

# Community Referee Program

Course Presenter Manual



## Introduction

*Welcome* to the fun and exciting challenge of basketball referee education. Whether you are a volunteer, an association administrator, referee educator or a referee yourself this manual aims to contain some useful information that will help benefit your referees program.

The Community Referee Program (formerly the Level 0) is the introductory course for refereeing basketball in Australia. The course contains the basic rules, game administration and mechanics needed by the beginner referees.

The course has been divided into two segments, the Apprentice and the Community level referee. It has been recognised that people have busy lifestyles. The apprentice level is designed to only one hour of "classroom" teaching and the Community referee course is designed to go for two hours in the classroom.

Most importantly, the development of beginner referees should take place primarily on the court and these courses provide the background knowledge that they officials then apply on court.

The Apprentice level course is designed to be delivered to the beginner referee who will then be on the court and "shadowed" by an experienced referee. Referees undertake the Community Level course once they have gained confidence and are competent enough to be able to run by themselves but have an experienced official as the other referee.

The existing course for the level 0 referee had tried to teach the beginner referee all the rules, violations, fouls and mechanics in one session before they have had any practical experience on the court. A large amount of the learning will be gained on the court and the participants will not retain much of the information taught in the classroom until they have an understanding of the game.

For presenters and educators of the Community Referee Program there are helpful tips in this manual on how to present this course as well as resources to refer to in order to further enhance its delivery. The *Simplified and Illustrated Rule Book* is a useful resource that will help you throughout the delivery of this course. Many of the video clips within the PowerPoint presentation have been taken from the *Officiating Made Easy DVD*.

To deliver this course you need to have previous experience as a referee (minimum Level 1) and a referee coaching accreditation. There is information in this manual on the roles of the referee coach that will help you. To improve your skills as a presenter you may like to attend a presenter's course somewhere down the track as well.

If you require further information on officiating resources please refer to the next page of this manual as to what is available and then to Basketball Australia's online store, [www.basketball.net.au](http://www.basketball.net.au).

Basketball Australia thanks you for your involvement in the development of refereeing and we are positive you will enjoy the experience it has to offer.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Michael Haynes', enclosed within a large, loopy oval flourish.

**Michael Haynes**

General Manager – Community Basketball

Basketball Australia

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## Resources

To assist you in the smooth operation of this course, this Course Presenter Manual has been produced in relationship with the following Basketball Australia resources. Although some of these will be referred to in this manual, you may not need all of these resources but some of them will be a necessity to have available when conducting the course:

Resources you will need:

- Community Referee Program PowerPoint Presentation;
- Apprentice participant workbook;
- Community participant workbook;
- Simplified and Illustrated Rule Book;
- Referee Training Drills
- Flash Cards

Other resources you may need:

- Official FIBA Rule Book and Referee Manual;
- Referee Training Manual;
- Level 0 Scoretable Officials Education, Training and Information Kit.

To conduct the course effectively you will also require:

- Whiteboard;
- Appropriate markers;
- Basketballs & a basketball court;
- Whistles for each participant;
- Computer/projector or handouts. If using a projector the video in the PowerPoint will work better if you only set the display to the projector and not the projector and the computer screen at the same time.
- DVD player & television.

Keep the following hints in mind when presenting the course:

The times for each course are only recommendations. Please use as much time as is required and remember the emphasis should be to teach on court as much as possible.

- Please refer to the rulebooks and BA resources as much as possible;
- The learning outcomes and key teaching points for each course are the most important reference for course presenters;
- This manual shows the competencies the referee attending the course needs to have to successfully complete the Community Referee Program;
- Instructors should encourage interaction between students and use as much practical and group experience as possible;
- Before each session revise the notes to be delivered for that course;

- Make sure you keep accurate records of attendance during the course. There is an “Attendance Sheet” included in this manual;
- Use the “*Referee Grading Sheet.*” provided in this manual to keep a record of the progression of the Community referees that attended the course;

## Conducting the Course

- Ensure the course is publicised at the stadium a couple of weeks before it is conducted.
- A room away from the court is ideal to do the presentation to prevent distractions to the participants whilst you are carrying out the course.
- Print out the Referee Attendance Sheet and a Participants workbook for each person. The workbooks will be filled in during the presentation.
- Set up the room with the chairs preferably in a semi circle, this will keep each of the participants feeling engaged.
- If using a projector with a computer then change the settings on the computer so that it only displays from the projector and don't have it on the computer screen at the same time. This enables the videos in the Power Point to work better.
- When you come to a workbook page in the PowerPoint ask the participants to fill in their workbooks but allow it to be a group discussion.
- Ensure you engage the participants equally so that they all feel they are adding input.
- Collect the workbooks at the end of the Presentation to ensure they have written in the correct answers and then hand them back.
- Use a basketball court to practise the jump ball, whistle blowing, calling fouls to the scorable and free throw positioning.

## Apprentice Level Referee

Time allocation: 60 minutes

### Presenter needs

- *Apprentice Referee PowerPoint Presentation.*
- *Data Projector or DVD player w/TV*
- *Copies of the workbook for each participant.*

### Optional resources

- *Official Basketball Rules;*
- *BA Referee Training Manual.*
- *BA Simplified and Illustrated Rule Book*

### Learning outcomes:

- Very basic information for the referee to assist them to commence running with an instructor.
- Some terminology of the basketball court and functions of the referee.
- How to prepare before a game.
- How the referee moves around the court.
- Some basic rules and signals of the referee.

### Assessment:

- The PowerPoint presentation is to be paused when it shows a “Workbook” page and the participants are to understand and complete the exercise before proceeding with the duration of the course.

Today we are going to learn: As the first slide shows we intend to make the wording and intent as plain and simple as possible.

The order of the bullet points is also the order in which you will work through the presentation.

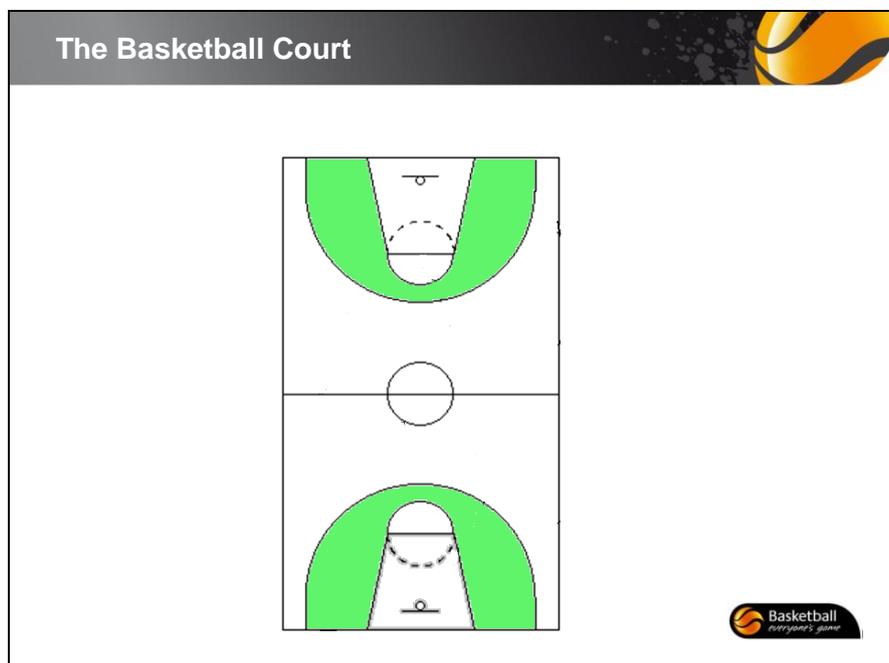
**Today we're going to learn:**

- About the basketball court
- How a referee prepares for a game
- How a referee gets to the right position to make the right call
- The basic rules of basketball
- The basic signals used by referees



The Basketball Court: This is a number of slides put together to highlight the basic lines on the basketball court. Every time you advance to the next slide the line in discussion will be highlighted in green with the description will be given beside it.

They can also be physically demonstrated standing on the court.



Preparing for a Game, what to bring: The FIBA rules do state that the referee should be on the court 20 minutes before the game but for domestic basketball this is unrealistic. The emphasis should be on letting the supervisor know you are there, wearing appropriate attire and to keep hydrated.

The slide is titled "Preparing for a Game" and contains the following text:

**What to do:**

- Be on time! 5 minutes early is even better
- Let the supervisor know you're there

**What to bring:**

- Whistle
- Drink bottle
- Ref Shirt
- Appropriate Footwear

An illustration of a referee wearing a green shirt and black pants stands next to a water bottle. A basketball is shown in the top right corner, and the "Basketball everyone's game" logo is in the bottom right corner.

Preparing for a Game, warm up: This is a basic video on how the referees should do a simple warm up and stretch before the game.

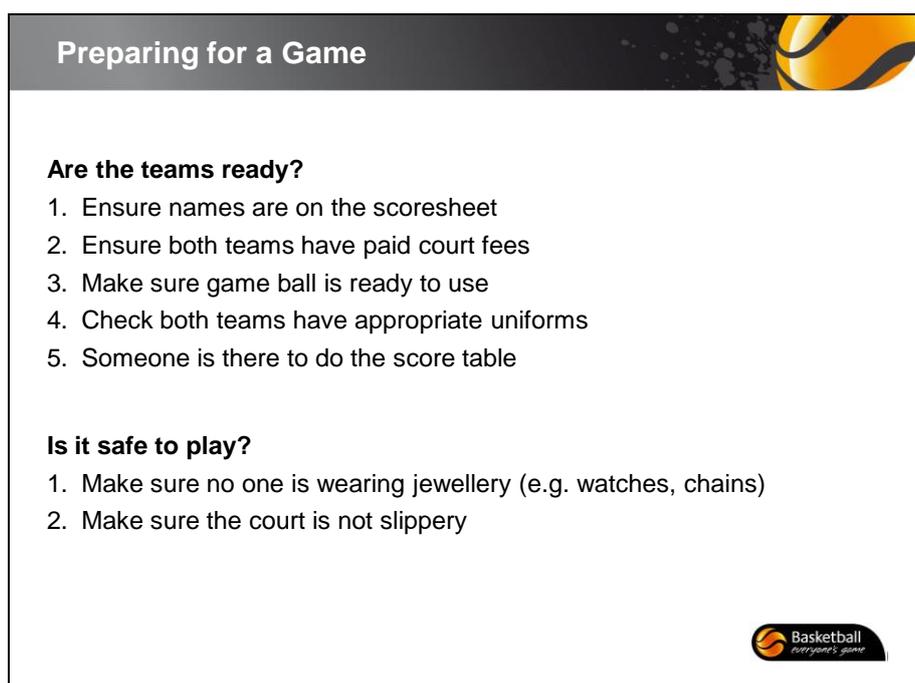
To start the video move the cursor over the top of the picture and right click with the mouse to start.



Preparing for a Game, are we ready?: The referee should check that the following has been carried out before they commence the game.

Some associations insist on the team paying court fees before the team are allowed to play.

Safety is not negotiable and there shouldn't be a blind eye to the wearing of jewellery.



Preparing for a Game, choosing a ball: A simple method for a referee to check if a ball is inflated correctly is to simply follow the instructions of the following video.

