

Sport Guide - Snapshot for PE use

BASKETBALL



***Special
Olympics***



Special Olympics Basketball Coaching Guide

Planning a Basketball Training & Competition Season



Special Olympics Basketball Skills Assessment Card

Athlete's Name _____

Date _____

Coach's Name _____

Date _____

Instructions

1. Use tool at the beginning of the training/competition season to establish a basis of the athlete's starting skill level.
2. Have the athlete perform the skill several times.
3. If the athlete performs the skill correctly three out of five times, check the box next to the skill to indicate that the skill has been accomplished.
4. Program Assessment Sessions into your program.
5. Athletes may accomplish skills in any order. Athletes have accomplished this list when all possible items have been achieved.

Dribbling

- ☐ Attempts to dribble a basketball in any manner.
- ☐ Dribbles the ball in any manner at least three bounces in a row.
- ☐ Dribbles the ball with one hand more than three bounces in a row while standing in one place.
- ☐ Dribbles the ball with the opposite hand more than three bounces in a row while standing in one place.
- ☐ Dribbles the ball with one hand, then the other hand, three bounces in a row each, without stopping and while standing still.
- ☐ Dribbles the ball with one hand while walking forward ten steps.
- ☐ Dribbles the ball with one hand while running forward twenty steps.
- ☐ Dribbles the ball with either hand while moving in any direction (forward, backward or sideways).

Passing

- ☐ Attempts to pass a basketball.
- ☐ Passes the ball in any manner and in any direction.
- ☐ Passes the ball in any manner to an intended target.
- ☐ Makes a two-hand chest pass in any direction.
- ☐ Makes a two-hand chest pass to an intended target.
- ☐ Makes a bounce pass to an intended target.
- ☐ Makes a two-hand overhead pass to an intended target.
- ☐ Makes a lob pass to an intended target.
- ☐ Makes a baseball pass to an intended target.
- ☐ Participates in team passing drills.



Special Olympics
Texas

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Special Olympics Basketball Coaching Guide

Teaching Basketball Skills

Dribbling

Dribbling is one of the most fundamental skills that must be learned. Not only is it important to learn how to dribble well, but it is also important to know when, and when not, to dribble. To become a good dribbler and ball handler, you must practice dribbling as often as you can, using both hands.

Skill Progression – Dribbling

Your Athlete Can	Never	Sometimes	Often
Attempt to dribble a basketball in any manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dribble the ball in any manner at least three bounces in a row	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dribble a ball with one hand more than three bounces in a row while standing in place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dribble the ball with the opposite hand more than three bounces in a row while standing in place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dribble the ball with one hand, then the other hand, three bounces in a row each, without stopping, while standing still	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dribble the ball with one hand while walking forward ten steps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dribble the ball with one hand while running forward 20 steps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dribble the ball with either hand while moving in any direction (forward, backward or sideways)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dribble the ball with either hand while moving in any direction while protecting the ball from a defender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Totals			

Teaching the Dribble

Key Words

- Feel for the Ball
- Head Up
- Protect





Dribbling Drills

For athletes with lower ability who have little experience dribbling, who dribble a ball with a flat hand or in the palm, or who dribble with two hands on the ball, use the following drills:

Key Words

- Feel for the Ball
- Head Up
- Protect

Stationary Dribbling

Perform while standing in place or simply moving with the ball.

Reps: Three sets of ten dribbles with each hand

Purpose of the Drill

- Develop ability and confidence in dribbling
- Teach athletes that once they catch a ball they have been dribbling, they must pass it

Steps

1. Start dribbling with one hand only and count out loud to ten with the right hand and then to ten with the left hand.
2. If the athlete has to catch the ball with both hands to control it, he or she must then pass it to the coach or another player (this prevents a “double dribble” call)
3. The coach or other player then passes the ball back to the athlete to begin again.
4. This may also be done in a circle with several athletes. Each time an athlete either completes 10 dribbles with each hand OR has to catch the ball with two hands, that athlete passes to another player in the circle.

Stationary Dribbling in Multiple Positions

Perform while standing, then kneeling, and finally sitting.

Reps: Three sets of ten dribbles in each position with each hand

Purpose of the Drill

- Develop ability and confidence in dribbling
- Develop ability to switch hands while dribbling

Steps

1. Start dribbling and count out loud to ten with the right hand and then to ten with the left hand.
2. Then keep dribbling as you kneel on the floor (ten with the right and ten with the left hand).
3. Then move from kneeling to sitting on the floor and count to ten again with each hand.





