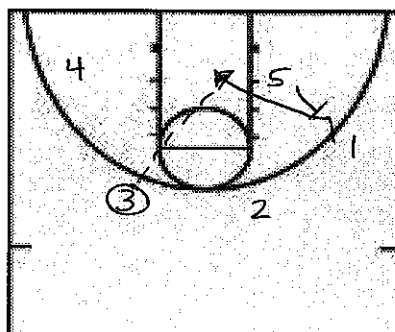
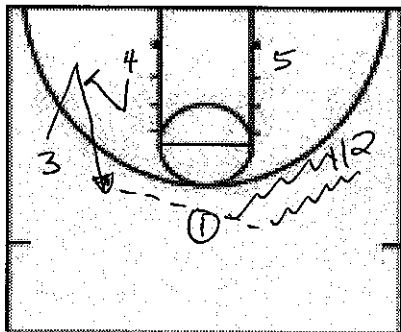
STANFORD "SMASH/YO-YO" W/ "FLASH" OPTION



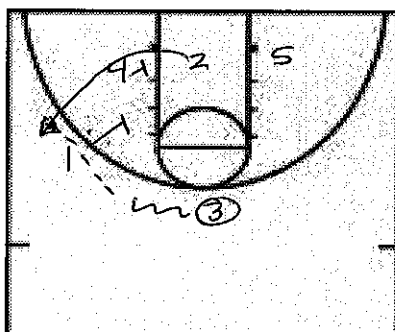
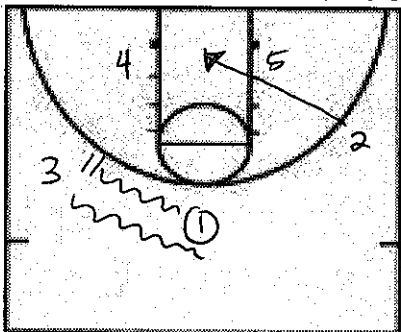
STANFORD "SMASH/ELEVATION 2 OR 3"



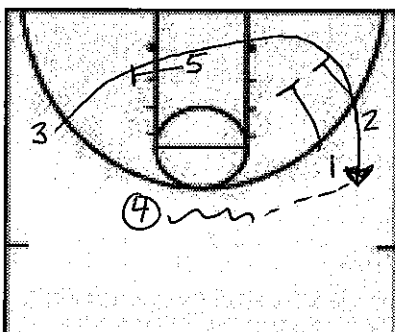
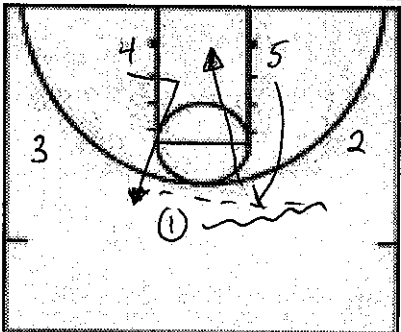
STANFORD "WEAVE/POST ELEVATION"



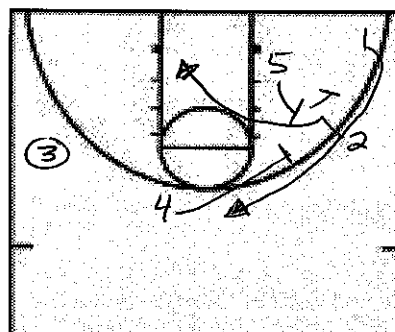
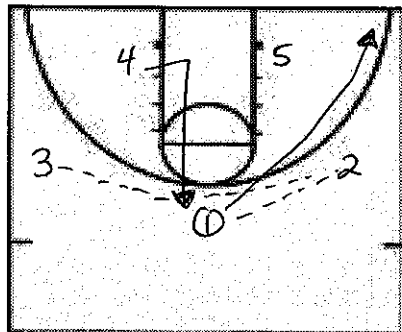
STANFORD "WEAVE/DOUBLE"



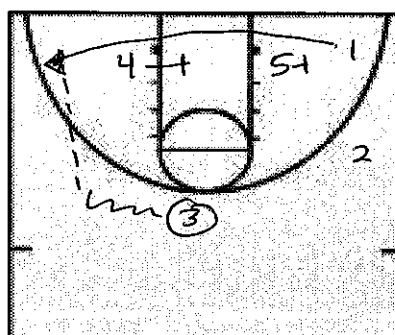
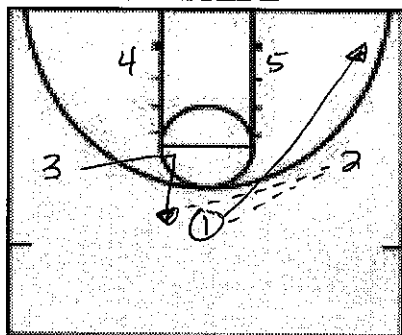
STANFORD "KEEP/TRIPLE"



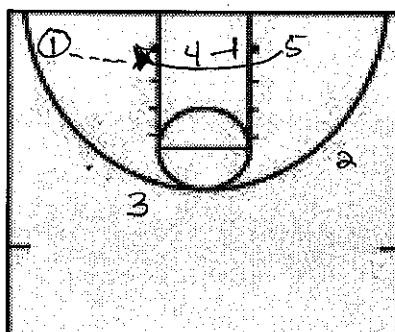
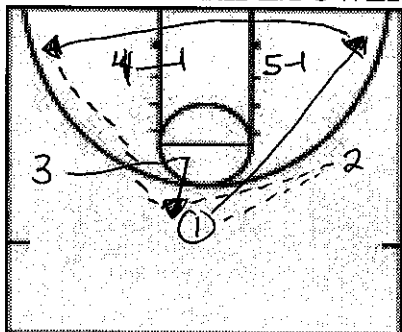
ARIZONA "CURL"



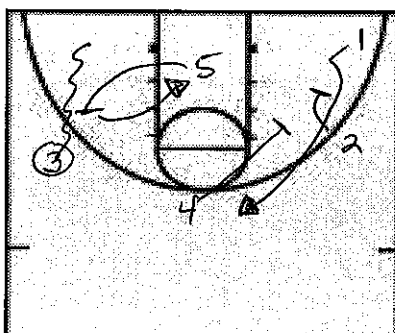
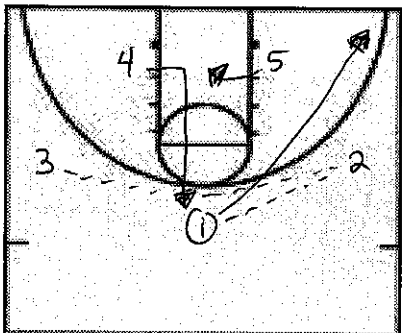
ARIZONA "PRIDE"



ARIZONA "PRIDE/POWER"

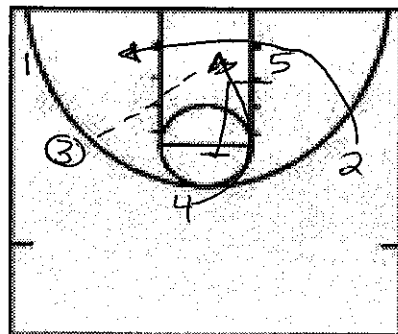
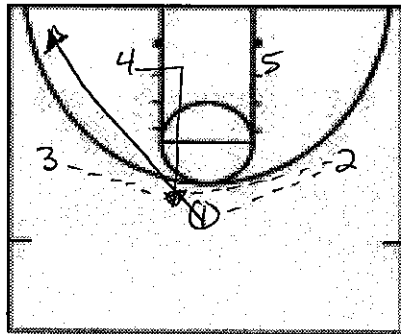


ARIZONA "TAP"

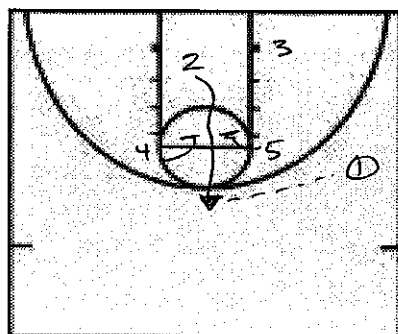
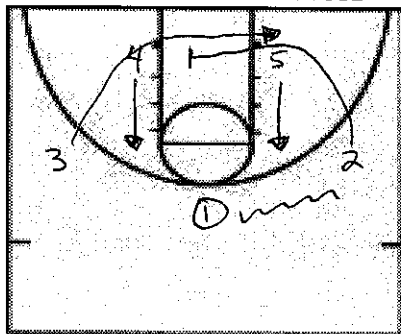


