FRIP LEVEL 1
HOME STUDY BOOK

TEACHING & LEARNING L1 (V2.0 / OCT 2016)
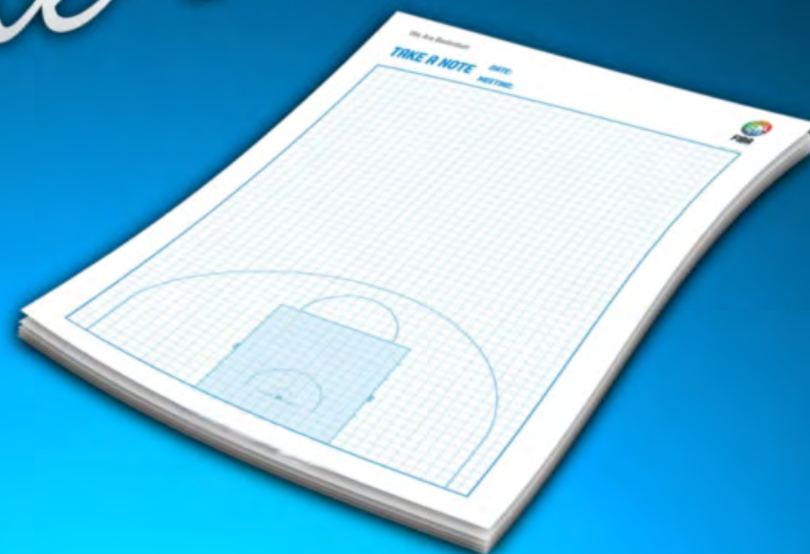**BASKETBALL L1 (V2.0 / AUG 2017)**
REFEREEING L1 (V1.0 / APRIL 2016)

FIBA
We Are Basketball

Home Stud

FIBA
We Are Basketball

Home Study Book

FIBA REFEREE INSTRUCTOR PROGRAMME - FRIP (LEVEL 1)

INTRODUCTION

The FIBA Referee Instructor Programme (FRIP)

The FIBA Referee Instructor Programme (FRIP) is aimed at developing high quality delivery of referee education at Global, Regional and National level. The programme seeks to provide a framework to enable the delivery of high quality official's education which in turn will lead to a more consistent international programme of referee development which in turn will lead to more referees who are better supported. The training programme is broken down into three fields of expertise to develop the application of knowledge;

- Teaching and learning
- Basketball
- Officiating

The level of support and training will depend on which level they are at. The three levels being:

- Level 1 National
  - o Selected by the National Federation but validated through FRIP qualification Level 1 by FIBA/Regional Office. Directed by the National Federation with FIBA guidelines and working methods. The FIBA contact for the National Federation for officiating, involved in the selection process for FIBA referees, scouting and identifying talented referees, oversee the referee training in the National Federation.

- Level 2 Regional
  - o Selected and trained by one Regional Office and FIBA, coordinate regional camps, initiate and support National Federation projects, support and monitor National Instructors.

- Level 3 Global
  - o Selected and trained by FIBA, coordinate Global camps, support National Federation development and working over the world supporting Regional Instructors

The FIBA instructor programme supports the development of instructors in number ways;
- The Home-Study Book
- FIBA online learning and assessment
- Intense face-to-face workshops
- On-going mentoring support through logged delivery

The qualification criteria for FRIP Level 1

The FRIP Level 1 is made up of three fields of expertise;
- Teaching and Learning,
- Basketball Knowledge - Referees
- Refereeing

Each of these will be assessed using different methods described below.
These three fields of expertise have been weighted to ensure that the Instructors are assessed fairly.
Three assessment methods have been identified;
- Online Learning
- Intense face-to-face workshops
- A twelve-month monitoring of practice.

	On-line learning		Intense workshop		Total
	Maximum	Minimum	Maximum	Minimum	Maximum
Teaching and learning	15	10	20	15	35
Basketball	15	10	15	10	30
Refereeing	15	10	20	15	35
	45	30	55	40	100
Pass	70				

The Instructor must meet an overall score of 70% from the online learning and intense face-to-face workshops to gain a FIBA Instructor licence, valid for two years. To maintain this licence, the instructor will be monitored in the first year to confirm the second year.

The FRIP Home-Study Book (Level 1)

How to use the Home-Study book?
This book has been written to provide prospective FIBA Referee Instructors with some information about effective referee education practice. It is intended as a preparation for the FIBA Referee Instructor Programme (FRIP) leading to the FIBA Instructor Licence at Level 1 (National).

It has been written for those with some instructional experience wishing to orientate their approach to referee training and for those with a wealth of knowledge about refereeing, who wish to develop their instructional skills.

It is divided into three sections (fields of expertise) each of which have a series of modules. The three sections are;
- Teaching & Learning – modules starting with a T (example T2 = module 2 in Teaching & Learning)
- Basketball knowledge – modules starting with a B
- Refereeing knowledge – modules starting with a R

Teaching and Learning (Level 1);

The section deals with topics such as teaching adults, developing interactive tutoring styles, using audio-visual aids and planning sessions. The most important pre-requisite for this pack is an open mind and a willingness to analyse your own strengths and weaknesses as a potential FIBA Referee National Instructor working with referees in the summer tournaments and National Federation clinics/camps.

Basketball – Referees (Level 1);

One of the targets for FIBA Referee Training Programmes is to improve the understanding of the game among the Referees.
The Basketball section gives a basic overview of the basketball with most common terminology, individual offensive/defensive skills and core team fundamentals of Offensive and Defensive tactics and strategies.

Refereeing (Level 1)

This section gives an overview of basic refereeing covering Image of Basketball Referee, Individual Officiating Techniques (IOT) and basics for 3 Persons Officiating (3PO) including some practical advices for training the referees (on & off court).

The Home Study Book is not part of the assessment and has been written in home study style, so that you can work through it in your own time and at your own pace. It is interactive in nature, so you will need a pen and at least two hours to complete it (plus the time needed to prepare your session). Working through the pack will help you prepare to lead sessions at the FIBA Referee Instructors Clinic and your own National Clinics.

Symbols

If you see following symbols you can have complementary information, namely:

VID
Video material available to download

ADV
Advance studying material available to download

EXT
External material available to download

Range of questions

The Home study book identifies a number of activities which ask you to complete in your own time. You are not being assessed on these tasks but you will need the Home Study Book as a resource when you undertake the online learning.

Situation and comment
You will be asked to identify which situation the task is set in. You will then be asked to provide reasons why the situation has been successful or not.

Opinion
You will be given a statement and ask to write your opinion. These questions are designed in different ways but it will need you to write a short statement in the box provided.

Survey
You will be asked to complete a survey which will need to be completed as your role as an instructor.

Advantages and disadvantages
You will be asked to identify the advantages and disadvantages of a particular teaching approach. You should think of why this approach may or may not work in as many situations as you are likely to experience in delivering referee training.

Action planning
You will be asked to identify what action you would need to take following a particular exercise. It might be what else do you need to learn to develop the use of a skill or resource.

Strengths and weaknesses
Following a short section you will be asked to identify the strengths and weaknesses of a particular activity or approach. You should think of the challenges you may face in delivering learning sessions to adults.

Check-list
You should use the check-list to check that you have completed the section fully

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2.10   **Evaluation and Reflection**

Referees learn best when they are part of an on-going evaluative process which includes time to reflect on their learning, to give and receive feedback and to implement change as a result of their learning.

They are only likely to go on learning if they are willing to be regularly self-critical and objectively evaluate their own behaviour and performance. This is as important for instructors as it is for referees, so consider how instructors might do this, how they might encourage referees to acquire this skill and, more importantly, put it into practice.

Activity Time: 10 Minutes

ACTIVITY 9

Think about your own instructor skills and write down what you think might be your own strengths and weaknesses. Try to think of at least three of each and be honest, for no-one will need to see your list:

Strengths	Weakness
• I have basketball knowlege	• I tend to talk too much
• I have refereed many games	• I am scared of using Powerpoint
• I like teaching people	• I am not a good listener
• I am engaging	

FIBA Referee National Instructor (NI)

Job description for FIBA Referee National Instructor (NI)	
Role and responsibility	**Essential (E) Desirable (D)**
Develop and coordinate referee, table officiating and commissionaire training within the national federation	E
Support the development of officiating in the national federation	E
Apply FIBA rules, guidelines, regulations and interpretations into the development of officials within the National Federation.	E
Qualifications and Experience	
To be educated at degree standard, preferably in a physical education or sports related subject	D
Hold National Federation refereeing qualification	D
Hold a FIBA Referee License (ex or active FIBA Referee)	D
FIBA Basketball Knowledge – Referees training Level 1	E
Attended regional referee clinics & training for National Instructors	E
Experience in communicating effectively with people from a variety of backgrounds	E
Experience of working independently and as part of a team	E
Skills & Abilities	
Ability to work to deadlines and prioritise work	E
Ability to communicate effectively with a wide range of people and have the ability to write and speak in English.	E
Ability to work methodically and independently	E
Working knowledge of computer software packages	E
Ability to work in a confidential manner	E
Strong inter-personal skills and an ability to identify solutions	E
Knowledge & Understanding	
An understanding of refereeing on an international level	E
An understanding of the factors affecting officials	E
An understanding of basketball	E
Personal Attributes	
Flexible approach to working	E
Can consistently meet competing demands through effectively prioritising	E
Willing to travel	E
Displays personal responsibility for decision making and actions	E
Have a commitment to continual professional development	E

TEACHING & LEARNING (LEVEL 1)

PREFACE - TEACHING & LEARNING (LEVEL 1)

This pack has been written to provide prospective FIBA Referee Instructors with some information about effective referee education practice. It is intended as part of the FIBA Referee Instructor Programme (FRIP) leading to the Instructor licence.

It has been written for those with some instructional experience wishing to orientate their approach to referee training and for those with a wealth of knowledge about refereeing, who wish to develop their instructional skills. It is divided into five chapters and deals with topics such as teaching adults, developing interactive tutoring styles, using audio-visual aids and planning sessions. The most important pre-requisite for this pack is an open mind and a willingness to analyse your own strengths and weaknesses as a potential FIBA instructor working with referees in the summer tournaments and Federation clinics.

The pack has been written in home study style, so that you can work through it in your own time and at your own pace. It is interactive in nature, so you will need a pen and at least two hours to complete it (plus the time needed to prepare your session). Working through the pack will help you prepare to lead sessions at a FIBA Referee Instructors Clinic and your own National Clinics.

CONTENTS

MODULE T1   HELPING REFEREES TO LEARN

T1.0   INTRODUCTION

The instructor Training has been designed and developed to provide both initial and further training and support to those who work within Instructing and to facilitate learning and development. This training can be used as a stand-alone professional development or lead to an accredited qualification.

The key objective of this training is to provide you with the opportunity to reflect and evaluate on your own practice in the design and delivery of learning sessions. This training will explore how learning principles can be translated and applied in practice (**what** is to be delivered and **how** it can be delivered). It will identify and reinforce the 'soft-skills' of facilitation. Most significantly it will give you the opportunity to apply that learning in practice, through the planning, designing facilitation and management of learning sessions. This training will provide you with the skills to be able to review, assess and guide referee's progress.

This is competency based training which means that its purpose is to support you in being *competent* to be able to facilitate and manage learning. Competent means that you will be able to demonstrate and provide evidence of your ability to facilitate and manage learning in a given environment.

Learning is not an automatic consequence of teaching. This is obvious when you think back to your own education and realise all too readily how little you now recall. You may also be able to think of situations in which you attended a particular class or were on the receiving end of some instruction and yet failed to grasp the basics of what was intended.

The qualification has been designed for learner tutors who wish to facilitate the delivery of learning sessions. The knowledge gained will enable tutors to develop an understanding of planning, designing, managing and reviewing learning sessions. The Tutor training has been designed based on three key themes. These themes rely on your ability to:
.

Each theme has been structured into a series of learning outcomes:

Plan and Design Learning	Manage and Facilitate Learning	Review and Assess Learning
• Explain how to help people to learn • Plan for learning sessions • Plan for the assessment of learning • Prepare for a learning session	• Deliver a learning ssession • Select and use audio/visual aids to enhance the learning session • Establish and maintain a learning environment • Use a range of delivery methods, styles and skills to facilitate learning • Facilitate learning through activities, group work and experience • Demonstrate professional practice	• Review and assess learning • Review learning sessions • Evaluate and develop own practice

Activity Time: 15 Minutes

ACTIVITY 1

1. Identify a teaching situation where you as the learner was involved in practical activity and you didn't learn much from the session?

Situation:

Reasons for unsuccessful outcome:
-
-
-
-

2. Now think of a situation in which you were on the receiving end of a positive experience from which you felt you gained a great deal. Again choose a situation with a practical outcome and list some of the reasons why you think the situation was successful:

Situation:

Reasons for successful outcome:
-
-
-
-

3. Try to identify the main reasons which seemed to differentiate between the outcomes:

Successful	Unsuccessful
•	•
•	•
•	•

You may have written down all sorts of reasons. Compare yours with the following list of likely characteristics of successful and unsuccessful learning situations:

SUCCESSFUL	UNSUCCESSFUL
▪ Liked the Instructor and felt at home	▪ Disliked the teacher and felt uneasy
▪ An active situation in which there was plenty of interaction and doing.	▪ A passive situation which mostly involved being told information
▪ Took account of my present knowledge and experience.	▪ Involved being given a lot of information I already knew
▪ Turned out to be exactly what I expected and wanted.	▪ Used jargon I didn't understand so I was soon lost.
▪ Was given at my level using terms I understood	▪ There seemed to be a lot of information and I couldn't remember it once it came to trying to put it into practice
▪ The information was always related to the practical situation so it was easy to apply from the outset	▪ There seemed to be a lot of information and I couldn't remember it once it came to trying to put it into practice

Your answers may have been different but you will probably have found some similarities or will be able to relate to the examples given above. In many respects, the characteristics of successful learning outcomes often conform to the well-used adage:

> **Tell me and I forget,**
> **Show me and I remember,**
> **Involve me and I understand.**

It seems the more people are involved in their own learning and helped to use and apply the information, the more readily they are able to learn.

This is particularly important with referees - adult learners who bring with them:

- ▪ a wealth of experience
- ▪ set values
- ▪ firm intentions
- ▪ definite expectations
- ▪ established learning patterns
- ▪ competing interests

Adults may be more ready to accept responsibility for their own learning than children, although this may still have to be encouraged. This places the instructor into a facilitating role as well as an instructing role, with the purpose of increasing the possibility that learning will take place - facilitating learning.

Facilitating learning is a complex undertaking, for there are so many variables to consider as you work towards managing experiences that are learner-centred. It is also much more demanding upon you, the instructor, but a great deal more rewarding.

In this chapter, you will examine what learning is really about, consider some well-established assumptions about how referees learn and then

identify ways in which instructors can maximise a referee's learning.   By
the end of this chapter, you should be able to:

- explain what is meant by learning

- draw up your own good practice list for instructors

T1.1   WHAT IS LEARNING?

Perhaps the most fundamental issue to keep in mind is that learning is a complex process and it is often difficult to tell whether or not it has actually taken place.

ACTIVITY 2   *Activity Time: 10 Minutes*

Think about situations in which you have attempted to teach someone:

- about a certain topic (e.g. fitness, health education, FIBA Rules) and write down how you knew when the information had been assimilated:

- a practical skill (e.g. a specific basketball mechanic, a party trick, to drive a car, to read a compass) and write down how you knew when the skill had been acquired

You will probably have found the second situation easier than the first.

One of the difficulties is that it is not actually possible to measure learning. There is an assumption that it has taken place when consistent changes in behaviour of performance are evident. Sometimes it is possible that some learning has occurred but then subsequent behaviour may confirm that learning has not taken place. There was no permanent change in behaviour.

Learning does not usually happen immediately, it takes time. It is affected by all sorts of social factors and relationships (e.g. it is usually easier to learn from people you like).   Learning is about building on and extending past experiences, so in the case of the adult learner, there is often a wealth of past experience plus well established and cherished values and emotions. Sometimes these accelerate learning but sometimes they can become an obstacle (think how difficult it is to change the way you currently do something).   Remember too that instructors are also adult learners and bring with them experience, knowledge, values and opinions. A good instructor, like a good learner, has an open mind and is ready to learn.

People tend to make a number of assumptions about the factors which enhance the way referees learn and some of these are listed in the opposite panel.

Learning is enhanced when:

- referees perceive that it is relevant to them and their own refereeing situation

- the learning climate is supportive and fosters self-esteem

- referees are encouraged to take responsibility for their own learning

- referees have the opportunity to share ideas, experiences and resources with others

- the learning styles and experiences of the referees are prized and respected

- a variety of learning activities are used

- referees are encouraged to be reflective and to evaluate their own practice

- positive feedback is provided

- the clinic instructors practise what they preach

Some of these assumptions will be considered on the next few pages to help you consider their impact on the way you instruct. Much of the information will be familiar to you but nevertheless a useful reminder. If you come across an idea that seems particularly pertinent for you (e.g. people

learn through their own mistakes), write it down in the form of an action task in the action box (e.g. next time I make a mistake in a refereeing session, I will use it to emphasise this point, rather than attempt to cover it up).

T1.2   RELEVANCE

Learning is enhanced when referees perceive that it is relevant to them and their own refereeing situation.

Activity Time: 5 Minutes
ACTIVITY 3

Read the statement above again and write down ways in which an instructor might achieve this. Try to think of at least four different ways:

-

-

-

-

T1.3   VARIETY AND LEARNING STYLES

> I can't teach you anything
> I can only help you learn
>
> *Galileo*

It is important to use a variety of learning activities, for people learn in different ways.   Stop to think how you like to learn.

Activity Time: 10 Minutes

ACTIVITY 4

Read the following examples:

- When you buy a new piece of equipment (e.g. video, computer, car, CD-ROM), do you like to read through all the instructions in the manual and then try it or do you prefer to get a rough idea and then learn about it through trial and error?

- Do you like travel directions to be given in words or by using a diagram/map?

- When you visit an unfamiliar city, do you like to have a detailed city map or an overview with limited information?

- When you are trying to understand or explain something, do you tend to use words, diagrams or pictures, or try to do it practically?

- When you are gaining new information, do you prefer to see, hear about or look at it? Do you need to write things down in order to understand and remember them?

- When you are trying to commit something to memory, do you tend to use words or numbers? Do you try to visualise it in your mind, write it down or rehearse it out loud?

To understand how other people learn we must first understand how we learn ourselves. A number of learning theories exist but common to all is that people learn in different ways.

ACTIVITY 5

Undertake the following questionnaire to see how you best learn. This questionnaire aims to find out something about your preferences for the way you work with information. You will have a preferred learning style and one part of that learning style is your preference for the intake and output of ideas and information.

Choose the answer which best explains your preference and circle the letter next to it. Please circle more than one if a single answer does not match your perception. Leave blank any question which does not apply, but try to give an answer for at least 10 of the 13 questions

1. You are about to give directions to a referee who is standing with you.
The referee is new to town and needs to get to the athletic complex. The athlete has a bike. I would:
a. draw a map on paper
b. tell him/her the directions
c. write down the directions (without a map)
d. bike with them to the complex.

2. You have just been told you have a chronic injury. You would like to get more information, but are not sure whether a word should be spelled 'tendonitis' or 'tendinitis'. I would:
a. look it up in the dictionary.
b. see the word in my mind and choose by the way it looks
c. sound it out in my mind.
d. write both versions down on paper and choose one.

3. You have just received a copy of your itinerary for an upcoming referee trip. This is of interest to a fellow referee. I would:
a. phone him/her immediately and tell him/her about it.
b. send him/her a copy of the printed itinerary.
c. show him/her on a map of the region.
d. share what you plan to do at each place you visit.

4. You are going to make a fruit smoothie for a pre-practice snack. I would:
a. mix something familiar without the need for instructions.
b. thumb through the blender cookbook looking for ideas from the pictures.
c. refer to a specific cookbook where there is a good recipe.

5. A group of international referees have been assigned to you to find out about referee residential clinic life. I would:
a. walk them around campus.
b. show them slides and photographs of campus
c. give them pamphlets or the campus handbook.
d. give them a talk about life on campus.

6. You are the lead referee instructor. The Federation has asked you to put together a collection of songs for a warm up tape. What would most influence your decision to include a song on the tape?
a. My fellow referees told me why I should include it.
b. I read the song lyrics and thought they would be great.
c. I played a little bit of each song to see how it sounded.
d. The album cover design is cool.

7. Recall a time when you were a table official and kept the official score for a basketball game. I learnt best by:
a. visual clues -- pictures, diagrams, charts
b. written instructions.
c. listening to somebody explaining it.
d. doing it or trying it.

8. You have a knee injury. I would prefer that the doctor or physiotherapist:
a. told me what was wrong.
b. showed me a diagram of what was wrong.
c. used a model to show me what was wrong.

9. You are about to learn to use a new stat program on a computer. I would:
a. sit down at the keyboard and begin to experiment with the program's features.
b. read the manual which comes with the program.
c. telephone a friend and ask questions about it.

10. You are on the road with a team of referees. You are staying in a hotel and have use of a shared car. You need to head over to the athletic complex earlier than the rest of your referees, but you don't know the address or location. I would like someone who has been there before to:
a. draw me a map on paper.
b. tell me the directions.
c. write down the directions (without a map).
d. drive me to the complex in the car.

11. There is a book out on innovative refereeing strategies. Besides price, what would most influence your decision to buy?
a. you have used a copy before.
b. you overheard other referees discussing the book at practice.
c. quickly reading parts of it.
d. the way it looks is appealing.

12. An international referee's game film has arrived in the Federation offices. What would most influence your decision to watch (or not watch)?
a. I heard my other referees critiquing it.
b. I saw the box score and stat sheet and wanted to see the game.
c. I saw parts of it when I was in my Federation's office.

13. Do you prefer a referee who likes to teach a new rule by:?
a. using the rule book and/or handouts
b. mapping it out on the chalk or whiteboard.
c. Using practical and technical sessions.
d. by bringing in an expert to teach it.

Now you have completed the survey we need to identify what type of learner you are. Use the following scoring chart to find the VARK category that each of your answers corresponds to. Circle the letters that correspond to your answers e.g. If you answered b and c for question 3, circle R and V in the question 3 row.

Scoring Chart

Question	a category	b category	c category	d category
1 V A R K	V	A	R	K
2 R V A K	R	V	A	K
3 A R V K	A	R	V	K
4 K V R	K	V	R	
5 K V R A	K	V	R	A
6 A R K V	A	R	K	V
7 V R A K	V	R	A	K
8 A V K	A	V	K	
9 K R A	K	R	A	
10 V A R K	V	A	R	K
11 K A R V	K	A	R	V
12 A R V	A	R	V	
13 R V K A	R	V	K	A

Calculating your scores
Count the number of each of the VARK letters you have circled to get your score for each VARK category.
Total number of Vs circled =
Total number of As circled =
Total number of Rs circled =
Total number of Ks circled =
Calculating your preferences

The acronym VARK stands for Visual, Aural, Read/write, and Kinesthetic sensory modalities that are used for learning information. Fleming and Mills (1992) suggested four modalities that seemed to reflect the experiences of the students and teachers. Although there is some overlap between them they are defined as follows.

ACTIVITY 6

Below you will see the definitions of the VARK learning styles model. You will have identified your favoured learning style or a mixture of two or three. However the referees you will be tutoring are very likely to have a different learning preference. In the boxes below you will see the definition of the different learning style can you complete the open box to see how you will plan to accommodate learner s who have these learning preferences.

Learning preference	Definition	How will you Plan session to accommodate these learning styles
Visual (V):	This preference includes the depiction of information in maps, spider diagrams, charts, graphs, flow charts, labelled diagrams, and all the symbolic arrows, circles, hierarchies and other devices that people use to represent what could have been presented in words. This mode could have been called Graphic as that better explains what it covers	
Aural / Auditory (A):	This perceptual mode describes a preference for information that is "heard or spoken." Learners who have this as their main preference report that they learn best from lectures, group discussion, radio, email, using mobile phones, speaking, web-chat and talking things through.	
Read/write (R):	This preference is for information displayed as words. Not surprisingly, many teachers and students have a strong preference for this mode. Being able to write well and read widely are attributes sought by employers of graduates.	
Kinesthetic (K):	By definition, this modality refers to the "perceptual preference related to the use of experience and practice (simulated or real)." Although such an experience may invoke other modalities, the key is that people who prefer this mode are connected to reality, "either through concrete personal experiences, examples, practice or simulation"	

Many instructors deliver in their own learning style and do not take into account that other would learn more effectively when the Instructor varies the methods of delivery. You may have thought of some of the following practical applications (and perhaps others):

↘ Make it relevant and interesting taking different approaches to delivery using visual, verbal, written and practical tasks and activities.

↘ from the outset involve the learners by starting at the referees own practice (what they actually do).

↘ Develop exercises that ask referees to use the information in terms of their own situations.

↘ Create opportunities for referees to talk to other referees in order to share problems and ideas in a particular area.

↘ Allow referees time for reflection on how this new information fits into what they already know and do.

↘ Design activities that ask referees to use new information in an experimental framework.

↘ Ask referees for responses about how they can see certain information as useful to them in their practical refereeing.

↘ Assume that many referees who enter education programmes are generally well motivated and do not need much further stimulation to encourage them. They will remain well motivated as long as the material being presented has personal meaning for them.

↘ Ask referees to write specific action plans (or tasks) that they are willing to try to implement in their refereeing.

↘ Be prepared to seek examples from real game situations and to suggest possible applications within basketball.

Action: What would you choose?

T1.4   LEARNING ENVIRONMENT OR CLIMATE

Referees learn best in environments that are supportive and free from threats. A climate that fosters self-esteem, freedom of expression and an acceptance of differences will enhance learning. Above all, acknowledge that mistakes are a necessary and an important step to learning. Understanding and reacting to how best the referees learn is critical to a positive learning environment.

Activity Time: 10 Minutes

ACTIVITY 7

Think of a situation (if possible a learning situation, if not one in which you were being assessed or selected) in which you feel somewhat threatened, unwilling to contribute for fear of saying something wrong or unacceptable, frightened of making a mistake or making a fool of yourself. Briefly describe the situation and your feelings, identify why you felt as you did and what might have been done to alleviate your feelings:

Situation:

Feelings:

Remedial Actions:

The situation you have described will probably have been unfamiliar to you in some way. You may have been unsure of what was expected. You may have been reluctant to be there. Something may have happened early on, which made you feel uncomfortable or confirmed your fears.

Referees often feel apprehensive and in some cases threatened when they attend refereeing courses. This may be because they:

- feel out of their depth,
- Feel they are not academic
- Do not have sufficient knowledge.
- Won't be good enough?

This will lead to potentially them feeling defensive about the way they currently referee and reluctant to place their practice, experience or knowledge under the microscope. They may feel somewhat insecure and reluctant to consider change. They may worry that they will be tested and found wanting.

A positive and inclusive learning environment will go some way to address these fears and is built through the instructor addressing three elements:

Physical: how the room is set out, its temperature, comfort of the furniture etc.

Social: a welcoming instructor, the opportunity for referees to inter-act informally, refreshments etc.

Learning: learning is at the right level and delivered in a way that maximises the referees learning

As an instructor, it is important to be aware of these feelings and consider ways in which they may be counteracted. You may have already suggested

some of the following practical applications in response to your own experience:

↘ Prepare by setting out the classroom or Sports Hall which is friendly and welcoming.

↘ Welcome all the referees and stimulate inter-action by introducing them to each other.

↘ Create a course climate that respects and cares for individual needs and interests. This means finding out what individual referees expect and want and sharing your goals and expectations with them.

↘ Design low-risk introductory activities which give referees time to say who they are and why they are at the course.

↘ Encourage referees to express their opinion about why a particular approach works well for them. When they do share their experiences, value their contribution.

↘ Design activities that encourage mistakes as part of the learning process. Point out that people learn best from their own mistakes; if they are too careful or too frightened to make mistakes they are less likely to learn or will take longer to learn or improve. Your own mistakes can serve as a valuable example to them and a learning step for you.

↘ Create an environment that encourages self-esteem and a positive self-concept. This makes referees more likely to accept change because they do not see new ideas and ways of thinking as a threat to their self-esteem. This means you need to stay open-minded.

↘ Avoid using grades, tests or the threat of failure as a source of anxiety in your clinics. Encourage self-evaluation, effective feedback, interviews and other such techniques when evaluation is necessary.

Action:

You may find that you experience many of the feelings expressed here when you attend the FIBA Instructors Clinic. Notice how the learning climate is set and whether or not a supportive climate is created.

T1.5   SELF-RESPONSIBILITY

Learning is enhanced when referees are encouraged to take responsibility for their own learning by participating actively in the decision-making, planning and implementation of the learning activities.

This may sometimes be difficult to achieve straight away, for traditional learning situations have tended to place the responsibility for learning with the teacher, instructor or tutor. Consequently people have come to expect to be taught, to be given information on a plate, rather than

to take this responsibility themselves. Typically they behave a little like a dry sponge, waiting passively to soak up new information and ideas, and assuming that this will stay with them and be valuable once they leave the learning situation. Invariably the sponge simply dries out; leaving referees exactly where they were before the learning situation started.

Instructors need to help referees to overcome this traditional viewpoint and expectation. It may be necessary to share your approach with them and help them to take on this role of active learner in control of their own destiny. The following list incorporates some of the ways other instructors have tried to help referees take more responsibility. As you read through the list, write down one key action point that will help you to improve the way you encourage referees to take more responsibility for their own development:

↘ Develop techniques for assessing needs and interests, for encouraging referees to make their own decisions about what they want to learn and how they want to learn it.

