



THE ROYAL MARINES

Basketball





Student Notes



Teacher Notes

Acknowledgements

These notes have been compiled by **Brian Coleman**, Senior Technical Officer of the English Basket Ball Association.

Editor: **P. Edwards, M.A.**

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CONTENTS

INTRODUCTION TO BASKETBALL	3
SKILLS DEVELOPMENT SHEET	4
UNDERSTANDING BASKETBALL	5
TECHNIQUES AND SKILLS	7
PASSING AND CATCHING PRACTICES	10
SHOOTING	11
OUTLINE OF THE RULES AND OFFICIATING (STAFF)	16
PHYSICAL CONDITIONING AND MENTAL PREPARATION FOR BASKETBALL	19
HISTORY OF BASKETBALL	21
STRUCTURE OF MAIN-COMPETITION BASKETBALL IN ENGLAND	25
ORGANISING A LEAGUE AND A TOURNAMENT	26
LEAGUE TABLES	27
EXCELLENCE IN BASKETBALL	29
CURRENT ISSUES IN SPORT	30
JUNIOR AWARD SCHEMES	32
SUNNY D PROFICIENCY AWARD	33
USEFUL INFORMATION	35
REFERENCES	36





Introduction to Basketball

Basketball is a fast, free-flowing, high-scoring invasion game. The rules are such that all players may occupy any position within the field of play, and have an equal opportunity to score goals. Its unique method of starting and re-starting after a score or a rule infringement make it a game with few breaks in play, while the fact that players may dribble with the ball provides a team with the opportunity to create advantageous scoring opportunities.

As such Basketball is an ideal game to be taught within the Physical Education curriculum. It can be played by both sexes equally well and the development of Mini Basketball means that players can start to develop the basic skills at a very early age. As an indoor sport, requiring little in the way of space or expensive equipment it can involve maximum participation for little outlay. At the highest levels of the game, physical height is an advantage. However, at school level Basketball presents all students with the opportunity to participate in a vigorous form of exercise, which involves skill, tactical thinking and high level of co-operation and team cohesion.

Providing “common sense” rules are observed, Basketball is a very safe sport, and the basic skills and drills may be practised with minimum supervision either individually or in small groups.

The sport of Basketball is well organised at the administrative level and has developed a graded series of schemes and courses which can lead both staff and students to awards in playing, coaching, refereeing and table officiating.

While it is essential that students are proficient in the basic techniques and skills necessary to play the game, it is vital that all teaching takes place in such a way that links between the skills and the game are reinforced. Teaching in context, i.e. in such a way that the player not only understands why he/she is doing something, but also can think and respond to the ever-changing situations and patterns of play which are an integral part of an open-skill situation, is the method recommended within this module.





Skills Development Sheet

In Basketball the beginner's phase is where players try to explore, learn and rehearse the basic skills of dribbling, passing, receiving and shooting.

During the intermediate phase players will become more consistent and efficient in these basic skills as well as understanding and attempting set plays and systems of play.

At the advanced stage the players should demonstrate high proficiency at most skills, and the emphasis is on static demands, eg. zone, man to man or press defence.

Name of Module	Basketball
Basic Skills	Passing, receiving, dribbling, footwork and shooting (page 7)
Game-play Skills	Offense – defence. Use of space – control (pages 5-6)
Tactical Skills	In attack: Achieving width, depth, penetration, mobility and improvisation skills In defence: Achieving depth, delay systems of play: Dead ball, tip off, jump balls (page 5)
Training Skills	Skill, speed, flexibility, strength (page 19)
Rules	No illegal contact No running whilst holding the ball Use of dribbling to move the ball from one place on the court to another Starting the game How to score Restarting after scoring Penalties for breaking a rule Time Improving quality and fairness of game (page 16)





Understanding Basketball

UNIQUE RULES OF BASKETBALL

Basketball is an invasion, passing, team game, with a horizontal-elevated target, played to the basic rules of **no illegal contact** between opponents, and **no running** whilst holding the ball. However, a player may dribble the ball to move from one position to another but only **one dribble** is permitted. (Dribble is a continuous bouncing action).

In addition, Basketball has unique methods of starting the game, restarting after a score, and restarting after a rule has been broken.

No player on either team is restricted from getting the ball whenever it is in play, and players are free to occupy any part of the playing area not occupied by an opponent. Each player can shoot from any position on the playing courts.

Further detailed information on the rules is given on page 16.

THE GAME OF BASKETBALL

Possession

Each team will endeavour to gain possession of the ball and to retain possession until it is possible to take a good shot.

The limited contact rule influences the way the game is played and has an important bearing on the retaining of possession. The ball handler will not be forced to make hurried or poor passes due to contact. All passes should be made under control and only made if the passer is confident the ball will reach the intended receiver. The potential pass receiver plays a role in helping ensure that the pass is successful by moving free prior to pass reception. Stress should be placed upon the short range (3.5 to 4.5 metres) pass for safer possession.

High Percentage Shot

The attacking team will be trying to create an opportunity to take a shot that has a high percentage chance of scoring. Whereas the defenders will be trying to defend this same area.

Offense

The highest percentage shots are those taken close to the basket, therefore the attacking team will strive to move the ball to this area. This will be achieved by using a pass, a dribble into the area under the basket, or through gaining a rebound from a missed shot by a teammate. Although rebounding is important it will be through the use of a pass or dribble that most shooting opportunities will be created. Penetration into the under-basket area is important for the offense. How is this to be achieved? Players should be encouraged to use the dribble to move the ball ahead, directly towards the basket. It demands an ability in the offensive players to "take on" the defenders and dribble past them to basket. It also requires a stance, with knees bent, from which quick starts can be made.

If instead of the dribble, a pass is to be used to penetrate, it will be necessary for the potential receiver to have moved into the under-basket area prior to the pass being made. Unfortunately for the offensive team to station players permanently in the under-basket area can be self-defeating because defenders will easily mark these players, creating congestion under the basket and so preventing an easy shot. The offense try to create space under the basket and use player movement to overcome the potential problem of congestion. 'Pass and move' is a basic play used in all invasion games. In basketball a player, after passing the ball, should look to move towards the basket. This pass and move will be more effective if the initial **pass** is made **ahead**. The passer could find that the opponent watches the flight of the ball, leaving the player unmarked, and able to **move ahead** to receive the ball under the basket.





Although Basketball is in essence a no-contact game, the defender is able to stand very close to the offense in a position short of contact. Therefore, a player who receives the ball under the basket cannot expect to remain unmarked for time to take a steady shot. For this reason players need to learn to shoot on the run, thus giving beaten defenders no time to recover.

The penetration of the ball into the high percentage scoring area is the basic objective of attacking play. Individual players help the team effort if they are able to score a high percentage of shots from outside the immediate under-basket area – for example 4 to 5 metres from the basket. This requires the development of individual shooting ability.

Defence

The defenders could all congregate in the under-basket area. If they do they will be a very effective defence against the shooting ability of beginners.

As well as spoiling the game for opponents they will also fail to develop the basic individual defensive skills. For this reason the English Basket Ball Association recommends that Basketball be taught as a one-to-one game with little reference to the use of zone defence.

Because the ball can be passed quickly from one player to another, and with the offense able to use the dribble to penetrate the high-scoring area, each offensive player should be marked by one defender. This one-to-one responsibility is the basis of good team defence. To prevent the dribble towards the basket, and to prevent passes into the under-basket area – also to ensure that each player who receives the ball is marked thus discouraging a shot – the defenders take a position in line between the player they are marking and the basket they are defending. This defensive position makes it more difficult for the offense to invade space under the goal. But, being a game permitting only limited contact the defenders cannot stop attacking movement around the court, particularly offensive players without the ball. Provided a stance is taken with bent knees, this defensive position between opponent and the basket should give the defender time to respond to movements by the offense. This is helped if the defender marking an opponent without the ball, steps back towards the basket. This space gives more time to respond to the attacking move.

The defensive team will be trying to stop the offense dribbling or passing the ball into the high percentage shooting area. In addition they will try to prevent an opponent gaining a rebound in this area. If a player on offense moves into the under-basket area the defender will try to prevent this player receiving the ball. This could mean changing the basic defensive position between opponent and basket, to one where the defender can mark the passing lane into the attacker.

Use of Space

Invading and defending the high percentage scoring area has already been covered. There are other aspects in the use of space that should be considered.

The team on offense will aim to create space between team-mates (approximately 3.5 to 4.5 metres apart – the good passing range), thus forcing the defenders to mark one-to-one, and make it more difficult for them to help each other. Using this spacing the team on offense will spread out around the basket, and thus create width to the attack and give support to the ball handler. The ball handler should have two team-mates within the good passing range to receive a possible pass. In addition to using this spacing, a player knows where to get free to receive a pass – 3.5 to 4.5 metres from a team-mate; where to stand in relation to a team-mate without the ball – 3.5 to 4.5 metres away; and not to dribble laterally across the court because it will force team-mates to adjust their positions unnecessarily.

The defenders, even when playing one-to-one defence, will still

endeavour to cover the space in the under-basket area. This is usually achieved through the defender marking the offensive player furthest from the ball, 'sagging off' that opponent towards the ball. This means that the defenders must know not only the position of the opponent but also the whereabouts of the ball. When the ball moves, defenders move. The defender marking the player who has just passed the ball should step away from the opponent to give space, and therefore time, to respond to any movements by the opponent, in particular, movement towards the basket. Movement must be made to mark the immediate pass receiver more closely.

Control

Basketball is a game with limited contact, therefore players have more time to control their actions. Consequently use can be made of a more deliberate tempo compared with contact games where a movement may be rushed because of an imminent tackle. Basketball is a game of variation in tempo from slow and deliberate, to very fast. Beginners too often try to play Basketball at a speed that would be too fast for even top-class players.

Individual Offense and Defence

Basketball is a team game, in which the individual contests between offense and defence are a feature. The offense has a number of options which the defence will be trying to counter or negate. For example, the offense has the option to use a dribble, but a particular offensive player may only be able to dribble successfully with one hand. The defender who recognises this can cheat on defence and mark only the strong side of the opponent.

The following options, which are available to an individual on offense, should be recognised by both offense and defence:

With the ball the offense should:

- Face the Basket – use the pivot to face ahead into the triple-threat position from where the player can pass, shoot or dribble
- Look for a player who is free closer to the basket
- Look to shoot the ball
- Look to dribble closer to the basket
- Look to pass to a team-mate, particularly look to pass to a team-mate ahead
- Look to use a fake before executing any of the above options.

Without the ball the offense should:

- If having just passed the ball, move to basket for the return pass
- Look to move free to receive a pass from a team-mate, particularly getting free ahead of that team-mate
- Look to spread out the defenders to enable a team-mate to move free
- Look to move in to gain a rebound.





