

2025-26 SEASON

NOV. 18, 2025

6:30 PM

COACHES MEETING

FIRST AID/BB PATHOGENS

COACHES CLINIC



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MEET THE TEAM:

Gina Caldwell - Deputy Recreation Director

Steve Balboni - Director, Parks & Recreation

Ann London - Administrative Assistant

Andrew Willey - Custodian



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THANK YOU

Whether you were the first to sign up to coach or reluctantly volunteered when no one else stepped up, we hope to provide you with a fun and exciting basketball season.

Please don't hesitate to reach out throughout the season with any comments, concerns or needs you may have. Input from our participants, including coaches is the best way to improve our programs for the future.

Without YOU there is no US!

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IMPORTANT DATES



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GOALS & PHILOSOPHY

- Create an environment in which children have fun and feel physically and emotionally safe
- Teach basketball, rules, and strategies
- Empower participants to do their best
- Model and teach good sportsmanship and healthy competitiveness
- Encourage participation and physical fitness (lifelong fitness!)
- Provide a program that balances the needs of recreational and competitive players
- Value maximum individual participation over winning
- Place the needs of the participants before adults

BATH RECREATION GOAL:

**HAVE FUN AND MAKE YOUR PLAYERS WANT TO COME BACK AGAIN
NEXT SEASON!**



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REMEMBER...

- The recreational league is where every child can play.
- Please be aware of any children that may have physical or emotional limitations.
- Don't hesitate to ask a parent (aunt, grandparent, etc.) for help if you need it.
- If you don't have an assistant, it helps to have a bench parent to keep order during games.
- As a coach, you are going to be a big part of these kids lives for the next 8 weeks. Stay positive, be a good role model, and take advantage of the teachable moments you are about to be presented with.

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WORKING THROUGH CHALLENGING PLAYER BEHAVIOR

- Quickly involve parent/guardian if a child is having a difficult time at practice.
- If necessary, ask parent to stay and help with their child.
- If the parent/guardian can't and/or won't stay, and the child continues to disrupt practice, contact your Recreation Director who may make it a requirement that the parent stay for the child to participate.
- Fill out a Behavior Report (found in your handbook) and come up with a plan for moving forward.

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C IS FOR:

- CHARACTER
- COMPETENCE
- CONFIDENCE
- CREDIBILITY
- CULTURE

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CHARACTER

Consistent with values

Consistent with rules

Consistent with discipline

1. We Will Live By "WE" Over "ME"
2. We Will Always Hustle
3. We Will Be Aware
4. We Will Be Mentally Tough
5. We Will Never Quit
6. We Will Respect...Ourselves, Our Opponents,
Their Coaches and Fans

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COMPETENCE

Coach Training and Education

Here and Now!
USA Basketball
National Alliance of Youth Sports
Positive Coaching Alliance



CONFIDENCE

Coach Development

YouTube
Google
Books
Clinics

WHEN IN DOUBT...CONTACT YOUR REC DIRECTOR!

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CREDIBILITY & COMMUNICATION



7% Words

38% Tone of Voice

55% Body Language

Effective Communication with Kids

- ★ Do less talking and more showing
- ★ Choose topics that are of interest to your players
- ★ Explain and show the reason why
- ★ Ask questions to keep things interactive
- ★ Use their first names frequently
- ★ All eyes on you

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CULTURE

Bath Parks & Recreation believes in honoring the game of basketball. That means that players, coaches, parents, fans, and referees are all expected to uphold the highest standards of sportsmanship and commit to a positive culture on and off the court.

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PLAYERS

- Arrive on time to practices and games
- Be a positive teammate
- Give maximum effort from start to finish
- Wear the team uniform with pride: clean, shirts tucked, shorts at waist, shoes tied before going on the court
- Communicate directly with coaches at all times, before involving parents (age appropriate)
- Be responsible for own equipment before, during, after practices and games
- Respect the gyms – pick up trash, keep benches orderly

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PARENTS

Great items to add to your pre-season parent meeting!

- Understand that the goals of youth sports are to learn and have fun in a positive culture.
- Use only positive encouragement toward their player, his/her teammates, coaches, referees, and opponents.
- Refrain from yelling out instruction to their player (regardless of whether right or wrong) because they realize that is the coach's' job, and this can be confusing.
- Refrain from making negative comments about their player's teammates or coaches in their player's presence.
- Keep a distance from the bench area, as they understand it's a place for team building. They support and encourage their player at all times.

