

3X3 BASKET FOR KIDS

TRAINING MODULE



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1. THE BASICS OF 3X3 BASKETBALL

INTRODUCTION

Basketball is one of the world's most popular sports and people love to play it or watch it no matter what the form. There are several variations of basketball worldwide, with tweaks that differentiate it from the traditional five-on-five discipline, but the core skills that players use with and without the ball remain intact. These variations, which can be either formal or informal, look almost identical to traditional basketball, but there are differences in structure and rules. Informal basketball variations such as “streetball” are played without strict official rules, usually on the playgrounds without referees or other officials. 3x3, on the other hand, is a formal basketball discipline with strict rules.

This variation involves two teams of three players each—and usually one substitute—played on one basket. The team wins if it scores 21 points first or has scored the most points by the end of the regulated time period of 10 minutes.

Generally, 3x3 shares a lot in common with five-on-five basketball, including ball handling regulations and basic violation rules like goaltending, double dribble, three-second rules, and so on. 3x3 is also easily played on the half of a regular basketball court, and the fundamental skills involved in 3x3 are similar to traditional basketball. However, there are some key structural and rule differences that set the two games apart. As an example in 3x3 compared to traditional basketball, in-game coaching is not allowed; there are three players a side compared to traditional basketball's five; the 3x3 offensive shot clock is set to 12 seconds rather than basketball's 24; and 3x3 players use a unique ball which is smaller than the one used in traditional men's basketball competitions. Based on the aforementioned structural and rule differences, the gameplay of 3x3, including teams' styles and scoring preferences, also differs from basketball's, mostly because of different scoring rules. Even though a three-point arc in traditional basketball (*FIBA rules) is the same distance from the basket as the two-point arc in 3x3, 3x3 players choose to take these shots more frequently because they see more value in them. A three-pointer in traditional basketball is worth 50 percent more than a shot made inside the two-point arc, but in 3x3, a shot inside the arc is worth one point while a shot beyond the arc is worth 100 percent more: two points.

BASIC RULES

3x3 basketball is a thrilling, fast-paced sport designed to deliver dynamic gameplay through clear and concise rules, making it especially appealing for young players. The game takes place on a compact half-court, measuring 15 meters by 11 meters, featuring a single basket. Each team fields three players on the court at a time, with one substitute available for strategic rotations. Matches are structured to last 10 minutes or conclude when a team reaches 21 points, whichever occurs first, ensuring an intense and engaging experience.

Scoring in 3x3 basketball is straightforward yet adds strategic depth to the game. Baskets scored inside the arc, located 6.75 meters from the hoop, are worth 1 point, encouraging close-range plays and teamwork. Shots made beyond this arc are valued at 2 points, rewarding long-range accuracy and skill. Free throws, granted after specific fouls, contribute 1 point each, providing opportunities to capitalize on opponents' mistakes. This scoring system keeps games competitive and allows for rapid shifts in momentum, as teams balance risk and reward in their shot selections.

The flow of the game is designed to maintain constant action and involvement. A coin toss at the start determines initial possession, setting the stage for the opening play. After a team scores, the opposing team takes the ball behind the 2-point arc to restart, ensuring a smooth transition and preventing stalling. If a team gains possession through a defensive rebound or steal, they must first clear the ball beyond the arc before launching an attack, promoting strategic movement and teamwork.

Fouls and penalties in 3x3 basketball align with traditional basketball principles, such as prohibiting pushing, holding, or other physical violations, ensuring fair play. As fouls accumulate, consequences escalate: after a team's 7th foul, the opposing team is awarded two free throws, increasing pressure on the fouling team. After the 10th team foul, the penalty becomes even steeper, granting two free throws plus possession, which can shift the game's momentum significantly.

A 12-second shot clock is a defining feature of 3x3 basketball, injecting urgency into every possession. Teams must attempt a shot within this timeframe, promoting quick decision-making, sharp passing, and creative plays. This rule prevents teams from holding the ball excessively, ensuring continuous action and keeping all players actively engaged. Together, these rules create a lively, inclusive, and accessible format that emphasizes skill, strategy, and teamwork, making 3x3 basketball an exciting sport for players and spectators alike.

FUNDAMENTALS OF 3X3 BASKETBALL

Attack: Off-the-ball movement is critical due to the limited number of players, creating space for open shots. Quick shots are essential given the 12-second shot clock, requiring immediate decision-making. One-on-one skills, such as dribbling and finishing at the rim, are vital due to reduced defensive presence in the paint. Outside shooting is prioritized, as 2-point shots from beyond the arc carry higher value.

Defense: Defense in 3x3 is intense and relentless, with constant communication to counter the fast pace. Teams often switch automatically on screens due to limited defensive help. Perimeter pressure is crucial to contest 2-point shots, and quick transitions after a basket allow opportunities to regain possession.

Rebounding and Transition: Offensive rebounds are highly valuable, offering immediate second-chance scoring opportunities. After defensive rebounds, teams must swiftly clear the ball beyond the arc to initiate play. Players must fluidly switch roles, as there are no fixed positions.

Collective Play and Communication: Precise, quick passing is essential to exploit advantages in the fast-paced game. Without sideline coaching, players must communicate constantly and make real-time decisions. Proper spacing on the smaller court prevents crowding and maximizes offensive opportunities.

Tactical Aspects: Offensively, teams focus on quick shots, off-ball movement, and spacing. Defensively, intense one-on-one coverage with rapid switches is key. Quick transitions and effective screening create shooting opportunities.

Technical Aspects: Advanced ball-handling skills are necessary to navigate constant defensive pressure. A quick, accurate shot is critical, as is precise passing. Post play remains important for creating physical advantages near the basket.

BENEFITS OF 3X3 BASKETBALL

3x3 basketball offers numerous physical and mental benefits, making it a dynamic and inclusive sport. **Physical Benefits:** Its high intensity improves cardiovascular endurance, enhancing aerobic and anaerobic capacity. Explosive movements develop leg, arm, and core strength, while rapid reactions boost coordination and agility. The sport's calorie-burning nature aids in weight management. **Mental and Social Benefits:** Playing in small teams fosters teamwork and communication, while the fast pace hones quick decision-making. Physical activity reduces stress and boosts emotional well-being through endorphin release. Its accessibility—requiring minimal space and equipment—makes it inclusive, enabling play on urban courts worldwide. In summary, 3x3 enhances physical fitness, sharpens individual and tactical skills, promotes teamwork, and remains widely accessible.

HISTORICAL CONTEXT

Originating in the 1980s on urban courts in cities like New York, Los Angeles, and Chicago, 3x3 basketball evolved from streetball into a formalized sport. FIBA began regulating it in 2007, and its debut at the 2010 Youth Olympic Games in Singapore marked a significant milestone. The 2012 FIBA 3x3 World Tour established a professional circuit with standardized rules. In 2017, the International Olympic Committee added 3x3 to the Tokyo 2020 Olympic program, elevating its global prestige. Today, FIBA's points-based ranking system encourages participation in local and international tournaments. With its fast, accessible format, 3x3 continues to grow, supported by national teams, leagues, and the expanding FIBA 3x3 World Tour.

INCLUSIVE 3X3 BASKETBALL

3x3 basketball promotes inclusion by accommodating diverse players and communities. Its half-court format and small team size make it accessible to varying skill levels and physical abilities. Wheelchair 3x3, adapted for mobility and dribbling, is a Paralympic sport. Mixed-gender tournaments foster equality, while social programs by FIBA and others use 3x3 to engage vulnerable youth, promoting education, teamwork, and integration. Requiring only a single basket and minimal space, 3x3 reduces economic barriers, enabling play in underserved areas. Diversity-focused events unite players with disabilities, at-risk youth, and varied cultural backgrounds, making 3x3 a powerful tool for social cohesion.

INTERESTING FACTS

3x3 basketball is the first urban sport included in the Olympic program, debuting in Tokyo 2020. Its fast, spectacular nature makes it ideal for television broadcasts. Notably, NBA and Euroleague players have competed in 3x3 tournaments to refine their skills, highlighting its value for professional development. Combining tactics, technique, and speed, 3x3 remains an exciting, accessible global phenomenon.

DIFFERENCE 3X3 AND 5 ON 5

RULE	3x3	5v5
HOOP	1	2
COURT	HALF	FULL
PLAYERS	3 per side (+ 1 substitute)	5 per side (+ 1 substitute)
BALL	3x3 Ball (size 6 weighted as size 7)	Women: size 6 Men: size 7
FOUL BONUS	2 fouls shots as of 7th foul 2 foul shots plus possession for 10th and subsequent team fouls	2 foul shots for 5th and subsequent team fouls each quarter
PLAYING TIME	10 minutes	4 x 10 minutes
GAME OVER	First team to score 21 points in regular time	N/A
OVERTIME	First team to score 2 points in overtime period	5 minute periods until a winner at end of period
SHOT CLOCK	12 seconds	24 seconds
FIELD GOALS	1 or 2 points	2 or 3 points
AFTER SCORING	No break	Inbound from end-line
POSSESSION	"Check Ball" exchange at top of arc Defence possession	Throw-in Determined by possession arrow

2. PEDAGOGICAL APPROACHES

In this chapter we will focus on the pedagogical aspects of basketball and 3x3 specifically. We will take into consideration the age of target group of the project (9 to 17 years old).

Teaching basketball for age groups that start in Under-10 and finish in Under-18 years old must take into consideration that many changes will happen in the body and mind of this players.

‘If we want children to enjoy the game, they have to have lots and lots of opportunities to have the ball and do with it what they know how to do and try things they haven't mastered yet.’ (Tetónio Lima, former Portugal National Team Coach and University Professor)

TEACHING 3X3 BASKETBALL

In terms of teaching 3x3 basketball to young players from the age group of Under-10 till Under-20 years old, we recommend starting to teach the fundamentals, like in regular process of teaching the 5 vs. 5, that's why we chose to explain it in deep detail in the first part of this chapter of the manual.

