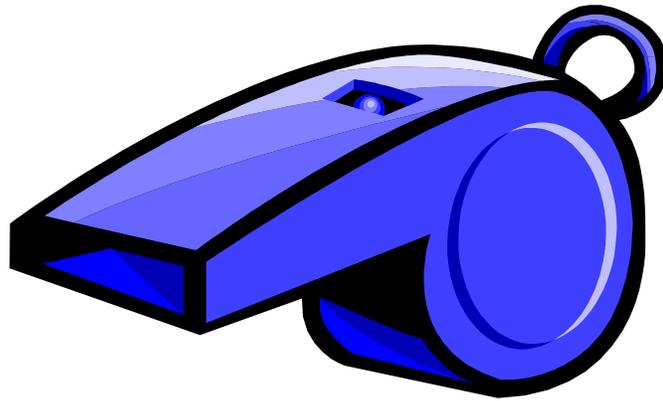


Zion Lutheran School



Coaches Handbook

**“So whether you eat or drink or whatever you do, do it all for the glory of God.”
I Corinthians 10:31**

Table of Contents

Purpose.....	2
Philosophy of Zion Athletics	2
Bible Study.....	3
Codes of Conduct.....	4
Coaches	4
Players	4
Parents	4
Officials	5
Parent Meeting.....	5
Important Points to Cover	6
Practice Reminders	6
Game Day Reminders	7
Characteristics of Adolescent Children	8
Discipline	10
Truths about Children and Sports	12
Care of Injuries	12
Some familiar terms coaches should know:.....	13
Heat injuries coaches should be aware of:	13
Concussion Information.....	14
Sport Objectives.....	14
Volleyball	14
Basketball	16
Soccer	21
Softball	23
Sample Practice Plans	25
Volleyball Practice Plan	25
Basketball Practice Plan	26
Soccer Practice Plan	27
Softball Practice Plan	28
BLAC Basketball Rules.....	29
BLAC VOLLEYBALL RULES.....	31
CROSS COUNTRY RULES.....	33
BLAC SOCCER RULES.....	34
BLAC SOFTBALL RULES	42
BLAC Track Meet Rules	43

Purpose

Grade school athletic programs are an ever changing entity. The number of participants, level of talent, and coaching personal often change from year to year. However, when the philosophy and objectives remain the same each season can be a success regardless of the number of wins and losses. The purpose of this project was to develop a Christ-centered framework for St. Paul's athletic program. Specifically, it provided coaches with practical tips and advice on teaching athletics from a Christ-centered perspective as it incorporated expectations and objectives for each sport.

Project Objectives

The objectives for this project were:

1. Develop a Christ-centered philosophy for Zion's coaches.
2. Research the characteristics of adolescent children so that coaches may better understand their players.
3. Develop coaching guidelines for parent meetings, practices, game days, and care of injuries.
4. Develop sport specific objectives for flag-football, volleyball, basketball, soccer, and softball.
5. Provide sample practice plans for flag-football, volleyball, basketball, soccer, and softball.
6. Provide league guidelines for flag-football, volleyball, basketball, soccer, and softball.

Philosophy of Zion Athletics

Our school first and foremost, exists to provide children with a Christ-centered education. This Christ-centered philosophy carries over into our athletic program. I Corinthians 10:31 tells us, "So whether you eat or drink or whatever you do, do it all for the glory of God." Co-curricular sports give student athletes the opportunity to use their God-given physical ability to reflect the love of their Savior. Through athletics we strive to increase a student's self esteem, work ethic, competitive drive, leadership behaviors, and understanding of teamwork. In addition, we strive to provide an enjoyable, vigorous, and safe experience in a Christian environment. We believe athletics is part of the total educational process at Zion Lutheran School.

Bible Study

Please take some time and complete the following Bible study. It is our prayer that you begin your season of coaching with some meditation on the following Bible verses and thought questions.

1. In whose image was man created? (Genesis. 1:27)

2. How did man lose that image? (Romans 3:23)

3. How have we been since conception? (Psalm 51:5)

4. How are we saved from our sins? (Colossians 2:13,14)

5. What mission has Christ given to all of His followers? (Matthew 28:19-20)

6. What has our new creation in Christ prepared us to do? (Ephesians 2:10)

7. According to I Corinthians 10:31:
 - a. To whose glory should everything be done?

 - b. Who might easily receive the glory in athletic contests?

 - c. How can participation and coaching in athletics be done to God's glory?

8. Why is one's conduct especially important at athletic events (Matthew 5:16)?

9. How can developing team concepts in athletics eventually lead to a stronger congregation? (I Corinthians 12:14-20)

10. What is our ultimate goal for St. Paul's athletes? (II Timothy 4:7-8)

Codes of Conduct

It is exciting to be part of Zion's athletic program. As we strive to do things in an orderly manner, the following guidelines have been established to help maintain a high-quality, Christ-centered program.

Coaches

Coaches and assistant coaches are expected to maintain a high level of Christian behavior, sportsmanship, professionalism, and integrity both on and off the playing field. Coaching duties include keeping the "fun" in sports, developing God-given athletic abilities, teaching sport-specific skills, and instilling in the players an appreciation for the game. In detail, coaches are expected to...

- uphold proper Christian conduct in the light of I Corinthians 10:31 "So whether you eat or drink or whatever you do, do it all to the glory of God."
- treat every player, opposing coach, official, parent, and administrator with respect and dignity.
- learn the fundamental skills, rules, teaching and evaluation techniques, and strategies of his/her sport.
- communicate to his/her players and their parents the rights and responsibilities of individuals on the team.

Players

Children play sports to have fun, develop God-given abilities, and learn sport-specific skills. Players have a responsibility to their team, coach, and our school. In detail, players are expected to...

- learn and be willing to cooperate with coaches and fellow teammates.
- display Christian conduct. In the event an individual fails to demonstrate Christian behavior as determined by the coach, he/she will receive a warning and the parents will be contacted. After the second occurrence the parents will be contacted and the player will be suspended from the next game. On the third infraction the child will no longer be part of the team.
- attend all practices and games unless excused by a parent prior to the event, either verbally or by note. Players missing a practice prior to a game will not be allowed in the starting line-up. An unexcused absence will result in a suspension the following game.
- be reliable. Players must be present at practices and games 75% of the time to receive recognition as being part of the team.
- put academics before sports. In accordance with our student handbook children who faithfully work to their potential in their schoolwork and who regularly demonstrate proper conduct will be encouraged and welcome to participate in extra-curricular activities. Students not meeting academic requirements set by parents and teacher will be ineligible to participate in interscholastic sports until requirements are met.

Parents

Just as coaches and players strive to reflect the love of our Savior in their words and actions, parents are encouraged to do the same. Parents participate in games by

watching, cheering, and supporting the efforts of all participants of the game. The following guidelines are expected to be followed by all Zion parents. Parents are expected to...

- gain an understanding and appreciation for the rules of the contest.
- reflect the love of their Savior at all times remembering that their words and actions may influence the behavior of children and other spectators.
- recognize and appreciate skilled performance regardless of affiliation.
- acknowledge officials as authoritative figures understanding that mistakes will be made.
- never criticize a coach in a public manner or coach from the sideline. If there is a problem, the following chain of command should be followed.
 1. In all cases, parental concerns should be addressed to the source. If that source is the coach, then steps should be taken in order to resolve the problem. If no resolution can be made, then the Athletic Director should be contacted. If no resolution is made with the Athletic Director, then the Principal needs to be involved.
 2. Appropriate topics for parents to discuss with coaches:
 - Treatment of the child mentally and physically
 - Ways for the child to improve
 - Concerns about the child's behavior
 3. Inappropriate issues for parents to discuss with the coaches:
 - Playing time
 - Team strategy
 - Play calling
 - Other student athletes

Officials

Officials are responsible for the safety of players and the preservation of the game in its' purest form. Accomplishing this requires officials to know the rules of the game and enforce them fairly. They should also demonstrate respect towards players, coaches, spectators, and the game itself. In detail, officials are expected to...

- always maintain the utmost respect for the game.
- achieve maximum teamwork with fellow officials.
- conduct themselves honorably at all times and maintain the dignity of his/her position.
- control players, coaches, parents, and spectators effectively by being courteous and considerate without sacrificing fairness.
- not discriminate.

Parent Meeting

All coaches are encouraged to establish effective lines of communication with parents early in the season by holding a meeting early in the season. This enables parents to understand the objectives of the team, allows them to become acquainted with you, and helps them understand your expectations for them and their children.

