

**MABA
INTRAMURAL PROGRAM
COACHES HANDBOOK**

To All MABA Intramural Coaches,

Welcome to what promises to be an exciting and rewarding year for the Medway Amateur Basketball Association (MABA) Intramural program. We welcome your involvement and want to thank you in advance for your participation and dedication to the youth of Medway.

The core element of the MABA Intramural program is a strong emphasis on providing instruction on the fundamental skills of basketball and providing every player the opportunity to improve their proficiency in these skills. The Intramural Program is based on a 12-week cycle with each week dedicated to either a specific skill or the reinforcement of multiple skills, with an occasional break for some pure fun and games.

The success of the program is very much dependent on you. As a coach we ask that you be actively involved, helping to ensure that:

1. The players are receiving the instruction provided,
2. The players are actively involved in the practicing of the skills,
3. Elements of the instruction are reinforced during drills and games, and
4. The players are having FUN.

The program design is such that it is not necessary for you to have coached or played on a high school or college level. A “lead coach” has been identified to help ensure the program is running effectively within each age group. In cases where an age group is split between 2 or more time slots, 2 or more lead coaches have been identified. The lead coach will either perform the weekly instruction or designate the instructor to help ensure instruction is provided on a consistent, appropriate level to all players. Please work with and support the lead coach(es) and instructors.

This coaches handbook has been designed to provide you with much of the information you should need to understand the program and your role within it. However, it may not answer all your questions. If you have questions or comments along the way, we encourage you to share them so that we might continue to reinforce what is working and improve on areas needing attention.

Again, thank you for volunteering your time. We are confident that this will be a very successful year. We hope that you enjoy the role you will play in the program’s success.

Thank you for your efforts,

The MABA Board of Directors

Roles and Responsibilities

There will be many people involved in delivering a successful season of skill development and fun. Below is a summary of the basic roles of the different people within each league.

Board Member Liaison

1. He/She is responsible for supporting the lead coach(es) in his/her efforts to implement a successful, age appropriate program.
2. He/She is responsible for facilitating communication between the lead coach(es) and the MABA board.

Lead Coach

1. He/She is responsible for coordinating the weekly instruction and ensuring that it is delivered in a manner consistent with the program objectives. The instruction may be delivered by the lead coach, another coach, or a guest instructor (e.g. high school coach).
2. He/She is responsible for monitoring how well the program is being deployed within his/her group, making age appropriate adjustments, resolving issues that arise, and bringing issues/ideas to the board as necessary.
3. He/She is responsible for running the warm up drills or designating an alternate.
4. He/She is responsible for coordinating the running of the circuit weeks.
5. He/She should be available to help provide direction to the team coaches as necessary.
6. He/She is responsible for contacting all coaches within his/her group to pass on information such as weather cancellations.

Instructor (Lead or Team Coach)

1. He/She is responsible for preparing and delivering the skill instruction on the skill of the week.
2. He/She is responsible for preparing the drills, explaining the drills, soliciting help from coaches and/or referees, and monitoring the running of the drills.

Team Coach

1. He/She is responsible for gathering his/her team at the appropriate places throughout the session and monitoring the conduct of these players.
2. He/She should be available to assist in the running of 1 of the drill stations. This includes both keeping order at the station as well as reinforcing the concepts from the instruction and specific drill techniques from the demonstration (therefore, he/she should be listening and watching during instruction).
3. He/She is responsible for utilizing team time as he/she sees fit, in sync with the lead coach.
4. He/She is responsible for coaching the games, reinforcing the principle of further skill development while having fun in a *healthy* game environment. This includes implementing a proper rotation of players as well as reinforcing a positive attitude among the players towards the other players, the scorekeepers, and the referees. Every effort should be made to ensure all players have an opportunity to get actively involved in the games. For grades 5 through 8, each coach shall use a rotation sheets for each game to strive for equal playing time for all players.
5. He/She is responsible for gathering the players at the end of the game for a short warm down session in which the lesson of the day is reinforced and the emphasis is shifted away from any win or loss.
6. He/She is responsible for contacting all players on his/her team to pass on information such as weather cancellations.