↘ Create opportunities for referees to reflect on their own objectives for the course and to take responsibility for seeing that those objectives are met.

↘ Encourage referees to use and share their past experience. By encouraging them to reflect on their own experience, they are more likely to accept and apply new information and ideas.

↘ Design learning activities using a variety of techniques and methods, so that the referees will have an opportunity to experience different approaches and reflect upon which suits their own learning styles. For example, do not rely on one approach (e.g. discussion groups) for not only will this probably become boring, it may not suit every referee - try using role play or a case study. Similarly do not rely on one type of learning session method (e.g. overhead projector sheets), for some may learn better through other mediums (e.g. audio information).

↘ Give referees the opportunity to devise and present sessions (or ideas) in topic areas in which they feel comfortable. Give adequate opportunities for feedback on both content and structure. Presenting information will help to boost self-confidence and encourage other referees to take on new ideas and put them into their own practice.

Now write down a key point to help you. It might be one of the factors identified above or some other way that you feel you could encourage referees to take more responsibility for their own learning.

Action:

T1.6   FACILITATED LEARNING

In earlier sections we have identified how people learn and the range of delivery styles that could be used. We now need to identify how you choose to facilitate the session (ie the tools/style and approaches you adopt to deliver it) will depend upon a number of factors:

- The **environment** in which you are operating, for example, in a classroom or a sports hall
- The complexity or level of the skill/**task** to be developed
- The innate potential of the **learner** and their current state of competencies

Delivery Methods

You should be able to design and deliver your session in a way that engages all learners. Depending upon the environment, task and learner, there are a variety of different methods you can use to encourage interaction, communication and learning. The diagram below sets out delivery styles that move from being instructor led or pushing information onto the learners which is similar to a lecture through to learner led where the instructor is "pulling" information and knowledge from the referees

PUSH Style		Instructor-led
↕	**Do it instead of them**	
	Tell them exactly what to do	
	Advise them what they could do	
	Suggest what they might do	
	Drop a hint so they realise	
	Ask questions so they work it out	
	Leave them alone; let them do it	
PULL Style		Learner-led

T1.7   DELIVERY STYLES

Now we know how people learn we need to adopt a delivery style that not only takes into account the preferred learning style of the participants but is also appropriate to the time and the situation.

Delivery must be:
- appropriate for the needs of the group or individual (tell, sell, show, ask, discussion)
- appropriate for the activity (technical expressions, sport specific needs)
- able to meet the preference of the coach/participant.

These styles can be defined in different models such as those described below however Coach tutors will be expected to be able to identify their own style and the nature of appropriate application. The following are examples and not an exhaustive list as there are a number of different theorists and researchers to consider.

Autocratic Style – Telling
- The coach decides on what is to be done
- The athletes are not involved in the decision making
- The instructor defines what to do and how to do it

Autocratic Style – Selling
- The instructor decides on what is to be done
- The instructor explains what is required and the objectives
- The athletes are encouraged to ask questions to confirm understanding
- The instructor defines what to do and how to do it

Democratic Style – involving
- The instructor outlines the training requirements to the athletes
- The instructor defines the training conditions

- The athletes brainstorm to explore possible solutions
- The athletes make the decision
- The athletes define what to do and how to do it

Bureaucratic Style – by the book
- Carried out "by the book"
- No variation is allowed

Laissez faire style – allowing
- Allows followers to have complete freedom to make decisions concerning the completion of their work or ask questions of the leader
- The leader provides the followers with the materials they need to accomplish their goals and answers questions to the follower's questions

Describe below when you will use each of the different delivery styles when delivering a learning session to referees.

ACTIVITY 8

Style	When used
Autocratic Style – Telling	
Autocratic Style – Selling	
Democratic Style – involving	
Bureaucratic Style – by the book	
Laissez faire style – allowing	

Instructor should consider the context of using different styles. It might be that in planning for the long term you may wish to adopt a **Democratic style** or when a game plan is working take a **Laissez faire** approach. However if there is a health and safety issue a **Autocratic Telling style** would be appropriate. If the instructor is planning a new tactical approach to then a **Autocratic Style – Selling** style maybe necessary to gain agreement from players and/or instructor colleagues but a **Bureaucratic Leadership Style** maybe appropriate to instructor a particular technical routine.

Other theorists' work should be considered and may suit the needs of instructor. Woods for example segments styles into four groups;

Command style
- direct instruction, instructor dictates

Reciprocal style
- athlete takes some responsibility for their own development - monitored by the instructor

Problem solving style
- athlete solves problems set by the instructor

Guided discovery
- athlete has freedom to explore various options

The application of these styles could will also need to be in the context of: -
- appropriate for the needs of the group or individual (tell, sell, show, ask, discussion)
- appropriate for the activity (technical expressions, sport specific needs)
- able to meet the preference of the instructor/participant.

T1.8   EVALUATION AND REFLECTION

Referees learn best when they are part of an on-going evaluative process which includes time to reflect on their learning, to give and receive feedback and to implement change as a result of their learning.

They are only likely to go on learning if they are willing to be regularly self-critical and objectively evaluate their own behaviour and performance. This is as important for instructors as it is for referees, so consider how instructors might do this, how they might encourage referees to acquire this skill and, more importantly, put it into practice.

Activity Time: 10 Minutes

ACTIVITY 9

Think about your own instructor skills and write down what you think might be your own strengths and weaknesses. Try to think of at least three of each and be honest, for no-one will need to see your list:

Strengths	Weakness
▪	▪
▪	▪
▪	▪

Now write down how you have come to this judgement and, if appropriate, suggest ways you might try in the future to monitor your own instructor effectiveness:

Reason(s):

▪

▪

Ways to match:

▪

▪

Now list ways in which you might help referees adopt this self-critical approach:

▪

▪

▪

Below is a list of ways that you might try to help referees:

↘ Create opportunities for referees to discover how they learn.

↘ Use mini-learning contracts in pairs or threes to encourage change as a result of feedback.

↘ Allow opportunities for solo exercises in self-reflection and encourage referees to learn how to think about their own actions and feelings, and how they feel about themselves.

↘ Encourage referees to set specific action tasks for themselves that they are willing to put into their refereeing practice.

The important process of self-monitoring for instructors will be addressed in the next chapter.

When feeding back to referees should try and following this model to enhance learning and the ability of the referee to learn how to self-evaluate:

The instructor to ask the referee:

↘ What went well?

↘ What didn't go well?

↘ What would they do differently next time?

Asking the referee this before the instructor feedback will enable to referee to learn how to self-evaluate.

Following this self-evaluation process which could be done through questioning or a written self-evaluation from, the instructor could offer thoughts on the referee's performance and some actions for improvement which they may have missed.

T1.9   THE ROLE MODEL

Learning is enhanced in the presence of clinic instructors who practise what they preach - who are reflective, involved in active learning projects, maintain self-esteem and acknowledge mistakes in a positive framework. The importance of the willingness of instructors to monitor their own instructing behaviour and go on learning will be considered again at a later stage. Read through the following list and see if you can add to it.

⬎ Be genuine - whatever that means to you. Learn from other instructors but do not try to imitate them.

⬎ Actively pursue your own development as an instructor. Learn as much as possible about yourself, your interpersonal and tutoring skills.

⬎ Solicit feedback whenever possible from other instructors and referees.

⬎ Keep a personal record of important thoughts, ideas and reflections about yourself for further consideration.

⬎ Approach every clinic as an opportunity for you to collaborate with other learners in an area of mutual interest.

⬎ Write down your personal learning goals prior to each National or FIBA Referees Clinic and then review them at its completion, reflecting on what you accomplished.

⬎ Be prepared to take risks and make mistakes as an instructor and then to discuss them openly with the group and comment on the learning you experience.

⬎ Use self-disclosure (talking about your own personal and training experiences) to set a climate of openness, trust and free discussion and to model these behaviours as appropriate ones in the training experience. This is useful for presenting information to all participants or posing a task, as well as for building cohesiveness.

Now set yourself an action task.

Action:

T1.10   RECAP

In this chapter a number of assumptions about how referees learn have been considered and some principles of good practice have been highlighted. You have been encouraged through the use of action task boxes to analyse your own instructor practice and look for ways to try to enhance your own instructor skills.

Before moving on to the next chapter, look back through all the action task boxes and select the three that you feel will have the greatest impact on your own instructing.

1.

2.

3.

Try the following self-tester to see how well you have grasped the key points in this chapter.

SELF EXAMINATION - 1

1. Describe at least three ways you could create a positive learning environment:

   ▪

   ▪

   ▪

2. Explain why it is important to involve referees in their own learning:

3. Instruction is just a form of coaching.   Explain how and why the instructor should adopt this role:

4. Complete the following sentence:

   Referees are only likely to go on learning if they are willing to be regularly _____ and objectively _____ their own _____ and performance.

5. Suggest three ways through which you might ensure group work is effective:

   ▪

   ▪

   ▪

6. Identify how some people differ in the way they learn:

   ▪

   ▪

   ▪

7. Suggest three ways you can help referees to feel respected and valued:

   ▪

   ▪

Check your answers with those given in Appendix A. If you had any difficulty, reread the relevant sections before moving on through the pack.

MODULE T2   INTERACTIVE INSTRUCTOR SKILLS

T2.0   INTRODUCTION

"Tell me and I forget
Show me and I remember
Involve me and I understand"

This chapter provides an overview of some of the techniques you might choose to involve referees in their own learning, in order to help them understand and be able to apply the information to their own refereeing practice. This is the single most important aspect of your role as an instructor. The techniques described in this section attempt to put into practice the assumptions about the way referees learn, discussed in the second chapter. Keep in mind that these techniques provide only the mechanics of the experience; the learning takes place within each individual.

By the end of this chapter, you should be able to:

- use a variety of methods to facilitate learning
- state the strengths and weaknesses of each method
- give examples of situations in which each might be used.

T2.1   QUESTIONING

There are three broad ways of sharing information - you can tell, show or ask.

Each of the three approaches has its place. Generally most instructors (and referees) are comfortable with telling and showing. They can plan in advance exactly what they will tell or show, they can remain in control throughout and set the pace. Questioning can pose more of a problem, for instructors cannot retain the same control over the direction and content of the session. They cannot predict the responses to the questions they pose and consequently must be willing (and able) to react to the information received. Questioning can be a very powerful tool for the instructor.

Activity Time: 5 Minutes

ACTIVITY 10

Write down how you think questioning can be useful and what it can achieve:

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You probably thought of many of the following (and perhaps more).

Questioning can be used by an instructor to:

- check for understanding and learning
- ascertain the level of knowledge or gain feedback
- heighten awareness by focusing attention on a specific issue
- prompt or direct thinking
- provoke thinking and discussion (perhaps by being controversial)
- motivate to draw upon the referee's own experiences or simply to involve them actively in their own learning.

Questions can obviously be addressed to an individual referee, a small group or indeed the whole group. You need to make sure you ask the right sort of questions - ones which are expressed clearly and are unambiguous. You need to consider whether the question should be closed or open:

Closed questions tend to evoke a single word answer (e.g. yes or no, right or wrong), or request the answer to a specific question, to which there is just one correct answer.

What is the name given to the energy system which uses oxygen? Did you do that well?

Typically, closed questions might be used to check for understanding or level of knowledge, to focus thinking and to increase involvement.

Open questions tend to evoke a more expansive answer, perhaps involving an explanation or description. Good open questioning is started with one of the six "W"'s – When, Where. hoW, What, Who and

Why. Alternatively they can linked with a sentence starting with "Tell me about…"

Tell me about **How** you might you analyse your own refereeing behaviour? Tell me about **Where** you demonstrated good practice

Generally, this type of question is more thought provoking and might therefore be used to draw on their own experience, to think through an idea or concept, or to apply material to their own refereeing practice. Typically, open questions start with the word how.

Stop to consider how often you use questioning to:

	very often		sometimes		rarely
check for understanding/learning	5	4	3	2	1
check on level of knowledge	5	4	3	2	1
gain feedback	5	4	3	2	1
heighten awareness	5	4	3	2	1
direct their thinking	5	4	3	2	1
provoke their thinking	5	4	3	2	1
draw out their own experience	5	4	3	2	1
involve them in their own learning	5	4	3	2	1

Now set yourself an action task based on the above:

Action:

T2.2   WORDSTORMING

This is a technique for getting people involved and generating lots of ideas quite quickly. It can be used effectively with either small or large groups providing the following three rules are enforced:

↘ Every idea raised should be written down (on the page or flip chart).

↘ No evaluation or censorship should be permitted at the outset, simply record each contribution (this requires a good group leader).

↘ Work within a time limit (e.g. 3-5 minutes).

Additional rules can be brought in if necessary, for example, to ensure that each individual has the opportunity to contribute and that one or two individuals do not dominate. After the initial brainstorm, you may also wish to ask them to prioritise ideas according to some criteria (e.g. importance, ease of implementation, relevance).

It is important to state the task clearly and set a time limit. The sort of instructions you might give are offered in the panel below.

Here are the rules:
One group member must volunteer to write down all ideas on the flip chart paper.
Try to think of as many ideas as you can, without commenting on whether or not they are good or realistic or repetitive. This is Wordstorming and you have five minutes to Wordstorm as many ideas as you can.
When each group has a recorder, we will start.

Try the activity over the page on Wordstorming.

ACTIVITY 11

1. Wordstorm for two minutes on the factors that might interfere with a referee's capacity to learn on one of your clinics. Use the full two minutes (no more and no less) and see if you can come up with at least twenty ideas. Remember there should be no evaluation; the exercise is to generate lots of ideas.

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2. Write down what happened when you attempted this exercise (egg. did you run dry very quickly, were you surprised at the ideas that came up?):

3. Write down how you felt. Did you feel threatened when you began to run out of ideas? If you failed to think of twenty ideas, how did you feel? If you wrote down more than twenty, how did you feel?

4. Look back over your answers and now start to evaluate the quality of them. Is there a lot of duplication? Are there ideas which you have not thought about before? How would you progress this exercise with other people? Write down your views:

5. Note the advantages and disadvantages of using wordstorming:

Advantages	Disadvantages

Some of the advantages of Wordstorming are that it can help referees to:	Some of the disadvantages are that it needs to be:
Advantages	**Disadvantages**

Some of the advantages of Wordstorming are that it can help referees to:

Advantages

- generate a lot of ideas quite quickly

- promote lateral thinking

- become involved and reduce domination by one or two

- open their minds to others' ideas or ways of doing things

- check out their own ideas in a small group without fear of rejection or feeling threatened.

Some of the disadvantages are that it needs to be:

Disadvantages

- well set-up to ensure full participation and to avoid evaluation

- carefully debriefed to ensure the advantages are not lost and the purpose is met

- managed to ensure that the ideas generated receive sufficient discussion for their merits to be realised.

	Very often		**Sometimes**		**Rarely**
How often do you use Wordstorming?	5	4	3	2	1

T2.3   GROUP WORK

One of the best methods of engaging learners and pulling information from them in a way that doesn't feel threatening is the use of group work. This could be as small as two and as large as ten however a group size about five leads to less engagements. Learning is enhanced when referees and instructors can work in groups but is group work always successful?

Activity Time: 5 Minutes

ACTIVITY 12

Write down what you think are the advantages and disadvantages of group work:

Advantages

-

-

-

Disadvantages

-

-

-

You will probably have been able to think of quite a number of advantages and disadvantages.

Advantages

- Group work can be effective as long as it offers an opportunity to share and build on the ideas and experiences
- Referees can learn a great deal from listening and observing other referees during group work.
- Group work can build confidence and self-respect.
- Group work encourages referees to become involved, increasing interest, enhancing learning and helping them to take more responsibility for their own learning.
- It can provide both a supportive and challenging environment, in which set ideas and values can be examined with other referees. It can help to clarify views and opinions.

Disadvantages

- Some individuals may dominate, others may lack the confidence to contribute.
- Group work takes a great deal of planning and thinking through beforehand.
- Group work can be very time consuming.
- Groups can lose their focus and fail to achieve the desired outcomes.

The following guidelines may help you to avoid the pitfalls and make better use of group work:

- ⬎ Planning is essential. Before looking at the mechanisms of a group exercise, identify clearly the objectives of the activity (i.e. precisely what you want to achieve from the exercise, what you want the referees to be able to do).

- ⬎ Plan the organisation of the group work thoroughly. This may require written instructions (especially if there is a designated group leader or if different members are required to play specific roles). It may require some form of prompt sheet to help members stay on task as well as a worksheet to record their discussions.

- ⬎ If referees are feeling anxious in a learning situation, they will have difficulty communicating with others in the group. At the outset, design group learning experience with this in mind, deliberately setting up situations where they can share experiences in safe areas so they will feel comfortable using the group later for learning in more risky areas.

- ⬎ Encourage group members to look to each other for answers to questions; avoid the role of the always-informed expert. Instead, deflect questions to other group members for consideration first.

- ⬎ Encourage referees to use their personal experience as a good starting point for learning.

- ⬎ Encourage two-way communication, emphasising referees talking and reflecting, and you listening and reflecting. You are

a role model, so if you do not exhibit good listening skills, nor will they with their performers.

Action:

T2.4   ICE BREAKERS, WARM-UPS AND ENERGIZERS

Earlier we established the need to create and maintain a positive learning environment. Ice-breakers, warm-ups and energizers can support this aim. They can either support the start of a session or maintain pace and interest at any point in the learning session

Activity Time: 10 Minutes

ACTIVITY 13

- Ice Breakers:

- Warm-ups :

- Energizers

Write down some situations in which you might use each of these.

Ice-breaker	Warm-up	Energizers

Compare your answers with the table below:

Type	Definition	When use is appropriate
Ice-Breakers	▪ An activity that seeks to help people get to know each other and set the tone for learning	▪ Start of a session when the participants are not known to each other
Warm-ups	▪ An activity that directly relates to the next element of the learning session and prepares the participant mentally and/or physically for the forthcoming activity.	▪ The start of a session where the participants know each other and new or existing skills can be used as a lead in to progressing the skills
Energizers	▪ An activity that stimulates the participants mentally and/or physically. Potentially an irrelevant and unrelated activity.	▪ Part way through a session when participants may be flagging or energy levels are low

T2.5   RECAP

Before moving on to the next chapter look back over the various techniques described and write down one action task that would help you to develop your instructor skills.

Action:

Try the following self-tester to see how well you have grasped the key points in this chapter.

Examination Time: 5 Minutes

SELF EXAMINATION - 2

1. List the three broad ways in which information can be shared.

    ▪

    ▪

    ▪

2. Give three uses for questioning:

    ▪

    ▪

    ▪

3. Complete the following table by listing two advantages and two disadvantages of each technique:

	Advantages	Disadvantages
Wordstorming		
Group Work		
Ice-breakers, Warm-ups and energizers		

Check your answers with those given in Appendix A. If you had any difficulty, re-read the relevant section before moving on through the pack.

MODULE T3   AUDIO-VISUAL AIDS

T3.0 INTRODUCTION

In the past, teaching was straightforward - all teachers had to work with were students, books, slates, themselves (e.g. as demonstrators) and all of the general inconveniences of the day. With scientific progress came a multitude of choices. Wordstorm on these using Activity 15.

Keep it simple

ACTIVITY 14

Wordstorm and name as many audio-visual aids as you can:

-
-
-
-
-
-
-

You probably thought of most of the following (and perhaps more):

- Chalkboards or white boards
- PowerPoint projectors/beamers
- Films on DVDor You Tube
- Television
- Video (and interactive video)
- E-learning
- Flip charts
- Photographs
- Models
- Photocopies hand-outs
- Home study material
- Tablets and smart-phones

This variety of choices has added a new dimension of responsibility to the training role - how to make wise choices in choosing and using audio-visual aids.

By the end of this chapter, you should be able to:

↘ explain the role of audio-visual aids
↘ select and use audio-visual aids effectively
↘ state the advantages and disadvantages of a range of audio-visual aids
↘ devise action points to improve your own instructing

T3.1   ROLE OF AUDIO-VISUAL AIDS

Audio-visual aids are important. Technical equipment can be an effective assistant to the learning process but it is not the actual process. Remember they are an aid to learning not the way people learn. That process is contained within the experience of the referee. As a clinic instructor the central issue continues to be:

Would an audio-visual aid help referees to learn more easily?

Audio-visual aids can certainly be an advantage but they can also interfere with learning. Stop to think about this.

Activity Time: 10 Minutes

ACTIVITY 15

Write down the advantages and disadvantages of visual aids. Think in general terms rather than the specific pros and cons of one particular piece of technology:

Advantages	Disadvantages
•	•
•	•
•	•

Did you think of the following?

Advantages	Disadvantages
• The impact may make it easier to remember	• It can become monotonous if the same aid is used for too long or too frequently
• It can entertain and motivate	• It can be a distraction
• It can help to make a key point	• It can break down/go wrong
• It may be easier to explain using a visual aid	• It can confuse
• It can provide a record of the view of the group	•

The important thing to think about is when and how to use them, to ensure that they are an aid to learning and not a hindrance. Here are some general questions to ask yourself when you are considering audio-visual aids:

↘ What are my objectives for this particular activity?

↘ What audio-visual aid could enhance this learning situation?

↘ How will it contribute to the learning experience?

↘ What would be lost if I did not use this aid?

Other considerations include the cost, availability, level of technical skill needed and how the learners perceive the equipment. Two general rules of thumb about using audio-visual aids emerge from these questions and considerations:

↘ Use the audio-visual aid if it is a helpful addition to the learning design and will enhance the participant's experience.

↘ Do not use the audio-visual aid if you are depending on it to organise or provide a prompt on content which you find difficult.

Stop to think about how confident you feel with the following audio-visual aids:

	Very		Somewhat		Not at all
Hand-outs/Cue and Flash cards	5	4	3	2	1
Flip charts	5	4	3	2	1
PowerPoint/Projector slides	5	4	3	2	1
Chalkboards/whiteboard	5	4	3	2	1
DVD/films/You Tube	5	4	3	2	1
Video playbacks	5	4	3	2	1
Smart-phones and tablets	5	4	3	2	1

In the next few sections, you will find a list of benefits, drawbacks and helpful hints about how to use some audio-visual equipment. As you read through the lists, write down in the comments box anything which seems particularly important or applicable to your instruction. Write your comments in the form of action tasks (e.g. practise using an LCD projector, practise writing on a whiteboard).

T3.2   HAND-OUTS/CUE AND FLASH CARDS

Advantages	Disadvantages	Helpful Suggestions
▪ Referee can focus on information, rather than needing to take notes.	▪ People tend to forget facts if they do not take notes by themselves.	▪ Can be produced so that details can be added during learning session.
▪ Cheap and easy to produce	▪ Can be distracting if issued at the wrong time	▪ Leave plenty of space for their own additional notes
▪ Engages the referee in the learning process.		▪ Think carefully about when to issue them.
▪ Can be a time saver.		
▪ Provides a permanent record.		
▪ Comprehensive.		

Comments/Action Tasks:

T3.3 FLIP CHARTS

Advantages	Disadvantages	Helpful suggestions
Flexible (e.g. sheets can be detached).	Limited writing area	Ensure easel is solid
Information can be displayed and referred to again later.	Can seem rather impersonal (distracting).	Avoid too much information, diagrams etc.
Readily available in most places.	Awkward and heavy to transport	Write neatly.
Different coloured pens available so easy to emphasise or differentiate.	Relatively expensive	Prepare in advance as appropriate and use colours for emphasis.
Can be planned in advance or used spontaneously to record details of exactly what was said.	Requires good handwriting and spelling.	Avoid writing with your back to the group, try standing at the side and writing.
Transportable.		Use masking tape or blu-tac to hang sheets on wall.

Advantages	Disadvantages	Helpful suggestions
Good for diagrams		Collect sheets at the end (for monitoring and feedback).
Easily seen		Recommend one flip chart pad for every six referees

Comments/Action Tasks:

T3.4   CHALKBOARDS AND WHITEBOARDS

Advantages	Disadvantages	Helpful Suggestions
Boards can be erased and re-used.	Erasers often poor quality/missing.	Check visibility beforehand
Available in most educational institutions	Often difficult to see due to the shiny surface which reflects the sun	Buy own good quality white and coloured chalk (or coloured pens).
Very low cost.	May remind people of school.	Prepare boards in advance.
Good for recording key points	Coloured or poor quality chalk is difficult to see	Take your own cleaning system.
Inter-active whiteboards can save drawings and send via email	Not likely to be available outside education.	
	Generally cannot be moved so limits room layout.	
	Chalk dust is messy.	

Comments/Action Tasks:

T3.5   LCD BEAMER / PROJECTOR

Advantages	Disadvantages	Helpful suggestions
▪ Easily seen by all, providing print is large.	▪ Can be distracting if there is too much information	▪ Make us of a laser pencil to focus attention.
▪ Efficient way to organise and present information	▪ Can discourage group discussion (true if light is reduced).	▪ Set up well before start and check visibility and focus from back of room
▪ Can be produced on a PC and enlarged (so text and graphics can be well produced.	▪ Dependence upon the projector can create lack of confidence in tutor.	▪ Always face the group and use pointer on the screen.
▪ Variety of coloured pens now available	▪ Bulb can blow	▪ Have a spare bulb just in case
▪ Most facilities now have these.	▪ If over-dependent, can detract from ability to interact with referees.	▪ Use bullet points and keep information to a minimum.

Comments/Action Tasks:

T3.6 POWERPOINT

Advantages	Disadvantages	Helpful Suggestions
▪ Can be novel and informative in terms of content and process.	▪ Difficult to find TV quality film which meets precise purposes	▪ Introduce it carefully to ensure you gain the outcomes you want
▪ Offers variety in media	▪ May be reliant on mail for delivery	▪ Check whether referees have seen it before.
▪ Offers a break from lecturing and group work	▪ Can be over-powering in design rather than making the necessary impact on content	▪ Prepare a specific activity to work on either during or afterwards (e.g. series of questions for discussion)
▪ Can be enjoyable ▪ Sport is visual and people are used to powerful modern technology	▪ Potential technical problems (especially with film)	▪ Prepare equipment in advance; ensuring that the equipment is tuned in and focused, the film is at your start point
▪ Can be durable ▪ Can be used for group feedback/ summary	▪ Do not assume that it has made the points you wish to emphasise.	▪ Always preview the film, if possible with a referee similar to those who will view it on the course.
▪ Can be prepared in advance with spellings checked and diagrams accurate	▪ Often out-dated both in content and style	▪ Avoid walking in front of the screen

Advantages	Disadvantages	Helpful Suggestions
▪ Enables eye contact to be maintained with the group		▪ Develop a system for handling each PPT when it has been used (like an in and out tray)
▪ Useful for checking detail of movement		▪ Many computer software packages now have the facility to produce PPTs

Comments/Action Tasks:

T3.7   VIDEO/DVD/TABLET/SMART-PHONE PLAYBACK SYSTEM

Advantages	Disadvantages	Helpful Suggestions
▪ Instant feedback, preserved for future reference.	▪ Effect on behaviour of those being filmed	▪ Plan well in advance to gain what you want.
▪ Good detail about interpersonal skills, body language, style etc.	▪ Can depersonalise the learning experience unless well handled.	▪ Maximise on both formal and informal feedback devices.
▪ Useful for detailed analysis either for individuals or small groups (e.g. using replay, slow motion and still facilities).	▪ Can be very time consuming in shooting time, editing time and reviewing time.	▪ Have equipment available during breaks so referees can view again in more detail.
▪ Good for checking what really happened	▪ Can be boring if it is too long	▪ Make the filming as unobtrusive as possible.
▪ Can be kept by learner	▪ Requires technical staff to shoot film or yourself but this means that you cannot be instructing).	▪ Be prepared to offer self as a model for critique to encourage others.

Advantages	Disadvantages	Helpful Suggestions
	▪ Equipment expense.	▪ Test equipment out in advance.
		▪ Work to keep climate non-threatening and positive.
		▪ Recommended to keep to less than ten minutes

T3.8   WORKSHEETS AND HOME STUDY MATERIALS

These can be powerful components of tutoring. Home study material might be used before or after the face-to-face component. It can encourage referees to work independently and reflect on their current refereeing practice. Home study can help referees to prepare fully, so maximising contact time at the course. It can also mean that some theory can be dealt with outside the course so allowing all to check knowledge (and add to if necessary) in advance and ensuring that the emphasis at the course can be on practical application. Both worksheets and home study materials are examples of methods which involve referees in their own learning. Worksheets can be used prior to, during or after the course.

Advantages	Disadvantages	Helpful Suggestions
▪ Can cover theory, leaving more time for practical work and application at the course.		
▪ Relatively cheap to produce (e.g. can be print based)		
▪ Can be multi-media (e.g. printed work, video, audio, CD-ROM).		

Advantages	Disadvantages	Helpful Suggestions
▪ Reduces need (and cost) of face-to-face teaching time.	▪ Difficult to provide adequate tutorial support	▪ Avoid excessive amount of text.
▪ Encourages referees to take more responsibility for own learning	▪ Can be quite threatening (especially if too expensive or for those with poorer writing or reading skills).	▪ Structure activities and keep instructions simple
▪ Useful personal check on current knowledge		
▪ Can be carried out in own time and at own pace	▪ Requires good motivation	▪ Provide feedback to inform or reassure
▪ Can encourage critical thinking and self-reflection	▪ Authoring time is extensive and requires specialist skills.	

