# Basketball Australia

**VERSION: JANUARY 2018**

# REFEREE EDUCATION PROGRAM

# ASSOCIATION COMMUNITY

## THIS BOOK BELONGS TO

*Developing referee education tools and networks to improve referees*

www.refereebasketball.com.au

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# CONTENTS

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# REFEREE DEVELOPMENT

By the end of this course, you will need to display the following competencies:

| Area | Assessable Performance Criteria |
|------|--------------------------------|
| Communication | Attempts to blow a loud whistle when making a call |
| | Attempts to signal fouls, out of bounds, travels and double dribbles correctly, in particular, puts a hand/fist up for violations/fouls |
| | Attempts to communicate verbally to the scoretable with a loud voice |
| Mechanics | Attempts to make good lead position with a good view of the play and adjust to maintain the view |
| | Attempts to make good trail position with a good view of the play and adjust to maintain the view |
| | Shows awareness of areas by making minimal calls in front of the partner referee |
| Calling of the game | Attempts to identify and call obvious travel, double dribble, and out of bounds violations |
| | Attempts to identify and call obvious fouls in and heavy contact situations which result in a player falling to the floor or losing the ball |
| Game Control | Attempts to make decisions without hesitation or delay on the 'first' violation or foul |
| Professionalism | Arrives on time |
| | Demonstrates professionalism by treating players with respect and accepting feedback in good spirit |
| Game Administration | With the assistance of a mentor, effectively administers the start of a game by ensuring the right number of players are on the court, having the right size ball and tossing the ball<br>Effectively communicates and administers events during a game such as time-outs and substitutions<br>Effectively ends a game by blowing a final whistle and check and sign off scoring system |
| Rules | Can describe some of the basic rules of the games (specifically fouls, travel, double dribble, out of bounds) and explain basic positioning principles |

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# WORKBOOK QUESTIONS

## PREPARING FOR A GAME

1. What will I need to bring to referee a game of basketball?

2. How do I know if the game is ready to start?

3. What should I do before starting the game?

4. Which size ball should you use for the following matches?

| | | |
|---|---|---|
| U8/U9's - | U10's - | U12's - |
| U14 Boy's - | U14 Girl's - | U16Boy's - |
| U16 Girl's - | U18 Boy's - | U18 Girl's - |

