



Coaches HANDBOOK

WOODEND HAWKS BASKETBALL CLUB

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Thank you for taking on the very important role of Coach or Assistant Coach.

The Coach role is critical to the enjoyment and development of all Hawks players. Without coaches, we cannot field teams and our Coaches represent the Hawks Brand and so there is no more important role for the Club. As a result, the Woodend Hawks Committee provides this document to all Hawks Coaches to clarify expectations around coaching behaviour, and to provide guidance, tools and resources for Coaches to use to get the most out of their experience.

At Woodend Hawks, Coaches are responsible for:

- Leading and guiding the team by example – to the Basketball Victoria Coaches Code of Conduct (documented at the end of this manual)
- Maximising the enjoyment and development of basketball and life skills of the players
- Planning and managing training sessions
- Managing substitutions and time-outs during games
- Controlling any poor player behaviour, including sportsmanship and attitude towards other team mates, the coach or officials. Any repeated behaviour should be reported to the Hawks Committee, so we can assist you to address the situation.
- Arranging a substitute coach, should you not be able to make training or a game
- Communicating to the Woodend Hawks Committee any issues that may happen at training or games, involving players, spectators, officials or opposition teams

Your Team Manager is responsible for coordinating the team, scoring roster and any team communications; plus ensuring that another adult attends all trainings to support the coach with any issues that may arise.

Hawks Coaching Philosophy

Woodend Hawks is a domestic basketball club and as such our focus is on creating a healthy, supportive and fun environment for all players, at all levels with impeccable sportsmanship.

Junior players want to learn to become better players, so a focus on teaching individual skills and game playing strategy in an enjoyable environment is our focus. Winning games is very much secondary and will look after itself if we teach skills and playing strategies well. Coaches must always remain professional and respectful towards Referees, other Coaches, other Teams and Bench Officials, and act as a positive role model for their team.

Substitutions

Coaches are responsible for managing substitutions and should aim for approximately equal time for all players regardless of ability. Coaches should aim to make substitutions at least every 5 minutes so that players aren't left on the bench too long. We believe there are only 3 situations in which this philosophy does not apply:

1. During finals, where coaches have **discretion to substitute to win the game within the last 5 minutes**. It is up to coaches to manage their substitutions carefully to ensure that all players get a good run, with the best possible balance of skills and abilities on the court.
2. For disciplinary reasons – although this should be obviously kept to a minimum. But if a player shows disrespect to coaches, other players and teammates or officials, we completely support that this player is benched.
3. When fill in players are used who have already played a game – or a player is returning from injury – then it is expected that they would have less time to reduce their risk of injury.

To help manage court time for players with less experience in critical games, such as finals, consider playing these players earlier in each half. The longer a game goes, the pressure in these games increases - so consider your rotations early.

In any situation where players receive significantly less minutes, we ask that you ensure this is discussed with them, so they understand why.

Fill-In Players

From time to time, your team may require fill-in players. The use of fill-in players, when done well, benefits both the individual player as a development opportunity, whilst allowing the team to play a game without risk of forfeiture.

Fill in players can be sought if regular team numbers are reduced on match day. Fill-in players are sought at the Coaches discretion as they are the ones most familiar with the requirements/circumstances of their team. The Coach should speak with the team and parents when a fill in player(s) is to be used, so there is clarity and understanding around this.

Guidelines for using fill-in players:

Team Managers

- Inform the Coach as soon as you are aware that there may be low numbers available to play an approaching match.
- The Team Manager needs to notify the Club Coordinator, via the Coach & TM WhatsApp chat of fill-in players by Wednesday night before a Saturday game. A check for clashes with player numbers should also be done. The Team Manager should check that fill-in players are in the scoring system before the game to avoid delays to the start of the game.
- Fill in players must be registered Hawks players. [please note: There are SBA Bylaws which restrict the number of games a junior player can play in a higher grade per season.]
- Make sure you greet a fill-in player and their parents before the game. Make them feel welcome and introduce them to the team.
- Remember to thank the player and their parents after the game - for offering their time and travelling to allow your game to proceed.

