



***SAC Youth Basketball
Coach's Manual***

October 2011

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1.0 SAC Youth Basketball Mission

The SAC mission is to foster each child's life-long love of basketball by:

- Teaching them the skills to excel
- Providing them with opportunities to compete with others who will challenge them
- Creating basketball connections with other students & organizations.

To support this mission the SAC Board expects Coaches to accomplish the following objectives:

- Always promote good sportsmanship behavior
- Teach individual skills
- Instill the concept of "team" basketball
- Be prepared for practices and games
- Encourage all players to compete to the best of their ability at all times

2.0 Codes of Conduct

A key program objective is to promote good sportsmanship behavior. To promote good sportsmanship behavior SAC has adopted Codes of Conduct established by the Cincinnati Area Youth Basketball League for players, parents, and coaches that set clear expectations and responsibilities for all participants.

The Codes of Conduct are provided in Appendix A.

3.0 The Coach's Role

The following article is geared for higher age levels; however, the basic philosophy applies to all age levels and is embraced by SAC.

Basketball Coaching Philosophy

From the Coach's Clipboard Basketball Playbook, @ <http://www.coachesclipboard.net>

Each coach must develop his/her own coaching philosophy, or system of beliefs and ideas. When interviewing for a coaching position, the question almost always comes up, "What is your coaching philosophy?" This article discusses a number of thoughts relating to this topic.

Be yourself

It's very important that whatever your style of coaching, be yourself. I mean this especially in your temperament. If you are out-going, be out-going. If you are quiet, be quiet. If you are a screamer, scream (within reason). Don't try to be like some famous coach that you idolize. Certainly, there may be many excellent ideas and qualities that you can and should learn from successful coaches like Coach Wooden and others, but incorporate them into your own philosophy.

Whatever your style, be agreeable and, without compromising your principles, be someone that is easy to work with. As a coach, you have to interact and deal with a lot of people... players, administration, faculty, parents, assistants, opposing coaches and players, officials, fans, etc. We all like working with someone who is agreeable and easy to work with, and someone who follows the rules and is respectful of others.

Your teaching style

Coaching basketball is teaching... teaching not only fundamentals, how to play the game, and team skills, etc., but also life skills. Be well-prepared for practices and games. Encourage players. Be positive. Whatever your style, have a passion for the game. If you are enthusiastic and upbeat, this will spill over to your players and everyone around you. Value all the players on the team. Make the 15th player on the squad feel as important as your star player. This is all very important in developing your team spirit and chemistry.

Be organized

You are the leader and must be organized. A disorganized coach imparts this disorganization and a sub-standard approach to the entire program. If you are not organized, others (including players) will not take you and your program seriously. Everything must be organized... your practices, game routines, schedules, year-end banquet, team camps... essentially your entire program. When parents expect practice to be over at a certain time, end it then, not 20 minutes later. Start practices on time. If you must be late, make prior arrangements with your assistants. Have your "paperwork" done... scorebook entries, stats sheets, your school's athletic code of rules and policies, etc. Make notes and reminders so that you don't forget to do things that you have promised to do. Surround yourself with good people... loyal, dedicated assistants who share your passion for the game.

Be open, learn from others

All great coaches have learned what they know from other coaches and players. Don't take the attitude that you have all the answers and are the greatest coach to ever walk the earth. Be humble and eager to learn from others. This is how you become a better coach. Like players, coaches should "be coachable". Attend coaching clinics and camps. There are numerous videotapes and DVD's, covering every aspect of the game that you can study. Go to games. Watch games on television. Read basketball books. Assistants should try to learn everything they can from the head coach, as this is a great learning opportunity.

Impact young people

You are not their parent, but you are in a position to be a real positive, important person in the lives of each of your players... never lose site of this. Teach by your example and how you treat others. Be a person of integrity. Players are looking for your guidance, your belief and trust in them, and your discipline. Be their mentor more so than their friend (although you will develop strong friendships with most). Treat all players with respect and make them all feel important as individuals and members of the team. Have fun with them, but be sensitive to their needs. Help develop character, not "characters". Help young people to develop priorities... spiritual > family > school > basketball. The coach-player relationship is a vital cornerstone to successful coaching.

Communicate with your players as a group and one-on-one, and maintain an "open door" policy. Before the season starts, meet with each player individually about goals, expectations, etc. Have occasional team meetings to discuss "issues". Ask players for their input at halftime.

About yelling at players... you never want to embarrass a player during a game in front of his parents, friends, the fans, etc. Games are for players. In practice, behind closed doors, it is your classroom. I personally believe coaches can yell at players in practice, not to belittle them, but to get them to compete harder. Sometimes kids need verbal motivation. We tell our players from time to time that if a coach yells at you in practice, it's not because he dislikes you, but because he thinks you have the potential to be a better player. He yells at you because he loves you. And if you never get yelled at, you might start worrying that coach is less interested in you. During a girls' varsity practice, a young lady (who was not very focused that day) got yelled at a couple times while scrimmaging 5-on-5. When she substituted out, she came over to the sideline and said to me, "Geez Doc. I wish coach didn't love me so much!"

