



WILDCATS BASKETBALL CLUB

↪ Coaches Pack ↩



INTRODUCTION

Wildcats Basketball Club was established in 1988 through the amalgamation of Nomads Basketball Club and Brorowa Bears Basketball Club. From its foundation the Wildcats Basketball Club has had the development of junior basketball in Whyalla as it's primary objective. There has been a desire to grow the numbers of children playing and to maximise the enjoyment and satisfaction they all receive.

Like most organisations, the Wildcats Basketball Club has struggled for coaches to guide the development of it's many junior teams, often having to call on parents of junior players whether those parents had any basketball experience or coaching skills.

In 2002 Wildcats Club President, Andrew Corbett expressed the desire for Wildcats to have a "pack" of information that could be handed to all club coaches to assist them with the task, which he recognised as the most vital role within the club, coaching our junior players.

Since then, many hours of work, and even more hours of procrastination has gone into the development of the Wildcats Basketball Club Coaches Pack. **It's purpose is to provide a resource for any novice coach**, to equip them to coach our kids by offering a **Development Program** which breaks the many varied skills into categories such as Dribbling, Rebounding, Shooting, Individual Offence, Individual Defence, Ball handling, and Body Movement. It then shows the logical progress of the various skills in each category.

For each junior age group the skills appropriate for that development level are explained in detail on "**Skill Sheets**". These are sheets that a coach could refer to when planning practise sessions, or even use at the session, as they explain what the skill is and what the key technical aspects that the coach should be looking for. Then one or more training drills that can be used to allow players to practise the particular skills are described.

Unfortunately this pack will not turn anyone into a super coach. It is intended to help beginner coaches and provide some consistency in the skills taught at each stage of development through the club.

It is hoped you will find the information provided here of benefit and that it will allow you to experience enjoyment and satisfaction through your coaching involvement with Wildcats Basketball Club in Whyalla.

Trevor Castle



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Wildcats Basketball Club Junior Player Development (Coaching) philosophy.

- All players are treated with **respect as individuals** with the aim of providing each child with the opportunities to develop the skills necessary for them **to achieve their maximum potential as Basketballers and members of the community.**
- There is a recognition that not all players will be able to or will want to play basketball at the highest level. All play **for fun and enjoyment** and we should assist them to achieve some physical **fitness and social benefits** by being involved in a team sport.
- All junior teams have regular, **scheduled training** sessions in a safe, basketball friendly environment, and while there may be some rewards for attendance (additional court time), it should always be remembered that junior players belong to families, all with different priorities and issues. The junior player is not always in control of his training attendance record and so the consequences for non-attendance should be fair.
- The trainings are based around **individual skill development** appropriate for the specific age group, experience level, and starting abilities of the children involved and will cover the full range of skill areas.
- All junior players will benefit most from learning their **Defensive skills** based on Man to Man or One on One defensive principals and that individual **Offensive Skills** are best developed by practising and playing against Man to Man defence.
- All players are encouraged to develop their offensive skills with both sides of their body and so dribbling skills, passing skills, and close range shooting skills are practised with **both the preferred and non preferred hand.**
- Games should be seen as an opportunity to put into practise the skills learnt in training sessions. **Winning is not the aim in junior sport, but an ultimate outcome** from use of the skills being developed.
- Each player should be given opportunities in games. **Under 8's to Under 12's** the court time should be **shared as evenly** as practical. **Under 14's and above** each player should be given **reasonable** court time. ("Reasonable" takes into account court balance (as structure becomes more important), and team / individual discipline issues etc).
- Our success or failure as coaches is measured not by our win / loss ratio but by the **overall development** of our players and their **enthusiasm to continue** to play basketball.

The **success of our club's coaching program** is measured not by the number of premierships won in under age competition, but by skills and character displayed by people who have come through our junior program into higher levels of competition.



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You are the coach.

Skills for the coach to practise and develop in him or herself.

1. Goal setting - you should set goals for yourself and your team. Based on the various ability levels of players think about what areas you believe you can improve and by how much.

The goals can be as general as “ we aim to enjoy all our games” or as specific as “ we will improve our foul shooting percentage to an average of 50%”.

Having goals will help keep your program on track.

Remember the Goals must be realistic- taking into account the make up of your squad, your own coaching abilities, and the amount of time you and your squad are able to commit to it.

You also need to think about how you will know if you achieve your goal. If the goal is to win every game the measure is simple, but if the goal is to improve every players left hand dribble you need to work out how you will judge or measure the improvement.

Will you judge by how it looks to you or will you use data like recording the number of times each player can go between the base line and the half court in 1 minute dribbling with their left hand? If you record their performance at the start of the season, then again at the end of the season any improvement would be due to either an increased running speed or greater control of the dribble or a combination of both.

It may be appropriate to have a number of goals to cover the different skill areas.