Special Olympics Basketball Coaching Guide

Teaching Basketball Skills

Dribbling while Moving Forward

Reps: Two round trips; each round trip is from baseline to the far baseline and back

Purpose of the Drill

- Develop skill of controlling and protecting the ball while moving
- As confidence grows, the athlete can add speed to the dribble as well as the skill of stopping

Steps

1. Stand in place and dribble the ball three times.
2. Push the ball slightly forward and walk forward.
3. Keep head and eyes looking forward, not down.
4. Gradually add speed and more forward push to the ball.

Alternate Hands 5-4-3-2-1-Dribble

Reps: Three sets of 5-4-3-2-1 as described below.

Purpose of the Drill

- Practice switching dribbling hands
- Developing body and ball awareness as the ball shifts from side to side

Steps

1. Stand in place and dribble the ball five times.
2. Bounce the ball in front of the body and over to the other hand.
3. Dribble the ball five times with the other hand.
4. Bounce the ball back over to the first hand and perform four dribbles with each hand, without stopping.
5. Repeat the pattern, each time doing one fewer dribble on each side.
6. Once this is mastered, you can have athletes reverse the process and increase the number of dribbles on each side back up to five.

Dribble and Slide

Reps: Two to three rounds of 30-60 seconds per practice

Purpose of the Drill

- Practice dribbling and moving the ball intentionally
- Practice keeping focus on other players instead of the ball while dribbling

Steps

1. Each player has a basketball and lines up with space between players, but so all can see the coach.
2. Players start dribbling in place.
3. The coach now uses arm movements (think airline stewards showing where the exits are on a plane) to direct the group to move left, right, to the back and to the front.
4. For fun, try a diagonal or a snaking pattern back – have fun with the hand signals!
5. Make sure athletes are using correct footwork and are keeping knees bent and heads up.





Special Olympics Basketball Coaching Guide

Teaching Basketball Skills

Passing

Skill Progression – Passing

Your Athlete Can	Never	Sometimes	Often
Attempt to pass a basketball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pass the ball in any manner and in any direction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pass the ball in any manner to an intended target	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make a two-handed chest pass in any direction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make a two-handed chest pass to an intended target	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make a bounce pass to an intended target	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make a two-handed overhead pass to an intended target	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make a lob pass to an intended target	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make a baseball pass to an intended target	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in team passing drills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Totals			

Faults & Fixes Chart – Passing

Error	Correction	Drill/Test Reference
Chest pass is too soft.	Start with elbows close to your body and push your wrist and fingers through the ball.	Target Pass
Bounce pass is too high and too slow.	Start with the ball at your waist and aim for a bounce spot closer to your teammate.	Modify the Target Pass to be a Bounce Pass. Target can be on the floor for bounce or the wall for a target.
Overhead pass is too soft.	Make sure the ball is over your head and not behind it when you start.	Passing Under Pressure
Passes are off target.	First two fingers of each hand should be pointing to the target/person at the end of the pass.	Target Pass





Special Olympics Basketball Coaching Guide

Teaching Basketball Skills

Passing & Catching Drills

For athletes who have lower ability, impairments or a fear of the ball, start by using the following drills.

Key Words

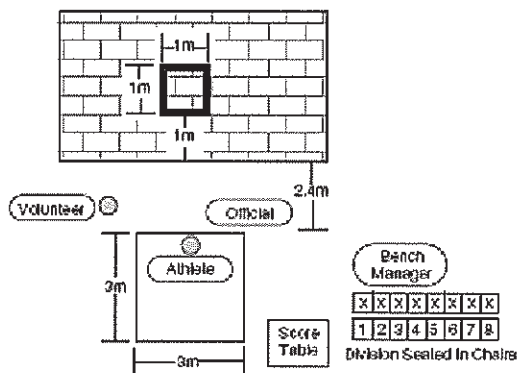
- Look – Pass Through the Open Door
- Step and Push
- Give a Target
- Move to Get Behind the Ball
- Relax and Give
- Protect

Target Pass (Individual Skill Competition – but can also be used as a drill)

In the Target Pass, the athlete passes the ball to a target that is 2.4 meters (7 feet) away. The athlete receives points according to the accuracy of his or her pass and a catch or trap.