But first, and the most important aspect it's necessary to learn “how to play” in spiflicated exercises of 1x0, 1x1, 2x1, 2x2, 3x2 and 3x3, preferably in game situations, it's also necessary to understand “when to play” because teaching to play is teaching to take decisions.

Often, during games of 5 vs. 5, some of the main offensive moves are done by only 3 players, so 2 are left to hang back and do not participate in the plays.

On the 3x3, there's only 3 players on the court, everyone is involved in each play. This also means that the players will touch more times in the ball and if they learn to play 3x3, they will also adapt easily to the 5 vs.5 basketball, if it is necessary to do it.



UNDER-10 (U10)

At this stage of learning, we believe that the development of coordination skills it's a priority. Play should be introduced through reduced situations that facilitate learning. Teaching the game should obey the concept that 'you only learn to play by playing', but this concept in no way means that learning sessions should be made up of 5X5 game situations. There are simplified and progressive ways to approach learning the game, 2X2 and 3X3 are great options for this age group. The rules should be simple, and corrections should be made clearly. It's very important to remember that children can only control the ball if they have space and body control. At this stage, we believe that the following motor actions, more related to the sport, should be developed: Learning how to co-operate, team play, i.e. learning the specific technical skills that allow them to communicate with the demands of the game.

Dribbling

Pay attention to the notion of the interposition of the body between the ball and the defender.

1. Stationary dribbling and in motion right hand and left hand
2. Dribbling in different directions, right hand and left hand
3. Dribbling with changes of direction using different forms of execution
4. Initiating the cross dribble and the direct dribble

Shooting

1. Shooting from a stopped position
2. Shooting after a dribbling stop
3. Shoot after dribbling, evolving from a two-handed shot to a one-handed shot
4. Shooting lay-ups to the basket with the right hand and left hand
5. Shooting after pass and cut with dribbling and without dribbling

Passing and receiving

1. Correctly executing the chest pass and the bounce pass
2. Performing the chest pass and the bounce pass while stopped and running
3. Execute a chess pass and bounce pass after a fake
4. Receiving the ball correctly, with two hands, in different situations, movements and trajectories

Concept of clearing and progressing with the ball

1. Passing and cutting
2. Passing and running forward while looking at the ball (target hand)
3. Clearing the ball basic notion 'look for gaps and defender marking'
4. Progress through dribbling and passing, acquiring a sense of the corridors of the court

Summary for the Under 10 age group

Focus: Fun, basic motor skills, and enjoyment.

Approach: Game-based learning (Learning through play in simple situations of 2X2 and 3X3).

Methods:

- Use modified games and smaller courts and balls (size 5 balls).
- Prioritize exploration and creativity.
- Develop fundamental motor skills (running, jumping, coordination).
- Introduce the simple basketball concepts of passing, dribbling and shooting.

Environment: Positive, non-competitive and inclusive.

Coach Role: Motivator and guide, not a strict instructor.



UNDER-12 (U12)

When we work with young people of this age, we need to bear in mind that they are in a phase of socialization that is decisive in the construction of their personality and that the continuity of their development depends a lot on the pleasure that the activity gives them. Games, regardless of classification, are the preferred competitive environment. Children should learn to win and lose, but above all they should enjoy playing. In children's Basketball, ranking is neither a priority nor a need for children. Ranking is a competitive abstraction that motivates adults above all.

When teaching fundamentals, it's necessary to learn "how to play"; in the game situation, it's necessary to understand "when to play". Teaching to play is teaching to take decisions.

All coaches should check whether the objectives of the previous phases have been achieved. If they haven't, each coach should define learning situations in their program that refer to the content that hasn't been acquired.

At this stage we believe that the children should achieve the following:

Dribbling

1. Initiating cross and direct dribbling after various forms of faking.
2. Master the different ways of changing direction and stopping the dribble.
3. Master the moments of progression and protection dribbling.
4. Understand the use of dribbling as a way of penetrating to shoot.

Shooting

1. Shooting after passing and cutting with reception from different angles and finishing in various ways.
2. Shooting after stopping a dribble, and after receiving a pass, with a one stop or two stops on the left-right and right-left.

Passing

1. Execute the pass over the head.
2. Perform the long pass with one hand.
3. Performing the pass after a penetrating dribble.
4. Acquiring a clear idea of the "first pass".

Concept of clearing and progression

1. Opening and clearing, i.e. clearly acquiring a balanced occupation of the playing space on the court.
2. Acquiring the notion of cutting behind in help situations.

Understanding what to do after receiving the ball

After receiving the ball, the player must always be in line with the basket and see and decide by choosing the most appropriate action according to the situation and their abilities among the following:

- If he/she can shoot or penetrate to shoot, he shoots and goes for the rebound.
- If he can't shoot, he looks for a free teammate or one closer to the basket and goes for the rebound.
- If he can't shoot or pass, he feints and dribbles to the middle of the court to protect the ball.

Understanding the player's actions without the ball

Notion of space players should move away from the ball and their teammates, looking for a free space 4 steps distance with the following concerns: recognizing more offensive movements and spaces, the notion of clearing the ball, being ready to ask for and receive the ball.

Concept of marking and defending

1. Start defending the first pass.
2. Start defending the pass and cut (give and go).
3. Acquire and consolidate defensive awareness, never losing sight of the ball.
4. Acquire the notion of reacting immediately to losing possession of the ball.

Focus: Introduction to basketball techniques, simple tactics and rules.

Approach: Skill acquisition through games.

Methods:

- Combine technical skills with playful challenges
- Encourage teamwork and communication
- Use situational drills (e.g. 1x1, 2x2, 3x3)

Development: Start introducing basic tactics (spacing, passing options and pass and cut).

Coach Role: Facilitator with patience, nurturing confidence.



UNDER-14 (U14)

This stage is characterized by the players' orientation in the sport, their commitment to a team and the behavioral responsibilities that this entails. In terms of chronological age, players at this level are between 12 and 14 years old.

The game becomes more organized, with different phases of play in both the offensive and defensive process.

Some players begin the process of biological maturation - adolescence - with major physical and hormonal changes.

General Objectives

- To attract and guide players into the sport
- Developing the learning of technical and tactical fundamentals - "FUNdamentals"
- Loyalty of players to the sport
- Fun and identity with the club and its constituent elements social commitment.

Physical component

- Development of previous coordination skills - speed and flexibility;
- Development of conditional skills: beginning of resistance work (with and without a ball);
- Beginning strength work - bodyweight exercises.

Technical - Tactical Component

- Development of the previous technical fundamentals in more demanding regimes
- Development of different finishing techniques close to the basket (opposite side, 1 support, changed steps, “zig steps, “zig-zag”, “step back”, etc....) with different footwork
- Teaching individual offensive tactics - focus on 1x1 and 2x2 exercises
- In positional attack, development of “passing and cutting and repositioning” and reactions to penetration in dribbling and introduction to indirect blocking (if appropriate) - group tactics
- Organized development of the Fast-Break (4 exit stations and filling the corridors) and connection to the positional attack
- Development of individual defense for player with ball - full court - and player without ball
- Introduction to notions of defensive help and defensive rotations

Psychological component

- Fun and joy in training,
- Encouraging habits of attendance and punctuality at training sessions
- Increasing attention span and concentration on training tasks

Technical Content

At this stage, the technical content to be taught/developed should be as follows:

Individual offensive technique

- Basic offensive position
- 1- and 2-stroke stops and rotations (pivot foot)
- Fakes (dribbling, passing and throwing)
- Footwork associated with finishing near the basket - semi-hook shot
- Direct and cross dribbling
- Dribbling protection and progression
- Combinations of changes of direction in dribbling (forward, behind the back, between the legs and inversion)
- Chest pass, 2 hands over the head and shoulder pass, 1-handed pass after dribbling,
- Stride release and its variants (opposite side; 1 support; inverted supports; “eurostep”)
- Jump shot in combination with other technical elements (receiving and dribbling)

Individual defensive technique

- Basic defensive position
- Defensive slide
- Recovery step
- Close out

Tactical Content

After acquiring the basic technical-tactical fundamentals for playing basketball, the main objectives at this age level are to continue developing individual technique and increasing the complexity of tactical procedures through greater organization and structuring of the game. To achieve these objectives, the principles of play are based on:

a) Constantly trying to play on the Fast-Break by constantly insisting on the rapid transition from defence to attack, creating situations where we can finish with a numerical advantage.

b) Linking the Fast-Break with the positional attack: never stop playing; always be AGGRESSIVE in the 1x1.

c) In positional attack, a system of 5 OPEN (1-2-2) or 4 OPEN+1 INSIDE (2-2-1):

- Ball carrier always passes the ball to the teammate who is furthest forward and unmarked.

- Ball carrier: makes penetrating pass, cuts to basket and opens on opposite side; makes non-penetrating pass, cuts to basket and opens on same side or blocks indirectly.

- Player without the ball must clear, cutting to the basket and if he doesn't receive, he takes up a free position on the side of the ball or opposite the ball depending on whether he passes penetratingly or not.

d) Individual defence FULL COURT and MIDDLE COURT with constant aggression - teaching defence to Player with Ball (defensive framing, notion of distance, sprinting to recover position) and Payer without Ball (overmarking passing lines, defending cuts on the side of the ball and the opposite side, and introducing low post defence) and DEFENSIVE HELP AND ROTATIONS

e) Individual defence on the whole court - through 2-1 situations, boost defensive aggressiveness, assists and rotations, and collective defensive tactical readings.