Coaches

- Make sure you ask for only the number of players that you need to play the game – that you intend to give genuine game time to. Fill-in players shouldn't be seen as a, "back-up only if required".
- Make sure you greet a fill-in player and their parents before the game. Make them feel welcome and introduce them to the team. You may wish to have a quick chat with a player to know a bit more about how they play, as well as let the fill-in player understand how your team plays i.e. an u14 player filling in for an u16 team may not have played zone defence before, so a little bit of time explaining a zone defence may be helpful.
- Fill-in players need to be aware that they would play limited minutes, however some court time must be given i.e. 5-10 minutes minimum.
- Consider your regular players' expectations for the amount of game time a fill-in player receives. That is, a fill-in player shouldn't receive more time than a regular player.

- Manage your fill-in player's court time if you're apprehensive about putting them into a pressure situation i.e. consider giving them court time early in the game when there is less pressure, rather than leave it to the end of the game (and then possibly not at all) when there may be more pressure in a close game situation.
- Remember to thank the player and their parents after the game - for offering their time and travelling to allow your game to proceed.

The overall experience for fill-in players should be a win-win for both the player and the team. This will encourage players to put their hand up again for another Hawks team who may need their help in the future.

Training

At Woodend Hawks we believe skill and team development is critically important to keeping kids in basketball, and weekly trainings are key to this. All teams are allocated 1 hour training each week, typically sharing a court with another team ideally of the same gender and age – allowing for combined full court drills and for coaches to support each other. All participants should be expected to bring a water bottle and a ball; and if possible, wear a reversible training top.

It is recommended that coaches prepare at least a rough plan for each training and that drills are rotated throughout the season to keep training interesting. Remember to include breaks for kids to drink water and recover. An example training plan is provided in this attachment – [Woodend Hawks Notes from Coaching Clinic](#).

Pre warm-up, communication with the team is important. You may like to quickly re-cap on the previous game, or talk about the training session ahead with some points on what the session will focus on.

For an overall training plan, a suggestion would be to break each training session into 4 or 5 slots. Use the first slot for a warm-up. The first part of the warm-up could include a focus on muscle warmup i.e. Core Advantage movements such as:

1. Squats – 10 reps
2. High Hip Skip – Half Court and back (or 1 x full court)
3. Piston Run - Half Court and back (or 1 x full court)
4. Line Drill – 2 sets of 40
5. Z-cuts - Half Court and back (or 1 x full court)
6. Pitter Patter to Sprint to stop – 2x full court lengths of “Ready, Go, Stop”

A description of each of the 6 movements above is detailed in the example training plan.

The second part of the warm-up could focus more on ball skills – building feel in the hands with as much ball work as possible. For younger teams u/12 and u/14 a consistent warm up with ball handling builds foundation skills for all players, for example:

- a. Up and back right hand
- b. Up and back left hand
- c. Cross over
- d. Hesitation dribble
- e. Reverse dribble
- f. Through the legs

- g. Behind the back
- h. Combination

The Maravich series of ball handling drills could also be used.

For older teams possibly include a measuring drill so the team can see improvements, the drill can be done every week or every couple of weeks at training. Some suggestions – timed horseshoe drill (XX number of shots in under 3 minutes), if the full court is available or with the group; Celtics lay-up drill (XX made layups in 3 minutes).

For the middle slots of the session, possible areas to work on are:

- **Shooting** – lay-ups & short range (LH & RH), medium and long range, contested, off the dribble, going left and right, free throws
- **Dribbling** – LH/RH, cross-overs, pound the ball, zig zag, reverse pivot, through the legs, behind the back, in and out, etc...
- **Passing** – stationary and on the run, LH & RH, passing under pressure (including pivoting) and into the post
- **Defence** – 1:1, footwork, close-outs, box-out/rebounding, team defence (shell drill), press/trap, how to defend pick and roll (i.e. hard show/blitz, drop coverage, switch), zones (U16 up)
- **Offence** – spacing (younger players), screening, passing through a press. Typically, U14 A Grade and up: sets & plays (1:1 and zone), pick & roll, post play, inbounds plays.
- **Full court** – fast breaks, transition offence and defence

With training drills, kids will find it more interesting and beneficial if game play is used as much as possible. Drills that don't resemble scenarios faced in a game can lose relevance or meaning with the players. Modified game play to focus on a key area is a useful method i.e. to promote more passing, rather than dribbling, play 4 v 4 with a rule such as one dribble only, or if you dribble, you must make it into the key.

