

Let's Start Coaching



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1. Introduction

This innovative manual has been designed for the beginner coach – whether it be a teacher, a parent or an older sibling – someone who is new to coaching the game of basketball. Whether or not you have played basketball does not matter, the manual has all you need to start coaching a team today!

We focus on teaching the basic fundamentals of the game – how to dribble, shoot, pass and catch, rebound, as well as, defense, body movement and ball handling.

Being a coach is not all “skills and drills” though and the manual also includes information on how to conduct a training session, how to score, what the basic rules are and how a referee signals them as well as how you can make substitutions during a game so that everyone has a go. In terms of basketball skills it includes both warm up and cool down exercises and some basic game-related activities

We must continue to embrace new people in to the sport. Coaches are a necessary part of the participation and development of the game and retention of all a necessity for this great game to continue to thrive. We are committed to providing development opportunities for ALL with clearly defined pathways for those who desire to continually learn.

Welcome to our game – basketball for ALL!

2. Coaching young people from culturally and linguistically diverse (CLD) backgrounds

Benefits:

Young people from CLD backgrounds participate in sport for the same reasons that all children do. Sport can provide physical, social and emotional benefits that help in the growth and development of a young person. Involvement in sport and recreational activities can also improve the resettlement experience for young people and their families.

Definitions:

It is important to have an understanding of what we mean when we use terms such as migrant, refugee and asylum seeker.

A migrant is someone who chooses to leave their country of origin for a range of personal or economic reasons.

A refugee is someone who has suffered or has a well-founded fear of suffering persecution for reasons of race, religion, and membership of a particular social group or political opinion and as a result of this has fled their country.

An asylum seeker is someone who is seeking asylum or protection in a country that is not his or her country of origin or nationality. Asylum seekers may be refugees, but until the government approves their application they will not be recognised as refugees.

Barriers facing young people:

Young people today face many challenges and responsibilities. Issues such as:

- Lack of time due to school commitments
- Family commitments
- Peer pressure
- Concerns about their body image
- Financial difficulties

Such barriers can hinder participation in sport for many of these young people.

Migrant and refugee young people face additional barriers that can make participation even more difficult. These can include:

- Unfamiliarity with the structure of sporting clubs and associations
- Language barriers
- Lack of priority given to sport by parents
- Lack of transport
- Fear of racism or discrimination
- Affordability

Young refugees have often experienced traumatic and difficult circumstance before arriving in Australia. As with any group, patience and understanding are essential so that they can have a positive experience.

Communication:

Familiarise the young people with terms, equipment and rules by demonstrating or practising before the session. Try and keep language as simple as possible and be prepared to explain or clarify.

Before the session identify the group leaders or youth workers if applicable, and introduce yourself. From here you can find out the level of English in the group and can then identify the need for the use of visual aids and demonstrations.

Try not to modify the rules too much as these children prefer to participate to the same level as others in the group.

In some cultures, women/girls are required to dress conservatively. Try and remember to schedule in extra drink breaks to combat heat and dehydration from heavy clothing and attire.

Tips:

- Make it visual
- Be patient
- Use simple language
- Be flexible
- Make it fun
- Enjoy yourself
- Ask them questions
- Understand their needs

Source: Centre for Multicultural Youth Issues – Tip Sheet for Coaches and Trainers.

Phone: 03 9349 3466

Website www.cmyi.net.au

3. Coaching children with Disabilities

Basketball is an inclusive sport. Children of all abilities are able to participate in basketball. We may need to adjust our teaching strategies, or adjust rules of an activity based upon the abilities of the children in the good. A child may not be able to catch a ball, for example, and this may be because of a physical disability or simply because they have not learnt the skill!

The fundamental principle of basketball is to teach enjoyment in basketball, not to produce champions and coaches should always be:

Patient
Organised
Safety Aware
Informed
Teaching
Imaginative
Visionary
Enthusiastic

Patient

- Be the kind of coach you would want for yourself or your child
- Develop your own Coaching Philosophy
- Positive, positive, positive reinforcement. Frame your comments in positive terms and develop positive influences
- Focus on what your athletes can do, now what they can't do yet

Organised

- Plan your practice
- Simplicity – Breaking down the elements
- Use a “Whole – Part – Whole” approach
- Focus on the skills and concepts, not necessarily the activity. Different activities can be used to teach the same skills and concepts
- Use sequential learning principals linked to planning both short and long term goals

Safety Aware

- Do a basic first aid course, or have a manager that has done a course
- Understand Coaches Code of Conduct
- Be vigilant in ensuring your environment is free of hazards
- Hands off athletes
- Address all injuries

Informed

- Know the basic skills and elements of your sport
- Know how they fit together
- Share knowledge with other coaches
- Observe other coaches and aim to work with a mentor coach
- Develop your own skills, drills and techniques and extend your knowledge

Teaching

- Communicate openly with athletes, parents, officials, administrators and the broader community
- Be willing to instruct, guide, advise, counsel and lead on and off the court
- Multi-skilling: developing simple to complex ideas
- Utilise your athletes to develop leadership and a good team culture

Imaginative

- Variety is the spice!!
- Fun factor for both you and your athlete. Make practice fun!!
- Practice full range of skills at every practice session
- Develop your own ideas and develop the ideas you collect

Visionary

- Establish objective; Player objectives, Team objectives, Coaches objectives
- Set short and long term goals
- Create a team culture
- Empower players and get athletes to come on board with you

Enthusiastic

- Let your energy lead
- Be Calm but not placid
- Directive versus hyper
- Be a role model for your athletes

Teaching sports skills and games

Athletes with a disability compete from club to international level in a wide range of sports. Wheelchair Basketball has been included in the Paralympics since 1960, and Australia is the reigning gold (men) and bronze (women) medallists. Our teams for athletes with an intellectual disability have also been very successful internationally, and the Pearls (women) were the first Australian team to win a World Championship!

While there are some considerations concerning rules, equipment and sometimes technique, coaches do not in general need to treat athletes with a disability differently from any of their athletes. A coach can ensure their approach is inclusive by applying something called the TREE principle. TREE stands for:

Teaching / coaching style

Rules and regulations

Environments

Equipment

We encourage coaches to use a *Game Sense* approach. Put simply, this means using activities and fun games to teach the various skills of a sport. You can teach many basketball skills (passing, dribbling and moving with and without the ball) without even having a basketball hoop!

In the application of Game Sense the coach can use the TREE approach to help them adapt and modify game situations to be more inclusive of people with a disability. Through careful observation a coach can highlight problems

that players are having and how they go about addressing them. Where people with a disability are included into the game the observing/questioning role of the coach is paramount to find the best possible inclusive situation.

Consider how using the TREE principle can help:

Situation:

You are a coach of a basketball squad that has one player with an intellectual disability and one player with impaired vision. The game you are playing requires two players to retain possession from a third player without the third player intercepting or gaining possession of the ball: a simple five minute defence/possession activity.

As you start the session you notice that the player with impaired vision when on offence keeps dropping the ball and, as a single defensive player, cannot get close to touching or retrieving the ball. Also, the player with an intellectual disability seems a bit confused and “disturbed” by all the activity.

Observation and questioning:

In applying the TREE principle you could ask the following questions, which could be directed at the whole group, at the smaller individual three person groups or even to individuals:

- “Is the game too fast? What can we do to slow it down?” (Rules)
- What can we do to give (the person with vision impairment) the best possible chance of catching the ball?” (Equipment and Environments)
- “What is the best position for players to stand?” (Environments)

In response to these questions some adaptations to the activity may be suggested that will help inclusion. These could include using bounce passing only to slow the game down and provide the person with a vision impairment an auditory cue.

They may include using lighter, brighter or slower (partly deflated) balls. It may mean changing the orientation of particular groups, for example, the group with the person with an intellectual disability conducts the activity in a

more closed environment (in the corner of a room facing away from the group). This would help minimize distractions.

Coaches do not need to protect athletes with a disability from failure, give unearned praise or lower their expectations and standards for behaviour. Athletes with a disability are no more “courageous” than any other athlete who works hard to achieve a goal.

In turn, an athlete with a disability must accept the risks, challenges, discipline, repetition and frustration, which are part of being a competitive athlete.

It is not essential to acquire extensive, detailed knowledge of causes, incidence levels, pathology, medical terms and the like to coach an athlete with a disability. The coach should check the health status of all athletes (whether they have a disability or not) and once it has been established that no medical or health related condition exists, it is more important to spend time with the individual to assess their needs and ability.

The most effective coaches are those with sports specific knowledge and this is particularly important in coaching athletes with a disability. This knowledge is essential in order to know how to break skills into component parts and how to match each of these components with the athlete's ability level.

As with all athletes, the coaches should:

- Assess individual strength and weaknesses
- Set challenging and realistic goals
- Communicate efficiently
- Provide specific constructive feedback

Source: The information above is copyright of the Australian Sports Commission and has been reproduced in this publication with their permission.

4. Coaching in Indigenous Communities

All athletes are individuals and will bring different backgrounds, cultures and understanding to your coaching sessions. As a coach you aren't expected to have an in-depth knowledge of every athlete's background and culture, however there are some considerations to take into account when coaching indigenous athletes.

Note: The following considerations will not apply to every individual, but knowledge of them may help avoid misunderstandings and conflicts.

Importance of family

The family network tends to play a very important role in an indigenous athletes life. Family approval and acceptance of you as a coach and your training program is important. This is even more crucial if you want an athlete to relocate for their sport.

"Shame Job"

This is a term that is used to explain the reluctance of some indigenous athletes to be singled out for achievement or recognition. Even if the recognition is positive, it may be that the athlete does not want to be seen as better than their peers. This attention can result in the athlete actually performing below their skill level, in order to gain less attention or simply not turning up again.

Eye Contact

This varies between different groups of people, but in traditional indigenous communities, looking someone in the eye, particularly elders, is extremely rude and disrespectful. Thus, it may follow that some younger athletes will not look a coach in the eye. Rather than not paying attention, they may simply be showing respect for your position.

Culture

Various ceremonies can result in unexplained absences from training or also a fairly vague reason for non-attendance, such as "family business". As a coach, you should respect and be sensitive to the different cultural requirements of individuals.

Communication

English may be an athlete's second or even third language, so assuming a high level of understanding of technical terminology may result in misunderstandings. By varying your methods of communication and using appropriate terminology for your group, you can minimise breakdowns in communication. Simply asking "does everyone understand?" does not always help, as many indigenous athletes are less likely to say they don't understand or ask questions for clarification. Providing good demonstration is important.

Respect

This is not always given just because you are a coach. Particularly if you are young or female, respect may need to be earned. One way to help with this is to gain the support of someone who already holds a position of respect in the community.