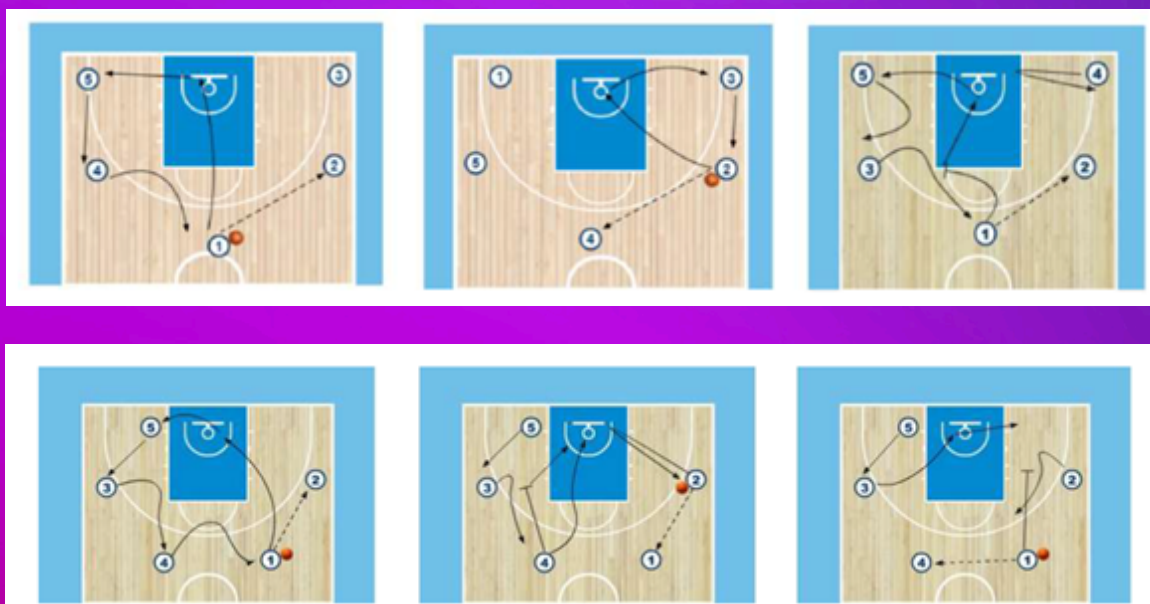
Some tactical aspects: four stations, corridors and players in positional attack.



In the organization of the fast-break after a defensive rebound in 5x5, the 3 runners (1 central and two wingers) and the transfer of the ball to the attack must be maintained, introducing the zones that the 4 players without the ball must occupy so that the fast-break (counter-attack) takes place as quickly as possible.

The Fast-Break (Counter-Attack) should be organized this way:

- The player who wins the rebound must frame it with the basket and pass it to the teammate placed on the nearest sideline - 1st station;
- The players without the ball must occupy 4 zones, or stations - roughly defined by the extension of the free-throw line and before the half-court line in the defensive zone, both next to the sideline;
- The occupation of these "stations" by the players without the ball is defined by their proximity to the zones - the closest player occupies the station;
- The transfer of the ball in the defense/attack transition can take place by passing or dribbling (as mentioned in the previous step);
- The ball carrier, if he uses the dribble, should do so through the central corridor, slightly out of position through the central corridor, slightly off to one side;
- The players running to the 2nd station must run wide open along the sideline and always watch the ball.
- The 4th player, the one who occupied the 1st station, depending on his defender's reading, can: cut to the basket and if he doesn't get the ball, he can open up in the corner on the opposite side; or he can take up the far post position (on the 3-point line slightly above the free-throw line)
- The 5th player, the rebounder, must run slightly behind the ball, away from it, down the center aisle, cutting to the basket central corridor, cutting to the basket when he reaches the offensive half-court. If there is no clear numerical and/or positional advantage, the players must occupy the free positions on the court and continue with the positional attack.



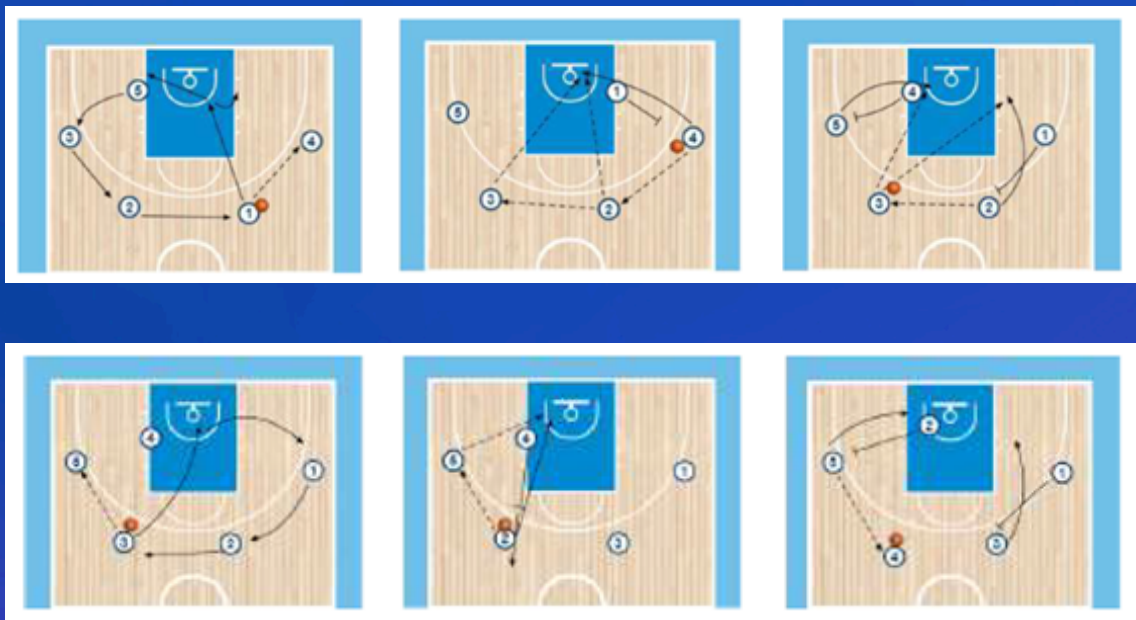
For an organized attacking system that ensures the balanced filling of spaces and allows for constant 1x1 and 2x2 actions, the “OPEN 5” system (with a 1-2-2 layout) or “OPEN 4 + 1” (with a 2-2-1 layout) seem to be the most suitable at this early stage of training, with the former being more suitable for teams with a predominance of first-year players and the latter for teams with a predominance of second-year players.

According to these initial arrangements, the players are 4 meters apart from each other and the restrictive area is free, allowing the players to exploit this space through movements without the ball - “pass and cut” resulting from a 2x2 action and indirect blocking resulting from a 3x3 action (for athletes at a higher level of development) - or with the ball - dribbling penetrations resulting from 1x1 actions. In order for these desired 1x1, 2x2 or 3x3 actions to emerge, it is necessary to create some rules of play that encourage the continuous movement of the players, maintaining a rational occupation of space, and allowing all the players on the pitch to have the same possibilities, using their technical repertoire, to solve collective tactical situations.

The collective movement that allows the fluidity and continuity of the attack is the “pass and cut” and is based on the following principles:

- Whoever has the ball must immediately play 1x1, after 2/3 seconds without gaining an advantage they must pass the ball - priority for the ball carrier
- Whoever doesn't have the ball must capture the attention of their direct opponents in order to avoid the possibility of defensive assistance (using cuts and positional readjustments) and, in the event of penetration by the player with the ball, react by moving away from their defender for possible assistance;
- The passer must cut to the basket or block the nearest Player without Ball;
- Penetrating pass (pass in which the ball approaches the basket in the direction of its depth) - cut and leave to the opposite side or block indirectly (open 5)
- Non-penetrating pass (pass in which the ball moves away from the basket in the direction of its depth) - must cut and exit to the same side as before or block indirectly (4 open + 1 inside)
- After the pass and cut, the nearest player must restore the position
- If he receives, he must frame the basket, look for his teammate's cut and/or exploit the 1x1.
- If he doesn't receive (pass line closed), he must cut to the back, immediately on the overlap.

Below is a proposal for a positional attack using cuts and indirect blind screens. It's important to note that this proposal is suitable for a team with prior knowledge of passing and cutting situations and clearances.



At the end of this stage, the players must be capable:

- In organizing the attack, the players must occupy the 5 positions defined for the “open 5” or “open 4 + 1” system.
- In possession of the ball, passing the ball whenever a passing line is open, then cutting towards the basket (pass and cut), with the target hand asking for the ball; dribbling towards the basket if the path is clear or after unbalancing the defender in a 1x1 situation; dribbling towards the position occupied by a colleague, who must cut towards the basket (“clearing”) in order to create passing lines and continue the attack.
- Without possession of the ball, move towards the basket with intent, changing direction and speed and if you don't receive the ball occupy a free position; after a pass and cut from a teammate, the player closest to the free position must occupy that position, cutting towards the basket and then occupying the position; react to the ball carrier's dribbling penetration by moving according to the principles previously defined; block a teammate by interposing himself, without breaking the rules, in the direction of the defender's movement and opening up for the basket or ball depending on the action of the teammate and the defenders;
- In a fast-break situation, run away from each other filling the 3 running lanes, advance the ball as quickly as possible by passing or dribbling; occupy the 4 exit stations for the fast-break; players without the ball must run wide open along the sideline and the player with the ball must drive the ball down the center lane slightly off to one side; the players furthest behind (rebounder) should run behind the ball down the central corridor but slightly away from the ball; read the numerical advantage situation and try to resolve it as quickly as possible, taking into account the position of the defenders;
- In the finishing situation, shoot for the basket with a jump shot, a lay-up shot after a dribble progression and after passing and receiving the ball, and a lay-up shot using variations of the basic technique - alternating supports, from the opposite side (reverse lay-up), in 1 support, with support in different directions, etc...

