

Basketball Session 1:
Introduction to Courts, Equipment and Rules

Multi-Sport





Basics and Aim of Basketball

Basketball is a game where players try to throw a round inflated ball through a raised basket like goal. It is played on a court by two teams of five or three players. Points are made by shooting the ball through a high metal hoop and net at the opponent's end of the court. The large round ball used in this game is also called a basketball.

Benefits of Basketball

- Increases athlete's level of physical fitness
- Teaches self-discipline
- Teaches the athlete sports skills that are essential to a variety of other activities
- Provides the athlete with a means for self-expression and social interaction

Basketball Attire

To train and compete successfully in any sport requires an athlete to be outfitted in appropriate sport attire. Inappropriate clothing and equipment can impact an athlete's ability to move, as well as to play the game. Slick-soled, poor-fitting or unlaced shoes, un-strapped eyeglasses and jewelry are dangerous not only to the athlete wearing them, but also to others. An athlete dressed in a good looking, properly-fitted uniform and basketball shoes will feel good about himself or herself, be a part of a team and tend to play better.

Appropriate basketball attire is required for all competitors. As coach, discuss the types of sport clothes acceptable and not acceptable for training and competition. Discuss the importance of wearing properly fitted clothing, along with the advantages and disadvantages of certain types of clothing worn during training and competitions. For example, long-pant jeans to blue jean shorts are not proper basketball attire for any event. Explain that athletes cannot perform their best while wearing jeans that restrict their movement. Take athletes to high school or college basketball training sessions or competitions and point out the attire being worn. You can even set the example, by wearing appropriate attire to training and competitions and not rewarding athletes who do not come properly dressed to train and/or compete.

Shirts

Shirts for practice should be T-shirt type or sleeveless. Shirts should consist of lightweight material, be comfortable and allow freedom of movement in the shoulders. For competitions, the athlete should wear a clean uniform shirt (also with or without sleeves) that has a number on the front and the back. Check the rules regarding the size of the numbers. The shirt should fit properly and be long enough to tuck into the shorts.

Shorts

Shorts should be of a lightweight material, have an elastic waistband and allow freedom of movement in the hips and thighs.

Socks

Socks can come in all lengths and materials. One to two pairs of white, properly-fitted cotton or cotton-blend socks are recommended to prevent blisters.

Shoes

Shoes are the most important article of clothing for the athlete. They must have a good tread for traction. In addition, they must fit snugly around an athlete's ankle yet provide room in the toe to prevent blisters. High-top court shoes are recommended because they provide the athlete with the best foot and ankle support. A firm arch and heel support and a cushioned insole are things to look for in a quality court shoe. Black-soled shoes should be avoided as they leave marks on some courts.

Knee Pads

Knee pads, elbow pads and eyeglass straps provide added protection and help prevent injuries. Knee



braces may also be worn if they are properly covered.

Warm-Up Suits

Warm-up suits are needed for warming up before, and for staying warm after, a basketball practice or game. Warm-ups should not be worn during a practice or game because of their added weight and because they may cause heavy sweating. A medium weight cotton sweatshirt and pants are excellent and inexpensive warm-ups.

Head Bands

Head bands, rubber bands or ribbons are necessary for safety reason when the athlete needs to keep hair away from the face. According to the rules, metal clips or bobby pins are not acceptable.

Basketball Equipment

- Basketball
- Clipboard
- Whistle
- Plastic Cones
- Score Board
- Timer
- Pinnies

Goals and Goal Setting

Developing Self-Confidence through Goal Setting

Accomplishing goals at practice through repetition in settings similar to the competition environment will instill confidence. Setting goals is a joint effort between athletes and coaches. The main features of goal setting are:

- Goals need to be structured as short-term, intermediate and long-term.
- Goals need to be viewed as stepping stones to success.
- Goals must be accepted by the athlete.
- Goals need to vary in difficulty — from easily attainable to challenging.
- Goals must be measurable.
- Goals need to be used to establish the athlete's training and competition plan.

Athletes with or without an intellectual disability may be more motivated by accomplishing short-term goals than long-term goals; however, do not be afraid to challenge athletes. Include athletes in setting their personal goals. For example, ask the athlete, "How many correct passes do you want to make today? Let's see how many correct passes you made at the last practice. What is your personal best? What do you think you can do?" Awareness of why the athlete is participating is also important when setting goals. There are participation factors that may influence motivation and goal setting:

- Age appropriateness
- Ability level
- Readiness level
- Athlete performance
- Family influence



- Peer influence
- Athlete preference

Performance Goals versus Outcome Goals

Effective goals focus on performance, not outcome. Performance is what the athlete controls. Outcomes are frequently controlled by others. An athlete may have an outstanding performance and not win a contest because other athletes have performed even better. Conversely, an athlete may perform poorly and still win if all other athletes perform at a lower level. If an athlete's goal is to run the course in a certain time, the athlete has greater control in achieving this goal than winning. However, the athlete has even greater control of achieving a goal if the goal is to finish the course using the correct form. This performance goal ultimately gives the athlete more control over his/her performance

Motivation through Goal Setting

Goal setting has proved to be one of the most simple and effective motivational devices developed for sport within the past three decades. While the concept is not new, today the techniques for effective goal setting have been refined and clarified. Motivation is all about having needs and striving to have those needs met. How can you enhance an athlete's motivation?

1. Provide more time and attention to an athlete when he/she is having difficulty learning a skill.
2. Reward small gains of achievement in skill level.
3. Develop other measures of achievement outside of winning.
4. Show your athletes that they are important to you.
5. Show your athletes that you are proud of them and excited about what they are doing.
6. Fill your athletes with self-worth.

Goals give direction. They tell us what needs to be accomplished. They increase effort, persistence and the quality of performance. Establishing goals also requires that the athlete and coach determine techniques for how to achieve those goals.

Measurable and Specific

Effective goals are very specific and measurable. Goals stated in the form of "I want to be the best that I can be!" or "I want to improve my performance!" are vague and difficult to measure. It is positive sounding but difficult, if not impossible, to assess whether they have been reached. Measurable goals must establish a baseline of performance recorded during the past one or two weeks for them to be realistic.

Difficult, but Realistic

Effective goals are perceived as challenging, not threatening. A challenging goal is one perceived as difficult but attainable within a reasonable amount of time and with a reasonable amount of effort or ability. A threatening goal is one perceived as being beyond one's current capacity. Realistic implies that judgment is involved. Goals based upon a baseline of performance recorded during the past one or two weeks are likely to be realistic.

Long- versus Short-Term Goals

Both long- and short-term goals provide direction, but short-term goals appear to have the greatest motivational effects. Short-term goals are more readily attainable and are stepping stones to more distant long-term goals. Unrealistic short-term goals are easier to recognize than unrealistic long-term goals. Unrealistic goals can then be modified before valuable practice time has been lost.

Positive versus Negative Goal Setting

Positive goals direct what to do rather than what not to do. Negative goals direct our attention to the errors we wish to avoid or eliminate. Positive goals also require coaches and athletes to decide how they will reach those specific goals. Once the goal is decided, the athlete and coach must determine specific strategies and techniques that allow the goal to be successfully attained.



Set Priorities

Effective goals are limited in number and meaningful to the athlete. Setting a limited number of goals requires that athletes and coaches decide what is important and fundamental for continued development. Establishing a few carefully selected goals also allows athletes and coaches to keep accurate records without becoming overwhelmed with record keeping.

Mutual Goal Setting

Goal setting becomes an effective motivational device when athletes are committed to achieving those goals. When goals are imposed or established without significant input from the athletes, motivation is unlikely to be enhanced.

Set Specific Time Lines

Target dates provide urgency to an athlete's efforts. Specific target dates tend to eliminate wishful thinking and clarify which goals are realistic and which are not. Timelines are especially valuable in high-risk sports where fear often promotes procrastination in learning new skills.

Formal versus Informal Goal Setting

Some coaches and athletes think that goals must be set in formal meetings outside of practice and require long periods of thoughtful evaluation before they are decided upon. Goals are literally progressions that coaches have been using for years but are now expressed in measurable, performance terms rather than as vague, generalized outcomes.

Team versus Individual Goals

While team goals appear to have great importance for team sports, the reality is that most team goals can be broken down into individual roles or responsibilities. Each player must achieve these individual roles or responsibilities for the team to function effectively.

Goal Setting Domains

When asked to set goals, athletes typically focus on the learning of new skills or performances in competitions. A major role of the coach is to broaden the athlete's perception of those areas, and goal setting can be an effective tool. Goals can be set to enhance fitness, improve attendance, increase intensity, promote sportsmanship, develop team spirit, find more free time or establish consistency.

Athlete Participation in Goal Setting

Have athletes write or discuss their long-term and intermediate goals for the full 9 weeks and revisit these goals at 9 weeks and the end of the YMS program. At the beginning of each session discuss the short term goals for the day and revisit these goals at the end of the session.

Good questions to ask include:

1. Is the goal under the athlete's control in that it focuses on his/her needs and no one else's?
2. Is the goal an actual goal and not a result?
3. Is the goal important to the athlete so that he/she will want to work toward achieving it (and will have the time and energy to do it)?
4. How will this goal make the athlete's life different?
5. What barriers might the athlete encounter in working toward this goal?
6. What more does the athlete know?
7. What does the athlete need to learn how to do?
8. What risks does the athlete need to take

Basketball Lesson Plan S:1



Objectives:

- Introduce Basketball Rules, Court Layout and terminology, the Equipment

Equipment:

- Basketballs

Nutrition Break: Got Milk?

