# Train to Train, Phase 2:
**(13-15 females, 14-16 males)**

## Fundamental Movement Skills

- Refine same skills as FUNdamentals stage

## Fundamental Basketball Skills

### Basic Motor Movement Skills - Without Ball

- Stances - offensive ready, defensive
- Movement - starting, stopping, change of direction
- Footwork - Agility, Balance and Coordination (ABC's)
- Vision - scanning

### Basic Motor Skills with Ball

- Stances - triple threat, ready, shot ready
- Footwork - pivoting, balance, explosions

### Dribbling - Stationary and Moving

- Push-Pull
- Behind back
- 2 ball
- Maravich drills
- Inside out to cross over
- Between legs
- Stutter
- Hop back - to go and to shot
- Spin
- Combination moves
- Off hand
- Dribbling versus pressure

### Passing and Catching

- Outlet passes
- Full court passes

### Shooting

- Form shooting, wall shooting
- Ready to shoot
- Shot preparation
- After a cut into 1,2 footwork
- Jump shot
- 3-point shot
- Free throws
- Under pressure

### Lay-Up Skills

- From 1 foot
- From a pro hop/power layup (2-foot take off)
- Reverse
- Decision on type of finish

### Perimeter Movement with Ball (1-on-1)

- Shot fake and go
- Shot fake and cross-over
- Shot fake and pull-up
- Jab step and shoot
- Jab step and go
- Jab step and cross-over
- Combinations of the above

### Perimeter Movement without the Ball

- V-cut
- L-cut
- Blast cut
- Backdoor cut

# Chapter 9


### Post Movement without the Ball
- Sealing

### Post Movement with Ball
- Drop step
- Gather step
- Turn around Jumper

### Introduce Screening Situations late in the stage
- Cross
- Down
- Ball

### Defensive Stance on the Ball
- Ready, point, dead
- Run-glide-run
- Hip turns
- Help
- Deny
- Ball influence
- Guarding screens - "don't get screened"

### Rebounding
- Box outs
- 2 hands on the ball
- Outlet the ball/break out dribble

## PLAYING PRINCIPLES

### Offensive Transition
- Secure possession
- Attack the basket
- Outlet or breakout dribble
- Space the floor vertically and horizontally

### Defensive Transition
- Box-out
- Keep ball out of middle of floor
- 1st man back defends basket
- Stop ball
- Match up with checks by communicating with teammates

### Offensive Concepts
- Attack the basket
- Spacing is paramount
- Read the defence, read your teammates
- Be patient
- Be quick but don't hurry

### Penetration and Kick Principles
- Pushing and pulling off penetration

### Use of Dribble
- To advance the ball
- To attack the hoop
- To improve passing angles
- To get the ball out of trouble

### Defence in the Half Court (man to man)
- Stop penetration
- Force (funnel) the ball
- Turn the ball
- Help side must see ball and man
- Help the helper (help, fill and rotate)
- Challenge all shots
- Defend all screening situations (late in the stage)

## TECHNICAL OFFENCE
- Communication: verbal/non-verbal cues
- Expand on reading the defender
  - On/off ball
  - Back cuts
  - Reading overplays
  - On passing to post
- Screen on ball
- Pick and roll or pick and cut
- React to defence
- What do other players do
- 5-on-5 offence
- Concept based - attack the basket, spacing, penetration principles, passing and cutting and sealing
- Options and sequencing - spacing and balancing (3-point line)
- Screen options introduced late in the stage

### 1-on-1 - Shooting
- Decisions on second line of "D." Decision when meeting second line of defence (ex. pull up, floater, tear drop, etc)
- Shooting off screen
- Concept of freeing shooters - off screens: screen, shot and pass

### Team Defence
- Communication: cues and team awareness
- Talk to teammates
- Rotation - help and recovery

### Post "D" specific
- Screens - on and off the ball
- Hedge and recover, stab and retreat
- Concept of influencing (perimeter and post)

### Improve or Refine
- Concept of area coverage: Progression
- Emphasis on not reaching and controlled defensive body position
- Guarding ball in post
- Gap as related to quickness and skill i.e. good shooter, play tight
- Trapping, double team, run & jump
- Rebounding off rotation
- Understand offensive abilities

### Offensive Transition
- Define responsibilities
- Rebounder, outlet, 2nd outlet
- Anticipate possession
- Decision making
  - Individual strength
  - Advantages: time and score
- Advancing ball: pass, dribble
- Responsibilities after transition ends
  - Balance out and spacing - 3-point line
  - Set up offence

