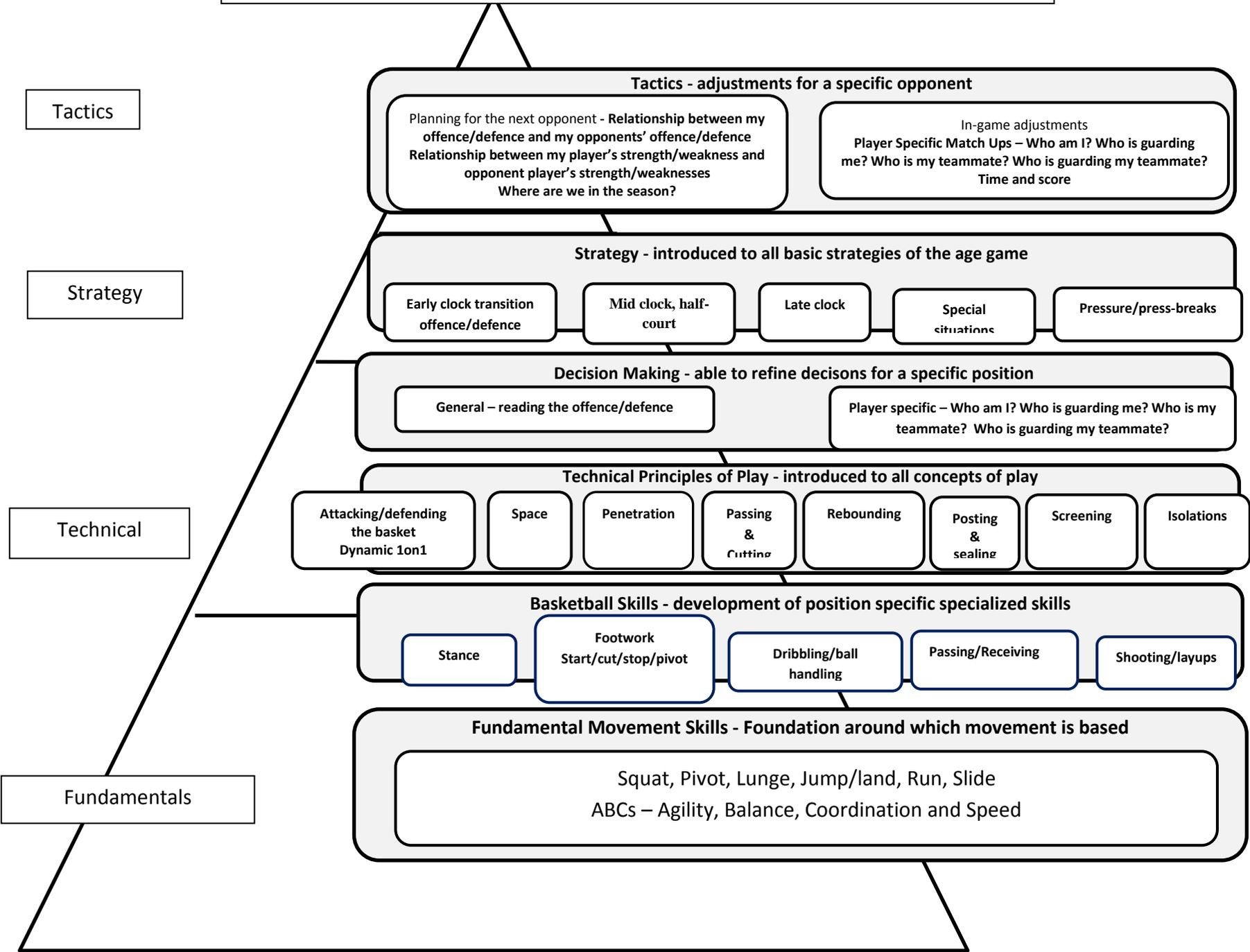


Train to Compete Stage - 15-18+/- Females, 16-18+/- Males



Tactics

Tactics - adjustments for a specific opponent

Planning for the next opponent - Relationship between my offence/defence and my opponents' offence/defence
 Relationship between my player's strength/weakness and opponent player's strength/weakness
 Where are we in the season?

In-game adjustments
 Player Specific Match Ups - Who am I? Who is guarding me? Who is my teammate? Who is guarding my teammate?
 Time and score

Strategy

Strategy - introduced to all basic strategies of the age game

Early clock transition offence/defence Mid clock, half-court Late clock Special situations Pressure/press-breaks

Decision Making - able to refine decisions for a specific position

General - reading the offence/defence Player specific - Who am I? Who is guarding me? Who is my teammate? Who is guarding my teammate?