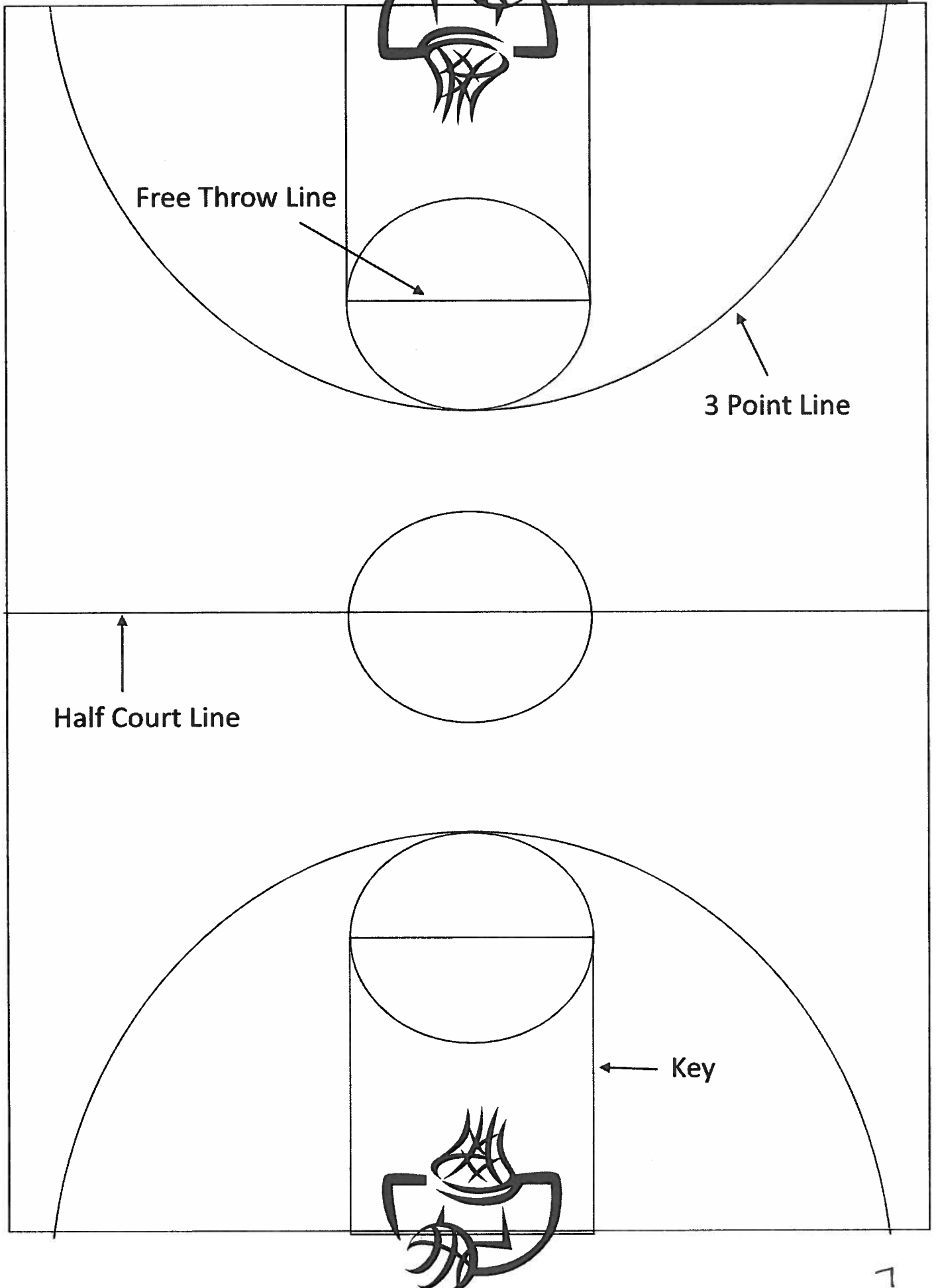
Milk products are filled with calcium, protein, B vitamins, plus they taste great! Drink 2 cups (500mL) of milk every day. Does chocolate milk come from brown cows? True or False?

A: False . All cows milk is white, chocolate milk has added sugar and chocolate which make it more sweet and delicious. Drinking chocolate milk is almost like a desert beverage.

Teaching Cues:

- Ensure the rules are explained simply, but thoroughly and that all athletes clearly understand them.
- Make sure the athletes can identify the different lines on the court and understand their meanings.
- Make sure the athletes recognize the different types of equipment and understand their functions.
- Ensure the athletes understand the point-scoring system
- Explain the basic terms of basketball i.e. dribbling, passing, shooting, foul, time-out

Time Frame	Activity	Directions
15 Minutes	Introduction, Warm up and Stretch	<ul style="list-style-type: none"> •Team Huddle: have all athletes sit in a circle. •Warm Up: have athletes jog on the spot and do jumping jacks. •Stretch: have athletes stretch their calves, hamstrings, quads and arms. •Jogging: have athletes jog around the gym forwards, then backwards, then side shuffle.
15 Minutes	Court Layout and Rules	<ul style="list-style-type: none"> •Explain court layout and the meaning of each line on the court. Point to a line and have athletes call out the name. •Throughout the practice have athletes use court terms. (Half court, free throw line) •Explain the rules of basketball. One shot into the basket equals two points, a shot from behind the arc is worth three points and a free throw scored is worth one point •Explain the equipment used in basketball and proper attire (basketball, running shoes etc.). •Refer to appendix
15 Minutes	Free Play	<ul style="list-style-type: none"> •Allow the athletes to become familiar with the equipment.
10 Minutes	Cool Down—Stretches Hydration Nutrition Break	<ul style="list-style-type: none"> •Stretch •Have athletes stretch their legs and arms. • Reach for the sky, stretch their neck, and touch their toes. • Water break: Explain why it is important to stay hydrated. • Nutrition: Introduce a nutritious snack and a nutrition tip.
5 Minutes	Clean Up	<ul style="list-style-type: none"> •Have athletes help clean up the equipment. •Assign each athlete an item to clean up.



Basketball Session 2: *Running*

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Basketball Lesson Plan S:2



Objectives:

- Introduce athletes to the athleticisms within the game of basketball.
- Promote importance of physically activity as well as running and jumping skills

Equipment:

- Basketballs
- Pylons
- Hula-hoops

Nutrition Break: Go Lean!

Meats are a good source of iron, zinc, protein and other nutrients. However red meats like pork and beef can contain a lot of "marbling" i.e. fat deposits throughout the meat which can cause harmful effects to the body if consumed too often. Skinless chicken breasts and white fish are good alternatives for the higher fat red meats.

Teaching Cues:

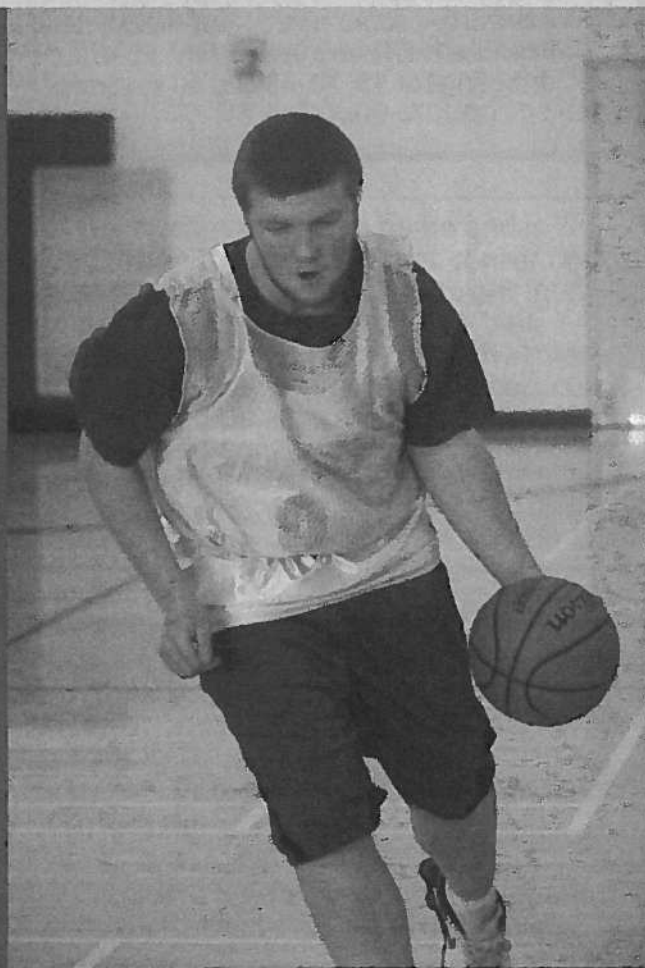
These runs are slow, continuous long-distance running. You can add variety to these runs by having your players run with the ball through cones and around benches or defenders. Also, encourage athletes to run on their own at home with friends or family. Many families will welcome the invitation to involve siblings or friends in regular jogs. During games, basketball players must be able to sprint hard, recover quickly and then sprint hard again. Anaerobic training starts once your athletes have developed basic aerobic fitness, because recovery capacity is developed by increasing aerobic fitness.

Time Frame	Activity	Directions
15 Minutes	Introduction, Warm up and Stretch	<ul style="list-style-type: none"> •Team Huddle: have all athletes sit in a circle. •Warm Up: have athletes jog on the spot and do jumping jacks. •Stretch: have athletes stretch their calves, hamstrings, quads and arms. •Explain the goals for this session
15 Minutes	Jogging Activity	<ul style="list-style-type: none"> •Have athletes jog forward to the half court, then backward to the starting point. •Repeat this activity with backwards jogging and side shuffling. •Introduce a basketball into the activity. Have each athlete dribble a basketball while jogging to the lines.
15 Minutes	Obstacle Course	<ul style="list-style-type: none"> •Set up an obstacle course on the basketball court. Use hula-hoops, pylons, etc. •Include jogging and jumping into the obstacle course.
10 Minutes	Cool Down—Stretches Hydration Nutrition Break	<p>Stretch</p> <ul style="list-style-type: none"> •Have athletes stretch their legs and arms. • Reach for the sky, stretch their neck, and touch their toes. • Water break: Explain why it is important to stay hydrated. • Nutrition: Introduce a nutritious snack and a nutrition tip.
5 Minutes	Clean Up	<ul style="list-style-type: none"> •Have athletes help clean up the equipment. •Assign each athlete an item to clean up.