Communication Chain

(i) Scheduling Information, Weather Cancellations, Urgent Notices

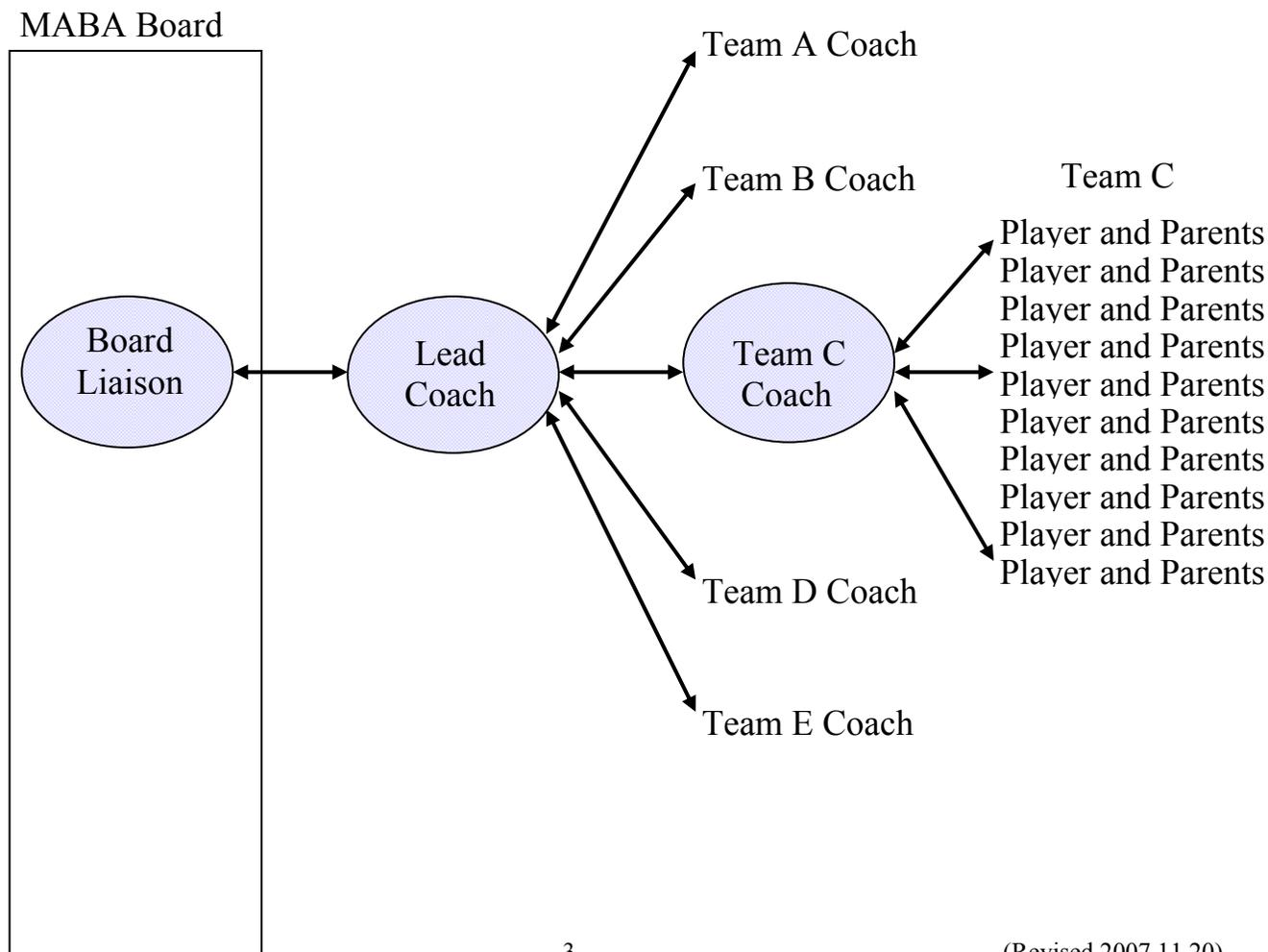
The Intramural Program will use the MABA website and e-mail distribution lists as the primary means of all program-related information.

All participants—players, coaches, parents, referees—should be encouraged to actively utilize the MABA Website as their primary source of schedule information, schedule changes, and weather-related cancellations.

(ii) Communication Among Parents, Coaches, and MABA Board

It is impossible to anticipate every concern and potential issue that might arise over the course of the year. Therefore, the success of the program is dependent not only on a good framework, but also on good judgment on the part of the many volunteers involved.

The *normal flow of communication* [MABA board ↔ board liaison ↔ lead coach ↔ team coach ↔ players/parents] as shown in the diagram below. This does not however prevent any coach or any parent from contacting a board member directly at any time.



Grade 2

In 2nd grade, most kids are just being introduced to basketball for the first time in any structured way. Their first introduction should be exciting and fun!

Objective	Curriculum Elements
Focus should be on <u>having fun</u> with the kids learning & practicing only the <u>key elements</u> of the <u>very basic skills</u> without even realizing it.	KEEP IT SIMPLE & FUN!! Little emphasis on playing a basketball “game”. Instead focus on creating lots of smaller, fun games and situations to maximize the contact with a ball and exercising of the basic skills (dribbling, passing, shooting, defending a player). Games should be half court, e.g. 3-on-3 or 3-on-2, to focus players on the very basic decisions. Suggested shift to full-court games starting wk 8 if the lead coach feels the players are capable.