Secondary Actions from Alternative Sets

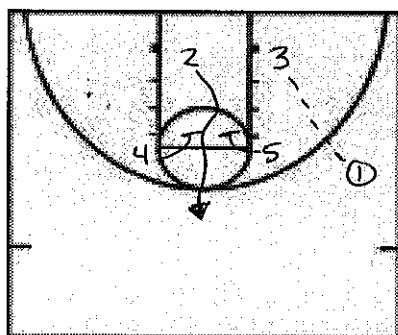
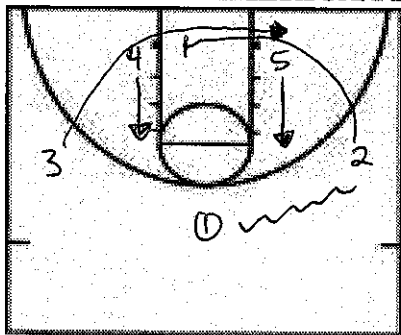
STANFORD "ELEVATION"



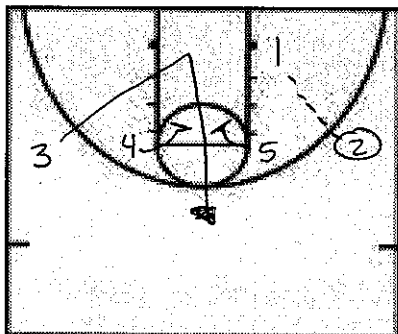
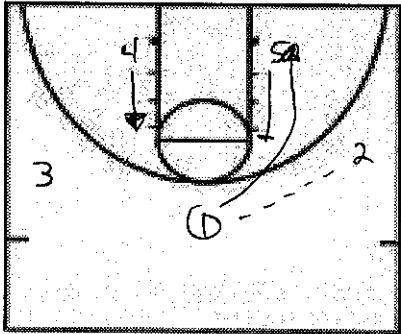
STANFORD "AMERICA"



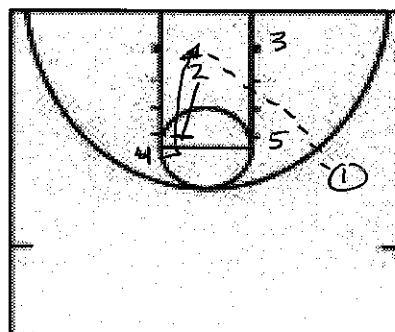
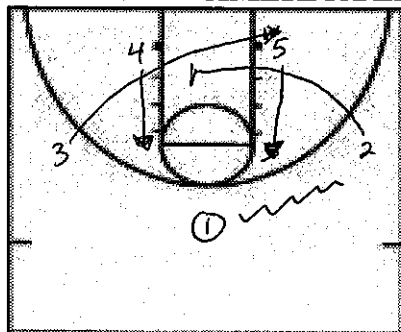
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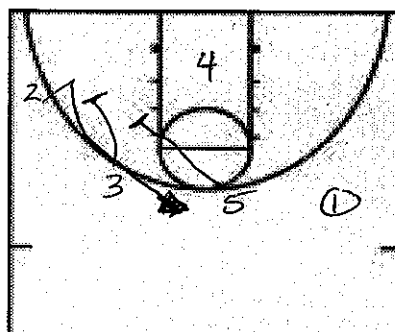
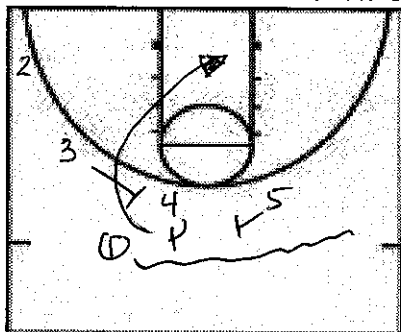
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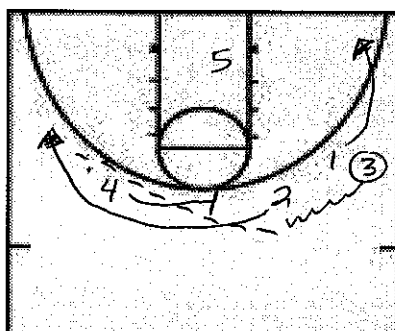
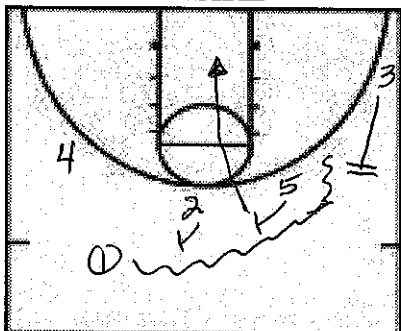
STANFORD "AMERICA/ELEVATION"



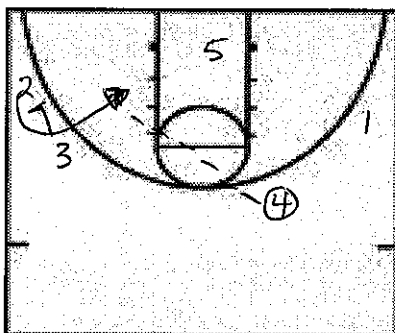
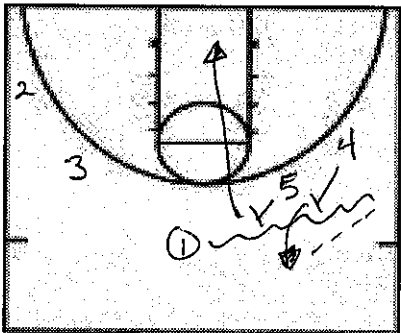
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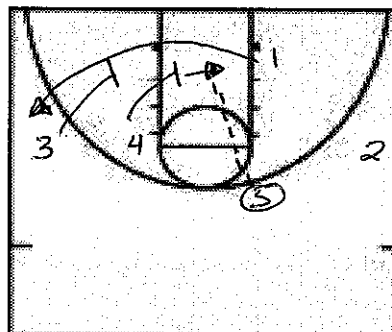
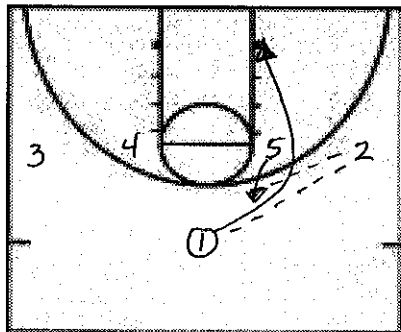
DALLAS "FLARE"



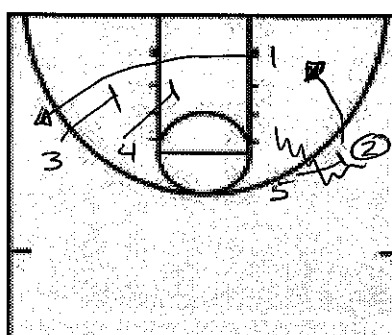
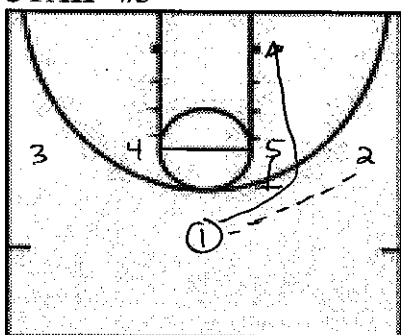
DALLAS "DIVE"



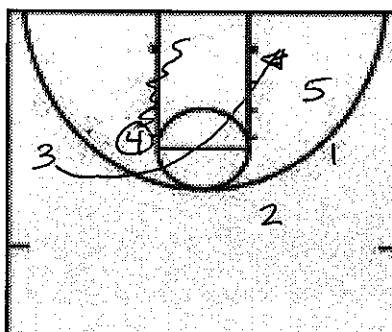
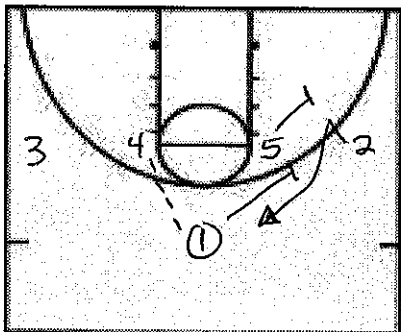
UTAH "#1" W/ SLIP



