

Pomperaug Basketball Community Coaches Handbook

The Pomperaug Basketball Community (PBC) thanks you for volunteering to serve as a coach this season. The PBC is a non-profit, volunteer-driven organization dedicated to providing impactful and inclusive basketball programs to the Region 15 and surrounding communities.

Coaching a youth team is a significant charge, and even though you are graciously donating your time and energies, as a coach it is important that you fully understand the nature of your coaching responsibilities. The manual details what these responsibilities are and provides guidance on how they can be met. You are expected to set a positive example for your players and follow our policies and standards of conduct. You are also expected – to the best of your ability and to the extent of your team’s ability to grasp these techniques and concepts – to follow the coaching points, teaching objectives, and drills outlined in this manual. If you have any questions, please contact your League Director. Thanks again for your time and efforts. Enjoy your season!

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I. Priority One: Have Fun

A. Responsibilities - Your first priority is to make basketball fun for your players. You do this by serving as a enthusiastic ambassador for the game, one that models appropriate sportsmanlike behaviors at all times and teaches the fundamentals of the game in a positive, supportive fashion. Your success as a coach is not measured by winning the league or even by a winning record – your success is measured by how many of your players return to play the next season. And, in the long run, success is measured by how many of your players continue to play the game into their adulthood.

B. Practices – Practices are where you introduce players to the concepts and mechanics of the game. It is critical that you recognize and accept that your players will have varying degrees of skills and motivation, and that your coaching needs to accommodate these differences. *Practices must be planned.* Avoid player boredom by carefully crafting efficient practices that cover multiple topics quickly and effectively. Rather than devote an extended period in one practice to one facet of the game, drive key concepts home by revisiting them repeatedly in short bursts during the season. Generate enthusiasm by using drills that teach fundamentals and team play in a light-hearted manner. Spice up things up by turning monotonous repetitive drills into mini contests.

C. Games – Make games fun by keeping them in proper perspective – always remember that the games are not about demonstrating your ability to outcoach the opposition. They are simply another opportunity for you to teach, and for the children to play the game ... nothing more, nothing less. Ensure that all players get an equal amount of playing time (See Attachment A: Equal Playing Time Chart). This is not just the right thing to do, it is league policy. Give all players the chance to touch the ball during the games. And, especially at the 3rd grade level, don't judge players by their skills, or slot them into certain positions because of their size – let each child get a chance to play each position. Teach and enforce concept of team play - do not allow your better players to dominate the ball.

II. Priority Two: Fundamentals: Practice Plans and Techniques

A. Practice Plans

A good practice for young players requires thought and preparation. The plan should have three broad objectives. First, coaches should plan to keep the players physically and mentally engaged for the entire length of practice. They do this by delivering their teaching points and technique drills in brief segments – less than 15 minutes on average. Second, coaches should keep teaching and repetitions fun by turning drills into games or mini-competitions whenever possible. Lastly, coaches should plan on revisiting even basic concepts and drills multiple times during the season. At this age players need much repetition on concepts as well as techniques. Take advantage of assistant coaches and extra hoops to break the team into smaller groups to allow for more repetitions and less standing around.

Here is a sample 60-minute practice plan outline. Note how its segmented approach keeps the players occupied not just physically, but also mentally by delivering content and technique in brief, varied, concentrated bursts.

5 minutes:

Stretching, coach talk (practice agenda, points of emphasis)

10 minutes:

Dribble drills – focus on head up, off-hand

10 minutes:

Shooting drill: layups - focus on footwork

10 minutes:

Rebounding drills – focus on boxing out

15 minutes

Team concept: Offense – focus on spacing and movement

5 minutes

Foul Shot challenge

5 minutes

Administrative information

B. Dribbling and Ball Handling— Learning to become a good ball-handler, and developing a feel for the ball, is vitally important in becoming an excellent all-around player. Have all players do these drills – not just the players you project as your guards this season.

Ballhandling Focal Points

- Dribbling with head up, use both hands, protect the ball

- Vision, dribble technique, individual moves

Coaches Talking Points

- Many, many, many touches – repetition!
- Proper dribbling position – athletic stance (flexed knees, balanced, feet spread shoulder-wide), bent arm in front to protect ball, ball off to the side.
- Dribble ball with fingertips, fingers spread apart. Low hard dribbles (waist level or below).
- Always head up. Eyes forward. Do not look at ball.
- Change direction and pace. Accelerate around defender.
- Learn to use both hands.

Technique: Hold The Ball Correctly

First, start with the basics – holding the ball. The most difficult skills, including shooting, passing, catching, dribbling, and rebounding, involve good hands and having a feel for the ball. Repetition is key, so encourage players to work on these skills every day. Here are a few drills that teach players how to develop a feel for the ball:

- Hold the ball with just the fingertips. The palms of the hands should not touch the ball.
- Make sure the fingers are spread far apart.
- Players can hold the ball as much as possible at home while watching TV or listening to the radio or music. It is said that one of the greatest dribblers in history, Pete Maravich, slept with his basketball and held it during his sleep! While watching TV, players can hold the ball (with both hands) and spin it around in their hands.

C. Passing— Very few young players have any sense of how to pass and receive the basketball. Therefore, every coach must focus on the development of these critical basketball fundamentals. The drills below will help teach the proper techniques for these skill sets. Recognize that most players will not have the physical strength required to execute these passes well – so your focus should be on teaching the proper techniques and the appropriate situations to use these techniques.

Passing and Receiving Focal Points

- Proper passing and receiving technique
- Team play – pass to the open teammate
- Tools to manage defensive pressure
- Define who ‘is open’ and who ‘is not open’

Coaches Talking Points

- Proper passing technique – bounce, chest, overhead
- What pass to use at what time
- Use of pivot foot to manage defensive pressure
- Receivers get open through movement, step to the ball

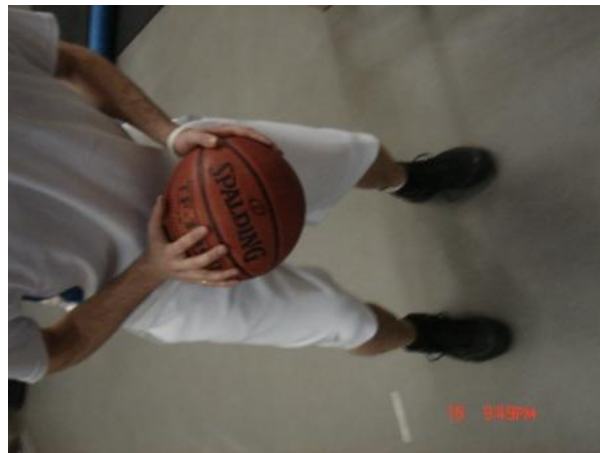
Technique: Triple Threat Position

The triple threat position is fundamental to all 'with-ball face up' individual basketball moves. To be in the triple threat position you must still have your dribble, and this situation occurs most frequently after having received a pass from a teammate. So it is logical to incorporate the teaching of this technique into passing and receiving drills

After a player has received a pass, have them bring the ball down to their shooting-side hip and square up to face an imaginary defender or the teammate they are passing to. The player's feet should be shoulder-width apart, with knees bent and in a slight crouch. The ball should have the weak hand on the 'hip' side of the ball, and the strong hand on top. Both elbows should be bent so they are approximately at right angles. Once you are in the position you can either pass the ball to a teammate, dribble around the defender, or shoot the ball.



Triple Threat Position.



Proper Triple Threat hand position on the ball for shooting, passing, or dribbling.

Technique: Receiving the Pass

As the receiver, don't stand around waiting for the pass. Work to get open so you can receive the pass in position to make a play (another basketball passing tip we see a lot of players not utilizing). Give the passer a good target - show the passer where you want the ball thrown with the proper hand location. Keep your hands above the waist, your arms extended but with your elbows flexed (not locked), your fingers spread and relaxed. Move toward the ball until you've made contact. Watch the ball all the way into your hands. Allow your hands and arms to give toward your body as you are making contact with the ball. Move the ball into the center of your chest and keep it close to your body. Don't begin your next move until you've caught the ball and established your pivot foot.

Technique: Pivot Foot

There are two types of pivots, the forward pivot and the reverse pivot. Pivoting is done on with the player's weight the ball of the foot. The ball of the pivot foot must be in contact with the floor at all times and must not slide sideways. To pivot, just spin around on the ball of the pivot foot. In a forward pivot, the player pivots forward, while in a reverse pivot, the player pivots backward.

Which foot should be the pivot foot? Players should be able to pivot forward and backward using either foot, but generally if a player is facing a defender and is right-handed, the left foot should be the pivot foot, and lefties should use the right foot as the pivot foot. A low-post player who has his/her back to the basket should receive the ball with both feet planted (as after a jump stop). This allows the player the option of selecting either foot for pivoting, depending on where the defender is located.

D. Shooting — For younger players, the ability to make a lay-up is the most important offensive skill that a young player will require until they enter middle school, so it is critical that they develop this skills as early as possible. It's not as easy as it looks at first, as many young players lack the footwork and the strength to make this shot. Coaches should recognize that it will take a long time and much repetition to develop proper layup technique. Since learning this shot requires much repetition, coaches should devote a portion of every practice to developing these skills, working with both hands and from both sides of the hoop.

Perimeter shots for young players are a challenge – due to their lack of strength, outside shots are very low percentage and therefore not considered a good, high quality shot. And shooting mechanics break down when a player shoots from outside their range. But the little critters do love to hoist their prayers, so rather than prohibit the outside shot entirely, coaches should a) teach proper technique, and b) that making layups is an easier way to score and win than hitting three pointers. Lastly, when teaching about good shots in scrimmages, coaches should emphasis teamwork – instead of forcing a contested shot, coaches should encourage a pass to an open teammate. Anybody who is open and in their range should be strongly encouraged to shoot.

Shooting Focal Points

- Layups for both sides of the basket
- Footwork – all shots start from the legs
- Push release for all shots
- Correct mechanics are more important more than results - don't sacrifice form for made baskets

Coaches Talking Points

- Layups are hard to learn but easy to make– repetition
- Use the backboard for layups – aim at the white box
- Two hands are ok at this age, although developing a primary shooting hand is better
- Take good shots – open and in range

- Teams that make layups win games

Technique: Footwork (layup): Gaining command of the footwork for a layup will be the hardest part of teaching a shot. Younger children will have problems with balance, coordination and strength, so early in the process, success has to be defined in terms of correct form rather than made baskets. Coaches need to focus on the process, not the results. Lavish plenty of positive encouragement on all players. The drills associated with layup footwork will outline the technique in great detail.

Technique: Push Release: Younger players are not yet strong enough for the underhand release, and so all players should use the push release. Release the ball with the back of their hands facing them. Extend shooting arm, and push the ball to the hoop off the fingertips. Physically stronger players, those who shoot primarily with one hand, should place their non-shooting, or guide hand on the side of the ball, then release the ball with this hand as the shooting hand powers the shot up towards the target. A firm wrist flick as the shooting arm extends should finish the shot, with the ball rolling off the shooting hand and the index and middle fingers being the last parts of the hand to touch the ball. The follow through of the shooting hand and arm should extend through the ball, both pointing at the target. Very young players may need to shoot the ball with two hands, that is, placing both hands below the ball and using both equally to get the shot up toward the target. However, the same technique is used for two hands as for a primary shooting hand – the only difference being that there is no guide hand.

Technique: Underhand Release: This is only for the physically strongest players. The underhand release results in a softer shot, and more control when moving at high speed. Release the ball with palm up and arm extended. Let the ball roll off palm and then fingertips, and lay the ball softly off the backboard. Use two hands going up, but then release the ball with outside hand at the top of their jump.

Technique: Aim: Always use the backboard ("use the glass") when shooting lay-ups from either side. Aim for the top corner of the box on the backboard. Keep head up and eyes on the target - don't watch the ball.

Technique: Shooting (set shot): At these young ages, players will not have the strength to take a proper set shot, let alone a jump shot. Coaches should therefore focus on developing footwork and release technique that will allow the player to transition to jump shots as they grow older and stronger.

The shooter should start in a Triple Threat position. The shooting motion begins with the players step into their shot - the shooting-hand side foot starts behind and then comes slightly forward as the player begins the shooting motion. The shooting-hand foot should be pointing at the shooter's target – shoulders should be squared to the target as well. Feet should be shoulder width apart, and knees bent as the shooter springs from the balls of their feet into the shot.