Kids also find competitive work more more engaging and fun. Set up scenarios that encourage players to solve problems – and let them figure it out for themselves. Include lots of 1 v 1, 2 v 2 work, or create disadvantage competitive work i.e. 2 v 1, 3 v 2.

To finish the session, you may wish to do some standard competitive work. i.e. scrimmage. It's also good to finish training with foul shooting (e.g. make 10 each) or a fun game to finish on a positive note.

Post training, it's a good idea to have a one minute final word as a team to possibly re-cap on the training session and one or two words about the game ahead.

With junior sport, it is important that training is fun and competitive. Kids need to have a ball into their hand as much as possible and will have more enjoyment when drills involve some level of competition (e.g. first team to 10, etc...). Training should be set to the level of skill and development of the team – start with basics and work up once these have been mastered – it is of no value if the kids can run a complex play but can't do a lay-up on their left hand.

It is also important that coaches take account of other activities that kids participate in outside of their domestic basketball. This could include Representative or State commitments (which should take priority) or other sports such as football or netball. This may mean some kids don't participate

in all trainings – to manage their load – or that they don't participate in certain drills. Coaches should do their best to be aware of these situations and plan accordingly.

[A Player Skills Matrix is provided on the final pages of this handbook. The matrix has been designed to assist coaches in determining and prioritising technical skills in addition to the primary concepts and principles of the sport that junior players should be developing at specific ages.]

Coach Accreditation

At a minimum, all Coaches must have an up-to-date Working With Children's Check. Coaches must register via PlayHQ each season and enter their valid WWC number.

Basketball Australia has developed a tiered coaching accreditation system designed to support the development of coaches from domestic club level to elite and international level. In 2023 Basketball Victoria introduced a minimum standard of "Level 1: Club Coach Accreditation" for all Basketball Victoria competitions such as VJBL but at this stage does not include domestic competitions. It is recommended however that domestic coaches achieve Level 0: Community Coach Accreditation which involves a 1 hour online course and 2 hour hands-on practical program. Level 1: Club Coach Courses are similar, but run over 6 hours. Woodend Hawks encourages and will financially support any of our coaches who wish to undertake formal Basketball Victoria coach accreditation.

SBA runs coach accreditation programs at different times over the year.

More information on Coach Accreditation can be found here: [Coach - Coaching Courses & Accreditation \(basketballvictoria.com.au\)](https://basketballvictoria.com.au/coach-coaching-courses-accreditation)

Basketball Australia No Zone Policy

For u12 and u14 competitions, Basketball Australia has a No Zone (defence) policy. The SBA has adopted this policy and specifies it's implementation under the *SBA By-Law 8.18 Junior Competition Rules* point e).

Wooded Hawks values the development of not only our players but opposition players. At u12 and u14 age groups, zone defences do not help players learn the fundamentals of correct defensive play and we actively discourage it's use. Zone defence may be implemented in ignorance, but at worst, it is implemented as a very effective win at all costs strategy.

If you believe an opposition team is implementing a zone defence at u12 and u14 age level (unfortunately it does happen), refer to the SBA By-Laws on the correct reporting procedure with the SBA.

End of Season & Team Selections

Coaches are expected each season to facilitate selection of awards for the MVP & Coaches Award for the team. Selection of the MVP can be done in many ways – either by getting the players to vote or using a weekly voting system where votes are awarded for each game. Care should be taken using players to vote in lower age groups – many players at this level will be starting out and may not appreciate what good play is i.e. good defence or great team play with score assists may go unnoticed because those actions doesn't show up on the scoresheet.

Coaches are also expected to provide input into team selections for next season. This typically involves attending a Hawks Team Selection meeting and providing commentary on the development potential and level of each player whilst also being aware of friendships and other factors that need

to be taken into account. This is a critical role for our coaches and we expect that coaches work with each other to focus on what is best for each and every player in the big picture – without focusing solely on building the best team for next season.