Set rules and maintain discipline

But don't have too many rules that you will later regret. Kids will violate the rules... they always have and always will! Be prepared to handle these things in a fair manner. But don't paint yourself into a corner by being overly inflexible. Don't make a hasty decision or comment... first find out all of the details of what happened, the school's policy, and get the advice of your athletic director before making a decision. Think also what long-term impact your decision will have on the individual(s), the team, your program, the school, and the community.

Discipline also means doing the right thing and doing everything for the betterment of the team. In practice, this means doing every drill the right way, every time.

Style of play

Some coaches are "go" coaches and like the fast-break, full-court press, gambling, trapping, and like the game to be a track meet. This style of play is ideal for a team with lots of quick, athletic players and a deep bench, allowing for lots of substituting. This style is often liked by players, parents and fans because it lets players "play the game" and more players get playing time, helping maintain team harmony.

Other coaches are "whoa" coaches who like a more deliberate, slower-paced game with little risk taking. This style favors a team with strong inside post players who are better in a half-court type of game, rather than a running game. Teams without quick, great ball-handling guards would do better with this style of play. Teams with very little "bench depth" will be better off too since key players will be able to play more minutes in a slower paced game. Additionally, coaches may feel they have more control over a team that plays this style of game, with more control over each possession.

Flexibility is key here. Some years, you may have race horses and you can use the running game. Other years, you may have mules and bulls and will find the slower paced, inside power game better. Even if you are a coach that structures your entire program on one style of play, you may find that you will need to be flexible in some game situations. For example, we like to press and run. But when we have a couple of our slower players in the game, we may have to drop the press in favor of good half-court defense.

Although our basic system may be the same from year to year, our play calling will change. Some years, we have a good post player and we will use plays designed to get the ball inside. Other years, our shooting guard or our point guard may be our best player. We will use plays designed to get our best shooters open shots.

Prepare your team

Preparing your team for a game is more important than any courtside game-coaching "wizardry". It's true that good coaching may help determine the outcome of a closely played game, but preparation is much more important. Preparation means teaching kids correct fundamentals and team skills. Having great practices are key as you "play like you practice". If you play and compete hard in practice every day, it's more likely you will play that way in a game. So make your practices competitive and upbeat. Prepare a lesson plan for each practice, selecting those drills that will help your style of play and game plan. Know your opponent through scouting, film, previous experience, and work on your game plan in practice... how you are going to stop them defensively, and what you can do offensively.

Foster a great work ethic

Once they lace up their shoes and walk onto the court, all of the day's problems and issues are put aside, and each player must focus on the job at hand. Each player owes it to the other players to practice and compete as hard as he/she can. Every player, coach, assistant, manager, etc has a job to do. Your star players and seniors should lead by example and work hardest of all, and set the tone for the entire team.

Team concept

The coach must instill the concept of "team", rather than the individual. A cooperative team spirit must be cultivated both on and off the court. A team whose players come to understand that they are part of something more important and bigger than their individual considerations, and become unselfish in their thinking, will achieve more and will obtain more satisfaction from the overall experience. A team must arrive at the notion of a singleness of purpose and a dedication to the course. The idea of "don't let your buddy down" is a good one.

Belief in the system

You must get everyone onboard and believe in your system and your style of basketball. Players and assistants must be totally dedicated and believe in what they are doing. Instruct, explain, diagram what you are trying to do. Players must be confident that (all other things being equal) if they practice hard, prepare, and play hard, they deserve to win, since the team that plays and practices hardest usually wins.

Goals

Set goals for your team, your program, and your individual players. Having fun should be right at the top of the list. Most players will never play college basketball. Even those who do, will often return several years later and say that playing high school basketball was the most fun they ever had, and this is one of the best compliments they can give you.

Team goals could vary from year to year. A team goal might be to win the state championship, or the conference title, or maybe to finish above .500 with a winning record. With a team lacking in talent or experience, it might be to just be a better team by the end of the season, in preparation for next year. Individual player goals might be developing a post player's moves and strength, or a guard's dribbling, ball-handling, and shooting. But personal character goals are even more important... developing priorities, commitment, work ethic, trust, loyalty, etc.

Winning effort

"If you make every game a life-and-death thing, you're going to have problems. You'll be dead a lot." - Hall of Fame Coach Dean Smith.

Players feel the pressure of having to win an important game. Rather than focusing on the "win", shift the focus to each player having fun and giving a "winning effort". If each player plays and competes as hard as he/she can, then the winning and losing is less worrisome. There is no shame in losing to a better opponent if you have played as hard as you can.

Winning effort also goes back to work ethic and competing as hard as you can in practice every day. Players make each other better by competing hard in practice. If your team does not compete hard in practice, it's unlikely that any pre-game motivational speech will get them to play any harder. Further, we stress that "having fun" is competing as hard as you can... that the most enjoyment and satisfaction occurs when you have given all you can against a worthy opponent. A little goofing around and joking from time to time is fine, but the enjoyment it is not on same level as the fun obtained from competing hard.