Techniques and Skills

Within a document of this size it has not been possible to cover in detail every technique and/or skill of the game. The material which follows has been found to be particularly useful and relevant for teachers, but readers are recommended to refer to the E.B.B.A.'s Curriculum Guide and accompanying Video — also the E.B.B.A.'s Booklet “Coaching Basketball — Individual and Team Fundamentals”. Both these publications are obtainable direct from the English Basketball Association.

PASSING

GENERAL PRINCIPLES

The Receiver

- moves to receive the ball
- signals for the ball with one or both hands
- prior to moving checks team mate is ready to pass
- gets free by moving –
 - towards the ball
 - away from the ball and then going towards the ball
 - towards the basket and then changing direction to move out.

The Passer

- maintains a good balanced stance
- checks team mate is ready to receive
- has the ball under control and ready to pass
- looks at receiver, but does not stare and hence telegraph the intention

Accuracy

The Receiver should receive the pass in the right place at the right time, and

- pass in front of the receiver
- pass to the target made by the receiver
- ensure that the pass is received in a position for the next move, i.e. pass, shoot, dribble

Speed of Pass

- keep passes short and snappy, 3.5 to 4.5m
- aim for optimum speed for safe catching
- make a direct line between passer and receiver
- slower passes can be used to create space and time
- favour direct path of the ball from passer to receiver





Disguise Intentions

- use a fast release of the ball
- discourage excessive movements with the ball
- use peripheral vision to track opponents and team mates
- use head movements or ball feints to fake out the opponent

Control of the Ball

- two hands on the ball
- fingers comfortably spread around the ball
- palms off the ball
- avoid excessive faking
- be ready to pass as soon as an opportunity occurs
- protect the ball from opponents, by pivot or change of ball position
- the passer should try to maintain a position facing the basket

Safe passing depends on an appreciation of the relative positions and movements being made of opponents and team mates.

As with all techniques used in an open-skill event the situation will dictate the selection of the most appropriate response.

EXAMPLE

Situation
Short range, no
opponent in direct
line

Selection
Chest pass
(see fig below)

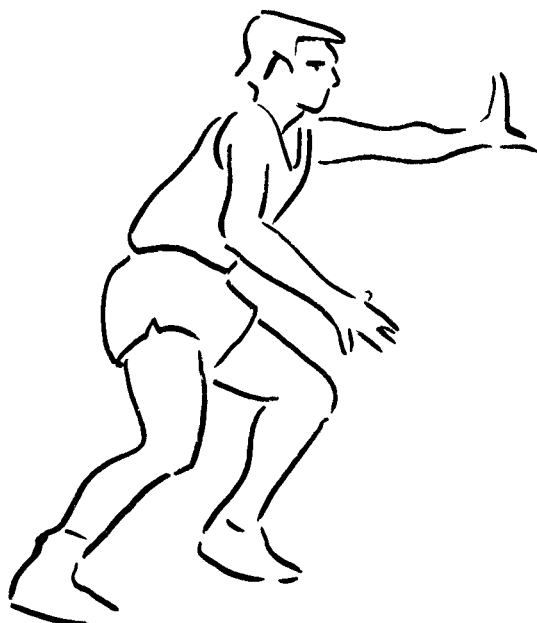
Technique
Grip: Two-handed

Starting position:
chest height

Distance: 3.5 to 4.5m

Speed: sharp extension
of arms, wrists, fingers

Follow through
in direction of
the pass





SOME FAULTS AND CORRECTIONS

Faults	Corrections
Lack of signal by receiver	Stress one or two hands used to signal
Failure by the receiver to move free	To get free a receiver must make some movement
Passes made so that the receiver has to bend or jump to catch	Aim to pass in front of receiver, just under the chin
Lack of wrist and finger snap	Start holding the ball with the wrist cocked back. Finish the pass with the wrist cocked downwards
No follow through	Follow through in the direction of the pass with arms, wrist and fingers. Finish with a chest or bounce pass with arms straight out towards team-mate
Excessive wind up	Shorter range passes and stress the use of the wrist and finger snap in passing

SOME FAULTS AND CORRECTIONS

Faults	Corrections
Fumble due to not watching ball	Meeting ball and catching it in two hands
Ball being intercepted	Step to meet the ball
The ball being dropped because it's travelling too fast.	The passer must be in sympathy with the receiver. Bear in mind the distance the passer is away from the receiver.
Fumble, due to trying to do something with the ball before it is caught.	Catch the ball, then look to make next move. Passer aims the ball at the position from which the receiver will start their next move.

CATCHING – General principles

Obviously catching and passing will be practised as a unit with the emphasis being placed on one or the other.

Anticipation

Receiver indicates clearly his/her readiness by providing a clear signal to the passer. This may be done using one or both hands.

N.B. This action serves a dual purpose

- It tells the passer the receiver is ready
- It prepares the receiver for the catch

Safety

For safety use a two-handed catch. If this is not possible make initial contact with one hand and quickly control with two hands as soon as possible.

N.B. Beginners should be encouraged to catch with their body behind the line of the ball.

Action

Meet the ball by extending arms and moving to the ball.

This has two advantages.

- Leads to early contact
- Makes an opponent's interception more difficult

Control

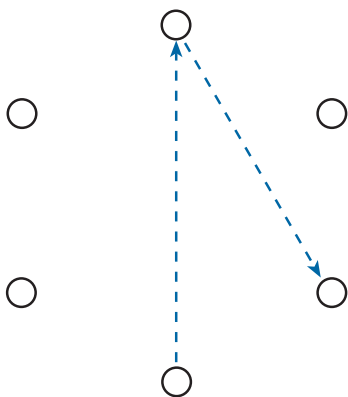
- Once contact is made with the ball in two hands, cushion the ball in by relaxing the elbows
- Bring the ball into the triple threat position
- Passing and catching needs to be practised with passer and receiver stationary and on the move
- on the move use natural running action
- catch and move ball into position for pass, shot, start of dribble or to stop





Passing and catching practices

Circle passing



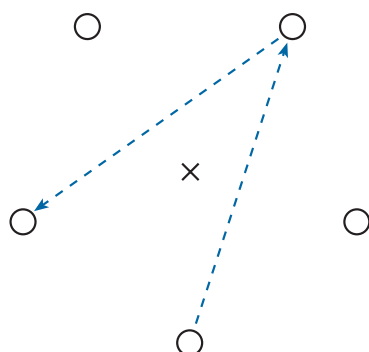
There should be at least six players in the circle. The players practise passes across the circle (Diagram as above)

Variation – pass and follow

The player passes across the circle and follows the ball to where the pass is made, taking the place of the receiver as the receiver next passes

Bull in the ring

There are five players in a circular formation and one defender in the middle of the circle. The players on the outside of the circle endeavour to pass the ball across the circle, so that the defender cannot intercept the pass. A player who makes a pass that is intercepted changes places with the defender in the middle of the circle (Diagram below)



Passing on the move

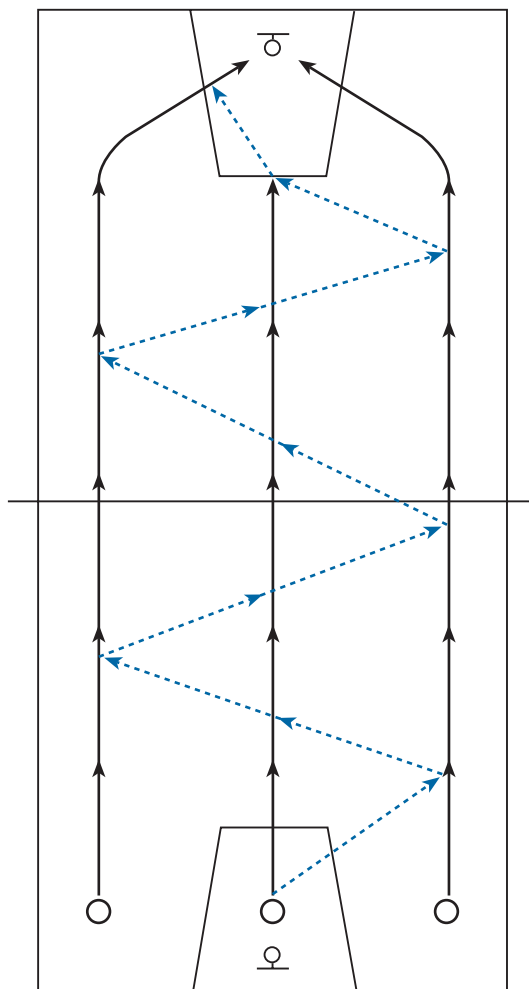
In pairs or threes with one ball per group. Run down the gym inter-passing the ball. Walk back, carrying the ball, along the side of the court. No wing-to-wing, passes to go to or from the middle player. A wing man who receives the ball level with the free throw line should dribble in for a lay-up shot. The other wing man rebounds the shot. All players change places on next turn.

Passing tag

Player(s) identified to be tagged. This/these player(s) run to avoid being tagged by a player who is holding the ball. Players in the team can move but the ball may only be passed. No running with the ball nor dribbling.

Team passing

Two teams, using one ball. The team in possession endeavours to retain the ball using passes (dribbling not permitted). They try to pass the ball to a team mate who is standing behind the opponents' end line to score a point. Upon receipt of the ball, the player behind the end line immediately passes the ball back into court to start an attack to the opposite end line. If the ball is eventually passed to a player of that team behind the other end line another point is scored. Continue passing up and down court and "scoring" by passing to a player behind the end line. When the other team intercepts, they change the direction of attack and try to "score".



→ LINE OF PLAYER
 - - - → LINE OF BALL





SOME FAULTS AND CORRECTIONS

Faults	Corrections
Movement away from the basket when shooting either sideways or backwards	Check stance and balance. Any movement should be towards the basket or on the spot.
One hand only on the ball throughout the shot using a shot putt action	Two hands on the ball dominant to the rear. "Shoot the ball up your nose". Drive the ball up starting from the feet.
Throwing the ball	Keep the ball in front of the body. Face the basket.
Watching the flight after the release	Concentrate on the basket, beware of switching from basket to ball
Elbow of shooting arm out to the side	Ensure elbow under the ball. For right hander ensure that. Right foot Right elbow Right knee Right wrist
No follow through	Stress the idea of "Reach and Score". Leave the arms in the air until the ball is through the ring.
Failure to use wrist and fingers	Shot putt action (see above). During shooting the wrist of the shooting hand should go from cocked back to cocked forward . "Wave goodbye" or "Flip the ball in the basket".
Missing too high a percentage of shots	Poor shot selection. Shots taken with poor technique. Shots taken too far from the basket. Shot taken under pressure from a defender.

The key words are:

Practice and concentration.

THE LAY-UP SHOT

This shot is used when the player:

Moves towards the basket.

Receives a pass or gathers the ball at the end of a dribble and shoots from a running jump.

