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ORIGINAL

RELATIONSHIP BETWEEN RULES AND TECHNICAL AND TACTICAL CONTENTS IN MINIBASKET

RELACIÓN DE LAS REGLAS CON LOS MEDIOS TÉCNICO-TÁCTICOS EN MINIBASKET

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ABSTRACT

The rules determine the development of the game in every sport because they limit what you can and cannot do. The aims of this research were to determine the order of importance of the basic basketball rules as well as the technical and tactical contents deriving from these rules. The method used for the data collection was that of the nominal group technique. The nominal group consisted of seven experts who fulfilled the minimum conditions. Regarding the first aim, the order of importance of the rules was: traveling, double dribbling, out-of-bounds, fouls, referee, rules regarding time limits and scoring. With regard to the technical and tactical contents derived from the most important rules, for example, through traveling rules, players can learn about dribbling, starts, stops, layups, etc. These data allow us to organize a program based on the rules.

KEY WORDS: Minibasket, Rules, Technical and Tactical Contents.

RESUMEN

Las reglas condicionan el desarrollo del juego en cualquier deporte ya que delimita lo que se puede hacer. Se pretende conocer el orden de importancia de las reglas en minibasket, así como los medios técnico-tácticos que se derivan éstas. El método utilizado para la toma de datos ha sido el grupo nominal. Los participantes han sido siete expertos que cumplían unas condiciones mínimas. Con relación a la primera pregunta, el orden de importancia de las reglas ha sido: los pasos, dobles, líneas delimitadoras, faltas, árbitro, reglas de tiempo y puntuación. Con relación a los medios técnico-tácticos que se derivan de las reglas más importantes, a modo de ejemplo, a través de los pasos se aprende el bote, las arrancadas, las paradas, entradas, etc. Estos datos permiten organizar una programación basada en las reglas.

PALABRAS CLAVE: Minibasket, reglas, medios técnico-tácticos.

1. INTRODUCTION

1.1. APPROACH TO THE PROBLEM

The rules of a sport condition the structure and the development of the sport, as it limits what a player can and cannot do (Ferreira, Ibáñez, & Sampaio, 2009). Numerous authors justify the importance of these rules in the development of the game (Garoz, 2005; Cárdenas, & Alarcón, 2010). However, Arias, Argudo, and Alonso (2011) carried out a bibliography review about rule modifications in basketball and demonstrated the shortage of studies that there are on this subject. Wright (2014) confirms the need to open research lines related to sport rules and regulations. There are few studies that report the relationship between the technical and tactical contents of a sport and the rules, and even fewer that approach it from a scientific point of view (Ortega, Piñar, Salado, Palao, & Gómez, 2012). Therefore, it is necessary to carry out research that assesses the relationship between the most important rules and the technical and tactical contents and how they are related. This type of study would facilitate an improvement in the learning process in which the rules must explicitly appear (Vizcaíno, Conde, Sáenz-López, & Rebollo, 2013).

1.2. RELATIONSHIP BETWEEN THE CONTENTS AND THE RULES

In basketball, the rules and regulations establish how players interact with the ball, the space, time limits, and the rest of the players (Lagardera & Lavega, 2003; Cárdenas, & Alarcón, 2010). The rules provide meaning to the practice, which is to say that a valid, correct action is determined by the characteristics of the rules (Pérez, 2011). Consequently, the technical and tactical contents are

the result of putting the game rules into practice (Vizcaíno, Almagro, Rebollo, & Sáenz-López, 2012).