Time

The concept of time can be fairly flexible in some communities and it may take "time" and education for athletes to understand that 5pm training means 5pm. An athlete turning up late may not be a sign of disrespect or lack of commitment, but simply that the concept of structured time is less important. This is certainly something that can be worked on.

Health and socio-economic status

While it may seem a generalisation, research tells us that indigenous Australians face a number of health and socio-economic disadvantages. Indigenous Australians suffer from a higher level of illness and infectious diseases, are more likely to be hospitalised, are more likely to live in crowded accommodation or be homeless, and are more likely to be unemployed long-term or be low income earners. Therefore, you shouldn't assume that all athletes have had a good night's sleep and a meal before training or games. This may be the reason for lethargic performance or lack of attention.

Protocol

When working with an indigenous community, you need to be aware of the organisational structure of the community and protocols involved. You may

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need a permit even to go onto the land, and you may need to approach the council for permission before you try to run an activity. To avoid conflict, find this out and follow the correct procedures before you turn up!

5. Facts about children

Coaches working with young players should have an objective, constructive and positive attitude towards basketball games.

Objective

Be objective so you can clearly assess the ability of your players

- Children learn more rapidly when the sequence is logical and clear and when there is flow from one area of instruction to the next
- Children need time to learn new skills as they learn more rapidly when the teaching is relevant.

Constructive

Be constructive so that players can benefit from all facets of development

- Children can conceptualise movement
- Children can create their own games and movement patterns
- Children are capable of utilising resource material in cooperative planning of activities
- Children can learn at different rates with different needs.

Positive

Be positive without losing objectivity to encourage players to do things without being afraid of failure.

- Children respond positively to encouragement and a healthy relationship with their coach
- Children have different interests and values
- Children enjoy variety
- Children love being with their friends
- Say “do” instead of “don’t”

Source: FIBA – Basketball For Young Players

6.1 Teaching Dribbling

Purpose

- The purpose of dribbling is to advance the ball in to the offensive end when a pass is not possible OR to improve an opportunity for passing or shooting.

How

- The correct stance when dribbling requires wide feet, good balance, knees bent, head up and back straight.
- Fingers should be spread over the top of the basketball to maximise control.
- Guide the ball with a gentle pushing action with the fingers rather than patting the ball with the palm of the hand.
- Dribbling should be a little over knee height; never higher than the waist.

Protection Dribble

- The non-dribbling hand is used to protect the ball from the opposition. This is known as protection dribble.
- The stance becomes side-on with the non-dribbling hand between the ball and the defense. The forearm is bent at a right-angle with the palm facing outward to the opposition.

Cross-over Dribble

- To change direction and dribbling hands, a cross-over dribble can be used. Remembering correct stance, we take one sharp dribble from hand to hand in front of the body. When changing direction we push off our outside foot as we cross the ball in front of the body. The ball is now received in the alternate hand and dribbling continues.

6.2 Teaching Shooting

Purpose

- Shooting is a vital skill in basketball especially to children as they see scoring as the fun part of the game.

How

- When preparing to shoot, we begin with our shooting hand underneath the ball with fingers spread keeping the ball off the palm of the hand.
- The non-shooting hand is brought to the side of the ball for balance and control. The shooting elbow is pointed to the ring and under the ball.
- A good shooting stance begins with feet shoulder width apart, toes to the basket, knees slightly bent, back straight, nose behind the toes and head in the middle.
- Pushing from the feet and extending up on the toes, the shooting arm moves in an upward motion slowly releasing the non-shooting hand from the ball. The ball is released when the arm is fully extended following through with a snap of the wrist pointing at the basket.
- Shooting should always be made in one single motion.
- It is vital to always practice using both right and left hands.

Lay-ups

- A lay-up is a moving shot off the dribble. Two steps are taken without dribbling before the shot is released. The idea is to get as close to the basket without getting underneath.
- From the key-line, hold the ball for a right hand lay-up. Lift one knee (from right lift right knee, from left, lift left knee) and shoot.
- Step further back, take two steps and shoot. Right-handers take one step right, next step left, lift right knee up into lay-up and shoot. Reverse for left.
- Introduce off the dribble.

Point of Emphasis

- When shooting from underneath on either side of the ring, the ball should be aimed at the top corner of the square.

6.3 Teaching Passing

Purpose

- The purpose of passing is to advance the ball up the floor as quick as possible to achieve better court positioning and improve shooting position.

How

Chest Pass

- When making a chest pass, make sure you have good balance. Knees should be bent, head up, back straight and wide stance.
- The ball is held with fingers relaxed and spread, thumbs behind the ball and elbows bent. Step towards the receiver as you pass, snapping your wrist and fingers on release. Fingers should be pointed towards the target with the thumbs down.

Bounce Pass

- With the same stance and ball position as a chest pass, a bounce pass has the same motion with fingers pointed down on release to point to the floor two thirds of the way to the receiver. The receiver should catch the ball between waist and chest height.

Point of Emphasis

- With any pass, the receiver must always show a target, move to the ball, be vocal and be aware of the defense.

6.4 Teaching Rebounding

Purpose

- Rebounding contributes to the success of both offense and defense.
- Offensively, rebounding increases the percentage of shots close to the basket.
- Defensively, rebounding keeps the opposition from shooting high percentage shots after rebounds.

How

- Effective rebounding requires good balance, wide stance, head up and awareness of the ball and opponents.
- Effective anticipation increases the chance of rebounding the shot. Movement in to a good rebounding position by placing yourself between the basket and your opponent will maximise your chance of success.
- Good rebounding habits require practice. Protection of the ball and safe release of the ball are paramount.
- It is important when rebounding that we land with wide stance, knees bent and protect the ball by bringing it in to the chest before passing, shooting or dribbling.
- Defensive rebounds should be outletted away from the basket not facing in towards the basket.

6.5 Teaching Defence

Purpose

- The purpose of defence is to stop the opposition in all aspects of the game.

How

- Defensive stance shows wide stance, knees bent, back straight, head up, nose behind the toes, head in the middle and hands up.
- Defensive movement is a shuffle using short steps, keeping a wide stance whilst ensuring feet don't cross.
- One hand remains up to pressure the pass while the closest hand to the ball is used to mirror the movement of the ball.
- The defence should remain an arms distance away from the offense. If the defence gets too close, it makes it easier for the offense to drive past.

6.6 Teaching Ball Handling

Purpose

- All players should feel comfortable holding the ball. This is achieved through handling the ball as much as possible.

How

- When handling the ball, keep it off the palm and on the fingers ensuring fingers are spread for better ball control, wide stance, knees bent, back straight, head up and good balance.

Ball Tapping

- Move the ball from hand to hand over the head using fingertips to tap the ball.
- Move down the body tapping the ball from hand to hand in front of the waist and then bending down to tap in front of the lower leg.

Body Wrap

- For a body wrap, the ball is passed around the waist in a rotating action, moving around the knees, waist and head.

Leg Wrap

- A wide stance is used for a leg wrap with the ball passed around one leg at a time in a circular motion.

Figure Eight

- The ball is passed around the legs in a figure eight action.

Advancement of ball handling skills is to dribble in the same motion rather than passing.

6.7 Teaching Body Movement

Purpose

- To use the most effective and correct techniques whilst moving on the court with the ball.

How

Jump Stop

- When performing a jump stop both feet must land simultaneously.
- Players must ensure knees are bent, stance is wide and head is up to remain balanced.
- By performing a jump stop, either foot can become the pivot foot.

Stride Stop

- A stride stop occurs when a player comes to a stop one foot at a time.
- The foot that lands first becomes the pivot foot.

Pivoting

- Pivoting is used as an option to protect the ball, create better passing, shooting or dribbling options.
- Whilst pivoting one foot must remain on the floor and is used as the pivot rotating on the ball of the foot.
- Pivots are used to:
 - Protect the ball from the defense
 - Create a better shooting, passing or dribbling option
 - Allow the offense the ability to choose different options.

Point of emphasis

Good balance is a major component of good body movement and this is achieved by ensuring a wide stance.

6.9 Leading for the Ball

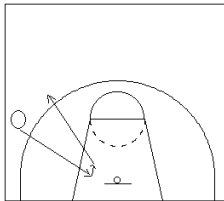
Purpose

- To get open so that players can receive the pass

How

V-cut

- Start at the wing and run towards the basket. As the player gets to the key, they slow down and try to step past their defender toward the ball. They then run back towards the wing going out at a different angle to when they came in.



Point of Emphasis

- Use a change of pace and a change of speed to get past your opponent. Taking a couple of steps in one direction (away from the ball) and then cutting back toward the ball.

Practicing

One of the best ways to practice leading for the ball is to play games of “keepings off” where teams are not allowed to dribble. You can also play games where there are designated spots that you are allowed to catch the ball (e.g. one point if you catch it at the wing, two points if you catch it in the half circle at the top of the key and three points if you catch it in the key).

When players catch the ball they should turn to face the basket.

7.1 Team Skills (offence)

Team offence

- keep it simple
- ball and player movement on and off the ball

Space

- Keep players from clustering by keeping 5 meters space between players
- Create passing angles
- Allow 1 on 1 opportunities
- A simple way to teach players good space and movement is shown in: "Head", "Hands", "Feet" (Attachment #2)

Balance and Rotation

- Safety against fast break
- Rebounding coverage
- Allows players opportunities to shoot

Team Skills

- Back door – player unable to receive the ball cuts hard to the basket (behind the defence)
- Pass & Cut – player passes the ball then cuts hard to the basket (in front of the defence)

7.2 Team Skills (defence)

Players should be taught the basics of “man to man” defence, which simply means that each player guards one other player and should always be able to see the player they are guarding and the player that has the ball.

Having players point to the player they are guarding and the player that has the ball (“pointing your pistols”) is a good way to emphasise that it is important to see them both.

As players get used to this, you can teach them more about position. They should generally have their back to the basket they are guarding and should always be closer to the ball than the player they are guarding. How close they need to be to the player they are guarding depends upon where the ball is. The further away their player is from the ball, the further away they can be (and the closer to the ball).

8. Planning Training

Planning training is vital to achieve the best out of the time you train. One of the biggest failures of a coach is not to plan and follow a progressive training structure. Training should not be planned on the spot on a drill to drill basis; it should be thought through and written out. This is necessary so that coaches don't forget to work on certain areas of weakness. It is important to also keep a written record of what has been covered.

Modification of rules and equipment can be implemented to meet the capabilities of the children you coach. This can often enable the children to develop skills a lot quicker and in a fun and enjoyable environment.

8.1 Stages of a Training Session:

1 This stage of the training session is used to prepare players for the second part of the session. Warm up drills can be with or without the ball and should progress bit by bit to increase physical and mental efforts. Players should also stretch in this part of the session to prepare for the second stage. (Attachment # 3)

2 This stage of the session is the most important as it contains the main contents of the session. Players should be well prepared to begin drills increasing physical and mental intensity using a combination of drills.

