



***Coach's***

***Guide***

## Welcome to the Rookie Basketball Association (RBA)!

Good coaching can make the difference in a child's experience as a participant in sports. That does not mean you have to excel in the skills of the sport yourself, but you should want to invest in the children on your team. As an RBA coach, you have a tremendous opportunity to make a positive impact on the lives of your players and their families.

This guide has been compiled from a variety of sources for consistency in coaching, understanding of expectations, and as an equipping resource. It is by no means inclusive of all basketball knowledge. Please use this tool to enhance the RBA experience for you, your team, and their families.

### THE SALVATION ARMY MISSION STATEMENT

*The Salvation Army, an international movement, is an evangelical part of the universal Christian church. Its message is based on the Bible. Its ministry is motivated by the love of God. Its mission is to preach the gospel of Jesus Christ and to meet human needs in His name without discrimination.*

### TODAY'S YOUTH – TOMORROW'S LEADERS

The Salvation Army Rookie Basketball Association, using sport as mission, aims to support families in developing youth in body, mind and spirit. The vision of RBA is to help youth build character, teamwork and leadership so they can succeed in education, careers, their community and beyond.

How we are different:

- Holistic child development
- Value proposition for all
- Motivated by the love of Jesus Christ

We understand the transformational ability of sport, both on and off the court, to influence a player's development holistically. We are constantly striving to improve in pursuit of excellence. We do this through quality programming, training and equipping coaches, intentional character development through the Marks of Excellence; founded on a safe, positive and fun environment.

*Dear Coaches,*

*Hello and thanks for everything that you do for RBA. This is a time of the year when we can impact the lives of so many. Sports is a way in which children can be active and form relationships that last a lifetime. You will be providing a positive role model and experience for someone this season that may need it. The Salvation Army and the youth you interact with will be better because of your participation.*

*I'm glad that you have joined with us to not just play basketball and learn good team skills but to also learn "The Marks of Excellence" that go way beyond the basketball court.*

*God bless you for your concern for all of our bright shining stars that will hit the courts soon.*

*Sincerely,*

*Captain Anthony Nordan*

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## MARKS OF EXCELLENCE

**Love** devoted actions for the benefits of others

**Example:** passing the ball to an open teammate closer to the basket

**Peace** being at rest with myself and others

**Example:** staying calm during an intense game

**Goodness** doing the right thing

**Example:** following the rules of the league and game

**Gentleness** emotional control

**Example:** calming down before a free throw

**Patience** accepting difficult situations in order to grow stronger

**Example:** respecting coach and referee decisions

**Faithfulness** responsible for actions and accountable to others

**Example:** listening and doing what my coach asks because my team is counting on me

**Kindness** using words and actions to encourage others

**Example:** giving a teammate a high five and saying, “great job!” after a good play or basket

**Self Control** holding oneself in

**Example:** remaining gracious in defeat and humble in victory

**Joy** choosing to be pleasant regardless of outside circumstances

**Example:** encouraging teammates regardless of the score

## MORE THAN A GAME

The RBA takes the responsibility of developing youth basketball players very seriously. Physical training concepts from the Long Term Athlete Development Model, & USA Basketball Youth Development have been incorporated into the coach’s training. The Jr. NBA instructional curriculum is the approved practice standard of the RBA. Character training concepts from Joe Erhmann’s *InSideOut Coaching* and Jeff Duke’s *3Dimesional Coach* have been incorporated into coach’s training, the Coach’s Guide, and the Parent Guide. Beginning fall of 2014 the Minnesota State High School League has incorporated these same character training concepts for all high school varsity coaches in all sports.

*“Valuable life lessons can be learned from participation-lessons such as:*

- *Learning to work with others toward a common goal;*
- *Finding the courage necessary to move outside of one’s comfort zone to learn something new;*
- *Overcoming failure; and*
- *Developing confidence and growing as a human being”*

From Why We Play by Jodi Redman, p. 34, *Minnesota State Prep Coach*, Minnesota State High School Coaches Association Fall 2014.

Each week players will be challenged on and off the court. Our goal is to coach the 3 dimensions of each athlete: body, mind, and heart. The mind and heart produce the attitude and effort a player brings to the court. These 3 dimensions are critical in the development of players and are the only things a player can control within the game. On the court we will be developing fundamental skills in three basic themes: offense, defense, and teamwork.

The “Marks of Excellence” are character qualities that will enhance players as athletes and people. The Marks play a role on the court as well as in everyday life and we encourage you to discuss them with your players and point out when they demonstrate them in practice and games.

With that in mind we would like coaches, players, and parents to take time to discuss what it looks like to engage with their body, their mind, and their heart, so that in sports, at home, in school, and in the community they can inspire, unite, bring hope, and change the world.



The Rookie Basketball Association is a fundamental development & recreational league that introduces basketball skills in a safe & fun environment. Emphasis is put on team play, sportsmanship, & character qualities. In March 2018, USA Basketball & the National Basketball Association (NBA) established rules and standards for youth basketball competitions to enhance the development & playing experience for youth athletes by helping them learn the fundamentals of the game & achieve greater on-court success. Resources, practice & game play will reflect these standards. Each coach is responsible for his/her conduct, as well as the conduct of the players, assistant coaches, & parents. It is the responsibility of each coach to ensure that the actions of the team, on & off the court, reflect the fundamental skill & character development goals of RBA. It is the standard and expectation that the following will be upheld at each RBA practice, game, and/or event regardless of location.

## COACH'S RESPONSIBILITIES

Before any individual will be approved to coach, assist, or help a team, they must complete a Volunteer Coach's Application, including submitting references, pass a background check, attending the Safe From Harm class, complete required online youth coach concussion training, & be approved by the RBA director. All coaches must attend the coach's meeting before the season begins.

The RBA takes the role of coach very seriously. Parents are looking to you for the instruction of basketball, encouragement of effort, & development of character for their child. Area high school coaches are looking to you to instill the fundamentals of basketball in their future players. In addition to being good leaders & teachers, coaches should:

- Make sure 2 approved (coaches/parents) are present during every practice. **NO EXCEPTIONS.**
- Coaches must not only model sportsmanship but also teach it to their players and parents.
- Use the provided Jr. NBA curriculum as a baseline for consistency in coaching across the league.
- Know the league's rules, policies, guidelines & the coach's and referee's responsibilities as listed in this manual & as agreed upon at coaches meetings.
- Be responsible for your practice area.
- Introduce yourself to practice facility staff, your players parents and the referees. Work on communicating information quickly & effectively to all team members.
- Keep track of all your players during practices and games, using the sign in /out form, to see that every player gets picked up. No player should leave the gym without your knowledge.
- Must accompany all players for water breaks to drinking fountains. **DO NOT** send players unsupervised into hallways, players are not to leave the gym without direct supervision from a coach. It is the parents' responsibility to take players to the bathroom before practice.
- While parents are invited to watch practice, no one should be allowed on the court during practice that is not a registered player or approved adult. Coaches will request that any spectators sit on the side of the court. Failure to follow this policy can result in a player &/or family being suspended from the RBA.
- Put up, take down, & store all basketball equipment as instructed.
- Make sure gyms are left clean & better than you found them. Keep food & trash out of the gyms.
- Valuables should not be brought to RBA programming. The Salvation Army is not responsible for lost or stolen items.
- Hold parents accountable for their actions, they are responsible for any siblings brought to practice/games. They are **ONLY** allowed in the lobby, gym, and bathroom, when available.
- Be prepared, on occasion, to referee your own game. Please read the referee portion of this guide.
- Not allow anyone but your assistant coach & assigned players to sit on the bench during games.
- Make sure that at no time is anyone allowed to represent the team that has not been approved by the RBA Director.
- Refrain from drug, tobacco, & alcohol possession and use inside & outside of all facilities the RBA uses.



es.

- No weapons or look-a-like weapons are allowed at any of the facilities used by RBA.
- All forms of harassment and violence are prohibited.
- Proper procedure must be followed in the event of a fire alarm, evacuation according to evacuation maps or tornado warning, take cover as per indicated on posted maps.
- Disorderly conduct is prohibited and punishable by ejection from the facility and potentially the league. This includes inappropriate communication and disrespect for authority, RBA staff, facility staff, other teams, and/or spectators. The proper authorities will be notified. Law enforcement may be called to intervene.
- Coaches are responsible for enforcement of all safety and security regulations, including that of Safe From Harm.

**\*\*\*Coaches should be the first to arrive and should not leave until every player has been signed out.\*\*\***

### **CO-COACHES/ASSISTANT COACHES**

- The RBA Director will make every attempt to make sure each team has a co or assistant coach.
- Make sure ANYONE helping coach your team has been approved by the RBA director to coach. **This includes parents who have played basketball and only help out at a few practices.**

**COACH ABSENCES**—In the event a coach cannot make it to a practice/game, the coach will be responsible to find an **approved** substitute. Each coach will be given a list of all the coaches in the league. Please use this list to find substitutes. Coaches must notify the RBA Director and their team of any practice/game changes &/or cancellations or substitutions.

**SKILL INSTRUCTION**—Take time to plan practice. Coaches should start their base plan using the Jr. NBA curriculum, personal experience & activities in this guide may supplement those plans. Players respond well to structure, don't just wing it. Always demonstrate the drill or skill technique. Have participants help you with demonstrating whenever possible. Ask the players if they understand the drill before continuing and make sure that each player is ready to begin. Demonstrate skills with both the right and the left hand. Use lots of repetition in explaining and demonstrating. Match players of similar size and have each player try every position. Implement the "IDEA" model for teaching each skill:

I—Introduce the drill

D—Demonstrate

E—Explain

A—Attend to each player

You are encouraged to send your players home with 'homework', skill work that players can work on at home. 3-5 days working on skills will develop more improvement than one practice a week.

**\*\*Teams practicing elementary schools:** Coaches must lower & raise hoops to the appropriate level at the beginning of practice. Coaches are responsible for the care of RBA basketballs, mesh jerseys & other equipment, including sanitization. Each coach must return all basketballs to the mesh bag along with any mesh jerseys & equipment & return them at the end of the season. If equipment is in ill repair, please notify the RBA Director as soon as possible.

**REGISTRATION**—Registration information will be made available as soon as possible before each league. This information, including online registration, can be found on The Salvation Army RBA website. It will be sent out to all previous RBA families via email. The RBA aims to make the league affordable to all families. Scholarships are available to qualifying families. Families must complete & submit a scholarship application & proof of income &/or assistance to be considered for a scholarship BEFORE registering. Scholarship applications will not be processed without proof of income. This process may take up to a week. Scholarship applications are available on The Salvation Army RBA website and at The Salvation Army office.



**HEALTH-** The RBA follows the guidelines of the Duluth Public School district. Go to <https://www.isd709.org/families/health-services> for the guidelines, including when to keep your child home.

**TEAM PLACEMENT**—Teams will have minimum of 6 players and a maximum of 10, when possible. Teams will be compiled at the discretion of the RBA Director. When placing players on teams determining factors will be as follows: Sibling placement, referred practice night, coach & teammate request, & school attending. To the extent feasible, the league will attempt to honor schedule & coach/teammate requests. Players may not switch teams without the approval of the RBA Director.

## **PRACTICE**

Practice is designed to develop fundamental skills of the game and character. Scrimmaging should consume no more than 10 minutes of practice time. The relationships that form between coaches, players & parents develop at practice. It is important that coaches remember they are role models both on & off the court. It is also important that coaches & parents communicate effectively.

**PRACTICE SCHEDULE**—All practice times & locations will be assigned by the RBA Director. Teams are not to be in any practice gyms any time other than the times assigned to them as insurance must be provided. Changing of practice time & location must be approved by the RBA Director.

**Parents MUST sign their player in and out of practice in the assigned gym.** Parents ARE NOT to drop their players off at the front of the building. Players are not to arrive more than 10 minutes early to practice &/or loiter at the practice facility before or after practice. Please have your player use the restroom before practice under parent supervision.

**CANCELLATIONS**—If you need to cancel practice please notify the RBA Director so the facility may be notified 24 hours in advance. In the event of school closures due to holidays or weather RBA practice/games will be cancelled. Coaches & parents will be notified via the League Apps Play app and email of any cancellations. They will also be posted on social media.

**EQUIPMENT**—**ALL coach and players** must wear indoor gym or tennis shoes, NOT STREET SHOES, on all court playing surfaces used by RBA. Spectators and visitors should remain off of the playing surface. Coaches are responsible to use reasonable caution to see that snow, water and dirt are removed from shoes before admittance to the gym. All jewelry (earrings, rings watches, etc.), hats, &/or casts are not allowed to be worn by players. RBA has a “Shoe Shelf”. It is gently used shoes donated by former RBA players. Contact the RBA office to receive or donate shoes.

**FACILITIES**—Use of gym facilities other than those necessary for practice, i.e. non-basketball equipment, etc., are forbidden. Make sure no fire exits are blocked. The only doors that should be used to enter the gymnasium are the doors from the hallways. Do not prop or keep open any doors during your scheduled time. If a door to the gym is locked please find facility staff to unlock the door. Any outside doors leading to the gym should not be used. This is a safety & security issue for the well being of the children. Any equipment found in the gym, athletic or otherwise, is not to be used, sat on or played on.

Food, drink, & gum are not permitted in the gymnasium. Only water is allowed in the gyms. **No running or ball playing is permitted outside of the gym.** No hanging on the padding on the walls. After each practice, all coaches & players must clean up around the bench any trash that has been left. Do not leave personal items unattended. Do not bring valuable to any facilities used by RBA. The Salvation Army is not responsible for lost or stolen items. Absolutely no drugs, tobacco, alcohol, weapons or look-a-like weapons are allowed on any properties the RBA uses for practice, games, and/or events. Parking is allowed in designated areas only.

**UNSUPERVISED CHILDREN**—No one other than players & parents/guardians are allowed in the practice facility during practice. Practice & practice facilities are not child care centers. Brothers, sisters, or friends of players are not to attend practices unless accompanied & supervised by an adult at all times & are not to be playing basketball. Children found unsupervised may result in the removal of their family from the league without refund.





## GAME PLAY REGULATIONS BASIC

**CLEAN UP**—Please place all trash in trash cans. Teams & parents at the last game at The Salvation Army are responsible for helping put the chairs back in the dining areas. Any lost and found items will be left at the location they are found.

**FOULS**—Fouls are infractions of the rules that may or may not involve physical contact. Free throws will not be shot. K-5 grade team offended will receive possession of the ball.

-**PERSONAL FOUL**—A player cannot hold, block, push, charge, trip or impede the progress of an opponent by extending any part of his/her body nor use any rough tactics.

**\*\*The following acts will constitute a foul when committed against a ball-handler/dribbler:** 1)placing two hands on the player, 2)placing an extended arm bar on the player, 3) placing & keeping a hand on the player, & 4) contacting the player more than once with the same hand or alternating hands.

-**TECHNICAL FOUL**—In the opinion of the referee, based on behavior of the coach, player, or team for use of profanity, abusive behavior, or excessive rough play. As a result, the offending player will be dismissed from the game immediately. Fouls result in the ball being taken out on the side by the offended team. Offending player and a parent/guardian will be required to meet with RBA director before returning to practice and/or game participation.

**MERCY RULE**—The score will be frozen if the point spread reaches 20. Score will increase incrementally as the lower score increases.

**REFEREES**—Referees assume the responsibility of communicating right & wrong to players. They also act as an extension of the coach as they teach & encourage players while officiating.

**REFUNDS**—No refunds will be given, see refund policy waiver in your family profile.

**SAFETY**—A referee may stop the game at any time to investigate the condition of a player who may be hurt. If play is stopped by a teammate or referee to attend to an obvious injury, then the injured player must sit out at least until the next dead ball. Referees & coaches have access to first aid kits. All coaches & referees have been trained in injury and abuse responding and reporting.

**Blood-borne Pathogens:** Coaches & referees will remove a player from practice/game when blood is evident & flowing. The player will not be allowed to return to the game until the blood flow has stopped & existing blood cleaned up. Contaminated clothing must be replaced or removed before the player can return to the game. The referee will allow a reasonable amount of time for these tasks to be completed. If a player is unable to meet these demands, he/she must be removed from the practice/game. Teams may continue the game with fewer players if needed.

**SCOREBOARD**—Score will NOT be kept in the K1 division. There are NO 3-point shots in the K-5 grade RBA. If a team establishes a 20-point lead the scorer will stop keeping score for that team. Referees are responsible for finding responsible volunteers for running the score board.

**SET UP**—Teams scheduled for the first game at The Salvation Army are responsible to help take chairs from the dining area into the sidelines of the gym.

**SPECTATORS**—Spectators should be quick to cheer for either team following a made basket or good play. Profanity & unsportsmanlike conduct will not be tolerated by any parent or spectator. Any spectator behaving in an inappropriate manner will be asked to leave. **No ball playing is allowed outside of the gym.** Spectators should remain in the gym. Parents please keep siblings, friends, or other spectators from roaming the halls, playing in the bathrooms or kitchens, standing on tables or any other inappropriate activity. No visitors, siblings or parents are allowed on team benches; players & approved coaches only. Food & drink are not allowed in the gyms, only water. Please discard all trash in trashcans.

**SPORTSMANSHIP**—Cheering is encouraged. Coaches work hard with the players to help them learn the sport & encouragement will go a long way. Coaches & referees should make every effort to ensure that games are safe & fair for players & spectators. The referee will remain the sole judge in deciding which plays are violations & fouls. Referees must control all games from any intentional rough play. Referees have different styles & experience. Even the best referees make mistakes. Spectators, coaches,



& players must make allowances for this. The final outcome of games is rarely determined by a referee's actions or inactions. All teams will shake hands after each game as soon as the game is over. Coaches can meet with their teams off the court after shaking hands. Coaches will be responsible for any parent from their team that is unruly or abusive to refs or players. If a parent's behavior causes the referee to stop the game, that parent will be issued one warning. If the behavior does not change, that parent will be asked to leave & will need to meet with the RBA Director before attending another practice/game & may be subject to league ejection. If a player or coach receives a technical foul they will be dismissed from the game. If the foul occurs in the fourth quarter they will be ejected for their next game as well. A player or coach receiving two technical fouls in the same season will be ejected from the league with no refund.

**UNIFORM**—Official RBA jersey should be purchased at time of registration. T-shirts or tank tops must be worn under jerseys. Coaches will also receive an official coaches t-shirt that will be worn for each game to identify coaches on the sideline. All earrings, watches, bracelets or other jewelry that may cause an injury are to be removed.

**UNSUPERVISED CHILDREN**—Hallways, balconies, kitchens, bathrooms, & other areas near or attached to gyms used during games are not to be used for loitering or play. Children must be accompanied & supervised by an adult at all times & are not to be playing basketball in the gym unless on registered on a RBA team & playing during their scheduled time. Children found unsupervised may result in the removal of their family from the league without refund.

**VIOLATIONS**—Referees will call & explain violations. When possible, referees will advise players of potential violations before the violation occurs.

## K1 GRADE SPECIFIC

**EQUIPMENT**—All equipment will be provided. Children should wear gym shoes, their jersey, and a filled, labeled water bottle.

**BALL SIZE**—This division will use a mini, 6 inch, basketball. For home skills practice such as ball handling and shooting we recommend a mini ball as it is small and light enough for players to be most successful, build confidence and develop quicker.

**HOOP HEIGHT**— 8 feet

## 2-5TH GRADE SPECIFIC

**BALL SIZE & BASKET HEIGHT**—All players will use a 28.5 size basketball.

Baskets will be set at 9 feet for 4/5 grades, 8 feet for 2/3 grade

**DEFENSE**—All players are to play man to man defense. Defensive players must stay within arm's reach of the player they are guarding. K-3 grade players are **not** allowed to steal off the dribble. 4-5 grade players will be allowed to steal off the dribble at the coaches discretion after the first 1/3 of the season.