Defence

Individual defence should be adopted at this level, and no other type of defense is appropriate. In the team's defensive process, the aim is to develop technical and tactical defensive fundamentals and create individual responsibility in our players to defend their direct offensive player. In this sense, certain defensive principles must always be respected.

The defender of the ball carrier must:

- Always press the ball, all times, maintaining the defensive frame (good basic defensive position), placing himself at arm's length and using his hands to attack the ball without becoming unbalanced, and if overrun he must sprint and regain his frame.
- Avoiding penetration from the central corridor, influencing the attacker straight to the sides without, however, allowing penetration to the basket - influencing to the pressure zone.

The defender of the player without the ball on the side of the ball must:

- Put himself in a good defensive position, denying the passing line, especially the return to the central corridor, always seeing the ball and the direct offensive player.
- Close overlapping on the first lines of passing, and close overlapping on the first lines of passing, unless your attacker tries to receive well beyond the 6.75m line, which in this case is open;
- Avoid cutting in front of the attacker without the ball on the side of the ball;
- Help and recover if he is the closest defender to the penetration - 1st level of help

The defender of the player without the ball on the opposite side must:

- Get into a good help position (help triangle) - one foot on the basket/basket line if the ball is below the free-throw line extension or one foot inside the box if the ball is above the free-throw line extension.
- Closed overlapping on the first line of the pass to change the side of the ball; preventing cuts in front of the player on the opposite side, initiating contact as soon as the attacker enters the restrictive area and denying the pass at all times;
- Helping the defender who has been beaten on the dribble and recovering to the free player according to the competitive situation.

Defence zone and defensive positioning



Containment Zone "Close The Middle" – Influence Zone "Take It to The Line" – Pressure Zone "Press The Ball"

- a) In the CONTAINMENT zone, the defender must prevent the attacker from entering the restricted area;
- b) In the INFLUENCE zone, the defender must influence the ball towards the sideline and back line, avoiding penetration through the middle;
- c) In the PRESSURE zone, the defender must press the ball and attack the ball, preventing it from returning to areas more favorable to the attack.

From the collective point of view, it is important to start introducing some principles that will be the foundations of collective defence in the more advanced stages, particularly in the:

Defensive recovery

- Rules for reacting at the moment of the throw-in: who goes (3) for the offensive rebound; who is responsible (2) the defensive balance;
- Defensive rebounding basics: no individual markers; all defenders between the line of the ball and the basket; closest defender to the ball rule; talk, code of communication.
- Defending when outnumbered due to the opposition's fast-break, especially in 1x2 and 2x3 situations;
- In collective defence in midcourt, introducing (1) the movement of the defenders to the movement of ball, (2) help and recovery on the 1st defender closest to the ball, and (3) defensive assists and rotations.

Defensive assists and rotations



Defensive passing



Help and recover



Help with the end line and rotations



Help on the end line



Rotation of 3 players "underneath"



Rotation of 3 players "on top"

Defence "jumps and swings"

The "man-to-man" full-court defence should be adopted after a basket has been scored and other situations where the opponent has to reset. The main aim of this defence is to develop the players' motor repertoire, their ability to pressure the ball, to read tactics and anticipate in order to provoke mistakes in the opponent, and to foster a collective defensive spirit.



In the "Bounce and Switch" defence, the aim is to be aggressive on the ball and create 2-1 situations on the sidelines.

To be effective in this defense, you need to comply with certain principles:

- The defender on the ball must press the ball and send it to the sideline, forcing the attacker to change direction and turn his back;
- Closest defender does 2x1; rotates in the opposite direction to the movement of the ball; the player facing the ball enters the rotation; rotation of 3 players (those furthest back just dribble and recover);
- If the attacker goes straight up the middle, the nearest player without ball defender "jumps" to press the ball carrier and the JSB defender "switches" markers;

Physical Content

At this level, there should be concern for the following aspects:

- Development of previous coordination skills - speed and flexibility;
- Development of reaction speed, execution speed (associated with technical aspects) and repetition speed (cyclical, associated with the frequency of the running stride).
- Development of conditional skills:
 - Start of aerobic endurance work (with and without a ball);
 - Beginning of strength work - bodyweight exercises - aimed at developing general strength, particularly endurance strength and rapid strength (lengthening-shortening muscle cycle).

Methodological Indicators for Training

- Game situations and specific exercises are balanced (roughly 50% each) in the distribution of teaching and training time.
- The development of Individual Technique (execution, "how's") linked to its application in play - Individual Tactics (readings, "when's") is fundamental at this stage:

Developing individual offensive technique through analytical tasks (1-0 and 2-0) for teaching/training (1) footwork, particularly associated with shots close to the basket, (2) dribbling, protection and progression and changes of direction at different speeds, heights and amplitudes, (3) different types of pass, with different displacements and greater intensity, (4) the shot in stride in its most varied forms, and (5) the jump shot after reception and dribbling at higher speeds;

Introduction of exercises for teaching and training the fundamentals of individual defensive technique - the striker with the ball; overmarking, closed and open; defending cuts, on the side of the ball and on the help side; helping and recovering - on the dribble/on cuts;

Developing individual tactics, through exercises that link work without the ball to 1x1 and 2x2 and 2x2 and 3x3 exercises in which the techniques trained in 1x0, 2x0 are applied;

The use of 2x2, 3x3 reduced games focused on rebounding, reacting to changes in possession, balanced occupation of space in attack, 2x2 offensive tactical combinations (passing and cutting, reacting to dribble penetration) and collective defensive principles. Transition drills with 3 and 4 players with greater demands on the execution of the defence-attack transition, i.e. greater speed, with and without the ball, trying to "leave defenders behind", greater effectiveness in finishing. Focus on learning the 3-on-2 numerical advantage situation.

Individual defending all over the pitch and in midfield with the same rules/concepts defined above are the ONLY defending to teach and develop.

Use of specific tasks for the physical component they are trying to develop:

- Specific coordination is mainly associated with individual offensive technique using different materials, support surfaces and movements;
- Reaction speed, speed of execution - integrated with training exercises on individual technique and tactics - continue to be priorities;
- Aerobic endurance (with and without the ball). Start of aerobic endurance work without a ball with tasks performed at the end of training (e.g. 20 min of continuous running; fartlet 20 min, 2x 15);
- General strength, particularly endurance strength and reactive strength. For strength, use physical circuits - twice a week, with exercises mainly using the body's own weight, for different muscle groups (upper, lower and core), and in different contraction regimes (isometric and concentric). For reactive strength, use jumping and multi-jumping exercises (plyometric) for the lower limbs and medicine balls for the upper limbs, paying attention to the load applied to avoid overload and sports injuries.



UNDER-16 (U16)

The use of 2x2, 3x3 reduced games focused on rebounding, reacting to changes in possession, balanced occupation of space in attack, 2x2 offensive tactical combinations (passing and cutting, reacting to dribble penetration) and collective defensive principles. Transition drills with 3 and 4 players with greater demands on the execution of the defence-attack transition, i.e. greater speed, with and without the ball, trying to "leave defenders behind", greater effectiveness in finishing. Focus on learning the 3-on-2 numerical advantage situation.

General Characterization

This stage sees players begin to specialize in certain roles, although only for certain positions. The commitment to the team and the sport increases even more as training sessions become daily. In terms of chronological age, players at this level are between 14 and 15 years. Major physical and hormonal changes - pubertal leap and peak growth in height - should boost the players' physical and athletic development, particularly in endurance and strength training.

General objectives

- Recruitment of athletes taking into account physical, technical and psychological criteria;
- Development of technical and tactical fundamentals;
- Beginning the process of specialization by position - guiding without imposing limits;
- Identity with the club and the elements that make it up - increased social commitment.

Physical Component

- Development of general coordination skills, speed and flexibility
- Development of specific endurance (aerobic endurance)
- Starting strength work with free weights - learning the correct technique and posture

Technical & Tactical Component

- Development of the previous technical fundamentals and different finishing techniques close to the basket with different footwork in more demanding conditions;
- Development of individual offensive technique and tactics - Focus on 1x1, 2x2, 3x3 exercises;
- In positional attack, development of the "pass and cut" reactions to penetration in dribbling, indirect screen and introduction to direct screen - group tactics;
- Organized development of the fast-break (4 outlets and filling the 4 corridors) and connection to the positional attack (in continuity and without stops);
- Development of individual defence to Player with Ball - full court- and Player without Ball;
- Developing notions of help and defensive rotations and defensive recovery
- Defence of indirect and direct screens
- Introduction of attacking and defending zones

Psychological component

- Fun and joy in training;
 - Encourage habits of attendance and punctuality at training sessions;
 - Increase attention span and concentration on training tasks;
- Development of individual responsibility, character and volitional abilities.