### Defensive Transition
- Communication
  - Awareness
  - Pointing
- Guarding/covering the entire court
  - Stop ball earlier
  - Rebounder
  - Deny outlet
  - Defend lanes (ball u man)
- Safety - 1st player back
  - Communicate "traffic controller"

*"The reason why so many athletes plateau during the later stage of their careers is primarily because of an overemphasis on competition instead of on training during these important periods (L2T and T2T) in athletic development."*

-- Istvan Balyi

### One Attack Concepts

Zone offensive and defensive concepts plus zone press and press break concepts will be introduced late in this stage after the players have acquired the necessary player to player defensive and offensive concepts. Coaches are reminded that the goal is to develop "global basketball players" rather than positional players.

- Using player-to-player concepts to attack zone
- Handle double teams, run & jump
- Passing to enable offensive efficiency
- Expand use of dribble
  - Advance ball, pass to post, improve angle, penetrate, retreat, control

### Zone Offensive Concepts

- Using player-to-player concepts to attack zone (proper spacing, penetration principles, cutting, sealing, picks and screens)
- Passing to enable offensive efficiency (ball reversal, fakes)
- Introduce and develop specific zone concepts (overload, flatten the zone, use of gaps and seams)

### Zone Defensive Concepts

- Introduce zone defensive concepts as opposed to zone defensive systems

### Press and Press Breaks

- Introduce and develop pressing pick up points
- Introduce trapping concepts (pressure defence)
- Introduce concepts to breaking traps and pressing defences (press breaks and pressure releases)

## GAME MODIFICATIONS

Regulation game (this includes the introduction of the shot clock) with the following modifications:

1. The aim is to ensure that athletes are able to use the basic skills in a competitive environment. When this aim is achieved coaches can then move into more complex tactical concepts such as zone defences and presses;
2. Coaches need to be aware that during this stage there is a great variation in physical ability due to maturation rates. This will greatly effect the decision that a coach makes in competitive situations. i.e. who is matched up against who in a game and what tactics you employ?
3. Coaches need to ensure that late maturing children entering the sport late are given opportunities to play;
4. Use a number 5 or 6 ball;
5. A smaller court may be considered.

# DEVELOPMENTAL CHARACTERISTICS

## Physical Characteristics

### Basic Characteristics

- Significant changes in muscle, bone and fat tissue;
- Females begin their growth spurt between the ages of 12.5 and 14 years, while males begin between 12.5 and 15;
- The on-set of menarche for females can be anywhere from 10-16 years;
- Smaller muscle groups become more developed;
- Various parts of the body are not growing at the same rate;
- Stamina can be developed here through the use of aerobic drills by using the full length of the court. It should be noted that it is sometimes difficult to implement continuous running programs due to a lack of motivation on the part of the athletes;
- Strength training using the athletes' body weight should be continued.

### Performance Capabilities

- Early in this phase, females are faster and stronger than males. Later in this phase males become faster and stronger;
- After the on-set of menarche, iron levels of females should be monitored regularly. Watch for fatigue, dizziness, irritability, headaches and dry skin;
- Speed, agility, balance and coordination are still improving rapidly, and are fully trainable;
- A change in the centre of gravity, length of limbs and core strength will determine the content of training;
- Oxygen transport system is still developing and aerobic endurance continues to increase.

### Implications for Coach

- Monitor training carefully and individualize the content of training to ensure adaptation;
- Chronological age is not the most appropriate way to group players. Biological age should be used;
- Situations which cause anxiety about sexual development should be avoided;
- All basic skills need to be developed. Athletes should learn how to train during this phase;
- Some of the previously learned skills will need to be refined (re-learned), since the growth of limbs will impact techniques;
- Short duration of anaerobic activities is recommended;
- Individualized training to meet the developmental needs of the athlete;
- Use warm up to further develop CNS (Central Nervous System) activities and energy systems.

## Physical Capacities

### The Five S's of Training and Performance during the Training to Train Stage:

**Stamina** - the onset of PHV contributes to accelerated adaptation in the aerobic system. This is the time at which the athlete's aerobic system is best trained. The 11-15 year old female and 12-16 year old male athletes should be grouped during training according to biological maturation rather than chronological age, since young adolescents may be 4-5 years apart within each chronological age group.

Physical training should be organized so that early, average and late maturing athletes each have their own training group. With the onset of the growth spurt a training priority should be the aerobic system using different activities. Although the aerobic system is a priority, strengths, speed, skill and suppleness should be developed further/maintained. This is building the foundation of the aerobic base of a basketball player.

