To turn around an unsuccessful athletic program is the mark of a good coach. To maintain success once it has been achieved is the mark of a great coach. Few, if any, can match the dynasty built at Buna High School in the 50’s and early 60’s by M.N. “Cotton” Robinson. From 1954 until his retirement in 1963, his Cougar teams won 124 consecutive district games, had win streaks of 66 and 57 games and won seven state championships including undefeated seasons in 1956-‘57 and 1960-61. These achievements were not a result of cream puff scheduling or lean years by other teams in their district and conference. Buna would, and did, play all comers in non-district and tournament play including the best and biggest from higher classifications. But, to truly comprehend the dominance then and the influence on the game today, you have to better know the man in charge of the Buna Cougars.

Marshall Neal Robinson was born in 1925 in Centerville, Texas, and was a star player for Leon High School, graduating in 1943. Leon played in the final four his senior year and Cotton was named to the All-State Tournament team. After high school he enrolled in Southwestern Louisiana, played basketball and enlisted in the Navy. After his discharge in 1946 he finished his undergraduate work and played basketball at Sam Houston State Teachers College in Huntsville, graduating in 1948. That summer while working on the family farm in Leon, Cotton got a call from Bob Cummings, the superintendent at Buna. Mr. Cummings had heard good things about the recent graduate and wanted to upgrade a basketball program that had no previous success. Thus began a match made in heaven between M.N. Robinson and the students and citizens of Buna.

From that first 1948-‘49 season through the 1953-‘54 season, Coach Robinson began developing his plan of attack. Even though most young coaches have heard of the “Buna Offense,” the first thing Cotton built his program around was his defense. From those first Buna practices, the players were introduced to what Coach Robinson referred to as, “man versus man.” The philosophy included not reaching, no traps and no fouls. An emphasis was placed on ball pressure and pass denial, such that teams had difficulty running their offense and eventually self destructed. When the defense was extended to full court, which became the Cougar habit for the entire game, teams wore down while being frustrated.

Meanwhile, the offense began to take shape as well. In an interview in 1975, Coach Robinson said he had always favored a shuffle type offense but the zone defense made the shuffle cuts ineffective. He wanted one offense to run against man-to-man and zone so he settled
originally on a very patient single post set. Being a baseball enthusiast, he noted that each fielder always plays the same position on the field leading to expertise in that area. Likewise, he didn’t want his basketball players having to master the game from many positions on the court. Therefore, one man was the “ball handler,” the best scorer in the low paint stayed there, regardless of his height and the forwards and high post players practiced shots from those spots only and were master passers to the low post or other open players. Cotton’s total philosophy became, work on defense and rest on offense, taking only an open shot that you had practiced from your area thousands of times.

The results began to take their toll on the opposition. After a 22-15 season that first year produced a district runner-up, the Cougars improved to 30-8 district champions in 1950. Their final year in class B (smallest classification at that time) saw the Cougars go 41-3 while they were 37-6 the following year in class A ball. The 38-7 team of 1953 was district runner-up with a 12-2 district record, but that was the last time the Cougars would lose a district game for a decade.

Up until now, Cotton Robinson’s Buna program had the attention of the folks in Southeast Texas and a few others who got a glimpse of the Cougars. The 1953-'54 season would change that.

First, we must go back to 1951 when R.C. Hyden was hired to coach the Buna girls team. Coach Hyden used a double post set that started a dominance in girl’s basketball that resulted in a 347-38 record and four state championships until his retirement from coaching in 1961. As the two best friends and coaching legends shared ideas, the final pieces of the plan were in place. The Buna boys went to the double post offense and they finally leaped the final hurdle to fame by qualifying for the 1954 state tournament. That 44-4 team sent Buna fans into a frenzy and gave the rest of the state their first glimpse of things to come. After a close semi-final loss to the Sweeny Bulldogs, the Cougars won the 3rd place game to begin a string of 15 consecutive final four wins and serve notice that the Buna Cougars had arrived. Sweeny and its star player Russell Boone went on to win the championship game by 25 points, meaning that one break could have started the dynasty a year earlier. Instead, the 1955 team got the honor of being Buna’s first state champion. Their 43-4 season began a run of three consecutive championships. The reclassification to 2A in 1957 didn’t matter. By then, Coach Robinson challenged his teams with trips to the YMBL tournament in Beaumont and the Houston Jacees tournament among others loaded with talented teams from the highest classifications with taller, faster players. It mattered not as Cotton’s Cougars played their game developing even more patience and poise in the process. With the team now regularly making trips to the final four in Austin, Cotton wanted his boys to play the best competition and stay in a hotel in the process. In 1957, Buna could boast not only the 2A state champion but laid claim to the best team in Texas label. The Cougars beat the 4A champion Port Arthur twice and the 3A champion Smiley, plus the class B champion Big Sandy. That 40-0 state championship team was led by the Stanley twins, Pat and Don, who went on to star at Texas A&M. But, most of Cotton’s teams were led by players that were average when removed from the Buna system. His tallest player was 6'4” and several teams had players under 6’ in the post, including the 1961 state champs.

After the '57 team graduated, many thought that the Cougars were back to mere human status as the ’58 group went 22-18 and was eliminated from the playoffs after a 12-0 district run. But, in ’59 they burst back to the champion’s throne after struggling to a 31-15 season. The 1960 team was Coach Robinson’s last non state champion, going 30-10.

His last 3 teams so dominated their class, that only Cotton’s final team had a close game in Austin, beating Canyon 47-41 for the 1963 state title.

Then, after the 1963 season, M.N. “Cotton” Robinson retired from coaching at age 38. “The pressure I put on myself just wore me out. We were expected to win state every year, so I decided to retire,” Cotton said years later. “It got to where it bothered my insides a whole lot,” he said in 1975. But, the great ones are great at whatever they choose to do. Cotton went into
the insurance business with American Amicable and quickly rose to the top of that profession. He and his wife, Monte Sybil, ran a café that was located next door to their home for years. Many people in Buna thought he only bought the café so he could have an unlimited supply of ice cream, Cotton’s favorite dessert.

At Cotton’s retirement, held at the school football stadium to hold the huge gathering, the town presented him with a brand new Chevrolet and the players carried him off the field. As hard as they worked, the Buna players loved him because he always worked as hard as they did and his solid Christian values built a basketball tradition around family, church and education, and made him a perfect role model for everyone in the community. In addition to his wife, Cotton’s family included his two daughters, Lynda and Janice, both of whom became teachers.

