

**WASHINGTON INTERSCHOLASTIC BASKETBALL COACHES  
ASSOCIATION**

**2020  
COACHING  
RESOURCE  
NOTEBOOK**

**WIBCA**

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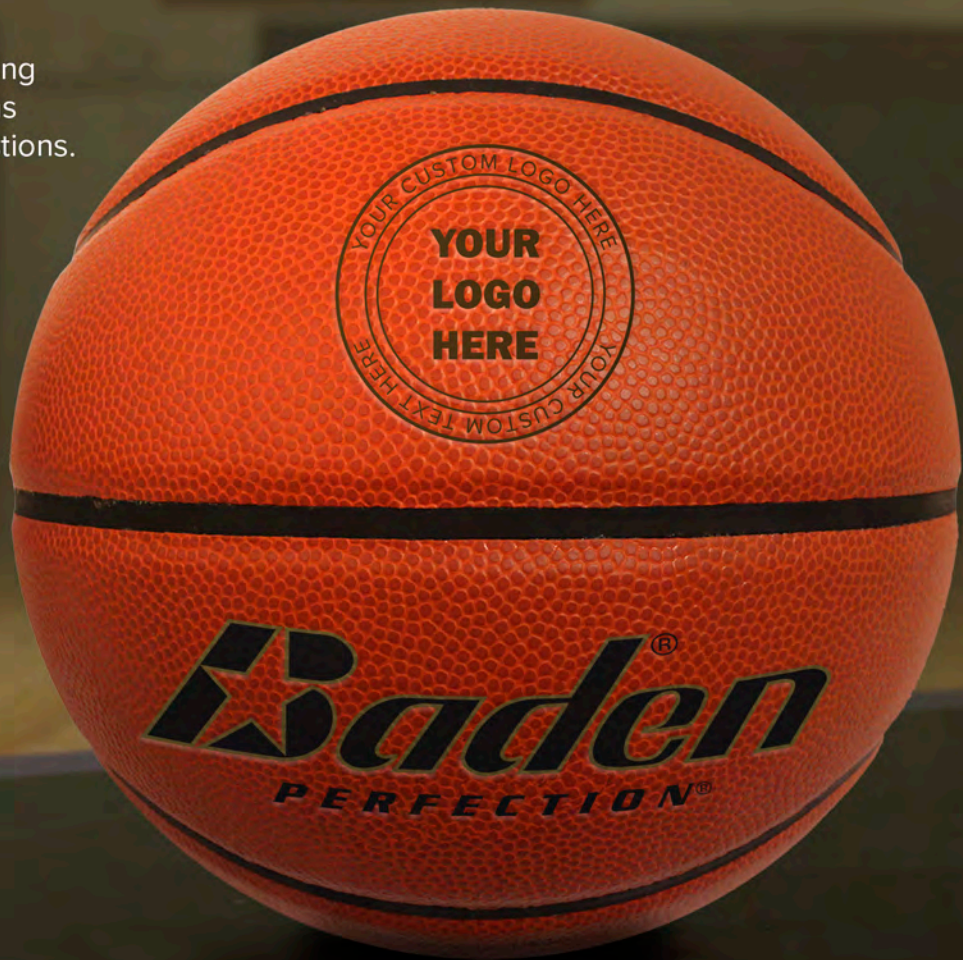


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# HOW TO **PLAN** FOR THE **SEASON** YOU'VE ALWAYS **WANTED**

Maximizing your team's growth in five key areas



# SEASON PLANNING

The following Season Planning worksheets cover the five key areas of coaching:

1. Player Development
2. Master Teaching
3. Leadership
4. Culture
5. Systems & Strategies

These are intended to be used prior to the season to ensure every aspect of the season is effectively planned and considered.

The worksheets can also be used mid-season to identify growth opportunities and enhancements for the second half of the season.

During your coaches meeting, divide responsibilities so each coach has specific focus areas.

# PLAYER DEVELOPMENT

## Skill Development

CONTINUE: \_\_\_\_\_

STOP: \_\_\_\_\_

ADD: \_\_\_\_\_

## Habit Development: Improving Good Habits and Eliminating Bad Habits

CONTINUE: \_\_\_\_\_

STOP: \_\_\_\_\_

ADD: \_\_\_\_\_

## Basketball IQ: Decision-Making & Reading the Defense

CONTINUE: \_\_\_\_\_

STOP: \_\_\_\_\_

ADD: \_\_\_\_\_

## Physical Preparation: Conditioning, Strength, Quickness, Agility, Balance

CONTINUE: \_\_\_\_\_

STOP: \_\_\_\_\_

ADD: \_\_\_\_\_

## Mental Preparation: Confidence, Composure, Focus, Toughness, Goal Setting

CONTINUE: \_\_\_\_\_

STOP: \_\_\_\_\_

ADD: \_\_\_\_\_

# LEADERSHIP

## Team Culture: Setting Expectations & Creating Standards

CONTINUE: \_\_\_\_\_

STOP: \_\_\_\_\_

ADD: \_\_\_\_\_

## Administration: Scheduling, Travel Logistics, Fundraising/Boosters, Communications

CONTINUE: \_\_\_\_\_

STOP: \_\_\_\_\_

ADD: \_\_\_\_\_

## Player Management: Building Strong Relationships

CONTINUE: \_\_\_\_\_

STOP: \_\_\_\_\_

ADD: \_\_\_\_\_

## Staff Management: Utilizing Assistant Coaches & Team Managers

CONTINUE: \_\_\_\_\_

STOP: \_\_\_\_\_

ADD: \_\_\_\_\_

## Parent Management: Support & Alignment

CONTINUE: \_\_\_\_\_

STOP: \_\_\_\_\_

ADD: \_\_\_\_\_

# CULTURE

## Team Culture: Setting Expectations & Creating Standards

CONTINUE: \_\_\_\_\_

STOP: \_\_\_\_\_

ADD: \_\_\_\_\_

## Administration: Scheduling, Travel Logistics, Fundraising/Boosters, Communications

CONTINUE: \_\_\_\_\_

STOP: \_\_\_\_\_

ADD: \_\_\_\_\_

## Player Management: Building Strong Relationships

CONTINUE: \_\_\_\_\_

STOP: \_\_\_\_\_

ADD: \_\_\_\_\_

## Staff Management: Utilizing Assistant Coaches & Team Managers

CONTINUE: \_\_\_\_\_

STOP: \_\_\_\_\_

ADD: \_\_\_\_\_

## Parent Management: Support & Alignment

CONTINUE: \_\_\_\_\_

STOP: \_\_\_\_\_

ADD: \_\_\_\_\_



# MASTER TEACHING

## Practice Planning: Building Effective Progressions & Layering of Skills

CONTINUE: \_\_\_\_\_

STOP: \_\_\_\_\_

ADD: \_\_\_\_\_

## Timing for the Introduction of Systems/Concepts/Habits

CONTINUE: \_\_\_\_\_

STOP: \_\_\_\_\_

ADD: \_\_\_\_\_

## Pace of Practices & Time Spent Teaching vs Doing vs Competing

CONTINUE: \_\_\_\_\_

STOP: \_\_\_\_\_

ADD: \_\_\_\_\_

## Use of Learning Styles: Visual, Auditory, Kinesthetic (i.e. doing)

CONTINUE: \_\_\_\_\_

STOP: \_\_\_\_\_

ADD: \_\_\_\_\_

## Encouragement/Criticism Ratio

CONTINUE: \_\_\_\_\_

STOP: \_\_\_\_\_

ADD: \_\_\_\_\_

# GAME STRATEGY

## Game Preparation: Scouting, Game Plan, Match-ups

CONTINUE: \_\_\_\_\_

STOP: \_\_\_\_\_

ADD: \_\_\_\_\_

## In-Game Adjustments: Strategy Changes, Time-outs, Half-Time

CONTINUE: \_\_\_\_\_

STOP: \_\_\_\_\_

ADD: \_\_\_\_\_

## Bench Management & Substitutions

CONTINUE: \_\_\_\_\_

STOP: \_\_\_\_\_

ADD: \_\_\_\_\_

## Warm-ups, Pre-Game Talk and Post-Game Debrief

CONTINUE: \_\_\_\_\_

STOP: \_\_\_\_\_

ADD: \_\_\_\_\_

## Charting/Stats to Measure

CONTINUE: \_\_\_\_\_

STOP: \_\_\_\_\_

ADD: \_\_\_\_\_

# SYSTEMS

## Offensive Systems

CONTINUE: \_\_\_\_\_

STOP: \_\_\_\_\_

ADD: \_\_\_\_\_

## Defensive Systems

CONTINUE: \_\_\_\_\_

STOP: \_\_\_\_\_

ADD: \_\_\_\_\_

## Offensive and Defensive Transition

CONTINUE: \_\_\_\_\_

STOP: \_\_\_\_\_

ADD: \_\_\_\_\_

## Presses & Breaks

CONTINUE: \_\_\_\_\_

STOP: \_\_\_\_\_

ADD: \_\_\_\_\_

## In-Bounds Plays

CONTINUE: \_\_\_\_\_

STOP: \_\_\_\_\_

ADD: \_\_\_\_\_



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# The Key5 Coaching Blueprint



## SYSTEMS & STRATEGIES

TEAM OFFENSE	TEAM DEFENSE	SPECIAL SITUATIONS	EFFECTIVE PRACTICES	GAME COACHING
Transition Press Break Man Zone Rebounding	Transition Communication Man Zone Rebounding	Baseline Sideline ATO's Unconventional End of Game	Master Planning Practice Essentials Practice Design Execution & Adaptations Evaluation	Pregame & Postgame Game Plan Game Management Strategic Adjustments Substitutions



## PLAYER DEVELOPMENT

SKILLS	READS	HABITS	PHYSICAL	MENTAL
Shooting Passing Ball Control Finishing Defense	Primary Help Pass Screen Advantage	Offensive Defensive Communication Intangibles Preparation	Strength & Power Speed & Agility Conditioning Prehab & Rehab Sleep & Nutrition	Approach Confidence Composure Toughness Competitive Greatness



## MASTER TEACHING

CONNECT	TEACH	MOTIVATE	COMMUNICATE	CORRECT
Routines Authenticity Seek to Understand Vulnerability Beyond the Game	Methodology Audience Priming Layering Loading	Understand Involve Inspire Celebrate Challenge	Body Language Listening Terminology Sticky Language Efficiency	Timing Tone Frequency Understanding Alignment



## CULTURE

VISION & VALUES	ENVIRONMENT	STANDARDS	ACCOUNTABILITY	CONFLICT & ADVERSITY
Define Communicate Model Emphasize Reward	Safe to Fail Shared Vulnerability Healthy Competition Sacrifice Celebrate	Why Who What Where How	Personal Player-to-Player Coach-to-Player Player-to-Coach Coach-to-Coach	Anticipate Conflict Embrace Adversity Shared Ownership Courageous Conversations Renewed Commitments



## LEADERSHIP

LEAD YOURSELF	LEAD YOUR STAFF	LEAD YOUR PLAYERS	LEAD YOUR PROGRAM	LEAD PARENTS
Purpose Awareness Commitments Growth Mindset Accountability	Enroll Align Train Empower Assess	Cast Vision Define Roles Develop Plans Create Opportunity Evaluate Progress	Scheduling & Logistics Boosters, Admin & Peers Finances Brand Building Community Engagement	Parent Meetings Parent Communication Parent Education Parent Participation Managing Conflicts



**CURTIS  
CHALLENGES**

## **TRIPLE THREAT of PREP**

The will to win is not as important as the will to prepare to win.

### **DESIRE**

Desire is the relentless willingness to do whatever it takes to make you better. People with desire are not afraid of failure and are willing to sacrifice no matter what the cost!

### **DISCIPLINE**

Discipline is the strength to consistently work hard and never quit. People with great discipline are focused on their goals, know their weaknesses, and never quit trying to make themselves better.

### **DAILY**

Daily means working very hard every day to achieve excellence. People who are committed to daily preparation are tenacious competitors who, even when they fail, become stronger and more courageous people.

Being prepared is a critical component of the greatness.

How prepared are you today to be successful at what you love to do?

Remember, if you're not working as hard as you possibly can, someone else, somewhere is. Most people have the will to win, few have the will to prepare to win.

~ Bobby Knight

"We are what we repeatedly do. Excellence, therefore, is not an act, but a habit."

~ Aristotle



**CURTIS  
VIKINGS**

## BASIC PHILOSOPHY

The philosophy of basketball at Curtis High School is based upon the assumption that all players are dedicated to the contribution that they can make to the success of the **TEAM!**

If we are to be successful, we must excel in the **TEAM** aspects of the game. We must:

Be more dedicated than our opponents!

Be more conditioned than our opponents!

Play with greater intensity than our opponents!

Be willing to sacrifice personal glory for the good of the **TEAM!**

And most importantly, we must be:

Tougher mentally!

Tougher physically!

Tougher defensively!

The coaching staff cares about you and wants to help you, but will never sacrifice the welfare of the **TEAM** for the individual. Your commitment to play is a commitment to all of those individuals that make up the **Curtis** High School **Viking** Basketball program.



**CURLING**

We must also possess self-discipline and a TEAM discipline based on mutual respect for one another, that will enable us to get the maximum TEAM performance at all times.

We must discipline ourselves and sacrifice things we may want individually, for the overall good of the **TEAM!**

We must believe that everything we do to make the **TEAM** better will be worth it.

Good things happen to those who work hard. Let's work hard to reach our potential.

**Good teams meet expectations  
Great teams exceed expectations**

**PLAY HARD, PLAY SMART, PLAY TOGETHER, and WIN**

There are only two options regarding commitment. You're either in or out.  
There's no such thing as life in-between.

- Pat Riley

Good teams become great ones when the members trust each other enough to surrender the Me for the We.

- Phil Jackson



# **Teamwork:**

**The ability to work together toward a common vision. The ability to direct individual accomplishments toward organizational objectives. It is the fuel that allows common people to attain uncommon results.**

# EISENHOWER BASKETBALL EXCELLENCE

When you define the word "excellence" in reference to people, you're talking about those who understand how to go above and beyond and how to surpass. Those are the people who can understand and define the word excellence. Excellence is not about having things, or about having recognition, or about having money or power or position. It's about being part of something worthwhile-where people can go above and beyond.

## Workload

1. Eliminate Your Fears-Fears for your family's welfare and security or personal injury or death are natural. But when it comes to a job or basketball, all of the fears that hold you back should be eliminated. They are of no use.
2. Work On Your Attitude- The attitude a person develops is the most important ingredient in determining his level of success. I've found that the people who each day apply themselves, learn the proper techniques, understand the philosophies, plans, systems and strategies of our basketball program, and take pride in their work are the people who will become skillful and successful.
3. Help Other People Win-When you are part of this team your primary objective and focus should be on helping all of your teammates get what they desire. Take the focus of yourself, and stop worrying about what you can get. Get out of what I call the disease of "me" or the disease of "more" and simply try to help other people become successful. That's the attitude that really makes a difference between championship teams and just successful ones.
4. Improve By One Percent In Five Areas- We are a very good basketball team. When we all improve by one percent in five areas of our game that we feel is the most important we will become a great TEAM.
5. Accept Tough Times- When we understand and accept that problems and difficulties are normal and that life is not fair, then tough times don't become problems for you. If there is a problem, grab on to it, seize it, and move on from there. Don't let it debilitate or paralyze you.