**DOUBLE TEAMING**—Double teaming is not allowed. However, help defense is strongly encouraged in the following instances:

- **Picks and Screens:** Defensive switching is allowed on offensive picks or screens. The non-screened defender can help his or her teammate by temporarily switching until the teammate recovers to defend their offensive player. This is commonly referred to as "help & recover". This prevents the offense from continually setting screens to gain advantage. It also causes the defense to be aware of & be able to defend screen situations.
- **Fast Breaks:** During any fast break (when the team that gains possession of the ball pushes it quickly into the opponent's end of the court, hoping to get a good shot off before the other team has a chance to set up on defense), another defensive player not assigned to the ball handler may help in order to slow or stop the fast break. Upon stopping the fast break, defenders should return to guarding their assigned players. This rule is meant to prevent the defenders from helplessly watching the





offensive player score & not be able to help.

- **Lane Area:** If a defender is in the lane, & the player he or she is guarding is within arm's reach, the defender is allowed to provide help defense. Since many points are scored in the lane, this rule provides the defense more opportunity to properly defend this area without abandoning their assigned offensive opponent.

Zone defense & double teaming will be called illegal defense & will be a loss of possession.

**FREE THROWS**—K-3 grade players will not shoot free throws. 4/5 grade coaches can determine in February if they'd like to introduce free throws. Coaches are responsible for keeping track of player fouls. Players in marked lane spaces will be able to move into the lane when the ball is released by the free throw shooter.

**FULL COURT PRESS**—Full court press is not allowed.

**GAME TIME**—Teams will play four 8 minute quarters running time. A 5 minute warm up will begin at the top of the hour. Halftime will be 2 minutes. Running clock will be at the discretion of the referee in regard to the timeframe of the session. Clock will stop minimally for substitutions, this is NOT a time out for team discussions.

**PLAYING TIME**—Equal playing time for all players is the expectation for all divisions. Coaches should make every effort to play all players equally. If both teams combined have 8 or fewer players at any given game, they will play that game 4 on 4 instead of 5 on 5. Divisions may play small sided games based on USA basketball/NBA recommendations & RBA coach/staff discretion.

**POSSESSION ARROW**—Start of game possession will be determined by rock, paper, scissors. Team awarded possession will start with throw in at half court. Possession will alternate from that point on and will be the responsibility of the referee. Possession will be consistent through jump balls, beginning of quarters, and substitutions. Teams will switch ends at half time.

**PRE-GAME**—Five minutes of warm-up time is allotted for each team prior to start of game. Games should begin on time. Players, parents, & coaches must remain off the court until the previous game has ended. Teams having finished games must meet off the court to allow the next scheduled team space to warm up. Please be respectful of everyone's court time.

**OFFENSE**—In the 2/3 divisions the back court timeline & 5 second closely guarded rule are not applicable. For 4/5 grade teams the back court timeline is 10 seconds and the closely guarded 5 second rule is only applied when the offensive player is holding the ball.

**OVERTIME**—One 2-minute period will be played in the event of overtime. Playing time guidelines do not apply.

**STALLING**—The offense must purposefully attack the defense in every situation—no stalling.

**SUBSTITUTIONS**—Substitutions be every 5 minutes. These substitution breaks are not time outs & should be used to quickly change players.

**TIME OUTS**—Each coach will have two 60 second time outs during each half, one per extra period. Time outs can only be called by a coach on the sideline, should be called when play is stopped, and when your team has possession of the ball. Timeouts do not carry over to the next half or extra periods.

**THREE SECOND RULE**—The three second restriction should not be called. However, coaches & referees should encourage offensive movement in & out of the lane area. This helps teach the younger age groups to avoid this potential violation without being penalized.

## 6-8 GRADE SPECIFIC

MSHSL rules except as follows for in house teams. Teams playing games at the Superior Basketball Association will be notified of any changes or additions.

**BACKCOURT VIOLATION**—Players have 10 seconds to get the ball across half court.

**BALL SIZE**— 28.5

**CLOCK STOPPAGE**—The clock will stop on any dead ball (may go to running time when team is up by 20



or more or if games are running behind).

**CLOSELY GUARDED**—5 seconds will be called only when the offensive player is holding the ball.

**DEFENSE**—Only player-to-player defense throughout the competition.

**FREE THROWS**—Offense may have 3 players in the lane, including the shooter, defense may have 3. 10 seconds will be given per three throw. Distance from the basket should be 14 feet.

**FOULS**—Team fouls are kept. Seven team fouls equals the “bonus” - 10 equals “double bonus”. Referees will be instructed to be lenient. At this level, we do not want to call every single infraction, but rather teach rules and encourage game flow. **Flagrant and technical fouls:** two free throws and the ball awarded out of bounds. A player receiving their first technical or flagrant foul will sit out the remainder of the game PLUS one additional game. If a player receives a second technical or flagrant fouls they may be suspended indefinitely. There will be ZERO TOLERANCE for ANY coach who receives a technical foul.

**GAME TIME**—5 minute warm-up before each game, if time allows. Four 8-minute periods, one minute between periods.

**LANE VIOLATIONS**—Time in the lane will be limited to 5 seconds. Referees will “talk” to the players while starting their count to get them out of the lane before calling a violation.

**OVERTIME**—Overtime will be two minutes of stop time (running time if games are behind). Third OT will be “sudden death”, first team to score. All overtimes to start with a coin flip.

**PLAYING TIME**—Equal playing time in quarters 1-3. Coaches discretion in the 4th and any OT.

**POSSESSION**—Start of game possession will be determined by coin flip.

**PRESSING**—Player-to-player defense may be extended full court in the 4th period and OT. Leading team may not extend defense over half court when leading by 20 points or more.

**SUBSTITUTIONS**—5-8 grade substitutions will be on any dead ball.

**TIMEOUTS**—Each team will be allowed two 30-second timeouts per half. Timeouts do not carry over. One timeout per overtime.

## DEFINITIONS

**Player-to-player defense:** Each player is responsible for guarding and moving with one offensive player. This requires the defensive player to move according to the offensive player’s movements with or without the ball. The defensive player must stay on the same side of the court as the offensive players, divided by the rim line.

**Pressing Defense:** Defensive guarding, either on or off the ball, within the backcourt.

**Double Team/Crowding:** Two or more defensive players guarding a single offensive player.



## **SPECIAL RBA EVENTS:**

### **CHRISTMAS CITY OF THE NORTH PARADE**

In November players and parents are invited to join RBA staff to walk in KBJR's Christmas City of the North Parade with The Salvation Army while dribbling a basketball or ringing a bell. Players will be given Dunkin' in Duluth shirts to wear over their jackets. Space is limited so sign up early.

### **CHRISTMAS BELL RINGING**

Each year RBA families look to raise funds for The Salvation Army's year round social services through the annual Red Kettle campaign. Families or teams can sign up to ring the bell together in 2 hour blocks at various locations around Duluth. Watch for news of the RBA Bell Ringing day.

### **UMD HALF TIME GAMES**

Coaches are expected to sign their team up to play during the half time of special UMD Men's and Women's basketball games.

### **UMD PRACTICES**

RBA players will be invited to practice with the UMD Men's & Women's teams.

### **HIGH SCHOOL VARSITY HALF TIME GAMES**

Coaches are encouraged to sign their team up to play during the half time of specific Denfeld & East girls and boys half time games.

### **HIGH SCHOOL VARSITY PRACTICE**

High school varsity teams often invited RBA players to special practices with their teams. Emails will be sent as soon as information is available.

### **FOOD DRIVE**

Each March the RBA holds a food drive to help stock The Salvation Army food shelf. All donated items will be matched. The team donating the most items will win a pizza party.

### **THE HUDDLE**

Watch for your mail this spring for ***The Huddle***, the RBA's newsletter. This newsletter will feature special events, important ways your family can help neighbors in need, & highlight opportunities for your player.



# RBA FUNDAMENTAL SKILL GUIDE

These skill activities and games can be used to supplement the Jr. NBA curriculum.

## WARM UP

### WARM UP CONCEPTS

At the beginning of each session, during a proper warm up, is the ideal time to train and develop fundamental movements. The purpose of a warm up is to prepare the player to play the game by warming the body and at the same time using the muscles in all of the movement planes that the body requires. It should also be fun. The following are just a few examples:

### WARM UP DRILLS & GAMES

#### STRETCHES

- Right foot over left, bend to touch toes to unison count of ten; left over right to unison count of ten
- Bend to right, bend to left, bend to center; hold each to count of ten
- Touch toes, count of ten
- Arm circles

#### JUMPING CYCLE

- 15 Jumping Jacks
- Easy continuous jumping for 15 seconds
- Easy continuous jumping arms above head for 15 seconds
- Rest for 15 seconds

#### PARACHUTE JUMP

Players jump as high as they can and land on both feet in a balanced position, repeat 5 times

#### DRIBBLE TAG

All players have a ball. Restrict the area that they have to stay in. Coach is the person tagging players. Players will dribble around within the designated space and try to avoid being tagged by the coach. Have them freeze in place and try to dribble in place after being tagged.

#### DEFENSIVE ZIG-ZAG

Set up cones using the outside lane of the court at the free throw lines and half court. On coach's command, the first player in line will get in a good defensive stance and slide laterally from cone to cone. The next player starts as preceding player leaves first spot. When finished, each player goes to the end of the original line.

#### COACH SAYS

This activity is like Simon Says, use the following type movements for this game: dribble in place right-hand, left-hand, alternate hands dribble, leg wraps, ball slams, etc. Go for the first couple minutes as practice rounds without making players sit out. Then play one or two games of Coach Says eliminating players.

#### ANIMAL WALKS

A fun way to warm up while utilizing dynamic stretching. Make the animals move in different directions—forward, backward, left, right, turn in a circle.

Some examples:

- Horse—gallop like a horse (skipping action)
- Dog—walk on hands and feet, opposite arm and leg.
- Deer—bounding, hold the knee high in the air
- Scorpion—lying face down take the right leg and lift it behind your back to touch your left hand.



Switch legs

- T-Rex—lunge walk, add some twists
- Stork—balance on one foot, have them reach down and touch the floor with their hand
- Kangaroo—hopping on two feet
- Bear—walking on the same hand and foot at the same time
- Spider—pretend to crawl along the wall, stay low to the floor
- Crab—with your belly facing up move on hands and feet, work different directions
- Seal—drag the feet, flippers, by pulling yourself along with your arms
- Frog—squat down and explode out into a two foot jump
- Inch worm—start with the hands on the ground and walk out to a push up position, now walk the feet to the hands
- Duck walk—walk a crouched position, keep the arms in like wings
- Little Sumo—spread feet wide apart, squat with back straight and elbows pushing out on the knees, keeping pressure pushing outward on the knees, start moving forward with little steps

### **PARTNER TAG**

Players are paired up according to size and abilities, designating a partner 1 and a partner 2 in each pair. Have all partner 1s go to the center of the gym, face the center, and cover their eyes. Partner 2s “escape” by moving throughout the space with whatever movement you choose and trying to avoid their partners. On the command “find your partner,” partner 1s open their eyes and then must locate and tag their partner to capture them. Have partners switch roles and repeat. Use: walking, skipping, galloping, sliding, hopping (one foot), jumping (two feet), leaping, etc. Add basketballs.

### **MEMORY CHAIN**

The group spreads out along the respective baselines. Each player has a ball. The first player must dribble to a pylon and perform some action. Start with basic movement skills—jumping jacks, one foot hops—as athletes progress in skills, introduce basketball-specific, ball-handling skills—ball around waist, etc. The second person must go to the first pylon, repeat what the first player did, then go to the second pylon, and perform a new task. Each successive player must remember what the player in front performed.

## **FITNESS AND STAMINA**

### **FITNESS & STAMINA CONCEPTS**

The difference between a good player and a great player is the shape they are in. Fitness is important for the following reasons:

- Improved flexibility, quickness, strength, and stamina
- Increases the vertical jump
- Basketball is a contact sport and requires physical strength and stamina

Strength and conditioning training must be a part of the practice routine and can often be disguised in drills and fun games. Proper technique is required for maximum effectiveness and injury prevention.

### **FITNESS & STAMINA DRILLS & GAMES**

#### **LINE JUMPS**

Players line up single file on a line. Jump over a line both forward and backward as they would jump rope for one minute in 10-second increments. They keep count of how many jumps they make. Next, place feet parallel to the line and jump over it going from side-to-side for a minute in 10-second increments. Keep count once again. Five seconds on same drills using one foot at a time.

#### **SPRINT DRILLS**

Defensive slide baseline to free throw and back, then sprint to half court. Cross over feet to free throw





and back, then sprint to half court. Back pedal to free throw, sprint to baseline, then sprint to half court. Skip to free throw line, skip backwards to baseline, sprint to half court.

### **PLYOMETRIC TRAINING**

Plyometric training is an intense, advanced form of exercise in which the muscles are first stretched, then contracted. Plyometric movements are powerful and high-impact, although the impact should be controlled as much as possible. Plyometric training requires both strength and endurance. One length is from baseline to half court. Team lines up on the baseline starting with a 25% jog for one length. Butt kicks one length. High knees for one length. Back pedal one length. 50% jog one length. Defensive slide one length. Walking lunges, don't want knee coming over the front of the front shoe. Cross over feet one length. Low skip one length. High knee skip one length, driving knee and arm up as high as possible. 75% sprint one length. Back pedal one length. Full sprint one length.

### **ARM DRIVE OPPOSITE**

Player gets in basketball stance, remaining stationary, having both arms out in front ready for arm drive. The arms should go from the head level to knee level, moving up and down alternating arms.

### **PLANK**

Players start in a position similar to a push-up position but instead they have their weight on their arms. Through the plank they should feel the core area being worked on. Hold the position for 10 seconds. Repeat 2 times.

### **QUICK FEET**

The coach has 5 instructions in this drill and he shows his instructions by his hand movements: forward, back, left, right, and up-and-down motions. If the coach blows his whistle and points to the forward direction, players start with a back peddle till the coach points back in the opposite direction then players sprint back to the start position. The coach then blows his whistle and points to the left while players are still in moving motion, they perform a defensive slide to the right. The coach points in the other direction so the players then slide to the left. The last action the coach shows is up-and-down motions with his fist which is the chopping or quick feet on the spot.

### **BALL SCRAMBLE**

On command, everyone drops ball and runs to baseline and returns. While the players are running, the coach removes one ball. Player without ball is out. With fewer players, start to reduce area.

## **FOOTWORK**

### **FOOTWORK CONCEPTS**

The prerequisites of correct footwork: quickness, balance, agility and technique. Players need:

- Quickness to deceive and beat an opponent
- Balance to maintain body control
- Agility to change speed and body position quickly
- Technique to make optimal use of quickness, balance and agility

It is recommended that players execute footwork as follows:

- Maintain a balanced position
- Move along straight lines whenever possible
- Change direction sharply
- Execute combinations of footwork patterns and fakes with and without the ball

When introducing players to the fundamentals of footwork, start without the ball—it distracts beginning players and should be introduced only once players can correctly perform fundamentals without it.

### **READY POSITION**

The ready position is a balance stance that provides a strong base and therefore enables players to initiate movement in any direction.

To get into a ready position, emphasize the following:



- Feet shoulder width apart, slightly staggered
- Weight distributed evenly on balls of both feet
- Bend ankles, knees, and hips
- Head upright and looking forward, back fairly straight
- Arms are extended out to side in position to intercept a pass (defense); or in position to receive a pass (offense)
- Must be balanced

Have players get into the ready position from different movements such as:

- From a jump
- From a 1-2 step
- From any random movement

>Add pivots out of ready position

- Teach front pivot and a reverse pivot on each foot. Start in the ready position and call out the pivot
- Have them get into the ready position from different movements and add in the pivots

### **TRIPLE THREAT POSITION**

The triple threat position is an extremely important stance in basketball, as all offensive movements originate from this position. This should be one of the first skills you teach your players, as it is something they will always have to do. Whenever players catch the ball on the court within their shooting range, they should face the hoop and get into the triple threat stance. This stance allows them to become a threat to attack the defense and move quickly in any direction they choose to go. In a triple threat stance, the offensive player has three movements they can make. From this position, the player can 1) shoot, 2) dribble, or 3) pass.

To get into a triple threat position, emphasize the following:

- Feet are shoulder width apart in a stable, balanced position
- Shooting foot ahead of non-shooting foot in heel-toe relationship
- Weight is evenly distributed on balls of feet
- Knees bent, butt down, back slightly flexed
- Chin over shooting foot
- Hold ball with dominant hand on back of ball, with finger tips on ball, fingers comfortably spread, wrist bent back
- Non-shooting hand on the side of the ball, fingers point upward
- Ball is held near hip and tight to body when not preparing to shoot

### **PIVOT**

Pivoting is one of the most important basic basketball skills a player must master. Pivoting occurs when a player rotates his/her body position, maintaining balance with one foot in constant contact with the floor.

A player can use pivots to:

- Protect the ball from defensive player
- Improve view of court while in possession of ball
- Square up to the basket
- Improve passing or driving lane
- Beat a defensive player by pivoting around him/her

Once a pivot foot is established, it may not be changed. A player must visualize that their pivot foot is stuck to the ground, until they dribble or pass the ball. When a player catches the ball or stops dribbling the ball, the first foot to hit the floor is the pivot foot. Therefore, it is a good idea to have a player come to a jump stop on two feet, so that their pivot foot is not pre-determined. Once this occurs, it is up to the player to choose a pivot foot based on the situation.

When pivoting, emphasize the following:



- Keep the pivot foot in constant contact with floor
- Stay low
- Pivot quickly and aggressively
- Lead with elbows
- Stay in triple threat stance

There are two types of pivots:

- **Front Pivot**—in the front pivot, a player turns forward while pivoting on one foot. That player does not lose sight of the basket and remains in a triple threat position throughout the movement
- **Reverse Pivot**—In the reverse pivot, the player turns their back, away from where they were. Again, the player must remain in a triple threat stance so that they protect the ball.

## **JUMP STOP**

Jump stops are used at the end of a dribble or when receiving a pass, to prevent a traveling violation after speed dribble, and to establish the pivot foot.

- As a player picks up dribble, he/she will land on both feet simultaneously
- The landing should be soft and on balance
- After the jump stop, player should be in the triple threat position
- After a jump stop occurs, a player is able to use either foot as the pivot foot.

## **FOOTWORK DRILLS/GAMES**

**COACH SAYS** (reinforces pivots from ready position, front and reverse pivots).

This game is like Simon Says. Use the following movements: run in place, jumps, hops, pivots (left foot, right foot, front pivot, reverse pivot)

**RED LIGHT/GREEN LIGHT** (jump stops)

Players form line on baseline or sideline (two players deep if needed for space). No basketballs are needed. Players will start on Green Light and stop on Red Light. Players should stop at each spot with jump stop and land in a ready position.

Proceed through the following progression:

- Jog on green light; jump stop into ready position on red light
  - Skip on green light; jump stop into ready position on red light
  - Two foot hops on green light; jump stop into ready position on red light
  - Jog backward on green light; jump stop into ready position on red light
- \*\* You can add front pivot and reverse pivot after jump stop into ready position

**ADVANCED:**

Proceed through the following progression:

- Jump stop/triple threat
- Jump stop/triple threat/right front pivot
- Jump stop/triple threat/left front pivot
- Jump stop/triple threat/right reverse pivot
- Jump stop/triple threat/left reverse pivot

# **BALL HANDLING & DRIBBLING**

## **BALL HANDLING CONCEPTS**

Becoming comfortable with how the basketball feels is a critical first step for young players. The more often they have the ball in their hands, the quicker their touch will develop. They must be able to hold and move the ball properly before they can begin to work on fine motor skills like dribbling and shooting.