Suggested Weekly Curriculum

- Wk 1. Meet the team, receive uniforms, circuits & games
- Wk 2. Dribbling – focus on basic elements (fingers only, head up, ball low, control)
- Wk 3. Lay-up – focus on footwork & hand positioning (dominant hand only)
- Wk 4. Passing – focus on stationary chest pass & bounce pass
- Wk 5. Set shot - focus on form, form, and form
- Wk 6. Defense – focus on ball-man-basket position and footwork
- Wk 7. **3-on-3 Friendship Tournament** (warm-up drills, relay races, & 45 to 50 minutes of games)
- Wk 8. Dribbling review – add in protecting the ball
- Wk 9. Lay-up review
- Wk 10. Passing review – add in overhead & baseball pass
- Wk 11. Set shot review - focus on form, form, and form again! Defense review.
- Wk 12. Lead Coaches choice: 3-on-3 tournament, games, relays, and contests (60min) culminating in a MABA Pizza Party (30min).

Overview of the Weekly Format for 2nd Grade (75 minutes)

Segment 1: WARM-UP (~10 minutes)

This time slot will be used to provide an opportunity to get the players physically warmed up and ready to listen to the instruction. The warm up will be run by the **lead coach** or someone he/she designates.

Segment 2: GROUP INSTRUCTION, SMALL CONTESTS and GAMES (~ 30 minutes)

During this time slot a designated **instructor** will gather the whole group together. He/she will deliver the instruction on the skill of the week and demonstrate the drill(s) that the players will do. Little time should be spent talking – emphasis is on demonstrating and then having kids execute. The **lead coach** is responsible for identifying and working with the instructors. The **instructor** may solicit help from any or all of the other MABA **coaches** present. The drills should be kept very simple and the coaches should reinforce the basic elements of the skills during the drills (and not focus too much on the *drill* execution).

During this time slot the instruction should be intermingled with lots of games that reinforce the skill of the week (among others), but focus on having fun through contests like relay races, under the direction of the **lead coach** or someone he/she designates. Larger scale games like the hula-hoop game are options for this time slot as well.

Segment 3: GAME TIME (~30 minutes)

The game format should be half court 2-on-2 games or 3-on-2 games. This should help to provide more ball and skill contact for a larger number of players. In a less than 5-on-5 situation, the players are forced to make simpler, basic choices about what to do with the ball or without the ball. Recommendation is to have 4 games going on simultaneously with the teams rotating every 3 or 4 minutes so everyone gets lots of time on court and plays several different teams. At the discretion of the lead coach, 3-on-3 games may be used in place of 2-on-2 games.

Segment 4: WARM DOWN (~5 minutes)

This time slot should be used to gather the team or group, review what was learned during the session, reinforce positive results and, time permitting, play a short age-appropriate game or just have some fun sitting and talking with the kids.

REMEMBER: MAKE IT FUN!

Grade 3

The 3rd grade program is just a slight notch above 2nd grade. Most players are still very new to basketball. Keep it fun and exciting, but begin to add a little more into the drills.

Objective	Curriculum Elements
Focus should still be on having fun with the kids learning & practicing only the key elements of the very basic skills , but the drills can be a little more involved.	STILL SIMPLE & LOTS OF FUN!! Basic skills should be covered again (dribbling, passing, shooting, defending a player), with court position element added later in season. Season starts with half court games of 3-on-3. Second half of season can switch to full court 4-on-4 (5-on-5 only if necessary to get more players on court).

Suggested Weekly Curriculum

- Wk 1. Meet the team, receive uniforms, circuits & games
 - Wk 2. Dribbling – focus on basic elements (fingers only, head up, ball low, control)
 - Wk 3. Lay-up – focus on footwork & hand positioning (dominant hand)
 - Wk 4. Passing – include chest pass, bounce pass, baseball & overhead pass
 - Wk 5. Set shot - focus on form, form, form
 - Wk 6. Defense – focus on ball-man-basket position and footwork
 - Wk 7. **3-on-3 Friendship Tournament** (use full 90 minutes)
 - Wk 8. Dribbling review – weak hand; offensive v-cuts
 - Wk 9. Lay-up review – weak hand; offensive give and go
 - Wk 10. Offensive positioning on court– use gym spots as aid
 - Wk 11. Set shot review - focus on form, form, and form again! Defense review, intro to rebounding
 - Wk 12. Lead Coaches choice: 4-on-4 tournament, games, relays, and contests (60min)
- Culminating in a MABA Pizza Party (30min)

Overview of the Weekly Format for 3rd Grade (90 minutes)

Segment 1: WARM-UP (~10 minutes)

This time slot will be used to provide an opportunity to get the players physically warmed up and ready to listen to the instruction. The warm up will be run by the **lead coach** or someone he/she designates.