Basketball Session 3:

Dribbling

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Basketball Lesson Plan S:3



Objectives:

- Introduce walking, jogging or running while dribbling
- Improve dribbling skills
- Focus on dribbling while moving, ensuring ball control
- Practice protecting the ball from opponents, while dribbling

Equipment:

- Basketballs
- Pylons

Nutrition Break: Snacking

Snacking can be done throughout the day. Light snacking options like vegetable sticks and dips can be prepared the night before or on Sunday for the week to make easy light options that are just as easy to grab as chips and candy bars.

Teaching Cues:

- Assist the athletes by letting them put their hands on top of yours to feel the rhythm of dribbling. Start by using guided discovery. Allow the athlete to feel the roundness of the ball, the dimples and the weight. Ask the athletes what the ball feels like.
- Ask them to drop the ball and catch it. Direct them to place the ball on the floor, the dribbling hand on top, and the other hand to the side and almost under the ball. In this way, when the ball is picked up, it is in proper position for them to begin and continue dribbling.
- When dribbling the ball, the lower the bounce, the easier the control. Dribble the ball three times and pick it up.
- Reinforce proper position of hands, head and body.
- Practice each hand separately. Conduct a mini competition to see if the athletes can keep the ball dribbling for 15, 30, 45 and 60 seconds.

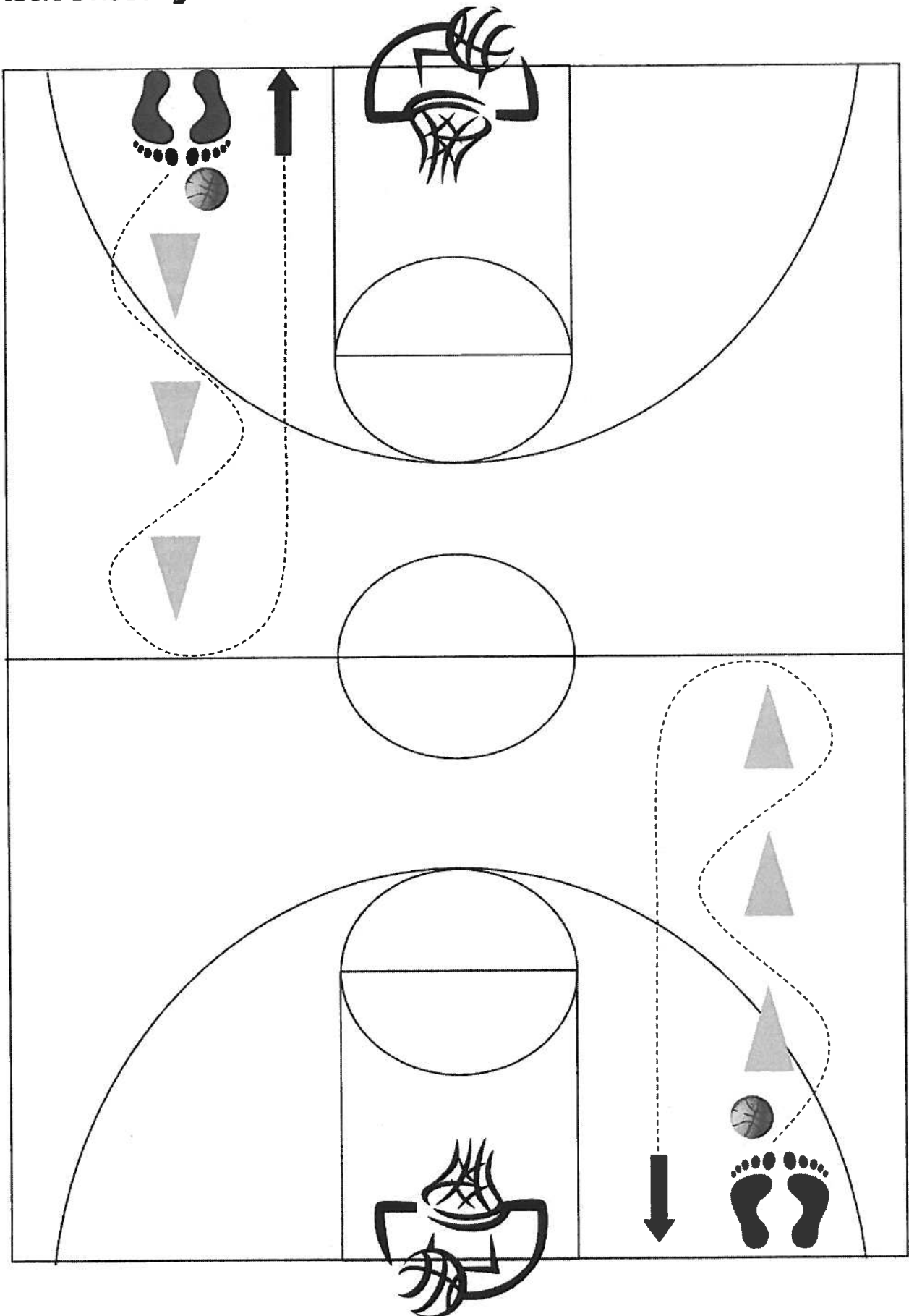
Basketball Lesson Plan S:3



Time Frame	Activity	Directions
15 Minutes	Introduction, Warm up and Stretch	<ul style="list-style-type: none"> •Team Huddle: have all athletes sit in a circle. •Warm Up: have athletes jog on the spot and do jumping jacks. •Have athletes stretch their calves, hamstrings, quads and arms. •Explain the goals for this session
5 Minutes	Stationary Dribbling	<ul style="list-style-type: none"> •Have athletes perform this while standing in place or simply moving with the ball •Start by having athletes dribble with their right hand while counting out loud to ten. Repeat process with left hand. •Have athletes try alternating hands while counting out loud to ten.
15 Minutes	Obstacle Dribbling	<ul style="list-style-type: none"> •Place cones in a straight line about three feet from one another creating an obstacle course. •Have athletes dribble with their right hand around the cones and again with their left hand. •Have athletes try dribbling around the cones with alternating hands
10 Minutes	Dribble Tag	<ul style="list-style-type: none"> •This is a two on two team game and is played inside the jump circle at center court or free throw line. Have athletes get into teams of two, each athlete gets a ball. •Have athletes start dribbling. Each athlete must keep the ball bouncing and protected while trying to tip an opponent's basketball away or outside of the circle. •The team with the most athletes left inside the circle wins.
10 Minutes	Cool Down—Stretches Hydration Nutrition Break	<p>Stretch</p> <ul style="list-style-type: none"> •Have athletes stretch their legs and arms. • Reach for the sky, stretch their neck, and touch their toes. • Water break: Explain why it is important to stay hydrated. • Nutrition: Introduce a nutritious snack and a nutrition tip.
5 Minutes	Clean Up	<ul style="list-style-type: none"> •Have athletes help clean up the equipment. •Assign each athlete an item to clean up.



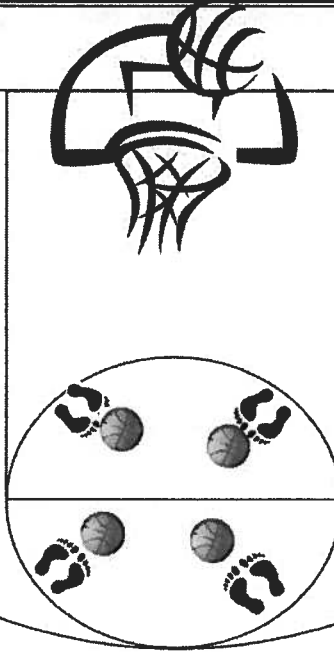
Obstacle Dribbling Drill



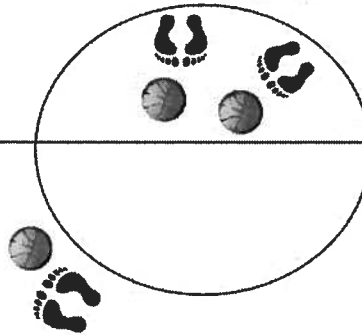


Dribble Tag Drill

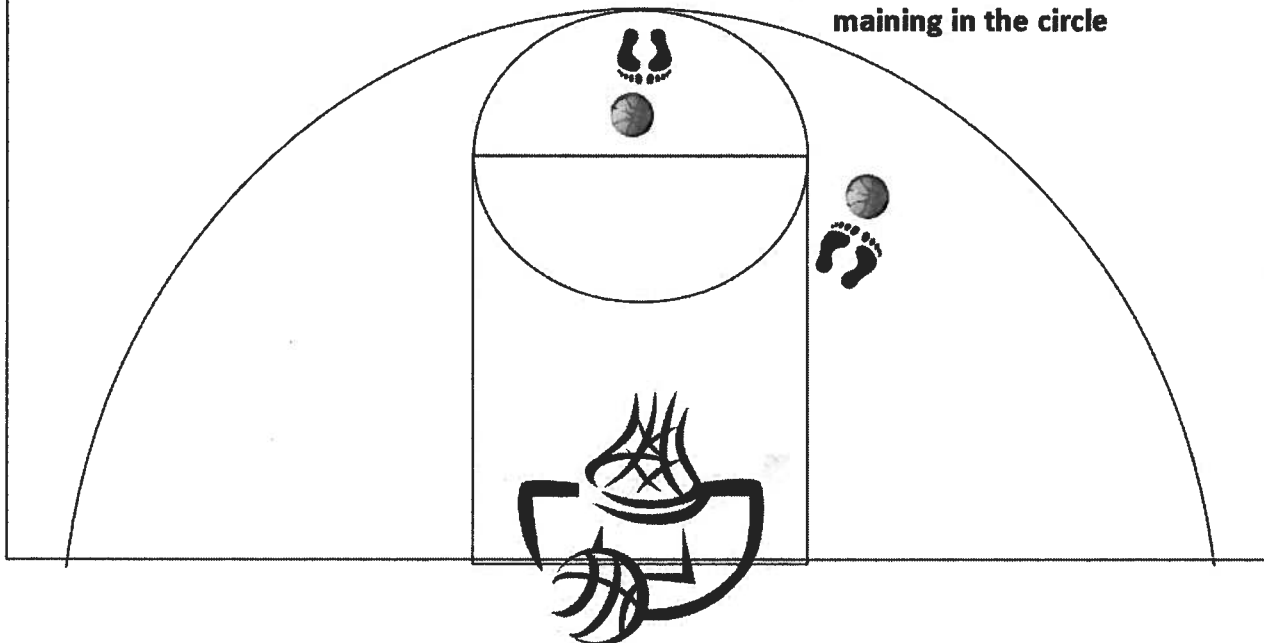
1. Two teams on either side



2. Athletes Dribble constantly while
Trying to knock the other basketballs out
of the circle



3. The game ends when one athlete is re-
maining in the circle



Basketball Session 4: *Passing*

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Basketball Lesson Plan S:4



Objectives:

- Improve passing skills
- Develop accurate and fast passes
- Develop proper footwork
- Promote importance of team work and sharing the ball

Equipment:

- Basketballs

Nutrition Break: Balance is key

Include vegetables, fruits, whole grain products, lower fat milk products and lean meats in your daily diet. Just because you eat lots of fruits and vegetables does not mean that you will be healthy. Likewise, if all one is eating is candy bars/junk food they will not be "healthy" either. Getting all the food groups into your diet and having a treat on the side is more than acceptable.

Teaching Cues:

- Assist an athlete with lower ability by standing behind him or her. Put your hands over the athlete's hands and guide the athlete through the chest pass motion.
- Mark a target on a wall and ask the athlete to chest pass the ball to the target. Gradually increase the distance between the athlete and the wall as the athlete's skill increases. Progress to starting at the same spot and asking the athlete to chest pass the ball to targets placed in several different locations, at varying heights, angles, and distances.
- Demonstrate that bounce passes can bounce before, on and well beyond the halfway spot.
- Allow the athletes to experiment with both short and long bounce passes to teammates standing at various distances.
- Encourage games of "tips" or just "catch," to give athletes practice handling the ball.

Time Frame	Activity	Directions
15 Minutes	Introduction, Warm up and Stretch	<ul style="list-style-type: none"> • Team Huddle: have all athletes sit in a circle. • Warm Up: have athletes jog on the spot and do jumping jacks. • Stretch: have athletes stretch their calves, hamstrings, quads and arms. • Explain the goals for this session
15 Minutes	Chest Pass	<ul style="list-style-type: none"> • Divide athletes into partners of similar height. • Show athletes how to properly hold the ball. Two hands, bent elbows, ball at chest level. Ball should be pushed out from chest towards the target. Have athletes step into their pass with their dominant foot. • Have athlete's chest pass to each other.
15 Minutes	Bounce Pass	<ul style="list-style-type: none"> • Divide athletes into partners of similar height. • Show athletes how to properly hold the ball. With both hands on the ball have your two thumbs pointing down, step forward when bounce passing the ball. • Have athletes bounce pass to each other.
10 Minutes	Cool Down— Stretches Hydration Nutrition Break	<ul style="list-style-type: none"> • Stretch: Have athletes stretch their legs and arms. • Reach for the sky, stretch their neck, and touch their toes. • Water break: Explain why it is important to stay hydrated. • Nutrition: Introduce a nutritious snack and a nutrition tip.
5 Minutes	Clean Up	<ul style="list-style-type: none"> • Have athletes help clean up the equipment. • Assign each athlete an item to clean up.

Basketball Session 5:
Shooting Drills

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Basketball Lesson Plan S:5



Objectives:

- Teach proper hand placement and shooting technique
- Introduction to layup shots
- Improve shooting skills

Equipment:

- Basketballs
- Basketball net

Nutrition Break: Post-Exercise Snacks

Exercise is great but it does drain your body. Refueling after exercising can make a huge difference in your body's recovery time. Recovery time is the time between working your body's muscle groups and the time in which the tiny tears in your muscles repair themselves. Good post-exercise snacks include high protein/vegetable/fruit smoothies, protein bars and/or fruits/vegetables. Packing a snack to eat after YMS is important.

Teaching Cues:

- It is important that the athlete feels power for the shot coming from the legs. The movement sequence begins with the knees and is followed by the elbow, wrist and fingers.
- Proper hand placement on the ball is critical. Thoroughly explain that the non-dominant hand guides/aims the ball while the dominant hand pushes the ball towards the target.
- Younger athletes can practice by shooting to a partner, at a target on the wall or at a lower basket. Explain that it is best to use the backboard. The backboard softens the shot and allows a greater margin for error.
- Demonstrate a lay-up; then have the athletes practice the motion without a ball while facing, but positioned away from, the basket. Practice jumping off one foot and landing on two feet. Instruct the athletes step by step through the demonstration.
- Repeat sequence with a ball before actually shooting a lay-up at a basket. The lay-up can also be done from a two-foot jump.
- Practice the motion of the shot without jumping and without the ball. Next, practice the motion of the shot with jumping but without the basketball. Finally, add and complete the jump shot.
- Use an adjustable basket with backboard to help athletes build confidence in their shooting ability.
- Practice the jump shot close to the basket and banking it off the backboard, gradually increasing the distance and using only the rim as a focus.

Lesson Plan S:5



Time Frame	Activity	Directions
15 Minutes	Introduction, Warm up and Stretch	<ul style="list-style-type: none"> • Team Huddle: have all athletes sit in a circle. • Warm Up: have athletes jog on the spot and do jumping jacks. • Stretch: have athletes stretch their calves, hamstrings, quads and arms. • Explain the goals for this session
15 Minutes	One-Handed Set Shot	<ul style="list-style-type: none"> • Have each athlete get a ball • Teacher should demonstrate proper hand placement on the ball. • Shooting hand is behind and slightly under the ball (dominant hand). Non-shooting hand is off to the side and thumbs are up and apart from one another. • Shooting leg should be slightly forward and knees bent. • Demonstrate how to aim and shoot ball towards the basket.
15 Minutes	Layups	<ul style="list-style-type: none"> • Face the front of the backboard and stand two steps away and to the right of the rim for a right-handed • Pick the ball up to chest height in proper shooting position. • Sight the target over the ball. Focus on the top right corner of the square on backboard for a right-hander. • Step forward onto right foot, then left foot. • Raise the shooting-side knee as the ball is lifted to the forehead. • Extend body toward basket off left foot. • Gently lay the ball up against the backboard on the top right corner of the square. • Land on both feet under the backboard.
10 Minutes	Cool Down—Stretches Hydration Nutrition Break	<p>Stretch</p> <ul style="list-style-type: none"> • Have athletes stretch their legs and arms. • Reach for the sky, stretch their neck, and touch their toes. • Water break: Explain why it is important to stay hydrated. • Nutrition: Introduce a nutritious snack and a nutrition tip.
5 Minutes	Clean Up	<ul style="list-style-type: none"> • Have athletes help clean up the equipment. • Assign each athlete an item to clean up.

Basketball Session 6: *Review of Basketball Skills*

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Basketball Lesson Plan S:6



Objectives:

- Review skills in previous sessions for dribbling, passing and shooting
- Dribbling: Practice ball control while moving
- Passing: Practice proper hand placement and aim
- Shooting: Practice proper hand placement, aim on backboard and lay-up shots
- Promote teamwork, positive and competitive play environment
- Ensure athletes rotate in different positions to experience and understand all positions

Equipment:

- Basketballs
- Pylons
- Basketball net

Nutrition Break: Breakfast Continued

Why is breakfast called 'break-fast'? When you go to sleep at night your body is going 6-9 hours without food. So when you wake up and eat you are breaking that fast. This is why breakfast is the most important meal of the day. You should include a variety of nutrients in your breakfast. Eggs, milk, whole grain bread are an excellent option.