# STRIVE FOR EXCELLENCE

## Thoughts to start the season

The excitement of the season is set to start and a great time to have a team get together, or if you are lucky enough to have a team retreat. We use this time to set team and individual goals. We start with each player writing his individual goals and rating themselves (I have included the rating sheet-page A). We ask why they are playing basketball, where they see themselves on the team, rate themselves in all areas, how many points, rebounds and assists they feel they will average. The player will have space on the form to add anything he wants to say. The coaching staff will collect them and analyze them. We hope the player says he is playing for the love of the game. If he puts he is playing to impress his girlfriend or his dad makes him play we most likely have a problem. If your team total were 120 points a game, or you have 12 starters, you have some work to do getting the team on the same page. The next step is meeting with each member one on one. The summer practices and tournaments have been analyzed and give us a starting point with each player. In our program the ninth through twelve players will play 2 or more quarters with the junior varsity, depending on the strength of your opponent. This means these players are underclassmen as seniors do not play junior varsity. Players six through eight know they need to be ready as they might be needed at any moment. In some situations your sixth man might be more important than a starter if he has that ability to come off the bench to motivate the team and cherishes that role. Player seven and eight need to be the best team players. They might not get as much playing time but are always positive and ready to do what is best for the team. This is a very hard spot for a senior. In my opinion, the days of keeping seniors on the team when they do not get to play are over. These seniors start the season excited but by the middle of the season they get worn down by classmates, parents and well wishes letting them know this is their senior year and they should be playing, not sitting. I have experienced that by the end of the year these players, without even realizing it themselves, hurt the team. I meet with every senior at the start of summer practice to let them know where I see them in the rotation. I have found most of the seniors know where they rank in playing time. If they are not in the playing rotation at this time and they agree with our assessment that they are not in the top eight then many choose to spend their summer concentrating on another sport or activity of their

choice. I have had many players thank us for being honest and they feel good about their decision. When a player says he is motivated to improve his ability to help the team we give him every opportunity to join us in the summer practices and tournaments. We are all supportive and give the player as many chances as we can. We will then reevaluate him at the end of the summer to see what is best for the team. The worst part of coaching is when a player ends his career. Some players finish in junior high, some high school, some college, because not everyone can be Michael Jordan and end your career on your own terms. We feel this communication helps us become the best team we can be and the player feels we were honest with him and provided him with a fair experience. Players one through five know they will be getting to play and we meet to discuss their roles with the team and how to improve. The coaching staff meets to evaluate the individual meetings.

We then move on to team goals. The team gets together without coaches and sets some team goals. The coaches need to be open to their goals. If the team puts state champions and the coach feels that is unrealistic, DO NOT say that is unrealistic. As a coach I always want the goal to be "to become the best team we are capable of becoming". Be very careful to not give negative feedback on individual or team goals as you do not want to limit their enthusiasm. This is a great time to get specific in goals. 50% for field goals, 70% free throws, hold opponents to 48 points a game (12 points a quarter), always win the war on the boards (that means we always get more rebounds than our opponents). We start the year with a goal of 14 turnovers a game, then reduce the number as the season progresses. We are hoping to be less than 8 turnovers a game by tournament time. You do not want to go too low on turnovers as you still want the team aggressive and not worrying about mistakes. I also like the defensive goal of 48 points a game. Each quarter break we can evaluate at 12 points. If they did not hold them we need the next quarter to be better. We always kept rebounding stats on the bench and we felt it helped us let the players know if they were not being aggressive enough on the floor. The teams usually came up with similar team goals but I have one year's team goals on sheets B-F. Also, on sheets B-F but I have included our team expectations for each position on the floor.

I have included our Use of Visualization sheet (sheet G). Now that we have our goals we need to visualize these goals in our mind. Visualization takes time and

work. We use it with our free throws. We video tape each player making a successful free throw from many angles and then they watch it 24 days in a row. Statistics show watching the video and physically practicing free throws brings your greatest improvement. Several players who are now successful adults tell me they visualization everyday to improve a skill. If you want to improve your golf swing but do not have time to go to a golf course, do it in your head. Each day we would start practice and end practice with some Mental Toughness work. This could include visualization but mostly it was the Power of Positive Thinking. We wanted our players to be aware of their thinking and eliminate all negative thought. As the players became aware of their thinking, when they felt a negative thought they stopped it and replaced it with a positive thought. Our mental toughness philosophy is a whole new topic but with the feedback I get from former players it is the best thing we did. My best compliment ever "Coach, I use our mental toughness stuff everyday as a husband, father and fire fighter".  
YOU GOTTA LOVE IT

Basketball season

Name: \_\_\_\_\_

A

Rate Yourself In These Areas

Like and feel good about yourself  
 Running  
 Quickness (Hands and Feet)  
 Shooting  
 Dribbling  
 Setting a screen  
 Using a screen  
 Hands (Catching the ball)  
 Fronting on "D"  
 Cut off wing  
 Cut off middle  
 Shooting free-throws  
 rebounding

Fakes (ball, hands, eyes)  
 Team player  
 Keep training rules  
 Not afraid to make a mistake  
 Getting loose balls  
 Giving best effort at all times (Hustle)  
 Putting up with teammates  
 Getting back quickly on "D"  
 Taking a chance  
 Blocking out  
 Help out on defense  
 Communication with coach  
 Not going for the fake on defense

**Strength**

Weakness

Any I Would Like To Add

**Strength**

**Weakness**

(B)

IF IT IS TO BE - IT IS UP TO ME

TEAM EXPECTATIONS

- I love the game of basketball.
- I totally believe and am excited to be part of this program.
- I am a moral person who represents our program well.
- I keep my grades up and do my best in the classroom.
- I stay in shape A)keep training rules  
B)eat correct foods  
C)get enough sleep
- I am always on time
- I emotionally stay in control (no matter how bad the call or what the opponent says)
- I do not criticize my teammates, be a positive influence, learn to give compliments.
- I am intense and totally prepared to practice and to be at the top of my game on game day.
- I will visualize my goals and achieve them.
- I will play "27" games as hard as I can.
- I know we will win.

POINT GUARD EXPECTATIONS (1 man)

- I will be a great leader on offense, make us run our sets.
- I can get the ball down the floor against any pressure.
- I have a low turnover ratio.
- I can handle the ball in ice/twins.
- I am a good passer.
- No one can get behind me on defense.
- I can stop the 2 on 1 or 3 on 2.
- I can take the charge.
- I can get a hand in the face of my defense assignment of every shot.
- I can play a great tandem defense in the match up zone.
- I make it very difficult for opponents to move the ball.
- I can get a good double team on half and face.
- I can get five defensive rebounds a game.
- I make 80% of free-throws.
- I can hit the shot on white.
- I can hit the outside shot in the zone offense.
- I can cut off the passing lane.
- I set a great down screen.
- I will shoot 45% for field goals.
- I go get loose balls.
- I can finish the fast break.

Goal cards: Write I am - Not I want to

(C)

IF IT IS TO BE - IT IS UP TO ME

TEAM EXPECTATIONS

- I love the game of basketball.
- I totally believe and am excited to be part of this program.
- I am a moral person who represents our program well.
- I keep my grades up and do my best in the classroom.
- I stay in shape
  - A) keep training rules
  - B) eat correct foods
  - C) get enough sleep
- I am always on time
- I emotionally stay in control (no matter how bad the call or what the opponent says)
- I do not criticize my teammates, be a positive influence, learn to give compliments.
- I am intense and totally prepared to practice and to be at the top of my game on game day.
- I will visualize my goals and achieve them.
- I will play "27" games as hard as I can.
- I know we will win.

WING GUARD EXPECTATIONS (2 man)

- I can pass the ball to the post.
- I will help the point guard break full court-pressure.
- I can get open on the wing.
- I can handle the ball on ice/twins.
- I can set good screens.
- I can make the shot on white.
- I can make the top shot in Iowa.
- I can make the wing/corner shot in the zone offenses.
- I can shoot 48% for field-goals.
- I can finish the fast break every time.
- I will make 80% of free-throws.
- I can cut off the passing lane.
- I can get loose balls.
- I make it very difficult for opponents offense to move the ball.
- I can get a good double team on half and face.
- I will get five defensive rebounds/three offensive rebounds a game.
- I can play a great tandem defense in the match up zone.
- I can get a hand in the face of my defense assignment on every shot.
- I can sprint back on defense.
- I can take the charge.
- I can make the viking pass.

Goal cards: Write I am - Not I want to



(D)

IF IT IS TO BE - IT IS UP TO ME

TEAM EXPECTATIONS

- I love the game of basketball.
- I totally believe and am excited to be part of this program.
- I am a moral person who represents our program well.
- I keep my grades up and do my best in the classroom.
- I stay in shape
  - A) keep training rules
  - B) eat correct foods
  - C) get enough sleep
- I am always on time
- I emotionally stay in control (no matter how bad the call or what the opponent says)
- I do not criticize my teammates, be a positive influence, learn to give compliments.
- I am intense and totally prepared to practice and to be at the top of my game on game day.
- I will visualize my goals and achieve them.
- I will play "27" games as hard as I can.
- I know we will win.

FORWARD (3 man)

- I can get open on the wing.
- I can pass to the post man.
- I can set good screens.
- I will be a great pick off man in face/half (great anticipator)
- I can shoot 49% for field goals.
- I can run for the wing hard and finish the fast break.
- I will make 80% of free-throws.
- I can cut off passing lanes.
- I can make it very difficult for opponents offense to move the ball.
- I go get loose balls.
- I can get six defensive, four offensive rebounds
- I can sprint to wing and recover in match-up zone defense.
- I can get a hand in the face of my defensive assignment on every shot.
- I can cut off baseline.
- I can sprint back on defense.
- I can take the charge.

Goal cards: Write I am - Not I want to

E

IF IT IS TO BE - IT IS UP TO ME

TEAM EXPECTATIONS

- I love the game of basketball.
- I totally beleive and am excited to be part of this program.
- I am a moral person who represents our program well.
- I keep my grades up and do my best in the classroom.
- I stay in shape A)keep training rules  
B)eat correct foods  
C)get enough sleep
- I am always on time
- I emotionally stay in control (no matter how bad the call or what the opponent says)
- I do not critisize my teammates, be a positive influence, learn to give compliments.
- I am intense and totally prepared to practice and to be at the top of my game on game day.
- I will visualize my goals and achieve them.
- I will play "27" games as hard as I can.
- I know we will win.

FORWARD (4 man)

- I can get open on the block.
- I can put the ball in the basket/50% field goals.
- I can go to the hoop and score on the block.
- I will make 80% free-throws.
- I can make good passes.
- I can make the Trash Can and Foot passes.
- I can pass the ball in on the press offense.
- I can set good screens.
- I can cut off the wings in half/face.
- I can deny my man the ball in the paint/cut off passing lanes.
- I can stop anybody in the paint in our zone.
- I can block out and get eight defensive and four offensive rebounds a game.
- I make sure other team only gets one shot.
- I can keep the ball high and outlet the ball quickly on the break.
- I go get loose balls.
- I can take the charge.

Goal cards: Write I am - Not I want to

F

IF IT IS TO BE - IT IS UP TO ME

TEAM EXPECTATIONS

- I love the game of basketball.
- I totally beleive and am excited to be part of this program.
- I am a moral person who represents our program well.
- I keep my grades up and do my best in the classroom.
- I stay in shape A)keep training rules  
B)eat correct foods  
C)get enough sleep
- I am always on time
- I emotionally stay in control (no matter how bad the call or what the opponent says)
- I do not critisize my teammates, be a positive influence, learn to give compliments.
- I am intense and totally prepared to practice and to be at the top of my game on game day.
- I will visualize my goals and achieve them.
- I will play "27" games as hard as I can.
- I know we will win.

CENTER (5 man)

- I can get open on the block.
- I can put the ball in the basket/50% field goals.
- I can go to the hoop and score on the block.
- I make 80% free-throws.
- I can catch the ball in Trash Can.
- I can make the pass in Head Hunter.
- I can set good screens.
- I can cut off the wing in half/face.
- I can deny my man the ball in the paint/cut off passing lanes.
- I can stop anybody in the paint in our zone.
- I can block out and get eight defensive and four offensive rebounds a game.
- I make sure the other team only gets one shot.
- I can keep the ball high and outlet the ball quickly on the block.
- I go get loose balls.
- I can take the charge.
- I can stop the 2 on 1 in the paint.

Goal cards: Write I am - Not I want to

WINNING EDGE: USE OF VISUALIZATION

1. Basic Theory:

- a. All actions start with thoughts.
- b. Learn by trial and error.
- c. Once correct or successful response is learned it is remembered for future use (forget mistakes).
- d. Every person has built-in guidance system or goal-striving device.
- e. Mind cannot tell difference between real and imagined experience.
- f. Principles:
  1. Must have a goal or target.
  2. Must be oriented to end results.
  3. Do not be afraid of mistakes.
  4. Skill learning is by trial and error.

40-1165

- 2. Picture self in a certain manner - nearly same as actual performance.
- 3. Before we can be, we must become, before we become, we must be able to visualize our goals.
- 4. If you want to achieve a thing, see it, visualize it, close your eyes a moment. Get the mental picture. Practice learning to think in pictures. It must be mentally accomplished before it is materially accomplished.

5. Use of Visualization on own:

- a. You must believe that mind cannot tell difference between real and imagined experience.
- b. If you repeat something successfully over a long period of time, it becomes a habit.
- c. If you practice something successfully in your mind, it is almost like actually doing it.
- d. Visualize techniques, skills, charges, etc. but always successfully:
  1. The more realistically you visualize, the more closely it will be associated with the real technique, etc.
- e. This is easy practice - requires no physical effort, only concentration of mind.
- f. You can visualize at anytime - in the morning, or before bed-time, at lunch, on the "throne", etc.
- g. If you visualize something enough when you do actually do it, you will have a feeling of having done it before successfully.
- h. Helps to develop the habit of thinking positively.
- i. Does not replace practice or on the field technique - it is only a learning aid - it can give you the extra edge.
- j. It is not easy to do at first - it requires concentration on your part - you must develop the habit of visualizing.

## **DEFENSE**

If you make a shot you may win, but if your opponent never scores you will never lose.

Defense & Rebounding are the key to all basketball success.

**Intensity**----Alert, Aggressive, Restrictive and **YOU GOTTA LOVE IT!!!!**

We dictate what happens-Challenge every shot, pass, dribble or movement

We force our opponents into mistakes and then we take advantage of those mistakes.