Technical

Technical Principles of Play - introduced to all concepts of play

Attacking/defending the basket Dynamic 1on1 Space Penetration Passing & Cutting Rebounding Posting & sealing Screening Isolations

Fundamentals

Basketball Skills - development of position specific specialized skills

Stance Footwork Start/cut/stop/pivot Dribbling/ball handling Passing/Receiving Shooting/layups

Fundamental Movement Skills - Foundation around which movement is based

Squat, Pivot, Lunge, Jump/land, Run, Slide
 ABCs - Agility, Balance, Coordination and Speed

Canada Basketball's LTAD Overview

LTAD Stages	Learn to Train	Train to Train	Training to Compete
Age	10-11 years old	11-15 (girls)	15-19 (girls)
		12-16 (boys)	16- 20 (boys)
Aim	To learn the basic basketball skills while still emphasizing fundamental movement skills in a fun and all-inclusive environment.	To introduce the basic technical and strategic parts of "global" basketball with a more structured approach to training.	To introduce athletes to all aspects of the game, and begin to refine all technical aspect and most strategic components.
Fundamental Movements Skills (FMS)			
<p>The most important FMS is the ability to squat. A balanced stable stance, which can be maintained for long periods of time, moved into and out of in multiple directions, is the foundation for all movement on the basketball court. All players must master the ABCs – Agility, Balance, Coordination and Speed. The ABCs need to be taught. The greatest limitation in skill development is often problems with a fundamental movement skill. The intent is to make players athlete's first and basketball players second.</p>			
FMS	<p>Since this is still an entry stage for many children, it is imperative that the instructor ensures that each child has these fundamental movement skills. 20 percent of time is used on movement skills. After the skills have been acquired, coaches can use more basketball specific methods to consolidate and refine the FMS. The coach can make use of fun games that hide the skills within the rules of play. For example; hop scotch makes use of single legged squats and jumping and landing.</p>	<p>25 percent of the time in instruction should be used to warm up using the fundamental movement and basketball skills. A games approach can still be used, but error detection and corrections still need to be done at this stage since the players are going through their growth spurt.</p> <p>Close attention needs to be paid to flexibility at this stage. In general, boys may lack flexibility while females may be too slack in some joints.</p>	<p>20 percent of instructional time is spent here. Work is done on refining the skills and in warming up. It can become more individualized.</p>
Squat	<p>Emphasis should be placed on proper squat form. Using the hips to initiate the movement. The player can begin to build</p>	<p>As athletes are going through growth spurts during this stage, proper form must be maintained. Flexibility will be an issue,</p>	<p>Athletes are now working on increasing their power while maintaining balance. More complex sequencing of movement</p>

	endurance and stabilization. The elbows remain over the knees for good balance.	especially with male athletes. Building strength and endurance using body weight, resistance bands or medicine ball can be done at this time. Players will also benefit from stabilizing activities and simple movements into and out of squats. Balance is still a priority.	into and out of the squats can occur. Note: Loading an athlete with poor form can lead to injury or reduced performance. The players need specific training to meet their individual needs.
Pivot	Emphasis should be placed on proper pivoting form, using the hips to initiate the movement. The players can begin to build endurance and stabilization. Elbows over knees for good balance.	As athletes are going through growth spurts during this stage, proper form must be maintained. Flexibility will be an issue, especially with male athletes. Building strength and endurance using body weight, resistance bands or medicine ball can be done at this time. Players will also benefit from stabilizing activities and simple movements into and out of pivots. Balance is still a priority.	As athletes maintain balance, they are also now working on increasing their power. More complex sequencing of movement into and out of the pivots can occur. The players need specific training to meet their individual needs.
Lunge	Emphasis should be placed on proper lunge form. It is best to start with a backward lunge. The player can begin to build endurance and stabilization. Also lunges to balance are important.	As athletes are going through growth spurts during this stage proper form must be maintained. Flexibility will be an issue, especially with male athletes. Building strength and endurance using body weight, resistance bands or medicine ball can be done at this time. Players will also benefit from stabilizing activities and simple movements into and out of lunges. Balance is still a priority.	Athletes must maintain proper form and balance, but are now working on increasing their power. More complex sequencing of movement into and out of the lunges can occur The players need specific training to meet their individual needs.
Jumping /landing	Emphasis should be placed on proper jumping and landing form. Start with two feet to two feet, but progress through from one foot to one foot. Jumping and landing in different directions is important. Players need to maintain balance when landing. Get low to be safe (bend to absorb the force).	As athletes are going through growth spurts during this stage proper form must be maintained. Flexibility will be an issue, especially with male athletes. Building strength and endurance using body weight, resistance bands or medicine ball can be done at this time. Players will also benefit from stabilizing activities and simple movements into and out of jumps and landings. Balance is still a priority.	Plyometric training can be done if proper form and core strength are present in the athlete. More complex sequencing of movement into and out of the jumping and landing can occur. The players need specific training to meet their individual needs.