Key Points

- The run
- Jump up towards the target
- Reach up to score

Technique (for right handed shot)

- As the pass is received at the end of dribble, take the ball with both hands
- Look at the target
- Ground the right foot
- Continue forward by stepping onto the left foot
- Jump from the left foot upwards towards the basket
- As the jump is made, take the ball up in front of the body
- Turn the ball so that the shooting hand is to the rear
- Release the ball with the shooting arm and hand at full stretch
- Lay the ball softly against the backboard so that it drops into the basket

Teaching Points

- Teach from an approach angle of 45 degrees to the basket
- Use a "bounce-one-two" running rhythm
- When this is achieved add additional dribbles on receiving a pass
- Practise the shot with both dominant and non-dominant hands

FAULTS AND CORRECTIONS

Faults	Corrections
Using hops and skips during the cut towards the basket	Stress the running action
Jumping forward	Stress the conversion of the running action into a high jump. "Lift the head to the basket"
Loss of control of the ball	Hold the ball in two hands for as long as possible. Take the ball up in front of the face
Mis-direction of the flight of the ball	Keep shooting hand behind the line of the ball. Aim the ball at the top corner of the square of the backboard
Shooting the ball too hard	Lay the ball softly on the backboard. "Treat the ball like an egg"

Shooting

General Principles

Each player may shoot from any part of the playing court, although the nearer the basket the greater the chances of success. Before considering specific shots it is essential to consider some general principles of shooting:

- The player must be on balance and under control
- The ball must be under control
- The player must concentrate on the target
- The player must control the flight of the ball
- The player must make the correct decision as to when to shoot
- The player must adopt a positive attitude to shooting.





Scoring practices

Individual

Ball each (or in pairs or threes), at a basket (target). Start close to the basket, and after every score take a step back. After every miss the player moves closer to the basket.

In pairs or threes

One player shooting and the other rebounds and returns the ball. Take 5 (or 10) shots. "How many can you score?" Then change places.

In 3s or 6s as a team

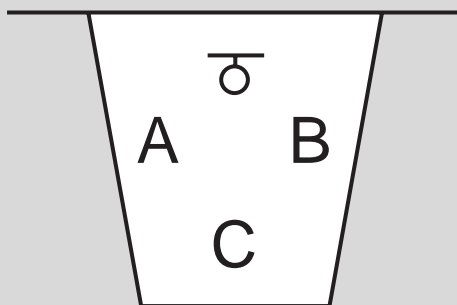
Single file facing the basket, ball with player at front of the file. Shoot, shooter follows in for own rebound and passes out to next player in file. Compete against other teams. First team to score 5, 10 or 21 wins the game.

Semicircle

Team in semicircle around the target. Two players under basket to rebound and pass out. Each player with a ball. Specified number of baskets or shots, then change rebounders.

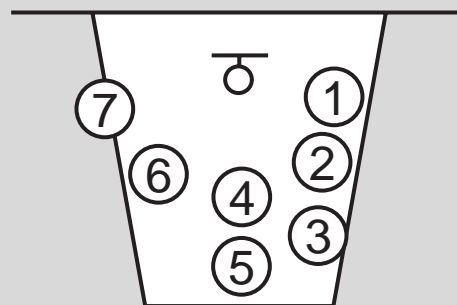
Spot shooting

Three groups at each basket with 3 in each group. Three "spots" are marked (A, B, C) about two metres (or as appropriate) from basket, as in Diagram below. Two minutes' shooting (teacher can specify type of shot) from own spot, then each group rotates to a new spot, eg A to B, B to C, C to A.



Golf

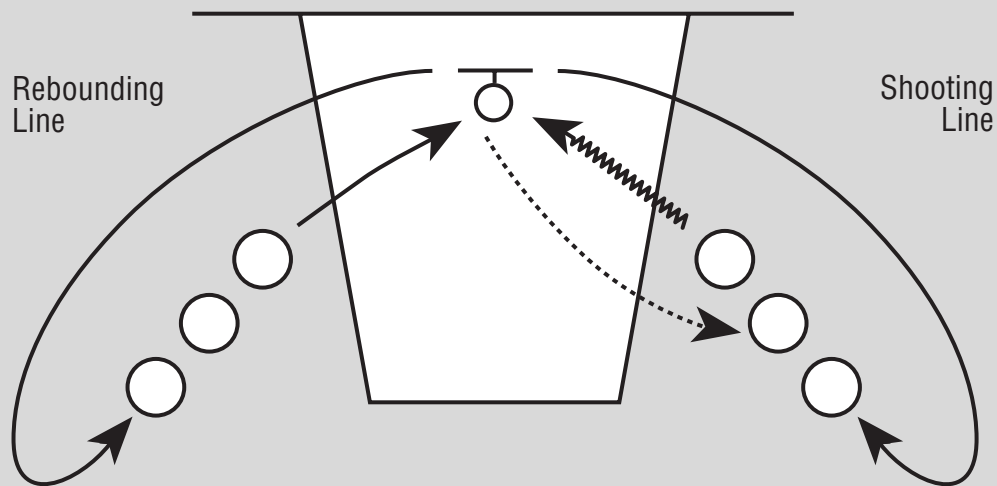
Mark a number of spots on the floor around the target. Each player (or team) shoots the ball from each position and continues to shoot until the score is made. After score move to the next spot (hole). Aim to complete the course in the fewest shots.









Two lines lay-up drill

Two lines of players. Player from front of line "A" dribbles in and shoots. Player from front of line "B" rebounds, and passes out to next shooter, who drives in for shot. Rebounder, after passing, joins the shooters' line. After shooting join rebounders' line.



KEY TO DIAGRAMS

-  Attacking Player
-  Pass
-  Path of Moving Player
-  Dribble





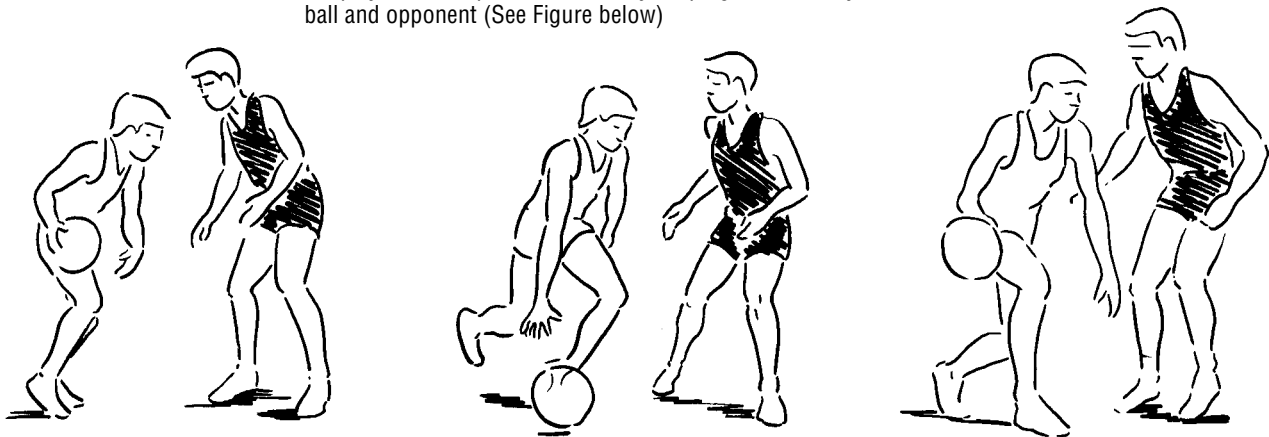
Dribbling

When to use:

- to move the ball to a position closer to the basket for a shot
- to advance the ball up the court
- to escape an opponent or a crowded area
- to avoid a travelling violation
- to penetrate towards the basket past an opponent or front-line defence
- to obtain a position to make a pass

Technique

- control the ball by spreading the fingers around it
- push the ball firmly towards the floor using hand, wrist and arm to control the height and speed of the bounce
- keep the hand on top of the ball to ensure it rebounds accurately back to the hand
- the head should be up and the player should be aware of both opponents and team mates
- the player should protect the ball by keeping his/her body between ball and opponent (See Figure below)



Players should learn to:

- dribble with either hand
- stop quickly at the end of the dribble
- change direction
- change speed
- use these moves against opposition.

FAULTS AND CORRECTIONS

Faults	Corrections
Loss of control	More practice. Player should work alone, changing hands, speed, direction
Looking at the ball	Feel the ball. Practise dribbling without looking at the ball
Slapping or patting the ball	Emphasise fingers and wrist to control the ball, try to keep the fingers on the ball as long as possible

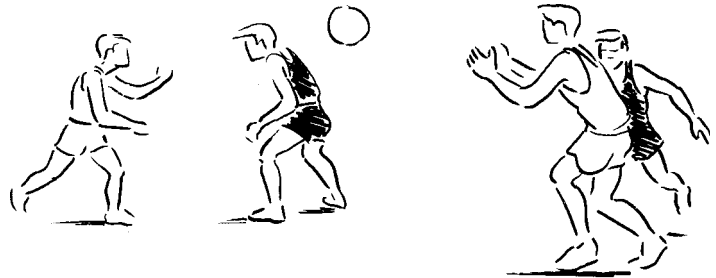




BASIC TEAM PLAYS

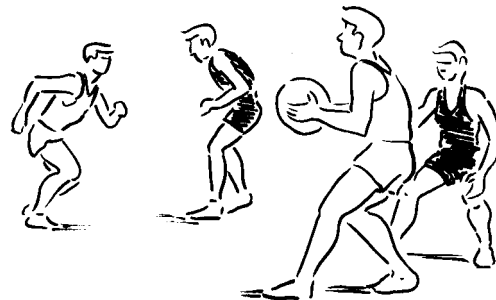
Introduction

Although all five players on a team will be involved in both offense and defence, usually two or three players will combine during offensive moves to free one player for a good shot. It is also likely that players not involved in shooting will keep the defenders occupied and prevent them from interfering with the scoring opportunity.



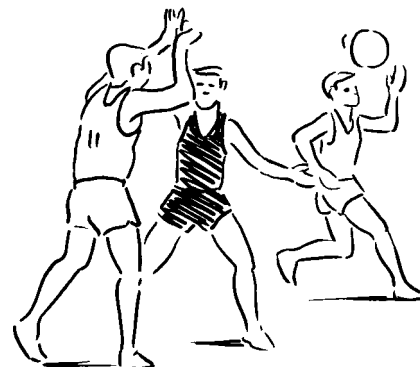
General Principles

On offense, team play involves players making use of simple two and three man plays. These simple plays are the building blocks of total team play; which also involves the application of the techniques and skills already covered.



An example of a basic team play in which two players combine is a "Give and Go".

