

BASKETBALL

COACH TRAINING GUIDE

🧠 MENTALLY ⚡ ATHLETICALLY ✨ SPIRITUALLY 🗣️ SOCIALLY







BASKETBALL COACH TRAINING GUIDE

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COACH
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360 Progression

As an Upward Basketball Coach, you play a major role in building your participants into total athletes through the exclusive 360 Progression – a uniquely designed sports experience that develops players mentally, athletically, spiritually and socially as they participate on your team. This unique approach is based on Luke 2:52 – *“And Jesus grew in wisdom and stature and in favor with God and man.”*



Mentally - Making Wise Decisions

Through basketball, you will teach valuable life lessons that will promote making wise decisions on and off the court. A 360 Coach knows how to teach the game in a way that young athletes can understand.



Athletically - Improving Physical Ability

One of the main reasons parents register their young athlete to play is to improve their physical ability. A 360 Coach will help young athletes reach their full potential by focusing on long-term development, not short-term gain.



Spiritually - Embracing Life's Purpose

The mission of Upward Sports is to promote the discovery of Jesus through sports. As a 360 Coach, you will be vital to this mission's success. Throughout the season you will introduce life's true purpose through intentional character lessons while leading an introduction to the Gospel message.



Socially - Fostering Healthy Relationships

An important part of growing as an athlete is connecting with teammates. As they enjoy time with others, they are building healthy relationships. As a 360 Coach, you should be a catalyst in helping young athletes form meaningful and lasting relationships.



360 Coaching Keys

To be a 360 Coach, there are some practical keys to coaching that are necessary for success:

1. **Teach the game through drills** – The ability to execute proper drills enhances skill level and improves athletic foundations. Your practices should utilize drills that enhance skill development. Don't just go through the motions. TEACH each player how to improve their game. Remember, parents are watching and are counting on you!
2. **Teach the rules of the game** – For players to grow in the sport they must understand and apply the rules of the game. Take time to explain rules and why they are important.
3. **Instill sportsmanship with a competitive spirit** – This may sound like a contradiction in terms but it's not. Your young athletes need to learn how these two important elements work together:
 - Great sportsmanship involves valuing others. Your players should recognize how to value their opponents as well as their teammates.
 - A competitive spirit is all about doing your best to win in all situations of the game. Therefore, you want to teach your young athletes to value others by treating them the right way as they give their best to win each play, each half and each game.
4. **Communicate effectively** – In order to teach the rules, explain drills and teach sportsmanship, you have to be an effective communicator. Likewise, good communication and organization are crucial in keeping parents informed throughout the season. This includes keeping them up to date on practice and game times and having a plan in place each and every practice.



How to interact with your players

Being an effective coach means being an effective communicator. Here are a few tips on communicating with your players:

- › Create a positive environment by greeting each player as he or she arrives at practice each week.
- › Always speak in a way that a young athlete can understand.
- › Focus on a few skills at a time as you teach so that players can learn each one well.
- › When distributing stars on game days, give specific reasons why each young athlete earned a particular star.

Get to know your team's parents

Start the season off right by getting to know the parents and family members of your players. Include parents in your first post-practice huddle. Here are some things to cover in that first meeting with parents:

- › Introduce yourself and share your excitement about the season.
- › Give them a copy of the team roster.
- › Ask a parent to put together a schedule for families to rotate bringing snacks to games.
- › Encourage all parents to work on skills at home with their young athlete.

Note: After you receive your roster, it is very important to contact the parents of your players as soon as possible. Families have been eagerly waiting to hear from their coach since evaluations, so calling them to introduce yourself and give first practice information is crucial.



Practices

Practice Focus

1. Make every player a welcomed and appreciated part of the team.
2. Teach fundamentals through drills
3. Share biblical life lesson at each practice

Practice Breakdown

1. **Pre-Practice Huddle (3-5 minutes)** – Cover specific basketball rules and the basics of basketball. Teach and review proper techniques for each skill needed for practice drills.
2. **Warm-up Activity (3-5 minutes)** – Provide players the opportunity to practice individually and slowly warm up their muscles.
3. **Practice skills through drills (20 minutes)** – Use drills that reinforce skill development. Focus on only one to two skills per practice.
4. **Mid-practice huddle (five to seven minutes)** – Share the practice-specific devotion for each week.
5. **Scrimmage or games that teach (20 minutes)** – Guide players in using the skills they are learning through scrimmaging.
6. **Post-practice huddle (five minutes)** – Distribute practice cards and make any necessary announcements. After practice is a great time to engage in conversation with parents.

Coach Playbook

You will receive a Team Box from your league director. In it you will find a coach box containing a coach playbook along with your other coach items. This book contains various skills and drills, practice concepts, a complete set of practice devotions, forms to be used for game days and sticker stars to be distributed to players. The coach playbook, along with the coach resources at MyUpward.org, will guide you in conducting successful practices and games.