Basketball, as a sport of cooperation and opposition, is defined by many authors as a game of problem solving (Cárdenas, 2001). Morcillo, Cervera, and Coba (2012) suggest that in the learning process, it is better to prioritize the behaviors than the contents. These authors recommend seeking a methodology with a basis in emotional-behavioral instability that foments the game environment instead of one that is based on contents, as are traditionally used. Thus, Cárdenas and Alarcón (2010) and Contreras, De la Torre, and Velázquez (2001) recommend teaching this sport with a foundation in the understanding of the game (tactical aspects) before teaching the motor actions (technical aspects). Gréhaigne, Godbout, and Bouthier (2001) reflected on the framework in which the players develop their decision making, which is the game's regulations. Associative learning is based on having a central problem to generate ideas and obtain possible solutions (Morcillo, Cervera, & Coba, 2012). A rule, such as for example traveling, generates a problem that, once understood, allows the players to produce actions in search of better options. It seems that fostering intelligent players in basketball, which is to say, players that know how to problem solve by making suitable decisions, would start with knowledge and understanding of the game rules. These reflections give rise to questions such as: In what order should rules be taught? What technical and tactical contents are developed with each rule?

1.3. OBJECTIVES

Based on these questions, the following objectives are proposed:

- Determine the order of importance of the rules in the initiation to basketball.
- Analyze the technical and tactical contents that can be learned from the teaching of the most important rules.
- Provide proposals for programming from these rules.

2. SUBJECTS AND METHOD

2.1. PARTICIPANTS

The selection method for the sample was intentional and non-probabilistic (Puig, 1996; Rodríguez, Gil & García, 1996; Vallés, 1997). The population was active basketball coaches in the province of Huelva (Spain) who fulfilled at least three of the following prerequisites:

a) Held basketball coach certification.
b) Had coached mini-basketball for at least three years.
c) Had coached basketball for at least five years.
d) Had played basketball as a federated player for at least five years.

A total of seven experts that fulfilled three of the following prerequisites were chosen, six men and one woman.

3.2. THE NOMINAL GROUP AS THE INSTRUMENT FOR DATA COLLECTION

The use of scales is recommended when the object of the study is known; thus, the nominal group is a useful technique to solve relatively novel problems (Fernández-Ramírez, Rebolloso & Cantón, 2007). Olaz (2010) describes the origin of this technique, which was an attempt to seek efficient work meetings, and it was developed by authors such as Delbecq and Van de Ven (1975) and Rohrbaugh (1981). Its use as a research instrument is especially noteworthy in the health sciences, where it is one of the five most utilized qualitative techniques in recent years (Mira, Lorenzo, Pérez, Aranaz, & Vitaller, 2004).

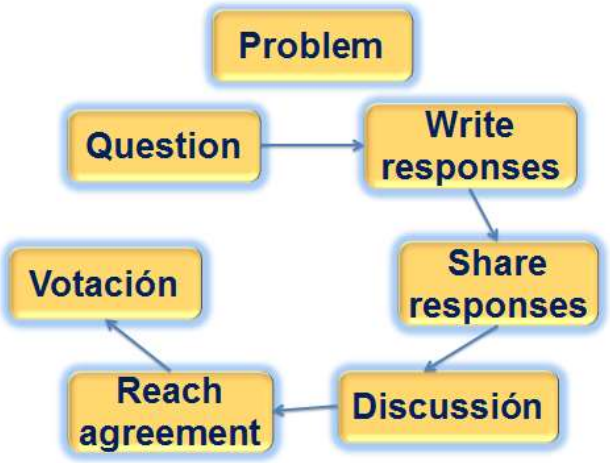
With this qualitative tool of consensus, the responses and the needs surrounding a problem are sought, and they are classified by order of importance, when applicable. It is a strategy to obtain information in a structured manner, in which the ideas are generated in a relaxed environment, where people put forward their ideas both orally and in writing. The technique guarantees a balanced participation of all the members of the group, because it takes advantage of the knowledge and the experience of each of the participants (Olaz, 2010). Therefore, the huge advantage when compared to a discussion group is that the session ends with the responses to the questions that were posed.

3.3. PROCEDURE

The procedure consists of uniting an adequate amount of experts (i.e. between 5 and 10) on a subject. It is important to clearly define the subject of the session (Mena & Méndez, 2009). Then, a specific question is posed to each expert, who provides a written, individual response. After sufficient time, responses are discussed within the group. This stage guarantees that all the participants provide their opinion equally, without the opinions of others affecting their responses. The moderator takes notes of all the responses on a whiteboard. When finished, they look for places where responses coincide, and they collectively reflect on this, similar to a discussion group (Callejo, 2001). When discrepancies exist between responses, all the experts vote. Therefore, an agreement is reached in response to the initially posed question, and thus there is no need for a coding process as used in an interview or discussion group.