Comments/Action Tasks:

T3.9   RECAP

In this chapter, an overview of the strengths and weaknesses of a range of audio-visual aids has been provided. You will have drawn up a number of action tasks to remind you how to make the most of these in your sessions. You may wish to look back over the action tasks and write down the two most important (or those you intend to implement first):

1.

2.

Try the following self-examination to see how well you have grasped the key points in this chapter.

> Comments/Action Tasks:

SELF EXAMINATION - 3

1. Write down the main advantages of audio-visual aids:

    ▪

    ▪

    ▪

2. Write down the main disadvantages of audio-visual aids:

    ▪

    ▪

    ▪

3. Write down three tips when using audio-visual aids:

    ▪

    ▪

    ▪

Check your answers with those given in Appendix A. If you had any difficulty, reread the relevant section before moving on through the pack.

MODULE T4   PREPARING AND EVALUATING YOUR LEARNING SESSION

T4.0   INTRODUCTION

In this pack, you have looked at the principles of instructing referees, some mechanisms for effective delivery which actively involve the referee and some guidelines for the use of audio-visual aids. Now is the time to help you put all these together to develop great referees. You will be required to present an analysis of a game observation, commenting upon the evaluation of the referees' performances in respect of:

Day One: Mechanics on the court

Day Two: Judgement of contact

as a group topic to be discussed with other instructors at the clinic.

Look at this now and, as you work through this final section, start to develop your learning session using the stages outlined. Please note that the process refers to instructors rather than referees, because your first analysis is addressed to other instructors. The same process would be used if you were devising a learning session for referees.

By the end of this chapter, you should be able to:

- identify the stages in planning a learning session

- design a way of checking whether the delegates (instructors) can achieve the desired outcome

- select appropriate interactive activities to enhance the learning process

- identify the essential information that the delegates (instructors) require to achieve the outcome

- select appropriate audio-visual aids

- use a check-list to test the content, delivery mechanism and learning session techniques for the session design

- identify why and how you can evaluate your instructor learning session

To avoid confusion, we will refer to the group of instructors to whom you will be presenting as delegates

T4.1   ANALYSING THE OUTCOME

For this particular session, you will have been given a specific outcome to achieve during your short learning session together with a particular delivery style to include at some point. It is important whenever you are preparing a learning session to clarify the desired outcome first. This needs to be written in a measurable term and carefully analysed.

Developing a leaning programme should follow the following steps

Develop outcome → Identify knowledge and skills needed → Design activities to meet the outcome
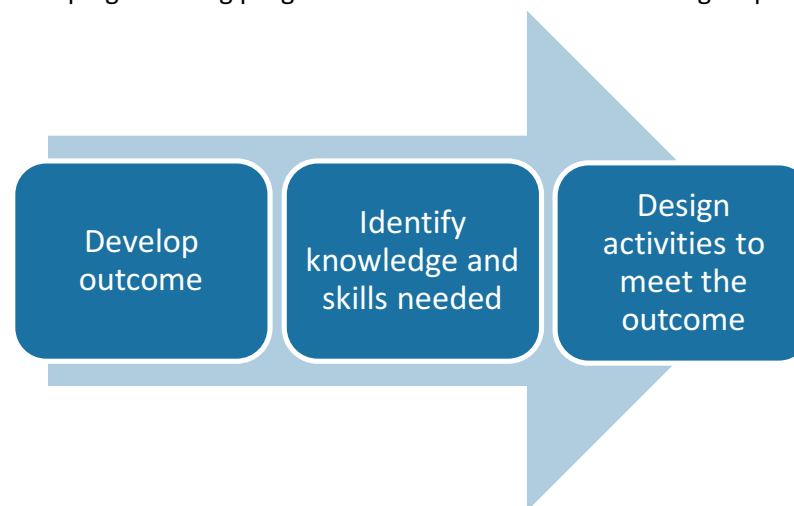
ACTIVITY 16

Using the topic provided, study the outcome carefully and write down the verb used and suggest a way in which you could test whether or not the instructors at the clinic are able to achieve the outcome/competence:

- Verb: (examples; explain, identify, etc.)

- Way to test: (examples: assess, demonstrate)

The verb used in the outcome will have been one like state, describe, identify or demonstrate. Verbs such as understand, appreciate and know should be avoided because you cannot actually measure or assess the instructors understanding (although it might be able to be inferred by their behaviour).

The way you suggested checking whether or not the outcome is achieved will be determined by the verb.   For example, if it says describe, the instructors will need to be given an opportunity to do this (e.g. to a partner).

For example: By the end of the session referee's will be able explain basic violations of basketball and demonstrate how to administer the re-start.

Keep your planning simple.

T4.2.   KNOWLEDGE AND SKILLS

Once you have a clear outcome and have devised a way to check whether or not the instructors can meet it, you can start to put the rest of the learning session together.   The next step is to work out the knowledge and skills that the delegate (instructor) would need in order to be able to achieve the outcome.

ACTIVITY 17

1. Start by writing down all the skills the delegates need and all the knowledge or information they must possess, in order to be able to satisfy your specific outcome:

Skills	Knowledge

2. Look at your list carefully and tick those skills you would expect the group to possess already (bearing in mind the assumed level of the instructors). In the same way, mark the knowledge that you are confident they would already hold. Try to keep it to only three key skills and three points of knowledge.

Plan a number of different starting points and routes.

ACTIVITY 18

Write down activities that you might try to establish the specific knowledge and experience base of the delegates on your learning session (again work with the specific outcome that you have to tackle):

- ▪

- ▪

- ▪

You might have suggested some on court activity or an explanation of some key terms. You might have found a way of asking them to analyse some aspect of their current instructional practice which relates to the topic. This last suggestion often provides a good starting point, not just to check out knowledge but also because it means you are starting from the instructor's experience rather than some specialist area.   This is much more motivating and far less threatening.

Now look and see how many skills and how much knowledge you need to give to the delegates to enable them to achieve the outcome. Try to avoid telling the learners try to "pull" information from them. Generally, there is far too much need to know information to handle and there will not be enough time to share all this material effectively.

Step	Activity	Knowledge

ACTIVITY 19

1. If your list in Activity 17 is fairly long, you may need to identify a number of steps to take you from your starting point to your outcome. There may be several tasks that can be logically identified which build up to the final one, which gives the delegates (and you) a chance to see if they can achieve the outcome.
   Write down each step and design some form of activity (individual, pair, small group, whole group) for each step in the centre column "Activity".

2. Now work out the essential information/knowledge needed by the clinic delegate in order to be able to complete the activity (i.e. not the instructions required to make the activity effective, but the specific knowledge they need to achieve it). Place this type of information in the right-hand column "Knowledge" on the chart.

Look back at what you have written. Check that the activities you have devised to progress logically from one to the next and lead the instructors towards the successful completion of the desired outcome. Now look at the knowledge column.

- Have you fallen into the temptation of telling them everything you know about the topic?

- Have you successfully distinguished between need to know and nice to know?

- Will you have time to share all this information in your learning session?

Remember if you give more knowledge than they actually need, there is a danger that you may simply overload or overwhelm them. You will also run short on time. Concentrate on need to know information and leave nice to know for those occasions when the instructor (or referees) request further information.

T4.3   STRUCTURING THE LEARNING SESSION

Now you should be in a position to plan the whole learning session for you have identified how you will:

➥ check on their existing knowledge and skills

➥ build on this to achieve the final outcome (i.e. the order as well as the content).

Now you need to consider:

➥ how you will start the learning session

➥ when you can logically include the delivery style specified

➥ when you will tell, show and ask (method)

➥ what audio-visual aids you might require

➥ how you will organise the group

➥ how you will finish the learning session

The Start

You never have a second chance to make a good first impression so think about the start quite carefully. It sets the whole tone of the session. You will need to think about how:

▪ you introduce yourself

▪ you welcome the instructors and let them get to know each other. (NB This may not be necessary at the clinic)

▪ you introduce your topic

▪ and why the topic may help them in their instructing (the outcome)

▪ you overview what you are going to say.

Method

You will be required to include a particular teaching style in your learning session (e.g. wordstorming, role play). Reread the relevant sections to help you determine how and when to use it. You also need to consider:

▪ how you will establish their existing knowledge and skills (ask)

▪ when to give information (tell)

▪ how to involve the instructors in their own learning

▪ when and how you might use partner or group work

▪ how you will feed back ideas

▪ how you will challenge them and their practice

▪ how you will check for understanding

▪ when and how visual aids might help

Audio-Visual Aids

Bearing in mind the effectiveness/distraction value of audio-visual aids, work out precisely how they might be used to enhance your learning session. Remember they can be used to:

- provide variety (in stimulus and media)
- explain difficult concepts/ideas
- record information from the group
- recap (an aide-memoire)
- entertain, offer a break or re-motivate

Remember also they can be over-used and can become a distraction both to the audience and to yourself. The following chart may help.

A/V Aids Required	Specific Purpose	Dos and Don'ts

If useful, go back and check the appropriate tables in the previous chapter.

Organisation

You will need to think about certain things beforehand, such as room layout, how and when you break into groups, the instructions needed, how the information will be fed back and how you might re-group.

Time Management

It is always difficult to keep your sessions to time, particularly when you adopt a learner-centred approach and utilise interactive techniques. However, it is vitally important that you learn to manage the time effectively.

The following guidelines may help you:

- Always practice and time the session in advance. Err on the short side, for most people find the live session takes around 25% longer than in practice.
- Place a clock or watch where you can easily see it.
- Identify specific points in your session where you will check the actual time against the planned timing.
- Ensure you have included some options and some short cuts (eg if time, include this section, if behind time combine these two points/activities).
- Always leave sufficient time to sum up and check the outcome. Ensure you have some practical recommendations of ways in which they can gain further help.

Language and Jargon

Good communication is the key to giving an effective presentation. The following pointers may help

- Use simple plain language wherever possible and do not be frightened to pause to give people time to take in what has been said.

- Only use technical jargon when necessary. If used, introduce it carefully and always check for understanding.

- Be careful about discriminating language. Be sensitive to gender biased words (e.g. chairman, sportsmen). This can be readily overcome by choosing words such as performer and using the plural whenever possible which avoids the difficulty of his and hers. Similarly take care over generalisations and politically correct terms.

Controlling your Nerves

Most people experience some anxiety when giving a learning session. Usually this begins to disappear once you start but there are a few tips which might help:

- Dress appropriately. This will help you to feel more confident. Err on the side of being cool, for any stress will make you feel warmer.

- Take time at the start to get organised (e.g. yourself, the equipment). Do not put yourself under extra pressure by trying to start as soon as you stand up. Smile - the chances are they will smile back and this will help you.

- Speak slowly. Anxiety tends to result in speaking fast which may mean you stumble over words. Take a deep breath and slow everything down. If you know you tend to speak too fast, it may help to write on your notes at regular intervals: **slow down.**

- Gain some eye contact with the group. Usually this results in some response (e.g. nod of approval) which will give you confidence.

Conclusion

This is as important as the start. Both you and the group need to know what has been achieved and how the information might be used. There may be a need to summarise, leave time for questions, set action tasks and so on.

ACTIVITY 20

Complete the outline for your learning session:

Once you have completed the preparation for your learning session, you will need to develop any audio-visual material. Rehearse the learning session using the material. Work through the following check-list to make sure nothing is forgotten:

Check-list for Session Preparation

Have you:

- Devised a learning session to achieve the required outcome? ☐

- Included some way of letting the instructor check their own competence? ☐

- Only included need to know and avoided nice to know information? ☐

- Achieved a logical progression through the material? ☐

- Considered the style, language and jargon? ☐

- Designed the introduction? ☐

- Worked out how you will assess their current knowledge? ☐

- Considered how you will finish the learning session? ☐

- Thought through when you will take questions? ☐

- Organised any group work? ☐

- Devised instructions for any group work? ☐

- Thought through how you will pool feedback from group work? ☐

- Decide upon and developed any audio-visual material? ☐

- Decided upon the layout of the room? ☐

- Rehearsed and timed your learning session? ☐

- Acquired and checked any equipment required? ☐

T4.4 CONDUCTING YOUR LEARNING SESSION

Whatever your level of experience and self-confidence, the chances are you will feel nervous when the time comes to conduct your presentation. In addition to rehearsing it (at least once) beforehand, it is worth considering the following:

❯ How will you control your nerves? (See page 65).

❯ How will you keep to time? (See Page 64)

❯ How will you avoid language that may be perceived to be discriminating or too technical? (See Page 65)

❯ What will you do if you realise you are running out of time?

❯ What if you run out of material?

Following your learning session at the clinic the group will be encouraged to offer some feedback using the feedback model of what went well, what didn't go so well and what will you do differently next time.

T4.5 EVALUATING YOUR PRESENTATION

It is essential to carry out a thorough evaluation of your learning session once given. In this way you will go on developing and honing your instructor skills. The following questions may serve as useful prompts.

Check-list for Learning Session Evaluation

❯ Did you achieve your outcome (i.e. were the group members able to do what you set out to help them to do)?

❯ Did you manage the time successfully? Is there anything you would want to do differently if you ran the learning session again?

❯ Were the audio-visual aids helpful? Is there anything you would want to do differently next time?

❯ How well did you manage the start? Were you able to set the right climate? Are there things you would change for a future learning session?

❯ How well did you manage your nerves? How well did you gauge their knowledge, skills and experience before you started?

❯ How well did you manage the conclusion? Were you able to summarise and help them to determine any action points? Is there anything you would want to do differently next time?

❯ Were you able to stimulate questions and discussions? How well did you manage any group work? Is there anything you would want to do differently next time?

❯ Did you encounter any other difficulties (e.g. losing their attention, handling a difficult question)?

❯ Did you enjoy giving the learning session? This is an important consideration, for if you did the chances are they enjoyed it too.

T4.6   RECAP

In this final chapter, you have been offered a logical way to develop your learning session, trying to ensure that all the guidelines in this pack have been noted and integrated.   How much have you gained?

If some of the information in the pack was new to you, go back and review those sections, noting carefully the action steps you set for yourself.

If you feel you have gained little from the pack, this may be because you are already a very accomplished and experienced instructor and facilitator. If so, it may simply have reinforced some principles of good practice and perhaps acted as a useful reminder.   Alternatively, you may be somewhat set in your ways and a little resistant to change.   Ask yourself this question and perhaps consider how willing you really are to put some of your identified action steps into effect.

The best instructors, like the best referees, are those who constantly strive to analyse their own skills, look for ways to develop themselves both in terms of their interpersonal and learning session skills, as well as in their specialist knowledge.

Whether or not the information in the pack was new to you, stop and identify the one thing that you feel would have the greatest impact on your own instructing skills. Write this down below and identify clearly how and when you will try to do something about this. Set yourself an achievable goal and check whether or not you have achieved it in the time scale (make a note in your diary.

The action plan is divided into the different chapters of the work books as you may have identified areas where you want to improve from each section.

Goal	Completion date
Helping referees to learn	
Inter-active Instructor skills	
Audi-visual aids	
Preparing and evaluating your learning sessions	

APPENDIX A: ANSWERS TO SELF-EXAMINATIONS

SELF-EXAMINATION - 1

1. Describe at least three ways you could create a positive learning environment:

   Any from the following or similar to these:

   ↘ Plan for delivery

   ↘ Align structure to learner needs

   ↘ Communicate effectively

   ↘ Engage through facilitation

   ↘ Review activity and learning

2. Explain why it is important to involve referees in their own learning:

   Evidence suggests that people learn better when they are involved in their own learning and are better able to apply it to their own practice and experience.

3. Instruction is just a form of coaching. Explain how and why the instructor should adopt this role:

   Coaching is about changing the behaviour of performers and trying to help them achieve their potential and meet their goals. The instructor's role is to build on referees' considerable knowledge and experience and help them to be more effective. This will mean encouraging them to reflect on their own refereeing practice and change their refereeing behaviour.

4. Complete the following sentence:

   Referees are only likely to go on learning if they are willing to be regularly self-critical and objectively evaluate their own behaviour and performance.

5. Suggest three ways through which you might ensure group work is effective:

   Any from the following:

   ↘ Identify clearly the objectives of the activity.

   ↘ Plan the organisation thoroughly.

   ↘ Set up situations where people can share experiences in safe areas

   ↘ Encourage group members to look to each other for answers to questions.

   ↘ Encourage people to use their personal experience as a good starting point for leaning.

   ↘ Encourage two-way communication, emphasising people talking and reflecting, and you listening and reflecting.

6. Identify how some people differ in the way they learn:

   ↘ People learn best through preferred sensory modes (i.e. visual, auditory, reading or writing and kinaesthetic).

   ↘ Some people like visual explanations, others textual others want to try it.

   ↘ Some use images and patterns, others prefer an analytical approach.

   ↘ Some work from whole to pat (global to detail), others part to whole (detail and build up whole picture).

   ↘ Some are thinkers, some are doers.

7. Suggest three ways you can help referees to feel respected and valued:

Any from the following:

↘ Comment on the value of a range of opinions and values.

↘ Support different ways of doing things and differing ideas.

↘ Value different preferences and learning styles and use a range of techniques to match.

↘ Create learning opportunities that ask referees to solve problems that relate to their own performance.

SELF-EXAMINATION - 2

1. List the three broad ways in which information can be shared:

   ↘ Tell

   ↘ Show

   ↘ Ask

2. Give three uses of questioning:

   Any from the following:
   ↘ Check for understanding.
   ↘ Establish level of knowledge/experience.
   ↘ Heighten awareness
   ↘ Direct or provoke thinking/reflection.
   ↘ Motivate.
   ↘ Involve.

3. Complete the following table by listing two advantages and two disadvantages of each technique:

	Advantages	Disadvantages
Wordstorming	▪ Increases awareness of others' views ▪ Involves everyone. ▪ Generates ideas ▪ Non-threatening way to test ideas	▪ Cannot control outcome/focus ▪ Difficult to debrief
Buzz Groups	▪ Quick to set up ▪ Spontaneous. ▪ Effective way of pursuing topic.	▪ Takes time. ▪ Can lose focus. ▪ Can be hard to re-focus.
Case Studies	▪ Good for problem solving ▪ Good stimulus ▪ Helps to draw on own experience.	▪ Hard to make relevant to all. ▪ Time consuming. ▪ Hard to ensure desired outcome is achieved.
Role Play	▪ Opportunity to try dealing with a specific situation ▪ Gain direct feedback ▪ Encourage self-analysis. ▪ Learn from others	▪ Effectiveness determined by skill and willingness of actors. ▪ Threatening for some. ▪ Hard to control outcome. ▪ Time consuming.

SELF-EXAMINATION - 3

1. Write down the main advantages of audio-visual aids:

    ↘ Powerful impact enhancing retention.

    ↘ Simplifies and illustrates complex ideas.

    ↘ Records ideas.

    ↘ Entertains/motivates.

    ↘ Reinforces key point.

    ↘ Maintains attention.

2. Write down the main disadvantages of audio-visual aids:

    ↘ Can be a distraction.

    ↘ Can be repetitive / monotonous.

    ↘ Can break down.

3. Write down three tips when using audio-visual aids:

    ↘ Do not depend on it as a prompt on content.

    ↘ Be clear about why you are suing it.

    ↘ Check it works (e.g. can be read).

    ↘ Practise using it in advance.

    ↘ Check the equipment and set it up beforehand.

    ↘ Keep them simple and clear.

    ↘ Plan thoroughly.

APPENDIX B: LEARNING SESSION SAMPLES

Learning sessions available on the FIBA Referees' Website:

1. Train the Trainers

2. Strategies in Officiating

3. Potential Referee Coaching Project

APPENDIX C: GUIDELINES FOR POSITIVE LEARNING SESSIONS

Starting a session

- Create positive start using friendly, positive language
- Introduce yourself briefly
- Get to know the participants
- Gain feedback on previous sessions
- Clarify outcomes and context of the session to the participants
- Plan appropriate activities and be prepared to vary them
- Ensure all equipment is set up and in working order
- Agree ground rules developed specifically for the session

During a session

- Give clear instructions and time for activities
- Minimise time linking activities (90 seconds) unless seeking to check for learning
- Ensure you are prepared for the next activity before entering into group activity
- Be flexible in delivery
- Seek to differentiate when and where appropriate
- Consider different learning styles and modify activities appropriately
- Make activities imaginative, stimulating and realistic
- Ensure tasks provide the correct amount of challenge for the participants' level of knowledge and understanding
- Maintain suitable "pace" to the session
- Praise positive contributions
- Challenge any inappropriate behaviour
- Keep everyone involved and engaged
- Keep interventions to a minimum and learning to a maximum
- Ensure you are aware of the participants' expectations

Closing a session

- Check for learning against the session outcomes
- Summarise key learning points
- Allow enough time for feedback and evaluation
- Gain feedback on environment, content and delivery
- Ensure all equipment is appropriately and safely stored
- Ensure the room is left in a suitable state
- Carry out reflection and self review
- Identify action plan for next session

BASKETBALL KNOWLEDGE - REFEREES (LEVEL 1)

PREFACE - BASKETBALL KNOWLEDGE – REFEREES (LEVEL 1)

This section has been written to provide prospective FIBA Referee Instructors with some information about basics of basketball terminology and individual offensive and defensive skills ending with basic team tactics. It is intended as part of the FIBA Referee Instructor Programme (FRIP) leading for Level 1 qualification.

It has been obvious that basketball understanding is one of the key issues for successful officiating. Step by step the referee environment has started to talked about the game instead of only the rules. This material has been created by World Association of Basketball Coaches (WABC) in close cooperation with FIBA Referee Department.

The part has been written in home study style, so that you can work through it in your own time and at your own pace through written material enriched with advanced more comprehensive material at WABC's on-line platform (http://wabc.fiba.com/).

The FRIP Basketball Knowledge includes 6 topic modules, with varying content in each 3 levels of the FRIP course:
1. Offensive Patterns of Play
2. Defensive Patterns of Play
3. Creating Contact
4. Game Tempo
5. Individual Offensive Skills
6. Coach-Referee Relationship and Player-Referee Relationship.

Example, a referees' ability to adjudicate situations of contact will be greatly enhanced by them understanding how team coaches deliberately create situations of contact both offensively (e.g. screening situations) and defensively (e.g. rebounding contest). However, it is not only situations of contact that are explained in the resource and the curriculum also explains the tactics utilised by teams to affect the tempo of the game and the teaching points when exercising the various skills of the game.

Referee instructor's task is not teaching referees how to coach or play basketball. However, by giving insight to referees on how the game is played, the referee instructors will assist the referees to anticipate what might happen and therefore better prepare to analyse the play situations leading to high likely correct decisions.

In brief, the Level 1 modules include:

Offensive Patterns of Play: different styles of play lead to different movement and spacing on the court, which impacts the mechanics employed by the officials.

Defensive Patterns of Play: understanding how teams move defensively will help referees to determine whether a defender has established position.

Creating Contact: there are many situations where coaches specifically want to create contact. Being able to anticipate where that occurs will help referees to adjudicate the situation.

Game Tempo: understanding how teams attempt to influence the tempo at which the game is played well help referees to anticipate when changes might be made and therefore be ready to adjudicate.

Individual Offensive Skills:	as different skills evolve it assist referees to review and discuss the application of those skills in a game.
Coach-Referee and Player-Referee Relationships:	Players are the game and referees and coaches "service" the game. Each role is different but all are equally important. Understanding the perspective of each other will help to form positive relationships and avoid situations of antagonism.

Next you will find some guidelines how to navigate at the WABC on-line platform to enrich your learning experience. At the end of some of the sections you will find links to advanced studying material provided by WABC.

WABC ON-LINE PLATFORM REFERENCES

Level 1 – Player
    1.   Basketball Skills   (ADV)

Level 2 – Player
    1.   Basketball Skills

Level 3 – Player
    1.   Basketball Skills

The colors correspond to different levels of WABC Online Platform´s Material.

1 LEVEL 1	2 LEVEL 2	3 LEVEL 3

Symbols used in this material

(ADV) Advance studying material available to download

(VID) Video material available to download

(EXT) External material available to download

CONTENTS

MODULE B1   INTRODUCTION

B1.1.   BASIC BASKETBALL TERMINOLOGY

TERM	EXPLANATION	ABBRV
2 x 1	Refers to a fast-break situation when the offence is outnumbering the defence. In this case 2 offensive players and 1 defensive player.	2x1
3 x 2	Refers to a fast-break situation when offence is outnumbering the defence. In this case 3 offensive players and 2 defensive players.	3x2
4 x 3	Refers to a fast-break situation when offence is outnumbering the defence. In this case 4 offensive players and 3 defensive players.	4x3
Centre (Pivot)	A team's biggest, strongest player. Mainly plays in low post area near basket. Must be able to post up and be an offensive threat inside. Must be able to set solid screens for teammates. Must be able to defend the post area. Has primary defensive rebounding responsibilities. It is a definite advantage to have a dominate post player.	5
Action Area	Action Area may involve players with or without the ball. Knowledge on various play situations (pick & roll, screening, post-ups, rebounding) will help referees identify Action Areas in their primary, or when extending or expanding coverage.	AA
Double Team	When two (or more) defensive players take a close guarding position on the same offensive player (who normally has the ball).	DT
Fast Break	A quick change of the direction of the ball as the defensive team gains possession of the ball through a steal, rebound, violation or made shot and quickly attacks to the other end of the court hoping to gain numerical or positional advantage over the other team and a resultant high percentage shot.	FB
Frontcourt	A team's frontcourt consists of the opponents' basket, the inbounds part of the backboard and that part of the playing court limited by the endline behind the opponents' basket, the sidelines and the inner edge of the centre line nearest to the opponents' basket.	FC
Full-Court Press	A form of extended defence where the defenders guard their men over the entire court area. This method of pressure defence can be either based on man-to-man or zone-guarding principles. The purpose of the press is to attack the ball with the hope of causing a turnover before the offensive team can attempt a shot or to speed up the tempo of the game.	FCP
Jump Stop	A legal method of ending a dribble or receiving a pass in which the player stops his momentum with a one count stop, landing on two feet simultaneously. A player making a legal jump stop has the option of selecting either foot as his pivot foot.	JS

TERM	EXPLANATION	ABBRV
Loose Ball	When a live ball is not in possession of a player but is rolling or bouncing on the floor as players from both sides seek to gain control or as in a rebounding situation. Team control does not change until the opposition gains control, meaning for example, a shot clock violation can occur while the ball is loose.	LOB
Man-to-Man (defence)	The defensive tactic of making each defensive player responsible for guarding a specific offensive player.	MTM
Mid Court Line	The centre line, which divides the court in half.	
Offence	The team in possession of the ball is said to be on "offence". An offence refers to the pattern of play that the attacking team is using to beat the defence and get a good shot.	OFF
Pick	An offensive screen.	SC
Pick-n-Pop	Action of a offensive screen in the high post of perimeter play and the continuation motion of the same player to receive the ball for an open shot.	PNP
Pick-n-Roll	Action of a offensive screen in the high post or perimeter play and the continuation (roll) of the same player towards the basket in order to receive the ball for a lay up or shot.	PNR
Pivot (Player)	Normally the tallest player(s) on the team who offensively operate(s) around the keyhole area in order to best take advantage of their height.	
Pivot Foot	When a player is in possession of the ball and is not dribbling they are allowed to rotate around one foot providing that foot remains on the same spot on the floor – thus a pivot foot.	PF
Player	During playing time, a team member is a player when he is on the playing court and is entitled to play.	
Point	The point is the area at the top of the key directly in line with the basket. A player is operating from that area may be known as the point or point guard.	
Point Guard (1)	A team's playmaker (coach on the floor). Usually the shortest player on the team. Must possess good passing and dribbling skills. Must make good decisions taking advantage of each teammate's strengths and capabilities. Must have good court vision taking pride in passing and creating open shots for receivers. Rarely turns the ball over. Most shots will come off dribble penetration. Also, must be able to recognize opponents' defensive deployment and defensive mismatches along with being alert to the score, time, team foul situation and timeout remaining. Is responsible for defensive balance on teammate's shots.	1

TERM	EXPLANATION	ABBRV
Post (Player)	Same as pivot player	
Post-Up	An offensive manoeuvre where an offensive player establishes position next to the foul lane close to the basket and attempts to keep his defensive man behind him so that he can receive a pass in this high percentage shooting area.	
Power Forward (4)	A team's second biggest and strongest player. Must be able to post up as well as make 4-6m (15') medium range shots. Interchangeable with post. Must be able to set good screens on offence and has defensive rebounding responsibilities on defence.	4
Rebound	On a missed shot, the resultant contest between the two teams to gain possession of the ball is known as rebounding (the ball rebounds off the ring or backboard). Thus, to get a rebound means to secure the ball after a missed shot.	RB
Screening	Screening is an attempt to delay or prevent an opponent without the ball from reaching a desired position on the playing court.	SC
Shooting Guard (2)	A team's best outside shooter. Hard to guard. Must have the ability to create open shots within their range and not let ego or outside pressures take them outside their range. Knows how to use teammate's screens to get open shots. Must acknowledge teammate's feeds. Has offensive rebounding responsibilities along with secondary ballhanding responsibilities.	2
Small Forward (3)	A team's best all purpose player who can play inside and outside. Must be aggressive and strong enough to mix it up inside, but agile enough to play outside. Second best outside shooter and penetrator. Most shots will come from the baseline. Has primary offensive rebounding responsibilities along with being a team's defensive stopper.	3
Strong Side (basketball)	The ball side of the court when an imaginary line is drawn from the ring through the top of the key up to the centre jump circle in a team's front court. The other side is known as the weak or help side.	SSB
Tempo	The speed at which the game is being played: are teams both running up and down the court, fast-breaking and making a lot of mistakes; or, are the teams playing in a deliberate manner in order to make full use of the ball and the shot clock, etc.	
Wing	The wing area is located on the side of the court near the free throw line extended. Wing areas are designated "ball side" or "weak side" according to the location of the player with the ball. The wing on the same side as the ball handler is the "ball side" or "strong side" wing. The wing on the side away from the ball handler is the "weak side" wing.	WING
Weakside (basketball)	The half of the front court opposte to where the ball is located (taken from an imaginary line extending from the ring, through the top of the key to the centre jump circle).	WSB
Zone (defence)	A defensive tactic whereby the defensive players have the responsibility of guarding a certain area on the court as opposed to man-to-man defence where the defenders are give the responsibility of guarding a specific offensive player.	ZD

MODULE B2   OFFENSIVE PATTERNS OF PLAY

B2.1.   OFFENSIVE ALIGNMENTS

Broadly, there are 3 offensive alignments used in half court play:
- "5 Out" – where all players are on the perimeter, attempting to utilise "space" most effectively.
- "4 Out, 1 In" –   where one post player plays predominantly in the keyway, although increasingly these players are also able to step to the perimeter.
- "3 Out, 2 In" –   where two post players play predominantly in the keyway, often utilising a "high-low" alignment.