Online Coach Resources (MyUpward.org)

MyUpward.org contains all the resources you need to be a successful Upward Basketball Coach, including information on:

- › Skills and drills
- › Weekly practice devotions
- › Rules unique to Upward Basketball
- › Substitution system
- › Upward Basketball Stars

Here's how to access these online resources:

1. You will receive an email from the league director containing a link to MyUpward.org.
2. Click on the link and create a password (your username will already exist as your email address).
3. You will then be able to access the resources on MyUpward.org.

**If you have not already received this email, please see your league director.*

COACH TRAINING TOPIC

The Coach's Sideline

After successfully logging into MyUpward.org, be sure to download The Coach's Sideline. The Coach's Sideline is a complete practice guide that is customized to the age group that you coach. While the coach playbook offers general practice plan initiatives, the Coach's Sideline details each practice individually according to age group.

In each one you will find:

- › *Pre-practice huddle topics*
- › *Warm-up activities*
- › *Skill focus*
- › *Skills and drills*
- › *Practice devotions*

Using these guides will take away the stress of having to create your own practice plan.





Upward Basketball Coach App

As a coach, it's important to stay organized and prepared for both practices and games. Upward Sports now has a way to make coaching easy through the Upward Basketball Coach App. With this app, you will be able to manage your team in a simple, paperless way throughout the season. Here you will be able to:

- › Manage player/guardian information
- › View practice plans
- › Substitute players on game day
- › Assign and track star distribution on game day

The Upward Basketball Coach App is only \$.99 and is available on iPhone (iPad compatible) and Android phones. To utilize the app, you will use the same username (email address) and password you use to access resources on ***MyUpward.org***.

Some of the many benefits of the coach app include:

- › No data entry for your players! The coach app automatically imports all of your players' and contact information into the app.
- › The app will automatically import the practice plans (Coach's Sidelines) for the age group you are assigned to coach. Also, once practice plans are downloaded to the app the first time, no internet connection is needed to access them from that point forward.
- › You will be able to send a group email to all parents straight from the app.

The First Practice

Show enthusiasm as you meet each of your players at the first practice. Making a great first impression will go a long way in the eyes of your players and their parents.

It is also important to evaluate your players' skill level at the first practice. Your team roster will include evaluation scores and will provide an indication of each participant's skill level. However, you need to observe each player's performance to rank their skills before the first game for game-day substitution forms. For more on how to fill out your substitution forms, see page 28.



If you do not have your coach playbook in time for your first practice, see page 33 for a copy of your first practice devotion or download your Practice 1 Coach's Sideline at MyUpward.org.

Distributing Player Items

Your league director will provide you with a Team Box. Inside your Team Box are individual boxes for each player on your team as well as one Coach Box. Here is what each box contains:

Player Box:

(Each box will be personalized to each player)

- › Reversible jersey
- › Shorts (if ordered)
- › T-shirt
- › Car magnet
- › Parent's Guide to Upward Basketball

Coach Box:

- › Coach playbook
- › Iron-on stars *(distributed to players throughout the season)*
- › Practice cards *(to be given to all players at the end of specific practices)*
- › "The Stand In" DVD *(to be given to each player at your **next to last practice**)*
- › Your very own coach polo shirt that matches the colors of your players' uniforms

**Note: The colors and style of apparel items for your league may differ from the ones pictured on this page. Your league director will inform you of this season's colors and style.*





The Mid-Practice Huddle

At the midpoint of every practice, the head coach will lead a five-to seven-minute devotion known as the mid-practice huddle. This series of devotions teaches the character of Christ through virtues he modeled. This season will focus on three virtues, each of which will be taught for three practices and highlighted by one Bible verse. The chart below shows the virtues and their corresponding verses for this season:

| Practice Number | Virtue | Verse |
|------------------------------------|---|---|
| Week 1 | None (“Get to Know You” time) | None (Scripture learning begins at Practice 2) |
| Week 2-4 | Courage | <i>When I’m afraid, I put my trust in you.</i> Psalm 56:3 (NIRV) |
| Week 5-7 | Patience | <i>The end of a matter is better than its beginning. So it’s better to be patient than proud.</i> Ecclesiastes 7:8 (NIRV) |
| Week 8-10 | Kindness | <i>Do to others as you want them to do to you.</i> Luke 6:31 (NIRV) |
| Last practice of the Season | Gospel Presentation | <i>For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life.</i> John 3:16 (NIV) |

Verses will be made available to players through practice cards.

Devotion guides are included in the coach playbook and on MyUpward.org. Prepare for each week’s devotion prior to practice.

On page 33 is the first practice devotion. This is same devotion that is found in your coach playbook. It has been placed in this coach training guide in case you do not receive your coach playbook in time for the first practice.



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“The Stand In” DVD

Inside your coach box you will find a DVD for each of your players called “The Stand In.” This DVD presents the gospel in an engaging way by illustrating what Jesus did for us.