## STARTING THE GAME

5. What is the position called where a referee is situated in front of the play?

6. What is the position called where the referee is situated behind the play?

7. When the ball is tapped in the jump ball where does the referee nearest to the scoretable run?

8. When the ball is tapped in the jump ball where does the referee in the circle run?
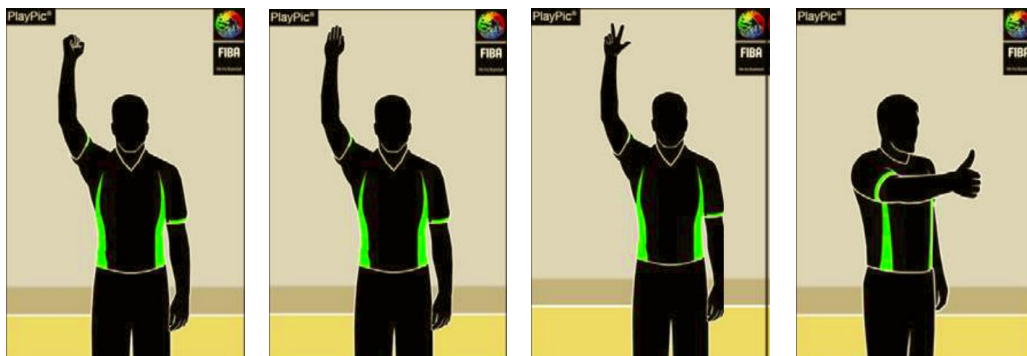
## TIME OUTS AND SUBSTITUTIONS
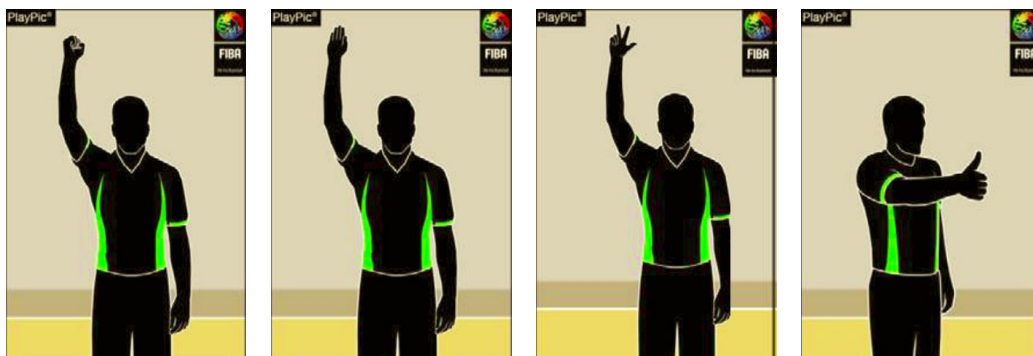
9. Circle the signal for time out.
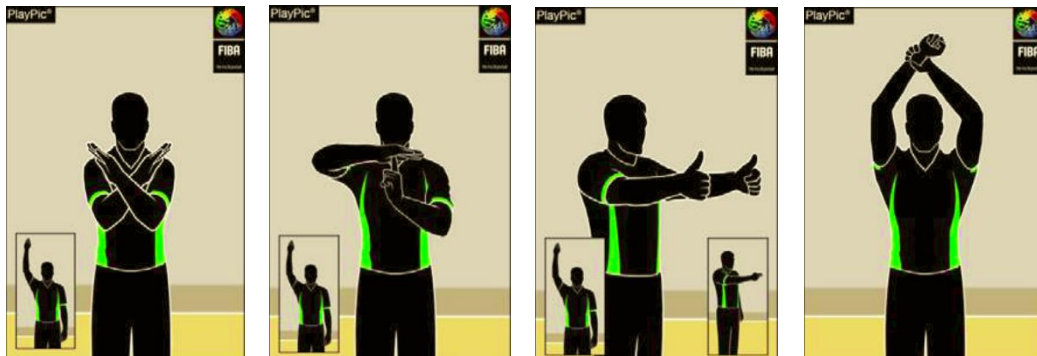


10. Describe the action the referee takes when a substitution is to happen.



## SIGNALING VIOLATIONS & FOULS

11. Circle the signal when calling a violation.



12.  Circle the signal when calling a foul.

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# SIGNALING VIOLATIONS & FOULS