Important Points to Cover

- Introduce yourself and provide background information that qualifies you to be their child's coach.
- Discuss team rules and guidelines.
- State the importance you assign to skill development, having fun, and doing all things to the glory of God.
- Stress the importance of sportsmanship for yourself, players, and parents.
- Clarify any new or hard to understand rules of the game.
- Answer any questions concerning the game and practice schedule.
- Elaborate on practice attire and equipment.
- Explain how you determine playing time.
 - B-team: strive to give equal playing time to 5th and 6th graders, 4th graders will receive less time.
 - A-Team: Strive to give all players meaningful playing time. Players who work hard, listen well, encourage others, and demonstrate skill will receive more playing time.

Practice Reminders

Practice Plan

In order to give your players the best you have, you must prepare properly before arriving to practice. Some coaches believe that all they have to do is roll out a ball, pick teams, and play. However, it is well documented that skill development is the key to enjoying and improving in a sport. Therefore, it is important to plan for each practice. A practice plan will help you organize your thoughts, prioritize skill development, and keep things moving. One activity should flow into the next one with minimal amount of stopping and reorganizing. Avoid staying in one activity too long, but yet long enough so they understand what you are asking of them.

Be a Teacher

Good coaches realize that they are teachers, not drill sergeants. You should help children learn and work to improve their skills. Personal gains are never a consideration. The job does not depend on winning. The best interest of the child transforms into the best interests of the game.

Skill Development

New skills can be taught successfully by remembering the acronym "IDEA."

I- Introduce the skill.

D- Demonstrate the skill.

E- Explain the skill.

A- Attend to players practicing the skill.

Drills and Competition

It is important to let athletes compete against themselves or others during practice. Adults involved in middle-level athletics must know that early adolescents are children who desire to have fun. "Drill only" practices become monotonous. Fun, competitive

games encourage improvement, and hold the attention of athletes. They also provide game-like conditions for practicing newly learned skills. When developing games be sure to avoid elimination games where players have to sit out and watch if they don't do something well.

Patience

A coach needs a tremendous amount of patience. Don't push children beyond limits in regards to practice. Children have many daily pressures and athletic practices should not be one of them. Playing sports is supposed to be fun.

Water breaks

Athletes should be given plenty of opportunities to keep themselves hydrated. Avoid using water as a reward, instead schedule small water breaks throughout practice.

Equipment

All equipment should be returned to its' proper place after practice.

Facility

Coaches are to remain on site until all players have left for home. In addition, if you are the last practice of the day all lights should be turned off and all exit doors locked.

Game Day Reminders

Transportation

Parents are responsible for transporting or finding transportation for their child to away games. However, coaches may assist in transporting players to games, but are not expected to arrange transportation for his/her team.

Dress

Establish a dress code for game days. This promotes team unity and leaves a good impression on parents, opposing teams, and coaches. Team uniform guidelines should also be established to promote team unity and discourage individual attention (i.e.-sock color, sweatbands, etc.)

Nutrition and Hydration

Encourage proper eating and drinking habits throughout the season and especially on game days. Well balanced meals with plenty of carbohydrates will give athletes the energy to perform at peak levels. Hydration is also important. Encourage athletes to drink plenty of water before, during, and after games. Sport drinks are also okay to drink as they help to replenish minerals and carbohydrates used during competition.

Supervision

Monitor team behavior at least 20 minutes prior to game time. Make sure your team has cleaned up after themselves at the conclusion of a game. A good rule of thumb is to

leave your bench area and/or locker room cleaner than what you found it. Also, check that athletes have a ride home after games.

Game Time

One should coach in a positive manner that reflects a Christian faith. Simple, even-keeled encouragement from the sidelines is preferred. It is important to realize that although coaches are permitted to instruct from the sideline, this is not a license to take over the game from the players. Coaching (teaching) is best done during practice time, not during the game. Let the players make their own decisions within your guidelines so they develop a feel for the game. Additionally, here are a few good ideas.

- Your sideline coaching should be limited. Prepare your players to think for themselves as much as possible. Take mental notes of situations and skills that your team has problems with and work on them during practice.
- Watch how the opposition plays and point out to your substitutes anything that can be to your team's advantage.
- Remind the players going into the game for whom they are substituting and what is expected of them.
- The less time shouting and the more time observing, the better understanding you will develop of your team, and the more information you will have to help them during your next practice.
- Remember that as a coach you are in a supporting role. It is the kids' show.

After the Game

Have your players congratulate the other team on their performance. Thank the officials for their efforts. Search out individual opponents after the game to congratulate them or point out a great performance

Characteristics of Adolescent Children

Youth between the ages of 10 to 15 are characterized by their diversity as they move through the puberty growth cycle at varying times and rates. Yet as a group they reflect important developmental characteristics that have major implications for teaching and coaching them.

In the area of **Intellectual Development**, young adolescents...

- display a wide range of individual intellectual development.
- are in a transition period from concrete thinking to abstract thinking.
- are intensely curious and have a wide range of intellectual pursuits, few of which are sustained.
- prefer active over passive learning experiences.
- prefer interaction with peers during learning activities.
- respond positively to opportunities to participate in real life situations.

- are often preoccupied with self.
- have a strong need for approval and may be easily discouraged.
- develop an increasingly better understanding of personal abilities.
- are inquisitive about adults, often challenging their authority, and always observing them.
- may show disinterest in conventional academic subjects but are intellectually curious about the world and themselves.
- are developing a capacity to understand higher levels of humor.

In the area of **Physical Development**, young adolescents...

- experience rapid, irregular physical growth.
- undergo bodily changes that may cause awkward, uncoordinated movements.
- have varying maturity rates, with girls tending to mature one and one-half to two years earlier than boys.
- may be at a disadvantage because of varied rates of maturity that may require the understanding of caring adults.
- experience restlessness and fatigue due to hormonal changes.
- need daily physical activity because of increased energy.
- develop sexual awareness that increases as secondary sex characteristics begin to appear.
- are concerned with bodily changes that accompany sexual maturation and changes resulting in an increase in nose size, protruding ears, long arms, and awkward posture.
- have preference for junk foods but need good nutrition.
- often lack physical fitness, with poor levels of endurance, strength, and flexibility.
- are physically vulnerable because they may adopt poor health habits.

In the area of **Emotional/Psychological Development**, young adolescents...

- experience mood swings often with peaks of intensity and unpredictability.
- need to release energy, often resulting in sudden, apparently meaningless outbursts of activity.
- seek to become increasingly independent, searching for adult identity and acceptance.
- are increasingly concerned about peer acceptance.
- tend to be self-conscious, lacking in self-esteem, and highly sensitive to personal criticism.
- exhibit intense concern about physical growth and maturity as profound physical changes occur.
- are concerned with many major societal issues as personal value systems develop.
- believe that personal problems, feelings, and experiences are unique to themselves.
- are psychologically vulnerable, because at no other stage in development are they more likely to encounter so many differences between themselves and others.

In the area of **Social Development**, young adolescents...

- have a strong need to belong to a group, with peer approval becoming more important as adult approval decreases in importance.
- in their search for self, model behavior after older, esteemed students or non-parent adults.
- may exhibit immature behavior because their social skills frequently lag behind their mental and physical maturity.
- experiment with new slang and behaviors as they search for a social position within their group, often discarding these "new identities" at a later date.
- must adjust to the social acceptance of early maturing girls and the athletic successes of early maturing boys, especially if they themselves are maturing at a slower rate.
- are dependent on parental beliefs and values but seek to make their own decisions.
- are often intimidated and frightened by their first middle level school experience.
- desire recognition for their efforts and achievements.
- like fads, especially those shunned by adults.
- often overreact to ridicule, embarrassment, and rejection.
- are socially vulnerable because, as they develop their beliefs, attitudes, and values, the influence of media and negative experiences with adults and peers may compromise their ideals and values.

(Taken from: *This We Believe: Developmentally Responsive Middle Level Schools*, National Middle School Association, 1995)

Discipline

God has given Christian coaches the responsibility to discipline (make disciples of) when the situation occurs. Proverbs 22: 6 states, "Train a child in the way he should go, and when he is old he will not turn from it." Christian coaches have the unique privilege of being able to influence adolescent behavior in a non-traditional setting. This is first accomplished when coaches model Christian behavior in their words and actions. Secondly, if and when a player demonstrates a lack of self-control, respect, or responsibility, the correct use of the Law and Gospel must be used to correct the behavior. The following guidelines were adapted from *Middle-Level Athletic Programs* published by Wisconsin Department of Public Instruction, 1992. They offer practical tips for disciplining athletes.

First, Coaches need to keep in mind the following two things.

- Your players are not mini-adults. Expect them to want to have fun and be active.
- Expect your athletes to test their limits, especially if you are coaching pre-adolescents or adolescents. Even though they will test you, they really do want limits and structure.