The player on offense passes to a team mate and then cuts to basket looking for the return pass. (See Figure on this page)





Outline of the rules and officiating (staff)

Rules of Basketball

The official rules of Basketball have been devised to control the game at International level and a study of these rules could give the impression that Basketball is a very complex game. This is far from the truth, as in essence Basketball is a very simple game, and as such is ideal for teaching at school level.

It is not possible to provide even an outline of the rules in a text of this size and therefore staff are advised to ensure that they have a copy of the official rules of the game which are available from the E.B.B.A.

From these rules the following are seen as having specific relevance to the game at GCSE level:

Basketball is a team ball-handling game

- with an elevated horizontal target
- played to three basic rules of: –
 - no illegal contact between opponents
 - no running while in possession of the ball
 - the use of the dribble to move the ball from one place on the court to another.

In addition to these basic rules the game has others which deal with:

- starting play
- how a score is made
- restarting play after a score
- penalties for breaking a rule
- time
- the prevention of either team having what is considered an unfair advantage
- improving the quality of the game

For full details please see:

The Basketball Rule Book





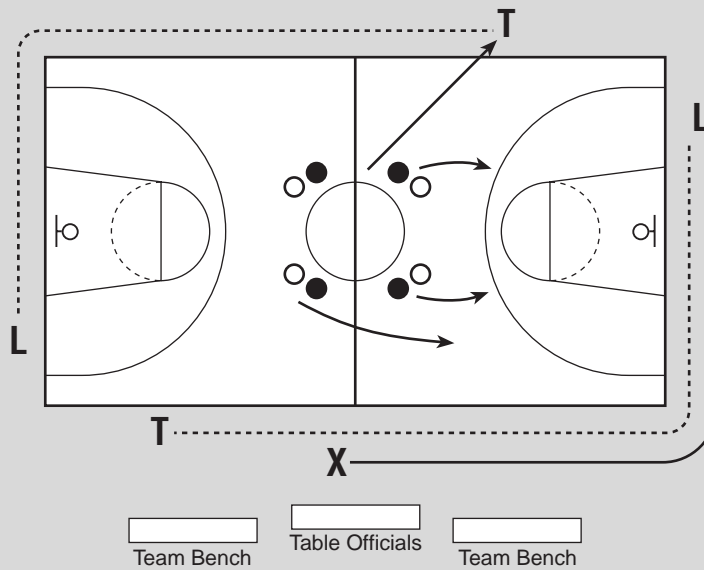
STUDENT NOTES

OFFICIATING

The game of Basketball is officiated by two referees who are assisted by three table officials – Scorer – Timekeeper and 30 seconds’ operator.

Refereeing

- referees work on opposite sides of the court
- each referee is responsible for the side line nearest them and the end line to their right
- one referee is always ahead of the play (the leading referee) and the other always behind the play (the trailing referee)
- the ball and players are sandwiched between the two officials
- the officials move up and down the court as play progresses
- as the game moves from one end of the court to the other the officials change from being the leading referee to undertaking the trailing role



L-LEADING OFFICIAL

T-TRAILING OFFICIAL

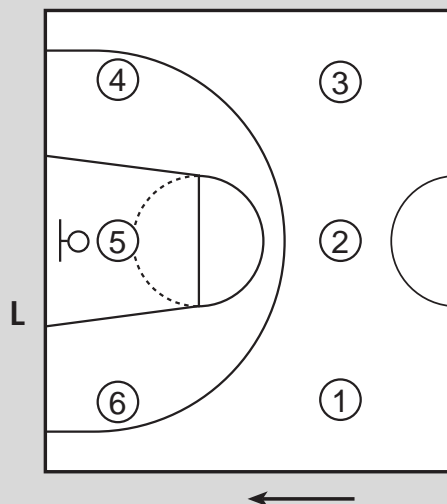
L-X MOVEMENT OF LEAD OFFICIAL ALONG BASELINE

(Figure showing movement of officials at the start of the game).

Each referee will look for different aspects of play, which are:

- play at the ball
- play away from the ball

In the diagram opposite, with play moving to the left of the trailing referee, he/she will be looking at play around the ball when it is in areas numbered 1, 2, 3 and 5. When the ball is in areas 4 and 6 the trailing referee will be looking at play away from the ball.



At the ball the official is looking for:

- travelling violations
- illegal dribbles
- fouls on or by the ball handler

Away from the ball the official is looking for:

- fouls by players moving towards the ball
- three seconds’ violations

When trailing the official also looks to:

- signal the basket when scored
- 30 seconds’ violations
- basket interference (defender may not knock the ball out of the basket, nor, if they can jump that high, touch the ball when it is on its downward flight on a shot)

Note – both officials are responsible for covering the critical under-basket area

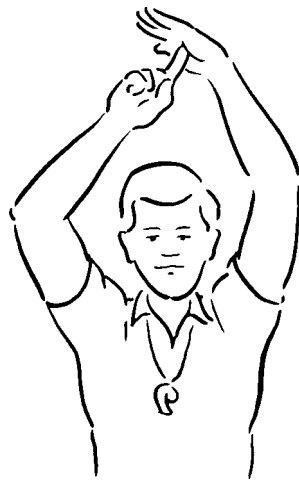




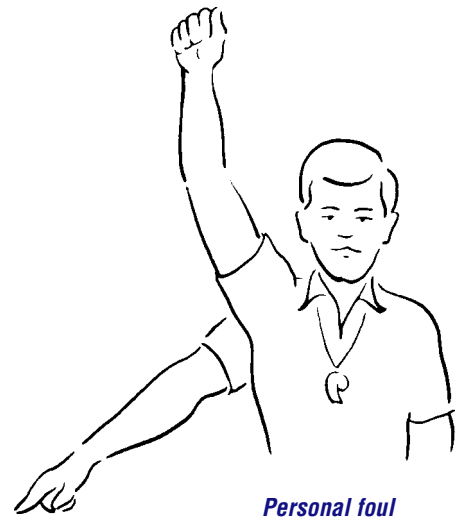
The referees use a number of signals to communicate their decisions to players, coaches, substitutes, table officials and spectators. The more important of these signals are as follows:



Two points



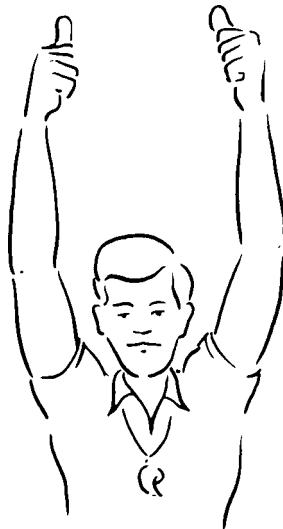
Charged time-out



Personal foul



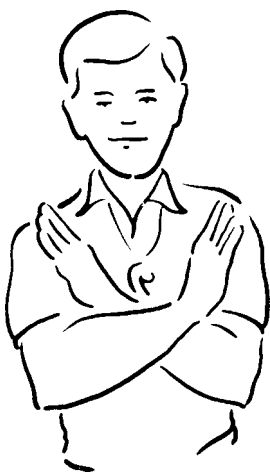
Three points attempt



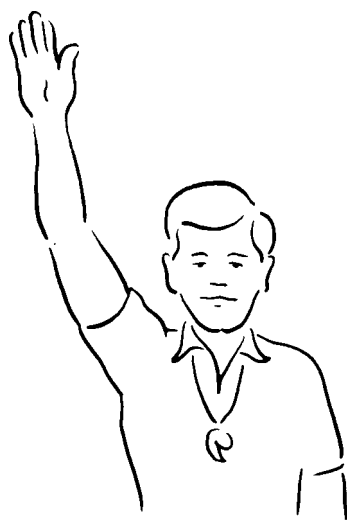
Jump ball



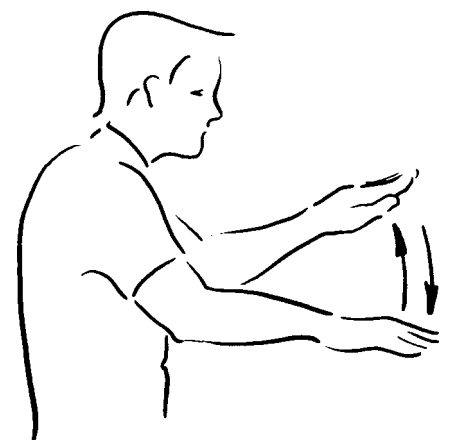
Travelling



Substitution



Time-out – stop the clock

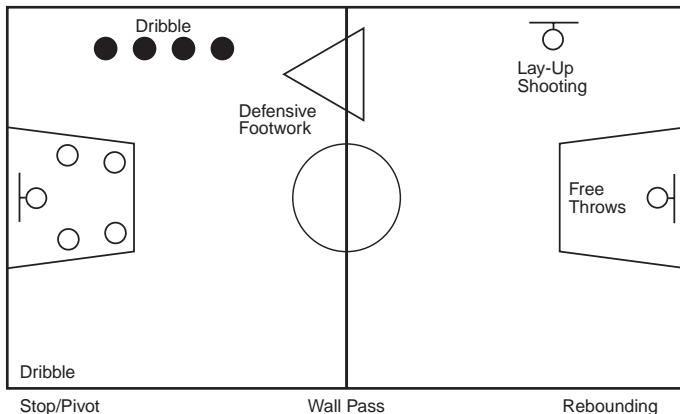


Illegal dribble





Physical conditioning and mental preparation for Basketball



Group divided equally to stations. 30 seconds activity at each station, then move round.

There are six key areas which require attention in the training of Basketball players:

Skill
Suppleness/Flexibility
Stamina
Speed
Strength
Psychology

SKILL

The ability to use the appropriate techniques and skills in the right place and at the right time to achieve the desired outcome.

Training in this area should therefore be concerned not only with developing techniques, but knowing when they should be used in the game. Skill in an open-skill sport like Basketball is about reading the game and selecting the technique which will achieve the highest pay-off in tactical terms. Training should therefore focus on this key factor.

When developing the skill the teacher may take the technique "out of the game", analyse what is happening, correct any faults, and reinforce correct responses. In short, provide the player with feedback, but then it must be put back into the game in order for the player to understand its true relevance.

To help the development of individual techniques a teacher

may use the skill circuit approach. (As in Diagram)

Activities

1. Shooting. 4 spots marked on floor. Shooter shoots, collects ball and moves to next spot
2. Dribble. Dribble in and out of cones, there and back. Change hands as player passes each cone
3. Defensive footwork. Defensive shuffle around a triangle
4. Lay-up shooting. Start 5 metres from basket, dribble in and shoot, dribble back to starting point, repeat
5. Free throws. Shoots from free throw line. Rebound and pass to next shooter
6. Rebounding. Lob ball onto backboard. Jump, rebound, land, shoot to score. Repeat
7. Wall Pass. 3-4 metres from wall. Rapid passes to wall
8. Dribble. Stop, pivot, dribble 4 metres, stop (1-2) pivot, dribble back, stop (jump), pivot, repeat.