End of Year Presentations and Awards

The basketball year is split into 2 seasons: Summer (Terms 4 and 1) and Winter (Terms 2 and 3). Once a year a Club Presentation Day is held where all club families are invited to get together and celebrate their teams' achievements for the year. There is an opportunity Coaches and/or MVP Awards to be presented should the Coach wish to recognise players at the end of each season. The Committee will circulate information regarding awards towards the end of each season, for consideration.

The club tracks game achievements for each player. Players are presented with a medal once they reach 50, 100, 150, 200 games.

Working with Children Permit

All Coaches, Assistant Coaches and Team Managers need to have a valid Working with Children permit and enter these details when they register for the season on PlayHQ.

Complaints and Issues Management

Team Managers act as a point of contact for any issues or concerns within the team and escalate to the Coach and/or Club if required. Any concerns from a parent or player are to be directed to the Team Managers - NOT directly to the coach.

Most issues can be resolved through discussion with the Team Manager and/or Coach. If you are not satisfied with the outcome or response you should contact Hawks Coordinator or President.

Sunbury Basketball has introduced a Zero Tolerance Policy to address instances of abuse or poor behaviour from spectators or coaches. It is important to familiarise yourself with the policy and ensure the parents of your team are also familiar. Any instances that you observe or experience should be reported to the committee.

Woodend Hawks also adopts a zero tolerance approach with respect to how parents talk to kids, coaches and officials/referees. They are expected to cheer and support the team, but not to coach from the sidelines. If they have any issues with how a game is coached or refereed, it is expected that they raise it with the Team Manager. Any poor behaviour or disrespect directed at Team Managers, Coaches or Officials/Referees should be immediately reported to the Hawks Committee.

Resources

The internet provides amazing resources for basketball coaches of all levels. Here are some links to sites that are worth looking at.

Firstly, some great videos that you can also share with parents about basketball development.

Part 1:

https://www.youtube.com/watch?v=ZTsrn0Va_I

Part 2:

<https://www.youtube.com/watch?v=A1nxi-cacZ0>

Skills:

<https://www.basketballforcoaches.com>

[Pure Sweat Basketball](#) – this is Drew Hanlen – he is an NBA Skills Coach – has a lot of youtube video that are worth looking at, some great primary skills drills - <https://www.youtube.com/watch?v=r-NfawU2Rso>

<https://ebasketballcoach.com/op/skills/>

<https://changingthegameproject.com/blog/>

Documents

Coaches should make themselves familiar with the below documents:

[Sunbury Basketball Association By-laws](#)

[Sunbury Basketball Association Zero Tolerance Policy](#)

[Basketball Victoria Codes of Conduct](#)

– document includes Codes of Conduct for Administrators, Coaches (also provided below), Officials Parents and Players.

Basketball Victoria Coaches Code of Conduct

1. Remember that basketball is for enjoyment. Remember that basketballers play for fun and enjoyment and that winning is only part of their motivation. Always make sure that participants are made to feel welcome whenever they attend for training or a match. Ensure that activities are carefully planned, well structured and varied to provide opportunities for individual and team development. Be willing to depart from the plan to take advantage of an unexpectedly high interest in a particular activity. Never ridicule players for making mistakes or losing a competition. See errors or losses as an opportunity to learn in a constructive way. Comment in a way that is positive and designed to create interest, involvement and development.

2. Be reasonable in your demands In scheduling training and playing times and days, be reasonable in your demands on players' time, energy and enthusiasm, taking into account their age, level of play and other commitments such as school and employment. Young children are likely to have more

time but short attention spans. They may have plenty of energy but are likely to need more guidance on how best to look after their bodies. The differences in physical and mental maturity can be quite marked in younger children of the same age group. All these factors need to be considered in coaching young children. Older children have greater demands from their studies and many of them need to work to assist their schooling. They also have many social demands. Try to assist them in achieving a good balance between the various demands on them. Adults should in most cases be capable of making their own decisions on priority between basketball and other demands such as work, family and social engagements. Respect those decisions.

3. Teach understanding and respect for the rules. Teach your players that understanding and playing by the rules is their own responsibility and that the rules exist for the safety, proper order and enjoyment of all people involved in basketball. The lessons to be learned in this respect in basketball are lessons that can and should be carried over into all aspects of their lives. Do not encourage players to ignore or deliberately break any rules.