Measuring success

Unfortunately, we all get caught up in wins and losses. Coaches are remembered for achieving milestones such as so many career wins and championships. It is true of course that good coaching, teaching fundamentals, developing your program, passion, dedication, hard work, etc will translate into more wins. But not all coaches are blessed with talent every year. Recently, I witnessed an excellent coaching job done by a freshmen coach who took a bunch of inexperienced kids with poor fundamentals and no confidence, to become a winning team by season's end. Overall they had lost more games than they won, but by the end of the season, they were beating teams that had easily defeated them earlier in the season. The season ended with the boys having a sense of pride and feeling good about themselves and eager for the next season. So you see that great coaching is not always accurately reflected by the won-loss record.

Better measures of success would be the fun your team and individual players had, and how well they learned, developed, improved, and matured to become better players, students and citizens.

4.0 2nd and 3rd Grade Program

4.1 The 2nd & 3rd grade program is an in-house, instructional program designed to introduce elementary grade student to the game of basketball. The program is designed to provide fun and educational practice and game environments for the players. A few key points regarding the 2nd & 3rd grade league are as follows:

1. LEAGUE IS INSTRUCTIONAL
2. MAN TO MAN DEFENSE ONLY
3. ALL PLAYERS ARE TO PLAY EQUAL TIME
4. SCORES WILL BE KEPT
5. NO STANDINGS WILL BE POSTED
6. GAMES WILL CONSIST OF FOUR 10 MINUTE RUNNING QUARTERS
7. NO FOUL SHOTS WILL BE ATTEMPTED, BALL WILL BE IN-BOUNDED
8. 2/3 GIRLS WILL USE 8.5 FOOT RIMS

9. 2ND GRADE BOYS WILL USE 8 FOOT RIMS

10. 3RD GRADE BOYS WILL USE 9 FOOT RIMS

4.2 Hints / Lessons Learned - TBD

5.0 4th through 6th Recreational Program

5.1 Rules

The 4th through 6th grade recreational teams play in the Cincinnati Area Youth Basketball League (CAYBL) and must comply with the league rules which are presented in Appendix C. The CAYBL rules specify that each player play at least one and a half quarters (9 minutes). SAC asks coaches to strive for each player to play at least half a game (equal playing time if you have more than 10 players); however, you must comply the CAYBL minimum playing time requirement (with exceptions for injury, illness, foul trouble, or ejection for unsportsmanlike conduct). Although rare, you may have a player that does not want to play his/her allotted time. In these instances you should encourage them to participate but, if they are clearly uncomfortable about playing honor their request and inform the referee and opposing coach of the situation. You should also discuss the situation with the parents after the game.

5.2 Hints / Lessons Learned

The recreational program provides all kids that want to play basketball the opportunity to do so regardless of experience and skill level. The primary objectives of this program are to instill good sportsmanship, teach the game fundamentals, improve individual skills, and have fun playing the game. Winning games should always be your goal; however, winning is secondary to participation.

The following provides guidance/lessons learned that will help new recreational level coaches reduce the learning curve duration and enhance your team's ability to compete to the best of their ability.

- **Appendix B** contains a letter from the SAC Recreational League Coordinator to parents. This letter provides parents with basic information about the coming season and information regarding playing time and dispute resolution. Make sure all parents receive this letter early in the season.
- Establish your expectations for player conduct (e.g., good sportsmanship, paying attention during practice, following instructions, no horseplay or fighting, coming to practice, etc.) at the first practice and discuss consequences for inappropriate conduct. In the event you have a player with chronic behavioral issues and discussions with the parents do not resolve the issue, contact the SAC Recreational League Coordinator to discuss consequences which can be limiting playing time, benching for a game, or removal from the team in extreme cases.
- Recreational level teams generally consist of 1-2 players with above average skills, 2-4 players with average skills, and 2-4 players with beginner level skills. Since all players

must play at least one and a half quarters, you should plan your substitutions so that 2-3 of your players with better skills are on the court at all times.

- It can be difficult to keep track of playing time during game situations. Having a substitution schedule established before a game will help you keep you on track. **Example schedules are provided in Appendix D – Aid 3.**
- Many new players are timid and unsure of how much contact is allowed. Encourage players to be aggressive and not shy away from appropriate contact. Boxing out, rebounding, fighting for loose balls, taking charges, etc. are legitimate aspects of the game that should be taught during practice.
- You only have 1 practice per week which should be used for drills and working on defensive and offensive plays. Have your team arrive before the practice time (15-30 minutes) for “chalk-talk” sessions and simple warm-up activities like stretching.
- Use your first practice to assess skills and establish positions for each player. Top priority is to identify the best 2-3 ball handlers to play point guard.
- During practice use drills that include more than 1 skill to make best use of limited time. For example, instead of a simple lay-up drill use a full-court drill that requires a player to dribble, pass, and receive a return pass before shooting a lay-up (see **Appendix D – Aid 1**).
- Always have a plan for each practice. Idle time while you think about what to do next is quickly filled with horseplay and wastes valuable gym time. It's best to have 2-3 drills to start each practice (see **Appendix D – Aid 1 for examples of drills**) that will take about 10 - 20% of the practice. Use the next 40 – 60% of practice to cover 1-2 topics (e.g., offensive plays, press breaks, defensive drills, break into smaller groups and focus on a particular skill like setting screens). Use the last 20 – 30% of practice for intra-squad scrimmage.
- Generally, recreational basketball at this age group does not require sophisticated offenses. Most teams have set plays designed to get a high percentage shot off of 1-2 passes; if the shot isn't there the kids start to freelance until they can set up another play. Rather, consistent good execution of basic skills in simple set plays will result in more good shots than complicated offensive schemes. Focus on basic skills (ball handling, passing, setting picks, using V-cuts to set up a pick, and rebounding,) and you'll have more success on offense. **Appendix D – Aid 2 provides simple offensive schemes against man-to-man and zone defenses** that are easy to teach and effective at this level. No matter what offensive scheme you choose, teach your point guards to dribble to the side to which they are passing. Long passes from the center of the court to the wing will be stolen far more often than they are completed. Teach your players that if the defender overplays the wing pass, the wing player and point guard should use a fake pass to the wing and a back door cut to keep the defender from overplaying.
- Before 1st game, have basic offensive plays, at least 2 inbound plays (under the basket and side), jump ball play, and defensive style established. No pressing or zone defense is allowed at the 4th grade level; however, 5th and 6th graders need to prepare a press break and an alternative offense against a zone defense.
- On defense, teach your players to always know where their man and the ball are. A fun way to teach this skill is for the players to imagine their hands as pistols and to always have a pistol pointed at their man and the ball.