The moderator has the important role of obtaining responses to the posed questions. He or she is responsible for explaining the procedure, the issue, asking the questions, giving the participants time to write their responses, coordinating the group to reach consensus, writing the responses on the board, guiding the discussions, and when agreement is not reached, organizing the voting process and revealing the results.

Figure 1. Outline of the procedure followed by the nominal group.



In the present study, the moderator was an expert in qualitative methodology as well as in moderating discussion groups. After explaining the research issue, the importance of the rules in the initiation to basketball and its relationship with technical and tactical contents, the first question was posed (see chart 1). Time was given for each expert to write his or her response. All responses were written on the board. A debate was started about the importance of certain rules. Next, question 1.1 was posed. The group discussed it and came to an agreement. The scores were calculated to put the rules in order from the most important to least important, according to the experts. The same pattern was followed with the first four rules for question 2.

Chart 1. Questions posed to the nominal group.

1. What are the most important rules in the learning process in mini-basketball?
1.1. In which order would you teach these rules during the learning process of mini-basketball?
2. What technical and tactical contents can be learned from knowledge of these rules (according to the previous classification)? a. RULE 1: b. RULE 2: c. RULE 3: d. RULE 4:

Scoring for question 1.1 (*Write the rules in the order in which you would teach them to beginning basketball players*) was established by giving 7 points to the first rule, 6 points to the second, and continued as such until 1 point was given to the seventh. The sum of points for each rule established the final order (table 1).

Scoring for question 2 (*Which technical and tactical contents are learned from a specific rule?*) was established in a similar manner. All the responses were written on the board, and the experts were asked to put them in order with

regard to the direct relationship each type of content had with that rule. For each of the four rules that were analyzed, the technical and tactical contents that were most related to each one were put in order (tables 2, 3, 4, and 5).

3. RESULTS

3.1. ORDER OF IMPORTANCE OF THE MINI-BASKETBALL RULES

Table 1 shows the mini-basketball rules that were considered most important in the learning process and the order of importance these rules were given when teaching them.

Table 1. Scores obtained by putting rules in order of importance.

Score	**1**	**2**	**3**	**4**	**5**	**6**	**7**		
Value	7	6	5	4	3	2	1	Total	Order
Traveling	5 (35)	1 (6)		1 (4)				45	1
Double dribbling	2 (14)	4 (24)			1 (3)			41	2
Out-of-bounds		1 (6)	5 (25)			1 (2)		33	3
Fouls		1 (6)		4 (16)		1 (2)	1 (1)	25	4
Referee	1 (7)				1 (3)	1 (2)	5 (5)	17	5
Rules of time				1 (4)	3 (9)		3 (3)	16	6
Scoring	1 (7)				1 (3)		5 (4)	14	7

As demonstrated, the most important rules according to these experts are traveling and double dribbling, which obtained 45 and 41 points, respectively. The results show three clearly differentiated groups. The first group is made up of traveling and double dribbling, which are noticeably differentiated from the other five rules. The second group is made up of out-of-bounds and personal fouls, and the third group includes the rules related to the referee, time, and scoring.

From the evaluation of the experts, traveling must be highlighted. Five experts thought it was the most important rule to teach first, and another expert thought it was the second most important. Likewise, for double dribbling, two experts assessed it as the most important rule, and four believed it to be the second most important. On the other hand, the rules that scored the lowest, in decreasing order, were those related to the referee and his or her signals, rules related to time, and finally, rules related to scoring.

3.2. ORDER OF THE TECHNICAL AND TACTICAL CONTENTS THAT ARISE FROM THE RULES

The second question posed to the nominal group was that related to the technical and tactical contents that can be learned from the knowledge of the rules. This includes the analysis of the four rules that obtained the highest scores.