4. Give all players a reasonable amount of court time. All players need and deserve reasonable court time. Avoid over-playing the talented players. It is unfair to both them and those who are not so talented. Players cannot improve without the opportunity of a reasonable amount of match practice. Talented players can burn out. Having no or little time in court can cause players to suffer from morale problems and they can lose interest in the sport altogether.

5. Develop team respect for the ability of opponents including their coaches. Part of participation in sport is respect for all participants in the game. Encourage your players to accept that their opponents are entitled to proper courtesy. This means introducing themselves to their opponents on court, congratulating them whether they win or lose and accepting loss gracefully. Teach them that the opposition coach is there trying to do the best for their team and is also entitled to respect.

6. Instil in your players respect for officials and an acceptance of their judgement. Players should be taught to understand that officials have a very difficult task to perform and that without them games could not be played. They are there to enforce the rules of play but they cannot always be right. Teach your players to accept bad calls graciously. Abuse of referees is unacceptable behaviour that should not be tolerated. Players who consistently dispute decisions or do not accept bad decisions should be singled out for counselling and guidance.

7. Guide your players in their interaction with the media, parents and spectators. It is sometimes very difficult for players to concentrate on the game when there is the distraction of the presence of friends and relatives as spectators. Coaches have a difficult role to play in teaching players respect for their parents and other spectators but also teaching them to maintain concentration on the team plan if spectators become overenthusiastic. Parents sometimes make demands on their children's time which interferes in their basketball activities. Respect this and try to structure your coaching and their training and playing times and obligations to take those demands into account. There are many other factors which need to be balanced, including venue availability and requirements of administrators. The coach's task is not easy. The presence of media at a basketball game can lead to a temptation by some players to "show off" or otherwise act differently from how they would act normally. Encourage your players to not be awed by the presence of the media. Also teach them that if they are approached for an interview after a game they are representing the whole sport and should behave accordingly.

8. Group players according to age, height, skills and physical maturity, whenever possible. Uneven competition can lead to a loss of enthusiasm. Coaches should always try and group players of

reasonably equal ability. In coaching children it is important to remember the different maturity rates for children of the same age. A player in their early teenage years may be the tallest in their team and yet because they have matured early, be one of the shorter players in only a brief time. Coaches must be ever vigilant to ensure that changes in height and other physical characteristics are noticed and acted upon.

9. Ensure that equipment and facilities meet safety standards and are appropriate to the age and ability of the players. In our increasingly litigious and accountable society, all those involved in sport have a responsibility to take all reasonable steps to ensure the safety and wellbeing of participants. Coaches are in a unique position to control many of the factors which can have an effect on this welfare. Coaches should be aware of the dangers factors such as heat and dehydration, wet floors and other potentially hazardous environmental situations can cause. A coach has a responsibility to avoid putting players into dangerous conditions.

10. Be prepared to lose sometimes. Everyone wins and loses at some time. Be a fair winner and a good loser. Disappointment at losing is natural, but it should not be obvious to the point of being unpleasant for others. Just as unpleasant can be the boastful winner. Recognise that even in defeat, the loser has achieved something, just by playing. Not everything in life can be a winning situation. Losing can be an important learning experience for your wider life goals. Guide your players to accept a loss in this spirit.

11. Act responsibly when players are ill or injured. Show concern and take responsibility for players who are sick or injured whilst under your care. Follow the advice of a physician when determining when an injured or ill player is ready to recommence play. If a player is injured on court, make sure that there is no danger of further aggravation of the injury by prompt removal of the player if this is appropriate. Qualify yourself to administer first aid so that you can recognise the seriousness of an injury or illness and act accordingly.

12. As well as imparting knowledge and skills, promote desirable personal and social behaviours. Be aware of the role of the coach as an educator. Particularly with young people, the way they perform in their lives is influenced by many factors. An important influence is the person they see as a role model. Coaches often take on the part of role model for many young people. It is therefore important to ensure that the influence from coaches is seen in a positive light rather adversely. What you say and how you act can be most important in modelling the behaviour of players.

13. Keep your knowledge current. Seek to keep abreast of changes in basketball – share with and learn from other coaches. Ensure that the information used is up to date, appropriate to the needs of players and takes into account the principles of growth and development of children.