- You will be provided a list of other coaches at your grade level. If possible, schedule a scrimmage with other teams before the season starts to get the team ready for game speed conditions.
- Set up e-mail and phones lists (home and cell) for all players and keep the phone list with you. It will come in handy when a parent has trouble finding away gyms.
- For each game you will have to provide someone to either run the clock or keep the game book. Identify assistant coach or parents to help with these tasks.
- Delegate snack scheduling to a parent so you can focus on managing the team.
- Find a volunteer to video a game and have a pizza party to watch the film. Kids will enjoy watching themselves and you have the opportunity to point out situations that went well and identify areas for improvement.

6.0 4th through 6th Select Program

The SAC Select program is a more competitive basketball experience that also requires a significant time commitment by coaches, players and families. The Select program provides players who want to more deeply develop their basketball skills an opportunity for great practice time and significantly more games during the winter season. May Select players also choose to play basketball (either with their winter team or other tryout teams) during the spring/summer season.

The SAC Select program offers teams 2 practices per week along with 2 games per week during the season. In addition, the Select teams will play in 3 tournaments per season. Thus, a full Select schedule will include approximately 30 games.

The Select A/B will participate in the Select brackets of the CAYBL. Teams will be matched as best as possible to ensure a competitive environment versus other schools. The Select C teams will participate in either a lower Select or upper REC league.

Since many of the Select players are considered stronger athletes at this age, there will always be a desire for them to play on other teams and other sports during the season. These are the decisions of the individual families. However, SAC Select players must be committed to participating as a full team member on their Select team otherwise, SAC will encourage them not to sign up for Select. In the past, individuals have overcommitted themselves and thus could not participate in either both practices each week or both games on the weekend. This is not fair to the coaches or the other players and thus we encourage parents to evaluate this before signing up for Select.

SAC Select runs a tryout for each team annually. Each year the teams are completely formed according to the tryouts for that year. There is no carry over of players from previous years as player development varies so greatly at this age. Tryouts are executed by the SAC Board and individuals they recruit to aid in the process. No coach or parent who has a child at a specific age group is allowed to participate in the evaluation process. Select coaches will be chosen after the tryouts based on which children make the respective teams.

6.1 Rules

The 4th through 6th grade Select teams play in the Cincinnati Area Youth Basketball League (CAYBL) and must comply with the league rules which are presented in Appendix C.

6.2 Hints / Lessons Learned - TBD

Appendix A – Codes of Conduct

**SAC YOUTH BASKETBALL
GOOD SPORTSMANSHIP COACH'S PLEDGE**

- I will focus on teaching basketball fundamentals, good sportsmanship, and how to have fun playing the game. Winning is a secondary objective.
- I will be prepared for practice and help make my team competitive at their level.
- I promise to communicate with parents and keep them informed in a timely fashion.
- I will ask for help from the SAC organization & parents when I need it.
- I understand the influence I may have on a child. I will conduct myself in a responsible manner.
- I may raise my voice to get attention, but **never** to humiliate a player. I don't want anyone to be afraid to make a mistake. Learning from mistakes makes for better players.
- I will conduct myself in a respectful and professional manner with officials, players, & parents.
- I will not discuss issues with a parent in front of a player.
- I promise to never forget, "***THIS IS FOR THE KIDS!!***"

As a SAC Youth Basketball Coach, I understand that my actions reflect on myself, my team, & the entire SAC organization. I will conduct myself appropriately & within the spirit of the above guidelines which I have read.

Signature: _____

**SAC YOUTH BASKETBALL
GOOD SPORTSMANSHIP PARENT'S PLEDGE**

- My child will be on time for practices and games.
- If my child is unable to make a practice or game, we will notify the coach as early as possible so that necessary arrangements can be made in preparation for practices and/or games.
- **WE WILL NOT BE A BLEACHER TEACHER!** We want our child to focus on the coaches and their teammates, not on the stands.
- We will only cheer in a positive manner and will always conduct ourselves in a respectful, & professional manner with all officials, coaches, & players at all times.
- If we have a concern, we promise to discuss it with the coach at a later date, with a clearer perspective, without the player involved.
- We understand that the coach may not be perfect and may make mistakes, but we will recognize and appreciate that he/she has volunteered to coach my child.
- We will encourage our child to practice at home. Working on fundamentals makes better ball-players.

