



Coaching in the Senior Secondary School Community

Delivering a Positive Experience for
Everyone Involved

DRAFT



BASKETBALL
New Zealand



BASKETBALL NEW ZEALANDS COMMUNITY APPROACH FOR RANGATAHI

- Keep a Climate of Development vs a Climate of Performance (pre performance learning may be occurring in some environments like representative teams and Senior Secondary School teams)
- Allow all players the opportunity to contribute during games
- Encourage positive competitive behaviours
- Allow rangatahi the space to become problem solvers
- Use games-based activities to help decision making and skill development
- Use questioning to engage and include players in their own learning
- Understand the “why” of the rangatahi - is it social, development, competitive or a combination?
- Support rangatahi to engage in other sports and activities
- Rangatahi should have at least one full day of rest per week and not be training or playing *organized* sport more hours a week than years of age (ideally not playing and training more than 15 hours per week)

“By focusing on connection, providing equal opportunity, and prioritizing player development, you can ensure a positive and enriching experience for everyone involved.”

-People Development Team at BBNZ

NEW COACHES OR TEAMS NEW TO BASKETBALL

A BASIC TEAM APPROACH

Check out the resources for U16s- it may be more appropriate for your team

- Connection (Hono): Spend some time off the court as a team before your first session to get to know each other- have a meal, play touch rugby, do an activity
- Make sure you know their 'why', if they have aspirations in sport, and what other sports they are playing
- Create some form of team values and approach to the season with input from the players to guide behaviours and feedback

IF IN DOUBT AT PRACTICE

- Connect with players as they arrive: high 5, how was your day....
- Connect the players with simple icebreakers or non basketball games
- If training more than once per week, what content do you deliver at each session, and how *see effective training design
- Make sure the players get: **repetitions** of skills and decisions, the content is **relevant** to the team, and the activities look like the game of basketball (**realism**)
- Use lots of 1v1, 2v2 and 3x3 to work on skill development
- Use Coachmate or the [FIBA Level 1 Manual](#) for icebreaker, game, and practice ideas

IF IN DOUBT AT GAMES

- Ensure all players have the chance to contribute and play
- Focus on transition offence, shooting when open, 1v1 defense and basic help defence
- Keep your messages simple- 1 or 2 key points for defence and offence
- Encourage and praise process from the sideline. Try to facilitate not direct to allow them to be solution focused

RANGATAHI ENJOY THEMSELVES WHEN

- They are with their friends
- They feel safe to explore and make mistakes
- They are learning and improving
- They feel included, valued, and connected
- They are engaged and active
- Expectations are clear

The logo for 'Hono' is written in a bold, black, cursive-style font. The letters are thick and have a slight shadow or glow effect around them, giving it a dynamic and energetic feel.

4 KEY AREA'S WHEN COACHING RANGATAHI

WHY

- Why do you coach?
- Why do these rangatahi play?
- Why is it important to know the players 'why'?
- What does the club or school expect of you?

WHO

- Who is in this team?
- Are they new to the sport?
- Are they playing socially with friends?
- Are they highly invested in basketball?
- Do you have a combination of the above?

HOW

- Be encouraging, caring, honest, and approachable
- The players "why" should shape the "how"
- Lots of 1v1, 2v2, 3v3
- Lots of live play
- If you train more than once a week, you may add some micro skill and concept breakdowns

WHAT

This will be shaped by the "why" and 'who' but may include:

- Positive competitive behaviours
- Extending basic skills
- Extending team concepts on offence and defence
- Developing consistent shooting and finishing techniques
- Developing clear communication

THE WHY

Creating a Coaching Philosophy



A coaching philosophy is essentially the framework around which we build our coaching approach. It's the product of our beliefs and values, and has a huge impact on our how we coach and the way we work with others. The following points may assist you to develop your overall coaching philosophy:

- Be genuine- what does that look like in your coaching role?
- Be consistent- how do you do this?
- What key factors are important to you in a team environment?
- Define coaching objectives – why do you coach? Why do your players play? How does this impact how you coach them?

Clarity Values Enjoyment

Creating a Team Culture

Team culture can be simply defined as 'the way we do things here' or 'the way we behave in this team' and provide a framework to get, and keep, everyone on the same page.