3 In Stage 3 coaches should progressively reduce the physical intensity of the training session finishing with stretching. When coaching younger players, fun games can be incorporated. Sum up the session with positive reinforcement to all players generally discussing what has been covered in the session. This can be done while players are cooling down.

8.2 Drills & Skills

When choosing drills to use at training it is important that the coach knows the purpose for its usage. Briefly explain the goals and what it is the coach wants the players to do and achieve from it. This way the players are more likely to concentrate on the goals and work harder towards them.

Drills with a simple structure allow players to concentrate better on the goals and contents of the drill. If drills become too complex, players' attention will be less on the goal and more on adapting to the structure of the drill itself.

Variation of drills is also a vital part of maintaining the players' concentration. Repetition will lead to lower motivation and a decrease in concentration from players.

Using training drills where players are becoming competitive with each other is another way to increase motivation and concentration. Another essential part of keeping players interested is to incorporate enjoyable drills. These should not be unproductive or disorganised; they should be structured incorporating skills of the game but in a non-stressful setting.

Skills need to be introduced in natural progression. Initially skills should be practiced concentrating solely on correct execution. As players improve, skills and the difficulty of drills should increase to ensure players are always challenged and progressing forward. When explaining or introducing a new skill, be brief. Children need to be kept active otherwise their concentration lapses. Be patient and only teach one skill at a time. Repeat practice is necessary before any player can master the skill.

Try to avoid generic terms such as 'good shot', 'nice move.' Instead explain why the shot was good. For example, movement around the defence made it a good option; the decision to make a back cut drew the defence away from the shooter thus executing a 'nice move'.

8.3 Demonstrating Skills

GAIN ATTENTION	Players always hustle to coach on whistle
NAME THE SKILL	Players made aware the skill to be demonstrated is a "chest pass"
DEMONSTRATE	Coach performs the skill while highlighting the teaching points
ATHLETES PRACTICE	Coach directs players into appropriate formation to practice skill

OBSERVATION/FEEDBACK	<u>Coach doesn't stop</u> drill but observes carefully the skill execution and provides feedback to performers whilst they execute the skill
RE GROUP	Drill stops. Coach highlights positives and reinforces teaching points related to errors noticed whilst observing. Always in a supportive and encouraging manner
PRACTICE AGAIN	Players re start drill. Coach may now withdraw single players for personalised instruction. <u>Don't stop the drill for one person</u>

8.4 Organising Players at Training

- Skills can be developed
 - individually
 - in pairs, threes or fours
 - by the complete squad
- Important to break in groups of equal strength eg:
 - playing position (guards from one group, forwards another)
 - height and general size (large, medium, small)
 - playing experience (veterans, beginners)
 - skill level (talented, average)
- When arranging groups, coaches should:
 - create maximum participation opportunities
 - allow social interaction to occur
 - encourage cooperation and reaching goals through problem-solving activities
- Move the squad quickly from one drill to the other by whistle, voice, command etc

Here are some ways that you can organize players into small groups quickly and easily:

- Find a partner who is generally of the same size
- Stand with another pair to form a group of four
- Get into groups of three
- Find a partner, each pair needs a ball
- Get into groups of three, each group needs a ball
- Three people in each corner of the half court

8.5 Examples of Progression

Dribbling – up and down the court using right and left hands

- Dribble relays
- Change of direction dribbling around obstacles
- Dribble tag

Passing – back and forward in pairs

- Passing back and forward in pairs running up the court
- Piggy in the middle X – O – X
- Keeping off

Shooting – lay-up drills

- Shooting competitions
- Shooting off the dribble
- Shooting off the pass

8.6 Other Things to Consider

It is important to remember that the coach needs to have FUN as well as the players. If you are enjoying yourself, teaching the correct technique, good sportsmanship and how to become a valuable member of the team becomes much easier.

Be aware of distractions when talking to the athletes. For example, try not to have them facing the sun as you talk to them. Children will also tend to be distracted by what is happening on the other courts (or cars driving by etc) so when you face towards the distraction, have them face away from it.

If possible, have a ball for every team member. Have them bring their own but make sure they have their name marked on it. Also, make sure that there is a designated place for the balls to be put when they are not needed – this will make the court safer and also make it easier to keep track of the balls so they don't get lost.

Don't give too much information at one time as children will find it difficult to process a lot of information at once.

8.7 How to Handle the Challenging Child

Sometimes children will behave in a manner that is disruptive to the rest of the group. By planning, including variety at training and having a focus on having fun, this type of behaviour can be minimized.

However, occasionally you may still need to correct a child's behaviour by:

- reminding the child of the rules of the session
- moving the child to a different group
- sitting the child out of an activity for a short period of time

9. Rules & Referee Signals

9.1 Scoring



One point: This is awarded for a successful foul shot.

Two Points: Are awarded for baskets scored within the 3 point line



Three Points attempted: The referee will raise one arm to indicate the shot attempted is a three pointer.

Three Points successful: Awarded for a successful basket from behind the 3 point line.



One Free throw: holding up one finger indicating one free throw is awarded. One free throw is given when the players shot is successful whilst fouled and is awarded one bonus shot.

Two Free throws: holding up two fingers indicating two free throws are awarded, when a player is fouled shooting inside the three point line and the basket is unsuccessful.



Three Free throws: holding up three fingers indicating three free throws are awarded. This occurs when the player is fouled shooting behind the three point line and the basket is unsuccessful.

Cancel score or play: the basket is cancelled by the referee.

9.2 Clock Related



Stop Clock: The referee blows the whistle raising one arm. As soon as the arm is raised the clock stops. (Timing rules will vary in competitions).

Stop Clock for foul: The referee blows their whistle raising their arm with a clenched fist. As soon as the arm is raised the clock stops (timing rules will vary in competitions).



Time in: The referee indicates the clock is to be started by chopping their arm in a downward motion. The clock does not start until the ball is touched by a player on the court.

Twenty-four second reset: The referee raises their arm and rotates their hand with index finger pointing up. The 24 second shot is to be reset when indicated by the referee.

9.3 Administration



Substitutions: Each team has five players on the court and may have up to five on the bench. Substitutions can be made when a break in play happens and the referee blows a violation, foul or time-out.

Time-Outs: In most competitions, teams can have two time-outs per half. The referee waits until the ball is out of play before allowing the time-out that is after the opposition scores or on any whistle.

Charged Time-out: The referee blows the whistle whilst simultaneously signalling the time-out.



Communication: The referee will signal a thumb up once communication between officials and bench officials has been acknowledged and completed and the game is set to continue.

9.4 Violations



Travelling: A travel will be called when the player with the ball lifts their pivot foot before releasing the ball to dribble. When doing a lay-up a travel is called when the player takes three or more steps without dribbling. A travel will not be called if the player lifts their pivot foot to shoot or pass.

Double Dribble: When the player in possession of the ball stops dribbling and then commences again or dribbles the ball with two hands.



Carry: A player dribbling the ball cannot twist their hand (when in contact with the ball) underneath the ball. The hand must remain on top of the ball

3 seconds: A player shall not remain in the restricted area (key) for more than three seconds while their team is in possession of the ball.



5 seconds: A violation will be called when a closely guarded player holding the ball does not pass, shoot, roll or dribble the ball within five seconds. (Closely guarded is defined as one normal step)

8 seconds: When a player gains possession of the ball in the backcourt, his/her team must get ball into the front court within eight seconds.



24 second Shot Clock rule: When a player gains control of the ball this team must shoot the ball within 24 seconds.

Cross-court: When a team is in possession of the ball in its front court, it is a violation to carry the ball into its backcourt.



Foot Violation: If the ball comes in contact with the leg or foot and an advantage is gained a foot violation is called. The shot clock is also reset.

Jump Ball: The game starts with a jump ball and whichever team does **not** get the ball from the jump ball will get a throw in next time a jump ball situation is called. The teams then alternate who gets possession when a jump ball situation is called.

A jump ball situation occurs when two opposing players have equal possession of the ball (we don't let it turn into a tug-of-war!) or if the ball has gone out of bounds and the referee is not sure who knocked it out. A jump ball is followed by one team throwing the ball in from the sideline and the "possession arrow" determines which team takes the throw in.

Out of bounds: A player is out of bounds when he/she or any part of his/her wheelchair touches the floor or any object on or outside the boundary line. The ball is out of bounds after it has touched a player who is out of bounds, or any other person, the floor, or any object on or outside the boundary line including. The ball is caused to go out of bounds by the last player to touch it, the ball becomes dead and is awarded to an opponent from the side-line (or end-line) at a point nearest to where the violation occurred.

9.5 Fouls

Most fouls that occur in a game normally involve the person with the ball. Basically, the player with the ball cannot be touched unless on the hand holding the ball, as this is considered part of the ball. Hacking on the arms, holding, pushing or impeding the progress of the opponent with either the body or wheelchair is a foul. The wheelchair is considered a part of the player; non-incident contact between wheelchairs constitutes a foul.



Hands foul: When the defensive player makes contact with the arm.

Blocking foul: The defensive player has an illegal guarding position and blocks the path of the offensive player by making contact with them.



Holding foul: The defensive player is holding the offensive player, with or without the ball.

Charging: When the defense has taken a legal defensive position in the path of the offensive player, the offensive player must avoid contact with the trunk of the defensive player. If the offensive player makes contact with the trunk of the defensive player it is a charging foul on the offense.