### Measuring PHV

In order to estimate PHV, the University of Saskatchewan has developed a PHV calculator which requires the athlete birth date, height, sitting height and weight. The calculator provides protocols for measuring and can be used to predict adult height. See the following webpage:

**http://athena.usask.ca/growthutility/phv_ui.cfm?type=1**

**Strength** - the peak of the growth spurt (defined below) is the reference point for implementation of strength training programs. The sensitive periods of accelerated adaptation to strength training will occur **towards the end and immediately after PHV for females. The sensitive period for males will most likely occur 12-18 months after PHV for males.**

Coaches should monitor their players for the growth spurt of the PHV and the peak of PHV. These measurements accurately indicate the proper time to implement free weight programs. Standing height, sitting height and arm span should be measured quarterly after the onset of the growth spurt.

Proper weight training technique should be introduced during the "skill hungry years." This will prevent injuries from improper lifting techniques. Appropriate progressive overload procedures should be observed when implementing such programs. The training of core strength should always be a priority when training athletes of any age.

**Figure 19** Growth Spurt of the PHV

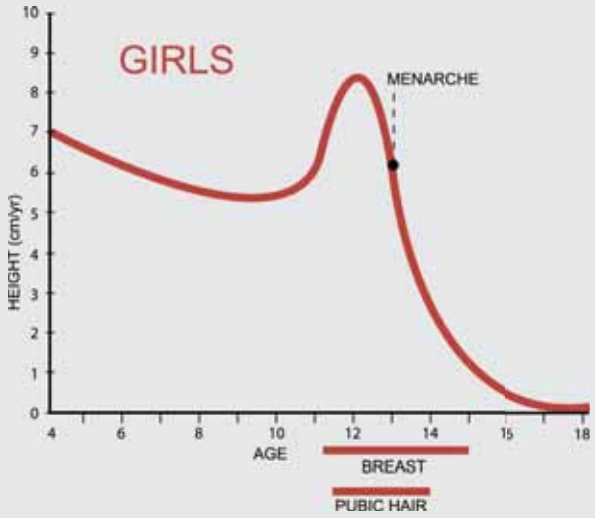
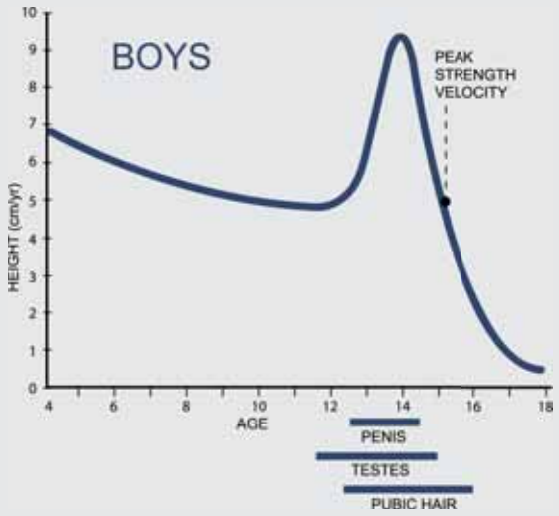



**Figure 20** Growth Spurt of the PHV




Adapted from CS4L

**Speed** - the second speed window for accelerated adaptation is 11-13 years of age for females and 13-16 years for males (Viru, 1995; Viru et al., 1998 and 1999).

Although CNS training is still very important, anaerobic training should be introduced to females during the first part of this stage and to males during the second part of the stage. Proper progressive overloading should be ensured. Linear, lateral and multi-directional movement speed should be trained by proper sequencing of speed work with other training activities.

Speed work should be done all year round regardless of the different phases and objectives of the annual cycle. It should be done at the end of the warm up, when there is no metabolic or nervous system fatigue present and the training load should be very low (ex. speed layups from half, no more than 10 seconds of speed work).

This speed work should be in the form of anaerobic alactic power and capacity. This is energy system training (versus CNS training) and the duration of the intervals should be between 5 to 15 seconds. Agility, quickness and change of direction should be trained at the end of the warm up, avoiding accumulation of fatigue.

**Skill** - due to the rapid growth of athletes during adolescence, including changes in the centre of gravity, length of the arms, trunk and legs, movement skills and fundamental basketball skills should be revisited. Coaches should be patient with the players during and immediately after their growth period because different parts of the body grow at different rates. This may have a temporary adverse effect on an athlete's movement and technical skills.