## **ELLENSBURG CREED**

I am a great defensive player

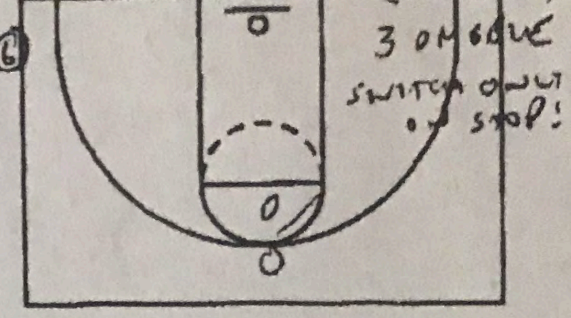
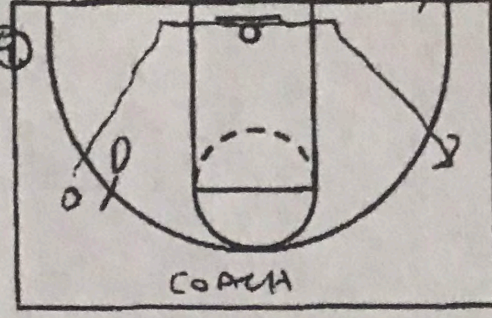
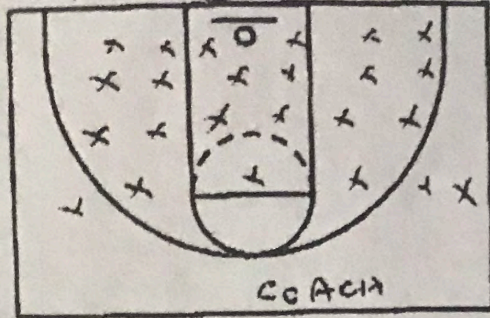
I work hard all the time

We are a great defensive unit

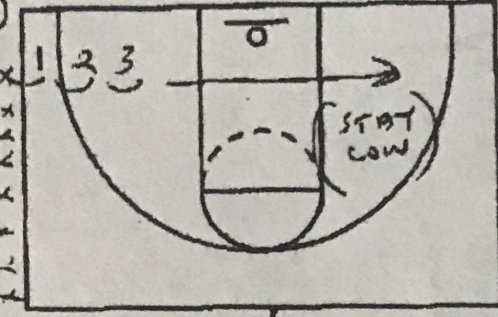
We are mentally & physically tough—We can stop anybody!!!!

Please observe the Big 12 Defensive Drills

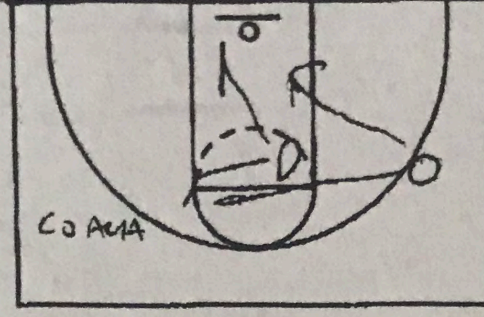
STANCE + QUICK FEET CUT OFF WING/BACKLINE



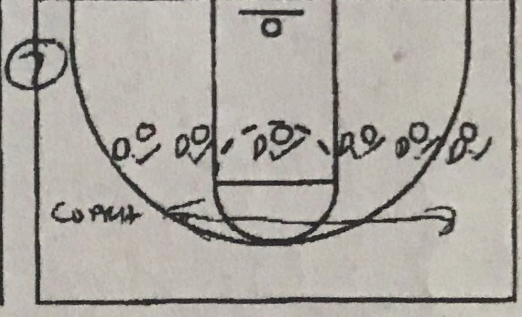
STEP + SLIDE



5) CUT OFF MIDDLE

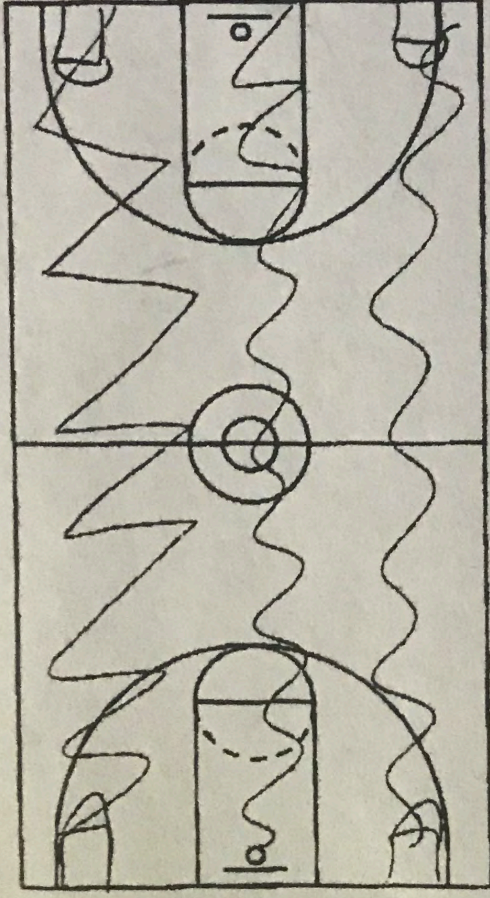


2 STEP POST 'O'



1 SLOW / 1 FAST

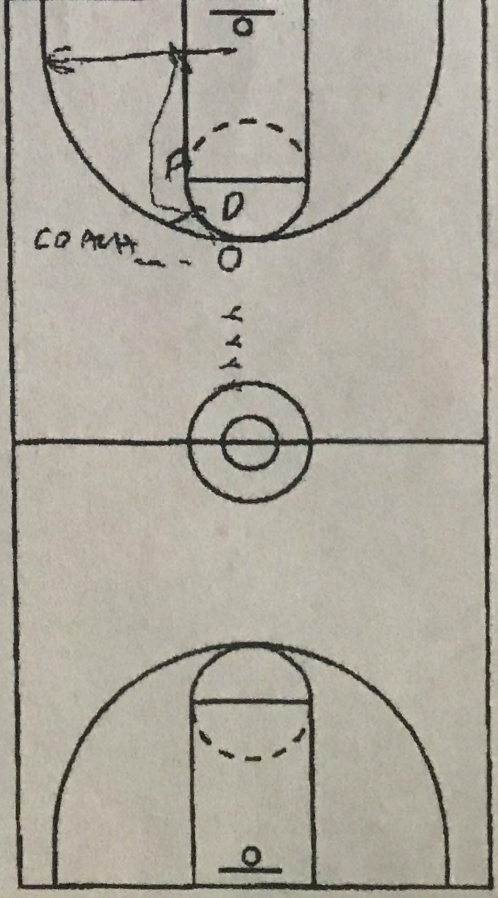
UCLA DRILLS (ZIG-ZAG)



**NOTES** ↗  
COMBINATION DRILL

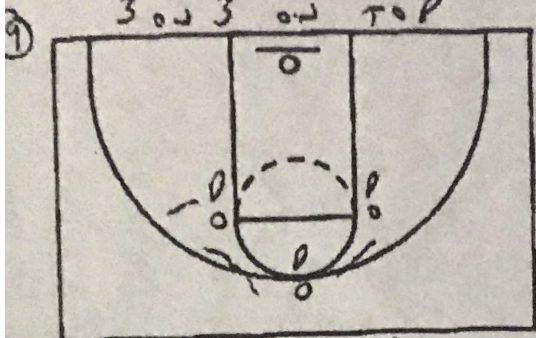
- 1) O JUMP TO TAKE AWAY UCLA CUT
- 2) FRONT POST "O"
- 3) CLOSE OUT CORNER
- 4) BACK TO WEAK SIDE HELP
- 5) TAKE AWAY HIGH POST PASS

8

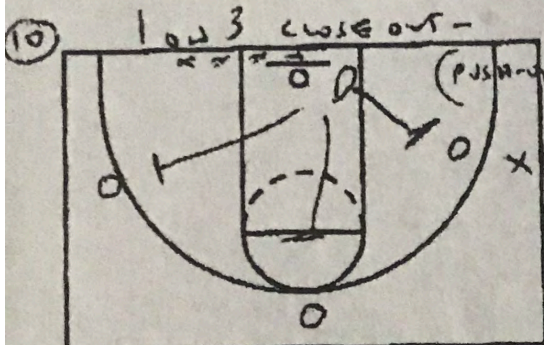
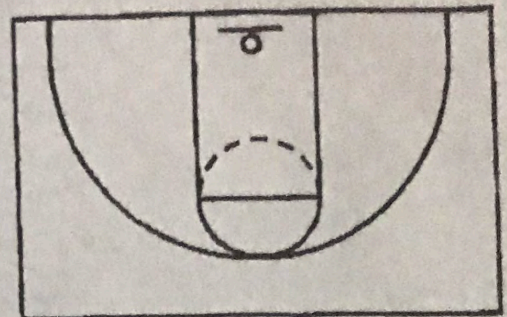
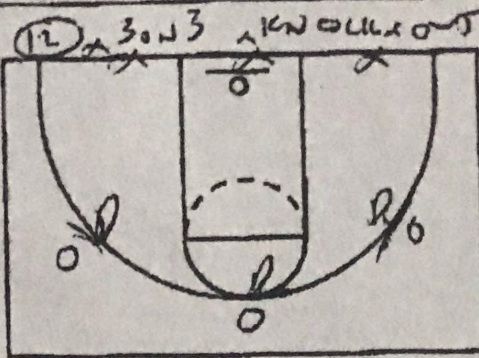


CLINIC: Big 12 DEFENSIVE DRILLS

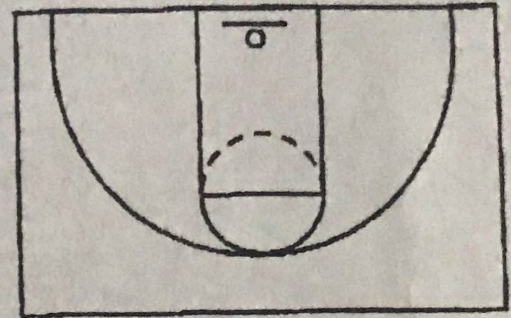
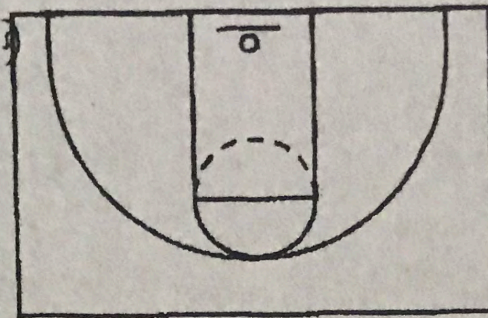
DATE: \_\_\_\_\_



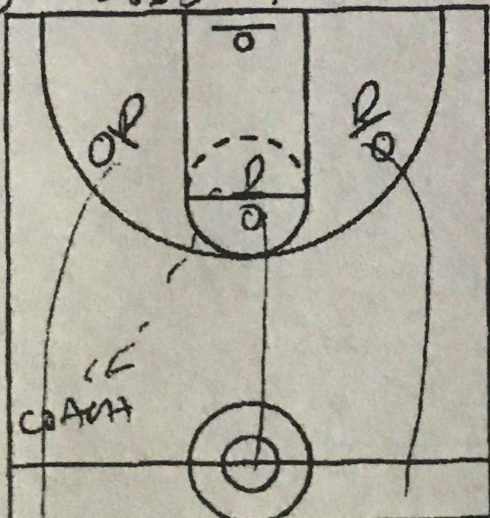
STEP OUT HELP



\* ADD TAKE CHARGE



11) 3 on 3 FULL COURT (GREAT CONDITIONER)



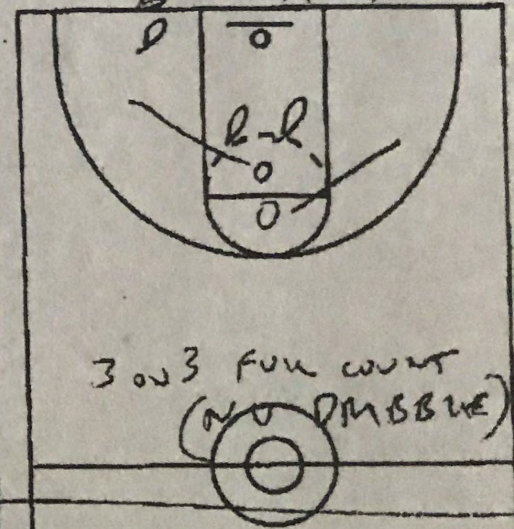
CATCH

NOTES

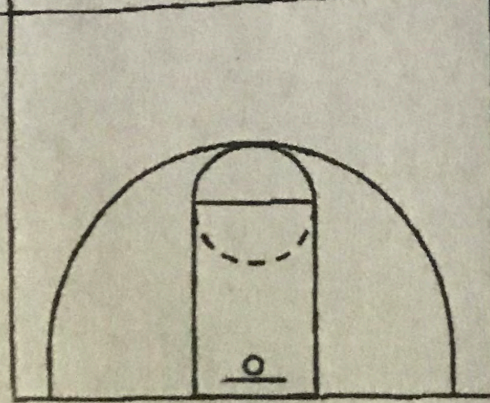
(GET BACK ON 0)

→ TO →

CATCH THE TUNNEL

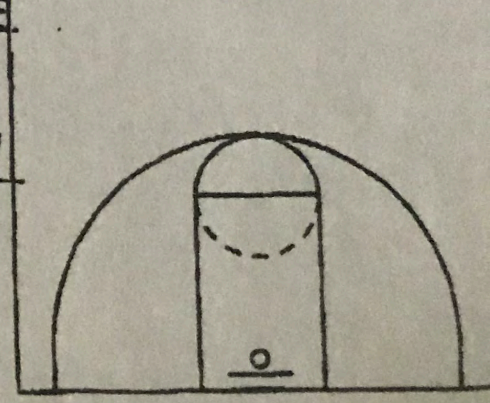


3 on 3 FULL COURT (NO DRIBBLE)



TEAM DEFENSE

- 1) SHIELD - PUT IT ALL TOGETHER
- 2) FACE/WOLFPACK
- 3) WILD CAT (1/2 COURT)



4) 12 MAN RA

## Defensive Plan

We play all man in the summer

We feel that if you can't play man you can't play zone defense.

If we go zone, we practice a 2-3 Match Up and 3-2 Zone.

If the ball goes out of bounds under the opponents basket, we always play zone defense.

We have a full court Match Up Man to Zone Press.

We have a half-court trap.

We Run & Jump when we know we can handle this type of defense.

## Offensive Plan

We try to perfect setting screens and using screens before we do anything else.

### MAN

- 1) We start with a fast break offense.
- 2) A basic motion set man offense. (When in trouble use this)
- 3) We then add a pick and roll offense. Add a "3" point shot option if the pick and roll doesn't work.
- 4) Add a high post entry with a back door. Add a second option to this.
- 5) Add a low screen for your low post player. (Add both sides)
- 6) Set up post-up plays for all five positions. (Seals)
- 7) Set up plays to get certain individuals good shots. (Usually double screen for a 3)
- 8) Add a semi-delay and full delay offenses.