Technical content

At this stage, the technical content to be taught/developed should be as follows:

Individual technique Offensive

- Footwork associated with finishing close to the basket - rotations (foot in/out), semi-hook, hook, fade away throws
- Dribbling protection and progression with different amplitudes and heights
- Combinations of changes of direction when dribbling (forward, behind the back, between the legs and reversing)
- Chest pass, 2 hands over the head and from shoulder, 1-handed pass after dribbling, back pass
- Stride launch and its variants (opposite side; 1 support; inverted supports; "eurostep")
- Jump launch and suspension in combination with other technical elements - step back, step back with use of step "0"
- Indirect screen technique - actions of the passer, the blocker and the blocked attacker
- Direct screen technique - actions of the blocker and the dribbler

Individual technique Defensive

- Basic defensive position
- Defensive sliding
- Recovery step
- "Close out"
- Technique in the defense of indirect screens

Tactical Content

In this age group, the main objectives are to continue to develop technique and tactics and to increase the complexity of offensive tactical procedures, particularly in the development of indirect screening, the introduction of "hand-off" and direct screen and the development of ball penetration readings in dribbling and passing (the relationship between the outside and inside), and defensively, with the introduction of pressing zone and midcourt defences. In order to achieve these objectives, the general principles of play are based in specialization by positions;

a) Constantly trying to play fast-break by insisting on transition rapid defence/attack, creating finishing situations with a numerical advantage, and starting to specialize in by positions;

b) Linking the Fast-Break with the attacking position: never stop playing; always be AGGRESSIVE in the 1X1; "get to ball" using various game concepts (pass and cut, direct screens, etc....)

c) In positional attack, system of OPEN 4 + 1 INSIDE:

- Ball carrier: always aggressive when playing 1x1; if there is no throw-in or 1x1, look for the pass inside; usefulness/offensiveness of the dribble - to penetrate or open up a good passing angle; circulation of the ball/change of side/extra pass ("don't stop the ball in your hands for more than 1 s").

- Player without the ball: must disengage, cut to the basket and if he doesn't receive, he takes up a free position on the side of the ball or opposite the ball, depending on whether he passes penetratingly or not; he can block indirectly or directly or play with his hands.

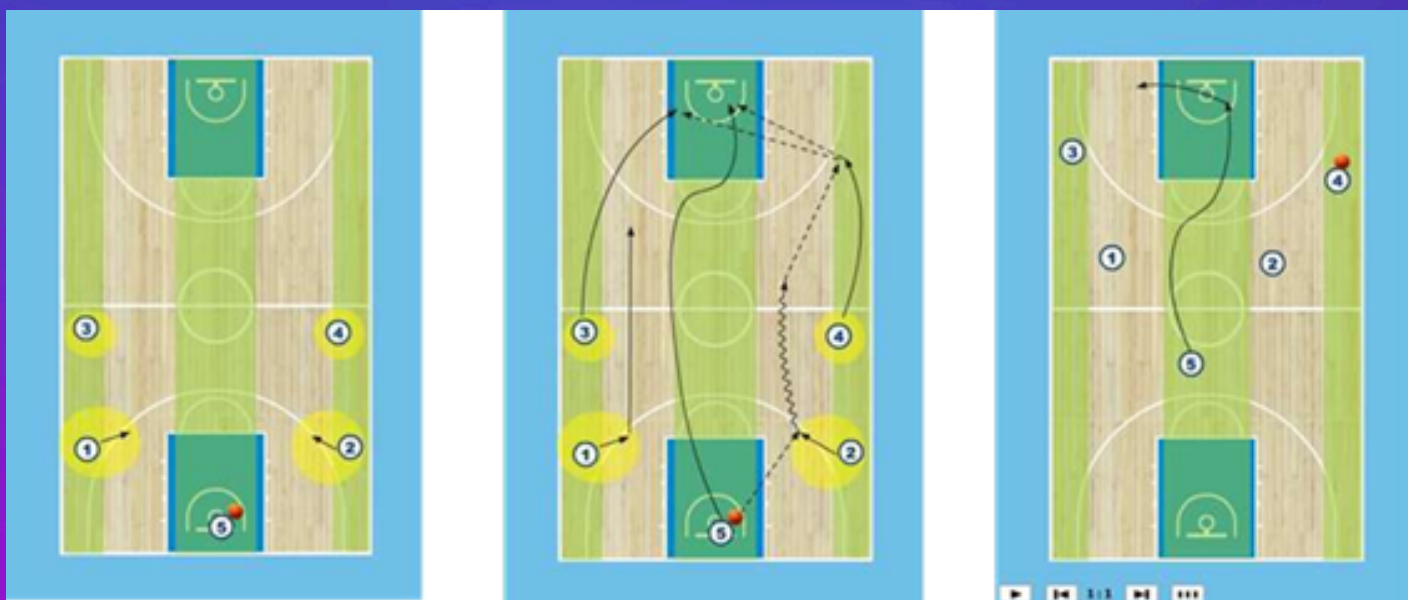
- Inside player: with the ball, he plays aggressive 1x1 with his back to the basket; without the ball, he can gain position, clear to the opposite side, make an indirect or direct screen.

d) Individual defence FULL COURT and HALF COURT with constant aggression - teaching/training defence to Player with Ball (defensive framing, distance awareness, sprinting to recover position) and Player without Ball (overmarking passing lines and defending cuts) and DEFENSIVE AID AND ROTATIONS

- e) Individual "jump and switch" defense on the whole court - through 2-1 situations, boost the team's defensive aggressiveness, assists and defensive rotations.
- f) Full-court pressing defense followed by aggressive "2x3" or 1x2x2" zone defence as a **weapon to change the pace of the game and the comfort zone of the opposing team.**

Fast-Break

In the organization of the Fast-Break after a defensive rebound, the 4 opening stations are maintained, but there are 5 running lanes (1 central, 2 intermediate and 2 lateral). The transfer of the ball in the Fast-Break when dribbling is done through the intermediate corridor and when passing it can be done between the two intermediate corridors or from the intermediate corridor to the side.



Occupation of the 4 stations

Filling the corridors

Occupying the attack positions

The fast-break should be organized follows:

- The player who wins the rebound must frame the basket and pass to the teammate on the nearest sideline - 1st station.
- Players without the ball must occupy 4 zones, or stations. Occupation is defined by the proximity of the players to the respective zones, i.e. the closest player occupies the station, although you can start to define roles in the players - bases occupy the 1st station near the ball, ends the 2nd station on the midfield line;
- The transfer of the ball from the defensive midfield to the offensive midfield can take place by passing or dribbling (as mentioned in the previous step), and the ball carrier, if using the forward dribble, must do so through the middle corridor;
- Player without Ball running to the 2nd station must run open along the sideline and always watch the ball;

- The 4th player, the one who occupied the 1st station, depending on his defender's reading, can: cut to the basket and if he doesn't receive, open up to the corner on the opposite side; or occupy the base position;
 - The 5th player, the rebounder, must run slightly behind the ball carrier down the center aisle, cutting to the basket when he arrives at the attack and opening up on the opposite side of the ball;
 - The player running in the central corridor can also cut back to the side of the ball to exploit the inside 1x1, but when moving the ball from side to side he must not follow the ball.
- If there is no clear numerical and/or positional advantage, the players must occupy the free positions on the court and continue the positional attack in "4+1".

Positional attack or organized attack

In positional attack, the aim is to play by concepts and constant reading of the defenders' position, trying to continue learning the concepts of "passing and cutting and repositioning", reactions to ball penetrations in dribbling and passing, and indirect blocking (increasing the type of block - horizontal, vertical, diagonal, blind...) and introducing "hand-off" and direct blocking.

The "4+1" system - 4 open outsides and 1 inside - is the most advisable arrangement (2-2-1 system) for this age group because: (1) it enables the application of the aforementioned concepts and guarantees the acquisition of the necessary skills taking into account the high-performance player model; (2) it ensures a symmetrical distribution and greater balance and positional rotation of all the players; (3) it enables the initial orientation of the process of specializing players in roles that best suit their intrinsic qualities, although all players must perform all the roles and positions on the court. The Guard position should be the first to be specialized, taking into account the development of tactical intelligence and leadership skills, which are essential for a high-performance Guard. The decision should be left up to the coach - if there is a player in the team with characteristics that could potentially allow him to play in this position in high performance. Preferably, you should avoid specializing a particular player in the Center position (inside game).

The "4+1" system is based on the continuation of work in the Under-14 and is based on a number of principles:

- Whoever has the ball must immediately play 1x1, after 2/3 seconds without gaining an advantage they must pass the ball - priority for the ball carrier
 - Those who don't have the ball must capture the attention of their direct opponents in order to avoid the possibility of defensive assists (using cuts and positional readjustments);
- In the event of dribbling penetration by the player with the ball, react by moving away from his defender for possible assistance;

- In the event of an inside pass, cut to the basket or restore positions left free;
- Whoever passes the ball can: (1) cut to the basket and go the other way; (2) cut to the basket and gain inside position; (3) indirect block; (4) hand-off; or (5) direct block;
- After passing and cutting, the nearest player must restore the position
- If he receives, he must frame the basket, look for his teammate's cut and/or play 1x1;
- If the passing line is closed, you must "cut in " immediately.

Game concepts

"Pass and cut" and readjustments



a)After a penetrating Guard-Forward pass, cut to the basket and open on the opposite side + adjusting positions.

b)After passing and cutting the player can gain position inside. Adjustments on the opposite side.

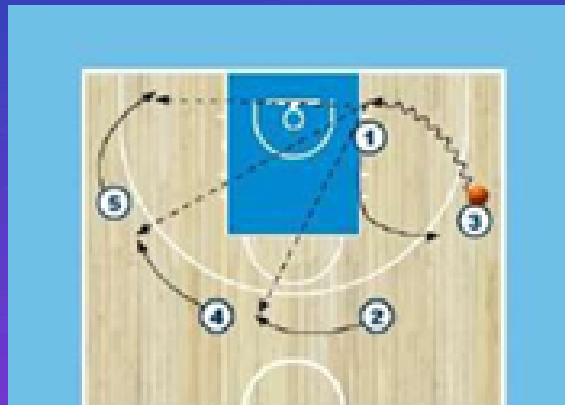
After a non-penetrating pass, cut and replace on the same side. Reverse side, cut and adjust positions.



Central penetration by the forward - the outside and inside players play away from the ball in the direction of penetration.



