

TWO01 BASKETBALL ACADEMY

COACHING ACADEMY

Official Certification Workbook

14 Modules • 75 Comprehensive Performance Worksheets
Basketball-Specific Sports Performance Certification

Price: \$499 | Curriculum Manual & Portal Guide

TWO01 BASKETBALL ACADEMY · THE COACHING ACADEMY WORKBOOK

HOW TO USE THIS WORKBOOK

This Official Certification Workbook is the practical companion to the Two01 Basketball Academy Coaching Academy curriculum. It contains 75 comprehensive performance worksheets organized into 14 modules, each designed to convert coaching theory into repeatable, basketball-specific practice.

Completion Expectation	Every worksheet is considered complete when all fillable fields, tables, and rubrics are filled, the interpretation threshold has been applied to the data, and the reflection section has a written action item.
Evidence-Based	Each worksheet must be backed by real athlete data or a documented observation — not hypothetical examples. Coaches should retain completed worksheets as certification evidence.
Reassessment Cadence	Assessment worksheets (Modules 2, 7, 8, 9) are re-administered every 6-8 weeks. Tracking worksheets (Modules 4, 10, 11) are maintained continuously across the season.
Scope of Practice	Worksheets in Module 14 define the boundary between performance training and medical care. Never diagnose, prescribe rehabilitation, or clear return-to-play — refer these to qualified medical professionals.
Certification	Certification is awarded when all 75 worksheets are completed and signed off in the Completion Tracker, and the Worksheet 57 Program Design Self-Audit is signed.

WORKBOOK COMPLETION TRACKER

Track your progress through all 75 worksheets. Sign and date each as it is completed.

MODULE 1 Foundations of Basketball Performance & Human Movement Science

#	Worksheet	Date Completed	Coach Initials	Evidence / Notes
1	Basketball Kinetic Chain Linkage Map			
2	Multi-Planar Court Movement Matrix			
3	Triple Extension Mechanical Breakdown Log			
4	Synergistic Dominance & Reciprocal Inhibition Cheat Sheet			
5	Biomechanical Demands Self-Audit			

MODULE 2 The Basketball Needs Analysis & Performance Assessments

#	Worksheet	Date Completed	Coach Initials	Evidence / Notes
6	Positional Needs Analysis Template			
7	Overhead Squat Assessment (OHSA) Scoring Sheet			
8	Single-Leg Squat Assessment Log			
9	Court Speed & Agility Testing Registry			
10	Vertical Jump Power Calculator			
11	Upper Body Performance Profile			
12	Athlete Profile Synthesis Dashboard			

MODULE 3 Integrated Flexibility & Mobility for Court Movement

#	Worksheet	Date Completed	Coach Initials	Evidence / Notes
13	Self-Myofascial Release (SMR) Target Map			
14	Ankle Dorsiflexion Range of Motion Tracker			
15	Hip Mobility & Opening Protocol Designer			
16	Thoracic Spine (T-Spine) Extension Log			
17	Pre-Game Dynamic Warm-Up Template			

MODULE 4 Metabolic Energy System Training (MEST) for the Court

#	Worksheet	Date Completed	Coach Initials	Evidence / Notes
18	Bioenergetic Ratio Allocation Worksheet			
19	Anaerobic Repeat-Sprint Ability (RSA) Log			
20	Heart Rate Zone Conditioning Log			
21	Basketball-Specific Conditioning Drill Planner			
22	Session RPE (sRPE) Team Training Load Tracker			

MODULE 5 Basketball Core & Balance Stabilization

#	Worksheet	Date Completed	Coach Initials	Evidence / Notes
23	LPHC Stabilization Progression Chart			
24	Anti-Rotational Strength Assessment Checklist			
25	Proprioceptive Balance Progression Matrix			
26	The 'Unshakable Post' Core Program Design			
27	Balance & Postural Sway Metric Log			

MODULE 6 Plyometric & Reactive Training for Vertical Power

#	Worksheet	Date Completed	Coach Initials	Evidence / Notes
28	Amortization Phase Timing Log			
29	Landing Mechanics Safety Rubric			
30	Plyometric Progression Builder			
31	Ground Contact Volume Tracker			
32	Vertical Leap Enhancement Log			
33	Single-Leg Blastoff Blueprint			

MODULE 7 Speed, Agility, and Quickness (SAQ) & Lateral Court Movement

#	Worksheet	Date Completed	Coach Initials	Evidence / Notes
34	Acceleration Shin-Angle Evaluation			
35	Deceleration Step-Count Breakdown			
36	Change of Direction (COD) Deficit Calculator			
37	Reactive Agility Stimulus Matrix			
38	Defensive Lane Slide Speed Log			
39	Position-Specific SAQ Workout Blueprint			

MODULE 8 Integrated Resistance Training: Building Basketball Strength

#	Worksheet	Date Completed	Coach Initials	Evidence / Notes
40	Lever-Length Anthropometric Adaptation Matrix			
41	Unilateral vs. Bilateral Strength Balance Sheet			
42	Structural Movement Assessment Scorecard			
43	Horizontal-to-Vertical Push/Pull Volume Ratio Log			
44	Baseline 1RM & Multi-RM Estimation Registry			

MODULE 9 Explosive Power: Olympic Lifting & Ballistic Progressions

#	Worksheet	Date Completed	Coach Initials	Evidence / Notes
45	Force-Velocity Curve Quadrant Placement Tool			
46	Olympic Lift Technical Component Breakdown			
47	Ballistic Medicine Ball Velocity Log			
48	Contrast Training Complex Creator			
49	Seasonal Power Output Tracker			

MODULE 10 Periodization & Program Design (The Hybrid Two01 Model)

#	Worksheet	Date Completed	Coach Initials	Evidence / Notes
50	Macrocycle Yearly Planner Template			
51	Off-Season Mesocycle Program Builder			
52	Pre-Season Velocity Transition Block			
53	In-Season 2-Day Maintenance Blueprint			
54	Tournament Week Peaking Microcycle			
55	Acute-to-Chronic Workload Ratio (ACWR) Calculator			
56	Deload Week Variable Modifier			
57	Comprehensive Program Design Self-Audit			

MODULE 11 Injury Prevention & Basketball Corrective Strategies

#	Worksheet	Date Completed	Coach Initials	Evidence / Notes
58	Patellar Tendon Isometric Loading Protocol			
59	Valgus Collapse Remediation Plan			
60	Ankle Sprain Rehab & Resiliency Blueprint			
61	Lower Back Lumbar Protection Map			
62	Shoulder Impingement Screen & Correction Log			
63	Team Injury Incidence Logging Audit			

MODULE 12 Performance Nutrition & Hydration for Basketball Players

#	Worksheet	Date Completed	Coach Initials	Evidence / Notes
64	Daily Caloric & Macro Requirement Calculator			
65	Gameday Fueling Timeline Architect			
66	Sweat-Rate Hydration Equation Sheet			
67	Tournament Weekend Meal Prep Guide			

MODULE 13 Sport Psychology & On-Court Mental Toughness

#	Worksheet	Date Completed	Coach Initials	Evidence / Notes
68	Clutch Performance Imagery Script			
69	Free-Throw Pre-Shot Routine Architect			
70	Arousal Regulation Breath Tracking Sheet			
71	Goal Setting SMART Matrix for Basketball Growth			

MODULE 14 Coaching Administration, Ethics, & Athlete Buy-In

#	Worksheet	Date Completed	Coach Initials	Evidence / Notes
72	Emergency Action Plan (EAP) Template			
73	Scope of Practice Boundary Checklist			
74	Parent/Athlete Performance Value Presentation Pitch			
75	Unified Team Performance Leaderboard Master Spreadsheet			

MODULE 1

Foundations of Basketball Performance & Human Movement Science

Worksheets 1-5 · Two01 Basketball Academy — Coaching Academy Workbook

WORKSHEET 1

Basketball Kinetic Chain Linkage Map

Module 1: Foundations of Basketball Performance & Human Movement Science

Objective: *Map joint actions to physical court movements and tactical execution, linking anatomy to on-court skill.*

Every basketball skill is a serial chain reaction: force generated in the ankles and hips is transmitted proximally-to-distally through the knees to the hands. A break or energy leak at any link (e.g., collapsed ankle into a stiff hip) robs the shot, drive, or jump of power. This worksheet trains the coach to see movement as an integrated kinetic chain rather than isolated joints.

How to use: Work left-to-right across each joint complex. For every row, confirm the primary muscle group, then describe the specific court movement that demands it and the compensation you would see if that link fails.

Joint Complex	Action & Primary Muscle Group	Basketball Court Application / Specific Movement	Failure Compensation (What You See)
Ankle / Foot	Plantarflexion (Gastrocnemius / Soleus)	First-step explosive push-off; vertical launch apex	Quiet push-off; no 'pop' off the floor
Knee	Extension (Quadriceps Femoris)	Eccentric deceleration buffer during lay-up landing	Knees collapse inward (valgus) on landing
Hip	Internal/External Rotation (Gluteals / Piriformis)	Defensive hip flip; transitioning tracking angle on perimeter	Slow hip turn; feet cross on closeout

COACHING CUES

Force flows from the ground up — coach the ankle and hip first, the shot follows.

Watch the proximal joint: a stiff hip is the most common silent power leak.

A chain is only as strong as its weakest link — log the lowest-graded joint for each athlete.

Interpretation & Action Thresholds: Any joint scored with an unclear or missing failure compensation indicates a gap in your movement vocabulary — revisit before progressing to plyometric loading.

REFLECTION & ACTION ITEMS

Completion: Mapped all major lower-chain links to specific basketball movements and identified at least one failure compensation per joint.

Coach: _____ Date: _____

WORKSHEET 2

Multi-Planar Court Movement Matrix

Module 1: Foundations of Basketball Performance & Human Movement Science

Objective: *Classify core basketball skill routines into their respective spatial plane vectors and prescribe plane-appropriate drill integration.*

Basketball is a three-plane sport. Guards who only train sagittally (linear running) become stiff in the frontal plane (lateral defense), and bigs who never rotate in the transverse plane lose post moves and rebounding power. Plane-balanced programming is the foundation of transferable court athleticism.

How to use: For each plane of motion, list the primary on-court actions already in your system, then assign two target drills that specifically develop that plane. Ensure no plane is under-served in a given microcycle.

Plane of Motion	Primary On-Court Actions	Target Performance Drill (1)	Target Performance Drill (2)	Volume / Sets This Week
Sagittal	Linear fast-break sprinting; rim-testing vertical layouts			
Frontal	Lateral lane sliding; help-side closeouts			
Transverse	Post drop-steps; pivot protection; crossover rips			

COACHING CUES

If a practice has zero transverse-plane work, it is incomplete — add a pivot or rip series.

Lateral power (frontal plane) is the most under-trained plane in youth basketball.

Match the drill plane to the position's dominant plane: bigs = transverse, guards = sagittal + frontal.

Interpretation & Action Thresholds: Balance target: roughly 40% sagittal, 35% frontal, 25% transverse across a weekly microcycle. Flag any plane below 20% as a programming gap.

REFLECTION & ACTION ITEMS

Completion: Assigned at least two plane-specific drills per plane and verified weekly plane distribution.

Coach: _____ Date: _____

WORKSHEET 3

Triple Extension Mechanical Breakdown Log

Module 1: Foundations of Basketball Performance & Human Movement Science

Objective: *Deconstruct and grade frame-by-frame efficiency of maximal vertical launch force through ankle, knee, and hip extension.*

Triple extension — simultaneous extension of the ankle, knee, and hip — is the mechanical signature of explosive jumping. Athletes who 'leave a joint behind' (e.g., extending the knee without full hip snap) lose 15-25% of vertical output. Frame-by-frame grading isolates which joint is the limiting link.

How to use: Film the athlete performing a maximal approach vertical. Review in slow motion and grade each joint's extension quality on a 1-5 scale, then note the specific coaching correction needed.

Athlete Name: _____

Date: _____

Test Type: _____

Ankle Drive Extension ☐1 ☐2 ☐3 ☐4 ☐5 Notes: _____

Plantarflexion snap off the floor

Knee Drive Velocity ☐1 ☐2 ☐3 ☐4 ☐5 Notes: _____

Rate of full knee extension

Hip Drive Power Output ☐1 ☐2 ☐3 ☐4 ☐5 Notes: _____

Glute-driven hip snap to full extension

Arm-Swing Synchronization ☐1 ☐2 ☐3 ☐4 ☐5 Notes: _____

Counter-movement timing with lower body

Primary Limiting Joint Identified: _____

Coaching Correction Plan

COACHING CUES

'Pop the floor' — cue the ankle, not just the knee.

Full hip extension at take-off separates dunkers from layup-only athletes.

Arm swing must precede leg extension — arms lead, legs follow.

Interpretation & Action Thresholds: Total score 16-20 = elite triple extension; 11-15 = proficient but one weak link; below 11 = foundational deficit, regress to loaded triple-extension drills before sport plyometrics.

REFLECTION & ACTION ITEMS

Completion: Graded all four extension components and named the primary limiting joint with a correction plan.

Coach: _____ Date: _____

WORKSHEET 4

Synergistic Dominance & Reciprocal Inhibition Cheat Sheet

Module 1: Foundations of Basketball Performance & Human Movement Science

Objective: Pinpoint dysfunctional overactive/underactive muscle pairings derived from baseline court movement patterns.

When a prime mover is inhibited, its synergist (helper muscle) overworks to compensate — this is synergistic dominance. It shows up as visible movement dysfunction: knee valgus, forward trunk lean, collapsed arches. Correcting it requires inhibiting the overactive muscle and activating the underactive one.

How to use: Observe the athlete in dynamic movement (squat, lunge, defensive slide). For each observed symptom, identify the suspected overactive/underactive pairing and prescribe an inhibit + activate correction.

Observed On-Court Symptom	Overactive (Inhibit) Muscle	Inhibited (Underactive / Activate) Muscle	Corrective Drill Assigned
Excessive forward trunk lean on jump shot	Psoas & Iliacus	Gluteus Maximus	
Knee valgus collapse during lateral sliding	Tensor Fasciae Latae	Gluteus Medius	

COACHING CUES

Inhibit then activate — never just stretch an overactive muscle without waking its antagonist.

The gluteals are the most commonly inhibited group in basketball — assume deficiency until proven otherwise.

Synergistic dominance is a symptom, not the disease — find the root mobility or stability deficit.

Interpretation & Action Thresholds: Three or more confirmed pairings on a single athlete signals a systemic postural dysfunction requiring a dedicated 4-week corrective block before heavy loading.

REFLECTION & ACTION ITEMS

Completion: Identified at least two overactive/underactive pairings with assigned corrective drills.

Coach: _____ Date: _____

WORKSHEET 5

Biomechanical Demands Self-Audit

Module 1: Foundations of Basketball Performance & Human Movement Science

Objective: Perform structural diagnostic logs on individual player motion pathways to build a team movement-quality baseline.

Before programming load, a coach must baseline movement quality. Structural anomalies — asymmetries, mobility restrictions, stability deficits — predict both performance ceilings and injury risk. This audit converts subjective observation into a tracked, repeatable record.

How to use: Run your team through a standardized warm-up while observing from multiple angles. Log three structural anomalies, then for each assign a severity and a planned corrective intervention.

Team / Session: _____ Date: _____

Assessor: _____

1. Anomaly observed & athlete(s) affected: _____
2. Likely root cause (mobility / stability / motor control): _____
3. Planned corrective intervention & timeline: _____

Additional Anomalies & Notes

COACHING CUES

Audit from the ground up: feet first, then knees, hips, torso.
 Asymmetry is a louder injury signal than bilateral deficiency.
 Re-audit every 4-6 weeks to confirm corrections are working.