14. Ensure that any physical contact with a player is appropriate. Physical contact between a coach and a player except that which would be considered usual social contact such as the shaking of a hand or a “high five” should be rare. Gestures which can be well meaning, or even considered by some to be acceptable, may be unacceptable to others. Sometimes physical contact can be misinterpreted as sexual harassment or even molestation. Particular care needs to be taken in coaching children. Ensure that if there is physical contact with a player that it is appropriate to the situation and necessary for the player’s skill development.

15. Avoid personal relationships with players. Personal relationships with players can often be misinterpreted as something sinister. Friendship with players is essential to building trust between a coach and players. However, the power imbalance in a coaching situation can make it unwise for a relationship to develop beyond friendship. Particular care must be taken when coaching children.

16. Respect the rights, dignity and worth of every person. Regardless of their gender, ability, cultural background, religion or other factor irrelevant to the game, all persons connected with basketball are entitled to equal treatment and respect. Avoid any remarks that could be construed as offensive or discriminatory. Sometimes even a joke may give offence. Even if a person refers to themselves with a particular label, it should not be taken as an invitation for you to do so. Using discretion is imperative and it is better to err on the side of caution.

17. Always respect the use of facilities and equipment provided. Facilities and equipment cost money and will only function properly if kept in good order. Ensure that you and your players do not abuse anything provided for use. Discourage players from hanging off hoops or “slam dunking”. Quite properly, these practices are banned in most venues. Not only can equipment be damaged but serious injury can occur.

Player Skills Matrix

The objective of the Player Skills Matrix is to assist coaches in determining and prioritising technical skills in addition to the primary concepts and principles of the sport that junior players should be developing at specific ages. The Matrix is a guide for coaches in assessing their player's current skill proficiencies whilst supporting coaches in developing and preparing their players for the higher age levels. The Matrix can also be used as a "check list" to assist coaches in planning their season program and their weekly team training plans.

Key

I = Introduced (skill/ concept has been introduced and the player has had some basic practice on it)

B = Beginning (player is using the new skill in trainings/ games however requires significant development)

D = Developing (skill is used in trainings & in games at an average level of proficiency)

C = Competent (skill or concept is executed by player in games at a reasonably high level)

P = Proficient (skill/ concept is used effectively in games)

L = Lower divisions

H = Higher divisions

Body Movement Fundamentals

Skill	u12	u14	u16	u19
Running technique	C	C	P	P
Running – forwards & backwards	C	C	P	P
Change of pace	D	C	P	P
Change of direction, stutter step	D	C	P	P
Stopping – jump stops & stride stops	D	C	P	P
Jumping – landing on balance	D	C	P	P
Pivoting – forward & reverse	D	C	P	P
Combination running, stopping & pivoting etc.	D	C	P	P

Cutting, Leading & Sealing

Skill	u12		u14		u16		u19	
	L	H	L	H	L	H	L	H
Straight lead	I/D	C	C	P	P	P	P	P
V-cut lead	I	D	B	C	D	P	C	P
Triangle cut lead		I	I/B	B/D	D	C	C	P
Blast / Fill cut		C	I/B	P	D	P	C	P
Back cut		D	I/B	C	D	P	C	P
Give & Go cut (basket cut)	I	D	B	C	D	P	C	P
Flash cut	I	B	B	D	D	C	C	P
Post positioning		I	I	D	B/D	C	C	P

Dribbling

Skill	u12		u14		u16		u19	
	L	H	L	H	L	H	L	H
Right hand speed dribble	I/B	D	D	C	C	P		P
Left hand speed dribble	I/B	D	D	C	C	P		P
Control dribble – stop, retreat dribble (l & r)	I/B	D	D	C	C	P		P
Change of pace dribble – stop, start; hesitation	I/B	D	D	C	C	P		P
Crossover dribble	I/B	D	D	C	C	P		P
Reverse (spin) dribble		I/B	I/B	D	D/C	C		P
Behind the back dribble		I/B	I/B	B	D/C	D		C
Fake crossover dribble (on-side / inside-out)		I/B	I/B	B	D/C	C		P
Between the legs crossover dribble		I/B	I/B	D	D/C	D		C
Combination dribble moves		I/B	I/B	D	D/C	C		P