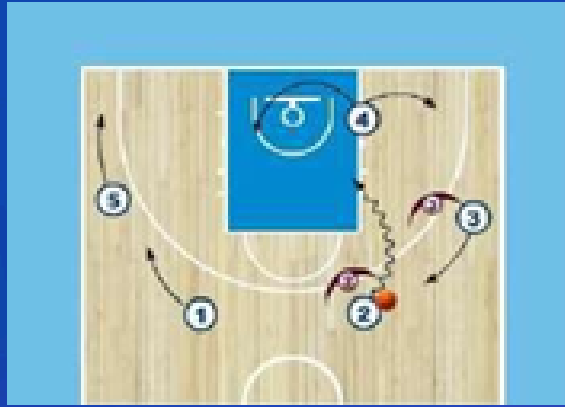
Penetration baseline - outside players on opposite side fill corner and free-throw line extension moving in the opposite direction to the penetration. Inside cut in the middle.



With low post - inside opens to elbow and if not received opens to Forward. Outsiders move in the opposite direction to the penetration. Players 2 or 4 can cut into the middle.



Central penetration of the Guard - if the nearest defender helps the attacker (3), he must move away. The other players play away from the ball, creating passing lines.



Central penetration from the Guard - if the defender doesn't help, the attacker moves in the opposite direction to the penetration. Inside cuts into the middle or opens up. Other outsiders play wide.



Central penetration of the Guard through the middle - closest attacker if defender helps plays out wide. All players play away from the ball in the direction of the ball.

Reactions to the penetration of the inner pass



After an inside pass, the passing player cuts in and the other players adjust their position.



After an interior pass, the passer cut and the other players adjust their position. The players on the opposite side can cut to the basket if they have an advantage over the defender.



After an inside pass, the passing player can screen the player the Guard position - "split" - and then cut to the basket. Adjustments on the opposite side.

Attack against zone

The introduction of attacking against the zone is based on teaching its basic fundamentals: (1) asymmetrical distribution in relation to the defense, (2) dribbling penetration into the middle of the zone ("divide the zone"), (3) cutting into the "holes in the zone" and attacking the spaces through passing, (4) using the inside game (high post-low post relationship), (5) using passing feints (fake a pass, make another pass"), (6) changing the side of the ball quickly (using skip), (7) using one-sided overloads, (8) using direct and indirect blocks , finally, 9) loading up on offensive rebounds.

In addition to these basic principles, coaches must teach players to make a "good" shot selection and not to hesitate to shoot when they are alone - not to allow the defense to play with "negative pressure" in the zone.

The idea of playing concepts against a zone, without pre-defined movements - "set plays", in a "4+1" system (4 outside players and 1 inside player), contributes to learning the essential technical-tactical fundamentals for attacking against this defensive system and makes it possible for all the outside players to pass through all the positions, with only one inside player playing inside the restrictive area.

Defence

In the defensive process, learning the previous technical-tactical fundamentals of individual defence of the player with and without the ball, defensive assists and rotations continue to be the priorities of the training process. Individual full-court defence, along with "JUMPING AND TRACKING", which is taught in the Under-14s, continues to be the main defence since it stimulates the development of physical abilities and motor repertoire, cognitive qualities (perception, anticipation, knowledge of the game) and psychosocial qualities (cooperation, communication, tenacity, combativeness, etc...).

The rules for defending the player with the ball, overmarking player without the ball, defending cuts, assists and defensive rotations are the same as those for Under-14, but this stage introduces defending the inside player and indirect and direct blocks. This stage also sees the introduction of pressing and midfield zones.

From a collective point of view, it's important to highlight the development of Defensive Recovery. In addition to reacting to the moment of the shot (3 on the rebound; 2 on the defensive rebound) and the basics of rebounding (no individual markers; all defenders between the line of the ball and the basket; the rule of the defender closest to the ball; talking, code of communication), the teaching/development of the following behaviours stands out:

- Responsibilities of the (2) defenders who make the defensive swing: protect the basket and the nearby area; press the ball.
- Responsibilities of the (3) rebounders: the one closest to the ball pressures/hinders the first pass or dribbling out (without a foul) and, as soon as the ball "comes out", sprinting back and marking the free player/helping to stop the ball; the other two immediately sprinting back along the central corridor and seeing the ball from the midfield line, "adjusting" to the free attackers.

When defending in numerical inferiority due to the opposing team's fast-break, the focus should be on the most complex situations, particularly the 2x3 and 3x4 situations;

In collective defence in midcourt, there should continue to be a concern with developing the concepts introduced in the previous stage: (1) the movement of the defenders when the ball is moved, (2) the help and recovery on the 1st defender closest to the ball, and (3) the defensive assists and rotations.

Physical Content

At this level, there should be concern for the following aspects:

- Continue to develop coordination skills (in association with the Offensive Individual Skills) and flexibility;
 - Continue to develop running speed (in association with Offensive Individual Skills) and increase the focus on repetition speed (increase the distances to be covered with a focus on the frequency of the running stride);
 - Continuing to develop aerobic endurance (predominantly) and greater concern with the development of anaerobic endurance (especially in the 2nd year of the age group);
- Continue to develop general strength, with a focus on endurance and speed, by introducing free weights.

Methodical Indications for Training

- The time dedicated to specific exercises (60% - 70%) begins to predominate over the time spent in a formal game situation (40% - 30%);
- Improvement and training Individual Technique must be linked to Individual Tactics (different types of opposition), with ever-increasing demands for intensity/speed of execution and different types of opposition:
- Developing individual offensive technique through analytical tasks (1-0, 2-0 and 3-0) for the fundamentals of the previous stage - at a higher speed and intensity - and adding the specific technical training situations arising from indirect and direct blocking situations.
- Developing individual offensive tactics, through 1x1, 2x2 and 3x3 exercises in which the techniques trained in 1x0, 2x0 or 3x0 are applied, as well as situations of offensive numerical superiority (3x2, 4x3 and 5x4).
- Development of exercises to teach and train the fundamentals of the offensive and defensive individual technic and tactics with and without the ball (overmarking; defending cuts, helping and recovering).
- Use of 3x3 and 4x4 reduced games focusing on the rebound, reaction to changes in possession, balanced occupation of space in attack, offensive tactical combinations (indirect and direct blocking) and collective defensive principles (movement to the ball, help and recovery, help and defensive rotations, defence of indirect and direct blocking).
- Transition drills with 3, 4 and 5 players with greater demands on the speed of execution of offensive actions. Continued training in the 3-on-2 numerical advantage situation and greater focus on the 4x3 situation.

-Use of specific tasks for the physical component they are trying to develop:

- Specific coordination is mainly associated with individual attacking technique;
- The speed of execution - integrating with technique training exercises - and the speed of repetition (using greater distances to cover, focusing on the cyclicity of the movement);
- Aerobic endurance (with and without a ball) with an increase in the volume of training in specific tasks - its peak of development is at the peak of growth in height (12-13 years in girls, 14-15 years in boys). The option of doing tasks without a ball at the end of training is still valid, now with an increase in the amount of time spent working;
- Anaerobic endurance through integrated tasks involving the technical-tactical dimension (e.g. continuous 2x2, 3x3 or 4x4 exercises). Intermittent, high-intensity basketball drills make it possible to develop this component along with tasks without the ball - we suggest using the interval method.
- General strength, with the introduction of free weights. Continue using physical circuits - 2 to 3 times a week, now with the introduction of free weights, preferably with multi-joint exercises (e.g. deadlifts, Olympic lifts). It is essential to teach the correct technique in order to avoid bad postures that can lead to sports injuries. The principles for organizing the circuits remain the same as in the previous stage: exercises using your own body weight for different muscle groups, (upper, lower and core), and in different contraction regimes (isometric and concentric); and for reactive strength use jumping and multi-jump exercises and medicine balls.



UNDER-18 (U18)

-General Characterization

This stage is characterized by the continuation of the process of specialization of players by position, taking into account the player models in high performance. The commitment to the team and the sport increases significantly, particularly in terms of individual training to improve individual technique and tactics and the development of the physical-athletic component (beginning of strength work in the gym). In terms of chronological age, the players in this age group are between 16 and 17 years.

General Objective

Recruitment of athletes taking into account physical, technical and psychological criteria;
Development of the learning of technical-tactical fundamentals;
Development of the process of specialization by position with a view to high performance
Identity with the club and its members - increased social commitment.

Specific Objectives

Physical Component

- Development of general coordination skills, speed and flexibility
- Development of specific endurance (mainly anaerobic endurance)
- Strength work (resistant, explosive and reactive) with machines in the gym

Technical - Tactical Component

- Perfecting and consolidating individual offensive and defensive technique
- Improve the ability to carry out adequate tactical reasoning by teaching and perfecting the fundamentals of individual offensive and defensive tactics;
- In positional attack: introduction to set plays; development of group tactical concepts (reactions to ball penetration in dribbling and passing, indirect and direct blocking);
- Organized development of the fast-break (4 outlets and filling the 4 corridors) and connection to the positional attack (in continuity and without stops);
- Development of individual defence to Player with Ball- full field – and Player without Ball;
- Developing notions of help, defensive rotations and defensive recovery;
- Developing the defence of indirect and direct blocks and adapting to scouting;
- Development of attack and defence in midcourt and pressing areas;

Psychological component

Developing the capacity for attention and concentration in training tasks; Strong development of volitional psychic qualities: tenacity, overcoming;

Development of cognitive qualities (perception, anticipation) and psychosocial qualities (cooperation and communication).