10. Quick Facts about Basketball

- 1891 Basketball created by Dr James Naismith, at YMCA in Springfield, Massachusetts
- 1895 Backboard introduced to prevent spectators from interfering with shots for goal!
- 1898 "Double Dribble" rule introduced (previously players could roll or bounce the ball in two hands as many times as they wanted)
- 1936 Men's Basketball introduced to the Olympics (Berlin) and played on grass courts, outdoors
- 1950 First Men's World Championship held (Buenos Aires) – Australia did not compete
- 1953 First Women's World Championships held (Santiago, Chile) – Australia did not compete
- 1956 Australian Men's team (Boomers) compete for the first time at the Olympics, finishing 12th
- 1976 Women's Basketball introduced to the Olympics – Australia did not compete
- 1979 National Basketball League established
- 1981 Women's National Basketball League established
- 1984 Australian Women's team (Opals) compete for the first time at the Olympics, finishing 5th
- 1989 Australian Junior Women (Gems) win bronze medal at U19 World Championships (Australia's first international medal)
- 1992 Australian Women with Intellectual Disability win **gold** at Madrid Paralympics
- 1993 Australian Junior Women (Gems) win **gold** medal at U19 World Championships
- 1994 Australia host Women's World Championship, Opals coming 4th

Australian Women with Intellectual Disability (Pearls) win silver medal at World Championships

- 1995** Australian Junior Men (Emus) win silver medal at U19 World Championships

First National Championship for athletes with intellectual disabilities (Ivor Burge Championships) conducted

- 1996** Australian Women (Opals) win bronze medal at Atlanta Olympics

Australian Men's Wheelchair (Rollers) win **gold** medal at Atlanta Paralympics

Australian Women with Intellectual Disability (Pearls) win silver medal at World Championship

Australian Luc Longley wins NBA championships playing with Chicago Bulls with Michael Jordan (the team won the following two years as well)

Australian Michele Timms is the first international player drafted to the WNBA

- 1997** Australian Young Men (Crocs) win **gold** medal at U21 World Championships

Australian Junior Women (Gems) win silver at U19 World Championships

- 1998** Australian Women (Opals) win bronze medal at World Championships

Australian Women with Intellectual Disability (Pearls) win bronze at World Championships

- 2000** Australian Women (Opals) win bronze medal at Sydney Olympics

Australian Wheelchair Women (Gliders) win silver medal at Sydney Paralympics

2002 Australian Women (Opals) win bronze medal at World Championships

Australian Men with Intellectual Disability (Boomerangs) win bronze at World Championships

Australian Women with Intellectual Disability (pearls) win bronze at World Championships

2003 Australian Junior Men (Emus) win **gold** medal at U19 World Championships

Australian Lauren Jackson awarded 2003 WNBA Most Valuable Player

Australian Andrew Gaze wins NBA Championship with San Antonio Spurs

2004 Australian Women (Opals) win silver medal at Athens Olympics

Australian Wheelchair Men (Rollers) win silver medal at Athens Paralympics

Australian Wheelchair Women (Gliders) win silver medal at Athens Paralympics

Australia ranked 3rd nation in the world (out of 212 countries)

Australian Lauren Jackson and Tully Bevilaqua win WNBA Championship with Seattle Storm

2005 Australian Andrew Bogut is drafted # 1 by the Milwaukee Bucks in the US National Basketball Association (the first overseas player to be the first draft choice)

2006 Australian Women (Opals) win **gold** medal at World Championships

11. Appendices

Websites:

Basketball Victoria	www.basketballvictoria.com.au
Basketball Australia	www.basketball.net.au
Aussie Hoops	www.aussiehoops.com.au
Basketball Victoria Country Council	www.bvcountrycouncil.com
One Basketball Canberra	www.act.basketball.net.au
NSW Basketball	www.nswbasketball.net.au
Basketball Queensland	www.basketballqld.net.au
Basketball SA	www.sa.basketball.net.au
Basketball Tasmania	www.tas.basketball.net.au
Basketball NT	www.nt.basketball.net.au
Basketball WA	www.basketballwa.asn.au
International Basketball Federation	www.fiba.com
Australian Sports Commission	www.ausport.gov.au
Wheelchair Sports Victoria	www.wsv.org.au
Play by the Rules	www.playbytherules.net.au
Vic Sport	www.vicsport.asn.au
Sport Education	www.vis.org.au
Disability Education Program	www.ausport.gov.au/dsu/index.asp
Centre for Multicultural Youth Issues	www.cmyi.net.au
Coaches Clipboard	www.coachesclipboard.net
Basketball Highway	www.bbhighway.com
National Basketball League	www.nbl.com.au
Women's National Basketball League	www.wnbl.net.au

References:

Basketball Australia – Aussie Hoops Manual
Wheelchair Sports Victoria – Wheelchair Basketball Information
FIBA– Basketball rules and referee signals
FIBA – Basketball for Young Players – guidelines for coaches
Centre for Multicultural Youth Issues – Tip Sheet for Coaches and Trainers
Coaching Indigenous Athletes – Basketball NT
Scoring & scoresheet – Victorian Junior Basketball League
Injury Prevention & Stretches – Sports Medicine Australia
Coaching Children with a Disability – Peter Corr
Basketball Coaching Made Easy – Basketball Australia

12. Want to Know More?

There are a range of great resources that you can get if you want to learn more about basketball.

Let's Start Coaching CD Rom

This excellent CD Rom has been produced by Basketball Victoria and shows all the basic skills for basketball including wheelchair basketball. It is simple to use and is an excellent resource for teachers, parents and anyone that wants to be the next Andrew Bogut, Lauren Jackson, Troy Sachs or Leisl Tesch!

Officiating Made Easy

Confused about the rules or looking to make some pocket money refereeing? Either way, this video explains the basic rules of basketball in an easy to understand manner. Learn from two of the best referees in Australia (Bill Mildenhall and Carolyn Tsakalos) as they take you through not only the basic rules, but also how to referee.

Simplified Rule Book

The Simplified Rule Book sets out the rules of basketball, with simple illustrations explaining each rule. It is a great resource for anyone interested in being a referee, coach, player or just wants to understand a little more about basketball.

Basketball Australia Online Store

The resources above can all be purchased through Basketball Australia's online store, which can be found at www.basketball.net.au. The online store also includes a great range of books, videos, coaching resources as well as basketball merchandise.

Attachment #1

Glossary of Basketball terms

Alternating Possession	In a situation where both teams have possession of the ball simultaneously. The rule of alternating possession means that the teams take turns getting the ball when there is a jump ball situation. The possession arrow on the score bench indicates which team will get possession next time there is a jump ball situation.
Back Board	The rectangular board from which the ring is suspended.
Bank Shot	A shot where the ball is bounced off the backboard before going into the basket
Base (end) Line	There are two base/end lines, one at each end of the basketball court
Baseball Pass	A long 1 handed pass that is thrown with the same method used to throw a baseball
Basket	The goal. The basket has a hoop (metal ring) with a net hanging from it. The hoop is attached to a backboard and is 2.60m (Mini Ball) or 3.05m above the floor
Bounce Pass	A pass in which the ball is bounced once between the passer and the receiver
Box out	When a player turns or pivots into the path of another player attempting to get the rebound
Centre	A playing position. The centre is usually a taller player who plays close to the basket. The centre usually starts the game for their team with a jump ball

Centre Circle	The circle in the middle of the basketball court. The centre circle is where the game starts with a jump ball
Chest Pass	A two handed pass that is thrown from the player's chest directly to another player
Coach	The coach is the team's leader. The coach teaches players how to play the game and gives advice to the players in a quiet, helpful and friendly manner, from the court side
Court	The playing area for basketball. The court is usually 28m long and 15m wide. These dimensions may be varied as long as they are proportional eg.26m long by 14m wide etc
Dead ball	A dead ball situation occurs whenever the referee blows their whistle to stop the play
Defence	When the other team has got the ball, then your team is playing defence
Defensive Stance	The way you hold your body when you are on defence. Good balance, knees bent, head up, comfortable, back straight, wide stance, nose behind toes and head in the middle of your stance
Directional Arrow	Sits on the score bench and indicates the direction of the team who will receive the next alternate possession. There are many different designs of directional arrow.
Dribbling	Bouncing the ball off the floor with one hand. You may use either hand to dribble but not both at the same time. Once you pick the ball up you must pass or shoot the ball

Fake	Using body language and the ball to fool your opponent
Field Goal	All successful shots are field goals except for free throws
Forward	A playing position. There are two forwards on a team
Foul	See personal Foul
Free Throw	After being fouled by an opponent, a player gets 1 or more free throws from the free throw line
Free Throw Line	A line that is drawn on the court that is 4.2m (Mini Ball) or 5.8m from the baseline. This line can be brought closer depending on the age and the standard of these players
Guard (Position)	A playing position. There are two guards on a team. The guards are usually the smaller faster players who handle the ball well
Guard (Defend)	To guard a player means to stay with them and make sure they doesn't get a shot
Inbound Pass	After a basket is made, the ball has gone out of bounds or after certain fouls, the ball is taken out of bounds and must be passed back into the court in order to start the play
Jump Ball	The game begins with a jump ball. The tallest players (or best jumpers) from each team stand in the centre circle facing the basket they are to score in. The referees toss the ball in the air – the two players jump and attempt to tap the ball to their team mates

Jump Stop	When a player stops by landing with two feet hitting the floor simultaneously in a balanced and ready position. The advantage of this is that the player can then choose which foot to pivot on
Lay Up	A one handed running shot where the player is allowed to catch the ball and take one step before shooting
Mid Court (1 /2 way) line	Dividing the court into two halves
Offence	When your team has the ball, you are playing offence.
Officials	Officials including the referees, score table officials and sometimes statisticians. Without them, there is no game.
Out of Bounds	Whenever the player touches the floor or any object outside the side lines or end lines, he is out of bounds
Overhead Pass	A pass thrown from over the head
Pass	A pass is one player throwing the ball to another player. Passing the ball is the fastest way to move the ball up the court
Personal Foul	Any player who holds, pushes, hits or trips another player, commits a personal foul. When a personal foul has been called, the team who has been fouled gets the ball
Pivot	When a player turns or pivots on one foot in order to change direction. The foot that they turn on is called the pivot foot. They can pivot in a forward direction (chest leading) or a reverse direction (back leading)

Player to Player Defence (man to man)	A defence in which each defender guards a certain offensive player
Point Guard	A playing position. The point guard is usually the best ball handler on the team. This player does a lot of the on court organising
Possession	When you have the ball in your hands you are in possession of the ball. A team is in possession when one of its players has the ball in their hands
Rebound	When a shot hits the hoop or backboard and misses the basket players will compete to try and catch it. This is rebounding.
Referee	An official who makes sure that the rules of the game are followed
Shoot	To throw a ball at the basket, trying to get it through the ring (entering from the top).
Sideline	There are two sidelines, one on each side of the court.
Square Up	When a player turns their body toward the basket on catching the ball. It means they can now shoot and can also see the rest of their team mates.
Stride Stop	Player lands with a stride action, one foot touching the ground before the other. The first foot becomes the player's pivot foot
Substitution	Interchanging of players from off court (substitute) with those on court (player). This is done during breaks in play.
Team Manager	The person responsible for looking after the players off court requirements and game day requirements

Let's Start Coaching

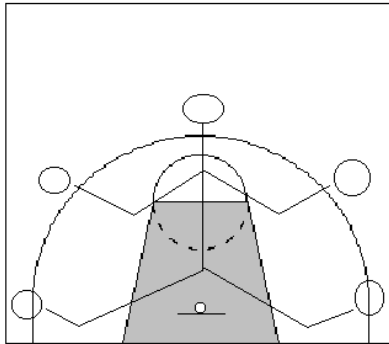
	not related to coaching
Throw In	A method of putting the ball back into play from out of bounds
Travelling	If a player walks or runs with the ball without dribbling, they are travelling and this is a violation
Triple Treat Position	A stance that gives the offensive player the option to shoot, pass or dribble the ball
Turn Over	Any error that gives the ball to another team
Violation	When a rule is broken
Zone Defence	A defence where each defender guards a certain area of the court

Attachment #2

"Head – Hands – Feet"

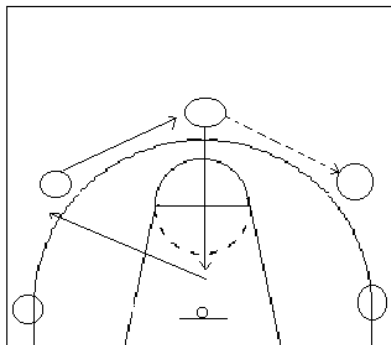
The concept of spacing can be taught using "Head-Hands-Feet". On the diagram below, the circles represent an offensive alignment that has good spacing. It is called "5 out" as all players start on the perimeter.