B2.1.1.   Characteristics of 5 Out

All players play on the perimeter, although players certainly will cut to the basket. The precise alignment will differ, but the intent is to "stretch" the defence to have to cover the court. The "corner 3" is particularly important, as the shooting percentage from this position is higher than at the wing or top of the key. This may be a result of the corner being slightly closer, however it is more a reflection on this being the hardest area for the defence to cover.	
Most defensive teams, will have defenders move into the key and away from perimeter players that are on the side of the court opposite the ball. Here x3 is on the "split line" (a position that is in line with the basket), which places them in a good position to pressure any dribble penetration by 2.	

This "split line" positioning creates the opportunity for the offence to force a "long close-out", which is simply where x3 must move back to the perimeter to defend 3.

2 quickly passes to 3, who may catch and shoot or more likely will drive. Defensively this is very difficult as the player must sprint to get to the perimeter and then be able to move laterally.

Defensive players are taught to make this lateral movement by moving their feet, however commonly players may "bump" the dribbler or make contact with the hands. They may also reach in (even without making contact) to pressure the ball.

The shaded error shows the likely "contact point" – not where 3 catches the ball, but after they have taken a dribble.

The offence can also create a "long close-out" situation for the defence from dribble penetration.

As x3 moves into the keyway to stop 2 getting to the basket, a pass to 3 creates a very difficult situation to defend. Often, another defender (here x1) will "help the helper" and move to the perimeter. Again, the shaded area shows the likely contact area.

This "penetrate and pitch" is also more likely to create an open shot for 3, as defensive players move toward the ball and then out to the perimeter.

Dribble penetration also creates a likely contact point in the keyway, as a "helping" defender moves to stop the dribbler. The defender may only be moving 1 or 2 steps but may not be moving until relatively late, depending upon when their team mate was beating by the dribbler.	
Another characteristic of "5 Out" is the prevalence of screens being set by one perimeter player for another and this often take place on the side opposite the ball. The screener (here 3) is instructed to "find" the defender that they are screening, rather than simply screen at a particular spot on the floor. This increases the intensity of contact.	
The perimeter screens are often set for a player that is moving away from the ball and then comes back to the ball. Often, a player will use more than one screen, creating multiple areas of contact – all well away from the ball.	

B2.1.2. Characteristics of 4 Out, 1 in

Four players on the perimeter and one player in a post position, at the keyway. Players may interchange during the offensive play, particularly after screening action.

Here, the post player is in the "low post" or "block".

The post player may be in a high position, at the free throw line. This particularly creates space for players to cut to the basket.	
The alignment of the perimeter players may change, particularly to take advantage of the "weakside" (opposite to the ball) corner. As with "5 Out", the offence looks to create opportunities where a defender may have a "long close-out" (if for example 1 passed to 4).	
In this alignment, the offence often divides the court into a strong side ("2 man" game) and the weakside ("3 man" game), with screens and interchange on the weakside.	

Screens on the ball are very common in 4 Out, 1 In, which creates a situation of contact at the screen. This contact often continues as the screener moves after the dribbler has gone. This may be a movement toward the basket or may simply be to further interfere with the defensive player.	
With a high post player, perimeter players will often cut (or "back cut") to the basket, which is a relatively open space. This can create situations of contact near the basket as defenders move across to help defend the cut.	
The post player will often set a screen for a perimeter player to cut. Here the 1 cuts toward the basket.	

Here, 3 cuts toward the perimeter using a "turn out" cut.	
Similarly, perimeter players may cut off the high post. Here, 4 cuts to the perimeter.	
Here, 2 cuts toward the basket. In this play, 3 may also move toward the wing, to take their defensive player away from the basket.	

WABC ON-LINE PLATFORM REFERENCES – 4 OUT, 1 IN

Level 2 – Team
   2. Offensive Tactics and Strategies
      2.1 Offensive Movement
         2.1.3 Motion Offence with post – 4 out, 1 In

ADV

B2.1.3.   Characteristics of 3 Out, 2 in

Three players on the perimeter and two players in post positions, at the keyway. Both post players may play in the "low post" or "block" or they may alternate with one post low and one player at the high post player.

The high post player may play anywhere along the free throw line.

The post players typically work together, so that when the ball is passed to the high post, the low post will present to receive the ball.

The low post player (5) may step high or may seal behind their defender to receive a lob pass, with the position of their defender determining which will be effective. If the offensive player can step past the "high" foot (i.e. foot closest to free throw line), they will usually step toward the ball.

With two post players, there is often a lot of screening action between the two of them. This is usually in the confined area of the key way, resulting in a lot of contact.

As it is a "big to big" screen, many team defences will switch automatically which can be effective to deny the cutter receiving a pass, but also gives the screener an advantage to then "seal" and establish position.

Also, common in the "3 Out, 2 In" alignment are the post players setting back screens for the perimeter players to cut toward the baskets. These screens are usually set behind the defensive player and as that player does not have vision of the screen, they are also called "blind" screens.

Often the post player will attempt to set the screen quite close to the defender – "headhunting" them and the amount of space is an important factor for referee consideration.

The post player will usually set the screen facing the defender they are screening, but may then reverse pivot to make further contact with the defender as they attempt to move around the initial screen.

A common tactic after an initial back screen (e.g. 5 screens for 3) is for the other post player to then "screen the screener" (4 screening for 5).

This often results in contact on players moving as the defence attempt to negotiate the first screen and then also deal with the second screen.

The first screen is typically on the "weakside" of the court (away from the ball) and then the second screen is "behind" the play as the first cutter is moving to the basket and the defence is moving to defend that cut.

The two post players will also set staggered screens for a shooter to attempt to get open. Here the two screens are set from the low post, as the cutter (3) cuts to the counter.

When the ball is on the wing, the posts may set staggered screens at both the low post and the high post, aiming to free the cutter at the top of the key.

The second screener often moves at a relatively late stage, as the gauge how the defenders have defended the initial screen.

As with most screens in a 3 Out, 2 In alignment, the contact areas are relatively close to the key.

The offence may also use an alignment with two players on one side of the court and three players in a "triangle" on the other side. This is the basic alignment utilised by both the Chicago Bulls and Los Angeles Lakers under coach Phil Jackson.

There are numerous different options in this alignment, including setting screens on both sides of the court.

Another screening alignment is where the post players set a double screen – standing together to create a wide barrier for the defender to have to get past.

This can be set at either a low post or high post area.

After a double screen, one of the post players will generally cut toward the ball and whilst there may not be a screen between the two players there is likely to be a considerable amount of contact on this play.

WABC ON-LINE PLATFORM REFERENCES – 3 OUT, 2 IN

Level 3 – Team
   2. Offensive Tactics and Strategies
      2.2 Offensive movement
         2.2.1   Motion Offence – 3 Out 2 In – screen the screener
         2.2.2   Motion Offence – 3 Out 2 In – multiple screens for shooter
         2.2.3   Motion Offence – 3 Out 2 In – double screens
         2.2.4   Motion Offence – 3 Out 2 In – blind (back) screens
         2.2.5   Motion Offence – 3 Out 2 In – Pick and Roll with Triangle on Help Side
         2.2.6   Motion Offence – 3 Out 2 In – cuts off high post screen
         2.2.7   Motion Offence – 3 Out 2 in – 1v1 isolation

ADV

B2.2.   THE IMPORTANCE OF BALL REVERSAL – FORCING "CLOSE OUTS"

One of the most difficult defensive skills is to "close out", which occurs when a defender moves to defend an opponent who has the ball. The further the defender is away from the opponent the more difficult the skill is to execute as the defender must defend both a shot and the player dribbling.

"Close Outs" exist in both zone and man to man defences, as defenders move away from their player to be able to put some pressure on the player that has the ball.

Here, both players x2 and x3 would need to "close out" if the ball was thrown to their opponent. x3 has a short close-out and x2 would have a long close out.

The further the distance the more difficult to both defend a possible shot and any dribble.

The offensive team will attempt to "force" a close out situation by moving the ball from one side of the court to the other. This can be done after dribble penetration.	
Dribble penetration is particularly effective if it attracts a help defender (e.g. x2 moves to stop 1 getting into the keyway) and then a separate defender (e.g. x3) must "close out" to 2.	
Ball reversal can also be done by passing to a post player, who then passes to the opposite side of the court. As with dribble penetration, x2 may initially help to defend the post player which makes the close out more difficult.	

The ball reversal can also come after screening action, which again can be particularly effective if x2 stays inside the key to help to defend the dribble and then must close out "long".	
Some teams will use a "skip pass" which is to throw from one side of the court to the other. This is often relatively a relatively slow pass, which may not be as effective in creating the long "close out".	
"Ball reversal" can also be done with two passes, which will force a close out situation. The quicker the second pass (from 4 to 2) the longer the close out for x2 is likely to be. Particularly against a zone defence, if 4 dribbles toward the key to "freeze" x2 (staying in the key to help defend the dribble) this can be effective in creating a longer close out.	

On a close out, there are typically three potential areas of contact. First, where the player catches the ball is a potential contact area if they shoot the ball or if the defender attempts to intercept the pass near the player.

The other potential contact areas are to the left or right, if the player dribbles after catching the ball. This is a dynamic situation with players moving quickly and the defender often using their hands to an initial "bump" to slow the dribbler.

WABC ON-LINE PLATFORM REFERENCES – BALL REVERSAL AND CLOSE OUTS

Level 1 – Player
1. Defensive Basketball Skills
   1.1 Defensive Footwork
       1.1.2 Closing Out

Level 1 – Team
1. Defensive Tactics and Strategies
   1.1 Man to Man defence
       1.1.8 Help Defence – help to defend dribble penetration
       1.1.9 Help Defence – helping the helper / defensive rotation

2. Offensive Tactics and Strategies
   2.1 Offensive movement
       2.1.4 Motion Offence – 5 Out – ball reversal

MODULE B3   DEFENSIVE PATTERNS OF PLAY

B3.1.   HELP ROTATION ON DRIBBLE PENETRATION

The "split line" is fundamental to most defensive schemes and divides the court into two sides. The further a defender is away from the ball, the closer to the ball the defender is.

In the first diagram x4 and x3 are in a "split line" position, because their players are on the opposite side of the court to the ball. In the second diagram, x5 also has moved to the split line.

Zone defences similarly usually have defenders move to the "split line" once the ball is on one side.

The purpose of the "split line" defender is to help should the defender on the ball be beaten. The defender moves from the split line to stop the dribbler getting into the key.

This is a situation where contact is likely and it can be difficult to ascertain if the "rotating" defender has established legal guarding position prior to any contact.

Many teams will not have the centre (x5) rotate (often because they are slower), which means that the defender that does rotate (x4) may be in a less advantageous position.

This initial rotation leaves a player undefended and x1 is in a poor position to be able to switch onto that player. x5 may be able to help defend 4 when 4 cuts into the key, but it would be difficult for them to defend 5 and 4 whilst 4 remains on the perimeter.

Most teams will have a "secondary" rotation, shown as x3 rotating to defend 4 ("helping the helper") and x2 rotates to the top of the key and is responsible for both 3 and 2 (whichever player gets the ball).

As the ball is passed, the defenders have changed responsibility. x2 defends 3, x3 defends 4, x1 defends 2 and x4 remains with x1.

This "scramble" can create mismatches (such as x4 now defending 1).

To reduce the effectiveness of help defence, teams will often move players away from the split.

Here 5 cuts to the high post and 4 cuts to the corner – threatening positions and as their defenders move to defend them, there is now no low split line defenders to help on dribble penetration.

Another effective tactic used by offensive teams is "ball reversal" which can both create a long "close out" (as x2 as a long distance to defend 2) and creates a situation where there is limited help defence, as x1 has not been able to get to the split line before 2 dribbles.

WABC ON-LINE PLATFORM REFERENCES – DEFENSIVE ROTATION AGAINST DRIBBLE

Level 1 – Team
   1. Defensive Tactics and Strategies
      1.1 Man to Man defence
         1.1.7 Help Defence – split line defence
         1.1.8 Help Defence – help to defend dribble penetration
         1.1.9 Help Defence – helping the helper / defensive rotation

B3.2. FULL COURT TRAPPING DEFENCE

There are many reasons why a team may play a full court defence during a game, such as:

- To reduce the amount of time the offence has to create a good shot opportunity;
- To create easy shots through turnovers, such as 8 second violation (in the back court), stealing a pass or stealing the ball from the dribbler;
- To increase the tempo of the game, particularly when a team is behind toward the end of the game;
- Where the defence perceive an opportunity (e.g. the offensive point guard is off the court or the team is smaller (and faster) than their opponent.

"Trapping" is simply a situation where two defenders closely guard the player with the ball so that they cannot dribble. It can be particularly effective if the player has already dribbled.

Teams may play a full court defence throughout a game, although "trapping" is often most effective:

(a) After a team takes a free throw (whether it is made), because players can be ready in position to institute the "trap";

(b) After a team scores, because any delay in retrieving the ball and being ready to throw it in again gives the defence time to set up their "trap";

(c) Any possession where the referee administers the throw in (e.g. after a foul or violation), because the delay again gives the defenders time to ready their "trap".

Teams may switch to a full court defence after a time-out or may have a name to describe the defence and the coach may be able to make the change by calling for it from the sideline (e.g. "34" may be full court man to man defence).

Full court defence can be played with a man to man alignment (where each defender is responsible for defending a particular player) or in a zone alignment (where each defender is responsible for defending a particular area of the court).

Trapping Areas There are three typical trapping areas in a full court defence: • Corners – shaded in yellow; • Back court sideline – shaded in blue; • Front court sideline, near half way – shaded in red	
Trapping in the corners usually happens immediately after the first pass is made. The defender will deny their opponent from moving toward the middle of the court, so that they move toward the trapping area. The defenders should stand close enough to each other so that the offensive player cannot step between them and should have their hands high to make any pass difficult. Players often though will try to grab the ball.	

Trapping on the side lines in the back court is typically down when the on-ball defender "turns the dribbler" – forcing them to dribble toward the sideline and then change direction.

As they attempt to change direction a second defender moves toward them to trap or "double team". This defender usually comes from the "split line" or middle of the court. It is most effective if the dribbler turns without looking (using a reverse pivot).

The trap can also occur if the dribbler picks the ball up.

The reason for trapping on the sideline is because the sideline effectively acts as a third defender. The 8 second count (to move the ball into the front court) will also put additional pressure on the offensive player.

The third trapping area (front court sideline near half way) is perhaps the most effective as the sideline and half way line act as additional defenders – effectively meaning that the dribbler cannot move in any direction.

This trap often comes about by the on-ball defender "channelling" the dribbler (keeping them dribbling along the sideline) and a defender moving up the sideline to complete the trap.

The middle of the court is not an effective position to trap the dribbler unless the stop their dribbler. Instead, the defence may "run and jump" or "switch" – in the diagram, x1 moves to defend the dribbler (and most likely make them change direction) and x2 moves to defend 1 (and remain able to potentially trap the dribbler). Although not being a "trapping" defence, "run and jump" can be effective at creating an 8 second violation.	
A particularly effective tactic for the offensive team against a full court man to man defence, is for the four players that do not have the ball to move into their front court. The result of this is that the dribbler is now 1v1 against their defender and there is no defender able to be able to effectively "trap" the defender. The offensive team may also have their centre move to set a screen for the dribbler, as the centre's defender may not have the athletic ability to be able to effectively trap the dribbler.	
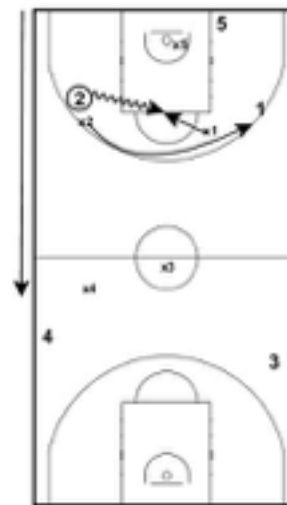
A full court zone defence negates the offence's strategy of having players move into the front court. In a zone defence, each defender is in a particular area of the court, whether there is an offensive player in that area.

In the diagram, x2 is able to help to trap if the dribbler is "turned" at the sideline and x4 is in position to trap if the dribbler is channelled along the sideline.

Offences will generally look to make longer passes against a zone defence, because it will quickly move the ball past the defenders, putting them in an ineffective position.

A full court trapping defence will generally increase the tempo of the game and referees must be particularly conscious of:

- 8 second violation in the back court;
- Having court coverage of where the offensive players (and any defenders) that have moved into the front court;

Any double team or trap is likely to have a lot of contact, particularly as the offensive player may pivot to pass and the defenders may move to attempt to close any space that the dribbler has (particularly once they stop dribbling).

WABC ON-LINE PLATFORM REFERENCES – FULL COURT TRAPPING DEFENCE

Level 1 – Team
   1. Defensive Tactics and Strategies
      1.1 Man to Man defence
         1.1.12 Full court man to man defence

Level 2 – Team
   1. Defensive Tactics and Strategies
      1.3 Zone defences
         1.3.1 Full court trapping zone (1-2-2)

ADV

MODULE B4   CREATING CONTACT

B4.1.   "BLOCKING OUT" – REBOUNDING CONTEST

Rebounding is not simply a matter of which player can jump or reach higher. Instead, the rebounding contest is likely to involve a high level of contact between players, specifically with defenders being taught to make contact! This will be particularly so when a defender is against a taller or more athletic player.

The key to blocking out is:
1. See your opponent. When a shot is taken, the defender should turn to face or see their opponent.
2. Balance. Players must have good balance with knees bent.
3. Contact with your opponent. The defender must move to establish contact with their opponent. This should be done using an "arm bar" that is kept close the body (within the "cylinder"), so it requires moving the feet! A defender that is on the "split line" may be a significant distance from their opponent. In this instance, step to the side of the key, so that if their opponent moves to rebound contact is made there.
4. Turn to the basket. After making initial contact, the player should then pivot to face the basket, again keeping contact with their opponent.
5. Hands Up and rebound. One of the most common mistakes players make is having their hands down. Hands should be just above shoulder height, elbows out, which makes the player "wider" and harder to get around.

Potentially there will be 5 separate rebounding contests after each shot and although they are in a relatively small area of the court (usually in the keyway) the angles of each contest are likely to be different. Accordingly, it can be difficult for referees to adjudicate all rebounding contests. There may also be contact with the shooter, particularly after the shot has been released.

Having regard to how players are taught to "block out", the referees need to consider:
- Was the initial contact by the defender made from within their "cylinder";
- Was the offensive player in the air when contact is made;
- Does the defensive player attempt to move the offensive player after making contact (typically pushing into the player);
- Did the offensive player make any contact with the defender (particularly pushing into their back)? If contact was made, was it from within the offensive player's "cylinder"?

WABC ON-LINE PLATFORM REFERENCES – THE REBOUNDING CONTEST

ADV

B4.2.   SCREENING

A "screen" is where an offensive player stands in the path of a defensive player to stop that defender from moving to defend a second offensive player. The purpose of the screen is to create contact – sometimes that contact will be the defensive player running into the stationary screener, however at times there will be contact as both screener and the defender are moving.

There are four broad types of screen:

- Down Screen
- Up Screen
- Back Screen
- Ball Screen

Screening brings 4 players very close together in one point on the court and the "vision angles" vary depending upon how the players cut and move. There are numerous different options of each screen.

Down Screen
A Down Screen is set by a player that is moving toward the baseline and is usually set on the side of the court opposite the ball.

After 3 cuts using the screener, the screener will then also present an option to receive a pass (here 2 moves to the basket).

Typically, the screener has their back to the person with the ball when setting the screen.

A down screen can be used between post players or between perimeter players. This perimeter screen differs from the previous one as it is set higher on the court.

The role of the screener is to move to wherever the defender is, not simply a spot on the floor. For example, x3 may be on the split line, meaning that the screen will be set in the key.

However, if 3 is a good outside shooter, x3 may be positioned closer to them so that the screen will be set outside the key. Referees accordingly need to be aware of where defenders are positioned to anticipate where a screen (and contact) may occur.

There are many different movements that can be made off a screen, and they are usually directed by what the defender does.

Here, 3 makes a straight cut as x3 also goes over the top of the screen. As 3 has cut to high, 2 moves toward the basket.

However, if x3 is behind 3 as they make the cut off the screen, 3 will curl to the basket and 2 will cut high.

If x3 gets in front of 3 as they move to cut over the top of the screen, 3 will then change direction and cut toward the basket (a "back door" cut). 2 will initially maintain their position, to remain in the way of x3, but will then cut high. x3 may also cheat underneath the screen, anticipating that where the offensive player will cut. In this instance, 3 moves toward then screen and then makes a "flare cut" away from the screen. The screener, turns and steps toward x3	
Back Screen / Up Screen A back screen is set by a player that is stepping away from the basket and is generally set as the ball is moving away from the player for whom the screen is set. The screen is set from behind the defensive player who will usually not have vision of the screener and accordingly the screener should give the defender more space to be able to avoid contact. A similar screen is an up screen, where the screener is stepping "up" the floor, in contrast of a down screen.	

Typically, a back screen or up screen is set by a post player, for a perimeter player that is moving toward the basket. However, it can also be used by a perimeter player moving to the perimeter.

Ball Screen
A ball screen is simply where a player screens the defender who is guarding the player with the ball. It may be set before the person has dribbled or can be set while they are dribbling.

After the dribbler uses the screen, the screener will often "roll" and move to the basket. This creates a lot of contact, which continues for several steps.

Ball screens are also commonly set in the middle of the court with the screener again "rolling" to the basket.

Sometimes the screener will "pop" or move to the perimeter.

Dribble Hand Off
A similar offensive movement to a ball screen is a dribble hand off, where a player moves past the player that has the ball to receive the ball, while their defender moves into the team mate.

This is often done with the dribbler moving toward their team mate and then coming to a stop and holding the ball at their hip so that the team mate may grab it as they run past.

A hand off can also be done when the person with the ball is stationary (e.g. a post player) and a team mate runs past them.	
Defending Off Ball Screens There are several methods used to defend an off-ball screen. x3 goes "over" the screener attempting to create enough space for them and the offensive player to both move past the screen. The defender will often push the cutter with an arm bar or their hip to help to make room. The screener's defender may also step so that they are in the way of the cutter, which is called "showing" (or "show your number").	
A second method is for x3 to go "under" moving behind both the screener and x2. Again, x2 will "show" to help to delay the cutter.	

Similarly, x3 may go "through" where x2 steps away from the screener to create a gap for x3 to move behind the screener but get to the cutter more quickly. When "under" or "through" is used, the cutter may flare cut, and 2 may "re-screen".	
Finally, x3 and x2 may switch and change who they are defending. This can be very effective to put pressure on the cutter (as x2 is in good position to move into their path), however 2 may "seal" x3 making it difficult for that defender to establish position. Switching is mostly done when the two offensive players are of similar size otherwise it can create a mismatch for the defenders. However, some teams will also do it automatically when there is limited time left on the shot clock.	

Defending Ball Screens

x1 will usually adjust position so that 1 must use the ball screen – denying them any dribble to the baseline.

x1 will also usually use an arm bar on the hip of the dribbler trying to force enough room for both players to go "over" the screen.

x5 may "show" their numbers however will usually also keep some contact with the screener.

x1 may also go "through" a gap created by x5 stepping away from the screener and going behind the screener. This is usually only done when 1 is not a good perimeter shooter.

x1 may also go "under" the screener, with x5 "showing" their number. Again, this is unlikely to be done if 1 is a good perimeter shooter.

Switching is used by some teams, particularly if the screener and dribbler are similarly sized players. A switch can create two mismatches for the defence, with a "big" defending a dribbler and a guard defending the "big" (screener). Particularly when there is limited time on the shot clock, a switch may be used to prevent an easy shot.	
Teams will also double team the dribbler, with x5 stepping onto their path and x1 move over the top of the screen. This may be a "hard show" when x5 stays with the dribbler for one or two dribbles or can be a double team where the two defenders pressure the dribbler	
On a ball screen, the screener often cuts hard to the basket, particularly when the screener's defender either "hard shows" or looks to double team. To combat this, the defensive team will often rotate a third defender across to defend the "big", which can create a mismatch. This often creates significant contact in the keyway.	

ADV

B4.3.   LOW POST BATTLE – GETTING POSITION AND DEFENDING

The low post or "block" is an area where there is considerable contact from both the offensive and defensive player. The "block" is on the side of the keyway, near where the rectangle is located. The offensive post player may also step to the short corner, approximately half way between the keyway and the 3-point line.

The defender often attempts to stop the offensive player from getting to the post area and may push with their hips, shoulders, an arm bar or with their hands. However, it is wrong to assume that any contact that occurs has been initiated by the defender.

Offensive players will initiate contact to get position to receive the ball. Typically:

- Offensive player will attempt to step across the foot of the defender and then face the passer. They will "sit" on the leg of the defender and use their arms to create an area for the passer to throw to. (need photo)
- If the offensive player cannot get a "front foot", they will often step into the defender, contacting an arm bar to the chest, and then reverse pivot to again have the defender on their back with arms high to clear a passing area. (need photos)
- The offensive player will use their arms to help to establish their position – often knocking their opponents arms out of the way. Typically, if the defender's arm is high (shoulder height) the offensive player will knock it up. Whilst if the defender's arm is low (waist/chest height) the offensive player will "swim over" pushing the arm down.

Contact in the low post is frequent and often both offence and defence are moving, which makes it important for the officials to see the "gap" between the two players so that they can correctly adjudicate the contact situation. The position that an official will need to take to "see the gap" will be influenced by the position that the defender adopts to defend the low post area:

x5 may play "high" (closer to the free throw line) of the post player. Often, they will keep one foot behind the post defender and one foot in front of them.

To make a successful pass, 1 tends to move closer to the baseline.

Alternatively, x5 may play on the low side (closer to the baseline) of the post player, again usually with one foot behind and one foot in front of them.

In this situation, 1 will tend to move up the court to have a successful passing angle.

x5 may also play from behind the post player, which may concede a pass into them but gives maximum 1 on 1 protection to defend any move to the basket.

x5 may also deny the post player by standing in front of them, which they may do facing the passer ("toes out") or facing the post player ("toes in"). This defence is not usually adopted unless there is a defender on the low split line to prevent any lob pass over x5.

Many teams will also double team the low post player as they catch the ball. If x5 was on the "high" side, the double team tends to come from the low split line (x2).

x3 then rotates down the key to "help the helper" and another player would rotate to the top of the key (not shown).

If x5 defends the post player from the low side, the double team is likely to come from the high split line, with x2 remaining in the low split line.

Once the post player receives the ball, they have several options:

- Face the basket (either with a forward or reverse pivot), which is usually done if the defender has "stepped off" leaving space between the defender and the offensive player.
- Use a drop step (either to the baseline or middle) – where the player will pivot on one foot and step past the defender (if the defender is playing high, the post player will step with the foot closest to the baseline). The post player will often then use a power dribble, where the take one bounce and either bring their feet together or jump further into the key. A drop step is usually used if the defender is playing to either the low or high side and is close enough that the post player can step past them.
- Forward spin move, where the post player pivots 180 degrees to step past the defender and to be moving to the basket. This is most successful when the defender is playing very close, but behind, the post player.

After their initial move, the post player may look to score (or pass). If they are inside the key, they may use a "counter move" where they will shot fake and then either forward or reverse pivot to get past a defender. When using a forward pivot, the player will usually pivot on their heel (lifting their toes).

The post player may also "step off" the block to receive a pass and then either face the basket or they may "back in", dribbling with their back to the basket. This move involves a lot of contact as the dribbler will attempt to "hit" the defender to move them backwards. The defender will most successfully be able to "hold" their ground, if they initiate the contact so it is a difficult situation for the referees to adjudicate.

