



BASKETBALL ENGLAND

THE PLAYER DEVELOPMENT FRAMEWORK PLAYBOOK



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01. INTRODUCTION.



Dear Coaches and Clubs,

Welcome to The Player Development Framework (PDF) Playbook – A Progressive Basketball Coaching and Player Development Framework. The PDF Playbook is part of the Basketball Development Model (BDM) project, a Basketball England initiative which aims to make sure that players at every age and stage of their development have access to the best possible training and playing environments to fulfil their basketball goals.

The PDF Playbook provides a progressive development framework to support clubs and coaches across England in creating effective learning environments for players. It has been developed following an extensive consultation process which included over 30 experts and stakeholders from across the basketball community. After this broad exercise, a technical committee proceeded to focus the work of the wider group into a series of foundational pillars that were ultimately refined by a smaller expert group.

The PDF Playbook focuses on the tactical and technical elements and the coaching principles and methods that have proved successful in developing elite basketball performance. These have been identified through the study of best practice both nationally and internationally, as well as through a review of the available academic literature. The PDF Playbook, therefore, brings together the existing great work done by English clubs and coaches and a set of international innovative practices. We are confident that the ideas and concepts expressed in this document represent the cutting edge of basketball coaching and player development.

I trust you will find The PDF Playbook a useful tool in your coaching.

STEWART KELLETT
CEO

02.

HOW TO USE THE PDF PLAYBOOK.



HOW TO USE THE PDF PLAYBOOK

When using The PDF Playbook to inform your practice, it is important to understand what it is and what it is not:

The PDF Playbook is:

- A common reference point for all English clubs and coaches based on the best available national and international evidence.
- An informed view of the type of game and player Basketball England would like to produce at international level.
- A developmental tool to support coach and player growth and learning.

The PDF Playbook is NOT:

- A prescriptive manual that clubs and coaches must work to.
- A recipe for immediate success

As a result, when using this document, clubs and coaches are encouraged to:

- Continuously check and challenge the contents and applications of The PDF Playbook. By its own design, a document such as this has its limitations in representing the vast complexity of our beautiful game. Coaches are tasked with the difficult, yet immensely rewarding, job of bringing it to life.

To do so, clubs and coaches must:

- Use their own professional experience and judgement in making these principles work for them and their players towards the shared national view of player development.
- Spend time contextualising The PDF Playbook into their own reality and circumstances and those of the players they coach.

There may be areas in The PDF Playbook where you already feel you are doing a great job. There may be others where, after reading the document, you may decide you want to spend more time on or go about them in a different way. There may even be some elements you disagree with. Still, going through the reflective process of analysing your practice based on the recommendations contained in The PDF Playbook can only be beneficial to you and your players.

We would strongly recommend that you review The PDF Playbook periodically, dipping in and out of it in order to continuously check and challenge its contents and your own practice. What you make out of it and how you apply it to your coaching may change after multiple readings based on your own reflections and analysis of how your players are learning and developing.

Finally, The PDF Playbook is by nature, a working document. As a game, basketball changes rapidly as players develop new tactical, technical and physical abilities; as coaches engineer new ways to gain a competitive advantage; and as changes to the rules impact what players, teams and coaches can do. Basketball England is committed to reviewing this document every two-years to ensure it remains current and fit for purpose. Moreover, Basketball England is committed to listening to clubs and coaches and to incorporate their feedback into further revisions of The PDF Playbook in years to come.



03.

IT'S A GAME, & WE LOVE IT.



IT'S A GAME AND WE LOVE IT

Basketball is a game, and a great game at that. If you are reading The PDF Playbook, chances are you played the game before going into coaching, and if you didn't, probably your children did and that's how you ended up standing in the middle of the court with a whistle and a clipboard or perhaps even a tablet in this day and age! In any case, you are reading The PDF Playbook because you have first-hand experience of the power of basketball to grab people's imagination and to become an all-consuming driving force in the players and their families' lives. And yet, it is just a game!

The PDF Playbook not only recognises that **BASKETBALL IS A GAME**, but it is completely built around the idea of **BASKETBALL AS A GAME**. This is shown in two main ways:

1. Keeping the basics of what it is that attracts and 'hooks' children and young people into basketball in the first place: **IT IS GREAT FUN TO PLAY.**
2. Favouring a coaching methodology, a **GAMES-BASED APPROACH (GBA)** that emphasises the **UNDERSTANDING OF THE PRINCIPLES OF THE GAME** and the development of **GAMECRAFT**, the capacity for players to consistently make good decisions and execute the required skill under game conditions.

The benefits of the **BASKETBALL AS A GAME** approach are multiple:

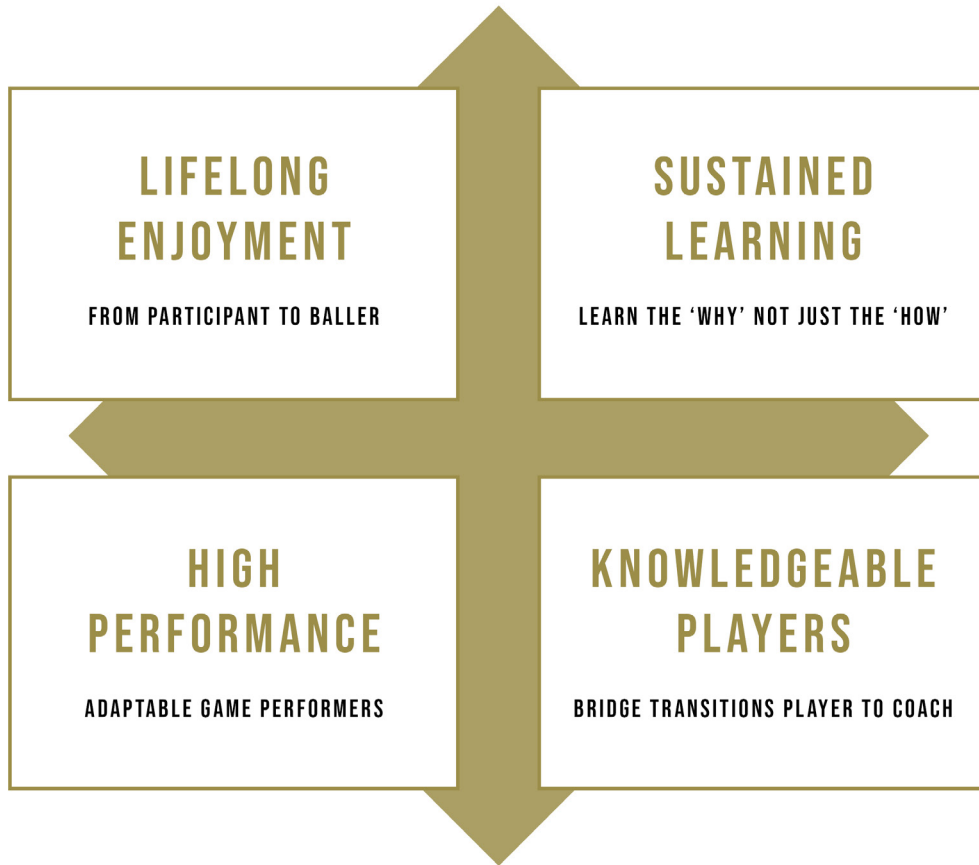


Diagram 1 – The Benefits of the 'Basketball As a Game' Philosophy



04. CORE PRINCIPLES.



THE PDF PLAYBOOK CORE PRINCIPLES

At the core of The PDF Playbook there are a set of beliefs that guide its approach and content. It is very important that you reflect on these and decide for yourself whether these beliefs ring true with you and why.

1 FIT FOR THE MODERN GAME

Over the course of the last two decades, basketball has evolved dramatically. These are some of the most significant trends:

- **FAST-PACED:** 21st Century basketball is played at very high speed and intensity.
- **ADVANTAGE-BASED:** Successful teams create advantages quickly that lead to high percentage shots later in the offensive sequence.
- **INDIVIDUAL OFFENCE AND COLLECTIVE DEFENCE:** Due to the ever-improving defensive capabilities of players and teams, the modern game requires players to be able to create advantages individually. It is not a 1v5 game, but more and more, the initial advantage is created 1v1 and 2v2 and extended thereafter.
- **PERIMETER FOCUSED:** The need to spread the floor to create space now that players are bigger and faster than ever has moved the game towards the perimeter. The increased capacity for players to consistently hit the 3-point shot has also helped this trend. There are two main consequences:
 - All players require long-range shooting capability, not only the guards
 - All players require dribble penetration skills

The PDF Playbook has carefully considered these trends to support the development of players that are not only competent in the current game, but also future-proof.



2

PRINCIPLES OF THE GAME VS SET-BASED SYSTEMS

Successful youth player development systems across the world have for the last 15 years prioritised offensive and defensive approaches based on learning the key principles of the game over and above more regimented set-based systems of play.

There are a number of reasons for this approach:

- A Principles of the Game (POGs) approach places high value on helping players understand the 'internal logic of the game': those recurrent situations and challenges that players have to regularly face and resolve over the course of a game (i.e., breaking down your defender 1v1, maintaining appropriate spacing, finding the open player or beating a help side defender off the ball). If players can understand and resolve these challenges within open and fluid offensive systems, they will be able to apply them to any set or system.
- Sets and 'closed-systems' which prescribe roles and movement patterns, typically involving a variety of screens, while highly effective in the youth age-groups, are proving less successful in senior basketball due to the increasing amount of defensive switches between all 5 players on most screens.
- The rigid nature of sets and closed-systems tends to lead to youth players adopting a more passive and predictable attitude to the game: they just 'go where they should' regardless of what the defender or teammates do.

- A POGs approach tends to be much more open-ended. Coaches may create a simple framework which defines the initial spacing and responsibilities, yet from that moment on players are asked to create their own movement and opportunities and to constantly be a threat. This promotes individual player development and creates proactive decision-makers and risk-takers. In other words, it leads to the development of "Gamecraft". In the set-based approach, most of the decisions are made for the player, not by the player.
- The POGs approach, however, is not straight forward. In the short term, the offence may look chaotic and disjointed as players learn to play with freedom and creativity within a common framework. It is not a short-term approach, but an investment for the future. The allure of the set-based approach is the illusion of order and the fact that a set can actually work straight away, particularly in the youth age-groups.
- A POGs approach puts individual and offensive development ahead of team and defensive progress. Yet, research and anecdotal evidence show that individual and offensive development, over time, act as catalysts for team and defensive development. The dog wags the tail, not the other way around.