Teaching the Target Pass

1. Pick up the ball with proper hand placement (dominant hand on top, other hand on side). Coach can physically prompt as necessary.
2. Push the ball (as in a dribble) forward toward the wall. The athlete is actually performing a bounce pass to the wall. The coach will initially catch the ball as it returns from the wall.
3. Add a step to give more force to the pass as the athlete continues to bounce pass to the wall. Keep hand up and eyes on the ball. The passing hand's palm will provide a target for a catch.
4. Set up the Target Pass, adding the target to the wall. Step and push pass the ball to the target (inside the square), not the floor. Step and Reach For Square. The coach is still catching the ball as it comes off the wall.
5. To work on the catch, turn the athlete to face away from the wall. Physically prompt the catching position – the passing hand's palm faces the coach with fingers up forming a target; other hand is to the side with fingers pointing to the side, and only the thumb is up. Catch a bounce pass – Feel for Ball and Gather It or Relax And Give.
6. Go back to the wall; the athlete passes one ball at a time to the wall, aiming at the target. Encourage the athlete to catch the return or trap the ball against the body or the floor.
7. Gradually remove the prompts.



Key Words

- Step And Reach For The Square
- Relax And Give



Special Olympics Basketball Coaching Guide

Teaching Basketball Skills



Loose Ball Recovery

Reps: Each athlete gets three times at the front of the line.

Purpose of the Drill

- Develop visual tracking skill
- Teaches “move to the ball”

Steps

1. Coach divides athletes into as many equal-ability groups as there are coaches or assistants.
2. Athletes in each group line up one behind the other.
3. The coach instructs first athlete to Give A Target and be ready to move.
4. The coach rolls or bounces the ball to the left or right of the athlete.
5. The athlete moves to get behind the ball, catches it, passes it back to the coach, and returns to his/her position.
6. Drill is repeated so that each athlete gets three to five attempts before going to the end of the line.
7. The emphasis is on movement and tracking.
8. Each athlete has an individual goal of recovering more than he/she did each previous time.



Key Words

- Move to Get Behind the Ball
- Go Get the Ball
- Give a Target

Passing under Pressure (Keep away)

Athletes with average to moderate ability – who can move to get behind the ball and can catch pass the ball – who are now ready for this drill.

Reps: Three rounds of 1- to 2-minute games

Purpose

- Develop quick passes to avoid steals
- Teaches players to move to get open for a pass





Special Olympics Basketball Coaching Guide

Teaching Basketball Skills

Shooting

Shooting is the most important skill in basketball. To win, you have to score points. All the other skills are tools a team uses to get the ball and its players into position to score. If your athletes can develop confident, accurate shooting skills, they will be hard to stop on the court!

Your Athlete Can	Never	Sometimes	Often
Attempt to shoot a basketball in any manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hit the backboard with a one-hand set shot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make a basket with a one-hand set shot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hit the backboard on a lay-up attempt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make a basket on a lay-up attempt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hit the backboard with a jump shot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make a basket with a jump shot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Totals			

Faults & Fixes Chart – Shooting

Error	Correction	Drill/Test Reference
Mechanics are correct but athlete still misses.	Watch athlete's eyes to make sure he or she is keeping eyes on the target while shooting.	Rapid Fire Shooting with a focus on "spotting" the basket before shooting
Athlete lowers the ball while flexing the knees, lengthening the shooting stroke and making it easier to block the shot.	Remind athlete to keep the ball high and move only the legs during the down and up part of the shot.	Shoot to Self
When athlete jumps at the end of the shot, he or she drifts off balance and misses.	Have athlete work on jumping and landing on the same spot of the floor.	Jump Shot Drill
Shot is short of the basket.	Make sure athlete is using the legs to start the shot and is following through.	Start with a lower basket and move up.
Athlete is slow to shoot after receiving a pass.	Have athlete practice being in a shooting position (knees bent) when receiving a pass, and immediately turning to shoot.	Rapid Fire Shooting





Shooting Drills

Use the following drills for athletes who are young, small or beginning basketball players.

Key Words

- Bend and Extend
- Follow Through (Gooseneck)

Shoot to Self - Shoot to Wall - Shoot to Partner

Reps: Three sets of ten shots each to self and wall

Purpose of the drill: To master the technique of using the whole body from bottom to top in each shot: Start with a balanced stance, then bent knees, then smooth motion up through back, shoulders and shooting arm; finally, let the ball roll off finger pads and follow through with the shooting hand.

Steps

1. Focus on good form, not on the basket.
2. Place ball in proper shooting position in hands and up to face.
3. Bend legs and then extend them while shooting above head.
4. Knees, elbow, wrist and hand extend in sequence.
5. Follow Through.
6. Shoot ten to self; then shoot ten to wall or partner.
7. Emphasize good form.