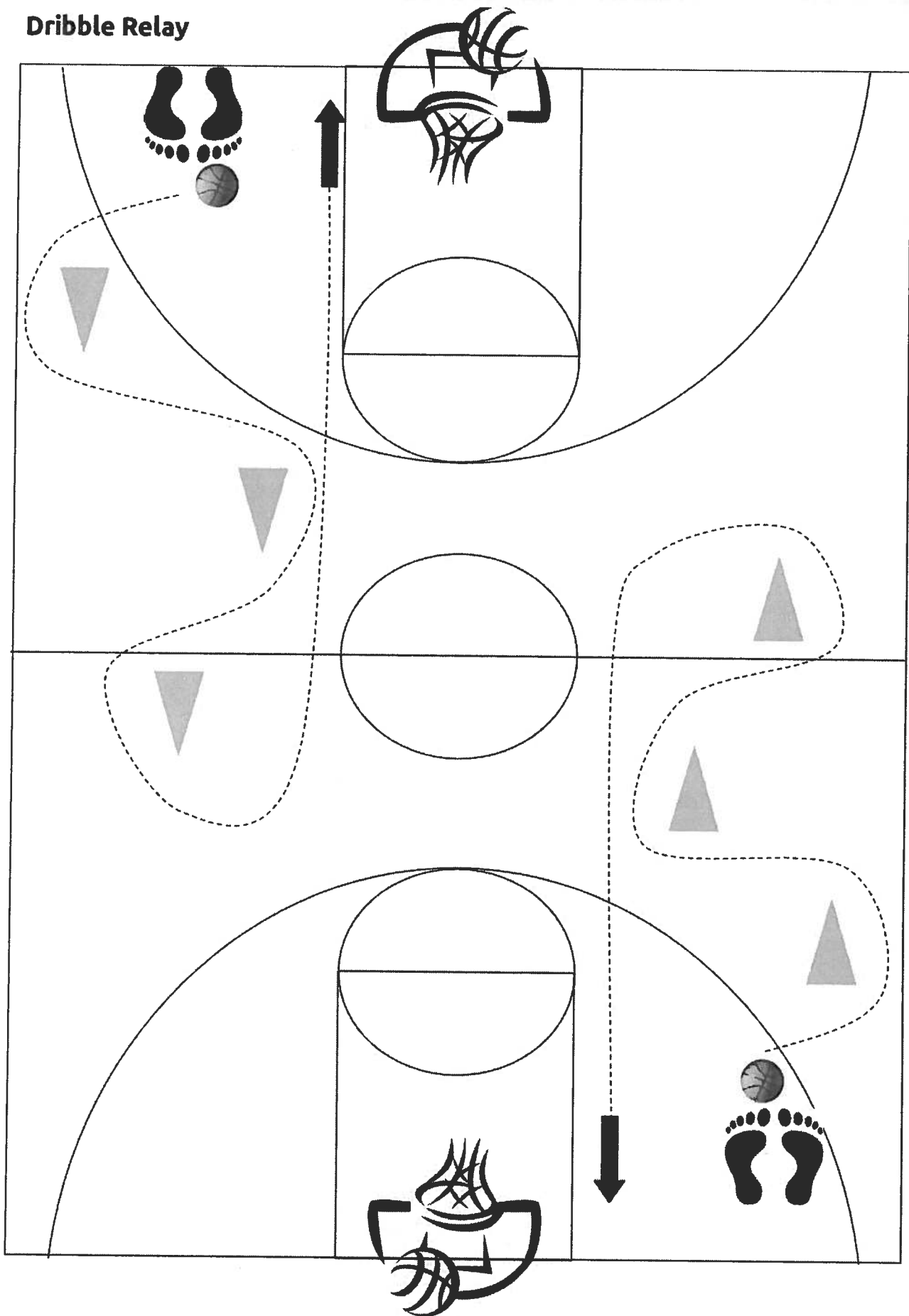
Teaching Cues:

- Ensure the rules are explained simply, but thoroughly and that all athletes clearly understand them.
- Make sure the athletes can identify the different lines on the court and understand their meanings.
- Make sure the athletes recognize the different types of equipment and understand their functions.
- Ensure the athletes understand the point-scoring system
- Explain the basic terms of basketball i.e. dribbling, passing, shooting, foul, time-out

Time Frame	Activity	Directions
15 Minutes	Introduction, Warm up and Stretch	<ul style="list-style-type: none"> • Team Huddle: have all athletes sit in a circle. • Warm Up: have athletes jog on the spot and do jumping jacks. • Stretch: have athletes stretch their calves, hamstrings, quads and arms. • Explain the goals for this session
15 Minutes	Dribbling Relay	<ul style="list-style-type: none"> • Set up an obstacle course with cones around the gym • Divide athletes into two teams • Each athlete has to complete the obstacle course before the next team mate can begin • The team that completes the course first wins
15 Minutes	Passing	<ul style="list-style-type: none"> • Have athletes get into pairs facing each other across the gym, each pair with one ball. • Start at one end of the gym • Athletes should dribble the ball three times before either chest passing or bounce passing across to their partner.
10 Minutes	Shooting – Around the World	<ul style="list-style-type: none"> • Place cones around the key and one at the free throw line. This is where players will shoot from. • Athletes will start at one end of the key and work their way to each cone. • Athletes must shoot the ball into the basket before moving onto the next cone.
15 Minutes	Cool Down— Stretches Hydration Nutrition Break	Stretch <ul style="list-style-type: none"> • Have athletes stretch their legs and arms. • Reach for the sky, stretch their neck, and touch their toes. • Water break: Explain why it is important to stay hydrated. • Nutrition: Introduce a nutritious snack and a nutrition tip.
5 Minutes	Clean Up	<ul style="list-style-type: none"> • Have athletes help clean up the equipment. • Assign each athlete an item to clean up.

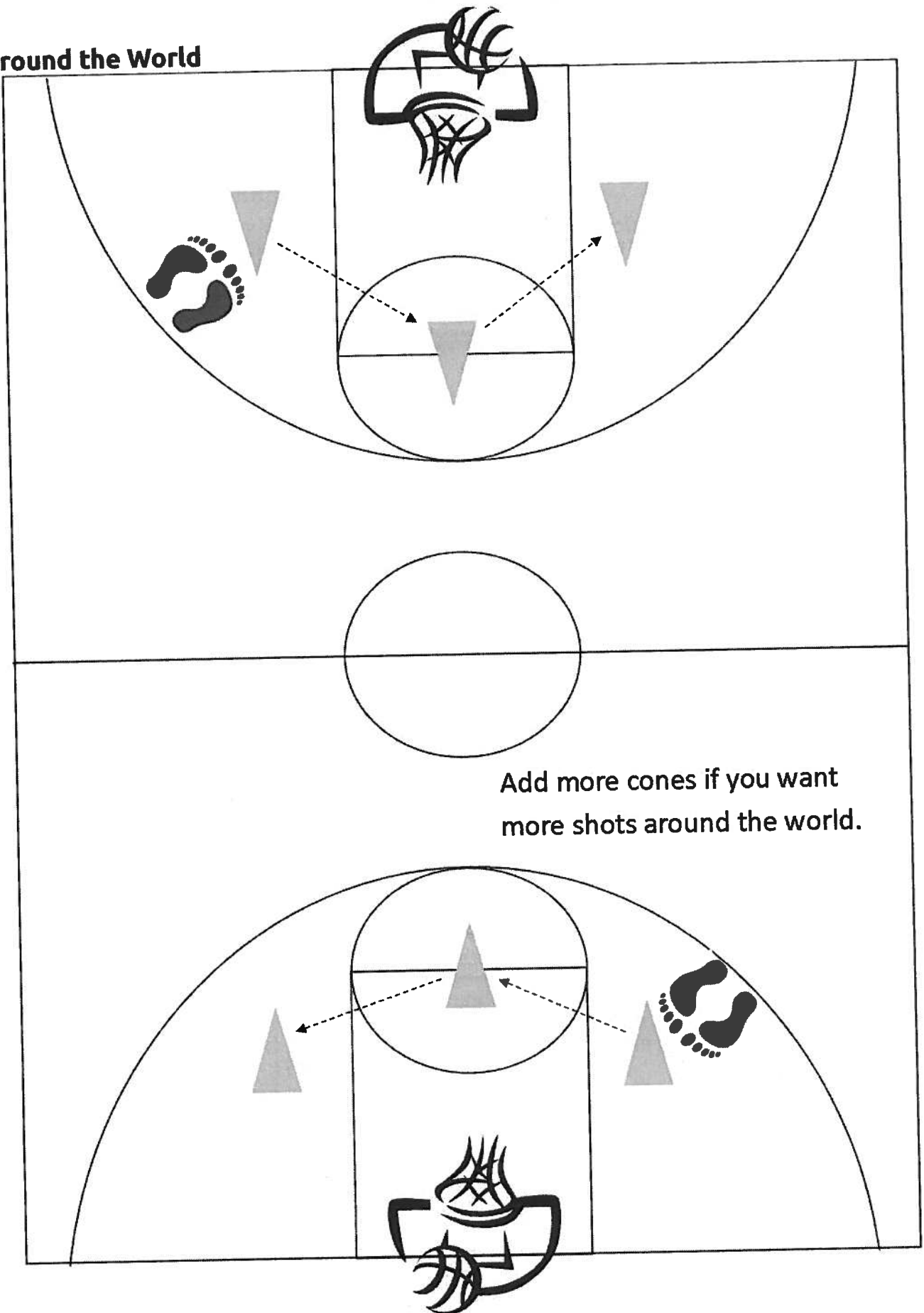


Dribble Relay





Around the World



Basketball Session 7:
Game Day!

Multi-Sport



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Basketball Lesson Plan S:7



Objectives:

- Conduct a basketball game with a coach heavily involved for assistance
- Promote teamwork in a positive and competitive environment
- Combine skills learned in previous six sessions to generate a successful 20 minute basketball game

Equipment:

- Basketballs
- Basketball net
- Whistle
- Scoreboard
- Pinnies

Nutrition Break: Eating Before You Exercise

When you exercise, your body uses up a lot of energy, and weakens your muscles. By eating foods with a high source of protein is ideal for preparing your muscles for the work ahead. Other meals include yogurt, oatmeal, pasta, milk. Remember eating too much right before physical exertion can make your stomach hurt. Light options packing a nutritional punch are recommended.

Teaching Cues:

- It is important that the athlete feels power for the shot coming from the legs. The movement sequence begins with the knees and is followed by the elbow, wrist and fingers.
- Proper hand placement on the ball is critical. Thoroughly explain that the non-dominant hand guides/aims the ball while the dominant hand pushes the ball towards the target.
- Younger athletes can practice by shooting to a partner, at a target on the wall or at a lower basket. Explain that it is best to use the backboard. The backboard softens the shot and allows a greater margin for error.
- Demonstrate a lay-up; then have the athletes practice the motion without a ball while facing, but positioned away from, the basket. Practice jumping off one foot and landing on two feet. Instruct the athletes step by step through the demonstration.
- Repeat sequence with a ball before actually shooting a lay-up at a basket. The lay-up can also be done from a two-foot jump.
- Practice the motion of the shot without jumping and without the ball. Next, practice the motion of the shot with jumping but without the basketball. Finally, add and complete the jump shot.
- Use an adjustable basket with backboard to help athletes build confidence in their shooting ability.
- Practice the jump shot close to the basket and banking it off the backboard, gradually increasing the distance and using only the rim as a focus.