## 13. What is the difference between the diagrams below?



_____

_____
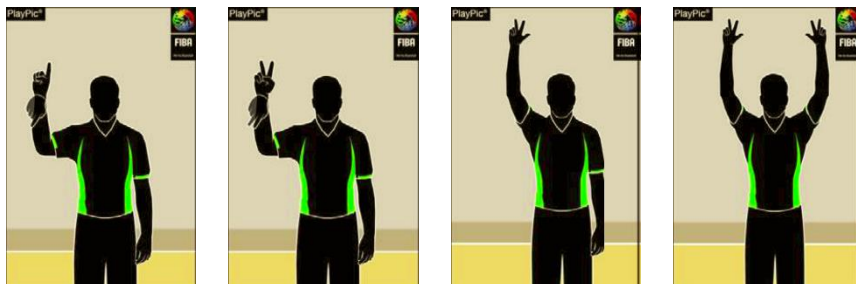
## 14. Label the foul signals in the diagrams below



_____        _____        _____        _____        _____

## 15. Label the signals in the diagrams below.



_____        _____        _____        _____
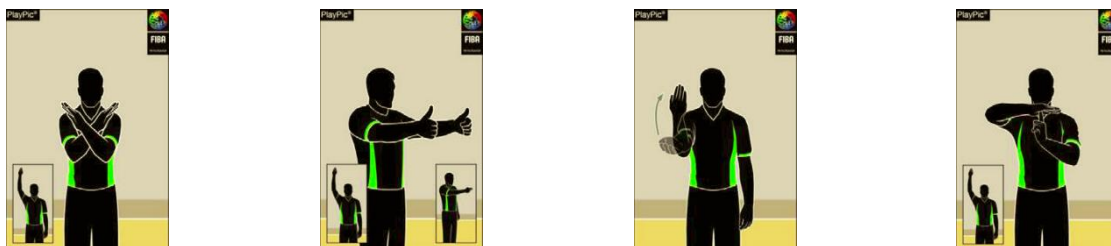
## 16. Label the violation signals in the diagrams below.



_____        _____        _____

# Basic Rules

17. In the diagram below, circle which team should be awarded the throw-in?
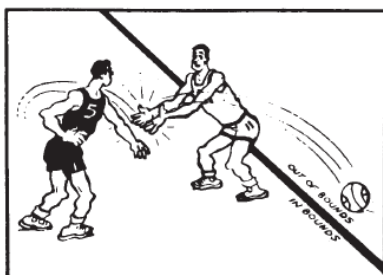
Black Team

or

White Team

_____

_____

_____

18. In the diagram below, what is the correct call?

_____

_____

_____
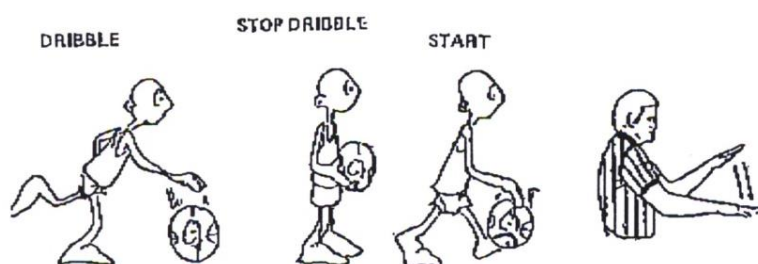
19. In the diagram, what should the referee call?

_____

_____

# Basic Rules and Signals

## Basic Signals

| | | | |
|---|---|---|---|
| Violation call | Foul call | One point scored | Two points scored |
| Three point attempt | Three point scored | Substitution | Beckoning Player On |
| Time-out | Visual Count | Direction of Play | Jumpball |
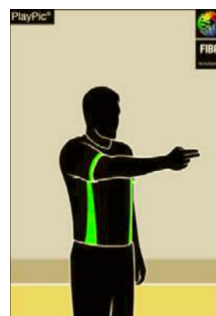
## VIOLATION SIGNALS

Fill in the missing signals as they are covered in the theory session.



| Direction of Play / Out of Bounds | Travel | Double Dribble | Carry |
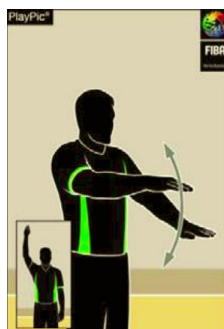
## FOUL SIGNALS

Fill in the missing signals as they are covered in the theory session.



| Holding | Blocking | Pushing | Hands |

## SIGNALLING NUMBERS

Fill in the missing signals as they are covered in the theory session.
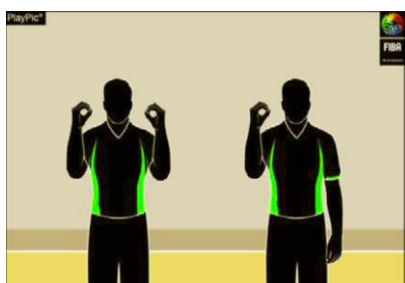