The players focus on the basket from the first motion of their shot to the follow-through. When the shooting motion begins, the ball should be positioned just above the waist. From this point, the player raises the ball until it is chin high in what is known as the “shooting pocket”, forming an “L” with their shooting arm(s). [See picture below for approximate position of a youth’s shooting pocket. Note: as they get older and stronger the shooting pocket will rise from the chin to above their head for jump shots.



Shooting pocket for younger players. Note too that his shooting leg is slightly in advance of his off leg.

The step forward and the raising of the ball into the correct shooting position is a rhythmic movement, occurring at the same time. The primary shooting hand is under the ball (preferably with seams running horizontally), ball resting on finger tips, off hand is guide hand only. If two hands are required to add strength to the shot, both hands should be under the ball, and the ball should rest on all fingertips.

Once the ball is in shooting position and the knees are flexed, the shooter moves fluidly into a push release. Shooters focus on the front and center of the rim (do not follow flight of the ball). Follow through by fully extending elbow. Index and middle fingers are last to leave the ball, which rolls off the fingertips. Snap wrist toward the basket, which puts back spin (rotation) on the basketball.

As the ball is shot, the shooting hand(s) should be pointing right at the basket as the ball is released. Follow through completely. The shooting arm(s) should be extended toward the basket while the hand(s), fingers and wrist(s) all should be pointing at the rim in a relaxed fashion.

Technique: Triple Threat Position—when players receive a pass from a teammate, they should first square and face the basket, holding the ball at the dominant side hip—from this position, a player can quickly choose to shoot, pass, or dribble—it is important to

teach players to face the basket because it ordinarily forces the defender to back off a little (out of fear that the offensive player may dribble drive quickly around the defender) which allows the offensive player to see his or her teammates and the basket (triple threat position depicted below).

E. Defense and Rebounding—Anyone - through hard work, attention to detail, and proper coaching - can learn to play good solid defense. And, at the youth level, a player can learn basic defensive skills far quicker than he can learn to properly execute basic offensive skills. Now, it isn't necessary that a player be highly skilled to play effective, hard-nosed defense. On defense, hustle, aggressiveness, and anticipation tend to make up for other deficiencies in a player's game.

The Pomperaug Basketball Community's objective at these ages is not to confuse offenses through gimmicky zone and trapping defenses, but to teach the basics of strong defensive play. The PBC believes that the foundation of strong defensive play is a solid grounding in the fundamentals of man-to-man (M2M) defense, and so the program emphasizes the teaching these skills at the third and fourth grade levels.

Recognize that it may take more than one season to get many players to execute all of these basic individual defense techniques. That's perfectly normal. However, it's important that they get introduced to these concepts, and repeatedly exposed to them throughout the season through practices and games.

General defensive principles: Good defense is a combination of individual techniques, individual effort, and anticipation. Players should keep their knees bent, arms up to interfere with passing lanes, and feet moving quickly while defending—players should shuffle/slide feet side-to-side and forward-and-back in order to remain between offensive player and basket; when offensive player shoots, defender should contest shot by raising arm in attempt to block the shot and then “box out” by quickly turning toward the basket and taking a step back toward the offensive player (butt to gut), so as to seal off the offensive player behind the defender—defender must then quickly catch or retrieve any rebound—go strong after the ball and be strong with the ball once you get it (boxing out depicted below).

3rd Grade M2M Individual Techniques:

Technique: Defensive Stance and Focus

Weight should be on the inside balls of feet (not the heels), and feet should be about shoulder width apart. Keep knees bent and back straight. Keep head up, eyes forward, arms out with palms up and elbows bent a little. Watch the offensive player's belly-button, especially if he/she is quick and hard to stay with. The offensive player can fake you with a head fake, eye fake, arm or shoulder fake, or a jab-step, but the belly-button will always go only in the direction that he/she is going

Reminding players to use the proper defensive stance is easy. Actually getting them in the stance will take practice. A good defensive player will keep his feet moving and will make sure he always keeps his eyes on his opponent and ball.

Technique: Defensive Slides

When guarding your opponent, slide your feet sideways, using quick, short steps, and don't get your feet crossed. Don't hop. If beat in the open floor, yell 'help', turn and sprint after opponent, and beat him to a spot. Once in front of your man again, get back into defensive stance. [See video clip](#). When the defender forces the dribbler to pick up the ball, he should close in on - "belly up" - the dribbler and try to prevent a good pass. Now the defensive player should be in a parallel stance with both arms extended as high as possible to force the lob pass.

Technique: Boxing Out

The first important aspect of rebounding is getting inside position and "boxing out". The player who gets the inside position usually gets the rebound. A good rebounder always knows where the ball is, so as soon as you see the shot being taken you get the inside position, and box out. It helps if teammates communicate and yell "shot!" when the shot goes up. There are three parts to a defensive rebound.

- Box Out
- Attack the ball, go get it!
- The outlet pass

Box Out

All players must learn this skill, even the perimeter players (guards). In a box out, the defender must first make contact with the player she is guarding. Locate your man, get in front of him/her, pivot facing the basket, bend over, get wide with your feet and arms out, and put your backside into the offensive player, sealing him/her away from the hoop. Be aggressive, and don't let the offensive player push you under the basket, where the rebound never falls. Keep your man away from the hoop, and keep your eye on the ball.



Attack The Ball!

After you have boxed-out (or sealed) your man, then go aggressively after the ball. Attack the ball, jumping high with both arms extended, grab it strongly with both hands, and "rip it down". Expect physical contact – rebounding can be rough. Once you have the ball, protect it by pivoting away from the opponents, and "chin" it, by bringing the ball under your chin with elbows out. Do not flail away with your elbows to clear space.

The Outlet Pass

With no back court defense allowed, coaches should discourage their rebounders from hunching over to protect their rebound, and guards from going back to the rebounder and getting the ball. Instead, guards should be taught to move to an outlet position. Rebounders should be taught to bring the ball to chest height (two hands, elbows out) and immediately pivot on their outside foot away from the defenders toward the sideline and find a teammate to pass to. They are to make a strong two-handed outlet pass to their teammate on the wing, and only dribble if they need to get their balance. [See video clip.](#)

4th Grade Man2Man Individual Techniques:

Technique: Close-out on the ball

Defenders must learn to "close-out" on the player with the ball. Once the offensive player receives the pass, the defender should rush toward the ball-handler in a low stance. The last several steps should be quick, choppy steps to stop your momentum (so the defender doesn't dribble around you). The baseline side foot should be back in order to force the ball-handler toward the baseline. As you approach the ball-handler, snap your shoulders and head back to help slow yourself down. Although not shown in the video clip, defenders should close-out with the inside hand high, in order to contest the outside shot,

and the outside hand low. [See video clip.](#)

Technique: On the Ball Defense

Over-guard toward the offensive player's strong side. If your man is right-handed, over-guard that side and make him/her go left. If your opponent is on the right wing, drop your left foot back a little toward the baseline and overplay a little toward the offensive player's right side, as this will give you time to react to a move to his/her right. Try to force offensive player to the baseline. Once at the baseline, set the trap, and do not allow any further penetration along the baseline.

Keep the palm of lead hand facing up. Try to get at the ball from below, not by slapping down on it. Other hand should be in the passing lane. Slide with opponent, and try to get him/her to stop the dribble, and then close in and apply pressure.

Don't let players get into the bad habit of reaching-in and trying to steal the ball as the offensive player dribbles. Reaching in makes it easy for the offensive player to beat a defender off the dribble. Instead move feet, hustle, stay with man, and prevent him/her from getting to the basket by maintaining good on-ball defensive stance. If beat, sprint after the offensive player and beat him/her to a spot and resume the defensive stance.

Technique: Denial

Clog the passing lane and prevent the player you are guarding from getting the ball, that is, "deny" him/her the ball. When guarding an offensive player who is one pass away from the ball, you should be in denial. The foot and hand nearest the ball should be in the passing lane, and the palm of the hand turned toward the ball (thumb down) to reject any incoming passes. Be in a position to see both the offensive player and the ball. If the ball-handler stops the dribble, all defenders should immediately close on their man, in "full-denial".

In "full-denial", the defensive players should be "on the line". To explain this concept, imagine a line extending from the ball to the person you are guarding. In full-denial, you should position yourself so that you are on this line, body toward your man, but with head and eyes turned toward the ball, and your ball-side hand up in the passing lane.

If your man is a long distance, or two passes away from the ball-handler, you can play a little "up the line", that is a little ways from the imaginary line towards the hoop. The distance, or spacing, up the line depends upon the speed and quickness of the defender and the distance his/her man is from the ball. On a long pass, the defender should still be able to move toward the line and intercept the pass. If instead the defender initially played "on the line", his/her man could make a back-cut and get open. Playing a little "up the line" prevents the back-cut, and still allows for the interception.

Technique: Defending the Low Post

There are three positions the defender can assume when defending the low post player.

Playing behind the offensive post player.

Here the defender plays directly behind the offensive player. This may be advantageous if your post defender is much taller than the offensive player, and has a good chance of

altering or blocking the post player's shot. But do not let the offensive player back you down under the basket. Use your legs (use a strong stance with knees bent) and your lower body strength to keep the offensive player out... but do not put your hands on the post player's back as you may get called for a pushing foul.

Full-fronting the low post player.

Here the defender moves directly in front of the offensive post player, between him/her and the ball, and denies the pass. The wing defender should put pressure on the ball in order to make the pass to the low post, or the lob pass, more difficult. Fronting may backfire if the offensive player is taller and can easily seal for inside position and get the high lob pass. Another disadvantage is the defender is out of position for the rebound, and the post player may be able to score just by sealing for inside position and receiving the inside pass, or by getting the rebound and put-back.

Three-quarter (or one-half) front the low post player.

This is probably the best method. Instead of directly fronting the low post player, the defender "straddles" him/her with one foot in front and one in back, standing sideways to the offensive player with one hand in the passing lane. If the ball is below the free-throw line extended (in the corner-wing area), the defender should play on the baseline side of the post player, making contact with the post player's inside (baseline) shoulder, and with the left arm and hand out in the passing lane. If the ball is passed out on top (above the free-throw line extended), the defender should slide chest to chest with the post player and move to the post player's high-side (or lane-side) shoulder, again with a hand up at all times in the passing lane.

F. Team Concepts—Offense: An offense is a series of cuts, passes, screens, etc. that are designed to create a particular shot for a particular player. Offenses provide organization and a singleness of purpose amongst the players.

At the developmental level, there are two team offense options: a team can either spend a lot of time memorizing certain plays so that the team offense looks precise, or a coach can teach players some simple tactical skills to use over and over until they manage to create a good shot.

The first option typically leads to quicker results; however, these players are not necessarily learning the skills employed in the offense. The second option takes more time and often looks ugly, but players learn more and as they improve, they become more difficult to guard because they can adjust to the defense.

In our program, we emphasize the second option, with the objective of teaching a few basic offensive principles each year, so that by the time players reach 8th grade, they are well grounded in a variety of offensive concepts and techniques – regardless of who they had as a coach in the preceding years. For 3rd and 4th graders, the initial offensive focus is on spacing, cutting, and screening.