Interpretation & Action Thresholds: Log anomalies in a master tracker; any athlete with 3+ flagged anomalies should be prioritized for individualized corrective work and cleared by a qualified professional if pain is present.

REFLECTION & ACTION ITEMS

Completion: Documented three structural anomalies with root-cause analysis and a corrective plan for each.

Coach: _____ Date: _____

MODULE 2

The Basketball Needs Analysis & Performance Assessments

Worksheets 6-12 · Two01 Basketball Academy — Coaching Academy Workbook

WORKSHEET 6

Positional Needs Analysis Template

Module 2: The Basketball Needs Analysis & Performance Assessments

Objective: *Customize physiological training targets based on role-specific demands and set position-appropriate metric goals.*

Basketball is not one sport — it is three. Guards play a glycolytic, high-agility game; wings express multi-directional power; bigs rely on absolute strength and mass positioning. Training every player identically under-prepares specialists and wastes capacity on non-transferable qualities.

How to use: For each position group, confirm the primary bioenergetic and mechanical priority, validate the standard metric goal, and customize the target to your program's level and the individual athlete.

Position Group	Primary Bioenergetic / Mechanical Priority	Standard Metric Goal	Customized Athlete Target	Current Status
Guards	High SAQ, reactive agility, glycolytic capacity	Lane Agility < 11.0s		
Wings / Forwards	Multi-directional force expression, high elasticity	Vertical Jump > 28 in		
Bigs / Centers	Absolute lower-body strength, box-out mass	Trap Bar DL > 1.8x BW		

COACHING CUES

Don't train a center like a guard — the energy systems are different.
Standards are floors, not ceilings; customize upward for elite athletes.
Re-test each metric every 6-8 weeks to validate the needs analysis still holds.

Interpretation & Action Thresholds: If an athlete's current status is more than 15% below their position standard, that quality becomes the primary training-block focus; if multiple qualities lag, sequence mobility → strength → power → metabolic.

REFLECTION & ACTION ITEMS

Completion: Set a customized, measurable target for at least one athlete per position group with a current-status baseline.

Coach: _____ Date: _____

WORKSHEET 7

Overhead Squat Assessment (OHSA) Scoring Sheet

Module 2: The Basketball Needs Analysis & Performance Assessments

Objective: Log check-box compensation indicators under baseline vertical loading patterns to screen whole-body mobility and stability.

The overhead squat is the master movement screen: it demands ankle dorsiflexion, hip mobility, thoracic extension, and shoulder stability simultaneously. Compensation at any checkpoint reveals a specific suspected overactive muscle group and directs your corrective strategy.

How to use: Have the athlete hold a dowel overhead and descend into a deep squat, viewed from anterior and lateral angles. Mark each checkpoint Yes/No for compensation and record the suspected overactive group.

Athlete: _____ Date: _____

View: _____

Checkpoint	Compensation Observed	Suspected Overactive Group	Corrective Cue Given
Feet / Ankles	Feet turn out: [] Yes [] No	Lateral Gastrocnemius, Soleus	
Feet / Ankles	Heels rise: [] Yes [] No	Gastrocnemius, Soleus	
Knees	Knee valgus (caving in): [] Yes [] No	Adductor Complex, TFL	
LPHC	Excessive forward lean: [] Yes [] No	Hip Flexor Complex, Soleus	
LPHC	Low back arches: [] Yes [] No	Erector Spinae, Hip Flexors	
Arms / T-Spine	Dowel falls forward: [] Yes [] No	Latissimus Dorsi, Pectoralis	

COACHING CUES

Screen from the floor up — ankle restrictions drive every compensation above them.

A forward-falling dowel is a thoracic or shoulder issue, not a leg issue.

Always view from two angles; lateral hides valgus, anterior hides forward lean.

Interpretation & Action Thresholds: Two or more 'Yes' flags = movement dysfunction; three or more = prioritize a 2-week corrective block before loaded squatting. Refer out if pain is reproduced.

REFLECTION & ACTION ITEMS

Completion: Scored all six checkpoints bilaterally and assigned a corrective cue for every 'Yes' compensation.

Coach: _____ Date: _____

WORKSHEET 8

Single-Leg Squat Assessment Log

Module 2: The Basketball Needs Analysis & Performance Assessments

Objective: *Diagnose unilateral instabilities by tracking knee migration during lay-up landing simulations.*

Basketball is a single-leg sport — layups, jump stops, and defensive slides all demand single-leg control. The single-leg squat reveals asymmetries invisible in bilateral tests; knee valgus on one leg predicts both reduced finishing power and elevated ACL injury risk on that side.

How to use: Have each athlete perform 5 controlled single-leg squats per leg to comfortable depth. Grade valgus severity for each leg and note the dominant compensation pattern.

Assessor: _____

Date: _____

Athlete Name	Left Leg Valgus	Right Leg Valgus	Dominant Compensation	Priority Flag
	☐ None ☐ Mild ☐ Severe	☐ None ☐ Mild ☐ Severe		
	☐ None ☐ Mild ☐ Severe	☐ None ☐ Mild ☐ Severe		
	☐ None ☐ Mild ☐ Severe	☐ None ☐ Mild ☐ Severe		
	☐ None ☐ Mild ☐ Severe	☐ None ☐ Mild ☐ Severe		

COACHING CUES

- Compare left to right — asymmetry matters more than absolute quality.
- Severe valgus on landing is the single strongest predictor of non-contact ACL injury.
- Coach the hip, not the knee — valgus is a glute-medius problem.

Interpretation & Action Thresholds: Any 'Severe' flag = remove the athlete from heavy single-leg plyometrics until corrected. A left/right discrepancy of one or more grades = prioritize the weaker side with 2:1 unilateral volume.

REFLECTION & ACTION ITEMS

Completion: Logged valgus grade for both legs on every athlete and flagged any severe or asymmetric cases.

Coach: _____ Date: _____

WORKSHEET 9

Court Speed & Agility Testing Registry

Module 2: The Basketball Needs Analysis & Performance Assessments

Objective: *Register exact diagnostic test timings to build localized, comparable performance metrics across the roster.*

Speed and agility are distinct qualities: linear sprinting measures acceleration and top speed; the Pro Agility (5-10-5) tests change-of-direction efficiency; Lane Agility measures basketball-specific multi-directional court coverage. Together they form a complete court-speed profile per athlete.

How to use: Run standardized, timed tests on a measured court with consistent footwear and surface. Record each athlete's time to the hundredth of a second and flag any result below your program standard.

Testing Date: _____ Surface /
Footwear: _____

Athlete Name	Pos	3/4 Court Sprint (s)	Pro Agility 5-10-5 (s)	Lane Agility (s)	Notes

[] Standards: Guards Lane Agility < 11.0s

[] Wings 3/4 Court < 3.2s

[] Bigs Pro Agility < 5.2s

COACHING CUES

Timing consistency matters more than the number — same surface, shoes, and warm-up every test.

Lane Agility is the most basketball-specific — weight it heaviest in your profile.

A fast 3/4 sprint with a slow Pro Agility = acceleration without control; train deceleration.

Interpretation & Action Thresholds: Compare each metric to position standard; an athlete more than one standard deviation below on two or more tests enters a dedicated SAQ block.

REFLECTION & ACTION ITEMS

Completion: Recorded all three timed metrics for every tested athlete with equipment and conditions noted.

Coach: _____ Date: _____

WORKSHEET 10

Vertical Jump Power Calculator

Module 2: The Basketball Needs Analysis & Performance Assessments

Objective: *Determine the Elastic Utilization Ratio (EUR) using the relationship between countermovement and squat jumps to assess reactive strength.*

The countermovement jump (CMJ) uses the stretch-shortening cycle; the squat jump (SJ) starts from a static paused position without pre-stretch. The ratio CMJ / SJ reveals how well an athlete uses elastic recoil — a value near or below 1.0 indicates poor reactive ability despite raw strength.

How to use: Measure both jumps on the same device in the same session. Record heights, compute EUR, and classify the athlete's reactive-strength profile.

Athlete: _____ Date: _____

Countermovement Jump (CMJ): inches _____

Squat Jump (SJ): inches _____

Formula: $EUR = CMJ / SJ$

Resulting EUR Index Value: _____

EUR Value	Classification	Interpretation	Recommended Training Focus
> 1.15	Highly elastic	Excellent reactive strength; rely on plyometrics	Maintain / advanced shock
1.00 - 1.15	Proficient	Good elastic contribution	Continue plyometric progression
0.90 - 1.00	Below average	Under-uses pre-stretch	Emphasize CMJ + reactive drills
< 0.90	Deficient	Raw strength without elastic transfer	Build eccentric + SSC capacity

COACHING CUES

A paused squat jump that nearly matches the CMJ means the athlete is strong but not reactive.
 CMJ without arm swing isolates leg power — keep hands on hips for both tests.
 Low EUR in-season often signals fatigue — re-test under recovered conditions.

Interpretation & Action Thresholds: Use EUR to decide plyometric volume and whether to prioritize strength or reactive work in the next mesocycle.

REFLECTION & ACTION ITEMS

Completion: Measured both jumps, computed EUR, and classified the athlete's reactive-strength profile with a training focus.

Coach: _____ Date: _____

WORKSHEET 11

Upper Body Performance Profile

Module 2: The Basketball Needs Analysis & Performance Assessments

Objective: *Measure and manage upper-body endurance and explosive chest-pass capability to support contact finishing and passing power.*

Basketball upper-body performance is about sustained posture under contact and explosive ball displacement — not maximal bench strength. Pull-up capacity reflects post- and grip-relevant pulling endurance; the medicine-ball chest pass measures rotational and pressing power that transfers directly to passing and finishing through contact.

How to use: Test both metrics in the same session after a standardized upper-body warm-up. Record raw values, then convert to a relative profile and compare to position norms.

Athlete: _____ Date: _____

Body Weight: _____

Test	Result	Position Norm	Status	Notes
Pull-ups (rep limit)		Guards ≥ 8 / Wings ≥ 6 / Bigs ≥ 5		
Med-Ball Chest Pass (ft)		Guards ≥ 28 / Wings ≥ 32 / Bigs ≥ 35		
Push-ups (1 min)		All ≥ 45		
1RM relative bench (x BW)		Wings/Bigs ≥ 1.0		

COACHING CUES

Pulling endurance protects the shoulder from shooting-volume overuse — never let pressing exceed pulling.

The chest pass is the most transferable upper-body power test for basketball.

Track push-ups as a fatigue marker — a drop of 10+ reps week-to-week flags overload.

Interpretation & Action Thresholds: An athlete below position norm on two or more tests enters a 4-week upper-body emphasis block; prioritize pulling over pressing to restore shoulder balance.

REFLECTION & ACTION ITEMS

Completion: Recorded all upper-body metrics with position-norm comparison and a status flag for each.

Coach: _____ Date: _____

WORKSHEET 12

Athlete Profile Synthesis Dashboard

Module 2: The Basketball Needs Analysis & Performance Assessments

Objective: *Synthesize all assessment data points to determine the primary training-block entry gateway for each athlete.*

Individual assessments are diagnostic; synthesis is prescriptive. Combining mobility, strength, power, and metabolic results into one dashboard reveals the single most limiting quality — the gateway that, once addressed, unlocks the others. Sequencing matters: mobility before strength, strength before power.

How to use: Pull the lowest-scoring assessment result per category. Identify the primary deficiency, then sequence the entry gateway and the follow-on blocks.

Athlete Name: _____

Category	Lowest Assessment Result	Standard / Norm	Gap (%)
Mobility (OHSA / single-leg)			
Strength (Trap Bar DL 1RM)			
Power (Vertical / EUR)			
Metabolic (Lane Agility / sRPE)			

Primary Deficiency Identified:

☐ Mobility

☐ Strength

☐ Power

☐ Metabolic Base

1. Block 1 — Entry Gateway (deficiency focus)

2. Block 2 — Follow-on (next limiting quality)

3. Block 3 — Sport transfer (position-specific)

COACHING CUES

Sequence the gateway first — fixing mobility often unlocks latent strength.

Don't chase power on an athlete with a strength floor below 1.0x BW.

The dashboard is a decision tool — one primary deficiency, one entry block.

Interpretation & Action Thresholds: The entry gateway is the category with the largest gap (%). If two gaps are within 5%, prioritize the one earlier in the mobility → strength → power → metabolic sequence.

REFLECTION & ACTION ITEMS

Completion: Completed the synthesis dashboard, named the primary deficiency, and sequenced three training blocks for the athlete.

Coach: _____ Date: _____

MODULE 3

Integrated Flexibility & Mobility for Court Movement

Worksheets 13-17 · Two01 Basketball Academy — Coaching Academy Workbook

WORKSHEET 13

Self-Myofascial Release (SMR) Target Map

Module 3: Integrated Flexibility & Mobility for Court Movement

Objective: *Instruct athletes through hyper-targeted rolling procedures to manage tissue quality and reduce tonic muscle tone.*

Foam rolling applies localized pressure that down-regulates overactive tissue via autogenic inhibition and improves short-term range of motion. For basketball, the highest-value targets are the gastrocnemius/soleus, peroneals, hip flexors, and adductors — the chronic overactive groups driving valgus and forward lean. Duration and pressure matter more than motion.

How to use: Map each target tissue, prescribe hold duration on tender zones, and sequence the SMR routine before activation work.

Athlete / Team: _____ Date: _____

Tissue Target	Duration (min 30s static on tender zones)	Pressure (1-5)	Tender Zone? (Y/N)	Notes
[] Gastrocnemius / Soleus				
[] Peroneals				
[] Hip Flexor Complex				
[] Adductors				
[] TFL / IT Band				
[] Latissimus / Thoracic				

COACHING CUES

Hold still on a hot spot for 30+ seconds — rolling fast does nothing.
 Breathe through the discomfort; holding the breath keeps the tissue guarded.
 SMR comes before activation, never as a replacement for it.

Interpretation & Action Thresholds: Tender zones rated 4-5 pressure or persistent across sessions indicate chronic overload — pair SMR with activation of the inhibited antagonist and reduce the offending training volume.

REFLECTION & ACTION ITEMS

Completion: Mapped all priority tissues with prescribed durations and identified chronic tender zones.

Coach: _____ Date: _____

WORKSHEET 14

Ankle Dorsiflexion Range of Motion Tracker

Module 3: Integrated Flexibility & Mobility for Court Movement

Objective: *Execute weight-bearing lunge assessments to verify sufficient drop-stance and lay-up-landing capacity.*

Ankle dorsiflexion is the most court-relevant mobility metric: it governs defensive stance depth, the ability to decelerate into a jump stop, and lay-up landing mechanics. Less than 10 cm of knee-to-wall distance forces compensations up the chain — collapsed arches, knee valgus, hip rotation.

How to use: Perform the weight-bearing lunge (knee-to-wall) test for each leg. Record distance, flag deficits, and prescribe the mobilization protocol for any value under 10 cm.

Athlete: _____

Date: _____

Leg	Distance (Toe-to-Wall, cm)	Status	Mobilization Protocol Assigned
Left			
Right			

Threshold: Any value under 10 cm demands immediate localized mobilization (banded joint distraction, wall ankle glides, goblet squat-foot-wall drills).

Mobilization Plan for Deficient Side

COACHING CUES

- Shoe off for testing — the heel must stay glued to the floor.
- Asymmetry of 2+ cm between legs is an injury risk flag.
- Mobilize, then re-test immediately to confirm ROM gain transferred.

Interpretation & Action Thresholds: < 8 cm = severe deficit, restrict deep squatting and single-leg landings until corrected; 8-10 cm = caution, mobilize daily; > 10 cm = adequate, maintain.

REFLECTION & ACTION ITEMS

Completion: Tested both legs, flagged any value under 10 cm, and assigned a mobilization protocol to the deficient side.