WABC ON-LINE PLATFORM REFERENCES – LOW POST BATTLE

Level 1 – Player
1. Defensive Basketball Skills
    1.2 Individual defensive movement & position
        1.2.3 Defending in the low post

2. Offensive Basketball Skills
    2.8 Offensive Moves
        2.8.2 Getting post position
        2.8.3 Drop step
        2.8.4 Drop step – counter move

Level 2 – Player
1. Defensive Basketball Skills
    1.1 Individual Defensive Movement and Positions
        1.1.2 Off ball defence – fronting the post

2. Offensive Basketball Skills
    2.2 Catching
        2.2.2 Post catch

    2.6 Offensive Moves
        2.6.1 Post move – "backing in"
        2.6.2 Post move – "forward spin move"

Level 3 – Team
1. Defensive Tactics and Strategies
    1.4 Advanced defensive techniques
        1.4.2 Double team post players

MODULE B5   GAME TEMPO

Most teams will have a preference for the tempo at which they game is played and tempo is related to speed but it is not the same as speed. Tempo can be affected by factors such as:

- Whether a team "walks" the ball up the floor or attempts to quickly get from defence to offence;
- The type of defence a team plays – full court defence tends to quicken the tempo whilst a half court zone defence tends to slow the tempo. Teams often vary when they will play full court defence, some using it for a limited time or in response to particular situations;
- Foul trouble will often lead a coach to slow the tempo of a game to reduce the number of possessions without a particular player;
- How quickly a team takes the ball from the basket (when the opponent scores), steps out of bounds and throws it back into play. When playing an opponent that wishes to inbound quickly teams will attempt to interfere with the ball, by crowding into the player that is trying to take the ball from the net, particularly hoping that the ball may hit them and bounce away;
- When a team tends to shoot within its 24-shot clock count and also the type of shots taken in their offence. For example, 3 point shots often quicken the tempo because they result in "long rebounds" which can trigger an opponent's fast break.
- The relative advantage that a team may have against an opponent. A team that is taller may prefer a slower tempo focusing on post play, while a team that is smaller may prefer to "run the ball" looking to generate lay-ups against slower opponents. Similarly, a team may change their approach depending upon matchups between individual players;
- Players on the floor at a given time – some combinations of players will tend to be better suited to a certain tempo.

The pre-game meeting between officials and the coach can be a good way to gain information on the likely tempo of the game. The coach is likely to know both the tempo that their team prefers as well as what they expect the opposition to do. Referees should discuss the upcoming game with their partners, as one of them may have previously officiated the team.

A team may have set rules as to when they will change defence or offence and these may be constant or may change from game to game depending upon their opponent. The rules themselves may also change. For example, a team may slow the tempo of their offence if an opponent has scored three (for example) unanswered baskets.

During the game, the coach has three basic opportunities to change tactics and they will often use these to affect the tempo:

- Substitutions / changing "matchups" – for example, a coach may substitute a fast guard into the game to increase the tempo or may take "stars" out of the game shortly before the end of a period to get an extra-long rest (the time left in the quarter and the time between periods). When doing this, they will often look to slow the tempo to reduce the number of possessions;
- Time-outs – coaches often call a time-out to attempt to break an opponent's "momentum" and there will often be a change of tactic when a time-out is called.
- Breaks between periods of play – these are the longer breaks and particularly present an opportunity to re-jig the rules to be applied for the rest of the game.

A particular time that is likely to require a change of tempo is the last few minutes of the game. The team that has a lead may look to slow the tempo (and reduce the number of possessions left) while a team that is behind may look to quicken the tempo (and increase the number of possessions).

Quickening the tempo will usually involve extending defence and increasing the pressure to attempt to create turnovers. Teams may also use fouls to reduce the time their opponent spends in offence although that must be balanced with the increase in their score that may result from successful free throws.

WABC ON-LINE PLATFORM REFERENCES – GAME TEMPO

Level 2 – Team
    2.   Offensive Tactics and Strategies
        2.6   Changing Tempo

Level 3 – Team
    4.   Game Coaching
        4.1   Finishing the game
            4.1.1   Defending a lead

ADV

MODULE B6   INDIVIDUAL OFFENSIVE SKILLS

B6.1.   LAY-UP FOOTWORK

The basic lay-up footwork simply stems from the travelling rule:

- Player catches the ball with feet in the air;
- First foot lands (which is pivot) foot;
- Second foot lands and then player jumps off that foot toward the basket to shoot;
- The player is usually moving in a continuous direction.

More experienced players often rely upon athleticism and intuition to be able to create shot opportunities. Many times, a move is spontaneous, however there are some that have become more commonly seen. Different moves may initially appear to be a travel or may change where likely contact will occur and accordingly can be problematic for officials

"Euro" Step The "Euro" step is an example of "normal" lay-up footwork that does look a little different. It is used to get past a defender. A dribbler first steps in one direction (blue dot) and then steps in the opposite direction to step past the player. The steps (particularly the first step) are often slow and the player may move the ball from one side of their body to the other in a high arc (to avoid defensive hands). If contact occurs on the first step it is in quite a different location on the floor than if contact occurred on the second step.	

"Lateral" lay-up – "outside foot, inside foot" Again, this is traditional lay-up footwork however the movement looks quite different. Typically, a player is moving toward the baseline, rather than directly at the basket (down the "seam" or side of keyway). As they take their steps they move laterally toward the basket (blue dot representing their first step and red dot the second). This quick change of direction can lead to contact: - With their own defender as they step across their path; - With a help defender.	
Attacking the Basket Defender With the introduction of the "no charge" circle, many coaches now instruct players to aggressively drive toward a defender that is standing within the circle and to seek a level of contact (in the hope of drawing a foul).	

Jump Stop and "Step Through"
This move utilises different footwork to a traditional lay-up and is often incorrectly called as a travelling violation. First, the offensive player finishes their dribble with a "jump stop" (both feet hitting the ground at the same time). Provided, that their feet are in the air when the picked up the ball, this means they now have a choice of pivot foot.

The player then takes a step forward (to move past a defender) and jumps off that foot (and lifts their pivot foot) to shoot a lay-up. This is a legal movement, as the player may pick up their pivot foot if they either pass or shoot before that foot hits the ground.

Players that are proficient at this movement cover a significant distance (e.g. their last dribble may have been outside the 3-point line), which may make it appear to be a travelling violation.

B6.2. DRIBBLING (PUSH DRIBBLE & THROW DOWN DRIBBLE)

The ball handling skills of players has improved greatly in recent years and several defensive systems have been devised (e.g. "Pack Line" defence) considering that it is now very hard for a single defender to contain a ball handler. Like lay-ups several dribbling techniques have developed through the innovation of players and are now taught by coaches.

Push Dribble

A "push" dribble is typically used when an offensive player faces a situation of moving past two defenders (e.g. their own defender and a help defender). Instead of attempting to dribble past in a controlled fashion, the offensive player pushes or throws the ball between the two defenders and then moves between them to continue their dribble. Because they are not directly controlling the ball, they are able to move their body through more easily.

A "throw down" dribble is a similar move, but occurs at the start of the dribble. Typically:

- Offensive will fake to drive in one direction, by taking a small step in that direction (and keeping pivot foot grounded);
- The defender reacts to stop them moving in that direction;
- The offensive player throws the ball to the floor, across their body to change the ball to the other side;
- The offensive player lifts their pivot foot to step past the defender and commence dribbling.

Prior to the development of the throw down dribble, players were taught to move (or "rip") the ball to the other side of their body and then make a cross-over step (i.e. move with the foot that they took the initial step with when faking). This can be difficult when defenders close the space between them and the offensive player and particularly "reach in" to knock the ball away.

B6.3. SHOOTING OFF THE DRIBBLE AND JUMP SHOT

Shooting off the dribble

There are many situations in a game when a player will take a shot at the end of their dribble. Key to the success of the shot is the player being balanced as they stop forward momentum and convert to upward momentum as they jump to shoot.

Players are encouraged to pick up the ball at the end of the dribble while their feet are in the air and then they may use a:

- jump stop (both feet landing at the same time);
- stride stop (one foot lands and then the second foot lands).

With a jump stop it can be difficult for the player to stop their forward momentum and they will often jump forward as they shoot – referee need to determine whether the defender was established in position prior to the player jumping to shoot and to then adjudicate any contact.

The stride stop often allows the player to establish their balance better as the knee of the first leg bends to bring momentum down and then the player jumps as their second foot touches the floor. Players will often pivot on their heel instead of their toe, which again assists with balance. This is permissible.

The offensive player should move the non-dribbling hand to the ball as they pick up the ball, however commonly the dribbler will move the ball across their body. Even a small amount of contact on the arm as the player is picking up the ball can have a significant effect on the shot.

Jump shot

A jump shot may occur at the end of the dribble (discussed above) or on catching the ball. Coaches encourage players to catch the ball with "momentum" and to take a small step as they receive it to create momentum. Some coaches prefer players to use a jump stop (jumping in the air as the ball is passed and landing on two feet), while others prefer a stride stop.

If the player has feet on the floor when they catch the ball, this limits what they can do without dribbling.

WABC ON-LINE PLATFORM REFERENCES – INDIVIDUAL OFFENSIVE SKILLS

Level 1 – Player
   2. Offensive Basketball Skills
      2.7 Shooting
         2.7.2 Basic shooting – teaching lay-up footwork
         2.7.6 Basic shooting – shooting off the dribble
         2.7.7 Basic shooting – jump shot

ADV

Level 2 – Player
   2. Offensive Basketball Skills
      2.4 Dribbling
         2.4.3 Advanced dribble – throw down dribble
         2.4.6 Advanced dribble – push dribble
      2.5 Shooting
         2.5.1 Advanced lay-up techniques
         2.5.2 Reverse lay-up

MODULE B7   COACH-REFEREE AND PLAYER-REFEREE RELATIONSHIPS

B7.1.   COACH EXPECTATIONS

Both players and coaches (and indeed spectators and media) assume that officials will:

- Officiate fairly, impartially and to the best of their ability;
- Know, understand and consistently apply the rules of the game;
- Understand the game.

The first two of these expectations form the oath taken by a judge/official (on behalf of all officials) in the opening ceremony of the Olympic Games. The third expectation is somewhat problematic and is often the basis upon which coaches criticise referees – "they don't understand the game". This may arise simply because the coach disagrees with a call but can also arise when a literal interpretation of the rules may not necessarily be the best call (for example, calling travelling violation in the back court, when there is no defensive pressure).

Indeed, having a "feel for the game" is an asset for any official both in terms of understanding how the game is played and the perspective of players and coaches and the pressures that they are under.

Coaches will also complain when they believe that decisions are not "consistent" (e.g. significant contact being allowed at one end of the court but not at the other). Whilst this perception may arise because of the different perspective the coaches have (they are closer to one end of the court than the other) it can also arise if the officials are calling the game differently. This can be addressed by the officials having a productive pre-game meeting and having a high level of dialogue between themselves during the game.

Coaches also expect to be able to communicate with referees – to question why a call was made or to ask referees to pay attention to a specific situation of concern. The behaviour of some coaches in how they communicate with officials is inappropriate but officials should not fall into the trap of not communicating with coaches.

Some tips to follow when communicating with coaches:

- Introduce yourself before the game and try to establish a rapport with the coach – for example, ask how their season is going or what they expect the game to be like;
- Be prepared to acknowledge when exceptional things happen – funny things do happen during a game sometimes or players do exceptional things and officials should be prepared to acknowledge when they do occur;
- Speak to the coach in a conversational tone and stand beside them, not in front of them;
- Accept that the coach has a different perspective and they may have seen the play differently;
- Speak to the coach during breaks in play. If they raise something whilst the play is continuing, come back to them in the next break to discuss;

- Be prepared to briefly explain a rule or to explain the reason for a call;
- Do not let the coach continually complain or repeatedly ask the same question;
- Do not debate with the coach. Listen to their question. Give whatever explanation is required or acknowledge that you will "look at it" and then return to the game.

B7.2.   PLAYER EXPECTATIONS

Player's mostly have the same expectations as do coaches, wanting the officials to be consistent, fair and to "let the players' decide" the outcome of games. At times, players may become upset, which may be at a decision made by a referee but equally may be about their own performance or that of a team mate. Officials, should judge whether behaviour is aimed at the referee and act if it is, but show leniency if it isn't.

Officials should also be precise when making calls, for example if illegal contact is made with the defender's hip do not call it an "illegal hands" foul. Whilst the result is the same regardless of which foul is called it is frustrating for the players if the wrong foul is called.

Preventative officiating is certainly encouraged (e.g. calling "hands out" to stop defenders from reaching) however many players will continue to do it for as long as the referees continue to provide a warning. Accordingly, referees should warn but then be prepared to call if the behaviour persists.

WABC ON-LINE PLATFORM REFERENCES – COMMENTARY

Level 1 – Coach
   1. Roles and Values
      1.2 Working with officials

ADV

Level 2 – Coach
   1. Roles and Values
      1.2 Working with officials

Level 3 – Coach
   1. Roles and Values
      1.2 Working with officials

REFEREEING (LEVEL 1)

PREFACE - REFEREEING (LEVEL 1)

Basketball as a game is progressing every day. It is a natural environmental development process that takes place unconditionally and it is called evolution. The game and more so refereeing is completely different from 10 years ago. Presently, top level refereeing is improving faster than the game itself and higher standards of performance are expected every year. The present pace causes us to adopt a motto of: "What was considered exceptionally good yesterday, is considered standard quality today and below average quality tomorrow".

This doctrine has been written to provide prospective FIBA Referee Instructors with information about effective referee education practices and key topics for the development of successful basketball referees. It is intended, that as part of the FIBA Referee Instructor Program (FRIP), successful completion of Level 1 will lead to a FIBA Referee National Instructor's licence.

It has been prepared for those with some instructional experience wishing to enhance their approach to referee training and for those with a wealth of knowledge about refereeing, who wish to develop their instructional key points and practical delivery. It is divided into three modules and deals with topics such as Basketball Officiating, Individual Officiating Techniques and basic 3 Person Officiating. The most important pre-requisite is to have an open mind and a willingness to analyse your strengths and weaknesses whilst being able to adopt new approaches and practices.

The program promotes home study, so that you can work through it in your own time and at your own pace. It is interactive in nature, so you will need writing materials. Allow at least a few hours to complete the on line module. Working through this program will help you prepare your educational session focusing on key topics relevant to basketball refereeing education.

CONTENTS

INTRODUCTION & GENERAL

R1.1.   BASKETBALL OFFICIATING

Generally, sports officiating is challenging and more so in the game of basketball – especially where ten athletic players are moving fast in a restricted area. Naturally the game has changed and the court has actually become larger, not in actual court size but in the playing and refereeing sense. Play situations are spread all over the court with every player able to play in almost every position. Naturally this sets a new requirement for basketball refereeing. It is good to remember that improving daily should not be considered as actual progress but rather is only designed to keep pace with the game's development – this is called evolution and this will occur regardless if we want it or not.

Sometimes there is a tendency to define basketball officiating as a very complex combination of various skills. It is true it requires many abilities by the referee, but the bottom line is that all these skills aim to achieve one thing - being ready to referee the play or handle situations that may arise during the game. All the training should focus on game preparation to assist referees to address various situations in games.

Refereeing is:
Anticipate what will happen — Active mind-set
Understand what is happening — Basketball knowledge
React properly for what has happened — Mental Image Training

R1.2.   IMAGE OF AN ELITE BASKETBALL REFEREE

FIBA has one golden rule when it comes to prioritising for referee training for FIBA games - Game Control. That is ensuring a smooth running and dynamic game where players are able to showcase their basketball skills. This is the image FIBA is looking for. The two or three appointed referees are the ones who are responsible for this game control.

It is good to define and remember that game control is different to game management. Ultimately, it is the Referees that are in charge of the game. They define what is allowed and what is not – nobody else.

Having said that, it is equally important that referees look and act like they are in charge. Referees should give a non-verbal message that they are ready and able to make decisions. The core function of refereeing is decision making. Referees need to feel comfortable in making decisions without hesitation in the decision making process. Of course, the correctness of these decisions can be analysed after the event and so referees must demonstrate confidence and trust or at the very least present so that others view them this way (perception).

Therefore, FIBA has added the topic of "court presence" to its training program. It includes mental training with an "I am in charge" concept. This will be combined with a physical training plan to create an image of a strong and athletic body, fitting into the image of professionalism and promoting game control.

"Controlling is an attitude"

R1.3.   BASIC BASKETBALL OFFICIATING TERMINOLOGY

TERM	ABBR	EXPLANATION
45° (Forty five degrees)	45°	This refers to the preferred angle of the referees' stance, especially in Lead and Trail positions and in some cases by Center as well. Referees in L and T position will normally face the basket and maintain a 45° angle in order to keep in his field of vision as many players as possible. The Center referee's basic stance is generally flat with his back to the sideline, but he will normally adjust position to approximately 45° during weak side drives.
Act of Shooting	AOS	A shot for a field goal or a free throw is when the ball is held in a player's hand(s) and is then thrown into the air towards the opponents' basket. A tap and a dunk are also considered as shots for a field goal.
Action Area	AA	Action Area may involve players with or without the ball. Knowledge on various play situations (pick & roll, screening, post-ups, rebounding) will help referees identify Action Areas in their primary, or when extending or expanding coverage.
Active Mindset	AMI	Refereeing is nothing but being ready. Good referees are constantly analysing the movements and actions of the players in order to be in position to see something illegal. Look for reasons to call (illegal).
Active Referee	AR	The referee who hands the ball to a foul shooter or player for a throw-in, or to administer the jump ball to start the game.
Alternating Possession	AP	Alternating possession is a method of causing the ball to become live with a throw-in rather than a jump ball.
Alternating Possession Arrow	APA	The team entitled to the alternating possession throw-in shall be indicated by the alternating possession arrow in the direction of the opponents' basket. The direction of the alternating possession arrow will be reversed immediately when the alternating possession throw-in ends.

TERM	ABBR	EXPLANATION
Angle(s)	N/A	Working the angles; that is attempting to maintain a line of vision where the referee can see between players in order to keep vision on the areas of greatest potential contact.
Anticipate (call)	AC	Describes the situation when a referee anticipates that a certain event will occur and blows his whistle before actually seeing and reflecting on the event. Usually, this refers to the case when the referee makes a mistake because what they anticipated did not, in actuality, occur.
Anticipate (play)	APL	Describes the situation when a referee is able to read the play and anticipate the next moves to come and is able to adjust his position/angle properly in advance of covering the upcoming play.
Assistant Scorer	ASC	The assistant scorer shall operate the scoreboard and assist the scorer. In the case of any discrepancy between the scoreboard and the scoresheet which cannot be resolved, the scoresheet shall take precedence and the scoreboard shall be corrected accordingly.
At the Disposal (Ball)	BATD	When a referee hands the ball to a player making a throw-in or shooting a free throw or the referee is placing the ball at the disposal of the player.
Authorised Signals	N/A	"Authorised Signals: Those signals made by the referee for official communication to players or the bench as outlined by the FIBA Basketball Rules:"
Backboard	BB	The wood or glass rectangle on which the ring is suspended. The official size is 1.8m wide and 1.2m high. The ring is centred on the "board" 30cm from the base on the board.
Backcourt	BC	A team's backcourt consists of its team's own basket, the inbounds part of the backboard and that part of the playing court limited by the endline behind their own basket, the sidelines and the centre line.
Backcourt Violation	BCV	Where an offensive player with the ball in their frontcourt causes the ball to go into the backcourt where it is first touched by them or a teammate. Also called an "over and back" violation.
Ball Side	BS	This refers to the position of the ball. When the playing court is divided by an imaginary line extending from basket to basket, the side of the playing court on which the ball is located is called the "ball-side".
Baseline	N/A	The boundary lines marking both ends of the playing area. The line itself is considered to be out-of-bounds.

TERM	ABBR	EXPLANATION
Basket Interference	BI	"Basket interference occurs when: • After a shot for a field goal or the last or only free throw a player touches the basket or the backboard while the ball is in contact with the ring. • After a free throw followed by an additional free throw(s), a player touches the ball, the basket or the backboard while there is still a possibility that the ball will enter the basket. • A player reaches through the basket from below and touches the ball. • A defensive player touches the ball or the basket while the ball is within the basket, thus preventing the ball from passing through the basket. • A player causes the basket to vibrate or grasps the basket in such a way that, in the judgement of an official, the ball has been prevented from entering the basket or has been caused to enter the basket. • A player grasps the basket to play the ball."
Bench Control	N/A	Referees ensuring that the players and coaches sitting on the bench do not violate the rules of sportsmanship.
Blocking	BL	Blocking is illegal personal contact which impedes the progress of an opponent with or without the ball.
Bonus	N/A	When two free throws are granted to a player when they have been fouled and their opponent's team has reached the limit of four team fouls in a period.
Boundary Lines	N/A	The playing court shall be limited by the boundary line, consisting of the endlines and the sidelines. These lines are not part of the playing court..
Buzzer	N/A	Signal from the scores table used to indicate substitutes, time outs, disqualifications. And end of playing periods, or may be used by table officials to summon a referee to confer in the case of a misunderstood ruling.
Cancel the Score (basket)	N/A	A referee signals that a basket which has been made is to be discounted i.e. when a player charges as he is shooting with contact occurring before the ball leaves his hand – the referee cancels the score indicating to the scorer's table that the basket does not count.
Centre Line	N/A	The line designating the halfway mark of the court.
Charge (Charging)	CH	Charging is illegal personal contact, with or without the ball, by pushing or moving into an opponent's torso.

TERM	ABBR	EXPLANATION
Close Down	CD	The position of the Lead where he should move before actual rotation starts.
Closed Angle	CA	A stacked or straight-lined view of the action area in a referee's primary / secondary coverage area.
Commissioner	COM	The commissioner shall sit between the scorer and the timer. His primary duty during the game is to supervise the work of the table officials and to assist the referee and umpire(s) in the smooth functioning of the game.
Consistency	N/A	A referee who interprets play situations and criteria exactly the same way throughout is said to be consistent.
Contact Foul	N/A	A personal foul resulting from a player illegally touching another player and putting him at a disadvantage.
Control of the Ball	COB	A team is said to be in control of the ball when a player of that team first has the ball in their possession inbounds or when the ball is placed at their disposal for a throw-in. It extends until the time a shot is taken, a whistle blows, or a player from the opposition side gains control. A player is in control of the ball when they are holding a live ball in their hands or dribbling it, or when the ball is at their disposal for a throw-in or a free throw.
Correctable Errors	CE	"Officials may correct an error if a rule is inadvertently disregarded in the following situations only: • Awarding an unmerited free throw(s). • Failure to award a merited free throw(s). • Erroneous awarding or cancelling of a point(s). • Permitting the wrong player to attempt a free throw(s)."
Coverage	CG	The vision on the game of the two referees; good coverage means that the referees between them have all players in sight both on and off the ball.
Cross Step	CS	When play starts to progress in one direction and designated referee takes steps in the opposite direction. This adjustment can be done in all positions as Lead, Trail & Center.
Cylinder (Principle)	CP	The imaginary vertical extension of a player. Players are entitled to occupy a spot on the floor and also the cylinder above them (i.e. they can jump straight up without giving up position).

TERM	ABBR	EXPLANATION
Dead Ball	DB	The ball becomes dead when: 1) Any field goal or free throw is made. 2) An official blows his whistle while the ball is live. 3) It is apparent that the ball will not enter the basket on a free throw which is to be followed by: 3.1. Another free throw(s). 3.2. A further penalty (free throw(s) and/or possession). 4) The game clock signal sounds for the end of the period. 5) The shot clock signal sounds while a team is in control of the ball.
Dead Ball Officiating	DBO	Refers to any actions that take place after the referee makes the call and the ball becomes live again. Dead-ball officiating is primarily proactive and requires that the (two) other passive referee(s) become active during the dead ball period.
Disqualification	DQ	A disqualifying foul is any flagrant unsportsmanlike action by a player or team bench personnel.
Double Dribble	DD	An illegal dribble when a player discontinues his dribble action by allowing the ball to touch both hands on a dribble or allowing the ball to come to rest in one hand and then proceeds to dribble again.
Double Foul	DOF	A double foul is a situation in which 2 opponents commit personal fouls against each other at approximately the same time.
Double Whistle	DW	When two referees simultaneously blow their whistles.
Dual Coverage	DUCE	Area of responsibility and actions that two referees have overlapping primary responsibilities on the same area or play.
Edge of the Play	EPL	In Lead position it is crucial to adjust your positioning with the ball and to be in line with outside players in order to maintain the players in the field of vision and open look. When on the edge of the play, a referee is normally able to see more players and anticipate better next play situations to come. This position is linked with the term "45° angle".
Eight (8) Seconds Violation	8S	When a team gains new possession of the ball in their backcourt it has eight seconds to advance the ball over the centre line.
Ejection	N/A	When a referee orders a player off the court for a disqualifying foul or for a second technical or unsportsmanlike foul on the same player.

TERM	ABBR	EXPLANATION
Elbowing	ELW	Any hit or contact made with the elbow that imply a foul. Also - An action of excessive swinging of elbows by and offensive player with the ball (without contact).
EOG	EOG	End of the Game
EOP	EOP	End of the Period
Extended Coverage	EXCE	At the highest level of officiating, an official has to be able to extend coverage on two different play situations at the same time
Fake (Refereeing)	FK	Fake (Refereeing) is any action where a player pretends being fouled or makes theatrical exaggerated movements in order to create an opinion of being fouled and therefore gaining an unfair advantage. Examples of faking are: falling backwards, falling down, moving the head backwards, etc. simulating contact by an opponent without actually being touched, or being contacted only in a marginal way (see "Flop").
Fantasy Call (Phantom Call)	FAC	Describes the situation when a referee makes a call for foul and actually there was not even contact on the play (problem with self-discipline / "I don't see, I don't call"). This is different than Marginal Contact that is incorrectly called as a foul (problem with criteria).
Fast Break	FB	A quick change of the direction of the ball as the defensive team gains possession of the ball through a steal, rebound, violation or made shot and quickly attacks to the other end of the court hoping to gain numerical or positional advantage over the other team and a resultant high percentage shot.
Feel for the Game	N/A	The referee's ability to be sense what's going on the court: are tempers getting high; is the pace fast; is there too much contact occurring, etc.? A referee with a good feel for the game is in the best position to maintain game control.
Fighting	FGT	Fighting is physical interaction between 2 or more opponents (players and/or team bench personnel).
Five (5) Fouls	5F	A player who has committed 5 fouls shall be informed by an official and must leave the game immediately. He must be substituted within 30 seconds.

TERM	ABBR	EXPLANATION
Five (5) Seconds Violation	5S	Once a player has the ball at his disposal for a throw-in or a foul shot he has five seconds in which to release the ball. Also when a closely guarded player is in control of the ball, he has five seconds to pass, shoot or dribble - not to do so is a violation. A closely guarded player who is dribbling is not subject to a five second count.
Flagrant Foul	FF	May be a personal or technical foul. It is always unsportsmanlike and may or may not be intentional. If personal, it involves violent or savage contact, such as striking with the fist or elbow, kicking, kneeing, or running under a player who is in the air, or crouching or hipping in a manner which might cause severe injury to an opponent. If it is a non-contact foul, it involves extreme and sometimes persistent vulgar and/or abusive conduct.
Flop (Refereeing)	FLO	A sub-category of Fake (refereeing) is when a defensive player pretends or exaggerates an action in a charge/block situation simulating contact by an opponent without actually being touched, or being contacted only in a marginal way (See "Fake").
Foot (Kick) Violation	FVI	"A player shall not run with the ball, deliberately kick or block it with any part of the leg or strike it with the fist. However, to accidentally come into contact with or touch the ball with any part of the leg is not a violation. (Deliberate Foot Ball)"
Foul	N/A	A foul is an infraction of the rules concerning illegal personal contact with an opponent and/or unsportsmanlike behaviour.
Foul Lane	N/A	The restricted area at both ends of the court circumscribed by the foul line, foul lanes and baselines. Also called the "key" or "paint".
Foul on no Act of Shooting	FNAOS	When a player is illegally contacted by the defence and foul is called, but not AOS.
Fouled in the Act of Shooting (AOS)	FAOS	When a player is illegally contacted by the defence when attempting a shot.