Once again to start the video move the cursor over the top of the picture and right click with the mouse to start.

**Preparing for a Game**

Choose a ball by holding it up high, letting it go and if it bounces back to your elbow, it is pumped up enough.





WORKBOOK SLIDE 1: Allow a maximum of five (5) minutes for the exercise.

This is the first of the workbook exercises.

The intent is to generate discussion amongst the group and to see if they can use common sense more so their memory to answer the questions.

**Workbook**

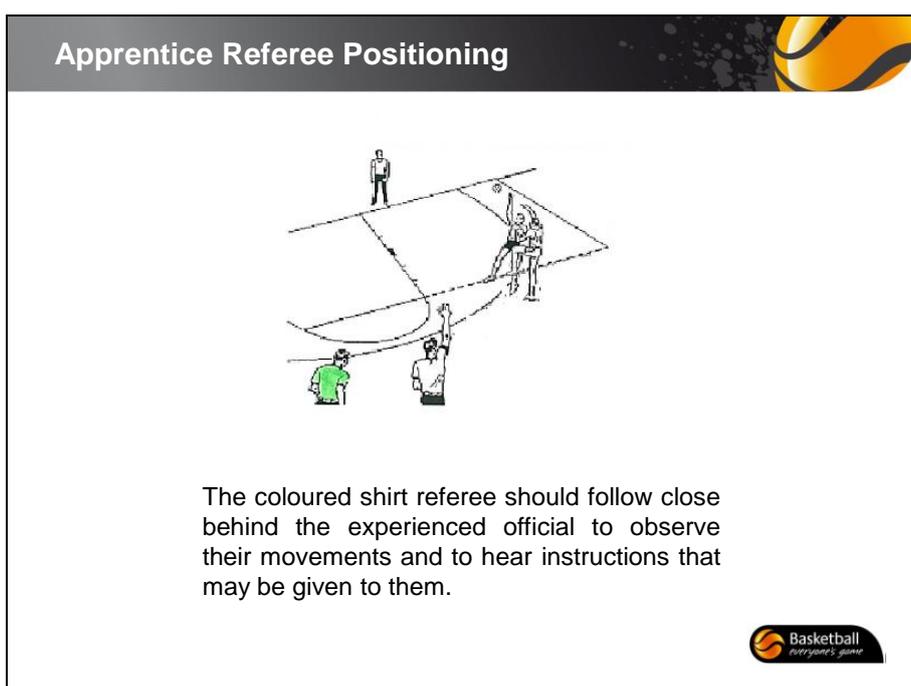
1. What will I need to bring to referee a game of basketball?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
2. How do I know if the game is ready to start?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_



**Starting the Game:** The starting of a domestic game, notice the array of different uniforms. Even though this is not allowed by FIBA it is usually acceptable at an association domestic level because the focus is on participation.



**Apprentice Referee Positioning:** Explain the positioning of the Apprentice referee by demonstrating how they should stay close to the experienced official to mimic their movements and listen to instructions.



Starting other quarters: The rule governing the possession arrow is quite complex and confusing and only the basic function of the possession arrow should be taught at this level.

### Starting other quarters



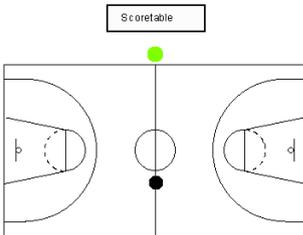
- Other quarters start with a team throwing the ball in from ½ way.
- The possession arrow sits on the score table to remind everyone who gets the ball at the next held ball or start of a quarter.
- The team that did not get possession from the jump ball will get the ball at the next held ball or start of a quarter.
- After the throw in is taken, the arrow is changed to show that the next time the other team will get the ball.



Starting the Game. Jump Ball: The movement on the court after the jump ball to commence the game is demonstrated in the next few slides.

The reference in the slide to the “referee” and “umpire” is only so given so when the beginner referee hears the terminology on the court they will have some understanding. We do NOT wish to teach the referees at this stage the roles and responsibilities of each official other than who stands where for the jump ball.

### Starting the Game - The Jump Ball





**Positions at the start of the game**

- The person tossing the ball stands at the jump ball circle, facing the score table. This person is the game “referee”.
- The other referee stands in front of the score table facing their partner. This person is the game “umpire”.

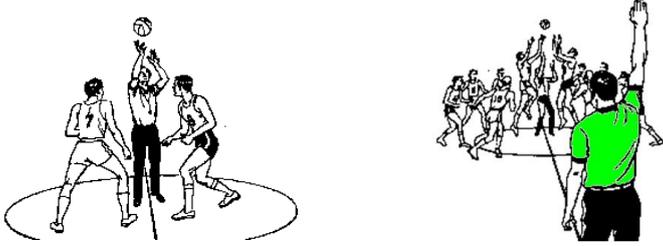
**The person tossing the ball:**

- Usually the more experienced referee will toss the ball to start the game
- They should check that their partner and the teams are ready before stepping into the circle
- The referee should not have the whistle in their mouth in case they get hit in the mouth by the ball



The Jump Ball: Once the referee has put the ball up they are not to move and wait until the players have moved away from around them.

### The Jump Ball



The ball is tossed higher than either player can reach to make sure they have to jump.

The umpire must signal that the clock is stopped and verify that the tap was legal.

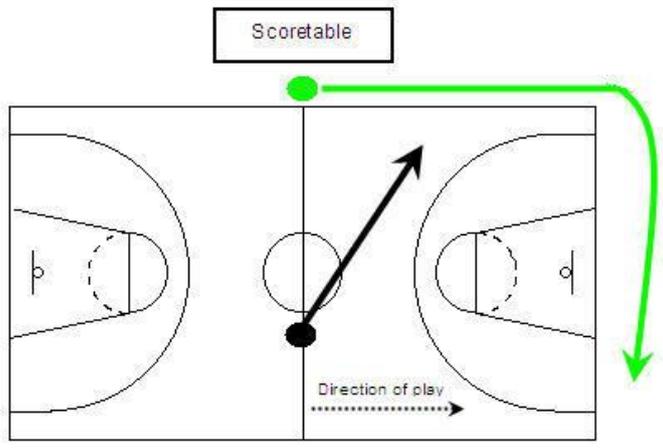


Position after the jump ball: The other referee will move in the direction of play and position themselves on the baseline.

After the players have moved from around the referee who administered the jump ball, they will now move to position themselves behind the play as demonstrated in the next few slides.

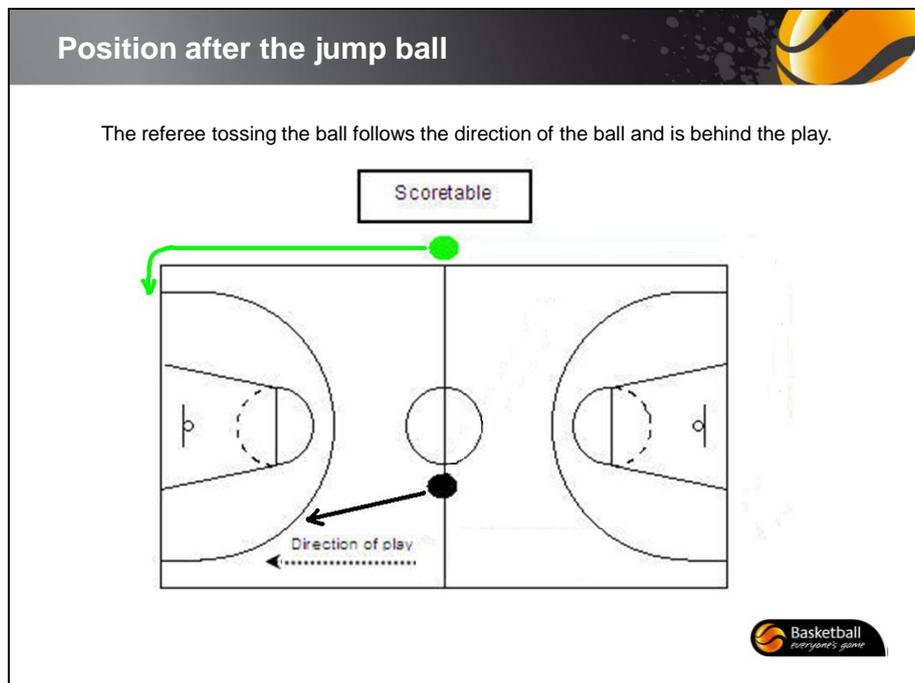
### Position after the jump ball

The referee tossing the ball follows the direction of the ball and is behind the play.



**Position after the jump ball, opposite direction:** This slide is to demonstrate the movement of the referees when the ball moves the opposite direction to the previous slide.

Some participants will find this initially confusing but demonstrate how the trail moves to the left hand side, behind the play in both diagrams and the lead position is diagonally opposite.



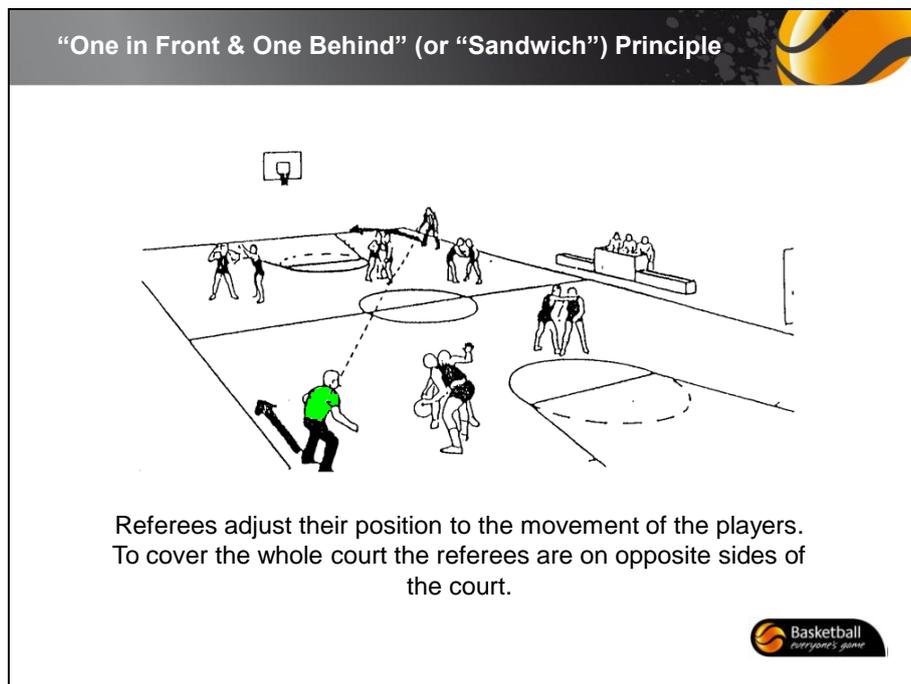
**Moving around the court:** Emphasise the dangers of running backwards, educate the correct way of "chin to shoulder" that way they see what's happening behind and can still see in front.

**Moving around the court**

- Do NOT run backwards during a game as you may trip over.
- Run forwards and look back over your shoulder to see where the play is.
- The referees work as a team – one in front of the play and one behind the play.