### ZONE

- 1) A basic motion set zone offense. (When in trouble use this)
- 2) Set up an offense for three offensive players in the key.
- 3) Set up an offense with three offensive players on the perimeter.
- 4) Set up an offense that back picks to get open for a "3".

### Out-of-bounds plays

- 1) Man plays from underneath, side and half-court
- 2) Zone plays from underneath, side and half-court

### Press Offenses

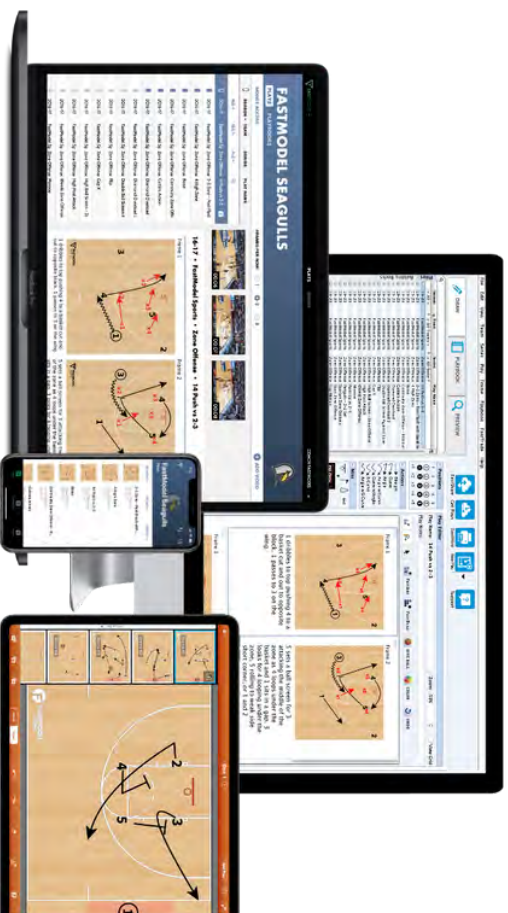
- 1) Press offense for hard front press
- 2) Press offense for soft front press

We are constantly adding plays during the season. We like to have different plays for the second time or third time we play an opponent. If we see something on television we like, we try it in practice. We also figure out a best offensive play and use that in a last second game situation. Against a match-up zone last year we sat down and wrote down all our five starters strengths and then made up a continual offense that actually worked.



## WHY "SET" OFFENSE?

- 1.) Personally = I feel its easier to teach.
- 2.) I know whats going on because its the same everytime.
- 3.) Players can add Input.
- 4.) In championship game. Eight time outs=eight set plays.
- 5.) All five players are part of the offense. You can get four or five players in double figures (if they can shoot.)
- 6.) Its more fun watching other games because you can steal from them.
- 7.) You can put the people in the position you want them.
- 8.) You can put the ball in the hands of the right player at crunch time.
- 9.) You can take advantage of mismatches.
- 10.) They look like they have been coached.



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# Coaching Effectiveness

Dave Dickson, Squalicum High School  
David,Dickson@bellingshamschools.org

Coaching is simply teaching: no one learns as much as the teacher. Athletics reveals character and humbles you. As coaches, we have the opportunity for tremendous personal growth. We are far enough removed from Summer and expectantly planning for 11/17, so this is a good time for introspection.

All of our coaching paths are unique..... I have been coaching for 35 years.....also, took a 5 year hiatus.....

Some of the lessons my path has taught me:

- Intuition is an important part of coaching- both on and off the court. Your instincts are generally, though not always, correct. Learn to act on it.
- There are a lot of different ways to coach: your way is not the ONLY effective path- there is always much to learn
- You might be smarter than that other coach because of your players, not because of you.
- We are most effective when we are serving others rather than self-serving
- Our ego is deceptive and gets in the way of our effectiveness

## I. Critics/ Criticism

Less parents see athletics as a vehicle to teach life's lessons and more see athletics as a means to an end. If your program does not fulfill those means, then transfer. Unfortunately, this is a life lesson itself. Whatcom County story- About two really nice, super kids

- 3 years ago, 2 Dads arranged for their sons to go to Squalicum- Both are really nice boys whose Dads hired personal trainers..... 1 Bham, 1 Lynden.....Bham was low, Lynden was high, Graduation opened QB
- Bham kid wins the job, Lynden kid backup
- Spring ball soph- Lynden kid looking better, Coaches went into August dead heat
- Lynden kid transfers to private school in SnoCo, apt in MV. Kid beats out senior QB, kids quit on the field, coach quits the next week, kid returns to SQ and is backup for Bham kid junior year
- Coach gets fired (neither Dad supportive)

- Bham kid's family moves to Lynden. Lynden kid becomes starting QB at SQ, Bham kid is backup QB in Lynden (while sister commutes to SQ as a star on the soccer team)
- Lynden kid is actually being looked at by Big Sky schools

How many of you at public schools have lost or gained a kid for primarily athletic reasons?

Athletics is the most public form of teaching- people that have never run a practice are self-appointed experts. And now with social media, there is a forum for the anonymous critic.

“Critics are like eunuchs in a harem; they know how it's done, they've seen it done every day, but they're unable to do it themselves.” ([Brendan Francis Behan](#))

“A critic is a man who knows the way but can't drive the car.” ([Kenneth Tynan](#))

“A critic is like a soldier who enters the battlefield after the war is over and shoots the wounded.” ([Source unknown](#))

- Criticism hurts, but sometimes there is a kernel of truth that we can glean from the painful words.
- Secure enough and own ego in check to look beyond the hurt and their ego while gleaning any truth in the criticism that can create growth.
- Who do you allow to challenge you? Assistants, admin, friends..... We all need it. We need positive reinforcement, we need to be challenged to maximize our growth. We want our players coachable- we need to model it.

Very good team, one Dad (who had seen the boys play since they were 8 years old) (who knew enough to be dangerous) would angle to have us play zone and I chose not to partly out of stubbornness. We play well and go to the draw (when there was a 16 team tournament) and we drew Garfield. They were well coached and very athletic- After watching film I concluded we needed to play zone to have a chance.

-At halftime getting beat so bad, “No one would claim to be the head coach of this team”

A few seasons ago, a Dad gives me the tips- instead of blowing him off because of my ego/insecurity, I did what was right for the team. Time made me a better coach.

Other lesson- Build your team with the postseason in mind. Don't get there and not be prepared.

### **A. Parents-**

Some parents are never pleased, they have different expectations- You would think winning back to back State titles, parents walk out in the 4<sup>th</sup> quarter of a game- both parents had kids who started on back to back champion games. There are a ton of great parents who are very supportive.....The last few years I have dealt with a majority of players who don't know their Dads or are very bitter toward them. This, in some cases, is more challenging.

Some Practical Suggestions:

- Always remember the parent's objective is not the team's
- You cannot try to curry favor with the parents- they are fickle
- BE VERY PROFESSIONAL with parents.
- Be careful your assistants don't disclose too much
- Never talk to the disgruntled parents the night of a game, especially after a loss
- 160 minutes, 12 players.....do the math
- Be careful talking to parents about other team members
- Explain at your parent meeting that you believe players should learn to advocate for themselves so you need to hear from them before you hear from parents regarding playing time, roles- they are at practice and they need to learn that skill

### **B. Administration**

- The prototype for an administrator has changed: the "new age" administrator does not place significant value on athletics.
- Often, administrators don't "Just Play Fair". Eligibility issues are ignored, skirted.....WIAA says bring us information on students living/playing in the wrong districts. Roger Goodell- court of public opinion
- Our football coach was fired last year: we don't have formal evaluations in our building and he was not on an improvement plan
  1. He did not think our AD was thorough and let people know
  2. He had enough parents angry to enable the AD to get him
  3. I sat in on the meetings and there was nothing horrendous
- Lessons learned/re-confirmed:
  1. Communicate with your AD when difficult situations arise. Don't let the parent narrative be the primary tale

2. Be teachable, submit yourself to the authority of your administrator.  
They are your Boss and you have little protection
3. Be careful that your Assistants are loyal.
4. Keep your friends close and your enemies closer!

### **Constructive criticism of players/ team**

- A solid relational foundation ensures criticism will be received effectively
- Be intentional with your feedback- requires forethought and self-control:  
Passionately-Dispassionately, privately-publicly, immediately-after several offenses, .....gauge what will achieve the most desired response
- Effective Coaching requires behavior that is counter-emotional  
When your team is discouraged, they may need encouragement  
When they are feeling good about themselves, you may need to shake them up.....this helps avoid the peaks and valleys that Wooden always talked about
- I have a tendency toward criticism & lack of praise- to be effective I must behave in a manner to help my players grow, not to make my ego more gratified
- Be careful with sarcasm. It can build barriers- why do you use it?
- Address “we” rather than “you guys”

### **C. Brotherhood of Coaching**

- Respect the game, respect the other coach
- We are all in this endeavor together. “Grow our Game”- Coach Neighbors
- NO ONE other than other coaches can understand what we go through
- Do you hate that other coach? May be a bad reason- Pat story

### **D. Program/Culture Ideas**

- Technology has changed coaching  
Power of the video clip as a teaching tool- in the classroom, in athletics  
Imprint- kid’s shot, highlights as well as mistakes  
What system? I use both HUDL and Krossover  
HUDL for scouting, Crossover for my games  
HUDL booth here this weekend  
Krossover- Evan Kirshner 646-741-6529  
Fastdraw is better than slips of paper and easier to read- their library is nice
- Fundraiser? Sell oranges Mike Riggers 820-603-5332 M&R Sales
- Never need to watch games to get sets. Just search youtube “Zak Boisvert”

- Consider character a talent. Avoid the false dichotomy of “talent but no character” by assessing the whole athlete.
- Communicate team member’s roles in front of the team as early as you possibly can- there is no second guessing when it is done in front of teammates. I didn’t do this last year due to two new move-ins and this was a mistake.
- Play for something beyond the score- let your players decide what that might be- Covenants.....Bruce Brown stuff
- Like each generation in a family, each team leaves a legacy. A coach needs to be aware of this in order to impact the program’s culture.
- Players need to understand and help build a positive culture. You can do a lot, but the biggest thing you can do to build culture is get players to own and perpetuate/create a positive culture.
- Head coaches- value your assistants. Cultivate their gifts and share with them.
- “Favorite Plays”- we do them to celebrate a good game
- Once a season I have the guys run for having a girlfriend (mix it up, have fun)
- “Less is more” may be in the Dog Days of January

### **Practice**

- Are you more animated in practice or during games?
- I used to yell all the time. I have learned to be meek.
- Use clock as opponent against the whole team (see attached drills)

### **E. Final Thoughts**

- Be more critical of yourself than your players. Players respect that.
- The paradox of winning is that the more you focus on performance rather than score, the more likely the score will be favorable.
- Stand for something besides Ws and you will earn more Ws
- Coach your players for life- it is a far more gratifying, significant endeavor...and it doesn’t conflict with being competitive and winning.
- If you have better players, you are smarter guy.

“People don’t care how much you know until they know how much you care.”

-Theodore Roosevelt

5 Books I recommend for coaches:

InSideOut Coaching by Joe Ehrmann

Wooden on Leadership by John Wooden & Steve Jamison

Creative Coaching by Jerry Lynch

Thinking Body, Dancing Mind: Tao Sports for Extraordinary Performance in Athletics, Business, and Life by Chungliang Al Huang and Jerry Lynch

Leadership and Self Deception by The Arbinger Institute



## **Practice Planning and Favorite Drills**

Dave Dickson, Squalicum High School

### **Random Reflections on Practice**

1. What do you do every day to help players learn life lessons every day in practice?
2. Primacy effect: what do you do first in practice?
3. Consider the “hidden curriculum” that each drill teaches at practice. Could your players (especially seniors) articulate these things?
4. Does the pace of your practice vary?
5. How do you hydrate?
6. Where do you stand to observe in practice/ specific drill?
7. What do you do in practice to improve player layin % and FT %
8. What do you do every day in practice?
9. Does your length of practice time vary? When is less more?
10. Do you allow enough time for players to shoot the ball?
11. What do you do to make practice fun?
12. Do your drills run too long? What can you do to increase intensity & shorten time?
13. What happens in practice to replicate the randomness/unpredictability of the game?
14. Does my feedback/corrections slow down the pace of practice?
15. How do you get them to go hard?
16. Wooden’s Formula: C+F+U..... How are you improving all three phrases?
17. How does my group best learn?
18. How is my group most effectively motivated?
19. Do you call fouls indiscriminately to teach them to shut up and play?
20. How can you make practice a dress rehearsal for the game?

## Drills

### **1. Up & Down The River**

Purpose: clutch FT shooting or conditioning. Building teamness.

- a) Line up players on baseline 1-10 with 10 as best FT shooter
- b) #1 steps up and shoots a 1+1.  
If he misses, the team runs 1 length.  
If he makes it, he shoots the second. If he misses, the team runs 1 length.  
If he makes both shots, 1 in the Bank
- c) #2 shoots a 1+1  
If #2 misses either shot, the team runs 2 lengths- unless there is one in the bank. If there is one in the bank, a miss puts you back to Zero with #3 shooting.
- d) The bank can only hold 2.
- e) Proceed all the way up to 10 (or 12). The last shooter shoots twice (a 1+1 up the river, then another one back down the river).
- f) Descend back down the River 10, 9, 8, 7

Fun variations: no bank, double the running for missing the front end, Up & Down the Big River (SQHS gym special)

### **2. Tip Drill**

Purpose: conditioning, mental toughness, teamness. Note: don't try this with less than 10 guys. Best to be done with 11 or 12.

- a) Split team in half, each with a ball lined up on the right side of the key.
- b) Place allotted amount of time on the clock- 4 is good to start, work up to 8 min.
- c) To start, both sides throw the ball off the backboard to the next person in line and SPRINT to the other end. The catcher catches the ball in the air and throws it off the backboard and SPRINTS to other end.
- d) Crank the music on this drill

### **3. 6:55- a conditioning drill**

Purpose: conditioning test

Start clock at 6:55- start clock and let it run, players must run 5 sprints on a pace of 11 seconds down and back:

- #1- start at 6:55, finish 10 lengths by 6:00 (buzzer goes off at 6:00)
- #2- start at 3:44, finish 8 lengths by 3:00 (buzzer at 3:00)
- #3- start at 2:33, finish 6 lengths by 2:00 (buzzer at 2:00)
- #4- start at 1:22, finish 4 lengths by 1:00 (buzzer at 1:00)
- #5- start at :11, finish 2 lengths by 0:00

Younger teams may choose to have players run the lengths but not buzz them- the incentive for finishing is more rest before the next set.