SUPPLENESS

This is concerned with the range of movement about joints. Although Basketball is not a contact game, contact does occur and players could find

themselves forced into awkward positions as a result of this. The running, jumping, changes of direction and defensive play can place strain upon the feet, ankles and legs. It is, therefore, important to develop flexibility in these areas. When rebounding a player could find his/her arms forced into awkward positions when catching the ball above head height. It is, therefore, necessary to develop flexibility in the shoulders.

Before undertaking any flexibility training, the player should warm-up by jogging and undertaking some slow gentle mobility exercise at the joints. It is important to remember that exercises to develop suppleness should be done slowly, **avoiding any rapid or bouncing actions.**

The method that should be adopted is to stretch and to hold the position for a count of 10 and then relax. For example, to mobilise the shoulder joints the player could stand, feet astride, arms back, keeping them straight, holding the stretch position for a count of 10 before relaxing. Maintaining the stretch to the end of the movement is important and helps develop suppleness.

A typical stretching programme for Basketball players could include the following exercises.

Shoulders

- stand feet astride, arms raised, palms facing each other. Press the arms back keeping the arms straight.
- stand feet astride, arms out sideways, palms downwards. Press the arms back keeping arms straight.

Hips/Spine

- lie on the back, feet straight out. Lift one knee and grasp in both hands and pull it hard onto the chest.
- sit on the floor, back straight with soles of feet together, heels close to the hips. Press forward with head and shoulders.
- sit on the floor back straight, legs as wide as possible. Bend the head forward and reach with the hands as far

forward, between the legs to touch the ground.

Legs

- stand on one leg, flex the other leg so that the ankle is against the seat. Grasp this ankle and pull in. Repeat with the other leg.
- lean against a wall with one foot well ahead of the other so that the wall is a support. Keep feet flat on the floor. Without moving the feet, push the leg that is back, further back and try to flatten that foot into the floor.

Ankle

- sitting on the floor, with the right leg crossed over a straight left leg. Take hold of the right foot and take it through a full range of movements. Repeat with the other ankle.
- sitting on the floor, the legs out straight, and big toes together. Press the big toe to the ground but try to keep the legs straight.

STAMINA

This is concerned with cardio-respiratory endurance which depends upon the efficient working of heart, lungs and circulation.

Stamina can be improved by regular, vigorous training which causes an increase in the player's heart rate. In developing training routines for this type of fitness remember the key factors:

Overload

To achieve a training effect, the level of physical work must exceed the regular demands made on the player.





Progression

As fitness increases the training load must also increase.

Regularity

Training *must* take place on a regular basis.

Reversibility

When training stops the level of fitness will start to deteriorate.

Rest

After every hard session there must be a period of rest and recovery. This may not involve the complete cessation of training, but a lower level of exertion or a change of activity.

Stamina or endurance is categorised in two ways:

- Aerobic, i.e. in the presence of oxygen.
- Anaerobic, i.e. in the absence of oxygen.

It is not the brief of this text to cover exercise physiology in any depth and therefore emphasis is placed on training regimes covering the two types of endurance.

Aerobic endurance for Basketball may be trained by using the interval method:

Using the length of the court sprint from end to end continuously for five repetitions. Rest for one minute. Repeat as above five times.

Anaerobic endurance may be trained by using methods such as the zig zag drill.

Zig zag drill

In this drill the attacking player dribbles from sideline to the centre of the court, and then back to the side line, moving in the zig zag down to the opposite

end of the court. The defender moves using a shuffling-sliding action to maintain position in front of the dribble. The defender keeps just outside arms' length from the dribbler and moves their feet trying to keep their head level with the ball. When the dribbler changes direction the defender should drop a step back 45° so as to be able to stay with the dribbler. Having completed one trip down the court the players change round and go down the opposite side to the court zig zagging back to the start line. (See Diagram below)

Whatever method is used it is important to try to maintain the player's interest and motivation by introducing variety into training. Staff are encouraged to develop a wide range of exercises and drills which will achieve the same outcome, but will provide the player with variety and stimulation.

SPEED

This covers:

- Speed of movement
- Speed of response
- Limb speed.

Speed is largely genetically determined, but practice helps to establish and perfect neural pathways, thus making the response smoother, easier and hence more efficient.

An example of Basketball speed training is shuttle dribbles:

Player starts at the end line, dribbles the ball as fast as possible to the free throw line. Returns to the end line. Turns and dribbles to the half way line.

Back to the end line.

N.B. To gain maximum benefit in

terms of speed training the player must have sufficient dribbling skill to maintain control of the ball during the exercise.

STRENGTH

This is the capacity of muscles to exert force. The specific areas of the body which require strength in Basketball are the legs, abdominals, arms, wrists and fingers.

Strength can be considered under three headings:

Explosive strength – which is used when jumping, rebounding and when sprinting back to defend.

Dynamic strength – which is essentially in the stops, changes of direction, short sprints and jumping.

Static strength – which is not required in Basketball and is used more in weight-lifting.

PSYCHOLOGY

Is concerned with mental training, an area which is often overlooked when developing Basketball skills. Psychology is more than the traditional "psyching up" of players pre-match, and should include such techniques as:

- Goal setting
- Concentration
- Relaxation
- Imaging
- The use of feedback.

These may be considered in relation to one particular aspect of the game, for example:

Goal setting – a Basketball player practising his/her shooting should always set themselves a particular goal, for

example, to score three out of the ten shots that they are taking.

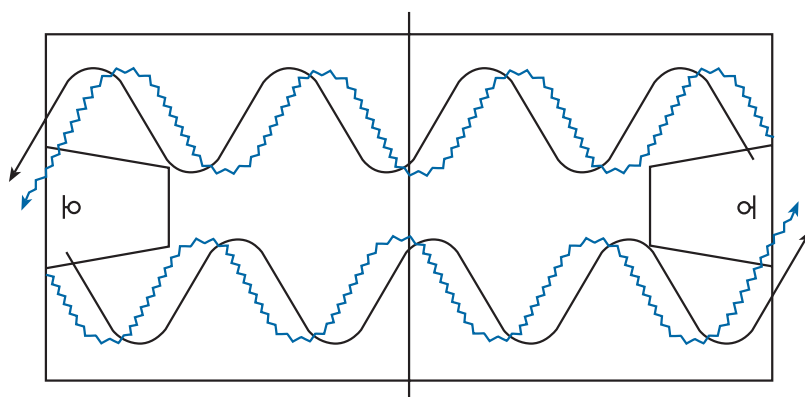
Concentration – during a game, the player taking the shot is likely to have a defender endeavouring to create a distraction. The player must learn to concentrate on the basket and to ignore any movements being made by a defender. Therefore, part of the shooting practice must include concentrating the attention on the basket and ignoring defenders' movements.

Relaxation – when shooting in the game, this becomes difficult, but prior to a free throw is important. A player taking a free throw should develop a routine. This could include taking a deep breath and then relaxing prior to taking a shot.

Imaging – this is learning to think about the particular skill which the player is about to perform. It is sometimes referred to as mental rehearsal. The player observes good shooters performing and then imagines him/herself repeating the same performance. Players sometimes find a quiet moment and mentally rehearse taking a good shot that is successful. Some players undertake this type of practice just prior to falling asleep at night.

Use of feedback – all players, of whatever level need feedback from another person on how they are performing. In shooting this can be very easy. Was the shot successful or not? However, the danger is that the performer can develop bad habits and therefore requires an observer to give information on how they are performing.

Training for Basketball should be developed over a number of years to enable a player to develop all the factors that have been mentioned above. Training is not a short-term activity, but is something which should be built into a player's life and continued at some level for as long as the player is active in the sport and beyond that into retirement.



Zig zag drill





History of Basketball

Origin and Development of the Game

Basketball was invented in the United States at what is now Springfield College, Massachusetts. At the time Springfield College was the International Y.M.C.A. Training School, and the game was first introduced to a class of trainee Y.M.C.A. leaders. At the time there was a need for a gymnasium activity to offset the flagging interest in apparatus work and free-standing exercise during the winter months. One of the staff, a Canadian by birth Dr James Naismith, in an effort to make his classes more appealing, introduced various recreative games. He tried Association Football, American Football and Lacrosse, but each game presented a problem in the confined space of the 1650mm x 1140mm Springfield Y.M.C.A. gymnasium and interest again flagged.

Naismith gave this problem a considerable amount of thought and decided that the solution lay in taking different factors from known games and combining them to produce a new game. This he did and the main features of the game invented by Naismith were as follows:

- a team game played indoors
- played with a ball but without an implement
- the ball was easy to handle, round, light and difficult to conceal
- no tackling was allowed
- players were not permitted to run with the ball
- skill required to score therefore a target was placed above head height
- a game to demand skill rather than strength
- a game everybody could play.

The game was **BASKETBALL** and was to prove a great success.

The first game of Basketball was played in mid-December 1891 at the Y.M.C.A. gymnasium in Springfield. The goals for this game were peach baskets fixed to the balcony of the gymnasium. As the game was part of a physical education lesson the teams were 9 a-side.

In these early years of the development of Basketball the dribble was not a feature of the game and only in 1898 was a clause included in the men's rules concerning the dribble.

In 1892 the original peach baskets gave way to a cylindrical basket of heavy woven wire, and this gave way the following year to a goal made of an iron rim and a cord basket. These early goals were attached to the wall or balcony of the gymnasium.

When the game began to attract crowds the only available space for them was in the balcony and with the baskets being fixed to the balcony, it was easy for a spectator to thrust their hand over the balcony and deflect the ball in or out of the goal as desired. To do away with this practice a rule was introduced that required a screen to be placed behind the goal to protect the basket from spectators. This screen became the backboard we have today.

Over the years the original rules drawn up by Naismith have been developed and changed, mainly to describe a particular rule in greater detail and to ensure that each team has an equal opportunity on both attack and defence. Even today the rules are not completely standardised throughout the world.

In the United States and Canada the rules used in the men's game are slightly different from those used throughout the rest of the world, and the professionals in the United States have their own rules. The rules used by women in the United States varied over the years but they have now adopted the International Rules. Throughout the rest of the world there is a common set of rules for men and women, which are used at all the major World, Olympic and European championships. These are the rules of the Federation Internationale de Basketball (F.I.B.A.). Any changes to the International (F.I.B.A.) rules are agreed at a World Congress of F.I.B.A. held every four years.





The rules used in England are the rules adopted by the International Basketball Federation (F.I.B.A.). The Federation Internationale de Basketball was formed in 1932. With nearly 180 countries affiliated to F.I.B.A., Basketball is like Association Football and Volleyball, one of the most popular games in the world. It is estimated that throughout the world over 70 million people play Basketball regularly.