Coach: _____ Date: _____

WORKSHEET 15

Hip Mobility & Opening Protocol Designer

Module 3: Integrated Flexibility & Mobility for Court Movement

Objective: *Construct multi-phased movement sequences to optimize open-hip perimeter drives and defensive hip flips.*

Hip mobility separates fluid perimeter defenders and drivers from stiff ones. A complete hip protocol moves through three phases: activation (waking the gluteals), lengthening (dynamic stretching of the hip flexors/adductors), and integration (using the new range in a basketball-specific pattern). Skipping integration wastes the mobility gained.

How to use: Design a 5-8 minute hip protocol progressing through activation, lengthening, and integration. Assign specific exercises, reps, and coaching cues for each phase.

1. Phase 1 — Activation Routine (e.g. 90/90 switches, glute bridges)
2. Phase 2 — Lengthening Routine (e.g. dynamic lizard loops, couch stretch)
3. Phase 3 — Integration (e.g. lateral lunge to pass, defensive slide)

Phase	Exercise	Sets x Reps	Coaching Cue
Activation			
Activation			
Lengthening			
Lengthening			
Integration			

COACHING CUES

- Always finish a mobility session with an integrated basketball movement.
- Dynamic lengthening beats static stretching pre-play — save static for post.
- The glute medius is the gatekeeper of hip opening — activate it first.

Interpretation & Action Thresholds: Re-test the hip-flip or 90/90 after the protocol; a visible improvement in range confirms the sequence works. If no change, the athlete may have a capsular restriction — refer out.

REFLECTION & ACTION ITEMS

Completion: Designed a three-phase hip protocol with at least one exercise per phase and a coaching cue each.

Coach: _____ Date: _____

WORKSHEET 16

Thoracic Spine (T-Spine) Extension Log

Module 3: Integrated Flexibility & Mobility for Court Movement

Objective: *Map tracking increments for thoracic extension to support overhead functional reach and shooting mechanics.*

Thoracic extension powers the overhead shooting motion, rebounding reach, and the ability to stay tall through contact. A stiff T-spine forces the lumbar spine or shoulder to compensate — contributing to low-back pain and shoulder impingement. Basketball's chronic forward posture (dribbling, screens) makes T-spine mobility a daily non-negotiable.

How to use: Select an assessment exercise, establish a baseline, then track weekly increments as the athlete completes a consistent T-spine mobility routine.

Assessment Exercise Used (e.g.

Quadruped Rotation, Wall Slide,

Side-Lying Open Book):

Athlete: _____

Baseline

Measurement: _____

Week	Exercise Performed	Measurement / ROM Gain	Quality Notes
1			
2			
3			
4			

COACHING CUES

Wall slides with a foam roller force honest T-spine motion — watch the ribs.

Stiff lumbar often masks as stiff thoracic — stabilize the core to isolate the T-spine.

Quality over quantity: 5 controlled reps beat 20 sloppy ones.

Interpretation & Action Thresholds: An athlete showing no measurable improvement after 4 weeks of consistent work likely has a structural restriction; document and refer to a qualified professional.

REFLECTION & ACTION ITEMS

Completion: Established a baseline and logged a 4-week progression of T-spine mobility with weekly measurements.

Coach: _____ Date: _____

WORKSHEET 17

Pre-Game Dynamic Warm-Up Template

Module 3: Integrated Flexibility & Mobility for Court Movement

Objective: *Outline a functional 10-minute on-court sequence to optimize movement quality and neural readiness before tip-off.*

A pre-game warm-up has three jobs: raise tissue temperature (thermogenesis), take joints through full functional range (dynamic mobility), and prime the nervous system for explosive court movement (neural activation). Skipping the final phase leaves athletes physically warm but neurologically under-prepared for first-step explosions.

How to use: Build a time-boxed 10-minute warm-up. For each segment, list the specific exercises, and ensure the sequence ramps from low-intensity to high-velocity.

Time Block	Objective	Exercises / Drills	Duration
Minutes 0-3	Thermogenesis (raise core temp)		
Minutes 3-7	Dynamic Mobility (full ROM)		
Minutes 7-10	Neural Activation (explosive priming)		

Sport-Specific Finisher (e.g. game-speed layup + defensive slide series)

COACHING CUES

Warm-ups should end faster than they start — prime, not fatigue.
 Mirror the game's movement demands: include a sprint, a slide, and a jump.
 Keep it under 10 minutes — anything longer starts to drain glycogen.

Interpretation & Action Thresholds: A well-designed warm-up raises readiness without fatigue; if athletes report heaviness in the first quarter, shorten the neural-activation segment or reduce its volume.

REFLECTION & ACTION ITEMS

Completion: Built a complete 10-minute warm-up with exercises assigned to all three segments plus a sport-specific finisher.

Coach: _____ Date: _____

MODULE 4

Metabolic Energy System Training (MEST) for the Court

Worksheets 18-22 · Two01 Basketball Academy — Coaching Academy Workbook

WORKSHEET 18

Bioenergetic Ratio Allocation Worksheet

Module 4: Metabolic Energy System Training (MEST) for the Court

Objective: *Program precise interval ratios matching the high-intensity, intermittent demands of basketball.*

Basketball is a repeated-sprint, alactic-glycolytic sport: average live action lasts 15-20 seconds with brief recoveries. Training must mirror this — phosphagen-focused work (1:10-1:12) builds max-effort explosiveness, while fast-glycolytic intervals (1:3) build the capacity to repeat hard efforts. The ratio you select defines the energy system you train.

How to use: Select the system matrix protocol matching today's training goal. Set work and rest intervals precisely, then verify total volume stays within safe limits.

Select System Matrix Protocol:

☐ Phosphagen (1:10 - 1:12)

☐ Fast Glycolytic (1:3)

☐ Mixed Basketball Simulation

Protocol	Work (s)	Rest (s)	Sets	Reps/Set	Total Volume
Phosphagen Focus (1:10-1:12)					
Fast Glycolytic Focus (1:3)					
Mixed Simulation					

Session Objective & Rationale

COACHING CUES

Rest is part of the work in energy-system training — cutting rest changes the system you train.
 Phosphagen work means true maximal effort; if the athlete could do more, the intensity was too low.
 Sequence phosphagen before glycolytic within a session — speed before capacity.

Interpretation & Action Thresholds: Phosphagen: 6-10 reps max, full recovery between. Glycolytic: 8-12 reps, expect 10-20% performance drop — that decay is the training stimulus. Stop sets if decay exceeds 25%.

REFLECTION & ACTION ITEMS

Completion: Selected a protocol, set precise work/rest intervals, and verified total session volume within safe limits.	Coach: _____ Date: _____
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WORKSHEET 19

Anaerobic Repeat-Sprint Ability (RSA) Log

Module 4: Metabolic Energy System Training (MEST) for the Court

Objective: *Evaluate performance decay profiles across a series of standardized full-court sprints to measure repeat-sprint capacity.*

Repeat-sprint ability (RSA) is the capacity to maintain near-maximal output across repeated efforts with short recovery — the engine of transition defense and offensive rebounding. The Fatigue Index quantifies how much output drops from best to worst effort; a low index means the athlete can keep exploding late in a possession sequence.

How to use: Run 6 maximal full-court sprints with 25 seconds walking recovery between each. Record each time, then calculate the Fatigue Index.

Athlete: _____ Date: _____
 Recovery: _____

Sprint #	Time (s)	Sprint #	Time (s)
1		4	
2		5	
3		6	

Fastest Sprint Time: _____

Slowest Sprint Time: _____

$$\text{Fatigue Index} = [(\text{Slowest} - \text{Fastest}) / \text{Fastest}] \times 100$$

Resulting Fatigue Index: _____

Fatigue Index	Classification	Interpretation
< 5%	Elite RSA	Excellent repeat-sprint capacity
5 - 10%	Good	Solid glycolytic capacity
10 - 15%	Average	Developable with focused RSA work
> 15%	Poor RSA	Prioritize repeat-sprint conditioning

COACHING CUES

The first sprint must be a true max — pacing invalidates the index.

A high fatigue index in-season often signals glycogen depletion or accumulated load.

Recovery discipline (exactly 25s) matters — variable rest corrupts the comparison.

Interpretation & Action Thresholds: An index above 10% enters a dedicated RSA development block; pair with bioenergetic ratio work (1:3) and monitor weekly for downward trend.

REFLECTION & ACTION ITEMS

Completion: Recorded all six sprint times, computed the Fatigue Index, and classified the athlete's repeat-sprint capacity.

Coach: _____ Date: _____

WORKSHEET 20

Heart Rate Zone Conditioning Log

Module 4: Metabolic Energy System Training (MEST) for the Court

Objective: *Track aerobic recovery efficiency across specific heart-rate intensity zones to manage conditioning dose.*

Even in a glycolytic sport, the aerobic base governs recovery between possessions and between games. Training by heart-rate zone ensures conditioning is dosed to the intended system: Zone 2 builds the recovery base without beating up the legs; Zone 5 (85-100% max) builds VO2 capacity. Max HR is estimated as 220 minus age.

How to use: Record resting HR and the athlete's age. Calculate max HR and Zone 5 target, then log the time spent in each zone across the conditioning session.

Athlete: _____ Age: _____

Date: _____

Resting Heart Rate: _____

Max HR = 220 - Age | Zone 5 Target = 85-100% of Max HR

Calculated Max HR: _____

Zone 5 Target (85-100% Max): _____

Zone	% Max HR	Target BPM	Time in Zone (min)	Notes
Zone 2 (Recovery Base)	60-70%			
Zone 3 (Aerobic)	70-80%			
Zone 4 (Threshold)	80-85%			
Zone 5 (VO2 Max)	85-100%			

COACHING CUES

Zone 2 is the most under-used conditioning tool in basketball — it builds the base without cost.

Don't chase Zone 5 every session — it demands 48-72h recovery.

Track resting HR weekly; a 7+ bpm rise signals incomplete recovery or illness.

Interpretation & Action Thresholds: An elevated resting HR or inability to reach Zone 5 when fresh indicates accumulated fatigue — reduce conditioning volume and reassess recovery.

REFLECTION & ACTION ITEMS

Completion: Calculated training zones and logged time spent in each zone for the session.

Coach: _____ Date: _____

WORKSHEET 21

Basketball-Specific Conditioning Drill Planner

Module 4: Metabolic Energy System Training (MEST) for the Court

Objective: *Design on-court conditioning blocks that integrate functional ball-handling and decision-making, not just running.*

The most transferable conditioning integrates the ball and the brain. Linear running builds a base but doesn't transfer to game fatigue — which is cognitive and skill-based under load. Drills that combine sprints, changes of direction, and ball skills condition the specific energy systems basketball actually uses.

How to use: Design a conditioning drill. Define the setup, work/rest structure, integrated skill element, and the target energy system.

Drill Name: _____

Setup & Court Diagram / Dimensions

Element	Specification
Work Interval (duration / distance)	
Rest Interval	
Total Sets x Reps	
Integrated Basketball Skill	
Target Energy System	
Expected Fatigue Index	

Regression / Progression Options

COACHING CUES

- Condition with the ball whenever possible — game fatigue is skill-based.
- Mix change of direction into every drill — linear running alone under-prepares.
- Keep total session conditioning under 15 minutes of high-intensity work.

Interpretation & Action Thresholds: A well-designed drill produces a measurable fatigue index (5-15%) and transfers to late-game skill execution; if athletes can't maintain the integrated skill in the final reps, the skill element is too complex for the fatigue level.

REFLECTION & ACTION ITEMS

Completion: Designed a complete conditioning drill with defined work/rest structure, integrated skill, and target energy system.

Coach: _____ Date: _____

WORKSHEET 22

Session RPE (sRPE) Team Training Load Tracker

Module 4: Metabolic Energy System Training (MEST) for the Court

Objective: *Multiply training duration by subjective intensity to map team recovery trends and prevent overtraining.*

Session RPE (rating of perceived exertion x duration) is the simplest validated internal-load metric. It requires no technology and captures how hard the session actually felt to each athlete — which external-load metrics miss. Tracking sRPE over time reveals individual recovery patterns and flags dangerous acute spikes.

How to use: Collect each athlete's RPE (1-10) ~30 minutes post-session. Multiply by duration to get Load (arbitrary units). Log values and scan for outliers.

Session Date: _____ Session Duration: _____
 Planned Focus: _____

Athlete	Duration (min)	RPE (1-10)	Load Value (AU)	Status vs. Trend

$$\text{Load Value (AU)} = \text{Duration (min)} \times \text{RPE (1-10)}$$

COACHING CUES

Ask for RPE 30 min post-session — immediate ratings are skewed by the final drill.
 An athlete reporting consistently higher RPE than peers at the same load is under-recovering.
 Pair sRPE with wellness questionnaires for the full internal-load picture.

Interpretation & Action Thresholds: Flag any single-session load more than 20% above the athlete's 4-week rolling average — that acute spike elevates injury risk (see ACWR, Worksheet 55).

REFLECTION & ACTION ITEMS

Completion: Logged sRPE load for every athlete and flagged any session that spikes above the individual trend.

Coach: _____ Date: _____

MODULE 5

Basketball Core & Balance Stabilization

Worksheets 23-27 · Two01 Basketball Academy — Coaching Academy Workbook

WORKSHEET 23

LPHC Stabilization Progression Chart

Module 5: Basketball Core & Balance Stabilization

Objective: *Advance an athlete from isometric stabilization through loaded strength to high-velocity core force expression.*

The lumbo-pelvic-hip complex (LPHC) is the transmission between lower-body force generation and upper-body skill. Core training must progress through three phases: stabilization (anti-movement under load), strength (eccentric/concentric loading), and power (dynamic rotational ballistics). Jumping to power work on an unstable core leaks force and risks the spine.

How to use: For each progression phase, assign a phase-appropriate exercise and the criteria an athlete must meet before advancing.

Phase	Objective	Assigned Exercise	Sets x Reps	Advancement Criteria
1. Stabilization	No spinal movement (anti-extension/rotation)			
2. Strength	Eccentric / concentric loading			
3. Power	Dynamic rotational ballistics			

Athlete's Current Phase & Rationale

COACHING CUES

Don't advance an athlete to rotational power who can't hold a stable plank.
 Stabilization is the foundation most athletes skip — and it's why power leaks.
 The core's job in basketball is force transmission, not crunches.

Interpretation & Action Thresholds: An athlete should spend a minimum of 2 weeks per phase and meet the advancement criteria (e.g., 45s Pallof hold, 30s side plank) before progressing to the next.

REFLECTION & ACTION ITEMS

Completion: Assigned exercises to all three progression phases with clear advancement criteria for the athlete's current phase.

Coach: _____ Date: _____

WORKSHEET 24

Anti-Rotational Strength Assessment Checklist

Module 5: Basketball Core & Balance Stabilization

Objective: *Ensure the athlete can maintain a stable torso when clearing space in the paint and absorbing contact.*

Basketball demands anti-rotation — resisting external force to hold position during box-outs, post seals, and contact finishes. The Pallof Press is the gold-standard test: if the torso rotates or the pelvis tilts under load, the athlete cannot stabilize against contact and will be moved off position in games.

How to use: Set up the Pallof Press with a band or cable at mid-chest height. Have the athlete hold the pressed position for 45 seconds per side. Grade pass/fail and log compensations.

Athlete: _____

Date: _____

Side	Pallof Press Hold (45s)	Compensation Observed	Corrective Drill
Left	[] Pass [] Fail		
Right	[] Pass [] Fail		

Compensation Notes (e.g. pelvic tilting, torso rotation, shoulder drift)

COACHING CUES

If the band moves the torso, the core failed — not the arms.

Test both sides — anti-rotational asymmetry predicts directional vulnerability on court.

The cue is 'resist the rotation,' not 'press harder.'