**4. Free Throw Ladder- players get water after they shoot their shots**

Purpose: FT shooting, competitiveness

- a) Have your team shoot 50+ Free Throws, list from best #1 to worst
- b) Best to use a whiteboard that can list the players & be changed daily
- c) Day 1- pair players: 1v2, 3v4, 5v6, etc. Have each player shoot 10 FTs
- d) If the lower seeded player wins, change the ladder. Ties go to the higher seed
- e) Day 2- 1 gets a bye & shoots with #12, 2v3, 4v5, 6v7
- f) Player at the top of the ladder shoots your technical FTs
- g) An absent/injured player drops below the pair shooting between or directly below him.
- h) You can mix it up and go tournament.

**5. 5v0 Full court- may modify to fit your early offense**

Purpose: conditioning, teamness, shooting skill, offensive spacing/transition

Objective: Each team member scores in fast break situations- 1 layin, 2 Three Pointers, 2 Midrange Jumpers If possible, run 2 teams on courts beside each other. If not, time them.

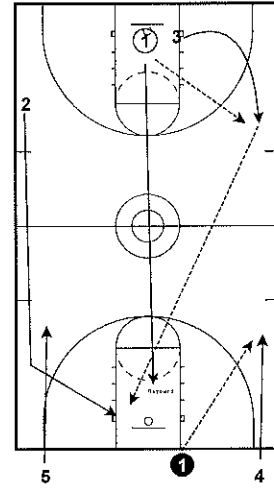
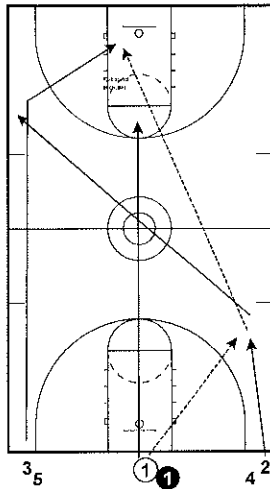
Rules:

1. All players must sprint to designated spots.
2. One shot per trip. Make or miss designated inbounder takes ball out & outlets to PG
3. PG must catch ball below ft, dribble to jump circle and hit ahead or continue to dribble the ball.
4. Team goes until each member has made a shot.

**Drills 6-11 on subsequent pages**

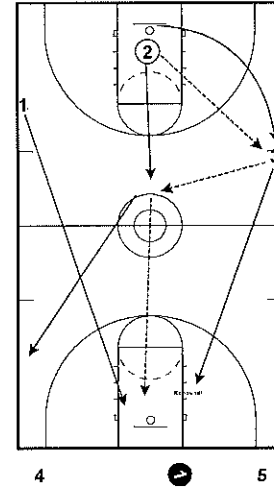
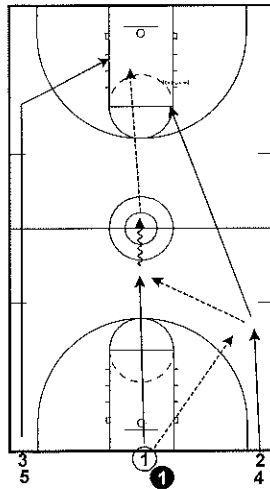
# WIBCA Clinic, 2016

## #6NoCal Drill



**No Cal Drill**- 4 minutes, must reach 50, two phases  
 Both phases score layins=1, jumper=2, 3=3.... ball hits floor= -1  
 Team starts in 3 lines on the baseline  
 Phase 1: 1-10 points, Phase 2: 11-50 points  
**PHASE ONE**- Going Down  
 -done until team reaches 10.  
 -1 throws outlet pass to #2 while #3 runs wide lane and cuts sharply at FT line extended.  
 -#2 leads #3 for a layin while #1 hustles to rebound  
 - While #3 shoots, #1 rebounds, #2 touches FT extended

**Phase One**- coming back  
 -#1 rebounds, hesitates and outlets to #3  
 -#3 passes ahead to #2 for layin  
 -#2 runs wide lanes & cuts FT extended  
 - #1 husties back to rebound the ball  
 - While these 3 players finish, 3 new guys begin another wave  
 - players rotate lines after they finish  
 - After 10 points, the next group of 3 begins phase 2. If the tenth point is scored at the far end, everyone yells, "OFF" and those 3 move off immediately and phase 2 begins.



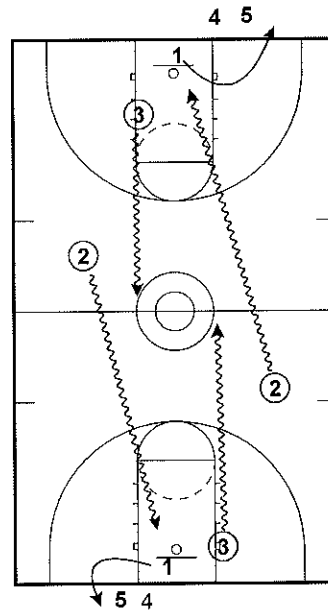
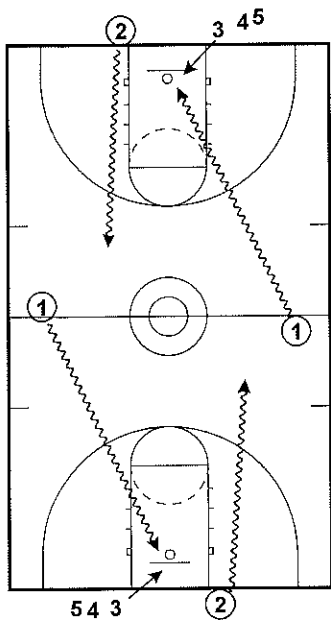
**Phase Two**- going down (#3 shoots)  
 - #1 outlets to #2, then gets a return pass  
 -#3 runs wide lane and cuts at FT line extended  
 -#1 receives pass from #2. #1 may dribble once, then hit #3 for a shot (1st time layin, 2nd time 5 ft bank shot, then all the rest are 3 pointers)

**Phase Two**, coming back (#1 shoots)  
 - #2 sprints to get rebound,, 3 is outlet, & #1 touches sideline FT extended and cuts back wide lane for shot  
 -#2 outlets to #3 and gets return pass. #2 may dribble once, then hits ahead to #1 for shot  
 -1 shoots, #3 rebounds... #2 runs FT extended sideline



# WIBCA Clinic, 2016

## #7 Oklahoma Drill



### Oklahoma Layin Drill

1. Team shoots layins with 4 balls for 2 minutes (scoreclock)
2. Score 1 point per make
3. After 1 minute, switch direction (1st min RH, 2n min LH)
4. Transition b/n minutes requires talk of players.
5. Varsity boys goal- 80

### Oklahoma Drill, continued

#### Variation- Conditioning Version

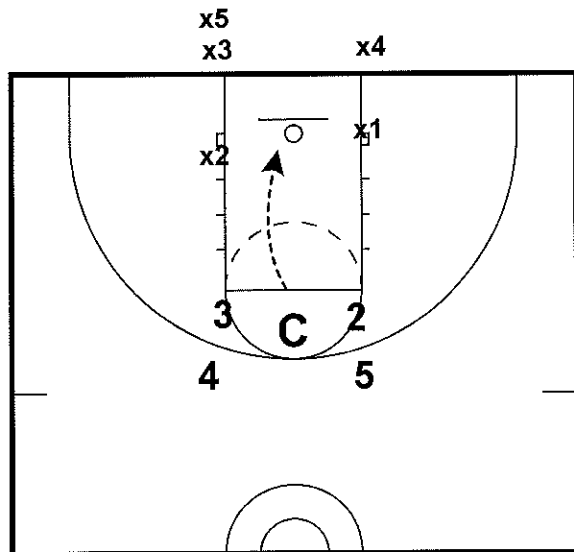
Break your team into 2 groups (at least 6 per team)

Both groups do Oklahoma

If you have 2 courts, have the groups compete to see which group can make more layins in 2 min/4 min.

# WIBCA Clinic, 2016

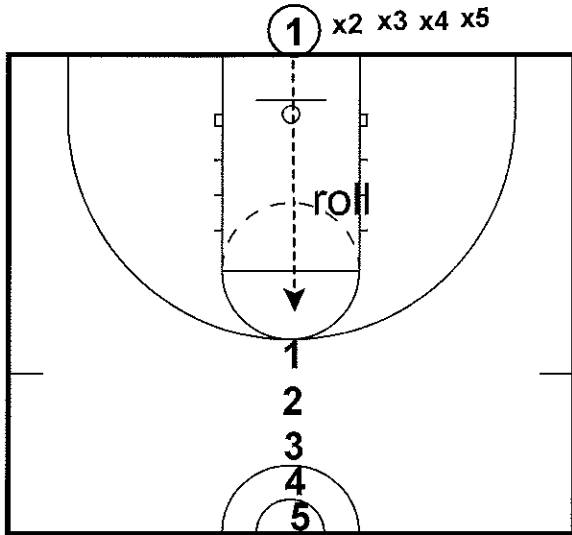
## #8 2v2 Rebound Drill



1. Divide team into 2 groups by rebounding ability
2. Team A starts 2 players on elbows, Team B 2 on blocks
3. Coach shoots & misses.
4. No out of bounds
5. No dribble .Ball obtained out of bounds can be run to edge of court. Then ball can be passed in.
6. Passing is allowed
7. No checkin, either team scores off shot
8. Some body fouls allowed- coach must regulate arm fouls
8. Basket=1 point, next 2 players up for coach shot
9. choose a number for a win, halftime switch positions- for example, play to 8, at 4 switch positions

# WIBCA Clinic, 2016

## #9 Gotta Pay Drill

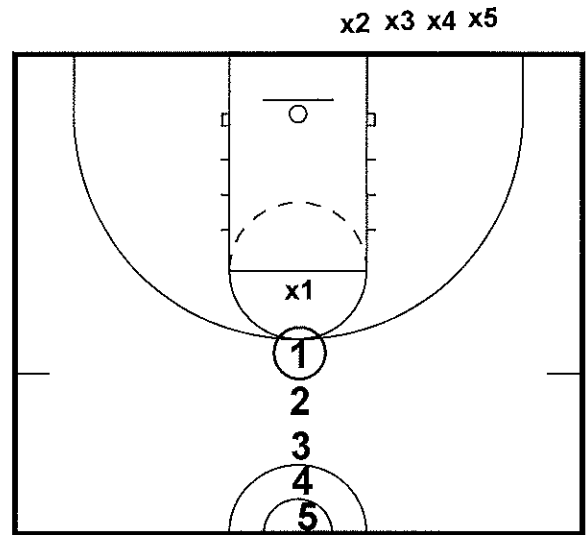


**Gotta Pay Drill**

X1 rolls the ball to 1

X1 closes out, slaps #1's knee to begin drill

Limit dribble to 2 or 3



Defense must pay for each mistake

Closeout with hand up

Call "Ball"

Don't open the gate- stay square

Body stop with Mickey Mouse

Call "Shot",

Blockout.

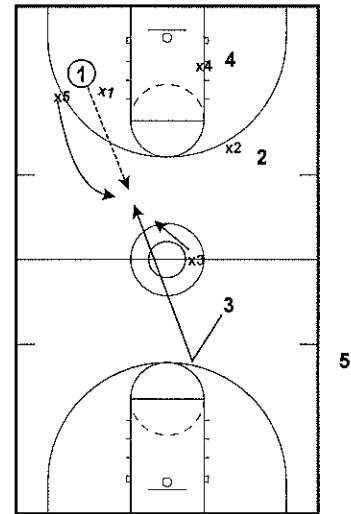
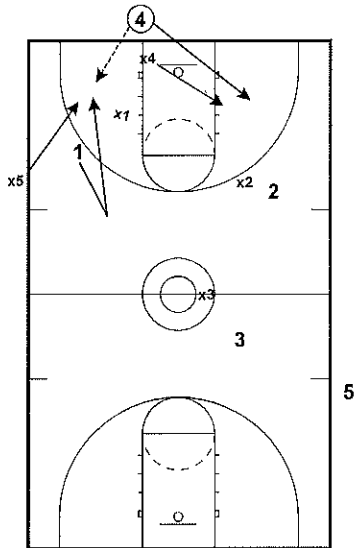
3 pushups for each mistake

You may change the angle, or start the offense off full speed dribble (simulate DDM)



# WIBCA Clinic, 2016

## #10 4v4 No Dribble With a Trapper



### Drill Rules

Play for score: first team to 3 or 5

-2 teams of 4 players, both teams designated 5th player as a trapper.

-Team A (Offense) takes ball out, Team B (Defense) presses man to man.

- X5 (trapper) doubles the ball until it is turned over. X5 then returns to the sideline until Team B gains possession.

-Teams must advance the ball by passing (without dribbling) until it is inside the 3 point circle. Inside the arc, players have one dribble.

- When Team B obtains possession, they may fast break without a dribble.

-When Team B obtains possession, #5 becomes trapper for Team A

-Call fouls sparingly, but MUST be called

### Coaching Points

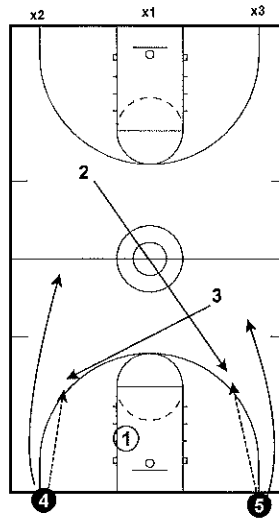
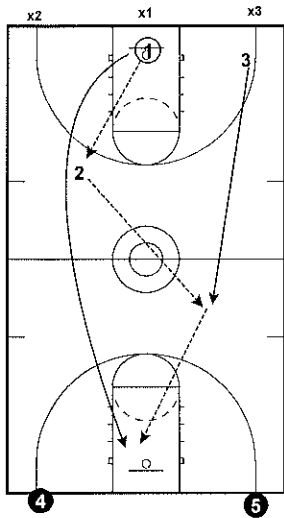
-Offense: protect the ball, crisp passes, fake a pass-make a pass, V-cut, step to the ball, target, reverse pivot, get ball to the middle, Baseball pass, quick reversals

-Defense: stance, trace the ball, good traps, on the line- up the line, jump to the ball, contest shot, block out.

This drill is a great conditioner as well as teaching a number of essential fundamental skills. The competitive nature of this drill naturally rewards fundamental skills, as long as fouling is regulated.

# WIBCA Clinic, 2016

## #11-Olympic Drill

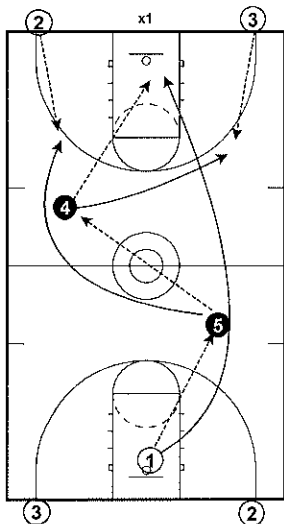


### Olympic Drill

- need 5 balls & at least 10 guys
- 1, 2, 3 weave down with 3 passes (pass to right first).
- Keep score (2s & 3s), time for 4 minutes (1min=1quarter)
- #1 lays ball in at far end and rebounds his own shot.
- #2&3 wings cross and settle in for 3 pointer

### Return Trip

- 4&5 (with balls on the baseline) feed 2&3 for 3 point shots
- 2&3 rebound their own shots & replace baseline passers
- 4&5 run the lanes
- 1 rebounds his layin and weaves 4&5 to other end.