Worldwide Basketball is popular not only as a participant sport but also as a spectator sport. In the U.S.A. almost as many people watch Basketball each year as those that watch Baseball and American Football combined.

International Competitions

In 1924 Basketball was a demonstration sport at the Olympic Games and a team representing the London Central Y.M.C.A. succeeded in winning every match.

Basketball became a full Olympic sport for men in 1936 and for women in 1976.

Olympic champions in Basketball have been:

	Men	Women
1936	USA	
1948	USA	
1952	USA	
1956	USA	
1960	USA	
1964	USA	
1968	USA	
1972	USSR	
1976	USA	USSR
1980	Yugoslavia	USSR
1984	USA	USSR
1988	USSR	USA
1992	USA	CIS
1996	USA	USA

The other major International tournaments are World Championships for men, women, junior men (under 19 year olds) and women (Under 19 year olds). There are European Championships for senior, junior, cadet (Under 17 year olds) for both men's and women's national teams. There are similar programmes of championships in other parts of the world. For international purposes the world is divided into the following zones.

Europe	North America
Asia	Central America
Africa	South America
Oceania	

In addition to championships for national teams, there are European Cup competitions for men's and women's clubs.

A Great Britain team plays in the Olympic Games but not for European national and club competitions, when the entries are made separately for England, Ireland, Scotland and Wales.





Organisation and Structure of Basketball England

The first governing body for the sport in Britain was formed in 1936 when the Amateur Basket Ball Association of England and Wales was established. The inaugural meeting was called by Y.M.C.A. officials at the London Central Y.M.C.A. In 1956 the Welsh Association became autonomous. The A.B.B.A. (Amateur Basketball Association) continued until 1974 when it changed its name to the English Basketball Association (E.B.B.A.). In 1979 the E.B.B.A. became a company limited by guarantee, the guarantors being the member clubs, the constituent areas and the national associations, and the elected officers and members of the Executive Board.

In the initials of the national governing body title, Basketball is indicated as two letters to prevent confusion with the Amateur Boxing Association and the English Bowls Association. The Association is governed by an Executive Board, comprising eight persons elected at the Annual General Meeting of the Association, and administered from its headquarters in Leeds by the Chief Executive and other members of staff.

The English Basketball Association is the governing body for all Basketball in England. It comprises 38 area associations, (including the Isle of Man, Jersey and Guernsey), some 900 member clubs, and a variety of autonomous national associations. These national associations include the English Schools Basketball Association (E.S.B.B.A.), the English Mini Basketball Association (E.M.B.B.A.), the Great Britain Wheelchair Basketball Association (G.B.W.B.A.) and the Basketball League.

The English Basketball Association is affiliated to the International Basketball Federation (F.I.B.A.) and to the British & Irish Basketball Federation (B.I.B.F.)

The British & Irish Basketball Federation (B.I.B.F.) comprises the official Basketball Associations of England, Scotland, Wales and Ireland, (the Irish Basketball Association is responsible for the whole of Ireland). The Federation is responsible for matters of British significance, including the Great Britain Olympic Team.

The English Schools Basketball Association (E.S.B.B.A.) is an autonomous association affiliated to the E.B.B.A., and is concerned with the organisation and development of Basketball for school children, specifically those above 12 years of age. By agreement with the E.B.B.A. the E.S.B.B.A. undertakes the organisation and management of the England National Teams at Under-17 (Cadet) and Under-15 level for both boys and girls.

The English Mini Basketball Association (E.M.B.B.A.) is concerned with the development of the sport of Basketball, for children up to 12 years of age, in particular the promotion of Mini Basketball and Baby Basket.

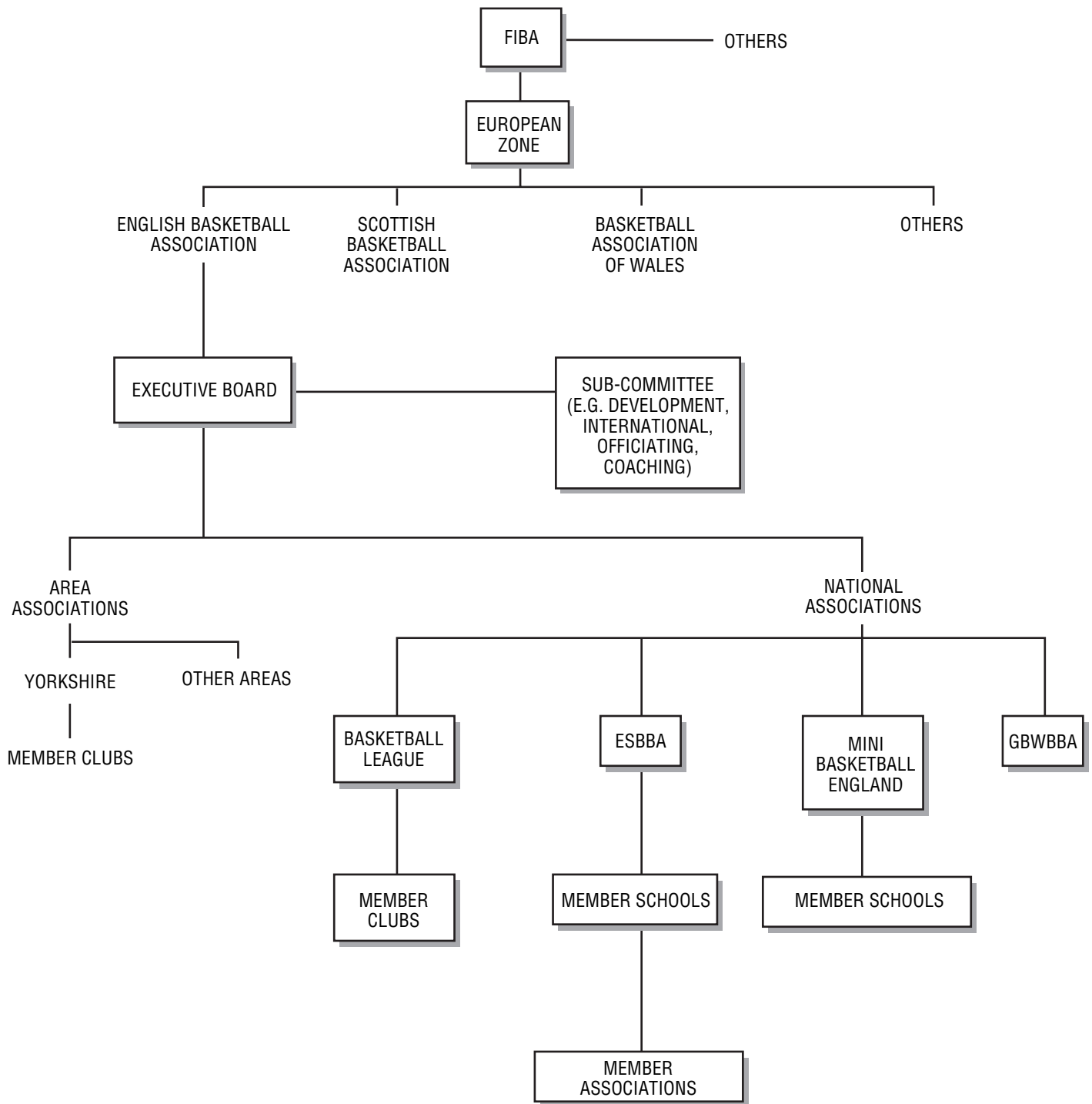
The Great Britain Wheelchair Basketball Association (G.B.W.B.A.), is responsible for the organisation of all Wheelchair Basketball played by the disabled in Great Britain.

The Basketball League is responsible for organising the Premier League for the leading men's clubs in the country. The League is administered from their headquarters office in Birmingham.





Organisational Structure of the English Basket Ball Association





Structure of Main-competition Basketball in England

(Highest level of play at top of chart, lowest at the bottom)

ORGANISED BY	COMPETITIONS	PARTICIPATING TEAMS	NOTES
The Basketball League	National League Premier Division League Cup	The division for leading men's clubs only	Sponsored by Budweiser Sponsored by Uniball
English Basketball Association	National Cups	Men's Teams Women's Teams Junior Teams/Cadet Teams (Under 18 & Under 16)	Sponsored by Sainsbury's Classic Cola
English Basketball Association	National League Division One, Two & Three	Men's Teams	
	National League Division One & Two	Women's Teams	
	National Trophies	Men's Teams in the National League Division One, Two & Three Women's Teams in the 2nd Division	
	National Leagues	Under 20 Men's Teams Junior Men's Teams Junior Women's Teams Cadet Men's Teams Cadet Women's Teams	Junior & Cadet Leagues are played on a regional basis followed by National Play Offs
English Basketball Association	Inter-Association Tournaments	Men's and Women's Teams from National Associations	} Annual events held at the end of each season
	Founders Cup	Men's and Women's Teams not in Basketball League or the National League	
English Basketball Association	Regional Leagues	Teams play in Regional Leagues in the 10 Sports Council Regions	These leagues are the pathway to the National League
League committee established by the member clubs	Local Leagues	Men/Women/Junior's/Cadets (Under 17 year olds) depending upon locality	In London for example the following Men's Leagues are organised: Capital, London, Metropolitan, Middlesex and South Thames. Each League is likely to have more than one division
Area Association	Area Cups	Various, depending upon the locality	





Organising a League and a Tournament League Fixtures

There is a simple formula for compiling a complete set of league fixtures. Normally, every team in the League is required to play all other teams twice during the season – once at home and once away. The following method should then be applied:

- 1. Arrange the first week of matches** – Any combination can be used. Make sure all teams are included. If there are an **odd** number of teams, put in an extra one, called “Bye”, in the top left hand corner.

e.g. **For 9 or 10 teams**

A or “Bye”	v.	B
C	v.	D
E	v.	F
G	v.	H
J	v.	K

- 2. Rotate the names** – The rest of the fixtures for the first half of the season are found by keeping the name in the top left-hand corner (“A” or “Bye”) in the same position, and rotating all the other teams around it. Move them one place each week, as if part of a wheel, thus:

Week 2			Week 3			Week 4		
A or “Bye”	v.	D	A or “Bye”	v.	F	A or “Bye”	v.	H
B	v.	F	D	v.	H	F	v.	K
C	v.	H	B	v.	K	D	v.	J
E	v.	K	C	v.	J	B	v.	G
G	v.	J	E	v.	G	C	v.	E

- 3. Reverse “even” weeks** – After the requisite number of weeks all the fixtures will have automatically been generated for the first series. The fixtures on the **even**-numbered weeks must now be reversed, thus:

Week 2		
Change from		to become
A or “Bye”	v.	D
B	v.	F
C	v.	H
E	v.	K
G	v.	J
D	v.	A or “bye”
F	v.	B
H	v.	C
K	v.	E
J	v.	G

- 4. Venues** – The first-named team is now the home team for every match.