Segment 2: GROUP INSTRUCTION, SMALL CONTESTS and GAMES (~45 minutes)

During this time slot a designated **instructor** will gather the whole group together. He/she will deliver the instruction on the skill of the week and demonstrate the drill(s) that the players will do. Little time should be spent talking – emphasis is on demonstrating and then having kids execute. The **lead coach** is responsible for identifying and working with the instructors. The **instructor** may solicit help from any or all of the other MABA **coaches** present. The drills should be kept very simple and the coaches should reinforce the basic elements of the skills during the drills (and not focus too much on the *drill* execution).

During this time slot the instruction should be intermingled with lots of games that reinforce the skill of the week (among others), but focus on having fun through contests like relay races, under the direction of the **lead coach** or someone he/she designates. Larger scale games like the hula-hoop game are options for this time slot as well.

Segment 3: GAME TIME (~30 minutes)

The game format should be half court 3-on-3 games for most of the season. This should help to provide more ball and skill contact for a larger number of players. In this game format, the players are forced to make simpler, basic choices about what to do with the ball or without the ball. Recommendation is to have 4 games going on simultaneously with the teams rotating every 3 or 4 minutes so everyone gets lots of time on court and plays several different teams. Around the 7th week consider shifting to 4-on-4 format.

Segment 4: WARM DOWN (~5 minutes)

This time slot should be used to gather the team or group, review what was learned during the session, reinforce positive results and time permitting, play a short age-appropriate game or just have some fun sitting and talking with the kids.

REMEMBER: MAKE IT FUN!

4th Grade

This is an important transition year for players to move from playing “games” on a basketball court to playing a “basketball game”.

Objective	Curriculum Elements
<p>Focus is still basic skills, but adding the dimension of learning how to play the “game” of basketball (full court, 10’ baskets, working together as a team of 5 on the court) and learning the rules of basketball (3 seconds, back court, foul shot situations, etc).</p> <p>The kids should be challenged to grow.</p>	<p>Focus on reinforcing basic skills (suggest consistent weekly drills) but teach them situational positioning on the court, how to move with the game, and individual skills in game situations (picks, screens, stopping the ball on break, etc)</p>

Suggested Weekly Curriculum

Wk 1. Individual Skills Competition

Wk 2. 3 on 3 Tournament

Wk 3. MABA Clinic

Wk 4. Dribbling – focus on pace change & crossover

Wk 5. Lay-up – focus on developing quickness and rhythm, introducing off hand lay-up

Wk 6. Passing – focus on passing & receiving in motion

Wk 7. Shooting – focus on shooting off motion (e.g. coming off screen)

Wk 8. Team offense: floor spacing and movement without ball

Wk 9. Individual Defense – focus on footwork and position

Wk 10. Team Defense - help

Wk 11. Team Offense - Give & go, setting and using a screen properly

Wk 12. **MABA March Madness Tournament**

- Coaches will be asked to fill out an evaluation form for each of their players and turn them in to the lead coach on Week 11.

Overview of the Weekly Format for 4th Grade (90 minutes)

After a brief introduction of the week's theme by the **lead coach** or designated **instructor**, coaches will take their teams and continue to focus on the skill of the week with drills or team situations. Alternatively, the time can be used to review a skill from a previous week, or provide any other general team instruction the coaches deem appropriate to prepare the players for the game to follow. This time should be focused on continued instruction and development through execution.

Segment 2 : GAME TIME (60 minutes)

Grade 4 will play regular games on weeks 4-11. Game scores will be recorded and standings kept to seed teams for the March Madness tournament in Week 12. The **team coach** is responsible for coaching the games, reinforcing the principle of further skill development while having fun in a *healthy* game environment. This includes implementing a proper rotation of players as well as reinforcing a positive attitude among the players towards the other players, the scorekeepers, and the referees. Every effort should be made to ensure all players have an opportunity to get *actively* involved in the games. Each coach shall use a rotation sheets for each game to strive for equal playing time for all players.

In order for the 4th graders progress to the point of being able to play games in the MABA March Madness tourney, and to be better prepared for games in the 5th grade season to come, coaches will use the following guidelines when officiating games during the season:

- Weeks 4-7: no stealing off the dribble
- Weeks 4-7: no 3-second calls; increase frequency of traveling, double-dribble, & back-court calls as the weeks progress, stop play on violations for instruction, the ball does not always need to be turned over to the other team (e.g., put the ball back in play from the top of the key). Teach the 5-second rule for inbounding and being closely guarded, call it occasionally.
- Weeks 8-11: turnovers on all violations; call all traveling, double-dribble, and back-court; call some 3-second and 5-second violations; call some shooting fouls and shoot free throws. Free throws may be shot from a point inside the 15-foot foul line, at the coach's discretion. (Note: fouls should be called throughout the season, mostly to keep the game under control but also to teach good defense and clean play).
- All weeks: no back-court defense

5th/6th Grade

This is perhaps the heart of the development & growing years where the players are physically changing rapidly while learning to be individual basketball players in a team environment.