Technical Content

At this stage, the technical content to be taught/developed should be as follows:

Individual Offensive Technique

- Footwork associated with finishing close to the basket -≠ rotations (foot in/out), semi-hook, hook, fade away throws
- Dribbling protection and progression with different amplitudes and heights associated with blocks
- Combinations of changes of direction when dribbling (forward, behind the back, between the legs and reversing)
- Pass from direct blocking situations: 1-handed after dribbling with different trajectories, lob pass, pocket pass, etc...
- Stride launch and its variants (opposite side; 1 support with floater; inverted supports; euro step)
- Jump launch and suspension in combination with other technical elements - step back, step back with use of step"0"
- Indirect blocking technique - actions of the passer, the blocker and the blocked attacker
- Direct blocking technique - actions of the blocker and the dribbler

Individual Defensive Technique

- Basic defensive position
- Defensive sliding
- Recovery step
- "Close out"
- Technique in the defence of indirect screens
- Direct screens defence technique associated with the different types of defence

Tactical Content

At this age level, there continues to be a concern with the development of individual offensive and defensive techniques and tactics, but the predominance of situations for learning collective offensive and defensive principles is increasing. From an offensive point of view, the development of indirect blocking, hand-off and direct blocking should be dominant. Despite this growing concern, the enrichment of the ability to read the game and execute techniques as an essential means of developing the attack, which must continue to have 1v1 (with and without the ball) as the basis of collective action. Thus, the development of ball penetration readings in dribbling and passing (the relationship between the outside and inside) will continue to be a tactical content to work on. It's important to mention that there should be a focus on developing an understanding of the game's tactical principles according to the players' specific positions. Although the definition of player profiles ("models") for the various positions/functions, according to the specific demands of each of them in the high-level game, is a relevant factor, it should be noted that the progressive specialization of players by position/function must take into account great versatility (ability to play in various positions and to do "lot" in the game) as this is a trend in today's high-level game.

At this stage there is the introduction of strategic aspects: adapting to the opponent's organization and consequently making tactical changes, i.e. developing the ability to adjust the game plan and adapt game strategies according to changes in game conditions. The introduction of alternative defences (zones and pressing zones) and attacks against these defences must go hand in hand with studying the opponent and differentiating the roles of the various players according to their specific position. Bearing this mind, the coach should try to develop the following principles:

- a) Constantly trying to play on the fast-break by constantly insisting on a fast defence/attack transition, with a clear definition of roles according to position specialization, creating different finishing situations with a numerical advantage, especially open 3-point shots.

b) Linking the attacking midfield with the attacking midfield position: never stop playing; always be AGGRESSIVE in the 1v1; "get to ball" using various game concepts (pass and cut, direct blocking, etc.) - greater demands on speed, quality of decision-making and linking up with transitions.

c) In positional attack, continue with the system of "OPEN 4 + 1 INSIDE":

- Developing the attack with increasing specialization of functions by position;
- The ability to create imbalances and advantages in the 1X1, with and without the ball, i.e. technical ability.

The individual tactics of the players must be the basis of the collective movements;

- Develop players' decision-making skills with and without the ball in situations involving reactions to dribbling penalties, indirect and direct screening and hand-offs;
- Differentiate between attacks against odd and even zones;

d) "Man x Man" individual defence FULL-TIME and MID-TIME with constant aggression. Full-court pressing individual defence after a basket is scored. Full-court pressing defence followed by aggressive zone defence after free throws as a weapon to change the rhythms of the game and the comfort zone of the opposing team - the choice of zones will be up to the preferences of the coach who can adopt different types of zone press and zone mid-court defence.

Fast-Break

In the organization of the Fast-Break after a defensive rebound, the 4 opening stations are maintained, but there are 5 running lanes (1 central, 2 intermediate and 2 wingers). The transfer of the ball in the Fast-Break when dribbling is done through the intermediate corridor and when passing it can be done between the two intermediate corridors or from the intermediate corridor to the side.

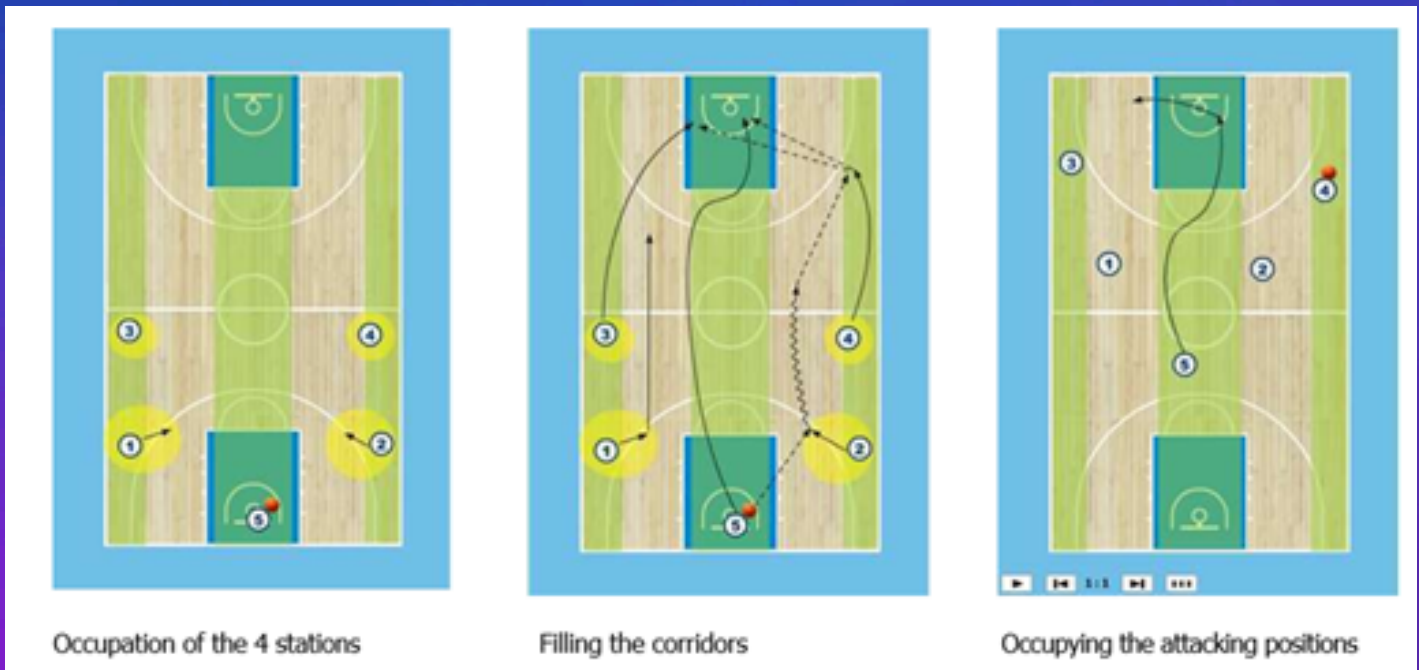
The Fast-Break should be organized follows:

- The player who wins the rebound must frame the basket and pass to the teammate on the nearest sideline - 1st station;
- Guard players should occupy the first stations and try to receive the first pass. The transfer of the ball from defensive to attacking midcourt can take place by passing or dribbling, with the base player using the progression dribble through the middle corridor;
- The Forwards should run wide on the sideline (2nd station), always watching the ball;
- The Center, usually the rebounder, should run slightly behind the ball carrier (Guard) through the central corridor, cutting to the basket when he arrives on offense and opening up on the side of the ball or the opposite side of the ball (depending on the coach's choices regarding the offensive transition);

Trying to take advantage of the numerical advantage situations of 4x3 and 5x4;
Diversify the ways of finishing on the counter-attack, including finding the best shooters for open 3-point shots;

If there is no clear numerical and/or positional advantage, the players must occupy the free positions on the court and continue the positional attack in "4+1" for open 3-point shots;

- If there is no clear numerical and/or positional advantage, the players must occupy the free positions on the pitch and continue the positional attack in "4+1".



Positional or organized attack

In positional attack, the aim is to play by concepts and constant reading of the defenders' position, trying to continue learning the concepts of reactions to ball penetrations in dribbling and interior passing, and indirect screening (different types of screens), hand-off and direct screens. However, the enrichment of the ability to read the game and execute the techniques as an essential means of developing the attack, which must continue to have 1x1 (with and without the ball) as the basis of the collective action. In this sense, the enrichment (reading and execution) of the use of screens, both indirect and direct, with a quick and effective reaction to the different types of screens defence (indirect and direct) should be a tactical priority at this stage, particularly the exploitation of the direct screen in a 5x5 logic.

The "4+1" system – open 4 outsides and 1 inside - is the most advisable arrangement (2-2-1 system) for this age group because: (1) it enables the application of the concepts mentioned above and guarantees the acquisition of the necessary skills taking into account the high-performance player model; (2) it ensures a symmetrical distribution and greater balance and positional rotation of all the players; (3) it enables the specialization of players by position; (4) it only requires the specialization of one inside player.

-This is based on norms/concepts and the players' ability to "read the game" and not on "choreography".

The coach must raise the level of demand in the execution of the attack, particularly: in the fluid and organized entry into the 5x5 in midfield, in the speed of circulation of the ball/"timing" of passes, in the timing and intensity/speed of movements without the ball, in the criteria for shot selection and shot effectiveness. You can then explore various specific situations - "special situations" - for specific moments in the game.

Attacking against zone

The attack against the zone is still based on its basic fundamentals: (1) asymmetrical distribution in relation to the defence, (2) dribbling penetration in the middle of the zone ("split the zone"), (3) cutting into the "holes in the zone" and attacking the spaces through passing, (4) using the inside game (high post-low post ratio), (5) using passing fakes ("fake a pass, make another pass"), (6) changing the side of the ball quickly (using cross passes, (7) using overloads on one side, (8) using direct and indirect screens, and finally, (9) grabbing the offensive rebound.

Players must improve their ability to recognize the type of zone they are facing and adjust their attacks according to the competitive situation. Players in the Guard position are particularly responsible for choosing which attacks to play.