When teaching ball handling/ball familiarization drills, emphasize the following:

- Keep eyes up and off the ball
- Players should be in a balanced position—feet shoulder-width apart
- Use your fingertips, not your palms—fingertips exert more control
- Learn to become comfortable with the basketball using both hands
- Encourage players to try to go faster in these drills

## **BALL HANDLING DRILLS AND GAMES**

Ball handling consists of a variety of drills to get player's hand movement and ball movement preparing them for finger- tip control, hand-eye coordination, and ball handling. The drills are all done in a standing stationary position.

### **STATIONARY BALL HANDLING**

#### **BALL SLAPS**

Finger tips, start in front of self, reach up high, move down to feet, behind back, between legs.

#### **BALL SLAMS**

Players stand with their feet shoulder-width apart, and slap the basketball with their fingers spread wide, alternating from hand to hand.

#### **AROUND LEG**

Start by rolling ball around one leg, don't look at feet just feel the ball. Switch legs. Reverse directions. Pick up ball and wrap around single legs.

#### **FEET TOGETHER WRAP AROUND**

Start by rolling ball, switch directions.

#### **BODY WRAPS**

Players stand with their feet shoulder-width apart and pass the ball around their head and then their waist. You can then have them stand with their feet together and try to pass the ball around their knees and ankles.

#### **FIGURE EIGHTS**

Players stand with their feet shoulder-width apart. Starting with the ball in their right hand, they pass the ball between their legs behind their left leg and around, then back in between their legs and around their right leg. Younger players may begin by rolling the figure eight.

#### **DROPS**

Players put the ball between their feet and grab it with both hands. Start with the left hand behind left leg and right hand in front of right leg. Drop the ball and let it bounce once. Quickly move left hand in front of left leg and right hand behind right leg, and catch the ball as it bounces up. Drop it again and switch hands back to the original position (left behind, right in front) and catch it. Repeat this motion continuously. For a more difficult variation, try catching the ball before it actually hits the floor.

#### **HAND-EYE COORDINATION**

##### **DROP AND CATCH**

Drop the ball and catch it, throw the ball up and catch it. Add a clap. Drop the ball, clap, and catch. Throw the ball up, clap, and catch. Clap as many as you can. Drop the ball, clap as many as you can, and catch. Throw the ball up, clap as many as you can and catch.

##### **BALL BALANCE**

Player starts with two basketballs using a basic pound dribble with both hands and the two basketballs in front of player. Player must keep head up and eyes looking in front. Try rotating the ball forward or to the side and then regaining balance.

##### **SIDE TO SIDE**

Player keeps basketball in right hand and moves ball in front of body from side to side using the same hand without carrying the ball. Player must attempt the drill with the left hand as well.



## FRONT TO BACK

Player starts in side slide position with ball in the behind hand, then slide across while pounding the ball in the forward direction.

## WALKING FIGURE EIGHT

Players line up on baseline and walk to free throw line weaving a figure eight without dribbling. Walk backwards to the baseline, weaving on the way back.

# DRIBBLING

## DRIBBLING CONCEPTS

Dribbling is the act of bouncing the ball against the floor with one hand while running, walking, or standing. The purpose of dribbling is to enable players to move the ball at varying speeds.

When teaching dribbling, emphasize the following:

- Start in triple threat position
- Keep center of gravity low, body compact and moving together
- Keep head up and never watch the ball; maintain court awareness
- Push the ball down with fingertips; don't slap at ball
- Keep dribble low; less chance of defender deflecting it
- Protect the ball with body, outside leg, and non-dribbling arm against defensive pressure or in congested areas
- Learn to use both hands effectively

The following actions violate the rules governing dribbling:

- Bouncing the ball with two hands at the same time
- Having the pivot foot leave the floor before releasing the ball from the hand to initiate the dribble/pass/shot
- Letting the ball come to rest in the hand while continuing to move; known as carrying or palming the ball
- Dribbling, stopping, and starting again in a single possession

## TYPES OF DRIBBLING

### STATIC/STATIONARY DRIBBLING

In the static dribble, players dribble the ball under control and in a stationary, protected position.

### DRIBBLING WITH MOVEMENT

When dribbling while moving, players push the ball ahead in the direction they are going. The **control dribble** is a low, controlled, protected dribble that players use while moving at medium-slow speed. Players use this dribble to improve a passing angle, move the ball away from defensive pressure in congested areas, or move the ball up the court toward the basket when closely guarded. Players use the **speed dribble** when they are running near top speed and are in an uncontested area with little defensive pressure; for example, on a fast break or breakaway.

### CHANGE-OF-DIRECTION DRIBBLE

When changing direction while dribbling, players plant in one direction, change dribbling hands, then push in the opposite direction.

### Dribbling Tips:

- Dribble with a purpose, don't over dribble, and don't forget there are four other players on your team on the court
- Dribble the ball up the court with your off or weaker hand so that when the defense pressures you or overplays you, you can go to your strong hand
- Show the defender different moves to keep him/her guessing





- Don't waste your dribble
- Don't pull up your dribble without the intention of passing or shooting; this invites overplay, denial and trapping
- When dribbling on the fast break, push the ball in the front to cover more distance

## **DRIBBLING DRILLS & GAMES**

### **DRIBBLE LINE DRILLS**

Players form line(s) on baseline or sideline. Use a cone or floor lines to represent stopping/starting points or change of dribble spots. Players begin on voice command or whistle. Player executes the designated dribble move at the cone or line before moving to the next cone or line until they reach the other end. Use these various types of dribbling: right-hand, left-hand, alternating hand (cross over, more advanced—behind the back, between the legs), protection dribble, high dribble, low dribble, retreat dribble (dribble two steps backwards) and go, retreat dribble and crossover and go, protection dribble (turn sideways to protect the ball) and go, and protection dribble and crossover and go, and have players use opposite hand for coming back.

### **SEATED DRIBBLING**

Player should be seated on floor while performing one-hand dribble. Players must alternate and change hands so they get used to dribbling with the left hand and right also. Start by rolling ball around self. Finger dribble. Lay down and dribble. Write name with ball dribble. Turn on side and dribble. Dribble high while seated.

### **SLIDE DRIBBLE**

Players start with quick feet moving them in same position while dribbling the basketball, on coach's whistle, players accelerate slide one direction with pound dribble till coach blows his whistle again when they go back into the quick feet moving in same position while keeping the dribble alive.

### **WALKING FIGURE EIGHT DRIBBLE**

Same as above but players dribble the figure eight.

### **CONE DRILL**

Place 5 cones (3 feet apart) on the court. Players line up on the baseline, no more than 5 players per line. First person in each line receives a basketball. Player dribbles as fast as he/she can with right hand to the first cone. Player continues going forward, weaving in and out (slalom) of each cone. After player passes the 5th cone, he/she turns to the outside of the cones, and speed dribbles back to the line and hands the ball off to the next person's point of emphasis. Players should keep their heads up while dribbling (not looking at the basketball). Players should dribble below their waist.

### **TOM TOM DRIBBLE**

Spread feet wide. Dribble ball with right hand passing it to the left hand. Dribble ball with left hand between legs and to the right hand. Dribble ball with right hand now behind to the left hand that should also be behind. Then dribble the ball back to the right hand now in front of the body, repeat.

### **DRUM DRIBBLE**

Either standing or on one knee have players dribble ball, changing hands with each touch. Start with a steady dribble then work down to super fast low dribbles. Then have them dribble with one finger on each hand and with their balled up fist.

### **MIRROR DRIBBLE DRILL.**

Players line up across from a partner about 20 feet apart. Coach will determine what dribbling maneuver they will be performing such as right hand to left hand cross-over dribble. On coach's command, players start dribbling toward each other. When players get to approximately an arm's length apart they will execute the move and then continue to the opposite side starting point and wait for the coaches instruction. Players then start on coach's command from other side.

>Dribbling moves



- \*Right-hand to left-hand crossover
- \*Left-hand to right-hand crossover
- \*Dribble protection dribbles back two and go with same hand
- \*Two protection dribbles back crossover and go

## **TWO-BASKETBALL DRILLS**

### **TWO BALL TOGETHER**

Player starts with two basketballs using a basic pound dribble with the two basketballs to the front of player moving the basketballs from side to side without carrying the balls. Player must keep head up and eyes looking in front.

### **TWO BALL OPPOSITE**

Player starts with two basketballs using both hands but alternative pound dribbles with two basketballs in front of player. Player must keep head up and eyes looking in front.

### **TWO BALL SIDE TO SIDE**

Player starts with two basketballs using a basic pound dribble with two basketballs in front of player. Player then moves basketballs from outside to inside and back outside again. Player repeats motion and keeps head up and eyes looking in front.

### **TWO BALL FRONT TO BACK**

Player starts with two basketballs using a basic pound dribble with the two basketballs on the side of player. Player then moves basketballs from front to back, player repeats motion and keeps head up and eyes looking in front.

### **TWO BALL INSIDE OUT**

Player starts with two basketballs using a basic pound dribble with the two basketballs on the side of player. Player then moves basketballs from front to back. Player repeats motion and keeps head up and eyes looking in front.

### **TWO BALL FIGURE 8 STATIONARY**

Player starts using a basic pound dribble with the two basketballs in front. Player begins moving both balls to right, dribbles left ball through legs, around right knee, back between legs and around left knee all while dribbling second ball with right hand.

### **TWO BALL EYES CLOSED STATIONARY**

Player starts with two basketballs using a basic pound dribble with the two basketballs in front. Player then dribbles basketballs spelling out their name with the two basketballs and player's eyes closed. Player repeats motion and keeps head up and eyes closed.

### **TWO BALL AROUND ONE LEG**

Player starts with two basketballs using a basic pound dribble with the two basketballs in front of player. Player then dribbles basketball 1 around one leg while bouncing basketball 2 in the other hand in front of player. Player repeats motion and keeps head up and eyes looking in front.

### **TWO BALL STATIONARY DROP**

Player starts with two basketballs. Standing straight upright, player bounces ball 1 from left hand and moves ball 2 across from the right hand to left hand. Before he receives ball 1 with the right hand, he bounces ball 2 with the left hand. Player repeats motion and keeps head up and eyes looking in front.

### **TWO BALL STATIONARY HIGH**

Player starts with two basketballs using a basic pound dribble with the two basketballs in front of player. Player dribbles ball 1 with high dribble and ball 2 with low dribble; player repeats motion and keeps head up and eyes looking in front.

### **TWO BALL TOGETHER WALKING**

Player starts with two basketballs using a basic pound dribble with the two basketballs in front while walking down the court. Player repeats motion and keeps head up and eyes looking in front while walk-



ing.

### **TWO BALL OPPOSITE WALK**

Player starts with two basketballs using a basic pound dribble with the two basketballs in front while walking down the court with alternate dribble motion. Player repeats motion and keeps head up and eyes looking in front while walking.

### **TWO BALL SIDE TO SIDE WALK**

Player starts with two basketballs using a basic pound dribble moving the two basketballs from side to side in the same direction in front of player. Player repeats motion and keeps head up and eyes looking in front while walking.

### **TWO BALL INSIDE OUTSIDE WALK**

Player starts with two basketballs using a basic pound dribble with the two basketballs in front moving them from outside to inside while walking down the court. Player repeats motion and keeps head up and eyes looking in front while walking.

### **TWO BALL HIGH LOW WALK**

Player starts with two basketballs using a basic pound dribble with the two basketballs in front. Basketball 1 must be a low dribble and Basketball 2 must be high dribble all while walking down the court. Player repeats motion and keeps head up and eyes looking in front while walking.

### **BEHIND LEG/BEHIND BACK**

Player starts with one basketball moving in a forward running motion with a pound dribble. The ball must go between the legs on the second dribble and then directly around the back on the third dribble. The player uses this as an attack move off a basic pound dribble.

### **INSIDE OUT/BEHIND BACK**

Player starts with one basketball using a basic pound dribble moving in forward direction then using the inside out dribble on second dribble and going directly behind the back.

### **STUTTER STEP/BETWEEN LEGS/BEHIND BACK**

Player starts with one basketball using a pound dribble moving in the forward direction. Before the second dribble player attempts the stutter step (chopping feet in forward direction) going between the leg and behind the back for the third dribble.

### **HESITATION CROSSOVER**

Player starts with one basketball using a pound dribble moving in a forward direction. Before the second dribble player goes to hesitation move (body raises up and then back down) to crossover move in front of the body for third dribble. Hesitation move makes the defender come out of his defensive stance.

### **CHANGE SPEED/DIRECTION, BETWEEN THE LEGS, BEHIND THE BACK, SPIN**

Player starts with one basketball, using the pound dribble towards the right direction moving forward. Player then changes speed to make a between-the-leg dribble and then behind-the-back dribble into a spin move, changing direction.

## **BALL CONTROL DRILLS**

### **RIP THROUGH UNDER KNEES**

On whistle, players toss ball in air, step forward, catch it and move into triple threat position. From the triple threat position, players rip the ball through under the knees from one side to the other to avoid the ball from getting intercepted by the defender.

### **RIP OVER EYES**

On whistle, players toss ball in air, step forward, catch it and move into triple threat position. From the triple threat position, players rip through over the eyes to avoid the ball from getting intercepted by the defender.

### **RIGHT PIVOT FOOT**

On whistle, players toss ball in air, step forward, catch it and step forward with left foot across the defender. This will help the offensive player protect the ball and also make the defender shift across to the



left.

### **LEFT PIVOT FOOT**

On whistle, players toss ball in air, step forward, catch it and step forward with right foot across the defender. This will help the offensive player protect the ball and also make the defender shift across to the right.

### **RIGHT HAND POWER DRIBBLE**

On whistle, players toss ball in air, step forward, catch it and move into triple threat position. Players then move into rip through over eyes and then under knees. On whistle from the right foot pivot, players can go straight into the right hand power dribble. Pounding the ball will keep the ball from getting deflected by the defender.

### **LEFT HAND POWER DRIBBLE**

On whistle, players toss ball in air, step forward, catch it and move into triple threat position. Players then move into rip through over eyes and then under knees. On whistle from the right foot pivot, players can go straight into the left-hand power dribble. Pounding the ball will keep the ball from getting deflected by the defender.

### **BULLDOG**

Players must try to make it the length of the court without being tagged by the person in the middle. All players have a ball and must keep dribbling the entire time. If a player is tagged, they become one of the bulldogs and chase the others. Variations: weak hand only, alternate hands, two balls.

### **TEAM BALL HANDLING**

In doing basic ball handling drills, it is important that athletes get familiar with the ball and do all kinds of exercises moving with the ball. Changing speeds, changing directions, changing hands; moving left, right, forward and backward; turning and spinning and pivoting—all the while maintaining balance and vision of everything that is happening in front of them. Any game or activity you can have them do that involves doing these things while dribbling a basketball will help them be a more creative, dynamic player.

In this drill, line up the players on one baseline each with a basketball. Position coaches, managers, parents, or anything you can find out across the floor at various positions. As the players dribble up the floor, executing various movements and dribbles, they are asked to scan the court. First to the left side and the "hoop" and then the right side. It is a very good practice to get players to always scan the floor looking at all parts and always coming back to the hoop. One fun way you can do this is to get each coach to hold up a certain number of fingers and have the players add them up in order. Players must then scan the floor and yell out the sum of the coach's fingers. Coaches can change their number every 5-10 seconds. The point is not to work on their math skills, but rather have them scan the floor and use their brain a little while working on their ball-handling skills.

### **MIRROR BALL HANDLING**

Have players line up across from a partner on the free throw lane line. Coach demonstrates and then calls for the player with the ball to execute the ball-handling move. Coach directs players to pass to their partner who mirrors the move just completed.

### **TWO TRIPS FULL-COURT BALL HANDLING**

Have the players spread out across the baseline in groups of two, the first person in line has a ball. Designate two to three spots by lines on the floor or cones. It is at those spots that they will perform the designated move. Designate the ball-handling skill they are going to perform for the 1st and 2nd trips:

- \*1st trip is a right hand speed dribble—2nd trip is a left hand speed dribble
- \*1st trip is alternate hand dribble—2nd trip is retreat dribble at each of the designated spots
- \*1st trip is right hand hesitation and go—2nd trip is left hand hesitation and go
- \*1st trip is stutter step and cross-over—2nd trip is retreat dribble and cross-over

>One trip is equal to one time down and back

### **RED LIGHT/GREEN LIGHT**



Players form line on baseline or sideline—two players deep if needed. Players will start on green light and stop on red light. Players should stop at each stop with jump stop and land in ready position. Have players control dribble to spot on floor and come to jump stop in ready position. On coach's command begin one-handed control dribble to next spot. Repeat process to last spot. At the last spot after getting to ready position, have players reverse pivot so they are facing back to the line and repeat the process back using their opposite hand.

### **PING PONG TOSS AND CHALLENGE**

Put players in pairs. One player has a basketball and one has a ping pong ball. The player with the basketball dribbles while the player with the ping pong ball underhand tosses the ping pong ball to the dribbler who catches and tosses back. To challenge, have each player dribble while tossing the ping pong ball back and forth. The team with the most catches in 1 minute wins.

### **TEAM RELAYS**

>Divide into even number teams. If you have an odd number, have a different person on the one team go twice. Be creative and incorporate anything you think they need to work on.

- **RELAY WITHOUT A BALL**
  1. Defensive slide down and back
  2. Run backwards down and back
  3. Hop down and back
- **RELAY WITH A BALL**
  1. Right hand dribble down and back
  2. Left hand dribble down and back
  3. Alternate hand dribble down and back

### **HEADS UP**

Minimum of two players spaced 5-8 feet apart. Each player has a basketball and one has a wiffle, golf ball, or ping pong ball. Dribbling with good hand (proper form required) underhand pass the ping pong ball back and forth while dribbling. If player misses the ping pong ball, dribble to get it and continue the drill. Switch to off hand and continue drill.

### **FOX IN THE HENHOUSE**

Everyone has a ball and spreads out around the court, which is the "Henhouse." Coach is the "Fox" and roams around outside the boundaries of the court while the players dribble around. When the coach yells, "Fox in the henhouse!" he/she runs onto the court and tries to knock players' balls out of bounds. Players who lose their balls join the fox. If players are able to get their ball back before it goes out of bounds, they can pick it up and resume dribbling. After a short period of time, stop play and have all of the foxes gather outside of the court. After players get a bit of a breather, resume play. The winner is the last player with the ball, and gets to be the new fox for the next game.

### **UPSTAIRS/DOWNSTAIRS**

Bounce the ball while pretending to walk up and down the stairs. Start by crouching down as low as possible while dribbling. Start walking and dribbling while gradually straightening legs until all the way up on tiptoes. Keep walking and dribbling up high and "walk back down the stairs" by gradually lowering body back down to the floor.

### **YO-YO**

Keep the ball bouncing while you bounce with slow, high bounces all the way to quick, small bounces, and then all the way back up to slow, high bounces. See how long you can keep that up without losing control. Walk forward while doing "Yo-Yo." Now walk backward.

### **RISE AND SHINE**

Bounce the ball while standing in one place. While you are bouncing it, lower your body down to the floor in a sitting position with your legs out straight in front of you. Dribble it on the right side of your body with your right hand, then between your legs, then on your left side with your left hand. While drib-





bling, lower your body until you are lying down ("going to bed"). Try it on one side of your body and then the other. Keep your dribble alive, sit up, and then stand up ("it's time to rise and shine!").