Here are a few things to consider to when setting up your teams culture:

- Establish a collective purpose
- Create agreed upon values
- Define the behaviors that help and hurt your values and purpose
- Have a process for addressing behaviors that don't match your values
- Build and nurture relationships with each other
- Consider who needs to be included in this process- management or school/organization officials
- How do you bring this culture to life?

THE HOW



At Trainings

- **Connect** with your players before you start coaching and correcting them
- Develop **trust** and **care** with players to help them enjoy and develop within the game by being consistent in your own behaviours
- Ask players questions and allow them the time and space to explore solutions to problems
- The less time you have with your team, the more like a game the activities at training should be to allow them to transfer learning - Include multiple skills and **decision making** in your activities
- During activities, break up your team into smaller groups with multiple balls to allow for high repetitions and touches of the ball
- Players should be moving more than listening
- Use reflection questions to help embed learning the end of activities and training sessions

Growth Connection Trust

In Games

- All players should be taking the court and given the opportunity to contribute and develop
- Encourage everyone to embrace failure and errors as learning opportunities
- Encourage the players to be problem solvers by minimizing directions given from the sideline
- Be consistent and intentional in your behaviours as the coach
- Provide clear messaging pre, during, and post game
- Keep your feedback concise and relevant
- Minimize interactions with referees to questions at appropriate times
- Discourage players and managers from engaging with the referees

THE WHAT SKILLS AND CONCEPTS SNAP SHOT

*FOR PLAYERS/TEAMS NEW TO BASKETBALL CHECK OUT THE U16 RESOURCE

INDIVIDUAL SKILLS

- Jumping and landing safely using one or both feet
- Sprinting
- Stopping safely using one or both feet
- Changing direction
- Changing speed with and with out the ball
- Catching and footwork
 1. To shoot in range and in rhythm
 2. To rip and attack the hoop on the catch
 3. Pivots- forward and reverse
- Ball handling on both sides of the body
- Passing on both sides of the body out of cylinder (variety of passes)

Shooting form and range

- consistency
- catch and shoot
- shooting off the dribble
- shooting off a screen
- Cutting to the hoop and creating a lead

Creating a shot

- Drive fakes (Jabs)
- Shot fakes
- Pass fakes
- Retreat, hesitation, crossover, in and out dribbles
- Low, mid, and high post actions

1v1 Containment defence on the perimeter and in the post

- Contest and contain
- Walling up in the paint
- Ball Denial
- Fronting the post
- Foul discipline

TEAM CONCEPTS

4 phases of play

- Transition Offense
- 1/2 court offence
- Transition Defence
- 1/2 court Defence

Advanced Concepts

- Shot selection and Time and score
- Press Breaks
- 2 Man actions- screens, DHO's, Get's
- Out of bounds plays
- Help defensive principles- 1st, 2nd, and 3rd rotations
- Training Habits (how to train to improve)
- Communication- on court and off court

May be appropriate to introduce and used:

- Defined roles within a team
- Positional assignments and preference
- Game Reviews
- Team and Player scouts
- Video analysis
- Accountability and ownership
- After Time Out Plays
- Offensive sets and targeted looks for players
- Defensive change ups e.g presses, trapping in the full and half court
- Zone defences
- Zone Offence
- Multiple screen defensive coverages

FIBA WORLD ASSOCIATION OF BASKETBALL COACHES GAME TACTICS LINKS:

- [Defence](#)
- [Offence](#)

Effective Training Design

Think About

Repetition: opportunity to repeat solving a problem and repeating skills

Realism: how true is this action or skill to how it is used in a game

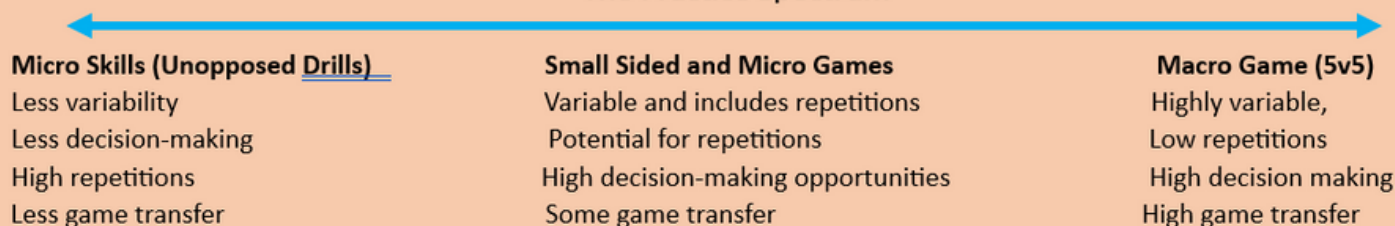
Relevance: to the individual, to the game, to the intended outcome, stage of development, to where the team is in the season, to who is in front of me as a coach

Tips for planning

Aim to provide appropriate challenges for the group and for individuals: some success, some challenge.