3

AVOIDING GLASS CEILINGS – DELAYING SPECIALISATION BY POSITION

Another central feature of player development across most of the world in recent times is the avoidance of positional specialisation until the later phases of development. The impact of players like Tony Kukoč and Penny Hardaway in the 90s, Kevin Garnet and LeBron James in the 2000s and, lately, the likes of Kevin Durant, Ben Simmons and Giannis Antetokoumpo has made it more common for youth development teams to delay positional specialisation and to allow all players, including the taller ones, to build a broad range of skills until a natural and effective position emerges. This has also allowed players to be much more versatile than in the past and to play in different positions during single games and across different teams and seasons.

The PDF Playbook, therefore, encourages clubs and coaches to support players in building a broad and versatile range of skills and to avoid 'putting players in boxes' as much as possible to prevent a 'Glass Ceiling Effect'. Again, this is not a recipe for success and requires coaches to apply their professional experience and judgment to make decisions on each individual player at key moments of their development.



4 MOVING AWAY FROM PEAKING BY SATURDAY— PLAYING THE LONG GAME

The final core principle underpinning The PDF Playbook is the clear, long-term view of player development embraced by Basketball England. Our collective goal should be Future World-Class Performance, not early success. The PDF Playbook encourages clubs and coaches to strive for a suitable balance between being competitive today and being a world-class contender tomorrow. Competition is a very important development tool, but it has to be used in a developmental way. Competition is important, yet results cannot be the only driver of competition. When deciding on our training and game strategies, we should always ask ourselves: Is this the right thing to do for the players for today or for the future?



05.

FUTURE-PROOF PLAYER PROFILE.



THE BASKETBALL ENGLAND 'FUTURE-PROOF PLAYER PROFILE'

The PDF Playbook is not an isolated document for coaches and players. It is part of the wider group of guidance documents which together make up the Basketball England Basketball Development Model, such as the Coaching, Officiating and Competition plans.

A central task of the Player Development Framework working group was to identify the developmental pillars which, if followed progressively, will lead to the creation of world-class basketball players. Their work came up with five foundational pillars that together, Basketball England believe create the framework for the development of elite level players.

These five pillars are:

- **BASKETBALL COMMITTED:** The player makes decisions based on being the best athlete and player possible. They have a performance focused work ethic and lifestyle combined with a willingness to learn.
- **GAME AWARE:** The player understands the principles of game play, everyone's role on the team, and can read in-game situations, and adapt accordingly using creativity within a common game model..
- **SKILLED TECHNICIAN:** The player has a broad range of high quality skills and can use them in an appropriate and timely manner to meet the demands of basketball, and under high-pressure practice and game conditions.
- **PHYSICALLY ROBUST:** The player has the physical attributes, ability and conditioning to safely and efficiently carry out their role consistently and repeatedly within training and competition..
- **PERSISTENT PERFORMER:** The player is mentally resilient, able to bounce back from setbacks, displays the right attitude at all times, has a relentlessly competitive approach, bravely rises to the big occasion and is prepared to take risks under pressure.

The PDF Playbook deals mainly with two of the pillars, namely **GAME AWARE** and **SKILLED TECHNICIAN**, and in that order. The explicit focus of The PDF Playbook is on the development of Gamecraft – the capacity for players to consistently make good decisions and execute the required skill under game conditions – and game-focused training methods will contribute to the other three pillars mentioned by increasing a player's love of the game (Basketball Committed), and consistently requiring players to operate within game conditions (Physically Robust and Persistent Performer).

At Basketball England, we believe that explicitly and consistently targeting the development of all five pillars is the only way to regularly give players a chance to fulfil their potential on the biggest stage.



06. THE PRINCIPLES OF THE GAME.

THE PRINCIPLES OF THE GAME

As described in the previous sections, The Game Plan is based around the philosophical notion of Basketball as a Game. Adapted from the concept of Tactical Periodisation by Vitór Frade in 1985, it is understood that the game is made up a series of sequential and cyclical moments. The diagram below identifies four 'Moments of the Game' for Basketball (MOGs).

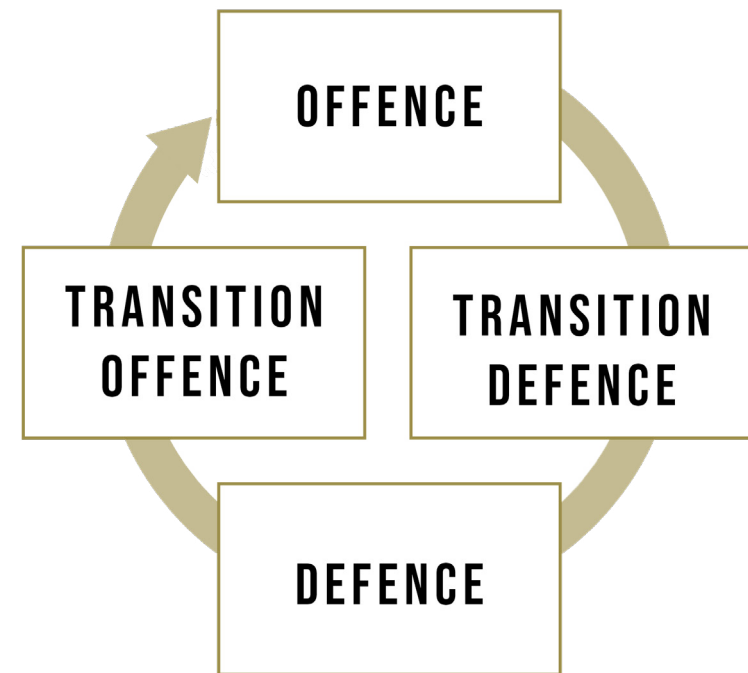


Diagram 2 – The Moments of the Game

Each MOG contains different goals (see Diagram 3), and therefore gives rise to a set of Principles of the Game (POGs) which influence the interactions between players and between players and the ball. At its simplest, basketball is about one team doing their best to put the ball in the other team's net while the opposition tries their hardest to stop them and regain possession. Easy? Not really, as you well know.