Running	Emphasis should be placed on proper running form. Running forward, backward and forward looking over the inside shoulder. The use of the arms is important.	As athletes are going through growth spurts during this stage proper form must be maintained. Flexibility will be an issue, especially with male athletes. Building strength and endurance using body weight, resistance bands or medicine ball can be done at this time. Players will also benefit from stabilizing activities and simple movements into and out of running form.	Athletes are working on increasing their power while maintaining balance. More complex sequencing of movement into and out of running form can occur. The players need specific training to meet their individual needs.
Lateral Movement (sliding)	Emphasis should be placed on proper sliding form. Staying in a squat position is important.	As athletes are going through growth spurts during this stage, proper form must be maintained. Flexibility will be an issue, especially with male athletes. Building strength and endurance using body weight, resistance bands or medicine ball can be done at this time. Players will also benefit from stabilizing activities and simple movements into and out of sliding.	Athletes must maintain proper form and balance, but are now working on increasing their power. More complex sequencing of movement into and out of sliding can occur. The players need specific training to meet their individual needs.
Agility	Make use of fun games that emphasis agility.	Growth must be taken into account. Players going through their growth spurt will appear clumsy and uncoordinated. The coach must take into account the social/emotion impact this can have on these players. Be careful of peer pressure punishment activities. Training aids such as pylons, hurdles and ladders can be introduced but they should not change the running form of the athletes. Proper running form is essential, not tippy toe running with the eyes down to master the hurdles.	Athletes must maintain proper form and balance, but are now working on increasing their power. More complex sequencing of movement can occur. The players need specific training to meet their individual needs.
Balance	Make use of fun games that emphasize balance. Begin with static balance before progressing to dynamic.	Growth must be taken into account. Players going through their growth spurt will appear clumsy and uncoordinated. Balanced activities are best done without the use of a wall. It is the act of going off balance that aids the player in learning how to balance. Both static and	Athletes must maintain proper form when balancing. More complex sequencing of movement can occur. The players need specific training to meet their individual needs.

		dynamic balance is essential. Transitional balance (which is freezing a movement pattern) can be introduced.	
Coordination	Make use of fun games that emphasize coordination	Growth must be taken into account. Players going through their growth spurt will appear clumsy and uncoordinated. Activities that require the players to make use of both sides of their body and away from the middle of the body are important.	More complex sequencing of movement can occur. The players need specific training to meet their individual needs.
Speed	Make use of fun games that emphasis speed. Speed needs to be involved in every training session. Athletes need to learn how to purposefully change speeds.	Speed needs to be done every day. Short bursts of maximum effort are important.	Speed needs to be done every day. More complex sequencing of movement can occur. The players need specific training to meet their individual needs.
Fundamental Basketball Skills (FBS)			
The FBS are the basic building blocks of the game. These include; a balanced stance, the ability to start, stop and pivot (footwork), shot form (which includes layups), dribble form, passing form and the ability to play one-on-one.			
FBS	<p>Introduce the basic skills. Initiation and acquisition of the main fundamental skills of basketball: starts, stops and pivots, shot form (layups), pass form, dribble form and dynamic one-on-one.</p> <p>Bilateral development global approach, everyone learns all skills and positions. 20 percent of teaching time is basketball fundamentals.</p>	<p>Players should be taking the basic skills of basketball (starts, stops and pivots, shot form (layups), pass form, dribble form and dynamic one-on-one) through consolidation and refinement. They will also be introduced to more complex variations of the skill.</p> <p>Note: that some players may still be introduced to the sport at this stage. Players may be at different stages of their own personal skill development of the main fundamental skills of basketball.</p> <p>Bilateral development global approach, everyone learns all skills and positions.</p>	<p>The players should be able to perform the basic skills in a competitive environment. Begin to develop a more individualized skill package. Players may take certain skills to the creative stage.</p> <p>Players are introduced to positional play, but are not restricted in their global skill development because of a position. The position they play should not be a reason to restrict the use of the basic skills of the game. For example: a player playing the post position should not be told to never dribble the ball.</p>
Start/stop /pivot	This begins with a balance. Players learn how to start in a balanced stance. They then progress to moving, stopping and pivoting, all done while on balance. Begin without the ball progressing to	Balance becomes an issue through this stage as players are progressing through puberty. Care must be taken to constantly work with players on proper form. They should be able to execute the proper starts, stops and pivots without	Once the player has completed puberty, they can begin to work on some more specialized starts, stops and pivots that are more position related.