Here are some ways to provide structure without having to yell, threaten, or act like a drill sergeant.

- Establish clear expectations right away.

- Hold a team meeting to involve your players in deciding reasonable team rules and consequences for breaking them. Cooperation is more likely if your athletes helped form and publicly agreed to the rules. Discuss rules you think are important, and the reasons for them, but be willing to listen to their ideas as well.
- Try to balance structure with a bit of freedom. Remember your players are there to learn skills and have fun.
- Reinforce and encourage desirable behaviors like teamwork, sportsmanship, cooperation, respect for officials, support for teammates, and “being in the game” while on the bench. Rewards can help build team spirit and unity, too.

If players consistently violate rules and refuse to cooperate, these suggestions will help.

- Give player one warning.
- Be consistent and impartial even if it means you have to bench your star player.
- Stay cool and calm.
- Avoid lecturing or public embarrassment of the player. It isn’t necessary or helpful.
- Stress that the player is paying a penalty because a team rule was broken, not because of you. This keeps the responsibility on the athlete, where it belongs.
- Once the disciplinary time is over, use the Gospel to forgive and accept the player as part of the team again.

Depriving the player of something he or she values is best when giving a penalty.

The following are possibilities:

- Sit off to the side—a time out or penalty box
- Lose playing time
- Lose a starting position

If the misbehavior becomes consistent the parent, athletic director, and principal should become involved.

Discipline vs. Punishment

Discipline is done out of love while punishment is often a result of anger. Using Christian discipline will help establish desired athlete behaviors rooted in love for their Savior. The differences between punishment and discipline are as follows:

Punishment techniques include:

- Yelling
- Lecturing
- Sarcasm
- Threats
- Use of physical force

Use of punishment...

- emphasizes athletes’ failures.
- leads to resentment and frustration.
- does not teach athletes to become responsible for their behaviors.

Christian discipline includes...

- setting limits on behavior.
- making rules simple, few, and consistent.
- being a role model for appropriate behavior.
- appropriately applying Law and Gospel.

With discipline, athletes...

- know what is expected.
- control and change their own behavior.
- become responsible for their own actions.
- learn a lesson that will positively affect their future behavior.
- increase feelings of self-worth and self-confidence.

Truths about Children and Sports

(Taken from: *Middle-Level Athletic Programs*, Wisconsin Department of Public Instruction, 1992)

- Fun is pivotal; if it's not fun, young people won't play a sport
- Skill development is a crucial aspect of fun; it is more important than winning even among the best athletes.
- The most rewarding challenges of sports are those that lead to self-knowledge.
- Intrinsic rewards (self-knowledge that grows out of self-competition) are more important in creating lifetime athletes than are extrinsic rewards (victory or attention from others).

Care of Injuries

(Taken from: *Recreation Coaches Handbook*, Virginia Youth Soccer Association, 2003)

The care of an injured athlete should begin the moment an injury occurs. Immediate care will reduce the severity of the injury and possibility of long-term disability. However, it is important that you provide first aid only to the extent of your qualifications. Don't "play doctor" with injuries; sort out minor injuries that you can treat from those for which you need to call for medical assistance. It is recommended that if a player has had medical attention, he/she should have written permission from the doctor to return to activities. Upon seeing an injured player you should...

- stay composed.
- determine how the injury occurred.
- check for breathing, bleeding, consciousness, deformity, discoloration, and shock.
- determine how the injury occurred.
- question the player to determine the location and severity of the injury.
- dependent upon the nature of the injury, avoid moving the player.
- inspire confidence and reassure the player; determine how the injury occurred.
- use certified athletic trainers when available; always err on the side of caution.

If the player is unable to continue, assist him/her to the sideline unless it is a head injury, then do not move and call for emergency help. After determining that the injury IS NOT life threatening, the nature of the injury can be further determined.

- Note the position of the injured part.
- Look for swelling and deformity.
- Compare it with the opposite side.
- Do not move the injured body part.

Treatment for minor injuries such as sprains, strains, and contusions is referred to as **R.I.C.E. (Rest, Ice, Compression, Elevation)**. R.I.C.E. treatments should occur immediately after the injury and a general rule is to ice for 20 minutes on and 20 minutes off – three consecutive times. The treatment helps in three different ways:

- Applying **Ice** to the injured area causes the blood vessels to constrict, limiting circulation to the injured area.
- Applying **Compression** with an elastic bandage inhibits the accumulation of blood and fluids in the area; thereby, minimizing pain and swelling.
- **Resting & Elevating** the injured area decreases fluid accumulation, and helps to reduce muscle spasms.

Some familiar terms coaches should know:

- Sprain – ligaments are bands of tissue that attach bone to bone and stabilize joints. A sprain is an injury to one or more ligaments.
- Strain – a tearing injury to a muscle or a tendon (tendons attach muscle to bone)
- Contusion- a blow to a muscle or tendon caused by an outside force, which causes hemorrhaging to surrounding tissues.
- Abrasion – a loss of surface area of skin. The area should be cleaned with an antiseptic to prevent infection. An antibiotic ointment should be applied to keep the wound moist and destroy any bacteria present.

Heat injuries coaches should be aware of:

- Heat Cramps – an involuntary contraction of muscle or a muscle group that is repetitive and rapid in nature. Care – rest, drink water, and stretching.
- Heat Exhaustion – surface temperature approximately normal, skin pale and clammy, profuse perspiration, tired, and weak, headache – perhaps cramps, nausea, dizziness, possible vomiting and possible fainting (the player will most likely regain consciousness as the head is lowered). Immediate Care – move to a cool area, air-conditioning best, have the player lie down with feet elevated, remove restrictive apparel as appropriate, cool with wet cloths or by fanning, if alert – water may be given (1/2 glass per 15 minutes), if player vomits – take to hospital immediately and always refer to physician for further diagnosis, treatment and prior to return to activity.
- Heat Stroke – body temperature is high, skin is hot, red and dry, sweating mechanism is blocked, pulse is rapid and strong, player may lose consciousness. Immediate Care – seek immediate medical care (Call 911), while waiting; treat as

above for heat exhaustion keeping in mind that if you reduce the body temperature too rapidly it can cause internal bleeding.

Concussion Information

The new state Sports Concussion Law requires that schools annually require all coaches of athletes to sign and return an information sheet related to the nature and risk of concussion or head injury. This information sheet includes the signs and symptoms of concussion or head injury. Information on concussions will be given out at the coaches meeting before the start of each sports season.

Sport Objectives

Volleyball

Volleyball is offered to girls in grades 4-8 in the fall of the year. Zion has two volleyball teams. Girls in grades 6-8 form the A-team. However, 5th grade girls may be invited to play on the A-team. Girls in grades 4-6 form the B-team. Uniforms are provided for both levels. Kneepads are also provided for those not wishing to purchase them. The following skills should be learned, practiced, and repeated by all players throughout the season:

B-Team

Bumping

- Body and feet position
- Claspings of hands
- Locking of elbows
- Rebounding ball off of forearms vs. striking ball upward

Underhand Serve

- Stepping with opposite foot
- Transferring weight to the forward foot
- Keeping eye on ball
- Striking ball (flat of the hand or fist)
- Follow through
- Serving to a spot

Knowledge

- Offensive positions
- Rotations
- Court markings
- Rules and regulations
- Violations

A-Team

Bumping

- Body and feet position
- Clasping of hands
- Locking of elbows
- Rebounding ball off of forearms vs. striking ball upward
- Consistently able to bump ball to a teammate

Serving

- Underhand
 - Stepping with opposite foot
 - Transferring weight to the forward foot
 - Keeping eye on ball
 - Striking ball (flat of the hand or fist)
 - Follow through
 - Serving to a spot
- Overhand
 - Tossing the ball
 - Stepping with opposite foot
 - Transferring weight to the forward foot
 - Keeping eye on ball
 - Striking ball with open palm
 - Serving to a spot

Setting

- Body and feet position
- Using fingertips to make contact
- Follow through
- Setting ball softly to a spot

Net Play

- Spike
 - Jumping high in the air
 - Striking ball above the net with overhand motion
 - Driving ball downward
- Tip
 - Quick “punch” or “poke” of ball on net

Blocking

- Jumping high with both arms outstretched overhead
- Timing

Dig

- Using as an emergency hit
- Stiffening one arm to rebound ball close to the floor

Offense

- Knowing all six positions
- Simple offenses
 - Switching positions on the serve
 - Passing to a spot
 - Utilizing a setter in the front row
- Striving for bump, set, and spike on each volley