Time Frame	Activity	Directions
15 Minutes	Introduction, Warm up and Stretch	Welcome and Introduction <ul style="list-style-type: none"> • Team Huddle: have all athletes sit in a circle. • Warm Up: have athletes jog on the spot and do jumping jacks. • Stretch: have athletes stretch their calves, hamstrings, quads and arms. • Explain the goals for this session
35 Minutes	Game	<ul style="list-style-type: none"> • Divide athletes into two teams • The game will be 20 minutes long, two 10 minute halves, with a 5 minute water break in between. • The teacher is encouraged to be very hands on throughout the game reminding the athletes of the rules and helping with technique. • Refer to rules within appendix.
10 Minutes	Cool Down—Stretches Hydration Nutrition Break	Stretch <ul style="list-style-type: none"> • Have athletes stretch their legs and arms. • Reach for the sky, stretch their neck, and touch their toes. • Water break: Explain why it is important to stay hydrated. • Nutrition: Introduce a nutritious snack and a nutrition tip.
5 Minutes	Clean Up	<ul style="list-style-type: none"> • Have athletes help clean up the equipment. • Assign each athlete an item to clean up.

Basketball Session 8:
Game Day w/ Leadership Roles

Multi-Sport



Special Olympics Cincinnati 2011

Basketball Lesson Plan S:8



Objectives:

- Conduct a basketball game without the help of a coach
- Coaches should be less involved, but still encourage and provide pointers from sidelines
- Ensure athletes rotate in different positions to experience and understand all positions

Equipment:

- Basketballs
- Basketball net
- Pinnies
- Scoreboard
- Whistles

Nutrition Break: Know your limits

Every body is different, learn from past experiences, take mental notes of what works well with your body or write them down. Keep a journal of your training. What do you like? What hurts your body? What do you need to work more on? Keeping a journal will help you become more in tune with your body and exercise limits.

Teaching Cues:

- Begin by bounce passing the ball to the athlete from a short distance. A softer ball can also be used.
- Work on getting the athlete to move his or her feet so that the athlete gets behind the oncoming ball. The ball can be trapped with arms and chest. Progress to catching the ball with the hands only. Then catch an aerial pass.
- Some athletes, because of other impairments, may never be able to catch an aerial pass. If they have tunnel vision or are extremely small, the best throw to them is either a bounce pass or a rolling-the-ball pass.
- Regardless of the height of the pass, the receiver's hands are at the level of the pass with palms facing forward.

Time Frame	Activity	Directions
15 Minutes	Introduction, Warm up and Stretch	<ul style="list-style-type: none"> • Team Huddle: have all athletes sit in a circle. • Warm Up: have athletes jog on the spot and do jumping jacks. • Stretch: have athletes stretch their calves, hamstrings, quads and arms. • Explain the goals for this session
35 Minutes	Game	<ul style="list-style-type: none"> • Divide athletes into two teams • The game will be 20 minutes long, two 10 minute halves, with a 5 minute water break in between. • The teacher is encouraged to not be involved.
10 Minutes	Cool Down—Stretches Hydration Nutrition Break	<p>Stretch</p> <ul style="list-style-type: none"> • Have athletes stretch their legs and arms. • Reach for the sky, stretch their neck, and touch their toes. • Water break: Explain why it is important to stay hydrated. • Nutrition: Introduce a nutritious snack and a nutrition tip.
5 Minutes	Clean Up	<ul style="list-style-type: none"> • Have athletes help clean up the equipment. • Assign each athlete an item to clean up.

Basketball Session 9: *Intramural*

Multi-Sport



Special Olympics Canada logo placeholder

Basketball Lesson Plan S:9



Objectives:

This session can stay within the 60 minutes or be a whole morning or afternoon of fun.

- Introduce athletes, promote a positive and competitive environment
- Stress the importance of teamwork and foster communication and cooperation between teammates and teams
- Provide a model example of socially appropriate behavior, fair play and positive sportsmanship
- Ensure inclusion of all athletes, volunteers and "buddies" and promote an exciting, enthusiastic environment

Equipment:

- Basketball
- Pinnies
- Basketball Net
- Whistle
- Scoreboard

Nutrition Break : Enjoy Eating

Eating is essential to fueling your body and keeping yourself healthy. There are delicious healthy options and you should enjoy fueling your body with food that is pleasurable to eat. Dieting is not *fun* but living a healthy *lifestyle* is. By making healthy living a *lifestyle* routine there is no chore or restriction. This can lead to unhealthy relationships with food.

What do you ENJOY eating?

What are healthy options that you enjoy eating?

When do you enjoy eating?

Teaching Cues:

- Athletes should be encouraged to cheer on their team members and exemplify the qualities of a "team"
- Emphasize the importance of team efforts and encouragements. Ex. High Fives
- Encourage athletes to call out to each other when passing by their name to effectively follow through on a "play"
- If an athlete scores make sure to reinforce positive feed back
- Before the game—just as during practice sessions have a team huddle to get the team excited and remind them of both the strengths and weaknesses (things to watch out for when playing the game).

Basketball Lesson Plan S:9



Time Frame	Activity	Description
5 Minutes	Group Warm Up	Athletes should jog, run or walk around the gym/field for 5 minutes while you collect the necessary equipment (bocce kits and court). Don't set up the bocce courts. Athletes will have a chance to learn to do this in the session. Group aerobics with music is a wonderful ice breaker for athletes who have never met.
5 minutes	Stretch & Team Huddle	Have athletes do stretches such as touching their toes, moving their arms, legs and stretching out shoulders and neck. Make sure athletes completes arm swings of both left and right Grab water if need be. Explain the session's activity.
3 Minutes	Team Organization	<ul style="list-style-type: none"> A team may have up to five players, which includes three starters and two substitutes (see Appendix for Special Olympics Basketball Rules) Half-court basketball is a game of three-on-three. Each team must start the game with three players or forfeit the game. If a team falls below three players once the game has started due to injury, the team will be permitted to continue with two players on the floor.
20 Minutes	Game 1	<ul style="list-style-type: none"> The game will be played for 20 minutes or until one-team scores 20 points. A made field goal from any area on the court will count for two points. There will be a running clock applied for the full 20 minutes. The clock may stop at the referee's discretion (e.g. if the ball needs to be retrieved from another court.) The game will start with a flip of a coin for possession. There is no jump ball. All jump balls will be administered by alternate possession, starting with the team which loses the flip of the coin. The winning team is the first team to score 20 points or the team with the highest score after the 20-minute game.
20 Minutes	Game 2	<ul style="list-style-type: none"> Round Robin Format with 3 points for a win, 2 points for a tie and 1 point for a loss with playoff games to follow NO overtime in round robin (ties will stand). One 60 second time out will be permitted per team Substitutions must wait at scorekeeper table before being called onto the pitch
15 Minutes (Awareness)	Cool Down—Stretches Hydration	Have athletes gather in a stretch circle stretching out wrists, hands and legs. Have athletes grab some water and sit in a circle to begin the Nutrition Break .
5 Minutes	Collect All Equipment	Involve all athletes with the collection of materials. Each athlete will be responsible for one item to put away.

Basketball: *Bonus Sessions*

Multi-Sport



Special Olympics Canada logo placeholder

Basketball Bonus Lesson Plan: 1



Objectives:

- Develop a shot close to the basket
- Practice dribbling prior to shooting
- Practice footwork close to the basket

Equipment:

- Basketballs
- Basketball net

Nutrition Break: Fun Food Facts—Fruits Can Contain Fat Too

Avocados have the highest fat content of any fruit. Yes, that's right...a fruit. It is actually a relative of the berry group. This high fat content is good for your hair, heart and veins/arteries. Avocados can be eaten by spreading it on toast, making guacamole and putting in salads. You can even put avocados in your hair as a hair mask to make your hair silky smooth if it is dry and damaged.

Teaching Cues:

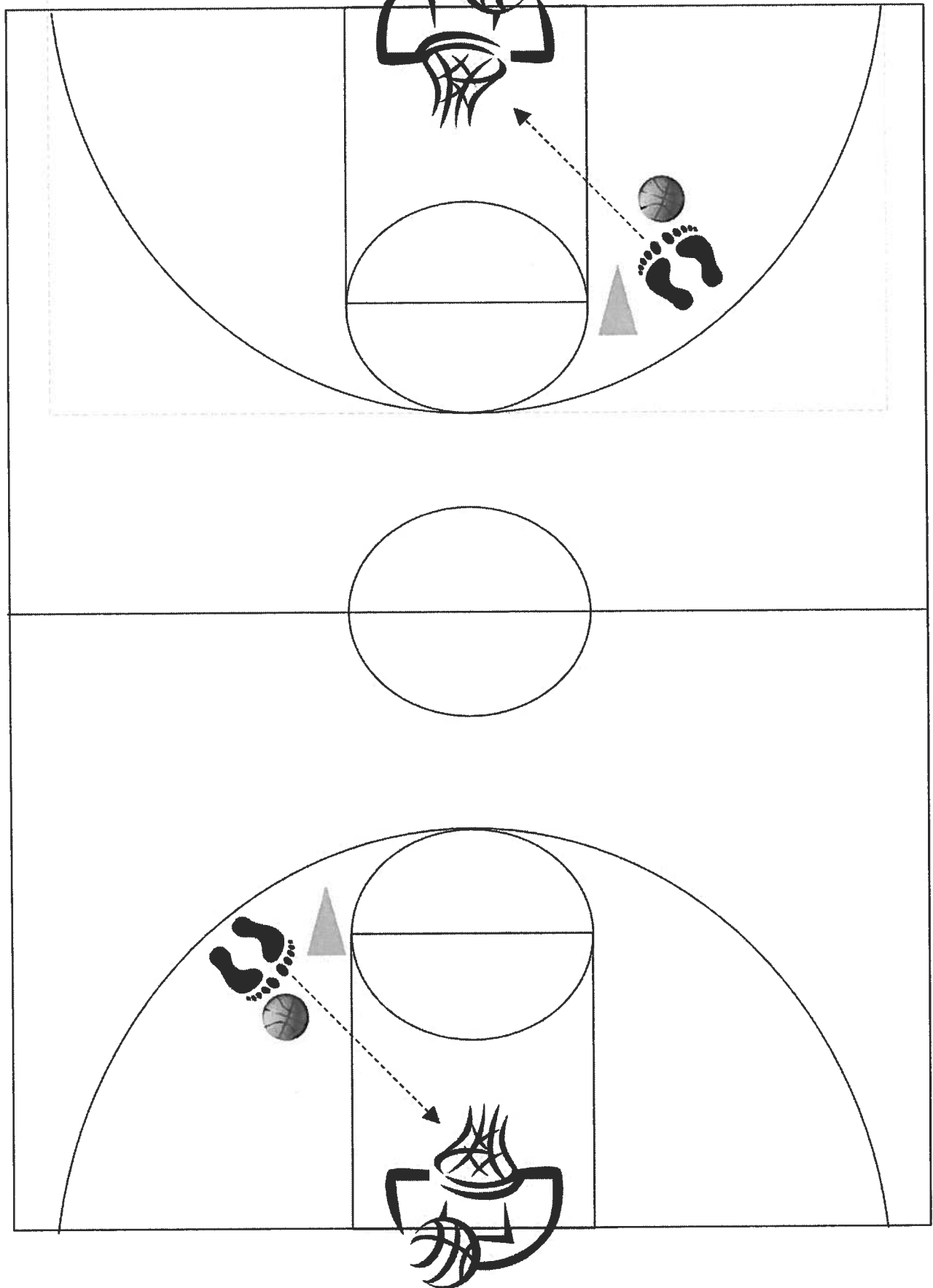
- Assist the athletes by letting them put their hands on top of yours to feel the rhythm of dribbling. Start by using guided discovery. Allow the athlete to feel the roundness of the ball, the dimples and the weight. Ask the athletes what the ball feels like.
- Ask them to drop the ball and catch it. Direct them to place the ball on the floor, the dribbling hand on top, and the other hand to the side and almost under the ball. In this way, when the ball is picked up, it is in proper position for them to begin and continue dribbling.
- When dribbling the ball, the lower the bounce, the easier the control. Dribble the ball three times and pick it up.
- Reinforce proper position of hands, head and body.
- Practice each hand separately. Conduct a mini competition to see if the athletes can keep the ball dribbling for 15, 30, 45 and 60 seconds.

Time Frame	Activity	Directions
15 Minutes	Introduction, Warm up and Stretch	<ul style="list-style-type: none"> • Team Huddle: have all athletes sit in a circle. • Warm Up: have athletes jog on the spot and do jumping jacks. • Stretch: have athletes stretch their calves, hamstrings, quads and arms. • Explain the goals for this session
15 Minutes	One – handed layup shot	<ul style="list-style-type: none"> • Have each athlete get a ball • Teacher should demonstrate proper technique of a layup. • Get into a line near the right side of the basketball net. • One athlete at a time will dribble towards the net. • The athlete will take two giant steps and jump off their inner foot and shoot the basketball off the backboard on an angle into the hoop.
10 Minutes	Cool Down— Stretches Hydration Nutrition Break	Stretch <ul style="list-style-type: none"> • Have athletes stretch their legs and arms. • Reach for the sky, stretch their neck, and touch their toes. • Water break: Explain why it is important to stay hydrated. • Nutrition: Introduce a nutritious snack and a nutrition tip.
5 Minutes	Clean Up	<ul style="list-style-type: none"> • Have athletes help clean up the equipment. • Assign each athlete an item to clean up.

Basketball Bonus Lesson Plan:1



One Handed Layup Shot Drill



Basketball Bonus Lesson Plan: 2



Objectives:

- Develop freelance dribbling skills while following others instructions.
- Gain confidence dribbling the ball
- Have athletes focus on dribbling stationary dribbling and progress to "Following the Leader"

Equipment:

- Basketball

Nutrition Break: Get Your Greens

Dark green vegetables contain more vitamin C than light green vegetables! Spinach, Kale, Collard Greens, Arugula are examples of dark greens that can be eaten to boost your healthy through food. You don't have to worry about over eating these greens you'll unlikely be able to eat too much. Having a salad with mixed dark greens are a great way to incorporate these into your daily diet.

Teaching Cues:

Error	Correction	Drill/Test Reference
Athlete pushes the ball too far out to make contact on the bounce to continue the	Start with dribbling in place, controlling the bounce and meeting it with your hand.	Stationary Dribbling
Athlete slaps at the ball at the top of the dribble.	Remember to have your hand low and feel for the ball as it comes back up off the floor.	Stationary Dribbling with partial coach assist. Coach can simulate the ball bounce to help the athlete feel meeting the ball and then pushing rather than slapping it back
Athlete watches the ball when dribbling.	Keep your head up and look occasionally for the rim.	Give the athletes a spot on the wall in front of them to focus
Athlete doesn't "protect" the ball.	Practice keeping your body between the ball and the	Protect the Ball While Dribbling
Athlete takes too many	Push the ball out from the	Dribble While Moving or
Athlete loses balance on the forward foot, causing the pivot	Hop before you stop and land with feet shoulder width apart,	Practice Hopping!
Athlete dribbles too high or wide to control the ball when	Practice dribbling at knee height: stationary and then	Dribble and Slide

Basketball Bonus Lesson Plan: 2



Time Frame	Activity	Directions
15 Minutes	Introduction, Warm up and Stretch	<ul style="list-style-type: none"> • Team Huddle: have all athletes sit in a circle. • Warm Up: have athletes jog on the spot and do jumping jacks. • Stretch: have athletes stretch their calves, hamstrings, quads and arms. • Explain the goals for this session
15 Minutes	Stationary Dribbling	<ul style="list-style-type: none"> • Have athletes stand in place and dribble for 3 minutes with their right hand and 3 minutes with their left hand • Have athletes dribble on the spot bounding the ball from their right hand to their left and back. <p>CUE: Have athletes move their hand position as little as possible and make sure to engage the wrist.</p>
15 Minutes	Follow the Leader	<ul style="list-style-type: none"> • Set up athletes in three lines, give each student a ball. • The athletes in the front of the line are appointed as the leader. • The leader dribbles the ball they may zig zag, or go any way that they want, the athletes behind the leader will mimic the moves performed by the leader
15 Minutes	Cool Down—Stretches Hydration Nutrition Break	<p>Stretch</p> <ul style="list-style-type: none"> • Have athletes stretch their legs and arms. • Reach for the sky, stretch their neck, and touch their toes. • Water break: Explain why it is important to stay hydrated. • Nutrition: Introduce a nutritious snack and a nutrition tip.
5 Minutes	Clean Up	<ul style="list-style-type: none"> • Have athletes help clean up the equipment. • Assign each athlete an item to clean up.

Basketball Bonus Lesson Plan: 3



Objectives:

- Develop a focus on the defensive game within basketball and learn correct defensive stance.

Equipment:

- Basketball

Nutrition Break: Foods Good For Memory

Blue and purple foods are good for memory. Just because you eat a bunch of blueberries does not mean that you don't have to study for that science test though. Eating certain healthy foods will have an impact on your athletic and performance in school!

What foods can you list that are purple?

What are your favorite purple foods?

Teaching Cues:

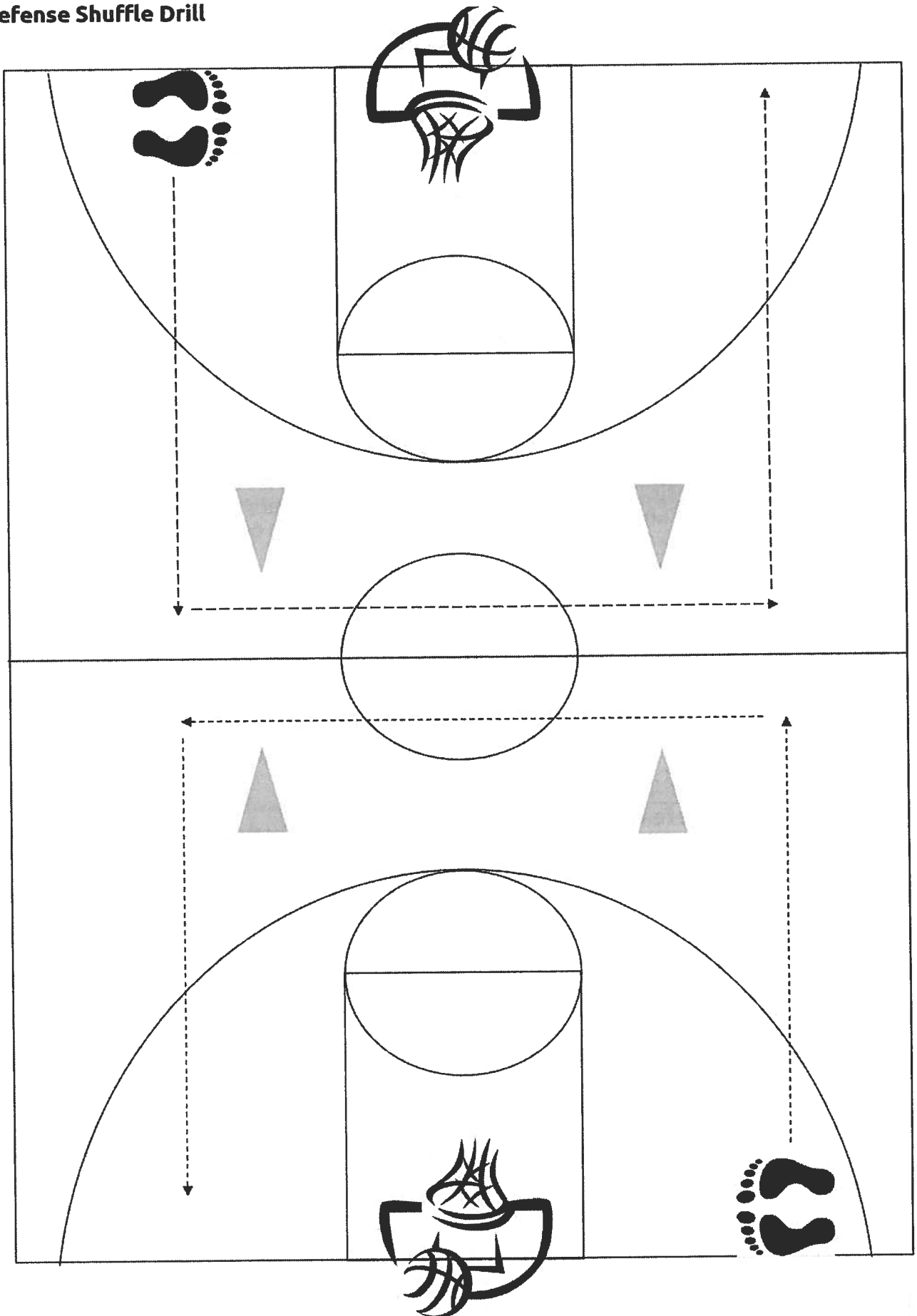
- Assume proper body stance: legs bent, head and hands up and weight on balls of feet
- Maintain proper body position while moving sideways, forward and backward
- Maintain proper body position while moving in relation to the ball
- Maintain proper body position while moving in relation to opponent and the ball