3rd Grade Offense Techniques:

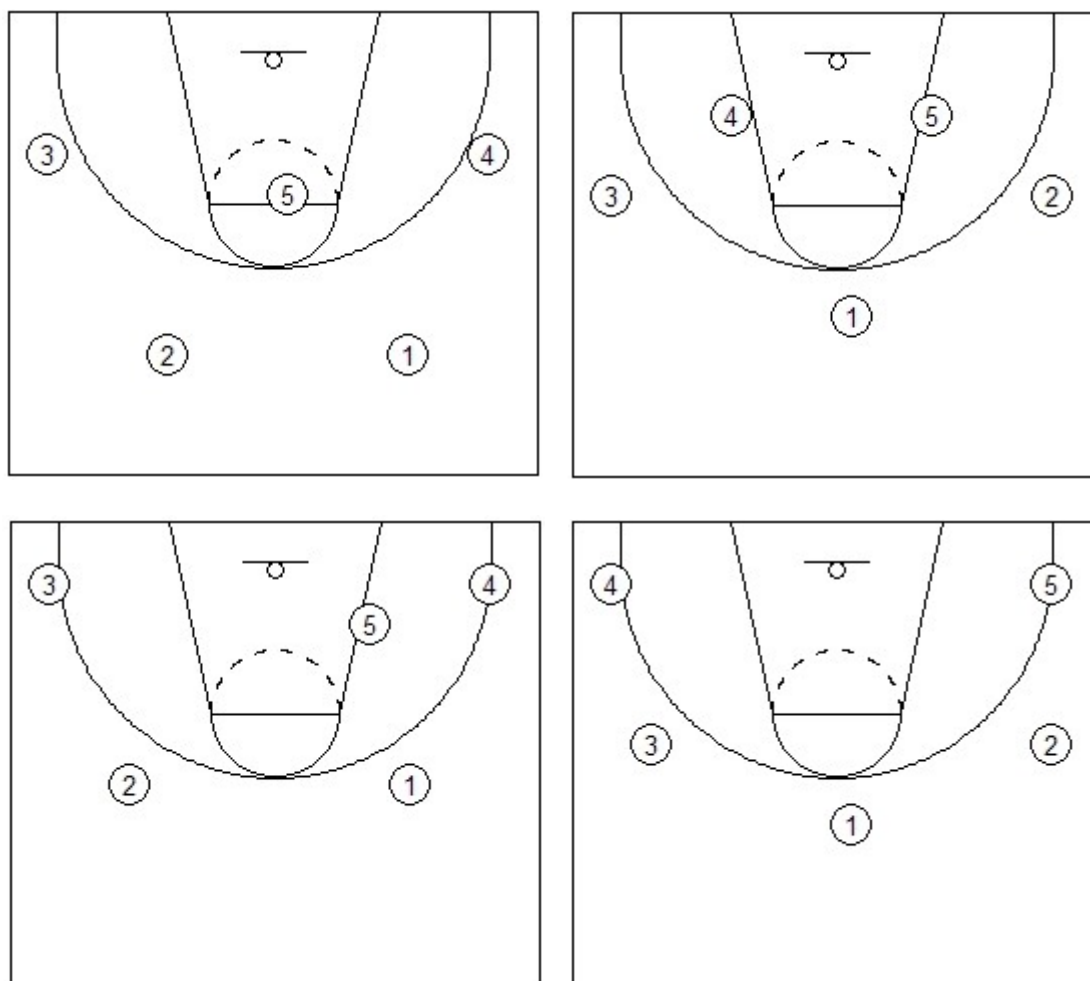
Technique: Spacing: The most valuable commodity in any offense is space. Proper spacing provides operating room for offensive players, good opportunities for screening and allows you to control matchups. Players should be taught to balance the floor, keeping sufficient space between one another.

In youth basketball, spacing is often condensed because a lack of strength impacts the length and speed of passes and the distance from which players can shoot successfully. However, the more that a team spreads the court and forces the defense to defend from sideline to sideline, the more space the offense will find for open and higher percentage shots. In addition, good spacing forces the defense to make decisions and adjustments that are contrary to good defense. It limits help possibilities, creates bad matchups and switches and allows time for the offense to study the floor when making decisions.

Ideal court spacing is to have 12 to 15-feet of space between players.

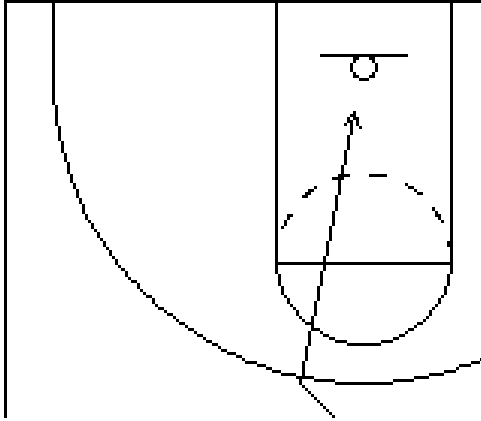
- One defender should never be able to guard two offensive players.
- When the ball moves, all the offensive players move to a new spot.
- Pass to the open man and make the extra pass.

Pictured below are several basic offensive sets that illustrate a balanced floor:

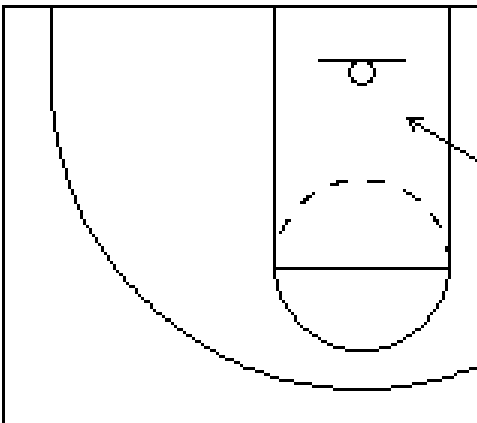


Technique: Cuts: All offenses include cuts, and the sooner a player learns adapts the concept of continuous movement the better player they will become. There are numerous types of cuts in basketball, but at this age, we teach three basic ones:

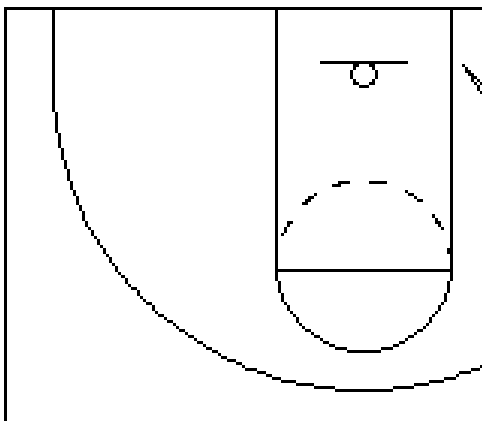
The *basket cut*, where the player starts in one direction then breaks with a burst of speed toward the basket.



The *back door* cut, where the player feints away from the basket, then reverses direction and cuts sharply to the basket.

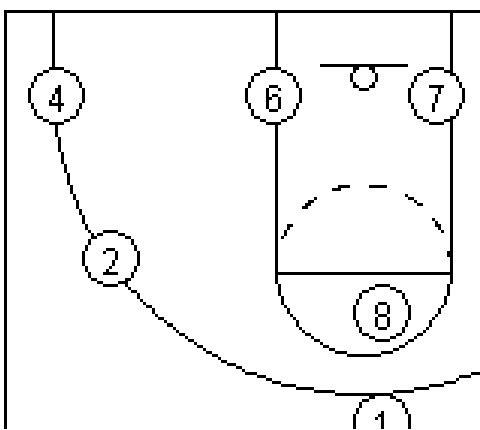


The *V-cut*, where the player feints towards the basket and cuts towards the ball or toward an open space.

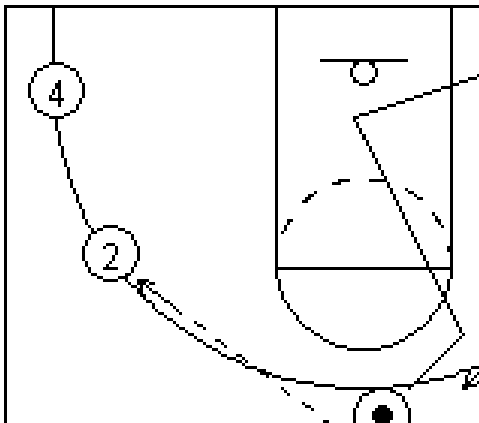


Regardless of which cut is being used, the technique is the same. The offensive player cuts in a straight line, plants the foot opposite the direction they want to head in, and moves explosively at an angle to break away from the defender. Note that it is not how fast the player runs the entire cut that determines her ability to get open – switching from slow to fast change of pace is the most effective way to create space from the defender. Make contact with the defender – without pushing off – to get the defender on his heels and clear a passing lane for the passer.

Technique: Rules for Cuts: There are three rules that players need to remember about cutting. The first is that their cut should take them to one of 8 spots on the floor: These spots either create shot opportunities for the cutter or help spread the defense to create opportunities for teammates.

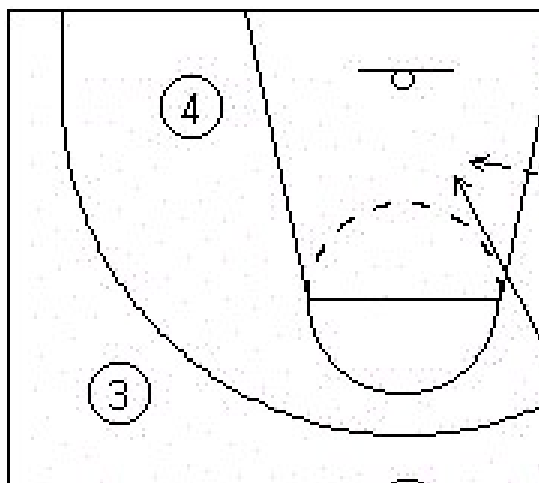


The second is that when a player makes a pass, he immediately cuts to the basket for a give and go. If he does not receive the pass, he continues through the lane to go opposite the ball.



The last rule is that the players opposite the ball rotate toward the ball once the cutter moves through the lane. (players 3 and 5 above).

Technique: Give and Go: The give-and-go is a basic offensive play in which a player simply passes (gives) to a teammate and cuts (goes) to the basket, attempting to break free of his defender and expecting a return pass from his teammate. If the defender moves with the first pass, or turns his head, the ensuing cut should be quick and straight; however, a fake, feint, change of direction, or change of pace may be necessary in order to draw a reaction from the defender. If free to receive a pass, the cutter should raise his hand nearest the basket as a passing signal and target. The pass can be a straight pass, a bounce pass, or a lob pass as the situation warrants.



4th Grade Offense Techniques:

Technique: Screening: Setting good screens (or "picks") is a fundamental part of the game. A screen occurs when an offensive player attempts to block, or "screen", a defensive player away from the man he is guarding, thereby freeing up that offensive player for an open shot or pass. It is often assumed that players will know how to do this,

but like any other important fundamental, it must be taught correctly. Screens are most helpful in freeing up a teammate against a man-to-man defense, and in out-of-bounds plays, and there are often times when you want to screen a zone defense as well. Setting good picks are basic to most offensive plays.

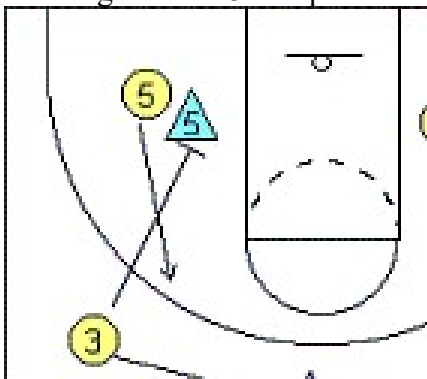
1. The screener's feet should be slightly wider than shoulder-width, with feet planted solidly. The screener should lean forward slightly on the balls of their feet to help absorb the impact. Once the screen is established, the screener must hold their position and not move their feet or risk being called for a "moving screen" (a foul).
2. The screener should tuck their arms into their chest or covering their groin, not only to physically protect themselves, but also so the referee can see that they are not pushing with their hands, or grabbing or holding the defender.
3. While the screener must make contact with the defender that they are trying to block, it is the dribbler's responsibility to run the defender into the screen. The dribbler should take a path that will allow them to brush shoulders with their screen. The screener's job is to set the screen in an appropriate spot early enough away to give the dribbler enough room to dribble the defender into the screen.

Technique: Types of Screens: Like cuts, there are many types of screens. Screens can be on-ball (when set for the ball-handler), or off-ball. At this age, we will focus on four basic screens:

1. Ball-screen or front screen:

The screener is facing the defender that he is setting the screen on, often used in the open court, for the player with the ball.

See diagram E. O3 sets pick for O1, the ball-handler.



2. Back-screen:

The screener sets the screen on the defender's "blind" side, or back side. Usually the screener is facing away from the basket.

See diagram E. O4 sets back-screen for O2, who goes back-door to the hoop. When

setting the back-screen, the screener must allow a one-step gap between himself and the screened defender.

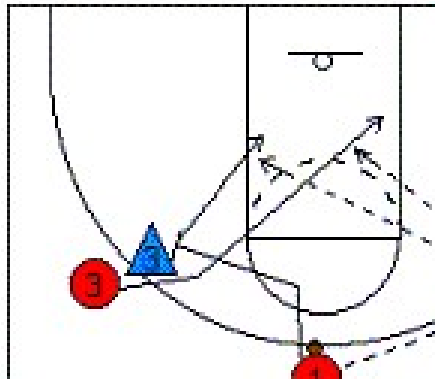
3. Down-screen:

The screener sets the screen usually down low for a player either near the block, or for another perimeter player "lower" or closer to the baseline (like in 4-out or 5-out offense). The screener is usually facing the basket with his back to the ball. When completing the "roll" move, he/she pivots facing the ball.