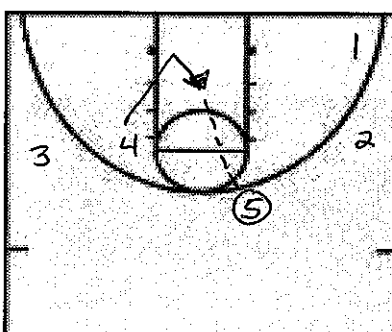
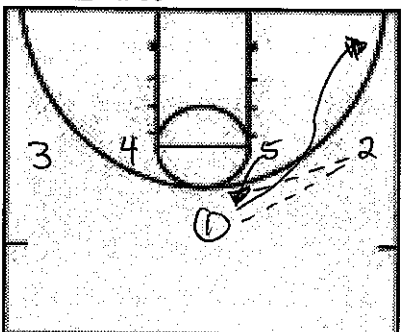
UTAH "#3"



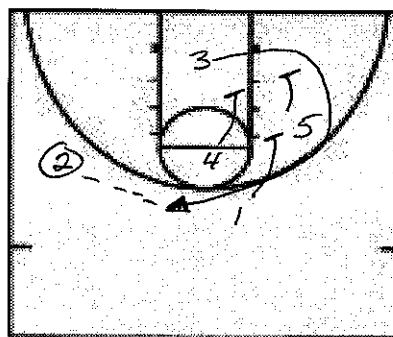
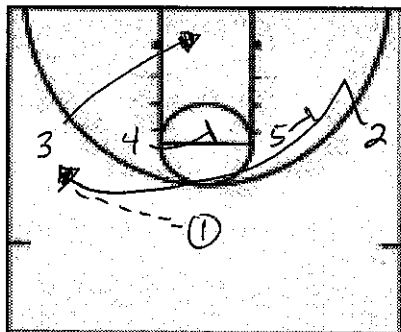
UTAH "#4"



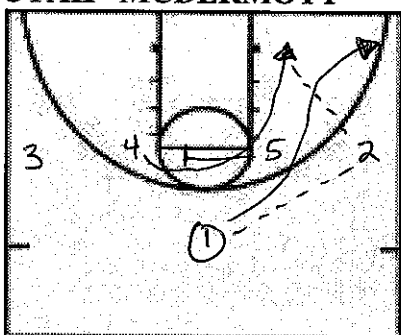
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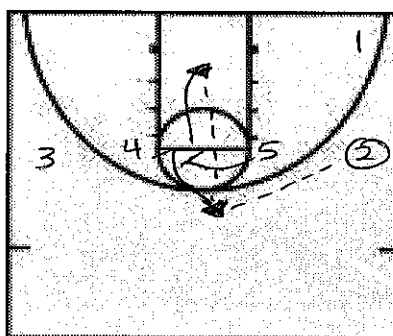
UTAH "CURLS"



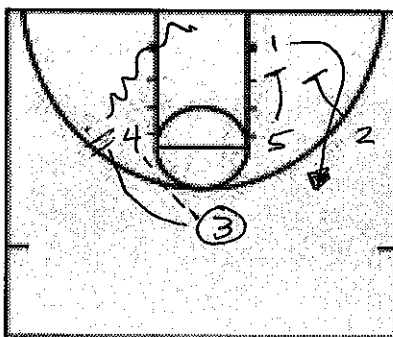
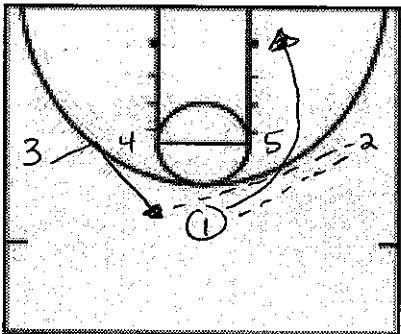
UTAH "MCDERMOTT"



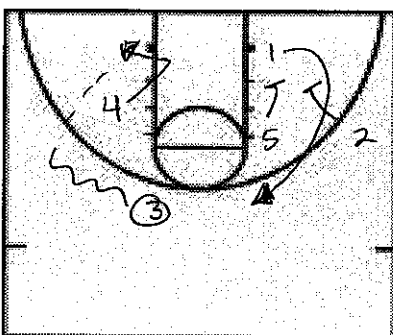
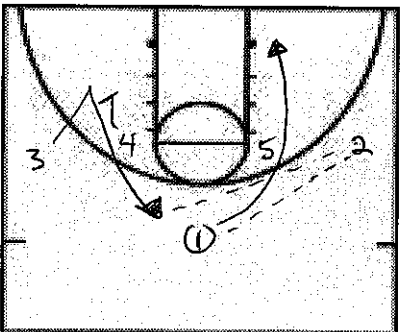
OR



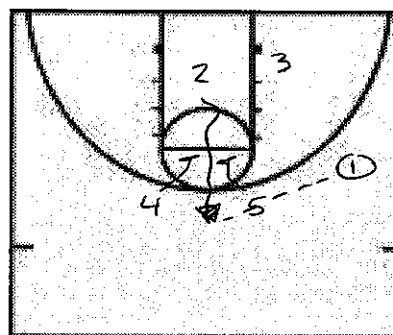
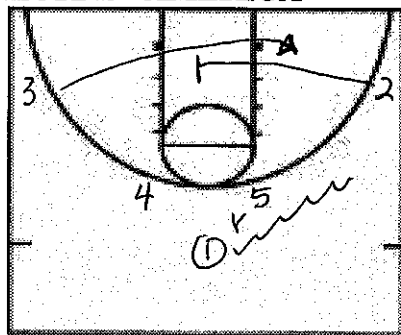
UTAH "HUSKIE"



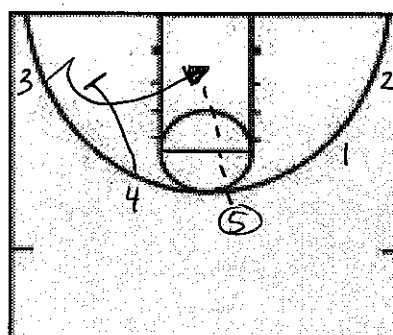
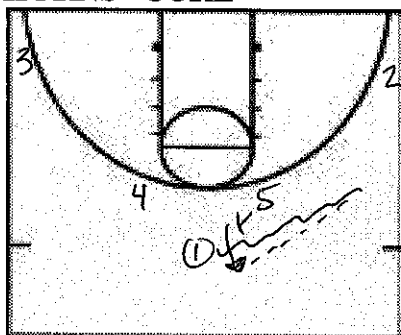
UTAH "SEAL"



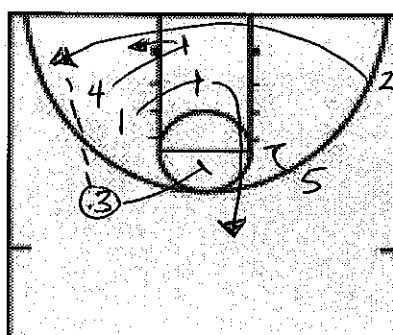
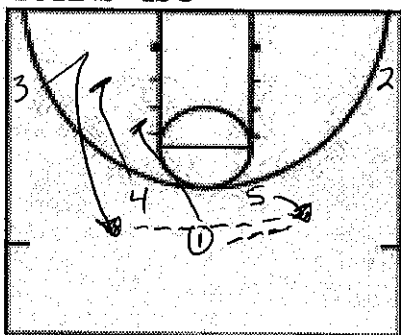
HORNS "AMERICA"



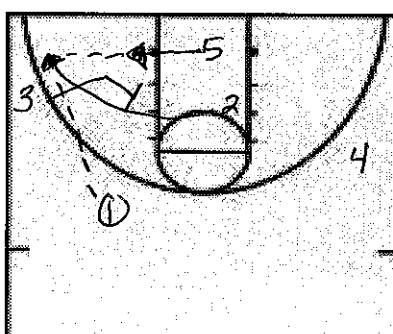
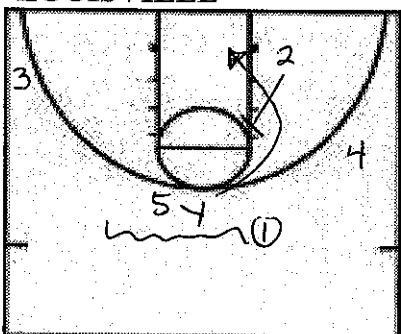
HORNS "CURL"



HORNS "ISO"



"LOUISVILLE"



PART VII: ZONE OFFENSES AND "ACTIONS"

Three Things to look for against zones

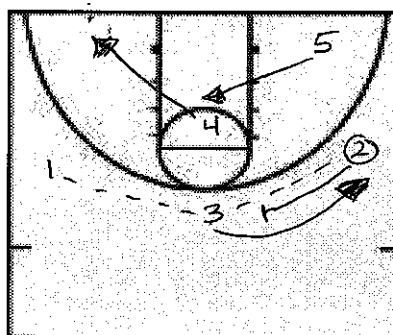
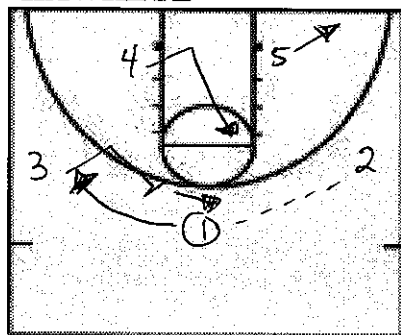
1. Rim
2. Post
3. Opposite

How do you attack a zone?