Passing

Skill	u12		u14		u16		u19	
	L	H	L	H	L	H	L	H
Catching (give a target, move to ball, triple threat)	I/B	D	D	C	C	P	P	P
Push pass (left & right hand)	I/B	D	D	C	C	P	P	P
Chest pass	I/B	D	D	C	C	P	P	P
One hand pass (left & right hand)	I/B	D	D	C	C	P	P	P
Overhead pass	I/B	D	D	C	C	P	P	P
Baseball pass	I/B	D	D	C	C	P	P	P
Passing off a cut	I/B	D	D	D	C	C	P	P
Passing on the move	I/B	D	D	D	C	C	P	P
Passing off the dribble	I/B	D	D	D	C	C	P	P
Contested passing (pass fakes, pivots)	I/B	D	D	D	C	C	P	C

Shooting

Skill	u12		u14		u16		u19	
	L	H	L	H	L	H	L	H
Right hand speed lay up (off dribble & pass)	I/B	D	D	C	C	P	P	P
Left hand speed lay up (off dribble & pass)	I/B	D	D	C	C	P	C	P
Power lay up – jump stop off 2 feet (l & R hand)	I/B	D	D	C	C	P	C	P
Reverse lay up (left & right hand)		I	I	B	B	D	D	C
Bunny-hop-step into lay up (playing off 2 feet)		I	I	B	B	D	D	C
Euro step into lay up (off either foot)		I	I	B	B	D	D	C
Jump hook			I	I/B	B	D	D	C
Shot technique (set or ready position, body alignment, ball position, wrist cock, elbow position, lock and snap, arm extension)	I/B	D	D	D	C	C	D	P
Set shot	I/B	D	D	D	C	C	D	P
Jump shot				I	I/B	B/D	C	C
Set shot / Jump shot off the pass	I/B	D	D	D	C	C	D	P
Set shot / jump shot off the dribble	I/B	D	D	D	C	C	D	P
Post move – drop step baseline power lay				I/B	I/B	D	C	C
Power move – drop step middle jump hook				I/B	I/B	D	C	C
Runners / floaters				I/B	I/B	D	C	C

1 on 1 Skills

Skill	u12		u14		u16		u19	
	L	H	L	H	L	H	L	H
Lead, catch & rip drive (L & R)	I/B	D	D	C	C	P	D	P
Lead, catch, triple threat, shot fake & drive (L & R)	I/B	D	D	C	C	P	D	P
Lead, catch, triple threat, jab fake & drive		I/B	I/B	D	D	C	C	P
Combo moves – shot fake, jab fake, pass fake		I	I	B	B/D	D	C	C
“live” dribble moves (see dribble skills)	I/B	D	D	D	C	C	D	P
Post cut, seal, catch, drive/pass fakes				I/B	I/B	D	C	C
Pass, drive & shot fakes	I	B	B/D	D	C	C	D	P

Rebounding

Skill	u12		u14		u16		u19	
	L	H	L	H	L	H	L	H
Stance, timing, catch ball with both hands in air	I/B	B	D	D	C	P	D	P
Protect ball (chin the ball, elbows out, balance)	I/B	B	D	D	C	P	D	P
Boxing out (forearm contact with offence, pivot)				I	I/B	C	C	P
Defensive – outlet pass, bust out dribble	I/B	B	D	D	C	C	D	P
Offensive – V-cut, hit & spin off defender				I	I/B	D	C	C
Tipping in						D	D	C

Individual On Ball Defence

Skill	u12		u14		u16		u19	
	L	H	L	H	L	H	L	H
Stance on the ball	I/B	D	D	C	C	P	C	P
Containment footwork (slide, run, slide)	I/B	D	D	D	C	C	C	P
Channelling the dribbler technique		I	I/B	B	D	D	C	C
Turning the dribbler		I/B	I/B	B/D	D	C	C	P
Close out technique	I/B	I/B	D	D	C	C	C	P
Taking the charge technique		I	I	B/D	B/D	C	C	P
Taking chest blows (on the dribble)		I	I	I	B/D	B/D	C	C
Defending the low post player (chest blows)				I	I	B/D	B	C