- X1 rebounds #1's layin
- X1 weaves down with 2&3
- 4&5 rebound their own shots

### Coaching Points

- emphasize tempo, hustle
- the importance of layins becomes apparent
- good passers make good shooters
- get 3s over the front rim. Give them a chance
- get out of self concern: encourage teammates
- develop "next shot" mentality
- Celebrate a "Butter"- (making 3 shots)
- Keep track of score... make it important
- Squalicum Record: 237

## **My Top Ten Recommended Reads for Basketball Coaches:**

Wooden on Leadership by John Wooden & Steve Jamison

Season of Life: A football Star, a Boy, and a Journey to Manhood By Jeff Marx

Creative Coaching by Jerry Lynch

Thinking Body, Dancing Mind: Tao Sports for Extraordinary Performance in Athletics, Business, and Life by Chungliang Al Huang and Jerry Lynch

Leadership and Self Deception by The Arbinger Institute

Grit by Angela Duckworth

Wooden: A Life by Seth Davis

Inside Out Coaching by Joe Ehrmann

The Secret Game by Scott Ellsworth

How Lucky Can You Be by Buster Olney

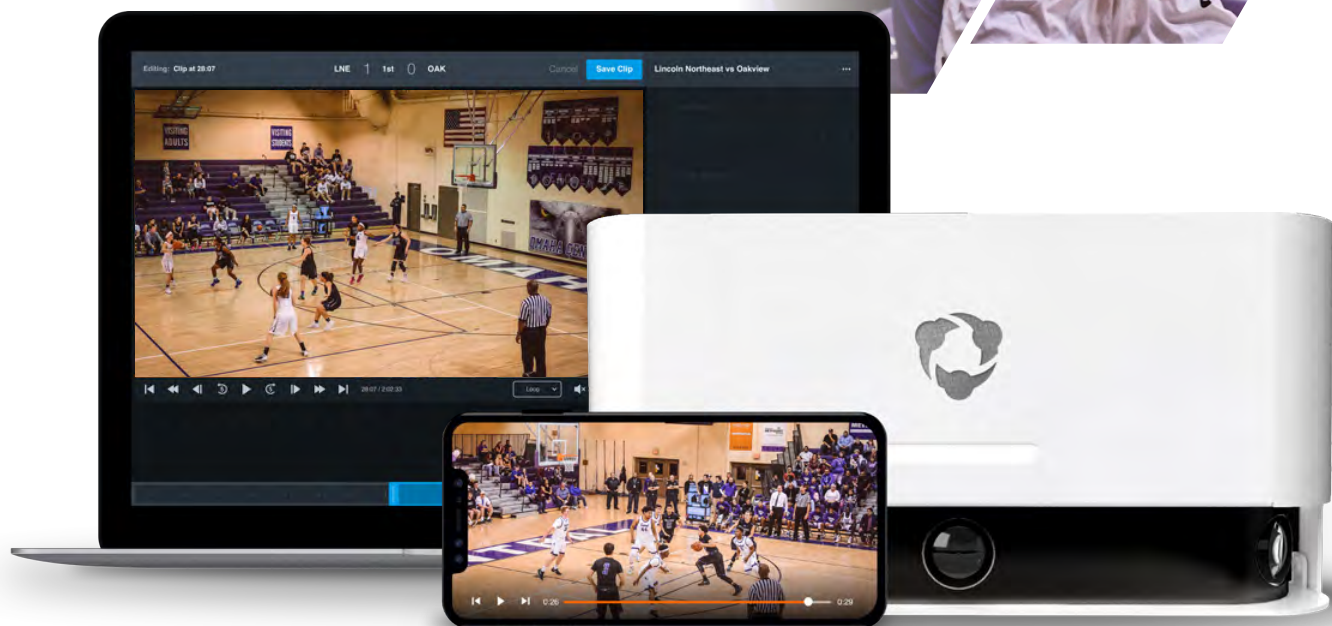
*“Masculinity, first and foremost, ought to be defined in terms of relationships. It ought to be taught in terms of the capacity to love and to be loved. If you look over your life at the end of it... life wouldn't be measured in terms of success based on what you've acquired or achieved or what you own. The only thing that's really going to matter is the relationships that you had. It's gonna come down to this: What kind of father were you? What kind of husband were you? What kind of coach or teammate were you? What kind of son were you? What kind of brother were you? What kind of friend were you? Success comes in terms of relationships. And I think the second criterion – the only other criterion for masculinity – is that all of us ought to have some kind of cause, some kind of purpose in our lives that's bigger than our own individual hopes, dreams, wants, and desires. At the end of our life, we ought to be able to look back over it from our deathbed and know that somehow the world was a better place because we lived, we loved, we were other-centered, other focused.”*

*–Joe Ehrmann (quoted from the book Season of Life by Jeffrey Marx)*



# PLAY LIKE THE PROS

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Technology is changing the way teams compete — help your coaches stay ahead of the game with an athletic department package from Hudl. A package includes a hands-free smart camera, with broadcasting capabilities and livestreaming options, and unlimited game breakdowns so your teams have everything they need to record and analyze basketball games.

See what Hudl can do for your program at [hudl.com/go/WIBCA](https://hudl.com/go/WIBCA).

In the summer 1981, I worked one week of George Raveling's Cougar Cage Camp. At the conclusion of camp there were tables lined down the middle of Friel Court from near baseline to baseline filled with multiply "give away items." One of the items was a document, "Biography of a Failure." (copy of the original provided)

There were other motivational and thoughtful pieces of content as well.

Biography of a Failure, struck me to share with my players and as importantly my students. So, on Mondays of every week I started the week with a "Mental Edge." Biography of a Failure was always the first document I shared with students and with players, the first week of the season. Every week I had a new piece of motivational material for my students and players.

Provided are a few of the many collected over the years.

Hope you enjoy them.

Tim Gaebe

## Biography of a "Failure"

- Difficult childhood
- Less than one year formal schooling
- Failed in business '31
- Defeated for legislature '32
- Again failed in business '33
- Elected to legislature '34
- Fiancee died '35
- Defeated for Speaker '38
- Defeated for Elector '40
- Married, wife a burden '42
- Only one of four sons lived past age 18
- Defeated for Congress '43
- Elected for Congress '46
- Defeated for Congress '48
- Defeated for Senate '55
- Defeated for Vice President '56
- Defeated for Senate '58

When you think of a series of setbacks like this, doesn't it make you feel small to become discouraged, just because you think you're having a hard time in life?

Dissatisfaction with things as they are, the persistent struggle to reach expanding goals, not the triumphs, is what makes people great.

This is the story of a man who never stopped trying even though his failures were many and his successes were few.

- Elected President 1860

The "failure" was, of course, Abraham Lincoln.

## A BOY'S IDOLS

BY STU BRYNN

When I was six years old, I idolized two boys older than I by five and seven years. Both had all the makings of fine athletes. I watched them constantly as they caught a fine pass, hit a baseball, made a basket, and I pictured the day when I would be like them.

It thrilled me to catch a pass thrown by them, hit a ball pitched by them, or retrieve a basketball shot by them. My day was made when they would say "hello" or simply nod their head in my direction. They were my idols. I longed to be an athlete just like them.

I grew and they grew.

I watched and listened as they bragged about cheating in school. I absorbed all of the ways of cribbing on exams: The hidden answers written on the palm of the hand. The half opened book on the floor.

I listened as they told of how they took it easy in practice sessions. How they refused to block for a teammate they didn't like. How they chewed denture and rubbed their hands with after shave lotion, so the coach wouldn't know they were smoking.

I listened as they bragged about how many beers they could drink. How many girls they had, how many nights they had broken curfew.

I listened as they called their mother "old lady" and their father "old man". As they called this teacher and that coach something else. As they spoke of Church and God as being non-existent.

I listened as they bragged about telling off a teacher, about stealing a library book, about stealing equipment from the locker room.

I listened as they laughed about quitting a team, being thrown off a team, being thrown out of a game for fighting, being thrown out of school.

I listened as they swore, man they were the greatest! They were my idols. I longed to be an athlete just like them.

I grew as they grew.

I became a man. Suddenly, I saw my life in perspective, I wondered about my two idols. Surely they were successful, surely they were All-Americans, surely they were pillars of their community.

I searched and I found them. Alas, both had given up struggling to establish themselves as plain ordinary people. They had set no records: Achieved no goals, set no world on fire.

Once I had worshipped them. Now, no one in the community had given them a second look.

Then I wondered: Could some young, aspiring athlete have idolized me? Had I led him down the same trail I followed? Had he longed to be an athlete—just like me?

My parents: Could I ever repay them for the sorrow and anguish I brought them?

My teachers and coaches: Could I ever be-friend them? Other people who had suffered because of me: Could they ever forgive me? That young, aspiring athlete: Could he forgive me?

They have grown older and so have I.

Now I as a parent, I love my sons deeply. I want them to love God. I want them to serve man. I want them to be athletes.

My sons will watch and listen to you because you are athletes. You will wear the green and gold. Many other sons will watch and listen to you, too.

You are their idols. They will long to be athletes just like you.

You will grow and they will grow.

Someday you will have sons. Perhaps my sons will be their idols. Your sons will want to be athletes just like them.

# What If 99% Were Good Enough?

If you think performing at 99.9 percent quality is sufficient, take a look at some consequences of how a slip of one-tenth of a percentage point can affect the customer.

- Two million documents will be lost by the IRS this year.
- 811,000 faulty rolls of 35mm film will be loaded this year.
- 22,000 checks will be deducted from the wrong bank accounts in the next 60 minutes.
- 1,314 phone calls will be misplaced by telecommunication services every minute.
- 12 babies will be given to the wrong parents each day.
- 268,500 defective tires will be shipped this year.
- 14,208 defective personal computers will be shipped this year.
- 103,260 income tax returns will be processed incorrectly this year.
- 2,488,200 books will be shipped in the next 12 months with the wrong cover.
- 5,517,200 cases of soft drinks produced in the next 12 months will be flatter than a bad tire.
- Two plane landings daily at O'Hare International Airport in Chicago will be unsafe.
- 3,056 copies of tomorrow's Wall Street Journal will be missing one of the three sections.
- 18,322 pieces of mail will be mishandled in the next hour.
- 291 pacemaker operations will be performed incorrectly this year.
- 880,000 credit cards in circulation will turn out to have incorrect cardholder information on their magnetic strips.
- \$9,690 will be spent today, tomorrow, next Thursday, and every day in the future on defective, often unsafe sporting equipment.
- 55 malfunction automatic teller machines will be installed in the next 12 months.
- 20,000 incorrect drug prescriptions will be written in the next 12 months.
- 114,500 mismatched pairs of shoes will be shipped this year.
- \$761,900 will be spent in the next 12 months on tapes and compact discs that won't play.
- 107 incorrect medical procedures will be performed by the end of the day today.
- 315 entries in Webster's Third New International Dictionary of the English Language will turn out to be misspelled.





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# Keffrey Fazio, "Seattle Pacific's Defensive System"

<https://youtu.be/ZTHcC6SkK34>

# **THOUGHTS FOR THE DAY**

## **Work at Being Great at Your Craft!!**

~ COACHING IS A CREATIVE PROCESS

~ *THINK LESS ABOUT THE END and MORE ABOUT THE PROCESS*

~ *WHAT YOU DO IN SECRET WILL ULTIMATELY BE SEEN*

~ WIN THE SPACE WAR

~ BALL SIDE DEFENSE MAKES YOUR D GOOD, HELPSIDE D MAKES IT GREAT

~ *HARD TO MOTIVATE YOUR TEAM WHEN YOU ARE NOT MOTIVATED YOURSELF*

~ *DREAM LIKE YOU HAVE A LIFETIME AHEAD OF YOU! PLAY LIKE THERE IS NO TOMORROW*

~ *THE MEASURE OF WHO WE ARE, IS WHAT WE DO WITH WHAT WE HAVE*

~ *NO PRESSURE NO DIAMONDS*

~ Join WSCA- W.I.B.C.A <http://www.wibca.com>

*Rebounding Drills to instill TEAM attitude and competitive toughness into your program*

*Competitiveness- A strong desire for individual and team success*

*Toughness- Mental and physical toughness have direct impact on success*

### **COACHING POINTS-REBOUNDING**

Starts with an athletic base--Go from a contested shot to a hit, hold and attack.

#### **3 REBOUNDING Keys**

1. Must be physical--go get it!!
2. Locate
3. Hit, Hold and Attack. \*WIN the space war!!

To miss an assignment (defensive rebound) is a selfish act

**Joe Harris MA.ED, HSSCS**  
**[harrisj@chelanschools.org](mailto:harrisj@chelanschools.org)**



# What it takes to be Successful CHELAN MOUNTAIN GOAT BASKETBALL



Basketball to me is more than a sport; it is a way of life. In victory, you learn to appreciate the accomplishment, through hard work, sacrifice, and devotion to a worthy cause. You understand the true value of teamwork by working with your coach and fellow players. When playing basketball you must learn to make quick decisions under the tensest conditions. When defeated, you learn to lose gracefully but come back with a greater desire to succeed. Through victory and defeat you will grow and become much better equipped to cope with the complexities of life. There is the possibility that some may qualify for a basketball scholarship or that someday you may want to experience the thrill of being a coach. Regardless of what your future aims are, I know you will receive a lifelong benefit from the experiences and friends you will have by being a member of the **CHELAN** High School **TEAM**. Basketball players at **CHELAN** High School will be prepared to become better players, students, and citizens--three necessities of a successful basketball **team**.