By joining these positions we can draw a "stick person" with their "Head", "Hands" and "Feet" representing the offensive positions.



Players are taught that every cut should be made to the "Heart", which is the shaded area. Initially players can cut to the heart and then back to where they started.

Subsequently, have a player pass the ball and cut into the heart. While they are in the heart, whoever is closest to their position (head, hand or foot) cuts to that position and the first person swaps. This is shown below:



The Head passes to one hand (dotted line) and cuts to the heart. The other "Hand" (who is closest to the "Head" position) cuts to that position. The original "Head" cuts to the vacant "Hand"

Attachment #3

Stretches

A proper warm up before training and warm down after training is important for all athletes. Warm up should start with some light exercise (eg jogging) before any stretching. Stretching should take no more than 10 minutes.

Warm down is the reverse process to warming up and it is important that everybody stretches properly. Stretches should be held for 30 seconds in warm-down.



1. Neck Flexion/Extension Stretch

(forward then back)



2. Neck Lateral Flexion Stretch

(one side, then the other)



3. Latissimus Dorsi and Posterior Deltoid Stretch

(link hands push elbows together)



4. Triceps Stretch

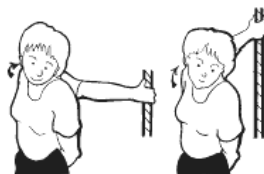
(pull elbow across and down)



5. Shoulder Rotator Stretch

(using towel, pull up with the top arm then down with the other)

P



6. Pectoral Stretch at 90° and 120°.

(use a doorway or post)



7. Bicep Stretch

(hands apart)



8. Supraspinatus Stretch

(keep elbow parallel to ground)



9. Wrist Extensor Stretch

(tilt head to opposite side,
keep elbow straight)



10. Thoracic Extension Stretch

(reach forward with arms,
push chest towards floor,
arch back down, backside behind knees)



11. Lateral Flexion Stretch

(one side then the other push pelvis across as you bend)



12. Lumbar Extension and Abdominal Stretch

do not force into pain if sore in back



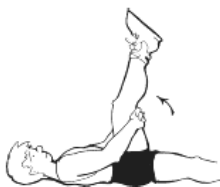
13. Lumbar Flexion Stretch

do not force into pain if sore in back



14. Lumbar Rotation Stretch

(rotate legs one side, then the other side, draw in and brace stomach muscles at the same time, **do not** hold breath)



15. Hamstring Stretch

(straighten leg)

- i. with foot pointed
- ii. with foot pulled back towards the knee



16. Hamstring Stretch

(commence with knee slightly bent, then push knee straight as tension allows, push chest towards foot)



17. Adductor Stretch
(push down with elbows on knees
very gently, keep back straight)



18. Gluteal Stretch
(pull knee and lower leg
towards opposite shoulder)



**19. Gluteal and Lumbar
Rotation Stretch**



20. Quadriceps Stretch
(keep pelvis on floor)



21. Quadriceps Stretch



22. Adductor Stretch
keep foot pointing forward,
lunge sideways on bent knee,
keep back straight)



23. Hip Flexor Stretch

keep back straight, tuck
bottom under, lunge forward
on front leg)



24. Tensor Fascia Stretch

(continue to push bottom forward,
whilst pushing hip to the side)



25. Gastrocnemius Stretch

keep knee straight and heel
down, feet facing forward)

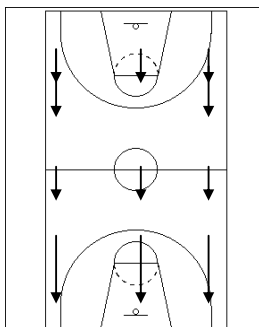
Attachment #4

Sample Session Plan

Date of Session:

- Goals/Aims of Session:
1. Teach players to listen through instruction
 2. Body Movement
 3. Ensure good balance and wide stance

Time	Drill	Variation	Emphasis
10 mins	"Coach Says" – same as "Simon Says" e.g. Slide, Rebound, Pivot etc	Add more as game goes on e.g. Take a charge, Stutter step etc.	Prepares the body for the activities ahead. Allows the mind to become alert as players need to listen to what the coach says.
5 mins	Stretching		Helps to prevent injury
10 mins	Body Movement	Add a ball to drills	Knees bent, wide stance, head up
5 mins	Red light/Green light	Lift the intensity of the drill	Balance – nose behind the toes Wide stance "Sit" into a stopping position Weight on the balls of the feet
5 mins	Red light/Green light with Pivots	When players stop, they pivot Use both forward and reverse pivots	Stay low while pivoting



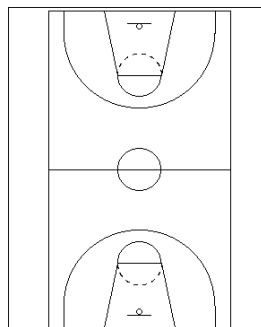
Red Light/Green Light

Players line up on baseline

Coach says "Green Light" and players start

Jogging

Coach says "Red Light" and children stop jogging



A jump stop or stride stop into basketball "Ready" position

With Pivot

When players stop they pivot (1/2 turn in a full circle)

Players perform a pivot on the call "pivot" from the coach

Use both forward and reverse pivots

Time	Drill	Variation	Emphasis
15 mins	Sideline basketball	Use passing and/or dribbling	Encourage good technique in passing, receiving, dribbling, shooting, rebounding and defending Encourage team work
10 mins	Cool down and stretch		Injury prevention

Sideline Basketball

Divide the group in to two teams

Each team is given a sideline and a basket to defend

Start with three players from each team on court

The remaining players spread evenly down their sideline

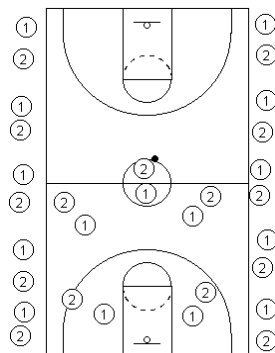
Each team tries to score in the basket the opposition is defending

When a team scores they join their team on the sideline

The players on the court may use the players on the sideline to advance the ball down the court

Players on the sideline can pass the ball amongst themselves

Play with and without the use of dribbling



Attachment #5

Session Plan Template

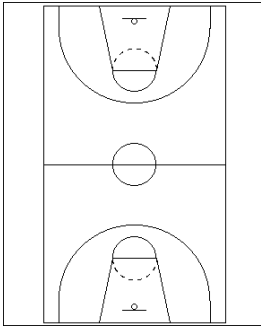
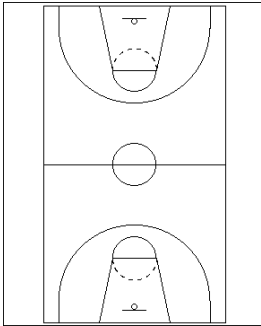
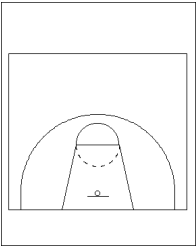
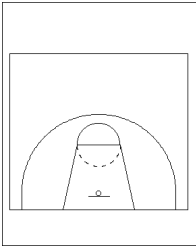
Date of Session:

Goals/Aims of Session: 1. _____

2. _____

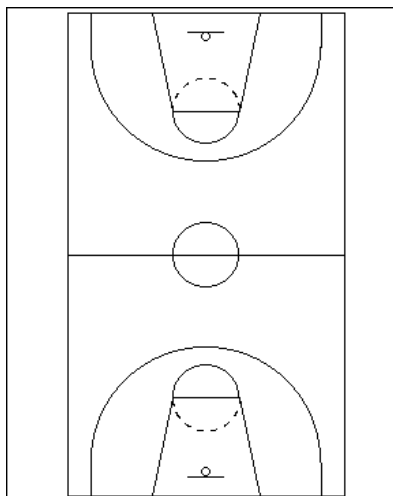
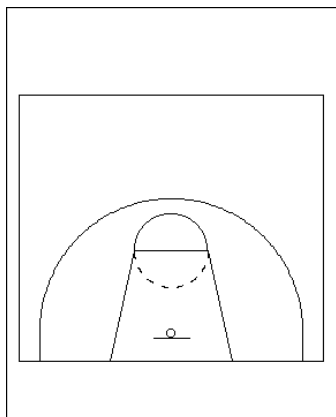
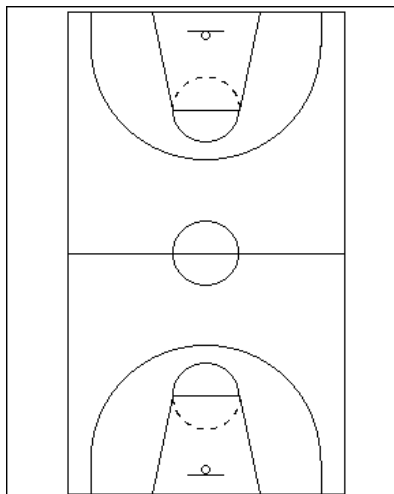
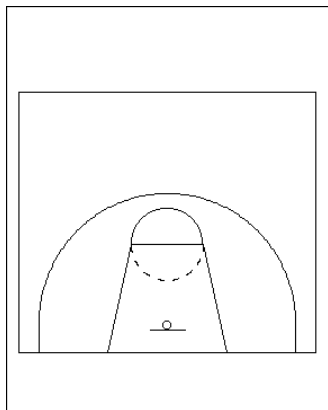
3. _____

Time	Drill	Variation	Emphasis



Time	Drill	Variation	Emphasis

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Attachment #6

Sample games to teach Basketball Skills

Children love to play games at training and below are a range of games that you can play that involve basketball skills. You can also simply amend some basketball rules and allow them to play. Some rules you can change are:

- “No grab” rule – defenders are not able to knock the ball away from the player
- No dribble
- Everyone must touch the ball before the team can shoot