Interpretation & Action Thresholds: A fail on either side = the athlete has not earned loaded rotational power work; prescribe a 2-week anti-rotation emphasis (Pallof, dead bug, side plank) before re-testing.

REFLECTION & ACTION ITEMS

Completion: Tested anti-rotation on both sides, graded pass/fail, and logged compensations with corrective drills.

Coach: _____ Date: _____

WORKSHEET 25

Proprioceptive Balance Progression Matrix

Module 5: Basketball Core & Balance Stabilization

Objective: *Systematically challenge foot and ankle stability from flat surfaces to dynamic, perturbed catches.*

Ankle stability is built progressively: a stable surface, then an unstable one, then a perturbation. Each layer adds neural demand. Athletes who skip to dynamic balance without mastering static stability reinforce poor motor patterns. The matrix ensures you load proprioception in the correct order.

How to use: Select the current surface and perturbation layer for each athlete. Set hold times, and define the criteria to progress to the next layer.

Progression Layer	Option	Selected?	Hold / Reps	Progression Criteria
Surface	Floor (stable)			
Surface	Foam Pad			
Surface	Balance Disc / BOSU			
Perturbation	Static (eyes open)			
Perturbation	Static (eyes closed)			
Perturbation	Ball Catch (dynamic)			
Perturbation	Visual / Partner Perturbation			

Athlete's Current Layer & Progression Plan

COACHING CUES

Eyes closed doubles the neural demand — it's a stability upgrade, not a gimmick.
 Progress only when the current layer is rock-solid for the full prescribed time.
 Balance work pairs perfectly with ankle rehab and prehab — do it daily.

Interpretation & Action Thresholds: An athlete unable to hold 30s single-leg eyes-closed on a stable floor has a proprioceptive deficit that elevates sprain risk; prioritize this before high-volume cutting and landing work.

REFLECTION & ACTION ITEMS

Completion: Selected the appropriate surface and perturbation layers with hold times and progression criteria.

Coach: _____ Date: _____

WORKSHEET 26

The 'Unshakable Post' Core Program Design

Module 5: Basketball Core & Balance Stabilization

Objective: *Build a 15-minute core block focused on resisting contact and maintaining post positioning through force.*

Post players absorb and apply contact for a living. Their core must resist extension (holding position against a push), resist rotation (sealing the defender), and transmit force (finishing through contact). This block trains those exact demands with anti-movement and loaded carries rather than endless crunches.

How to use: Design a 15-minute core block. Assign 4-5 exercises with sets, reps, and rest, ensuring each maps to a specific on-court contact demand.

#	Exercise	On-Court Demand	Sets	Reps/Time	Rest
1					
2					
3					
4					
5					

Progression / Regression Notes

COACHING CUES

Anti-extension (Pallof, plank pull-throughs) beats crunches for post play.
 Loaded carries build the contact-resistance core — program them weekly.
 Train the core for the position's demands: posts need anti-rotation most.

Interpretation & Action Thresholds: A well-designed block hits all three anti-movement patterns (extension, rotation, lateral flexion) within 15 minutes; if any pattern is missing, rebalance before progressing load.

REFLECTION & ACTION ITEMS

Completion: Designed a 15-minute core block with 4-5 exercises each mapped to a specific on-court contact demand.

Coach: _____ Date: _____

WORKSHEET 27

Balance & Postural Sway Metric Log

Module 5: Basketball Core & Balance Stabilization

Objective: *Measure single-leg balance times with eyes closed to identify lateral movement imbalances and ankle instability.*

Eyes-closed single-leg balance removes visual compensation, forcing the proprioceptive system to work alone. It's a sensitive detector of postural-control asymmetry — a side that's 5+ seconds shorter predicts the direction the athlete will be vulnerable when cutting or landing under fatigue.

How to use: Have the athlete stand on one leg, hands on hips, eyes closed. Time until the lifted foot touches down. Test both legs, best of two trials each.

Athlete: _____ Date: _____

Trial	Left Foot Hold (s)	Right Foot Hold (s)	Asymmetry (s)
Trial 1			
Trial 2 (best of 2)			

Reference: Healthy basketball athletes typically hold 25-45 seconds eyes-closed. An asymmetry greater than 5 seconds flags a stability deficit on the weaker side.

Corrective Plan for Weaker Side

COACHING CUES

- Hands on hips — arm-swing balance is cheating the test.
- Eyes closed is where the real proprioceptive data lives.
- The weaker side predicts the direction of cutting vulnerability.

Interpretation & Action Thresholds: Asymmetry > 5s or a best-of-2 hold < 20s = proprioceptive deficit; assign unilateral balance work on the weaker side and re-test in 2 weeks.

REFLECTION & ACTION ITEMS

--

Completion: Tested both legs, recorded best-of-two, and flagged any asymmetry over 5 seconds.

Coach: _____ Date: _____

MODULE 6

Plyometric & Reactive Training for Vertical Power

Worksheets 28-33 · Two01 Basketball Academy — Coaching Academy Workbook

WORKSHEET 28

Amortization Phase Timing Log

Module 6: Plyometric & Reactive Training for Vertical Power

Objective: *Minimize contact-transition delays to fully exploit the stretch-shortening cycle (SSC) and maximize reactive power.*

The amortization phase is the transition between eccentric loading and concentric explosion — the 'turnaround' at the bottom of a jump. A rapid amortization (< 0.2s) captures elastic energy; a delayed one dissipates it. Long ground-contact times are the primary reason strong athletes jump poorly.

How to use: Select a plyometric drill, observe the athlete's ground contact, classify it as rapid or delayed, and prescribe the corrective progression or regression.

Athlete: _____ Date: _____

Drill Evaluated	Ground Contact Classification	Observed Contact Time (s)	Corrective Action
e.g. Hurdle Hop	☐ Rapid ☐ Delayed		
	☐ Rapid ☐ Delayed		
	☐ Rapid ☐ Delayed		

Reference: Reactive plyometrics target ground contacts under 0.2 seconds. Contacts over 0.25s indicate the athlete is not effectively using the SSC.

COACHING CUES

'Bounce, don't sink' — cue short, stiff ground contact.

A loud landing means a slow amortization — soft and quick is the goal.

If contact is delayed, regress drill complexity before adding height.

Interpretation & Action Thresholds: Delayed amortization across multiple drills = the athlete lacks reactive stiffness; prioritize short-contact drills (pogo hops, ankle hops) and ensure adequate eccentric strength before progressing height/intensity.

REFLECTION & ACTION ITEMS

Completion: Classified amortization on at least two drills and prescribed a corrective action for any delayed contact.

Coach: _____ Date: _____

WORKSHEET 29

Landing Mechanics Safety Rubric

Module 6: Plyometric & Reactive Training for Vertical Power

Objective: *Assess and correct landing patterns to protect knees and ankles from non-contact injury.*

Most non-contact ACL and ankle injuries occur on landing, not take-off. Safe landing mechanics — soft, knees tracking over toes, hips back, mid-foot — dissipate force. Valgus knees, stiff landings, and heel strikes are injury precursors. Every plyometric session must grade landing quality before adding volume.

How to use: Film or observe landings from a depth jump or max vertical. Grade knee position, foot strike, and torso control for both double-leg and single-leg landings.

Athlete: _____

Date: _____

Landing Type	Knee Position	Foot Strike	Torso Control	Pass/Fail
Double-Leg	☐ Neutral ☐ Valgus	☐ Mid-foot ☐ Heel	☐ Stable ☐ Forward	
Single-Leg (L)	☐ Neutral ☐ Valgus	☐ Mid-foot ☐ Heel	☐ Stable ☐ Severe	
Single-Leg (R)	☐ Neutral ☐ Valgus	☐ Mid-foot ☐ Heel	☐ Stable ☐ Severe	

Corrective Cues & Drill Regressions

COACHING CUES

'Land like a ninja' — soft, quiet, controlled.

Valgus on landing is a red-alert injury risk — correct before any plyometric progression.

Hips back and chest up — never let the torso collapse forward on landing.

Interpretation & Action Thresholds: Any 'Valgus' or 'Heel' flag = fail; the athlete must master box-landing regressions and earn neutral, mid-foot landings before advancing plyometric intensity or height.

REFLECTION & ACTION ITEMS

--

Completion: Graded landing mechanics on double-leg and both single-leg landings and failed any unsafe pattern.

Coach: _____ Date: _____

WORKSHEET 30

Plyometric Progression Builder

Module 6: Plyometric & Reactive Training for Vertical Power

Objective: *Structure training phases from initial stabilization holds to high-velocity shock landing impacts.*

Plyometrics must progress in a sequence the tissue can tolerate: stabilization (absorbing force), continuous power (repeated rebound), then true shock/reactive (maximal landing impact). Skipping to shock landings on an athlete who can't stabilize causes tendon overload and performance regression, not gain.

How to use: Assign a phase-specific exercise for each of the three phases, with volume criteria and the advancement standard to move up.

Phase	Objective	Assigned Exercise	Volume / Contacts	Advancement Standard
Phase 1: Stabilization Hold	Absorb force safely			
Phase 2: Continuous Power	Repeated rebound			
Phase 3: True Shock / Reactive	Maximal landing impact			

Athlete's Current Phase & Readiness Note

COACHING CUES

You can't be explosive if you can't land — earn Phase 1 before Phase 2.
 Shock landings are an advanced tool, reserved for in-season peaking, not daily work.
 Tendon takes longer to adapt than muscle — progress plyos slower than you think.

Interpretation & Action Thresholds: Minimum 2-3 weeks per phase; advancement requires meeting the standard (e.g., 10 perfect box landings) with zero compensation flags from the Landing Mechanics Rubric (Worksheet 29).

REFLECTION & ACTION ITEMS

Completion: Assigned exercises to all three plyometric phases with advancement standards for the athlete's current phase.

Coach: _____ Date: _____

WORKSHEET 31

Ground Contact Volume Tracker

Module 6: Plyometric & Reactive Training for Vertical Power

Objective: *Log weekly foot contacts by intensity tier to manage joint stress and prevent overuse.*

Plyometric volume is measured in ground contacts, not minutes — and not all contacts are equal. High-intensity contacts (depth jumps, max verts) stress the tendon far more than low-intensity ones (pogo hops). Tracking by tier prevents the cumulative overload that drives patellar and Achilles tendinopathy.

How to use: Tally every plyometric contact in the week by intensity tier. Sum totals and verify the session target stays within safe limits.

Athlete: _____

Week Of: _____

Intensity Tier	Example Drills	Contacts (Mon)	Contacts (Wed)	Contacts (Fri)	Weekly Total
Low	Pogo hops, ankle hops, A-skips				
Moderate	Box jumps, broad jumps, hops				
High	Depth jumps, max verts, shock				

Total Combined Contacts: _____

Recommended session target: under 120 total contacts; high-intensity contacts should not exceed 40 per session.

COACHING CUES

Count every contact — untracked volume is how tendinopathy begins.

High-intensity contacts are the most expensive; cap them weekly, not just per session.

In-season, slash plyometric volume — the games are the plyos.

Interpretation & Action Thresholds: Exceeding 120 contacts/session or 40 high-intensity contacts elevates injury risk; if weekly high-intensity contacts exceed 80, reduce in the following microcycle.

REFLECTION & ACTION ITEMS

Completion: Talled weekly contacts by intensity tier and verified totals within safe limits.

Coach: _____ Date: _____

WORKSHEET 32

Vertical Leap Enhancement Log

Module 6: Plyometric & Reactive Training for Vertical Power

Objective: *Track progress across no-arm, arm-swing, and approach vertical jump test variations to diagnose power sources.*

Comparing jump variations reveals where an athlete's vertical comes from. A large gap between no-arm and arm-swing suggests under-used coordination; a large gap between arm-swing and approach indicates poor approach-to-takeoff conversion. Each gap points to a different training focus.

How to use: Test all three jump variations on the same device in one session. Record each, compute the deltas, and interpret the source of the athlete's vertical power.

Athlete: _____ Date: _____

Jump Variation	Height (in)	Delta vs. Previous
Bilateral No-Arm Jump		
With Arm-Swing		
Approach Run Jump		

Arm-Swing Contribution = Arm-Swing - No-Arm | Approach Contribution = Approach - Arm-Swing

Diagnosis & Training Focus

COACHING CUES

A big arm-swing gap = train coordination, not strength.

A big approach gap = the takeoff mechanics need work, not the legs.

Re-test under recovered conditions — fatigue hides true vertical.

Interpretation & Action Thresholds: Arm-swing contribution > 4 inches suggests coordination potential; approach contribution > 3 inches suggests approach-mechanics work will yield the fastest gains.

REFLECTION & ACTION ITEMS

Completion: Tested all three jump variations, computed deltas, and diagnosed the primary source of vertical power.

Coach: _____ Date: _____

WORKSHEET 33

Single-Leg Blastoff Blueprint

Module 6: Plyometric & Reactive Training for Vertical Power

Objective: *Design specialized plyometric sets targeting unilateral acceleration for finishing layups and first-step drives.*

Layups and drives are single-leg takeoffs. Bilateral plyos build general power, but the final transfer to a layup demands single-leg rate of force development — the ability to explode off one leg with minimal ground contact. This blueprint isolates and trains that exact quality.

How to use: Select 3-4 unilateral plyometric exercises. Assign sets, reps, and the coaching cue that anchors each, then sequence them into a session.

#	Exercise	Sets x Reps (per leg)	Coaching Cue	Layup Transfer
1				
2				
3				
4				

Session Sequencing & Volume Notes

COACHING CUES

Train the weak leg first when the athlete is fresh.

Single-leg plyos are high neural cost — keep total reps low and quality max.

The cue is 'pop off one leg,' mirroring the layup takeoff.

Interpretation & Action Thresholds: A balanced program keeps single-leg plyometric volume equal between legs and total contacts within the weekly limit (Worksheet 31); a leg lagging in performance by 15%+ gets priority placement.

REFLECTION & ACTION ITEMS

Completion: Designed a single-leg plyometric set with 3-4 exercises, each with a coaching cue and layup-transfer note.	Coach: _____ Date: _____
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MODULE 7

Speed, Agility, and Quickness (SAQ) & Lateral Court Movement

Worksheets 34-39 · Two01 Basketball Academy — Coaching Academy Workbook

WORKSHEET 34

Acceleration Shin-Angle Evaluation

Module 7: Speed, Agility, and Quickness (SAQ) & Lateral Court Movement

Objective: *Optimize joint angles during the first three steps of linear acceleration to maximize first-step explosiveness.*

Acceleration is a direction problem: the shin must angle forward (~45 degrees from vertical) in the first three steps so the athlete pushes the ground away behind them. An upright shin pushes the athlete up, not out — wasting the first step, the most important step in basketball.

How to use: Film the athlete's first three steps of a 10-yard sprint from a lateral angle. Grade the shin angle and prescribe the corrective drill if sub-optimal.

Athlete: _____ Date: _____

Observed Acceleration Shin Angle:

☐ ~45 degrees (Optimal)

☐ Vertical / Upright (Sub-optimal)

☐ Inconsistent (varies by step)

Step	Shin Angle (approx)	Foot Contact (Heel/Mid/Foot)	Coaching Cue
1			
2			
3			

Corrective Drills (e.g. wall drives, sled pushes, falling starts)

COACHING CUES

'Push the ground behind you' — never 'run taller' in the first three steps.

A 45-degree shin isn't poor posture — it's acceleration mechanics.

Upright first step = the defender beats you to the spot.

Interpretation & Action Thresholds: Vertical or inconsistent shin angle in the first three steps = the athlete is rising too early; prescribe wall-drive and resisted-start drills until a consistent forward shin angle is achieved.

REFLECTION & ACTION ITEMS

Completion: Graded the shin angle across the first three steps and prescribed corrective drills for any sub-optimal pattern.