It is important to distribute this DVD to your players at your **next to last practice**. At this practice, you should encourage your players to watch it before your next practice, which should be the last practice of the season. The reason for this is because the last practice devotion is centered on the story in the DVD. The story should generate continued discussion about the gospel, and also give you a chance to further present the gospel at that time.

Because the last practice devotion discusses the DVD, it is imperative that you watch it prior to your last practice as well. You can watch it by going to MyUpward.org and clicking on the “The Stand In” link.

***Your next to last practice date is on _____.**

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Practice Cards

At the end of Practices Two, Five, Eight and the last practice, you will distribute practice cards to each of your players. Each card contains a Scripture verse that will be the focus of the next two practices. Through these practice cards, players will be able to learn the Scripture verses away from practices and will be familiar with them when they return to the next practice.

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Green Practice Stars

Inside each coach box are eight packs of multi-colored iron-on stars and ten packs of green iron-on stars. These green stars are given to each young athlete who participates in Scripture learning during each practice. Players are not required to memorize the verse individually to receive a star. Upward Sports’ desire is to place more emphasis on learning Scripture than memorizing it. These stars can be distributed at the end of practice with the practice cards. Both the practice stars and game day stars are designed to be ironed onto the sleeve of the players’ Upward Basketball T-shirt.

The multi-colored stars are distributed to your players at the end of each game for recognition of actions and attitudes on the court. For more on the game day stars, see page 31.

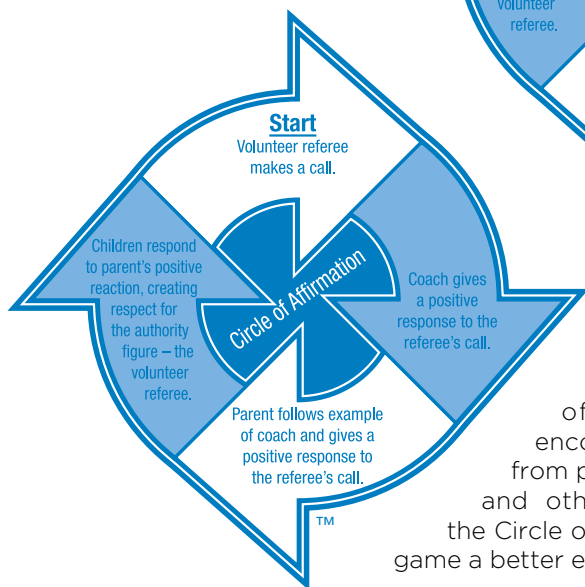
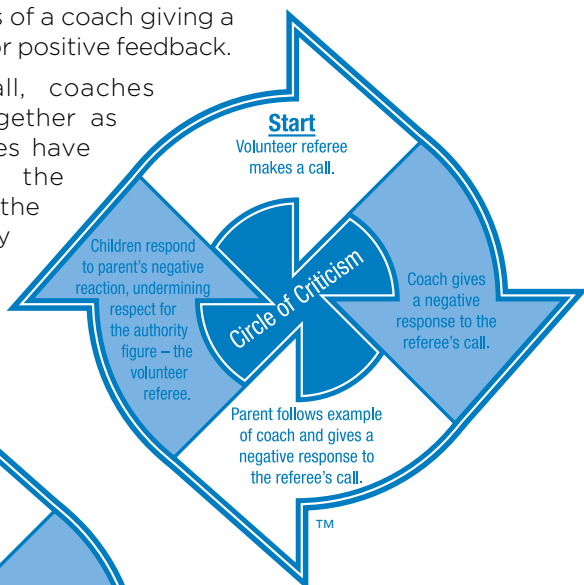


Game Day

Game Day Attitude

Choosing the right game-day attitude is a key to being an effective Upward Basketball Coach. Actions and reactions on the court can either open or close the door to ministry. The Circle of Criticism and the Circle of Affirmation are simple diagrams that illustrate the results of a coach giving a referee either negative or positive feedback.

In Upward Basketball, coaches and referees work together as a unified team. Coaches have the opportunity and the responsibility to stop the Circle of Criticism by starting the Circle of Affirmation.



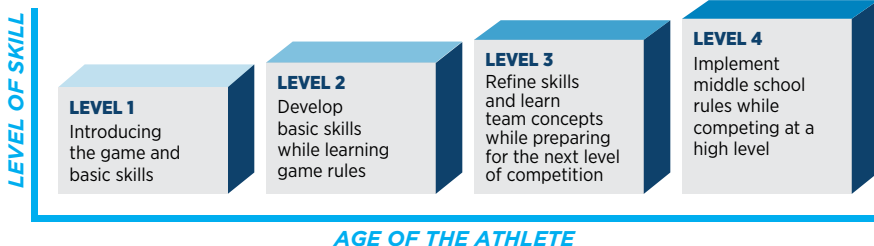
The Circle of Affirmation goes beyond the referee. A coach's affirmation of players inspires encouragement and praise from parents, family members and other players. Practicing the Circle of Affirmation makes the game a better experience for everyone.