Tally Ball	You Need:
<p>Rules</p> <p>Two teams of 6 to 8 players per area. Aim is to complete 6 consecutive passes. Start with a jump ball. Each time a pass is completed, the person who catches the ball calls out the number of passes so far. One point is scored when six consecutive passes are made.</p> <p>After a point is scored, the opposing team takes possession at the centre line. A new count starts each time there is a bad pass, fumble or interception. No dribbling, no travelling, no body contact (fouling). If one of these violations occurs, possession is taken from the sideline.</p>	<ul style="list-style-type: none"> • 1 Ball • Half Court (or defined area) • Divide players into groups
<p>Quick Teaching Tips</p> <ol style="list-style-type: none"> 1. Lead for the ball 2. Keep spacing, don't crowd the ball 3. Defend one player each (stay between your player and the person with the ball) 4. Move (cut) to an open space after you pass 	<p>Good to Practice:</p> <ul style="list-style-type: none"> • Passing • Movement and pivoting • Defence
<p>Variation</p> <p>Allow up to two dribbles</p>	

Peg Game	You Need:
<p>Rules</p> <p>Each player has two pegs attached to the back of their shirt. Players must try to take a peg of other players, whilst staying in defined area.</p> <p>Players can only take one peg per time and must keep pegs they collect. Once a player loses both pegs they are out. They are also out if they step out of the defined area.</p> <p>Make the area smaller as number of players reduces. Winner is the last player left. Can also play to a timed game, with winner being the one who has captured the most pegs, whilst still being in.</p>	<ul style="list-style-type: none"> • 2 Pegs per player • Full Court (or defined area) • A ball for each player (variation)
<p>Quick Teaching Tips</p> <ol style="list-style-type: none"> 1. Keep head up to see around you 	<p>Good to Practice:</p> <ul style="list-style-type: none"> • Movement • Warm-up
<p>Variation</p> <p>Players must dribble and can only take a peg, when dribbling.</p>	

Dribble Tag	You Need:
<p>Rules</p> <p>Nominate 3 to 5 “taggers” who each have a ball. “Taggers” must dribble the ball and with their free hand try to tag the other players. When tagged, players must leave the playing area and jog continuously around the outside of the court until everyone has been tagged.</p>	<ul style="list-style-type: none"> • 1 Ball per Tagger • Full, Half Court (or defined area) – make the space smaller as there are less people to tag
<p>Quick Teaching Tips</p> <ol style="list-style-type: none"> 1. Keep head up while dribbling to see around you 	<p>Good to Practice:</p> <ul style="list-style-type: none"> • Movement • Dribbling • Vision

Pass Tag	You Need:
Rules Nominate 3 to 5 “taggers”. “Taggers” must pass the ball to each other and try to tag other players, when they are holding the ball. “Taggers” pivot but must not travel. When tagged players leave the playing area and jog continuously around the outside of the court until everyone has been tagged.	<ul style="list-style-type: none"> • 1 Ball • Full, Half Court (or defined area) • 2 balls (variation)
Quick Teaching Tips <ol style="list-style-type: none"> 1. Lead for the ball 2. Move (cut) to a space near another player after you pass 	Good to Practice: <ul style="list-style-type: none"> • Movement and pivoting • Passing
Variation Increase the number of “taggers” to at least 6 and give them two balls.	

Stuck in the Mud	You Need:
Rules Nominate 3 to 5 “taggers”. “Taggers” try to tag other players. Once tagged, players must stand still with their feet apart – they are stuck in the mud. They can only be released by another player crawling between their legs.	<ul style="list-style-type: none"> • Full, Half Court (or defined area) • A ball for each tagger (variation)
Quick Teaching Tips <ol style="list-style-type: none"> 1. Keep head up while dribbling 	Good to Practice: <ul style="list-style-type: none"> • Movement • Team Work
Variation “Taggers” must dribble and can only tag a player, when dribbling.	

Crocodile	You Need:
<p>Rules</p> <p>Players take a shot (distance will depend on experience of the group). If it is missed, you are "out" – and going to be eaten by the crocodile. When a shot is made, one player is saved from the crocodile and can rejoin the line. Continue for a set time or until everyone is out.</p>	<ul style="list-style-type: none"> • 1 or 2 Groups • 1 ball per group
<p>Variation</p> <p>.Have more than one group, with groups competing against each other, to see who can have the most people still in at the end of a set time or the first group to a certain score.</p>	<p>Good to Practice:</p> <ul style="list-style-type: none"> • Shooting

Row Your Boat	You Need:
<p>Rules</p> <p>Players line up in their groups, standing one behind another. They should be arms length distance from the person in front of them.</p> <p>Player at the front of the group bounces two balls, dribbling them at their side. They dribble the ball behind them, until the person behind them can start dribbling.</p> <p>The group must dribble both balls up and down the group.</p> <p>Players take over dribbling from the person in front – they do not catch the ball and start dribbling.</p>	<ul style="list-style-type: none"> • 2 Balls Per Group
<p>Quick Teaching Tips</p> <ol style="list-style-type: none"> 1. The person behind must talk to the person in front and tell them when they are ready to dribble the ball. 2. Dribble the ball hard so that it bounces up to your waist 	<p>Good to Practice:</p> <ul style="list-style-type: none"> • Team Work • Communication • Dribbling

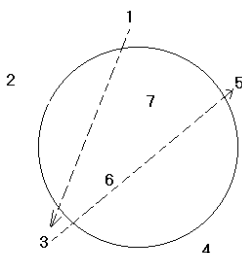
Variation

When the ball gets to the end of the group, that person must dribble both balls to the front of the group. Continue until each player has dribbled from back to front.

Piggies in the Circle

You Need:

Rules



Five players form a circle, the other two are “piggies”. The players numbered 1 to 5 must pass the ball to each other but cannot pass to the person either side of them. The players numbered 6 and 7 defend. If a defending player touches the ball he/she becomes a passing player. Whoever made the bad pass becomes a defending player.

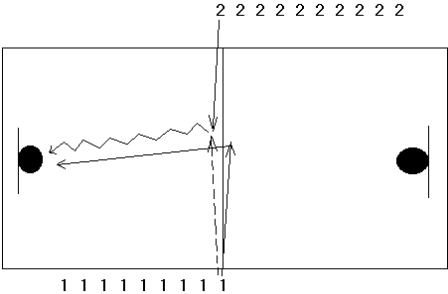
- Groups of 7
- 1 ball per group

Quick Teaching Tips

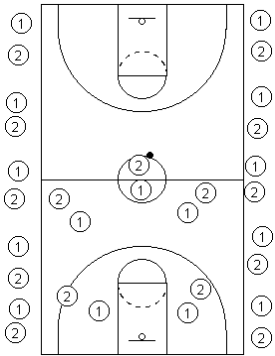
Good to Practice:

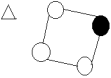
1. Fake a pass to make a pass (if their hands are up, fake a high pass and then pass low – if their hands are down, fake a low pass and then pass high)
2. Step forward to make a pass
3. No lob or “lollipop” passes
4. Arms end up straight at end of pass.
5. You may need to pass with one hand to reach around the defence

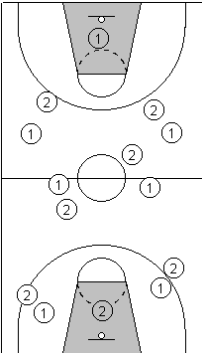
- Passing (and pass fakes)
- Defence (and anticipation)

Pickup and Chase	You Need:
<p>Rules</p>  <p>Player from Group 1 rolls the ball out to the middle of the court to a player from Group 2, and follows the rolling ball. Player from Group 2 picks up ball and attempts to score at either basket. Player 2 may use a fake towards opposite basket before dribbling.</p> <p>Player from Group 1 chases player from Group 2 and attempts to defend. As soon as first pair moves towards goal, next pair commences. Players must change lines after each turn. One point is scored for hitting the ring, two points for a goal. Keep individual scores.</p>	<p>You Need:</p> <ul style="list-style-type: none"> • 5 balls • Full Court (or defined area)
<p>Quick Teaching Tips</p> <ol style="list-style-type: none"> 1. 2. Try to dribble to one side of the basket or the other (not right at it) 	<p>Good to Practice:</p> <ul style="list-style-type: none"> • Dribbling • Shooting • Passing • Defence
<p>Variation Have 2 people from each group</p>	

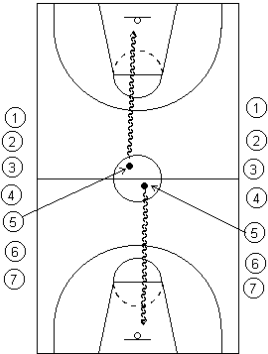
Red Light, Green Light	You Need:
<p>Rules</p> <p>Children line up on the baseline, when the coach says Green Light, start jogging to the other end. If the coach says Red Light children freeze.</p>	<ul style="list-style-type: none"> • Half Court (or defined area) • 1 ball for each child (if you wish to introduce dribbling. Size 5 basketballs are preferred, but if not available you can use soccer, netball or volleyball balls).
<p>Quick Teaching Tips</p> <ol style="list-style-type: none"> 1. Use a whistle or call "Go" and "Stop" if the analogy of traffic lights will mean nothing to children. 2. Have players use a "jump stop" to stop. 	<p>Good to Practice:</p> <ul style="list-style-type: none"> • Movement – stopping
<p>Variation</p> <p>Have players dribbling a ball.</p>	

Sideline Basketball	You Need:
<p>Rules</p>  <p>Two teams of up to 15 players, 5 players on court, the remaining players alternate along each sideline as per diagram. Can play with 12 players (4 on court) or 9 players (3 on court).</p> <p>On court players can pass to their team mates on court or use their sideline players as a release. Two points are scored for a basket. One basket is scored if the ball hits the ring. At regular intervals rotate players from one sideline with the players on the court.</p>	<p>You Need:</p> <ul style="list-style-type: none"> • 1 ball • Full Court (or defined area) • Bibs for opposing teams • Whistle
<p>Quick Teaching Tips</p> <ol style="list-style-type: none"> 1. Lead strongly and call for the ball 2. Use passes more than dribbles (particularly passes to the sideline. If you want to emphasise passing, restrict the number of dribbles (eg no more than 2) or don't allow dribbling at all. 	<p>Good to Practice:</p> <ul style="list-style-type: none"> • Passing • Team Work • Dribbling • Defence
<p>Note: Where basketball rings are not available you can use:</p> <ol style="list-style-type: none"> 1. bins 2. drawn target 3. milk crate on fence 	

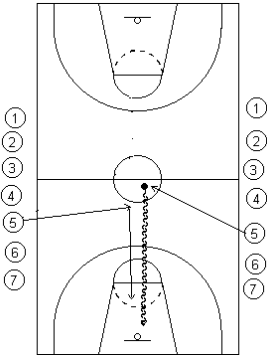
Circle Tag	You Need:
<p>Rules</p> <p>Form groups of 3 or 4. 2 or 3 players join hands to make a circle. 1 player in the circle is chosen to be chased. The player not in the circle is the tagger. The tagger must try to chase the nominated player to tag them, by running outside the circle. The players forming the circle must move the circle (they must always be holding hands) to protect the nominated player.</p>  <p>For example, the “triangle” is trying to tag the black circle.</p>	<ul style="list-style-type: none"> • Half Court (or defined area)
	<p>Good to Practice:</p> <ul style="list-style-type: none"> • Movement • Team Work/Communication