- 5. Return matches** – For the second half of the season, simply reverse the final fixture list for the first half, thus, for 9 or 10 teams:

Week 1	reversed gives	Week 10
A or “Bye”	v.	B
C	v.	D
E	v.	F
G	v.	H
J	v.	K
B	v.	A or “Bye”
D	v.	C
F	v.	E
H	v.	G
K	v.	J

Week 2 reversed gives Week 11, etc.





League tables

League points should be awarded 2 for a match won, 1 for a match lost, and 0 for a match forfeited; or 2 for a match won, 0 for a match lost, and -1 (or -2) for a match forfeited.

In the event of a tie on league points at the end of a season, a league table is produced taking account only the matches played between the teams involved in the tie. If necessary, the points difference in this table should also be considered. In the event of continued equality, the points difference for all matches played in the league should then be taken into account.

Points difference is found by subtracting the number of points conceded in matches from the number of points scored.

Matches forfeited should be considered as having been lost by a margin equivalent to the highest points difference in any of the matches being considered at the time.

LEAGUE RESULTS							
TEAM	A	B	C	D	E	F	
A		31-32					
B	32-31						
C							
D							
E							
F							

To enter the results, on the column down the left list the home team and across the top the away team. The entry made shows team A at home to team B with team A losing 31-32.

Below is a typical league table.

NBL DIVISION ONE WOMEN

POS		PL	W	L	FOR	AGST	PTS
1	Sheffield	19	18	1	1349	950	36
2	Rhondda	19	15	4	1245	972	30
3	Thames Valley	18	13	5	1283	994	26
4	Birmingham	18	13	5	1104	987	26
5	Nottingham	19	12	7	1254	1015	24
6	Northampton	19	12	7	1303	1273	24
7	Spelthorne	19	10	9	1130	1068	20
8	Ipswich	18	7	11	1274	1328	14
9	N.W. London	19	5	14	1110	1314	10
10	London T	19	5	14	984	1210	10
11	Leicester	18	1	17	800	1279	2
12	Doncaster	19	1	18	939	1385	2

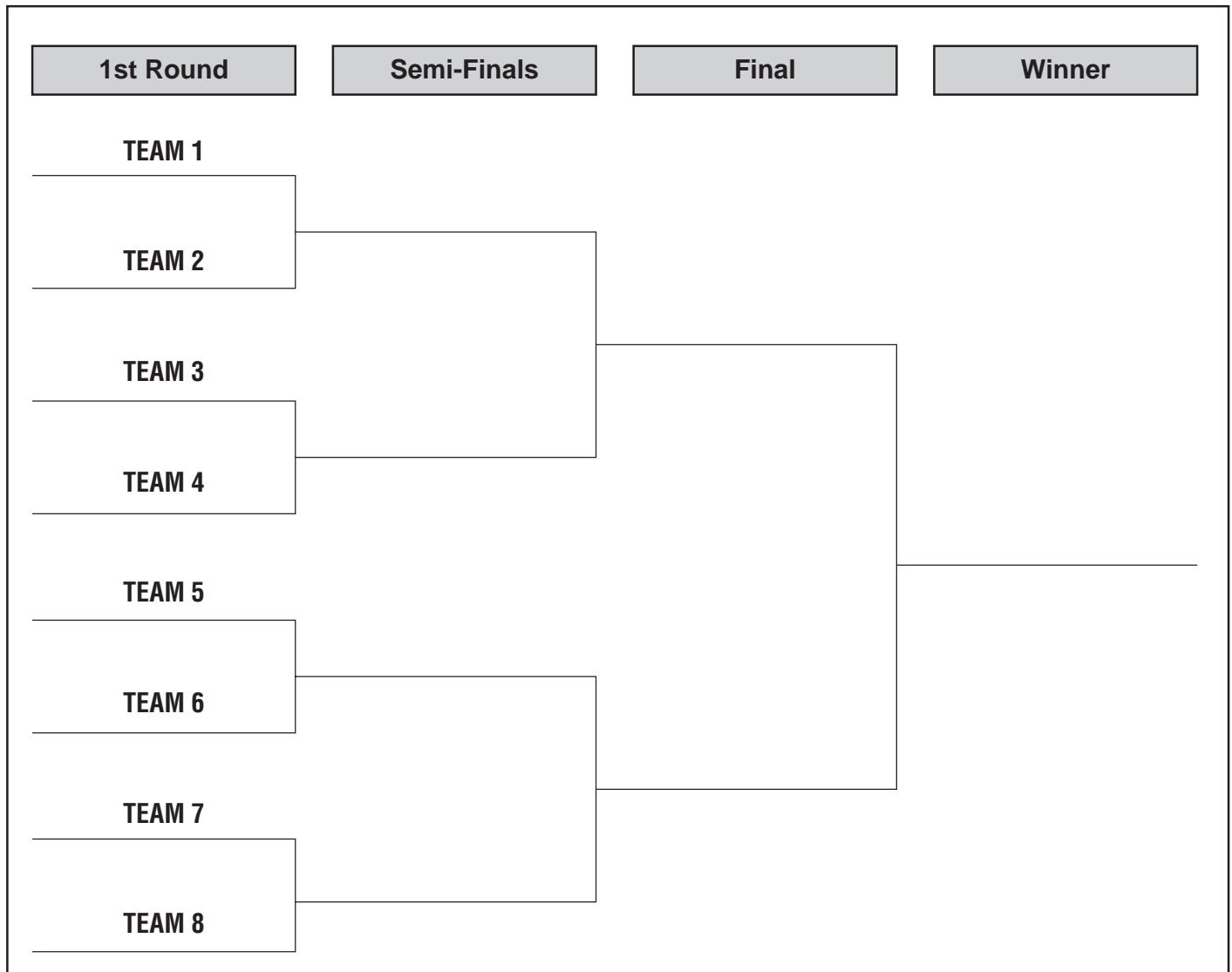




Knock-out competition

This can be organised as a straight knock-out competition or with a consolation knock-out competition of teams losing in the first round.

If the number of entries is a power of 2 (i.e. 4, 8, 16, 24, 32 etc.) the knock-out competition is simple. Put the names of the teams in a hat and draw them out. If the number of entries is not a power of 2, byes will be necessary so that the number of teams plus the byes total a power of 2. The byes are first inserted into alternate space in the competition bracket and then the draw is made to fill the other spaces in the bracket.



A KNOCK-OUT COMPETITION BRACKET FOR 8 TEAMS





Excellence in Basketball International Selection

Schools' International Teams

The E.S.B.B.A. runs four international teams

Under-15 Boys; Under-15 Girls; Under-17 Boys; and Under-17 Girls.

All these teams participate in four-countries tournaments with Ireland, Scotland and Wales. In addition the Under-17 Boys and Under-17 Girls teams are eligible to enter European National tournaments for their respective age groups.

Trials for these international teams are organised initially on a regional basis. Players selected at these regional trials, then go forward to area trials where players are selected to represent their area, either the North, the South-East, the Midlands or the South-West, at a tournament usually held at the Lilleshall National Sports Centre at the end of October each year. At this national tournament a training squad is selected for each team. Training sessions, usually at weekends, are held for each team prior to the international games which are held during the spring term.

Each summer the E.S.B.B.A. organises two-week long training camps for young players at Lea Green Centre, Matlock, Derbyshire. These training camps provide an opportunity to players to receive concentrated coaching and to make themselves known to the coaches involved with the schools' international programme.

Juniors

Many of the young players who are selected for the E.S.B.B.A. national teams will already be playing for club teams in E.B.B.A. competitions. For the talented young player, joining a good club will enable them to receive more coaching and opportunities to play in more challenging competitive games.

Seniors

Leading senior players will be members of the top club teams that play in the Basketball League or the National League. Within the club players receive training from the club coaches.

The coaches appointed to coach the national teams regularly attend matches to watch players. Selected players attend training sessions organised by the national team coaches.

The coaches of the various age group teams – Seniors, Juniors (Under-19), Cadets (Under-17) and Schools (Under-15) meet to discuss the coordination of their programmes and to identify talented players coming through the system.

The system of developing talent is the same for women and men players.





CURRENT ISSUES IN SPORT

Women in Basketball

Basketball is played by both men and women players. Although they usually compete in their own competitions, women players or women's teams are permitted to play in local competitions alongside male players.

In mini basketball, boys and girls play together on the same teams.

The equipment used by men and women players is identical. Experiments, however, have been conducted with the use of a smaller ball for women players, but the experiments have not led to a wide adoption of the smaller ball.

The English Basketball Association is responsible for the administration of the game both men and women.

Women players, coaches and officials are treated in exactly the same way as their male counterparts.

Potential women coaches and referees attend the same training courses as their male colleagues. However, within basketball occasional courses are organised solely for women. This applies particularly for women referees.

The English Association currently has 8 women NBL referees out of a total of 120. These female referees undertake refereeing commitments at the highest level in the game in England, including top-class men's games.

Also on the officiating side, the majority of the table officials are women and the English Association produces some of the best table officials in Europe.

The Disabled

The major disability groups involved with basketball are wheelchair basketball players. These are athletes whose disability means that they perform within a wheelchair. The English Basketball Association works very closely with the Great Britain Wheelchair Basketball Association (GBWBA) with a view to creating opportunities for disabled players to participate in the sport.

Basketball for the Deaf

Obviously for the deaf player, the only disadvantage is that they cannot hear the referee's whistle or any instructions from team-mates.

A number of schools for the deaf organise competitions for their pupils.

Basketball for the Mentally Handicapped

Basketball for the mentally handicapped has an important place in the programmes of the Special Olympics and the game of basketball is adapted to suit the needs of this particular disability group.

Each of these disability groups has its own specialised sports association.

Amateur/Professionalism

Basketball is an open sport and provided a player is affiliated to their national association they are permitted to play in any international tournament.

This change away from any recognition of amateur and professional

players was made in the late 1980s and was a formal recognition of what was already happening within the game. Many players playing for top-class club teams in England and in Europe were full time professional basketball players.

Up until these changes were made, the only officially-recognised professional competitions in the world were the American Professional League and a professional league in the Philippines.

Now, provided the player playing within these professional leagues is affiliated to their national association, they will be permitted to play in all international tournaments.

Drugs in Sport

With all Olympic sports, basketball was included in the drugs control initiated at the 1984 Olympic Games. Since 1984 drugs control has been carried out at all major international competitions and in England players in national competitions are likely to be drug tested.

Sponsorship

Like most sports, both amateur and professional, basketball is constantly seeking sponsorship. In most national governing bodies of sport there is one individual who is charged with the responsibility of seeking sponsors to provide the financial support which is needed for sport to operate effectively.