### **COFFEE GRINDER**

Get into a "coffee grinder" position (extend legs out behind and hold yourself up with one arm almost like a push-up position, but just using one hand). Dribble the ball with your free hand while pivoting around in a circle on your supporting hand. Swap hands.

### **BOUNCE AND CATCH CHALLENGE**

Bounce the ball between your legs from the rear to the front and catch it with both hands out in front of you. Now try to bounce it from the front to the rear and catch it with your hands behind your back.

Bounce the ball hard so it goes up high, run under it, and catch it. Bounce the ball, turn around in place, and catch it. Bounce the ball while doing different locomotor movements: walking, running, skipping, sliding, hopping, going backwards. Bounce the ball to a certain rhythm.

## **PASSING**

### **PASSING CONCEPTS**

Passing and receiving the basketball are two fundamental aspects of offensive basketball that must be worked on so players can learn to share the basketball and promote team play. The purpose of successful passing is to move the ball up the court quickly, or to move the ball into an area to improve scoring opportunities for teammates. Every successful pass requires two things: a good passer and a good receiver. When teaching passing, emphasize the following:

- Always be in a triple threat position
- Anticipate the movements of teammates and use peripheral vision to look for open receivers
- Focus and make eye contact on receiver's target
- Hold ball with finger tips and finger pads while keeping elbows in near body
- Pass ball toward target by flicking the wrists, finishing with thumbs pointed down and pinky finger up
- Step in the direction of the pass to give it more power
- Follow through as ball is released

When teaching receiving, emphasize the following:

- Show a target
- Anticipate passes directed toward them
- Be in a ready position with hands up in position to receive ball
- Trace flight of ball, see ball into hands
- Absorb the ball by catching it with your fingers and bend at the elbows
- Get into triple threat position when ball is caught

### **TYPES OF PASSES**

#### **CHEST PASS**

The chest pass is a straight, quick pass that moves on one plane. The distance between passer and receiver should be about the width of the key for children. This pass is often the best method to advance the ball up the court or around the perimeter, but is generally not a good penetrating pass.

#### **BOUNCE PASS**

The bounce pass is similar to a chest pass except the ball hits the ground about two-thirds of the distance toward the receiver and hitting the receiver in their target hands. The bounce pass is effective when either the passer and/or the receiver is being pressured. The bounce pass is the most effective pass into the post to penetrate the key.

#### **OVERHEAD PASS**

The overhead pass is effective during transition to cover a longer distance in advancing and out-letting the ball up the court.



## **ONE HANDED PUSH PASS**

Once players have mastered the chest pass and bounce pass, they can move to the one-handed push pass. This pass is slightly quicker than the chest pass and a more natural movement.

Passing drills should be practiced in this progression:

- Stationary—stressing the technique
- Passing on the run; in motion
- Games approach—passing in the half court offense and transition
- Incorporate fakes such as 1) looking away and 2) faking one way and going the other

## **PASSING DRILLS & GAMES**

### **WALL PASSING**

Have players stand 6 feet from a wall and throw chest passes at the wall; the player aims at a target at about chest height and concentrates on technique. The player begins the drill close to the wall but moves farther away as skill increases. Execute other passes: bounce pass, overhead pass, one-hand push pass.

### **PARTNER PASSING**

Have players line up across from a partner on the free throw lane line with one ball for each pair of players all on the same side. On the coach's command, players will pass the ball to their partner on the other side after the coach has demonstrated the following points:

- Teach receiving concept of target (protection) hand and control hand
- Teach two-hand bounce pass from the middle of the passer's body first
- Teach one-hand push bounce pass from the side hip area of the body second

### **MOVING CHEST PASS**

Line up 6 to 8 feet apart from partner. Players start by sliding sideways down the floor throwing a bounce pass back and forth to each other. They go the length of the floor and wait in their line at the other end until everybody has gone.

### **STAR PASSING DRILL**

A great warm-up drill to get players moving, talking, and lots of passing repetitions. Players are in five short lines spread across a half court in a star formation. Players can start the drill by passing to one of the two lines directly across from them. After each pass, the player should follow their pass and sprint across the floor to that line. The ball follows a star pattern across the floor. Coaches may choose to focus on any type of pass. Try to start with a standard chest pass and move to overhead passes, or one-handed pass or the dribble.

Key habits to emphasize:

1. Stay low and step into each pass.
2. Passes should be crisp and on target.
3. Receivers should step toward the ball on the catch.
4. Receivers give a target with their hands and call for the ball.
5. Passers call the name of their teammate.

Variations:

1. Gradually add more balls and up the pace of the drills.
2. Begin with a certain dribble move before passing the ball
3. Have one player be the "leader" and the others copy the exact pass or move they do with each pass.
4. Keep score of perfect passes within a certain period.

### **ULTIMATE BASKETBALL**

A great lead-up game to teach fundamental passing, footwork and decision making. Split up the group into two teams. Can be as many as 9-10 to a team (may have to modify the playing area for smaller groups). The object is to advance the ball with the pass down the floor to a player who has both feet past the end line. Players may pivot but cannot run with the ball or dribble. Defense is trying to pressure,



force bad passes, and steal passes. Stop the game periodically to teach important basketball concepts: looking ahead, pivots, stops on balance, reversing the ball, moving without the ball, communication.

### **KEEP-AWAY PASSING**

Form groups of three, each group has one ball. Two players are on offense and lined up across the free throw lane facing each other. Third person is on defense and in the middle of the two offensive players. The two offensive players pass back and forth to each other, using the chest pass, bounce pass, and overhead pass. Passers always remain in triple threat position, keeping their pivot foot on the ground at all times. Make sure passers do not travel. The defender in the middle attempts to defend passes made by both offensive players. The defender's goal is to try to deflect a pass without fouling. Passer is not allowed to dribble and is not allowed to travel. If the defender touches any of the passes, or if the offensive players make bad passes, the defender will then move to offense. The offensive player who makes the bad pass moves to the middle and plays defense. If there are no bad passes made by the offensive player or deflections made by the defender, players should rotate positions every 30 seconds.

### **MACHINE GUN PASSING**

Form a line of three players next to each other about three feet apart.

- Have player 1 stand about 8 to 10 feet away facing the other three players.
- Player 1 starts out with the ball and passes to player 2. Player 2 catches and passes back to player 1.
- Player 1 catches and passes to player 3. Player 3 catches and passes to player 1.
- Player 1 catches and passes to player 4. Player 4 catches and passes back to player 1.
- Player 1 catches and passes to player 3. Player 3 catches and passes back to player 1.
- Player 1 catches and passes to player 2. Player 2 catches and passes back to player 1.
- Stop the drill and have the players rotate positions clockwise. Player 4 would now be in the position facing the other three players and would start out by passing to player 1 and so on.

\*\*It is best to start with a bounce passes. Build to a chest pass once players have the concept down.

### **MONKEY IN THE MIDDLE**

All players stand in a circle about arm's width apart. One player is in the middle. Players in circle must pass the ball to each other without letting the person in the middle touch it. The ball cannot be passed to the person directly next to passer on either side, and cannot be passed over the head of the person in the middle. If passer or intended receiver mishandles the ball, they go to the middle.

>As players' skills advance, the circle can spread out more and a second person added to the middle.

### **3-ON-3 NO DRIBBLE KEEP AWAY**

The team on offense keeps the ball for two minutes, which is one round. The team with the ball gets one point every time they complete a pass to a teammate. There has to be a pass every five seconds. If the team does not pass within the five seconds, they lose a point and the counting starts over. They can get negative points, but this isn't likely. (In fact, if this is happening, you should stop the drill and teach the prerequisite cutting skills more thoroughly). The coach will count each five-second sequence out loud. A steal taking more than five seconds to pass, dribbling, or a pass that goes out of bounds erases a point, but the "offense" gets the ball back for the remainder of the round. After one round, the offense and defense change roles and you play round two. Play for two or three complete cycles and provide the players with positive rewards for their total completed passes.

### **PASS AND REPLACE**

The players spread out in groups of three with one ball, two players on one side as passers and one on the other of the lane as receiver. The first passer passes the ball using the designated pass. They then follow the pass to end up behind the receiver. Have players call the name of the receiver, give a target, move to receive the pass, and run to the right, jump stop and pivot to get back in line.

### **PASS AND REPLACE WITH PRESSURE**

The drill works the same as before only now the passer becomes a defender on the receiver. The passer is not allowed to dribble. He/she must work on fakes and pivots to create a passing lane. Have players



beat the feet of the defender, do crisp fakes, and receiver have a target.

### **PASS AND REPLACE WITH PRESSURE AND A DRIBBLE.**

Same as before only now the player is allowed to take a strong dribble to beat the defender. Players can pivot first before dribbling, should have a strong protected dribble using both hands, and pass off the dribble or off a stop.

### **BREAK THE THREE IN A ROW**

Same as Pass and Replace only the receiver must break the straight line of the ball, the defense and receiver. The passer wants to fake away from the direction the receiver cuts. Emphasize the receiver needs to cut to a space where the defense cannot deflect the ball.

### **CIRCLE PASSING PROGRESSION**

Twelve players partner up and form two big circles, one on the inside of the other. The player on the inside circle has the ball. The partner on the outside circle faces in. The drill starts very simply with the players on the inside passing to the outside. Progression #1: Each player on the inside/outside has a ball and they must communicate when to pass the two balls at the same time. Progression #2: Stationary dribble then pass when the partner shows ten fingers. Progression #3: Pass around the circle—the player passes the ball to the next player in the opposite circle. With younger players, start with one ball and progress up to six balls. Eventually, you can move to twelve balls. This requires great communication and team work. Progression #4: When the inside player passes, he/she must now find a new partner to receive the pass from, who is located on the outside. Players must communicate and try to receive a pass from every outside player.

### **HOT POTATO PASSING**

This is a progressive passing relay that works well with young children, but can quickly advance into an excellent passing drill vs. guided defense for all ages. Divide the team into four groups and line them up, player 1 halfway between baseline and free throw, player 2 top of the key, player 3 top of opposite key, and player 4 halfway between opposite baseline and free throw. You may find with younger players that the distance is too great and you may want two lines of six. Each team has four balls on the baseline. The object is to see how quickly the four balls can be passed to the other end of the floor. This will take communication and teamwork. The first player will often want to pick up a ball and pass it without waiting for the next player to be ready. The middle people must remember to quickly pivot and look for the next pass. Variations: Pass down and back; use different types of passes; pass and move—this time after passing #3, and #4 must trade places as do #1 and #2; this builds the concept of moving after passing. It also adds to the timing and communication; vs. defense—now one of the teams comes over and plays defense. The coach counts the number of times the team can advance the basketball to the other baseline. The last player must dribble the ball across the baseline and set it down. Call traveling and five-second counts as turnovers.

### **LEAP FROG PASSING**

Spread out 2-3-4 players under the hoop with one ball. The player with the ball passes to someone and moves forward to an open spot. They pass it forward to a different person and move ahead. Players keep rotating forward, not allowing the ball to hit the floor, until they reach the baseline.

### **20 PASSES**

Divide players into two teams. The offensive team must complete 20 passes in a row without a fumble or turnover. If the defense knocks the ball down or the pass is incomplete, it becomes their ball.

### **GLOBETROTTER WEAVE**

Two lines of players facing each other, front of the line is about 10 feet apart. Right side has ball. Player 1 passes to opposite player, player 2 then goes forward on the right side to the end of the opposite line. Player 2 then passes back to the opposite line, goes forward to the right. Drill continues in a figure-eight motion.



# SHOOTING

## **SHOOTING CONCEPTS**

Shooting is a key basketball skill that is learned through repetition of proper techniques. Not all players become great shooters, but with good technique and plenty of practice, any player can develop into a good shooter.

When teaching shooting, it is important to be aware of individual differences among players. Not all players have the strength or coordination necessary to use the same technique, but two players can use slightly different styles and still adhere to the basic principles of shooting. Habits form early in young players—it is essential that proper technique is ingrained in athletes at an early age. The concept here is for young shooters to learn the basic shooting principles and positive action necessary to allow them to develop their shooting ability and become better shooters as they mature.

Practicing can be much more productive if players incorporate the following basic principles:

- All players should begin shooting practice close to the basket
- Aim at the hoop—have a “quiet eye” on the target
- Select an appropriate angle of release where the elbow finishes at around forehead level
- Use all joints that can be used—knees, elbows, and wrist
- Incorporate hip extension to add power
- Start from a balanced position—triple threat position
- Practice, practice, practice

## **SHOOTING GRIP**

Hold the ball in the hand with the palm up. Quickly move the ball back and forth from side to side. If the ball is not held on the finger pads, the player will lose control. This is excellent for younger players who often grip the ball incorrectly. It can not be emphasized enough the number of players who start with a poor grip. So many other problems are magnified by this basic mistake.

## **RELEASE**

The release is the key to good shooting. To develop a consistent release, the shooter lies on his/her back and shoots the ball up in the air with one hand. The player needs to lock the elbow and wave goodbye to the ball. The ball should return to the same hand. It is important to note that the ball should come off the middle and index finger last. This will ensure the ball stays on line providing these fingers point at the middle of the basket at the finish.

Another way to work on the consistency of a player’s release is to have the player seated on the ground with the shooting arm forming the perfect 90° angle. It is like they are holding a tray. The coach stands behind the player and gives downward resistance. The player must push up and slightly out. At the very end, the coach releases the hand and the player snaps the wrist like elastic. Have them close their eyes to focus on the feeling.

Form shooting is done at a slow pace, concentrating on achieving the perfect form. The movements are exaggerated for emphasis. You can also break it down further by concentrating on a specific body part, i.e., wrist, foot, elbow. The following “B-E-E-E-F” technique will help break down proper shooting form by emphasizing Balance, Eyes, Elbow, Extension, Follow Through.

## **BALANCE**

Player squares up to the basket with toes pointed to hoop, feet shoulder-width apart with knees flexed.

## **EYES**

Eyes should be focused on target (basket), never leaving target during shot.

## **ELBOW/HAND PLACEMENT**

Extend shooting hand directly in front of you and then bend it 90° (making an “L”) upward at the elbow; cup your shooting hand so the ball fits in it with the guide hand guiding the ball in position. As the ball is raised up to the release point, guide-hand fingers are pointed to the ceiling.





## **EXTENSION**

Feet push off floor, knees straighten, hips raise, elbow lifts to shoulder height, pushing ball up and out and releasing shot through fingertips, getting rotation on the ball.

## **FOLLOW THROUGH**

Release the ball off the fingers and push fingers through the ball while bringing the wrist through to put some backspin on the ball. Follow through with the palm facing down, directing the ball into the basket.

## **SHOOTING DRILLS & GAMES**

### **ONE-HAND SHOT**

Players start in a basic shooting stance with basketball in shooting hand; the ball should be off shoulder height. Player performs a shot using shooting hand only with good extension and high release. Shooter must keep eyes on the hoop and use legs to get initial power for shot, then flick of the wrist for high accuracy and great form on shot. This drill is used for building strength in shooting arm.

### **SHOOTING ON BACK**

Players start with basketball in shooting hand only while lying on their back. They attempt to use the same basic shooting principles, only difference is they are laying flat on their back so they have to use their wrist and shoulder to perform the drill. This is used for building strength in shooter's arm.

### **WALL SHOOTING**

Players start in a basic shooting stance with basketball in shooting hand, only using a wall to shoot the ball off. This is a drill players can perform if they don't have a basketball hoop and still work on their shooting technique and shot form.

### **SHOOTING OFF THE CATCH**

Player starts at free throw line, stepping into the shot with left foot first then right foot and shot. The player must catch the ball in a ready basic shooting stance and extend to a jump shot. They must then continue the drill again by stepping back to the free-throw line and perform the same footwork and shot. If player is left handed, the foot technique is opposite.

### **SHOOT OFF THE PASS**

Player receives the basketball at the free throw line and makes one right-hand dribble in the forward direction to the right side block. Using the correct footwork, player steps into the shot with shooting hand. The player then continues the drill by back-pedaling to the free throw line but this time receives the ball and goes left side block with the one left-hand dribble and shoots with shooting hand.

### **PARTNER FORM SHOOTING**

Players line up on the lane line across from a partner. Have them get into ready position. On coach's command have them shoot the ball toward their partner. Their goal should be for the ball to land in front of the partner and bounce up to the partner. Repeat this as many times as needed. Add one dribble into ready position and shoot. Have them do this all at once and have them complete each step on command from the coach. Progression is: ready position, one dribble forward into ready position, shoot.

### **FIVE-POINT CONDITIONING**

Coach picks five spots around the free throw line where player receives the ball from. Player starts by receiving the basketball at the right side free throw line, then takes one dribble forward with the right hand and goes into a shot with shooting hand. Player then runs back to the half-way line and runs back to point two which is the next position in the drill. Player then performs the same motion with one dribble forward and shoots. When player gets to the left side, the left-hand forward dribble must be used before performing a shot with shooting hand.

### **SIDE-TO-SIDE CONDITIONING**

Player starts at the right sideline free-throw line extended, then player runs to the right elbow. They receive the ball and execute one left-hand dribble in the paint with a basic jump-shot. Player then runs to the left sideline and back to the left elbow, performing the same motion with one right-hand dribble in the paint into a shot with shooting hand.



### **DRIBBLE IN SHOOTING**

Player receives the basketball at the top of the free throw line and makes two right-hand dribbles in the forward direction to the right side elbow. Using the correct footwork, player steps into the shot with shooting hand. The player then continues the drill by back pedaling to the top of the free throw line, but this time receives the ball and goes left side with two left hand dribbles and shoots with shooting hand on the left elbow.

### **DRIBBLE HAND OFF**

Two-player drill where player 1 starts at the top of the key, dribbles to player 2 on the right-hand side and performs a dribble handoff (DHO). Player 1 has three options from this motion. Option 1 is pop where player 1 DHO to player 2 and opens up for a jump shot. Option 2, player 1 performs DHO and rolls to the basket, receiving a pass from player 2 for the lay-up. In Option 3, player 1 performs a DHO and flares out to the elbow for a shot. This is very effective, as it causes defenders to switch, creating a mismatch on defense.

### **LIGHTNING**

Players line up single file at the free throw line facing the basket. First two players in line have a ball. First player shoots and if they miss they keep getting their own rebound and shooting until they make their shot. Once they make their shot they pass the ball back to the next person in line without a ball and go to the end of the line. As soon as the person in front of them shoots, the second person in line shoots and tries to make the basket. If the person behind you makes their shot before you do, you are out.

### **TEAM AROUND THE WORLD**

Divide into two teams. Line up each team on the baseline opposite each other, facing court. Each team must make three shots from each spot before moving to the next spot. Work on players:

- \*quickly getting rebounds
- \*making a good bounce pass to the next person in line
- \*receiving the pass in the ready position so they can quickly get into their shot
- \*good shooting form
- \*encouraging support for teammates

### **BLOCK TO BLOCK**

Divide team in half, place half at each main basket. Place a ball on each of the two large blocks on the lane lines. Two rebound players, one on each block will rebound and place 'their' ball back on the block. Shooter will start at the free throw line; on coach's command, will run to a block, pick up the ball, and shoot a jump shot. As soon as shot is taken, shooter moves to other block, picks up ball and shoots. Rebounders count shots made, coach times for one minute.