Basketball everyone's game

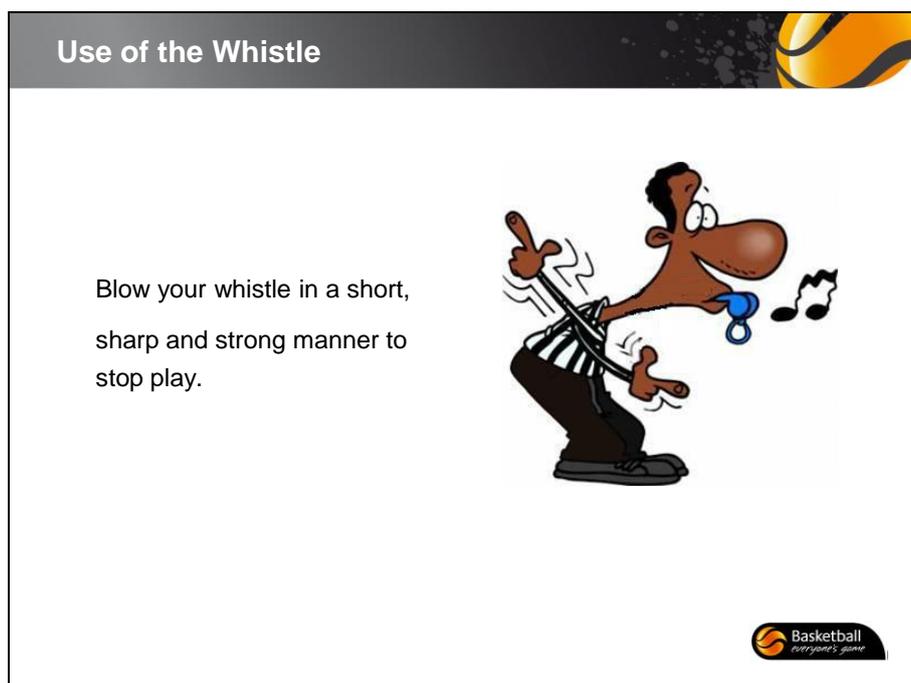
**“One in Front & One Behind”:** The beginner referees will find it easier to understand about sandwiching the play rather than to learn the areas of responsibility. Therefore please do not discuss the areas 1 to 6 and if it is mentioned please explain it is an advanced mechanic and they will learn it later in their career.



**Use of the Whistle:** The correct use of the whistle is important to stop the play.

A whistle blowing exercise can be done at this stage on the court to give the group a break from the classroom.

In the training drills there are some exercises for the participants to practise blowing the whistle



**Stopping the Game:** The following examples of stopping the game are some simple instances when we would expect the beginner referee to blow their whistle when they are being shadowed by the experienced referee.

The last example of stopping for a foul or violation should be lenient because it is difficult for them to blow the whistle once they have witnessed a foul or violation even when they know it has occurred. They should be encouraged to make a decision whether it be right or wrong, it is more important that they gain the confidence to blow the whistle at this stage than the accuracy of the call.

**Stopping the game**



**You should stop the game when:**

- There is any chance a player may be injured
- When the ball goes out of bounds
- When the siren sounds
- If you see a violation or a foul



**Stopping the Game, signals:** Demonstrate the difference between the two signals.

**Stopping the game**



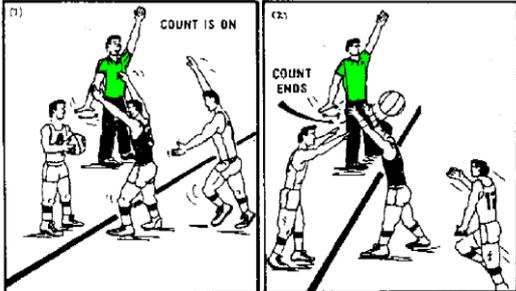
**Stop Clock:** The referee blows the whistle raising one arm. As soon as the arm is raised the clock stops. (Timing rules will vary in competitions).

**Stop Clock for Foul:** The referee blows their whistle raising their arm with a clenched fist. As soon as the arm is raised the clock stops (timing rules will vary in competitions).



Restarting the Game: Once we have shown how to stop the game we need to teach the students how to restart the game. Do a visual demonstration of how the referee would hand the ball to the player and then start a visual count until the ball is put into play.

Restarting the Game



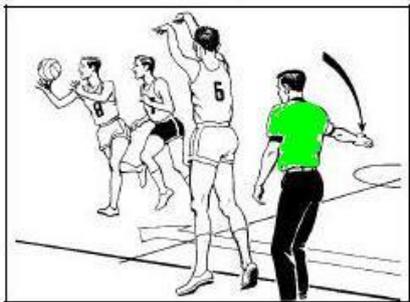
The referee hands the ball to the player and then does a visual count to five. If the ball is still in the players hands a five then it is a violation.

The count ends when the ball is released



Restarting the Game, signal: Along with the visual demonstration of putting the ball into play, explain and demonstrate the starting of the game clock.

Restarting the Game



Once the ball touches a player on the court the referee signals the game clock to start by using a chopping action of his arm.



Using Signals: A couple of signals being used by the referees in the National League.

### Using Signals

During the game you will use signals to show what's happened



Scoring Signals: Demonstrate the different scoring signals and briefly explain when they used.

### Scoring Signals

The official behind the play signifies points scored:



**One Point:** This is awarded for a successful foul shot.

**Two Points:** Are awarded for baskets scored within the 3 point line.

**Three Points:** Awarded for a successful basket from behind the 3 point line.

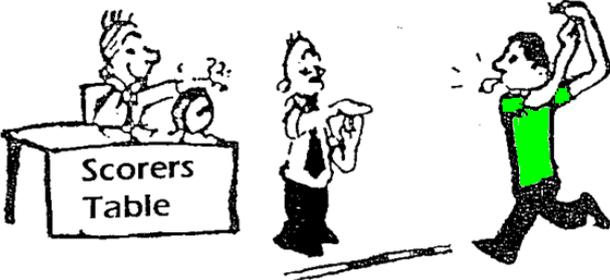


**Time Outs:** It is easier to explain to this group about the opportunity for taking a timeout after any whistle than to try and discuss and confuse them when they can and cannot have it after a basket.

As timing rules differ in local competition, the referees should be reminded to check before the game starts what timing rule applies for this game (eg in some competitions you cannot call a time out in the last 3 minutes of play)

### Time Outs

- A time out is an opportunity for a team to have a rest or discuss team tactics. A time out lasts one (1) minute.
- A team can have a time out whenever the whistle has blown. The team wanting a timeout asks the score table who tells the referees at the next whistle.



**Calling a Time Out:** Demonstrate the signal for calling a timeout.

### Calling a Time out

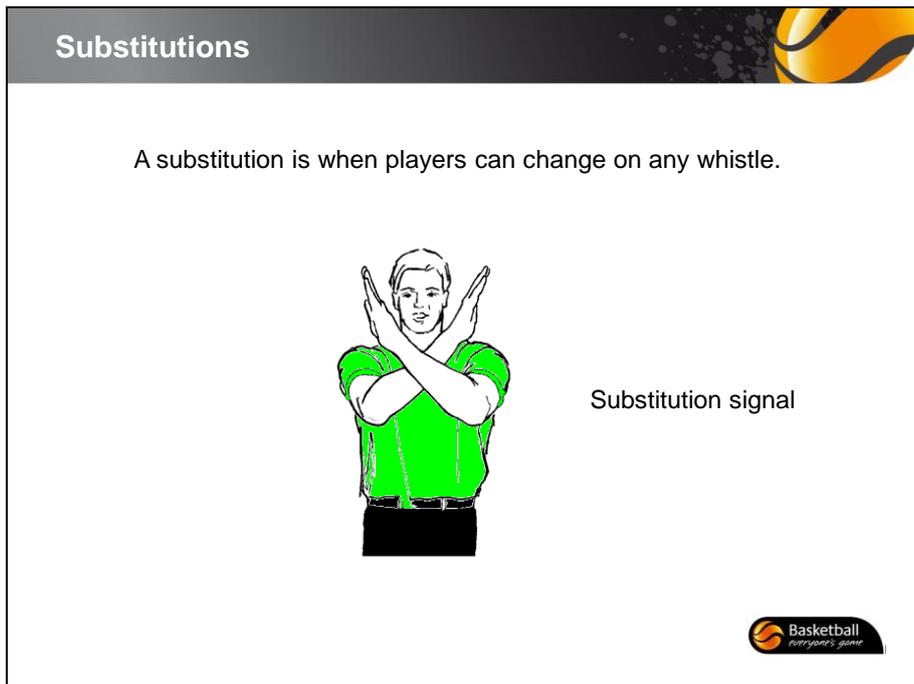


Time out signal

The score table tells the referee that a time out has been requested by blowing the siren and making the time out signal. The referee blows their whistle and signals time out.

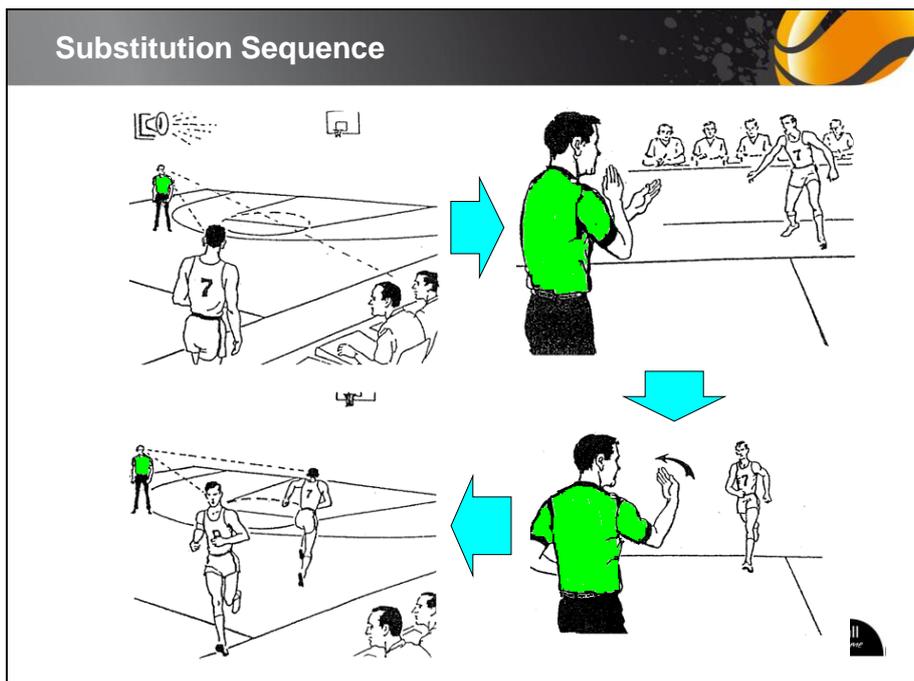


**Substitutions:** Demonstrate the signal for taking a substitution.



**Substitution Sequence:** The following slide will demonstrate the sequence of administering a substitution and may need to be replayed so they see it again.

The first square has a horn sound, the second has speech calling in the substitution and the last two show the final actions.