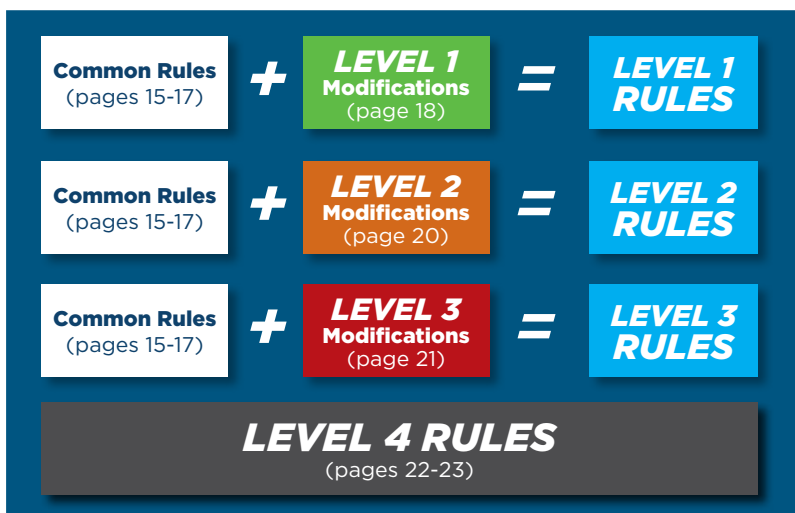
Rules Unique to Upward Basketball

The Levels of Upward Basketball

Upward Basketball uses a four-level age appropriate format that grows with each young athlete. Each level of Upward Basketball is tailored to meet athletes where they are in their playing ability, allowing them to reach their full potential.



Each level of Upward Basketball includes a specific game format and rules, which are expressed in this guide. Levels 1-3 use a set of common rules with modifications designed for each level. Level 4 uses an exclusive set of rules that follow a traditional middle school format. Use the key below to find the complete set of rules for each level:





Basic Rules for Levels 1-3

****** Note: These rules do NOT apply to Level 4. Except where the following rules apply, play is governed by the National Federation of State High School Associations' (NFHS) Rules Book (www.nfhs.org)**

Game Format

- › Referees lead both teams in prayer at center court before every game. This sets the tone and focus for the game.
- › A coin flip or other impartial method determines which team receives possession first. In jump ball situations, possessions will alternate. This promotes fairness for both teams while adhering to the NFHS rule for jump ball situations.
- › Clock format: Running clock throughout the game, stopping only for pre-determined substitutions at the end of each segment and halftime.
- › At the end of each segment, the team that receives the ball next is based upon the direction of the possession arrow. This avoids the offensive team that may have possession in the next segment from stalling at the end of a period.
- › All coaches will adhere to the substitution system as detailed on page 26. The substitution system allows for equal playing time for all players.
- › There are no timeouts. This allows more playing time and keeps the games on time.
- › Teams switch goals at halftime. This rule is in compliance with NFHS Rules. It also evens any advantage that may occur because of the court.
- › Any game ending in a tie should remain in a tie. No overtimes are played so games stay on schedule.
- › Standings add unneeded pressure to the game and therefore will not be maintained.



Rules for Play

Defense

1. Man-to-man defense will be played at all times. Zone defenses are not allowed in Levels 1-3. In a man-to-man defense, players are only guarding the opponent that closely matches their ability and height. This allows for a more competitive system for every player on the court while creating an equal opportunity for each player.
2. Defensive players must stay within arm's reach of the player they are guarding. This prevents defenders from sagging or crowding an area of the court to gain a defensive advantage.
3. Double-teaming is not allowed. However, help defense is strongly encouraged in the following instances:
 - › **Lane Area:** If a defender is in the lane and the player he or she is guarding is within arm's reach, the defender is allowed to provide help defense. Since many goals are scored in the lane, it provides the defense more opportunity to properly defend this area.
 - › **Picks and Screens:** Defensive switching is allowed on offensive picks or screens. The non-screened defender can help his or her teammate by temporarily switching until the teammate recovers to defend their offensive player. This is commonly referred to as "help and recover." This prevents the offense from continually setting screens to gain an advantage.
 - › **Fast Breaks:** When an offensive player has beaten their defender, another defensive player may help. Upon stopping the fast break, defenders should return to guarding their assigned players. This rule is meant to prevent the defenders from helplessly watching the offensive player score without being able to help.
4. At the beginning of each segment, players will line up at half court and "match up" with whom they are guarding. This act is performed to promote equal player match-ups. Equal match-ups combined with man-to-man defense create five competitive pairings on the court.