### **3-MAN 2-BALL SHOOTING**

Three players start with two basketballs and the players in three different positions inside the 3-point line. Player 1 starts with a jump shot and gets his own rebound (make or miss). Player 2 then takes his shot and goes in for his own rebound (make or miss). After player 1 gets his rebound (make or miss) he passes the ball to player 3, while he runs to a different spot inside the 3-point line and sets up for a shot ready to receive the ball. Player 2 grabs his own rebound (make or miss) and passes the ball out to player 1. Player 2 then goes to a different spot inside the 3-point line and sets up for a shot, ready to receive the ball from player 3.

### **3-MAN 2-BALL 1-DRIBBLE**

Three players start with two basketballs and the players in three different positions inside the 3-point line. In this drill, the players must use one dribble before they attempt a shot.

### **3-MAN-2 BALL 2-DRIBBLE**

Three players start with two basketballs and the players in three different positions inside the 3-point line. In this drill, the players must use two dribbles before they attempt a jump-shot. The drill continues by player 2 making the same move after player 1 passes his rebound to player 3 for his turn. Player 1 then



receives the ball from player 2 to perform the motion again.

### **3-MAN 2-BALL CHANGE DIRECTION**

Three players start with two basketballs and the players are in three different positions inside the 3-point line. In this drill the players must use one dribble and then change direction before they attempt a jump shot. The drill continues by player 2 making the same move after player 1 passes his rebound to player 3 and gets ready to receive the ball from player 2 to perform the motion again.

### **BASKET FORM SHOOTING**

Form two single file lines in front of the basket (about two feet from the rim). First player in each line gets into ready position. Coach hands them the ball and they go from ready position into the shot. Advanced: players in second line rebound for shooters in right line. Shoot from both sides of basket. Coach rebounds and the shooter goes to the end of the line and the next player in line steps up into the ready position and becomes the shooter.

### **TWO-LINE SHOOTING—ASSIST DRILL**

Form two single-file lines, one on each side of the land line, with one ball at the front of the one line and no balls in the other line. The first player in line with the ball takes two dribbles into ready position and then makes a bounce pass to other line who step and catch into ready position and then shoot.

### **TWO-LINE SHOOTING—OFF DRIBBLE**

Same formation as two-line shooting—assist drill. Shooter will take two dribbles into a shot and work on their form of shooting off the dribble. Introduce the concept of what a rebound is by having the first player in the other line come forward on the shot and try to get the rebound as quick as possible.

### **HALF-COURT TWO PASSES FOR A SHOT**

Set up two players as passers—one located at the wing close to the sideline and the other at the elbow of the lane. The remaining players start in a single file line at half court facing the basket. The first player passes to the passing player on the wing then runs between the two passers toward the hoop. The wing passer passes to the elbow passer who pivots and passes to the shooter who is now at the block. Shooter catches the ball, shoots and rebounds and returns to the end of the line.

### **BASELINE SHOOTING DRILL**

Players line up single file facing the court on the baseline in two lines off the free throw lines. Coach serves as the passer just off the top of the key. Have players work on making a good cut (plant inside foot and explode out to wing). Have players work on getting into ready/triple threat position on the catch. Player can either shoot a jump shot or dribble in for a lay-up. Can add having the players shot fake and then go to the basket for a lay up.

### **DIRK SHOOTING**

This is a warm up/pre-practice shooting drill. Without having the distraction of making or missing a basket, players can get immediate feedback on the alignment of their feet, body and follow through. All players should have a ball and find any line on the court. Place the inside of their shooting foot (right foot on a right handed player) on the line. Looking at an imaginary target, they will go through a smooth and complete shooting motion. Hold the follow through and watch to see if:

1. Does their elbow and fingertips line up with the line they are standing on?
2. Do their feet stay in alignment after the follow-through?
3. Does the ball land somewhere on the line?

If the answer to all of these things is yes, their feet and body are probably in good alignment.

### **CURL AND CUT SHOOTING**

Players form two lines, one on each wing. Coach stands at right free throw elbow. Players in left line have ball. First player in right line must go toward defender (coach), taking them toward the baseline a few steps. Player should then change speed to the left, curl around the defender and cut to the lane, receiving a pass from the left side player for a quick jump shot.



## PLAYMAKER'S SCORING

*Linking of skills together to learn scoring moves.* If there are enough basketballs for everybody to have one, form one line; otherwise, form two lines (a shooting line and a rebounding line) Progression 1) Right hand straight dribble for lay-up, 2) Right hand straight dribble quick stop into ready position for jump shot, 3) Right hand crossover to left hand quick stop into ready position for jump shot (have a coach stand at about the elbow as a defender. Coach makes a move as player passes by). *Note: Don't let the next person go until the person in front of them has shot the ball.*

## 3 VS 3 HALF-COURT

Emphasizing defense and defensive position. Drill starts with the players on the wing crossing underneath the basket to get open on the other wing and the player with the ball dribbling from court to make a pass to one of the wings. Offense tries to score by dribbling or passing. Helps players understand how to be defensive and how to stay with their player. Have each player take turns on dribbling the ball from half-court and initiating the first pass.

## MIKAN

Player stands directly under front of basket with ball. Player takes cross-over step to right and makes hook lay up with right hand, using the backboard. Player gets ball as it comes through net and quickly steps to the right side for a hook lay up with left hand. Continue to alternate sides making five shots from each side.

## T-SHOTS

Players are in two lines behind the baseline facing the free throw line. Player in right line leaves and goes to opposite "T" or elbow of free throw lane. Player in other line passes to player at T, then runs *around* the player he passed to and goes to other T. Player receiving pass takes shot and then follows own shot. When player follows shot, he passes ball to player at head of line on same side shooter is waiting. Drill continues with players passing and going around player they passed to. Younger players may need to start "T" closer to basket; cones can be used to mark spot.

## SPOT SHOT

Line up players at one of four corners of half court. One coach at bottom of lane (or elsewhere depending on where you want shots taken. Two coaches can be stationed, one on each side to speed up the drill). Player at front of line passes to coach, then breaks to spot. Coach passes to player as he arrives at spot. Player receives pass, sets, and takes shot. Coach rotates to receive pass from different corner.

# LAY UPS

## LAY UP CONCEPTS

The lay up is a shot that is taken close to the basket. Lay ups should be worked on from both the right and left hand sides. The lay up is taken on the move, usually off the dribble or a pass. The name is derived from the action of shooting—that is, laying the ball off the backboard.

When teaching lay ups, emphasize the following:

- By using the right hand on the right side and the left hand on the left side, players can use their body to protect the ball from the defender.
- To attain maximum height on the jump, players should jump off the foot on the side opposite the shooting hand
- Players should convert forward movement into upward momentum by leaning back slightly, dropping the hips, and shortening the last two or three strides
- To set up the take off foot, players usually take stutter steps during the last few dribbles or just before receiving a pass
- Players should concentrate on learning to pick up the ball with both hands.



## **LAY UP DRILLS & GAMES**

### **WALL SHOOTING**

Players should have a basic level proficiency with the one-handed set shot before starting to learn the lay up, especially when learning with their weak hand. Players can develop proficiency with the weak hand by shooting one-handed set shots against a wall.

### **THE ONE-STEP LAY UP**

The player starts from just in front of the basket in the following stance:

- The feet are parallel and shoulder-width apart
- The knees are bent
- The player is holding the ball; the shooting hand is behind the ball, and the off hand is on the side of the ball
- The player concentrates on a point on the backboard

The player then takes a step with the inside foot (for example, the left foot on the right side) and shoots a lay up. Emphasize the following points:

- Step with the correct foot
- Simultaneously jump and drive the opposite knee upward
- Shoot with the correct hand using the correct arm motion

### **THE TWO-STEP LAY UP**

To shoot a two-step lay up, players back up one full step from the starting position for the one-step lay up, and assume the triple threat position. They then take two steps and jump off the correct foot for shooting a lay up. Emphasize the teaching points for the one-step lay up and the following:

- To prepare for the jump, make the second step shorter than the first
- Keep the ball in front—do not move it from side to side

### **THE THREE-STEP LAY UP**

To shoot a three step lay up, players position themselves three running steps from the basket (choosing a reference mark on the floor often ensures consistency). They then assume the starting position for the two step lay up and shoot a lay up using three steps and no dribble. Shooting in this way is actually traveling, but it helps develop a running rhythm.

### **THE ONE-DRIBBLE LAY UP**

This part of the teaching progression is identical to the three-step lay up except that the player adds a dribble that coincides with the first step. The key points of this sequence are as follows:

- Dribble the ball with the outside hand (i.e., the left hand when doing a left-handed lay up)
- The ball and the first step should hit the floor at the same time
- Pick up the ball by letting it bounce up into the dribbling hand. Trap the ball with the off hand, thus forming a good shooting grip with the hands

### **COMPLETE LAY UP OFF THE DRIBBLE**

To perform the lay up off the dribble, players need to be able to take stutter steps—to make it possible to arrive on the correct foot for shooting. Concentrate on jumping off the correct foot using the following progression:

- Dribble on the spot, then shoot a one-dribble lay up
- Start at about half court, and dribble toward the basket at half to three-quarter speed to shoot the lay up

### **BALL TOSS LAY UPS**

Have players toss the balls to themselves, catch with a jump stop. The player then pivots, still in a triple threat stance facing the basket, and dribbles in for the lay up.

### **POWER LAY UPS (two-foot jump stop)**

Power lay ups provide increased strength, protection, and control of the basketball when there is defensive pressure. A player makes a dribble move to the goal and about 2-3 feet from the basket, performs a



jump stop. The player's shooting hand is behind the basketball when the shot is performed. The lay up is taken when both feet jump simultaneously.

### **ELBOW POWER LAY UPS**

Player grabs the ball from the top right elbow and performs one dribble using the right hand. Player then performs a jump-stop going into a power lay up using the right hand with shoulders square to the basket. The player then runs to the left side and grabs the ball off the top left elbow and performs the same motion, this time using the left hand. Power lay ups protect the ball from the defender, avoiding the shot from getting blocked.

### **3 MAN 2 BALL POWER LAY UP**

Three players start with two basketballs and the players in three different positions inside the 3-point line. In this drill, the players receive the ball at the 3-point and must use one or two dribbles before making a jump-stop into a power lay up. The drill continues by player 2 making the same move after player 1 passes his rebound to player 3 and player 1 runs back to the 3-point line ready to receive the pass from player 2.

### **TWO-LINE LAY UPS**

The drill starts with the first shooter dribbling in and shooting the lay up, while the first rebounder rebounds and passes to the next shooter cutting toward the basket. The shooter goes to the rebounding line and the rebounder goes to the shooting line. After a few minutes, switch sides so that now the left line is the shooting line (for shooting left-handed lay ups).

Pointers:

- When shooting a left-handed lay up, dribble with the left hand, and vice-versa for right-handed lay ups.
- Passes should be bounce passes.
- Make sure players are using correct footwork and technique.
- Make sure the two lines start well outside of the arc. If the lines are too close to the basket, there is little running and the drill tends to drag.
- Players should run this drill at game speed, up-tempo.
- You can make a team competition out of it by requiring the team to make a certain number of lay ups within two minutes. Making it competitive will force players to run the drill up-tempo, but make sure they don't "cheat" by allowing the lines to come in too close.

### **AROUND-THE-WORLD LAY UPS**

Divide the team in half. Have one half line up facing the basket starting at half court, have the other half line up on the opposite side of the court facing the other basket. Players will dribble in, shoot a lay up, get their own rebounds, and proceed back up the court to the other line.

### **AROUND-THE-WORLD PASSING LAY UPS**

Place passer one on the elbow at the free throw line facing the sideline, the second passer is on the sideline at half court facing the center circle, the third passer is on the remaining free throw line elbow facing the sideline. Remaining players line up in the outside lane of the court with balls for each person in line. First player with ball will pass to player at elbow and run ahead to receive the leading pass from elbow player, then turn to pass to passer at half court, who will give a leading pass, the player will receive the pass and turn to pass to remaining elbow passer who will give a leading pass toward the basket, player will receive pass and shoot a lay up. Player returns, dribbling up opposite side of court. Switch out players for passers once everyone has completed the drill several times.

## **SCREENS**

### **SCREEN CONCEPTS**

Setting proper screens can start at an early level and is invaluable for helping offensive players create space, get open, and score more easily.





Teach your players that it is important to wait for the screening teammate to set, move toward the screen, cut off the screener, and make it hard for the player that is screened out to chase. Have the player with the ball stand at the top of the key guarded by a coach. Put all the other players in a line off to one side. The first player in line comes and sets a screen on the coach as the player with the ball rolls to the basket.

Pass the ball to the screener and have them practice with the ball and a new screener.

### **PASS AND SCREEN AWAY**

- Create three lines out along the 3-point arc corresponding to a point guard, and both wing positions
- Coach will be on the left wing.
- Player 1 starts by passing to the right wing. He/she then "screens away" for the left wing, setting the pick on the defender.
- The wing player cuts around the screen, gets the pass from the right wing, and takes it to the hoop.
- The screener should "roll" off the pick after cutter comes around.
- Have the players rotate right wing, to point, to left wing.

## **REBOUNDING**

### **REBOUNDING CONCEPTS**

The focus of rebounding for young players should be on creating a desire for the basketball. As a coach, you must place great emphasis on the importance of having possession of the ball. Any player, regardless of their size can be an effective rebounder, and it is important for young players to understand this. Rebounding, much like defense, is a choice. A player either wants to be a good rebounder or they do not. Unlike scoring, rebounding involves all five players on the floor. Every player is a potential rebounder on each missed shot. Thus to out-rebound the other team, each player must neutralize the player he or she is guarding, every time on the floor.

#### **Understanding tendencies:**

In general, shots taken from the wing on one side of the floor will rebound on the other side (75%). Also most shots off the backboard will come off the front rim (also 75%). The longer the shot, the longer the rebound 3-point shots will often bounce out to the short corner or elbow. The less arc, the harder and quicker the ball will come off the rim. Players need to learn and understand how the rebounds are likely to move and anticipate the bounce.

When teaching rebounding, emphasize the following:

- The first thing to do when a shot is taken is not to follow the ball, but to find your check. Rebounding begins when the shot is released, not after it hits the rim.
- Next, you must go and make contact with your check. If you can't make contact with your check, cut him/her off from going to the basket.
- Now you must turn and "box out" your check—getting your elbows up, arms up and out, your butt down and legs flexed. Contact must be maintained with your check.
- Finally, go and get the ball with two hands and two feet—two hands to secure the ball and two feet to land on the ground in a wide, balanced stance.
- If you can't rebound the ball, at least get a piece of the ball to "keep it alive"
- Come down with the ball chinned, and held tightly in hands with elbows out and ball below chin
- Successful rebounding is simply a matter of desire, aggressiveness, awareness, and consistency

### **REBOUNDING DRILLS & GAMES**

#### **THE WALL**

Players line up in pairs about 6-10 feet from the wall. One player in the pair is on the court facing the wall, the other is on the baseline facing their partner playing defense. Offensive player passes ball to themselves against the wall, attempting to catch ball as it comes back to them. When the ball leaves



offensive player's hands, defense turns and blocks out, preventing them from receiving the pass off the wall. Watch to make sure defense doesn't turn too early.

### **CATCH YOUR OWN**

Player starts on one left side of lane, about six feet from baseline. The player throws the ball off the back-board *over* the goal. The player moves to the other side to catch the ball. Repeat back to other side. Have players see how many they can catch in 30 seconds.

### **ROLL THE BALL**

Players start in pairs at baseline, everyone facing down court. Offensive player in pair has basketball. Offense slowly rolls ball down court. Offensive players try to get around their partner to get ball while defensive player tries to block out. Drill can be run to half court or all the way to the other baseline.

### **2-ON-1**

Three players are in offensive lane. Coach shoots ball. All three players go for rebound. Rebounder immediately attempts to put in follow shot. Other two players play aggressive defense to stop the shooter. If shot is missed, drill continues until someone scores. Ball is then returned to coach and drill is repeated.

### **BACK-TO-BACK BOX OUTS**

Have players stand back to back, and on the coach's cue, they must get low, legs wide, butt down, elbows up and push against each other. Use the center court as a marker. Have each player start on either side of the line, back to back and try to push each other out as far as possible.

### **CIRCLE BOX OUTS**

Have players partner up and line up around center court. Have them face each other, with one person on the inside of the circle (defender), and the other on the outside (offensive). Place a ball in the middle of the circle. On coach's cue, the player on the outside tries to get the basketball, while the player on the inside, turns and boxes out, preventing the offensive player from getting the ball. Have them switch roles after a few tries.

### **READING THE REBOUND**

This drill is a simple pairs shooting drill, except you are putting an emphasis on the rebounding aspect of the drill. The shooter shoots for a set amount of time (approx one-min set). The shooter can simply work on any aspect of their shooting that they want to or mix it up a little. They shoot on the move and at game speed. The rebounder will outlet the ball after each made or missed shot and get position based on where the shot is being taken from. If on a missed shot, the rebounder can not get to the ball before it bounces once, he/she gets a score of "+2." If he can not get to it before it bounces twice he gets a score of "+10." The rebounder's total score at the end of the minute equals the number of push ups he owes. **Note:** If the ball bounces three times before they can reach it, there is something wrong with the effort of this individual!

### **BATTLE UNDER THE BOARDS**

As in the "reading the rebound" drill, there is one minute on the clock for a player to shoot game shots at full speed. A player (in this case, 1) starts at the free throw line and comes in as the shot is being attempted, the other (2) must block out and gain good position while watching the flight of the ball and anticipating the rebound. On a rebound, the ball is passed out and the person who got the rebound must touch the free throw line and crash the board for the next shot. Players keep score to decide who gets the most rebounds in one minute.

### **REBOUND ONE ON ONE**

Divide the players into two separate lines; form each line just inside the free throw line at the elbows of the key. These two separate lines form two different teams. The players at the front of each line are up first. Coach shoots the ball and misses on purpose so there is a rebound. The two players compete to get the rebound. The player who gets the rebound tries to score while making the other player play defense. Only one shot is allowed. The teams compete to a score of five, one point for making a basket.



# OFFENSE

## OFFENSIVE CONCEPTS

When teaching young players offense, some of the most important concepts to remember are that of **patience** and **spacing**. When players get the ball, they often start panicking. When this happens, their initial instinct is to do something without thinking. It is important that they slow down, not become over anxious, and take the time to make their decisions.

As for spacing, everybody usually wants to be close to the ball. If players are left to figure this concept out on their own, it will be 10 players within 2 feet of one basketball. This leaves little or no room for the player with the ball to do much of anything. It is important that players are instructed to space out, which will give them more room to operate. It is a good idea to use the 3-point line, or other floor lines at similar distance, as a reference point. For example, you may want to say to them, “if you’re confused or don’t know what to do, space out to the 3-point line.”

There are several other offensive suggestions that may be followed depending on the skill level of your athletes:

- After every pass a player makes, they must cut or move
- Have the offense make a certain number of passes before a shot can be taken
- Mini, modified games, such as 2-on-2 or 3-on-3 are effective in teaching these concepts
- When a player dribbles toward you, you must cut or get out of the way
- Use the cut the defense gives you

It is also important to remember that every player should learn every position and that offense is not about learning a pattern; it is about learning to use their skills to work together to put the ball in the basket. When players are assigned specific positions, their personal development is consequently limited. In team offense, players must integrate their skills into the flow of the game, while understanding and applying the basic rules of team offense. The following team offensive rules apply at all levels of basketball:

- **See the ball.** Players should see the ball at all times by using peripheral vision and by turning their head to the ball
- **See your teammates.** Players must keep teammates in view at all times
- **Maintain appropriate spacing.** Avoid cluster around the ball on offense and on defense
- **Attack the middle.** Players attacking the middle can create better shot angles and passing angles
- **Read the defense.** Players can react to defense and take advantage of what the defense gives them, forcing defenders to make errors
- **Get back on defense.** Once a team loses possession, players must get back immediately on defense

## OFFENSIVE MOVE CONCEPTS

Playing games of 2-on-2 or 3-on-3 are beneficial because they are less congested, and therefore less confusing for players. Do not be overly concerned with offensive sets. It is important that we allow players to be creative and to play, which means having fun.