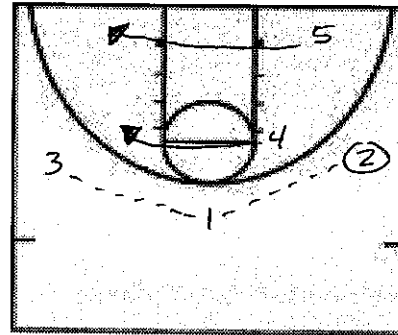
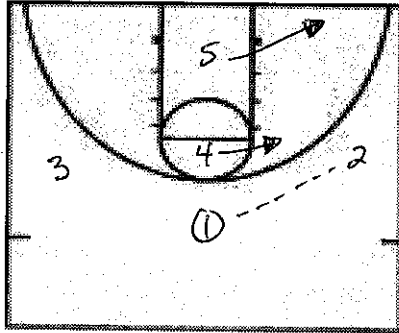
1. Fast break
2. Secondary break
3. Offensive rebounding
4. Good shot selection and patience
5. Attack an area; short corner, high post, etc . . .
6. Dribble penetration
7. Screening the zone
8. "Inside Out": Posts need touches
9. Stretch the zone; spacing!
10. Overloads
11. Skip passes
12. Combination of everything
 - Attack zones with a dribble
 - Attack the 3-2 and the 1-3-1 along the baseline; that is where they are weakest
 - Attack the 2-3 at the high post, as its strength is the baseline
 - Getting a single touch at the high post against any zone will break it down

ZONE OFFENSES

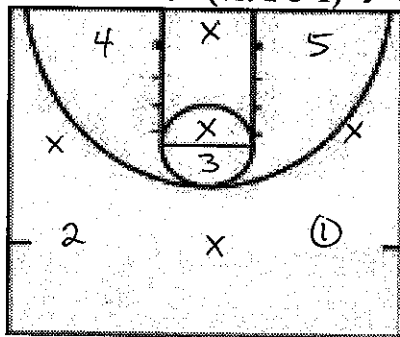
"HAWKEYE"



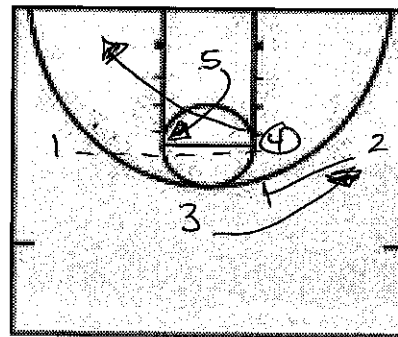
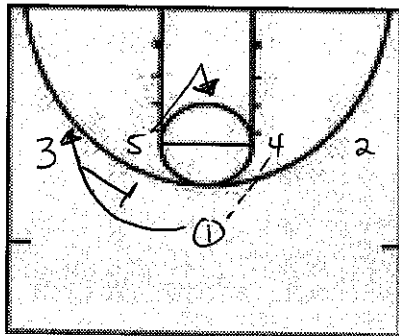
"CYCLONE"



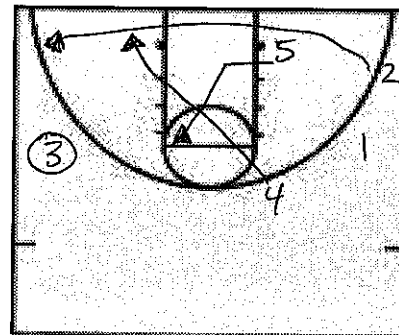
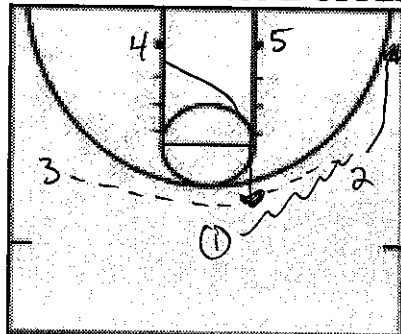
"BULLDOG" (vs. 1-3-1) → We are looking for a high post or diagonal pass



"PANTHER" ENTRY AND SEAL → FLOW INTO HAWKEYE AND CYCLONE

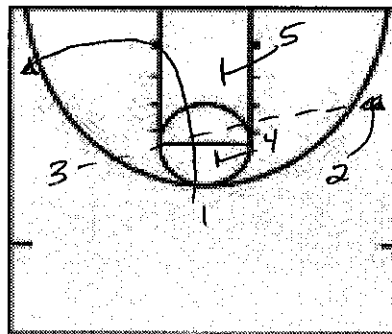
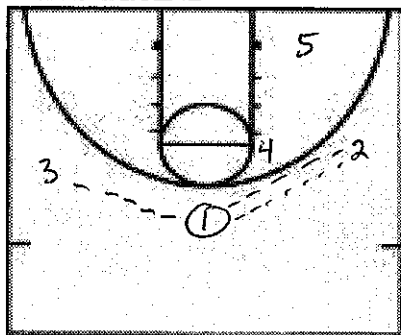


"MUSTANG" ZONE OFFENSE

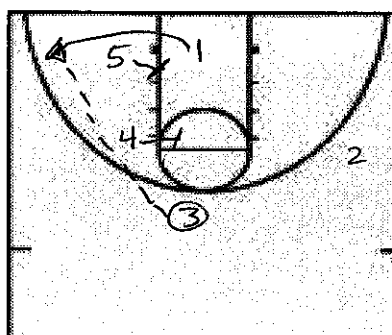
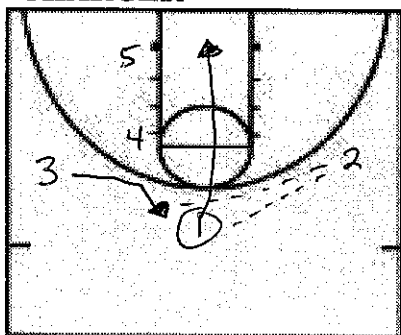


ZONE ACTIONS

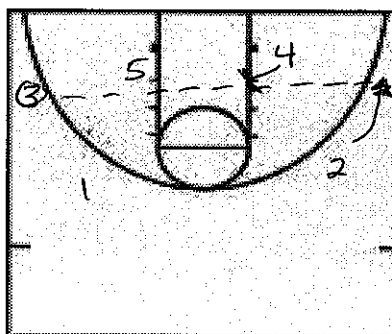
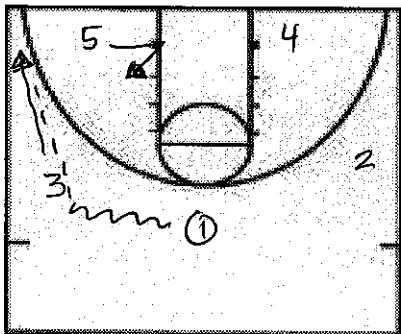
“MARYLAND”



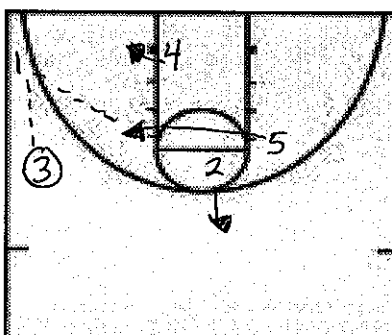
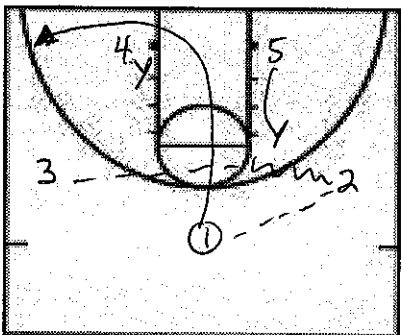
“CHARGER”