As the parent of a SAC player, I understand that my actions reflect on myself, my child, the team & the entire SAC organization. I will conduct myself appropriately & within the spirit of the above guidelines which I have read.

Signature: _____

**SAC YOUTH BASKETBALL
GOOD SPORTSMANSHIP PLAYER'S PLEDGE**

- It is my responsibility to arrive at all practices and games on time, not my parents'. I will notify the coach as soon as possible if I cannot attend a practice or a game.
- I will conduct myself in a respectful & professional manner with officials, players, coaches, & parents at all times.
- I will have a positive attitude at all times.
- I promise to be a team player. There are no superstars on my team.

There is no "I" in team.

- I understand that good grades in school are more important than participation in the SAC program. *SCHOOL WORK COMES FIRST!*
- If I make a mistake, I will learn from it and continue to give my best effort to the team.
- I promise to be a good sportsman, win or lose.
- I promise to have a lot of fun!

As a SAC Youth Basketball player, I understand that my actions reflect on myself, my team, my coaches, & the entire SAC organization. I will conduct myself appropriately & within the spirit of the above guidelines, which I have read.

Signature:_____

Appendix B - SAC Message to Recreational League Parents

Dear Parents,

Welcome to the 2011-2012 SAC Recreational basketball season. The recreational teams participate in the Cincinnati Area Youth Basketball League (CAYBL) which includes teams from several communities in the greater Cincinnati area.

The CAYBL website is <http://www.caybl.org/> which gives you access to your team's schedule, league standings, league rules, gym direction, and any cancellations due to inclement weather. A link to the CAYBL website is also provided on the SAC web page at www.sacbasketball.org.

SAC and CAYBL have worked hard to create an environment for a positive basketball experience that encourages player development and promotes sportsmanship. Your involvement is necessary to assure a successful program. Below are our requests of you:

1. **Support your child's coach.** All coaches are volunteers that donate many hours to lead the team. SAC could not function without the volunteer coaches and we owe them our support to assure the season is a positive experience. Offering to help with practices or administrative tasks (e.g., organizing snack schedules) will help your child's coach prepare the team for competitive play. Be sure to communicate schedule conflicts, illness, etc. so the coach can plan accordingly.
2. **Read, sign, and follow the Parent's Pledge.**
3. **Get to practices on time and get to games early.** Practice time is limited so it's very important that the players are ready to practice when the gym becomes available. Tell the coach if your child will be absent so they are not waiting for a player to arrive. Team rosters are turned in to the scorers' table 15 minutes before game time and it is difficult to adjust the lineup at the last minute. Let the coach know if you will be late.
4. **The CAYBL Rules require that all recreational level players play one and half quarters of the game.** The SAC recreational league philosophy is that kids improve by playing as much as possible; therefore, playing time specified by the CAYBL is mandated (with exceptions for injury, illness, foul trouble, or ejection for unsportsmanlike conduct). However, SAC will allow coaches to lessen playing time for players that are chronically absent from practice or exhibit conduct that is detrimental to the team. Before cutting playing time, coaches must:
 - a. First attempt to remedy the situation with you and your child.
 - b. Failing resolution, involve SAC in the discussions.
 - c. If warranted, SAC will authorize the coach to lessen playing time.
5. **Allow a "Cool-Down" period before discussing concerns with a coach.** Although rare, there may be instances where you feel your child may be treated unfairly or you have concerns about how the team is managed; these situations can initially generate strong emotional responses in parents. SAC encourages open communication with coaches to remedy these situations; however, the discussions are more productive if they occur after the "heat of the moment" has passed.

You may contact me with any questions or concerns at the contact information below.

Sincerely,

SAC Youth Basketball Board

Appendix C – CAYBL Rules

THE CAYBL RULES ARE SUBJECT TO CHANGE AND THIS MANUAL IS NOT UPDATED DURING THE SEASON. SAC RECOMMENDS YOU VISIT THE LEAGUE WEBSITE (WWW.CAYBL.ORG) FOR CURRENT RULES

Appendix D – Coaching Aids

This Appendix provides examples of drills and offenses that will help new coaches prepare their team for league play. There are countless other resources on the internet, in book stores, and libraries.

Go to the SAC Website, www.sacbasketball.org, and click on the “Hey Coach” button for links to some good websites.

Good books for new coaches are:

“Coaching Youth Basketball” by John P. McCarthy, Jr

“Great Basketball Drills” by Jim Garland

SAC also has a library of instructional DVDs available to borrow. Contact Kevin Mattis (see SAC website) to borrow a DVD.

Aid 1 – Practice Drills

Drill 1 – Full Court Lay-ups

Place half of your players on the baseline on the right side of each basket (midway between the basket and the sideline) and have two coaches on the circle at the half court line. The first player in each line dribbles parallel to the sideline and passes to the coach at the half court line. The player keeps running and receives a return pass from the coach and dribbles to the basket for a lay-up. The player gets the rebound and hands the ball to the next player in line. The second player in line should start dribbling after the first player receives the return pass from the coach. If you have 4-6 balls this drill should have constant motion. This is a good warm-up drill at the beginning of practice that works on dribbling, passing, and shooting, and provides conditioning.