More than 20 years after his last state championship, Cotton was diagnosed with stomach cancer and in 1986 he passed away at the age of 61. The town of Buna had lost an icon and the basketball world had lost a legend.

As we review the legacy of M.N. “Cotton” Robinson, those closest to him will remember all the little things that made him unique. He was part throwback to earlier times but was also way ahead of his time. The image of his snow white flat top haircut, his short sleeved white shirt and tie worn at all Buna games and his black horn rimmed glasses give a picture that they associate with perfection. Close your eyes and you can hear him refer to a lay-up as a “crip” shot, a free throw as a “free pitch” and of course his trade mark “man versus man” defense that put fear in every opponent. He got average young men to do extraordinary things without using profanity, with “cockeyed” being his strongest detrimental adjective.

The Buna offense is still utilized today and is almost always referred to as such, whether it is taught at a small high school or major college, in Texas or another state. It’s amazing that every other offense designed always ends up in the spots where Cotton’s players were placed. He simplified and perfected what the rest of the basketball world complicated. And Buna’s defensive rules and techniques are almost identical to modern day pressure defenses made famous by Bob Knight and Eddie Sutton to name a few.

Many have copied the entire system but the secret is demanding and receiving perfection, a talent Coach Robinson had that few could boast.

One who did use the Buna system in its entirety was Jimmy Horn. In 1961 Coach Horn was a junior high football coach that had the privilege to coach basketball under Cotton. After one year he took the system to Snook where another dynasty began and he passed it on to his brother Don, who passed it to Donnie Vicktorick. The result was 18 appearances at the final four and 10 state championships in 20 years. The system was copied by many more and is used to this day but present day coaches and players don’t have the patience to play it or coach it correctly.

While the Buna girls have returned to the final four the boys have not. Coach Jamie Harrison came closest losing in the regional finals. Coach Harrison is a disciple of Charles Breithaupt, who coached Jamie during a state championship season at Hardin-Jefferson. Charles grew up across the street from the Buna gym during Coach Robinson’s dynasty, and although he never played for Coach Robinson, he spent many hours visiting with him about the Buna system. “There will never be anything like him again,” said Dr. Breithaupt recently. “He was one of a kind that was very special to all who knew him. I feel privileged to have been able to watch those great teams of his and then learn the little details directly from the master himself.”

What else can the rest of the basketball world learn from Cotton Robinson? Neither he nor any of his players was ever assessed a technical foul during his entire career. The bottom line is to develop a system and coach it, get your players to play it and don’t worry about the referees and fans. Demonstrated by a legend and a humble gentleman, who can argue?
Steve Schmidt, Argyle High School

Steve Schmidt is a native Oklahoman, who grew up in a large family, with six sisters – no brothers. After graduating from Southwestern Oklahoma State in 1990, Steve fell right into the hotbed of girls basketball – the Texas Panhandle. Schmidt spent 13 years in the panhandle, where in his eight years of head coaching his teams found success in the playoffs six years. His family was then led to the small, but rapidly-growing area of Argyle (near Denton), where he begins his fourth season. The Lady Eagles experienced their first taste of the playoffs in Schmidt’s first year and have progressed each year since, culminating last March with the 2A State Championship. Steve and his wife, Michelle, have a six year-old son, Joseph.

Lady Eagle Standards
(in no particular order)

1. **Be punctual and be prepared to work** (and let us know when you can’t be). Being at practices, and being *ALL* there (body and mind), is very important to us. Being on time, if not early, is also stressed. Too many young people depend upon their parents to make sure they’re where they’re supposed to be, when they’re supposed to be there. We believe the middle school-aged athlete, and certainly the high school student, should be able to take on this responsibility. What kind of citizens are we sending to the workplace, if we don’t stress the importance of being there and being on time? Athletics gives us a wonderful opportunity to teach the lessons of punctuality. And when our kids are not going to be at practice, or will be late to practice, we expect a phone call.

2. **Be respectful to all** (whether you think they deserve it or not). It seems that our country is currently in a “Me-First” mode of thinking. While having a good sense of self-worth is great, we believe young people need to be shown how to respect each other. They may not like this person, but they will not be disrespectful. It is difficult sometimes to deter our kids’ feelings toward many of our rival schools, but while our kids are in uniform and under our supervision, we expect them to be respectful to all. Besides, motivation that comes through the power of a dislike toward a rival team will not get us far. Victories come from good athletes who are well-prepared and who go out and get the job done on the court, not from disrespectful cheering or posters in the stands.

3. **Take care of our facilities and equipment** (dressing room, gym, balls, clothes, buses, restaurants, etc.) Far too often young people are totally unaware of the work that goes into the maintenance and care of facilities and equipment. They frequently assume that it’s not their problem. “That’s the janitor’s job!” Ever hear that? Our coaches are instructed to make sure that the kids know it is THEIR gym and THEIR locker room and THEIR bus. So they must do THEIR part in taking care of these items. I’m sure Argyle girls have not been perfect in this area, but I can say that the coaching staff makes it a priority to teach this lesson through the venue of athletics.

4. **Don’t talk to officials unless asked to do so.** We have one or two speaking captains for each game. A coach should use those players to communicate with the referees. Too many kids seem to think it is okay to question the officials on every call. We don’t want our kids to lose focus on the game by spending wasted energy talking to officials. A player that breaks this rule will be quickly benched. Along this line, ANY technical foul called on ANY of our players means that player will come to the bench, even if it appeared to be unwarranted. This is meant to be a “cooling off” time for the player, and to let the officials know that we respect their authority on the court.

5. **Hustle on and off the court.** I know it is more fashionable these days for players to walk, or even strut, on and off the court, and take all day tucking or un-tucking their jersey as they make
their way on or off the court. I want players who are eager to get out there and play. I’ve had a handful of players who’ve tried me on this one and they often find out that not only did they lose out on that opportunity to go in, but they might not go in for the remainder of the game. Our players are also instructed to jog down the court for free-throws, and off the court when they’re being subbed out, and during timeouts or breaks between periods. We’re pretty big on making the most of our time.

6. **Understand appropriateness.** Regarding language, dress and grooming, humor, etc. We see many opportunities to teach kids about what is and isn’t appropriate for the setting and situation that we’re in. As I begin my 17th year in the business, I see more and more the need for young ladies to have some assistance in this area. The lyrics in the music they listen to, the things they’re allowed to wear, the things that they are exposed to on the computer, all these cultural changes we’re seeing have made a drastic change in what young American females believe is appropriate. I don’t think we can change the world, but we can certainly help our athletes.