Objective	Curriculum Elements
Focus on <u>developing individual capability in a team environment</u> (working with each other).	Curriculum should start by reinforcing basic skills (dribbling, passing, shooting, man-to-man defense). Then shift to strong emphasis on small group offensive/defensive moves (pick & roll, give and go, switching, fast breaking, etc)

Suggested Weekly Curriculum

- Wk 1. **Individual Skills Competition**
- Wk 2. 3 on 3 Tournament
- Wk 3. MABA Clinic
- Wk 4. Dribbling & Lay-ups – review & add focus on execution at break away speed
- Wk 5. Shooting: Proper technique, set shot, jump shot, shot selection
- Wk 6. Passing & Catching: Chest pass, bounce pass, baseball pass, triple threat position
- Wk 7. Defense – review with focus on position, turning player, switching, & denial
- Wk 8. Individual offensive moves (V-cut, jab & shoot, fake & drive)
- Wk 9. Rebounding, boxing out, put backs, and outlet pass
- Wk 10. Team offense: fast break, floor balance, player positions/roles
- Wk 11. Motion offense: pass and screen away
- Wk 12. **MABA March Madness Tournament**

- Coaches will be asked to fill out an evaluation form for each of their players and turn them in to the lead coach on Week 11.

Overview of the Weekly Format for 5th/6th Grade (90 Minutes)

Segment 1: GROUP INSTRUCTION, DRILLS, AND/OR TEAM TIME (30 minutes)

After a brief introduction of the week's theme by the **lead coach** or designated **instructor**, coaches will take their teams and continue to focus on the skill of the week with drills or team situations. Alternatively, the time can be used to review a skill from a previous week, or provide any other general team instruction the coaches deem appropriate to prepare the players for the game to follow. This time should be focused on continued instruction and development through execution.

Segment 2 : GAME TIME (60 minutes)

Grades 5/6 will play regular games on weeks 4-11. Game scores will be recorded and standings kept to seed teams for the March Madness tournament in Week 12. The **team coach** is responsible for coaching the games, reinforcing the principle of further skill development while having fun in a *healthy* game environment. This includes implementing a proper rotation of players as well as reinforcing a positive attitude among the players towards the other players, the scorekeepers, and the referees. Every effort should be made to ensure all players have an opportunity to get *actively* involved in the games. Each coach shall use a rotation sheets for each game to strive for equal playing time for all players.

Game Format

- Two (2) 20-minute halves
- Substitutions following the first whistle after 4, 8, and 12 minutes of play
- Running clock, with 'stop time' the last 2 minutes of each half
- 2-minute halftime
- One (1) 2-minute overtime with 'stop time', if necessary
- One (1) 20-second timeout allowed per team per game. Timeouts may only be called on a dead ball or following a made basket. Timeouts may not be called during the last 2 minutes of either half, or during any overtime period.

Games must start no later than 30 minutes into the session.

7th/8th Grade

At this level the players are ready to learn and understand more of the dynamic team concepts. The focus should be on introducing them to and involving them in more of the team aspect of the game. At the same time, for many this may be their last year(s) of any organized basketball. In general they have developed numerous other interests, so it must be enjoyable (not all work) for them to continue to actively participate.

Objective	Curriculum Elements
Develop a better understanding of team play and make it <u>enjoyable and interesting</u> enough to hold the attention of young adults developing many other distractions.	Curriculum should be focused on having fun and helping them to understand the team game a little more – e.g. pressing, and team defense/offense later in the year.

Suggested Weekly Curriculum

- Wk 1. **Individual Skills Competition**
- Wk 2. MABA Clinics
- Wk 3. Friendship 3 on 3 Tournament
- Wk 4. Team offense: half-court sets, floor balance
- Wk 5. Running and defending the fast break – transition basketball
- Wk 6. Team defense: ball and help side; rebounding review
- Wk 7. Individual offensive moves (V-cut, jab & shoot, fake & drive)
- Wk 8. Baseline and sideline inbounding – putting the ball into play, and defending it
- Wk 9. Motion offense: pass and screen away
- Wk 9. Boxing-out, rebounding, outlet passing, put-backs
- Wk 10. 3-point plays; special situation plays
- Wk 11. **MABA March Madness Tournament**

Overview of the Weekly Format for 7th/8th Grade (90 minutes)

Segment 1: GROUP INSTRUCTION, DRILLS, AND/OR TEAM TIME (~30 minutes)

After a brief introduction of the week's theme by the **lead coach** or designated **instructor**, coaches will take their teams and continue to focus on the skill of the week with drills or team situations.

Alternatively, the time can be used to review a skill from a previous week, or provide any other general team instruction the coaches deem appropriate to prepare the players for the game to follow. This time should be focused on continued instruction and development through execution.