	movement with the ball. Use both feet to start and stop.	travelling; from a stationary start and while moving and catching the ball. Use both feet.	
Shot (layup) form	<p>The players are working on the correct form. Stationary shot form is taught using phase one, two and three. Players should learn the basic right and left hand layup. It is important that form is a higher priority than range on the shot.</p> <p>By the end of this stage, players should have acquired the proper form for catching and shooting (layups) off the pass and for shooting (layups) off the dribble.</p>	<p>In this stage the player will have less time to perform the skill. The emphasis is on using correct form to maintain the one-second advantage. The player must work on consolidating and refining the skill of shooting the ball against defence.</p> <p>The players will also acquire and consolidate the outside-in-power layup that is used close to the basket when contact can occur.</p>	<p>Once the player has completed puberty, they can begin to work on some more specialized shooting (layups) that is based on:</p> <ul style="list-style-type: none"> • the position the player will play • individual characteristics of the player <p>Players must use a form that is safe. Positional play should not be a reason to limit players from shooting the ball.</p>
Dribble form	<p>Players are introduced to and acquire the ability to dribble with the eyes up with both hands. They should be able to perform changes of speed and changes of direction. The speed at which they dribble should never be faster than their vision or balance.</p>	<p>At this stage the defensive pressure is increased. For this reason players should be able to dribble with the eyes up, with both hands, while being closely guarded. Players need to consolidate and refine when to:</p> <ul style="list-style-type: none"> • go fast and when to go slow • change direction • stop and start a dribble • fake 	<p>At this stage, position specialized dribbling becomes a priority. Positional play does <i>not</i> include restricting a player from dribbling. All positions need to be able to dribble the ball.</p>
Pass form	<p>Players are introduced to and acquire the skill to pass the ball to a teammate. Both the receiver and passer are learning how to:</p> <ul style="list-style-type: none"> • Show target hands • Shorten the pass • Pass to the right and left. • Use the proper pivot foot • Use the universal release • Pass from a stationary position 	<p>As defensive pressure increases, players must learn to consolidate and refine the ability to:</p> <ul style="list-style-type: none"> • Pass against pressure • Pass on time and on target. • Know how to pass to a cutter • Know to pass to a sealed player • Move or seal to create passing lanes. 	<p>At this stage position specialized passing becomes a priority. Positional play does <i>not</i> include restricting a player from passing. All positions need to be able to pass the ball.</p>

	<ul style="list-style-type: none"> • Pass from the dribble 		
Dynamic one-on-one	<p>Players are introduced to playing one-on-one. It is recommended that the players learn to play from dynamic starts and not always from a stationary position. The offensive player should always have a release pass available. This helps the players learn not to force contested shots.</p>	<p>Players at this stage learn to anticipate the defence and make use of a crossover, curl or shot. This is the foundation of team play. They are learning to play one-on-one within the context of all five players on the team.</p>	<p>At this stage, position specialized one-on-one becomes a priority. Positional play does <i>not</i> include restricting a player from playing one-on-one. All positions need to be able to play one-on-one.</p>

Technical Principles of Play

The concepts of play that are applied in the base games (one-on-one, two-on-two, three-on-three). The players must learn the concepts from both the offensive and defensive point of view. Players are introduced to the following ideas :

One-second advantage

Offensively, the idea is to create an advantage where the offensive player can take a high percentage shot. The defence is working to prevent this advantage and to force the offence to turn the ball over or take low percentage shots.

Flow

The offence does not want to freeze the ball. Each action that occurs must be linked to the previous action. Teams flow through their early clock, mid-clock and late clock offence. They do not take time to set-up each section individually. This continuous flow means that no time is wasted on the shot clock. Defence is attempting to disrupt the flow of the offence. If it can force multiple disruptions in flow it will force the offence into poor shot selections. Even though younger players do not use a clock, it is imperative that they are taught the concept of flow in their play as it creates a seamless progression in their growth as players.

