

DAILY PRACTICE PLAN

In order to teach the necessary skills and concepts the coach must be committed to a long-term plan. Players cannot develop these skills and concepts on one practice and three games a week. The ratio needs to be reversed. Running an effective practice is one of the best ways to assist the players in their development.

PART ONE: WARM UP (5%)

Warm up – games approach or fundamental movement skills
Movement prep – injury prehabilitation

PART TWO: INDIVIDUAL FUNDAMENTALS (30%)

Shooting, passing and dribble form
Dribble start/pivot foot
Dynamic one-on-one
Combination drills - dribble/pass/shoot
Defensive skills/abilities

PART THREE: BREAK DOWN OFFENCE / DEFENCE (30%)

1v1 Decision making
2v2 Game situation – half-court – defence/offence
3v3 Advantage/game situation - means that there is an advantage given to the offence (i.e. three-on-two). It may be only a brief advantage before the third defender arrives.
2v1 Transition drill
3v2 Transition drill – full-court – defence/offence
3v3 Advantage

PART FOUR: HALF-COURT AND FULL-COURT (30%)

4v4 Break down defence/offence
5v5 Offensive/defensive system
5v5 Scrimmage

PART FIVE: (5%)

Cool down, recovery

ADVICE FOR THE COACHES

Positioning on the Floor

- Stay in the position where the execution of the fundamentals can be best seen.

Voice (tone, timing and rhythm)

- Voice – change the tone and the intensity as players have to understand when talking about or underlining something important.
- Speak slowly while explaining and emphasize the main part of the explanation.
- Speak loud only every once in a while, otherwise the players do not understand when to increase their level of concentration.
- Coaches should not speak too often to a single player otherwise they think they are the only one making mistakes. They should take them aside for a while and let the practice to go on. Coach on the fly. It is important not to stop the drill to coach one person.

Demonstration

- Players learn 80 percent from what they see and only 20 percent from what they hear.
- If a coach is not good enough to demonstrate, use the best player.
- During the demonstration, slow down when emphasizing the main part of the movement.

Corrections

- The most important part of coaching.
- Sometimes allow the players to analyze their execution of the fundamentals. Let them realize if they can see and/or understand their mistakes.
- Break down the movement to correct the part that has to be analyzed.
- Divide the corrections of the single player (while practice is running) from the collective corrections (stop the practice only every once in a while).
- The quantity and the rhythm of the corrections add to the quality and the intensity of the entire practice.

Goals of the Drill

It is important to finalize the goal of each exercise or drill and keep up the attention of the players on them. Exercises by themselves do not teach basketball, they only help and permit the players to analyze the execution of the fundamentals.

Generally, during the practice, the idea is to work only on correcting the errors of the team (keep rhythm flowing). It is better to work 30 minutes with a single player or two players at most. This way the player is not ashamed of making mistakes or being corrected often. In these 30 minutes, the plan is to work on one movement only, not on all the fundamentals.

Offence versus Defence

In order to develop the global player, who has taken their skills to the unconscious level of play, a vast amount of training time must be spent learning offensive skills. This is not to underscore the importance of defence, but early in the learning of the game, defence will dominate and the offence will never catch up. At first the defence must be guided. This helps the offence learn to read, but at the same time it is educating the defence to have a deeper understand of how their actions can influence the offence. In Phase C and D drills, the defence is expected to compete and they can also be instructed to improve their performance. The intent is to use basic rules of defensive play to help the defence handle any situation they may face in a game. If only one strategic way of playing defence is used, the offence never learns to read. They only become competent at reading the defence the team strategy employs. For example, if players are forced baseline, when do they learn to play against a defence that may play heads-up or force middle?

We have to prioritize the technical teaching with respect to the tactical teaching: the tactical only gives short-term results; the technical skills will follow the player for his entire carrier.

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