The POGs contain the most recurrent situations players face during the course of a sequence of play on either offence or defence.

The POGs are always there whether you want them or not, and whether you know it or not. You may build your offence around set plays or around motion offence; you may play up-tempo or half court ball, but the POGs are always in operation, only they are manifested differently.

The moments and principles combine to create an overall Model of the Game. After extensive research, analysis and consultation, the Model of the Game proposed in The PDF Playbook contains 4 MOGs and 22 POGs as per diagram 3 to the right.

Each of the POGs presented in this diagram can be further subdivided into sub-principles and sub-sub-principles as will be detailed in forthcoming publications. As coaches working with youth players, the Model of the Game, and its constituent MOGs and POGs, becomes a bit like a compass that helps keep us on course towards our aim: developing players with vast amounts of Gamecraft, who know the game and make good decisions consistently. This good decision making can then be applied to any system of play or set. When planning seasons and sessions, a clear Model of the Game helps coaches ensure that every training task (i.e., drill, conditioned game, small-sided game, scrimmage) has clear purpose and works towards developing the players ability to recognise, resolve and perform specific MOGs and POGs.

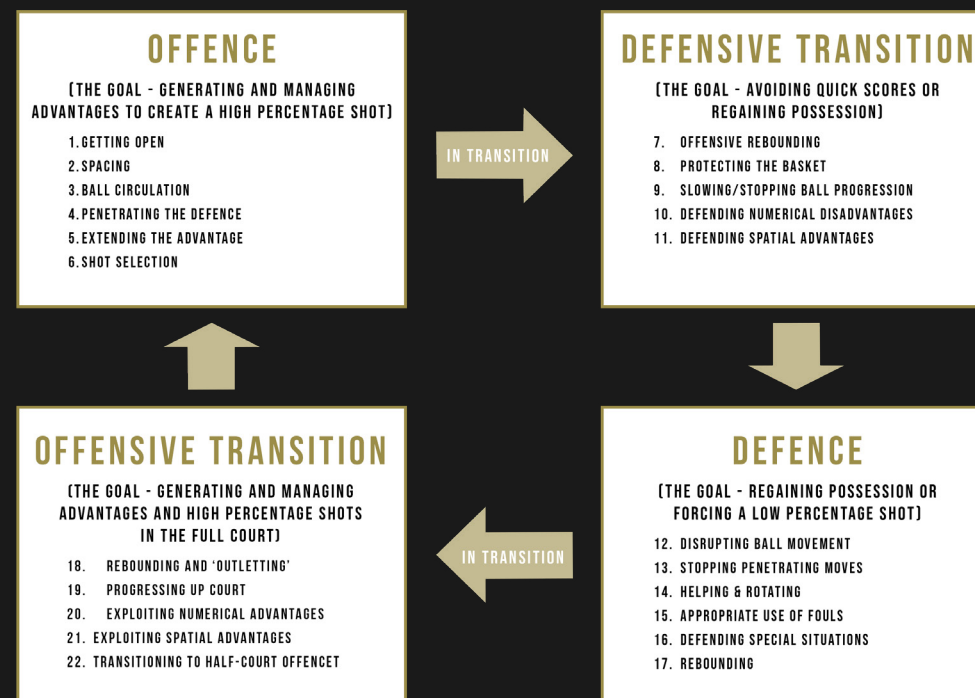


Diagram 3 – The Principles of the Game for each Moment of the Game

As we said earlier, the benefit for players is that by mastering the POGs, they are mastering the game itself and will be able to play within any system or run any set because it's basic principles will be the same. It's a bit like chess. Young chess players don't start by learning all the various openings, moves and counter moves and famous matches between legendary Masters. They start by learning the principles of the game: how the pieces move and the most common situations like how to create an advantage, how to fend off an attack, or how to give check-mate from specific positions. It's all about the POGs.

07. COACHING THE PRINCIPLES.

COACHING THE PRINCIPLES OF THE GAME PROGRESSIVELY ACCORDING TO PLAYERS' AND TEAMS' STAGE OF DEVELOPMENT

In this section, we present the MOGs and POGs according to their relevance for each player and team stage of development. Within the overarching Player Development Framework Stages, for the purpose of illustrating how emphasis and depth varies over time. Coaches will also have to use their professional judgement to determine how this applies to their players. Variables like age, maturity and training effects will all play a part. A much more detailed document will be available to supplement the information contained here.

Values that we feel are also important to instil in players at each age and stage are also included, as are other key consideration.



UNDER 10.

KEY GOAL: TO DEVELOP A POSITIVE CULTURE TO HELP PLAYERS AND FAMILIES ENGAGE WITH BASKETBALL. WITHIN THIS CULTURE, PLAYERS ENJOY DOING THEIR BEST EVERY DAY TO IMPROVE AT SOMETHING THEY LOVE.