Conceptual play

Players are taught to play the game using the technical concepts of play rather than strategies first. The concepts allow the players to work together to create one-second advantages that give them an opportunity to score

Global Player

Every player needs a solid foundation in the basic basketball skills and concepts of the game. When taught positional play at a younger age the player is often restricted in learning some of the basic skills and concepts. This solid foundation allows the player to take their future positional play to higher levels when it is appropriate to play a position.

<p>Technical (when)</p>	<p>30 percent of instructional time is spent on individual skills. When should I dribble with the left hand/right hand? 20 percent of time is spent on multi-player skills. When should I cut to get the ball?</p> <p>Progression of Concepts:</p> <ul style="list-style-type: none"> • Attacking the open basket • Spacing • Penetration • Pass and cut <p>The defence is learning the three basic rules:</p> <ul style="list-style-type: none"> • Protect the basket • Pressure the ball • One and half <p>Teaching is done in transition or from dynamic starts.</p>	<p>30 percent of instructional time is on introduction, acquisition of new skills and refinement of old. Some should become creative. A major emphasis is on learning to read on defence and offence.</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Attacking the open basket • Spacing • Penetration • Pass and cut • Sealing • Screening at the end (ball screens is the last to be added) <p>The defence is still consolidating the three basic rules:</p> <ul style="list-style-type: none"> • Protect the basket • Pressure the ball • One and half <p>Additional rules are loaded:</p> <ul style="list-style-type: none"> • Denying position on the floor • Rebounding <p>Teaching is done in transition or from dynamic starts.</p>	<p>40 percent of the time is spent on the acquisition and consolidation of specialized skills, refinement and creative of the basic technical skills.</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Attacking the open basket • Spacing • Penetration • Pass and cut • Sealing • Screening <p>The defence is applying the three basic rules:</p> <ul style="list-style-type: none"> • Protect the basket • Pressure the ball • One and half <p>More positional specific defence rules must be applied.</p> <p>Teaching is done in transition or from dynamic starts.</p>
<p>Attacking/defending the basket</p>	<p>Players learn to drive the ball when they see an open basket. If a defender is between the basket and the player with the ball, a pass should be made. On defence, the players learn the first rule, which is to protect the basket.</p>	<p>Players look for opportunities to attack the basket when playing. This can be with the dribble or by passing to a cutter. Defence is making use of the three rules; protect the basket, ball pressure and one and half.</p>	<p>Players must learn to attack the basket when playing at the various positions. Perimeter players must learn to attack poor close outs by the defence. Interior players learn to attack poor positioning by sealing inside.</p>

Space	Use of the grid to help players to learn to play in space. There are never two players in the same grid space. This is especially effective when playing the base games of one-on-one, two-on-two, three-on-three and four-on-four.	Players learn to use the three-point line and key for spacing principles. In general, it is important to stay away from catching the ball in the space between the three-point line and the key.	Players must learn to play in space within positional play.
Penetration	This is a continuation of attacking the basket. The player without the ball must move to create a passing lane for the player driving the ball. After passing, the passer must move to make new space. The defence is introduced to the one and half rule.	Players must be introduced to movement as a perimeter and interior player. Details such as: when the movement should occur, pausing for one second on the catch, playing against a defender needs to be consolidated. Towards the end of this stage, players should know how to make secondary cuts on the pivot.	Penetration principles from the various positions need to be taken to the refinement stage.
Passing & Cutting	After passing, the players learn to cut to the basket, open and then exit to vacant space. Other players learn to fill the vacant space when the passer looks at them and is ready. Back-door cuts are added at the end of this stage.	Players should consolidate and refine the passing and cutting principles introduced in the L2T stage. Players are introduced to: <ul style="list-style-type: none"> • Being on time and on target • Skip pass 	Players learn the specific passes and cutting action for their positions.
Rebounding	The skill is introduced and acquired at this stage.	The skill is consolidated and refined. Physical contact increases at this stage. Players are taught to properly move their feet to get their body in position.	The skill is applied to positional play.
Posting & Sealing	Should not be taught or emphasized at this stage	<i>ALL</i> players learn how to use their body to seal a defender or how to escape from a seal on defence. Coaches must be alert to the differences in physical maturation. Players learn how to pass the ball to a person in the post position: pass high, bounce pass, triangle pass, lob and how to move in relation to the ball in the post.	At this stage post play becomes more positional and strategic. All players must still be able to defend and score inside.