3.2.1. TRAVELING

In table 2, the different technical and tactical contents that emerge from traveling are demonstrated, as proposed by the experts.

Table 2. Scoring of technical and tactical contents that arise from traveling

Score	1	2	3	4	5	6	7		
Value	7	6	5	4	3	2	1	Total	Order
Dribbling	5 (35)	2 (12)						47	1
Starts	2 (14)	3 (18)			1 (3)		1 (1)	36	2
Stops	1 (7)	2 (12)	2 (10)	1 (4)	1 (3)			36	3
Layups		1 (6)	1 (5)	4 (16)	1 (3)			30	4
Pivots			2 (10)		2 (6)	1 (2)	2 (2)	20	5
Passing-reception			1 (5)	1 (4)	1 (3)	2 (4)	2 (2)	18	6
Shooting			1 (5)				6 (6)	11	7

According to the results in table 2, there is a first group of technical contents that represents almost half of the scoring. This is made up of dribbling, starting, stopping, and layups. A second group was composed of pivoting, passing, and receiving. Finally, there is the single technical content of shooting.

Dribbling is the fundamental that would be taught first from the traveling rule, according to these experts. Five experts cited it first, and two others placed it second (47 points). Dribbling starts and stops obtained a score of 36. However, starts were the technical content that was cited by two experts as the first to learn from traveling, and they were cited as second by three experts. On the other hand, stops were cited first by one expert and second by two others. These differences suggest that starts, according to this group of experts, would be taught second, after dribbling and followed by stops. Two experts determined that layups were the second and third contents taught from traveling, and four experts cited them as fourth when learning about traveling.

A second group of fundamentals that arise from the traveling rule is made up of pivoting (20 points) and passing and receiving (18 points). Two experts chose pivoting in third place, and two other experts chose it in fifth place. The experts

chose passing and receiving in third, fourth, and fifth place. Two put it in sixth place, and two put it in seventh position.

The technical content that had the lowest overall score was the shot. Six experts put it in seventh position, and only one of them put it in third place.

3.2.2. RULE OF DOUBLE DRIBBLING

From the double dribbling rule, the experts selected four technical and tactical contents: dribbling, pulling up and shooting, switching hands, and passing (table 3).

Table 3. Scoring of technical and tactical contents that arise from double dribbling

Score	1	2	3	4		
Value	4	3	2	1	Total	Order
Dribbling	7 (28)				28	1
Pulling up & shooting		4 (12)	3 (6)		18	2
Switching hands		3 (9)	1 (2)	3 (3)	14	3
Stopping & passing			2 (4)	5 (5)	9	4

From the analysis of the data in table 3, three different groups can be established. First, the experts give the dribble the highest score. That is, they believe that from the double dribble rule, this fundamental would be taught first in the initiation to basketball. A second group is composed of stopping and shooting (18 points) and switching hands (14 points). The third group is made up of stopping and passing (9 points).

Thus, these seven experts deemed the dribble to be the most pertinent. They were unanimous in their thought that this fundamental would be the first one taught from the double dribbling rule.

Next, four experts determined that pulling up and shooting was the second technical and tactical content that would be learned from double dribbling, while another three experts suggested it was third. Switching hands was less unanimous, as three experts placed it in second place, one put it in third place, and three placed it in fourth place. The experts placed stopping and passing in last place. Two experts assessed it as third place, and five placed it in fourth place. Thus, it would be the last technical or tactical content to be taught from the double dribbling rule in the initiation to basketball.

3.2.3. OUT-OF-BOUNDS RULE

In table 4, the results regarding the technical and tactical contents that arise from the out-of-bounds rule, according to the nominal group, are demonstrated.