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COACHES

Bath coaches realize they are not only teaching the game of basketball; they are teaching valuable lifelong lessons that carry far beyond the court into the classroom, the home, and will stay with their players as they mature and develop.

Coaches have their players, and team as a whole, focus on effort and personal improvement, rather than simply on winning or losing.

Bath coaches help players realize that mistakes are inevitable and an important part of the learning process, and that the key to success is being able to bounce back from mistakes with renewed determination.

The goal is to have players gain a sense of control over their own development and confidence in their ability to succeed – on and off the court.

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WHY STUDENTS QUIT A TEAM SPORT

**38% OF GIRLS:
I WAS NOT HAVING FUN**

**39% OF BOYS:
I WAS NOT HAVING FUN**

OTHER FACTORS:

- HEALTH OR INJURY
- FOCUS ON GRADES
- OTHER CLUBS/ACTIVITIES
- DIDN'T LIKE COACH
- DIDN'T GET ALONG WITH TEAM
- NOT GOOD ENOUGH

KEEP IT FUN

Focus on ensuring your athletes have fun. Keep it light and keep them busy. Throw in a game at the end of practice and join your team in the game.

NO EXPECTATIONS

Be careful of saying things like, "I want you to score four baskets today!" This can put negative pressure on young athletes.

STAY POSITIVE

Stay away of the subject of pointing out mistakes from previous games, say "have fun! I know you'll do your best!"

DON'T OVER-COACH

Don't overcoach your athlete or over-analyze their state of mind. Less is better before a game!

THEIR BEST IS ENOUGH!

Convey that you like and appreciate your athletes no matter how they perform. Sometimes, kids feel that they need to perform well all the time to be appreciated.

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EXPECTATIONS V. STANDARDS

A **standard** is a level of quality, something that is accepted as a norm.

An **expectation** is a strong belief that something is going to happen.

Set your standards, manage your expectations!

FOR EXAMPLE

Standard: Players are going to come into the gym, get moving on an activity you've preplanned and set the tone for practice!

Expectation: Players are going to follow the standard you set for practice.

Reality: Players get to practice, run around like their hair is on fire and jabbing each other in the ribs.

By setting good standards, players know what they are supposed to do when they arrive for practice. This gives you a place to fall back to for discipline or when things don't go as planned.

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RULES

Review the rules, get to know them.

If you have questions, contact your Recreation Director.

See Rules handout

During game play only TWO coaches are allowed on the bench. Only one individual is allowed to stand, second coach must be seated.



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Mid-Coast League Rules

2-20 min running time halves. Stop time last 2 minutes each half.

9' Basket for 3rd/4th grade. 10' Basket for 5th/6th. (Coaches can agree to 10' Baskets)

Shoot all Act of Shooting fouls no matter when they happen. In the final 2 minutes of the half shoot Double bonus.

There will be no full court pressure allowed once the score is beyond 10 points.

Full court pressure only in the last 4 minutes of the game. Man to Man only. Switching allowed.

OT – 1 minute - Stop time. After one overtime, Sudden Win - First team to score 2 points wins. 5 Minute Warm-Up. 3 Minute Half Time

2 - 60 second Timeouts per game. No additional TO's in OT.

Home Teams must provide a person as the Clock Operator and Scorebook.

Home Team will provide warm-up balls for both teams and the game ball.

Officials must be either High School players or Board Certified officials. No parents, unless Board Certified officials.

Other Rules

1. 3rd/4th grade division Rules. The Foul Shooter must start behind the line, but may go over the line after the release of the foul shot. No Zone Defenses.

2. 5th/6th Grade Division Rule. No Zone defenses. Double team only in the 3 Point area. Double teaming violation is ball out bounds.

3. Basketball Size – 28.5 for Girls and Boys.

COACHES AND PLAYERS: Anyone receiving two technical fouls or being ejected will be asked to leave the building and will forfeit their right to coach or play the remainder of that game and the next game they are scheduled for. We will strictly enforce this rule. We welcome your enthusiasm for the game, we just ask that it is channeled appropriately.

PLAYER FOULS: Player fouls are kept and 5 Fouls rule is in effect in 5th/6th. A player will be allowed to continue only if the team would be shorthanded without him/her. Player fouls will not be kept for 3rd/4th.

Suggestions for Imbalanced Games

All coaches have experienced the dreaded moment when you are winning by an embarrassing margin or being beat so badly you wish you could disappear. This inevitable imbalance of team skill can be an opportunity to try some new ways to play the game. If the kids were playing pickup basketball with no adults they would find a way to balance the game and so should you as a coach.