See diagram E. O3 sets down-screen for O5, who cuts outside for the pass from O1

4. Cross-screen or lateral screen

The cross-screen can occur either on the perimeter with one guard cross-screening laterally, or sideways, for another perimeter player. Or one post player can screen away (cross-screen) for another post player.



Technique: Pick and Roll: There are two versions of the pick and roll play. The traditional is the screener sets an on-ball screen, and as the dribbler cuts around the screen, the screener "seals" off the screened defender and "rolls" (cuts) toward the hoop. The second is an off-ball (away) screen, where after a player cuts around the screen, the screener "seals" off the screened defender and rolls toward the hoop. The pass can go either to the cutter, or if the defense switches, pass to the "roller".

There are several keys to executing the pick and roll. The first is the screen (see screening technique, above). The rules allow the screener to set his screen as close as possible as long as the defender can see him. Set the screen to his peripheral side.

The second is making a good roll. If the legs are wide at the screen, it is easier to make a wide roll. This helps to screen out the defender on a switch. Make a reverse pivot (see section on pivot techniques) on the foot nearest the basket throwing the outside elbow toward the basket with hand extended as a target for a pass. By executing this pivot properly, the screener seals the defender and keeps his eyes on the dribbler for a pass. The screener should make contact with the defender being screened. This puts the defender on the roller's back should a switch occur. Contact is necessary for best results. Even if the player with the ball shoots, the roller is in excellent rebounding position because he has the man on his back.

Third, the screen must be held long enough that the defending guard is screened out of the play. The screen should be held until the offensive ball handler is past the screen. The dribbler should be past the roller before he executes his roll.

Lastly, the dribbler – if she is not penetrating to the rim or taking the shot – should use only the high pass or a bounce pass in executing the pick and roll.

Team Concepts—Defense: No defense will entirely eliminate scoring. But good defenses can reduce the number of quality scoring opportunities through good individual technique, hustle, and execution of a team defensive scheme. No defense without an organizing team defensive principle will be effective. This is true for both man and zone defenses, because it takes five players operating on the same page to make a defense work.

There is no right defense to teach. The following quote may be overstating the case, but only by just a tad: "The best man defense looks like a zone and the best zone defense looks like a man." In other words, it doesn't matter if the defense is a man or a zone, because both concepts employ the same principles – individual man defensive techniques, team help, weak side positioning, and strong rebounding.

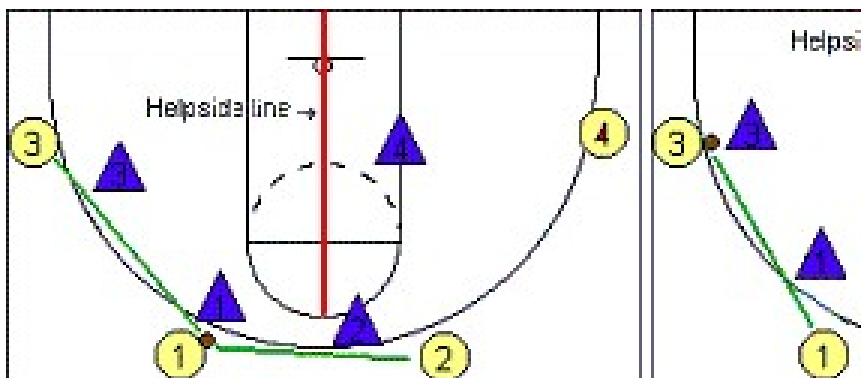
Still, the Pomperaug Basketball Community believes that at the 3rd and 4th grade levels, the primary coaching focus should be on man2man defenses. While there is undeniable value in teaching a 2-3 zone – it's easier, and it will teach the players vision and defensive anticipation - the PBC believes that at these young ages the first point of emphasis should be on developing individual man instincts and techniques, and that these are easier to develop from a man2man defensive concept. Only after her team has demonstrated proficiency at these skills should a coach begin to teach basic zone defense.

Recognize that it may take more than one season to get many players to execute all of these basic team defense concepts. Again, that's perfectly acceptable. It's enough that they get introduced to these concepts, and be repeatedly exposed to them throughout the season through practices and games. And, since young players tend to pick up defensive concepts and techniques faster than offensive ones, there's no need to break these out into 3rd and 4th grade objectives.

Technique: Helpside Defense

When your opponent is two or more passes from the ball, you should be in "help-side" position. This involves dropping off your man some (but without losing sight of him/her), and sagging toward the ball-side. In the diagrams below, see the imaginary red "help-side line" which goes through the middle of the lane. If the ball is above the free-throw line, the help-side defender should have one foot in the lane (Diagram A). If the ball is below the free-throw line (Diagram B), one foot should be touching or staggering the help-side line. Stay between the ball and your man. Be ready to help defend against another player driving or cutting to the hoop, and "help" your teammate who may have gotten beat.

Once the ball comes back to within one pass from your player, you get back into deny position. If the ball is skip-passed to your player, you quickly close-out and play "on-ball". , Players must quickly rotate and sprint in and out of helpside.



Technique: On-Ball Defense

If the defender's man has the ball, he/she should be applying "on-ball" pressure, and position their body to force the offensive player toward the sideline or baseline. Defenders should also note which hand the dribbler prefers to use, and position themselves as to force the dribbler to use their weaker hand.

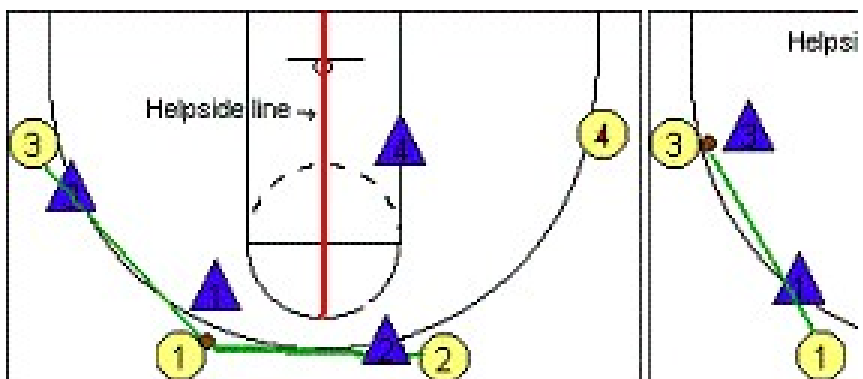
Technique: Deny Defense

If your man is one pass away, you should be in "deny", but not a complete dead-ball denial as seen at the bottom of this page. You should be a little up the line and a step or two toward the ball (see Diagrams A and B). This way, you are in position to steal the pass, and yet still be able to give help to the on-ball defender if the ball-handler tries to dribble-penetrate.

Technique: Full Denial

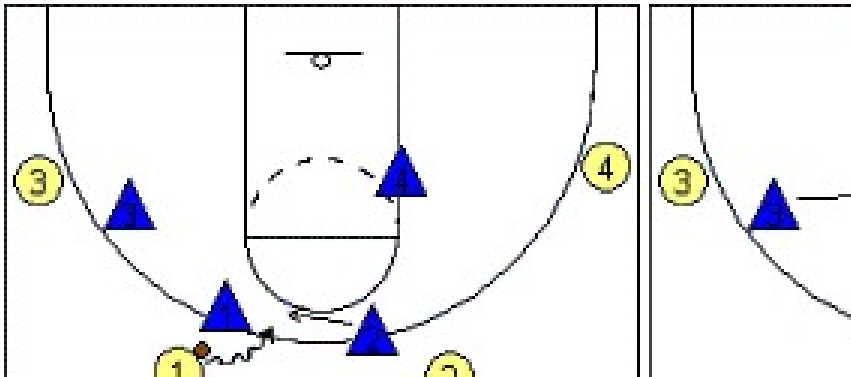
Diagrams C and D below.

If the ball-handler has given up the dribble, they no longer have the option of dribble-penetration, so defenders whose man is one pass away can now be in complete deny, on the line.



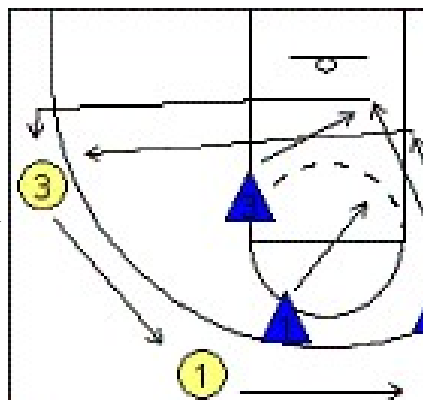
Help and Recover

Diagrams E and F below teach how to give help and recover on the perimeter. O1 tries to dribble-penetrate. The X2 defender gives help and O1 is prevented from penetrating, and has to dish back out to O2 (Diagram F). The X2 defender then has to rotate quickly out to on-ball defense on O2, and the X1 and X4 defenders are now in deny, a little up the line and a step or two toward the ball, while the X3 defender moves into help-side (Diagram F).



Defending the Cutter

Diagram G teaches how to defend the cutter after the ball is passed to the corner. The X2 defender steps in front of the cutter and stays between the man and the ball throughout the cut, and then these two rotate over to the opposite corner. O3 and O1 offensive players rotate to the right. Notice how the X3 and X1 defenders give help on the cut inside.



III. Policies and Guidelines

A. League Philosophy: First and foremost, Fun and Fundamentals (see above). The PBC directly touches the more than 600 participants between the ages of 7 and 19 and their families. The breadth of this influence presents both an opportunity and a responsibility to the PBC, and it is incumbent upon the PBC to ensure that programs be run in a fair, transparent, professional and consistent manner.

B. Sportsmanship: Coaches must set an example for the players and must always treat fellow coaches, players, spectators, and officials with the utmost dignity and respect. Under no circumstances is any coach to verbally abuse, strike, or threaten to strike

another coach, player, spectator, or official. Any such action shall result in immediate expulsion from the league.

All players, coaches, and spectators are expected to adhere to league policies. Penalties are assessed for unsportsmanlike behavior and flagrant fouls, including foul shots, loss of possession and/or ejection of player. In the event a player uses excessive physical contact on another player, the coach should immediately instruct the player about the appropriate level of physical contact for the age division and warn that continued excessive contact will result in ejection from the game. If Coaches have the responsibility to remove a player who commits a flagrant foul from the game before the situation gets out of control.

Players and coaches must respect game officials. Coaches must recognize that officials may make an occasional error, and coaches must accept this as part of the game. Our referees have the most difficult job in the entire league and must have our unqualified support. If you must communicate with a referee during the game, you must use a civilized, respectful tone. No foul or abusive language will be tolerated, and its use may result in expulsion from the league by the board of directors.

Any issues or grievances of a serious nature with a referee must be brought to the attention of the League Director. Under no circumstances is a coach to enter the playing area except in an emergency, i.e. player injury.

Parents and other spectators are also expected to conduct themselves in a sportsmanlike manner. Abusive conduct or language shall not be tolerated. Any failure to adhere to these standards may result in the removal of the parent or, spectator, and/or child from the game and possibly the league.

C. *Playing Time:* All players must receive equal playing time at every game during the season. (see Attachment A: Equal Playing Time Chart). Every player, regardless of skill level and athletic ability, must receive equal treatment from the coaches.

The PBC will make every effort possible to limit the number of players on each team to ten.

D. *Officiating:* For grade three, the coaches serve as referees for the games. At this age group, scores are not kept and the rules of basketball are not strictly enforced, especially at the beginning of the season. Instead, the coaches are to act as mentors during the games. As the season progresses and the players become more familiar with the rules of the game, the coaches can begin holding the players to slightly higher standards. However, the coaches are expected to blow the whistle for unsafe conditions, and in the event of a serious rule infraction.

For grades four through high school, each game will have a referee(s). The coaches must understand and convey to their players (and parents) that the referees do the best that they can, and occasionally mistakes will be made.

E. Penalties: Coaches who fail to follow the league rules and philosophy are subject to removal by the PBC Board of Directors.

See Attachment B for Technical Policy. Any player in grades three through eight who commits a flagrant foul is subject to:

First flagrant foul:

- . The player fouled will be awarded two free throws
- . The team fouled will retain possession of the ball
- . The referee or coaches may eject the responsible player from the game

Second flagrant foul:

- . The player fouled will be awarded two free throws
- . The team fouled will retain possession of the ball
- . The referee or coaches shall eject the responsible player from the game

Any player or coach who is ejected from a game is banned from coaching or playing in the team's next game. A second ejection during the season will result in expulsion from the league.