Coach: _____ Date: _____

WORKSHEET 35

Deceleration Step-Count Breakdown

Module 7: Speed, Agility, and Quickness (SAQ) & Lateral Court Movement

Objective: *Teach efficient braking mechanics to decrease stop-and-pop times and protect the knees on hard stops.*

Basketball rewards the athlete who can stop fastest. Efficient deceleration uses multiple short, progressively harder steps to shed speed — not one jarring stop that jams the knee. Excessive step count or a long stop distance indicates poor eccentric strength and elevated knee-injury risk.

How to use: Mark a 15-meter sprint distance. Time the sprint, then count the steps and measure the distance the athlete needs to come to a full stop. Log and interpret.

Athlete: _____

Date: _____

Trial	15m Sprint Time (s)	Steps to Full Stop	Stop Distance (m)	Decel Efficiency
1				
2				

Reference: Efficient deceleration typically uses 3-5 steps and stops within 2-3 meters. More than 5 steps or a stop distance over 4m flags eccentric-strength deficit.

COACHING CUES

Deceleration is a skill, not just 'slowing down' — coach the braking steps.

Many short steps beat one long skid — it protects the knee and stops faster.

Eccentric strength limits deceleration — train the Romanian deadlift and Nordics.

Interpretation & Action Thresholds: Excessive step count or long stop distance = eccentric strength deficit; prioritize eccentrics (Nordics, RDLs, flywheel) and re-test in 4 weeks.

REFLECTION & ACTION ITEMS

Completion: Measured sprint time, step count, and stop distance over two trials and flagged eccentric-strength deficits.

Coach: _____ Date: _____

WORKSHEET 36

Change of Direction (COD) Deficit Calculator

Module 7: Speed, Agility, and Quickness (SAQ) & Lateral Court Movement

Objective: *Determine whether performance limits stem from absolute speed or turning efficiency.*

The COD deficit isolates the 'turn tax' — how much slower an athlete is when they must change direction versus sprint straight. A large deficit means speed isn't the problem; turning mechanics and deceleration are. This distinction directs training toward the actual limiting factor.

How to use: Time a 10-yard linear sprint and a Pro Agility (5-10-5) test. Compute the deficit and interpret whether the limit is speed or COD efficiency.

Athlete: _____ Date: _____

10-Yard Linear Sprint: _____

Pro Agility Time: _____

$$\text{COD Deficit} = \text{Pro Agility Time} - (2 \times \text{10-Yard Time})$$

Calculated COD Deficit: _____

Deficit (s)	Classification	Limiting Factor	Training Focus
< 0.5	Efficient turner	Speed limits COD	Develop linear speed
0.5 - 1.0	Average	Mixed	Balance speed + COD
> 1.0	Inefficient turner	Turn mechanics	COD + deceleration drills

COACHING CUES

A large deficit means the athlete is fast in a straight line but slow when it counts on court.

COD is deceleration then re-acceleration — train both halves.

Deficit training beats raw speed training for most basketball athletes.

Interpretation & Action Thresholds: A deficit over 1.0s directs training away from linear speed and toward deceleration, planting, and re-acceleration drills (cone drills, shuffle-to-sprint).

REFLECTION & ACTION ITEMS

Completion: Timed both tests, computed the COD deficit, and identified the true limiting factor with a training focus.

Coach: _____ Date: _____

WORKSHEET 37

Reactive Agility Stimulus Matrix

Module 7: Speed, Agility, and Quickness (SAQ) & Lateral Court Movement

Objective: *Move beyond predictable patterns toward random, game-like visual, auditory, or partner reactions.*

Game agility is reactive, not pre-planned. Closed drills (cones on a clock) train motor patterns but not the perceptual-cognitive speed that separates elite defenders. Reactive agility forces the athlete to read a stimulus and respond — training the brain, not just the legs.

How to use: Select a reactivity system appropriate to the athlete's level. Define the stimulus, the response, and how you will measure decision speed.

Selected Reactivity System:

☐ Mirror Drills ☐ Visual Card System ☐ Auditory Direction Whistle ☐ Light / Sensor System

Element	Specification
Stimulus (what athlete reads/hears)	
Required response (movement)	
Work:Rest structure	
Decision-time measure (split timer)	
Error rate tracking	

Progression (closed drill → reactive → game-like)

COACHING CUES

Predictable drills build fitness; reactive drills build defenders.

Mirror drills train the perceptual read, not just the feet.

Measure decision time, not just movement time — the brain leads the legs.

Interpretation & Action Thresholds: An athlete with fast movement but slow decision time has a perceptual-cognitive deficit; prioritize reactive stimulus work over more closed agility drills.

REFLECTION & ACTION ITEMS

--

Completion: Selected a reactivity system, defined stimulus and response, and planned a progression from closed to game-like.

Coach: _____ Date: _____

WORKSHEET 38

Defensive Lane Slide Speed Log

Module 7: Speed, Agility, and Quickness (SAQ) & Lateral Court Movement

Objective: *Measure and improve lateral quickness and defensive recovery speed on the perimeter.*

The defensive slide is basketball's signature lateral movement. Speed in the lane-slide test reflects both lateral power and the absence of compensations like foot crossing — which slows the slide and exposes the defender to being beaten. This log tracks raw lateral speed alongside mechanical quality.

How to use: Run the standardized lane-slide test (defensive slide across the lane and back). Time two trials and observe for foot-crossing compensation.

Athlete: _____

Date: _____

Trial	Time (s)	Foot Crossing?	Hip Drop?	Notes
1		[] Yes [] No	[] Yes [] No	
2		[] Yes [] No	[] Yes [] No	

Best Time: _____

Mechanical Corrections

COACHING CUES

Feet never cross on a defensive slide — it adds a step and a beat.

Stay low: the hips must drop, not the head bob.

Wide first step, then quick — power then frequency.

Interpretation & Action Thresholds: Foot crossing or hip-bobbing flags = lateral mechanics deficit; the time is meaningless until mechanics are clean. Prescribe lateral-mechanics drills before chasing speed.

REFLECTION & ACTION ITEMS

--

Completion: Timed two lane-slide trials, checked for foot-crossing compensation, and logged mechanical corrections.

Coach: _____ Date: _____

WORKSHEET 39

Position-Specific SAQ Workout Blueprint

Module 7: Speed, Agility, and Quickness (SAQ) & Lateral Court Movement

Objective: *Design speed and agility sessions tailored to position-specific court dimensions and movement demands.*

A guard's SAQ needs (short bursts, reactive cuts, full-court transitions) differ from a big's (drop-step explosiveness, box-out first-step, rim protection lateral). Position-specific SAQ trains the exact court geography each role covers, maximizing transfer from drill to game.

How to use: Design a position-specific SAQ session. Define the movement map, drills, and work:rest structure for one position group.

Target Position Group:

☐ Guards ☐ Wings / Forwards ☐ Bigs / Centers

Drill Design Map (court dimensions, patterns, distances)

#	Drill	SAQ Quality Trained	Sets x Reps	Work:Rest
1				
2				
3				
4				

COACHING CUES

Match the drill's court geography to the position's actual coverage area.
Guards need reactive COD; bigs need drop-step and rim lateral power.
Keep SAQ quality high — fatigue ruins motor learning. Rest fully between reps.

Interpretation & Action Thresholds: A well-matched SAQ session produces measurable improvement on the position's primary metric (Lane Agility for guards, Pro Agility for wings) within a 4-week block.

REFLECTION & ACTION ITEMS

Completion: Designed a position-specific SAQ session with 3-4 drills mapped to that position's court geography.	Coach: _____ Date: _____
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MODULE 8

Integrated Resistance Training: Building Basketball Strength

Worksheets 40-44 · Two01 Basketball Academy — Coaching Academy Workbook

WORKSHEET 40

Lever-Length Anthropometric Adaptation Matrix

Module 8: Integrated Resistance Training: Building Basketball Strength

Objective: *Modify traditional exercises to protect long-limbed athletes from injury and improve exercise transfer.*

Basketball athletes have disproportionately long levers — long femurs and wingspans that change exercise mechanics. A standard barbell back squat forces a long-femured athlete into excessive forward lean (loading the spine); a standard bench press over-stretches long arms at the shoulder. Adapting exercises to lever length protects joints and improves output.

How to use: Identify the athlete's limiting lever profile, then assign the safe alternative for each standard exercise with the rationale.

Limiting Lever Profile	Standard Exercise	Safe Alternative / Modification	Rationale
Ultra-Long Femurs	Barbell Back Squat	Front Squat or Hex-Bar DL (elevated handles)	
Extremely Long Wingspan	Barbell Bench Press	Floor Press or Neutral-Grip DB Press	
Long Tibia	Standard Deadlift	Trap-Bar / Elevated Start	
Long Torso	Back Squat	Belt Squat / Goblet Squat	

Athlete's Lever Profile & Primary Adaptations

COACHING CUES

Long levers aren't a weakness — they're a basketball advantage if you train around them.
Never force a long-femured athlete into a movement their skeleton fights.
Adapt the exercise to the athlete, never the athlete to the exercise.

Interpretation & Action Thresholds: Every long-levered athlete should have at least two exercises adapted; document the rationale so programming remains consistent across coaches.

REFLECTION & ACTION ITEMS

Completion: Matched safe alternatives to the athlete's lever profile for at least two standard exercises with rationale.	Coach: _____ Date: _____
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WORKSHEET 41

Unilateral vs. Bilateral Strength Balance Sheet

Module 8: Integrated Resistance Training: Building Basketball Strength

Objective: *Identify and eliminate strength deficits between legs to minimize asymmetry-driven injury risk.*

Bilateral strength hides unilateral deficits — an athlete can hit a big trap-bar deadlift while one leg does 60% of the work. Single-leg testing reveals the truth. A strength asymmetry over 10% is a leading predictor of future injury and a limiter on single-leg court performance (layups, lateral pushes).

How to use: Test bilateral Hex DL 1RM and single-leg rear-foot split squat 5RM for each leg. Compute the asymmetry and interpret.

Athlete: _____

Date: _____

Test	Result	Asymmetry (%)	Flag
Bilateral Hex DL 1RM (lbs)		n/a	
Rear-Foot Split Squat 5RM — Left (lbs)			
Rear-Foot Split Squat 5RM — Right (lbs)			

$$\text{Asymmetry \%} = |\text{Left} - \text{Right}| / \text{Higher Value} \times 100$$

Corrective Plan for Weaker Side

COACHING CUES

Bilateral strength can mask a weak leg — always test single-leg.
 A 10% asymmetry is the injury threshold — not the goal.
 Train the weak side first, at 2:1 volume, until balanced.

Interpretation & Action Thresholds: Asymmetry over 10% = prioritize unilateral work on the weaker side; over 15% = reduce bilateral loading until the gap closes to protect the dominant side from overload.

REFLECTION & ACTION ITEMS

Completion: Tested bilateral and unilateral strength, computed the asymmetry, and flagged any deficit over 10%.	Coach: _____ Date: _____
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WORKSHEET 42

Structural Movement Assessment Scorecard

Module 8: Integrated Resistance Training: Building Basketball Strength

Objective: *Evaluate and log movement quality on core multi-joint lifts before adding heavy loads.*

Load magnifies movement quality — good or bad. A clean squat pattern can be progressively loaded; a poor one loaded is an injury waiting. This scorecard establishes a movement-quality gate before intensity climbs: an athlete must earn the right to add weight by demonstrating technical competence.

How to use: Observe the athlete performing submaximal sets of core lifts. Grade setup, depth, and path quality for each, and set the load-advancement condition.

Lift	Setup & Depth	Path Quality	Pass/Fail	Load-Advancement Condition
Front Squat	[] Good [] Poor	[] Clean [] Rounded		
Romanian Deadlift	[] Good [] Poor	[] Clean [] Rounded		
Hex-Bar Deadlift	[] Good [] Poor	[] Clean [] Rounded		
Bench / Press	[] Good [] Poor	[] Clean [] Rounded		
Chin / Pull-Up	[] Good [] Poor	[] Clean [] Rounded		

COACHING CUES

Earn the right to load — technique before weight, always.

A rounded path on a hinge means the load is too heavy or the pattern is unlearned.

Re-assess movement quality every time intensity climbs to a new tier.

Interpretation & Action Thresholds: Any 'Poor' setup or 'Rounded' path = fail; the athlete holds at current load and corrects with technique work and mobility before progressing intensity.

REFLECTION & ACTION ITEMS

Completion: Scored movement quality on all five core lifts and set a load-advancement condition for each.

Coach: _____ Date: _____

WORKSHEET 43

Horizontal-to-Vertical Push/Pull Volume Ratio Log

Module 8: Integrated Resistance Training: Building Basketball Strength

Objective: *Balance upper-body training volume to ensure shoulder health and maintain a clean shooting pocket.*

Basketball athletes chronically over-press (shooting, finishing) and under-pull. This imbalance drives the rounded-shoulder posture that causes shoulder impingement and degrades the shooting pocket. Maintaining a pulling-to-pressing ratio of at least 1.5 protects the shoulder and sustains shooting accuracy under volume.

How to use: Tally weekly pulling and pressing sets across all upper-body sessions. Compute the ratio and prescribe volume adjustments if below target.

Athlete: _____

Week Of: _____

Movement Category	Sessions	Total Sets	Notes
Horizontal Pulling (rows)			
Vertical Pulling (pull-ups/chins)			
Horizontal Pressing (bench/floor press)			
Vertical Pressing (overhead)			

Total Pulling Sets (Weekly): _____

Total Pressing Sets (Weekly): _____

Ratio = Total Pulling Sets / Total Pressing Sets | Target Ratio ≥ 1.5

Calculated Ratio: _____

COACHING CUES

If pulling doesn't beat pressing, the shoulder is losing the war.

Vertical pulling protects the overhead shooting motion — program it weekly.

A ratio below 1.5 is the most common cause of in-season shooting decline.

Interpretation & Action Thresholds: Ratio below 1.5 = rebalance by adding pulling volume (not cutting pressing) until the ratio is restored; this protects the shooting shoulder under high-volume shooting.

REFLECTION & ACTION ITEMS

Completion: Tallied weekly pulling and pressing sets, computed the ratio, and prescribed adjustments if below 1.5.

Coach: _____ Date: _____

WORKSHEET 44

Baseline 1RM & Multi-RM Estimation Registry

Module 8: Integrated Resistance Training: Building Basketball Strength

Objective: *Track and calculate sub-maximal rep maxes to accurately guide training intensities without max-testing fatigue.*

Direct 1RM testing is fatiguing and risky in-season. Sub-maximal rep-max testing (lifting a load for max reps) lets you estimate 1RM with far less cost. Tracking estimated 1RMs over time shows true strength progress and informs percentage-based programming.

How to use: For each lift, record the athlete's load and reps to failure (with clean technique). Estimate 1RM using the Epley formula and log it in the registry.

Athlete	Lift	Load (lbs)	Reps	Est. 1RM (lbs)	Date

$$\text{Est. 1RM (Epley)} = \text{Load} \times (1 + \text{Reps} / 30)$$

COACHING CUES

Rep-max testing stops at technical failure — never grind a ugly rep for a number.

Re-test the same lift with the same protocol for honest comparison.

Est. 1RM guides percentages; real 1RM guides ego — track the first, not the second.

Interpretation & Action Thresholds: Compare estimated 1RMs across the registry each mesocycle; stagnation or regression over 4+ weeks signals a need to vary the stimulus or assess recovery and nutrition.

REFLECTION & ACTION ITEMS

Completion: Logged at least three lifts with load, reps, and estimated 1RM using a consistent formula.