A winning coach can:

- Make a passing requirement which can be cued by a verbal signal rather than yell out “three passes before you shoot”. Passing requirement may require bounce passes only, the ball be touched by all five offensive players before a shot, a minimum number of passes etc.
- Restricting the high scorer(s) to no shots until player X or X, Y and Z score. Some say this is not fair to the high scorer, but passing and positioning is as important at any level and this gives a chance for development in other players
- Make players dribble with the opposite hand.
- Designate who the next goal must be scored by, again this can be cued by a verbal signal so as not to embarrass the opponents.
- Stop keeping score if a team is winning by more than 20 points. Reset the scoreboard at the end of each quarter or half.
- Assign the weakest guard of the winning team to the strongest player of the losing team.
- Play a “smart offense”, cue word for no stealing, no shot blocking, no interception, no reaching. Go for the rebound after the shot. This forces practice on good position.
- Have players take turns bringing the ball down.
- Centers and guards exchange places.

The trailing coach can:

- Adjust goals away from winning and to personal or team goals which may include such things as scoring for an individual, utilizing good screens or bounce passes or getting a certain number or % or rebounds.
- Admire a specific skill set of the other team and copy or learn from it. It is more productive than dwelling on the score and hating the other team for being good.
- Dwell on the little victories like a well-executed give and go or a good screen or rebound.
- Come away from the game with some personal, team highlights or good plays that may or may not have led to a score.
- Take it upon themselves to communicate with the opposing coach during the game rather than wait to the end and grouse.

Coaching Hints

- Be the coach you would have wanted to play for.
- Believe in your players.
- Model good sportsmanship. It is a habit, most of which is established in practice.
- Give liberal praise but minimize talking. Kids learn by doing. Comment on a player's actions only when you really have something to say, otherwise they will tune out the constant chatter.
- Don't give false or constant praise. It will be turned out, too.
- Judge the effectiveness of your practice by how many times each kid touched the ball or performed a skill and had fun.
- Inject and encourage fun, humor and laughter.
- Don't use sarcasm, it does not feel good, undermines your ability to coach and is not understood at this age level. Don't substitute yelling for constructive coaching.
- Understand that spirit is contagious and success is infectious.
- Practice fairness. Treat kids equally. Every player should receive equal practice time and be expected to share in duties such as picking up equipment, trash etc.
- Don't hesitate to say, "I am sorry", "I am wrong" and "I don't know".
- Never single out an individual player and scold or humiliate them in front of other people. Embarrassment creates contempt and insecurity.
- Provide a sense of security by being consistent and predictable.
- Be prepared to teach your players how to learn and how to accept coaching.
- Realize learning usually comes by making mistakes
- Research shows that an increase in volume of the coach's voice results in decreased comprehension on the part of the child.
- Remember kids may act tough but they are psychologically still kids, even the big ones.
- Remember players do not learn skills or strategies during a game situation.
- Know that for older players understanding the purpose of a drill is just as important as the ability to execute the skill.
- Ask for help when you need it. Common sense is the best guide.

Tips for Working with Parents

Coaching a youth league team is exciting and rewarding. But from time to time, you may experience difficulty with parents. Some may want their children to play more or they might question some of your judgments as a coach. This is normal, so don't feel that you're alone if this happens. Here are a few thoughts to remember when dealing with parents:

- Know what your objectives are and do what you believe to be of most value to the team, not to the parents.
- Encourage parental involvement. Always listen to their ideas and feeling. Remember, they are interested and concerned because it is their children who are involved.
- Express appreciation for their interest and concern. This will make them more open and at ease with you.
- No coach can please everyone. Don't try.
- Most important, be fair. If you treat all players as equals, you will gain their respect.
- Resist unfair pressure. You are the coach and it's your responsibility to make the final decisions.
- Don't blame the players for their parents' actions. Try to maintain a fair attitude.
- Make certain all parents know your ground rules. Have your rules, regulations, philosophy, practice dates and times, etc., printed and distributed to all parents. Have a Parent Meeting.
- Be consistent! If you change a rule or philosophy during the season, you may be in trouble. If you do change something, make sure the parents are informed as soon as possible.
- Handle any confrontation one-on-one and not in a crowd of people. Don't be defensive. Don't argue with parents. Listen to their views, remain calm and be courteous.
- Don't discuss individual players with other parents. The grapevine will hang you every time.
- Ask parents not to criticize their children during practice or games. Don't let your players be humiliated, even by their own parents. Explain that you as the coach must be given complete control of your team when they are on your "turf".
- Parents must accept the fact that umpires, coaches and other league officials as volunteers should not be subject to public criticism.