**WORKBOOK SLIDE 2:** Allow a maximum of three (3) minutes for the exercise.

Generate a discussion in the class and get them to answer the questions, challenging their answer by asking if anyone else has a different answer.

Workbook 

3. How does the referee start the game of basketball?

\_\_\_\_\_

\_\_\_\_\_

4. Describe the signal for Time Out.

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

 Basketball  
everyone's game

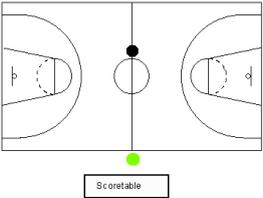
**WORKBOOK SLIDE 3:** Allow a maximum of five (5) minutes for the next two exercises.

The first exercise contains a video of a jump ball and then the referees moving to one side of the screen. The participants are to draw in the direction the referees are the run. The ball goes in the opposite direction as shown in the earlier demonstration.

Workbook 

6. Watch the video and show where the referees should end up.





 Basketball  
everyone's game

**WORKBOOK SLIDE 4:** The participants are to write down the description of the signals but get someone for each question to stand and demonstrate their answer.

Question 7: Answer – Arm is straight up with the hand open and fingers together.

Question 8: Answer – Arm is straight up with a clenched fist.

Question 9: Answer – (A) one point shot (free throw) is successful. (B) Two point shot is successful

Workbook 

7. Describe the signal for a stop clock.

\_\_\_\_\_

\_\_\_\_\_

8. Describe the signal for a foul call stop clock.

\_\_\_\_\_

\_\_\_\_\_

A  B 

9. What is the difference between the above diagrams?

\_\_\_\_\_

\_\_\_\_\_



**WORKBOOK SLIDE 5:** Allow a maximum of two (2) minutes for this exercise.

Question 10: Answer – (A) three point attempt (B) three point successful

Workbook 

A  B 

10. What is the difference between the above diagrams?

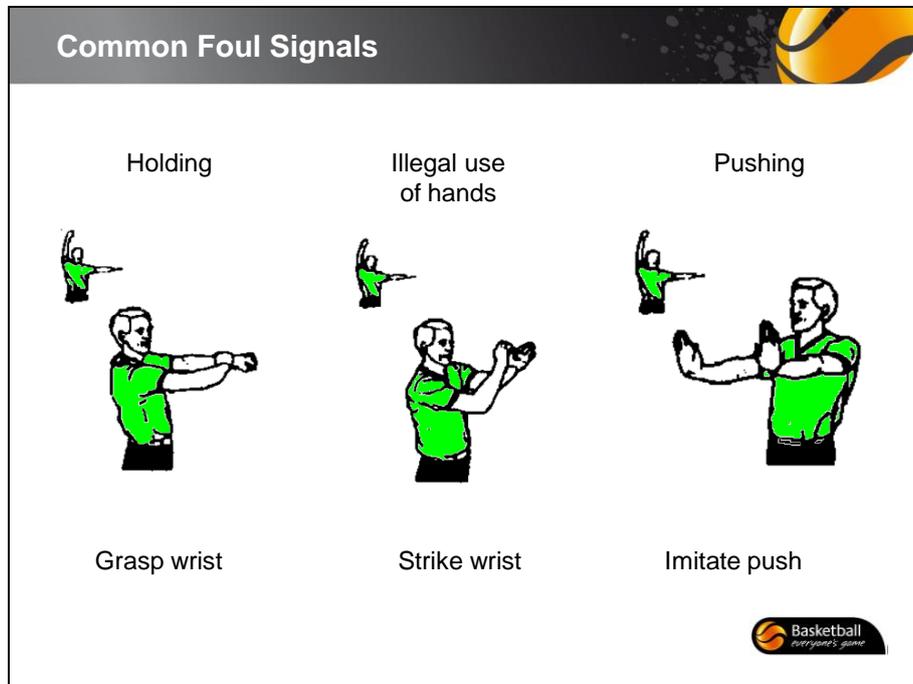
\_\_\_\_\_

\_\_\_\_\_

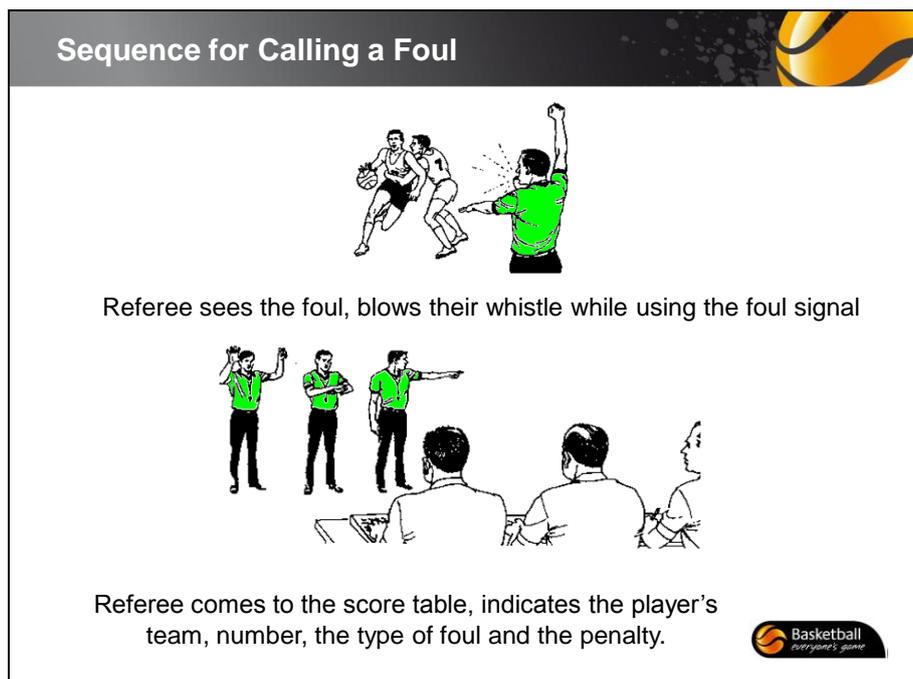


**Common Foul Signals:** Not all the fouls will be taught at this level and NO offensive fouls will be taught until the next level.

Demonstrate the three most commonly called fouls.



**Sequence for Calling a Foul:** Demonstrate and describe the sequence for calling a defensive foul.



**WORKBOOK SLIDE 6:** Allow a maximum of five (5) minutes for this exercise.

After the group has described the foul calls, call upon three individuals and ask them to stand, give them a foul to report to the scoretable i.e. Hands foul on Red 6.

Give each of the three individuals a different foul call to make.

Question 11: Answer – (a) Push (b) Hands (c) Hold

Workbook



11. Label the foul signals in the above diagrams.

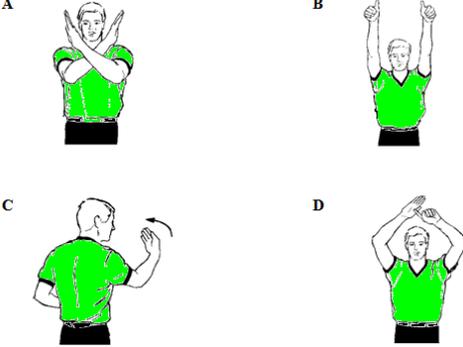


**WORKBOOK SLIDE 7:** Allow a maximum of five (5) minutes for this exercise.

After the group has finished labelling the signals, ask one of the participants to stand and without looking at their workbook demonstrate the four different signals as you call them out to them.

Question 12: Answers – (A) Substitution (B) Held Ball (C) Subs beckoned in (D) Time out

Workbook

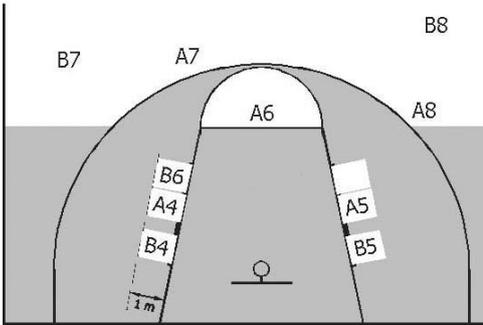


12. Label the hand signals in the above diagrams.



**Free Throw Positioning:** For the first slide explain the positioning of the players and how the lead referee should get them ready whilst the trail referee is finishing his foul call to the scoretable.

Free Throw Positioning



The players must line up in the illustrated positions with team A shooting the ball.

All players not lined up next to the key must stand behind the Free Throw line extended.



**Free Throw Positioning:** The second slide is about when the players in the different positions are allowed to cross the line in front of them.

Free Throw Positioning



The referees are to watch the players to ensure they don't step over the line too early.

The following is when the players are allowed to step over the line:

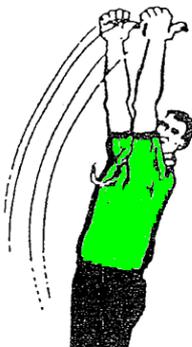
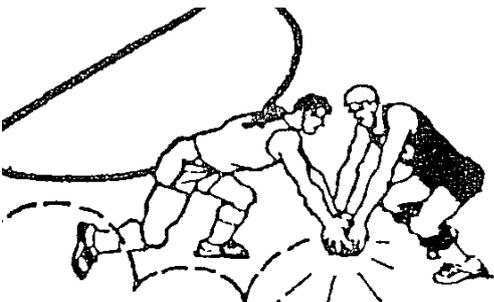
1. Shooter – Ball hits the ring
2. Players on key – When ball is released by the shooter
3. Players outside 3 point line – When the ball hits the ring



Held Ball Sequence and Alternating Possession: Discuss the situation of a held ball and the signal use to demonstrate the call.

### Held Ball Sequence and Alternating Possession

A held ball situation is called when opponents have hands so firmly on the ball that neither can gain control without roughness.



Possession Arrow: Once again only discuss the basic ruling of the possession arrow for the held ball ruling.

### Possession Arrow



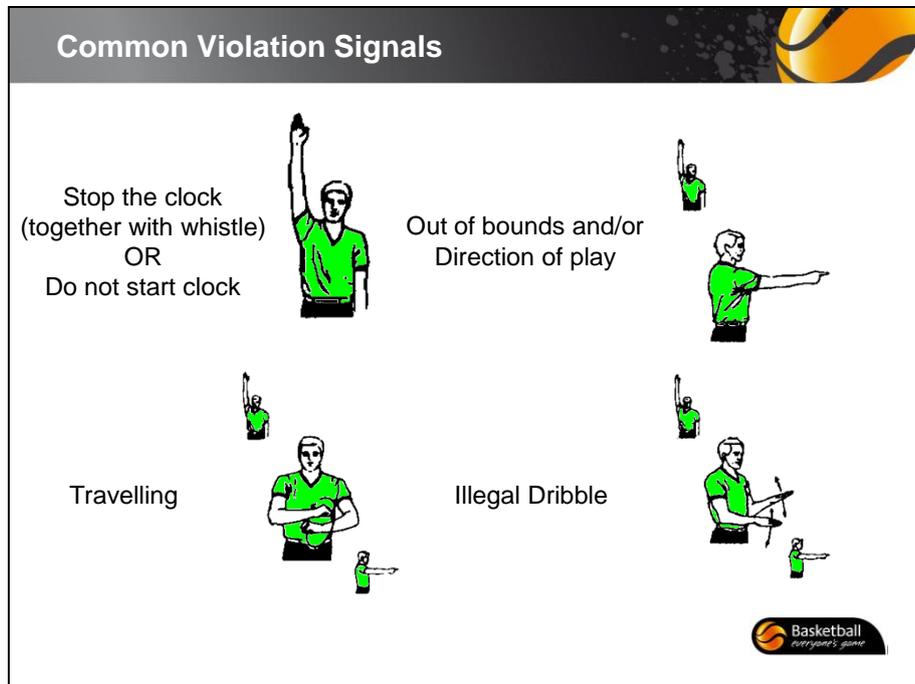
The *Possession Arrow* not only shows who gets to throw the ball in at the start of a quarter, it also shows who will get the ball in a held ball situation.