### **THE STRAIGHT BALL CUT**

Players on the weak side (the side away from the ball) should always be looking for opportunities to cut to the ball. Players can increase the probability that a cutting lane will be open by:

- Using fakes to keep the defender occupied on the weak side
- Moving to stay out of the defender’s line of sight
- Cutting without hesitation and without telegraphing the cut

### **THE CHANGE-OF-DIRECTION BALL CUT**

The weak-side offensive player can create a clear cutting lane by cutting in one direction to “freeze” the



defender and then changing direction to cut toward the ball, i.e., starting low and cutting high, starting high and cutting low.

Players can use the change-of-direction cut effectively by:

- Making the initial cut in the direction of the defender is favoring, i.e., cut low and then high if the defender is playing low.
- Getting close to the defender before changing directions. This approach makes it difficult for the defender to cut off movement in the new direction.

### **GIVE-AND-GO CUT**

The give and go is a two-player maneuver that encourages passing, movement, spacing, and cooperation. The player with the ball passes to a teammate and cuts to the basket. The cut to the basket is a straight cut if the cutting lane is open, or performs a change-of-direction cut if it's not open. Receiver looks to return the pass to the cutter.

### **OFFENSIVE ATTACK CONCEPTS**

An acronym used in describing offensive concepts in attack basketball:

**A**—Attack the basket

**C**—Create space

**T**—Teammates

**ATTACK THE BASKET.** There are many ways this can be accomplished:

- Attack with your eyes—players need to learn to scan the rim upon receiving the ball. This doesn't always imply squaring the body to the basket. Sometimes a simple peek over the shoulder is all that is required.
- Attack with your body—this may be a cutter going to the basket or putting your body in position so you can attack the basket with a pass, shot, or drive. The classic triple threat position embodies the idea of attacking the basket with your eyes and body. The player is able to shoot, drive, or pass the ball.
- Attack with the ball—the basket can be attacked with the ball by dribbling, passing, or shooting.

### **CREATE SPACE**

If the basket is not open, players need to learn to use and create space. On a fast break a wing player should stay wide in the lane because the defender is between him/her and the basket. By doing this it leaves the basket open for the ball handler. He/she uses the spaces by dribbling to the open basket.

### **TEAMMATES**

When the basket is not open and space has been created, players must now start to include their teammates in their decisions. On one level, it is recognition of strengths and weaknesses.

- Who is guarding me?
- Who is my teammate?
- Who is guarding him/her?

This often involves having a plan based on our collective strengths and weakness. If one sees a good shooter in the corner, the teammate should recognize and set a screen to bring the shooter to the ball. Good offense is a blend of skills, rhythm (timing and spacing), decision making, and teamwork. So often when teaching offense, these areas are broken up into separate pieces with the hope that they will magically fit together when the game begins. For example, the coach has the players do endless repetitions of the actions used in the offense, usually done on air with no guided defense.

Unfortunately, the brain does not work this way and many of our athletes are stuck in their total skill development where their skills breakdown when facing pressure situations. When most of our learning is done on air with no guided defense, it is difficult to have a clear mental picture of what proper execution should look, and more importantly, feel like. Also, when players do the same drills over and over again with no increased challenge, they do not have to find new solutions. As such, their overall skill package



deteriorates when faced with new and challenging situations.

In watching players play one on one, it is very easy to determine the players who have learned to read the defense and the ones who have developed a repertoire of dominant moves (i.e., dribbling hard right). Players with a few dominant skills may score on a few occasions. More often than not, as the defense adjusts, the player becomes stymied. The same is true for a team. When the team first runs their sets, they look great. But once the defense adjusts, problems begin to occur with the timing and execution if the offense does not know how to read the defense.

When teaching offense, it is important to stress on teaching decision making in athletes. Coaches are encouraged to promote the use of guided defense and games approach in teaching the game. From the very start, players need to incorporate their brain in making decisions. The first steps of the paths are laid down. When coach or athlete goes and breaks the skill down into simpler steps, the players can trace over the pathway already established.

## **OFFENSIVE DRILLS & GAMES**

### **L—CUT**

Player will make an “L” on the floor. Player starts at the base line on the right-hand side and walks up the key to the right elbow. Player then makes a sharp cut to the right-hand 3-point line where they receive the ball. On the catch go into the triple threat, use pivot, the rip through, then dribbles in for the power lay up. This move is set up for the offensive player to lose the defender and receive the ball at the perimeter, this drill also should be performed on both left- and right-hand sides of the court.

### **V—CUT**

Player will make a “V” on the floor. Player starts at the right 3-point line and walks down towards the block, then sprints up to the right elbow where they receive the ball. On the catch go into the triple threat, use pivot, then rip through. Player then squares up to the basket to make a jump shot or one dribble to the basket with a power lay up. This drill should be performed on the left- and right-hand sides of the court.

### **SHALLOW CUT**

Two lines, every player has a basketball, on the wings. Player passes to coach on top of key. Player starts at the right side three-point line and walks down through the lane, shows hands. Player then sprints out to the left side and receives it at the 45° (elbow). Player then squares up in a triple threat position to the basket, pivot, and rip through, looking for a jump shot or a one-dribble jump stop into a power lay up. This move is set up for the offensive player to lose the defender and receive the ball at the perimeter; this drill also should be performed on both left- and right-hand sides of the court.

### **DRIBBLE INNER PUSH**

Two lines, every player has a basketball, on the wings. Player passes to coach on top of key. Player starts at the right side 3-point line and then slides down to the corner of the right side 3-point line where they receive the ball. Player then squares up in a triple threat position to the basket, pivot and rip through, looking for a jump shot or a one-dribble jump stop into a power lay up. This drill should be performed on both left- and right-hand sides of the court.

### **JAB STEP**

Jab step, also known as a side step, is performed when a player holds onto the ball before dribbling while his non-pivot leg performs a routine jabbing. This move is used to test defender's defensive weaknesses and stance. The drill is the L—Cut drill. Players form two lines on the baseline, one on each lane line. Coach is at free throw line. Player on right side passes to coach, walks up lane then cuts out to the right elbow. Coach passes to player who squares up in a triple threat position to the basket, pivot and rip through, jab step in toward the lane and getting a high percentage shot in the lane.



## **SHOT FAKE**

A shot fake is a feigned attempt at a jump shot, restrained before the feet leave the ground. The shot fake is a fundamental move in basketball, used to cause defenders to jump or raise his defensive position. The drill is the L—Cut drill. Players form two lines on the baseline, one on each lane line. Coach is at free throw line. Player on right side passes to coach, walks up lane then cuts out to the right elbow. Coach passes to player who squares up in a triple threat position to the basket, pivot and rip through. The player does a shot fake slow and over the eyes, then dribbles in toward the lane and getting a high percentage shot in the lane.

## **INSIDE OUT**

Players start on the side line moving across the court with the ball in right hand and takes two dribbles. Then they perform inside out by stepping with the inside left leg and turning the player's head in the same direction. Players also use slight ball movement to the left then taking off back in the straight direction.

This move is set up to make the defender think the offensive player is going to change direction. Drill should be preformed with left and right hands separately.

## **HALF TURN**

Players start on the side line moving across the court with the ball in the right hand. Player dribbles toward defender then does a half turn pretending to do a spin move, player then goes back the original direction, causing the defender to shift across and open the driving lane.

## **SPIN MOVE**

Players start on the side line, moving across the court with the ball in the right hand. Player dribbles towards defender with the right hand and does a spin move, turning his body away from defender across to the switch hands and attacks from the left side. Drill must be preformed with both hands.

## **BAD PASS**

Line of players is formed at right hash mark. Coach is at free throw line. Coach passes ball to players as they head to basket—all bad passes! Player must catch bad pass, get it under control, and shoot lay up.

## **WHO'S OPEN DRILL**

Help players begin to understand the concept of who to pass to and to create shots for their team. Have a passer and three offensive players and two defenders on the court. Two defensive players begin on the base line. On coach's command, have two defenders run from base line and each guard a player.

## **HALF-COURT 3 PERSON WEAVE**

Three lines at half court. One ball in the middle line. Players will throw a bounce pass and cut behind the player they pass to. After receiving the pass, the player will pass to the player in front of them and cut behind them, following their pass. This will continue until they get close enough to the basket for one player to take a lay up. Player will get their rebound and go back to a different line at half-court (go back on the outside of the court so they don't get in the way of the next group). Have the players call out the name of the person they are passing to. This helps them get in the habit of communicating when playing.

## **GOPHER BALL**

Players start at half court circle or free throw circle. Teach players to react quickly to loose ball then go quickly into offense. Players lay down on stomach with eyes closed. Toss ball into air and blow whistle. Players scramble for ball.

## **CUT AND REPLACE**

Five players are facing the basket at half court. Eight cones are positioned around the floor. One at the top, two on the swing (in between the top of key and elbow), two on the wing (foul line extended), one at the front of the basket and two in the corner. The younger the players, the closer you can move the cones to the basket. But remember that these do not have to be in the players' shooting range. When the coach says, "go," the players fill five of the eight spots (no basketball). When the coach says, "change," the players move to a new cone. Once the players are comfortable with changing, add a ball;





players will begin again at half court. The player with the ball takes it to the top or one of the wing spots. The other players fill the open spots. Ideally you want to have some balance. It is not a good idea to have the right corner, right wing, right swing and top all filled at the same time. Make a pass, count to three and everyone without the ball must move to a new spot. The reason you wait is to allow the person with the ball time to get ready. Now the player who passes the ball cuts to the basket. Count to three, everyone finds a new spot. The player with the ball is taught to scan the rim first, and then look to the right and left. This is teaching players “global” basketball. Everyone plays every position. Anyone above the foul line extended goes back on defense, anyone below goes for a rebound. You now have a great little offense for beginning basketball players. To score, the players incorporate the skills they have been taught. Avoid the temptation to teach a set play and putting players in assigned positions. Each time the players are on the floor let different players bring the ball up the floor and inbound the ball.

## **TRANSITION**

### **TRANSITION CONCEPTS**

When teaching transition or fast break basketball, we are really trying to get our young players running and passing the basketball, and making decisions at a faster pace in the full court.

### **STARTING ON OFFENSE**

The first break-down drill is tossing the ball off the wall, jumping, and rebounding. We want players to learn to jump and catch the ball with two hands and call, “ball”.

### **LAND LIKE A QUARTERBACK**

Ideally, we want the player to land so they are looking down the floor with the ball being held by the ear with two hands. This requires them to do a quarter turn in the air. Their eyes should be on the far rim. Have someone hold up fingers. This ensures the player is scanning. Be sure to practice turning both ways.

## **TRANSITION DRILLS & GAMES**

### **DRIBBLE TOSS REBOUND**

Have players partner up and spread out along the wall. The first player dribbles the ball up and tosses it off the wall. He/she jumps, calls “ball” and rebounds with two hands, making the quarter turn in the air. On landing, he/she must call out how many fingers his/her partner displays. The ball is passed and the other partner goes.

### **LOOSE BALL**

Half of team in line at opposite corners of court. Coaches (or coach and player) are standing at free throw line and throw ball to half court. After ball leaves coach’s hand, player runs to ball, recovers, and dribbles at full speed for a lay up. Player gets own rebound and passes to near coach. Player goes to back of opposite line as drill runs both ways.

### **ONE-ON-ONE TRANSITION**

Explain what a shot attempt and a rebound are. Explain what to do when you get an offensive rebound and when you get a defensive rebound. Start with two players. Coach throws the ball off the basket and has everybody yell, “SHOT.” Both players go for the ball. Once one player has it, they dribble the ball up the floor and the other player takes off and runs down the floor. Make sure the player without the ball understands that he/she is on defense. Once the offensive player scores, the pair go to the end of the line.

### **REBOUND OUTLET DRILL**

Have one player stand on the block near the basket, the remaining players line up in outlet pass area near wing/three point line. Coach throws the ball off the backboard so the player near the basket can rebound the ball and pass it out to the player on the wing. Have everybody yell “SHOT” when coach shoots it off the back board.



## **5 vs 0 TRANSITION**

Everybody gets a touch, encourage players to pass the ball. Start at half court. Have one player dribble the ball up the court and have the players throw a bounce pass to a different player until each player has had a touch and then have someone take a shot.

## **SCRIMMAGE**

Initially control each possession of the scrimmage by: 1) giving each player the opportunity to bring the ball into play, 2) starting at half court and playing offense, transition to defense, and then back to offense and stop, and 3) start off a defensive rebound by having coach shoot and the team get the rebound.

## **FREEZE-SCRIMMAGE**

Coach blows the whistle and everyone has to freeze right where they are. Explain who was out of position, who missed an open person, or who was doing something right.

# **DEFENSE**

## **DEFENSIVE CONCEPTS**

Successful defense in basketball depends on each player's learning and executing a set of fundamental skills to defensive play. Any player can be a good defensive player and have the opportunity to be a contributor on the defensive end. Defense is a choice. There is some technique to becoming a good defensive player, but more importantly than learning technique is learning to consistently work hard. It is important for coaches to make an extra effort to encourage and reinforce the acquisition of defensive skills.

## **READY POSITION**

The ready position is the basic body position for defense. It is a balanced defensive stance that provides a strong base and enables players to initiate movement in any direction. Assuming this position enables defensive players to maintain a position between the offensive player and the basket, and react to the offensive player's movement.

When in a defensive-ready position, emphasize the following:

- Feet shoulder width apart, slightly staggered
- Weight distributed evenly on balls of both feet
- Bend ankles, knees, and hips
- Head upright and looking forward, back fairly straight
- Arms are extended out to side in position to intercept a pass
- Hands are above elbow and below shoulder, the closer to the basket the higher the hands are raised
- Must be balanced

## **DEFENSIVE SLIDES**

The defensive slide enables players to move laterally while maintaining the ready position. Players should maintain this stance unless they have been beaten, in which case they turn, run to cut off the player with the ball, and then assume the defensive-ready position.

When performing defensive slides, emphasize the following:

- Point toe in direction of the slide
- Push off the back leg and reach with the front leg while propelling the body with a strong lateral push
- Make sure the feet do not come together or cross—maintain a wide base
- As player slides, make sure they do not bob up and down by keeping the feet close to the floor. The level of their head must remain constant
- When a player is sliding, have the lead hand up in passing lane and the trailing hand down to discourage a cross over
- If a player wishes to change direction while guarding the ball, that player must perform a “drop step” in which the trail leg is dropped back to a 45 degree angle while the lead foot is used to push off into a new direction.

## **DEFENDING THE PLAYER WITH BALL/WITHOUT BALL**



When guarding the dribbler, the following points should be followed:

- Get low and ready to move in any direction
- Stay at least one arm's length away from your player
- Keep eyes on the mid-section of player
- Stay between the ball and the basket
- Once the offensive player has started to dribble, drop-step and perform defensive slides to maintain proper defensive positioning
- Pressure the dribbler to reverse direction or pick up his/her dribble
- If beaten, turn and sprint to regain position between the dribbler and the defensive basket.

When guarding a player without the ball, the defender must do the following:

- Be between their player and the ball
- Be in the ready position
- Point to the ball and to their man
- Be between their player and the basket

Players are often over taught the details of team defense to the point that they forget the basic concepts. Some of the basic concepts that we want to teach the players on ball defense:

- To mirror the offensive player's movement
- To turn the ball handler in a new direction
- To channel the ball handler in one direction

### **DENY STANCE**

The purpose of the denial stance is to not allow the defender's player to catch the ball. When denying the ball on the right-hand side of the floor, the defender must have his back to the ball, yet his head must be rotated in such a way that he can see the ball and the player. Their right hand is out in the passing lane, discouraging the pass to the wing. Their feet are shoulder-width apart.

## **DEFENSIVE DRILLS & GAMES**

### **LANE DRILL**

Players line up inside the free throw lane area with their outside foot placed on the free throw lane line. Players all assume a proper defensive stance with knees bent, back straight, head up, and hands out. On coach's whistle, players slide from one lane line to the other. Player touches the opposite free throw lane line with foot; they will remain low, balanced and in a defensive stance. Player then quickly changes direction and performs defensive slide towards the opposite side free throw lane line. Players continue sliding action from one lane line to the other lane line and count to see how many lane touches they can reach in 30 seconds.

**FREE THROW LANE DRILL** (work on quick changes of direction and proper footwork).

Players line up at the bottom corner of free throw lane line. At the coach's whistle, one player at a time sprints to the top corner of lane (elbow). When player touches corner, player assumes defensive stance and defensive slides to the opposite side elbow. After touching the elbow, the player will backpedal towards the bottom corner of the lane. After touching the bottom corner (baseline), players in a defensive slide will return to the original starting position. The area covered in drill is the free throw lane. The footwork pattern is forward sprint, defensive slide, backpedal, defensive slide. Drill players to see how many trips around the free throw lane they can make in 30 seconds.

**BALL ROLL** (to develop leg strength, muscle endurance, and defensive technique)

Player faces toward basket on the free throw line in a defensive stance. Coach will stand on the base line and roll one basketball at a time at different speeds and locations toward the defensive player. Player performs proper defensive stance and slide to recover the ball and will pass the ball back toward the coach. Coach will then roll the basketball to another location where the defensive player has to change direction, slide step, and retrieve the basketball. Drill should last beginning with 20 second sets up to



one minute sets as players become better conditioned.

### **CATCH UP**

Two lines of players starting at blocks. Player in right line starts dribbling toward other end of court. When dribbling nears free throw line, first player in opposite line leaves and runs ahead of dribbling player and turns to play defense and stop dribbler. Defense must run *ahead* to stop offense, don't chase from behind.

### **ZIG ZAG DRILL** (to improve defensive stance/posture/footwork)

Players begin in defensive stance without basketball (no offensive player) at baseline corners. Facing the baseline, the player will defensively slide towards the elbow. Once he/she reaches the elbow, the player will plant the foot nearest the foul line and open up their leg and defensively slide towards the sideline. Players need to focus to keep their head up, keep their back straight, keep their eyes forward and stay low and in a defensive stance while sliding. Players should not cross their feet, and feet should not come together and touch while sliding. Continue the zigzag sliding action. Once the baseline is reached, the player will turn and sprint along the baseline towards the other corner. Once in the opposite corner, the player then repeats the same zigzag action going towards the originating side of the court. Each player repeats a full cycle two times. Offensive players can be added to this drill.

### **ALLEY DRILL**

One single-file line on the base line underneath the basket, two players of similar position and size partner up for the drill (one offensive/one defensive) The first player in line assumes the defensive position, the other player is on offense with a basketball. Offensive player dribbles down the court, taking three dribbles to the right then crosses over and takes three dribbles toward the left. Defensive player stays in front of offensive player during this action, performing the proper defensive stance and slide. After players reach the opposite baseline, the defensive player switches to offense and the offensive player now plays defense.

### **2 VS 2 HALF-COURT**

Emphasizing defense and defensive position. Drill starts with a pass from player 1 on top of key to player 2 on wing, both players with defense on them. After they pass have the passer cut to the block. Offense tries to score by dribbling or passing. Work on helping the players understand where to be defensively and to stay with their players.