Coach: _____ Date: _____

MODULE 9

Explosive Power: Olympic Lifting & Ballistic Progressions

Worksheets 45-49 · Two01 Basketball Academy — Coaching Academy Workbook

WORKSHEET 45

Force-Velocity Curve Quadrant Placement Tool

Module 9: Explosive Power: Olympic Lifting & Ballistic Progressions

Objective: *Target specific training methods based on whether an athlete needs more absolute strength or high-velocity speed.*

The force-velocity curve frames every athlete as either force-deficient (strong but slow) or velocity-deficient (fast but weak). The diagnosis dictates the training method: force-deficient athletes need heavy loading; velocity-deficient athletes need speed and ballistic work. Training the wrong end wastes effort.

How to use: Profile the athlete's strength (1RM) and speed (jump height / sprint) results. Place them on the force-velocity curve and assign the matching training method.

Athlete: _____ Date: _____

Athlete Performance Profile Entry:

☐ Force Deficient (Needs Strength) ☐ Velocity Deficient (Needs Speed) ☐ Balanced (Maintain Both)

Indicator	Result	Standard	Status
Relative 1RM (x BW)		≥ 1.5	
Vertical Jump (in)		≥ 28	
Sprint / Speed test			

Assigned Training Method & Rationale

COACHING CUES

Strong but slow? Train speed. Fast but weak? Train strength.
 The diagnosis must precede the prescription — never assume.
 Balanced athletes maintain both; don't let one quality erode while chasing the other.

Interpretation & Action Thresholds: Force-deficient athletes enter a strength-emphasis block; velocity-deficient enter a speed/ballistic block. Re-test in 4 weeks to confirm the deficit is closing before switching focus.

REFLECTION & ACTION ITEMS

Completion: Profiled the athlete, placed them on the force-velocity curve, and assigned the matching training method.

Coach: _____ Date: _____

WORKSHEET 46

Olympic Lift Technical Component Breakdown

Module 9: Explosive Power: Olympic Lifting & Ballistic Progressions

Objective: *Coach and evaluate the distinct mechanics of the Hang Power Clean for explosive full-body power.*

Olympic lifts train the rate of force development that transfers to jumping and first-step explosiveness. The Hang Power Clean is the most basketball-accessible variant — it skips the floor pull and focuses on the explosive second pull and catch. Grading each component isolates where technique breaks down.

How to use: Film the athlete performing Hang Power Cleans at a moderate load. Grade each technical component and assign the corrective drill for any flagged component.

Athlete: _____ Load: _____
 Date: _____

Component	Quality	Correction	Coaching Cue
The Setup (posture, arm tension)	☐ Clear ☐ Needs Work		
First Pull / Hang Position	☐ Clear ☐ Needs Work		
Second Pull Extension (triple ext.)	☐ Explosive ☐ Weak		
Catch Position (high rack front base)	☐ High ☐ Low		
Recovery (stable stand)	☐ Stable ☐ Wobbly		

COACHING CUES

The second pull is a jump — full hip extension, not an arm pull.

Catch high with elbows fast — low elbows mean the arms pulled early.

Hang cleans teach explosion; only add load when every component is Clear/Explosive.

Interpretation & Action Thresholds: Any 'Needs Work' or 'Weak/Low' flag = hold load constant and drill that component; do not progress weight until all components are Clear/Explosive/Stable.

REFLECTION & ACTION ITEMS

Completion: Graded all five technical components of the Hang Power Clean and assigned a correction for any flagged component.

Coach: _____ Date: _____

WORKSHEET 47

Ballistic Medicine Ball Velocity Log

Module 9: Explosive Power: Olympic Lifting & Ballistic Progressions

Objective: *Track rate of force development using distance-based ballistic indicators that transfer to passing and finishing.*

Medicine-ball throws measure whole-body power output in patterns that mirror basketball skills — the overhead back launch trains extension power, the chest pass trains rotational and pressing power. Because they're distance-based, they're simple to measure and highly repeatable, making them ideal power-tracking tools.

How to use: Have the athlete perform maximal-effort medicine-ball throws with standardized weight. Record distance and track across sessions.

Athlete: _____ Med-Ball Weight: _____
Date: _____

Test	Trial 1 (ft)	Trial 2 (ft)	Best (ft)	Previous Best	Change
Overhead Back Launch (8lb)					
MB Chest Pass For Distance					
Rotational Side Throw (per side)					
Scoop Toss					

COACHING CUES

Distance reflects rate of force development — throw it like you mean it.
Keep ball weight consistent across tests — heavier balls aren't comparable.
The chest pass distance correlates directly with on-court passing power.

Interpretation & Action Thresholds: Track best-distance trends across mesocycles; a plateau or regression in ballistic distance while strength rises suggests the athlete is gaining strength without converting it to power — add contrast and ballistic work.

REFLECTION & ACTION ITEMS

Completion: Recorded best-of-two distances on at least three ballistic tests and compared to previous bests.

Coach: _____ Date: _____

WORKSHEET 48

Contrast Training Complex Creator

Module 9: Explosive Power: Olympic Lifting & Ballistic Progressions

Objective: *Pair heavy strength movements with mechanically similar biomechanical plyometrics for post-activation potentiation.*

Contrast training exploits post-activation potentiation: a heavy lift primes the nervous system, and the immediately-following unloaded plyometric expresses that heightened excitation as greater power output. Pairing mechanically similar movements (heavy squat → jump) maximizes transfer. It's a potent in-season power tool when volume is kept low.

How to use: Design a contrast complex. Pair a high-load strength drill with a mechanically similar high-velocity plyometric, set the rest, and define the volume.

Complex #	Strength Drill (High Load)	Plyo Variant (High Velocity)	Sets	Rest Between	Rest After
1					
2					
3					

Pairing Rationale (mechanical similarity)

COACHING CUES

The plyo must feel lighter after the heavy lift — that's the potentiation working.
 Mechanical similarity is the key: pair squats with jumps, hinges with broad jumps.
 Keep volume low — contrast complexes are a power stimulus, not a conditioning one.

Interpretation & Action Thresholds: If the plyometric performance doesn't exceed the athlete's baseline, the heavy load was too high (fatigue beat potentiation) or the rest too short — adjust before progressing.

REFLECTION & ACTION ITEMS

Completion: Designed 2-3 contrast complexes pairing mechanically similar strength and plyometric drills with defined rest.

Coach: _____ Date: _____

WORKSHEET 49

Seasonal Power Output Tracker

Module 9: Explosive Power: Olympic Lifting & Ballistic Progressions

Objective: *Monitor and preserve explosive power throughout the competitive season.*

Power is the most easily-lost quality in-season — heavy lifting volume drops, and without deliberate maintenance, vertical and first-step explosiveness erode by January. Tracking power output monthly catches the decline early, when a small training adjustment can reverse it.

How to use: Select a consistent power marker (e.g., vertical jump height). Set the monthly target, measure actual output, and log the gap with a corrective action if output is declining.

Month	Jump Height Target (in)	Measured Achievement (in)	Gap	Action
Pre-Season				
Month 1				
Month 2				
Month 3				
Month 4				

Maintenance Strategy (in-season power preservation)

COACHING CUES

A 1-inch vertical drop in-season is a warning — act before it's 3.

Maintain power with low-volume, high-intensity lifts and short contrast complexes.

Test under consistent, recovered conditions — fatigue inflates the decline.

Interpretation & Action Thresholds: Any monthly drop over 1 inch triggers an in-session power primer (contrast complex or heavy single) added 2x/week; a drop over 2 inches prompts a full power-emphasis re-introduction.

REFLECTION & ACTION ITEMS

Completion: Tracked monthly power output against target with corrective actions logged for any decline.

Coach: _____ Date: _____

MODULE 10

Periodization & Program Design (The Hybrid Two01 Model)

Worksheets 50-57 · Two01 Basketball Academy — Coaching Academy Workbook

WORKSHEET 50

Macrocycle Yearly Planner Template

Module 10: Periodization & Program Design (The Hybrid Two01 Model)

Objective: *Map out the entire yearly training strategy across all four performance macro phases.*

A macrocycle is the year-long blueprint that sequences the basketball calendar: off-season (build), pre-season (convert), in-season (maintain), and transition (recover). Without a macro plan, training becomes reactive — chasing today's game and losing the season-long progression that builds durability and peaks at playoff time.

How to use: Block out the months for each phase. Define the focus, primary training quality, and key benchmarks for each macro phase.

Macro Phase	Months	Primary Training Focus	Key Benchmark / Test	Volume Trend
Off-Season	—	Build: hypertrophy + base strength		
Pre-Season	—	Convert: strength → power + SAQ		
In-Season	—	Maintain: power + manage load		
Transition / Active Rest	—	Recover: regenerate + address imbalances		

Annual Peaking Target (e.g. playoffs / tournament date)

COACHING CUES

Plan backward from the championship — everything serves the peak.
Off-season builds the engine; in-season just keeps it running.
Don't neglect the transition phase — burnout starts with skipped recovery.

Interpretation & Action Thresholds: Verify each phase has a defined focus, benchmark, and volume trend; a phase missing any of the three is under-planned and will drift when the season gets busy.

REFLECTION & ACTION ITEMS

Completion: Blocked all four macro phases with months, focus, benchmarks, and an annual peaking target.

Coach: _____ Date: _____

WORKSHEET 51

Off-Season Mesocycle Program Builder

Module 10: Periodization & Program Design (The Hybrid Two01 Model)

Objective: *Design a 4-week training block focused on structural hypertrophy and foundational strength endurance.*

The off-season is the only time to build raw capacity — hypertrophy and strength endurance that later convert to power. This mesocycle loads the foundational movement patterns with moderate intensity and higher volume, building the tissue and tendon resilience that protects the in-season athlete.

How to use: Design a 4-week off-season block. Map the weekly split, exercises, and progressive overload scheme.

Day	Focus	Exercise 1	Exercise 2	Exercise 3
Day 1				
Day 2				
Day 3				
Day 4				

Progression Variable	Week 1	Week 2	Week 3	Week 4 (Deload?)
Volume (sets x reps)				
Intensity (% / RPE)				
Frequency				

Primary Quality Tracked & Re-test Plan

COACHING CUES

Off-season is for building, not peaking — embrace the volume.
 Progress one variable at a time: volume or intensity, not both.
 Build tissue now to spare it in-season; this is injury-prevention work.

Interpretation & Action Thresholds: A sound 4-week block progresses overload across weeks 1-3 and deloads in week 4 (or re-tests); without a deload or re-test, accumulated fatigue compromises the following block.

REFLECTION & ACTION ITEMS

Completion: Designed a 4-day weekly split with a progression scheme and a re-test or deload in week 4.	Coach: _____ Date: _____
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WORKSHEET 52

Pre-Season Velocity Transition Block

Module 10: Periodization & Program Design (The Hybrid Two01 Model)

Objective: *Convert foundational strength into explosive speed and basketball-specific power.*

Pre-season shifts the emphasis from building capacity to expressing it quickly. The strength built off-season is converted to power through contrast complexes, plyometrics, and SAQ work at game speed. This block closes the gap between weight-room strength and on-court explosiveness before the season starts.

How to use: Design the velocity transition block. Define the contrast circuit pairings and the SAQ integration.

Contrast Complex	Strength Drill	Plyo / Ballistic	Sets	Work:Rest
1				
2				
3				

Contrast Circuit Pairing Frameworks & Rationale

SAQ Session Day	Drills	Quality Trained	Volume

COACHING CUES

Convert, don't rebuild — pre-season expresses strength, it doesn't add it.

Contrast complexes are the bridge from weight room to court.

Volume drops as velocity rises — pre-season trades quantity for quality.

Interpretation & Action Thresholds: A successful transition block shows improved power and SAQ metrics (Worksheet 49, 39) while strength is maintained; if power rises but strength drops meaningfully, retain one heavy maintenance day.

REFLECTION & ACTION ITEMS

Completion: Designed contrast circuit pairings and SAQ integration for the pre-season velocity transition.

Coach: _____ Date: _____

WORKSHEET 53

In-Season 2-Day Maintenance Blueprint

Module 10: Periodization & Program Design (The Hybrid Two01 Model)

Objective: *Preserve performance gains and keep athletes healthy during the competitive season using short, efficient workouts.*

In-season training isn't about gaining — it's about not losing. Two short, high-intensity, low-volume sessions per week maintain strength and power without competing with game recovery. The blueprint places one strength-retention day after games and one neural-priming day before games.

How to use: Design the two in-season sessions. Define the purpose, exercises, and intensity for each, ensuring total volume stays low.

Day	Session Purpose	Primary Exercise	Sets x Reps	Intensity	Time Cap
Day 1	Post-Game Strength Retention				
Day 2	Pre-Game Neural Readiness Primer				

Recovery & Load-Management Notes

COACHING CUES

In-season, less is more — two 25-minute sessions beat one draining hour.
 Primers excite, never fatigue — keep volume minimal before games.
 Protect game-day freshness: if it compromises the game, cut it.

Interpretation & Action Thresholds: Monitor in-session RPE and next-day readiness; if the post-game session compromises the following practice, reduce its volume or shift it further from the game.

REFLECTION & ACTION ITEMS

Completion: Designed two in-season sessions with distinct purposes, low volume, and a recovery rationale.

Coach: _____ Date: _____

WORKSHEET 54

Tournament Week Peaking Microcycle

Module 10: Periodization & Program Design (The Hybrid Two01 Model)

Objective: *Taper training volume to ensure athletes are fresh and peak at the right time for playoff runs.*

Peaking is the art of arriving at the tournament with fitness intact and fatigue shed. A taper reduces volume while maintaining intensity — letting the nervous system recover and express maximum power precisely when it matters. Cut intensity instead of volume and you lose the very sharpness you're trying to peak.

How to use: Plan the tournament-week microcycle. Define the daily load and the taper strategy for Monday through game day.

Day	Session Type	Volume (vs. normal)	Intensity	Focus
Monday	Neural Accent Volume			
Tuesday	Rest / Active Recovery			
Wednesday	Walkthrough-Only Load Taper			
Thursday	Game / Primer			
Friday	Game			

Taper Principle Applied (volume down, intensity maintained)

COACHING CUES

Cut volume, keep intensity — sharpness lives in the nervous system.

A taper that drops intensity dulls the athlete right when they need to be sharp.

Err toward less — over-tapered athletes feel flat; under-tapered feel heavy.

Interpretation & Action Thresholds: A successful taper shows stable-to-improved power markers (vertical, sprint) on the day before competition and athletes reporting 'fresh and sharp'; flatness means the taper was too long or too low in intensity.

REFLECTION & ACTION ITEMS

Completion: Planned the daily load and taper strategy for a full tournament-week microcycle.

Coach: _____ Date: _____

WORKSHEET 55

Acute-to-Chronic Workload Ratio (ACWR) Calculator

Module 10: Periodization & Program Design (The Hybrid Two01 Model)

Objective: *Track training volume shifts mathematically to prevent injuries caused by sudden spikes in workload.*

The ACWR compares this week's load (acute) to the rolling 4-week average (chronic). A ratio in the 'sweet spot' (0.8-1.3) means load is progressing safely; above 1.5 is the danger zone where injury risk spikes sharply. It's the most validated load-management metric in team sport.

How to use: Record acute and chronic load values. Compute the ACWR and classify the athlete's load profile.

Athlete: _____ Week Ending: _____

Acute Load (Current Week, AU): _____

Chronic Load (4-Week Rolling Average, AU): _____

$$\text{ACWR} = \text{Acute Load} / \text{Chronic Load}$$

Resulting ACWR Value: _____

ACWR	Zone	Interpretation	Action
< 0.8	Under-trained	Under-loading; detraining risk	Increase load gradually
0.8 - 1.3	Sweet Spot	Safe progressive loading	Maintain
1.3 - 1.5	High	Elevated risk; monitor closely	Hold or slightly reduce
> 1.5	Danger Zone	Sharp spike; high injury risk	Reduce acute load

COACHING CUES

The spike kills — a sudden jump in load is the #1 preventable injury cause.
 Chronic load is the armor; build it slowly so the acute spikes are tolerable.
 Track ACWR per athlete — team averages hide individual spikes.