Tally Ball Touchdown	You Need:
<p>Rules</p>  <p>Two teams of 6 to 8 players. Aim is to complete (minimum) six consecutive passes then pass the ball to a team mate in the touchdown (shaded) zone.</p> <p>One point is scored when the player in the touchdown receives the ball after the minimum six consecutive passes. After a point is scored the opposing team takes possession from the touchdown zone.</p> <p>A new count starts each time there is a fumble, or interception. No dribbling, no travelling, no fouling. If violation occurs, possession is taken from the side line.</p>	<p>You Need:</p> <ul style="list-style-type: none"> • 1 Ball per game • Full Court (or defined area) • Bibs for opposing teams
<p>Quick Teaching Tips</p> <ol style="list-style-type: none"> 1. Lead for the ball 2. Keep spacing, don't crowd the ball 3. Defend one player each 4. Move (cut) to an open space after you pass. 	<p>Good to Practice:</p> <ul style="list-style-type: none"> • Passing • Team Work • Defence
<p>Variation</p> <p>Allow players one or two dribbles.</p>	

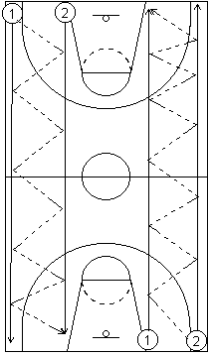
Dribble Practice	You Need:
<p>Rules</p> <p>Players stand approximately 2 metres apart from their partner, facing each other.</p> <ul style="list-style-type: none"> Using 2 hands, each player tries to bounce the ball in front of their body as high as they can to themselves. Then bounce as low as they can. Then bounce at waist height (which is the height for dribbling!) After short time, pass the ball to partner for their team Using a 2 handed dribble, each player must bounce the ball to themselves 5 times before passing to their partner Try 1 handed dribbling – dribble 5 times and pass to partner 1 hand dribbling while looking a partner. 5 passes then pass to partner. Partner can pull faces and try to make person dribbling laugh. 	<ul style="list-style-type: none"> 1 Ball for every 2 children
	<p>Good to Practice:</p> <ul style="list-style-type: none"> Dribbling

Numbers Lay-Ups	You Need:
<p>Rules</p>  <p>Two teams of up to 9 players, stand along opposite sideline. Each player is given a number 1–9. Coach places two balls on court and calls out a number. The player from each team with that number must run out pick up the ball, and dribble to their end and score a lay-up. A point is scored for the team of the player who scores first.</p>	<p>You Need:</p> <ul style="list-style-type: none"> • 2 Balls per game • Full Court (or defined area)
<p>Quick Teaching Tips</p> <ol style="list-style-type: none"> 1. Run to one side of the basket or the other, don't run straight at it. 2. Use lay-up footwork (count 1, 2) to slow you down 	<p>Good to Practice:</p> <ul style="list-style-type: none"> • Dribbling • Shooting • Team Work • Passing
<p>Variation</p> <ol style="list-style-type: none"> 1. Players have to score a basket at either end; or 2. Coach calls out 2 numbers. The first person must get the ball and dribble to the foul line and then pass to their team mate who shoots the first shot. 	

Gang Up Tiggy	You Need:
<p>Rules</p> <p>Players spread out inside the half court, each holding a ball. 1 player is nominated as “it”.</p> <p>The player that is “it” dribbles their ball and chases other players trying to tag them. Players being chased do not dribble their ball. When tagged, that player also starts to dribble and tries to tag players.</p> <p>The last child to be running in the area without being tagged is the winner.</p>	<ul style="list-style-type: none">• 1 Ball per player• Half Court (or defined area)
	<p>Good to Practice:</p> <ul style="list-style-type: none">• Dribbling• Moving• Team Work

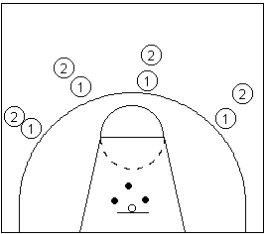
Numbers War	You Need:
<p><u>Rules</u></p>  <p>Two teams of up to 9 players, stand along opposite sideline. Each player is given a number 1–9. Coach places one ball on court and calls out a number. The player from each team with that number must run out pick up the ball. Whoever gets the ball must dribble to their end and score a lay-up. The player from the other team tries to defend and if they get the ball must try to score a basket at their end.</p> <p>A point is scored by the team that scores.</p>	<ul style="list-style-type: none"> • 1 Ball per game • Full Court (or defined area)
<p>Quick Teaching Tips</p> <ol style="list-style-type: none"> 1. Run to one side of the basket or the other, don't run straight at it. 2. Use lay-up footwork (count 1, 2) to slow you down 3. 	<p>Good to Practice:</p> <ul style="list-style-type: none"> • Dribbling • Team Work • Offence and Defence
<p>Variation</p> <p>Coach calls out 2 or 3 numbers. Teams then play 2v2 or 3v3.</p>	

Dribble Swat	You Need:
<p>Rules</p> <p>Players must dribble around continuously within the area, attempting to knock with their free hand other players' balls out of their control. Players are eliminated from the game by:</p> <ol style="list-style-type: none"> 1. having their ball knocked out of their control 2. going outside the defined area; or 3. double dribbling <p>Reduce the size of the playing area as numbers decrease</p> <p>If eliminated, either:</p> <ol style="list-style-type: none"> 1. sit on the sideline and continue to dribble; or 2. dribble continuously around the outside of the area 3. 	<ul style="list-style-type: none"> • 1 Ball per player • Half Court (or defined area)
<p>Quick Teaching Tips</p> <ol style="list-style-type: none"> 1. Keep head up while dribbling 2. Use non-dribbling arm to shield the ball 3. Change hands and direction (including going backwards) to avoid other players 4. Use "protected dribble" stance 	<p>Good to Practice:</p> <ul style="list-style-type: none"> • Dribbling • Protecting the Ball • Vision

Fast Break Partner Passing	You Need:
<p>Rules</p>  <p>Passing on the move, using:</p> <ol style="list-style-type: none"> 1. chest pass; or 2. bounce pass. <p>Players must maintain the ready position as they move sideways passing the ball back and forth to each other. Continue up one side of the court/area and back down the other.</p>	<ul style="list-style-type: none"> • 1 Ball per pair • Full Court (or defined area)
<p>Quick Teaching Tips</p> <ol style="list-style-type: none"> 1. Catch with the eyes first, the hands second 2. Fingers spread and relaxed for passing and catching 3. Show a target and call for the ball 4. Receive the ball in the target area 5. Snap wrists in follow through to target 6. Pass the ball slightly in front of the receiver 7. 	<p>Good to Practice:</p> <ul style="list-style-type: none"> • Passing and Catching • Movement
<p>Variation Run forwards while passing the ball.</p>	

Dribbling Relays	You Need:
<p>Rules</p> <p>Players stand in 2 lines facing each other. There should be 2–3 players in each line.</p> <p>First player in line dribbles across to the opposite line (and then joins the end of that line). Players should walk initially while dribbling and may need to use 2 hands or catch the ball between bounces initially.</p>	<ul style="list-style-type: none"> Enough Balls for each team of 4–6 players to have 1 ball
<p>Variation</p> <ol style="list-style-type: none"> As players become confident they can jog and then progress to racing between teams. Can have players dribble around a cone rather than just to another line. Have players dribble through cones (placed approximately 2 metres apart). They must dribble the ball while weaving through the cones. 	<p>Good to Practice:</p> <ul style="list-style-type: none"> Dribbling

Partner Passing	You Need:
<p>Rules</p> <p>Players stand approximately 2 metres apart, facing each other. Must try to achieve 10 successive chest passes without dropping the ball. Start again from 0 if the ball is dropped.</p>	<ul style="list-style-type: none"> 1 Ball per pair of players
<p>Variation</p> <ol style="list-style-type: none"> Race to see which pair can achieve 10 passes quickest; or See which pair can throw the most passes in 30secs. 	

Rebound War	You Need:
<p>Rules</p>  <p>Two teams of 2 – 3 players, stand outside the 3 point line. The coach places 3 balls under the basket.</p> <p>As teams finish they sit down. Continue until all teams have finished.</p>	<ul style="list-style-type: none"> • 3 Balls per game • Half Court (or defined area)
<p>Quick Teaching Tips</p> <ol style="list-style-type: none"> 1. Need to get in front of opponents and “box out” in order to get the ball. 2. Catch rebound and bring ball to chin. 	<p>Good to Practice:</p> <ul style="list-style-type: none"> • Rebounding and Boxing Out • Shooting
<p>Variation</p> <p>Players must score one basket using their right hand and one using their left hand.</p>	

Attachment #7

Guidelines for Coaches

Basketball is intended to be a recreational activity for enjoyment and health. These guidelines were developed by Basketball Victoria and have been adapted by Basketball Australia to give some guide to the expectations on people involved in basketball.

These guidelines are intended to assist everyone to obtain the maximum benefit and enjoyment from their involvement in basketball. As a result, the quality of participation will be improved so people are more likely to start and continue their involvement in basketball. Enjoy!!

1. Remember that basketball is for enjoyment.

Remember that people, especially kids, play for fun and enjoyment and winning is only part of their motivation. Always make sure that participants are made to feel welcome.

Ensure that activities are carefully planned, well structured and varied to provide opportunities for individual and team development. Be willing to depart from the plan to take advantage of an unexpectedly high interest in a particular activity.

Never ridicule players for making mistakes or losing a competition. See errors or losses as an opportunity to learn in a constructive way. Always make your comments in a way that is positive and designed to create interest, involvement and development. Sarcasm should be avoided.

2. Be reasonable in your demands

In scheduling training and playing times and days, be reasonable in your demands on players' time, energy and enthusiasm, taking into account their age, level of play and other commitments such as school and employment.

Young children are likely to have short attention spans. They may have plenty of energy but will need more guidance on how best to look after their bodies (eg drinking water). The differences in physical and mental maturity can be quite marked in younger children of the same age group.

Older children have greater demands from their studies and many need or want to work to earn pocket money. They also have many social demands. Try to assist them in achieving a good balance between the various demands on them.

Adults should in most cases be capable of making their own decisions on priority between basketball and other demands such as work, family and social engagements. Respect those decisions.

3. Teach understanding and respect for the rules.

Teach your players that understanding and playing by the rules is their own responsibility and that the rules exist for the safety, proper order and enjoyment of all people involved in basketball. The lessons to be learned in this respect in basketball are lessons that can and should be carried over into all aspects of their lives. Do not encourage players to ignore or deliberately break any rules.