5. Full court presses are not allowed. Defensive players may not guard their opponents in the backcourt. This will allow for more play to occur in the front court and create an equal opportunity for each child to participate both on offense and defense.
6. Due to the shortness of the court, backcourt violations will not be called. If playing on a regulation-size court (84 feet) as opposed to cross-court, backcourt violations should be called.
7. A player committing two fouls in one segment must sit out the remainder of that segment. The next player in the rotation comes in as the substitute and is rewarded some extra game time. This does not change the normal rotation as the fouled-out player does not re-enter the game until he or she is scheduled to do so. This rule allows the offending player time to regroup during the remainder of the segment while realizing that there is a consequence for the violation.

Offense

1. The offense must purposefully attack the defense in every situation – no stalling. After a warning from the referee, a violation will be called resulting in a turnover. This will prevent a team with the lead from running the clock out by staying in the backcourt.
2. Isolation plays will not be a part of Levels 1-3 because they take away the opportunity for improvement for all players and contradict the spirit of the rules.
3. Non-shooting fouls will result in the ball being inbounded from either the baseline or sideline. All shooting fouls will result in free throws. By not administering “bonus” situation free throws, all players on the court can contribute to consistent game action.
4. No score will be given for a basket in the wrong goal. It will be treated as a turnover. This will prevent further embarrassing a player for making this mistake.

All other rules have specific modifications for Levels 1-3. See the following charts for these modifications:



Level 1 (K5) Modifications

| Rule | Explanation/Comments |
|--|---|
| Goal Height | 7 feet |
| Ball Size | 25" |
| Games consist of six, 4-minute segments and an 8-minute halftime. One minute is allotted for substitutions between segments. | This keeps games to approximately a 45-minute time frame. It also allows each player to be in the game for shorter segments than older age divisions. |
| Score is not kept | The focus of this age is to learn fundamentals, not winning and losing. |
| 3-second violation is not called | Referees should advise players of this potential violation but not penalize. |
| Coaches are allowed on the floor with players | The focus is for coaches to instruct and encourage players at all times. |
| Stealing the ball from the dribbler is not allowed | To encourage the offensive player to dribble with correct form without the pressure of having the ball stolen. |
| Stealing the ball off a pass is not allowed | To encourage the offensive player to pass with correct form without the pressure of having the ball stolen. |
| Violation is not called for having two hands on the ball while dribbling | Due to limited hand-eye coordination, this allows a player to establish correct dribbling form through rhythm and pressure on the ball. |
| Violation for double dribbling is called but does not result in a turnover | Players should learn the concept of double dribble but should be allowed the opportunity to correct it without penalty. |
| Violation for traveling is called but does not result in a turnover | Players should learn the concept of traveling but should be allowed the opportunity to correct it without penalty. |

continued on next page



Level 1 (K5) Modifications (continued)

| Rule | Explanation/Comments |
|--|--|
| Violation for traveling is not called when a player shuffles feet when trying to set up for a shot | Because this age group is single skill focused, players will tend to shuffle their feet when focusing on setting up for a shot. This is corrected as the player develops in skill as he gets older. |
| Fast breaks are not allowed in any transition situation | This promotes a controlled game. Players at this age learn better when the pace is controlled. |
| Shooting fouls do not result in free throw attempts | A player who gets fouled while shooting gets to retry his/her shot from the spot of the foul without being defended. The ball is live after a shot is attempted. This allows a player to attempt a shot that he was trying to take prior to the foul from the same spot. |



Level 2 (1st-2nd Grade) Modifications

| Rule | Explanation/Comments |
|--|--|
| Goal Height | 8 feet |
| Ball Size | 25" |
| Games consist of six, 6-minute segments and an 8-minute halftime. One minute is allotted for substitutions between segments. | This keeps games to approximately an hour time frame. |
| Score is NOT kept | Young athletes at this age should not focus on the score but rather the developmental skills being taught. |
| 3-second violation is NOT called | Young athletes at this age should focus on offensive basics (dribbling, passing, shooting, and rebounding). |
| Coaches are allowed to walk the sidelines to encourage and instruct players | The focus is for coaches to instruct and encourage players at all times. |
| Free throws are awarded on all shooting fouls. | Two shots are attempted by the fouled player at the 10' line. Coaches may quickly come onto the court to line up remaining players in proper free throw positions. After the second shot, the ball will be inbounded by the opposing team regardless of shot result. |
| Stealing the ball off a dribble or pass is allowed | Players at this age should be taught and held to these basic basketball rules. |
| Double dribble violation is called in all circumstances | |
| Traveling violation is called in all circumstances | |
| Fast breaks are allowed in any transition situation | |