In a held ball situation, the team takes the throw-in at the spot nearest to where the held ball was called.

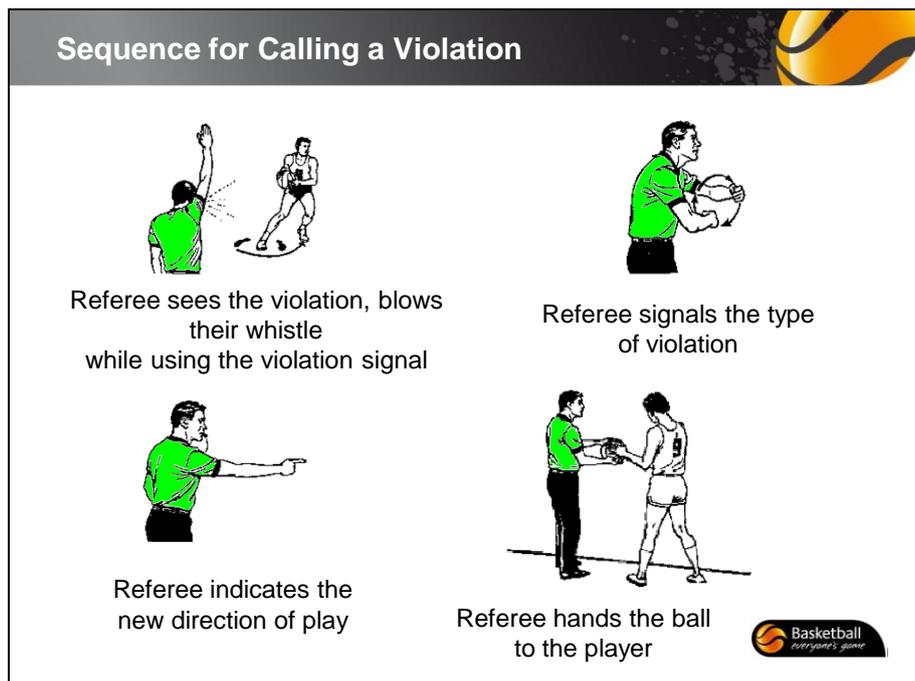


Common Violation Signals: Only discuss the common violation as we have done for the fouls.

Demonstrate the four basic signals for the violations.



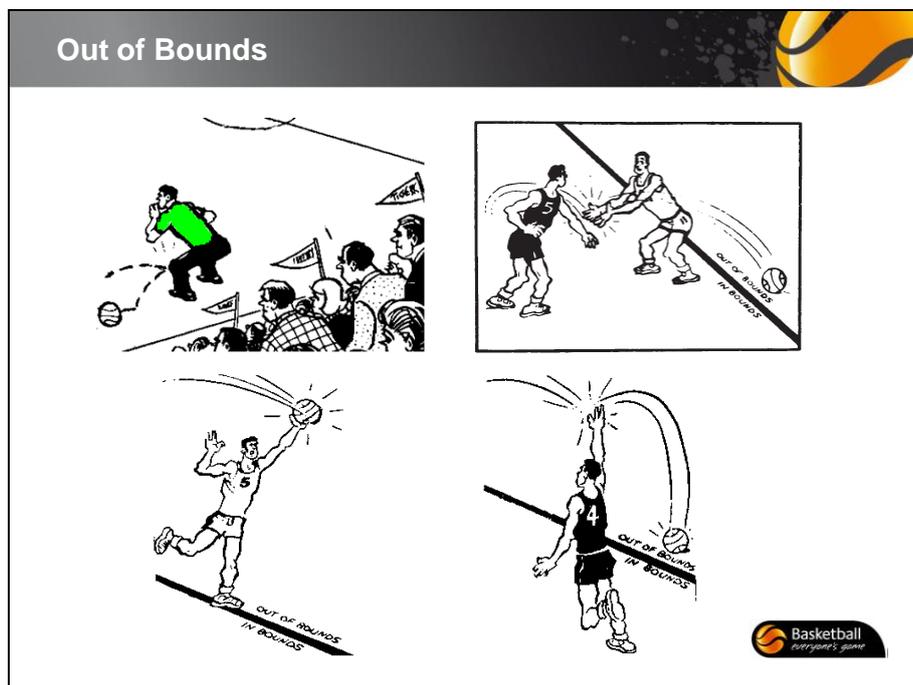
Sequence for Calling a Violation: Give a brief description of the violation, the course for the next level will go further into the violations and fouls with video.



Out of Bounds: A brief description of each window will be required.

Explain that the referee is deemed as part of the court.

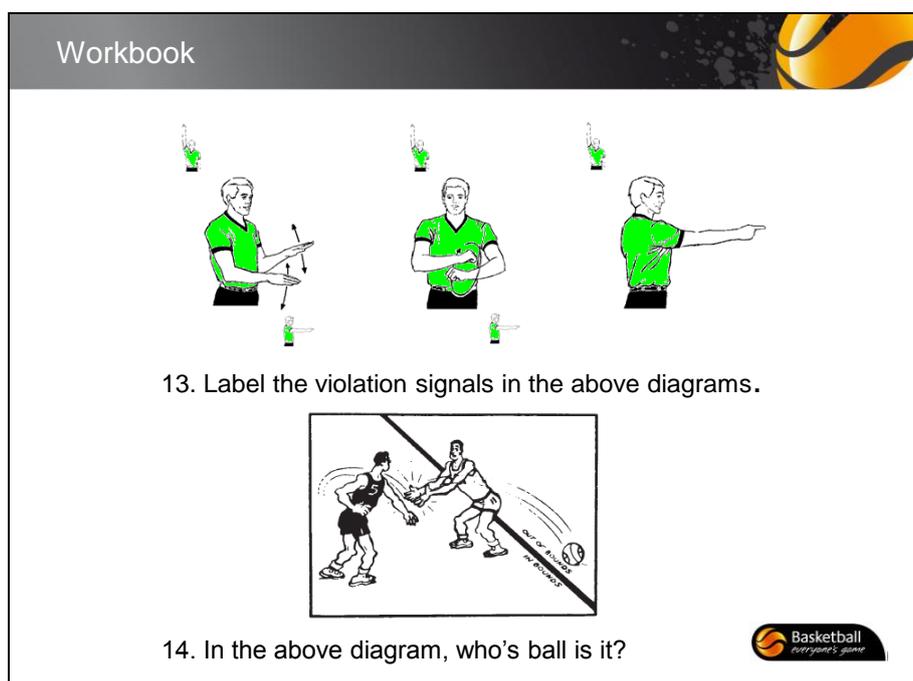
Explain how the mere touching of the line is out of bounds.



WORKBOOK SLIDE 8: Once again, get one of the participants to demonstrate the signals without looking at their workbook after the group has finished.

Question 13: Answers – (1) Illegal Dribble/Double Dribble (2) Travel (3) Out of Bounds

Question 14 is an easy example to show how the black team caused the ball to go out of bounds and the white team will gain the inbound.



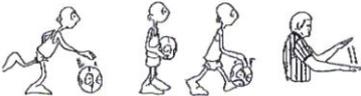
WORKBOOK SLIDE 9: Finalise the workbook by carrying out the following two slides.

Question 15: Answers – Illegal Dribble / Double Dribble

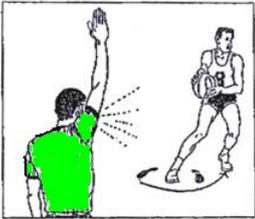
Question 16: Answer – Travel

Workbook 

DRIBBLE      STOP DRIBBLE      START



15. In the above diagram, what is the correct call?



16. In the above diagram, what should the referee call?



## On Court Work

This is the completion of the Presentation, if a court is available utilise it to demonstrate how to blow the whistle using some of the whistle blowing exercises found in the Referee Training Skills document. The most common problem when a referee is starting out is to get them to blow the whistle.

Also the jump ball can be practiced, if the group is large they can be split into two or three groups and use the free throw lines. Also there is an exercise for practising the jump ball.

Teaching points for Jump Ball.

### *Throwing one hand (preferred method for adults)*

- Hand under the ball in fingertips
- Place one foot where you want the ball to land
- Knees bent
- Throw the ball at a height of approx 2 metres
- Follow through
- Take a step back, only after the ball has been released

### *Throwing two hands (preferred method for children)*

- Place each hand on each side of the ball
- Place one foot where you want the ball to land
- Knees bent
- Throw the ball at a height of approx 2 metres
- Follow through
- Take a step back, only after the ball has been released

### *Common problems to look for when they attempt the jump ball:*

- The ball isn't thrown high enough.
- The ball is thrown too high, it doesn't need to go much higher than what the tallest player can jump. (Senior competition the ball will only go about ring height so get them to practice in front of the basketball ring to judge height.
- The ball doesn't get thrown up straight, the referee in front of the score table must judge if the ball has been thrown up straight or stop the game and redo the jump ball.
- If the ball follows the referee once it has been thrown up. The referee has stepped back whilst throwing up the ball, they should stand still and only move after the ball has been released.

<b>Community Referee Level</b>	
<b>Time allocation:</b> 120 minutes	
<b>Presenter needs</b>	<b>Optional resources</b>
<ul style="list-style-type: none"> <li>• <i>Community Referee PowerPoint Presentation</i></li> <li>• <i>Data Projector or DVD player w/TV</i></li> <li>• <i>Copies of the workbook for each participant.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Official Rules and Referees Manual;</i></li> <li>• <i>BA Referee Training Manual;</i></li> <li>• <i>BA Presenter DVD.</i></li> <li>• <i>Officiating Made Easy DVD.</i></li> </ul>

### Learning Outcomes:

- You will learn what to do before and after a game.
- How to finalise a scoresheet.
- Working with a partner.
- Manage players and coaches.
- Safety.
- Some more rules.
- Learn more about fouls and violations.

### Assessment:

- Participants are to understand and complete the workbook.
- They are expected to be competent enough to be able to run without an instructor but to partner with an experienced referee.

The Advanced level presentation can be conducted together with the Basic Level course or as a separate presentation.

**The Next Step**

Now that you have learnt the basics to be an Apprentice referee, we are now going to learn some advanced things, so you will be able to referee a game by yourself but with an experienced partner.



Today we will Learn: This course will continue along the same format as the Basic level course. There are workbook pages once again amongst the presentation pages which will require a short pause for the exercises to be completed.

You will go over items that have already been discussed but into greater detail.