Knowledge

- Court markings
- Rules and regulations
- Violations

Basketball

Boys and Girls Basketball is a winter sport offered to Zion students in grades 4-8. Participants form an A-team and B-team. A-teams consist of athletes in grades 6-8. Depending on numbers and ability, students in 5th grade may be invited to play “up” on the A-team. The focus for this level is skill development and competition. Playing time is dependent upon a player’s skill, attitude, and work ethic. B-teams consist of athletes in grades 4-6. The focus at this level is skill development and game participation. Coaches should strive to provide ample playing time for all players. Uniforms are provided for both levels. The following skills should be learned, practiced, and repeated by all players throughout the season:

B-Team

Shooting

- Lay-up
 - 1 step lay-up without dribble-R&L
 - 1 dribble lay-up-R&L
 - Full court dribble lay-up-R&L
- Set shot
 - Feet should be pointing toward the basket a little less than shoulder width apart with the strong foot slightly ahead of the weak foot.
 - Ball should be resting on the pads of the fingers with hand and elbow underneath the ball in a “waiter position.”
 - The ball should be held at a “waiter” position-- thumb near the eye with the hand and elbow underneath the ball
 - Lift the ball up and out aiming for just over the front of the rim.
 - Elbow should lock-out on the shot with fingers pointing down on the follow through (cookie jar position).
 - Players will be encouraged to “flick” or “snap” their wrist to give the ball backspin.
 - The guide hand can be added later as kids get older, otherwise young children will push the ball with both hands versus shooting it with one hand.
- Free throw

- Establishing routine
- Post
 - Positioning
 - Target hand
 - Using the backboard
 - Drop step
 - Up and under

Passing

- Chest
- Bounce
- Overhead
- Baseball

Catching

- Target hands
- Looking ball into hands

Dribbling

- Stationary-R&L
- Walking-R&L
- Running-R&L
- Crossover
- Crossover between legs

Individual Offense

- Pivots
 - Forward-R&L
 - Reverse-R&L
- Jump stop
- Triple threat position
- Sweeps
 - High
 - Low
- Rebounding
 - Anticipating the miss

Team Offense

- Court balance
- Cuts
 - V-cut
 - Basket cut
 - L-cut
- Setting a screen

- Screen and roll
- Give and go
- Learning a simple continuity offense
- Inbounds plays
- 3 vs. 3 half court
- 5 vs. 5 full court

Individual Defense

- Defensive slides
- Close-outs
- Rebounding
 - Blocking out
 - Jumping for ball
 - Grabbing ball with two hands
 - Chinning ball
 - Passing to outlet

Team Man to Man Defense

- Position
 - On ball
 - Off ball
- Help and recovery
- Defending screens

Knowledge of the Game

- Court markings
- Rules and regulations
- Fouls
- Violations

A-Team

Shooting

- Lay-up
 - 1 step lay-up without dribble-R&L
 - 1 dribble lay-up-R&L
 - Full court dribble overhand and underhand lay-up-R&L
 - Crossover lay-up to R&L
 - Baseline lay-up-R&L
 - Reverse baseline lay-up-R&L
 - 2 foot power lay-up-R&L
 - 360 lay-up-R&L (drive, reverse pivot, jump to rim)
 - Stockton lay-ups-R&L (use inside hand and jump off of outside foot)
- Set/jump shot (see B-team for fundamentals)
 - Off of pass
 - Stepping with inside foot when receiving pass

- Off of dribble
 - Sweep
 - Shot fake
 - Rocker step
- Bank shots
- Free throw
 - Establishing routine
- Post
 - Positioning
 - Target hand
 - Using the backboard
 - Drop step
 - Up and under
 - Sikma
 - Jump hook
 - Spin move

Passing

- Chest
- Bounce
- Overhead
- Baseball
- Using fakes

Catching

- Target hands
- Looking ball into hands

Dribbling

- Stationary-R&L
- Running-R&L
- Crossover
- Crossover between legs
- Inside out move
- Behind back
- Spin move
- Dribble pull back
- Hesitation with stutter step
- Push dribble
- Combination moves
 - Inside out/crossover
 - Double crossover
 - Hesitation/crossover, etc.

Rebounding

- Blocking out
- Jumping for ball
- Grabbing ball with two hands
- Chinning ball
- Passing to outlet

Individual Offense

- Pivots
 - Forward-R&L
 - Reverse-R&L
- Jump stop
- Triple threat position
- Sweeps
 - High
 - Low
- Rebounding
 - Anticipating the miss
 - Keeping the ball up on rebound to shoot

Team Offense

- Court balance
- Cuts
 - V-cut
 - Basket cut
 - L-cut
 - Curl cut
 - Flare cut
- Setting a screen
- Screen and roll
- Give and go
- Learning a simple continuity offense
- Motion
- Inbounds plays
- 3 vs. 3 half court
- 5 vs. 5 half court

Individual Defense

- Defensive slide
- Close-outs
- Rebounding
 - Blocking out
 - Jumping for ball
 - Grabbing ball with two hands
 - Chinning ball
 - Passing to outlet

Team Defense

- Man to man defensive positioning
 - On ball
 - One pass away
 - Two passes away
 - Post defense
- Help and recovery
- Defending give and go
- Defending screens
- Full court
- Zones
 - Half court
 - Full court presses

Knowledge of the Game

- Court markings
- Rules, regulations, fouls, and violations

Soccer

Soccer is offered in the fall for boys and girls in grades 4-8. The team is formed to play in the BLAC tournament in late September, but may have a few warm-up games beforehand and practices. Players are required to wear shin guards and a Zion athletic T-shirt jersey. The school will provide shin guards for students that do not have their own. Soccer cleats are recommended, but not required. *Football cleats and metal spikes are not allowed.* The following skills should be learned, practiced, and repeated by all players throughout the season:

Dribbling

- Inside-R&L
- Outside- R&L
- Change of speed and direction
- Shielding
- With defender approaching
- Preventing tackles
- Splitting defenders
- Decision making
 - Toward goal
 - Up line
 - Crossfield
 - Away from pressure
 - Fast vs. slow

Passing

- Inside-R&L

- Outside- R&L
- Laces- R&L
- 1 touch passes
- 2 touch passes
- Decision making
 - Clearing
 - Short ball to open space
 - Long ball to open space
 - Goal kicks
 - Back pass
 - Crossfield
- Movement after pass

Traps

- Inside- R&L
- Outside- R&L
- Thigh
- Chest
- Head

Shooting

- Power
 - Instep drive
- Accuracy
 - Far vs. near post
 - Avoid keeper
 - Low corner
 - High corner
- Still ball
- Rolling ball
- Off the dribble

Offense

- Positions
- Communication
- Winning loose balls
- Spacing
- Throw-ins
- Corner kicks
- Kickoffs
- Penalty kicks
- Free-kicks
 - Direct
 - In-direct

Defense

- Stance
- Tackling ball
- Marking
- Transition
- Throw-ins
- Corner kicks
- Free kicks
 - Direct
 - In-direct
 - Kickoffs
- Keeper
 - Stance
 - Receiving ball
 - Communication with team
 - Shots
 - Penalty shots
 - Corner kicks
 - Distributing the ball
 - Punts
 - Throws
 - Goal kicks

Knowledge

- Proper equipment
- Field markings
- Rules and regulations
- Penalties

Softball

Softball is offered in the spring for boys and girls in grades 5-8. The team practices for the BLAC tournament in May, but may have a few warm-up games beforehand and practices. Players are required to have a softball/baseball glove. Players are required to wear a Zion athletic T-shirt jersey. Baseball caps are recommended. The following skills should be learned, practiced, and repeated by all players throughout the season:

Throwing

- Gripping ball
- Arm position
- Stepping toward target with opposite foot
- Leading with elbow
- Follow through
- Crow hop
- Throwing to first base
- Throw-in from outfield

Fielding

- Thrown balls
- Fly balls
- Grounders
- Positioning
 - Infield
 - Ready position
 - First base
 - Second base
 - Short stop
 - Third base
 - Catcher
 - Outfield
 - Left field
 - Center
 - Right field
- Cutoff throws
- Backing up infielders and outfielders
- Force plays
- Converting double plays from second to first base

Pitching

- Face plate and keep eyes on the target
- Swing the pitching arm backward and step forward
- Keep pitching arm extended

Batting

- Stance
 - Feet slightly more than shoulders width apart
 - Knees slightly bent
 - Belly button facing plate
 - Head facing the pitcher (chin on the front of shoulder)
 - Hands together on bat with knuckles in line
 - Able to reach both sides of the plate
- Swing
 - Keep eyes on the ball
 - Keep back foot down
 - Hips rotate, belly button facing the pitcher at the end of the swing
 - Head stays level
 - Flat swing
 - Stepping with front foot
 - Hit through the ball
 - Follow through so bat finishes behind the body
- Knowledge
 - Strike zone

- The count
- Foul vs. fair ball
- Foul tip

Base Running

- To first base
 - Overrunning first base
- Advancing from first to second
- Advancing from second to third
- Advancing from third to home
- Tagging up
- Listening to base coach
- 2 out base running vs. 0 or 1 out base running.