Individual Off Ball Defence

Skill	u12		u14		u16		u19	
	L	H	L	H	L	H	L	H
Jumping to the ball	I	B/D	B	D	D	C	C	P
Defending cutters	I	B	B	D	D	C	C	P
Defend the back cut (head snap / open up)		I	I	B	B	C	D	P
Pass denial (closed stance – shuffle)		I	I	B	B	C	D	P

Team Defence

Skill	u12		u14		u16		u19	
	L	H	L	H	L	H	L	H
Defensive transition principles	I	I/B	B	D	D	C	C	P
Man-to-man defensive positioning	I	I/B	B	D	D	C	C	P
Off ball flat triangle positioning (point the pistols)		I/B	I/B	D	D	C	C	P
High & low (nail) split line help positions		I/B	I/B	D	D	C	C	P
Help & Recover principles (go/stay)		I/B	I/B	D	D	C	C	P
Full court run and jump / trap principles		I/B	I/B	D	D	C	C	P
Defending off/on ball screens (over or switch)		I	I/B	B	D	C	C	P
Defending dribble hand-offs		I	I/B	D	D	C	C	P
Zone defence principles					I/B	I/B	D	D/C /P
Zone press / trap principles				I/B	I/B	C	D	P

Team Offence

Skill	u12		u14		u16		u19	
	L	H	L	H	L	H	L	H
Fast break principles (2 on 1, 3 on 2) – positions; 2 x corner runners, 1 x rim runner, look for kick-ahead pass. Passing is faster than dribbling.	I	B	B	D	D	C	C	P
Court spacing / court balance	I	B	B	D	D	C	C	P
Ball movement, ball reversal principles	I	B	B	D	D	C	C	P
Dribble penetration & receivers' principles	I	B	B	D	D	C	C	P
Pass, cut & replace	I	B	B	D	D	C	C	P
Playing out of a post pass		I	I	B/D	B	D	D	D/C
Pass and cut (give & go)	I	B	B	D	D	C	C	P
High post flash cut, back-cut action		I	I	B	B	D	D	C

Down screens (screener & cutter roles / options)		I	I	B	B	D	D	C
Back screens / Up screens		I	I	I/B	B	D	D	C
On ball screens / pick & roll (seal, roll/pop, split)				I/B	I/B	D	D	C
Dribble hand-offs		I	I	B/D	B	C	D	P
Zone press breaker principles		I	I	B/D	B	D	D	C
Man-to-man press breaker principles		I	I	B/D	B	D	D	C
Motion offence principles (5 out, 4 out, 3 out)		I/B	I	D	B	C	D	P
Zone offense principles					I/B	I/D	D	C

Rules

Skill	u12	u14	u16	u19
Scoring	C	P	P	P
Double dribble / carrying the ball	D/C	P	P	P
Travelling	D	C	P	P
Backcourt violation	I	I/B	D/C	P
Jump ball – start game	D/C	P	P	P
Held ball / possession arrow	D	C	P	P
Fouls – hands, holding, pushing	B/D	C	P	P
Fouls – blocking	D	C	P	P
Fouls – on shooter	D	C	P	P
Offensive foul (charge)	D	C	P	P
Five fouls on a player	C	P	P	P
Technical foul		I/B	D/C	P
Unsportsmanlike foul		I/B	D/C	P
Team fouls & bonus free throws	D/C	P	P	P
Mercy rule (greater than 25 points ahead)	B/D	C	P	P
5 seconds in the key (u12) 3 seconds in key (u14+)	I	I/B	C/P	P
5 seconds (closely guarded & inbound)		I/B	C/P	P
8 seconds in back court	I	B/D	C	P
Goal tending			I/B	D
Out of bounds	D/C	P	P	P
Free throws – player positions and rules	D	C	P	P
Time outs	I/B	D/C	P	P
Substitutions	I/B	D/C	P	P

Miscellaneous

Skill	u12		u14		u16		u19	u19
	L	H	L	H	L	H	L	H
Court terminology (e.g. baseline, key etc)	I/B	C	C/D	P	P	P		P
Court positions (e.g. nail, split, seam)		I/B	I/B	D	D	C		C
Player positions / roles		I/B	I/B	D	D	C		C