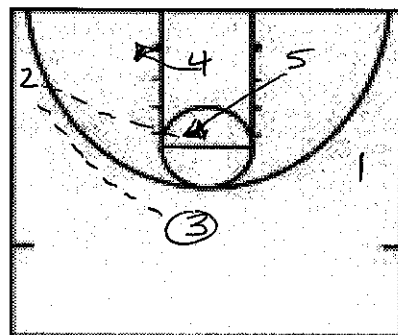
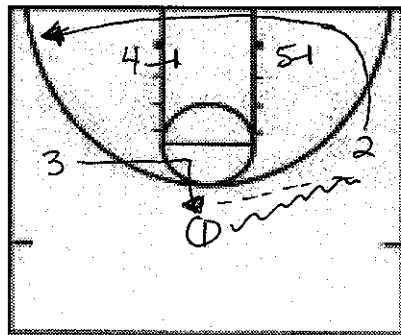
“CAROLINA”



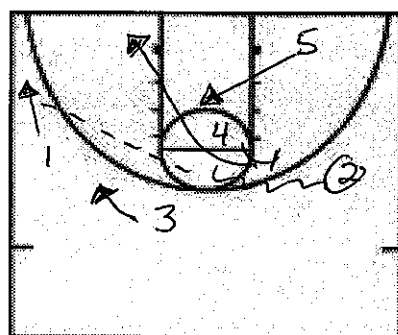
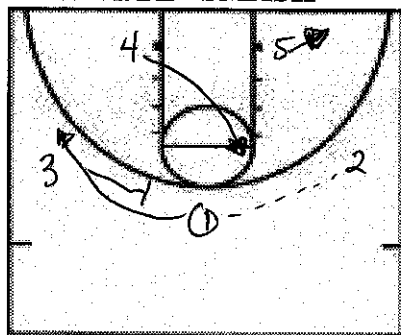
“CLEMSON”



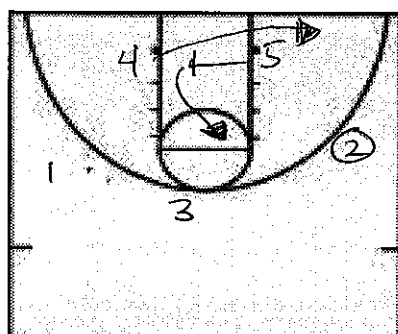
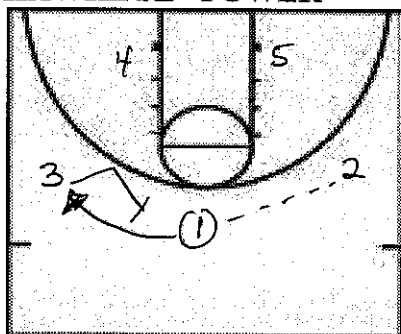
"PRIDE FLASH"



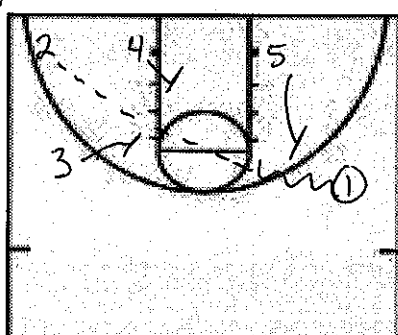
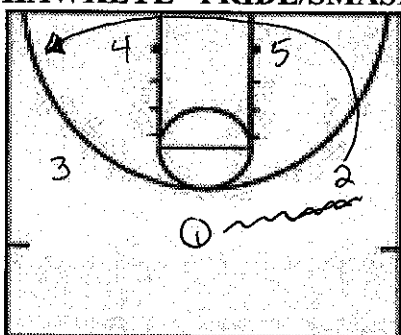
HAWKEYE "SMASH"



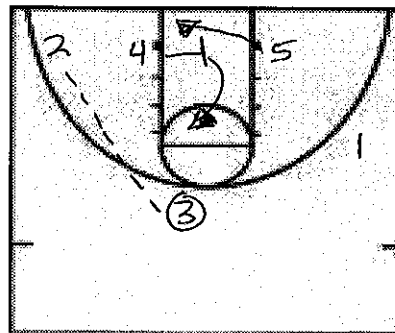
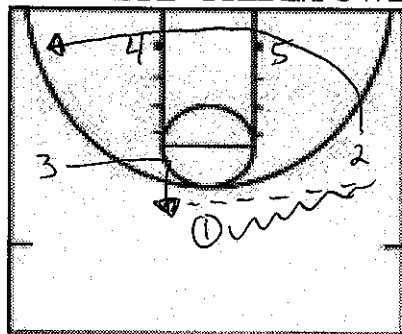
HAWKEYE "POWER"



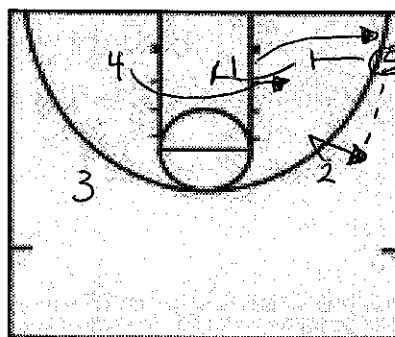
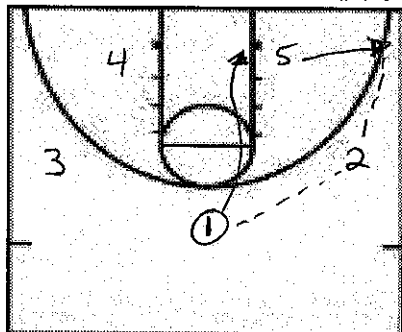
HAWKEYE "PRIDE/SMASH/SKIP" VS. ZONE



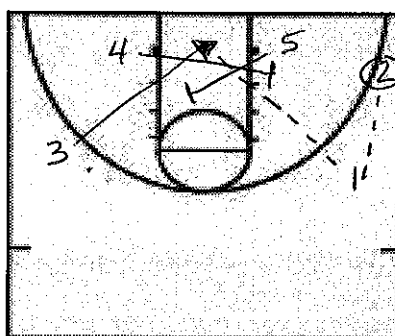
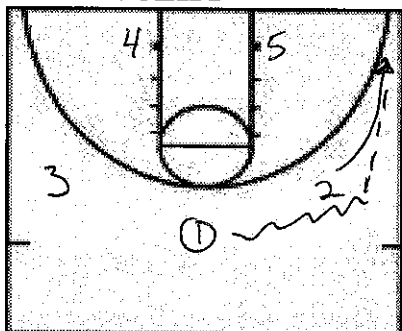
HAWKEYE "PRIDE/POWER" VS. ZONE



HAWKEYE "DIVE/PIN/POWER" VS. ZONE

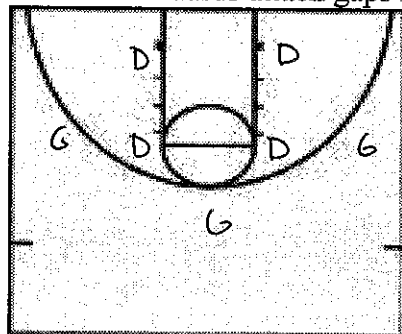


"BRIAR CLIFF"

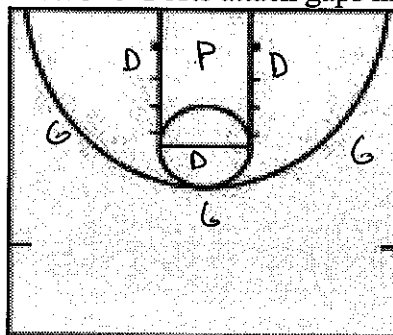


Zone Work

3 vs. 4 → Guards attack gaps in the zone



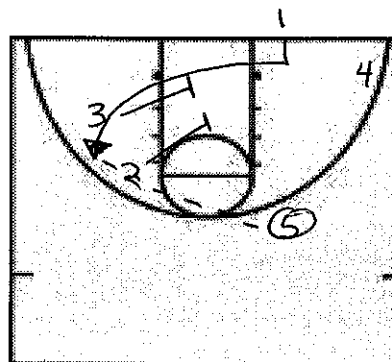
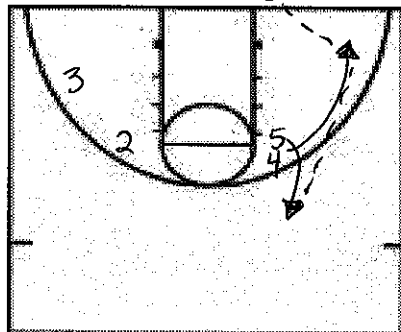
4 vs. 3 → Posts attack gaps in the zone