Alternative 1 – have the player's jump-stop and shoot instead of a lay-up.

Alternative 2 – split the players as described above but have the coach stand next to the players on the baseline. The coaches lob the ball midway between the foul line and half court. The players have to run to grab the ball and continue dribbling to the opposite basket for a lay-up or jump stop shot.

Drill 2 – Lay-up Lines Drill

This is a good half-court passing/shooting drill for the start of practices and warm-up before games.

Facing the basket from half court, place half the team outside the 3-point line and midway between the right sideline and the center of the court and the other half between the left sideline and the center of the court. Place 1 player near the corner of the baseline and right sideline. Only 1 ball is needed.

The first player in the right line passes to the first player in the left line. The left side player makes a return pass to the right side player who shoots a lay-up and rotates to the back of the left line. The left side player rebounds the ball, passes the ball to the single player in the corner and replaces the corner player. The corner player passes to the next player in the right line and rotates to the end of the right line.

Drill 3 – Bunnies

This is a good half-court passing/shooting drill for the start of practices and warm-up before games. Two balls are needed.

Facing the basket from half court, split the players into 2 lines under the basket where the key meets the baseline. The drill starts with the first player in the left line and the second player in the right line holding a ball. The first player in the right line makes a V-cut across the lane, receives a pass from the first player in the left line, shoots a lay-up, rebounds the ball, passes to the next person in the left line, and goes to the end of the line.

Immediately after making the pass, the first player in the left line makes a V-cut across the key and receives a pass from the player in the right line, shoots, rebounds, passes to the next player in the right line, and goes to the end of the line. The players continue to rotate for several minutes.

Stress proper execution of the V-cut, catching the pass in a position ready to shoot, and proper shooting.

After several minutes of lay-up shooting, have the players shift to catching the pass midway between the baseline and foul line. After catching the pass, the player does a pump fake and one dribble for a lay-up. Stress proper pump fake mechanics.

After several minutes of pump fakes, have the players shift to catching the pass at the elbow for a jump shot. Stress catching the ball in the proper position for shooting.

This drill is slightly complicated and will take 2-3 practices for the kids to find the rhythm; however, you can teach several fundamental skills with one drill. Your patience while implementing the drill will pay dividends as the season progresses.

Drill 4 - Scramble

Split the players into equal lines where the baseline and key intersect. The coach places a ball at the top of the circle. On the whistle the first two players scramble for the ball. The player that gets the ball is on offense and the other player is on defense. The players go one-on-one at the opposite basket. Play continues until the offensive player scores or the defensive player steals or rebounds the ball. Kids love this drill and you can teach several fundamentals (e.g., being aggressive, ball handling, boxing out, rebounding).

Drill 5 – X Shooting

This is an individual shooting drill that is best run with coaches/parents running simultaneously at several baskets to keep as many players as possible active.

Player stands on the right block with a ball. On coach's go, player shoots a lay-up, grabs the rebound, dribbles to the center of the foul line, then shoots a lay-up on the left side. Time the player for 30 seconds and count how many shots are made. Variations on this drill include shooting a jump shot from various locations

Drill 6 – Dribble Knockout

This is a good ball handling drill that kids enjoy. Place half the team in the key at one basket and the other half of players in the key at the other end of the court. On the coach's go, players must start dribbling and keep dribbling until the drill ends. While dribbling, each player tries to knock the other player's ball out side the key. A player is "out" when their ball is knocked out of the key or they step outside the key. The last player to stay in the key is the winner. After the first round, the winners from each end do the same drill at the center court circle.

Drill 7 – Shooting Knockout

This is a popular shooting game. All players line up at the foul line and the first 2 players have a ball. The first player in line takes a shot and, if they miss, they go for the rebound and continue shooting from anywhere on the court (lay-ups are acceptable) until they make a shot. As soon as the first player moves from the foul line the second player takes a shot and continues shooting until they make a shot. If the second player makes a shot before the first player, the first player is out. If the first player makes a shot before the second player they remain in the game and quickly get the ball to the third player in line

who then tries to make a shot before the second player. The process continues until a player wins.