		<p>Players learn simple ways to score from the interior. The emphasis is still on playing one-on-one within five. They must also learn when and how to pass out of the post.</p>	
Screening	Should not be taught or emphasized at this stage	<p>Screening is introduced at the end of this stage. Off-ball screens are introduced before on-ball screens. A coach should not feel pressured to rush to introduce screening. Moving too quickly to this concept often limits the development of the previous concepts.</p> <p>It is recommended that screens are used to create a one-second advantage to allow the players to play free. The players use one screen as a way to read the defence rather than multiple screens in a complex strategic pattern.</p> <p>Switching screens defensively at this stage is recommended when a coach is concerned with the amount of time required to properly teach how to defend the numerous number of possible screens.</p>	Screening is a major emphasis of this stage. Players must be taught how to properly set, read and defend a variety of screens. A concern is that coaches often put players in positions that they player will never play at the next stage of development. For this reason teaching should progress from a global approach to more positional specific.
Isolations	Should not be taught or emphasized at this stage	Should not be taught or emphasized at this stage	Isolations occur in positional play. It is important to understand that the player isolated is playing one-on-one within all five players, rather than one-on-one on their own.
<p>Decision Making Players need to be able to think for themselves on the floor. In training, the coach must provide the players with problems and allow them to come up with the solution. Too often coaches tell the players the solutions without allowing the players the valuable experience of learning. There is no depth of</p>			

understanding developed. With this in mind coaches need to go through the phases of teaching:

Phase A – introduce the skill on air (one-on-zero, two-on-zero, etc.)

Phase B – the coach guides the decision making of the players by providing reads

Phases C – the players use the skill in break down drills with live defence

Phase D – the players use the skill in game like situations (two-on-two, three-on-three, four-on-four and five-on-five)

General – reading the offence/defence

Technical basketball (decision making) is taught through two-on-one, three-on-two and four-on-three. The offence is learning to SEE and FIND the open player. For example: In a two-on-one situation the player must decide if they have an open basket. If the answer is yes, attack with the dribble. If the answer is no, pass the ball to the player who is open to attack. This gives the offence success with their basic skills. The defence is required to apply their three rules: protect the basket, ball pressure and one and a half.

By starting playing straight three-on-three, the offensive players do not have the skills to get to the point where they can use their decision making ability. The offence needs a chance to grow first.

The majority of the decisions made by the players involve when to use specific skills. For example; when the player with the ball sees an open basket, should they shoot or dribble the ball?

In technical teaching the offence is given a one-second advantage. The object is for the player to USE the one-second advantage. For example, a two-on-two drill starts with the defender of the ball standing beside the offensive player. If the offensive player effectively uses their advantage it forces the help defender to defend. The offensive player must now see and then find the open player. Defence is constantly applying the three defensive rules.

The player's decision making begins to include more situations involving other players.

In technical teaching the offence sees, finds, uses and CREATES a one-second advantage. Now the offensive player must make use of screens, fakes or dribble move to break down their initial defender. Once the advantage has been created, the player must use the advantage. If the defence helps, see and find the open player and pass the one-second advantage on to the next player.

At this stage, player's decisions also need to include game situations such as: match ups, time and score.

<p>Player specific – Who am I? Who is guarding me? Who is my teammate? Who is guarding my teammate?</p>	<p>This is done in very generic terms at this stage. The coach should ensure that match ups reflect the player’s abilities to provide meaningful competition and not be seen as a way to exploit poor match ups to win games.</p>	<p>Players need to begin to understand the strength and weaknesses of their teammates and opponents. Play to the team’s strengths and to the opponents weaknesses.</p>	<p>In all competitive situations, players need to recognize this situation. It becomes more positional at this stage.</p>
<p>Strategy What is the team going to do? This is where the coach develops a plan for how the team will play in transition, on offence and defence. The chosen strategy should not restrict player growth and development. It should provide opportunities for ALLPLAYERS to make use of their skills and concepts of play.</p>			
<p>Strategy (long term organizational plan of the players into a method of play)</p>	<p>Players participate equally in controlled games designed to enhance skill development. Players learn a basic awareness of offence and defence. 10 percent of the time is spent on basic offence/defence.</p> <p>Three-on-three progressing through four-on-four with limited five-on-five at the very end. This allows for more touches of the ball. The basket is more open and provides opportunities for the players to use their basic concepts.</p> <p>Teach through use of the grid.</p>	<p>To use the basic skills for all positions in a competitive environment. Players learn basic team maneuvers that involve multi-player and multi-positional play. 30 percent of instructional time is spent here. Basic offences and defences should be consolidated and refined before introducing more complex strategies such as zones and presses.</p>	<p>40 percent of the instructional time is spent here. Acquisition and consolidation of specialized strategies, refinement and creativity of the basic strategies. Players are exposed to an expanding array of team maneuvers and an increased knowledge of positional movement.</p> <p>Early clock – player’s time Mid clock – coach’s time Late clock – player’s time</p>
<p>Early clock transition offence/defence</p>	<p>There should be no team strategy at this stage. The players learn to advance the ball or defend the advancing ball, using their concepts of play. A shot clock is not used at this stage.</p>	<p>There should be limited team strategy at this stage. ALL players advance the ball or defend the advancing ball, using the concepts of play. ALL players need to learn the skills and decision making required to play in transition, both from an offensive and defensive prospective.</p> <p>A shot clock is used at this stage.</p>	<p>Teams progress towards a more positional approach to playing in transition. This should not restrict players but enhance their skills and decision making.</p>