Sample Practice Plans

Volleyball Practice Plan

PRACTICE #5

Objectives

- Teamwork
- Overhand serve
- Bumps- calling the ball out, moving your feet

4:30pm

jog 3 laps
stretch
devotion

4:40pm

run 3 laps
serving
 20 ball tosses/drops
 20 overhand serves
 Openhanded
 Record made serves

4:50pm

bumping in small groups
 Call the ball out
 Move to the ball

4:55pm

Toss/Roll/Bump (groups of 3)

5:05pm

Serving- same as above

Water

5:15pm

Slide step passing/bump against wall (45 second intervals)

5:25pm

Rock/Tunnel/Tree

5:30pm

Pass and move

5:35pm

Serving- same as above

5:45pm

Team huddle-all hands in

Note: Scrimmage if time permits- 6 on one side, rest of players sere

Basketball Practice Plan

PRACTICE #2

Emphasis of the Day: Get your feet balanced before you shoot.

Thought of the Day: “A cord of three strands is not easily broken.” Ecclesiastes 4:12b

4:30pm

Warm-up

- Jog 5 laps
- jump rope- 2 sets of 30 seconds
- 3 sprints
- stretch

4:40pm

Let's Play!

4 vs. 4 transition

4:50pm

Skill Development: Set Shot

- Demonstrate
 - o BEEF
- Split up for 3 spot shooting (make 10 in a row as a group)
- Demonstrate
 - o Shot preparation of off self-pass (footwork)
 - From front
 - From left
 - From right
- Practice shot preparation of off self-pass
 - Front
 - Left
 - Right
- Play: Beat your favorite pro off of self-pass

- 5:10pm **Defense**
 Slides and close-outs
 3 vs. 3 rebounding/transition
- 5:20pm **Offense**
 Zone: X-cut offense
 Man: Swing offense
 5 vs. 0
 5 vs. 5
- 5:40pm **Let's Play!**
 3 on 2+1
- 5:45pm **Team huddle and cool down stretch**

Soccer Practice Plan

PRACTICE # 3

90 Minutes Total

Equipment: 7 red and 7 yellow pinnies; 16 disk cones; 1 ball per player; 1/2 field.

Coach lays out two lines of cones 5 yards apart, 8 cones per line, with 5 yards between lines yielding 7 5*5 grids. Players can juggle and loosen up while cones are being set-up.

15 min.: Warmup. Each player with a ball in 1/2 of the penalty area. Dribble with both feet, go at angles, change direction, moving slowly for 2-3 minutes. Stretch. 1/2 of players put their balls outside of area and spread out around area with feet spread apart. Remaining players dribble ball around area and, on command "start", begin to score points by passing ball between legs of stationary players. Players can score on each stationary player once before moving on to next. Emphasize head up, avoid traffic and congested "goals", proper pace of pass so that it a) gets through but b) doesn't end up in the next county. Time for 1 minute and switch roles. Stretch. Now players with ball must dribble around area and on command "start" make eye contact with a stationary player, call their name, pass ball to them, and move to get a return pass. Time for 1 minute, score a point for each pass completed, switch and repeat. Emphasize head up, communication before pass, proper pace on pass.

15 min: Players in pairs with one ball per pair, one pair in each 5*5 yd. grid. Coach demonstrates Inside of Foot pass. Players pass inside their own grid for 5 min. Emphasize toe up, heel down, ankle locked, turn foot out sideways; plant foot faces direction pass is to go; kicking leg bent slightly. Hit through the ball slightly above center, contacting the ball with inside of foot between ball of foot and heel.

After 5 min., coach demonstrates simple foot reception and players both pass and receive for 5 min. additional. Emphasize on reception don't stop ball, just cushion it and push it out to the side a bit; use same part of foot used for passing, step into ball for next pass.

After about 10 minutes, have players keep kicking foot raised for a few moments after kick. If they've done it correctly, they'll be facing receiver and easily balanced on one foot...

Look to correct: for pass: Leg playing the ball stiff/straight; plant leg too far away from ball; kicking too hard/soft; hitting ball too low (goes up in air) or too high (bounces).

Look to correct: for reception: Ball stopped dead instead of cushioned and pushed out; ball pushed out too far/close; receiving surface "hard" rather than "soft"; receiving with wrong part of foot.

10 min.--Groups of three (grab an assistant coach, parent, sibling, etc. or put 4 in a group and add another cone to that area), each group with a ball, 1st group standing on 3 of cones in first grid, next group on second group of 4 cones, etc. Player with ball starts with pass to either of other two players and runs to empty cone. Receiver repeats. Move from unlimited touch to two-touch to one-touch over course of season. Emphasize and correct same points as in prior section. After they get the idea, time and see how many completed passes in 1 minute.

5 min.-- Drink break and socializing. (All players dribble their ball to you before heading off). Coach re-sets cones to mark off two 20*25 yd fields with 4 yd. cone goals at the diagonal ends of the long sides of the rectangle.

25 min.-- 5v2 progression as follows. Technical points for all same as in first section. Emphasize also how much easier the game is for the attackers if they keep the space big, use the whole field, move after passing, & play away from pressure. (This can START off as 6v1 and move to 5v2 as players become more skilled.)

1. 5 players pass the ball around. Defenders simply give ball back if they intercept or kick out of area. No points scored. Change roles frequently.
2. Repeat 1 but every 5 consecutive passes is a goal (recruit assistant, parent, sibling, etc. to count passes). If defenders win, they score by dribbling to any side of the rectangle and stop it by stepping on it. Any ball going out of bounds, whether kicked or dribbled, goes back to attackers. Keep score out loud. Stop in few minutes and switch roles.
3. Same but defenders can score by inside foot pass through either of small goals.

5 min.-- Drink and socializing. Coach re-sets field to 35*50, 5-6 yard goals.

10 min.-- Scrimmage. Coach observes ONLY.

5 min.--Warm-down, players pick up all equipment, shag balls, get reminded where and when next practice/game is, etc.

Softball Practice Plan

PRACTICE: #1

- 3:15pm **Warm-up**
- 3 laps around soccer field
 - Stretch
- 3:30pm **Skill Development: throwing**
- Demonstrate
 - o 3 finger grip
 - o Arm in L position
 - o Step toward target and throw
 - o Lead with elbow
 - o Crow hop
 - Progression in pairs 10 yards apart (10 throws each)
 - o Kneeling on one knee
 - o Standing stationary
 - o Crow hop
 - Play: Throw-it-and run softball
 - Water Break
- 3:50pm **Skill Development: catching**
- Demonstrate
 - o Thrown ball
 - o Grounders
 - o Fly ball
 - Practice in pairs 10 yard apart (10 throw each)
 - o Thrown ball
 - o Grounders
 - o Fly ball
 - Play: Team relay
 - Water Break
- 4:20pm **Skill Development: Batting**
- Demonstrate
 - o Stance
 - o Swing
 - Practice as group without bats
 - Partner batting against fence (10 hits each)
- 4:35pm **Scrimmage**
- 5:00pm **Team Huddle**

BLAC Basketball Rules

(updated December of 2011)

Games -

Games are played on Fridays starting at 5:00

Schedule for game nights for both divisions -

Girls B - 5:00
Boys B - 6ish
Girls A - 7ish
Boys A - 8ish

A games - 6 minute quarters (3 minute overtime)

B games - 6 minute quarters (3 minute overtime)

B2 games - 6 minute quarters

1) Participation

both divisions

A teams - students in 8th grade and lower

B teams - students in 6th grade and lower

B2 teams - students in 5th grade and lower

6 quarters per night allowed for grade school player

(exceptions must be mutually decided by athletic directors and coaches at site)

2) BLAC Tournament

-Seeded by BLAC according to division standings

-One bracket for boys A and one for girls A

-BLAC will obtain refs for tournament

-Recommended refs - see "recommended refs" sheet

-If at all possible no higher seeds will play at a lower seed's gym due to competitive edge

-A2 teams are not allowed to participate in BLAC A tournament

B/C tournaments not put on by conference

3) Rules

-Guided by WIAA rules - if not stated by BLAC outline then follow WIAA rules

-Pressing rules for A/B teams -

Press should be called off at 15 point lead. (motion 3/8/2010)

-Pressing rules for B2 teams -

- B2 teams may not press at all after the defense has gained possession of the ball.