PERSONAL VALUES

Commitment

Teamwork

Empathy

Respect

KEY POGS

Transition Offence

- Exploiting basic numerical advantages (i.e., 2v1)
- Progressing up court in transition (i.e. pass ahead and get ahead)

Offence

- Penetrating the defence mostly through 1v1
- Initial getting free/open
- Basic spacing

Transition Defence

- Protecting basket (i.e., getting back home)

Defence

- Stopping penetrating moves (i.e., 1v1 defence)

METHODOLOGY

- Conditioned fun games that give children a chance to understand space, dribble, pass and shoot
- Low Structure & High Freedom (Guided Discovery)
- 1v1 and 2v1 situations

Alongside the above, coaches should be supporting children to develop a broad range of motor-skills such as agility, balance, coordination and speed and combinations (running, jumping, catching, etc). This is also achieved through playing the game and through playing games

UNDER 12.

KEY GOAL: BASKETBALL IS NO LONGER JUST A FUN ACTIVITY, IT'S STARTING TO BECOME A LIFE-STYLE CHOICE AND A CENTRAL PART OF THE CHILD'S IDENTITY. THEY CAN'T WAIT FOR THE NEXT PRACTICE OR GAME.

PERSONAL VALUES

Commitment

Teamwork

Empathy

Respect

Communication

Generosity

KEY POGS

As above plus:

Offence

- Penetrating the defence mostly through 1v1 (right and left)
- Getting open in a variety of ways and situations (2v2 & 3v3)
 - Work on different ways to receive the ball and the creation of advantages
- Basic spacing (importance of movement off the ball with appropriate spacing – No bunching up)
 - Reading and Reacting to ball and player movement

Defence

- Disrupting ball movement
 - Position Ball /Defender/Basket & anticipation
 - Recovering when disadvantaged on 1v1
 - Press the ball
- Helping & Rotating
 - Shallow triangle position off ball
 - Different zones of the court
 - Contest shoots

METHODOLOGY

- Conditioned fun games that give children a chance to understand space, dribble, pass and shoot
- Low Structure & High Freedom (Guided Discovery)
- Prioritise 1v1 and 2v1 situations
- When playing 5v5 use game principles from 1v1, 2v2 and 3v3 (Pass and Move to another spot, appropriate spacing, etc)
- Where possible, the competitive play format should be 3v3 or 4v4
- IMPORTANT – The use of screens, set plays and zone defences is not recommended as we are trying to lay the foundations for future world-class performance and thus prioritise foundational tactical and technical skills

Alongside the above, coaches are supporting children develop a broad range of motor-skills. Time to refine running, jumping, agility, balance, coordination and speed - the skilled technique section will offer further details as to how to linked these two areas

UNDER 14.

KEY GOAL: HELPING PLAYERS MANAGE THE VARIOUS TRANSITIONS THEY ARE GOING THROUGH: FROM MINI BASKETBALL TO NATIONAL LEAGUE; FROM PRIMARY TO SECONDARY/HIGH SCHOOL; BODY AND MIND MATURATIONAL CHANGES. INTENSITY MAY INCREASE, YET ENJOYMENT MUST REMAIN. PERSONAL TARGETS AND DEVELOPMENT PROGRAMMES CAN BE INTRODUCED.

PERSONAL VALUES

Commitment

Teamwork

Empathy

Respect

Communication

Generosity

Adaptability

Dedication

Patience

KEY POGS

As above plus:

Transition Offence

- Exploiting basic numerical advantages (i.e., 3v2, 4v3)
- Transitioning to Half Court Offence

Offence

- Ball Circulation
 - Continue to promote pass and cut
 - Introduce pass and stay (give priority to dribble penetration when receiver has advantage)
 - Encourage ball reversal
- Extending the Advantage
 - Exploiting basic numerical advantages (i.e., 3v2, 4v3)
- Shot selection
 - Basic differentiation between good and bad shots (i.e., timing, level of difficulty, etc)

Transition Defence

- Slow/Stop Ball Progression
- Defending numerical disadvantages

Defence

- Helping & Rotating
 - Closing out on the ball
 - Defensive fakes on penetration
 - Help the helper rotations
 - Protecting the basket and starting to understand and take charges (offensive fouls)

METHODOLOGY

- Generally, create more situations where decision-making is required from players
- 2v2 & 3v3 - Spacing on offence and defence. Focus on both on and off ball concepts
- When playing 5v5 – use game principles from 1v1, 2v2 and 3v3 (Pass and Move to another spot, appropriate spacing, etc) The increased size of the court should provide more playing options
- Where possible, the competitive play format should be 3v3 or 4v4

General conditioning should be incorporated into sessions. At this age, special attention should be paid to the maintenance and improvement of joint stability and overall flexibility.

KEY GOAL: CONTINUE TO BUILD ON THE EXISTING TACTICAL AND TECHNICAL FOUNDATION. NEW CONCEPTS ARE INTRODUCED AND EXISTING ONES ARE PERFORMED AT HIGHER SPEEDS AND WITH ADDED QUALITY. SELF-LED TRAINING PROGRAMMES INCLUDING PERSONAL TARGETS ARE REQUIRED, EXPECTED AND DEMANDED BY PLAYERS AND COACHES.