One of your main challenges is to deal with these instances in a positive manner so it will be an exciting and enjoyable experience for all.

Parent Meeting

Why?

1. Affirms the goals and objectives of the coach and league.
2. Allows the coach the opportunity to find those parents interested in helping out with the team
3. Creates opportunity for coach to share his/her ideas on coaching, and participating from the beginning (i.e. responsibilities of the players, sportsmanship, practices, etc.)
4. Chance for the coach to review the rules for the game with parents.
5. Creates an open line of communication for parents.

When? Plan on having your parent meeting 10 – 15 minutes prior to or after your first practice.

Welcome & Introduction - Share how excited you are about the upcoming season and having their children on your team. Share some of your relevant background as an athlete, coach, parent, etc.

Coaching Philosophy - Discuss principles in your own words, asking for questions on each before you go on to the next. Ask for parents' support in building a team culture that will reinforce those principles.

Discuss scenarios, such as "What if the official makes a questionable call against our team? Will you set a good example for the players and Honor the Game?"

Share your policy on playing time, missing practice, etc. If missing practice means less playing time, for example, tell parents in this meeting. You can avoid problems later by being clear now.

Communication - Let parents know when and where it is best to contact you (by e-mail, at work during the day, only in evenings, text only, etc.).

-A great rule to have is the 24-hour rule. This is a rule in which parents should wait at least 24 hours after a game before contacting you to express their concerns. This gives everyone, including the coach, a little time to cool off and keep things in perspective.

-There may be times when parents are not satisfied with how you handle a particular situation or concern. So, it is important to tell parents who they can contact if they want to escalate an issue. When telling parents about this, however, you should make it clear that they should first approach you directly and give you a chance to resolve the issue.

Goals and Hopes for the Season/How to Measure Success - In addition to goals such as winning games and qualifying for playoffs, consider and discuss such goals as: • Players will love the sport at least as much at the end of the season as at the beginning • All players' knowledge of the sport will improve • All players will get as much meaningful playing time as possible • The parents will enjoy the season as much as the players.

Logistics - Make sure everyone has practice and game schedules, contact information, and equipment lists. Leave plenty of time for questions.

- Ongoing communication and reminders are also important as the season progresses. Not great with communication? Enlist a parent to help! Have a dedicated person that emails or texts the group in case of rainouts, rescheduling or reminders.

Remember, coaches and parents must work together to make youth sports fun and enjoyable for the children who wish to participate.

Appendix A

Parent Code of Ethics & Sideline Demeanor

Your child is participating in a youth sports program. Participation in sports programs is very valuable to the development of children. Aspects of teamwork, dedication, discipline, physical fitness, self-esteem and fair play all contribute to the overall growth and maturation of young people. We are a community whose goals are to instill these values/qualities in all participants regardless of individual athletic ability or the final score of the game.

Your role as a spectator has a significant impact upon the success of our program. Therefore, we need you to fully understand and completely accept the standards of behavior which are detailed below. I therefore agree:

1. I will remember that children participate to have fun and that the game is for youth and not adults. _____
2. I understand that children play sports to have fun, make friends, and to learn new skills; therefore, I will praise effort as well as execution in order to keep sports in the proper perspective _____
3. I will inform the coach of any physical disability or special needs that may affect the safety of my child or the safety of others. _____
4. I will learn the rules of the game and the policies of the league. _____
5. I (and my guests) will be a positive role model for my child and encourage sportsmanship by showing respect and courtesy, and by demonstrating positive support for all players, coaches, officials and spectators at every game. _____
6. I (and my guests) will not engage in any kind of unsportsmanlike conduct with any official, coach, player or parent such as booing or taunting, refusing to shake hands or using profane language or gestures. _____
7. I will not encourage any behaviors or practices that would endanger the health and wellbeing of the athletes. _____
8. I will teach my child to play by the rules and to resolve conflicts without resorting to hostility or violence. _____
9. I will demand that my child treat other players, coaches, officials, and spectators with respect. _____
10. I will praise my child for competing fairly and trying hard. _____
11. I will promote the physical and emotional well-being of the athletes ahead of any personal desire I may have for my child to win.