Segment 2: GAME TIME (~60 minutes)

Grades 7/8 will play regular games on weeks 4-11. Game scores will be recorded and standings kept to seed teams for the March Madness tournament in Week 12. The **team coach** is responsible for coaching the games, reinforcing the principle of further skill development while having fun in a *healthy* game environment. This includes implementing a proper rotation of players as well as reinforcing a positive attitude among the players towards the other players, the scorekeepers, and the referees. Every effort should be made to ensure all players have an opportunity to get *actively* involved in the games. Each coach shall use a rotation sheets for each game to strive for equal playing time for all players.

Game Format

- Two (2) 20-minute halves
- Substitutions following the first whistle after 4, 8, 12, and 16 minutes of play
- Running clock, with 'stop time' the last 2 minutes of each half
- 2-minute halftime
- One (1) 2-minute overtime with 'stop time', if necessary
- One (1) 20-second timeout is allowed per team per game. Timeouts may only be called on a dead ball or following a made basket. Timeouts may not be called during the last 2 minutes of either half, or during any overtime period.

Games must start no later than 30 minutes into the session.

Lead Coach Guidelines

The instructor (lead coach or designated team coach) will play an important role in providing a consistent level of fundamental skill instruction to the players in the program. This emphasis on the fundamentals should be delivered while also balancing it with the need for the players to have fun.

The core element of the MABA format is to pick a small number of skills each week and provide every player the opportunity to improve their proficiency in these skills. Each Lead Coach is to use his/her own discretion to prepare a weekly program of age-appropriate instruction and drills to meet that goal. For example, the Lead Coach may decide to have a short instruction period during which the players from all teams in that group come together and hear and see a more consistent level of instruction on the *skills of the week*, followed by a longer period of drills (and contests) focused on that skill, or “team time” to enable the individuals teams to work on skills/strategy at the discretion of the team’s coaching staff. In all cases, the emphasis is to be on consistent instruction on the fundamentals combined with as much ball or skill contact time as possible for every player.

Skills and drills guides are available at the MABA web site (<http://www.medwaybasketball.com>) and can be used to help prepare and execute the instruction. The web site also contains many links to basketball coaching information on the web. Use these resources to learn more about the weekly curriculum topics listed above, and to find ideas for drills you can use to reinforce the skills to be taught.

Preparation

- Plan the session in advance, preferably in writing using note cards.
- Develop your instruction plan based on the skill instruction guidelines, geared for the appropriate age.
- Decide which drill(s) you will use for the children to practice the skill. You should prepare for at least 2 or 3 drills to fill the time and provide some variety.
- Decide how you will organize the drills. Depending on the age level, you will be instructing 20-60 children. For the drills, you can break them into as many groups as you feel appropriate. If the drills involve a basket, then you have up to 6 baskets available, though in High School and the High School small gym, the 6 baskets are close together. Please organize the drills in a manner that maximizes the times each player touches a ball (or executes a skill), but at the same time maintains reasonable control. There will be a large number of basketballs available (20-25).
- Arrange with the other coach of your own team to take charge of your team at the beginning of the session so that you can focus on setting up for the instruction.

Setup

- Have the team coaches arrive 10 minutes prior to the start of the session to review the weekly curriculum.
- Identify and talk with each of the coaches that will be in charge of each station that you set up for drills. Ask each of them to do the following;
 1. Pay careful attention to the instruction and drill demos.
 2. Help (quietly) to keep the children under control during your instruction.
- Do not plan on running a drill station yourself. Your role will be to monitor all drill stations, providing direction where needed.
- Perform any setup (if necessary) that is required for the drills. Remember that the baskets will be used for team warm-up before the instruction starts.

Instruction Time

- Blow the whistle *promptly* at the start time for the instruction session, calling all the players together.
- Deliver your instruction, focusing on the key elements of the skill.
- Demonstrate each of the drills that the players will perform.
- Break the players up into groups and send them to the appropriate stations.
- Walk around and monitor each of the stations to ensure the drills are being done properly.
- Signal when the drill station leaders should change over to the next drill and conclude the instruction segment.

Game Logistics

The emphasis of the game time is to provide the players an opportunity to practice their skills in a game situation while having some fun. Game time at all levels should be evenly rotated and equally distributed among all of the players, both within a given week and from week to week.