UNDER 16.

PERSONAL VALUES

KEY POGS

METHODOLOGY

Commitment

Teamwork

Empathy

Respect

Communication

Generosity

Adaptability

Dedication

Patience

Responsibility

Assertiveness

Resilience

As above plus:

Offence

- Penetrating the defence
 - Master all concepts of 2v2 (i.e., back door, hand off, off and on ball screens)
- Ball Circulation
 - Continuity and purpose)
- Extending the Advantage
 - Drive & Kick/Dish
 - Clocking (spotting up on penetration)
 - Extra pass
- Shot selection
 - In-depth understanding of good vs bad shot
 - Shot and Game Clock awareness
 - Foul count awareness

Defence

- Disrupting ball movement
 - Defensive lines (passing lane, 1 pass away, 2 passes away, etc.)
- Stopping penetrating moves
 - Containing ball
 - Defending cutters and screens
 - Stop ball early in transition
- Helping and Rotating
 - Introduce 3 and 4-player rotations/scrambles
 - Undo switches and mismatches
 - Communication (i.e., help; screens; scrambles; cutters)

- 3v3 – Emphasis on generating and locating the advantage and promoting the transfer and enlarging of advantages between players (i.e., next threat/pass?)
 - Introduce isolations
 - Variety of drive and kick situations
 - Reading screens
- 2v2 & 3v3 – To explore higher level defensive concepts, basic understanding of zones and press defences
- Use 2v0, 3v0, 2v2 and 3v3 to promote passing ability on the move and in play
- When playing 5v5 focus on spacing and timing

During this stage the number of hours committed to developing as a player raises significantly. Coaches must measure and control working loads (i.e., volume and intensity). Enhancing the aerobic and anaerobic systems is a top priority at this stage. In addition, further work on Speed, Agility, Explosiveness and Flexibility with pre-habilitation routines is recommended.

UNDER 18.

KEY GOAL: TO DEVELOP THE CAPACITY TO PLAY THE GAME AT THE REQUIRED LEVEL OF INTENSITY AND COMPETITIVENESS AND WITH THE APPROPRIATE UNDERSTANDING AND CREATIVITY. DURING THIS PERIOD, PLAYERS ALSO START TO SPECIALISE INTO PLAYING POSITIONS.

PERSONAL VALUES

Commitment

Teamwork

Empathy

Respect

Communication

Generosity

Adaptability

Dedication

Patience

Responsibility

Assertiveness

Resilience

KEY POGS

As above plus:

Offence

- Extending the Advantage
 - Use of pass and cut and screens in transition
 - Creating triangles and working off the ball
- Shot selection
 - Complete understanding of good vs bad shot (i.e., timing, context, percentage, etc)
 - Shot selection within closed structures like a variety of screens (i.e., Zipper, Staggered, Pin Downs, Flares, On Ball Screens)

Defence

- Disrupting ball movement
 - Trapping and scrambling
- Help and Rotating
 - Ways to dilute the advantage and restore balance

METHODOLOGY

- From 2v0 to conditioned 4v4 to control all defensive and offensive situations we want to work on
- Open structures/systems still prevail over set plays
- Create games where decision-making is constantly required
- Define clear goals for each game/activity
- 2v2 & 3v3 to refine key defensive concepts (including basic Zone & Press defences) – emphasis on understanding space/areas of coverage
- Use conditioned 3v3 to 5v5 to foster passing on the move under game conditions
- When playing 5v5 continue to emphasise Spacing and Timing and the connection/relationship between the four moments of the game

At this stage, volume and intensity are very high and need to be carefully monitored individually. The player's aerobic and anaerobic systems are ready to be maximised. Refine Speed, Explosiveness, Agility and Flexibility coupled with dynamic mobility, pre- and rehabilitation. Position specific conditioning is also required.

KEY GOAL: SUPPORTING THE TRANSITION FROM A DEVELOPMENT TO A PROFESSIONAL LEAGUE. MAXIMISE CAPACITIES - THIS IS THE TIME TO PERFORM AT MAXIMUM CAPACITY, YET CONTINUOUS DEVELOPMENT AND IMPROVEMENT IS POSSIBLE AND DESIRABLE.

UNDER 25.

PERSONAL VALUES

KEY POGS

METHODOLOGY

Commitment

Teamwork

Empathy

Respect

Communication

Generosity

Adaptability

Dedication

Patience

Responsibility

Assertiveness

Resilience

As above plus:

Offence

- Creating and extending the advantage
 - Use a variety of screens: Elevators/Double Screens/Flex/Screen the Screener/Consecutive Actions
 - Include special situations: end of shot clock, bonus, etc
 - Effective use of mismatches
 - End of game situations (playing with the clock)
 - Implementation of scouting-based plans

Defence

- Defending special situations
 - Master a variety of defensive options (i.e., different zones, press, switches, traps, etc)

- Still use small-sided games, yet a large proportion of time is spent playing 5v5 with different rules/conditions/goals
- Pre-game Walkthroughs
- A mix of open and closed structures carefully tailored to the capacities and needs of the team.
- 2v2 & 3v3 to refine key defensive concepts (including basic Zone & Press defences) – emphasis on understanding space/areas of coverage
- Use of a number of Zones & Mix Zones (i.e., 4+1/3+2)
- Intense use of scouting (of individuals and teams)

At this stage, volume and intensity are maximal and need to be carefully monitored individually. The player's aerobic and anaerobic systems are reaching full capacity. Refine speed, explosiveness, agility and flexibility coupled with dynamic mobility, pre- and rehabilitation. Position specific conditioning programmes are also required.