12. I will respect the officials and their authority during games and will never question, discuss or confront coaches at the game and will take time to voice my concerns at a later time with the coach. _____
13. I will demand a sports environment for my child that is free from drugs, tobacco and alcohol and I will refrain from their use at all sporting events.

I fully understand and completely accept the standards of behavior outlined. My initials by each standard and signature below will serve as my public acknowledgment of my unconditional agreement with each standard contained in this document. I realize that if at any time my behavior becomes non-compliant with any of these standards I will be subject to disciplinary action that could include, but is not limited to the following:

- Verbal and/or written warning by the head coach, official or Recreation Dept.
- One or multiple game suspension.
- Indefinite suspension.

Name of Child/Children _____ Date _____

Parent's Printed Name _____

Parent's Signature _____

Player Code of Ethics

Players are expected to conduct themselves in a positive manner regarding their youth sports experience and accept responsibility for their participation by following the Players Code of Ethics Pledge:

1. I will encourage good sportsmanship from fellow players, coaches, officials, and parents at every game and practice by demonstrating good sportsmanship. _____
2. I will attend every practice and game that I can, and will notify my coach if I cannot. _____
3. I will expect to receive a fair and just amount of playing time. _____
4. I will do my very best to listen and learn from my coaches. _____
5. I will treat my coaches, other players, officials and fans with respect regardless of race, gender, creed or abilities, and I will expect to be treated accordingly. _____
6. I deserve to have fun during my sports experience and will alert parents or coaches if it stops being fun! _____
7. I deserve to play in an environment that is free of drugs, tobacco, and alcohol and expect adults to refrain from their use at all youth sporting events. _____
8. I will encourage my parents to be involved with my team in some capacity because it's important to me. _____
9. I will do my very best in school. _____
10. I will remember that sports are an opportunity to learn and have fun. _____

I fully understand and completely accept the standards of behavior outlined. My initials by each standard and signature below will serve as my public acknowledgment of my unconditional agreement with each standard contained in this document. I realize that if at any time my behavior becomes non-compliant with any of these standards I will be subject to disciplinary action that could include, but is not limited to the following:

- Verbal and/or written warning by the head coach, official or Recreation Dept.
- One or multiple game suspension.
- Indefinite suspension.

Child Name _____ Date _____

Child Signature _____

Parent's Name/Signature _____

Substitute Rotation Chart

Before the game begins the coach must assign each player a number (1-12) on the substitution chart and follow the corresponding pattern for the game.

Late Players: any player that arrives after the start of the game may be added to your pattern as the highest number in your pattern. Your team will change to the new rotation for that # of players.

Injuries or Disqualifications: if a player becomes injured or disqualified and cannot continue to play, you will replace them with the highest numbered player (from your assigned sub numbers) that is sitting on your bench. You will continue to follow the correct chart at your next substitution time.

Substitution Pattern Player Numbers	Player Names	Jersey Number
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

7 Person Team	Start of Quarter	4 Minute Sub
1st Quarter	1,2,3,4,5	6,7,1,2,3
2nd Quarter	4,5,6,7,1	2,3,4,5,6
3rd Quarter	7,1,2,3,4	5,6,7,1,2
4th Quarter	3,4,5,6,7	1,2,3,4,5

8 Person Team	Start of Quarter	4 Minute Sub
1st Quarter	1,2,3,4,5	6,7,8,1,2
2nd Quarter	3,4,5,6,7	8,1,2,3,4
3rd Quarter	5,6,7,8,1	2,3,4,5,6
4th Quarter	7,8,1,2,3	4,5,6,7,8

9 Person Team	Start of Quarter	4 Minute Sub
1st Quarter	1,2,3,4,5	6,7,8,9,1
2nd Quarter	2,3,4,5,6	7,8,9,1,2
3rd Quarter	3,4,5,6,7	8,9,1,2,3
4th Quarter	4,5,6,7,8	9,1,2,3,4

10 Person Team	Start of Quarter	4 Minute Sub
1st Quarter	1,2,3,4,5	6,7,8,9,10
2nd Quarter	8,9,10,1,2	3,4,5,6,7
3rd Quarter	5,6,7,8,9	1,2,3,4,10
4th Quarter	6,7,8,9,10	1,2,3,4,5

11 Person Team	Start of Quarter	4 Minute Sub
1st Quarter	1,2,3,4,5	6,7,8,9,10
2nd Quarter	11,1,2,3,4	5,6,7,8,9
3rd Quarter	10,11,1,2,3	4,5,6,7,8
4th Quarter	9,10,11,1,2	3,4,5,6,7