Interpretation & Action Thresholds: Any athlete in the danger zone (> 1.5) gets reduced load this week and a readiness check before high-intensity work; chronic under-training (< 0.8) needs a gradual rebuild.

REFLECTION & ACTION ITEMS

Completion: Computed the ACWR, classified the load zone, and prescribed an action for any athlete outside the sweet spot.

Coach: _____ Date: _____

WORKSHEET 56

Deload Week Variable Modifier

Module 10: Periodization & Program Design (The Hybrid Two01 Model)

Objective: *Plan structured recovery weeks to allow the nervous and musculoskeletal systems to fully recover and supercompensate.*

A deload is a planned reduction in training stress that lets accumulated fatigue dissipate so the athlete adapts and comes back stronger. There are two effective levers: drop intensity (lighten the load) or reduce volume (fewer working sets). The right lever depends on whether the athlete needs physical recovery (intensity) or neural recovery (volume).

How to use: Select the deload strategy, define the magnitude of reduction, and set the duration and post-deload re-test.

Selected Strategy:

☐ Drop Intensity Target by 20% ☐ Reduce Working Set Counts by 50% ☐ Drop Volume + Intensity (full deload)

Variable	Normal Week	Deload Week	Reduction %
Total Sets			
Average Intensity (% / RPE)			
Training Days			
sRPE Load (AU)			

Deload Duration: _____

Post-Deload Re-test & Next-Block Readiness Check

COACHING CUES

Deload is planned recovery, not weakness — schedule it before the body forces it.
 Drop volume to recover the nervous system; drop intensity to recover the tissue.
 Come out of the deload re-tested and ready to climb again.

Interpretation & Action Thresholds: A successful deload shows reduced fatigue (lower resting HR, improved wellness scores) and stable or improved performance on the re-test; if performance is still depressed post-deload, extend recovery or investigate under-recovery causes.

REFLECTION & ACTION ITEMS

Completion: Selected a deload strategy, quantified the reduction across variables, and planned a post-deload re-test.

Coach: _____ Date: _____

WORKSHEET 57

Comprehensive Program Design Self-Audit

Module 10: Periodization & Program Design (The Hybrid Two01 Model)

Objective: Review your complete training plan to ensure it adheres to essential principles of progression, overload, and energy-system alignment.

Even well-intentioned programs drift. A periodic self-audit against foundational principles — progressive overload, recovery integration, plane balance, energy-system alignment — catches the gaps that accumulate over a season. This is the coach's quality-control checkpoint before a block begins.

How to use: Work through each audit principle. Mark adherence and note corrective adjustments for any principle not fully met.

Audit Principle	Adhered?	Evidence / How	Corrective Adjustment
Progressions Clear (overload defined)			
Energy Systems Aligned to sport			
Plane Balance (sagittal/frontal/transverse)			
Pull:Push Ratio ≥ 1.5			
Deload / Recovery Integrated			
Individualization per athlete profile			
Injury-prevention work included			

Audit Review Signature & Certification

COACHING CUES

Audit before the block, not after — fix gaps when they're cheap to fix.
 If you can't show evidence, the principle isn't truly programmed.
 A program that passes all seven audits is ready; anything less needs revision.

Interpretation & Action Thresholds: Any principle not marked 'adhered' with evidence must be corrected before the block begins; sign and date the audit as your certification that the program meets standard.

REFLECTION & ACTION ITEMS

Completion: Audited all seven program-design principles with evidence and corrections for any gap, then signed off.

Coach: _____ Date: _____

MODULE 11

Injury Prevention & Basketball Corrective Strategies

Worksheets 58-63 · Two01 Basketball Academy — Coaching Academy Workbook

WORKSHEET 58

Patellar Tendon Isometric Loading Protocol

Module 11: Injury Prevention & Basketball Corrective Strategies

Objective: *Relieve knee pain and build tendon strength using structured, heavy isometric holds.*

Patellar tendinopathy ('jumper's knee') is the most common overuse injury in basketball. Heavy isometric loading — long holds at sustained load — both relieves pain (for hours afterward) and builds tendon capacity. The Spanish Squat hold, with the tendon under sustained load, is the gold-standard intervention.

How to use: Configure the Spanish Squat isometric protocol. Set reps, hold duration, intensity, and the progression across weeks.

Athlete: _____

Date: _____

Parameter	Setting
Configuration (e.g. Spanish Squat Hold)	
Repetitions	5
Hold Duration per Rep	45 seconds
Intensity Tier	75% Max
Rest Between Holds	2-3 min
Sessions per Week	

Week	Sets x Holds	Intensity Tier	Pain (0-10 pre / post)
1			
2			
3			
4			

COACHING CUES

Isometrics first — they relieve pain and build capacity without aggravating the tendon.
 45-second holds at 75% is the dose; shorter or lighter under-delivers.
 Track pain pre and post — a drop post-session confirms the protocol is working.

Interpretation & Action Thresholds: Pain should reduce both within sessions and across weeks; if pain rises above pre-session baseline or exceeds 5/10 during holds, reduce intensity and consult a qualified medical professional.

REFLECTION & ACTION ITEMS

Completion: Configured the isometric protocol with progression across 4 weeks and a pain-tracking plan.

Coach: _____ Date: _____

WORKSHEET 59

Valgus Collapse Remediation Plan

Module 11: Injury Prevention & Basketball Corrective Strategies

Objective: *Correct knee caving during jumps and landings by strengthening weak hip musculature and inhibiting overactive tissue.*

Knee valgus is a glute-medius problem wearing a knee costume. The knee caves because the hip can't control femur rotation. Correction follows the NASM flow: inhibit the overactive tissue (TFL, adductors), lengthen, then activate the underactive glute medius — and only then integrate into the movement pattern.

How to use: Build the four-phase remediation plan: inhibit, lengthen, activate, integrate. Assign specific drills for each phase.

Phase	Objective	Assigned Drill	Sets x Reps
1. Inhibit	SMR targets (TFL, adductors)		
2. Lengthen	Static stretch (hip flexors/adductors)		
3. Activate	Banded sidesteps, clam, glute bridge		
4. Integrate	Lateral lunge, drop landing, defensive slide		

Re-test Plan (single-leg squat valgus grade)

COACHING CUES

Fix the hip, not the knee — cueing 'knees out' without glute strength fails.

Inhibit before activate — rolling an overactive TFL lets the glute fire.

Integrate last — new strength must wire into the landing pattern.

Interpretation & Action Thresholds: Re-test the single-leg squat (Worksheet 8) after 2-3 weeks; a one-grade improvement in valgus confirms the plan. No improvement indicates the activation dose was too low or the root cause is mobility, not strength.

REFLECTION & ACTION ITEMS

Completion: Built the four-phase remediation plan with drills for each phase and a re-test plan.

Coach: _____ Date: _____

WORKSHEET 60

Ankle Sprain Rehab & Resiliency Blueprint

Module 11: Injury Prevention & Basketball Corrective Strategies

Objective: *Strengthen the ankle joint complex to minimize the risk of lateral inversion sprains and rebuild capacity after injury.*

Ankle sprains are basketball's most common injury and recur at high rates without proper rehab. Resiliency requires restoring range, single-leg proprioception, eccentric strength of the evertors/invertors, and a graded return-to-play progression. Bracing without rehab guarantees recurrence.

How to use: Select and sequence the rehab and resiliency protocols. Define the progression criteria for each phase of return-to-play.

Phase	Goal	Selected Protocols	Criteria to Advance
1. Acute	Reduce swelling/pain	Rest, ice, compression, elevation	Pain-free walking
2. Mobility & Strength	Restore ROM + evertor strength	Eccentric inversion holds, bands	Full ROM, single-leg balance 30s
3. Proprioception	Rebuild stability	Balance disc, eyes-closed work	Eyes-closed hold 25s+
4. Return-to-Play	Sport-specific loading	Landing, cutting, sprint drills	Pass landing rubric (WS29)

Ongoing Resiliency Maintenance Plan

COACHING CUES

Don't rush return-to-play — a re-sprain is worse than the original.
 Proprioception is the most-skipped and most-important phase.
 Bracing is a supplement to rehab, never a replacement.

Interpretation & Action Thresholds: Advance only when the prior phase's criteria are met; an athlete who returns without passing the landing rubric (Worksheet 29) is at elevated re-injury risk.

REFLECTION & ACTION ITEMS

--

Completion: Sequenced a four-phase ankle rehab blueprint with advancement criteria and a maintenance plan.

Coach: _____ Date: _____

WORKSHEET 61

Lower Back Lumbar Protection Map

Module 11: Injury Prevention & Basketball Corrective Strategies

Objective: *Relieve excessive lower-back stress by restoring optimal hip extension range of motion.*

When the hips lack extension range, the lumbar spine compensates — over-extending under load and producing the low-back pain that plagues basketball athletes. The Thomas Test diagnoses hip-extension restriction; restoring hip mobility offloads the lumbar spine and protects it under the loading of jumps and post play.

How to use: Perform the Thomas Test bilaterally. Grade hip-extension status and prescribe the corrective for any tight side.

Athlete: _____ Date: _____

Side	Thomas Test Extension Status	Corrective Assigned	Re-test Date
Left	☐ Tight ☐ Normal		
Right	☐ Tight ☐ Normal		

Hip Mobility Protocol (couch stretch, glute activation)

COACHING CUES

Tight hip flexors = overloaded lumbar spine. Fix the hip, save the back.
 The Thomas Test is fast and reveals the root cause of most basketball back pain.
 Activate the glute after stretching the flexor — restore balance, don't just lengthen.

Interpretation & Action Thresholds: Any 'Tight' flag = prescribe a daily hip-flexor mobility protocol (couch stretch + glute activation); re-test weekly. Persistent tightness after 3 weeks of consistent work warrants professional referral.

REFLECTION & ACTION ITEMS

Completion: Tested both hips with the Thomas Test, flagged any tightness, and prescribed a corrective protocol.

Coach: _____ Date: _____

WORKSHEET 62

Shoulder Impingement Screen & Correction Log

Module 11: Injury Prevention & Basketball Corrective Strategies

Objective: *Maintain clean shoulder mechanics for shooting and overhead reaching to prevent impingement.*

Basketball's high shooting volume and rounded-shoulder posture drive shoulder impingement — the supraspinatus tendon pinched under the acromion. Weakness or inhibition of the serratus anterior (the scapular upward rotator) is the primary culprit. Activating the serratus restores scapular mechanics and protects the shooting shoulder.

How to use: Screen for impingement signs (painful arc, overhead reach compensation). Log the serratus activation drills prescribed and track shooting-comfort response.

Athlete: _____

Date: _____

Screen / Sign	Present?	Notes
Painful arc (overhead reach)	☐ Yes ☐ No	
Scapular winging	☐ Yes ☐ No	
Shooting discomfort reported	☐ Yes ☐ No	

Serratus Anterior Activation Drills (wall slides, scapular push-ups, prone I/T/Y)

Shooting-Comfort Re-check (1-10): _____

COACHING CUES

The serratus is the most under-trained muscle in basketball shoulders.
 Wall slides with a foam roller force honest scapular motion — feel the serratus work.
 Painful shooting is never 'just soreness' — screen and correct.

Interpretation & Action Thresholds: Any 'Yes' flag = prescribe serratus activation daily and reduce overhead pressing volume; if shooting discomfort persists beyond 2 weeks of consistent work, refer to a medical professional.

REFLECTION & ACTION ITEMS

Completion: Screened for impingement signs, prescribed serratus activation drills, and planned a shooting-comfort re-check.

Coach: _____ Date: _____

WORKSHEET 63

Team Injury Incidence Logging Audit

Module 11: Injury Prevention & Basketball Corrective Strategies

Objective: *Monitor and analyze injury trends across your squad to fine-tune preventative training adjustments.*

Injury data is only useful if it's tracked and reviewed. Logging every injury by site, type, and timeline reveals patterns — a cluster of ankle sprains in guards flags a cutting-volume issue; a run of knee tendinopathy in bigs flags a jump-volume issue. The audit turns incidents into intelligence.

How to use: Log every injury across the squad. Review the log monthly for patterns and adjust training accordingly.

Athlete Name	Date	Anatomical Site	Type (Strain/Sprain)	Mechanism	Est. Return Timeline

Monthly Pattern Analysis & Training Adjustments

COACHING CUES

Log every injury, even minor — patterns hide in the 'small' ones.
Review the log monthly, not annually — adjust training while you can still act.
A cluster at one site is a training-volume signal, not bad luck.

Interpretation & Action Thresholds: Any cluster of three or more injuries at the same anatomical site within a month triggers a review of the training load and movement prep for that tissue; adjust volume and corrective work accordingly.

REFLECTION & ACTION ITEMS

Completion: Logged squad injuries with full detail and completed a monthly pattern analysis with training adjustments.

Coach: _____ Date: _____

MODULE 12

Performance Nutrition & Hydration for Basketball Players

Worksheets 64-67 · Two01 Basketball Academy — Coaching Academy Workbook

WORKSHEET 64

Daily Caloric & Macro Requirement Calculator

Module 12: Performance Nutrition & Hydration for Basketball Players

Objective: *Determine an athlete's personalized daily caloric and macronutrient needs based on training volume and body composition goals.*

Nutrition is the recovery and adaptation engine. Calories must match training demand — under-eating sacrifices adaptation and durability; over-eating sacrifices agility. Protein is the non-negotiable for basketball athletes: 1.6-2.2 g/kg/day drives muscle repair and protects tendons under high shooting and jumping volume.

How to use: Record the athlete's body weight and training load. Calculate caloric and protein targets, then distribute carbs and fats around training.

Athlete: _____ Body Weight: _____

Date: _____

Metric	Calculation / Target	Value
Resting Caloric Need (BMR est.)	BW x 24	
Training-Day Caloric Target	BMR x activity factor	
Protein Target (1.6-2.2 g/kg)	BW x 1.8 g	
Carbohydrate Target (3-5 g/kg)	BW x 4 g	
Fat Target (0.8-1.2 g/kg)	BW x 1.0 g	

Goal-Specific Adjustment (gain / maintain / cut)

COACHING CUES

- Protein is the floor, not the ceiling — basketball athletes need the high end.
- Carbs fuel the work; scale them to training-day volume.
- Under-eating is the most common cause of in-season performance decline.

Interpretation & Action Thresholds: Re-assess targets whenever training volume changes substantially (off-season vs. in-season) or body-composition goals shift; a 5% body-weight drift without intent signals a calorie mismatch.

REFLECTION & ACTION ITEMS

Completion: Calculated caloric and all three macronutrient targets with a goal-specific adjustment. Coach: _____ Date: _____

WORKSHEET 65

Gameday Fueling Timeline Architect

Module 12: Performance Nutrition & Hydration for Basketball Players

Objective: *Plan exact meal times and compositions leading up to tip-off to maximize energy availability.*

Gameday fueling is timed fueling. The pre-game meal (3-4 hours out) loads complex carbs for sustained energy; the pre-tip snack (60 min out) delivers simple sugars for fast-available fuel without GI distress. Getting the timeline wrong leaves athletes either flat (under-fueled) or sluggish (digesting during play).

How to use: Build the gameday fueling timeline. Define meal times, composition, and fluid targets across the countdown to tip-off.

Time Before Tip	Meal / Snack	Composition	Fluid Target
4 hours	Pre-Game Complex Fueling	Complex carbs + lean protein	16-20 oz water
2 hours	Light top-up	Easy-digest carbs	10-12 oz water
60 minutes	Simple Sugars	Simple carbs / sports drink	8-10 oz water
10 minutes	Final prime	Sports drink / energy gel	4-6 oz water

Athlete-Specific Tolerances & Adjustments

COACHING CUES

Never try a new food on gameday — practice the fueling timeline in practice first.
 Simple sugars close to tip-off give fast fuel without sitting heavy.
 Hydration starts the night before, not the morning of.