08.

COACHING GAME AWARENESS & GAMECRAFT ON THE GROUND

COACHING GAME AWARENESS AND GAMECRAFT ON THE GROUND

This section offers coaches clear guidance regarding the recommended methodologies, session structure and duration based on an analysis of existing evidence and international best practice principles. Coaches are, however, encouraged to use their professional judgement and experience to create their own delivery strategies based on the need of their players and context.



UNDER 10.

KEY METHODOLOGIES

- Fun games
- Small sided/Conditioned games (mostly 1v1, but up to 3v3)
- 1v0 technical drills (as required by the POGs)
- Teachable moments in the flow of the session/game
- Keep 'coach talk' to a minimum
- Avoid long lines and keep players active

SESSION STRUCTURE

- **WARM-UP:** 15 minutes of fun games relevant to key POGs and motor-skill development
- **MAIN BLOCK:** small sided/conditioned games relevant to key POGs
- **COOL DOWN:** low intensity games and basic core conditioning activities

RECOMMENDED SESSION DURATION

• 60 minutes



UNDER 12.

KEY METHODOLOGIES

- Fun games
- Small-sided games and conditioned games (2v2 and 3v3)
- 1v0 technical drills (as required by the POGs)
- Teachable moments in the flow of the session/game
- Emphasis on 1v1 off the dribble yet introducing passing combinations (i.e., 1v1 plus a support passer)
- Keep 'coach talk' to a minimum
- Avoid long lines and keep players active

SESSION STRUCTURE

- **WARM-UP:** 15 minutes of fun games relevant to key POGs and motor-skill development
- **MAIN BLOCK:** increase time with progressions and games relevant to key POGs
- **COOL DOWN:** low intensity games and basic core conditioning activities

RECOMMENDED SESSION DURATION

75-90 minutes



UNDER 14.

KEY METHODOLOGIES

- Fun games
- 5v5 is introduced but is underpinned by concepts worked through 1v1 to 3v3 (as required by the POGs)
- Teachable moments in the flow of the session/game
- Emphasis of the 3v3 actions/options
- Decision Making in small-sided games and scenarios 2v2
- 'Coach Talk' may increase, but remains less than 20% of Practice Time

SESSION STRUCTURE

- **WARM-UP:** 15 minutes of fun games relevant to key POGs and motor-skill development
- **MAIN BLOCK:** increase time with progressions and games relevant to key POGs
- Play 5v5 but underpinned with the concepts of 3v3
- **COOL DOWN:** low intensity games and basic core conditioning activities/ Add flexibility

RECOMMENDED SESSION DURATION

- 90 minutes



UNDER 16.

KEY METHODOLOGIES

- Offensive and defensive open structures (i.e., as opposed to sets)
- 5v5 is introduced but is underpinned by concepts worked through 1v1 to 3v3 (as required by the POGs)
- Additional individual work outs
- Teachable moments in the flow of the session/game (with individualised targets inside the game)
- Defensive emphasis on 4v3 and 4v4 with a variety of shell drills and conditioned games
- Decision Making in small-sided games and scenarios 2v2
- 'Coach Talk' may increase, but remains less than 20% of Practice Time

SESSION STRUCTURE

- **WARM-UP:** 15 minutes of fun games relevant to key POGs to be worked on the sessions and motor-skill development
- **MAIN BLOCK:** increase time with progressions and games relevant to targeted POGs
- Play 5v5 but underpinned with the concepts of 3v3 and 4v4
- **COOL DOWN:** low intensity games, basic core conditioning activities and flexibility

RECOMMENDED SESSION DURATION

- 90 minutes



UNDER 18.

KEY METHODOLOGIES

- Position-specific work
- 5v5 exploring different roles in different games and teams
- Cover all actions and options of 5v5 (emphasis on offensive and defensive spacing)
- Additional individual work outs
- Teachable moments in the flow of the session/game (with individualised targets inside the game)
- Adapt activities to specific needs of individual players based on rigorous assessment
- Video Analysis
- 'Coach Talk' may increase but remains less than 20% of Practice Time. However, this may vary depending on the main goals of practice (i.e., walkthrough, scouting, etc)

SESSION STRUCTURE

- **WARM-UP:** 15 minutes of fun games relevant to key POGs to be worked on the sessions and motor-skill development. These may be split by positions
- **MAIN BLOCK:** increase time with progressions and games relevant to targeted POGs
- Play 5v5 but underpinned with the concepts of 3v3 and 4v4
- **COOL DOWN:** low intensity games, basic core conditioning activities and flexibility

RECOMMENDED SESSION DURATION

- 90-120 minutes



UNDER 25.

KEY METHODOLOGIES

- Position-specific work
- 5v5 with emphasis on players' specific positions and roles
- Working on identifying Next Threat in each MOG's
- Additional individual work outs
- Individual targets based on individual analysis
- Video analysis
- Coach the overall game and specific situations through the real game plus adding increasing time allocated to walkthrough and scouting

SESSION STRUCTURE

- **WARM-UP:** 15 minutes relevant to key POGs to be worked on the sessions and motor-skill development. These may be split by positions
- **MAIN BLOCK:** increase time with progressions and games relevant to targeted POGs
- Play 5v5 but underpinned with the concepts of 3v3 and 4v4 – More rules; real scenario
- **COOL DOWN:** low intensity games, basic core conditioning activities and flexibility

RECOMMENDED SESSION DURATION

- 90-120 minutes



09.