7. **Pick up teammates** (physically and emotionally). We’ve been in the Me-generation for as long as I can remember now and it doesn’t look like it’s going away. Athletics presents many situations that can show kids that looking out for each other is the better alternative. Boys have always seemed to make the effort to go and help a teammate up off the ground. I don’t see that in girls nearly as much, so it is an act that must be taught. We’ve set up drills where helping a teammate up off the floor is part of the exercise. The girls just don’t seem to notice it if you don’t point it out to them. More importantly is the emotional pick-ups that are needed throughout a long season of basketball (even the winning seasons seem long at times). Check on your kids’ spirits on a regular basis and encourage teammates to do the same. It would be wonderful if we were all self-motivated and had a fantastic feeling of self-worth all year long, but there will be times when a teammate will need a boost.

8. **No degrading of underclassmen.** Yes, this falls under the “be respectful to all” heading, but I believe in our day and age especially, that this rule needs to be made clear. Picking on underclassmen has gone on for a long, long time and will probably never go completely away from our society, but coaches should all do their part to emphasize the importance of this rule in their program. It simply cannot be tolerated, and certainly should not be ignored by professionals who want to continue in this profession.

9. **Deal with your coaches face to face, whenever possible.** We believe that athletics often presents an opportunity for young people to grow and mature by facing some situations one-on-one with their coach. Probably most of our kids, up to the point where we begin working with them in the 7th grade, have had their parents fight all or most of their battles for them. We emphasize to the girls that we would appreciate them coming to us first, with any problems that they are facing in athletics. It is certainly not an easy step to take, but I believe it will be extremely beneficial to them in the long run. If the situation is just too difficult or awkward to face without another adult, we of course do not punish them or hold it against them.

10. **SPORTSMANSHIP** (No excuses, no discussion needed). Coaches sometimes may feel they are facing a losing battle, with all the displays of poor sportsmanship on television, the screaming from the stands, the “win at all costs” mindset of our culture. And, yes, coaches must sometimes point the finger at themselves when we wonder why our kids show bad sportsmanship. Also, girls basketball has become extremely physical and usually rough. This type of play, if that’s how it’s going to be officiated, is fine – but playing dirty is not okay. Many players walk a fine line in this regard, and coaches must take action to make sure the players know what will and what won’t be tolerated.

11. **The team comes before me, you, and any individual.** Easy to say, tough to do. Especially tough to maintain this motto day after day, throughout the 3 to 4 month season. I feel like this is the #1 reason our team was able to dominate 2A basketball last season. Yes, we were very talented. But we had some serious land mines just waiting for one of us to begin to try and put “I” before “TEAM”. It did not happen. We were fortunate enough to win the championship. And every individual (players, managers, coaches) had a wonderful experience that will never be forgotten.

12. **Keep it in the family** (whenever possible). All families (including teams and coaching staffs) will struggle through difficult moments living in the ups and downs of our world. We believe it
is best for families to work out their problems on their own and not put it out there for everyone else to see and hear. When a situation comes up with two or more teammates having a problem, we like to lock them up together and make them face the problem and get it worked out. Same with coaches. Coaches must support each other. When they have an issue, get the discussion going immediately and come to an understanding. Don’t take it out to the public (even to Dr. Phil) and don’t let it fester.

Doug Barncastle, Martin’s Mill High School
Doug Barcastle graduated from Holliday High School and Midwestern University before becoming an assistant coach at Richardson Berkner for 4 years. He then moved to Princeton as assistant for one year before being named varsity coach at Martin’s Mill. In his first year the Lady Mustangs were 34-3 Class A state champions. Doug and his wife Vicki have two daughters, Jordan and Shawnda.

Zone Set Series
I like to run sets against a zone to the weak side. I have stolen a lot of different sets from people that I thought had some good ideas and composed them into a series. I call the series “baseline”. The options are as follows:

Baseline
01 will pass to 05 that has stepped out to receive the pass with back still to the basket. 01 will run off of of the 05 post as if he/she was to take a hand off running to the 3 point/baseline.

On the pass 04 will slide down to the block for a double screen to the 03 guard. Remember that the 05 post still has the ball and has faced the bucket. 05 post will make a strip pass to the 03 guard on the weak side for 10-20 fast shot.

Baseline Push
I have added tries for teams that are getting hit with the 3 or 15 footer and now they are our committing and running at 03. All the action is the same except when the 05 post makes the skip to the weak side 03 guard.

Once the 03 post makes that skip pass, he/she will head straight to the baseline on their side. When 03 catches the ball 02 will step to short corner and 04 will zipper cut to mid post.

03 will pass the ball to 02 and while this action is going on, 05 will be inside (basket) pinning the base defender on their side.

02 will step around bounce pass to 05 on the weak side for the somewhat easy basket.
Baseline Dine
This was added to keep the base middle defender honest, and try to take advantage of the weak side base defender. All the action is the same of baseline until the skip is made to the 03 guard.

Once 05 makes that skip pass to 03 he/she will head to weak block. When 03 catches the ball 02 will stop to short corner and 04 will zipper cut to mid post.

03 will pass to 02 and when 02 catches the ball 04 will dive in front of the bucket for a lob pass from 02. If the weak side base defender commits to 04, 04 touch passes to 05 for what seems like an easy bucket.

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Tom Inman – Plano High School
Tom Inman is a native of Ottowa, Illinois, graduating from high school in 1981. After graduating from the University of Illinois-Urbana Champaign with a BS in finance, Tom migrated to Texas in 1985. He then decided to go into coaching and received his teaching certificate from East Texas State and did his student teaching with Ron Powell at South Oak Cliff. Coach Inman begins his 18th year working in Plano ISD, the first 10 as an assistant to coach Stan Hicks. In his 7 years as head coach, Plano has sent 6 players to DI universities and won the 5A state championship in 2006.

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PLANO BASKETBALL – Commitment to Excellence

When Rick Sherley asked me to write an article for the TABC Chalk Talk, I pondered over what to write about. I doubted that Plano ran the matchup zone much differently than anyone else and I doubted that we run our 1-4 high much differently than anyone else runs it. I know I was blessed with a lot of good players, but I feel like we did a good job last year as a team of doing something that many teams find difficult, if not impossible, to do – get players to both define their roles and accept them. Then most importantly, use their individual strengths, however they may fit into the grand scheme of the team, to make the team better.