Table 4. Scoring of technical and tactical contents that arise from the out-of-bounds rule

Score	1	2	3	4	5	6	7	8	9	10	11	12	Total	Order
Value	12	11	10	9	8	7	6	5	4	3	2	1		
Dribbling	2 (24)	1 (11)		1 (9)								3 (3)	47	3º
Passing	2 (24)	2 (22)	2 (20)	1 (9)									75	1º
Reception (fake)	1 (12)	1 (11)				1 (7)						4 (4)	34	5º
Shooting		2 (22)		1 (9)	1 (8)							3 (3)	42	4º
Maintaining spacing	1 (12)	1 (11)	2 (20)	1 (9)	1 (8)							1 (1)	61	2º
Defensive movements			1 (10)	1 (9)	1 (8)							4 (4)	31	6º
Defensive decision making	1 (12)					1 (7)						5 (5)	24	7º
Offensive decision making	1 (12)					1 (7)						5 (5)	24	7º
Defending the pass			1 (10)									6 (6)	16	9º
Stopping + pivoting			1 (10)	1 (9)								5 (5)	24	7º
Out-of-bounds	1 (12)			1 (9)			1 (6)					4 (4)	31	6º
Asking for the ball		1 (11)										6 (6)	17	8º

When the data in table 4 are analyzed, the technical and tactical contents can be categorized into three groups. The first group is made up of two technical and tactical contents, which were clearly differentiated from the rest: passing, with a score of 75 points, and maintaining spacing, with a score of 61 points. A second group was made up of dribbling, with a score of 47 points; shooting, with a score of 42 points; receiving, with a score of 34 points; and defensive movements and out-of-bounds, both of which received a score of 31 points. Finally, the third group was composed of offensive and defensive decision making, stops, and pivots, which had scores of 24 points.

Next, the technical and tactical content and the scores the nominal group gave them are analyzed in more detail. Passing was evaluated by two experts as being the first technical or tactical content learned from the out-of-bounds rule, two experts evaluated it as being second, two placed it third, and one put it in fourth place. This fundamental was emphasized considerably more than the others. Maintaining spacing was in second place in the process of teaching youth players the out-of-bounds rules. One expert put it in first place, another put it in second place, and three placed it in either fourth, fifth, or twelfth.

Dribbling was determined by two experts to be the first technical or tactical content taught, one placed it second, one put it in fourth, and three experts put it in last place. The nominal group placed shooting in fourth place. Specifically, two experts put it in second place, one placed it in fourth place, and another in fifth place. It should be noted that three experts placed it last as the fundamental to be taught from the double dribbling rule in the initiation to basketball. Reception, understood as faking reception, was in the fifth position for the technical and tactical content that arose from this rule. One expert placed it in first place, another put it in second place, one in sixth, and four experts assessed it as being the last technical or tactical content taught from the out-of-bounds rules (12^{th} position).

Defensive movements and out-of-bounds are in sixth place in table 4. One expert placed defensive movements in third place, one in fourth place, and another in fifth place. Four experts from the nominal group placed it in the 12^{th} position. Regarding the out-of-bounds lines, one expert placed it in the first position, one put it in fourth place, one in seventh place, and four experts placed it in last place.

For the third group, offensive and defensive decision making and stopping and pivoting lead the group with a score of 24 points. Defensive and offensive decision making were evaluated by the nominal group identically. One expert placed them in the first position, one in sixth place, and five in last place (12^{th} position). Regarding stopping and pivoting, one expert placed it in the third position, one in fourth place, and the rest of the nominal group placed it in 12^{th} place. Asking for the ball and defending the passing lanes were the two technical and tactical contents that scored the lowest. One member of the nominal group placed asking for the ball in the second position, while six placed it in the last position. With regard to the defending the passing lanes, this was the technical and tactical content that scored the lowest in relation to double dribbling. One expert placed it in third place, and the rest put it in last place.

3.2.4. PERSONAL FOULS

In table 5, the data obtained from the nominal group with regard to the technical and tactical contents arising from personal fouls is demonstrated.