### **3 VS 3 TEAM SHELL TO REBOUND**

Have three offensive players just outside the three point line, one on each wing. Have three defensive players between the offense and the basket in defensive position. Coach will be at top of key and serve as passer and shooter. Initially you can dictate the cut, screen, or pass, you want the offense to make and then they can simply move to get open. You can pass the ball to them but then they need to pass it back to you for the shot.

The major focus is on defensive players:

- Positioning
- Recognizing a shot and yelling, "shot"
- Block-out and going to get the rebound
- Outlet and start of transition

>As players advance in skill, a fourth defensive and offensive player may be added.

### **DEFENSIVE QUICKS**

Players line up half on baseline and half on sideline. Coach serves as passer and rolls ball to half court. Offensive player starts at baseline and defensive on sideline. Offensive attempts to dribble past defender and score. Defensive focus is remaining between offensive player and basket, sliding feet, hands up during shot and feet on the ground.

### **BUM (Ball U Man).**

Teaching man-to-man defense and encouraging our players to come and give help when the ball is two



passes away. Three on defense and three on offense:

- Set 1 – defending the pass, jump to the ball, and be in help or passing lane
- Set 2 – defending the drive, help and recover to your man, stay low and sprint
- Set 3 – defending the ball screen; let teammate know what side screen has been set, hedge out, open up, and sprint back to your man
- Set 4 – defending the screen away; going under the screen against a non-shooter, stay low and get over top of the screen against a good shooter

Avoid switching as much as possible so your team can maintain effective match ups. In case of a “necessary” switch, make sure to switch back when play is on the perimeter or next defensive set.

## BASKETBALL TERMS:

**advance step:** A step in which the defender's lead foot steps toward their man and the back foot slides forward.

**assist:** A pass to a teammate who scores a basket immediately or after one dribble.

**backdoor cut:** An offensive play in which a player on the perimeter steps away from the basket, drawing the defender along, then suddenly cuts to the ball behind the defender for a pass. The opposite of a V-cut.

**backboard:** The rectangular platform behind the rim that supports it

**backcourt:** The half of the court a team is defending. The opposite of the frontcourt.

**backcourt violation:** Touching the ball in the backcourt after it has entered the frontcourt and was not last touched by the other team. Failure to bring the ball from the backcourt into the frontcourt within the allotted time.

**back screen:** An offensive play in which a player comes from the *low post* to set a screen for a player on the perimeter.

**ball fake:** A sudden movement by the player with the ball intended to cause the defender to move in one direction, allowing the passer to pass in another direction. Also called “pass fake.”

**ball reversal:** Passing of the ball from one side of the court to the other.

**ball screen:** An offensive play in which a player sets a screen on the defender guarding the player with the ball.

**ball side:** The half of the court (divided lengthwise) that the ball is on. Also called the “strong side.” The opposite of the help side.

**bank shot:** A shot that hits the backboard before hitting the rim or going through the net.

**baseball pass:** Passing the basketball using an overhand throw with one hand similar to a baseball pitch.

**base line:** The line that marks the playing boundary at either end of the court. Also called the “end line.”

**baseline out-of-bounds play:** The play used to return the ball to the court from outside the baseline along the opponent's basket.

**BEEEF:** Balance, Eyes, Elbow, Extension, Follow Through—acronym for proper shooting form.

**blindscreen:** A screen set directly behind a defender where the player can't see it.

**block:** 1. A violation in which a defender steps in front of a dribbler but is still moving when they collide. Also called a “blocking foul.” 2. To tip or deflect a shooter's shot, altering its flight so the shot misses. 3. The small painted square on the floor next to the basket just outside the lane.

**block out:** To maintain better rebounding position than an opposing player by widening your stance and arms and using your body as a barrier. Also called “box out.”



**board:** A rebound.

**bounce pass:** A pass that bounces once before reaching the receiver.

**chest pass:** The ball is passed from the chest.

**center:** One of the three standard player positions. Centers are generally the tallest players on the floor, responsible mainly for scoring, rebounding, and defense near the basket.

**dribble:** To bounce the ball continuously with one hand. Required in order to take steps with the ball.

**fast break:** An offensive tactic in which a team attempts to advance the ball and score as quickly as possible, giving the other team no time to defend effectively. Often the result of a steal or blocked shot.

**field goal:** A shot made from anywhere on the court; does not include free throws.

**flagrant foul:** An unsportsmanlike foul in which there is no serious attempt to play the ball.

**forward:** One of the three standard player positions. Forwards are primarily responsible for scoring and rebounding.

**foul:** Violations of the rules other than *floor violations*, generally attempts to gain advantage by physical contact; penalized by a change in possession or free-throw opportunities

**free throw:** An unopposed attempt to score a basket, worth one point, from the free throw line. Generally, two attempts are awarded when the player is fouled in the act of shooting (three attempts are awarded in the case of three-point shot), fouled flagrantly, or when the opposing team fouls while over the foul limit.

**guard:** One of the three standard player positions. Today, guards are typically classified in two broad categories. Point guards have strong ball handling and passing skills and are typically used to run the offense. Shooting guards, as the name implies, are generally the team's best shooters, and are very often the leading scorers on their teams. Some players, often referred to as combo guards, combine the features of both.

**in-n-out:** A shot that appears to be going in, but instead goes back out.

**jump shot:** An overhead shot taken while jumping

**key:** The *free-throw lane* and *free-throw circle* together (originally, the lane was narrower than the circle's diameter, giving the area the appearance of a skeleton key hole)

**kicking:** A violation called when a player intentionally uses his or her foot or leg to contact the ball. Play is stopped and the ball is given to the non-violating team to inbound.

**lane:** The *free-throw lane*.

**lay up:** A close-range shot using one hand to bank the ball off the backboard

**man-to-man defense:** A defense in which each player guards a single opposing player.

**offensive foul:** A *foul* committed by a member of the team playing offense.

**outlet pass:** A pass thrown by a rebounder to start a *fast break*.

**over-and-back:** When the offensive team takes the ball back over the half court line into the backcourt resulting in loss of possession.

**over the back:** A foul committed by a player who tries to rebound the ball by pushing, moving or climbing on a player's back who is already in position to rebound the ball.

**overtime:** When the score is tied at the end of regulation play, the teams play a three-minute overtime period.

**perimeter:** The area outside the key but well inside the three-point arc.

**pivot:** A center; also the foot that must remain touching the floor until a ball handler who has stopped dribbling is ready to pass or shoot.

**pivot foot:** The foot that must remain touching the floor to avoid *traveling*

**rebound:** 1. To obtain the ball after a missed field goal attempt; 2. An act of rebounding.





**screen, set a screen:** 1. To attempt to prevent a defender from guarding a teammate by standing in the defender's way. The screening player must remain stationary; a moving screen is an offensive foul. 2. The tactic of setting a screen. Also called a "pick".

**set shot:** A shot taken without leaving the floor.

**swish:** 1. A shot which goes through the net without hitting the backboard or rim. 2. To make a swish.

**technical foul:** A foul assessed for unsportsmanlike non-contact behavior and for some procedural violations (for example, having too many players on the floor or calling timeout when none remain). Penalized by loss of possession after a free throw which may be taken by any member of the opposing team. Frequently abbreviated as "technical" or "T".

**three-point field goal:** A shot, worth three points, attempted with both feet behind the three-point line.

**three-pointer:** A three-point field goal

**travel:** To move one's *pivot foot* illegally or to fall to the floor without maintaining a pivot foot or take three steps. Only one or two steps are allowed, but after you take three steps without dribbling the ball, it is called traveling.

**turnover:** A loss of possession.

## HELPFUL WEBSITES:

**RBA WEBSITE:** [bit.ly/RBADULUTH](http://bit.ly/RBADULUTH)

**CONCUSSION TRAINING:**

<https://nfhslearn.com/courses/concussion-in-sports-2>

<https://www.revisor.mn.gov/statutes/cite/121A.37>

**RESOURCES:**

<https://jr.nba.com/>

<http://www.breakthroughbasketball.com/>

[http://www.responsiblesports.com/responsible\\_coaching/default.aspx](http://www.responsiblesports.com/responsible_coaching/default.aspx)

<http://www.positivecoach.org/>

[http://fs.ncaa.org/Docs/kids\\_club/learn.html](http://fs.ncaa.org/Docs/kids_club/learn.html)

<http://www.pybl.com/html/coaching-links.html>

<http://www.nba.com/india/jrnba/>

<http://stevenashyb.wordpress.com/>

[Www.ihoops.com](http://www.ihoops.com)

[Www.coachesclipboard.net](http://www.coachesclipboard.net)

[Www.bbhighway.com](http://www.bbhighway.com)

[Www.eteam.com/basketball/instruction/tips](http://www.eteam.com/basketball/instruction/tips)

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*Coaches Guide* by Jr NBA India

Steve Nash Youth Basketball

Long Term Athlete Development Model Canada Basketball

The Salvation Army Victory Sports, Kerrville, Texas

The Salvation Army Youth Basketball, Port Huron, MI

*3Dimensional Coaching* by Fellowship of Christian Athletes

*Coaches Guide* by Upward Basketball

*Breakthrough Basketball Drills* by Jeff & Joe Haefner

*InSideOut Coaching* by Joe Erhmann



# YOUTH DEVELOPMENT EXPECTATIONS

## Understanding what to expect from kids at different ages and how you can help them reach their potential.

The Long Term Athlete Development model is basically children learning skills and taking part in activities that match their stage of development. What this plan tells us is that early specialization, and early intense training in most sports just doesn't help the child develop to the best they could possibly be. The evidence is that too much early specialization actually prevents children from developing to their full potential. Some of the negative consequences include:

- Children don't have fun;
- They develop bad habits because of the over-emphasis on winning;
- Their skill development is poor;
- They don't reach their optimal performance level;
- Many burn out and drop out of sport.

### *I'm 4, 5 or 6 years old...*

1. I'll have a tendency to keep the ball once I get control of it. I'll likely run in a straight line, even if I am going the wrong way, and may not stop at the field boundaries.
2. I can be easily distracted by things around the athletic event, such as a frog, butterflies, airplanes, or whatever takes my attention.
3. There will probably be a big difference in my attention span between ages 4 to 6. At age 4, I may be unable to understand games or keep up physically with the 6-year-olds. At age 6 I will be more likely to understand the game basics and control a ball with my hands or feet.
4. Generally I will enjoy the physical activity. I may be content to just stand in the field and occasionally reach out for the ball if it comes close to me.
5. Teamwork is a difficult concept for me to grasp...I generally will have a "me" or "mine" concept of the game. My awareness of teammates for passing will often be difficult for me to attain.
6. Catching a ball is difficult for me, but generally I am able to make a catch before it bounces twice.
7. I am able to kick a stationary ball, but have difficulty kicking a rolling ball.
8. I have very little concern with winning or losing. I may or may not appear to understand instructions from coaches. Remember, keep the instructions direct because I am unable to interpret vague or ambiguous statements.

### **Between ages 0-6 parents can help by...**

1. Keep children active: Children this age shouldn't be sedentary for more than 60 minutes at a time except when they are sleeping.
2. Help them learn proper movement skills. Recognizing proper movement skills isn't always easy, but there are resources that can help.
3. Organize some physical activities—get a group of children and parents together and go to the park to let them explore the swings, slides, and monkey bars!
4. Let children explore their physical environment, but keep a watchful eye on them and keep the environment safe. Let them run, jump, climb, and swing—it's important for their development.
5. This is a great time to get children into introductory sport, basketball, gymnastics, and swimming—not to create elite athletes, but to provide wonderful learning opportunities in different environments.



### ***I'm 7 or 8 years old...***

1. I am beginning to understand the team-concept idea.
2. I am switching from the "me" and "mine" concept to realizing that teammates are present too.
3. Look, I've developed the ability to catch a gently thrown ball.
4. Most of the time I am able to dribble a ball continuously with my hands or feet without loss of control.
5. I am able to learn and understand the rules of the game.
6. From my point of view...playing the game is the major thing...winning is not a major concern.
7. I will accept instructions by my coaches but I need them to be direct and not ambiguous.
8. I may get overloaded by my parents/fans shouting instructions. Let the coaches coach...let them give me instructions.
9. I can become easily embarrassed by intense, negative criticism by fans/parents.

### **Between ages 6-8 parents can help by...**

1. Arrange for your children to be physically active every day. Remember that several short bursts of activity are probably better at this stage than one long training session.
2. Encourage your children to take part in a wide range of sporting activities. Specializing too soon in a single sport is NOT good. Trying different sports helps children work on their agility, balance, coordination, and speed.
3. Make sure your children choose sports that focus on running, jumping, throwing, catching, and kicking.
4. Ask sports programs in your community to use trained coaches—they can help children develop the fundamental movement skills.
5. Urge your child's school to have frequent physical education classes—every day is best. Children benefit enormously when they're taught to do movement skills properly.
6. Talk to your children about the importance of having fun and enjoying participation. Focusing on results and overspecializing hurts rather than helps later sport performance.
7. Pay attention to the equipment used to improve strength. Children at this age should use medicine balls and their own body weight, not heavy weights or weight machines.

### ***I'm 9 or 10 years old...***

1. I am able to maintain a dribble with hands or feet.
2. I am able to control a ball using a variety of body parts, i.e., a thigh or head in soccer, or a bump volley in volleyball.
3. I am able to consistently hit a thrown ball with a bat (as in baseball) or racquet (as in tennis or ping pong ball).
4. Using my maturing motor skills, I am able to throw, catch, or kick.
5. I am able to use either hand or foot with competency.
6. I now have well established the team concept.
7. I may be easily embarrassed by intense, negative criticism and behaviors by adults. I now can accept the instructions of coaches. I may be able, to some degree, to interpret ambiguous directions, but receiving parental instruction at the same time as coaching instruction can confuse me.

### ***I'm 11 or 12 years old...***

1. I am able to throw or kick a ball with accuracy and for distance.
2. I am able to hand or foot dribble a ball while keeping an opponent from stealing it.
3. I am able to develop offensive and defensive tactics in team games.
4. I am able to combine individual physical skills in a competent manner, such as leaping, rolling,

weight transfer, hand/foot dribble, running, and throwing, etc.

5. While being guarded by an opponent, I am able to throw and catch.
6. I can accept decisions of game officials, even if I disagree with the call.
7. I understand that skill improvement requires input of practice time and effort.
8. I accept the instruction from coaches. I may even make my own modifications of coaching directions.

**Between ages 9-12 parents can help by...**

1. Help children further develop fundamental movement skills and learn overall sports skills. Don't let them specialize too much too soon—it can have a harmful effect on later skill development
2. Encourage your children to play at least three different sports they enjoy. Also encourage them to engage in unstructured play.
3. Make sure your children do the right kind of strength work. This includes doing activities that use their own body weight (sit-ups and push-ups, for example), working with medicine balls, and hopping and bouncing.
4. Encourage children to develop their endurance, for example, by playing games where they move continuously or by doing relay-type activities.
5. Be aware that training for speed is effective at this age. Children can develop speed through activities that focus on rapid, darting movements and on fast hand and foot movements. Rapid changes in direction are also great—think tag and dodging-type games.
6. Make your children get the right amount of competition. Children at this age enjoy competition, but they have to train too. The goal should be 70% of activity time training, 30% in actual competition and competition-specific training. In a team sport, this means 2-3 practices for every game.
7. If your child is in a team sport, make sure he or she gets a chance to compete. This is not the time for coaches to play only the star players and leave less-developed players on the sidelines. Some of those slower developing children will some day reach the highest levels of performance in their sport.

**For more information on LTAD: [www.canadiansportforlife.ca](http://www.canadiansportforlife.ca) or [www.physical-literacy.ca](http://www.physical-literacy.ca)**



# THE ROOKIE BASKETBALL ASSOCIATION REFEREE

## ROLE

As a RBA referee, you have an incredible opportunity to make a difference in the life of a child & his or her family. Referees should be committed to promoting character, self-esteem & fun to each & every player. RBA referees represent the highest form of authority on the court. This authority is demonstrated as you, a RBA referee, assume the responsibility of communicating right & wrong to players. You also act as an extension of the coach as you teach & encourage players while officiating.

The RBA is governed by a set of rules unique to the RBA, which include game format, rules for game play, & substitutions. These rules are intended to promote character & self-esteem. As a referee it is your responsibility to know & uphold these rules.

## COMMUNICATION

The RBA promotes the building of relationships with coaches, players, & family members. Communication is a key component of establishing sound relationships.

Pre-game is your opportunity to set the tone for the game & communicate with coaches. Take time to introduce yourself to the coaches & get to know their names. Encourage players & coaches to do their best.

Discuss:

- Be sure all players have their jerseys tucked in their shorts.
- Check to see that each player has his or her shoes tied tightly.
- Have all players remove jewelry.
- Give reminders for game play (no defense in the back court, man-to-man defense, etc.)

As a RBA referee, you serve as an on-the-floor coach, teacher, & encourager. It is the referee's job to talk to players during the game. Communicating with players during play will help them improve their game on the court. Often the referee can stop a violation before it happens by talking to the players. Commands like "Out of the lane," "watch the pushing," or "pass or shoot—no dribbling" can keep the game moving & make it more enjoyable for all. Players, parents, & coaches will appreciate a referee who is committed to both officiating & teaching.

The referee must keep the game under control. The best way to do this is to **blow the whistle sharply to stop play**, calling fouls & violations when they occur.

Any rough play should be stopped immediately. If rough play is not stopped quickly, it will escalate & undermine the purpose of this league. Keeping the game under control will create a safe environment for which both coaches & parents will be grateful.

## SUBSTITUTIONS

K-4 substitute at the beginning and half way mark of each quarter. 5-8 grade substitutions take place at any dead ball. At all levels, before the start of play, player match-ups occur at mid-court. The coaches will match players up against someone of equal ability. While this process is the coaches' job, you will serve as a monitor. If both coaches & referees foresee a match-up problem due to position &/or height, players can be shuffled around to create a better game situation.

Remember to keep the substitution time moving. Remind coaches that this is not a coaching opportunity. Substitution time is not a time when coaches should be talking to players about strategy. The whole process should take less than a minute.

## GAME PLAY RESPONSIBILITIES

During the first 2 games referees should call double dribbling, traveling, illegal defense, and back court violations as follows:

1. If not blatant, do not stop play (tell player to watch the traveling, etc.).
2. If blatant, blow whistle to stop play, explain violation and return ball to same team.
3. If blatant violation is repeated by same player shortly after explanation, blow whistle to stop play and turnover the ball to the other team.



Keep the game moving, but don't let fouls and violations go unchecked. Remember, our purpose is to instruct and improve the players.

### **PREGAME**

1. Set clock & recruit volunteer score keeper.
2. Inspect & approve all players' uniforms, all equipment, including court, baskets, balls, backboards, scorers' clocks.
3. Notify coaches when play is about to begin.

### **DURING GAME**

1. Line up players to match up defensively.
2. Be responsible for coin flip determining possession.
3. Put ball in play.
4. Determine when the ball becomes dead.
5. Administer penalties.
6. Grant time-outs.
7. Silently & visibly count seconds to administer throw-in, free-throw, & backcourt.
8. Administer alternating possession during jump ball.
9. Collect information for incident report as needed.

### **CONDUCT**

The referees will:

1. Penalize unsportsmanlike conduct by a player, coach, bench &/or spectators.
2. Penalize flagrant acts by any offender.

### **POST GAME**

1. Assist coaches with clean up of gym.
2. Store clock & basketballs.
3. At Salvation Army, recruit players, coaches, & spectators in returning chairs to dining room.
4. Clean up any trash around the building.
5. Mop hallway & bathroom at Salvation Army, as needed.