I had the pleasure of coaching a kid whose name most of you probably don’t recognize. Unless you are the kind of guy who knows that teams are made up of the blue collar guys “glue guys” if you will,
who do the little things that your higher profile superstars often don’t do, then you probably didn’t notice him.

The young man’s name is Lawrence Mann, Jr. and he was the guy that did all those little things that made it possible to win a state championship. Early in Lawrence’s life it became obvious that the most talented of the “three amigos” (himself, Joseph Fulce (Texas A&M) and Eric Zastoupil (West Point)) was going to be Joseph Fulce. It also became obvious, as I coached the group through high school, that Eric was more skilled than Lawrence. One thing to keep in mind is that while I have made these two comparisons, Lawrence is a very good player and has very good skills. The problem is that Joe is a great player, and Eric had ridiculous skills for a 6’8” kid.

The reason I give this comparative information is that, while Lawrence is a very good player, he was clearly the third option of the “three amigos”. The reason I do this is to give the background on how difficult it could have been (and how easy Lawrence made it) to sell the idea to a player as good as Lawrence that he needs to succumb to the team.

To back track a little bit, one of my biggest philosophies is that balance and depth are the two critical components of all championship teams. Like Chuck Daly, former championship coach with the Detroit Pistons, used to say, “If you cut off the head, the body dies…” in reference to defeating a great opponent. Early in Michael Jordan’s career with the Chicago Bulls, Detroit had Chicago’s number as the Bulls were a very imbalanced team. As Michael embraced his teammates, and his individual scoring went down, they became harder and harder to beat.

In fact it went so far as to Michael subscribing to the playoff mantra, “Make sure to feed the animals” early in a playoff game. What he was referring to was making sure Bill Cartwright got several touches early in the game. What he was referring to was making sure Bill Cartwright got several touches early in the game. The significance of this is two fold: First of all, it got the big involved (making it more likely that they will continue to be active throughout the entire game). Second of all, a player who Michael held in total contempt early in his career (for being lazy, soft, untalented, or whatever other adjective Michael might direct at Cartwright with scorn) was welcomed in to the fold as Michael knew that the balancing effect of having other scorers (Pippen, Kerr, Horace Grant and Cartwright come to mind) took the load off of himself and forced the opponent to guard each of his teammates (giving him single coverage). As the Bulls morphed into a better and better team, they finally got over the hump with the Pistons and the rest is history...

Back to our team, the only problem bigger than selling Lawrence on his role (as the best dang 3rd option in Texas basketball) was what happened next. After cutting a senior point guard (who couldn’t buy into the fact that he was our 4th best player and put himself before the team) we got the blessing of all time when a point guard named John Roberson moved into Plano. Now with John rivaling Joseph as our most talented player, Lawrence became our 4th option.

This not only stung his ego, it changed the dynamics of what he needed to bring to the table. As our fourth option (the Horace Grant of our metaphorical Bulls) he knew (but more importantly reinforced during several talks we would have per week) that not many times would things be “run through him”. With a point guard as good as John, Lawrence knew that if he was open he would get the ball (John is one of the best distributive point guards I have ever seen) but he wasn’t our first option.

I would occasionally ask Lawrence, during the pre-season in particular, what he felt his role was. Whether he like d it or not, we agreed that his role involved the following things:

• Be our best “long” defender (Lawrence is 6’5” with 39” sleeves)
• Rebound like a mad dog
• Stay active on the floor, particularly the O boards
• TAKE THE BIG CHARGE

When you watch our championship game against Kingwood, he did all of those. He shut down Mike Singletary, after Mike’s fast start in that game, rebounded like a mad dog, and took the big charge late in the game against Nic Wise.

A guy like Lawrence could have been the first or second option at almost any school he may have transferred to, but buying into his ability to contribute to being part of a great team was more important to him that the big gaudy numbers that some players crave so much.

My hat is off to Lawrence, and all the tough, blue collar guys in the game (my true basketball warriors) like Ben Wallace. Something has to make one degree of separation between good and great teams, and I feel it is you.
Note: One tool we use in the offseason is to ask our players to rank their teammates #1-13 (or whatever number you keep) while not disclosing the criteria. Let them rank them and then compare their individual lists to the team averages. What you are looking for is a player who has a major disparity between how he sees himself and how his teammates see him. Also ask them to make a list of who would get one shot to win the game (7 seconds left, down won and in a timeout) numbers 1-5. Again, compare their rankings to those of his teammates.

To keep track of how they vote (critical issue is to NEVER tell other teammates what the others voted) is to lightly write their jersey number on the back of the piece of paper you give them. Meanwhile tell them it is anonymous (they will be more honest if they think you don’t know who wrote what).

Teresa Durham, China Spring High School
Teresa Durham grew up in West Plains, Missouri. She received her B.A. and M.Ed from Harding University in Searcy, Arkansas. She has coached for 17 years in several different schools. These include: Klein, Brady, Dalhart, Joshua, Kennedale, and Overland Park, Kansas. For last six years, she has been in China Spring. The Lady Cougars have been in the play-offs the last three of those six years, with the Lady Cougars bringing the 3A State Championship home to China Spring.

CIRCLE MOTION OFFENSE
Through the years at China Spring High School, we have run three different motion offenses along with several set plays. The Circle Motion is one that we have used to combat pressure defense and that does not require physical screening. Our teams have done well with this offense because it has given us a chance to spread the floor, and use slash cuts to the basket. This offense does not require kids with great speed, and it allows you to take advantage of teams who try to deny passing lanes and prevent ball reversal.

Teresa Durham
Head Girls Basketball Coach

BASIC ALIGNMENT

#5 AND #4 are lined up at the 3 pt. line.
#3 and #2 are lined up on an angle two steps from #5 and #4. It does not make any difference which sides players line up on.

Both #5 and #4 set upscreens on #3 and #2 respectively. The actions starts as #1 breaks down the middle. These cuts are run in a circle. The pass to the man curling into the middle will be available if the defense trails.
After the curl cuts are run, #2 and #3 will break out wide. #4 and #5 step back. After the entry pass, #1 makes a slash cut to the basket at an angle. She is not screening.

#1 makes slash cut to the basket. #4 times her cut to rub off #1's cut. #2 takes her man low and then rubs his man off #1 and #4 to come high to the top of the key. (L cut) #1 is not screening for #2.