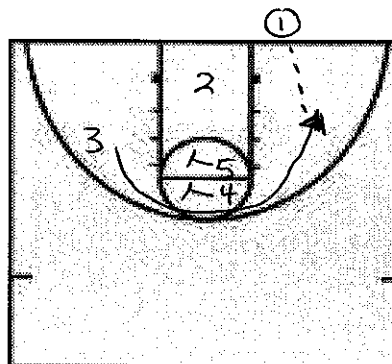
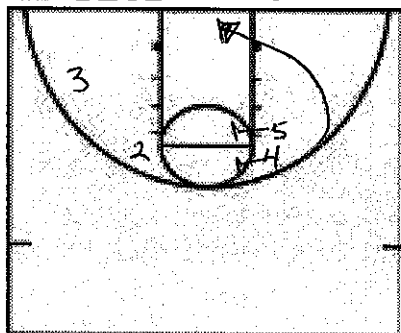
PART VIII: BASELINE AND SIDELINE OUT OF BOUNDS SETS

Baseline Out of Bounds Plays (Michigan State set)

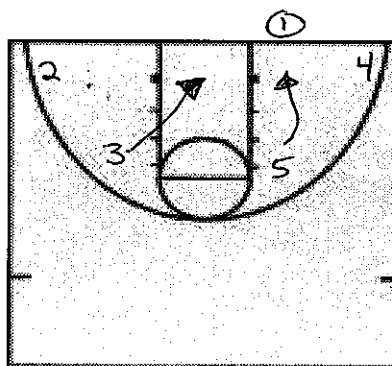
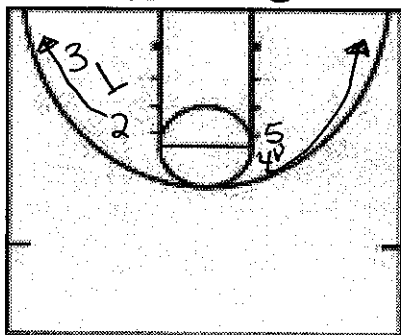
“#1” BLOB



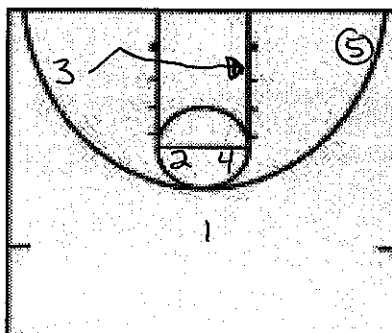
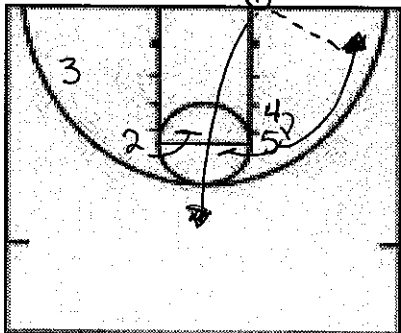
“#2” BLOB



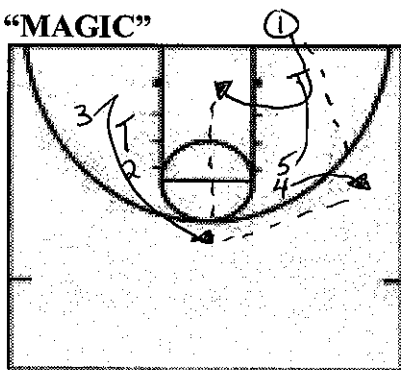
“#4” BLOB



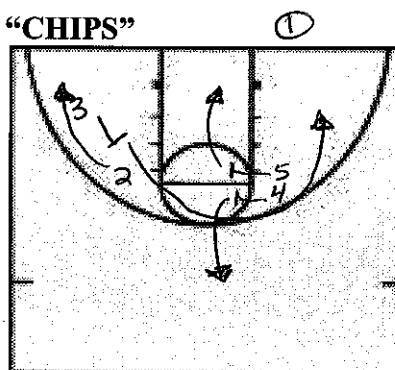
“AMERICA” W/“FIST” OPTION BLOB



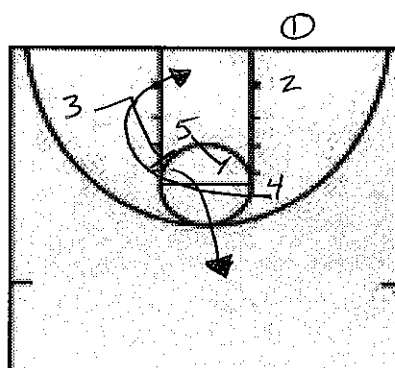
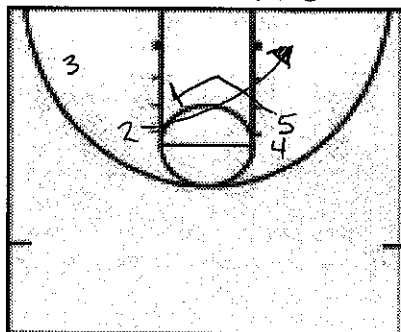
“MAGIC”



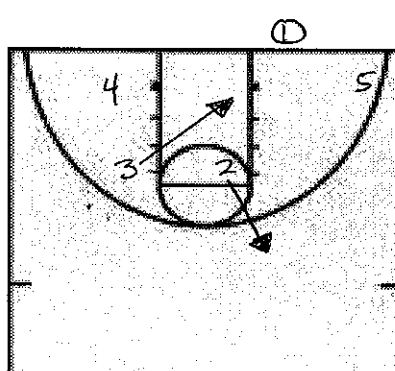
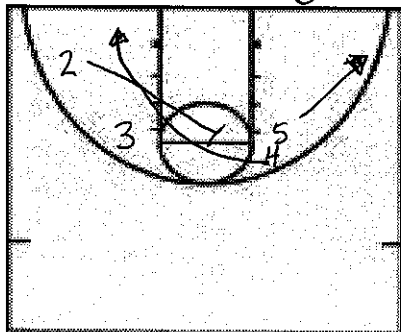
“CHIPS”



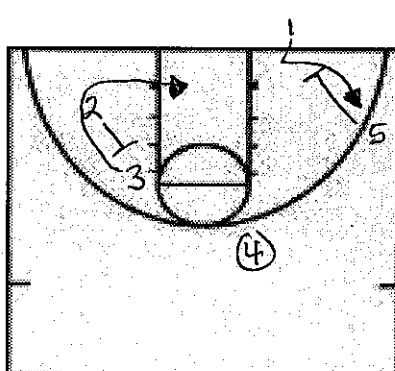
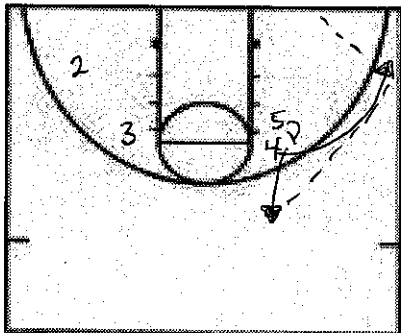
“BRADLEY” BLOB ①



“WICHITA” BLOB ①

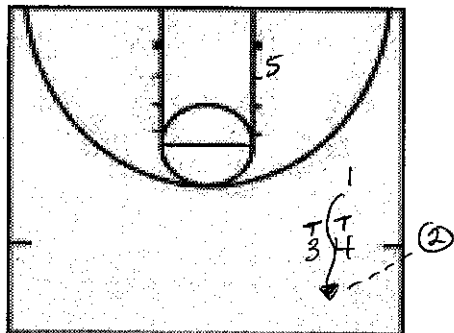


“GEORGETOWN” ①

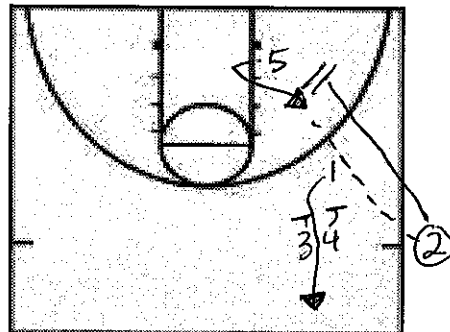


Sideline Out of Bounds Sets

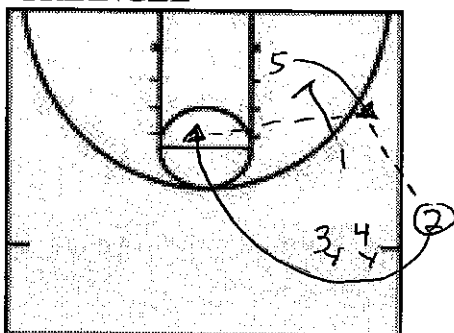
“MOVEMENT”