## **FOULS/VIOLATIONS HAND SIGNALS**

Often referees will blow the whistle to signal either a foul or violation. In order to make this call, you must be able to recognize not only what represents a foul or violation, but also what the appropriate hand signals are for each. Remember, coaches, parents, & players want to know why the whistle was blown. Using proper hand signals is an effective way to communicate what is happening on the court. A *foul* is defined as any illegal contact made between a player & his/her opponent. A personal foul can be committed by an offensive or defensive player. When a foul is committed, the referee should blow the whistle sharply & raise their fist high in the air above the head. The hand signal that follows details the type of foul that was committed.

**Hand Check**—Using the hands to check the progress of an offensive player when that player is in front of the defender who is using the hands.

>**Signal:** Face one palm away from the body as the other hand grabs the wrist.

**Holding**—Foul involving grabbing onto the arm, hand or wrist of the offensive player.

>**Signal:** Hold one arm at a 90-degree angle with fist turned with knuckles facing outward as the other hand grabs the wrist.

**Blocking**—Illegal contact which impedes the progress of an opponent. A blocking foul is called when the defender blocks with the body and his/her position is not clearly established.

>**Signal:** Place both hands on hips.

**Offensive foul**—A foul called when an offensive player runs into a defender who has an established posi-





tion (both feet are in a stationary position)

**>Signal:** Place one hand behind the head at a 90-degree angle

**Pushing**—A foul in which a defender pushes or shoves an offensive player in order to impede his/her movement or progress.

**>Signal:** Sign a pushing motion with both palms facing opposite the chest

A *violation* is defined as an infraction of the rules by the offensive team that does not result in a free throw; the ball is turned over to the opposing team for a throw in. If there is a violation, the referee should blow the whistle sharply, and raise an open hand high in the air above the head. Then the referee should make the appropriate hand signal that corresponds to the violation being committed.

In the younger division, quickly gather the players together and explain the violation how it can be avoided, and the result of the violation. Ideally, violation explanations will decrease as the season progresses.

**Traveling**—When the ball handler takes too many steps or moves the pivot foot without dribbling.

**>Signal:** Rotate clenched fists and forearms around each other.

**Double Dribble**—Occurs when a player stops dribbling and then dribbles again without giving up possession, or when a player dribbles the ball with both hands at the same time.

**>Signal:** Sign a patting motion in front of the body with one hand at a time.

**Palming or Carrying the Ball**—When a player moves his/her hand under the ball and scoops it while dribbling.

**>Signal:** Hold one arm to the side of the body as the other hand waves back and forth in a side-to-side motion..

**After play has ended, the referee should address what occurred by:**

- Quickly explaining the violation/foul to the players by telling them how it can be avoided and the result of the infraction. The extent of the explanation will vary according to the age and understanding of the players and should decrease as the season progresses.
- Communicating whether the consequence results in alternating possession (violation or non-shooting foul) or free throw attempts (shooting foul).

## OTHER HAND SIGNALS

Along with signaling fouls and violations, you must be familiar with two other important hand signals that are used frequently in basketball:

**Direction of Play**—This hand signal should be used after a foul, violation, or any dead ball change of possession to indicate direction in which the ball will be going.

**>Signal:** Point outstretched arm in the direction the ball will be going.

**Jump Ball**—This call is made when two players from opposing teams have equal possession of the ball without a foul or violation being committed.

**>Signal:** Blow the whistle sharply, raise both hands straight up in the air, above the head, with thumbs raised.

## EXPECTATIONS FOR REFEREES

- |                                    |   |
|------------------------------------|---|
| -Don't take your eyes off the play | -Don't argue with players, coaches, or spectators |
| -Don't talk to spectators          | -Don't hold idle conversations with players       |
| -HUSTLE                            | -Be courteous to everyone                         |
| -Be on time                        | -Wear your RBA shirt                              |
| -Turn your phone OFF               |   |



# Welcome Volunteer to The Salvation Army – Duluth, MN

## MISSION STATEMENT

The Salvation Army, an international movement, is an evangelical part of the universal Christian Church. Its message is based on the Bible. Its ministry is motivated by the love of God. Its mission is to preach the gospel of Jesus Christ and to meet human needs in His name without discrimination.

## THE SALVATION ARMY PHILOSOPHY

The Salvation Army is a non-profit, tax-exempt, incorporated religious and charitable organization dedicated to meeting the physical, emotional, material, social and spiritual needs of humanity. Its many social service programs are designed to meet contemporary needs thereby keeping its functions relevant.

The purpose of the Salvation Army is to improve the quality of life of individuals and families thereby enabling persons to live dignified, self-fulfilling lives.

The primary goal is to demonstrate God's love for mankind through Christian acts of charitable concern and service. It is to this end that all Salvation Army activities are directed.

## HISTORY OF THE SALVATION ARMY

The Salvation Army began as a ministry to the un-churched. In 1865 William Booth, having left the Methodist ministry to become an independent evangelist, began to preach in the slums of London's East End. It was not his plan to establish a church, but when he attempted to send converts to the churches, they did not feel at home because of their poor appearance. In order to provide places of worship for these converts, Booth established Christian Mission Centers. In 1878, under the name "The Salvation Army," these centers assumed a military character and Booth took the title of General. Ministers became "Officers," members were called "Soldiers," and the mission centers were called "Corps." The Salvation Army began in the United States in 1886.

## THE PRESENT SCOPE OF THE SALVATION ARMY

The Salvation Army presently operates in 124 countries. It preaches the gospel in 175 languages and maintains approximately 20,000 religious and charitable centers which minister in many different ways. It is the policy of The Salvation Army to suit its programs to the varying needs of people throughout the world.

Worldwide, The Salvation Army is headed by the General in London, England. From International Headquarters, the Army is divided into Territories, Divisions and local centers such as corps and institutions. The Duluth Salvation Army's local social services encompass a wide range of programs to help individuals and families. These services include transitional housing, hot lunch program, youth programs, emergency assistance, utility assistance through Heat Share, food pantries and rental assistance and more. The Salvation Army also serves local communities in times of disaster through Emergency Disaster Services. In each of these faculties, The Salvation Army strives to empower those in need and to serve the whole person, attending to the physical, mental and spiritual dimensions of each crisis.

## SALVATION ARMY OFFICERS

Salvation Army officers are required to undergo an intensive period of training for two years in a Salvation Army College for Officer Training located throughout the world.

Those who have completed the two year course at the College for Officer Training are commissioned with the rank of Captain. Then after a prescribed period of service they are promoted to the rank of Major. Other ranks are granted in recognition of the responsibility carried by the officer. Officers administrate corps and institutions and act as pastors. They work with staff and volunteers to perform the functions of their particular corps or institution.

## VOLUNTEER POLICIES AND PRACTICES

**NOTIFICATION OF ABSENCE:** Please contact us as soon as possible if you are not able to fulfill your volunteer service for any reason - illness, scheduling conflict, etc.

**VALUABLES:** Please try to avoid bringing valuables with you as The Salvation Army cannot be responsible for any damage or loss. If you need to bring a purse (etc.), discuss safe storage with your supervisor.

**VOLUNTEER HOURS:** Please let your supervisor know you have arrived and that you are ready to start. Before leaving for the day, sign-out by recording number of hours worked so that we can keep track of your volunteer hours.

**ORIENTATION AND TRAINING** will be provided to all volunteers. A general orientation is done by the Volunteer Coordinator or her designee and training specific to the job they will be doing will be provided by the supervisor of the volunteer position.

**SAFE ENVIRONMENT FOR CHILDREN, YOUTH AND VULNERABLE ADULTS:** The Salvation Army takes the safety of children, youth and vulnerable adults very seriously and conducts background checks and a training program called Safe from Harm to insure their safety. Ongoing volunteers who will be working directly with children, youth or vulnerable adults will be required to have a criminal background check conducted and attend training regarding work with these special populations. Safe from Harm training can be done by attending a class or completing an online course.



**CHILD ABUSE, SEXUAL ABUSE, PHYSICAL, MENTAL, OR SEXUAL HARASSMENT:** Volunteers witnessing child abuse, sexual abuse, physical, mental or sexual harassment must report it immediately to their supervisor or other Salvation Army staff. The Salvation Army does not condone any such incidents. If you have questions regarding what constitutes abuse or harassment, please contact your supervisor.

**CONFIDENTIALITY** is a right guaranteed to our clients, donors and our volunteers. Clients' and donors' needs, concerns, personal problems and financial status are not to be discussed with anyone other than the appropriate staff member. A criminal background check is required for volunteers in positions dealing with sensitive information. Volunteer applications, evaluation and other volunteer information will also be kept completely confidential.

**NON-DISCRIMINATION POLICY:** It is Salvation Army policy that there will be no discrimination or harassment in its programs, activities or employment. Paid staff and volunteers need to treat people with dignity and respect.

**SALVATION ARMY REPRESENTATION:** All actions or statements that reflect on, cause obligation to, or affect financially The Salvation Army must have prior approval by agency staff. These may include, but are not limited to, lobby government or other organizations, statements to the press, the signing of contracts or assuming financial obligations. Volunteers taking on such responsibilities must have these duties clearly defined in their job descriptions.

**MONEY:** A Salvation Army volunteer, acting in an official capacity, shall not take any action that would result in the volunteer's financial benefit. They will not ask for or receive for themselves or for a member of their household, directly or indirectly, any moneys or gifts from clients. A Salvation Army volunteer cannot give any of his/her personal money to a client under any circumstance.

**ACCIDENTS AND INSURANCE COVERAGE:** You are important to us and we strive to keep all environments safe for everyone. However, if an accident occurs involving clients, staff or you in a volunteer capacity, report all the information to your supervisor immediately. Registered volunteers have an accident/medical policy for injuries due to an accident while performing volunteer duties. Regardless of fault, up to \$25,000 per occurrence is available for medical expenses including first aid, surgical, dental, hospital, prosthetic devices, ambulance, nursing and funeral charges.

**VEHICLE USE:** If your volunteer position requires the use of a Salvation Army vehicle, you will need to complete a motor vehicle report check, show proof of a valid driver's license, and you may need to complete a health exam for MN Department of Transportation purposes, depending on the vehicle used. If you are using your own vehicle for Salvation Army purposes, you will also need to show proof of insurance.

**DRUG AND ALCOHOL USE:** Volunteers are subject to immediate dismissal if they are under the influence of drugs or alcohol while performing their volunteer duties. Volunteers may not bring drugs or alcohol into a Salvation Army facility or program site under any circumstances. Volunteers are also not permitted to purchase alcohol, drugs or cigarettes for or from any of the clients.

**SMOKING** is not permitted in Salvation Army facilities. Please ask your supervisor if there is a designated smoking area.

**PROHIBITED WEAPONS:** Salvation Army policy prohibits all persons (including employees, **volunteers**, customers, invitees, guests or other visitors) from carrying a Prohibited Weapon of any kind onto Salvation Army property regardless whether the person is licensed to carry the weapon or not. Prohibited Weapons include any form of firearm, explosive device, or other device that is generally considered to be a weapon.

**THEFT:** Theft or pilferage of cash or merchandise by a client, volunteer or paid staff member is a serious offense and should be reported to the supervisor. Losses of this type affect us. Theft negatively affects not only our ability to deliver services, but also the trust upon which our staff structure is based. Theft is cause for immediate dismissal.

**CHILDREN:** For some volunteer positions, such as bell ringing, children are welcome to volunteer with you. There are other volunteer positions where children are not allowed for safety reasons. Please check with your supervisor prior to volunteering about bringing children along with you. If you do have children with you, they must remain under your supervision. They must abide by the same standards that we have for volunteers.

**DRESS** according to what is appropriate and comfortable for your volunteer position. Since The Salvation Army is a Christian organization, we ask that volunteers be respectful in dress and do not wear attire that could be offensive or advertise products such as alcohol. Please ask your supervisor if you have any questions regarding what is appropriate dress.

**MEALS:** Check with your supervisor prior to volunteering if you need to know whether or not a meal will be provided.

**RECOGNITION** will be an ongoing process. As a volunteer, you have the right to be acknowledged and appreciated for your valuable contribution to The Salvation Army.

**REFERENCES** are always gladly provided for volunteers upon request. Position descriptions, sign-in sheets and time cards serve as tools for preparing references.

**SOCIAL SERVICE PARTICIPANTS AND VOLUNTEERING:** Participants in The Salvation Army's social service programs may not be used as volunteers in the unit/program department providing them direct service, either by their own free will or as a condition of receiving assistance or in exchange for assistance given. Current social service participants may volunteer in another unit/program department.

**VOLUNTEER PROFILE:** As a Salvation Army volunteer, we will record the contact information you provide and the hours you volunteer in our volunteer database. You may review this information by logging into myvolunteerpage.com. The Salvation Army recommends that you keep your contact information up to date in your volunteer profile.



**RESIGNATION:** Volunteers are requested to notify their supervisor two weeks before leaving when at all possible. The staff appreciates your time, talents and interests, and knows that changes will occur.

**DISMISSAL** of a volunteer is a serious consideration. A meeting between staff, the volunteer and the Volunteer Coordinator will occur before dismissal, in an effort to reach a resolution. Dismissal of a volunteer may take place if a volunteer is unreliable, irresponsible, disruptive, demonstrating inappropriate behavior or failing to adhere to the policies and procedures of The Salvation Army and its programs.

**GRIEVANCE PROCEDURE:** Volunteers dismissed from their volunteer position may appeal the decision. Such appeal must be in writing to the Divisional Director of Volunteer Services and received within 10 working days of receiving notice of their dismissal. The written appeal is to outline why the volunteer feels he/she should not be dismissed and any other pertinent information that may prove helpful in reviewing the dismissal. The Divisional Director of Volunteer Services will determine steps necessary to review the decision to dismiss, and will determine if the decision to dismiss will stand or be overturned. Such decision will be reported to the volunteer.

Duluth Salvation Army

**ADDITIONAL POLICIES AND PROCEDURES** may be in place for specific programs. Your supervisor will notify you of specific policies you need to be aware of for your volunteer opportunity.

Volunteer Services Department  
Jill Buchholz, Assistant Director of Administration, 218-722-7934  
215 South 27<sup>th</sup> Ave West  
Duluth, MN. 55806

**Twin Cities Divisional Headquarters**  
**Volunteer Services Department**  
**Tom McKee, Director, 651-746-3400**  
**2445 Prior Ave.**  
**Roseville, MN 55113**  
Revised June 2012

## RBA Fundamental Quick Guide

**Ball Handling** - To promote successful handling of the basketball during loose balls, rebounds, dribbling between legs and behind back

**Dribbling**—use fingertips, firm but relaxed, emphasis on controlling the ball

**Passing**—elbows out, step forward, ‘pop’ the ball at the target, fingers will point to the target and thumbs will point to the floor

**Teamwork** is the ability to work together toward a common goal.

**Shooting** using the BEEEF technique

**B-balance**—both feet shoulder width apart and under shooter, feet, hips, and shoulders pointing at target

**E-elbow**—elbow is in and pointing at target

**E-eyes**—looking at rim, player crouches down, or compresses “spring” to explode on extension

**E-extension**—player fully extends body at top of jump

**F-follow through**—player follows through on shot by flipping wrist forming a ‘goose neck’ or ‘seven’

### Offense

1. Find an open space, spread out
2. Get in ready position, hands up for a pass
3. Pass towards the basket
4. Yell, “shot” when shot is taken
5. Box out & Rebound

### Defense

1. Find the player you guard
2. Get between him/her and the basket
3. The closer you are to the basket, the higher your hands
4. Yell, “shot” when shot is taken
5. Box out & rebound



# OFFICIAL NFHS BASKETBALL SIGNALS



Starting and stopping clock		Information	
1		2	
	Start clock		Stop clock
3		4	
	Stop clock for jump/held ball		Stop clock for foul
5		6	
	Stop clock for foul (optional bird dog)		Directional signal
7		8	
	Designated spot		Visible counts
9		10	
	Beckoning substitutes		60-second time-out
11		12	
	30-second time-out		Not closely guarded
13		14	
	No score		Goal counts
15		16	
	Point(s) scored use 1 or 2 fingers after signal 14		3-point field goal and if successful Attempt
17		18	
	Bonus free throw for 2nd throw, drop one arm – for 2 throws, use 1 arm with 2 fingers – for three throws, use 1 arm with 3 fingers		Delayed lane violation
Shooting/scoring			

# RBA Substitutions

The substitution system is designed to provide every player equal opportunity for improvement. The substitution system is recommended so every child will have the opportunity to be in the starting lineup as well as equal playing time through your roster.

## Filling out the substitution form

**Step 1** Place players in form. Spread skill level throughout.

**Step 2** For week 1, begin with Player 1 and work down the first column. These are your starting five.

**Step 3** Begin the rotation where you left off in the previous segment. If you are at the bottom of your list, be sure to go back to the top until you have five players in the segment.

**Step 4** Continue this process for the remainder of the segments.

	First quarter		Second quarter		Third quarter		Fourth quarter	
Player Name	8 Min	4 Min	8 Min	4 Min	8 Min	4 Min	8 Min	4 Min
1. John	X		X					
2. Ann	X		X					
3. Ben	X		X					
4. Sue	X			X				
5. Matt	X			X				
6. Paul		X		X				
7. Mary		X		X				
8. Bill		X		X				
9. Mark		X						
10. Kim		X						
11. Hank			X					
12. Steve			X					

WEEK 1



Using the method from week one, fill in the rest of the substitution form for Week 2.

For Week 2, begin with Player "2" and fill in five players for the starting lineup.

Player Name	First quarter		Second quarter		Third quarter		Fourth quarter	
	8 Min	4 Min	8 Min	4 Min	8 Min	4 Min	8 Min	4 Min
1. John								
2. Ann	X							
3. Ben	X							
4. Sue	X							
5. Matt	X							
6. Paul	X							
7. Mary								
8. Bill								
9. Mark								
10. Kim								
11. Hank								
12. Steve								

## WEEK 2

It's Week Three and, as game time approaches, Mary has not arrived (she is supposed to be in the starting lineup for Week Three). Begin with your next players. **For the first segment only**, draw a line through the box for Mary. Fill in the box for next 5 players. This is your starting five for Week Three.

For the second segment, start with the next person in the rotation and work down the form to include remaining players. Draw a line through Mary's box and continue down the form.

If Mary arrives during halftime, continue with the current cycle including Mary in the proper rotation. Then continue with the rest of the rotations through the end of the game.

As you can see with the previous example, it is important to NOT fill out your entire form prior to the game. If a participant is absent, it is best to fill out your form segment by segment in case the absent player arrives at some point during the game.

	First quarter		Second quarter		Third quarter		Fourth quarter	
1. John		X			X		X	
2. Ann			X		X		X	
3. Ben	X		X		X		X	
4. Mary	--		--		X			X
5. Matt	X		X		X			X
6. Paul	X		X			X		X
7. Sue	X		X			X		X
8. Bill	X			X		X		X
9. Mark		X		X		X		
10. Kim		X		X		X		
11. Hank		X		X			X	
12. Steve		X		X			X	

## WEEK 3

Adapted from Upward Basketball



## Rookie Basketball Association Substitutions

Player Name	First quarter		Second quarter		Third quarter		Fourth quarter	
	8 Min	4 Min	8 Min	4 Min	8 Min	4 Min	8 Min	4 Min

WEEK \_\_\_\_\_

## Rookie Basketball Association Substitutions

Player Name	First quarter		Second quarter		Third quarter		Fourth quarter	
	8 Min	4 Min	8 Min	4 Min	8 Min	4 Min	8 Min	4 Min

WEEK \_\_\_\_\_