Teaching a One-Handed Set Shot

1. Hold the ball in good dribbling position.
2. Bring the ball up to the shooting position. The shooting hand is behind and slightly under the ball; the non-shooting hand is to the side of the ball; thumbs are up and apart from one another.
3. Face the basket and look over the ball, focusing on the target.
4. Keep the shooting-side leg slightly forward.
5. Bend knees; lift elbow and extend shooting arm toward basket.
6. Release the ball by snapping the shooting hand down, rolling the ball off the fingertips to impart lift and backspin to the ball.
7. During this Follow Through, hand and arm form a Gooseneck.

Key Words

- High
- See the Basket over the Ball
- Follow Through (Gooseneck)





Teaching a Lay-Up Using the Backboard

1. Face the front of the backboard and stand two steps away and to the right of the rim for a right-handed shooter.
2. Pick the ball up to chest height in proper shooting position.
3. Sight the target over the ball. Focus on the top right corner of the square on backboard for a right-hander.
4. Step forward onto right foot, then left foot.
5. Raise the shooting-side knee as the ball is lifted to the forehead.
6. Extend body toward basket off left foot.
7. Gently lay the ball up against the backboard on the top right corner of the square.
8. Land on both feet under the backboard.

Key Words

- Softly Lay the Ball Up On the Backboard



Coaching Tips

- ☐ For lower ability athletes, a step leading to a two-foot takeoff gives more power and body control. Mark the top corners of the square on the backboard with red tape. Left-handed athletes approach the basket on the left side. They start by stepping on the left foot, then the right foot as they raise the left knee and ball, preparing to shoot. Once the motion and shot can be performed, practice approaching the lay-up from a walking dribble, from a running dribble and from receiving a pass.





Teaching Shooting a Jump Shot

1. Hold the basketball in proper hand position (shooting hand is behind and slightly under the ball, non-shooting hand is on the side of the ball supporting it).
2. Face and focus on the basket.
3. Bend knees slightly.
4. Raise the ball above forehead (shooting-hand side of head) as the legs extend, and jump straight up off feet.
5. Release the non-shooting hand from the ball as the ball is shot toward the basket (elbow, wrist and hand extend in rhythmical sequence).
6. Land on the floor and track the ball to the basket.

Key Words

- Bend and Extend
- Reach For Basket
- Up - Shoot

Shoot to Lower Basket, then at Regular Basket

Athletes with average to moderate ability – can move to get behind the ball and can catch/pass the ball – are now ready for this drill. As skills improve, the coach increases the demand:

- ☐ The coach places the basketball on the floor for the athlete, who picks it up, brings his/her shooting-side leg under the ball, places the ball in front of the face, and shoots.
- ☐ The coach bounce passes the ball to the athlete, who takes one step to catch it, brings his/her shooting-side leg under the ball, places the ball in front of the face, and shoots.
- ☐ The coach chest passes the ball to the athlete, who takes one step to catch it, brings his/her shooting-side leg under the ball, places the ball in front of the face, and shoots.
- ☐ The coach varies passes to the athlete, who takes one step to catch the ball, brings his/her shooting-side leg under the ball, places the ball in front of the face, and shoots.

Reps: Three shots per athlete in line; go through the line three times

Purpose

- Improve shooting technique through repetition
- Improve quickness in shooting

Steps

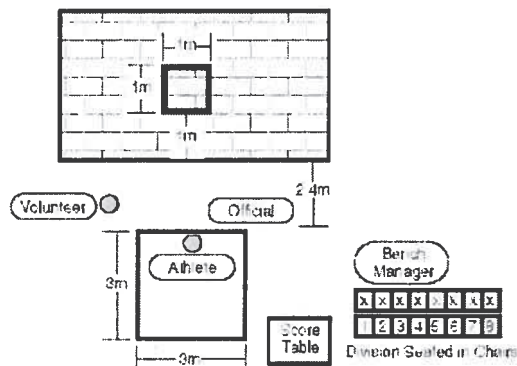
1. Line up two to four athletes behind one another at the side of the basket.
2. Hand the ball to first shooter, making sure that the athlete receives it in proper hand placement.
3. The athlete brings the ball up to the face and shoots it.
4. Each athlete takes two to three shots, then rotates to the end of the line.
5. While in the line, each athlete holds a pretend ball and mimics the shooter.



BASKETBALL



a. Event #1: Target Pass



1) Purpose: to measure an athlete's skill in passing a basketball.