Progressions and regressions can be made by adding or removing constraints on activities (Use the STEP process)

The Practice Spectrum



Practice Approach

A few key things to think about:

- The less time you have with your team, the more like a game training should be
- At this age, enjoyment, decision making, and development are still the priorities
- Is what you are delivering relevant to your team and their “why”?

Early Teens, Junior Secondary School Teams, or Development Senior Teams

This group may be training once a week for 90 minutes or an hour and play one game per week. They may be exploring basketball for the first time or be looking to focus on basketball.

- You may be able to build some isolated skill work into the warmup or early stages of the practice. Encourage those that are more motivated to work on individual skills on their own, or before or after practice if possible
- Make practice game like and spend time in game type scenarios.
- Use lots of 1v1 and small sided games for skill work
- Add micro games focused on certain aspects of the game (positions and/or tactical work in certain areas of the court)
- Layer in phases and transitions of play- e.g., set offence, disruptive defence

Senior Secondary School or Adult Club Teams

This group may train for more than 90 minutes and/or multiple times per week. You may use more options on the training spectrum- more reps without decision making (unopposed drills) or 5v0 break down (dialed down intensity) to reduce load or refine an aspect, BUT these things are low on enhanced learning, decision making, and low on realism. They are suited as warm up or priming for other scenarios.

- You might use more constraints-based games targeting team or individual outcomes
- You can focus on, and break down, more specific phases of play, ATO's, end of game scenarios- specific outcomes and sets on offence and defence

U18 Framework for Session 1 of 2 Weekly

Questions to guide your session

- Are the activities the players are doing **relevant** and appropriate for their development and needs? Do they get **repetitions**, and do your activities **represent** the game of basketball?
- Are they enjoying the sessions an learning? How do you know?
- Are the players moving and doing more than listening and watching?
- Have you designated time or activities where your voice is minimal and/or player led problem solving/coaching is encouraged?
- Don't forget to touch on the "why" when you start an activity- context aides learning

Session one of two (90 minutes)

- May include targeted video analysis on 2-3 key areas
- May include skill and concept breakdown based on video reivew or game reflection
- May have less contact and full court play than session 2

Connect

- Spend a few minutes connecting with the team before the session starts
- Prepare them for what will be covered in the session
- Use a small connection game. e. g Ultimate Frisbee to loosen the players up and get them communicating

Review

May include:

- Player review of the game
- Coaches review of the game
- Video analysis; group and/or individual (short and sweet- ideally no longer than 7- 10 mins)

Priming

Priming the body and brain to play basketball.

- Basektball specific movements
- Unopposed skill development
- Unopposed shooting and finishing
- Unopposed introduction or breakdown of concepts

Skill and Concept Development and Refinement

(**Repetition, Relevance, Represent**)

- **Opposed Shooting-** shooting under pressure: time, defence, competition
- **Opposed skill development-** ball handling, passing, finishing with decision making or defence
- **Concept break down** with guided or constrained defence or offence
- **Small sided games:** opportunity to improve skill and concepts

Game Play

(**full court or full contact may be limited in the first session of the week**)

To allow players to maximize their learning, they need to put skill and concepts into game play. Here are some ways to do that in a session:

- Include small sided games: 1v1, 2v2, 3v3 (ensure there is a transition component)
- Add bonus points in live game play for tasks you focused on earlier in the session. e.g offence gets bonus points if they score in the first 6 seconds or defence gets a point for 3 stops in a row

Reset and Reflect

- Allow a few minutes for the players to cool down and reset their brains and body while stretching
- Post session reflection for coaches and players

U18 Framework for Session 2 of 2 Weekly

Questions to guide your session

- Are the activities the players are doing **relevant** and appropriate for their development and needs? Do they get **repetitions**, and do your activities **represent** the game of basketball?
- Are they enjoying the sessions an learning? How do you know?
- Are the players moving and doing more than listening and watching?
- Have you designated time or activities where your voice is minimal and/or player led problem solving/coaching is encouraged?
- Don't forget to touch on the "why" when you start an activity- context aides learning