Players in grades four through eight shall foul out from the game after five fouls.

F. Player Evaluations: Coaches may be asked to complete player evaluations for his or her team. Evaluations are to be completed accurately and returned to the designated person promptly. Any misrepresentation or misuse of the player evaluation or draft system by a coach is grounds for immediate removal by the board of directors.

G. Relating to Parents: One critical component of coaching has little to do with developing players, running a practice, or creating a game plan. It is managing your relationships with the parents of your players. An unhappy parent can undermine your credibility and the chemistry of your team faster than an Internet virus. So here are a few guidelines for successfully negotiating your parent relationships:

1. *Communicate, COMMUNICATE, COMMUNICATE!* Introduce yourself - let the parents know how you and your assistants are, and how best to contact you. Give them administrative details as early as possible, and remind them often - when and where practices and games are, what the season's schedule will look like, how to find out about cancellations, etc.. Try to anticipate what things a parent would want to know, and get that information out to them before they can even ask the question. If you don't have that information, reach out to your league director and get it. Let parents know well in advance about basketball-opportunities like clinics and fundraising events that are being offered through Parks and Recreation. Most importantly, do this in a one-on-one manner as well as in group communications, and in person as well as by Sportsengine, email and phone.

2. *Set expectations appropriately, and follow through on them.* Tell your parents – either through a parent meeting or kickoff email - what the league’s and your coaching focus is on (fun, equal play, sportsmanship, skills development, team basketball knowledge), as well as what the focus is not on (winning at all costs, criticism, ultra-competitiveness, poor behaviors). Tell them how they can best support your efforts (see Attachment F). Be clear with them about what the league and you expect from them in terms of modeling appropriate behaviors as parents and spectators. Distribute the league rules and policies to them, so they’ll better understand what is happening on the court.

3. *Relate to parents through their children.* Every parent loves to talk about their child, so every one-on-one conversation with a parent should always include sincere compliments about their child’s progress, skills, good plays, or character traits. Listen closely and learn from what parents say. Let them do the bulk of the talking, and leave them with the sense that you are on the same page as they are. You may in fact not be entirely in agreement, but that doesn’t mean you have to openly oppose them. When in doubt, change the subject to talk about their child. Avoid contradicting them by saying things like, “Yes, I can see that”, “There’s something to that,” or “Can’t argue with that”, and then start talking about their child again.

4. *Take every opportunity you can to solicit feedback on how the season is going.* Create opportunities to solicit feedback – proactivity on your part will let you know if trouble is brewing before it reaches a crisis point. In the case of negative comments, don’t respond defensively or try to address them in that same conversation – thank the parent for their input, and say that you’ll consider their comments carefully. Be sure to follow up at a later date with the parents that provide feedback – regardless of it was positive or negative – to let them know how you incorporated their perspectives into the management of the team.

IV. Appendixes: Drills

A: Dribbling and Ballhandling

3rd Grade Drills:

NOTE: Do each one of these handling drills for about 30 to 60 seconds and then move to the next one. With all of these drills, try to keep your eyes forward, without looking at the ball.

Finger Grabs:

Hold the ball with the fingertips, squeezing it while rotating it back and forth from hand to hand. The ball should not touch the palms of the hands.

Slaps:

Pound or slap the ball hard from hand to hand. [See video clip.](#)

Tipping:

Tip the ball back and forth from one hand to the next, starting with your hands straight up over your head. Then gradually move the ball down, while continuing to tip it back and forth. Go down to your chest, then your waist, knees, and ankles, and then back up again. Keep your elbows straight, don't look at the ball. [See video clip.](#) Walk around the court, tipping without looking at the ball.

Circles:

Put your feet together and make circles around both legs. Then circle around the back. And then circle around the head. Then combine them and move the ball in circles around your head, then down your body, down around your knees, and then around your ankles ("candy cane"). Then come back up again. Be sure to use your fingertips, not the palms.

[See "Around the Legs" video clip.](#)

[See "Around Waist" video clip](#)

[See "Candy Cane" video clip](#)

Around Each Leg and Figure Eights:

Put one leg forward and move the ball in a circular motion around the leg. Then do the other leg. Finally, spread your legs out wide with the ball in front of you. Move the ball around through your legs in a figure-of-eight motion. Keep your eyes forward and don't let the ball hit the floor. After 30 seconds, reverse the direction.

[See "Around Each Leg" video clip.](#)

[See "Figure 8" video clip.](#)

Up and Downs - Pound Dribble:

Start by dribbling the ball in front of you so that the ball reaches your waist high. Gradually, bounce the ball harder and harder until you are dribbling the ball as high as you can without jumping. Then gradually dribble the ball lower and lower until you are on one knee, finishing as close to the floor as possible. Pound the ball quickly to keep it going. Then do it with the other hand. [See ups and down dribbling video clip.](#)

Kills:

Dribble the ball waist high, then suddenly "kill" it by dribbling it as low as you can, hold this for a few seconds, then bring it back up to waist high. Do this several times with each hand. [See "kills" dribbling video clip.](#)

Coach's Hand:

Have players form circle around coach at foul line. Practice dribbling in place in proper position. Dribble with strong hand. Head up., eyes forward - coach will raise his hand with a number of fingers up. Players need to see and state the number. The coach then changes the number of fingers; repeat. Then use left hand only. Have players dribble with finger tips only side to side keeping eyes on coach. Dribble around both legs together never allowing ball to stop.

Dribbling on the Move:

Have players practice dribbling balls first while walking, then running half speed down to mid-court and back to baseline. Have them use right hand first, and then go to left hand. Transition from half speed to full speed as the players get more repetitions and better with ball – as players improve, can hold relays.

Turning Drills into Games: (1) candy cane—move ball around head, then waist, then knees, then back to waist, head, waist, knees again; continue up and down—as players improve, can have races (2) dribble to spot on floor (or cone) and return—as players improve, have relay races; (3) zig zag through series of cones, switching hands; (4) play red light, green light while dribbling; (5) play tag in a defined space while dribbling; (6) play “dribble knockout” in defined space—while dribbling, players try to tap ball away from other players, and the last player still dribbling wins.

4th Grade Drills:

NOTE: Use 3rd grade drills as appropriate – if you need to raise degree of difficulty you can use these more advanced exercises.

Drops:

Put the ball between your feet and grab it with both hands. Start with the left hand behind your left leg and your right hand in front of your right leg. Drop the ball and let it bounce once. Quickly, move your left hand in front of your left leg and your right hand behind your right leg, and catch the ball as it bounces up. Drop it again and switch your 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!

[See “Drops” video clip.](#)

Toss Up and Catch Behind:

Here’s a fun drill the players like. Toss the ball up over your head. Reverse pivot and catch the ball behind your back.

[See “Toss Up and Catch Behind” video clip.](#)

Crab Walk:

Walk, bent over up the floor and put the ball between the legs, back and forth as you go. The ball is brought over the front of the thigh, then through the legs and then behind the opposite thigh and around and over the thigh.

Circle Dribbles:

This drill is similar to "Circles" (see [Ball Handling](#)) except now the ball is dribbled. Extend the left leg forward and dribble the ball low around the leg in a circular fashion. Then do it around the right leg. After doing each leg, then try the "Figure 8" dribble. [See around each leg dribbling video clip.](#)

Figure Eight:

This drill is similar to the ball-handling figure eights drill except now the ball is dribbled through your legs in a figure-of-eight motion. Use both hands and be sure to look up while doing this drill. [See figure-8 dribbling video clip.](#)

Back and Forth Under the Legs:

Get crouched over with your right knee and leg forward. V-dribble the ball behind the extended leg. Repeat behind the other leg. [See v-dribble under legs dribbling video clip.](#)

Crossover Dribbles:

Dribble with your right hand. Bounce the ball once on the right side, then cross the ball over in front of you by bouncing it to the left. The left hand now bounces it on the left once, and then crossover back to the right, where the right takes over again. Repeat this procedure. Make the cross-over low and quick. [See cross-over dribble video clip](#)

V-Dribble in Front:

Start with the right hand and dribble once on the right side. Then dribble the ball in front you, as if you were going to cross over to the left side. Instead of getting it with your left hand, roll your right hand over the top of the ball, and bring it back to the right. Keep dribbling like this: right then cross over V-dribble. Shown here with the left hand, also practice it with the right hand. Getting the feel of rolling your hand over the top of the ball with this drill will help you with your "in-and-out" dribble move. [See front v-dribble dribbling video clip.](#)

Side V-Dribble:

Now do the v-dribble on the side... the "push-pull" dribble. Do both left and right hands. [See side v-dribble dribbling video clip.](#)

Dribbling on the Move:

Have players practice dribbling balls first while walking, then running half speed down to mid-court and back to baseline. Have them use right hand first, and then go to left hand. Transition from half speed to full speed as the players get more repetitions and better with ball. Next is side to side (V cuts) and eventually cross-over dribbles. As players improve, can hold relays.

Turning Drills into Games: (1) candy cane—move ball around head, then waist, then knees, then back to waist, head, waist, knees again; continue up and down—as players improve, have races (2) dribble to spot on floor (or cone) and return—as players improve, have relay races; (3) zig zag through series of cones, switching hands; (4) play red light, green light while dribbling; (5) play tag in a defined space while dribbling; (6) play “dribble knockout” in defined space—while dribbling, players try to tap ball away from other players, and the last player still dribbling wins.

B: Passing

3rd Grade Drills:

Simple Partner Passing and Catching Drill: Have each player get a partner, and each pair has a ball, so they can "play catch" with each other. Have the partners separate to a comfortable passing distance and face each other. What is comfortable will vary among the pairings; the key is to find a distance where each partner can execute appropriate mechanics without struggling with strength issues.

Have the players practice each of the three basic passes, starting with the [chest pass](#) . Demonstrate the proper techniques with "stepping into" the pass with one foot forward. Snap the pass, with the thumbs going through the ball and extending toward the receiver. Make sure the players pass the ball crisply, and not "lob" their passes. Hit the receiver in the chest. The receiver should show a target with his/her hands extended toward the passer (elbows flexed rather than locked out). Feet should be squared and shoulder-width apart. After catching the ball, receivers should get into triple-threat position before making the next pass.

Next, work on [bounce pass](#) . Again, passers should start from triple-threat position. The ball should hit the ground about three-quarters from the receiver and bounce right to his chest. Make sure passers are passing the ball with their hands waist to chest high - not over the head (we do not believe in an overhead bounce pass).

Next, work on the two-handed overhead pass or outlet pass. Have the partners move a little farther apart, so that you are working on a longer pass. Players should snap their passes with some arc, but be sure that they are not lobbing their passes too high. The arc should be just enough to get over the extended hands of a defender, but not so high that the pass "floats". This pass can be thrown hard, and is effective as the outlet pass after a rebound, to start the fast break. It is also good for throwing over zone defenses ("skip passes"). To simulate the outlet pass, after receiving the ball, have the passer turn his back to the receiver, then simulate pulling the ball in, pivot, and make the overhead pass.

Pivoting drills:

1. Assume the Triple Threat Position. Start with the left foot as pivot foot. Pivot forward 15 times.
2. Now backward pivot (reverse pivot) 15 times.
3. Switch pivot foot. Forward pivot 15 times.
4. Backward pivot (reverse pivot) 15 times.

Pivoting Pointers

1. Keep head up with eyes forward.
2. Have your knees bent a little.
3. The pivot foot must not slide. If the pivot foot is picked up, or changed, the player will be called for a traveling violation.

5. When starting the dribble, the ball must leave the hand before the pivot foot is lifted.

"Monkey in the Middle": Form groups of three. Each group has a ball. Line up the passers about 15 feet apart (comfortable passing distance). The third man in each group is the "monkey in the middle" and tries to steal or deflect the ball, while the two outside players try to pass to each other. No dribbling is allowed, except for a one-bounce sideways dribble to open a passing lane. No easy lob passes over the defender are permitted. Passers should be in triple-threat position and work on pivoting and ball fakes to clear the passing lane. For example, the passer can fake an overhead pass to get the defender to raise his hands, then make a bounce pass around the defender.