- B2 may press the last two minutes of game (4th quarter) when under 10 point lead

*** B and B2 teams - the free throw shooter is allowed to shoot from the first hash mark closest to the free throw line (18 in. closer to the rim)

Sportsmanship concerns

Locker room clean-up - visiting teams are encouraged to pick-up at the end of the night

If there is a problem between schools regarding issues, the two schools (athletic directors) should first seek to iron out the problem. If the problem persists, the league may be informed to make note of the problem.

BLAC VOLLEYBALL RULES

Revised 3/2/11

Games

1. All conference games should start at 4:00. This may require some schools to dismiss their volleyball players early. 6:00 is the suggested end time, unless a C game is also scheduled that evening.
2. Games will be played in the following order: C Team (if a school has one), B Team, A Team.
3. Warm-ups should be 11 minutes for all dual matches (3 minutes shared court, 4 minutes home team, 4 minutes guest team). At triangular matches, each team should have a ten-minute warm-up for their first match and warm-up may be agreed upon by the coaches for the third round, not to exceed ten minutes.
4. All matches will be played to 25 points (win by 2), with a cap of 27
5. Games will be played using rally scoring
6. The let serve is allowed
7. We will not be using the Libero player
8. **B and C teams will rotate the server if they serve 5 in a row. There is not a side-out. The same team continues serving, but rotates to the next position.**
9. All matches for all levels will be 2 out of 3 games (with game 3 optional, as needed and time permits) **If the third game is needed it should still be played to 25 points.**
10. Substitutions at the "A" matches will follow current WIAA rules. At the "B" and "C" matches, coaches may still follow WIAA rules, or use a rotation of more than six players, maintaining the same order, upon both coaches' agreement.
11. Both "B" & "C" teams may serve from the 24-foot service line, six feet up from the 30-foot mark. A line should be provided at that location on the floor prior to the match.

12. Two timeouts are allowed per game. No additional timeout will be given during the game.
13. Head coaches may stand during play. They must be positioned between the attack line and the end line.
14. All other rules are governed by the WIAA.

Teams

1. Players may be placed on teams in the following manner:

Division I Division II & III

A team: girls up to the 8th grade A Team: girls up to 8th grade

B team: girls up to the 8th grade B Team: girls up to 6th grade

C team: girls up to the 6th grade

2. Some girls may need to play on two teams (ie. A and B). This is allowed, but the girl(s) should be limited to playing in only 4 games total for that night, unless extenuating circumstances exist (ie. injury, illness, lack of numbers, etc.). Entering the game constitutes playing in that game, even if the girl is only in the game for one serve.

Officials

1. A competent official is mandatory. At least one WIAA official is highly recommended.
2. The use of line judges would be at the official's discretion. The official may request each school to provide one line judge for all dual matches and two line judges for the triangular (one for A & one for B). Try to use adults or high school students as line judges. If grade school students must be used, remind them to pay attention to the game at all times, to use the proper signals as pointed out by the official, and only 1 student per corner as assigned by the official.
3. An adult or experienced high school student should be used to keep the clock and scorebook (if used).

Equipment

1. Gym equipment should follow WIAA standards in regards to the type of ball and net height. **A tri-colored ball is now allowed for game play.**
2. All players must have numbers on their jerseys so that the official may keep track of all substitutions.
3. No jewelry shall be permitted. This includes during warm-ups. Tape over earrings is not permissible (as per the WIAA). Only two ribbons are allowed in the hair. A headband no wider than 2 inches is allowed. Scrunchies with cutesy ribbons are illegal. No glitter or body paint is allowed.

Awards

1. A traveling trophy will be given to the first place team in each division, based on division record (not tournament result). **The top 2 teams in each division will be awarded ribbons.**

CROSS COUNTRY RULES

Revised August 17, 2009

It is understood that the majority of the cross country season is made up of invitational meets. It is in the athletes' best interests to become involved with as many meets as possible. Schools are encouraged to contact host schools (see schedule) if looking for an invitation to a given meet. Simply being a part of the BLAC doesn't automatically mean a school is invited to the listed meets on the schedule.

The rules below apply only to the conference meet. Schools running invitational meets will most likely have different rules.

General Rules

1. Only conference schools are invited to the meet.
2. The meet is open to grades 4-8 grades. 4th graders will be allowed to run as part of the 5th grade races.
3. Distances would be:
5-8th grade girls & 5-6th grade boys: 1 mile
7-8th grade boys: 1 1/2 miles
4. Coaches can enter only students who can consistently run a mile in 10 minutes or under / a mile and a half in 15 minutes or under.
5. Rosters must be sent to the host school one week in advance. Scratches can be made on the day of the meet.

Runners

1. Runners must wear school colors / PE uniforms to the meet.
2. Coaches may move runners up one grade division if they wish (ie. fifth grader runs in sixth grade race), in order to have 3 runners in the race. If a team already has 3 runners in the race, then no other runners may be moved up. This rule does not apply to the number of 4th graders you may enter in the race.

Scoring

1. When the runners cross the finish line and go through the chute, they will be given cards with their place written on the back. Coaches are required to fill out the necessary information. Preprinted mailing labels with name, school, grade, and gender are encouraged to speed up the process.
2. When all of a school's runners have finished the race, the coach, or representative, will need to return all the cards from that race to the scorers' table.
3. Team points will be taken from the top 3 runners for each school for each race. If a school does not have 3 runners in a particular race, they will receive one number higher than last place.

Awards

1. The top five runners from each race will receive a ribbon as they finish the race.
2. Schools will be split into two divisions (Large/Small) for scoring purposes.
3. A traveling trophy will be given to the winning school in each division.

BLAC SOCCER RULES

Revised September 9, 2008

Some guidelines in soccer vary from league to league and also according to skill level. Below are five such points. The Badgerland Athletic Conference regulated these points to have some consistency in conference games. All other rules and regulations will be governed by the “Laws of the Game” created by FIFA. We encourage coaches, parents, and players to become more knowledgeable about the game of soccer and to help all parties conduct themselves in a God-pleasing manner. An easy to use guide for soccer rules can be found at <http://www.fifa.com/worldfootball/lawsofthegame.html>

I. Field Dimensions

A. Length (Touch Line)

1. Full sized fields are 120 yds long. The minimum length is typically 90 yds
2. If your school is creating its own field, length should be in the 80-100 yd range.

B. Width (Goal Line)

1. Full sized fields are 80 yds wide. The minimum length is typically 70 yds
2. If your school is creating its own field, width should be in the 65-75 yd range.

C. Goal Box (small box)

1. A goal area is defined at each end of the field as follows: Two lines are drawn at right angles to the goal line, 6 yds from the inside of each goalpost. These lines extend into the field of play for a distance of 6 yds and are joined by a line drawn parallel with the goal line. The area bounded by these lines and the goal line is the goal area.

D. Penalty Area (big box)

1. A penalty area is defined at each end of the field as follows: Two lines are drawn at right angles to the goal line, 18 yds from the inside of each goalpost. These lines extend into the field of play for a distance of 18 yds and are joined by a line drawn parallel with the goal line. The area bounded by these lines and the goal line is the penalty area.
2. Within each penalty area a penalty mark is made 11 m (12 yds) from the midpoint between the goalposts and equidistant to them. An arc of a circle

with a radius of 9.15 m (10 yds) from each penalty mark is drawn outside the penalty area.

E. Halfway line

1. The field of play is divided into two halves by a halfway line.
2. The center mark is indicated at the midpoint of the halfway line.

F. Center Circle

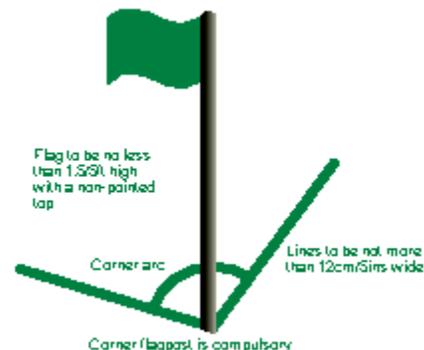
1. A circle with a radius of 10 yds is marked around the center mark.