2) Equipment

Two basketballs (for women's and junior division competitions, a smaller basketball of 72.4 centimeters [28 1/2 inches] in circumference and between 510–567 grams [18–20 ounces] in weight may be used as an alternative), flat wall, chalk or floor tape, and measuring tape.

3) Description

A 1 meter (3 feet 3 1/2 inches) square is marked on a wall using chalk or tape. The bottom line of the square shall be 1 meter (3 feet 3 1/2 inches) from the floor. A 3 meter (9 feet 9 inches) square will be marked on the floor 2.4 meters (7 feet) from the wall. The athlete must stand within the square. The leading wheel axle of an athlete's wheelchair may not pass over the line. The athlete is given five passes.

4) Scoring

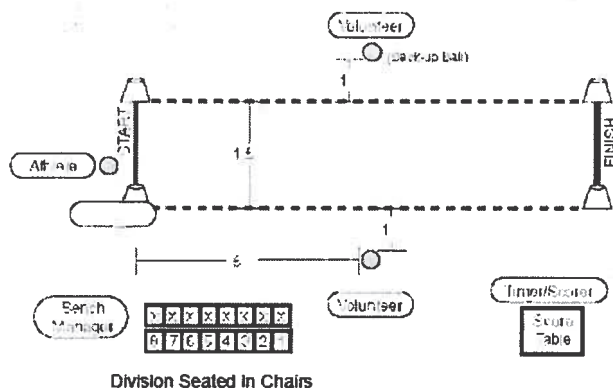
- The athlete receives three points for hitting the wall inside the square.
- The athlete receives two points for hitting the lines of the square.
- The athlete receives one point for hitting the wall but not in or on any part of the square.
- The athlete receives one point for catching the ball in the air or after one or more bounces while standing in the box.
- The athlete receives zero points if the ball bounces before hitting the wall. The athlete's score will be the sum of the points from all five passes.





BASKETBALL

b. Event #2: Ten-meter Dribble



Conversion Chart	
Seconds	Points
0-2	30
2.1-3	28
3.1-4	26
4.1-5	24
5.1-6	22
6.1-7	20
7.1-8	18
8.1-9	16
9.1-10	14
10.1-11	12
12.1-14	10
14.1-16	08
16.1-18	06
18.1-20	04
20.1-22	02
22.1 and over	01

- 1) Purpose: to measure an athlete's speed and skill in dribbling a basketball.
- 2) Equipment

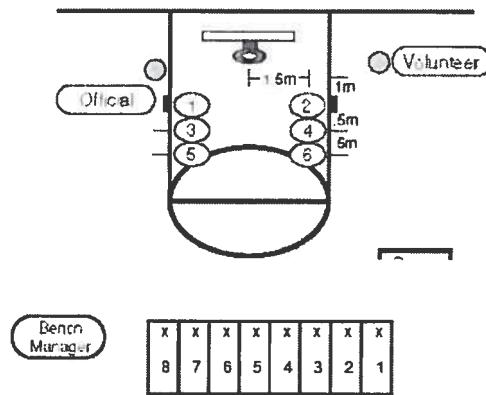
Three basketballs (for women's and junior division competitions, a smaller basketball of 72.4 centimeters [28 1/2 inches] in circumference and between 510–567 grams [18–20 ounces] in weight may be used as an alternative), four traffic cones, floor tape or chalk, measuring tape and a stopwatch.
- 3) Description
 - a) The athlete begins from behind the start line and between the cones.
 - b) The athlete starts dribbling and moving when the official signals.
 - c) The athlete dribbles the ball with one hand for the entire 10 meters (32 feet 9 3/4 inches).
 - d) A wheelchair athlete must alternate, taking two pushes followed by two dribbles for legal dribbling.
 - e) The athlete must cross the finish line between the cones and must pick up the basketball to stop the dribble.
 - f) If an athlete loses control of the ball, the clock continues to run. The athlete can recover the ball. However, if the ball goes outside the 1.5 meter lane, the athlete can either pick up the nearest back-up basketball or recover the errant ball to continue the event.
- 4) Scoring
 - a) The athlete will be timed from the signal "Go" to when he/she crosses the finish line between the cones and picks up the basketball to stop the dribble.
 - b) A one-second penalty will be added every time the athlete illegally dribbles (e.g., two-hand dribbles, carries the ball, etc.).
 - c) The athlete will receive two trials. Each trial is scored by adding penalty points to the time elapsed and converting the total to points based on the Conversion Chart.
 - d) The athlete's score for the event is his/her best of the two trials converted into points. (In case of a tie, the actual time will be used to differentiate place).