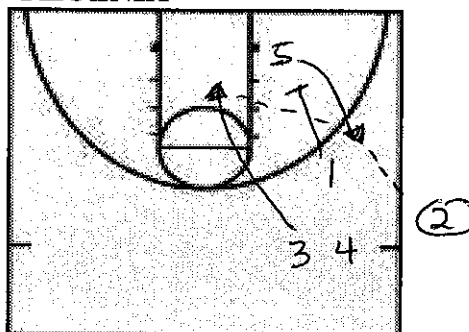
“GUN”



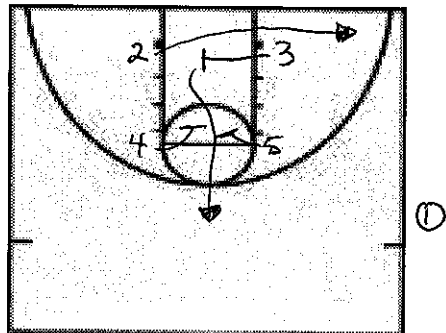
“TRIANGLE”



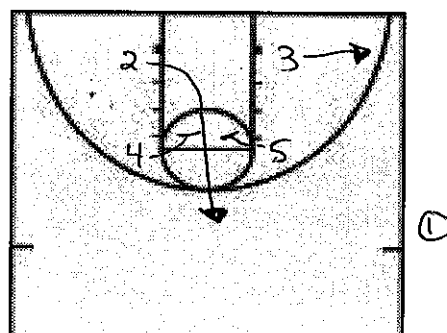
“PHOENIX”



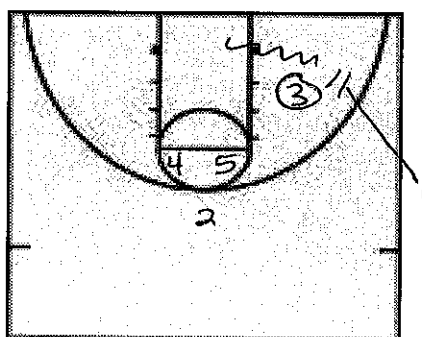
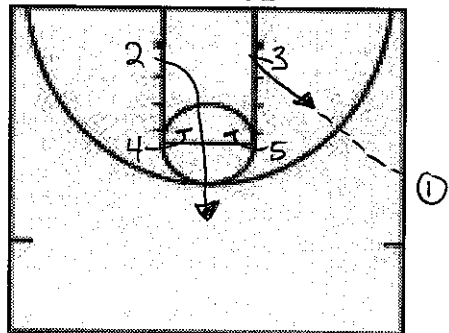
“BOX” SLOB



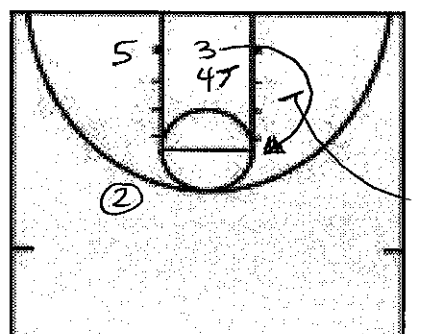
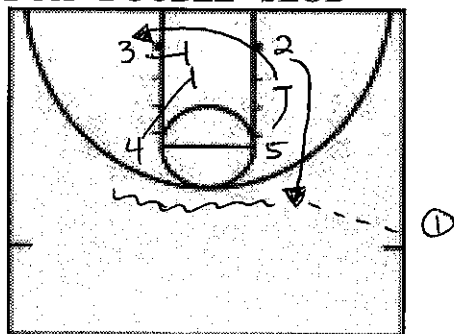
OR



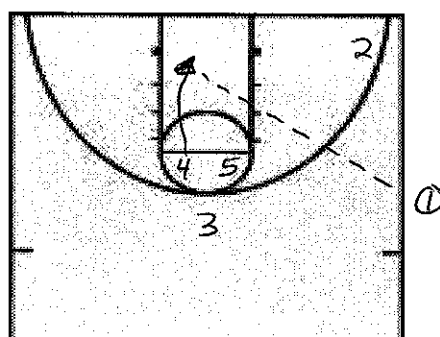
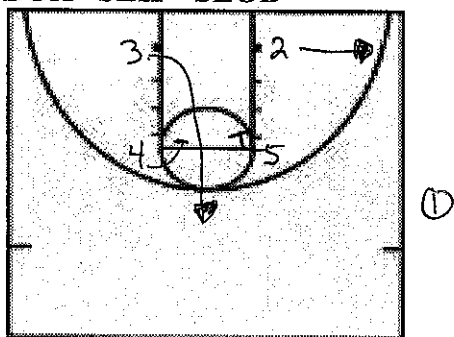
BOX “GUN” SLOB



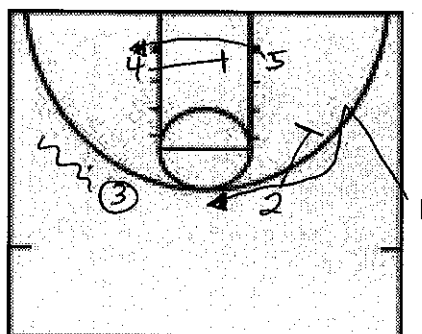
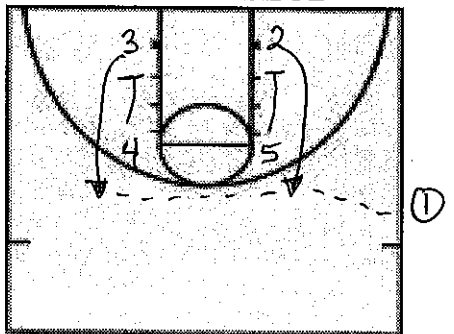
BOX "DOUBLE" SLOB



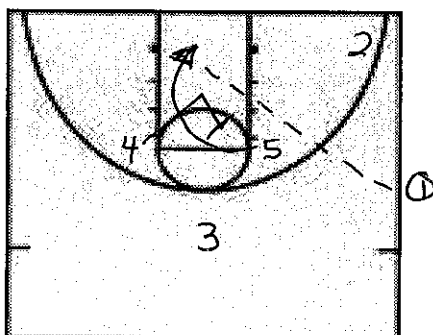
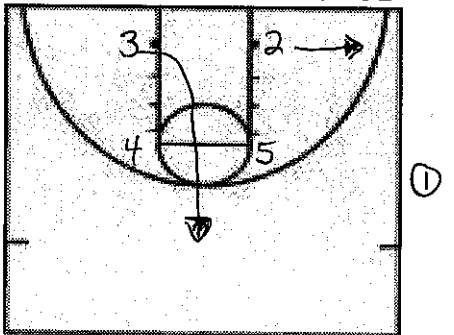
BOX "SLIP" SLOB



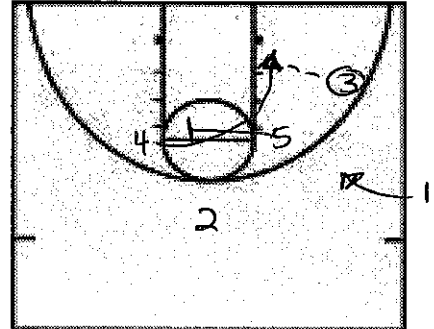
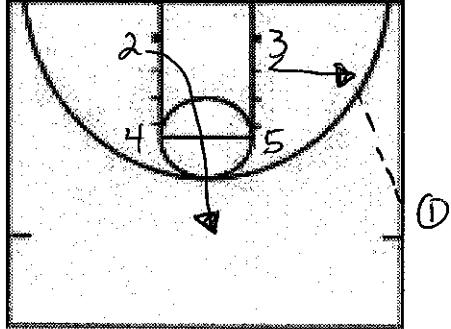
BOX "POWER" SLOB