TERM	ABBR	EXPLANATION
Free Throw Line Extended	FTEX	This imaginary line represents the extension of the free throw line across the width of the court. Most coaches use it to establish defensive coaching guidelines. When the ball is above the free throw line extended a certain guideline applies. When the ball is below it another guideline applies. It is also used as a reference for offensive player alignment. FTEX is also a set-up (basic) position for the Center referee on the court.
Freedom of Movement	FOM	A cardinal term also in the rules denoting the ability of a player to move from one spot on the court to another without being unduly hindered. If contact caused by a player in any way restricts the freedom of movement of an opponent, such a contact is a foul.
Freeze	N/A	In the case of simultaneous whistles, the referee who feels he is in the least advantageous position to make the call (usually the referee furthest away from the incident) should remain stationary momentarily (freeze) in order to let his partner move toward the incident and begin administering the situation.
Frontcourt	FC	A team's frontcourt consists of the opponents' basket, the inbounds part of the backboard and that part of the playing court limited by the endline behind the opponents' basket, the sidelines and the inner edge of the centre line nearest to the opponents' basket.
Game Control	GC	A referee is said to be in control of a game when the game is operating smoothly under the rules as intended and, as well as, the rules of sportsmanship being rigidly but fairly enforced. This is different than Game Management.
Game Flow	GF	The speed or tempo at which the game is being played. This is determined by the two contesting teams and the referees should attempt as much as possible not to interrupt this flow.
Game Saver	GS	An important and correct decision made by a referee irrespective to his position or area of responsibility at the end of a game that is crucial to protecting the game's integrity (literally "saves the game"), and if otherwise not made, could create a situation whereby the team that deserves to win the game, may not.
Giving Help	GH	Referee who offers assistance outside his primary and makes a correct call after allowing his partner to make the call in his primary

TERM	ABBR	EXPLANATION
Goal (field goal)	FG	A goal is made when a live ball enters the basket from above and remains within or passes through the basket. The ball is considered to be within the basket when the slightest part of the ball is within and below the level of the ring.
Goaltending	GT	"Goaltending occurs during a shot for a field goal when a player touches the ball while it is completely above the level of the ring and: • It is on its downward flight to the basket, or • After it has touched the backboard."
Hand Checking	HC	"Hand Checking / Illegal use of the hand(s) or extended arm(s) occurs when the defensive player is in a guarding position and his hand(s) or arm(s) is placed upon and remains in contact with an opponent with or without the ball, to impede his progress."
Held Ball	HB	A held ball occurs when one or more players from opposing teams have one or both hands firmly on the ball so that neither player can gain control without undue roughness.
Holding	HOL	Holding is illegal personal contact with an opponent that interferes with his freedom of movement. This contact (holding) can occur with any part of the body.
Hooking	HOK	When an offensive player "hooks" or wraps an arm or an elbow around a defensive player in order to prevent the defender from playing legal defence.
Illegal Dribble	IDR	A violation made by the dribbler either carrying the ball or making a double dribble.
Illegal Use of Hands	IUH	Illegally using the hands to impede the progress of an opposition player. Normally this foul is made on a dribbler and entails the defence hacking the arms of the dribbler in an attempt to bat the ball away.
Image of the Referee	IOR	How the referee is perceived by others. For example, if the referee is sloppy looking, the image they create may bias players and coaches to expect they will referee sloppily. A top referee's image is "Strong, Decisive & Approachable".

TERM	ABBR	EXPLANATION
Individual Officiating Techniques	IOT	The technical aspects of individual refereeing how to referee the play using proper techniques such as Distance & Stationary, Refereeing the Defence, Active Mindset, "Staying with the play", Adjustment to maintain Open Angle, etc.
Infraction	N/A	Literally any infraction is a contravention of the rules. e.g. fouls (technical and contact) and violations. However, normally infractions refer to just violations (i.e. three seconds, travelling etc.).
Inside-Out (Angle)	IN-O	This generally refers to the Lead referee who may not be on the edge of the play and instead is looking from the Inside-Out, instead of refereeing at a 45 degree angle with as many players as possible within his field of vision.
Instant Replay System	IRS	Refers to a video replay system what is possible to use in designated play situations. The IRS review will be conducted by the officials. If the call and the decision of the officials is subject to the IRS review, that initial decision must be shown by the officials on the playing court. Following the IRS review the initial decision of the official(s) can be corrected only if the IRS review provides the officials with clear and conclusive visual evidence for the correction.
Interpretation of the Rules	N/A	Good refereeing requires that an official not apply the rules literally (i.e. contact is not allowed), but rather, judge each situation in regards to its effect on the play, i.e. interpreting the rules by their spirit and intention.
Interval (of Play)	IOP	"There shall be an interval of play of 20 minutes before the game is scheduled to begin. There shall be intervals of play of 2 minutes between the first and second period (first half), between the third and fourth period (second half) and before each extra period. There shall be a half-time interval of play of 15 minutes. During an interval of play, all team members entitled to play are considered as players."
Jab (hand-checking)	JAB	To repeatedly touch or 'jab' an opponent with or without the ball is a foul, as it may lead to rough play.
Judgement	N/A	The ability of a referee to look at each situation as it arises and make a decision based on its effect or non-effect on play and to act accordingly.
Jump Ball (Situation)	JB	A jump ball occurs when an official tosses the ball in the centre circle between any 2 opponents at the beginning of the first period. Can also refer to a "jump ball situation."

TERM	ABBR	EXPLANATION
Last Shot	LS	Refers to the play when team has a new control of the ball and the game clock shows 24.0 seconds or less, meaning it is possible that period will end with that team possession.
Lead (Referee)	L	The Lead (2PO/3PO) is the referee who leads the play up the court and whose responsibility includes coverage along the baseline at the attacking end of the court.
Legal Guarding Position	LGP	"A defensive player has established an initial legal guarding position when: • He is facing his opponent, and • He has both feet on the floor."
Line Up	N/A	During a foul shot players "line up" on either side of the foul lane.
Live Ball	LB	The ball becomes live when: 1) During the jump ball, the ball leaves the hand(s) of the referee on the toss. 2) During a free throw, the ball is at the disposal of the free-throw shooter. 3) During a throw-in, the ball is at the disposal of the player taking the throw-in.
Loose Ball	LOB	When a live ball is not in possession of a player but is rolling or bouncing on the floor as players from both sides seek to gain control or as in a rebounding situation. Team control does not change until the opposition gains control, meaning for example, a shot clock violation can occur while the ball is loose.
Manufactured (Shot)	MS	Anytime that a player who is not in act of shooting when illegal contact occurs, but after the contact start a AOS movement hoping to have free throws awarded.
Marginal Contact	MC	Although basketball is a non-contact sport it is virtually impossible for players to move around the court without contacting each other. If the contact is seen to affect the play, then a foul should be called. Other contact which has no effect on the play is deemed marginal and can be ignored.
Mechanics	MEC	The technical aspects of refereeing i.e. how referees move, coverage, signals, administration of foul shots, jump ball situations, throw-ins, etc.
Media Time-Out(s)	MTO	The organising body of the competition may decide for itself whether media time-outs shall be applied and, if so, of what duration (e.g. 60, 75, 90 or 100 seconds).

TERM	ABBR	EXPLANATION
No-Call	NC	Some of the best decisions a referee may make involve in refraining from blowing his whistle, when he judges a potential foul or violation does not contravene the spirit and intent of the rules.
Obvious Play	OP	Plays that are clearly visible to most of the participants in the game, including referees, coaches, players and spectators. Referees must be correct in these type of situations 100% of the time with no room for error.
Off the Ball	OFB	Concerns all aspects of play not directly involving the player with the ball and players closely adjacent to them.
Offensive End	N/A	The end of the court to which a team attacks and attempts to score a basket (their front court).
Official Basketball Rules Interpretations (OBRI)	OBRI	A document that FIBA publishes, which includes all official interpretations defined by FIBA.
Official(s)	N/A	The officials shall be a referee and 1 or 2 umpire(s). They shall be assisted by the table officials and by a commissioner, if present.
Officials' Signals	N/A	"The hand signals officials use to communicate their decisions and reporting fouls to the scorer's table. While reporting to the scorer's table referees will verbally support the communication (in international games in the English language)."
Open Angle	OA	Clear view of the action in a referee's primary / secondary coverage area. Never leave an open look.
Opposite Side	OPS	This refers to the side of the playing court which is furthest away from the scorer's table.
Out-of-Bounds	OOB	That area outside of the playing court – radiating out from and including the boundary lines of the court.
Outside-In (Angle)	O-IN	The preferred position of the Lead referee who is standing at a 45 degree angle and has as many players as possible within his field of vision.
Palming (the ball)	PLM	See: carrying the ball.
Pass	N/A	A method of moving the ball by throwing it from one offensive player to another.
Pass-Off	POFF	A situation where a player has started his AOS and a foul is called, but he discontinues his shooting motion and ends up passing to his teammate. This is considered a regular and not AOS foul.

TERM	ABBR	EXPLANATION
Passive Referee	PAR	The referee who is not administrating free throw or a throw-in, or to not tossing the ball during the jump ball in the start of the game.
Patienced Whistle	PW	When referee is capable to process the entire play (start/middle/end) before making a call.
Peripheral Vision	PV	To see widely to either side while looking straight ahead.
Personal Foul	PF	A personal foul is a player's illegal contact with an opponent, whether the ball is live or dead.
Phantom Call (Fantasy Call)	FAC	Describes the situation when a referee makes a call for foul and actually there was not even contact on the play (problem with self-discipline / "I don't see, I don't call"). This is different than Marginal Contact that is incorrectly called as a foul (problem with criteria).
Pick	SC	An offensive screen.
Pivot Foot	PFO	When a player is in possession of the ball and is not dribbling they are allowed to rotate around one foot providing that foot remains on the same spot on the floor – thus a pivot foot.
Player	N/A	During playing time, a team member is a player when he is on the playing court and is entitled to play.
Pre-Game Conference	PGC	Before the start of important contests it is necessary for the referees to meet together to familiarise themselves and talk about their working mechanics and preparations for the game.
Pre-Game Routines	N/A	The routine the referees go through prior to the actual commencement of the game. This includes checking the scoresheet, making sure the timer understands the timing regulations of that particular contest, etc.
Preventative Officiating	PRO	Refers to actions by officials who prevent problems from occurring by communicating with players and/or coaches. It can happen during live ball (post, perimeter play) as well as during dead ball.
Primary (Coverage)	PCE	Area of responsibility and actions that referee has to be able to cover always.
Push-Off	PO	When an offensive player 'pushes off' to prevent the defensive player from playing or attempting to play the ball, or to create more space for himself.

TERM	ABBR	EXPLANATION
Pushing	PU	Pushing is illegal personal contact with any part of the body where a player forcibly moves or attempts to move an opponent with or without the ball.
Quick Whistle	QW	When referee is not capable to process the entire play before making a call. Sometimes quick whistles lead to unnecessary calls.
Rebound	RB	On a missed shot, the resultant contest between the two teams to gain possession of the ball is known as rebounding (the ball rebounds off the ring or backboard). Thus, to get a rebound means to secure the ball after a missed shot.
Rectangle	RC	Refers to the frontcourt, which has been divided into 6 parts for the purpose of defining areas of responsibility.
Ref	N/A	Short for referee
Referee	R	Generally, the term used for two/three officials working a game. Technically, one official is a referee and the other(s) umpire(s). The referee is generally the more senior and/or experienced of the two officials. The referee's duties are the same as the umpires except that the referee: 1. Initiates the start of the game and of each period. 2. Inspects and approves all equipment to be used in the game. 3. Has the power to make the final decision on any point not specifically covered in the rules.
Refereeing Defence	RD	The priority when refereeing on ball is to focus the attention on the legality of the defensive player while keeping the offensive player with the ball in your field of vision
Regular call	RC	Considered to be normal call by designated referee (no assistance)
Rotation	ROT	This refers to a situation when the movement/location of the ball causes the Lead to initiate a change of position or "rotation" to the ball side in the frontcourt. The trigger for Lead to rotate is when ball moves to Center side (weak side) and stay there. A change in position by Lead affects changes in position by Center (to Trail) and Trail (to Center).
RSBQ	RSBQ	Definition for "Rhythm, Speed, Balance & Quickness". If contact is created between opponents and one of these parameters is affected, it generally means that "freedom of movement" is affected and thus, will normally be a foul.

TERM	ABBR	EXPLANATION
Scan (the Paint)	SPA	When Lead rotates on the baseline, he needs to scan the paint for illegal off-ball activities or if no players, next action area.
Score	FG	To make a basket or foul shot. It can also refer to the point totals of both teams – as in the score of the game was 50 to 47.
Scorer	SR	The scorer shall keep a record of the scoresheet according to the basketball rules.
Scoresheet	SS	The official record of the game details, which is kept throughout the game. The scoresheet records a running tally of the team and individual scores and fouls.
Screening	SC	Screening is an attempt to delay or prevent an opponent without the ball from reaching a desired position on the playing court.
Secondary (Coverage)	SCE	Area of responsibility and actions that referee is able to cover after ensuring that primary coverage is covered.
Self-Evaluation	SEF	The process of evaluation of your own performance.
Selling the Call	STC	Placing emphasis on a call with louder voice and whistle and slightly more demonstrative signals. It should happen only in close calls in order to help the call gain acceptance.
Semi-Circle (No-Charge)	NCSC	The no-charge semi-circle areas are drawn on the playing court for the purpose of designating a specific area for the interpretation of charge/block situations under the basket. The no-charge semi-circle lines are part of the no-charge semi-circle areas.
Shot Clock Operator	SCO	The shot clock operator shall be controlling the shot clock according to the basketball rules.
Shot Clock Violation	SCV	Once a team has gained possession of the live ball on the court it is required to attempt a shot within 24/14 seconds. Not to do so is a violation.
Sidelines	N/A	The boundary line inscribing a side of the playing court area.

TERM	ABBR	EXPLANATION
Signals	N/A	The official communications as described in the rule book by which the referees explain their decisions to the players and score table.
Signals (communication among the crew)	N/A	Subtle gesturers made by one official to the other to help with game maintenance and teamwork – such as enquiring of the other official if they saw who last touched the ball before it went out of bounds.
Special Situations	SPS	In the same stopped-clock period that follows an infraction, special situations may arise when additional foul(s) are committed.
Spirit and Intent of the Rules	N/A	The rules were not written to be interpreted literally, but rather, to stop players from gaining an advantage by using illegal methods. Thus, not all contact is a foul - only contact which causes a player to be disadvantaged by the initiator of that contact. Thus, each incident needs to be judged by the effect it has on the game and not in complete isolation. A flexible interpretation of the rules is what is necessary; calling the game by the "spirit and intent" of the rules.
Starting Five	SF	The coach shall indicate at least 10 minutes before the game the 5 players who are to start the game.
Stay with the Play	SWP	Refers to IOT that referee will not take his eyes and concentration off the play before it has ended.
Strong Side (Refereeing/3PO)	SSR	Side of the court where the Lead & Trail referees are located (3PO).
Substitution Opportunity	SUBO	"A substitution opportunity begins when: • For both teams, the ball becomes dead, the game clock is stopped and the official has ended his communication with the scorer's table. • For both teams, the ball becomes dead following a successful last or only free throw. • For the non-scoring team, a field goal is scored when the game clock shows 2:00 minutes or less in the fourth period and in each extra period. A substitution opportunity ends when the ball is at the disposal of a player for a throw-in or a first or only free throw."
Substitution/Substitute	SUB	During playing time, a team member is a substitute when he is not on the playing court but he is entitled to play.

TERM	ABBR	EXPLANATION
Switching (referees)	SW	Refers to switching the positions (roles) of the Lead, Trail and Center after reporting the foul to Score Table. The switch normally involves the calling official moving to a new position on the court.
Table Officials	TBO	The table officials shall be a scorer, an assistant scorer, a timer and a shot clock operator.
Tap	N/A	A tap is when the ball is directed with the hand(s) towards the opponents' basket.
Team / Team Member	TM	"Each team shall consist of: • No more than 12 team members entitled to play, including a captain. • A coach and, if a team wishes, an assistant coach. • A maximum of 5 team followers who may sit on the team bench and have special responsibilities, e.g. manager, doctor, physiotherapist, statistician, interpreter, etc."
Team Bench Areas	TBA	The team bench areas shall be marked outside the playing court limited by 2 lines. There must be 14 seats available in the team bench area for the team bench personnel which consists of the coaches, the assistant coaches, the substitutes, the excluded players and the team followers. Any other persons shall be at least 2 m behind the team bench.
Team Control (Ball)	TC	"Team control starts when a player of that team is in control of a live ball by holding or dribbling it or has a live ball at his disposal. Team control continues when: 1) A player of that team is in control of a live ball. 2) The ball is being passed between team-mates. Team control ends when: 1) An opponent gains control. 2) The ball becomes dead. 3) The ball has left the player's hand(s) on a shot for a field goal or for a free throw."
Team Control Foul	TCF	An offensive foul. A foul made by a player whose team is in control of the ball at the time.

TERM	ABBR	EXPLANATION
Team Foul(s)	TFO	A team foul is a personal, technical, unsportsmanlike or disqualifying foul committed by a player. A team is in the team foul penalty situation when it has committed 4 team fouls in a period
Teamwork	N/A	The smooth functioning of the referee team to provide proper coverage and control to a game.
Technical Foul	TF	A foul called on a player, coach or a substitute or team follower on the bench for unsportsmanlike conduct that involves no contact.
Tempo	N/A	The speed at which the game is being played: are teams both running up and down the court, fast-breaking and making a lot of mistakes; or, are the teams playing in a deliberate manner in order to make full use of the ball and the shot clock, etc.
Three (3) Person Officiating	3PO	An officiating concept where three officials are working in the game. The terms for the 3 officials are Referee (Crew Chief), Umpire 1 (U1) and Umpire 2 (U2), and all officials are working during the game in Lead, Trail & Center positions.
Three (3) seconds	3S	A player shall not remain in the opponents' restricted area for more than 3 consecutive seconds while his team is in control of a live ball in the frontcourt and the game clock is running.
Throw-in	T-IN	A throw-in occurs when the ball is passed into the playing court by the out-of- bounds player taking the throw-in.
Time & Distance (Basketball)	T&D	When guarding a player who does not control the ball, the elements of time and distance shall apply. A defensive player cannot take a position so near and/or so quickly in the path of a moving opponent that the latter does not have sufficient time or distance either to stop or change his direction. The distance is directly proportional to the speed of the opponent, but never less than 1 normal step.
Time-Out (Officials)	RTO	Referees may also call an official time-out when a player has been injured or if they wish to confer with each other, a player, the scorer's table, or team bench.
Time-Out (Team)	TO	A time-out is a one minute break in play where the coach may address their team. Teams may call two time-outs at any time in the first half, three during the second half and 1 per each overtime period.

TERM	ABBR	EXPLANATION
Time-Out Opportunity	TOO	"A time-out opportunity begins when: • For both teams, the ball becomes dead, the game clock is stopped and the official has ended his communication with the scorer's table. • For both teams, the ball becomes dead following a successful last or only free throw. • For the non-scoring team, a field goal is scored. A time-out opportunity ends when the ball is at the disposal of a player for a throw- in or for a first or only free throw."
Timer	TR	The timer shall measure playing time, time-outs and an interval of play according the Rules of Basketball.
Trail (Referee)	T	Under the dual referee system one official always leads the play down to the end of the court and the other official remains close to by slightly behind the play in order to maintain the sandwich principle. It is always the trail official's responsibility to detect basket interference and to notice whether a shot has gone in or not.
Travelling Violations	TV	When a player with the ball lifts or moves his pivot foot from its spot on the floor before releasing the ball from his hands for a dribble, or takes too many steps after picking up the ball when stopping, passing or shooting. It is not possible to travel while dribbling the ball. During a dribble, there is no limit to the number of steps a player may take when the ball is not in contact with his hands.
Triple Whistle	3W	When three referees simultaneously blow their whistles on a same play.
Turnover	TOR	When the offensive team loses possession of the ball other than from a missed or made shot; i.e. an interception, violation or offensive foul.
Two (2) Person Officiating	2PO	A officiating concept where two officials are working in the game. The officials are Referee and Umpire and they are working during the game in Lead and Trail position.
Umpire	U (U1, U2)	Under 2PO, one official is designated the referee and the other the umpire. The umpire is normally the younger and/or less experienced of the two officials. The umpire's duties and prerogatives are the same as the referee's with the exceptions noted under the Referee heading in this glossary. Under 3PO, there is a Referee and two umpires (U1 & U2).

TERM	ABBR	EXPLANATION
Unsportsmanlike Conduct (Behaviour)	UC	To be unsportsmanlike is to act in a manner unbecoming a fair, ethical, honourable individual. It consists of acts of deceit such as knowingly accepting a foul shot that should be taken by a team-mate; disrespect, such as making debasing or critical remarks about or to an official or an opponent; vulgarity - such as the use of profanity whether or not directed at someone. The penalty for unsportsmanlike conduct by a player on the court, coach or team member/follower is a technical foul.
Unsportsmanlike Foul	UF	• Not a legitimate attempt to directly play the ball within the spirit and intent of the rules. • Excessive, hard contact caused by a player in an effort to play the ball. • Contact by the defensive player from behind or laterally on an opponent in an attempt to stop the fast break and there is no defensive player between the offensive player and the opponent's basket. • Contact by the defensive player on an opponent on the court during the last 2 minutes in the fourth period and in each extra period, when the ball is out-of- bounds for a throw-in and still in the hands of the official or at the disposal of the player taking the throw-in.
Violation	N/A	A violation is an infraction of the rules. Penalty: The ball shall be awarded to the opponents for a throw-in at the place nearest to the infraction, except directly behind the backboard, unless otherwise stated in the rules.
Warning	WAR	It refers to any situation when the officials determinate that a head coach or player should be warned for an incorrect conduct: normally behaviour or fake/flop.
Weak Side (Refereeing)	WSR	Side of the court where the Center referee is located (in 3PO).
Wiping the Basket	N/A	Cancelling the score.
Working Area	WA	Area in which a referee in any given position normally operates.

MODULE R2   INDIVIDUAL OFFICIATING TECHNIQUES (IOT) - BASICS

R2.0. INTRODUCTION

Individual Officiating Techniques (IOT) is the most important foundation for either 2 Person Officiating (2PO) or 3 Person Officiating (3PO). It is evident that in the past 15 years there has been a heavy focus on 3PO (namely for the mechanical movements of the referees on the floor). This has led to a lack of knowledge in how to actually referee individual play phases in the game – this being the fundamental skills that referees need to possess in order to process and facilitate the correct decision. These are inherent skills of IOT and are similarly relevant to both 2PO and 3PO.

In analysing play phases and calling the game, some basic principles are necessary to follow:

a) Have proper distance from the play – keeping an open angle and remaining stationary. Do not move too close to the play and narrow your field of vision - (Distance & Stationary)

b) Referee the defence

c) Always look for illegal actions to call (Active mind-set).

d) Have the key players (1on1) or as many players as possible in your field of vision in order to see any illegal action (45° and Open angle)

e) Understand when the play has ended so you can move to the next play –mentally / physically (Stay with the play until it is over).

The lack of adhering to the above mentioned principles are the main reasons for wrong decisions being made on the floor. Simple as that!

When referees are able to have proper primary coverage for all obvious plays, it will substantially increase the quality of refereeing. These obvious plays, if missed, are the determining factors in peoples' mind as to what constitutes an acceptable level of officiating.

"Primary Coverage in Obvious Plays"

R2.1. DISTANCE & STATIONARY

Target:
To identify and understand the key points and impact of maintaining a proper distance from the play and being stationary when refereeing competitive match ups.

Many referees have the tendency to think that moving up and down the court and being very close to the play helps them to make correct decisions.

Therefore, we need to understand and focus on these two main issues:

1. **Distance** - When refereeing the play, it is important to maintain an appropriate distance from the play, without getting too close. The referee can lose perspective, as all movements appear to look faster. Imagine yourself watching the game from the upper deck of the stand and you will see

that the players' movements look slower than at the court level. They only appear to look that way, but obviously they are not.

2. **Stationary** - Often referees that are engaged with the play are not conscious as to whether they are moving or not when the action starts. It is common sense that if we want to focus on something it is best to do so whilst stationary. These same two principles apply to refereeing.

If a referee has the proper distance from the play (3-6 meters):

a) The possibility of an "emotional call" or reaction decreases.

b) He can maintain a perspective as movements look slower

c) He can maintain a wide angle, which increases the possibility of seeing more players in the field of vision.

d) He is able to see the big picture (next plays to follow, control the clocks, identify where partners)

If a referee is stationary when he is making a judgment:

a) His eyes are **not bouncing** and **concentration increases**

b) **A Correct decision is more likely** as focus and concentration increases

It is important that a referee **must move** to be in the **right position** to see the gap (this is different than position adjustment); and must do so as quickly as possible. Stop, Observe and Decide.
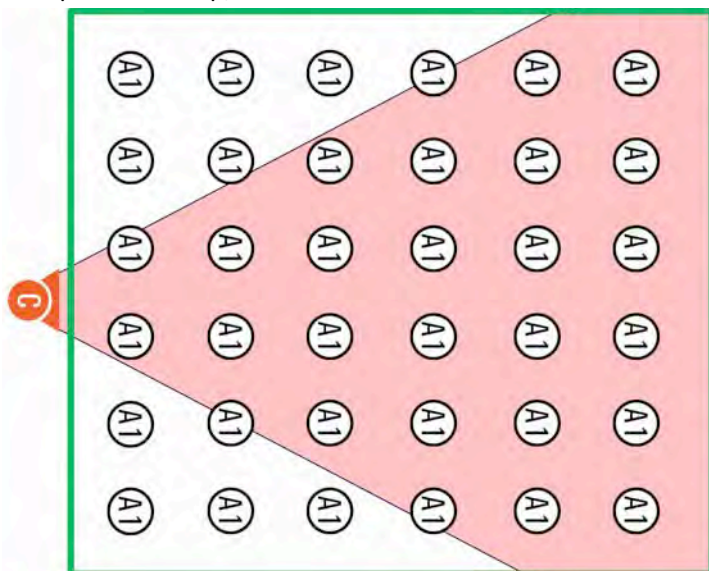
Diagram R1:
Proper distance creates wider angle and the referee is able to have more player in his field of vision at the same time. Example in the first row 2 players, second row 3 players, third row 4 players, etc. Totally 26 players out of 36 (72%).

R2.2.   REFEREEING THE DEFENCE

Target: To identify the primary focus when analysing a 1 on 1 play.

The concept of refereeing the defence is one of the corner stones for accurate basketball refereeing. Essentially, it means that the priority of the referee in an on ball competitive match up is to focus the attention on the legality of the defensive player whilst keeping the offensive ball handler in your field of vision. The referee is required to get into a position that allows them to clearly see the defensive player.

Note: We are not refereeing the space between the players, we are refereeing the defence itself - but you need to have a position where you see the space between players in order to referee the defence.

When refereeing on ball focus your attention
on the illegality of the defensive player!

R2.3.   STAY WITH THE PLAY

Target:
To understand how to increase quality control in play situations.

On occasions, referees miss an obvious foul. Unfortunately, it often looks like the only persons in the arena who missed the obvious foul were the two or three persons on the court who have the whistle. The key to correctly calling these obvious plays is by adopting a professional discipline – that is to be patient and careful every time you referee the play. It is expected referees will "stay with the play until the end of action" (that is keeping your eyes and attention on the play until it has ended).

Practically, referees need to implement strategies:
a)   mentally focussing on the defender until the play has come to its end e.g. shooter has landed, in penetration defender has landed.
b)   physically do not start to move. Trail / Center stepping backwards on the shot – has the potential for the referee to mentally release the play before ball has entered the basket or the defensive team has gained control of the rebound.

R2.4. POSITIONING, OPEN ANGLE (45°) AND ADJUSTMENTS

Target:
To understand the impact and technique of maximising the number of the players within your field of vision at all times.

It has been stated that referees must always look for illegal actions (something to call). Logically, if a referee has more players in his field of vision, the chances of seeing illegal actions dramatically increase. Namely, those referees who have positioned themselves on the court with proper distance and a wide open angle, are more likely to have a higher level of accuracy thus leading to a higher standard of performance.

Analysis proves that the concept of maintaining an open angle is not necessarily well understood by referees. Often referees who have established an open angle, unnecessarily move again, losing the open angle and becoming straight lined on the play.

A second key principle is to have both Lead (L) and Trail (T) on the same side of the play (players and ball). This way referees are able to maintain as many players as possible in the field of vision. As a result, it is important for Lead to move on the baseline with ball (mirroring the ball) and for Trail to always be behind the play (between the last player and basket in the backcourt). The following diagram demonstrates the advantage of being at the "edge of the play" and having a 45° angle).
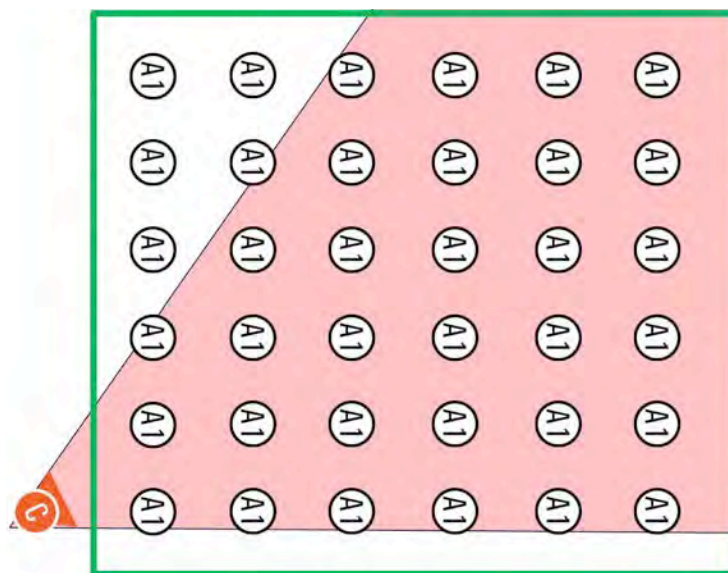
Diagram R2:
It is important to find a position and angle on the court where the referee is able to observe as many players as possible. If you compare the number of the players covered with Diagram 2, you will find that with 45° and an "edge of the play" adjustment, a total of 32 players out of 36 (89%) are covered at the same time.

The principles for positioning and open angle are:

    a)   Move to the right spot and establish the open angle

    b)   Anticipate (mentally one step ahead of the play) where you need to be

    c)   Adjust to the play to maintain the open angle (step here, step there)

    d)   Always move with a purpose, know where you need to go and why

    e)   Go where ever you need to go to be in the position to referee the play (different to the Working Area)

    f)   If the initial position is correct – there is a less need to move, but do not be STATIC (you need to adjust all the time according to the play and players' movement).