Level 3 (3rd-4th Grade) Modifications

| Rule | Explanation/Comments |
|---|--|
| Goal Height | 9 feet |
| Ball Size | 28.5" |
| Games consist of six, 6-minute segments and an 8-minute halftime. One minute is allotted for substitutions between segments. | This keeps games to approximately an hour time frame. |
| Score IS kept | Young athletes at this age should learn how to handle winning and losing after competition. This translates into life lessons. |
| 3-second violation is called and results in a turnover | At this age, young athletes should understand the concept of offensive movement by not allowing an offensive player to stay in the lane more than 3 seconds. |
| Coaches allowed to walk the sidelines to encourage and instruct players | The focus is for coaches to instruct and encourage players at all times. |
| <p>Clock runs continuously with special rules in effect with fewer than two minutes remaining in the game:</p> <ul style="list-style-type: none"> › Non-shooting fouls result in the offensive team getting one point and the ball. › Shooting fouls result in the offensive team scoring two points. The opposing team then takes possession. › Players fouled in the act of shooting and making the basket are credited with the basket plus one point. The opposing team then takes possession. | Because the clock does not stop, this rule keeps the game moving without wasting the running game clock on lining up for free throw attempts. |
| Free throws are awarded on all shooting fouls. | Two shots are attempted by the fouled player at the 12' line. Remaining players assume proper free throw positioning. The ball is live if a second shot is missed. |

continued on next page



Level 3 (3rd-4th Grade) Modifications (Continued)

| Rule | Explanation/Comments |
|---|--|
| Stealing the ball off a dribble or pass is allowed | Players at this age should be taught and held to these basic basketball rules. |
| Double dribble violation is called in all circumstances | |
| Traveling violation is called in all circumstances | |
| Fast breaks are allowed in any transition situation | |

Level 4 (5th-8th Grade) Rules

**The following rules are exclusive to Level 4. They follow a more traditional middle school format and gameplay. Except where the following rules apply, play is governed by the National Federation of State High School Associations' (NFHS) Rules Book (www.nfhs.org)*

Game Format

| Rule | Explanation/Comments |
|--|--|
| Referees lead both team in prayer at center court before every game | This sets the tone and focus for the game. |
| Goal Height | 10 feet |
| Ball Size | 28.5" (girls), 29.5" (boys) |
| Games consist of 4, six-minute quarters | Follows middle school rules and allows game to begin and end within an hour timeframe. |
| The clock stops at each whistle | Stoppage of play includes violations, fouls, out-of-bounds play, timeouts, and injury. |
| Overtimes are 2 minutes in length (regulation clock) | Gives both teams the opportunity to win the game with reasonable extended time. If still tied at the end of the overtime period, the game ends in a tie. |
| Teams are allowed one (1) 30-second timeout per half (1 per team per half) | This allows a coach to meet with players and adjust strategy during a game. |
| All games are played on a full-size regulation court (no cross court) | This is appropriate floor size for players at this level. |



Rules for Play

| Rule | Explanation/Comments |
|--|---|
| A jump ball is used to start the game and overtime period | Athletes at this age have the physical ability to jump for the ball to obtain possession. It also follows the NFHS rules for starting a game or overtime. |
| Zone and man defenses are allowed (both should be used throughout the season) | Players at this level possess the ability to defend and attack both zone and man principles. Zone and man defenses are a part of the game of basketball and should be understood by players as they prepare for the next level. |
| Press defense is allowed in the backcourt at all times except if a team has a 15-point advantage | To promote fairness and integrity of the game, teams with a 15-point advantage should drop into a basic half-court defense. |
| All players are allowed five (5) fouls each game. After the 5th foul is committed, the player is out for the remainder of the game | This rule follows traditional middle school rules format. |
| After the seventh team foul in each half, bonus free throws are awarded to the fouled team (1 and 1) | |
| Three point shots are allowed only if the court features a three-point arc. | Courts without a 3-point line should not award 3 points no matter the shot distance. |
| Playing time requirements for each player in Level 4 are: <ul style="list-style-type: none"> • Each athlete plays a minimum of 1/4 of each game • Each athlete must play in both halves of each game | Level 4 does not use the substitution system found in Levels 1-3. This allows flexibility in managing playing time for each coach based on the game situation while promoting fair game participation for all players. |
| End of season tournaments are highly encouraged for Level 4 | End of season tournament play adds excitement to your league. A minimum of 2 games per team in tournament play. |





Substitutions

- › The substitution system applies to ONLY Level 1, Level 2 and Level 3 divisions.
- › Level 4 division does not use the basic Upward Substitution Rotations detailed in this training guide. Playing time for this division are:
 - › Each player plays a minimum of 1/4 each game.
 - › Each player must play in both halves of each game.
- › In Level 1 games consist of six 4-minute segments with an 8-minute halftime. Levels 2 and 3 plays six 6-minute segments with an 8-minute halftime.