#1 pops to the wing. #5 reverses the ball to #2, who reverses to #1. #4 sets an upscreen for #5 who can go either way off the screen. NOTE: #5 does not run shuffle cut UNTIL the ball is reversed to the opposite wing. OPTION: If teams switch on this cut, #4 seals her man and comes directly to the ball. We then look Hi-Low (#4 to #5)

If #4 does not receive the pass, she will accept a downscreen from #2. #3 rotates up to the wing. #2 fills the corner. #5 gets wide.
#4 receives the pass and then reverses the ball to #3. #4 makes a slash cut. #1 makes a cut off of #4’s back. #5 makes the L cut to the top of the key.

#3 passes to #5 who passes it to #4. #3 runs the shuffle cut off of the screen set by #1. #5 downscreens for #1. #1 pops to the top of the key, and #2 rotates to the top. The same actions occur on both sides of the floor.

**BACKDOOR OPTIONS**

From the basic set, #5 and #4 screen for #2 and #3, who make their circle cuts. #4 and #5 step out. If the defense pressures the initial pass to #4 or #5, then they make a back door cut. #5 would cut right to the rim. If she did not receive the pass, #3 would cut and fill #5’s spot, and #5 would replace the spot opened by #3.
BACKDOOR OPTION #2

The initial curl cuts are run. #1 passes and runs a slash cut. #4 runs the shuffle cut off of #1. #2 runs the L cut to the top of the key. If #2 is pressured as she reaches the top of the key, she plants and cuts straight to the rim. #1 would get to the wing quickly and then replace #2 at the top of the key, and #2 would simply replace #1.

SLIP SCREEN OPTION

The initial circle action is run. #1 passes to #5 and runs the slash cut. #4 runs a shuffle cut off of #1. #2 runs an L cut to the top. #5 reverses the ball to #2 who passes to #1. When #5 starts to make the shuffle cut and sees the defense cheating, #5 will fake going underneath and use the downscreen set by #2. #1 passes to #5. #2 would then go to the corner. #4 would continue on to the opposite corner, and now you are in your basic...
Doug Boxell, Ponder High School

Doug Boxell is a veteran of 26 years in coaching. After serving as an assistant at Lake Dallas (3) and New Caney (1), he had head coaching stops at Santo (5), Alpine (1), Neches (1), Lampasas (2), Sudan (2) and Ponder (11). His 2006 Ponder team was 33-7 class 2A runner-up. Through all the moves the gym has always been home. Doug and his wife have four boys and the entire family is involved in basketball. Zach has coached for 9 years and is at Nazareth, Lance coaches in Krum, Layne is a player at Lubbock Christian and plans to coach. Isaiah is a sophomore varsity player at Ponder.

Ponder Drills

The Ponder Coaching staff, Doug Boxell, Steve Young, and James Holt, would like to thank TABC for the opportunity to present some ideas that we feel have helped make our program a success. We, like many other coaches, stress fundamentals, but we try to run most of our drills to relate to game situations.

This past spring the coaching staff felt we needed to really concentrate on passing to the post. Every day we ran this drill that we borrowed from Texas Tech camp. In this, we added a few changes to help our players.

*Texas Tech 3 man weave drill: Do this sequence to begin drill (right or left) 3 lines-1/2 court-run weave once*

- 1 passes to 2, 1 goes behind 2
- 2 passes to 3, 2 goes behind 3
- 3 passes to 1.

1. One on One: Do sequence, then
   - 3 will close out on 1, and play one on one
   - 2 will play help side defense

2. Backside Block-out: Do sequence, then
   - 1 will shoot uncontested shot
   - 3 will go and block out 2 on backside block
3. Flash: Do sequence, then
   • 1 looks to pass to 2 on flash
   • 3 chest-up and defend flash
   • Then play one on one

4. Post Entry: Do sequence, then (Use a Post player on the block)
   • 3 will play defense on 1
   • 2 will defend Post

5. Lob: Do sequence, then
   • 1 lobs to 5
   • Teach 1 to make lob pass, starting pass above head, drop pass on top of Post
Point – Post – paint drill:

Point – Post pass
1. Point penetrates to paint-stop-bounce pass to post
2. Post steps in paint as soon as point steps in paint
3. Post turns shoulders to basket – ready to catch and score.
4. Repeat

Coach Young and I have known each other since grade school. Before he coached at Ponder he ran our spring, summer and fall teams. He has coached at Ponder the last four years as the JV and 8th grade coach. During that time he has had three junior high teams go undefeated and last year’s JV team was 29-2. He was also named TABC Coach of the Year for Junior High 2004.

Now Coach Young will present “Meet the Pass” Drill:

Timing between offensive players and defensive positioning to disrupt that timing are important aspects in a basketball game. We want to break down each step in being a successful offensive and defensive player in our practices.

A simple drill we use to simulate game situations is called “Meet the Pass”. It serves many purposes for us including: timing between guard and wing, working to bring the ball up against pressure defense, working to get open to receive a pass, defensive positioning on the passer and receiver, back door cuts, and one on one moves once you receive a pass. You can work the right side of the floor, then the left, or alternate sides every procession depending on how many players you need to utilize in the drill. You begin with a ball handler at half court on the right or left side of the floor, with a defender guarding him, and a wing on the same side of the floor with a defender
on him as well. The ball handler must advance the ball into a good passing area, deliver the pass to his teammate on time and in the right location, then work away. The wing must work to create space to be open to receive the pass on time, then square up in a triple threat position. You may just use that portion of the drill only and rotate, or have the wing go one on one against his defender on that side of the floor. As the drill progresses, overplay and deny the wing, working on faking the pass outside and hitting the wing on the backdoor cut to the basket.

There are many variations you may want to put in to work on other passing situations such as guard to guard, guard to post, etc.

**Coach Holt played high school basketball at Decatur High School and graduated from the University of North Texas. He has been in charge of our 7th and 9th grade teams the last two years. Coach Holt was named TABC Coach of the Year for Junior High 2006.**

Now Coach Holt will present three shooting drills that we feel really help prepare our players.