R2.5.   MAKING A CALL, DECISION MAKING AND COMMUNICATION

Target:
To know how to make the call and being able to immediately communicate the decision verbally and with standard hand signals.

Sometimes we underestimate the value of simple basic techniques in creating the solid foundations of successful basketball officiating at the top level.

When blowing the pea-less whistle it is important to have enough air (force) in a short period to enter into whistle. This creates the strong decisive sound. Given the need to communicate verbally the decision after making the call, it is imperative we retain some air in our lungs.

Therefore following key points are important:

    1.   Technique how to blow the whistle – strong short blow ("spit") into the whistle - one time.

    2.   Release the whistle out of the mouth after making a call.

    3.   Indicating the relevant signals for the decision.

    4.   Support your decision verbally "Foul blue 5, offensive foul; Travelling etc…"

    5.   Less is more – remember less and once you indicate/state something, the power of the message is stronger (practice the key words and how to articulate them clearly).

R2.6.   SIGNALS & REPORTING

Target:
To identify the different phases and techniques of having strong and decisive signals as part of court presence.

Referees should use only the official signals defined in the FIBA Basketball Rules. It is a professional sign and attitude to use only the official signals. Personal habits and preferences only demonstrate a lack of understanding and professional attitude.

When communicating decisions with signals it is good to remember that the use of signals creates a strong perception among the people who are watching the referees. It is one piece in the overall package of providing a trusted and accepted refereeing image. Often we think that there is no need to practise the official signals at all, but it is highly necessary.

A checklist for successful use of the signals:
1. Use official and authorized FIBA signals
2. Rhythm
   a) Each signal has a start and a stop
   b) When finishing the signal, freeze it and count "one-two" in your mind
3. Strong, Sharp, Visible and Decisive signals (practice this in front of the mirror)
4. Use both hands for direction, depending which shoulder is in the front.
5. Treat each team, player and play with the same standard (no histrionics)
6. Remember less is more (no repetition, one clear and strong signal)
7. Verbally support the signal at all times.

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A checklist for successful reporting to the scorers' table:
1. Run to a spot where you have visual contact with the table
2. Stop, both feet side by side on the floor and breathe (body balance – shoulder level)
3. Rhythm (start - stop -"one - two" / start - stop-"one -two"/ start -stop-"one - two")
4. Identify: Number, nature of foul and penalty (throw-in or free throws)
5. Nature of the foul must be the same as what really happened in the play
6. Verbally support the reporting to the scorer's table.

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R2.7.   JUMP BALL / ACTIVE REFEREE (TOSSING THE BALL)

Target:
To identify the different phases and correct techniques during the ball toss.

Jump-ball situations are exciting, but unfortunately sometimes the administrating referee is unable to toss the ball properly. Analysis indicates that 50% of the violations during the jump-ball are caused by a poor toss by the referee. In other words, they could have been avoided. Tossing the ball is something that needs to be trained on a regular basis, unlike what is currently the case.

It is crucial to understand that the jumpers are tense and will react easily on any movement caused by the referee. So therefore it is crucial to avoid any unnecessary movements.

A checklist for a successful ball toss:
a) Players are tense - avoid any extra movements
b) Style of tossing the ball is irrelevant (two hands - low or high, one hand - low or high)
c) It is more important is to have one solid upward movement to toss the ball
d) Level of the ball at the start – the lower the ball is – the longer it has to travel to reach the "highest point").
e) Speed & intensiveness of the toss (lower starting point – more intensive and faster)
f) No whistle in the mouth when administrating the toss.

R2.8.   JUMP BALL / NON-ACTIVE REFEREE(S)
Target:
To identify the different tasks and techniques for non-administrating (passive) referees during the ball toss.

The non-administrating referee(s) have only very limited duties during the jump-ball situations. Even so, from time to time we still witness obvious violations or administrating error(s) that are not officiated properly. A possible reason is that the non-active referee(s) is not ready to react to any illegal actions by the players or administrating errors by their partner. The active mind-set is the key for appropriate coverage. The non-active referee(s) should remind themselves (self talking) to identify illegal actions and the proper procedures that follow in case they take place.

A checklist for a successful coverage by non-active referee(s):
a) Call back the poor toss (too low, not straight, incorrect timing)
b) Call the violation if the ball is touched by jumpers on the way up (stealing the tap)
c) Call the violation if the non-jumpers are not staying outside the circle until ball is tapped legally by the jumper(s).
d) Controlling the game clock (10:00) and the shot clock (24') – ensuring they are reset where a violation is called before the ball is legally tapped.
e) Ensuring that any throw-in as a result of a violation by the jumper is placed in the new front court, close to the mid court line.

R2.9. THROW-IN ADMINISTRATION (GENERAL & FRONTCOURT ENDLINE)

Target:

To identify the standard phases and correct administration procedure for all throw-in situations.

The throw-in administration should be an automatic (muscle memory) procedure. If done every time and with the proper technique, the referee will always be ready physically and mentally to cover the various types of play situations than can occur with a throw-in action.

Check list for the general throw-in procedure as an administrating referee:

1. Always designate the throw-in spot
2. Use preventative officiating eg. "on the spot", "stay" or "don't move"
3. Take and maintain distance from the play
4. Put the whistle in your mouth while holding ball
5. Bounce the ball to the player
6. Start the visual count
7. Observe the throw-in and action surrounding.
8. Use the start clock signal.

Note:

When a throw-in is taken on the end line in the frontcourt, the active official will **blow the whistle before placing the ball at the player's disposal for the throw-in.**
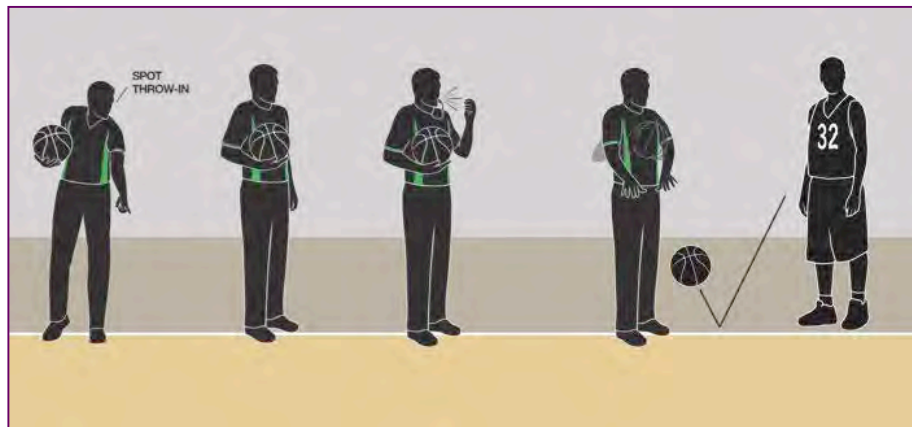
Diagram R3:
The different phases of the correct throw-in procedure for the administrating referee.

R2.10. CONTROL OF THE GAME AND SHOT CLOCK

Target:

- Identify the correct techniques of how to control the game & shot clock.
- Identify the most common play situation where a possible error might occur.
- Identify the correct procedure and methods of how to re-set the game or shot clock.

The control of the game & shot clock by referees has become a standard routine nowadays. Five years ago it was practically inexistent or at the least very rare. It has been previously questioned as to how a referee is able to control the clocks almost all the time and still focus fully on play situations. The secret is in the correct technique and appropriate timing. This combined with thousands of repetitive actions (practise) will ensure it becomes automatic skill (developed and maintained in your muscle memory). The basic element being that game clock will be controlled every time there is new team control.

Note: These techniques work when timing displays are visible to the referees.

Phase 1	Learn to control game clock
Game clock - when it should be started	**Starting the game clock when:** A. During a jump ball, the ball is legally tapped by a jumper. B. After an unsuccessful last or only free throw and the ball continues to be live, the ball touches or is touched by a player on the playing court. C. During a throw-in, the ball touches or is legally touched by a player on the playing court.
Game clock -when it should be stopped	**Stopping the game clock when:** A. Time expires at the end of playing time for a period, if not stopped automatically by the game clock itself. B. An official blows his whistle while the ball is live. C. A field goal is scored against a team which has requested a time-out. D. A field goal is scored when the game clock shows 2:00 minutes or less in the fourth period and in each extra period. E. The shot clock signal sounds while a team is in control of the ball.

Phase 2	Learn to control game clock whenever there is a new team possession
Team establishes a new team control possession (new shot clock period)	**Pick up the game clock:**
	A. Pick up the last two digits of the game clock. B. Example: 6:26 -> pick up the 26. C. Whenever you have to correct the shot clock, you know the game clock time and when the shot clock period started. D. Example: **6:26** - new team possession -> ball goes out of bounds and shot clock is re-set by mistake. When the game clock shows **6:10** the Referee can determine the shot clock with some basic mathematics: **26 – 10 = 16** (therefore 16 seconds has elapsed). The new correct shot clock time is **8** seconds. E.
Most common situations when errors occur with timing.	A. Jump ball - legally tap (start game clock) and first possession (shot clock) B. Out of bound play (stop game clock) C. Throw-in (start game clock) D. Rebound play - new possession (shot clock) E. Saving ball from out of bounds play (if new control or not – shot clock) F. "Loose ball" but not a change of team control (re-set clock by mistake)

Phase 3	Learn to control game and shot clock in the end of period
New team control and 24.0 seconds or less on the game clock.	**When you have 24.0 seconds or less on the game and there is a new team control**
	1. One of the referees indicates this by showing one finger. 2. The other referee(s) will copy the signal (mirroring). 3. This means: it is possible that the period will end during this team's control. 4. All referees should get ready to pay close attention to the game clock in order to determine in a last moment shot situation whether the shot has been taken in time – A valid basket or not (cancelled basket).
Procedure when signal sounds / LED lights appear for the end of the period.	1. Referee blows the whistle immediately and raises his hand.
	2. **If the basket is valid** (ball is released before the signal sounds / LED lights appear), the referee keeps the hand up and when ball goes into the basket shows the basket count signal (2/3 points).
	3. **If the basket is to be cancelled** (ball is still in the hand of the shooter when the signal sounds / LED lights appear), the referee indicates immediately the "cancel basket" signal.

MODULE R3   3 PERSON OFFICIATING (3PO) - BASICS

R3.0. INTRODUCTION

Three officials are the best way to have a game officiated. If it were not, the NBA, WNBA, NCAA, FIBA and all of the top leagues in the world would not use this system. In modern basketball, the game is spread all over the court and multiple actions take place simultaneously. 3PO is a great tool to implement correct IOT principles and to provide more time to actually process the play analytically (start-middle-end of the play) before making a decision. The analyses show that correct "no calls" are higher with 3PO than 2PO, and first illegal actions are called rather than reactions. These both actually decrease the number of calls and allow for a more dynamic game.

The key to successful 3PO is one simple word: trust. You must trust your partners. Only then can you concentrate on your primary area of coverage, and not have to worry about what is going on in your partner's area. Ideally, all three referees should have one primary in 3PO and there should be no need to referee any secondary coverage.

At the top level of officiating, 3PO is seamless teamwork where all three officials are individually refereeing where the others cannot, each covering part of the court, or at the advanced level, covering a different part of the very same play. However, before progressing to an advanced level, it is important to have a solid knowledge and understanding of 3PO basics.

The biggest challenge amongst the referee instructors is the instructors do not always have experience officiating 3PO on the floor. It is the same as teaching how to drive a car, but without actual driving experience, and only with theoretical knowledge.

R3.1. COURT POSITIONS

Target: Understand the basic court positions of Trail, Lead and Centre in 3PO, and positions before the game and during the time-outs.

Let's start with some key terms regarding the court positions.

TERM	EXPLANATION
Strong side – refereeing (SSR)	Side of the court where the Lead & Trail referees are located (in 3PO).
Weak side – refereeing (WSR)	Side of the court where the Centre referee is located (in 3PO).
Ball-side (BS)	This refers to the position of the ball. When the playing court is divided by an imaginary line extending from basket to basket, the side of the playing court on which the ball is located is called the "ball-side".

Opposite side (OPS)	This refers to the side of the playing court which is furthest away from the scorer's table.
Trail (T)	The Trail official is the official who is positioned approximately at the edge of the team bench area nearer to the centre line and on the same side as the L (always strong side).
Lead (L)	The Lead official is the official who is positioned at the endline. The Lead should be always on the ball-side as much of possible (strong side).
Centre (C)	The Centre official is the official who is positioned on the opposite side of the frontcourt from the L (usually opposite ball-side) at the free-throw line extended (set-up position). Depending on the location of the ball, C may be on either side of the frontcourt.

Diagram R4: Trail, Lead, Centre, Strong-side, Weak side, Ball-side and Opposite side.

The standard positioning before the game and during the half-time is described in Diagram 5.

If the referees are warming-up properly, one referee observes the court while the other two warm-up on the outside of the sideline (Diagram 6). The referees should rotate into different positions in order to have a proper warm-up and to observe the teams.

Diagram R5 (standard pre-game position)
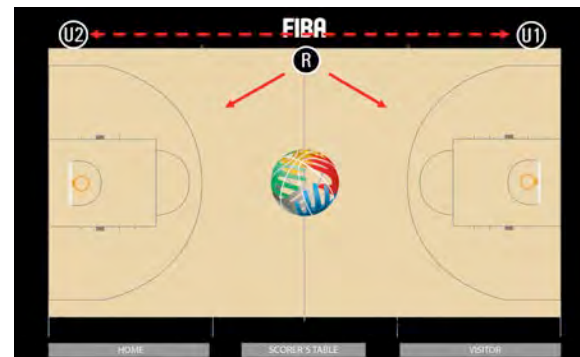
Diagram R6 (optional pre-game position when two referees can warm-up all the time)

The officials positioning during the time-outs:

Referees have three standard positions during the time-outs (always on the opposite side). They can select any of the three positions they feel are the most appropriate (Note: leave the ball on the court where the game will be resumed).

When a time-out has 20 seconds remaining, two referees will move close to the team bench areas in order to be ready to activate the teams to return back to the court when the 50 seconds warning signal sounds.

Diagram R7: The three standard time-out positions, always in the opposite side.

Diagram R8: When 20 seconds remaining of the time-out, two referees move close to the team bench areas.

R3.2.   JUMP BALL & START OF THE PERIODS

Target: To identify and understand the procedures during the opening jump ball and start of the periods.

The position of the referees during the opening jump-ball:

1.   The Referee (R) is responsible for tossing the jump ball from a position facing the scorer's table.

2.   The umpires take positions on the opposite sidelines. U1 is table-side close to midcourt line and U2 is opposite side even with the edge of the team bench area.

3.   U1 responsibilities:
   a)   Calling for a re-jump on a poor toss or a jumper violation.
   b)   Giving the time-in signal to start the game clock when ball is legally tapped.

4.   U2 responsibility: observing the eight (8) non-jumpers for possible violations and fouls.

Diagram R9: The Referee administer the toss and U1 is located close to midcourt line to observe possible poor toss and violations by jumpers, U2 is located opposite site observing the possible violations by non-jumpers

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Jump ball – play goes to Referee's left
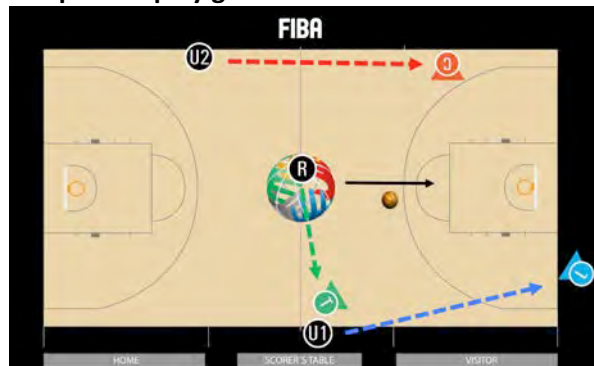
Diagram R10: 1) U1 becomes L, 2) U2 becomes C, 3) The Referee moves to the sideline where was U1 and become T

Jump ball – play goes to Referee's right

Diagram R11: 1) U2 becomes L, 2) U1 becomes C, 3) The Referee (R) moves to the sideline where was U2 and become T

Start of the period:

The positioning of the referees is 1) The Referee (R) administers the throw-in at midcourt and becomes T 2) U1/U2 position themselves in L position opposite-side and in C position table-side.

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Diagram R12: The Referee (Crew Chief) will always be the administering official for the throw-in opposite-side to start the periods. U1 and U2 will place themselves either in L or C position.

R3.3.   COURT COVERAGE

Target: To identify and understand the basic coverage in the frontcourt.

When 3PO works optimally with experienced, professional referees, they will only need to officiate in their own primaries. If all 3 referees cover their primaries, there is in theory no need for any secondary coverage. The basic principle is that a referee should have an open look on the play, and should be in position to referee where his partner is unable to observe.

In the diagrams below, the Lead has the smallest area of coverage by size, but the analyses clearly indicate that the Lead still makes about 50-60% of all foul calls in the game. This is the result of the so called "action area" (also known as "bus-station") which is the post on the ball-side. In the other words, most of the plays end up in the action area and if Lead is on ball-side, as they should be, they have the best angle to cover any play in the action area. This why it is critical to always have two referees (T&L = strong-side) on the ball-side.

Naturally, the game is dynamic but coverage areas in theory are static. This is why there are two different descriptions of the coverage areas: Principle (static – diagrams 13&14) and Functional (dynamic - diagrams 15&16) which will have naturally overlapping or dual coverage in the same primary.
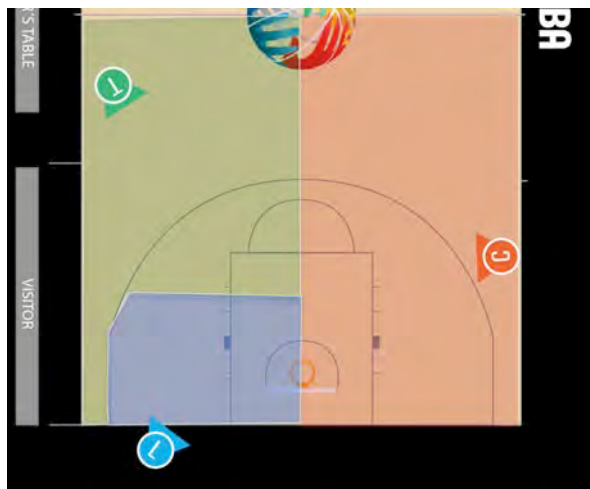
Diagram R13: Court coverage in principle by all T, L and C when the L is located on the table-side.
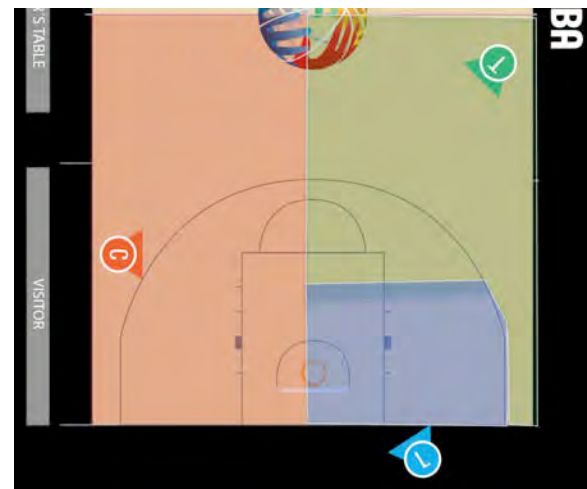
Diagram R14: Court coverage in principle by all T, L and C when the L is located on opposite-side.
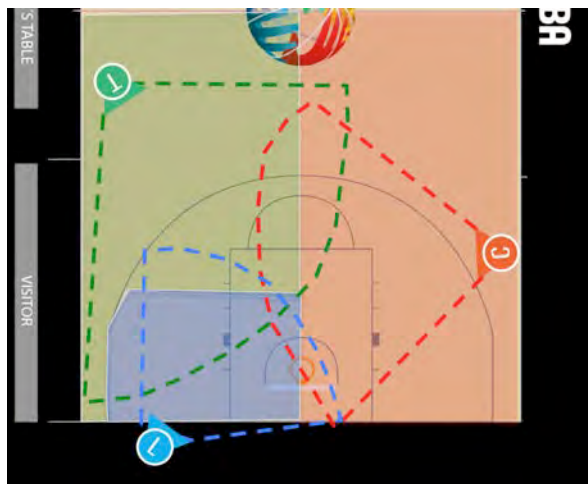
Diagram R15: The functional court coverage by all T, L and C when the L is located on the table-side.
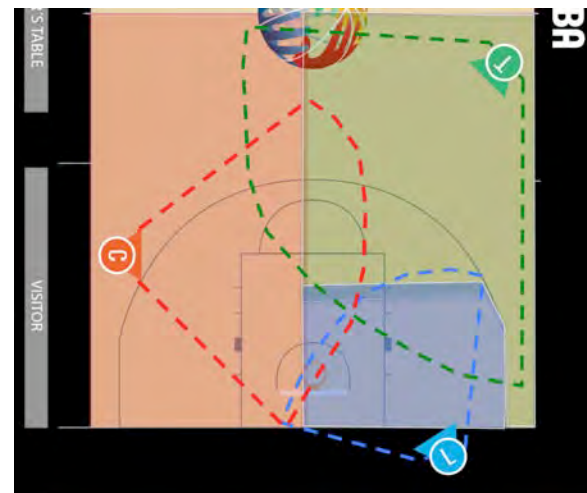
Diagram R16: The functional court coverage by all T, L and C when the L is located on opposite-side.

R3.4. ROTATION

Target: To identify the need, time and proper techniques of rotation.

The successful outcome of 3PO depends on how many of the play situations involving the ball are covered by the strong side officials (L & T). For that reason, 3PO has rotational movement that allows the Lead to change his position (rotate) on the endline to the other side of the court.

Lead always initiates and dictates the rotation. It is very important that Lead is always looking for reasons to rotate (not reasons not to rotate). This active mind-set keeps 3PO coverage active in the frontcourt ensuring two referees are on ball side as much as possible. While it may appear to those who do not have experience with 3PO that the referees are just moving in rotation and that it is not important how the rotation is executed, it should be understood there is a specific technique in each position during the rotation. L, T & C must constantly be aware of when & how to rotate, and when to switch their area of coverage.

The keys to the successful technique of a proper rotation, especially by L who initiates it, are (1) proper distance to rotate (close down), (2) proper timing to rotate (when ball moves to the weak side), and (3) proper technique (assess, move sharply, no hesitation).

When analysing the games, we have found in some games there have been more play situations that have ended up with a drive or a shot from the weak side rather than from the strong side, meaning that only one referee (C) has ball coverage. This is contrary to the philosophy and meaning of 3PO.

When analysing the rotations at the advanced level, we should always consider whether a rotation was possible in the case of a weak side shot and/or drive. If the answer is yes, then there is room to improve.

Rotation in summary:

1.   Ball moves to the middle of the court -> Lead closes down

2.   Ball moves to the weak side -> A) Lead rotates to the weak side and B) Trail rotates to the new Centre position.

3.   Lead has completed the rotation and is ready to referee the play -> Centre rotates to the new Trail position. Rotation is completed.

4.   When there is a quick shot or a drive from the weak side, there should be no rotation initiated by Lead (see Pause).

5.   When Lead is rotating, he walks sharply (never run). This allows him to abort the rotation in the case of a quick shot or drive from the weak side, or a change in the direction of the play.

Rotation has 4 different phases:

1.   **Phase 1: Close Down** When the ball is in the middle of the court (rectangle 2), Lead should move to the close down position in order to be ready to rotate when the ball moves to the weak side.

If ball returns back to the strong side, Lead will kick out to the normal set-up position.

Note: Close down position is not the position to referee the play. If there is a drive to the basket or a shot, Lead in close down position should move out in order to have proper distance and angle for the play.

Diagram R17: Ball moves and remains at rectangle 2 – Lead moves to close down position.

Diagram R18: If ball moves back to the strong side – Lead moves back to his initial position.

2. **Phase 2: Rotation by Lead & Trail** When the ball moves to the weak side, Lead starts the rotation as soon as possible. At the same time, Trail moves into the new Centre position.

a) Phase 2a: Rotation by Lead – Pause When the ball has arrived to the weak side, the Lead should analyse if there is a chance for a quick shot or a drive from the weak side. This one second ("one breath") delay is called Pause. If a player with the ball takes a shot or drives to the basket, there will be no rotation and the Centre needs to cover the play on the weak side. Why – the principles of distance & stationary refereeing an individual play still need to be respected (above all).

b) Phase 2b: Rotation by Lead – Scan the Paint When Lead rotates he should walk straight and sharply, while actively refereeing all the time. If there are players in the paint, they are Lead's primary and if not, Lead looks for the next active matchup(s) or players that might arrive to the action area (bus station) on the new strong side.

VID >>
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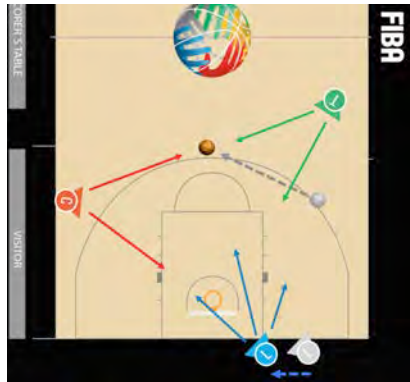
Diagram R19: Ball moves to the middle of the court,
L closes down. C prepares to move his coverage on the ball.

Diagram R20: Ball moves to the weak side, L rotates and
scan the paint or closest match-up.

c) <u>Phase 2c: Rotation by Trail to Centre position</u> As soon as the Trail has ensured that the Centre has picked up the ball on the weak side, the Trail should move his eyes off the ball and pick-up the new weak side (his side) post play. Studies have indicated that this is one of the weakest links during the rotation procedure, because often the Trail is "locked-in" with the ball.

d)

Diagram R21:
When Centre has picked-up the ball, Trail shall pick-up the new weak side post play asap.

e) Phase 2d Rotation "not completed" by Lead When Leads uses the proper technique to rotate (early start, walking sharply), he will be able to stop the rotation any time and return back to his initial position. The most common situations are drive/shot from the weak side during the rotation or skip pass to the other side of the court. When this occurs, the Centre does not move anywhere yet and will stay in his position as Centre. The Trail will return back to his initial position as Trail. As a principle, if Lead has passed the middle point of the backboard or the paint, he will complete the rotation as this is the point of no return.

Diagram R22: Drive/shot from the weakside and Lead is able to abort and return back to referee.

Diagram R23: Skip pass to the other side, Lead is able to stop and return back to the ballside.

3. Phase 3: Lead arrives to the ball side and Centre rotates to new Trail position

After Lead has completed his rotation, Centre is the last person to rotate to the new Trail position.

a) Phase 3a: Coverage by Centre & Lead Centre will stay in his position and mentally with the ball and any play around it until Lead has completed his rotation, is ready to referee the play, and the play is no longer active. If the play is progressing during the Lead rotation, Centre will stay with the play until it is completed and no longer active. Our primary target is to continue to referee any play and then to move to the new position (rotate). As a result, there will always be two Centres momentarily.

b) Phase 3b: Rotation by Centre to the Trail position When Centre moves up to the Trail position he should move backwards, facing the basket all the time (45°).
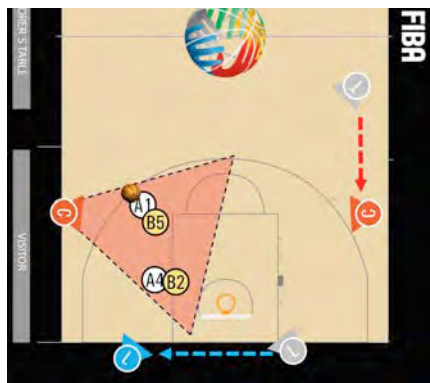
Diagram R24: C will stay with the play until L has completed his rotation and ready to referee.
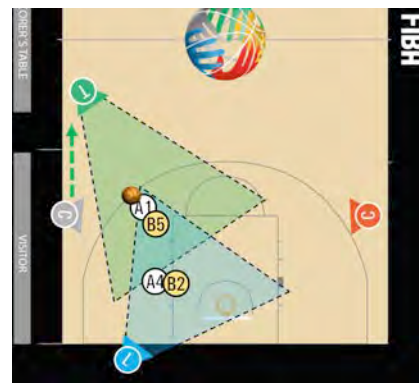
Diagram R25: Old C is always the last one to move to the new T position (moving backwards) and now the rotation is completed.

4. **Misbalance – "partners do not pick-up" the rotation** While it should be avoided, there will be times when not all of the referees will be aware that there is a rotation in progress, and then a change in the direction of play occurs. What is the procedure in this case? The referees should not panic as there are two options to adjust properly during a breakdown in the rotation while in transition. Normally, there is always at least one referee (but usually two), who is (are) aware of the situation.

   a) Option 1: New Lead & Centre should always look for their partners and court balance while in transition. Identify what side the new Trail is on in the backcourt, and adjust accordingly in order to have correct balance when arriving in the frontcourt. You can use your voice or pre-designated signals amongst the crew to draw the attention of the referee who has missed the initial rotation.

   b) Option 2: New Trail is always the last chance to balance the court coverage during a missed rotation in transition. Normally the new Trail has more time and an ideal view to see the the progress of the transition play. If necessary, new Trail can move to the other side of the court during transition to have Trail and Lead on the same side. However, this should happen in the backcourt.
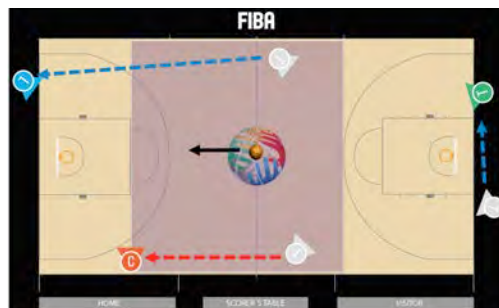
Diagram R26: New C & L should always control the court in transition, before they arrive at the free throw line extended on the frontcourt.
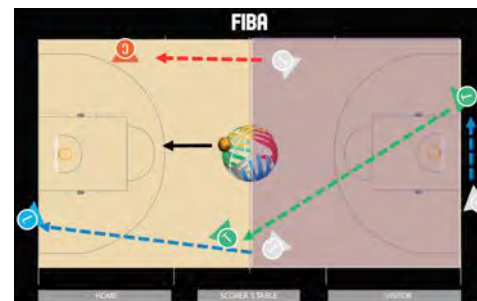
Diagram R27: Second option is that new T balances the court coverage by crossing the court diagonally, on the backcourt.