The substitution system is designed to provide every player equal opportunity for improvement. The substitution system ensures the following:

- › Every player will play at least half of the game. *This eliminates preferential treatment of players.*
- › No player will sit out more than six minutes at a time. *This allows each player to be involved in consistent game action and assists in keeping players focused and engaged in the game.*
- › The starting lineup shifts down one player every game allowing every player to be in the starting lineup. *This gives all players a time to be on the court first and no child feels as though they are used only as a reserve player.*
- › Coaches are not open to making unfair substitutions. *Following substitution rotation helps coaches manage who should be in the game.*
- › Coaches are free from monitoring playing time for each player. *The substitution system allows coaches to focus more on instructing and encouraging players than awarding playing time.*
- › Playing time for all players is virtually even over the course of the season. *This gives all players game experience and to allows them to be a contributing teammate.*



Filling Out the Substitution Form

Step 1

Rank players by ability starting with slot "A". This player ranking order should not change at any point during your season.

Step 2

For Week 1, begin with Player "A" and work down the column (A-D). These are your starting four.

Step 4

Continue this process for the remainder of the segments

| Week 1 | | | | | | |
|----------------|-------------------|--------|-------|--------------------|--------|-------|
| Name | First Half | | | Second Half | | |
| | 18 Min | 12 Min | 6 Min | 18 Min | 12 Min | 6 Min |
| A Beth | X | X | X | | X | X |
| B Ann | X | X | | X | X | X |
| C Susan | X | X | | X | X | |
| D Kim | X | | X | X | X | |
| E Mary | X | | X | X | | X |
| F Karen | | X | X | X | | X |
| G Amy | | X | X | | X | X |
| H | | | | | | |
| I | | | | | | |
| J | | | | | | |

Step 3

Begin the rotation where you left off in the previous segment. If you are at the bottom of your list, be sure to go back to the top until you have four players in the segment.



For Week 2, begin with Player “B” and fill in four players for the starting lineup.

| Week 2 | | First Half | | | Second Half | | |
|--------|-------|------------|--------|-------|-------------|--------|-------|
| Name | | 18 Min | 12 Min | 6 Min | 18 Min | 12 Min | 6 Min |
| A | Beth | | | | | | |
| B | Ann | X | | | | | |
| C | Susan | X | | | | | |
| D | Kim | X | | | | | |
| E | Mary | X | | | | | |
| F | Karen | X | | | | | |
| G | Amy | | | | | | |
| H | | | | | | | |
| I | | | | | | | |
| J | | | | | | | |

Using the method we just learned, fill in the rest of the substitution form for Week 2.



Substitution Scenario

It's Week Three and, as game time approaches, Mary has not arrived (she is supposed to be in the starting lineup for Week Three). She did not call prior to the game and inform you that she will not be present.

How to fill out the form:

| Week 3 | | First Half | | | Second Half | | |
|--------|-------|------------|--------|-------|-------------|--------|-------|
| Name | | 18 Min | 12 Min | 6 Min | 18 Min | 12 Min | 6 Min |
| A | Beth | X | | | | | |
| B | Ann | | | | | | |
| C | Susan | X | | | | | |
| D | Kim | X | | | | | |
| E | Mary | — | | | | | |
| F | Karen | X | | | | | |
| G | Amy | X | | | | | |
| H | | | | | | | |
| I | | | | | | | |
| J | | | | | | | |

Begin with your original starting two (Susan and Kim). **For the first segment only**, draw a line through the box for Mary. Fill in the box for Karen and Amy (this now gives you four players). To occupy the fifth spot, fill in the next person in the rotation (Beth). This is your new starting lineup for Week Three.



For the second segment, start with the next person in the rotation (Ann) and work down the form to include Susan and Kim. Draw a line through Mary's box and continue down the form to include Karen and Amy.

| Week 3 | | | | | | | |
|---------------|-------------|-------------------|--------|-------|--------------------|--------|-------|
| | Name | First Half | | | Second Half | | |
| | | 18 Min | 12 Min | 6 Min | 18 Min | 12 Min | 6 Min |
| A | Beth | X | | X | | | |
| B | Ann | | X | X | | | |
| C | Susan | X | X | X | | | |
| D | Kim | X | X | X | | | |
| E | Mary | — | — | — | | | |
| F | Karen | X | X | X | | | |
| G | Amy | X | X | | | | |
| H | | | | | | | |
| I | | | | | | | |
| J | | | | | | | |

If by the third segment Mary has yet to arrive, draw another line through her name and begin with the next person in the rotation (Beth) to begin this segment. Continue this lineup with Ann, Susan, Kim and Karen.

If Mary arrives during halftime, continue with the current cycle including Mary in the proper rotation. Then continue with the rest of the rotations through the end of the game.