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c. Event #3: Spot Shot



Division Seated in Chairs

- 1) Purpose: to measure an athlete's skill in shooting a basketball.
- 2) Equipment

Two basketballs (for women's and junior divisions competitions, a smaller basketball of 72.4 centimeters [28 1/2 inches] in circumference and between 510–567 grams [18–20 ounces] in weight may be used as an alternative), floor tape or chalk, measuring tape and a 3.05 meter (10 feet) regulation goal with backboard (for junior division competitions, a 2.44 meter [8 feet] goal may be used as an alternative).

3) Description

Six spots are marked on the floor. Start each measurement from a spot on the floor under the front of the rim. The spots are marked as follows:

- a) #1 & #2 = 1.5 meter (4 feet 11 inches) to the left and right plus 1 meter (3 feet 3 1/2 inches) out.
- b) #3 & #4 = 1.5 meter (4 feet 11 inches) to the left and right plus 1.5 meter (4 feet 11 inches) out.
- c) #5 & #6 = 1.5 meter (4 feet 11 inches) to the left and right plus 2 meters (6 feet 6 3/4 inches) out.
- d) The athlete attempts two field goals from each of six spots. The attempts are taken at spots #2, #4 and #6, and then at spots #1, #3 and #5.

4) Scoring

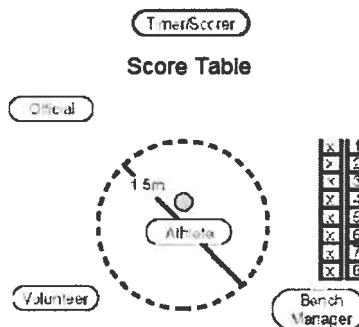
- a) For every field goal made at spots #1 and #2, two points are awarded.
- b) For every field goal made at spots #3 and #4, three points are awarded.
- c) For every field goal made at spots #5 and #6, four points are awarded.
- d) For any field goal attempt that does not pass through the basket but does hit either the backboard and/or the ring, one point is awarded.
- e) The athlete's score will be the sum of the points from all 12 shots.
- f) The athlete's final score for the Individual Skills Contest is determined by adding together the scores achieved in each of the three events.





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5. Speed Dribble



a. Equipment

- 1) Measuring tape
- 2) Floor tape or chalk
- 3) One basketball (for women's and junior division competitions a smaller basketball which is 72.4 centimeters [28 1/2 Inches] in circumference and between 510–567 grams [18–20 ounces] in weight may be used).
- 4) Stopwatch
- 5) Counter
- 6) Whistle

b. Set-up: Mark a circle with a 1.5 meter (4 feet 11 Inches) diameter.

c. Rules

- 1) Athlete may use only one hand to dribble.
- 2) Athlete must either be standing or be sitting in a wheelchair or another type of chair with similar dimensions while competing.
- 3) Athlete starts and stops dribbling at the sound of the whistle.
- 4) There is a 60-second time limit imposed. The objective is to dribble the ball as many times as possible during this period.
- 5) Athlete must stay in the designated circle while dribbling.
- 6) If the basketball rolls out of the circle, it may be handed back to the athlete, who continues to dribble.

d. Scoring

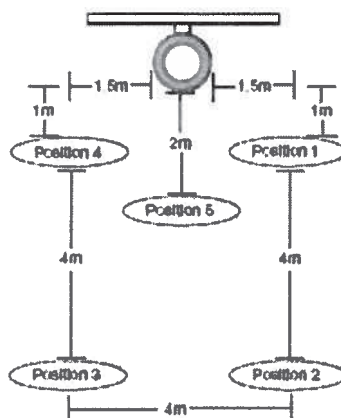
- 1) Athlete receives one point per legal dribble within the 60 seconds.
- 2) Counting stops and the event ends when the basketball rolls out of the circle for the third time.