## OUR PHILOSOPHY

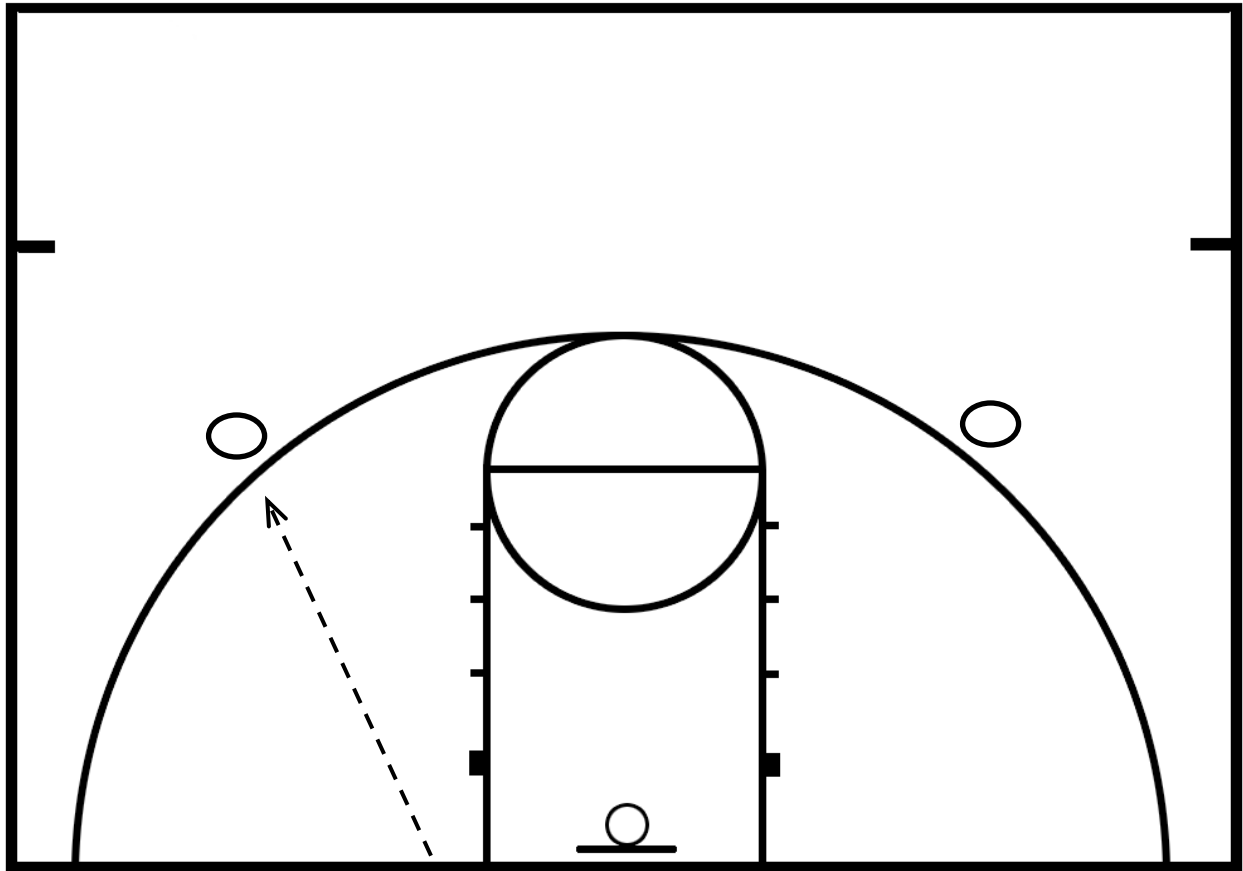
Our philosophy of Basketball at **Chelan High School** has its foundation embedded in the belief that all players are dedicated to the contribution that they can make to the **team**. To be successful we must excel in all **team** aspects of the game and be more committed in this belief than our opponents. We must be in better condition, play with greater intensity and be tougher mentally and physically than anyone we play. We must all sacrifice personal glory for the good of the **team**. Most important we must possess a self and **team** discipline based on a mutual respect for one another that will enable us to reach our maximum **team** performances at all times.

Certain standards and qualifications are required of all players who wish to have a championship caliber **TEAM**, whether or not a championship is won. Great programs have players who are coachable and willing to listen and accept constructive criticism, being a good **teammate** in our program is a must as we share in each other's success and have fun with what we are doing. We display a genuine love for basketball and put in the necessary time and effort to be a good **team** player and team, which in turn will create a strong desire for our individual and team success. This understanding of what is expected of you and a constant striving to fulfill such expectations can best develop this **CHELAN** type of player and team

Our school and program are only as good as we make it. Basketball is a great deal more than merely working plays and fundamentals; it reaches beyond the boundaries of the court, especially when representing a high school. Building great **teams** involve many steps and these steps will be consistent and predictable within our program. Whether we like it or not we will all be known for something. **CHELAN** Coaches and Players have a vision of what we want our teams to resemble. The strength of our **TEAM** is determined by our commitment to this vision, our focus is not on winning games but on building great **teams** and letting the outcomes speak for themselves, we are willing to work toward that spirit of oneness so that each of us will possess the feeling of belonging through our contributions. Teams of significance begin with the end product in mind, they see the big picture. They create great memories, lifetime friendships and a legacy of excellence.

**JOE HARRIS**  
**C.H.S. BASKETBALL**

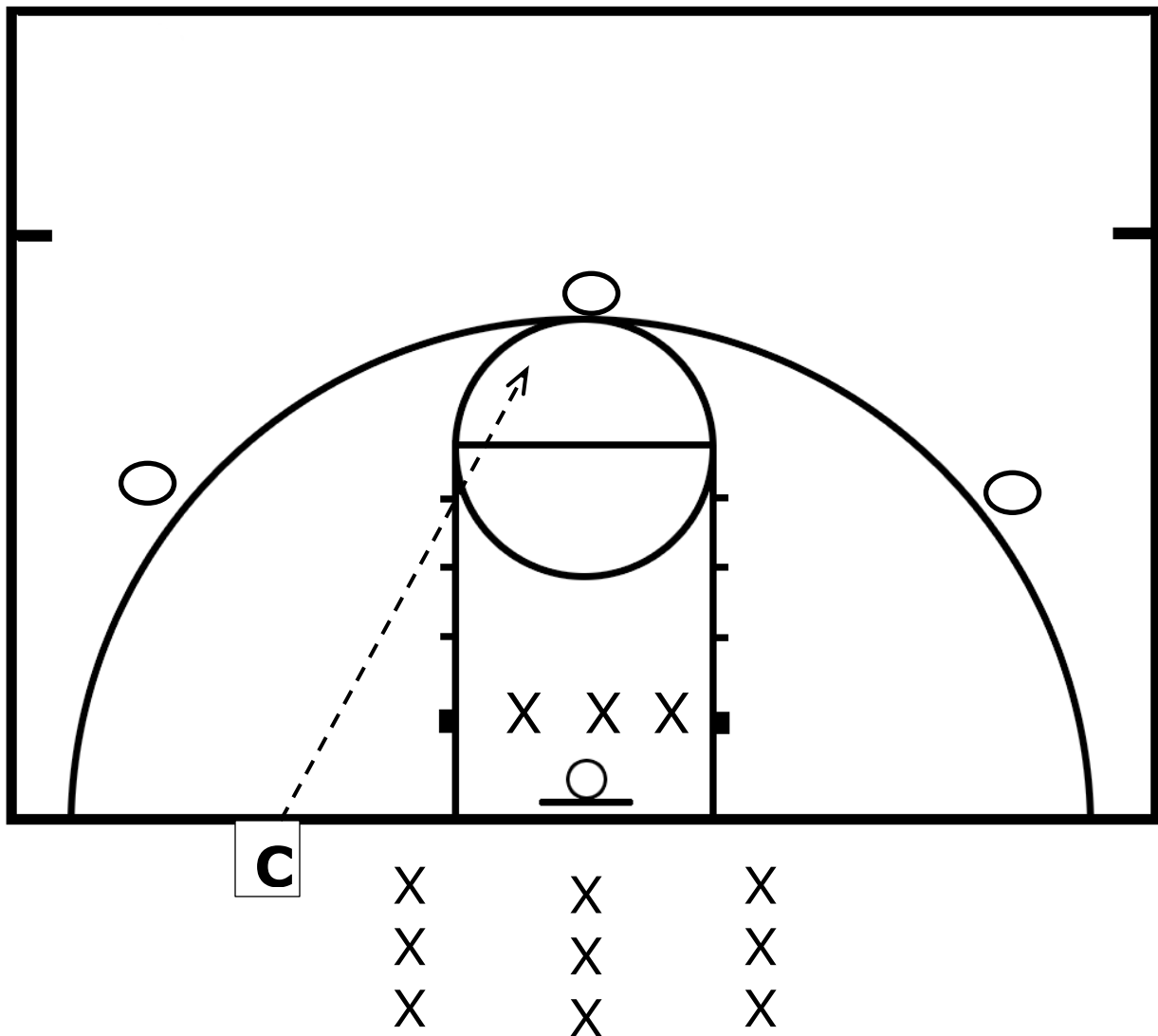
# Drill: Dobbs Closeout



X	X
X	X
X	X

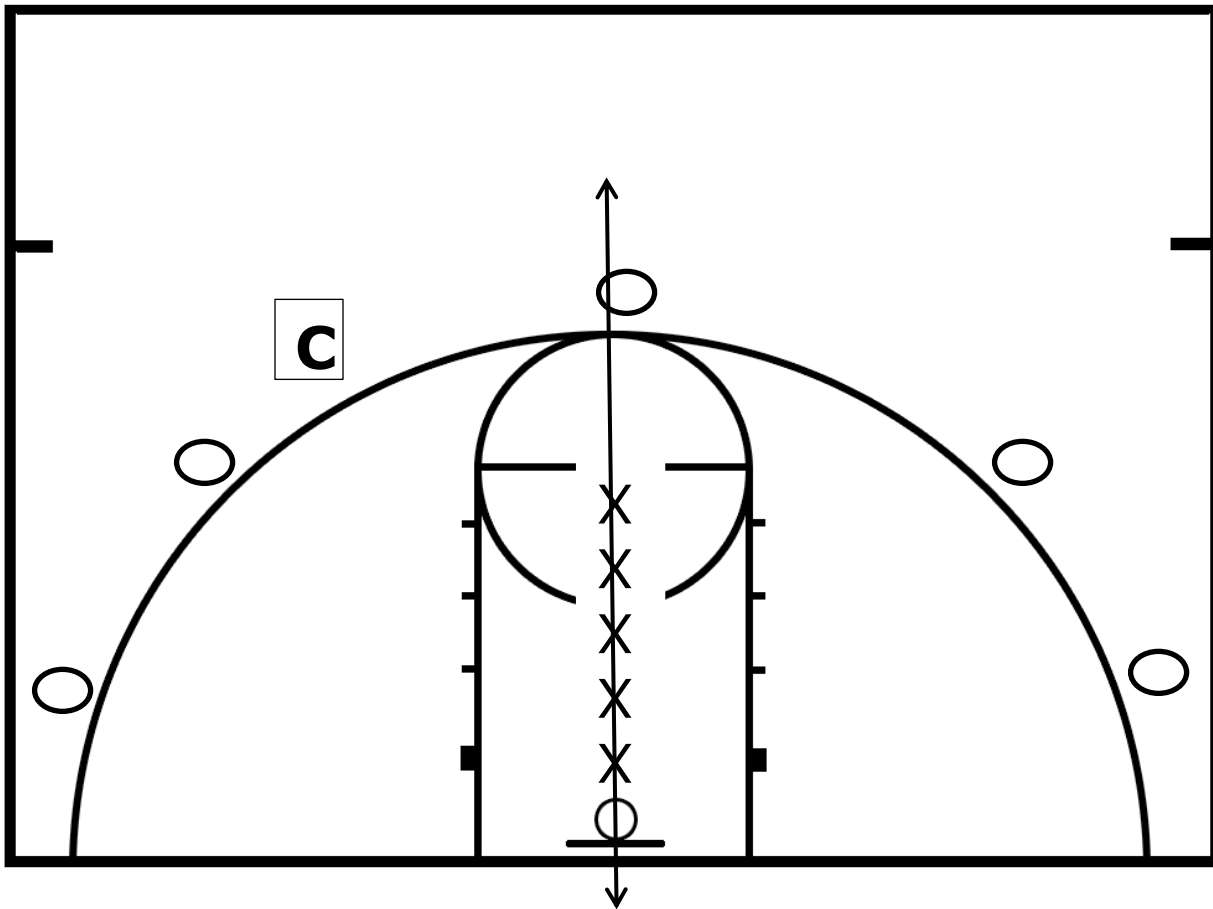
- 1- D passes to wing, Hit target hand with pass
- 2- Closeout High Hand, think shot take away drive
- 3- wide stance on-ball pressure keep it front of you
- 4- force sideline, do not give up middle
- 5- O gets two dribbles to score
- 6- Rebound and outlet

# **Drill: Carlson Rebound/ 3 on 3**



- 1- Coach passes to O, Shoot on Catch O/ two dribbles to score....
- 2- D Closeout High Hand, Contest Shot, use position footwork, jump to ball and help, communicate
- 3- On ball D must keep it front of you
- 4- Hit, hold and attack \*win the space war!!
- 5- D must Rebound and outlet
- 6- On make transition into full court D, (press and press O)
- 7- Rotate Defense to Offense

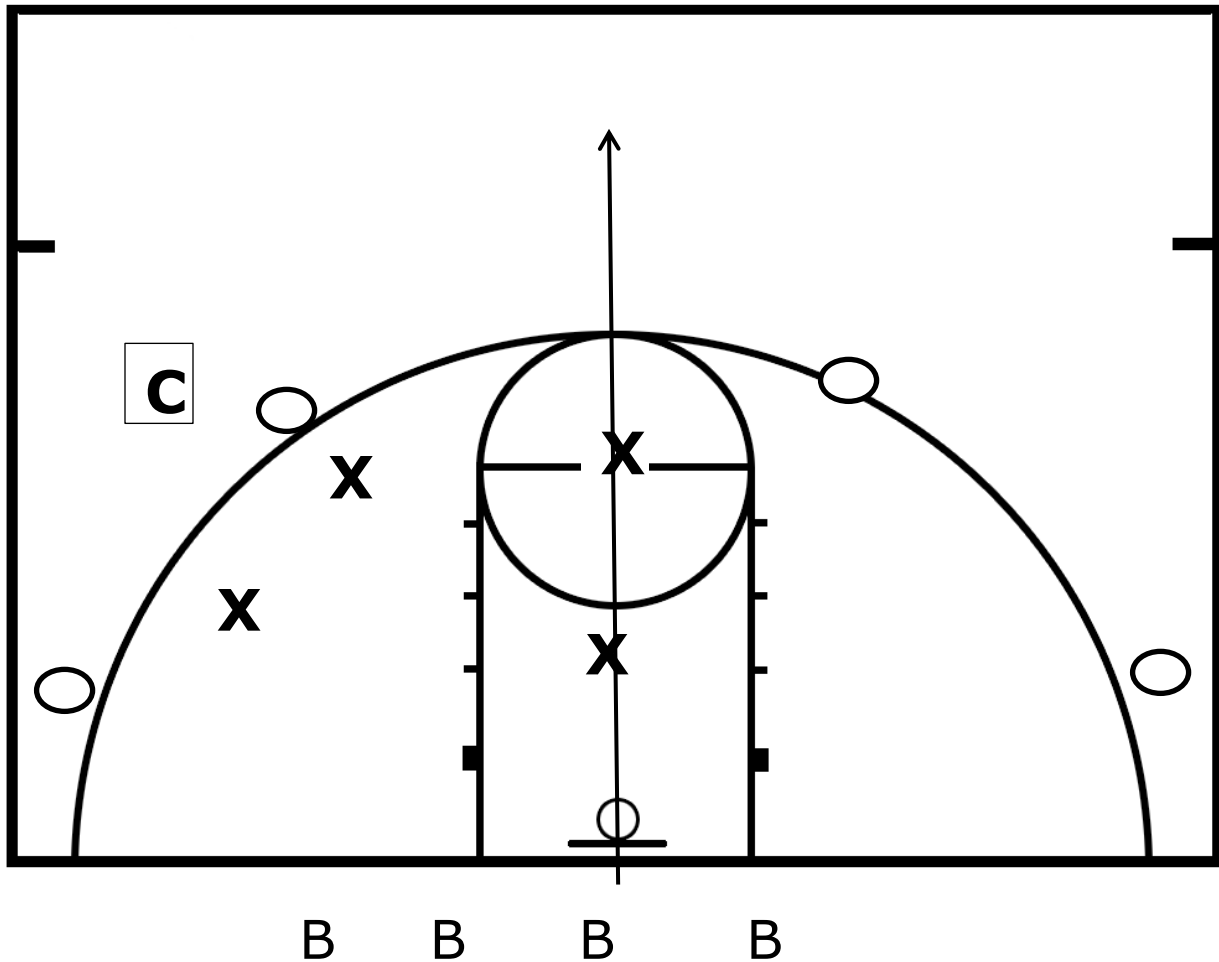
# Drill: Missouri Line ReBouncing



1. Coach Shoots- live rebounding until a score or an outlet pass
2. ● - 5 around perimeter crash from outside key. ■- on the tape, basket line
3. Play to a score (■ must get 5 Rebs before ● gets 2) or Time (■ maintains possession they stay on ■ new ●)

- \*Play aggressive
- \*Be involved in the play
- \*Be determined
- \*Rebounding is all about ATTITUDE
- \*Toughness is a Key!!!