As you can see with the previous example, it is important to NOT fill out your form prior to the game. If a participant is absent, it is best to fill out your form segment by segment in case the absent player arrives at some point during the game.

| Week 3 | | First Half | | | Second Half | | |
|--------|-------|------------|--------|-------|-------------|--------|-------|
| Name | | 18 Min | 12 Min | 6 Min | 18 Min | 12 Min | 6 Min |
| A | Beth | X | | X | X | X | |
| B | Ann | | X | X | X | X | |
| C | Susan | X | X | X | X | | X |
| D | Kim | X | X | X | X | | X |
| E | Mary | — | — | — | | X | X |
| F | Karen | X | X | X | | X | X |
| G | Amy | X | X | | X | X | X |
| H | | | | | | | |
| I | | | | | | | |
| J | | | | | | | |



Game-day Stars

Game-day stars are multi-colored stickers that are given to all players at the end of every game. Star presentation should be an exciting time with parents encouraged to cheer for players as each star is presented. Make it a point to explain why each participant receives a particular star. Here is an example of how to conduct a star presentation:

“Today, this guy hustled on each and every play, and played with great intensity and desire the entire game – today’s blue star for effort goes to Nick. Let’s all give a hand for Nick. Great job!”

Use the star distribution form in the back of your playbook to track which stars each participant has received. Make an attempt to award each participant all five stars throughout the season. These iron-on stars are located in your coach box and are packaged in the following ways:

- › Game-day stars (10 per pack): Your coach box contains eight individual packs of game-day stars so you can carry one pack to each game.
- › Green stars (10 per pack): Your coach box contains 10 individual packs of green stars so you can carry one pack to each practice

Encourage players to iron all stars they receive onto the sleeve of their Upward Basketball T-shirt.

Below is a list of the game day stars and what they represent:

- ›  *Blue is for Effort*
- ›  *Gold is for Sportsmanship*
- ›  *Gray is for Offense*
- ›  *Red is for Defense*
- ›  *White is for Christlikeness*

Note: The green practice star is for Scripture learning and should be awarded at practice to every player who participates in learning the Scripture verse for the week.



The Awards Celebration

The awards celebration is the highlight of the season, providing an opportunity to celebrate your players and connect with their families. Since your attendance at this event demonstrates your love and support for your players, it is very important that all coaches attend. Every participant will receive a special award to serve as a reminder of their participation in the league. You will receive your players' end-of-season awards from your league director prior to the awards celebration.





First Mid-Practice Huddle Devotion

Below is the mid-practice huddle devotion for the first practice. This devotion, along with the devotions for the remaining practices, can also be found in your coach playbook and online at MyUpward.org.

Mid-Practice Huddle – Devotion 1

Gather the players together and get them to sit in a circle.

Announce, 'You've been exiled to a deserted island for a year. In addition to the essentials, you may take one piece of music, one book (which is not the Bible) and one other item you can carry with you (not a boat to leave the island!) What would you take and why?' Allow a few minutes for the players to think of their list of three items, and then share their choices with the rest of the team. As the coach, feel free to join in too!

That was fun! Getting to know each other better is something that we'll do a lot of this season. As a team, we'll work hard to encourage one another to do our best at practices and games!

As you play games during your Upward Basketball Season, you will be rewarded afterward with different colored stars that each means something special. Your actions, attitudes and words on game day will determine what star you will get.

These are the game day stars and what they mean:

- › The blue star represents ***EFFORT***: What does it mean to show effort? It means working hard to try your best at all times.
- › The gold star represents ***SPORTSMANSHIP***: What does it mean to show sportsmanship? It means treating the people you play with and against the same way you want to be treated. You show respect for yourself, your teammates, opponents, the referees and the coach. You play fair and follow the rules.
- › The gray star represents ***OFFENSE***: What should you do when you play offense? The offense is responsible for scoring points. This means doing your best while trying to move the ball forward together as a team to score a basket.



- › The red star represents **DEFENSE:** What should you do when you play defense? The defense is responsible for preventing points from being scored. This requires staying with the player you are guarding and moving your feet to stay in good position to prevent a basket..
- › The white star represents **CHRISTLIKENESS:** What does it mean to be Christlike? Being Christlike means to do your best to imitate Jesus in every way - through words, attitude and actions. It means loving others and following God's Word in the Bible; choosing God over the temptations in the world around you.

At each practice we will stop to have a Mid-Practice Huddle. We will learn about God and learn a verse from the Bible together. During this time you will have a chance to earn a green star.

- › The green star represents **SCRIPTURE LEARNING:** What is a Scripture? Scriptures are verses from the Bible. How can I learn scripture? At different practices this season I will give you a practice card that has a Scripture verse on it. Memorize it, think about it, and talk about it with others. Come prepared to say it during practice and learn more about it!

Our team is going to have a great season! Let's pray and then get back to practice. *(Lead the team in short prayer as you thank God for all the players and a great season ahead.)*

COACHING THE



Mentally

Greet each player by name when they arrive.



Athletically

Teach skills through relevant drills.



Spiritually

In all of your interactions, put the gospel on display.



Socially

Teach sportsmanship while instilling a competitive spirit.

UPWARD
SPORTS

PLAY WITH PURPOSE