12 Person Team	Start of Quarter	4 Minute Sub
1st Quarter	1,2,3,4,5	6,7,8,9,10
2nd Quarter	11,12,1,2,3	4,5,6,7,8
3rd Quarter	9,10,11,12,1	2,3,4,5,6
4th Quarter	7,8,9,10,11	12,1,2,3,4

Basketball

Grades 3/4 Skill and Concepts checklist:

General:	Working on It	Can do it!
Knows the importance of warmups and practices them		
Is beginning to understand court spacing		
Understands a jump ball starts the game		
Beginning to understand player positions and roles		

Dribbling:	Working on It	Can do it!
Understands what traveling is		
Understands what a double dribble is		
Dribbles with finger pads not palm		
Has a controlled dribble, doesn't slam the ball down on the ground		
Can dribble with one hand		
Can dribble and run at the same time		
Practices dribbling with both hands separately		
Protects the ball with the off hand		
Keeps head and eyes up when dribbling		
Can effectively crossover dribble		

Passing:	Working on It	Can do it!
Understands when to pass		
Passes from chest		
Can effectively chest and bounce pass		
Receives ball with hands, not chest		
Can makes fakes when passing		
Can make an overhead pass		

Shooting:	Working on It	Can do it!
Correctly grips the ball to shoot		
Receives pass in triple threat position		
Can properly demonstrate strong hand layups		
Practices weak hand layups		
Follows own shot		
Shoots with one hand and guides with off hand		
Knows how to ball fake		

Offense:	Working on It	Can do it!
Understands what a V cut is		
Learning how to set a screen		
Moves without the ball		

Defense:	Working on It	Can do it!
Can demonstrate a good defensive stance		
Doesn't initiate contact while playing defense		
Guards the man while seeing the ball at all times		
Boxes out when shot goes up		

Grades 5/6 Skill and Concepts checklist:

General:	Working on It	Can do it!
Understands a jump ball starts the game		
Understands player and position roles		
Understands backcourt violation		
Understands 3 second violation		
Understands 5 seconds closely guarded		
Understands difference between shooting foul and non-shooting foul		
Understands a held ball and resulting alternating possession		

Dribbling:	Working on It	Can do it!
Understands travel violation		
Understands Double Dribbling violation		
Dribbles with finger pads not palm		
Can dribble and run simultaneously		
Can dribble with strong and weak hand		
Keeps head and eyes up while dribbling		
Can crossover dribble		
Can effectively use a change of pace dribble		
Working on behind the back dribble		

Passing:	Working on It	Can do it!
Understands when to pass		
Passes from chest		
Can effectively chest and bounce pass		
Receives ball with hands, not chest		
Makes fakes when passing		
Can make an overhead pass		

Shooting:	Working on It	Can do it!
Correctly grips the ball to shoot		
Receives pass in triple threat position		
Can properly demonstrate strong and weak hand layups		
Follows own shot		
Shoots with one hand and guides with off hand		
Knows how to ball fake		
Can catch and shoot off a screen		
Can shoot off the dribble		

Offense:	Working on It	Can do it!
Understands what a V cut is		
How to properly set a screen		
Effectively recognizes and uses screens with and without the ball		
Beginning to understand basic motion offense		

Defense:	Working on It	Can do it!
Can demonstrate a good defensive stance		
Doesn't initiate contact while playing defense		
Stays in ball-you-man defense		
Boxes out when shot goes up		
Understands the principles of half court man-to-man defense		
Beginning to understand help defense		
Communicates on defense		
Starting to understand help and recover defense on screens		
Can switch on defense and can communicate when to		

First Aid

BATH PARKS & RECREATION

UPDATED 11/14/25



The Basics

- First Aid is the immediate care you give someone with an illness or injury before trained help arrives and takes over.
- First Aid kits are supplied by the Recreation Departments. Every Bym has one.
- Game Day - There will be a designated person on site to help handle illness or injury. We do not expect coaches to fully handle these situations alone.
- In all cases - Use Common Sense!
- Call Parent or Guardian AND/OR 911, if needed.