Mid clock ½ court offence/defence	There should be no team strategies at this stage. The players should play through their concepts of play. Looking to find an open player. No shot clock is used at this stage.	<p>There are limited team strategies. The players should flow into their half-court offence from transition. They are looking to make use of one-second advantages that appear.</p> <p>Set plays are used as a means to create a one-second advantage. Once the advantage is taken the players play free using their concepts of play. Players are not running elaborate patterns and playing keep away.</p>	<p>The offence needs to flow from transition into the mid-clock offence. The set should enhance or build upon the strengths of the players. There needs to be a sense of urgency in each action that occurs (reading the defence). As one action is ending the next action has already begun. The set is to create a one-second advantage.</p> <p>There needs to be opportunities for each position to create a one-second advantage. The coach should know how these advantages can occur within the offence and what defences may do to stop them. The coach will develop depth to the offence by progressively teaching counters, reads or pressure releases. This is preferred over continually adding new sets.</p>
Late clock	This does not apply at this stage.	Even though late clock situations do occur at this stage, the coach is not encouraged to run special plays or sets at this time. Players should attempt to maintain good spacing and timing throughout the entire shot clock. This will lead to a one-second advantage that allows the players to play free.	Any set offence must take into account the time on the shot clock. Players must be given pressure releases to allow the offence to continue to flow without disruptions. When late clock situations occur, the coach must have accounted for the concepts that will be used to prevent contested or forced shots from occurring.
Special situations	Players are given a simple method to inbound the ball and to line up for foul shots and jump balls.	Players are introduced to foul line situation, jump ball and inbound plays. These should not be too elaborate and take up too much time in training.	Coaches begin to build a bigger repertoire of special situations. More time can be devoted in training to time and score situations.

Pressure/press-breaks	This does not apply at this stage.	<p>ALL players need to be involved in learning how to: handle the ball, move and pass versus player to player pressure. Trapping and double teaming is allowed as long as the remaining players are matching up in rotation.</p> <p>The use of zone presses is discouraged at this stage in that it promotes positional play.</p>	Players are introduced to zone pressure and press-breaks. Players are progressively given more positional roles.
Zone	This does not apply at this stage.	Zones are not recommended at this stage since zones put players in positions. Also, it can monopolize teaching and prevent coaches from spending time on skills and concepts of play.	Coaches can use zones as part of their strategy of play. Coaches should be careful that playing zone does not hurt the continued development of the players.
<p>Tactics These are adjustments for a specific opponent or game.</p>			
Tactical (short term adjustments to the plan, usually competition specific)	<p>Short term adjustments are made to enhance the learning of the skills and concepts of the game and to allow the players to cooperate in a competitive environment.</p> <p>This can mean changing the makeup of teams or adding modified rules to provide more meaningful competition rather than stacking teams so one team can win.</p> <p>Coaches should not use tactical adjustments to trick young players so the coach's team can score an easy basket.</p>	<p>Simple reminders about the strengths and weaknesses of an opponent. Elaborating on scouting reports or having half the team walk through the opponent's sets is not recommended at this stage. Preparation for an opponent is done through working on the concepts on offence and defence that will be used for the next competition.</p> <p>Only 15 percent of the time should be spent here.</p> <p>Players are encouraged in drills to understand an opponent's main strengths / weaknesses.</p>	20 percent of the time is spent on competition specific tactics. It is still best to prepare for the opponent by practicing the required concepts and skills needed for the best competition. Some team and player specific preparation can occur, but not at the detriment of continued development. For example: when coaches spend the majority of time in training sessions leading up to the competition, on having players learn the opponent's sets and defences. This limits player development.
Planning for the next	This does not apply at this stage.	In planning for the next opponent the	The coach uses the same approach as in the