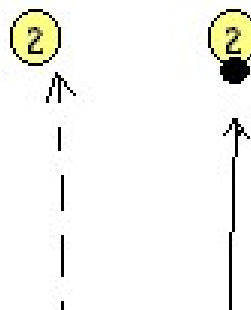
Rotations: There's a couple ways of doing this. One easy way is to simply change the middle man every minute, when you blow the whistle. Each person takes a turn in the middle. Or, whenever the defender deflects the ball, the passer now becomes the "monkey in the middle". If no deflections in 30 seconds, switch defenders.

Two Variations:

(1) Defender plays up tight on the passer (Diagram A). After the pass is made, the defender sprints to the receiver and again tries to deflect the pass. The new passer may not pass until the defender is in position and the defender says "go".

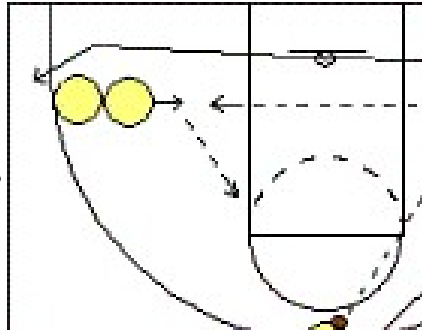
(2) Defender plays tight on the receiver, trying to deny the pass. The group is confined to a given area on the floor. The receiver must try to get open by V-cutting, back-cutting (*see Section E: Team Concepts – Offense/Cutting*), making contact with the defender and "bouncing off", etc.

Diagram A



Triangle Passing Drill: Try this "triangle" passing drill for some variety. You can use both baskets and divide the squad into two groups. At each basket, create three passing lines about 12 to 15 feet apart. One line is at the top of the key, another in the right short corner area, and a third in the left short corner area. As an option, you can use cones or marks on the floor, so that the lines don't "creep" inward. Make sure correct passing techniques are used, that the players "step out" to meet the pass, and that the players receive the ball and place it in triple threat position.

To run the drill, start with the ball at the top of key (point) and either pass to right or left (can go either direction). The players start behind the cones, step out to receive the pass and pass to the next station in same direction. After the players make their pass, they sprint to the next line in the same direction as the ball, following their pass - no walking. After a few sequences, change direction and also alternate between chest passes, bounce passes, and overhead passing. This drill goes quickly and keeps them moving, providing a lot of touches in a short amount of time.



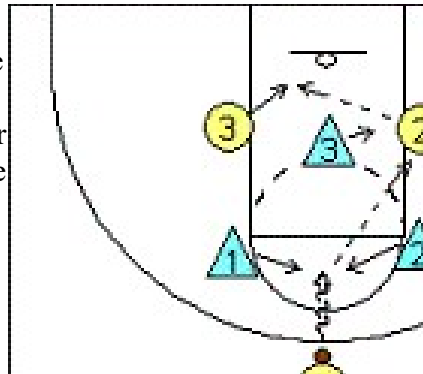
4th Grade Drills:

One-Ball Rapid Fire Passing Drill: Have your players line up facing a solid wall, about two feet from the wall (or a toss-back rebounding device). Each player begins rapid fire passing against the wall, moving back about two feet with each pass until 10 feet away (5th pass). Then he/she starts moving closer to wall by two feet with each pass, until 10 passes are completed. Repeat this 10-pass cycle until each player has made a total 20 passes. Make sure good passing technique is used, and passers step into the pass. Have the players focus on catching the passes as well – emphasize getting hands ready, keeping wrists and elbows flexed to promote soft hands.

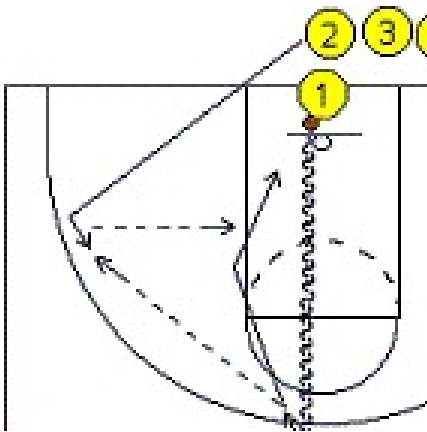
Two-Ball Rapid Fire Passing Drill: Use groups of four or five players. There is one passer about 6 feet away from and facing a line of receivers (the rest of the group). The passer has a ball and so does one of the receivers. On "Go", the passer passes quickly to any receiver, and the receiver who already has a ball passes simultaneously back to the passer. The passes keep going back and forth to any receiver who does not have the ball. Do as many chest passes as you can in 60 seconds and then rotate. Use good passing technique while keeping your eyes focused forward and not directly at the receiver. Have your hands up and ready to receive the pass. Use your peripheral vision to see the incoming pass.

Drive and Dish Passing Drill: Use three guards and three post players. You can divide your 12-man squad into two groups and use both ends of the court.

O1 is at the point. Place two defenders just above the elbows (like against a 2-3 zone). Put a defensive post in the middle of the lane, and two offensive post players half way up the lane on each side. Your point guard (O1), will dribble penetrate and split the two defenders and pass to either post player. The X3 defender will try to deny this pass. The receiving post player can either shoot, make a power move to the hoop, or dish off to the opposite post, who finishes the lay-up.



2-Man Passing, Find the Receiver: With this drill, the passer must first find the receiver before making the pass. Use both baskets. Have a line under each basket. The first player in line (player #1) speed dribbles out to the three-point line, makes a jump stop and a reverse pivot. Meanwhile, the next player in line (player #2) sprints out to either corner and yells "ball, ball, ball" (mix it up so the passer has to look to find the receiver). The passer makes the crisp chest pass to #2, cuts to the hoop, receives the pass back from #2, and finishes the lay-up. #2 rebounds, and now becomes player #1 and dribbles out and repeats the drill.



Turning Drills into Games: (1) each player pairs off with a partner and practices chest, bounce, and (when ready) overhead passes; (2) pairs compete against one another to see how many times the children can pass it back and forth without losing control of the ball; (3) keep away—in a defined area, players try to pass with one another while another teammate attempts to steal the pass—players should be taught to move to open spaces, while passers should be taught to anticipate where the teammate is going and lead the teammate with the pass.

C: Shooting

3rd and 4th Grade Drills:

Layup Footwork Drills: First, teach footwork without the ball— have the players get into a line on the baseline. As a group, for a right-handed layup, they take two steps, jump off left foot (left, right, left, jump!), right knee driving up, right hand and eyes up toward the imaginary basket. Pretend there is a string attached to their right hand and right knee. Repeat all the way down the court; encourage the players to jump as high as they can. Return practicing the left-handed layup: take two steps, jump off right foot (right, left, right, jump!), left knee up toward the basket, left hand and eyes up to basket. Pretend there is a string attached to their left hand and left knee.

Next, form a single layup line on the right side of the basket (still no ball, no rebounding line). Use more than one basket if there are enough assistants to watch each player's technique. Each player takes a turn. Have the player face the right side of the backboard with both feet together. Then have her take one step forward with the inside (left) foot, plant that foot and jump off of it and shoot the right-handed lay-up. When jumping, the right thigh comes up with the knee bent. Head should be up and eyes should be focused on the target – the white box. Do the left side also... on this side you step forward and plant the right (inside) foot, and raise the left thigh and leg. Then try it on the run from both sides.

Now add a ball to the mix. Have the player (with a ball) face the right side of the backboard with both feet together. Then have her take one step forward with the inside (left) foot, plant that foot, jump off of it and shoot the right-handed lay-up. When jumping, the right thigh comes up with the knee bent. Head should be up and eyes should be focused on the target – the white box. Do the left side also... on this side step forward and plant the right (inside) foot, and raise the left thigh and leg. Then try it on the run from both sides (without dribbling).

Now add a dribble. When dribbling toward the basket, move the wing position to create the proper angle to facilitate use of the back board. Players on the right side dribble right-handed, plant left (inside) foot and jump off that foot, and finally shoot with the right hand. As they raise their right hand, their right knee should also elevate. Head should be up and eyes should be focused on the target – the white box. Reverse this form when shooting from the left side. [*Note: If players are struggling with the layup mechanics, switch to the Breaking Layups into Components Drill (see below).*]

Breaking Layups into Components Drill: If the players are struggling with their layup footwork, this drill breaks down the components of the shot even further, into individual, easily repeatable steps.

Practice these techniques without a ball.

- Line up your team in rows.

- On the command, "Set", have them stand with their left leg forward and their right leg extended straight back. Knees should be bent and hips low in an athletic posture.
- On the command, "Drive," have them step forward with their right leg, without taking their left foot off the floor, and drive their right knee in the air. The visualization phrase that I use is "Try to hit your nose with your knee."
- After driving the right knee, talk a little about the feeling they get when they drive the knee. They should feel their whole body lifting.
- Next, on the command "Drive," combine the knee lift with a jump off the left leg. It might take a few reps to co-ordinate the knee drive with the jump but it will come quickly.
- Next, give the command "Drive," and, at the appropriate time, add the command, "Shoot." Players then go into a right- handed shooting motion. Timing is important, as you want to shoot while the player is in the air. Emphasize holding the follow-through on the shot until after they return to the floor.
- Next, in cadence, call, "Set, Drive, Shoot." Explain that this, when done with proper timing, is the action involved in taking a lay-up.
- When you feel that the shooters are comfortable with the right hand, alter their stance and have them practice a left- handed lay-up motion.

Once you are comfortable with that action, go to the next step

- On the command, "Set", have them stand with their left leg forward and their right leg extended straight back. Knees should be bent and hips low in an athletic posture.
- On the command, "Step Back," players step back with their left foot so it is extended straight back and the right foot is forward.
- On the command, "Step," players step forward with their left leg. Follow the, "Step," command with, "Drive," and, "Shot," in cadence, to create the rhythm for taking an active lay-up.
- When you feel it is proper, switch to a left handed lay-up.

Once you are comfortable with that action, go to the next step

- On the command, "Set", have them stand with their left leg forward and their right leg extended straight back. Knees should be bent and hips low in an athletic posture.
- On the command, "Step Back," players step back with their left foot so it is extended straight back and the right foot is forward.
- On the command, "Step Back," players step back with their right foot so it is extended straight back and the left foot is forward.
- On the command, "Step," step forward with the right foot.
- Add the command, "Dribble." Players will then imagine they are taking one dribble with their right hand. (This is a great opportunity to teach them about the rules concerning when the ball must be dribbled in order to move their pivot foot without traveling.)

- Follow the "Dribble" command with, "Step," "Drive," "Shoot."
- When said in the proper cadence and with proper timing; "Set," "Step Back," "Step Back," "Step," "Dribble," "Step," "Drive," "Shoot," will give players a basic feeling and rhythm for taking lay-ups, with and without a dribble

After they are good at taking lay-ups without a basket, move to a basket; teach them the proper angle to approach the basket; and go through the same sequences shooting right-handed and left-handed. Once they are comfortable at the basket, give the players a ball and go through the same sequences.

Layup Lines: Players are divided into two lines, one line at each wing position. One line has the ball and starts in a Triple Threat Position, then dribbles in for a layups, while the opposite line rebounds and passes to the next person in the shooting line. The rebounder follows the pass and joins the back of the shooting line, while the shooter joins the back of the rebound line. Move the ball to the opposite line so that players learn to shoot and practice layups from both sides of the basket;

Shooting Pocket Drill: Getting the ball into position to shoot needs to become second nature, because the speed of a shooter's release is largely determined by how quickly they can get the ball from their hip into their shooting pocket Practice bringing the ball to the shooting pocket (whether it is at the chest, chin or above the head) without actually shooting. Drop the ball, pick it up, assume the Triple Threat Position with the ball on the shooting-side hip, take a rhythm step (shooting side foot) while raising the ball to the shooting pocket, drop the ball, and do it again. Do three sets of 20 repetitions. This will also help develop a shot fake.

Set Shot Wall Drill: Player stands five (5) feet back from a wall and shoots the ball against a target on the wall. The target should not be so high as to be a struggle for the player to reach – the focus is on mechanics not height. Aim for the same spot on the wall and work on a nice, fluid shooting stroke with good footwork, arm and wrist mechanics. The focus is on developing rhythmic shooting stroke, muscle memory and physical strength. The player's feet, legs, arms, and wrist should work together in harmony. As the season progresses and the players grow stronger, they can work on shooting at higher targets.

Partner Shooting Drill: Split squad into two-player groups. Have partners stand about 10 feet apart and practice "shooting" back and forth to each other – focus on proper mechanics, high arcs, and rotation. As the season progresses and the players grow stronger, they can work on shooting higher arcs.