Table 5. Scoring of technical and tactical contents that arise from personal fouls

Score	1	2	3	4	5	6	7	8	9	10	11	12	Total	Order
Value	12	11	10	9	8	7	6	5	4	3	2	1		
Offensive movements				1 (9)								6 (6)	15	11
Defensive movements	2 (24)	1 (11)										4 (4)	39	3
Reception (fakes)		1 (11)		1 (9)								5 (5)	25	7
Free throw		1 11		1 (9)	1 (8)		1 (6)					3 (3)	37	4
On-ball defense	5 (60)	1 (11)										1 (1)	72	1
Off-ball defense	1 (12)	2 (22)	2 (20)	1 (9)								1 (1)	64	2
Shot defense (block)			1 (10)		1 (8)							5 (5)	23	8
Defensive position			1 (10)									6 (6)	16	10
Illegal hand use		1 (11)	1 (10)		1 (8)							4 (4)	33	5
Out-of-bound line use			1 (10)	1 (9)		1 (7)						4 (4)	30	6
Dribbling				1 (9)								6 (6)	15	11
1-on-1				1 (9)		1 (7)						5 (5)	21	9

As with the previous rules, two technical and tactical contents can be highlighted. First is on-ball defense, which obtained a total score of 72 points. Specifically, five experts placed it in first place, one placed it second, and another put it in last place. It is the most highly evaluated, which leads us to think that from the rule of personal fouls, defensive content can be worked on.

Along the same lines, off-ball defense obtained a score of 64 points. One expert placed it in first place to teach it through the rule of personal fouls to a basketball team at the initiation stage. Two other experts put it in second place, and another two experts placed it in the third position. One put it in fourth place, and one put it in last place (i.e. 12th position).

Next there is a group of four technical and tactical contents with very similar scoring. Defensive movements obtained a score of 39 points. Two experts placed it in first place, one put it in second place, and four in last place. The experts placed the free throw, at 37 points, at second, fourth, fifth, and seventh position, and three placed it in last place. The use of hands in defense had a total score of 33 points. One expert put it in second place, another put it in third

place, one in fifth place, and the rest placed it in last place. The use of out-of-bounds lines obtained a score of 30 points. Specifically, two experts put it in third and fourth place. Another placed it in the sixth position, and the last four put it in last place.

Following is a group of technical and tactical contents that had lower scores, although they were quite similar within the group. Fakes in reception, with a score of 25, had one expert place it in second place, another in fourth, and the rest in last place. Defending the shot, referring to the defensive action of blocking or hindering the shot of the player with the ball, had technical and tactical contents arising from it with a value of 23. One expert placed it in third place, another in fifth place, and the rest of the nominal group placed it in last place. One-on-one is considered to be an ideal tactical situation to work on the majority of the technical and tactical contents that are discussed in this paper, and some of the experts believed it was necessary to keep it in mind. In this regard, one expert placed it in fourth place, another in sixth place, and the rest of the nominal group members put it in the last position. For defensive positioning, with 16 points, one expert placed it in third place, and the rest put it in last place. Dribbling and offensive movements, which both received 15 points from the experts, were in last place with regard to teaching this content from the rule of personal fouls. Both dribbling and offensive movements were evaluated the same, with one expert placing it in fourth place and the rest of the experts placing it in last place.

In summary, table 6 demonstrates the information regarding the order of the technical and tactical contents, the rules that were most highly evaluated, as well as the technical and tactical contents that arise from each of them.

Table 6. Summary of the technical and tactical contents that arise from the rules.

	RULE 1	RULE 2	RULE 3	RULE 4
ORDER	TRAVELING	DOUBLE DRIBBLING	OUT-OF-BOUNDS	PERSONAL FOULS
1	Dribbling	Dribbling	Passing	On-ball defense
2	Starts and stops	Stopping & shooting	Maintaining spacing	Off-ball defense
3	Layups	Switching hands	Dribbling	Defensive movements
4	Pivoting	Stopping & passing	Shooting	Free throw
5	Passing and receiving		Receiving	Use of hands
6	Shooting		Defensive movements	Use of out-of-bounds lines
7			Use of out-of-bounds lines	Reception (Fakes)
8			Offensive decision making	Defense of shot
9			Defensive decision making	1-on-1
10			Stopping & pivoting	Defensive position
11			Asking for the ball	Offensive movements
12			Defense of pass	Dribbling