Interpretation & Action Thresholds: Post-game, ask the athlete about energy at tip-off and any GI issues; refine the timeline per athlete based on real feedback — there is no one-size-fits-all gameday plan.

REFLECTION & ACTION ITEMS

Completion: Built the full gameday fueling timeline with composition and fluid targets at four time points.

Coach: _____ Date: _____

WORKSHEET 66

Sweat-Rate Hydration Equation Sheet

Module 12: Performance Nutrition & Hydration for Basketball Players

Objective: *Calculate precise fluid replacement needs to prevent dehydration-induced performance drops.*

Even 2% dehydration measurably reduces vertical jump, sprint speed, and shooting accuracy — and basketball athletes lose 1-2 liters per hour of play. Sweat rate is personal and must be measured, not guessed. Calculating it lets you prescribe exact fluid replacement that prevents the performance drop without over-hydrating.

How to use: Weigh the athlete before and after practice (minimal clothing, dry). Calculate sweat loss and prescribe the fluid replacement target.

Athlete: _____ Practice Duration: _____
 Date: _____

Metric	Value
Pre-Practice Weight (lbs)	
Post-Practice Weight (lbs)	
Weight Lost (lbs)	
Fluid Consumed During (oz)	
Total Sweat Loss (oz)	

$$\text{Sweat Loss (oz)} = (\text{Weight Lost} \times 16) + \text{Fluid Consumed} \quad | \quad \text{Target Fluid Intake Rebuild} = \text{Sweat Loss} \times 1.25$$

Target Fluid Intake Rebuild: _____

COACHING CUES

Weigh minimal and dry — sweaty clothes corrupt the number.
 Replace 125% of sweat loss — you always under-absorb relative to loss.
 Hydration is a performance variable, not just a health one.

Interpretation & Action Thresholds: Sweat rates over 2% body mass per hour indicate high-loss athletes needing a personalized hydration plan (including electrolytes); re-test across seasons as fitness and climate change.

REFLECTION & ACTION ITEMS

Completion: Calculated sweat loss and prescribed the fluid replacement target for the athlete.

Coach: _____ Date: _____

WORKSHEET 67

Tournament Weekend Meal Prep Guide

Module 12: Performance Nutrition & Hydration for Basketball Players

Objective: *Keep athletes properly fueled between games during multi-day tournaments or showcase events.*

Tournament weekends demand rapid between-game refueling: glycogen must be replenished, hydration restored, and the gut must tolerate it all under time pressure. Portable, easy-digest, carb-focused nutrition between games is the difference between a strong game three and a flat one. Planning beats improvising.

How to use: Build the between-game fueling guide. List portable snack options, timing, and fluid/electrolyte targets for the recovery window.

Time Window	Goal	Food / Fluid	Portion
Immediately post-game	Rehydrate + fast carbs	Sports drink / fruit	
0-2 hours post	Full glycogen + protein refill	Portable carb + protein	
2-3 hours pre-next game	Top-up easy-digest carbs	Simple carbs	

Between-Game Portable Nutrition Snack List

COACHING CUES

Portable and easy-digest beats 'perfect' on tournament weekends.
 Carbs first, then protein, between games — glycogen is the priority.
 Don't experiment on tournament day — use familiar, tested foods.

Interpretation & Action Thresholds: An athlete reporting flatness or cramping in late tournament games has a between-game fueling gap; refine the snack list and timing based on game-by-game energy feedback.

REFLECTION & ACTION ITEMS

Completion: Built a between-game fueling timeline with a portable snack list for multi-day tournaments.

Coach: _____ Date: _____

MODULE 13

Sport Psychology & On-Court Mental Toughness

Worksheets 68-71 · Two01 Basketball Academy — Coaching Academy Workbook

WORKSHEET 68

Clutch Performance Imagery Script

Module 13: Sport Psychology & On-Court Mental Toughness

Objective: *Guide athletes through structured visualization exercises to build late-game confidence and execution.*

The brain responds to vivid imagery similarly to physical repetition — visualization wires the neural patterns of clutch execution without physical cost. A structured imagery script (setting, sensory detail, successful outcome, emotional anchor) trains athletes to feel calm and confident in late-game pressure they haven't physically rehearsed.

How to use: Build a clutch imagery script. Define the scenario, the sensory details, the successful outcome, and the emotional anchor.

Target Scenario (e.g. down 2, 8 seconds left, free throws):

Imagery Element	Script Detail
Setting (court, time, score)	
Visual details (what you see)	
Kinesthetic feel (body, ball)	
Auditory (crowd, buzzer)	
Successful outcome	
Emotional anchor / focal word	

Practice Schedule (e.g. nightly, 5 min pre-sleep)

COACHING CUES

Make it sensory — the brain needs sight, sound, and feel, not just words.
Always end on the successful outcome — you're wiring confidence, not anxiety.
Pair imagery with a physical cue (breath, tap) to anchor it on court.

Interpretation & Action Thresholds: Athletes should rehearse the script 3-5x weekly; clutch-execution improvement (free-throw %, late-game turnovers) over a season confirms the practice is transferring.

REFLECTION & ACTION ITEMS

Completion: Built a complete sensory imagery script with a practice schedule and emotional anchor.

Coach: _____ Date: _____

WORKSHEET 69

Free-Throw Pre-Shot Routine Architect

Module 13: Sport Psychology & On-Court Mental Toughness

Objective: *Create a consistent, reliable pre-shot routine to lower heart rate and improve shooting focus.*

The free-throw routine is a self-regulation tool, not superstition. A consistent physical-and-mental sequence lowers arousal, narrows attention, and cues the motor pattern — all of which stabilize shooting under fatigue and pressure. The best routines are short, repeatable, and end on a single focal cue.

How to use: Architect a three-step free-throw routine. Define the physical reset, the tactile/count cue, and the final focal trigger.

Step	Element	Specific Action	Cue Word
1	Physical Breath Reset		
2	Tactile Count (e.g. ball spins / dribbles)		
3	Final Focal Trigger		

Routine Timing (target: same duration every shot)

COACHING CUES

The routine's power is consistency, not the specific actions.

Breathe to lower arousal — the free-throw line is a calm zone, not a pressure zone.

End on one cue word; after that, trust the training and shoot.

Interpretation & Action Thresholds: Track free-throw percentage before and after routine adoption; a meaningful improvement (3%+) under fatigue confirms the routine is an effective self-regulation tool.

REFLECTION & ACTION ITEMS

Completion: Architected a three-step free-throw routine with specific actions and a final focal cue.

Coach: _____ Date: _____

WORKSHEET 70

Arousal Regulation Breath Tracking Sheet

Module 13: Sport Psychology & On-Court Mental Toughness

Objective: *Teach athletes how to use controlled breathing to calm down and regain focus under pressure.*

Arousal and performance follow an inverted-U: too little or too much arousal degrades execution. Controlled breathing — specifically the 4-7-8 protocol (inhale 4, hold 7, exhale 8) — activates the parasympathetic system, lowering arousal to the optimal zone. It's a portable, drug-free tool for timeouts, free throws, and dead balls.

How to use: Teach the 4-7-8 protocol. Have athletes log anxiety before and after to confirm the tool regulates arousal.

Athlete: _____ Date: _____

4-7-8 Protocol: Inhale 4s → Hold 7s → Exhale 8s → Repeat 3-4 cycles

Trial	Anxiety Score Pre (1-10)	Anxiety Score Post (1-10)	Change	Context / Situation
1				
2				
3				

When Athlete Will Deploy (timeouts, FTs, dead balls)

COACHING CUES

The long exhale is the active ingredient — it triggers the calming system.
 Don't wait for full panic — deploy breath work at the first sign of rising arousal.
 Measure the change — proof builds the athlete's trust in the tool.

Interpretation & Action Thresholds: A consistent pre-to-post anxiety reduction of 2+ points confirms the protocol works for the athlete; if no reduction, check technique (full exhale length) and practice in lower-stakes settings first.

REFLECTION & ACTION ITEMS

Completion: Taught the 4-7-8 protocol and logged anxiety reduction across three trials with deployment contexts.

Coach: _____ Date: _____

WORKSHEET 71

Goal Setting SMART Matrix for Basketball Growth

Module 13: Sport Psychology & On-Court Mental Toughness

Objective: *Define specific, trackable performance goals for the upcoming season using the SMART framework.*

Vague goals ('get better') produce vague effort. SMART goals — Specific, Measurable, Achievable, Relevant, Time-bound — convert intention into a trackable target that directs training and motivates. Pairing a process goal (the daily action) with an outcome goal (the result) gives athletes both control and direction.

How to use: Define both a process goal and an outcome/performance goal. Verify each is SMART, then set the tracking method.

Goal Component	Detail
Process Goal (daily action)	
Performance / Outcome Goal	
Tracking Goal Level Target	
Specific (what exactly)	
Measurable (the metric)	
Achievable (realistic stretch)	
Relevant (to role/position)	
Time-bound (deadline)	

Review Cadence (weekly / monthly check-ins)

COACHING CUES

Process goals are controllable; outcome goals are motivating — set both.

If you can't measure it, it's a wish, not a goal.

Review cadence is what keeps a goal alive — set the check-in schedule.

Interpretation & Action Thresholds: Goals should be reviewed at the set cadence; a goal consistently missed needs either re-calibration (was it achievable?) or re-commitment (is the process goal being met daily?).

REFLECTION & ACTION ITEMS

Completion: Defined a SMART process and outcome goal with a tracking metric and review cadence.

Coach: _____ Date: _____

MODULE 14

Coaching Administration, Ethics, & Athlete Buy-In

Worksheets 72-75 · Two01 Basketball Academy — Coaching Academy Workbook

WORKSHEET 72

Emergency Action Plan (EAP) Template

Module 14: Coaching Administration, Ethics, & Athlete Buy-In

Objective: Create a clear, step-by-step safety plan for handling emergency situations during training sessions and games.

When an emergency happens — cardiac event, severe injury, concussion — seconds matter, and panic costs them. A written, rehearsed Emergency Action Plan ensures every staff member knows their role, where the AED is, and who calls 911. The plan only works if it's documented, posted, and practiced before it's needed.

How to use: Complete the EAP template for your facility. Define emergency contacts, equipment locations, and the step-by-step response.

Facility Address / Location: _____

EAP Element	Detail
AED Storage Location (with directions)	
Nearest AED distance / response time	
Medical Primary Contact (name & phone)	
Person assigned to call 911	
Person assigned to meet EMS / unlock doors	
Person assigned to athlete / crowd control	
Nearest hospital / trauma center	
EAP rehearsal / drill date	

Step-by-Step Emergency Response Sequence

COACHING CUES

The AED does no good if no one knows where it is — post the location visibly.

Assign roles by name, not by 'someone' — ambiguity costs seconds.

Rehearse the EAP quarterly — a plan never practiced fails when it matters.

Interpretation & Action Thresholds: Every facility the team uses needs its own completed EAP, posted at the venue and rehearsed quarterly; an incomplete EAP (missing role, contact, or AED location) is a liability, not a plan.

REFLECTION & ACTION ITEMS

Completion: Completed the EAP for the facility with all roles, contacts, equipment locations, and a rehearsal date.

Coach: _____ Date: _____

WORKSHEET 73

Scope of Practice Boundary Checklist

Module 14: Coaching Administration, Ethics, & Athlete Buy-In

Objective: *Maintain safe, professional boundaries by distinguishing performance training from medical diagnosis and rehabilitation.*

A performance coach is not a medical professional. Crossing the scope-of-practice line — diagnosing injuries, prescribing rehab for structural damage, clearing return-to-play — endangers the athlete and exposes the coach legally. Clear scope boundaries protect the athlete and ensure they get the right care from the right professional.

How to use: Review each scope-of-practice statement. Confirm understanding and identify the professionals to whom you refer out-of-scope cases.

Scope Statement	Confirmed	Refer To
Performance assessment and training only	☐ Confirmed	—
Does NOT diagnose injuries or structural tears	☐ Confirmed	MD / Sports Medicine
Does NOT prescribe medical rehabilitation	☐ Confirmed	PT / ATC
Does NOT clear return-to-play after injury	☐ Confirmed	MD / ATC
Refers all pain-reproducing movement out	☐ Confirmed	Medical
Maintains athlete medical/contraindication record	☐ Confirmed	—

Referral Network (named professionals & contacts)

COACHING CUES

When in doubt, refer out — 'scope' protects the athlete first.
 Diagnosis and return-to-play are medical decisions, not coaching ones.
 Build your referral network before you need it.

Interpretation & Action Thresholds: All six statements must be confirmed and the referral network named before a coach works with athletes; any unconfirmed statement is a scope-of-practice gap requiring closure.

REFLECTION & ACTION ITEMS

Completion: Confirmed all six scope-of-practice statements and documented a named referral network.

Coach: _____ Date: _____

WORKSHEET 74

Parent/Athlete Performance Value Presentation Pitch

Module 14: Coaching Administration, Ethics, & Athlete Buy-In

Objective: *Build a compelling case to clearly explain the long-term benefits of athletic performance training to parents and athletes.*

Buy-in is the coach's first job — a program the parent and athlete don't believe in won't be followed. A clear value pitch frames performance training in outcomes that matter to parents (durability, injury prevention, scholarship readiness) and athletes (vertical, speed, on-court confidence). Evidence over promises builds trust.

How to use: Build the value pitch. Define the key talking points, the metrics you'll track, and the commitment you ask of the family.

Talking Point	The Value You Deliver	Evidence / Metric
Durability / injury prevention		
Vertical & explosive power		
Speed & first-step quickness		
Long-term athletic development		
Scholarship / college readiness		
Mental toughness & confidence		

The Ask (commitment, frequency, expectations)

COACHING CUES

Lead with durability — parents care most about keeping their kid healthy.
 Show the metrics you'll track — proof beats promises.
 Frame it as long-term development, not a quick vertical fix.

Interpretation & Action Thresholds: A strong pitch earns commitment to the full program (not just the fun parts); if families consistently opt out of phases like mobility or deload, the pitch isn't landing — refine the value framing.

REFLECTION & ACTION ITEMS

Completion: Built a six-point value pitch with evidence/metrics and a clear commitment ask.

Coach: _____ Date: _____

WORKSHEET 75

Unified Team Performance Leaderboard Master Spreadsheet

Module 14: Coaching Administration, Ethics, & Athlete Buy-In

Objective: *Drive consistent player engagement and motivation through organized, friendly team competition.*

What gets measured and shared gets improved. A transparent team leaderboard — tracking vertical, strength, and agility — turns training into competition, which is the language basketball athletes already speak. Kept positive and developmental (not punitive), it drives engagement and makes progress visible across the roster.

How to use: Build the team leaderboard. Define the metrics, establish the ranking, and set the cadence for updates and recognition.

Rank	Athlete Name	Est. 1RM Squat (lbs)	Vertical Peak (in)	Pro Agility (s)	Total Score
1					
2					
3					
4					
5					
6					

Update Cadence & Recognition Program

COACHING CUES

Celebrate progress, not just leaders — recognize most-improved to keep everyone engaged.
Keep it positive — a punitive leaderboard destroys team culture.
Share it visibly — transparency drives the competitive engine.

Interpretation & Action Thresholds: Review the leaderboard each testing cycle; recognize both top performers and most-improved athletes to sustain motivation across the whole roster, not just the leaders.

REFLECTION & ACTION ITEMS

Completion: Built a team leaderboard with five tracked metrics and a recognition program for top performers and most-improved.
Coach: _____ Date: _____