**Today we will learn:**

- What a Coloured Shirt referee needs to do before and after the game
- Checking the score sheet has been completed.
- Working with your partner to cover the whole court
- Managing players, coaches and spectators
- How to make sure the game is played safely
- More rules
- Common Fouls
- Common Violations



Before the Game: Before the game the referee will have to determine the correct size ball, size 7 for men, and a size 6 for women. Another restriction used in some states is a size 6 for under 12s and 14s.

Safety to the players and themselves is the first priority and they should ensure the court to safe to play on.

**Before the game:**

Choose a game ball

- Good condition
- Correct size



Check the court is safe:

- All bags/balls are off the court
- No dust/rubbish on the court
- Ensure post holes (from volleyball/netball posts) are covered



**After the Game:** The referees should have some knowledge of how the scoresheet should be completed to ensure the correct score and winning team has been recorded.

### After the Game

You should check the score sheet to make sure it has been correctly filled out.

If the scoreboard shows a different score to the score sheet, the score sheet is the official record.

**Completing the FIBA Scoresheet:** This slide has a number of animations that show the different items to check and the order in which they should be done.

The scoresheet is an official FIBA scoresheet and is the most commonly used in Australia.

### Completing the scoresheet

To check the scoresheet has been completed correctly you will have to:

1. Check the final scores match up with the scores in the columns.
2. Ensure the correct team has been written in as the winner of the game.
3. Check the score for each quarter has been filled in.
4. You and your partner sign the scoresheet.

Complete the Running Scoresheet: This score sheet is commonly known as a “running scoresheet” and is only used by a few associations.

The difference between this scoresheet and the other one is that each basket is recorded against a player as well as recorded in the running score.

This slide also contains a number of animations to help show the process of checking the completion of the scoresheet.

### Completing the scoresheet

To finalise this type of sheet you need to check the following:

**Payment**      **Referee**

WORKBOOK SLIDE 1 & 2: Allow a maximum of five (5) minutes for the next two exercises.

The intent is to generate discussion amongst the group and to see if they can use common sense more so their memory to answer the questions.

### Workbook

1. What should you do before starting the game
  - a) Check the game ball is in good condition.
  - b) Check the game ball is the correct size.
  - c) Check all bags/balls are off the court.
  - d) Check there is no dust/rubbish on the court.
  - e) Ensure the post holes are covered.



2. What size ball would you use for U16 boys and U16 girls?

U16 Boys: a) 5 b) 6 c) 7

U16 Girls: a) 5 b) 6 c) 7



**WORKBOOK SLIDE 3:** Allow maximum of (5) minutes for this exercise.

The quarter time scores in summary box have not been filled in, circling the score at end of each quarter hasn't been done, final score, winning team and signatures are missing and need to be filled in by the referee to complete the scoresheet.



3. Complete the FIBA scoresheet.....



**WORKBOOK SLIDE 4:** Allow maximum of (5) minutes for this exercise.

On this scoresheet the totals for the second half have not been added up, the total of the two halves haven't been added up therefore the running score couldn't be confirmed. Finally the referees need to sign the scoresheet.

Workbook

4. Complete the running scoresheet.....

COACH: Neil Doney										2nd Half					
Second Half										Extra Period	Total	Team			
3											3	12	6		
2	2	2	2	2	2						10	14	8		
4	2	2	2	2	2						10	14	6		
12	2										2	14	6		
5	2										2	8	7		
													12		
													6		
7	3	2	2	2	2						7	14	13		
	2										2	7	7		
4	2	2	2	2	2						10	13	13		
													11		
39															
TIME OUTS										<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Non scorers of fouls, injuries, and time Registrations list on back of scoresheet			
11	11	6	6	9	8	4	6	6	13	13	13	12	6	11	11

COACH: Tom Cruise										2nd Half				
Second Half										Extra Period	Total	Team		
3											3	9	7	
5	2	2	2	2	2						4	9	7	
7	2	2	2	2	2						9	16	6	
	2	2	2	2	2						7	13	6	
													10	
10	2	2	2	2	2						7	17	8	
													6	
													4	
2	2										2	4	4	
													8	
27														
TIME OUTS										<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Non scorers of fouls, injuries, and time Registrations list on back of scoresheet		
5	5	9	9	13	7	7	7	7	4	4	6	6	11	11

Remarks \_\_\_\_\_ Referee \_\_\_\_\_  
 Umpire \_\_\_\_\_ Scorer \_\_\_\_\_

Basketball  
everybody's game

**Covering the Court:** We talk about lead and trail now so that they understand the terminology but still use the concept of “in front and behind” so that they understand the basic principles of moving on the court.

Covering the Court

You and your partner must stay “in front and behind” of the players. The referee in front is in “lead” position and the referee behind is in “trail” position.

The diagram illustrates a basketball court with a player in the center. Two referees are positioned in front and behind the player, demonstrating the 'lead' and 'trail' positions. The lead referee is closer to the player, while the trail referee is further back. The court lines, including the key, three-point arc, and free-throw line, are clearly marked.

Basketball  
everybody's game

**Covering the Court:** Explain how it is difficult to watch off ball, the ball is like a magnet to everybody watching the game. They need to have confidence and trust in your partner to make the call if they are not focused on the play.

**Covering the Court**

- Whoever is closest to the ball concentrates on that area
- The other referee concentrates off the ball



The diagram illustrates a basketball court with several players and a referee. Dashed lines radiate from the ball, indicating the focus of the nearest player. Another set of dashed lines shows the coverage area of the referee, who is positioned away from the ball. A basketball is shown in the top right corner of the slide.

**Basketball**  
everybody's game

**WORKBOOK SLIDE 5:** Allow a maximum of five (5) minutes for the next two exercises.

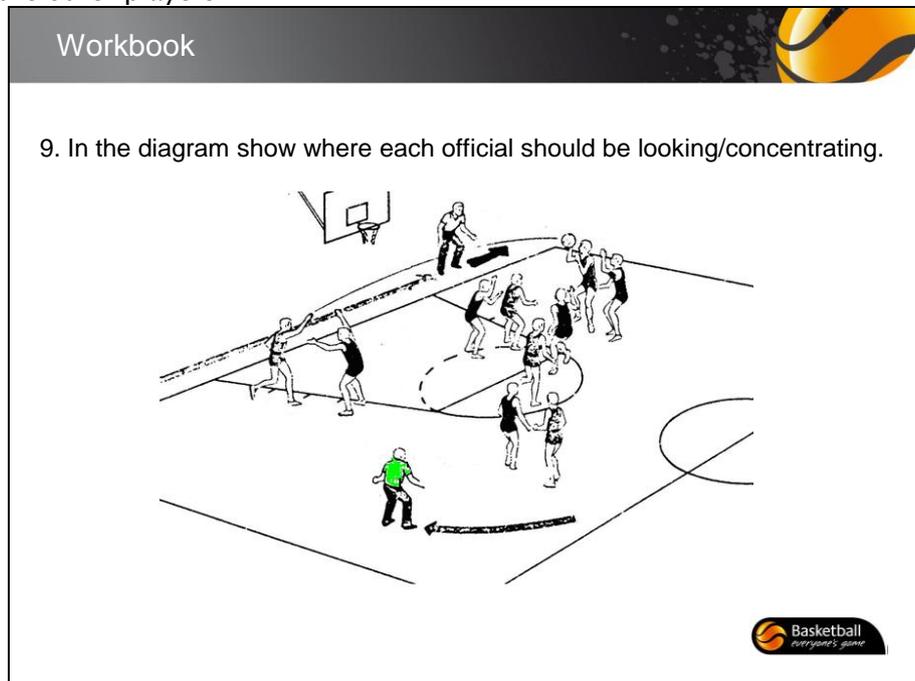
**Workbook**

5. What is the position called where a referee is situated in front of the play?  
**Lead**
6. What is the position called where the referee is situated behind the play?  
**Trail**
7. When the ball is tapped in the jump ball where does the referee nearest to the score table run?  
**To the Lead position, baseline**
8. When the ball is tapped in the jump ball where does the referee in the circle run to?  
**To the Trail position, behind the play**

**Basketball**  
everybody's game

**WORKBOOK SLIDE 6:** Explain how body language can tell their partner where they are focused by the direction their shoulders are pointing.

- a) The Lead official has his shoulders squared up to the shooter, so he is focused on the ball.
- b) The Trail has moved behind the play so they can see everyone and focus on all the other players.



**Managing Players and Coaches:** Remember this is a beginner's level and we don't expect them to have the confidence nor the experience to handle any harassment from coaches and players in a professional and calm manner. For this reason they are told how they should be handled but for the Coloured Shirt Program it is zero tolerance for abuse and the experienced partner should intervene if there is a problem.

Managing Players and Coaches

- A coach or player can politely ask you to clarify a decision or to explain something.
- Don't talk for too long. If it is complicated you may need to talk to them at the next time out or quarter time.
- It's not an argument. Once you have given clarification/explanation, focus on the game.
- Be clear and confident in your initial decision (you will make mistakes but so do players!)

Basketball  
everyone's game

Managing Players and Coaches: This is not the advice we would give to an experienced official but if a Coloured Shirt Referee finds themselves in a confrontation they cannot handle then this is what they should do.

### Managing Players and Coaches

- If a coach/player/spectator is not being polite then walk away and discuss the behaviour with your partner at the next break. You may need to involve the supervisor if behaviour is persistent.



WORKBOOK SLIDE 7 & 8: Allow a maximum of five (5) minutes for the next two exercises.

The three different scenarios can be acted out as a simulation and then ask around the group who would select the three given choices.

### Workbook

10. You have made a call and a player says “that’s ridiculous, are you blind ref?” Should you:

- a) Walk away and say nothing – Preferred option for Coloured shirt
- b) Explain why you made the call – Will only get in more confrontation
- c) Say “No I’m not blind”. – Do not respond in an arrogant manner.

11. You have made a call and a coach says “ref, it looked to me like that he got the ball clean.” Should you:

- (a) Walk away and say nothing – He is being polite so give an answer.
- (b) Explain the call (eg “his hand did hit the ball but there was contact with the hip”) – This is the correct option, be confident with your decision
- (c) Say “sit down and be quiet” – An arrogant response to a polite request will only enflame the situation.





12. You have made a call and given an explanation in response to a question. The coach now says “I think your interpretation of that rule is incorrect. I thought the points of emphasis were that it would be called differently”: Should you
- (a) Walk away and say nothing - To ignore his question will give the impression he is correct.
  - (b) Say “that’s enough coach. Any more from you and I’ll have to tech foul you” - This again appears to be an arrogant response.
  - (c) Say “Coach, I’m happy to explain the rule at quarter time. Let’s get the game going now.” – Correct option, ensure you talk to the coach at quarter time if he still wishes to discuss the ruling.



Your Safety: Their safety is essential and once again stresses the importance of not running backwards.

Ensure people are not sitting on the baseline, standing or cutting across the court.

## Safety



Your safety:

- DON'T run backwards
- Make sure there is nothing near the court that you might trip on – remember you will usually be moving outside the court
- Make sure that people watching the game are not in your way.



**Players Safety:** The player's safety is the first priority of any referee. If there is a chance that the health of a player may be in danger then the game should be stopped to rectify the situation.