Note: Repetition is the key to developing shooting mechanics, touch, and strength. Players can practice at home – even something as simple as shooting the ball straight up into the air using proper mechanics will create strength and muscle memory.

As team shooting mechanics improve, coaches can enhance these shooting drills by

adding in full court dribbling, baseline shots, cuts and passing, and nominal perimeter or shot defenders.

Turning Drills into Games: (1) split squad into two teams – each player takes two layups, and the team with the highest total number of layups made wins; (2) spot shots: players are divided into three groups and scattered in three spots around the perimeter at an appropriate distance for the skill level; first team to make 5 baskets wins. (3) knockout: several players line up near the foul line and the first two players in line are given balls; the first in line shoots a set shot and must make the shot or gather the rebound and lay it in before the next player in line makes their set shot or gathers his or her own rebound and lays it in; after you make a shot, you must pass your ball to the next player in line; if the player behind you makes a shot before you do, you are out; play continues until only 1 player remains

D: Defense and Rebounding

3rd and 4th Grade Drills

Drills: (1) all players spread out around floor, coach points in various directions as players shuffle/slide in response (coach could also dribble a ball in various directions)—players should concentrate on moving feet quickly and keeping hands up; (2) individual rebounding: form line in front of backboard; toss ball up and have each player gather the rebound; for advanced players, add in pivot and outlet pass, protecting the ball and turning away from the middle; (3) box out: place ball on floor in middle of circle; player must box out to prevent opponent from entering the circle and getting to the ball; (4) group rebounding: players are divided into two teams and each team lines up along each side of foul line facing the basket, coach stands in between on the foul line—as coach shoots, first player in each line competes against one another to collect rebound—players keep track of how many rebounds they gather and the top two rebounders compete against one another at the end; (5) 3 on 3 rebounding: keep score to encourage teams to work hard; if offense gets ball, can try to score; if defense gets ball, then pivot and outlet pass to coach.

4th Grade Drills

Perimeter Deny Drill: Three players on court (three lines). Ball is at the top of the key in hands of offensive player. Second offensive player is on the wing. The defender is in deny on the wing player. The wing player makes cuts to try and shake the defender, and defender maintains a pass denial position with his arm and hand in the passing lane. Point of emphasis for defender is to maintain an aggressive deny position on a moving player, and to be able to see the man and the ball.

Practice this drill in various perimeter positions on the court – deny wing pass to top of key, wing pass to corner.

Help Vision Drill: Three players on court (three lines). Ball is with offensive player on wing. The defender is in the middle of lane on defense. Offensive player starts in the weakside wing. Offense cuts to the free throw line. Defender reacts, moves from help position in the lane to close to a deny position on the cutter. Point of emphasis is defender positioning self to see both the ball and the offensive player. Run drill at slow speed to teach concept, then progress to game speed with defender defending a pass.

More advanced version of this drill has the defender deep in the lane, and offensive player starting in weakside corner, cutting to weakside wing, then cutting to the free throw line. Point of emphasis is how the defender must position self to adjust to the changing positions of the cutter, moving closer as the cutter gets closer to the ball, ultimately ending up in a deny position.

Help Position Drill: Three players on court (three lines). Ball is at top of key in hands of offensive player. The defender is on ball at top of the key. Second offensive player is on the wing. Offense passes to the wing and then cuts to the weakside wing. The defender

drops from on ball in help position in the lane. Point of emphasis for defender is not to follow the cutter to the weakside, and to be able to see the man and the ball.

Three players on court (three lines). Ball is on the wing in hands of offensive player. Second offensive player is in low post. The defender is in deny on low post player. The low post player pops out to the corner and the defender maintains a pass denial position with his arm and hand in the passing lane. The offensive player then cuts back door, and clears out to the weakside corner. The defender maintains a deny position until the middle of the key, and then drops into a help position in the lane. Point of emphasis for defender is to maintain an aggressive deny position on a moving player, not to follow the cutter to the weakside, and to be able to see the man and the ball.

Closeout Drill: Two players on court (two lines). Ball is with coach on wing. The defender is in the middle of lane on defense. Offensive player starts in the weakside wing. Coach makes a skip pass to the offense player who looks to shoot or drive. Defender closes out on the offense player with a high hand close enough to prevent a shot and in position to force the ball to the corner. Points of emphasis is to improve defender's help-side defense by recovering quickly, to close out the shooter and react to dribble penetration. When the ball is on the wing, the defender should make every attempt to push the ball towards the baseline. When the dribbler tries to drive into the middle of the court, the defender should protect the elbow and force the dribbler over the top of the circle.

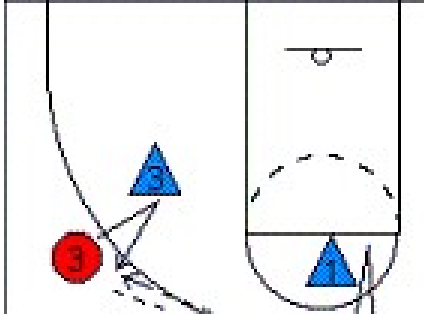
E: Team Concepts

Offense

3rd Grade Drills:

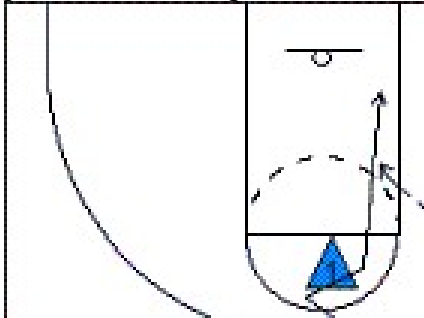
V-Cut Drill

Teach your perimeter players to use the V-cut to get open to receive the pass. Make sure they catch the ball in triple threat position. Use groups of three, and start with no defense, or token defense (no deny). The players reverse the ball around several times. Then yell "Go!", and anything goes with the offense attempting a quick score, using a dribble move, a cut and pass, screen, back-cut, etc.



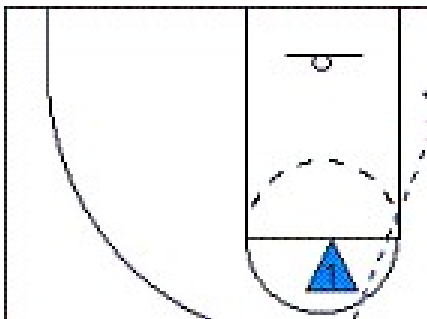
Give 'n Go Drill

Use the 2-on-2 setup. The X2 defender plays "soft" and allows the pass from O1 to O2. O1 fakes left, and makes the basket cut looking for the return pass from O2. Have the X1 defender play token defense at first. Then "go live". If the X1 defender over-plays the passing lane (because he knows the drill), then the player can fake the cut and pop back out for the pass. If the X2 defender "cheats" toward the passing lane, then O2 can fake the pass, and dribble-penetrate to the hoop.



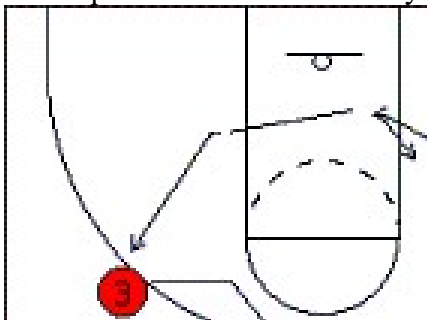
V-Cut, Back-Cut Drill

After teaching the V-cut, teach the back-cut, which is used when the defender over-plays, or denies, the pass. Use the 2-on-2 setup. Have your X2 defender deny the pass, and teach O2 to recognize this situation and make the back-cut for the pass from O1. Initially, use token defense, and then go 2-on-2 with hard defense. The O2 offensive player must learn to read the defender, and learn when to v-cut, and when to back-cut.



Dribble-Entry, Rotate Drill

Now teach that if O1 is not able to make the pass to the wing, he/she may simply dribble to the wing and replace the wing. The wing player must recognize this, and then back-cut to the hoop. He/she may cut all the way through to the opposite wing, or can button-hook at the low block and post-up the defender down low. The opposite wing replaces O1 at the point. Rotate around several times (go left also) and then yell "Go!", and finish the set with a pass to a cutter for the lay-up or shot.



4th Grade Drills

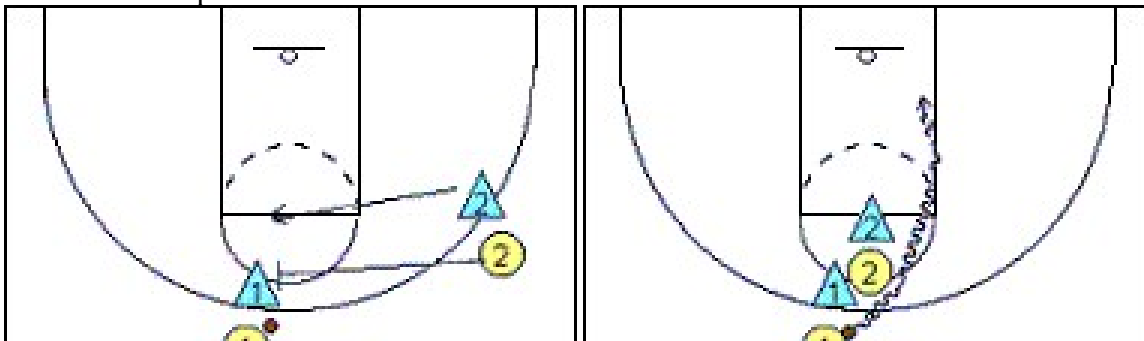
Dribble-At, Back-cut Drill

Introduce the rule for perimeter players that whenever a teammate is dribbling at you, you must back-cut out of the area. This drill works on this concept, and builds off the dribble-entry drill introduced for 3rd graders above. O1 dribbles at either wing. The wing back-cuts out to the opposite wing. If open, 1 can make the pass to the cutter. Otherwise O1 can pass back out on top to O3 and O3 can then dribble to either wing and continue the drill. In diagram B, we have the wing player dribble toward the top, and here O1 fakes a cut outside and then quickly back-cuts. O1 either receives the pass on the back-cut and scores, or moves back out to the vacated wing spot.



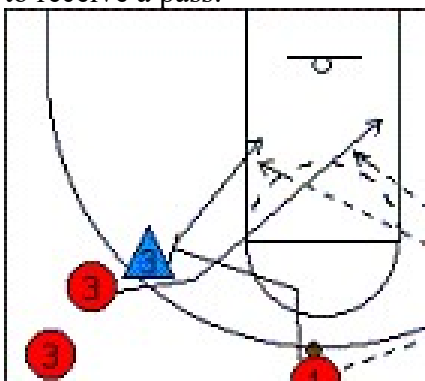
On-Ball Screen and Roll Drill

Again, use the 2-on-2 setup. O1 has the ball. O2 comes from his wing and sets a screen for O1. O1 dribbles around the screen to the hoop. O2 seals the X1 defender and rolls to the hoop. Also reverse the rolls. Have O1 pass to O2 on the wing and then follow his pass and screen for O2. O2 goes around the screen and takes it to the hoop, while O1 seals and rolls to the hoop after the screen.



Screen Away Drill

Use three lines. O1 passes to O2, and "screens away" for O3 on the opposite wing (use a coach or manager as a token defender). O3 rubs off the screen and cuts to the hoop. Make sure that O3 waits for the screen to arrive, and that O1 sets the correct angle on the screen. Also, make sure that O1 seals the defender, and then rolls to the hoop after O3 cuts around the screen. O2 can pass to either cutter. Although not shown in the diagram, have O2 make a v-cut to receive the ball... again reinforcing that there is no standing still to receive a pass.



Team Concepts: Defense

3rd and 4th Grade Drills

Shell Drill

This drill focuses on the basic concepts of "on-ball", "deny", and "help-side".

Set-up:

Use a half court setup with 4-on-4. Four offensive players are positioned around the three point arc. Start with two wings and two players in the corners. Match-up four defensive players with each of the offensive players. You could also use five on each team with a point guard, two wings and two corners. Additional players can sub in and out at your discretion.

The Drill:

The offensive players are initially stationary, with no cuts or dribbling. This is a defensive drill and the offensive players simply pass the ball around the arc. Make sure they make good passes (use this as a passing drill also), make sure they receive the ball in "triple threat" position, and have them make some skip passes too. The defensive players are not to steal or intercept the ball, since this is drill designed to emphasize proper positioning on the floor. The defensive players must work on proper relationships in positioning with the offensive player they are guarding. Once you feel your team has an understanding of these basic relationships, and all players have been on offense and defense, you can go to the "live shell" drill below and make it competitive. Watch the defenders carefully for proper defensive positioning. Stop play frequently to praise good execution and point out mistakes.