| 00 and 0 | 1 - 5 | 6 - 10 |
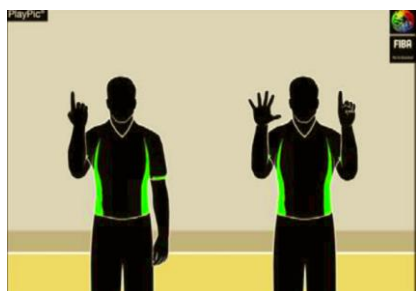
11
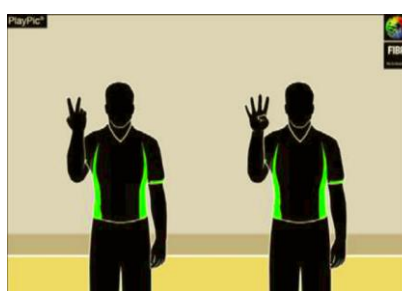


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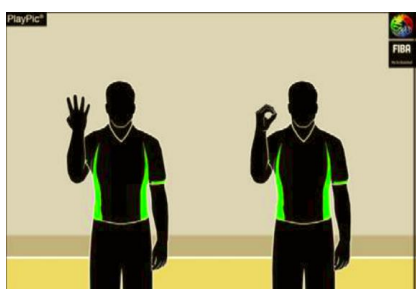


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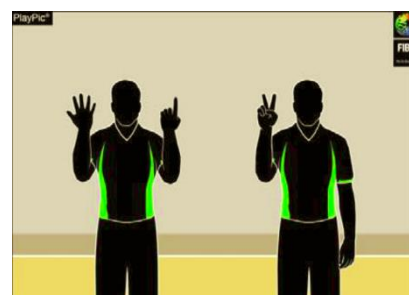


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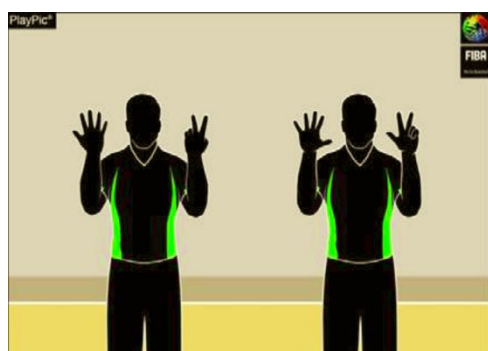


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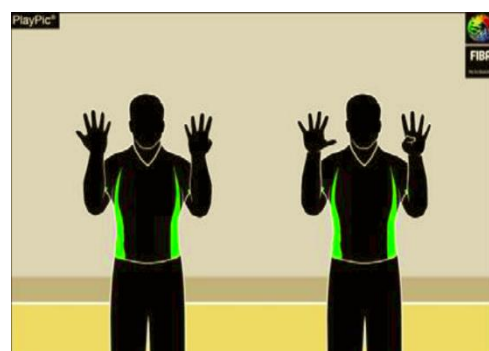


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# SIGNALLING TO THE SCOREBENCH

When signalling to the scorebench you need to follow this order:

1. CANCEL / COUNT A BASKET

2. COLOUR

3. NUMBER

4. FOUL TYPE E.G. HANDS, BLOCK , ETC.

5. PENALTY OR DIRECTION OF PLAY

6. TIMEOUT OR SUBSTITUTION

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# Mechanics

## The Jumpball

After the jumpball has been administered the umpire (non-active referee) moves into lead position and the referee who administered the jumpball moves into trail position.
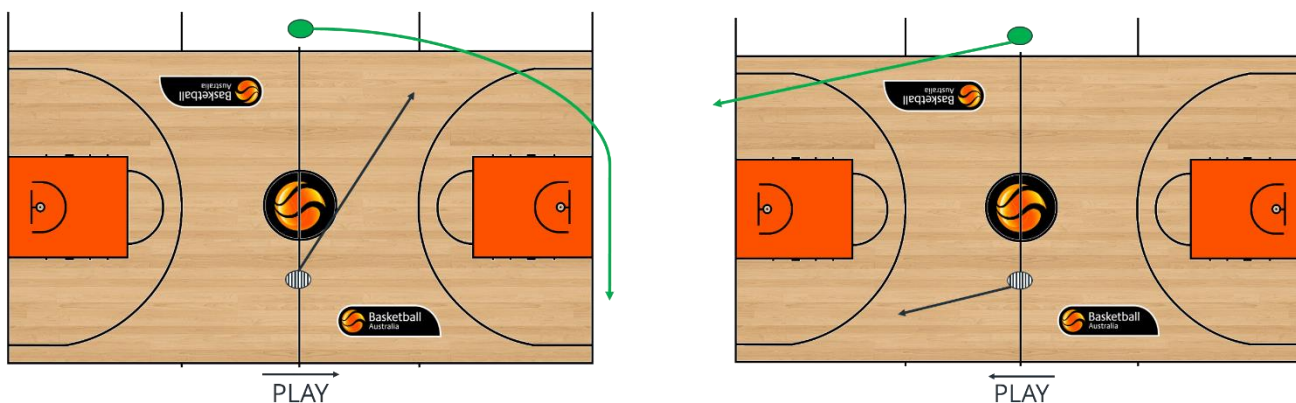


PLAY



PLAY

## Covering The Court

Referees adjust their position to the movement of the players. To cover the whole court the referees are on opposite sides of the court.
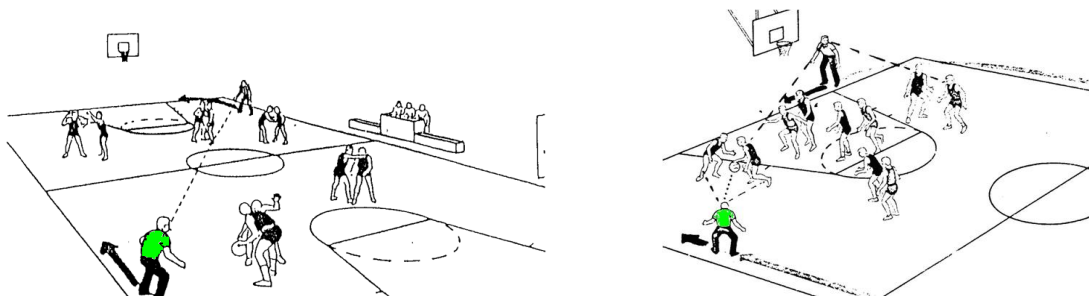


# Professionalism

## Expectations

Uniform – Wear your green shirt, any runners, any shorts or pants and remember to take your whistle and booklet.

Attendance – You should attend all sessions at least 10 minutes early. If you cannot attend or are running late to any session then please contact us so we can make alternative arrangements, if required. Consistent attendance to all sessions is a requirement to pass this course.

If you have any questions or you cannot attend your shift on time, then please contact your course presenter / coordinator.

# GAME ADMINISTRATION

## PREPARING FOR A GAME

Choose a game ball

- Good condition by holding it up high, letting it go and if it bounces back to your elbow, it is pumped up enough
- Correct size

Check the court is safe:

- All bags/balls/people are off the court
- No dust/rubbish/water on the court
- Ensure there is appropriate padding on poles or walls

Are the teams ready?

1. Ensure names are on the scoresheet or in the computer
2. Ensure both teams have paid court fees
3. Make sure the right size game ball is ready to use
4. Check both teams have appropriate uniforms
5. Someone is there to do the score table

Is it safe to play?