4. DISCUSSION AND CONCLUSIONS

The aim of the study was to determine the order to teach mini-basketball rules and to analyze the technical and tactical contents that can be learned from these rules. This category is the period in which the players get familiarized with the sport and forms the foundation of their basketball formation (Cárdenas & Conde, 2007). Authors such as Gréhaigne, Godbout, and Bouthier (2001) believe that the game rules create the nature of each sport, determine the restrictions and problems to be resolved, and have repercussions in the decision making and the specific motor skills and, therefore, the sport practice (Hammond & Hosking, 2005; Wright, 2014).

Regarding the rules that are most important for the initiation to this sport and that should, therefore, be taught first, the subjects of the nominal group cite the following, in order of greater to less importance: traveling, double dribbling, out-of-bounds, and personal fouls. Specifying the rules in the learning and teaching process is a step ahead compared to how mini-basketball has been taught (Vizcaíno, Sáenz-López, Rebollo y Conde, 2014). Traditionally, coaches have

taught technical content through repetition of the actions that were considered most important, and this was given more importance than understanding of the game (Cárdenas & Alarcón, 2012; Contreras, De la Torre & Velázquez, 2001). However, more authors are recommending that coaches prioritize tactical learning over technical content (Cárdenas, 2001; Castejón, Giménez, Jiménez, F. & López, 2003). Tactical situations help the player understand the game's internal logic and are determined by the regulations (Garoz, 2005).

The idea that the technical and tactical contents can be learned from knowledge of the rules, which in this case included the four considered the most important, gets closer to learning the rules in a constructivist manner (Cárdenas & Alarcón, 2010). Understanding the rules allows the player to become familiar with the goals of the game, experiment with the technical and tactical possibilities, and make better decisions in the game situations that arise during practices. Numerous authors propose teaching sport through game-like situations in which the rules are an important facet (Contreras, De la Torre, & Velázquez, 2001; Graham, 2001; Rovegno, Nevett, Brock, & Baliarz, 2001; Cárdenas, 2003).

Along these lines, we can highlight that, through the learning of the rules pertaining to traveling, players learn the technical and tactical content of dribbling, starts and stops, layups on the dominant side, pivoting, passing, receiving, and shooting. Through the rule of double dribbling, the players learn the technical and tactical contents of dribbling, pulling up and shooting, switching hands, and stopping and passing. Likewise, for the out-of-bounds rules, the players learn the technical and tactical contents of dribbling, traveling, receiving, the initial mechanics of shooting, the initial concept of maintaining spacing, defensive movements, defensive and offensive decision making, defending the passing lanes, stopping and pivoting, out-of-bounds, and asking for the ball. Finally, regarding personal fouls, the players learn the technical and tactical contents of the offensive and defensive movements, fakes in reception, the beginnings of the free throw, on-ball defense, off-ball defense, defending the shot (the beginnings of blocking), basic defensive position, use of the hands in defense, use of out-of-bounds lines, dribbling, and reduced situations of one-on-one.

Creating smart players begins by fostering their knowledge and understanding of the primary rules of the game, so they are capable of making sense of efficient motor actions. Thus, the possibility of inverting the learning priority toward necessity instead of content is proposed (Morcillo, Cervera, & Coba, 2012). This need arises from the rules; thus, the programming could stem from teaching a rule and from there, the players could learn the most efficient way to resolve the problems presented in the game. With regard to the initiation to sport, it is useful to know the rules that are considered priorities (traveling, double dribbling, out-of-bounds, and personal fouls) and to put the technical and tactical contents that arise from them in order.

In conclusion, the recommendation for teaching mini-basketball rules is in the following order: traveling, double dribbling, out-of-bounds, and personal fouls.

The learning from each of these rules involves the practice of various technical and tactical contents. The application of these results in the initiation to sport begins by teaching the rules and keeping in mind the possibility for them to be the driving force of this learning experience.

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