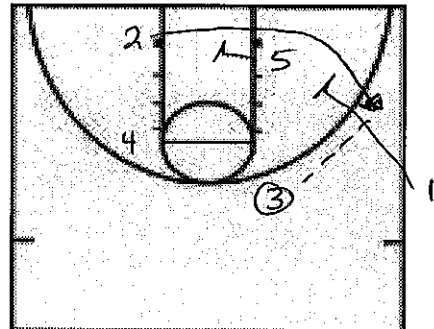
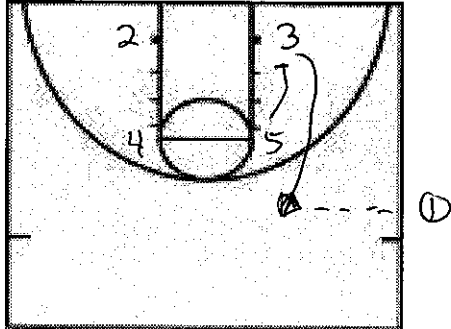
BOX "ELEVATION" SLOB



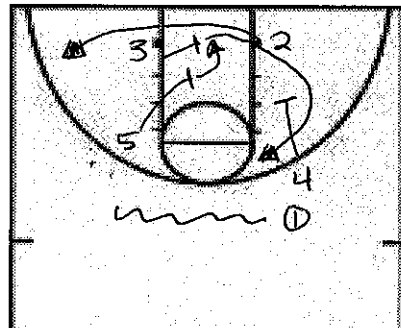
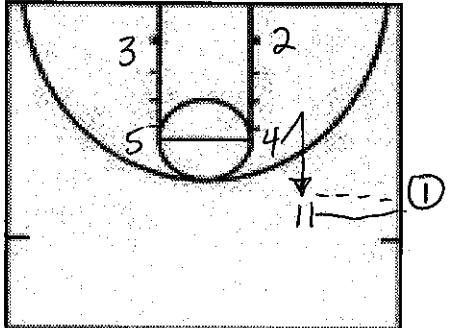
BOX "CURL" SLOB



BOX "STRONG" SLOB

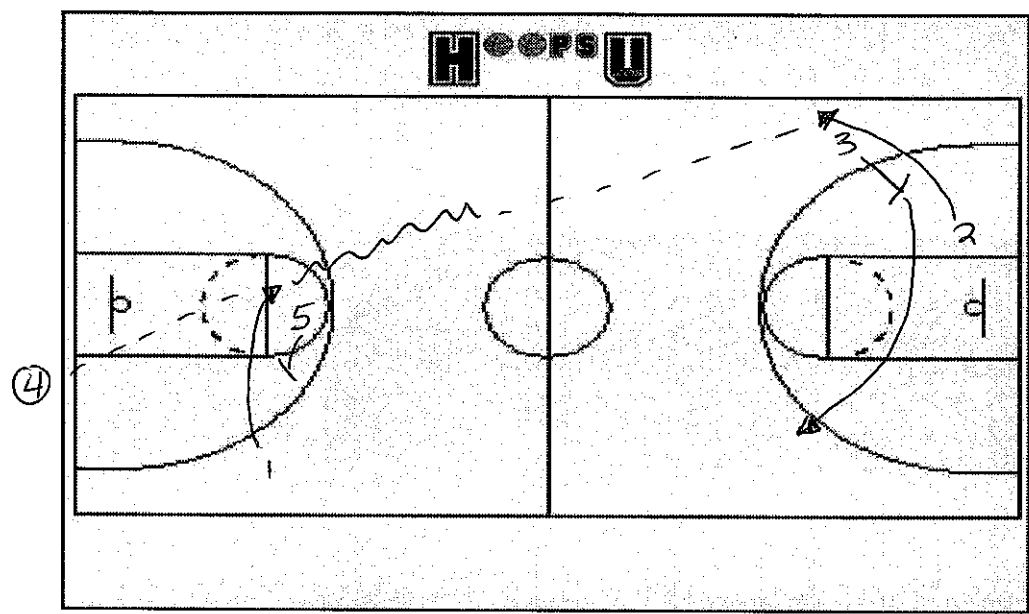


BOX "PIN/DOUBLE" SLOB

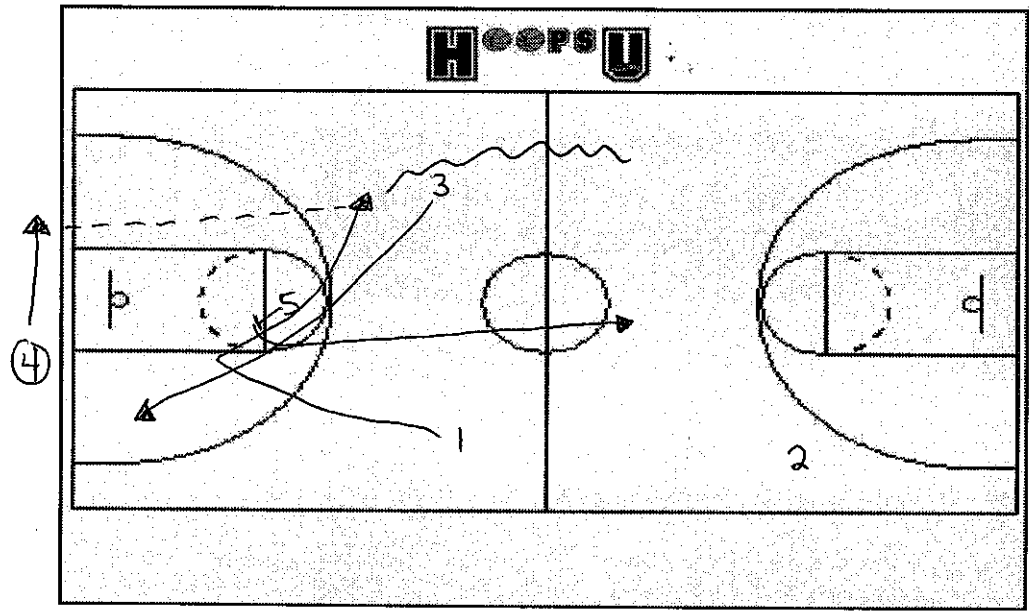


PART IX: LAST SECOND FULL COURT SETS

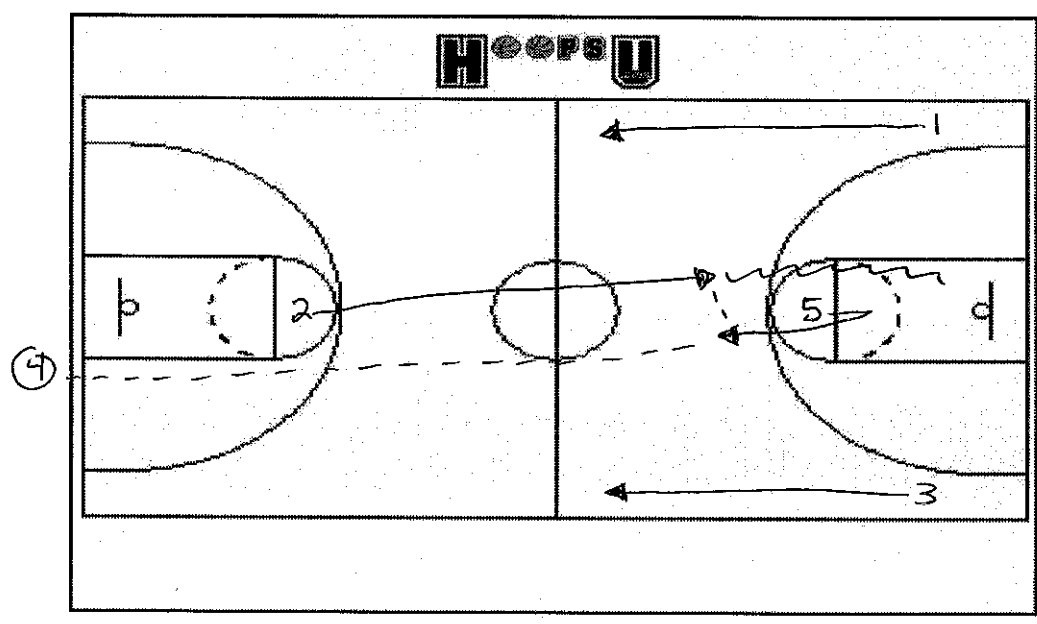
"GEORGIA" LAST SECOND FULL COURT SET



"DRAKE" LAST SECOND FULL COURT SET



"EVANSVILLE" LAST SECOND FULL COURT SET



"94" SLOB (LATE GAME SITUATION)