A good offensive drill that we use is “3 on 2 skip.” In this drill, we are looking to work on making good passes, moving the ball quickly, spacing, penetrating and kicking out to open teammates, and working for uncontested shots. This drill also simulates offense against a 2-3 zone. To set up the drill, have 3 offensive players around the perimeter, one at the top of the key and the other two at the wing or the corner. There are two defenders, one that will take the ball, and the second that will take the next pass. When the offensive players move the ball around, the defensive players will move so that one person will always be on the ball, and the other taking the next pass. Offensively we want to move the ball around quickly and crisply making the defense have to work. We want to use them to us pass fakes, shot fakes, and skip passes in order to keep the defense off-balance. Our goal in the drill is to have one of the offensive players find a good time to penetrate and get in the “paint.” Once the offensive players find a good time to penetrate and get in the paint and the defense collapses, he kicks the ball out for an uncontested 3’s. Have them rotate to each offensive position and then to the two defensive positions.

Two good shooting drills that we use are “5 spots make 3” and “5 spots make 3 in a row.” For “5 spots make 3,” you need a shooter, a basket, and a rebounder. We use five spots about 15 feet from the basket: 1 on the right baseline, 1 on the right wing, 1 at the free throw line, 1 on the left wing, and 1 on the left baseline. The player has to start on one of the baselines and make 3 uncontested shots from that spot before moving to the wing shot. He then has to make 3 from the wing before moving to the free-throw shot, and so on for the other wing and baseline. We give them 2 minutes to make 3 shots from each of the 5 spots. The player’s goal is to have the least amount of shots in order to complete all five spots for the entire team, with 15 being the lowest possible score. In “5 spots make 3 in a row,” it is set up the same, but this time the shooter has to make 3 shots in a row before moving to the next spot. He still gets 2 minutes to make 3 in a row from each spot and is still trying to get the lowest possible score. A good way to change this drill to more of a game situation drill is to make the rebounder contest the shooter on each shot. Have the rebounder stick one or both hands up but not block the shot.
In conclusion, I would like to thank all the coaches who have been an inspiration and help to me. First, my high school coach Dan Price, who I worked with at New Caney High School. He taught me how to organize practices and helped me to believe that anything is possible. Jerry Page, former coach at Lake Dallas, taught me the fundamentals of the game. Mike Bridges, Troy Hamm, LeRoy Larson, Charles Hearne, Dan Harris and many others, whom I have watched from afar and admired, have helped me understand the game a little better. Finally, we would like to leave you with these last words that I heard Coach Larson once say, “If you win every game, at the end of the season, you will be UNDEFEATED.”

Thanks again, if we can help you in anyway, don’t hesitate to call or come by and see us.

Coach Boxell & Staff
Ponder Lions

Rob Shapiro, St. Mary’s High School
Saint Mary’s Hall is a private school located in San Antonio. Saint Mary's Hall has proudly served the educational community in San Antonio for the past 127 years and is currently a member of the Southwest Preparatory Conference. This is the third year for Coach Shapiro and Coach Tony Terrell. In the three years at SMH they have compiled an 81-21 record, 1 zone title and an SPC D-2 Championship. They have also won two FT % titles and one 3 point title. They have had two players named TABC All-State and Academic All-State. Coach Terrell won the TABC Assistant Coach of The Year honors this past year. Coach Shapiro is a member of the TABC Board and has coached at Schriener University, Saint Mary’s University, The University of the Incarnate Word and Alamo Heights.

St. Mary’s Hall Basketball

My first duty in writing this article is to thank all the people, players, parents, administrators and coaches who have helped our program get to where it is today. I would especially like to thank Charlie Boggess, Buddy Meyer and Mel Barborak for putting up with me as an assistant coach and imparting their vast knowledge. As with all of you I have stolen 99.99% of what we do at SMH. These guys helped me formulate what we want to accomplish as team and program. I owe them and many others for any success we have had or might have in the future. I have also had the chance to have a good friend as my assistant coach. Tony has played a large part in the building of our program. Thanks are also due to my wife Ann and my family who put up with the highs and lows during a long season.

FAMILY

In this article I want to touch on specific ideas that we implement in our daily practice routine.
#1 Free Throws: We make at least 100 every day and we run a great drill to emphasize them. The drill is called 16 3-2-1’s. The drill is simple and effective. We give the players 7 minutes to complete 16 one and one situations. If the player misses his first, he must run three down and backs. If he misses his second he runs 2 and if he makes them both he only runs one. At the end if a player has not completed 16 one and one situations you can make him do push ups for the amount not completed. For example CJ has only completed 13 he has three 3 left so we 3x5 and he does 15 push ups. We do this drill in the middle of practice and at the end. It is a great conditioner and it puts the player in a real world FT situation. In our 3 years here we have shot 70.1, 73.2, and 74.8% as a team. Charlie Boggess and Alamo Heights whom I stole this drill from have shot 70% on average for the past 27 years.

#2 Defense: Defensively we are fairly aggressive and we try to move the offense where we can handle them. We want to put them in situations where we know their options and therefore limit them. We run Shell drill every day with various aspects, but we run it every day for at least 10 minutes. It is a staple and should not be ignored. One of the most effective defensive drills we run is called Box. We want our defenders to keep their player in a box. We get the players to visualize this by putting tape down the midline of the floor. This divides the court into four quadrants. Once an offensive player enters a box the defender can not allow the ball on the dribble to go to another quadrant. The idea is to push the offensive player sideline and baseline. This makes the box he has to defend smaller (diagram A) as the offensive player moves down the floor towards the baseline. Eventually we push to trap or push a player into post defenders. The drill begins at ½ court towards the sideline and the offensive player must try to dribble across the midline (diagram B). The defender must stop him from going across the midline. This sounds easy but the defender must also not allow him to score. The offensive player will try to get to the midline when he gets cut off he will try to get to the hoop. The drill is almost impossible but it forces the defense into a mind set of not allowing the other team to turn the ball. Think about how often we all yell “turn the ball” and if we can stop a team from changing sides of the floor then we have clogged up the offense. It is a tough drill but very rewarding and beneficial.

#3 Offense: We want to put as much pressure on the defense as we possibly can. We all use the term pressure defense; well we talk about pressure offense. We believe that a defense can not take away all the options in an offense. We want to force an issue where the defense would least like us to go. We try on offense to put players in situations where the will succeed. In this situation we had a young man who shot 50.8 % from three point range as a senior (144-279). We also had a forward who set great screens and could catch the roll pass. Finally we had a quick PG who could turn the corner or make the correct pass (he had 300 assists and 87 turnovers as a senior). We happened to be watching a Duke game where they ran a play for Reddick so we stole it, adapted it and off we went. It became a successful play for us that we would run multiple times during a game.