When looking for sponsorship there are certain key aspects which must be highlighted in any presentation which is made. The points below are some of the main aspects which most sponsors would be seeking before committing any resources to a sport.

1. Title Identification

The sponsor would require that their name is included within the event title, for example:

The **sponsor** Women's League

The **sponsor** National Trophy

2. Prestigious Venue

Sponsors are always keen that their name will be seen at top sporting venues, and therefore events which take place at nationally and internationally-renowned centres stand a greater chance of attracting sponsorship.

3. Perimeter Boards

These are very important, particularly if the event is being televised.

4. Media Coverage

This is very important, with television having the greatest influence. Sponsoring a sport event which appears on television is a way for the sponsor to gain expensive air-time without having to pay the advertising rates, nor to pay an advertising agency for creative commercials.

5. Promotional Material

This includes programmes and any other posters, pennants, t-shirts etc. which will be produced as part of the event. This may also include publications such as booklets and rule books, in fact anything on which the sponsor's name and/or logo could feature.





6. Servicing a sponsor

Sponsorship is not all about taking. The National Governing Body (NGB) has to ensure that sponsors are well served and get the best possible deal for their money.

This will include:

- hospitality arrangements for sponsors and their guests.
- ensuring that any object bearing the sponsor's name is of suitably high quality.
- printing suitable press releases, posters and other paper-based materials.
- In short, ensuring that the sponsor is satisfied that the money they are putting into sport is well spent.

A satisfied sponsor will come back again and support the NGB, while a dissatisfied sponsor is probably lost forever.

The Media

The title media covers all types and means of communicating and includes:

- television, radio, electronic media
- newspapers and magazines.

It is not possible to cover this subject in depth, but staff should call students' attention to such aspects as:

1. Which of the media give most coverage to the sport of Basketball? Why might this be so?

2. What are the links between the media and sponsors and potential sponsors? How might this influence 1 above?

3. It is in the printed media that students might have the greatest chance of gaining coverage for an event in which they have a personal interest. The E.B.A. has published a booklet entitled "A Guide to the Media" and staff are advised to draw students' attention to this work when dealing with this specific section of the course.





Junior Award Schemes

The E.B.B.A. organises two award's schemes aimed specifically at young players. These are the Apprentice Referees Award and the Sunny-D Proficiency Award Scheme.

Apprentice Referees – An Apprentice Referees' Award has been established as a result of co-operation between the E.S.B.A. and the E.B.B.A. The game of Basketball requires competent referees at all levels and the E.B.B.A. and the E.S.B.A. believe that young people are capable of, and should be, refereeing school and youth club games.

SYLLABUS — successful candidates should be able to

- i) call violations and recognise a violation
- ii) stop the play
- iii) indicate the type of infringement
- iv) indicate the penalty
- v) indicate the direction/method of re-starting

Administrate specific situations

- the various levels/types of fouls
- jump ball situations
- free throw situations
- out of bounds situations

They should also understand the mechanics of:

- a) leading official
- b) trailing official
- c) active official
- d) free official

EXAMINATIONS — the examination consists of a practical test.

TRAINING COURSE

The underlying philosophy of the course is to encourage the Basketball enthusiast to get onto a Basketball court and 'blow a whistle'.

The award is a practical assessment of the candidate's ability to officiate a game at a very basic level. A successful candidate will have satisfied the skills criteria as set in the syllabus below.

The course consists of 2 sessions of 2 hours in duration, with a break of 24 hours between each session. Unit One deals with Officiating Technique whilst Unit Two concentrates on the Mechanics of Officiating.

ASSESSMENT

The candidate will be assessed by the course tutor on their refereeing throughout the training course.

A small assessment fee will be paid by each successful candidate.





SUNNY D PROFICIENCY AWARD

The Basketball Skills Award Scheme

Basketball is a great game which is exciting and fun to play. It has a wide range of skills involving:

- Body movement (running, jumping, stopping, pivoting and changing direction)
- Ball handling (passing and dribbling)
- Shooting (set, jump and lay-up)

The scheme is for pupils in the 11–16 age group.

It has been designed with a flexible approach in its organisation and to allow pupils to be involved in all aspects of its implementation – thus giving it a broader relevance in terms of the National Curriculum.

The scheme introduces basketball fundamentals to beginners, and for pupils with some experience of the game it provides the opportunity to work at improving their skill level and supplies the means of assessing their progress.

The assessment table is progressive so that pupils can work towards higher levels as they move up the school.

For all pupils the aim is to motivate, provide an enjoyable, healthy activity and give a sense of personal achievement.

There are four skill levels:

Bronze level
Silver level
Gold level
High achiever

THE TESTS

1. Jump Stop

Using a line marked on the floor, run and land on the line using a jump stop. The player should hold a balanced position on the line after landing to show control. The player has five attempts.

SCORING – 1 point for each successful jump stop made.

2. Around the Waist

Make an around the waist movement continuously in one direction for 30 seconds.

SCORING – 1 point for each time the ball is passed round the body. A point is deducted each time the ball is dropped.

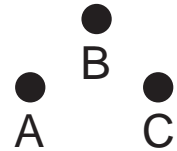
3. Chest Passing

Standing on a line 2.75m from a solid wall the player passes the ball against the wall and catches the rebound as many times as possible in 30 seconds. To achieve a score, 30.5cm must remain behind the line at all times and ball must be passed from chest level.

SCORING – 1 point for each successful pass and catch made.

4. Set Shooting

The player shoots 5 shots from each of the 3 spots marked in the diagram as ABC.



SCORING – 2 points for each shot scored. If the shot is missed, 1 point for each rebound (the ball must be caught in the air with both hands and before it touches the floor).

5. Dribbling

Use 2 markers 3.66m apart. The player starts on the right hand side of one marker and dribbles with the right hand around the markers back to the start as many times as possible in 30 seconds. This is then repeated with the left hand starting on the left side of the marker.

SCORING – 1 point for each time the player passes a marker e.g. back to start is 2 points.

6. Bounce Pass

Standing 1.83m away from a circle (one metre in diameter) marked on the floor, make a bounce pass so that the ball hits the floor inside the circle. The ball must be passed from chest level. The player has 10 attempts.

SCORING – 1 point each time the ball hits inside the circle.

7. Quick Shooting

The player starts from any position as close to the basket as he/she wishes and scores as many baskets as quickly as possible. Any type of shot may be used and the player gathers the ball after each shot.

SCORING – 1 point for each basket scored in 30 seconds.

8. Lay-Up Shooting

The player takes 5 lay-ups on the right hand side and 5 lay-ups on the left hand side.

SCORING – 1 point for each basket scored.

TESTING

Any of the awards may be taken at any age although the starter level is best suited to be introduced in the 1st or 2nd year of secondary school.

- Testing can be done in one session or over a number of sessions - as long as it is completed within one school year.
- It is not necessary for the same examiner to test the player on each item.
- Testing may be done by pupils working together in groups of three or four with a player, a recorder/timekeeper and one or two judges.
- The ball size may be negotiated between teacher and pupil and can vary from mini to senior.
- Warming up before and warming down after testing should be encouraged.
- Pupils should have the chance to practise the tests before assessment takes place - the time is at the discretion of the teacher.
- Pupils may be assessed on individual activities as often as curriculum time allows as long as the overall result is achieved within one school year.



**Equipment:**

Chalk (to mark court)
 Cones/markers
 Stopwatches
 Pen/pencil
 Tape measure

ASSESSMENT

Each pupil will have their own record card for each level which is used to record the results of the tests as they work through them. Although the cards have space for only three attempts the pupil may have as many attempts as time allows according to the discretion of the teacher.

Using the assessment table the pupil can tick the relevant column as the level at which they are working is achieved, then be transferred to the teacher's record sheet for that level.

Remember pupils must work their way through each award in sequence and complete the tasks successfully before progressing onto the next level (i.e. pupil's must succeed at Bronze level before moving onto Silver level) The required score must be attained in all tests for the pupil to gain the award.

The Assessment Table					
	Name	Bronze level	Silver level	Gold level	High achiever
1	Jump Stop	1	2-3	4	5
2	Around the Waist	8	9-20	21-30	31+
3	Chest Passing	12	13-22	23-29	30+
4	Set Shot and Rebound	5	6-15	16-23	24+
5	Dribbling	10	11-18	19-23	24+
6	Bounce Passing		1-6	7-9	10
7	Quick Shooting		2-10	11-13	14+
8	Lay-ups		1-2	3-6	7+

For further details, please ring the Hotline on 0191 416 7999





USEFUL INFORMATION

Basketball Useful Addresses

International Basketball Federation (F.I.B.A.)

B P 70 06 07,
Boschetsrieder Strasse 67
D-81379 Munchen
Fed. Rep. of Germany

English Basketball Association (E.B.B.A.)

48 Bradford Road,
Stanningley,
Leeds, LS28 6DF
Tel: (01132) 361166

Basketball Association of Wales (B.A.W.)

327 Cowbridge Road East,
Cardiff, CF5 1JE
Tel: (029) 20 233 180

Scottish Basketball Association (S.B.A.)

Caledonia House,
South Gyle,
Edinburgh, EH12 9DQ
Tel: (0131) 3177260

English Schools Basketball Association (E.S.B.B.A.)

Mr N Waldron, Secretary,
44 Northleat Avenue,
Paignton,
Devon, TQ3 3UG

English Mini Basketball Association (E.M.B.B.A.)

Mr K.G. Charles, M.B.E.,
E.M.B.B.A.,
Post Box 22,
Royston,
Herts, SG8 7BD

Basketball League Ltd.,

The Lodge,
Castle Bromwich Hall,
Chester Road,
Castle Bromwich,
Birmingham, B36 9DE

Great Britain Wheelchair Basketball Association (G.B.W.B.A.)

Mr B Scrowcrott,
Lingmala,
Lymington Bottom,
Four Marks, Alton,
Hampshire, GU34 5AH





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“Coaching Basketball – Individual and Team Fundamentals” – by Brian
E Coleman – Published by The English Basketball Association (1985)

“E. P. Sport – Basketball Techniques” – by Brian E Coleman and R
Peter Ray – Published by A & C Black (1987)

“Know the Game – Basketball” – Published by A & C Black (1994)

“A Guide to Safety” – Published by The English Basketball Association
(1989)

“A Guide to Sponsorship” – Published by The English Basketball
Association (1989)

“A Guide to the Media” – Published by The English Basketball
Association (1989)

“The Young Basketball Player” – by Chris Mullin with Brian Coleman –
Published by Dorling Kindersley (1995)

“Play the Game – Basketball” – by David Titmuss – Published by Ward
Lock Ltd. (1989)

“Official Rules of Basketball including Passerelle Rules, Mini
Basketball Rules and Rules for Wheelchair Basketball” – Published by
The English Basketball Association

“Manual for Basketball Table Officials” – Published by The English
Basketball Association