Time Frame	Activity	Directions
15 Minutes	Introduction, Warm up and Stretch	<ul style="list-style-type: none"> • Team Huddle: have all athletes sit in a circle. • Warm Up: have athletes jog on the spot and do jumping jacks. • Stretch: have athletes stretch their calves, hamstrings, quads and arms. • Explain the goals for this session
15 Minutes	Defense Shuffle	<ul style="list-style-type: none"> • Introduce correct defensive stance to the athletes. • Feet slightly more than shoulder length apart, knees bent, back straight, arms up and out. • Have athletes side shuffle from the baseline to half court, around the cones, and back.
15 Minutes	2 on 2 Defense Drill	<ul style="list-style-type: none"> • Two athletes will be the defenders and two athletes will be the offensive team. • Athletes will start at one end of the gymnasium and try to get to the other end without losing the ball. The defenders will be trying to get the ball away from the offensive duo. • The offensive duo will use passing skills (bounce pass and chest ball to get the ball to the other end). • The athlete holding the ball must not move their feet!
10 Minutes	Cool Down—Stretches Hydration Nutrition Break	Stretch <ul style="list-style-type: none"> • Have athletes stretch their legs and arms. • Reach for the sky, stretch their neck, and touch their toes. • Water break: Explain why it is important to stay hydrated. • Nutrition: Introduce a nutritious snack and a nutrition tip.
5 Minutes	Clean Up	<ul style="list-style-type: none"> • Have athletes help clean up the equipment. • Assign each athlete an item to clean up.

Basketball Bonus Lesson Plan: 3



Defense Shuffle Drill



Basketball: Skill Assessment

Multi-Sport



Basketball Skill Assessment



Skill Progression- Dribbling

Your Athlete Can	Never	Sometimes	Often
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).			
Totals			

Skill Progression- Shooting

Your Athlete Can	Never	Sometimes	Often
Attempts to shoot a basketball toward the basket.			
Hits the backboard with a one-hand set shot.			
Makes a basket with a one-hand set shot.			
Hits the backboard on a lay-up.			
Makes a basket on a lay-up.			
Makes a basket with a jump shot.			
Totals			

Basketball Skill Assessment



Skill Progression- Passing

Your Athlete Can	Never	Sometimes	Often
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.			
Totals			

Skill Progression- Team Play

Your Athlete Can	Never	Sometimes	Often
Attempts to participate in team play skills.			
Participates in any manner in an offensive team play drill.			
Participates in any manner in a defensive team play drill.			
Demonstrates knowledge of fundamentals of offensive team play.			
Demonstrates knowledge of fundamentals of defensive team play.			
Totals			

Basketball Skill Assessment



Skill Progression- Rebounding

Your Athlete Can	Never	Sometimes	Often
Attempts to catch in any manner a basketball that is tossed into the air.			
Catches a ball that is tossed into the air.			
Attempts to catch in any manner a ball that rebounds off the backboard.			
Tracks the ball as it is shot at the basket.			
Catches in any manner the ball after it rebounds off the backboard and bounces once on the floor.			
Catches the ball in the air with hands only after it rebounds off the backboard.			
Participates in team rebounding drills.			
Totals			

Skill Progression – Participation

Your Athlete Can	Never	Sometimes	Often
Attempts to participate in a basketball training program.			
Participates in any manner in a basketball training program.			
Participates upon own initiative in a basketball training program.			
Practices basketball skills a minimum of three days a week.			
Takes part in team activities.			
Demonstrates knowledge of the basic rules of basketball.			
Totals			

Basketball Appendix:
Courts, Rules



Youth Basketball Competition 3-on-3 Rules

Divisioning

1. The Head Coach must submit the scores from both of the Basketball Skills Assessment Tests (BSAT), e.g., dribbling and perimeter shooting, for each player on his/her roster a minimum of 10 days prior to competition.
2. Teams are grouped in divisions according to their BSAT team score.
3. Each team will be required to play all team members in all games.

Team and Players

1. A team may have up to five players, which includes three starters and two substitutes.
2. Half-court basketball is a game of three-on-three. Each team must start the game with three players or forfeit the game. If a team falls below three players once the game has started due to injury, the team will be permitted to continue with two players on the floor. If a team falls below three players due to player ejection, the team will forfeit that game.
3. All teams must supply their own uniforms. 'Basketball' jerseys are preferred; however t-shirts are permitted as long as all uniforms are identical for all players. Numbers on uniforms are not required.

The Game

1. The game will be played for 20 minutes or until one-team scores 20 points. A made field goal from any area on the court will count for two points.
2. There will be a running clock applied for the full 20 minutes. The clock may stop at the referee's discretion (e.g. if the ball needs to be retrieved from another court.)
3. The game will start with a flip of a coin for possession. There is no jump ball. All jump balls will be administered by alternate possession, starting with the team which loses the flip of the coin.
4. The winning team is the first team to score 20 points or the team with the highest score after the 20-minute game.
5. All games will be played with a 28.5 sized basketball.

Competition

1. The referee will handle the ball on all out-of-bounds plays.
2. The ball is dead after a foul or violation is called, a field goal is made or any other time the referee blows his/her whistle.
3. Teams change possession of the ball after made field goals. However, if a player is fouled in the act of shooting and makes the basket, the field goal is credited, and the offended team retains possession of the ball.
4. The throw-in spot for all non-shooting fouls (fouls, violations, out-of-bounds, made field goals, timeouts) will be at the top of the key (behind the 3 point line). The player inbounding the ball at the top of the key must make one pass before any scoring attempt can be made. **No free throws will be permitted.**
5. For all shooting fouls, the ball will be inbounded along the base line at a designated spot.
6. On any change of possession, the team which just gained possession of the ball must take the **ball back behind the foul line extended** before shooting. In taking the ball back, either the ball or the foot of the player in possession must touch the foul line extended or the area behind it.
7. A violation/foul has occurred when the defense who has just gained possession of the ball attempts a field goal without taking it back behind the foul line extended. This foul will result in loss of possession for the offending team.
8. Substitutions may be made on a dead ball. When one team makes a substitution, the other team must be given an opportunity to substitute as well. Players entering the game must report to the scorer's table and be beckoned into the game by the referee.
9. **One 60-second timeout is allowed per team.** When a timeout is called, the clock will be stopped. A player injury timeout may be called by the referee. The referee may stop the clock at his/her discretion and is advised to do so at any time. For example, allowing the clock to run when the ball bounces well out of play gives one team an unfair advantage. Consequently, the clock should be stopped.
10. A held ball is called when opposing players have one or both hands so firmly on the ball that possession can be gained only by force. The ball is awarded on the basis of **alternate possession**. First possession is granted to the team that loses the coin toss at the start of the game.



Fouls and Penalties

1. A foul is an infraction of the rules involving personal contact with an opponent or unsportsmanlike behavior. It is charged against the offender.

1. There are no individual or team foul limits in 3-on-3 half-court competition. However, misconduct will result in a warning to the player and coach. Continual misconduct or flagrant and intentional fouling will result in player ejection.

2. An offensive player, including the shooter, may remain in the free throw lane for no longer than three seconds. The penalty for this infraction is loss of possession.

A player making a throw-in shall have five seconds to release the ball. The penalty for taking more than five seconds shall be loss of possession.

Points of Emphasis

1. It is a violation for player to "double dribble".

2. Concerning optional adaptations: A player may take two steps beyond what is allowable. However, if the player scores, "travels," or escapes the defense as a result of these extra steps, an advantage has been gained. A violation is called as per the official's discretion.

Tournament Format

- o Round Robin Format with 3 points for a win, 2 points for a tie and 1 point for a loss with playoff games to follow
- o NO overtime in round robin (ties will stand).
- o *One 60 second time out will be permitted per team*
- o Substitutions must wait at scorekeeper table before being called onto the court
- o Tie breakers to be determined in succession:
 - o Highest game points
 - o Lowest points against average
 - o Highest points for average