	Grades 5-8	Grade 4	Grades 2-3
Type of game	<ul style="list-style-type: none"> • Standard every week 	<ul style="list-style-type: none"> • Adjustments as appropriate 	<ul style="list-style-type: none"> • Determined by lead coach
Scoring	<ul style="list-style-type: none"> • Yes 	<ul style="list-style-type: none"> • Yes 	<ul style="list-style-type: none"> • No
Referees	<ul style="list-style-type: none"> • Trained HS students 	<ul style="list-style-type: none"> • Coaches, weeks 4-7 • Trained HS students, wk 8-11 	<ul style="list-style-type: none"> • None
Game start	<ul style="list-style-type: none"> • no later than 30 minutes into session 	<ul style="list-style-type: none"> • Controlled by coaches 	<ul style="list-style-type: none"> • Controlled by coaches
Game time	<ul style="list-style-type: none"> • 2 halves • 20 minutes per half 	<ul style="list-style-type: none"> • 2 halves • 16 minutes per half 	<ul style="list-style-type: none"> • Controlled by coaches
Clock stoppage	<ul style="list-style-type: none"> • Running time, except last 2 minutes of each half and in overtime • For injury at ref's discretion 	<ul style="list-style-type: none"> • Not applicable 	<ul style="list-style-type: none"> • Not applicable
Break between halves	<ul style="list-style-type: none"> • 2 minutes 	<ul style="list-style-type: none"> • 2 minutes 	<ul style="list-style-type: none"> • As needed
Time-outs	<ul style="list-style-type: none"> • One per team, per game • On dead ball or after made baskets. • Not allowed during final 2 minutes of half or in overtime 	<ul style="list-style-type: none"> • Not applicable 	<ul style="list-style-type: none"> • Not applicable
Player rotation	<ul style="list-style-type: none"> • Even for all players (maximum player involvement) 	<ul style="list-style-type: none"> • Even for all players (maximum player involvement) 	<ul style="list-style-type: none"> • Even for all players (maximum player involvement)
Substitutions	<ul style="list-style-type: none"> • Controlled by coaches (rotation sheets) at sub times described in Game Rules below 	<ul style="list-style-type: none"> • Controlled by coaches (rotation sheets) at sub times described in Game Rules below 	<ul style="list-style-type: none"> • Controlled by coaches as necessary
Foul Shots	<ul style="list-style-type: none"> • Foul shots will be taken 	<ul style="list-style-type: none"> • Week 4-7, at coaches discretion • Weeks 8-11, on calls by referees • Shortened foul line may be used, or allow crossing the line on follow-through 	<ul style="list-style-type: none"> • Not applicable
3 Point shots	<ul style="list-style-type: none"> • All field goals are 2 points 	<ul style="list-style-type: none"> • All field goals are 2 points 	<ul style="list-style-type: none"> • Not applicable
Defense	<ul style="list-style-type: none"> • No zone defenses. • Backcourt pressure allowed in last 2 minutes in each half and in all overtime – in all weeks for 7th/8th grade, in Weeks 7-11 for 5th/6th. A team may press only if they are behind or tied. 	<ul style="list-style-type: none"> • No zone defenses • No backcourt pressure 	<ul style="list-style-type: none"> • Not applicable

Time limit: If a game does not start on time or is delayed for any reason, the game time of the second half will be reduced so that the game ends at the scheduled time.

MABA Game Rules

Rule #1 – Playing Time

- a. Games for the 5th/6th grade and 7th/8th grade leagues will be in two halves with a 2-minute break between halves. Each half will have running time with ‘stop-time’ during the last 2 minutes of each half and in overtime. There will be a 2-minute break between halves. Each half shall be 20 minutes long.
- b. There is one (1) 20-second timeout allowed per team per game. Timeouts may only be called on dead balls or after a made basket. Timeouts are not allowed during the final 2 minutes of a half or in overtime.
- c. During the last 2 minutes of each half, the clock will stop on the referee’s whistle, for turnovers, fouls, free throws, etc. One overtime period of 2 minutes, with ‘stop time’, will be allowed to break a tie at the end of regulation time. If still tied after overtime, the game will end in a tie.
- d. All players will receive equal playing time during the season. Each coach shall establish a rotation and use a rotation sheet, provided by the Board, and record playing time to ensure this rule is followed. Rotation sheets are to be signed and handed-in at the completion of each game. At any time during the season the Board may request to see a coach’s substitution plan and documentation of actual playing time to verify players are receiving equal playing time for the weeks they attend.

Rule #2 – Defense – Backcourt Pressure, Zone Defenses

- a. Backcourt pressure is only allowed in the last 2 minutes of each half, and in all overtime play – in all weeks for 7th/8th grades, and in Weeks 7–12 for 5th/6th. A team may press only if they are behind or tied.
- b. Once the defense has gained control of the ball, the retreating team shall not pressure the ball in the backcourt (except when allowed by Rule 2-a). When, in the judgment of the official, violation of this rule occurs, the team transitioning to offense will be given the ball to inbound at the nearest spot in the backcourt.
- c. Zone defense is not allowed.