R3.5.   LEAD POSITION & TRANSITION

Target: To identify proper working area and coverage in the Lead positon

During transition, the new Lead should arrive to the baseline in four seconds or less, and should be in a position ready to referee. The new Lead should also be in good position to referee the play throughout transition down the floor. This is only possible when the following correct techniques are applied:

a)   Stay with the previous play before the new transition – namely, wait until the ball has entered the basket in the case of a successful shot for goal or when a defensive player has gained control of a rebound;

b)   After turning with a power step, be sure to face the court all the time (when done properly, the referee should also able to pick-up the game clock);

c)   Start transition with full speed and maintain it until arriving at the baseline;

d)   Face the court during the entire transition (actively looking for next play to come and refereeing defence);

e)   Run straight to the baseline to set-up position (keeping same distance from the play all the way) – "out-side/out-side" angle;

f)   Stop on the baseline with "one-two" count in a stationary position, and be ready to referee the play when it starts.
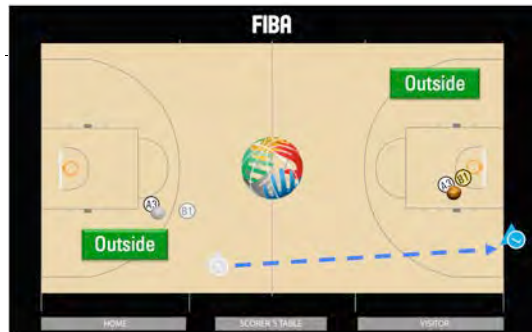
Diagram R28: L moves correctly with straight line to the endline maintaining the same distance from the play – speed and size of the players remains same from the start to the end.
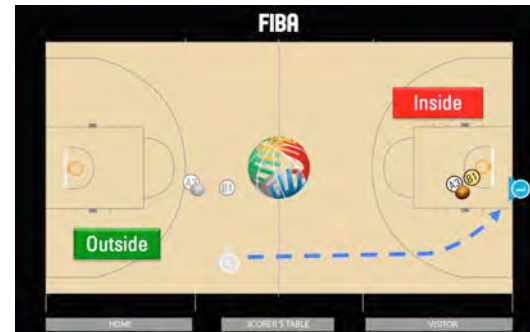
Diagram R29: L curves incorrectly close to the basket and the play is coming at L. The angle changes completely because players look bigger and faster.

Lead works on the baseline in a 45° angle facing the basket. Position should be not more than 1 metre from the baseline and normally outside the paint. The Lead's working area is from three-point line to the lane line of the key.

The normal set-up point for Lead is between the lane line of the key, and the three-point line. The Lead should move on the baseline according to the movement of the ball, ensuring they have position on the edge of the play. The Lead should work off-the court.

The Lead should normally make all violation/foul calls on the strong side of the court. Studies have proved that when the Lead makes calls on the weak side (other side of the court), especially on a drive (high contact), the decisions are incorrect, and in many cases, phantasy calls occur with guessing (foul called where contact was legal or no contact at all). This type of call is called "Lead cross call" and should not happen. The Lead must trust that the Centre will make the call if there is illegal contact (trusting Lead & active Centre).
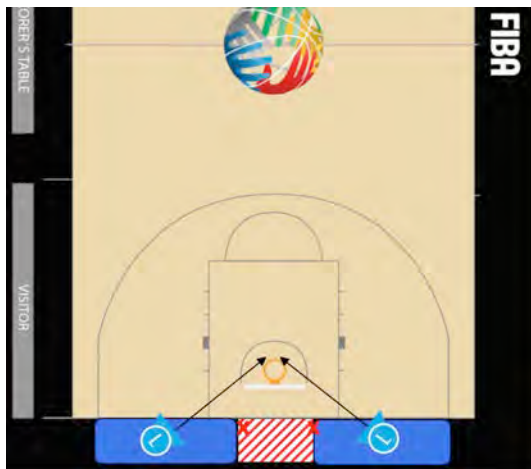
Diagram R30: Lead working area is between 3 point line and edge of the board. To find out if you have the correct position is to check that you will se the front of the rim.

Diagram R31: Lead must trust to the Centre who has to be active and ready cover his primary. The diagram demonstrates the "cross call" by Lead what is incorrect.

When ball comes to the strong side post (Lead's side) lead should prepare for a possible drive to the basket by taking few steps wider. This is called "Lead cross step". This allows Lead to see a possible drive to the basket, identify the possible help defence from the weak side, and implement the same "Distance & Stationary" principle as in transition.
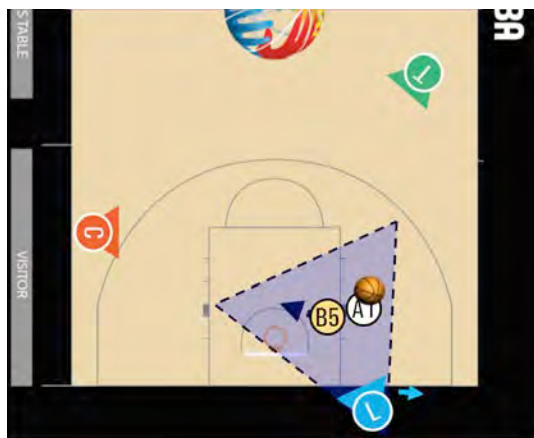
Diagram R32: When ball comes to the strong side low post, Lead prepares for the next play and by taking cross steps to have wider angle covering the next possible play.

Diagram R33: L has taken the cross steps and turned slightly his torso towards to the basket. This new angle allows to Referee defence in the drive and prepare for the help defense.

R3.6.   TRAIL POSITION & TRANSITION

Target: To identify proper working area and coverage in the Trail position

During transition, the new Trail should always trail the play (behind the play – not in line or in front of the play). This way the Trail is able to easily control the clocks and analyse the next possible plays to come. This is only possible when the following correct techniques are implemented:

a) Wait behind the baseline until the ball is either passed to a teammate on the court after a made basket and the thrower-in has advanced on to the court (the new Trail should wait to have a minimum of 3 meters distance from the ball before they step on to the court);

b) Always maintain a proper distance behind the play – 1-2 steps (no yo-yo running);

c) Be the last to arrive in the front court, and have a 45° angle facing the basket (all players should be between straight arms extended = right/left side sideline & left/right side centre line).
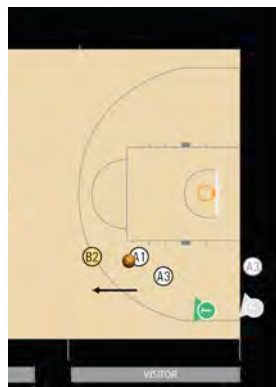
Diagram R34: New T applies correct techniques by waiting behind the endline that ball is passed to the team mate after the basket and the thrower-in has advanced to the court.

Diagram R35: T maintains the proper distance always behind the play (no jo-jo running) facilitating the steady wide angle and T is able to control the clocks and see the set-ups on the frontcourt.

Trail working area is between team bench area line and centre line. The Trail should be able to control a wide area if they are keeping a proper distance from the players with an active mind-set to analyse the next movements of the players. Trail normally works on the court.

When the ball moves closer to the Trail's sideline, he should step on the court (the only case). Whenever Trail has a dribbler in the front of him, he should actively be thinking which direction the dribbler will move next. Whenever a player moves in one direction, the Trail should move to the other direction - this is called "Trail Cross Step". When the play is over, the Trail should return close to the sideline in the standard working position.
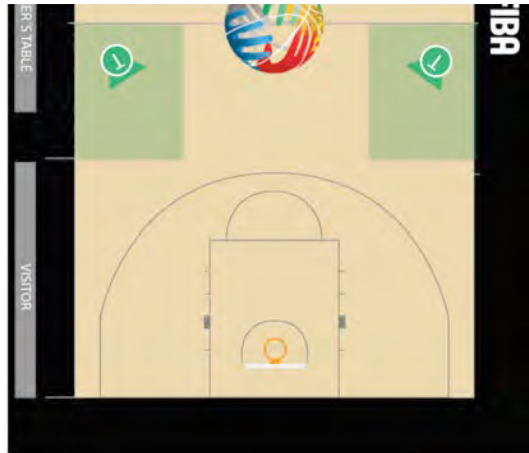
Diagram R36: Trail working area is between team bench area
line and centre line. If ball moves to close to strongside sideline,
T should take one-two steps on the court to maintain wide angle.

Diagram R37: Whenever T is straight-lined he thinks in advance
which side the player will move next. When player moves T
should react and take cross step to the opposite direction than players.

R3.7.   CENTRE POSITION & TRANSITION

Target: To identify proper working area and coverage in the Centre positon

During the transition from Centre to Centre, the referee in question has to follow these techniques:

a) Stay with the previous play before the new transition. Namely, wait until the ball has entered the basket in the case of a successful attempt for goal, or until a defensive player has gained control of a rebound;

b) Face the court during the entire transition (actively looking for next play to come and refereeing defence);

c) Run straight to the frontcourt free throw line extended (set-up position);

d) When a transition play is advancing on the weak side, Centre might need to stop momentarily and referee the play (keep distance from the play – anticipate).

Centre working area is between top of the free throw circle and the imaginary "bottom of the free throw line circle". Practically speaking, this means the free throw line extended, a couple steps up, a couple steps down. The Centre working area is normally always on the court.

Any play on the weak side towards the basket is the Centre's primary. The Centre has to remember to be ready to make the call when there is illegal contact or action. If the Centre misses the illegal contact and is passive, this will force the Lead to be more active and in the worst case scenario, will result in "Lead cross calls" (trusting Lead & active Centre).

Diagram R38: Centre normally moves in the transition from Backcourt to frontcourt free throw line extended facing court covering possible any weak side transition.
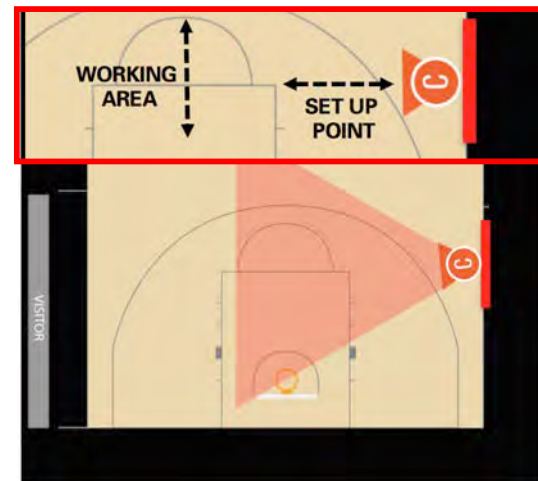
Diagram R39: Centre's set-up position is at free throw line extended and working area from top of the free throw circle to the imaginary bottom of the free throw circle.

When there is a weak side drive to the basket, the Centre should take a step(s) on the court diagonally towards the centre line, or the same principle as with the Trail. Whenever a player moves in one direction, the Centre should move in the other direction. This is called "Centre cross step". There will always be a moment when the C is straight lined at the start of the drive, but this is only momentary and is minimized with the cross step.

In case of trap on the frontcourt of the weakside and close to the centre line, C moves close to the centre line to referee the play ("go wherever you need to to referee the play"). After the trap situation is over Centre will return to the normal position at the free throw line extended, unless Lead has rotated during the trap (should have rotated before the trap).
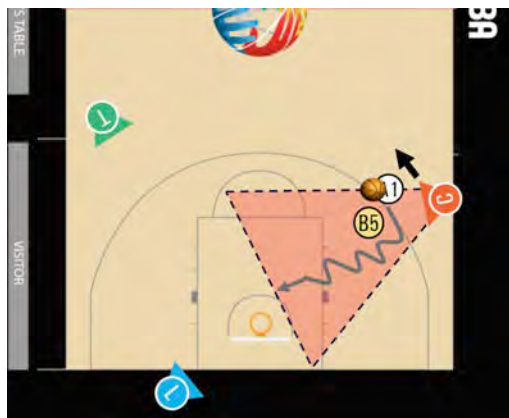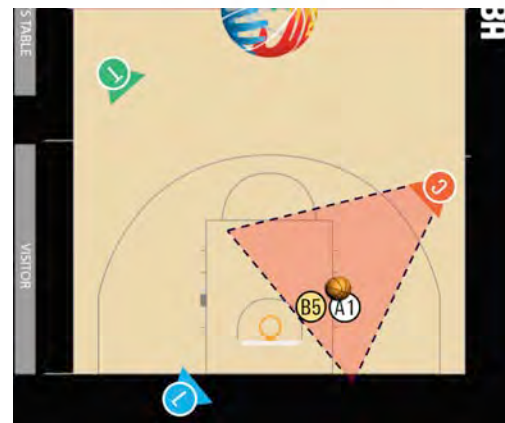
Diagram R40: Ball on the weakside and C prepares to referee the drive to the basket (mentally ready to take cross step).

Diagram R41: Dribbler moved to the left and C took correctly Cross step(s) to his right and maintain the open angle.

Diagram R42: When there is a trap close to the centre line on the weakside of the court C needs to move close to the centre line in order to cover the play properly, but this is not rotation (unless L is rotating).

Diagram R43: After the trap is over C will return his initial position and working area at the free throw line extended (unless L has rotated during the trap – first option).

R3.8.   FAST BREAK

Target: To identify proper coverage and Lead-Centre cooperation during a fast break

During the fast break, it is important to understand that the Centre has to be active and has 50% of the coverage (weak side).
Any action or contact on the weak side should be covered by Centre, and any action on the strong side by Lead. This is the beauty of 3PO when it works properly.
It is good to practise when running from Trail to Lead in transition to automatically identify where the Centre is on the other side of the court. When this becomes a standard procedure, it will also automatically happen during the fast break when time is more limited.
The Lead and Centre need to run at full speed, analyse when the play will start, and then stop and referee the play by focusing on the defence (referee defence). The weak point in coverage during the fast break is when the new Lead curves under the basket and tries to referee the action on the weak side. This destroys the concept of 3PO as each referee is responsible for his own primary and there is no need for secondary.
It is important that the Centre quickly arrives in the front court at the free throw line extended because he has the best coverage for the possible goaltending or basket interference.
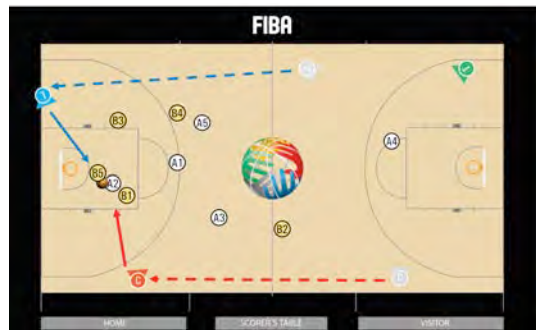
Diagram R44: C has to run fast in every fast break. It is important that both L & C are able to have stationary position to referee when the play starts. It is normally a dual coverage.

R3.9.   OUT-OF-BOUNDS & THROW-INS

Target: To understand coverage on out-of-bounds plays to ensure that only one referee always makes the "out-of-bou

The 3PO covers all of the boundary lines in the frontcourt. Only the Trail has two lines to cover. The basic rule is that   ntre
covers his sideline, and Trail covers his sideline and midcourt line.

Sometimes the Centre can also help with possible backcourt violations when the ball is played on the weak side befor
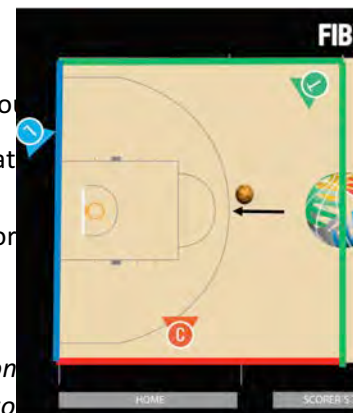
Diagram R45: L & C has on

only T has two
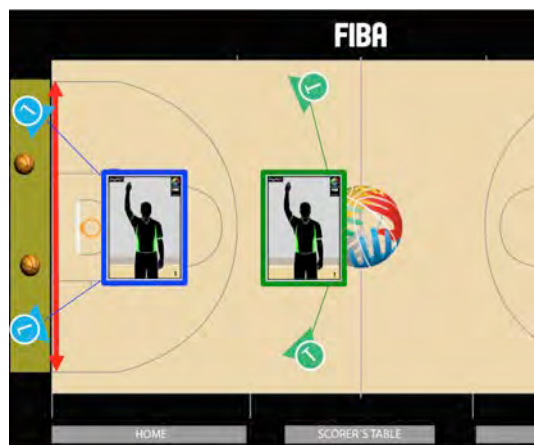
*Diagram R46: When the throw-in is on the forntcourt's endline
between 3 point line and edge of the backboard L position
is outside of the throw-in spot (C has to be ready to cover his side).
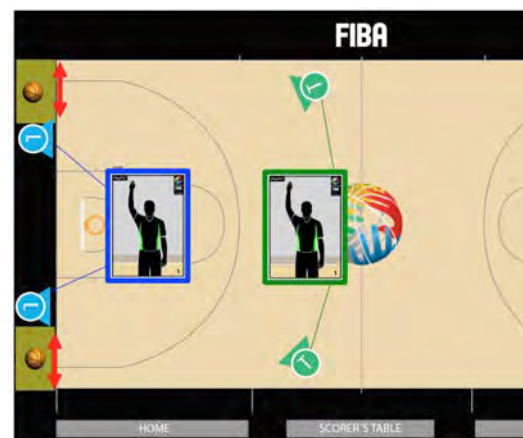T mirrors the "time-in" signal to the table.*

*Diagram R47: When the throw-in is on the forntcourt's endline
between 3 point line and sideline L position is between basket
And throw-in spot. T mirrors the "time-in" signal to the table.*

R3.10. SHOT COVERAGE (GENERAL & 3 POINTS ATTEMPTS)

Target: To identify and understand the coverage of each referee during shots for goal.

The basic principle is that the Lead has primary coverage on any 2 point shots on the strong side (as demonstrated below, blue area) and the Trail has primary coverage for all 3 point shots, and 2 point shots on the strong side.
The Centre has primary coverage on all shots on the weak side (see diagram R48).

Whenever there is dual coverage (restricted area, rectangle 2), the basic principle is that the respective referee covers his side of the play (see diagram R49).
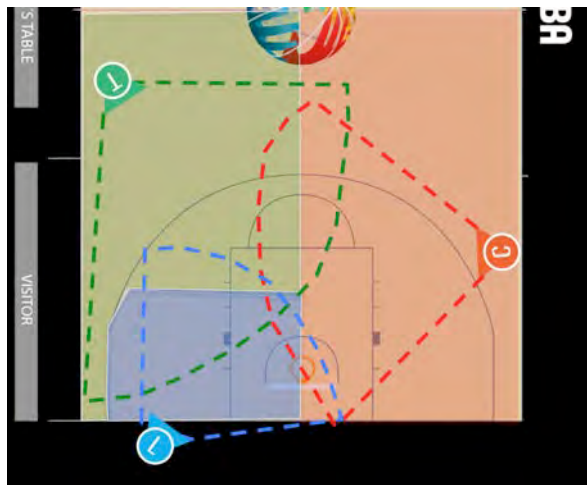

Diagram R48: L has normally the primary coverage in blue area, T in green area and C in red area (note: next diagram has strong side on the right side)
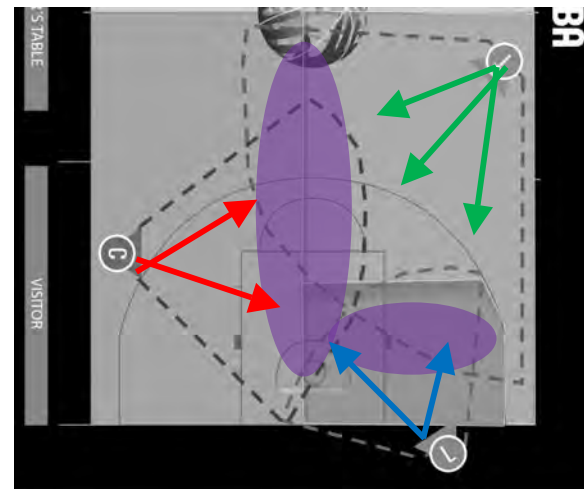

Diagram R49: In dual coverage areas it is important that both referees have the discipline to process the entire play and try to focus only for their side of the defensive players.

R3.11. REBOUNDING COVERAGE

Target: To identify the correct techniques for total coverage during rebounding situations to ensure that not more than 1-2 active match-ups are covered by each referee

During the Basketball Knowledge section, the principles for successful rebound techniques by the players (inside position, timing) were covered. Let's move to the practical implementation of these principles and how this relates to refereeing.

First of all, it is crucial to understand that when any shot is taken, this is the key moment for the players to move to the most profitable position in order to get the rebound. In many cases, referees are thinking that the key moment is when ball hits the rim, which is completely too late. Keeping in mind the key principles noted above, it is important that the referees are already in position to referee the rebound situation when the shot is taken (active mind-set, appropriate positioning for the next play). In doing so, the referee implements the basic IOT elements regarding Distance & Stationary, and active mind-set facilitating the chance to process the entire play ((analytical decision) – not only to see the end and react (emotional decision)).

The second successful technique is to define the principle that each referee has only 1-2 active match-ups to follow during a rebound. It is not so difficult if the referee focuses only on a few players instead of trying to cover all of the court and the ten players. The challenge is that all referees pick-up the different match-ups. Naturally, the Pre-Game Conference plays a significant role in the correct plan, methods and execution.

Normally, each referee picks up the closest active match-up, and possibly one more. Normally, you are able to rule out one match-up that will not be active during a rebound situation that needs no active attention.

Shot from the strong side: Lead covers the match-up close to the basket (holding and clamping fouls), Trail & Centre focus on perimeter rebounds (pushing, crashing and "over-the-back") on their respective sides. Centre has primary coverage on goaltending or basket interference as Trail has shot coverage (diagram R50).

Shot from the weak side: Lead covers the match-up close to basket (holding and clamping fouls), Trail & Centre focus on perimeter rebounds (pushing, crashing and "over-the-back") on their respective sides. Trail has primary coverage on goaltending or basket interference as Centre has shot coverage (diagram R51).

> If there are no active match-ups on your side, you need to move to the next active match-up!
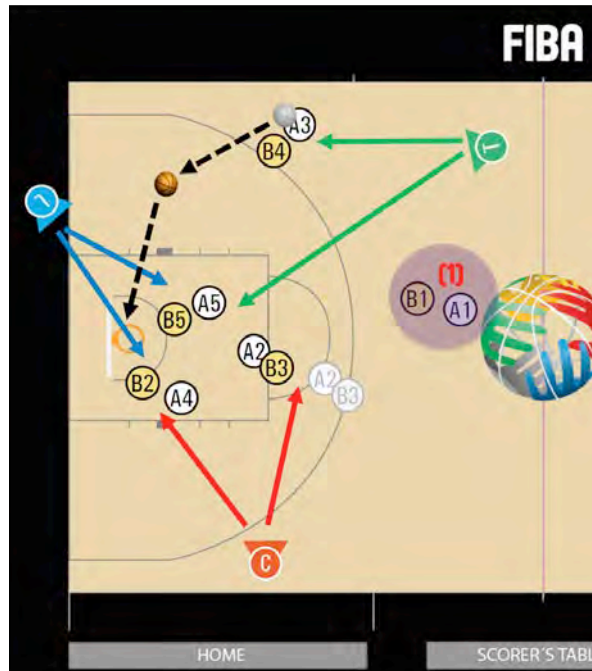> (not engaged with mechanics but the play & active mind-set)

Diagram R50: Shot from the strong side, L focus for close to basket, T & C for perimeter players and C has the primary for the possible goal tending and basket interference, **(1)** not active match–up.
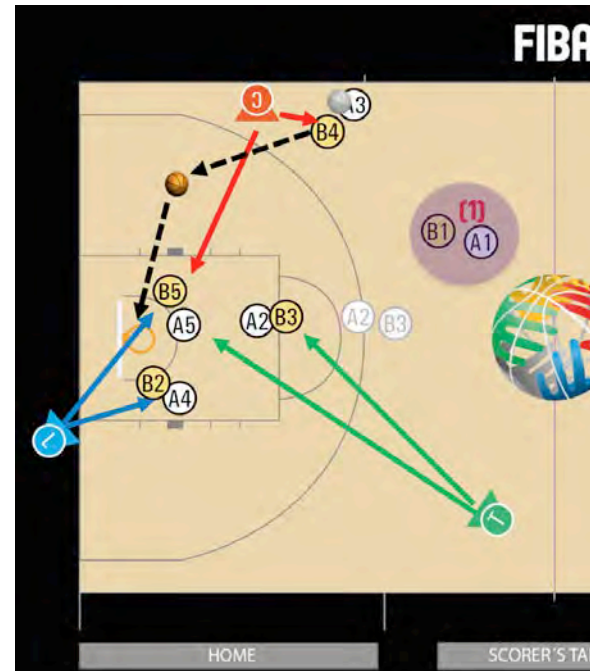

Diagram R51: Shot from the weak side, L focus for close to basket, T & C for perimeter players and T has the primary for the possible goal tending and basket interference, **(1)** not active match–up.

R3.12. REPORTING FOULS & SWITCHING

Target: To identify and know the correct positions and procedures after a foul is called.

There are four basic principles for switching positions after a foul is called:

a) The referee who calls and reports a foul resulting in a throw-in will always go opposite from the table;

Diagram R52-R55: Few examples of switching after foul is called on table side and opposite side. Referee who calls and reports the foul will move to the opposite side of the court in new position (T,C or L). The two remaining referees fill up the empty spots.

b) If If two referees call the same foul, the referee who is on the opposite side will report the foul and there is no need for a switch (diagrams R56 & R57);

Diagram R56: T & C calls the same foul, C reports the foul, because is already in the opposite side. (no need to switch)

Diagram R57: T & C calls the same foul, T reports the foul, because is already in the opposite side. (no need to switch)

c) The referee who calls and reports a foul resulting in free throws will always go opposite from the table in the Trail position (below few examples);

Diagram R58: C calls and reports the foul (resulting free throws) on the table side. C moves to the T position on the opposite side after the communication with scorers table has ended.

Diagram R59: L calls and reports the foul (resulting free throws) on the opposite side. L moves to the T position on the opposite side after the communication with scorers table has ended.

d)   When a foul is called in the backcourt or there is an offensive foul in the frontcourt, there is no switch unless it is necessary to facilitate the new position of the reporting referee on the opposite side (see point a) (no long switches).

Diagram R60-R63: Four examples of offensive fouls on the frontcourt. All these cases no "long switches" from endline to endline.
Naturally calling & reporting referee moves to the opposite of the court and two remaining referees fill up the empty spots.

R3.13. LAST SHOT

Target: To identify which referee is on the last shot and who is responsible for controlling the game/shot clock at the end of a period or the game.

Normally, either the Trail or Centre decide if any shot close to the end of a period or game is a valid basket or if the ball was not released before the LED light/signal.

The normal procedure is that the referee (Trail or Centre) on the opposite side of the scorer's table is responsible for the control of the last shot unless he is engaged with another play, in which case the referee on the table side is responsible for the clock.

If any of the referees not covering the last shot have information regarding the last shot and the clock, they are required to go immediately to the calling referee who is responsible for the last shot and share this information with the crew.
In the event there is disagreement amongst the crew, the Referee always makes the final decision.

See also module R2 of IOT for individual techniques for the correct procedure.

APPENDIX A: SELF-EXAMINATION

Questions regarding Modules R1-R3 "Refereeing":

Please try to answer first without checking from the Home-Study Book for the following questions:

1. What is refereeing? (R1)

2. What is the core function of the referee? (R1)

3. Name the basic principles for analysing play phases and calling the game? (R1)

4. What are the benefits of having proper distance from the play? (R2)

5. Name 3 out of 6 principles for positioning and open angle? (R2)

6. What are the key points for making the call and communicating the decision on the spot? (R2)

7. Name the check list for the successful ball toss? (R2)

8. Name the procedure of administrating throw-in? (R2)

9. What is the procedure for the referee when shot is taken close to the end of the Period when (R2)
   a. Basket is valid?
   b. Basket is not valid?

10. Draw the basic court coverage in principle on the frontcourt for Lead, Trail and Centre? (R3)

11. Name the 3 phases of the rotation? (R3)

12. Explain the "cross call" by Lead? (R3)

13. Who has the primary coverage for the weakside drive/shot? (R3)

14. Explain the principle of "cross step" (R3)?

15. Who is responsible normally for the last shot in 3PO? (R3)