2. Planning - When planning your practise sessions you should refer to your goals, to make sure nothing gets overlooked and your trainings don't become “knee jerk reactions” to the incidents you remember from the most recent game.

i.e. a goal may be to have players able to dribble with either hand. To achieve this you will need to plan some time into each session to practise this skill. You should use a variety of drills, so the players don't get bored, but don't be afraid of going back over drills used previously, as this saves a lot of your time in setting up and explaining the drill and the players feel comfortable with the drill so they can concentrate on the skill.



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3. Communication - If you want support towards achieving your goals you should communicate them to the players and, in the case of juniors, to their parents.

By explaining the goals you are working towards you will remove possible confusion and frustration, and allow others to recognise the progress towards these goals.

4. Demonstration - As a coach, especially of juniors, it will usually be necessary for you to demonstrate the skill or drill you want to practise. The physical demo doesn't need to be perfect, but it should emphasise the main points- i.e. to demonstrate the correct shooting technique you don't need to be Andrew Gaze or Dean Plane. But you can show what it looks like to have the elbow tucked in, the ball sitting on the hand, the foot forward with knees bent, the follow through etc. You can break these down into different demonstrations for each point if you want. *You don't actually have to shoot.*

5. Time management - Once you have planned your practise sessions you will need to manage the time so that nothing gets missed or important drills and explanations don't get rushed through.

You also need to manage the court time of your players in matches so that it is fair or even.

6. Game time- Be there early. As quickly as possible get your players involved in their warm-up routine.

Establish rules about having drink bottles etc on your bench and where practical have rules for parents to sit away from the bench so they don't "interfere" or draw their child away from the team.

Everyone wants to play, but only five players are allowed on the court at one time. Be fair in allocating court time. Don't always start with the game players on court or in the same positions.

Coach the game as if the scoreboard were not there. Stick to your game plan or season goals. Encouraging all players to try to put into practice the skills they've been working on at training.

7. Patience - Everyone learns at a different rate. You and each of your players will have different levels of commitment and will all be starting from different levels of ability.

Practise patience, you will need it.



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Coaches Code of Behaviour

1. **Be reasonable** in the demands you place on your players. This means the length and frequency of practise sessions as well as the expected rate of improvement. Remember children usually have to fit in with the rest of their family's lives, so are not always in control of the attendance record for example.
2. **Teach** your players that the rules of the game are to be **respected**, no one should deliberately attempt to break the rules or cheat in any way. **Teach by example**.
3. Treat all **opposition and officials with respect**, and remember your players will develop an attitude, which is **learnt by observing your actions**.
4. Depending on age group you should apply either an “**equal court time**” rule (under 8's and under 10's) or a “**fair court time**” rule (under 12's and older)
5. Fair court time should be based on pre set rules such as attendance at practise, and should **ensure that ALL players have an opportunity** at reasonable court time in all matches. Also ensure that all rules and consequences are explained prior to being enforced.
6. Remember that children play for **fun and enjoyment**, winning is only part of it.
7. Children need a coach they can respect. Always present yourself in a way that encourages respect and sets a **good example**.

Always be generous with your **praise for effort, not just results**.



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Teaching a new skill

- To teach a new skill you firstly need to **demonstrate it**. Depending on your own skill level you may need to break the skill down into segments that you can do.
For example - teaching a left hand lay-up. Just start with the last step, jumping off the right foot, reaching up trying to touch the net with the left hand.
- Make sure each player can clearly **see and understand** the demonstration, because that is what they will try to achieve.
- When practising skills that require competition- try to **group the players according to their ability** levels (or you might group by height for something like a rebounding drill).
- Try to **make the practise as “game realistic”** as possible so the players can relate it to the game situation.
- **Allow time** for repetition, don't overload too quickly.
- **Give recognition** to good efforts and even the slightest improvements.

Concentrate on the **key areas of the technique**, For example - on the left handed lay-up the most difficult skill to learn at first is the footwork. Praise players who jump off the right foot regardless of what happens to the ball. Later you can watch to see if they actually shoot with the left hand, then later you look to see if they score.



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Developing Skills – letting them practise what you teach

- As players practise their skills the coach should be on hand to **correct errors** in the Key Technical areas.
- Be as **positive as possible**, reinforcing the parts of the skill being done well, but reminding the player to concentrate on the area where they are not technically correct. For example you might say “Excellent control and change of direction, now you need to keep your head up when dribbling to see defenders and team mates.”
- You need to assess when is the most appropriate time to **overload the skill**, and understand that this may be at different times for different players.
- Try to use a **variety of drills** to practise the same skill. Repetition of drills can be useful as it saves a lot of time setting things up, but can lead to boredom.

Often you can use the same drill but do something to make it more challenging. As players become more competent with a skill you should increase the speed, reduce the amount of space or add opposition to make the skill more challenging.