Rule #3 – Substitutions / Rotation of Players

- a. In the 4th grade leagues, substitutions will be controlled by the coaches as required to achieve equal playing time.
- b. In the 5th – 8th grade leagues a rotation sheet shall be used to ensure equal playing time.
- c. Substitutions will be made every 4 minutes during each half, at the start of the second half, and at the start of overtime (if OT is necessary). Substitutions at each of these times will be required, unless a team has only 5 players. In-half substitutions will only be allowed at 4, 8, 12 and 16 minutes from the beginning of the half. On the first whistle (dead ball) or made basket after the 4, 8, 12 and 16 minute marks, the timekeeper will notify the referees and coaches, and stop the game clock for 10 seconds. The referee will then call the subs in to the game. If the player to be subbed for is shooting a free throw, the referee will call the sub in after the shots have been taken. Players entering at the 16-minute substitution time will play until the end of the half.
- d. If overtime is necessary, the rotation pattern developed during regulation time shall continue to be implemented. Substitutions are to be made: (i) at the start of the overtime period; and (ii) at the first whistle or made basket after the first minute has elapsed. If the player to be subbed for is shooting a free throw, the referee will call the sub in after the shots have been taken.

Rule #4 – Fouls

- a. Fouls will be called and foul shots taken.
- b. Any foul that is flagrant in the judgment of the referee shall result in 2 free throws, and possession. The player committing the foul shall be ejected from the game.
- c. 5th/6th grade leagues: shooting fouls and those affecting a player’s ability to make a pass or a play should be called.
- d. 7th/8th grade leagues: fouls should be called consistently as they occur.
- e. For all non-shooting fouls committed during running time in regulation, the ball will be given to the fouled team to inbound at the point nearest the infraction. For all non-shooting fouls in the last 2 minutes of a half or in overtime, the fouled player will shoot 1-and-1. At any time during the game players fouled in the act of shooting will be given 2 free throws if the shot misses, 1 free throw if the shot is good.
- f. In the 4th grade leagues, free throws may be shot from less than 15 feet, at a line agreed on by both teams’ coaches. Or, the shooter may start behind the normal foul line, but will not be penalized if crossing the line before the ball reaches the rim.
- g. In the 7th/8th grade leagues, regular high school rules will be followed.

Rule #5 – 3-Second Violation

- a. The 3-second violation will be enforced throughout the season in the 5th/6th and 7th/8th grade leagues.

Rule #6 – Possession

- a. The 1st half and the overtime period will begin with a jump ball at center court. The team not controlling the jump ball will be given the possession arrow. At each held ball possession will be given to the team with the possession arrow, and the arrow will be switched to the other team.
- b. For the 2nd half, the ball will be inbounded at half court by the team with the possession arrow. The arrow is then switched to the other team.

Rule #7 – Scoring

- a. There are no 3-point field goals. All field goals will count for 2 points and made free throws are 1 point.
- b. Coaches are urged to employ common sense and good sportsmanship to avoid running up the score and blowing out the opposing team. Coaches should take advantage of these situations to develop the skills of their players: have post players bring the ball up the court, put point guards in the low post, create scoring opportunities for normally low scoring players, etc.

Rule #8 – Game Ball

- a. The 7th/8th grade boys league uses an official, NBA-size basketball. The 4-8th grade girls use an official NBA Woman's size basketball. Boys 4-6 use a 28.5 size ball. Grades 2 & 3 use the Junior size ball. .

Rule #9 – Referees / Zero Tolerance

- a. The decision of the referee is final and shall not be disputed
- b. Providing instruction is important. Referees and coaches should explain calls, as necessary, so the players understand what they should and should not be doing.
- c. Timely and consistent calls are important at all levels to maintain control of the game
- d. Coaches are responsible for the behavior and language of their players and team parents.
- e. Constructive criticism and positive feedback of officials is encouraged. At the end of each game, coaches shall complete the referee evaluation section of the rotation sheet. Any in-game and post-games comments/questions regarding referee issues shall be directed by the coaches to a Lead Coach and/or a Board Liaison only – and not to the referees themselves.

Rule # 10 – Code of Conduct

- a. Coaches, players and parents shall not engage in any behavior (e.g., shouting-out in anger, using profane language, making physical gestures, etc.) which could be considered unsportsmanlike, confrontational, threatening, or demeaning to any player, referee, opposing coach, or league official.
- b. Coaches, players and parents shall not dispute any call made (or calls not made) by the referees at any time. Any coach, player or parent who questions a referees may be issued a technical foul (2 shots plus the ball) and may be asked to leave the gymnasium.
- c. Coaches, players and parents shall abide by the MABA Code of Conduct posted on the MABA website.

Rule #11 – Player Health and Safety

- a. Player health and safety shall be the first priority of all players, coaches, and referees.
- b. The wearing of casts (soft or hard) or other medical devices shall not be allowed. Medical information bracelets may be worn provided that they are covered with a sweat band. The Lead Coach has sole and final discretion on all questions regarding potentially-unsafe equipment.