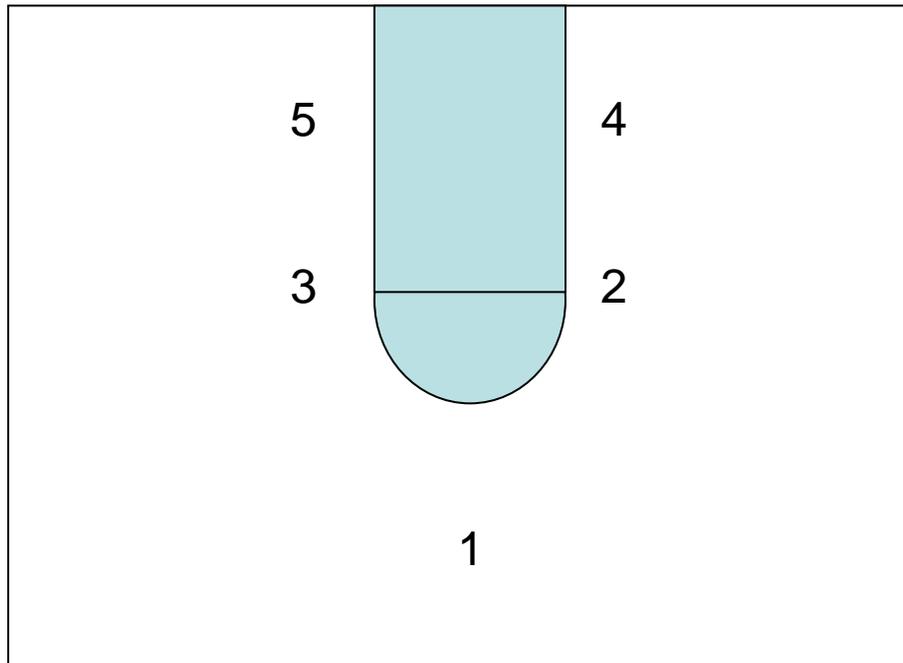
Drill 8 – Three On Two – Two on One

This is a great drill that teaches ball handling, passing, transition offense, shooting, rebounding, and provides conditioning. Three lines of offensive players are on the baseline and two defensive players are in the key at the opposite basket. The first 3 offensive players fast break to the opposite basket simulating a 3 on 2 fast break. The top defender stops the ball handler. If the ball handler passes the ball to a wing, the bottom defender defends the wing player with the ball and the top defender drops quickly to protect against passes through the key. The 3 offensive players play until they score, make a turnover, or miss a shot that is rebounded by the defenders. The offensive player that scored, turned the ball over, or missed the shot that was rebounded, now has to run to the other basket to defend a fast break by the two defenders. The remaining 2 original offensive players remain at the basket to play defense in the next round. Repeat this cycle for 10 – 15 minutes.

Aid 2 – Offense By Numbers

Basic Offensive Plays Against Man-To-Man Defense

This offensive set consist of a point guard (player 1); two forwards (players 2 and 3); and 2 posts (players 4 and 5). Looking from half court to the basket: player 1 is in the center of the court above the 3-point line, player 2 is on the right elbow, player 3 is on the left elbow, player 4 is on the right block and player 5 is on the left block (see diagram below). Several plays can be run from this set.



Play "21": A pick and roll for player 1. Player 1 calls "21". Player 2 sets a pick for player 1 and the 4 and 5 players move to the sideline to make room for the pick and roll.

Play "31": Same as a "21" but on the left side.

Play "24": Player 1 calls "24". Player 2 sets a pick for player 4 who V-cuts off the pick and moves to the elbow. After setting the pick player 2 moves to the sideline to make room for a give-and-go. Player 1 dribbles to the right side, passes to player 4, and cuts to the basket for a give-and-go. Player 4 can either pass back to player 1 if open, drive to the basket for a shot, shoot, or pass to player 2 for a give-and-go.

Play "35": Same as a "24" but on the left side.

Play "25": The objective is to get a baseline jump shot for player 2. Player 1 calls "25" and starts moving to the left side while player 3 moves toward the sideline. Player 2 cuts to the baseline side of player 5 who sets a pick for player 2. Player 1 can either pass directly to player 2 or to player 3 who would pass to player 2.

Play "34": Same as "25" but on the right side.

Play "45": Objective is to get a baseline jump shot for player 5. Player 1 calls "45" and dribbles to the right side. Player 2 cuts next to player 4 to set a double pick for player 5. Player 5 cuts off the double pick and looks for a pass from player 1.

Play "54": Same as "45" but on the left side.

Play "41": Player 1 calls "41". Player 2 moves to the sideline and player 4 cuts to the elbow. Player 1 passes to player 4 who turns to face the basket. Once player 4 has the ball, player 2 cuts to the basket. Player 4 can pass to player 2 if open, drive to the basket, shoot, or pass back to player 1 if nothing is open. Players 3 and 5 move to the sideline to draw their defenders away from the basket.

Play "51" Same as "41" but on the left side.

Alternative 1 – "Wide" set which is the same formation but player 2 through 5 set up outside the 3-point line. All plays can run from this set. This set also provides player 1 the opportunity to go 1 on 1 with his defender.