**Safety**

Player's safety

To reduce the chance of a player being injured you should stop play if:

- You notice court is wet (e.g. from sweat)
- A ball rolls onto the court
- A player is injured.



**Safety, when to stop the game:** The next video is an example of a player being hurt in the rebound and because he was not in danger the play was allowed to continue until it changed direction.

**Safety**

You are stopping the game to make it safe. If the play is not affected by the "danger", then allow play to progress.



WORKBOOK SLIDE 9: Allow a maximum of five (5) minutes for this exercise.

Get the group to discuss the different situations that are listed below and why they may choose to stop the play instead of allowing it to continue.

**Workbook**

13. Tick the examples where you would allow the play to continue until the next dead ball or turnover.

- ✓ Player is on the ground in the backcourt with a sore leg
- ✗ Player has been hit in the mouth and is bleeding
- ✗ Player has been knocked to the ground and is unconscious
- ✓ Floor is wet behind the play
- ✗ Ball comes onto the court in front of the play
- ✗ Player is screaming in pain, the ball is still in the backcourt
- ✓ The fire door exit alarm is accidentally triggered
- ✗ A small child has wandered onto the court in front of the play
- ✓ Ball comes onto the court behind the play
- ✗ Six players are found to be on the court
- ✗ Players start to fight in the backcourt behind play
- ✓ The coach is yelling abuse whilst the opposition are on a fast break
- ✓ Player has lost his contact lenses behind the play

 Basketball  
everyone's game

Rules of the Game: They will now learn more in depth about fouls and violations.

**Rules of the Game**

A Community Level Referee is expected to be able to make more decisions than an Apprentice Level Referee. We will now look at:

- When teams can call time-out;
- Common fouls (including offensive fouls)
- Common violations

 Basketball  
everyone's game

Rules of the Game, Timeouts: This elaborates a bit more on what was taught in the Basic level, they need to understand the team scoring cannot call a timeout.

Some association play a running clock therefore does not permit a team to have a timeout in the last three minutes.

### Rules of the Game - Timeouts

A team can call a time out when:

- The whistle has blown;
- The other team has scored a basket.

You also need to be aware of local rules as often they restrict the number of time outs or when a time out can be called (e.g. not allowed in the last 3 minutes of the game).



Rules of the Game, Common Fouls: We will have a look at four of the most common fouls with video and commentary from the Officiating made easy DVD.

### Rules of the Game – Common Fouls

- Holding foul
- Hands foul
- Blocking foul
- Pushing foul



Common Fouls, Holding: This slide shows the hand signal and a video clip for a holding foul.

Move the cursor over the top of the video and right click on the video to start it.

**Rules of the Game – Common Fouls**

- Holding foul is when the offense is held by using either hands, arms or legs to gain an advantage.



Common Fouls, Hands: This slide shows the hand signal and a video clip for a hands foul.

Move the cursor over the top of the video and right click on the video to start it.

**Rules of the Game – Common Fouls**

- Hands foul is called when the defense causes contact across the hands, wrist or arms.



Common Fouls, Blocking: This slide shows the hand signal and a video clip for a blocking foul.

Move the cursor over the top of the video and right click on the video to start it.

**Rules of the Game – Common Fouls**

- Blocking foul is when the defense illegally gets in the way of the offence and causes contact.



Common Fouls, Pushing: This slide shows the hand signal and a video clip for a pushing foul.

Move the cursor over the top of the video and right click on the video to start it.

**Rules of the Game – Common Fouls**

- Pushing foul is when a player is either pushed deliberately or accidentally and causes a disadvantage for the other team.



**WORKBOOK SLIDE 10:** Allow a maximum of five (5) minutes for this exercise.

The participants must line up the following by drawing a line from the picture to the correct foul call.

Workbook

14. Match up the foul call to the picture:

- Holding foul
- Hands foul
- Blocking foul
- Pushing foul

Basketball  
everyone's game

**Common Fouls, Team Control:** Give a brief explanation of when a team has control of the ball and when the player shoots the ball they no longer have team control.

Explain that there are many offensive fouls with the most common being Charge Foul.

Rules of the Game – Common Fouls

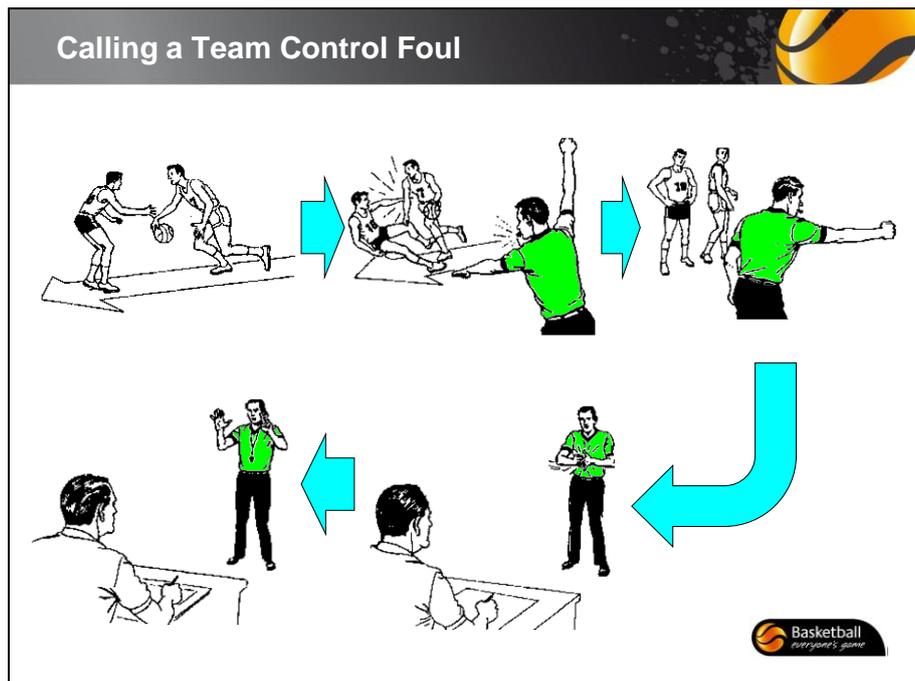
- Team Control Foul “Offensive Foul”
- Definition of “team control” (when the team has the ball. When passing from one player to another – still team control. Rebound situation – no team in control.)
- Foul Bonus

Basketball  
everyone's game

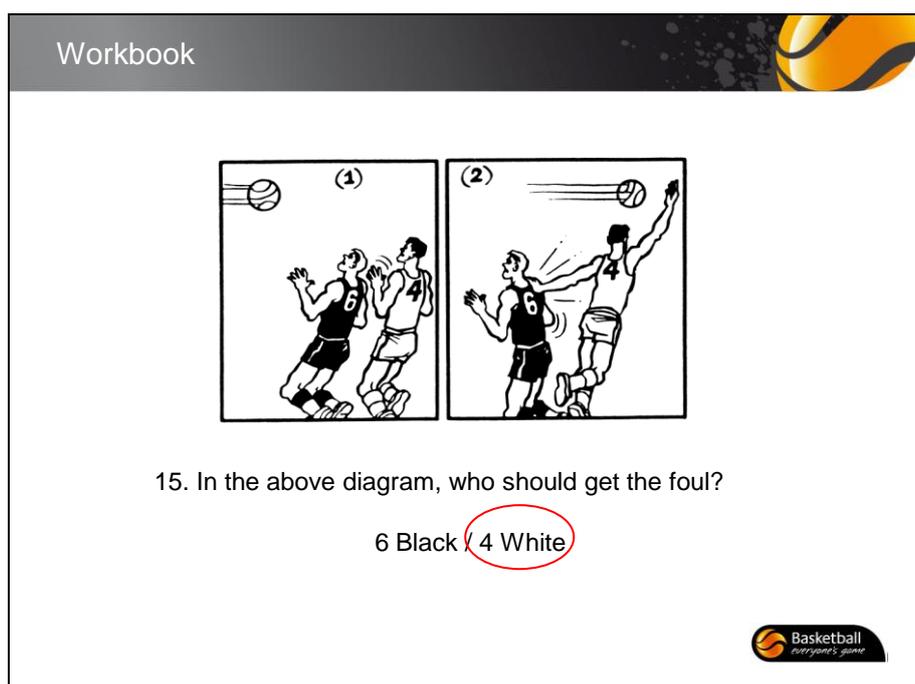
Calling a Team Control Foul: This slide will describe step by step the sequence for calling an offensive foul.

Demonstrate the signals and give a brief description between the offensive foul and defensive foul.

Explain how the offensive fouls are only called a few times in a game so the referees need to practice their signals to perfect them. This can be done by practicing in front of a mirror to see how they look.



WORKBOOK SLIDE 11: Allow a maximum of two (2) minutes for this exercise.



Rules, Common Violations: We will have a look at four of the most common violations with video and commentary from the Officiating made easy DVD.

**Rules – Common Violations**

- Travelling
- Illegal Dribble
- 3 secs/8 secs
- Cross Court



Common Violations, Establishing Pivot Foot: One of the habits a referee has to develop is to recognize the pivot foot as soon as a player has allowed the ball to come to rest in one or both of their hands.

The next five slides are about the travelling violation and if they do not understand how to determine the pivot foot then they will not understand the travel rule.

Spend a bit of time on this with demonstrations as we are often criticised that the referees do not call the travel when it may be because they are not identifying the pivot foot.

**Rules – Common Violations**



Move the cursor over the top of the video and right click on the video to start it.

### Common Violations, Travelling:

#### Rules – Common Violations

Travelling is a violation because the ball handler has either

1. Lifted their pivot foot before they have released the ball to dribble.
2. They have lifted their pivot foot and put it back on the court after they have completed their dribble.



Common Violations, Travelling, pivot foot: Demonstrate the pivoting action so the participants can see what movement is allowed.

#### Travelling



Number 12 has legally established a pivot foot (1). In order to protect the ball from an opponent (2) they may rotate around on their pivot foot as shown. There is no limit to the pivots that can be made as long as their pivot foot remains on the same spot.



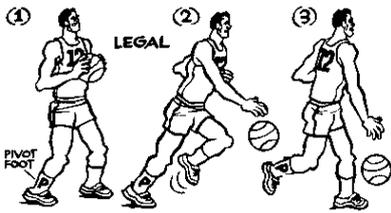
Common Violations, Travelling, start of dribble: This travel is usually used to beat the defence which creates an advantage and the travel should be called.

It is crucial that the pivot foot is identified in order to call the violation.

**Travelling cont.**



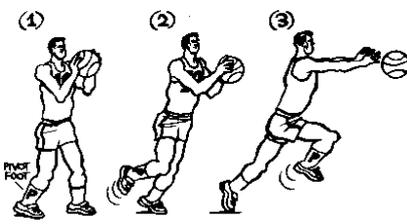
When a player is starting a dribble, the ball must leave their hands **before** the pivot foot leaves the ground. This is often a split second decision that the referee must make as to whether the ball left the hand first or the pivot foot left the ground.