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6. Team Skills Basketball



a. Equipment

- 1) Two basketballs (for women's and junior division competitions, a smaller basketball which is 72.4 centimeters [28 1/2 inches] in circumference and between 510–567 grams [18–20 ounces] in weight may be used as an alternative).
- 2) Metric tape measure
- 3) Floor tape or chalk
- 4) Regulation basketball goal (a shorter goal which has its ring 2.44 meters [8 feet] above the floor may be used for junior division competition).
- 5) Score sheets
- 6) Scoreboard

b. Set-up

- 1) Mark five spots around the floor, similar to a 2–1–2 zone defense with players positioned 4 meters (13 feet 1 1/2 inches) apart from each other (see diagram).
- 2) Mark position #5 2 meters (6 feet 6 3/4 inches) from a spot under the front of the goal's ring.
- 3) Teams should submit a roster prior to the start of the game.
- 4) Teams should wear numbered uniforms or shirts.

c. Rules

- 1) The Event Director shall determine how many games should be played. Two five-member teams are positioned on opposite ends of the playing court. Only one team shall conduct a round at a time.
- 2) The game is made up of two halves consisting of five rounds each. Players will be given one opportunity at each of the five positions during the half.
- 3) Each player on the first five-member team attempts to catch the ball and then throw it accurately to the player stationed at the next position.
- 4) The official shall hand the ball to the player in position #1 to begin each round.
- 5) The player in position #1 throws the ball to the player at position #2. The player at position #2 throws the ball to the player at position #3. This sequential throwing rotation continues until the ball reaches the player at position #5.





BASKETBALL

- 6) Athletes may pass the ball in any manner, but each player must pass in numerical sequence. A bounce pass is allowed provided that there is only one bounce.
 - 7) If the ball is thrown past an athlete, the athlete or official may retrieve the ball. However, the athlete must return to his/her position before throwing the ball to the next player. A correct pass is defined as a ball that is thrown within reach of the receiving player.
 - 8) When the ball reaches the player in position #5, he/she then attempts a field goal.
 - 9) Slam dunks are not permitted. The athlete shall not receive any points if a slam dunk is taken.
 - 10) Athletes stationed in position #5 shall only be given one attempt at scoring.
 - 11) After the field goal attempt by the player in position #5, the round ends.
 - 12) Following the completion of the round by the first team, the second team will conduct their initial round.
 - 13) Players shall rotate in numerical sequence to the next position after each round.
 - 14) Play alternates between each team following the completion of each round. Once each team has completed five rounds, the first half ends.
 - 15) A five-minute halftime intermission follows.
 - 16) Teams shall exchange ends of the court following the first half and then complete a set of five rounds at the other goal for the second half.
 - 17) Substitutes are allowed into the game only after a round has been completed.
 - 18) Coaches shall remain on the sideline which is at least 4 meters (13 feet 11/2 inches) to the side of position #2 and #4. Coaches may give verbal or signed instructions to players. Deaf athletes may receive assistance in positioning.
- d. Scoring
- 1) Team receives one point for each correct pass.
 - 2) Team receives one point for each successful catch.
 - 3) Team receives two points for each successful field goal.
 - 4) A bonus of one point is awarded for each complete successful round of passing, catching and made field goal.
 - 5) The maximum number of points that can be accumulated by a single team during one half is 55.
 - 6) The final team score is determined by adding the scores from each of the 10 rounds.
 - 7) The team with the highest score is the winner.
 - 8) If the teams are tied at the end of regulation play, additional rounds are conducted. The first team to score more points in a round than its opponent is the winner.

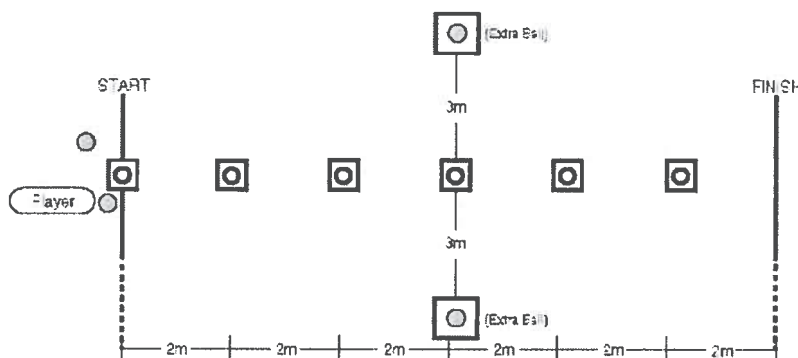


BASKETBALL



SECTION D — BASKETBALL SKILLS ASSESSMENT TESTS (BSAT)

1. BSAT – Dribbling



SET-UP

An area of the basketball court (preferably along a sideline or down the center line), six cones, floor tape and four basketballs one that the athlete is provided initially, two others that are for back-up in case the basketball bounces away, and one more to continue the test.