Basic Offensive Play Against Zone Defense

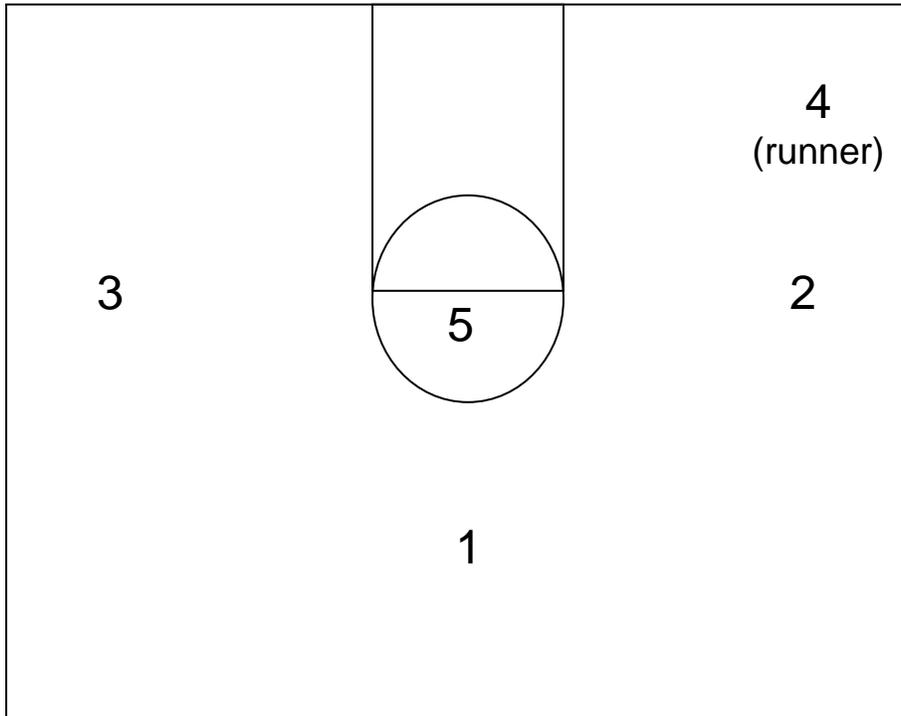
Getting high percentage shots against a zone defense requires a different offensive scheme since the defenders are guarding an area or zone rather than a specific offensive player. The diagram below is one basic offensive set to attack a zone defense.

A zone defense forces outside shooting because the defensive players bunch up around the lane, making it difficult for offensive players to drive towards the basket.

Cutting into the lane and into gaps of the zone is one way to split the zone. Offensive teams can also try to overload a zone to one side with two offensive players in an area guarded by only one defender. The key to breaking a zone is patience and quick ball movement. Quickly moving the

ball from side to side and using quick cuts will eventually result in an open shot or open lane for a drive.

The diagram below is one offense set that can be effective against zone defenses. The "5" player should be one of the better shooting players. If the 5 player is open, player 1 passes to 5 who can either turn and shoot or drive, or pass it to the 2, 3, or 4 players. If the 5 player is guarded the 1 player passes to the 2 or 3 players. The 4 player runs the baseline and always goes to the side of the ball while the 5 player cuts to the ball side of the key. The 2 or 3 player looks to drive, shoot, or pass to an open 4 or 5 player. If nothing is open, reverse the ball side by passing to the 1 player who then moves the ball to the opposite side of the key while the 4 and 5 players cut to the opposite side.



Aid 3 – Recreational Team Substitution Schedule

Below is an example player substitution schedule (6 minute quarters).

Substitution Schedule

Player	Pos	Q1						Q2						Q3						Q4						total
		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	
1	1	X	X	X				X	X	X				X	X	X				X	X	X				12
2	2	X	X	X				X	X	X				X	X	X				X	X	X				12
3	3	X	X	X	X	X	X							X	X	X	X	X	X							12
4	4	X	X	X	X	X	X							X	X	X	X	X	X							12
5	5	X	X	X	X	X	X							X	X	X	X	X	X							12
6	1				X	X	X				X	X	X				X	X	X				X	X	X	12
7	2				X	X	X				X	X	X				X	X	X				X	X	X	12
8	3							X	X	X	X	X	X							X	X	X	X	X	X	12
9	4							X	X	X	X	X	X							X	X	X	X	X	X	12
10	5							X	X	X	X	X	X							X	X	X	X	X	X	12

Appendix E – Important Game Day Information

SAC BASKETBALL 2010-2011

IMPORTANT GAME TIME INFORMATION

EMERGENCY CONTACT INFORMATION

- 1) Gym is locked
 - First Call: Mark Newman (SAC) – 607-1076
 - Second Call: John Yengo (SAC) – 289-6583
- 2) Officials are a No Show
 - CAYBL: Eric Burger – 591-9982
 - 2nd & 3rd grade – Get parent volunteer to referee
- 3) Snow Emergencies/Closures
 - First: Check SAC site: www.sacbasketball.org
 - Second: Check league site: <http://www.caybl.org>

REPORTING SCORES

- 2nd/3rd Grade – No scores reported...No standings kept
- 4th – 6th Grade - CAYBL League: Report your game score by 8:00 p.m. Monday:
scores@caybl.org

REPORTING PROBLEMS WITH REFEREES

Should you encounter any issues with the performance of the referees (or you want to praise someone), you should share that information with the following SAC Board member (numbers on sacbasketball.org website).

- Recreational 4th – 6th: Mark Newman
- Select – Ben Goodyear
- 2nd-3rd Grade – Jimmy Lefton

SETTING UP THE COURT

- If you are playing the 1st game of the day at a Sycamore gym, please arrive at the gym early enough to ensure the scoreboard is set up and the gym is prepared to have games. First games of days are:
 - Greene Saturday 9:00 a.m.
 - Jr. High Saturday 1:00 p.m.
 - Greene & Jr. High Sunday 1:00 p.m.
 - 2nd/3rd Grade @ Elementary Schools 6:00 p.m.
- If you coach a 4th grade team, please carry a roll of tape in your bag in order to line the foul line if needed:
 - 4th grade = 12ft
 - 5th & 6th grade = regular foul line