4-on-4, 5-on-5 Live Shell Drill

After teaching the basic rotations and principles above, you can "go live" and make the drill competitive. Play until one team makes five defensive stops. Switch offense to defense whenever there is a basket scored. Once the team demonstrates defensive proficiency, you can switch the focus to offense – first team to five baskets. If it is a 5v5 drill, you can incorporate low and high post defensive techniques (see Section D: Low Post).

V. Attachments and Sources

ATTACHMENT A: Equal Playing Time Chart

10 Players

		Periods							
		1	2	3	4	5	6	7	8
	1	X		X		X		X	
	2		X		X		X		X
	3	X		X		X		X	
	4		X		X		X		X
	5	X		X		X		X	
	6		X		X		X		X
	7	X		X		X		X	
	8		X		X		X		X
	9	X		X		X		X	
	10		X		X		X		X

9 Players

		Periods							
		1	2	3	4	5	6	7	8
	1	X	X		X		X		X
	2		X	X		X		X	
	3	X		X	X		X		X
	4		X		X	X		X	
	5	X		X		X	X		X
	6		X		X		X	X	
	7	X		X		X		X	X
	8		X		X		X		X
	9	X		X		X		X	

8 Players

		Periods							
		1	2	3	4	5	6	7	8
	1	X		X	X		X	X	
	2	X	X		X	X		X	
	3		X	X		X	X		X
	4	X		X		X	X		X
	5		X	X		X		X	X
	6	X	X		X		X		X
	7		X		X	X		X	X
	8	X		X	X		X	X	

7 Players**Periods**

		1	2	3	4	5	6	7	8
	1	X		X	X		X	X	X
	2	X	X		X	X	X		X
	3		X	X		X	X	X	
	4	X		X	X	X		X	X
	5	X	X		X	X	X		X
	6		X	X	X		X	X	
	7	X	X	X		X		X	X

6 Players**Periods**

		1	2	3	4	5	6	7	8
	1	X	X	X	X	X		X	X
	2	X	X	X	X		X	X	X
	3	X	X	X		X	X	X	X
	4	X	X		X	X	X	X	X
	5	X		X	X	X	X	X	
	6		X	X	X	X	X		X

ATTACHMENT B: Technical Fouls Policy

Technical Fouls Policy, all leagues

1. Rules governing Technical fouls for players:
 - A. If a player receives a Technical foul, s/he must be taken out of the game for the remainder of that quarter and sit the following quarter. If the technical foul was called in the fourth quarter, the player sits the remainder of the game (including overtimes), and sits the first quarter of the next game s/he attends. If a player receives a second technical foul in the same game, s/he is ejected from the game and is ineligible for the next game s/he attends.
 - B. Technical fouls are cumulative during the season. If a player receives their second technical foul of the year in a different game, s/he sits out the remainder of that quarter and the following quarter, and is ineligible for the next game. If the technical foul was called in the fourth quarter, the player sits the remainder of the game (including overtimes), is ineligible for the next game, and sits the first quarter of the next game s/he attends.
 - C. A third technical foul during the season results in ejection of that player from the league for the remainder of the season, including playoffs. In addition, the Southbury Youth Advisory Board will review the case with the Park and Recreation Supervisor to determine if a lifetime ban from playing in the Southbury Park and Recreation youth basketball leagues is warranted.
 - D. Intentional fouls are not considered 'technical', unless there is a flagrant aspect to them, in which the offending player commits a foul that demonstrates intent to harm OR a blatant disregard for the opposing player's safety. Examples of flagrant fouls are: shoving defenseless or vulnerable players into the stands or walls, grabbing and throwing a player to the floor, intentional elbows to the face, and hard fouls without playing the ball. Examples of intentional fouls that do not count against a player's cumulative technical totals are deliberate fouls to stop the clock or prevent layups that show a regard for the opposing player's safety.
 - E. The Parks and Rec Supervisor will enforce these rules and determine the penalty for unwarranted acts not mentioned. Intentional fouls are not considered 'technical', unless there is a flagrant aspect to them, in which the offending player commits a foul that demonstrates intent to harm OR a blatant disregard for the opposing players safety. Examples of flagrant fouls are: shoving defenseless or vulnerable players into the stands or walls, grabbing and throwing a player to the floor, intentional elbows to the face, and hard fouls without playing the ball. Examples of intentional fouls that do not count against a player's cumulative technical totals are deliberate fouls to stop the clock or prevent layups that show a regard for the opposing player's safety.

2. Rules governing technical fouls for Coaches: If a coach receives two Technical violations in a game, the coach is immediately ejected from the game and is ineligible to coach the team's next game.
 - A. Technical fouls are cumulative during the season. If the coach receives a second technical foul during the season, the coach is ineligible for the next game.
 - B. A third technical foul during the season results in ejection of the coach from the league for the remainder of the season, including playoffs. In addition, the Southbury Youth Advisory Board will review the case with the Park and Recreation Supervisor to determine if a lifetime ban from coaching in the Southbury Park and Recreation youth basketball leagues is warranted.
 - C. The Parks and Rec Supervisor will enforce these rules and determine the penalty for unwarranted acts not mentioned.

3. When a player or coach is ejected from a game, that person may be asked to leave the facility at the discretion of the officials.

ATTACHMENT D: League Rules

GRADE 3 BOYS BASKETBALL RULES AND REGULATIONS

(v. 10.22.2012)

Objective: The primary purpose of the 3rd grade leagues is for players to learn the basic basketball skills of dribbling, passing, and shooting, and to have fun while practicing and playing. All the basic basketball rules should be explained and enforced at practice, scrimmages, and games. Skill levels will vary from player to player and it is important that the coach recognizes each player's abilities and works with each one to improve on their skills. All players should be involved during practices and games. Players should play multiple positions.

1. **AGE LIMIT:** Boys in Grades 3.
2. **LENGTH OF GAME:**
 - c. There will be four ten minute quarters with running clock. Half time will be 3 to 5 minutes depending on available gym time.
3. **EQUAL PLAYING TIME AND COMPETITION:**
 - a. All players must play when present at the games.
 - b. All players **MUST** play equal time. The equal playing time chart must be used. Substitutions will be made only at the half way point of the quarter (5 mins). The coach or timer will stop the game at the five minute mark so that substitutions may be made.
 - c. The coaches will referee with an objective of using game situations to teach the rules. For roughly the first half of the season, violations like traveling and double dribbling will be called and explained, but will not result in a change of possession. As the players become more comfortable with the rules in the second half of the season, violations will be loosely enforced, with egregious transgressions resulting in a change of possession. Obvious fouls will be called, but only blatant shooting fouls will result in free throws. Non-flagrant fouls will not be tracked – nobody fouls out of a game.
 - d. It is incumbent on the coaches to make certain that the game is competitive and balanced. (see Section 6: Sportsmanship).
4. **SPECIAL RULES OF PLAY:**
 - a. Intermediate (28.5) size basketballs will be used.
 - b. There will be no back court rule.
 - c. The five second rule will be enforced with discretion.
 - d. There will be no full court press.
 - e. The offensive team must be allowed to bring the ball to the top of the key before the defensive team guards them.
 - f. Each team is allowed 4 time-outs per game.
 - g. Stalling the ball in the back court is not permitted.
 - h. Only Man to Man **OR** 2-3 Zone defenses may be used. No trapping defenses are permitted.
 - i. Flagrant fouls will result in change of possession. Violent, potentially injurious fouls will result in the player being immediately substituted for and instructed by his coaches about the inappropriateness of his behavior. The player will sit for the remainder of the half and/or one full quarter, whichever is larger, and coach will inform the League Director of the player's name and the nature of his offense. Should the player commit another flagrant or violent foul during the remainder of the season, he will be subject to more severe penalties.
 - j. Fouls should be whistled, explained, and the possession should be retained. Later in the season (1/2 the games), foul shots will be awarded if there was a shooting foul.
 - k. Only 3 coaches allowed on the bench.
 - l. Hoop height will be 9'.

5. **FOUL SHOOTING:**
 - a. Shooters will be allowed to jump over the free throw line after they have released the ball. No other players can enter the lane for the rebound until the ball has touched the rim.

6. **SPORTSMANSHIP:**
 - a. The games and practices should be fun and instructive. Coaches should strive to build confidence.
 - b. If any team is clearly the dominant team, sportsmanship requires the coach to back off and allow the opposing team to bring the ball into the frontcourt. Please keep players behind the three point line extended if the game is one-sided.
 - c. All players and coaches are required to sign the code of conduct prior to the first game.

GRADE 4 BOYS BASKETBALL RULES AND REGULATIONS

(v. 10.22.2102)

1. **AGE LIMIT:** Boys in Grades 4.
2. **LENGTH OF GAME:**
 - a. There will be four periods of eight minutes.
When the ref blows the whistle the clock will stop.
 - b. If the score is tied after the completion of regulation time, there will be one three minute overtime period with the clock running except for the last minute.
 - d. If the game is tied after 1overtime, the game ends in a tie.
3. **EQUAL PLAYING TIME AND COMPETITION:**
 - a. All players must play when present at the games.
 - b. Substitutions will be made only at the half way point of the quarter (4 mins). The referee or the timer will stop the game at the four minute mark so that substitutions may be made.
 - c. ALL players MUST play equal time.
4. **SPECIAL RULES OF PLAY:**
 - a. Standard 10' baskets and Intermediate (28.5) size basketballs will be used.
 - b. There will be no back court rule.
 - c. The five second rule will be enforced.
 - d. There will be no full court press.
 - e. The offensive team must be allowed to bring the ball across mid-court before the defensive team guards them.
 - f. Each team is allowed 4 time-outs per game.
 - g. The offensive team has 15 seconds to cross center court. Stalling of the ball in the backcourt is not permitted.
 - h. Man to Man OR Zone defense may be used. (No 1-3-1 trap)
 - i. Only 2 coaches allowed on the bench.
5. **FOUL SHOOTING:**
 - a. Shooters will be allowed to jump over the free throw line after they have released the ball. They may not advance to obtain the rebound until the ball has touched the rim.
6. **SPORTSMANSHIP:**
 - a. If any team is clearly the dominant team, sportsmanship requires the coach to back off and allow the opposing team to bring the ball into play. Keep defensive players behind three point line extended if the game is one-sided.
 - b. All players and coaches are required to sign the code of conduct form prior to the first game.

ATTACHMENT F: Parents Sportsmanship Guidelines

17 Tips to be a Better Spectator

1. I will not force my child to participate.
2. I will remember that kids play to have fun and that the game is for youth, not adults.
3. I will inform the coach of any physical disability or ailment that may affect the safety of my child or others.
4. I will learn the rules of the game and the league policies.
5. I (and my guests) will be a positive role model and encourage sportsmanship.
6. I (and my guests) will not engage in any kind of unsportsmanlike conduct.
7. I will not encourage anything that would endanger the athletes.
8. I will teach my child to play by the rules and to resolve conflicts peacefully
9. I will demand that my child treat other players, coaches, officials and spectators with respect.
10. I will teach my child that doing one's best is more important than winning.
11. I will offer praise for competing fairly and trying hard.
12. I will never ridicule or yell at my child or others for a mistake or losing.
13. I will emphasize skill development and practice and de-emphasize games and competition in the lower age groups.
14. I will promote the emotional and physical well being of the athletes.
15. I will respect the officials and their authority and the coaches for their decisions.
16. I will demand a sports environment that is free from drugs, tobacco and alcohol.
17. I will refrain from coaching (unless I am one) my child or others during the games and practices.

Source: Massachusetts Governor's Committee on Physical Fitness and Sports and the National Youth Sports Safety Foundation

Sources:

Note: Very little of the content in this document was created specifically for this document. Most was collected from the various helpful online sources listed below. In this regard, there may be rights issues involved, so under no circumstance should this document be copied and distributed outside of the aegis of the Pomperaug Basketball Community.

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

<http://www.breakthroughbasketball.com/fundamentals/layups.html>

<http://www.coachesclipboard.net/index.html>

<http://www.guidetocoachingbasketball.com/offense.htm>

<http://www.breakthroughbasketball.com/Offense/offensiveTheory.html>