Session two of two (90 minutes)

- Have several key focus points
- May include a scout on the upcoming game
- May include skill and concept breakdown based on video reiew or game reflection
- May have less contact and full court play than session 2

Connect

- Spend a few minutes connecting with the team before the session starts
- Prepare them for what will be covered in the session
- Use a small connection game. e. g Ultimate Frisbee to loosen the players up and get them communicating

Priming

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Skill and Concept Development and Refinement

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- **Small sided games:** opportunity to improve skill and concepts

Game Play

To allow players to maximize their learning, they need to put skill and concepts into live game play. Here are some ways to do that in a session:

- Use full and half court live play to bring skill and concepts together and
- Add bonus points in live game play for tasks you focused on earlier in the session. e.g offence gets bonus points if they score in the first 6 seconds or defence gets a point for 3 stops in a row
- Make your live play as much like a game as possible- use 1 minute time outs to facilitate change, use a white board, allow player to voice solutions, coach "on the fly", have players run baseline and sideline out of bounds plays
- Incorporate "end of game scenarios"

Reset, Recap, Reflect

- Allow a few minutes for the players to cool down and reset their brains and body while stretching
- Recap the plan for the upcoming game and any logistics
- Post session reflection for coaches and players



Step Framework

S.T.E.P. is an easy a model used to to remind you to think inclusively and adapt activities to suit **all** the participants

SPACE

- Height of the hoop
- Size of the playing area
- Distance to cover
- Hoops closer or further apart

More space gives more reaction time and allowing players to make a decision and execute a skill.

Less space demands a higher skill level to react quicker for offence, but makes it easier for defence.

If the playing area is too big for the skill set, success may be limited

E.g To regress a live game and make it easier, allow the play to be live in the entire half court. To progress it, only allow them to play in a quarter of the court

TASK and Time

- Regress- simplify the rules or remove defenders
- Progress- introduce more rules or defence
- Change roles
- Time- allow more or less time
- Adapt rules to allow more inclusion
- Create new ways to be involved- seated, sideline, 1 hand
- Assign different tasks within the group

E.g To progress an activity that focuses on passing, add a rule that the players can now only pass with their non dominant hand. To regress it, make defence play with their hands holding onto their own collars

EQUIPMENT

- Vary the size, shape or texture or weight of the balls
- Can you use a bigger or smaller ball depending on their age or skill?
- Higher or lower sized hoop

Lighter and larger balls are easier to catch, smaller balls and lighter balls are easier to shoot with

e.g For younger, smaller or new to the game players, learning to shoot with a size 5 may be beneficial

PEOPLE

- Less defenders gives the offence more success
 - Large numbers in a group or a line mean less active engagement- split the group up whenever possible
 - Smaller groups allow for more engagement
 - Group by size, age or ability
 - Work individually, pairs or groups
- e.g progress a live game by adding more defenders than there are offence- 3v4
Regress a live game by removing a defender



QUESTIONS TO GUIDE COACHES OF U18 TEAMS

WHY

- Why am I coaching this team and how can I best serve them?
- What is your coaching philosophy and who should know it?
- What are the values or approach of the school or club you are coaching for and what are their expectations of you? Why is it important to know this?
- What do you know about why these players play and how does that impact how you coach them?
- What ability/ level of player do you have on this team, and what other basketball or sport do they play? Why is it important to know this?
- How do you create a united team purpose and strong team culture- Create a team “Why” and weave this into the teams games and trainings?

HOW

Delivery

- How do plan your season (marco) and your trainings (micro)?
- What will “good” look like in the trainings and games at different points in the season?
- How do you ensure your trainings include **Repetition** (multiple attempts at a skill or concept), **Relevance** (appropriate and important for this team), and **Realism** (does it look like/transfer to basketball)?
- How do you allow room for the players to be problem solvers and coach themselves?
- How can you build skill development into small sided games, and use games and constraints based activities?

Style of Play

- How do you create your style of play and what systems will you use?
- What key skills and concepts tie into this style of play?
- What are your focus or teaching points in each skill or concept (what things will you coach and emphasize)?