There are a few things you should know :

- Bloodborne Pathogens: Bloodborne pathogens are microorganisms that can cause disease when transmitted from an infected individual to another individual through blood and certain body fluids. They are capable of causing serious illness and death. The most common illnesses are Hepatitis B, Hepatitis C, and AIDS (HIV).
- Do you know what to do if there is blood gushing or vomit on the floor?
- Do you know where your gloves and biohazard kit are?
- Our Recreation Departments now have a universal training. The training has been provided to you on paper. Please read and sign the clipboard indicating you have received our training.

1

2

Injuries

1 in 3 children who play team sports are injured seriously enough to miss practices or games, and some suffer lifelong consequences.

62% of most organized sports-related injuries occur during practice rather than games.

Sprained ankle is the most common injury.

Nose Injuries



Press both sides of nostrils (about 1/4 of the way down the nose) while the person sits and leans forward.

Place constant pressure on both sides of the nose for a few minutes until bleeding stops. If bleeding continues, press harder.

If bleeding is uncontrollable or does not stop in 15 minutes, call 911.

3

Tooth & Mouth Injuries



- If the mouth is bleeding rinse with water, use gauze and have the injured person hold it in place until bleeding subsides.
- If an adult tooth is loose, have the child bite down on gauze to hold the tooth in place until they can get to a dentist.
- If an adult tooth is knocked out, rinse the tooth with water, place in a cup, cover with milk or saliva and get to an emergency room or dentist within 30 minutes.

Head Injuries

Did You Know?

- Most concussions occur without loss of consciousness.
- Athletes who have, at any point in their lives, had a concussion have an increased risk for another concussion.
- Young children and teens are more likely to get a concussion and take longer to recover than adults.

Some symptoms of a head injury:

Person only moans or groans
Confusion or sleepiness
Headache
Vision changes
Seizure

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Symptoms of a Concussion Observed v. Reported

These signs and symptoms may indicate that a concussion has occurred.

SIGNS OBSERVED BY CHAPERONE STAFF	SYMPTOMS REPORTED BY ATHLETE
Appears dazed or disoriented	Headache or "pressure" in head
Is confused about assignment or position	Nausea or vomiting
Forgets simple plays	Balance problems or dizziness
Is unsure of game, score, or opponent	Double or blurry vision
Moves clumsily	Sensitivity to light
Answers questions slowly	Sensitivity to noise
Looks disoriented (from sideline)	Fatigue, dizziness, tingling, numbness or weakness
Shows behavior or personality changes	Concentration or memory problems
Can't recall events prior to hit or fall	Confusion
Can't recall events after hit or fall	Does not "feel right"

What should you do if you suspect a concussion?

- Remove the athlete from play and seek medical attention.
- Do not try to judge the severity of the injury yourself.
- Keep the athlete out of play the day of the injury and until a health care professional, experienced in evaluating for concussion, says the athlete is symptom free and provide a note that it's OK to return to play.

*See page 19 in handbook for policy and procedure on concussions.

Broken Bones, Strains & Sprains

- Do not try to straighten or move any body part that is bent, deformed or could be broken.
- Fill bag with ice or use ice pack on injury, up to 20 minutes.
- Raise the injured body part unless it causes pain.
- Call parent or guardian and/or 911 if needed.



Cold & Flu Season

We play right through cold and flu season!

If a child has missed school due to illness please don't let them attend practice or games until they have been fever free for 24 hours.

Wash Your Hands!

AED

- Automated External Defibrillator
- Every school has an AED - know where it is!
- If you have to use this - Call 911!
- The unit will give you verbal instruction throughout the whole process until trained personnel arrive.



Thank You!

- Everyone can benefit from first aid training.
- If you are interested in obtaining certification for basic first aid, visit the American Heart Association at www.heart.org for more information.
- If enough of you are interested, we could hold a class locally for coaches. Let your Rec Director know!

PREVENTING THE SPREAD OF BLOODBORNE PATHOGENS

Bloodborne pathogens, such as bacteria and viruses, are present in blood and body fluids and can cause disease in humans. The bloodborne pathogens of primary concern are hepatitis B, hepatitis C and HIV. These and other bloodborne pathogens are spread primarily through:

- **Direct contact.** Infected blood or body fluid from one person enters another person's body at a correct entry site, such as infected blood splashing in the eye.
- **Indirect contact.** A person's skin touches an object that contains the blood or body fluid of an infected person, such as picking up soiled dressings contaminated with an infected person's blood or body fluid.
- **Respiratory droplet transmission.** A person inhales droplets from an infected person, such as through a cough or sneeze.
- **Vector-borne transmission.** A person's skin is penetrated by an infectious source, such as an insect bite.

