



## Rules/Game Format

### Substitution

- Everyone MUST follow the substitution format. Kids do not know roster order.
- Fill out game line up late. Wristbands are used to match opposing players.
- Rotate starters every week according to substitution forms.
- By the first game list your players in Roster Order (1 is most advanced player, 2 is 2<sup>nd</sup> most advanced 3 is 3<sup>rd</sup> most advance...etc.) Roster Order should not deviate much from week to week.
- Find the correct week substitution form in your coach binder. Place the correct player number in roster.
- Rotate Guards so that all players learn the position and have the unguarded spotlight.
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Games consist of 6- six minute segments (periods). Alternate possession applies between periods. Continuous running clock.

Matchup wristbands will be used in all grades. Follow the color code on substitution form. Wristbands are only to be switched by coaches with consent of opposing coach and ref.

White wristbands for guards used in K-2. Coaches should designate two “guards” to bring up the ball each period. This will help referees with inbounding the ball and keep the game moving.

## Short Court rules

Ball will be inbounded at half court (not under basket except after goal).

No over and back calls.

May not guard in the back court. Once the offense has advanced the ball past the center mark and the ball goes back across the defense then may guard in the back court.

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| • <b>3 Second Calls</b> | No 3 second calls. Referee will encourage correct play.                |
| • <b>Stealing</b>       | No stealing off the dribble.   |
| • <b>Fast Breaks</b>    | No fast breaks (below key)   |
| • <b>Defense</b>        | Man to man only, no double teaming. (Help defense is OK!)              |
| • <b>Fouls</b>          | 2 Fouls per period player must sit – next player in rotation replaces. |
| • <b>Foul Shots</b>     | No foul shots taken.   |
| • <b>Scoring</b>        | No score kept.   |

## Refereeing

Referees are both TEACHERS and ENCOURAGERS. The referee is the highest form of authority on the court.

The referee sets the tone for the game by gathering both teams at center court for a word of prayer and encouragement.

**BLOW THE WHISTLE!**

Blowing the whistle for all violations promotes proper basketball skills and an understanding of the game. Otherwise, confusion results for the players and parents, resulting in sloppy play. If you blow it wrong blow it strong! Call it ALL! (to motor skill ability) (Bring your own whistle, if able)

Explain the calls. Keep the game moving. Control the game...don't be afraid to stop it. Remind players about violations at the beginning of the game. Position yourself to see the game.

Sign up to ref the game preceding or following yours! We appreciate your help!

*Since we have to give criticism to help people improve, how can we do it in a way that is least likely to discourage players?*

**Avoid non-teachable moments**

Identify the appropriate lesson for the appropriate time. For example, the ride home after a game where a player made a costly mistake is not the time to give technical instruction.

**In Private**

People can hear criticism better in private than in front of a crowd.

**Ask Permission**

By asking a kid if he/she is open to a suggestion, it changes the dynamics and makes the criticism less of a minus. If the child says "no," honor that and come back later and ask again. It is likely that he/she will be curious about what you are going to say.

For something that a child NEEDS to hear immediately (poor sportsmanship, safety issue, etc.) this technique should not be used.

**Criticism Sandwich**

This is a technique for commenting on performance. Sandwich a criticism, or correction, with a compliment on both sides. The criticism is the meat, while the compliments are the bread.

For example: "It was great the way you dribbled through all those defenders. Next time, look up at your teammates to see who you could pass to. Way to remember to get the ball down the court quickly!"

**Three Pluses and a Wish**

This is another technique for commenting on performance. Give three compliments and then phrase what you would like corrected in the form of a wish.

For instance: "Beautiful rebounding, I loved the way you went to the goal and dribbled the ball all the way to the other end to put a shot up. That was awesome! Next time, I wish you would take one quick look for an open man before you take the shot." --

Positive Coaching Alliance [www.positivecoach.org](http://www.positivecoach.org)