G. Markings

1. Lines can be created with chalk or paint (recommended)
2. Lines shouldn't be more than 5 inches in width.

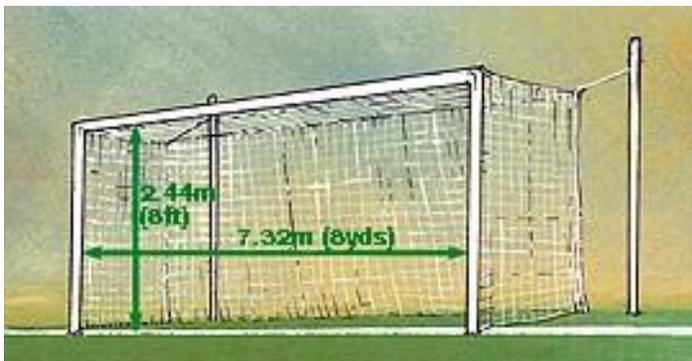
H. Corner Markings

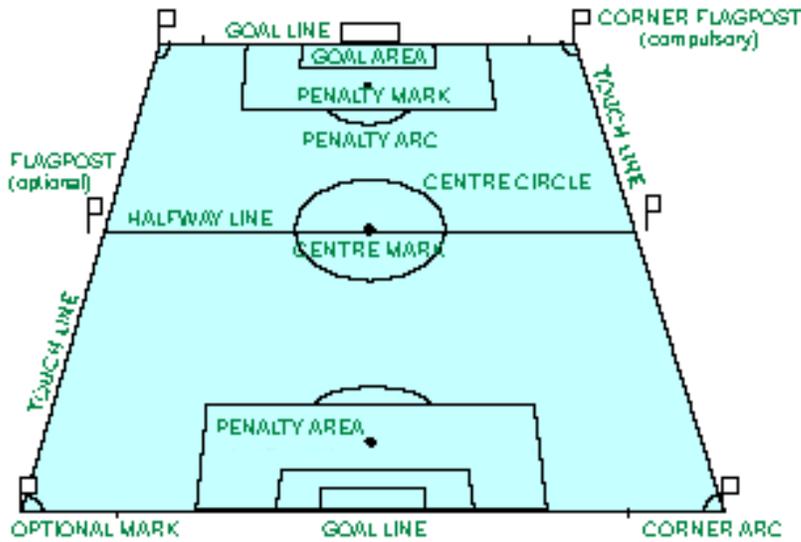
1. Corners are typically marked by 5 ft. flags on the extreme edge of the field of play.
2. A quarter circle with a radius of 1 m (1 yd) from each corner flagpost is drawn inside the field of play.



I. Goalposts

1. Goals must be placed on the centre of each goal line.
2. They consist of two upright posts equidistant from the corner flagposts and joined at the top by a horizontal crossbar.
3. The distance between the posts is 8 yds and the distance from the lower edge of the crossbar to the ground is 8ft.
4. Both goalposts and the crossbar have the same width and depth which do not exceed 5 inches. The goal lines are the same width as that of the goalposts and the crossbar.
5. Nets may be attached to the goals and the ground behind the goal, provided that they are properly supported and do not interfere with the goalkeeper.
6. The goalposts and crossbars are typically painted white.
7. Safety: Goals must be anchored securely to the ground. Portable goals may only be used if they satisfy this requirement.





II. The Ball

A. BLAC uses FIFA approved and inspected soccer balls.

B. 5-8 graders play with a standard, size 5 ball.

C. The home team should have at least 3 balls to use. One match ball,

and two reserves

located at the Goal Line of each field near the goal posts, in case of a long misfire.

III. Equipment

Safety

A player must not use equipment or wear anything which is dangerous to himself or another player (including any kind of jewelry).

Basic Equipment

The basic compulsory equipment of a player is:

- a jersey or shirt
- shorts - if thermal undershorts are worn, they are of the same main color as the shorts
- tube socks that come up to the knee (preferable if they are the same color as the uniform)
- shinguards
- footwear (tennis shoes are acceptable, but not recommended. Football spikes are illegal unless the cleat on the toe is removed. No metal spikes.)



Shinguards

- are covered entirely by the socks
- are made of a suitable material (rubber, plastic, or similar substances)
- provide a reasonable degree of protection

Goalkeepers

- each goalkeeper wears colors which distinguish him from the other players, the referee and the assistant referees
- Gloves are recommended, but not required

Infringements/Sanctions

For any infringement of this Law:

- play need not be stopped
- the player at fault is instructed by the referee to leave the field of play to correct his equipment
- the player leaves the field of play when the ball next ceases to be in play, unless he has already corrected his equipment
- any player required to leave the field of play to correct his equipment does not re-enter without the referee's permission
- the referee checks that the player's equipment is correct before allowing him to re-enter the field of play
- the player is only allowed to re-enter the field of play when the ball is out of play
- A player who has been required to leave the field of play because of an infringement of this Law and who enters (or re-enters) the field of play without the referee's permission is cautioned and shown the yellow card.

IV - The Number of Players

Players

A match is played by two teams, each consisting of not more than eight players, one of whom is the goalkeeper. A match may not start if either team consists of fewer than seven players.

For our purposes, at least three girls must be on the field for each team during a co-ed game.

Substitution Procedure

To replace a player by a substitute, the following conditions must be observed:

- the referee is informed before any proposed substitution is made
- a substitute only enters the field of play after the player being replaced has left and after receiving a signal from the referee

- a substitute only enters the field of play at the halfway line and during a stoppage in the match
- a substitution is completed when a substitute enters the field of play
- substitutions can only be made on a goal kick, during a stoppage in play, or on your team's throw in.

Changing the Goalkeeper

Any of the other players may change places with the goalkeeper, provided that:

- the referee is informed before the change is made
- the change is made during a stoppage in the match

Infringements/Sanctions

If a substitute enters the field of play without the referee's permission:

- play is stopped
- the substitute is cautioned, shown the yellow card and required to leave the field of play
- play is restarted with a dropped ball at the place it was located when play was stopped

If a player changes places with the goalkeeper without the referee's permission before the change is made:

- play continues
- the players concerned are cautioned and shown the yellow card when the ball is next out of play

Restart of Play

If play is stopped by the referee to administer a caution:

- the match is restarted by an indirect free kick, to be taken by a player of the opposing team from the place where the ball was located when play was stopped.

V – Disciplinary Actions and Cards

Direct Free Kick

A direct free kick is awarded to the opposing team if a player commits any of the following offences in a manner considered by the referee to be careless, reckless, or using excessive force:

- * kicks or attempts to kick an opponent
- * trips or attempts to trip an opponent

- * jumps at an opponent
- * charges an opponent
- * strikes or attempts to strike an opponent
- * pushes an opponent
- * tackles an opponent
- * holds an opponent
- * spits at an opponent
- * handles the ball deliberately (except for the goalkeeper within the penalty area)

A direct free kick is taken from the place where the offence occurred.

A goal is awarded if a direct free kick that is kicked directly into the opponents' goal or a team's own goal.

Defensive players must be at least 10 yds from the ball.

Penalty Kick

A penalty kick is awarded if any of the above ten offences is committed by a player inside his own penalty area, irrespective of the position of the ball provided it is in play. All players but the goalie and shooter must be outside of the penalty box. The goalie's heels should be touching the baseline.

After the ball is struck, players may enter the penalty box.

Indirect Free Kick

An indirect free kick is awarded to the opposing team if a goalkeeper inside his own penalty area, commits any of the following four offences:

- * controls the ball with his hands for more than six seconds before releasing it from his possession
- * touches the ball again with his hands after he has released it from his possession and before it has touched another player
- * touches the ball with his hands after it has been deliberately kicked to him by a teammate
- * touches the ball with his hands after he has received it directly from a throw-in taken by a teammate.

An indirect free kick is also awarded to the opposing team if, in the opinion of the referee, a player:

- * plays in a dangerous manner
- * impedes the progress of an opponent
- * prevents the goalkeeper from releasing the ball from his hands

* commits any other offence, not previously mentioned for which play is stopped to caution or send off a player

The indirect free kick is taken from the place where the offence occurred.
The referee signals an indirect kick by raising his hand directly above his head.
A goal can be scored only if it touches another player first. If the ball is scored without touching another player, a goal kick is awarded.
Defensive players must be a minimum of 10 yds from the ball.

Cards

The **yellow card** is used to communicate that a player, substitute or substituted player has been cautioned.

The **red card** is used to communicate that a player, substitute or substituted player has been sent off.

Only a player, substitute or substituted player may be shown the red or yellow card.

The referee has the authority to take disciplinary sanctions from the moment he enters the field of play until he leaves the field of play after the final whistle.

A player who commits a cautionable or sending-off offence, either on or off the field of play, whether directed towards an opponent, a teammate, the referee, an assistant referee or any other person, is disciplined according to the nature of the offence committed.