Follow standard precautions to help prevent the spread of bloodborne pathogens and other diseases whenever there is a risk of exposure to blood or other body fluids. These precautions require that all blood and other body fluids be treated as if they are infectious. Standard precautions include maintaining personal hygiene and using personal protective equipment (PPE), engineering controls, work practice controls, and proper equipment cleaning and spill cleanup procedures.

TO PREVENT INFECTION, FOLLOW THESE GUIDELINES:

- Avoid contact with blood and other body fluids.
- Use CPR breathing barriers, such as resuscitation masks, when giving ventilations (rescue breaths).
- Wear disposable gloves whenever providing care, particularly if you may come into contact with blood or body fluids. Also wear protective coverings, such as a mask, eyewear and a gown, if blood or other body fluids can splash.
- Cover any cuts, scrapes or sores and remove jewelry, including rings, before wearing disposable gloves.
- Change gloves before providing care to a different victim.
- Remove disposable gloves without contacting the soiled part of the gloves and dispose of them in a proper container.
- Thoroughly wash your hands and other areas immediately after providing care. Use alcohol-based hand sanitizer where hand-washing facilities are not available if your hands are not visibly soiled. When practical, wash your hands before providing care.

TO REDUCE THE RISK OF EXPOSURE, FOLLOW THESE ENGINEERING AND WORK PRACTICE CONTROLS:

- Use biohazard bags to dispose of contaminated materials, such as used gloves and bandages. Place all soiled clothing in marked plastic bags for disposal or cleaning. Biohazard warning labels are required on any container holding contaminated materials.
- Use sharps disposal containers to place sharps items, such as needles.

- Clean and disinfect all equipment and work surfaces soiled by blood or body fluids.
 - Use a fresh disinfectant solution of approximately 1 ½ cups of liquid chlorine bleach to 1 gallon of water (1 part bleach per 9 parts water, or about a 10% solution) and allow it to stand for at least 10 minutes.
 - Scrub soiled boots, leather shoes and other leather goods, such as belts, with soap, a brush and hot water. If worn, wash and dry uniforms according to the manufacturer's instructions.

IF YOU ARE EXPOSED, TAKE THE FOLLOWING STEPS IMMEDIATELY:

- Wash needlestick injuries, cuts and exposed skin thoroughly with soap and water.
- If splashed with blood or potentially infectious material around the mouth or nose, flush the area with water.
- If splashed in or around the eyes, irrigate with clean water, saline or sterile irrigants for 20 minutes.
- Report the incident to the appropriate person identified in your employer's exposure control plan immediately. Additionally, report the incident to emergency medical services (EMS) personnel who take over care.
- Record the incident by writing down what happened. Include the date, time and circumstances of the exposure; any actions taken after the exposure; and any other information required by your employer.
- Seek immediate follow-up care as identified in your employer's exposure control plan.

Occupational Safety and Health Administration (OSHA) regulations require employers to have an exposure control plan, a written program outlining the protective measures the employer will take to eliminate or minimize employee exposure incidents. The exposure control plan guidelines should be made available to employees and should specifically explain what they need to do to prevent the spread of infectious diseases.

Additionally, OSHA requires that a hepatitis B vaccination series be made available to all employees who have occupational exposure within 10 working days of initial assignment, after appropriate training has been completed. However, employees may decide not to have the vaccination. The employer must make the vaccination available if an employee later decides to accept the vaccination.

Check out OSHA's website (www.osha.gov) or refer to your employer's exposure control officer for more information on OSHA's Bloodborne Pathogens Standard (29 CFR part 1910.1030).

REMOVING DISPOSABLE GLOVES

Note: To remove gloves without spreading germs, never touch your bare skin with the outside of either glove.

1 PINCH GLOVE

Pinch the palm side of one glove near your wrist. Carefully pull the glove off so that it is inside out.



2 SLIP TWO FINGERS UNDER GLOVE

Hold the glove in the palm of your gloved hand. Slip two fingers under the glove at the wrist of the remaining gloved hand.



3 PULL GLOVE OFF

Pull the glove until it comes off, inside out. The first glove should end up inside the glove you just removed.



4 DISPOSE OF GLOVES AND WASH HANDS

After removing the gloves:

- Dispose of gloves and other personal protective equipment (PPE) in a proper biohazard container.
- Wash your hands thoroughly with soap and running water, if available. Otherwise, rub hands thoroughly with an alcohol-based hand sanitizer if hands are not visibly soiled.

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