**Suppleness** - flexibility should be monitored carefully in this stage. Static stretching and Proprioceptive Muscular Facilitation (PNF) should be used to maintain or improve flexibility. The scheduling of a stretching session that is separate from other training activities is recommended during this and the next stage of athlete preparation. Dynamic mobility and pre-habilitation (exercises that prevent injury) routines should replace static stretching in warm ups.

Flexibility training should be done 5 to 6 times per week if flexibility needs to be improved, and 2 to 3 sessions of training each week to maintain current flexibility levels. Special attention should be given to flexibility during this stage due to sudden growth.

### Training Competition Ratios

Approximately 66% training to 33% percent competition ratio (3:1 training to competition ratio) is recommended by experts during the Training to Train stage. These percentages vary according the individual/team needs. Emphasis is on individual improvement over team improvement. Again, players/teams undertaking this type of preparation will be better prepared for competition in both the short and long term than players who focus solely on games. These training to competition ratios will be further evaluated by the competition review working group.

## Mental and Cognitive Development

### Basic Characteristics

- Players develop a new form of egocentric thought. Much emphasis is placed on self-identity;
- Players are eager to perfect skills.

### Performance Capabilities

- Decision making through more complex technical training should be introduced;
- Athletes have a strong fear of failure;
- Individual and specific direction and structure in the learning process is required. A variety of methods to measure success is important to maintain motivation.

### Implication for the Coach

- Create optimum learning environment, match skill and drill levels. Introduce simple coping strategies, concentration and mental imagery;
- Decision making on tactical and strategic solutions should be based upon the skill level of the athlete;
- The coach's ability to demonstrate specific skills is important. If the coach cannot demonstrate the skill, it is important to find someone who can - perhaps a player;
- Audio/visual material and video feedback will help to create mental images;
- Positive reinforcement is imperative.

# Chapter 9


## Psychological Skills

- Players have the ability to set long term, short term and daily training goals, which are to be personally established and progressively monitored;
- Players realize that there are a variety of procedures that can be used to achieve activation controls (ideal performance state) and that they have the ability to use them appropriately;
- These include: breathing techniques, visualization and concentration techniques;
- Players begin to understand that they must be motivated, self-disciplined and dedicated to reach their full potential;
- A player's competitive spirit begins to develop. They must learn to be positive, hard working and confident;
- Players begin to maintain balance and focus while under varying amounts of pressure;
- Players must feel as though it is okay to make mistakes. They cannot be afraid to try something for fear of failure;
- Players must be given opportunities to lead;
- All players must learn to become team players.

## Performance Indicators for Psychological Skills

- Player demonstrates ability and understanding of what constitutes acceptable individual/personal best effort capabilities;
- Player begins to use goal setting, visualization imagery, mental toughness strategies and emotional control strategies;
- Player demonstrates the ability to absorb and apply coaching information to deal with a variety of situations;
- Player demonstrates ability to analyze their own levels of performance and effort. Demonstrates ability to perform as a team player;
- The athlete is able to maintain a positive self-concept through all aspects of training and competition;
- The athlete understands that the coaching emphasis is on learning and performing well as opposed to "winning."

# Emotional Development

## Basic Characteristics

- Players are influenced significantly by their peers;
- Players can accept responsibility;
- Players enjoy cooperation;
- Tension exists between adults and children;
- Physical, mental, and emotional maturity do not necessarily develop at the same rate.

## Performance Capabilities

- Values and attitudes continue to be created and reinforced by the team;
- Some players may be less responsive due to a fear of failure;
- Communication channels should be kept open by the adult because all teenagers need help although they often do not recognize the need for it;
- Social activities are important events for this age group.

## Implications for the Coach

- The coach must provide strong direction and supervision;
- The coach must have open communication with the athletes;
- The players need role models;
- The coach is usually more readily accepted than other adults and should endeavour to keep the lines of communication open;
- The coach must not play favourites. Early matures often become leaders and excel in physical performance. Everyone must be treated as equals.

## Ancillary Capacities

- Athletes must have a passion for learning;
- Athletes can learn about having healthy lifestyles;
- Athletes can learn about communication skills such as respect, honesty and integrity in dealing with others;
- Athletes can be positive role models and set good examples through their actions;
- Athletes are expected to understand:
  - Warm up and cool down
  - Hydration
  - Nutrition
  - Respect for environment and equipment
  - Health awareness
  - Recovery and regeneration
  - Taper and peak