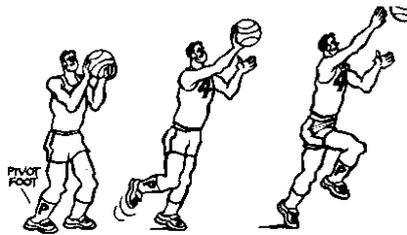
**Basketball**  
everyone's game

Common Violations, Travelling, pass or shoot: This is the only variation to the travel rule where the player is allowed to lift the pivot foot before releasing the ball.

**Travelling cont.**



It is legal to lift the pivot foot to pass.



It is legal to lift the pivot foot to shoot.

**Basketball**  
everyone's game

Common Violations, Travelling, releasing the ball: It is not complicated to remember, if the pivot foot is lifted before the player releases the ball they are committed to either pass or shoot the ball.

Travelling cont.



This player has legally lifted their pivot foot to shoot. However, when they change their mind in mid-air and attempts to dribble the ball – this then becomes a travelling violation.



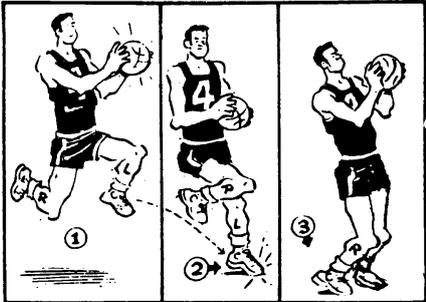
WORKBOOK SLIDE 12 & 13: Allow a maximum of five (5) minutes for the next two exercises.

Get some of the participants to demonstrate through slow motion if there is any doubt or misunderstanding after the questions have been answered.

Spend more time on it if the principle is not understood, as we said before this is one of the most common complaints that the travel is not being called.

Workbook

16. Which foot is the pivot foot?



Right / Left



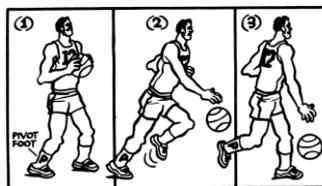


17. Which sequence is legal and which one is illegal?



Illegal

Ball is still in the hand when pivot foot is lifted.



Legal



Common Violations, Illegal Dribble: This slide shows the hand signal and a video clip for the Illegal Dribbling violation.

The hand signal for the double dribble is shown on the slide but you need to also demonstrate the hand signal for “Carrying the Ball” as well.

Move the cursor over the top of the video and right click on the video to start it.

### Rules of the Game – Common Violations



- Illegal Dribble: Also known as “Carry” or “Double Dribble” is caused when the ball has come to rest in one or both hands and then they attempt to dribble again.



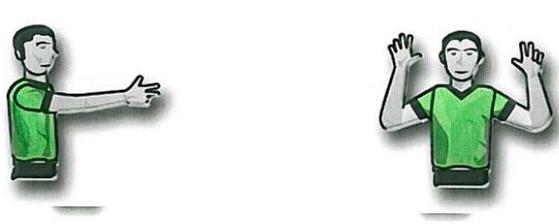
Common Violations, 3 & 8 seconds: The two most common timing violations are the 3 and 8 second violations.

The 24 sec shot clock is not generally used where a trainee referee would be officiating and the other situations regarding the 5 second rule would only confuse them at this stage.

The intent is just for them to be able to count the timing to themselves.

**Rules of the Game – Common Violations**

- 3 secs / 8 secs: There are a number of timing violations. The most common two against the offence is 3 seconds in the restricted area (key) and 8 seconds in their back court.



8 Second Exercise: This is a fun exercise to see how accurate the participants are counting eight seconds to themselves.

Do it a couple of times to see if the group gets better with each time they do it.

**Rules of the Game – Common Violations**

8 Second Exercise: The group will stand in a circle, raise their right arm and counted 8 seconds in their head once they have heard the first buzzer. Then they will lower their arm after they have counted 8 seconds to themselves. A second buzzer will sound when the 8 seconds has expired.

- How close was your count to the buzzer?



Common Violations, Cross Court: This slide shows the hand signal and a video clip for the Cross Court violation.

It is also known as the “Centre Line Violation” or “Over and back” is an old terminology.

Explain that the Centre Line is part of the back court.

**Rules of the Game – Common Violations**

- Cross Court: When the offence moves the ball from the back court to the front court it is a violation if the offence causes the ball to return to the back court.



Basketball  
everyone's game

WORKBOOK SLIDE 14, 15 & 16: Allow a maximum of ten (10) minutes for the next three exercises.

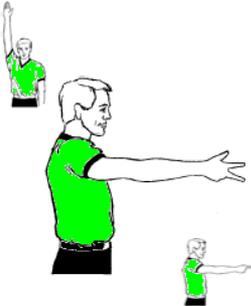
Demonstrate the signal in case they do not understand the picture then select a separate participant for each answer and ask them to read out aloud their answer.

Ask if anyone had anything different.

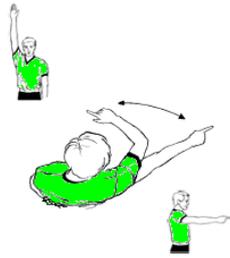
**Workbook**

18. Describe the violation the player has done for this signal to be called?

3 second violation



Basketball  
everyone's game



19. Describe the violation the player has done for this signal to be called?

Cross Court Violation



20. Describe the violation the player has done for this signal to be called?

8 Second violation in the back court



This is the end of the PowerPoint Presentation, ensure you ask if the group has any questions.

## Call Queue Cards

Print off and use the following cards for some interaction with the group either at the end of the course or after signals has been discussed.

Ask them to stand in a circle and randomly show a card for the selected participant to show the correct call.

It doesn't matter if the same card is used on different participants.

*everyone's game*

**Ball  
Returned  
to the  
Backcourt**

*everyone's game*

**Holding**

**Foul**

**Blue #14**

**Side Ball**

*everyone's game*

**3 Point  
Attempted  
&  
Successful**

*everyone's game*

# Travel

*everyone's game*

# Illegal Dribble

*everyone's game*

**Pushing**

**Foul**

**Red #6**

**2 Shots**

*everyone's game*

**Blocking**

**Foul**

**Gold #11**

**Side Ball**

*everyone's game*

**Hands**

**Foul**

**Green #13**

**Side Ball**

*everyone's game*

## An Introduction into Referee Coaching

The role of the referee coach is to give positive feedback to officials to help improve their skills and performance for future games. The referee coach should have some experience on how to referee and knowledge of what is required of a referee so that the feedback given to the officials is appropriate. This does not mean this person has to be someone who has refereed. The referee coach needs to display skills in managing, teaching and communicating in order to be respected by officials.

Managing is the organisational side of coaching. It is all the practical things you do to make sure the feedback given to referees runs smoothly.

Teaching is everything you do to develop the skills and strategic understanding of your referees.

Communicating refers to the human relations dimension of referee coaching. It is how you relate to the referees and the type of social climate that your style of coaching fosters.

You will find that these tasks often overlap. Teaching and managing are closely linked and communicating is a broader task, relating to almost everything that you do. Below are some examples of referee coaching tasks:

Managing: *"We will have our post-game on the grandstand of Court 3 and I'll meet you both there in 10 minutes"*

Teaching: *"You made a really strong call in the 2<sup>nd</sup> quarter but to help you sell that better try to use your voice more"*

Communicating: *"Happy birthday Jaz, did you get some good presents?"*

### **Feedback**

There are a number of ways to give feedback to referees. Depending on the age and experience of the referees will influence what process is to be taken, what to say, the place to which it will be given and how long it goes for. For junior referees, it may be as little as one positive and one area to work on during a break in a game. For the more experienced, a more detailed process where the referee coach will observe the game, makes notes and conducts a post-game discussion with the referees after the game. Whatever the process, it is important for the referee coach to:

- Be positive
- Observe the game;
- Identify specific calls that contribute to the officials' overall management of the game;
- If there is a missed call, recognise why the official missed it i.e. out of position;

- Correct incorrect or “sloppy” signals;
- Make sure officials are well presented;
- Ask the official(s) for feedback.

To record the feedback given to the officials the referee coach may use the *Referee Performance Appraisal* and the *Coloured Shirt Referee Grading Sheets* shown in this manual.

Like refereeing, referee coaching is often a thankless task. There are many challenges in coaching but the reward is seeing referees develop their skills from what you have taught them!

*everyone's game*

## Referees Performance Appraisal Sheet



This form should be completed by the Referees Coach appointed to coach the referees for that game. One copy shall be given to the association, one copy to the Referee (s) concerned and the third copy to the State body (if required).

This appraisal is based on the overall performance of the official during the particular game that was observed by the Referee Coach and is designed to give constructive feedback on the referees' performance.

REFEREE NAME: \_\_\_\_\_ ASSOCIATION: \_\_\_\_\_ VENUE: \_\_\_\_\_ DATE: \_\_\_\_\_

GAME: \_\_\_\_\_ v \_\_\_\_\_ DIVISION: \_\_\_\_\_

REFEREE COACH: \_\_\_\_\_

### OFFICIALS PERFORMANCE

(Place a tick in the appropriate square)

	POOR	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	EXCELLENT		POOR	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	EXCELLENT
<b>GAME CONTROL</b>						<b>MECHANICS:</b>					
<b>GAME ADMINISTRATION:</b>						Trail – Penetration					
Pre game duties						– Movement					
Scoresheet and ball						Lead Movement					
End of game duties						Correct Angles					
<b>FOULS:</b>						Floor position (transition)					

Selection						Speed					
Calling contact						<b>COMMUNICATION:</b>					
Penalty application						Signals					
<b><u>VIOLATIONS</u></b>						Whistle					
Jump balls						With partner					
Travels						With scoretable					
Illegal dribbles						<b>PRESENTATION:</b>					
Out of bounds						Appearance					
3, 5, 8 seconds											

**OVERALL COMMENTS ON PERFORMANCE:**

**PERFORMANCE WAS BELOW / EQUAL TO / ABOVE (please circle) THE GAMES PLAYED.**

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**SIGNED: \_\_\_\_\_**

## Referee Assessment Form

<b>Name:</b>		<b>Association:</b>			
<b>Address:</b>		<b>Telephone:</b>			
<b>Suburb:</b>		<b>State:</b>		<b>Postcode:</b>	
<b>Email:</b>					
<b>Course Presenter:</b>			<b>Course Completion Date:</b>		
<b>Name:</b>			<b>Signed:</b>		
<b>Competency</b>	<b>Achieved</b>		<b>Unachieved</b>	<b>Signed</b>	<b>Date</b>
<b><i>Game Administration</i></b>	<b>Apprentice</b>	<b>Community</b>			
Check scoresheet has been filled out correctly					
Understand what you need to check to avoid the risk of safety to yourself and the players					
<b><i>Communication</i></b>					
Blows the whistle to indicate a foul or violation					
Communicate decisions with the use of appropriate signals and your voice					
Able to correctly stop and start the game as necessary					
<b><i>Basic Mechanics</i></b>					
Correctly start a game and move into position					
Move around the court to best observe the action of the players.					
Administer substitutions and time outs and respond accordingly					
<b><i>Basic Contact</i></b>					
Be capable of judging contact between players and deciding whether it requires a call					
<b><i>Basic Violations</i></b>					
Be able to identify common violations					
Be capable of judging when a violation has occurred and whether it requires a call					
<b><i>Rule Knowledge</i></b>					