TEST

Time: 60 seconds for one trial. A player is instructed to dribble the ball while passing alternately to the right and to the left of six obstacles placed in a line, 2 meters (6 feet 6 3/4 inches) apart, on a 12-meter course. The player may start to the right or to the left of the first obstacle but must pass each obstacle alternately thereafter. When the last obstacle is passed and the finish line reached, the player puts the ball down, sprints back to the start for the next ball, and repeats the slalom. The player continues until 60 seconds have elapsed. If a player loses control of the ball, the clock continues to run. The player recovers the ball or picks up the nearest back-up ball and may re-enter at any point along the course.

SCORING

One point is awarded each time a cone is passed. (For example, if the player successfully dribbles the ball from the starting line, weaves in and out through the entire obstacle course one time, and places the ball down at the finish line, a score of five has been achieved. The player must use legal dribbles and must have control of the ball during a midpoint-to-next-midpoint space in order to get credit for that cone successfully passed). The player's score is how many cones (midpoints) he/she successfully passes in 60 seconds.

STAGING

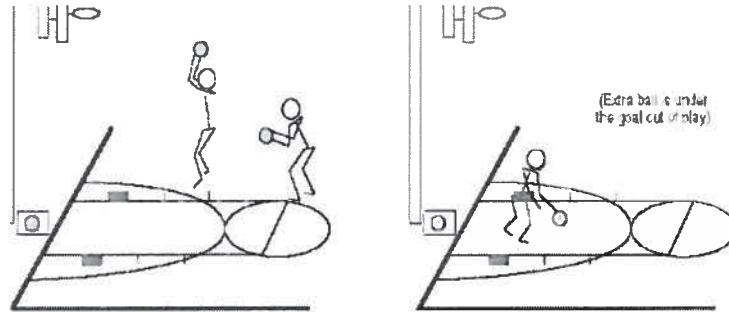
Volunteers administer the test and are not to interfere with any player who is performing the test. Volunteer A will instruct the group doing this particular test while Volunteer B demonstrates the actual test. Volunteer A will give a basketball to the player who will take the test, ask him/her if ready, will then say, "Ready", "Go" and will count how many cones the player passes in 60 seconds. Volunteers B and C, who are standing behind the extra balls, will retrieve and replace the basketball whenever it goes out of play. Volunteer D will time and record the athlete's score. Each volunteer is to administer the test and manage the area only.





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2. BSAT - Perimeter Shooting



SET-UP

A goal, the official NGB free throw lane, floor tape and two basketballs, one that the athlete is provided initially, another that is for back-up in case the basketball bounces away.

TEST

Time: one trial of one minute. A player stands at the juncture of the free-throw line and lane, either to the left or right. The player dribbles toward the goal and attempts a field goal of his/her choice outside the 2.75 meter (9 feet) arc. This attempt must be taken anywhere outside the 2.75 meter arc marked off by a dotted line. [This arc intersects with the free-throw restraining circle]. The player then rebounds the basketball (made or missed shot) and dribbles anywhere outside the arc before attempting another field goal. The player shall make as many field goals as described above in one one-minute trial.

SCORING

Two points are awarded for each field goal made within the one-minute trial.

STAGING

Volunteers administer the test and are not to interfere with any player who is performing the test. Volunteer A will instruct the group doing this particular test while Volunteer B demonstrates the actual test. Volunteer A will give a basketball to the player who will take the test, ask him/her if ready, will then say, "Ready, Go," and will count how many field goals the player makes in one minute. Volunteer B, who is standing behind the extra ball, will retrieve and replace the basketball whenever it goes out of play. Volunteer C will time and record the athlete's score. Each volunteer is to administer the test and manage the area only.



Basketball

SUBCHAPTER B, MIDDLE SCHOOL

	1	2	3	4	5	6	7
Grade 6 116.22	A, B, C, F, I, K	A, B	A		A	A	A, C, D, E
Grade 7 116.23	A, B, C, F, G	A, D, E, F, G	A		A, B, C	A	A, B, C, D, E
Grade 8 116.24	A, B, F, G	A, B, E, F, G	B		A, B, C	A	B, C, D, E

SUBCHAPTER C, HIGH SCHOOL

	1	2	3	4	5	6	7
Foundations of Personal Fitness 116.52		A, B	A	B, C, G	B		
Adventure/Outdoor Education 116.53	B, C	A, B, C	A, C, D	D, F			
Aerobic Activities 116.54	B	B	A	B, C, D	A, B, C		
Individual Sports 116.55							
Team Sports 116.56		B, D, E	A, B	A		B, D	B, C, E