LINKING GAME AWARENESS TO SKILLED TECHNIQUE

LINKING GAME AWARENESS TO SKILLED TECHNIQUE

This section details how Game Awareness (The Player's Operating System) is powered by Skilled Technique (The Apps) and Robust Physicality (The Hardware). The primary focus will be on identifying the key technical skills that required to deal with the POGs. A progression across ages/stages of development is proposed.



UNDER 10

- General balance & coordination
- Basic ball control and handling (i.e., catching, triple threat, shooting pocket)
- Dribbling (different heights, speeds, directions)
- Lay-up progressions
- Basic shooting form
- Basic defensive footwork (i.e., stance, lateral movement)

UNDER 12

- On court balance & stability (i.e., stop, start, spin, pivot, jumping, landing etc)
- Basic ball control and handling (i.e., catching, triple threat, shooting pocket)
- Dribbling with emphasis on vision (head up)
- A variety of lay-ups (i.e., different angles, varied footwork, both hands, through contact)
- Basic passing form
- Shooting form with compromised balance (i.e., landing, stopping)

UNDER 14

- Support balance maintenance through growth spurt
- Advanced passing (i.e., different angles, distances & heights, on the move, creating passing lanes with both hands)
- Re-establish shooting & dribbling skills with new ball and ring height
- Increase variety of lay-ups (i.e., different angles, varied footwork, both hands, through contact)
- Advance 1v1 with help

UNDER 16

- All fundamental skills are worked at higher intensities and speeds
- Shooting consistency through increased volume
- 1v1 in a variety of situations (i.e., off dribble, stationary, on break, off a kick, etc)
- Increased variety of passing techniques in game-based scenarios
- Defensive and offensive rebounding
- Defence of passing lanes and help side

UNDER 18+

- High volume shooting with positional priorities in game scenarios
- Increase general shooting range & bilateral finishing
- Refine form, spacing and timing of all individual actions and skills
- Increase work in stations depending on position and role
- As much as possible all shooting, dribbling and passing should be worked on real game scenarios

NOTE: The skills worked on in the previous stage are still worked on in the next stage even if not mentioned. The table focuses on what is added at each new stage.

10. SUMMARY & CLOSING THOUGHTS.



SUMMARY AND CLOSING THOUGHTS

Thank you for taking the time to read The PDF Playbook.

The PDF Playbook aims to support clubs and coaches in creating effective development environments for players. It does so by providing:

- A common blueprint based on the best available national and international evidence
- An informed view of the type of game and player Basketball England would like to produce at international level

The PDF Playbook blueprint is based on a 'Basketball as a Game' philosophy which focuses on the creation of a Model of the Game comprised of Moments and Principles of the Game. It encourages a Games-Based Approach which prioritises the understanding and application of the Model of the Game, with all its Moments and Principles.

The PDF Playbook also offers clear guidance regarding how to practically implement this coaching philosophy and blueprint across different ages and stages of development. Clubs and coaches are, however, actively encouraged to use their own professional experience and judgement in making these principles work for them and their players towards the shared national view of player development. It is vital that coaches spend time contextualising The PDF Playbook into their own reality, circumstances and the players they coach.

A series of additional resources and events will be put in place to support clubs and coaches bring The PDF Playbook to life in their specific contexts. It is vital that we receive your feedback to ensure that these resources, events and subsequent version of the The PDF Playbook meet both your needs and those of your players.

Thank you again for all your hard work to support your players and clubs and for your continued effort to take basketball in England to ever increasing heights.

Keep up the great work!

GLOSSARY OF TERMS.



TACTICAL PERIODISATION: a coaching pedagogy developed by Vitór Frade (1985). Its main principle is that a game has to be “coached/learned” according to its logical structure or internal logic. The “logical structure” of the game revolves around the four moments of the game and the corresponding individual and collective tactical principles (see below). Technical, physical and socio-cognitive player development is thus guided by the need to help players negotiate the challenges of the various moments and principles of the game.

PRINCIPLES OF THE GAME: those recurrent situations and challenges that players must regularly face and resolve over the course of a game (i.e., breaking down your defender 1v1, maintaining appropriate spacing, finding the open player or beating a helpside defender off the ball, providing passing lanes, etc). The Principles of the Game have also been referred to as ‘the internal logic of the game’.

MOMENTS OF THE GAME: the distinct phases of the game that make up its totality (Offence, Transition Defence, Defence and Transition Offence). Each moment is distinct because it contains specific goals which contribute to the overall goal of the game: to score more points than the opposition.

GAMECRAFT: the capacity for players to consistently make good decisions and execute the required skill under game conditions.

GAMES-BASED APPROACH: a coaching methodology that stresses the UNDERSTANDING OF THE PRINCIPLES OF THE GAME and the development of GAMECRAFT through the use of activities (games) that reproduce and emphasise specific Moments and Principles of the Game.

ACKNOWLEDGEMENTS.

Basketball England would like to thank the following people for their contribution to creating the PDF Playbook:

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SERGIO LARA BERCIAL

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