Stack your best pick and roll player. He does not have to be a big ours is 6’1…he just has to be able to screen. You best shooter is set up underneath the screener. They both should face the other basket and get tight. The PG is in line with them. The other two are lined up FT line extended wide. The PG declares a side and then dribbles back to the stack. They have now turned and are setting a double screen. As the PG crosses the double the top guy rolls hard down the middle of the lane and the 3 point shooter steps out behind. The PG may also look to turn the corner to score for a draw and kick (diagram B). It is important to line the stack up with one above the 3pt line and one below. The underneath man needs only to take one step to be outside the three point line and take his shot.
Thank and you and I hope that you all have great season. If you have any questions or suggestions please call me at 210-363-4007. Please remember to recruit for the TABC. We would love to see our membership increase as it bolsters what we are able to do as an organization. Once again take care and have a great year.

Tory Bryant, Lubbock Trinity Christian

Tory Bryant is entering his third season at the helm of Lady Lion Basketball. In his first 2 years he guided LTC to a 65-11 record and back to back TAPPS 4A state championships. Coach Bryant is a native of Plainview and was an all district player on the 1994 class 4A state championship team. He then played at Sul Ross and completed his degree at Texas Tech. He received his masters at West Texas A&M and was a college assistant for 5 years. Coach Bryant and his wife Lee have been married for 5 years and have a one year old daughter, Devyn Faith.

Arizona – Out of Bounds Sideline Series

TO THE TOP – ARIZONA (T)

Set A - 1 takes the ball out. 2 & 3 set up on the weak side block and elbow, 4 & 5 set up on the ball side block & elbow.

Set B - 5 & 4 set cross screens for 2 & 3. 1 passes to 2. As the ball is in the air from 1 to 2, 4 sets a ball screen on 2’s man.

Set C - 2 attacks coming off the ball screen looking to get to the rim. If 2 cannot get to the rim he/she dribbles to the right wing as 4 rolls to the ball side block. 2 is looking for post entry to 4.

Set D - 5 & 3 set a double staggered screen on the weak side for 1. 1 is looking for the pass from 2 for the shot.

Set E - If 1 cannot get the shot he/she looks for the hi-low entry to 5.
TO THE CORNER – ARIZONA (C)

Set A - 1 takes the ball out. 2 & 3 set up on the weak side block & elbow, 4 & 5 set up on the ball side block & elbow.

Set B - 5 & 4 set cross screens for 2 & 3. 1 passes to 3. As the ball is in the air from 1 to 3, 5 sets a ball screen on 3’s man.

Set C - 3 attacks coming off the ball screen looking to get to the rim. If 3 cannot get to the rim he/she dribbles to wing as 5 rolls to the ball side block. 3 is looking for post entry to 5.

Set D - 4 & 2 set a double staggered screen on the weak side for 1. 1 is looking for the pass from 3 for the shot.

Set E - If 1 cannot get the shot he/she looks for the hi-low entry to 4.
Tommy Penders, Angleton High School

Tommy Penders starred at Westlake High School before playing for his father at the University of Texas. After two years in the business world he served as an assistant at Rhode Island University and George Washington University. His first head coaching job was at Port Lavaca Calhoun and in 2004 he was named head coach at Angleton. His first Wildcat team was a district champion and last year they reached the final four and posted a 34-4 season record. His dad Tom is presently the coach at the University of Houston. Tommy and his wife Jennifer had their first child Mattingly, last spring.

Preparing High School Players for College Basketball

Having spent my entire life as the son of a Head College Basketball Coach, I have been blessed with the opportunity to see what lies ahead at the next level. Throughout the years, I have seen many student athletes make the jump from the high school level to the college level. Unfortunately, I have also seen many capable young athletes never reach their goal of becoming a College Basketball Player. In many cases, this pitfall could have been avoided. There are several ways in which we, as coaches and mentors must assist these student-athletes in their path toward success at the college level.

As a former Division I player and Assistant Coach, I have learned some things that I would like to pass on in order to help familiarize you with the recruiting and player development processes. In order to make college opportunities attainable there are several items that must be taken care of academically, on the court, off the court, and finally in the recruiting process.

Academics

If you are fortunate to ever have a player who can play at the next level, you will hear immediately: “Is he/she qualified academically.” The worst thing we can say is, “I am not sure.” Foremost, a player must fulfill certain academic requirements to be eligible at the Division 1,2,3, and NAIA levels. Always remember, if a player is not qualified, there may be an opportunity lying ahead at the Junior College levels. The common mantra is that JC’s do not afford quality academic and athletic atmospheres for student-athletes. This is simply untrue. In fact, there are many outstanding coaches and programs at the JUCO level and this opportunity must not be ignored. This may be the only path for the student-athlete to succeed and the competition is at an extremely high level. There are four important steps to take in making sure a student-athlete is at least afforded the opportunity to qualify for college:

1. Make sure the senior registers for the NCAA Clearinghouse (www.ncaaclearinghouse.net) This organization plugs the student’s GPA in the 14 Core Classes to help determine eligibility. Not sure if a certain class is a core class—the site has a program that finds out exactly what courses at your high school count. Note: the NCAA is requiring 16 core classes for the class of ’08.

2. Make sure your student athlete takes the SAT/ACT in the spring of his/her Junior year. The higher the core GPA—the lower the score needed to qualify and vice versa. All score requirements are posted at the above website. One important notice—the SAT now has a writing component. This part is not counted in the NCAA Clearinghouse. Simply add the critical reading and math scores and that is the SAT score according to the clearinghouse.

3. Keep checking on your student’s progress. Does he/she need to raise the SAT/ACT score? Is the student going to need to take the test again? Does the athlete have enough core courses to qualify? Although guidance counselors are very skilled at their jobs, most are unfamiliar with the NCAA qualification process. We need to check ourselves to make sure business is being taken care of by the student.
4. Be helpful with interested colleges. If they need transcripts, contact the guidance department and furnish them with one. If you do not help the colleges, they will think you are hiding something.

While some of these guidelines may seem trivial, I can guarantee you they are of the utmost importance. I spent many a day during my recruiting days pulling my hair out nervously awaiting a transcript only to find the student did not have the correct amount of core courses, or the SAT score was computed incorrectly. That is probably why I have no hair right now.