A yellow card is shown if a player commits any of the following cautionable offences:

- * unsporting behavior
- * dissent by word or action
- * persistent infringement of the rules
- * delaying the restart of play
- * failure to respect the required distance when play is restarted with a corner kick, free kick or throw-in
- * entering or re-entering the field of play without the referee's permission
- * deliberately leaving the field of play without the referee's permission

A substitute is cautioned if he commits any of the following three offences

- * unsporting behavior
- * dissent by word or action
- * delaying the restart of play

A red card is shown if a player, substitute, or substituted player commits any of the following offences:

- * serious foul play
- * violent conduct
- * spitting at an opponent or any other person
- * denying the opposing team a goal or an obvious goal-scoring opportunity by deliberately handling the ball (doesn't apply to goal keeper)
- * denying an obvious goal-scoring opportunity to an opponent moving towards the player's goal by an offence punishable by a free kick or a penalty kick
- * using offensive, insulting or abusive language an/or gestures
- * receiving a second caution in the same match

A player, substitute, or substituted player who has been sent off must leave the vicinity of the field of play and the technical area.

VI - The Duration of the Match

Periods of Play

The match lasts two equal periods of 20 minutes, unless otherwise mutually agreed between the referee and the two participating teams. Any agreement to alter the periods of play must be made before the start of play.

Half-Time Interval

Players are entitled to an interval at half-time.

The half-time interval must not exceed 10 minutes.

Allowance for Time Lost

Allowance is made in either period for all time lost through:

- substitution(s)
- assessment of injury to players
- removal of injured players from the field of play for treatment
- wasting time
- any other cause

The allowance for time lost is at the discretion of the referee.

Draws and Shoot-outs

For matches ending in a draw, a shootout will determine the winner. Shootouts consist of 5 players from each squad, and may be any player on the roster. Teams alternate shooters. Most goals out of 5 chances wins. If there is another draw, each team must select 5 different shooters from their roster. Most goals out of five chances wins. If no winner is determined after two shoot-outs, the game is a draw.

BLAC SOFTBALL RULES

Revised 3/2012

A. GAMES

1. If possible, play 7 innings. For the tournament, no new inning shall begin after 50 minutes of play, unless the score is tied. The full 7 innings shall be played for the final tournament games on each field.
2. For the tournament, a coin flip will determine home team.
3. 10 players may play in the field at one time.
4. Teams may bat as many batters in the line-up as desired.
5. Teams may freely substitute anyone in field that is batting in the line-up.
6. If a starter is replaced by a substitute not batting in the line-up, that starter may re-enter the game one time into the same spot in the batting order.
7. Each team will supply one umpire for the game.
8. A 12 run rule after 5 innings applies. This rule may be waived during practice games.
9. If a school does not have enough boys for a team, girls will be allowed to play on their boys team.
10. Co-ed teams may have a maximum of 6 boys playing in the field and in the batting order at one time.

B. THE FIELD

1. All bases are 60 feet apart. (It is recommended that a double base be used at first base.)
2. For all divisions, the pitching rubber is 46 feet from home plate, measured from the back point of the plate to the front of the rubber.
3. A pitching mat (27"x 17") is used as strike zone.

C. THE EQUIPMENT

1. Only ASA approved softball bats may be used – no baseball bats.
2. Boys and girls will use a 12" softball with a .44 density.
3. Players may use turf shoes or plastic cleats, no metal spikes.

D. THE BATTER

1. Allowed 3 balls for a walk, two strikes for an out.
2. A foul ball on the second strike is an out.
3. A batter must take a full swing, no bunting is permitted.

E. THE PITCHER

1. The pitch must be delivered underhanded, with the pitching hand as close to the body as the elbow.
2. The pitcher begins with both feet on the pitcher's plate.
3. The arc must reach the height of the batter, not to exceed 12 feet.
4. A batter always has the option to swing at a ball that is not a strike. The umpire should not call the pitch "flat or too high" until the ball touches the ground.
5. A legally-pitched ball that touches any part of the mat or plate will be ruled a strike.
6. After the warm-up pitches prior to the first inning, the pitcher will be allowed 3 warm-up pitches between innings.

F. THE RUNNER

1. A batter advancing to first base must run on the outside of the base path.
2. Runners must stay on the base until the ball has been hit. Leaving the base early results in an out.
3. If a thrown ball goes out-of-bounds, the runners are allowed to advance two bases from the time the ball was thrown.
4. If a runner off base is struck by a batted ball, the ball is dead, the runner is out, and the batter is awarded first base.
5. To score a run, the runner may touch either home plate or the pitching mat.
6. If a non-sliding runner causes a collision at home plate, the runner is automatically out.

BLAC Track Meet Rules

Revised 3/2012

Two divisional meets will be held on the first Saturday of May.
A conference meet will be held the second Saturday of May.

Running Events	Grades	Field Events	Grades
100 Meter Dash	5-8	Long Jump	5-8
200 Meter Run	5-8	Softball Throw	5-8
400 Meter Run	5-8	Shot Put	5-8
800 Meter Run	5-8	High Jump	5-8
1600 Meter Run	5-8		
4 X 100 Meter Relay			
4 X 400 Meter Relay			

Participation

1. Divisional meets:
Participants may be in up to four events. The high jump, relays, and tug-of-war do not count as one of the four events.

2. Conference meet:
Participants may be in up to four events. The high jump, relays, and tug-of-war do not count as one of the four events. Only two participants, per grade, per gender from each school may be in each event.
3. If both conference and divisional meets are rained out, there will only be a conference meet with no participation limit.

All participants must be in 5th through 8th grade

Participants may not wear metal spikes.

High jumpers need to preregister by the Thursday before the meet (Divisional and Conference)

Field Events

1. Each participant will be given three attempts at all field events.
2. Fifth and sixth grade will use a 6 lb. shot.
3. Seventh and eighth grade will use an 8 lb. shot.
4. High jump starting heights are: 5th – 3’4’’; 6th – 3’6’’; 7th – 3’8’’; 8th – 4’0’’.

Relays

1. 4 X 100 relay - Younger grade runners will be allowed to run in an older grade's relay team if necessary, but a runner may only participate on one 4 X 100 relay team. 4th graders are allowed to run in the 4 X 100 relay if needed to field a team.

Divisional Meet	Conference Meet
Division 1 – two teams per grade.	One team per grade.
Division 2 – one team per grade.	Each team may have a maximum of two boys.
Each team may have a maximum of two boys.	

2. 4 X 400 meter relay – one team per school, with a maximum of two boys. Slots for 1 runner from each grade (5th – 8th). A lower grade athlete may fill a position of an upper grade slot.

School Numbers

1. Each school shall have its participants wear a number that is visible to the track officials.
2. Each school will assign numbers in the following range:

Two division setup:

Division 1		Division 2	
Beaver Dam	000-099	Columbus	900-999
Fort Atkinson	100-199	Helenville	1000-1099
Ixonia	200-299	Jefferson	1100-1199
Janesville	300-399	Lebanon	1200-1299
Juneau	400-499	Madison E	1300-1399
Lake Mills	500-599	Madison H.C.	1400-1499
Oconomowoc	600-699	Madison O.R.	1500-1599
Watertown S.M.	700-799	Pardeeville	1600-1699
Watertown TSL	800-899	Sun Prairie	1700-1799
		Waterloo	1800-1899
		Watertown S.J.	1900-1999

Team Scoring

1. Team scoring for all events will be as follows: 6-4-3-2-1 for first through fifth places in that order.
2. Points will be given through five places or through the number of participants if less than five.
3. Relays and tug-of-war will receive the following points: 10-8-6-4-2 for first through fifth places in that order.
4. Team points will be totaled at the end of the meet.
5. In the event of a tie, the points for that place will be averaged and awarded to both athletes with the points for the next place being skipped.

Records

Conference records can be broken at a divisional meet or conference meet.

Ribbons

1. Ribbons will be awarded to individual winners in each event for the first five places.
2. In the event of a tie, both participants will receive the ribbon for that place. The following place ribbon will be skipped. (Note #5 from *Team Scoring*)

Duties

Each school will be responsible to help run the running and field events as assigned. Please make sure your school has people there to do this.

Division 1

Fort Atkinson – *administration*
Watertown, TSL – *long jump (boys)*
Ixonía – *long jump (girls)*
Beaver Dam – *shot put*
Janesville – *timers*
Lake Mills – *timers*
Oconomowoc – *high jump*
Watertown, S.M. – *softball throw*
Juneau – *long jump (boys) /timers*

Division 2

Our Redeemer – *administration / timers*
Jefferson – *administration / timers*
Helenville- *starter*
Sun Prairie – *timers*
Watertown, S.J. – *timers*
Lebanon – *softball throw*
Pardeeville – *softball throw*
Holy Cross – *long jump (boys)*
Eastside – *long jump (girls)*
Waterloo – *high jump*
Columbus – *shot put*