Communication

- How does your behaviour, body language, tone of voice, and approach impact your players and reflect on the school or club?
- How do you use questioning to check for understanding, provide feedback, and engage your players in their development?
- How do you provide ongoing feedback to players, team, and staff?
- How do you build and maintain genuine connection and relationships with the players?
- How do you communicate with parents and the team away from the court?

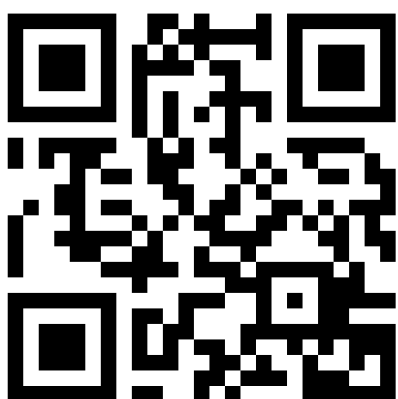
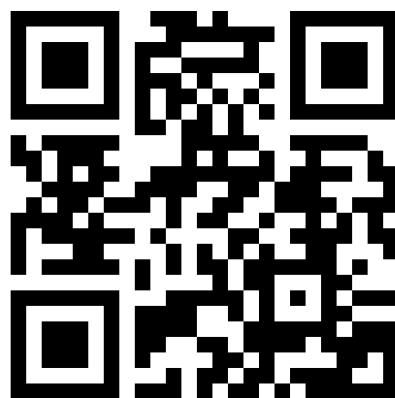
Development

- How do you reflect on your coaching?
- Who provides feedback to you?
- How do you develop other coaches?
- How do you create role clarity for the staff- yourself, assistants, managers?

ADDITIONAL RESOURCES AND LINKS

BBNZ Coach Registration

Scan the QR code below using your mobile device and register as a coach with Basketball New Zealand



World Association of Basketball Coaches

This is a FIBA website with coaching manuals and resources for many levels

COACHING GIRLS?

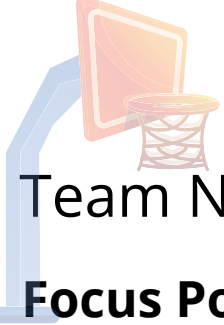
Scan this QR Code or Click on this [link](#) learn more



Coachmate is a free app that BBNZ offer to help support your coaching. Coachmate provides activities and session plans, along with the capability to be used as a communication tool for your teams!

Scan the QR code below using your mobile device to download the app



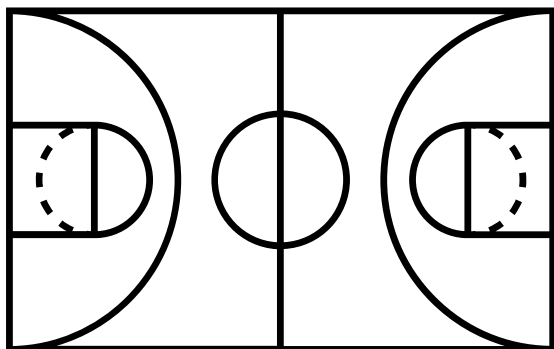


Practice Plan

Team Name: _____ Date _____

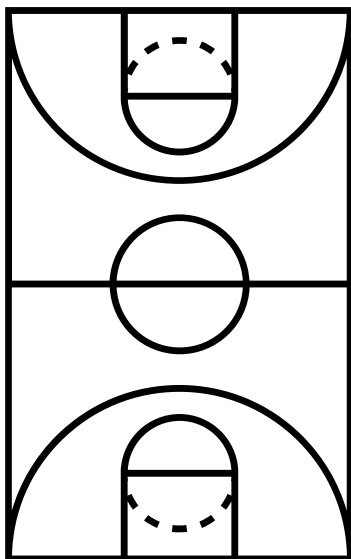
Focus Points for the Session

Connect and Warm up

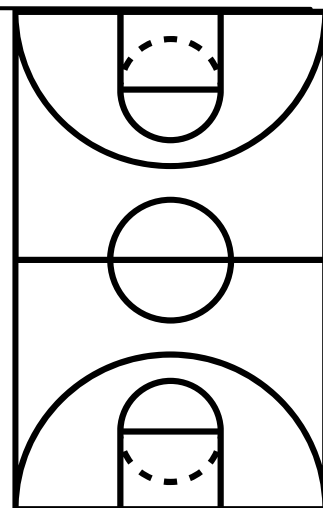


Activity

Activity



Activity



Game Play