4. Give all players a reasonable amount of court time.

All players need and deserve reasonable court time. Avoid over-playing the talented players. It is unfair to both them and those who are not so talented. Players cannot improve without the opportunity of a reasonable amount of match practice. Talented players can burn out. Players that get little time on court may suffer from morale problems and they can lose interest in the sport altogether.

5. Develop team respect for the ability of opponents including their coaches.

Part of participation in sport is respect for all participants in the game. Encourage your players to accept that their opponents are entitled to proper courtesy. This means introducing themselves to their opponents

on court, congratulating them whether they win or lose and accepting loss gracefully. Teach them that the opposition coach is there trying to do the best for their team and is also entitled to respect.

6. Instil in your players respect for officials and an acceptance of their judgement.

Players should be taught to understand that officials have a very difficult task to perform and that without them games could not be played. They are there to enforce the rules of play but they cannot always be right. Teach your players to accept bad calls graciously. Abuse of referees is unacceptable behaviour that should not be tolerated. Substituting players if they do dispute a call will generally get them to change. Players who consistently dispute decisions or do not accept bad decisions should be singled out for counselling and guidance.

Remember to set a good example for your players. If they see you abuse officials they will believe that it is acceptable behaviour. Spectators and parents will also follow your example, so make sure you always show respect.

7. Working with the parents.

Parents may make demands on their children's time which interferes in your basketball activities. Respect this and try to structure your coaching and their training and playing times and obligations to take those demands into account. There are many other factors which need to be balanced, including venue availability and requirements of administrators. The coach's task is not easy.

8. Group players according to age, height, skills and physical maturity, whenever possible.

Uneven competition can lead to a loss of enthusiasm. Coaches should always try and group players of reasonably equal ability. In coaching children it is important to remember the different maturity rates for

children of the same age. A player in their early teenage years may be the tallest in their team and yet because they have matured early, be one of the shorter players in only a brief time. Coaches must be ever vigilant to ensure that changes in height and other physical characteristics are noticed and acted upon.

9. Ensure that equipment and facilities meet safety standards and are appropriate to the age and ability of the players.

Everyone involved in sport has a responsibility to take all reasonable steps to ensure the safety and well being of participants. Coaches are in a unique position to control many of the factors which can have an effect on this welfare. Coaches should be aware of the dangers factors such as heat and dehydration, wet floors and other potentially hazardous environmental situations can cause. A coach has a responsibility to avoid putting players into dangerous conditions.

10. Be prepared to lose sometimes.

Everyone wins and loses at some time. Be a fair winner and a good loser. Disappointment at losing is natural, but it should not be obvious to the point of being unpleasant for others. Just as unpleasant can be the boastful winner. Recognise that even in defeat, the loser has achieved something, just by playing. Not everything in life can be a winning situation. Losing can be an important learning experience for your wider life goals. Guide your players to accept a loss in this spirit.

11. Act responsibly when players are ill or injured.

Show concern and take responsibility for players who are sick or injured whilst under your care. Follow the advice of a physician when determining when an injured or ill player is ready to recommence play. If a player is injured on court, make sure that there is no danger of further aggravation of the injury by prompt removal of the player if this is appropriate. Qualify yourself to administer first aid so that you can recognise the seriousness of

an injury or illness and act accordingly.

12. As well as imparting knowledge and skills, promote desirable personal and social behaviours.

Be aware of the role of the coach as an educator. Particularly with young people, the way they perform in their lives is influenced by many factors. An important influence is the person they see as a role model. Coaches often take on the part of role model for many young people. It is therefore important to ensure that the influence from coaches is seen in a positive light rather adversely. What you say and how you act can be most important in modelling the behaviour of players.

13. Keep your knowledge current.

Seek to keep abreast of changes in sport. Ensure that the information used is up to date, appropriate to the needs of players and takes into account the principles of growth and development of children. Players cannot learn from you if your skills and knowledge are inadequate.

14. Ensure that any physical contact with a player is appropriate.

Physical contact between a coach and a player should be rare. Contact that would be considered usual social contact, such as the shaking of a hand or a "high five", is appropriate. Gestures which can be well meaning, or even considered by some to be acceptable, may be unacceptable to others. Sometimes physical contact can be misinterpreted. Particular care needs to be taken in coaching children. Ensure that if there is physical contact with a player that it is appropriate to the situation and necessary for the player's skill development.

15. Avoid personal relationships with players.

Personal relationships with players can often be misinterpreted as something sinister. Friendship with players is essential to building trust between a coach and players. However, the power imbalance in a coaching situation can make it unwise for a relationship to develop beyond

friendship. Particular care must be taken when coaching children.

16. Respect the rights, dignity and worth of every person.

Regardless of their gender, ability, cultural background, religion or other factor irrelevant to the game, all persons connected with basketball are entitled to equal treatment and respect. Avoid any remarks that could be construed as offensive or discriminatory. Sometimes even a joke may give offence. Even if a person refers to themselves with a particular label, it should not be taken as an invitation for you to do so. Using discretion is imperative and it is better to err on the side of caution.

17. Always respect the use of facilities and equipment provided.

Facilities and equipment cost money and will only function properly if kept in good order. Ensure that you and your players do not abuse anything provided for use. Discourage players from hanging off hoops or “slam dunking”. Quite properly, these practices are banned in most venues. Not only can equipment be damaged but serious injury can occur.

Attachment #8

Injury Prevention

Injuries are often inevitable in sport so care must be taken to minimise the likelihood of anything happening. By emphasising the following you can help prevent serious injuries and increase players' enjoyment of the game:

- Check the playing surface before commencing.
 - Remove hazards and rubbish from the courts
 - Pad or cover dangerous structures
 - Remove dust or water from the court
- Provide sound technical instructions
- Make sure that balls that are not being used are placed somewhere away from the court
- Supervise the children at all times and foresee potentially dangerous situations
- Ensure players have a good warm up and cool down
- If training outdoors, make sure players have hats and sunscreen
- Players should consume fluids before, during and after activity. It is recommended they drink 500ml in the two-hour period before playing and at least 200ml every 20 minutes during activity and at least 500ml after activity to reduce the likelihood of dehydration. (*source: Sports Medicine Australia*)
 - **Remember** a person can be dehydrated before they actually feel thirsty and this is particularly so with young children. Schedule regular, short drink breaks and allow at least one drink break where they can fill their water bottles.
 - Encourage each child to have their own drink bottle, which is clearly labelled with their name.
- When working with groups try to match players according to their physical development, similar size and physical maturity. Proper matching helps protect young children.
- Be prepared with a first aid kit and ice
- Have a plan if an injury occurs:
 - Stop play
 - Evaluate the injury
 - Treat accordingly

Attachment #9

Scoring

There are two general types of scoresheet that you may see at an association. When you first see them it can seem very hard as to how to fill one out. Here are some hints.

Completing a Running Score sheet


1. Write the score in the personal column FIRST, and then add to running total. (in the event of discrepancy the personal scores count)


2. Write two points as '2', three points as '3'.


3. Draw a square when two or three foul shots are awarded:-

 First shot missed


 First and second shot missed


 First shot made


 Both shots made


 First shot missed, second made

 Three shots all missed

 All three shots made

 First shot missed, second and third made

 First and third shots made, second missed

 First and second shots missed, third made

4. Draw a circle for a bonus shot (one foul shot only)

○ Bonus shot Symbol ⊙ Bonus shot missed ⊖ Bonus shot made

everyone's game

Let's Start Coaching

5. On the running total, write the number of the player who scored above the points. The points should be marked as below

4 9 14 5



two points: diagonally across boxes

three points: horizontally

foul shots: vertically

6. At the end of each quarter, close off personal score with this sign ">". Mark off each space in totals column (no score use a dash-, don't use zero)

7. Write the player number against all scores and fouls. Fouls are shown:

A circle is used to indicate a personal foul (P)

A cross (X) indicates two shots (P2)

A Stroke (/) indicates one shot

A 'T' indicates a technical foul

A line through remaining fouls indicates disqualified 'D'

A 'U' indicates an unsportsmanlike foul


Do not add technical fouls on bench to team fouls

Write Bench in name column and mark as usual

everyone's game

Completing a FIBA Scoresheet

The FIBA scoresheet looks like



FEDERATION INTERNATIONALE DE BASKETBALL
INTERNATIONAL BASKETBALL FEDERATION

Team A

Competition: _____ Date: _____ Time: _____ Referee: _____

Game No.: _____ Place: _____

Team B

Competition: _____ Date: _____ Time: _____ Referee: _____

Game No.: _____ Place: _____

Team A:

Time-outs: Team fouls:

Period 1: Period 2: Period 3: Period 4:

Extra periods:

Players	No.	Fouls
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

Coach: _____

Team B:

Time-outs: Team fouls:

Period 1: Period 2: Period 3: Period 4:

Extra periods:

Players	No.	Fouls
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

Coach: _____

Scores: Period 1: A B Period 2: A B Period 3: A B Period 4: A B Extra periods: A B

Scorekeeper: _____ Referee: _____

Timekeeper: _____ Umpire: _____

24* operator: _____ Captain's signature in case of protests: _____

Fouls are marked next to each player with a “P”. If foul shots are awarded, a “1”, “2” or “3” is written next to the “P” to show how many shots. An unsportsmanlike foul is marked with a “U” and a technical foul with a “T”.

everyone's game

Team A: HOOPERS

Time-outs

Team fouls

① ② ③ ④

Period ① ② ③ ④

Extra periods

Licence no.	Players	No.	Pos.	Fouls	1	2	3	4	5
001	MAYER, F.	4	P ₁						
002	JONES, M.	5	P	P ₁					
003	SMITH, E.	6	P ₂	U ₂	P	P ₁			
004	FRANK, Y.	7	X	T ₁	P ₂				
010	NANCE, L.	8	P	P	U ₁				
012	KING, H. (CAP)	9	P ₁	P					
015	RUSH, S.	11	X	P ₁					
021	MARTINEZ, M.	13	X	P ₁	P	P ₁	T ₂		
022	SANCHES, N.	14	X	P ₁	P ₁	P ₁	P	U ₁	
024	MANOS, K.	15	X	P ₂	D ₁				
Coach: LOOR, A.					C	B ₁			
Assistant Coach: MONTA, B.									

A	B
1	6
2	6
3	3
4	4
5	5
6	5
7	7
8	8
9	10
10	10
11	11
12	12
13	7
14	14
15	6

The running score is completed by:

- Putting a “/” when a player scores a 2 or 3 point shot, to indicate the current score. Use a “•” for a foul shot.
- Put the number of the player that scored next to the score. Place a circle around the player’s number if it was a 3 point score.
- At the end of the quarter, rule a line under the team’s current score.

everyone’s game