1. Make sure no one is wearing jewellery
2. Make sure girls do not have long nails
3. Make sure the court is not slippery

# REFEREE PATHWAY
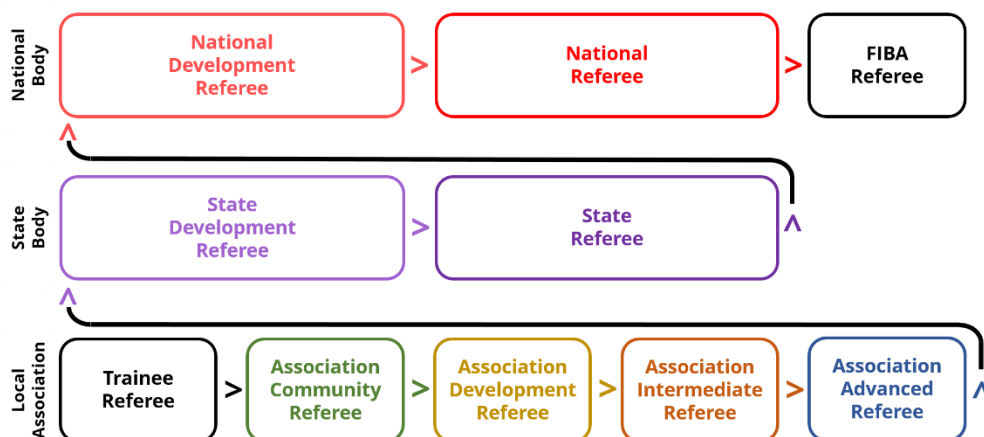
# TRAINING LOG

## TRAINING LOG OVERVIEW

The following pages are used for you to self-assess your performance every time you referee.

You will need to have this training log with you every time you referee. Your mentor or partner referee might assist you in assessing your performance at the conclusion of each shift.

Please do not lose this book or you will be required to replace it.

Use this book as a tool to monitor your performance to the competencies and reflect on what you need to improve to become an Association Community referee.

To achieve **nearly** competency you must demonstrate the competency at least 50% of the required time.

To achieve competent you must demonstrate the competency at least 80% of the required time.

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## SHIFT SELF-ASSESSMENT

| Area | Ref | Assessable Performance Criteria | Competency Learning > > > > > > Independently Competent | | | | |
|---|---|---|---|---|---|---|---|
| Communication | 1 | Attempts to blow a loud whistle when making a call | 1 | 2 | 3 | 4 | 5 |
| Communication | 2 | Attempts to signal fouls, out of bounds, travels and double dribbles correctly, in particular, puts a hand/fist up for violations/fouls | 1 | 2 | 3 | 4 | 5 |
| Communication | 3 | Attempts to communicate verbally to the scoretable with a loud voice | 1 | 2 | 3 | 4 | 5 |
| Mechanics | 4 | Attempts to make good lead position with a good view of the play and adjust to maintain the view | 1 | 2 | 3 | 4 | 5 |
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| Mechanics | 6 | Shows awareness of areas by making minimal calls in front of the partner referee | 1 | 2 | 3 | 4 | 5 |
| Calling of the game | 7 | Attempts to identify and call obvious travel, double dribble, and out of bounds violations | 1 | 2 | 3 | 4 | 5 |
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| Game Control | 9 | Attempts to make decisions without hesitation or delay on the 'first' violation or foul | 1 | 2 | 3 | 4 | 5 |
| Profession-alism | 10 | Arrives on time | 1 | 2 | 3 | 4 | 5 |
| Profession-alism | 11 | Demonstrates professionalism by treating players with respect and accepting feedback in good spirit | 1 | 2 | 3 | 4 | 5 |
| Game Administration | 12 | With the assistance of a mentor, effectively administers the start of a game by ensuring the right number of players are on the court, having the right size ball and tossing the ball  Effectively communicates and administers events during a game such as time-outs and substitutions  Effectively ends a game by blowing a final whistle and check and sign off scoring system | 1 | 2 | 3 | 4 | 5 |
| Rules | 13 | Can describe some of the basic rules of the games (specifically fouls, travel, double dribble, out of bounds) and explain basic positioning principles | 1 | 2 | 3 | 4 | 5 |

Advice for improvement or comments regarding performance
*(please use reference number to identify competency being referred to)*

| Mentor Name: | | Date: |
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# LOCAL POLICIES

If your association has local policies or rules, then please attach them to this page.