# Drill: Montana ReBouncing



4. Coach Shoots (can add pass/pass back)- live rebounding until a score or an outlet pass
5. **O** - 4 around perimeter crash from outside key. **D**- on ball or in help @ tape, adjust on pass
6. Play to a score (object is to stay on **D** must get a Rebound and outlet to stay on **D** before **O** gets rebound and putback to score= 1pt (**D** maintains possession they stay on **D** new **O**) 1<sup>st</sup> team to 7 or play for time (3 teams of 4)

- \*Play aggressive
- \*Be involved in the play
- \*Be determined
- \*Rebounding is all about ATTITUDE
- \*Toughness is a Key!!!



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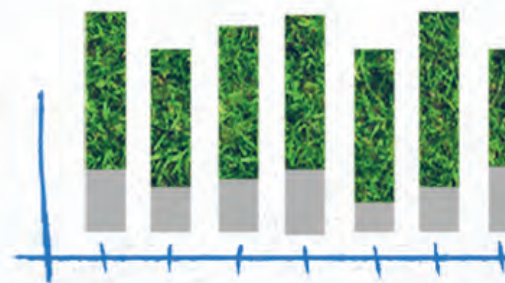


### Local Fundraiser, National Reach

80% of donors are outside of the school's zip code, where the average donation comes from a 276 mile radius. Now that's some serious reach! You'll never have to worry about over saturating your local donor pool again.

### 63% of Teams Raised More Funds

Our 2020 groups raised more than they did in 2019 – just ask Harlingen South's Dance program. In 2019, they raised \$5k but in 2020 raised a whopping \$21.1k! It goes without saying that your community is ready & willing to support your team.



### 11% Participation Increase

We've seen an increase in participation in March - July 2020 compared to teams' fundraising performance during the same period in 2019 thanks to our new pre-loading process! This update to our platform ensures that participants can effortlessly onboard and invite their supporters.





## HAWK DAILY DOZEN

*The following are of academic, behavior and athletic characteristics that all members of the Mountlake Terrace Boy's Basketball team will exhibit consistently to remain a member of the program while being a part of a championship team.*

*As a member of the MTHS boys' basketball program I will:*

1. always be a person who *shows up early* and dressed in appropriate attire for all MTHS commitments.
2. always be a role model for all MTHS students.
3. always display a positive attitude while having a coachable spirit.
4. always hustle with my teammates to the bench, locker room, scorers table or free throw line ("4")
5. always acknowledge my teammates on both positive and negative plays.
6. always treat officials and opponents with respect and good sportsmanship.
7. hustle to the loose basketball.
8. never give up dribble penetration.
9. never force a shot.
10. never get beat running the floor
11. never show a sign of fatigue.
12. always play within the concept of our offense

## CONSISTENTLY GIVING 100% MAXIMUM EFFORT

*“Hard work beats talent when talent fails to work hard”*

*“If you do the work you get rewarded. There are no shortcuts in life.”-Jordan*

*“Not everyone is capable of automatically working hard as it as much a talent as shooting, jumping, and overall great basketball skills”*

Reasons that players don't work hard..... Each of you can look to one of these:

1. Simply do you do not know how to work hard. Lack of understanding

**=ASK A COACH EACH AND EVERYDAY. OUR JOB AS TEACHERS OF THE GAME OF BASKETBALL**

2. Insecurity of not willing to listen to coaches and have a *COACHABLE SPIRIT*

**=COULD CARE LESS WHAT YOU HAVE TO SAY, YOUR ACTIONS WILL SPEAK THE LOUDEST**

3. Success at a younger age came easy and you have plateaued with your work ethic

**=THERE IS SOMEONE BETTER OUT THERE. THERE IS SOMEONE OUT THERE ALWAYS, ALWAYS, WORKING HARDER**

4. Lack of basketball experience allows you to think that you are better than you actually are. A good player in the SMALL FISHBOWL of MTHS allows a feeling of anointment and little motivation to get better beyond the halls and comforts of MTHS.

**=ANY IDEA OF WHO THE BEST PLAYERS ARE? WHAT ARE YOU DOING TO CATCH UP AND GET BETTER THAN THEM? WHAT ARE YOUR FUTURE BASKETBALL GOALS.....ARE YOU WORKING HARDER THAN THAT OTHER PLAYER THAT HAS HIS EYES ON THE SAME GOAL?**

5. Simply you are satisfied with where your game is at

**= DON'T WANT TO TAKE THE RISK OF GETTING BETTER.**

6. Don't love the game of basketball

## Here are 14 Things Great Shooters Do

1. **Great shooters** have this mindset: When I'm on, I shoot. When I'm off, I shoot till I'm on.
2. **Great shooters** don't worry about the *last* shot (make or miss). They focus on the *next* shot because it is the only one they can have an effect on.
3. **Great shooters** always believe 'my next shot is good' (even if they've missed several in a row).
4. **Great shooters** have routines and rituals; they are not haphazard when they work out. They practice *game shots* from *game spots* at *game speed*.
5. **Great shooters** don't make 500 shots. They make *one* shot... 500 separate times. Powerful distinction.
6. **Great shooters** shoot the same way *every* time they shoot (from feet to follow through).
7. **Great shooters** go to the gym to *make* shots; not *take* shots. Anyone can *take* 500 shots. The name of the game is to put the ball in the basket.
8. **Great shooters** are always 'shot ready'. Their feet, hands, eyes and mind are ready to shoot.
9. **Great shooters** don't follow their shot. Why would they if they believe the ball is going in?
10. **Great shooters** know and maximize their shooting strengths. They know if they shoot better off the pass vs. off the dribble, if they shoot better going right vs. going left and what spots on the court they shoot the highest percentage.
11. **Great shooters** pass up a good shot in order to get a great shot.
12. **Great shooters** rarely miss right or left.
13. **Great shooters** know how to use screens effectively to get an open peek.
14. **Great shooters** are not great by accident or luck. They are great because they put in the work.

# **Mountlake Terrace Boys Basketball Mentor/Mentee Program**

## **Rationale:**

- This program will provide communication between mentor and mentee periodically to help these young men with the trials and turbulences, along with the celebrations, of playing high school varsity basketball at Mountlake Terrace High School
- Selected MTHS will serve as a mentor while providing sound advice for issues our student-athletes face on and off the court. Similar and not so similar issues that each of you may have dealt with during your high school years.
- Provide necessary communication between mentor-mentee-MTHS boys' basketball staff (when and if needed).
- Be support person for our varsity basketball players during a busy and stressful season. Fostering a positive relationship with our varsity basketball players while teaching life skills to them.
- We are seeing more now more than ever the necessary need to have positive role models in these student-athletes lives, especially those that believe in servant hood

## **Steps/Process:**

1. Meet 2-3 times during the season for 15-30 minutes after school/convenient times
2. What is your beverage of choice? Player will provide
3. Confirmation and then communication from Coach Cashman and Coach Sood about process and who the mentor's mentee is.
4. We will send mentees player profile and also provide background on each mentee
5. Meetings to take place at MTHS or meet at a public place
6. Share your "life experiences" while as a HS student, student-athlete and/or adult (if comfortable)
7. The dates we have set now are **Monday, December 3rd** and **Monday, January 14<sup>th</sup>** (or mutually agreed upon dates/times)
8. See about possibly attending a game, even stop by an after school practice and/or our end of season banquet. Whatever is convenient
9. Picture of you and your student-athlete on our website
10. If you are not available or interested we totally understand!!

## **Talking Points between Mentor and Mentee:**

1. The pressures of the varsity level
2. The short term and long term rewards involved in investing in co-curricular athletics
3. Meeting the expectations of professionalism
4. What it takes to be successful both on and off the court
5. Advice for preparing players for life after Mountlake Terrace
6. Generally serving as a role model/mentor
7. Keeping athletics in perspective

*Please see link for the model we are incorporating from Harvard Basketball:*

[https://www.gocrimson.com/sports/mkbk/2018-19/bios/bassey\\_justin\\_ywdl](https://www.gocrimson.com/sports/mkbk/2018-19/bios/bassey_justin_ywdl)

[https://www.gocrimson.com/sports/mkbk/2018-19/bios/towns\\_seth\\_b2nl](https://www.gocrimson.com/sports/mkbk/2018-19/bios/towns_seth_b2nl)

### RECOMMENDED PARTICIPATION GUIDELINES

PLAYING SEGMENT	GAME LENGTH	GAMES PER WEEK	PRACTICE LENGTH	PRACTICES PER WEEK
Ages 7-8	20-28 minutes	1	30-60 minutes	1
Ages 9-11	24-32 minutes	1 to 2	45-75 minutes	2
Ages 12-14	28-32 minutes	2	60-90 minutes	2 to 4
Grades 9-12	32-40 minutes	2 to 3	90-120 minutes	3 to 4

### MAXIMUM PARTICIPATION GUIDELINES

PLAYING SEGMENT	MAXIMUM GAMES PER DAY	MAX HOURS PER WEEK OF ORGANIZED BASKETBALL
Ages 7-8	1	3 hours
Ages 9-11	2*	5 hours
Ages 12-14	2*	10 hours**
Grades 9-12	2*	14 hours**

The maximum participation guidelines outlined above are intended to serve as limits on a young athlete's participation in organized basketball (subject to the guidance on youth basketball camps and academies below). It is possible that participation in organized basketball within the maximum limits but in excess of the recommendations is also not advisable from a health and wellness standpoint; however, this issue requires further study.

\*Youth basketball players, parents, and coaches should demonstrate caution in scheduling or participating in more than one game per day, especially on consecutive days. If young athletes participate in an event or tournament in which more than one game is played per day on consecutive days, players should have additional time off from sports activities following the event to allow for recovery.

\*\*Young athletes in these age ranges who are approaching these maximum hour limits should NOT be playing another sport concurrently.

### REST GUIDELINES

PLAYING SEGMENT	MINIMUM REST DAYS PER WEEK	MAX MONTHS PER YEAR IN ORGANIZED BASKETBALL	RECOMMENDED HOURS OF SLEEP PER NIGHT
Ages 7-8	2	4 months	9-12 hours
Ages 9-11	2	5 months	9-12 hours
Ages 12-14	1	7 months	8-10 hours*
Grades 9-12	1	9-10 months	8-10 hours

\*For 12-year-olds, 9-12 hours of sleep is recommended

Definitions and additional information regarding the recommended and maximum participation tables are provided in [Appendix B](#)

# What is Your Staple?

Brandon Evenson [bevanson@ephrataschools.org](mailto:bevanson@ephrataschools.org)  
509-989-3604

Staple? The numbered break and playing fast! System

My third rule 1/3 like you, 1/3 doesn't like you 1/3 doesn't even know you you have a team

Safeway: story call me for this story

Coach O'brien's impact-always reach out to mentors! I miss him

Are you a Fisherman or catcher

Same as are you a shooter or a maker?

**Unpopular sayings:**

Turn it over off the rim....0-20 year

Follow your shot....we don't say this

Want players balanced on your their shot and confident

**Gassers: wonderful system**

We put 20 on the board...

How ever you want to put it up there. We do 10 each side on fouls.

Players in control how much they run at the end of the practice...

I have way less complaining when we condition.

**Shooting Drills:**

All drills incorporate our belief in shooting and offense:

ots of our shooting drills are out of our system.

Partner shoot; in their numbers chemistry

Post/Guards-practice passing and chemistry

7 pt shooting/around the world- fun

Zone shooting

Competition shooting fun one to do on a sat morning or we split up Husky vs Cougars? (I always pick Cougars)

During any drill we can take off conditioning for 4 in a row or 5 depending on day. They love that!

Any questions on anything I would love to discuss hoops with you!

In hoops,

Brandon Evenson [beverson@ephrataschools.org](mailto:beverson@ephrataschools.org)

**509-989-3604**



# SHOOT-A-WAY the GUN 10K

800-294-4654



# WHAT WIBCA DOES FOR STUDENT ATHLETES & COACHES

**ALL STATE GAMES**  
**PAT FITTERER "YOU GOTTA LOVE" IT COACH/CONTRIBUTOR AWARD**  
**NORTHWEST SHOOTOUT**  
**SPRING SHOWCASE AT BELLEVUE COLLEGE**  
**HALL OF FAME INDUCTIONS**  
**HEAD COACH ASSISTANT COACHES PEPPEL SERVICE AWARD**  
**VOICE TO WIAA**  
**WIBCA COACHES VS. CANCER**  
**FALL & SPRING CLINICS**  
**VOTING MEMBER OF THE NATIONAL HIGH SCHOOL BASKETBALL**  
**COACHES ASSOCIATION**  
**WIBCA/BADEN SCHOLARSHIP (SENIORS)**  
**STATE & NATIONAL AWARDS**  
**STATE COACH OF THE YEAR AWARD**  
**QUARTERLY NEWSLETTER**  
**PLAYERS OF THE YEAR (6 CLASSIFICATIONS) AWARDS**  
**MR. BASKETBALL (ONE FOR ALL CLASSIFICATIONS) AWARD**  
**NOMINEES FOR NATIONAL FEDERATION OF HIGH SCHOOLS-**  
**COACH OF THE YEAR AWARD**  
**NATIONAL HIGH SCHOOL BASKETBALL COACHES ASSOCIATION-**  
**STATE COACH OF THE YEAR AWARD**  
**ALL BENEFITS OF WASHINGTON STATE COACHES ASSOCIATION TO**  
**WIBCA MEMBERS**  
**COMPLIMENTARY ADMISSION TO WIBCA HALL OF FAME BANQUET**

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