<p>opponent - Relationship between the offence/defence and offence/defence of the opponent. Relationship between the player's strength/weaknesses and strength/weaknesses of the opponents. Where in the season is the team?</p>		<p>coach is aware of where their team will be able to see, find use and create one-second advantages. In training, the coach ensures that their team is working on the skills and concepts required to introduce, acquire, consolidate and refine these skills and concepts. This is done using a global approach. All players get to work on the skills and concepts.</p> <p>The coach uses the rules of defence to help the players prepare for how the opponent likes to score.</p>	<p>T2T stage, but a more positional approach is used. The coach can make use of video, hand-outs, and meetings to prepare the team for the opponent.</p>
<p>Other Points to Consider</p>			
<p>Periodization</p>	<p>Single periodization. Maximum of two sport specific sessions per week.</p> <p>Athletes are encouraged to be as active as possible in a variety of activities.</p>	<p>In the early part of this stage single periodization with a general prep and specific preparatory stage. Double periodization can occur in the later part of this stage.</p>	<p>This phase can be a single, double and in elite situations triple periodization.</p>
<p>Length of Program</p>	<p>12- 20 weeks</p>	<p>20 - 35 weeks</p>	<p>35 - 45 weeks</p>
<p>Training to Competition</p>	<p>For every minute of game time, three minutes will be spent on skill development. This will enhance the experience of playing the game. 75 percent of the time devoted to training, 25 percent spent in games (not competition).</p>	<p>For every game, there needs to be one hour minimum of training. Games for learning versus games for competition. The ratio of 75 percent training and 25 percent competition is still applicable.</p>	<p>Competition becomes more important and training takes on a more competitive nature. 40 percent of training is devoted to technical and tactical skills and fitness. 60 percent is devoted to competition and competition specific training.</p>

<p>Physical</p>	<p>Continue with fundamental movement skills (agility, balance, coordination and speed). Own body weight exercises for strength. Basic flexibility Neuromuscular training (prehabilitation – twisting, bending, squatting, lunging, pushing, pulling)</p>	<p>Fine tune the fundamental movement skills. Strength training continued medicine ball, Swiss ball and body weight for strength. Core strength is vital. Flexibility training Continue neuromuscular training. Note: During PHV coaches must be aware of limitations.</p>	<p>Develop the aerobic and anaerobic systems in sport-specific context. Individualized conditioning Neuromuscular training (prehabilitation) Strength and power training. Develop proper technique first.</p>
<p>Recovery</p>	<p>Introduce recovery</p> <ul style="list-style-type: none"> • Post activity snack/hydration • Cool down • Basketball vacations 	<p>Recovery continued</p> <ul style="list-style-type: none"> • Use of down time • Sleep • Nutrition/hydration • Pre/post-game • Being alert to overuse or growth pain 	<p>Expanded recovery techniques becoming more player specific.</p>
<p>Mental/Emotional</p>	<p>The main focus is on building confidence through the skills of the game. Players can be introduced to the following topics:</p> <ul style="list-style-type: none"> • Focus and concentration • Self-debrief • Imagery • Simple goal setting • Centred breathing 	<p>Focus on building confidence through the skills of the game and developing good training routines.</p> <ul style="list-style-type: none"> • Self-confidence • Focus and concentration • Anxiety • Debrief • Imagery • Goal setting • Centred breathing • Developing routines 	<p>Build confidence and introduce the athlete to the mental skills required for competition.</p> <ul style="list-style-type: none"> • Anxiety management • Distraction plans

<p>Social/Life lessons</p>	<p>Multi-sport involvement Lead themselves Self-directed play Nutritional advice Develop good play habits Relationships <ul style="list-style-type: none"> • Do what is right • Do as best as possible • Treat everyone with respect Dealing with adversity Delayed gratification</p>	<p>Multi-sport involvement General and specific training Self-directed practice Introduction to planning and periodization Training and performance diary/log (time management) Nutrition/hydration Basic leadership skills <ul style="list-style-type: none"> • Lead • Give energy • Know how to follow • Lead others Fitting sport into life Relationships <ul style="list-style-type: none"> • Constructive/destructive behavior Lifestyle choices (high risk behaviors)</p>	<p>Some players may choose sport-specific training, others will still be multi-sport. It should not be multi-sport in a season. Integrated sport into lifestyle Dealing with being an athlete Self-directed practice/play Injury prevention and recovery Nutrition/hydration Leadership Relationships Lifestyle choices (high risk behaviors) Planning for the future</p>
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