**On the Court:**

One of the things I noticed as a college coach is how many fine high school coaches there are. Upon my move to Texas high school coaching, I can tell you there are so many good coaches out there pushing their players to high levels of excellence. If you have a player who has the potential to play at the next level, push him/her to work harder. Looking back, these are some of the things I have noticed that have worked as a student-athlete progresses:

1. Encourage the athlete to go to a college practice. These practices have become tremendous eye-openers for our kids. They will see for themselves right then and there whether or not they can make it to college. All of a sudden they are aware of the hard work and dedication it takes to compete at the university level. In addition, the prospective student-athlete has a clear idea of what it will take to survive if he/she is blessed to have the opportunity. After the player attends a college practice, you will notice the effort level of the player increase immediately when real practice begins at the high school level.

2. Work on the little things. College coaches often become very frustrated when a player gets to campus the first time and doesn’t understand the use of the correct pivot foot on the perimeter, man to man defensive principles, taking charges, staying low with the ball, etc. These little things can make a noticeable difference in how the player develops regardless of the level of college ball.

3. Don’t stop after the senior year is over. College conditioning is a nightmare. Get the player on the track, the floor, in the weight room. Whatever you can help the athlete with—do it. Sure we condition our athletes in high school, but college conditioning is a whole different banana. In high school, the players have bodies and minds that are simply not ready for the workouts they do in college. By the summer following their senior year they are ready. Get them started early and really encourage them. Take the time during the summer to work with the player or give him a workout that is much harder than what they did in high school for conditioning.

**Off the court and off-season**

The life of a high school basketball coach is fun and rewarding. At the same time, it is an endless cycle. As coaches there are several ways in which we can help make the difference in a student-athlete’s life. Whether it is during the season or in the off-season, we need to be there for the kids at all times. These are some of the things I have learned along the way, many of the ideas were stolen from very successful coaches at all levels:

1. “Tape it!” Kids simply do not watch college ballgames. Go home and tape a game that you think would help your player learn from. Sit down with the athlete and break it down. First of all, he/she will enjoy it and much more there will be a high level of learning that evolves from it. As a result, the player will begin watching college basketball and see the game the way it should be played: hard and with tremendous effort on every possession.

2. Stay involved during the off-season. Know what your players are doing during the spring and summer. Encourage the athlete to play AAU ball, but be there to watch him/her from time to time. Open the gym as much as possible. These are times when kids have nothing to do and the majority of them want to be in the gym. Let them know that you will provide time for them. If the player has true aspirations to play at the next level, he/she will be there. Most importantly, just make sure you stay within UIL guidelines. No vacation time, find an assistant or a junior high coach that can help out.
3. Be a cheerleader. During the off-season, many high school basketball players get down and depressed. They start to wonder if they are good enough, or if there is a place they can play besides open gym after their final high school game is played. Encourage them to keep working. Believe me, there are hundreds of colleges that would love to have a hard working, determined kid on their squad.

As we all know, basketball is a challenging sport with many ups and downs. We have players playing fall leagues, AAU, summer leagues and during the season we have practice and games. Sometimes, a player needs the extra encouragement to be able to keep up with the peers and keep enjoying the game. Be positive and be that extra wing of support.

The Recruiting Process
By the time the prospective college athlete’s senior season rolls around, it is time to start thinking about college. From my days as a college coach, there are several things I have learned that may help make the process more successful. At this point, you will probably have an idea of whether or not this player can get to the next level. Be honest in the situation with both the player and the player’s family. Let them know that you will do whatever you can in order to assure their child that he/she can fulfill their dream. At the same time, if the athlete does not have the ability, be forthright. Here are some helpful hints that will make the recruiting process more productive:

1. Interact with the college coaches. College coaches want to talk to you (the high school coach) more than any other person involved in the recruiting process besides the kid involved. We are the ones who interact with the athlete on a day to day basis. We teach them, we condition them, we practice everyday, we are with them in the weight room. Above all, we are educators and they want to have the high school coach involved in the recruiting process. If you maintain contact with the student athlete on a year round cycle, there will be fewer problems with outside influences along the way. Take the initiative, if you feel uncomfortable remember this: the coaches want to talk to you. The head coach is the lone entity that knows the athlete best on the athletic and academic level.

2. Tape it II. Send tapes to college programs that you think are on the prospect’s level. Especially at the smaller schools. Many Division 2 and 3 programs do not have the resources to get out and see for themselves. These game tapes will help them tremendously. In addition, the coaches do look at them. Be careful not to send a highlight tape. The colleges will think there is something you are hiding from them. Finally, discourage the parents from making initial contact with the college. Look at it from a college coach’s perspective – do you want to hear from every parent? They want to hear it from you.

Don Patterson, Plano West High School

Don Patterson is beginning his 30th year in coaching having coached on every level from 1A-5A. After serving as an assistant coach for 4 years, Don coached at East Chambers (2A&3A), Floresville (4A), Orange Grove (3A), Anton (1A), and in 1999 he was hired to head the girls program at newly opened Plano West (5A). In his 3rd year he took West to the playoffs winning district titles the past 3 seasons and the state title in 2006. Coach Patterson has coached 15 playoff teams and has an overall head coaching record of 473-241.

Plano West Offenses

Here are some of the offenses at West we have had some success with. I believe just as every coach does that success beings with hard work and fundamentals. These two things are stressed every day.
TRIPLE – Put this offense in to utilize our size. We had 3 6’2” girls that can shoot outside, handle the ball and were excellent passers. I do believe you can run this offense with smaller players. West is an offense I have used for years and still works well.

**Triple vs. M-M**

1st Option – Feed low post 1-5
4 screens down for 3
2nd Option – 5 screens away for 3, 4 down screens for 5, 4 seals.
3rd Option – Reverse Ball – 2 looks for 3 posting, 4 screens down for 5.
2 to 5, 4 seals and 5 can dump down.
On switches try to seal at basket.

**Triple vs. Zone**

Vs. zone 5 goes short corner, 4 dive cuts to basket and 3 flashes high post.
Reverse ball to 2-4 goes short corner, 3 dive cuts to basket and 5 flashes high post.
We have also had opposite wing run baseline getting screens on the baseline.

**West vs. M-M**

Option 1 – 1 and 5 run a pick and roll. While 3 and 4 double or stagger screen for 2 – timing important 2 must time coming off screens after 1 & 5 have a chance to do their 2 man game.
Option 2 – Same as option 1. Just starts with pass to wing then screen for opposite wing.
Option 3 – High screen by 4 for 1, 5 sets back screen for 4. 1 looks for drive or shot or 4 going to basket, 3 slides to corner for a “3”, 5 stays at free throw line for shot.