At this stage there should be a set of attacks ("set plays") adjusted to each type of defence (even or odd) and a specialization of roles by position. Zone attacks can now be organized in different ways, using three outside players and two inside players.

Defence

In the defensive process, learning the previous technical-tactical fundamentals of the player's individual defence on and off the defensive assists and rotations continue to be the priorities of the training process. Individual full-court defence after a basket continues to be the main defence as it stimulates the development of physical abilities and motor repertoire, cognitive qualities (perception, anticipation, knowledge of the game) and psychosocial qualities (cooperation, communication, tenacity, combativeness, etc...).

The rules for individual defence of the player with the ball, overmarking player without the ball, defending cuts, the inside player, assists and defensive rotations are the same as in the previous stages. There should be an increasing concern with defending indirect and direct blocking situations. This stage also sees the introduction of pressing and midfield zones.

From a collective point of view, it's important to highlight the development of Defensive Recovery. In addition to reacting to the moment of the shot (3 on the rebound; 2 on the defensive rebound) and the basics of rebounding (no individual markers; all defenders between the line of the ball and the basket; the rule of the defender closest to the ball; talking, code of communication), the teaching/development of the following behaviours stands out:

- Responsibilities of the (2) defenders, usually the guard or the player who shot from outside, who make the defensive swing: protect the basket and the nearby area; pressure the ball;
- Responsibilities of the (3) rebounders: the one closest to the ball presses/difficulties the first pass or dribble out (without a foul) and, as soon as the ball "comes out", sprints back and marks the free player/helps stop the ball; the other two immediately sprint back down the central corridor and, seeing the ball from the midfield line, "adjust" to the free attackers.

When defending in numerical inferiority due to the opposing team's fast-break, the focus should be on the most complex situations, particularly the 3x4 and 4x5 situations; In collective defending in half-court, there should continue to be a concern with developing the concepts introduced in the previous stage: (1) the movement of defenders when the ball is moved, (2) help and recovery on the 1st defender closest to the ball, and (3) defensive assists and rotations.

In addition to these aspects, it is important to improve the principles of screen defence, particularly direct screen defence. At this stage, defensive choices in this type of tactical structure should be associated with the opponent's characteristics (individual and collective). Thus, in competition, the strategic decision to opt for one defence or other results from an analysis of the opposing team, particularly its "strengths and weaknesses".

Zone defence

First of all, it's important to mention that the zone defence should be an alternative defensive system and not the main defence - the "Man x Man" defence should remain the priority defensive system!

In an attempt to increase aggressiveness and collective defensive dynamics, the zone defence can be preceded by a pressing defence in order to get the players into the habit of being aggressive even when defending the zone and trying to win the ball back as quickly as possible. The choice of the type of pressing and half-court defenses should be the responsibility of the coach and should take into account

learning the tactical defensive fundamentals of this type of defence and (2) the characteristics of the opponents.

Physical Content

At this level, there should be concern for the following aspects:

- Continue to develop coordination skills (in association with the Offensive Individual Skills) and flexibility;
- Continue to develop execution speed and repetition speed;
- Continue to develop aerobic endurance, but there is a greater focus on developing anaerobic endurance;
- Developing maximum strength, explosive power and strength, and reactive strength, with the introduction of workouts in a specific "strength and conditioning room" (gym).

Methodological Indications for Training

- Significant increase in training volume, especially at the cost of a significant increase in workload individual (technical and physical).
- The process of specializing players is reflected in the specialization of training:
 - Technical training has an individualized component, both in its organization and in the different levels of demand according to the players' ability and position;
 - The use of analytical tasks (1x0 and 2x0) in maximum intensity regimes that work on situations game-specific tactics should be dominant in individual technique training;
 - The use of contextualized tasks (1x1, 2x2 and 3x3) should be used to apply the techniques specific - individual offensive and defensive tactics.
- Exercise situations predominate (70% - 80%) over game situations (30% - 20%) in the distribution of total training time.
- Tactical preparation using the "All-Parts-All" method, with fractional exercises predominating in the case of 3x3 and 4x4, be consistent with collective processes (5x5). Transition drills with 4 and 5 players with greater demands on the speed of execution of offensive actions. Continued training in the 3-on-2 numerical advantage situation and greater focus on the 4x3 and 5x4 situations.
- Give priority to training situations with links between phases of the game: attack - offensive rebound - defensive recovery / full court defence; defence - defensive rebound – fast-break / offensive transition;
- At special moments in the season (final stages, for example), introduce training situations to prepare specifically for the game.
- Use of specific tasks for the physical component they are trying to develop:
 - Specific coordination, speed of execution and repetition and agility are mainly associated with individual offensive and defensive technique;
 - Aerobic endurance (with and without a ball) with an increase in training volume;
 - Anaerobic endurance through integrated tasks involving the technical-tactical dimension (e.g. continuous 2x2, 3x3 or 4x4 exercises). Intermittent, high-intensity basketball drills make it possible to develop this component along with tasks without the ball (we suggest using the interval method).

-Strength, with the introduction of individual gym work. It is essential that players have individual gym plans suited to their biological and training age (years of experience) and that the correct technique is taught beforehand in order to avoid bad postures leading to serious sports injuries. Strength work should progress from resistance strength and hypertrophy work (medium loads with many repetitions at medium speeds), to power (medium loads at maximum speeds) and speed (plyometric - multi jumps and medicine balls). Use different types of exercises for all body zones, not forgetting core work. The inclusion of Olympic lifting exercises (pay attention to technique!) should be considered.

3. PRINCIPLES OF PLAY 3X3

Because we already have explained the fundamentals of basketball in the first part of the manual, we will not explain here how to dribble, shoot, pass, rebound or cut. We will focus on this part of the manual on the tactics and the way 3x3 should be played.

1.TRANSITION

The change in possession after a score, rebound or a steal.

Offense

1.1 - Pass Out and Re-seal

Commonly, the player rebounding the ball (or after a basket) will pass the ball to a player outside the arc.

The passer will then “seal” to establish position and receive the pass straight back.

Players commonly seal at the high post rather than the low post, but this is at the preference of each player.



Defence

1.2- Force the Dribble Out

Teams will often force the offence to dribble to the perimeter rather than allow a pass, because:

- Passing tends to be quicker (create shot-clock pressure);
- Passing can lead to long close-outs or open shots from the perimeter.



Players will often cut to the perimeter corner, as this is often an easier passing angle, if the defender is standing in front of the passer.



Offense

1.3 - Pass and On-Ball

The passer will often sprint to screen for the perimeter player with the ball. Screens are often “fluid” with players almost in constant movement.



The screen is often set “flat” (behind the defender rather than at the side). Both screener and dribbler tend to move toward the basket, with the shooter usually on the side in the direction of the dribble (to allow for an easier pass).



The screen may also be set as a “Butt Screen”, where the screener has their back to the dribbler.

Defence

1.4 - Stealing Time (defend dribble-out)

Teams will often force the offence to dribble out and then defend the dribbler, “turning” them and stop them progressing outside the arc.



The intent is not necessarily to steal the ball, and defenders must move their feet rather than reach for the ball.

Whilst there is no time limit on how long the offence take to get to the perimeter (no equivalent of 8-seconds in the backcourt), defending the dribble will reduce the time available for offence. With a 12-second shot clock “stealing time” can be very effective.



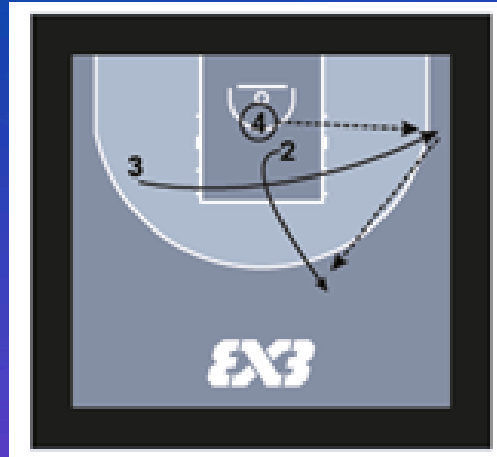
Teams may also employ “run and jump” technique, where defenders switch who is defending the ball. This is most effective when:

- the second defender (x4 above) is in front of the dribbler;
- the second offensive player (4 above) is close, and the switching defender has a short close-out if the ball is passed.

Offense

1.5 - Two Pass Outlet

Often the two players without the ball will cut near each other before moving to the perimeter.



2 allows 3 to cut first, which creates similar to a screen, however players will generally be on the move. 3 completes the cut (and may even cut inside the 2 point line) and then passes quickly to 2 as they move to the perimeter.

1.6 -Dribble Out

Offensive players will often dribble out, pushing the ball in front of them to minimize the number of dribbles required.



There will often be screening action between the other two players as the dribble occurs or once the player has got position on the perimeter. When dribbling out, the player needs to quickly establish position of the floor by turning to face the basket.

Defence

1.7 - Crowd the Passer

Some teams will “crowd” the passer, with two defenders around the “no-charge” circle. This is most effective when the other two offensive players are close to each other, enabling the third defender to “guard 2”.



If a pass is made, x2 defends whoever receives the pass. Whoever can see the open player moves to defend. Above, 4 is standing behind x4, so x3 (who can see 4) moves to defend 4 on the pass.

Sometimes teams will crowd the pass and strongly deny one player. This is only suitable if the other offensive player is a poor shooter from the perimeter.



Crowding the passer-by is less likely to be successful, if the offensive players move to the corners. When this happens, teams will usually move to defending one player each.



Offense

1.8 - Controlling the Tempo of Transition

After a basket, the defensive team cannot stand in the “no charge” circle – it is a protected zone for the offensive player. When teams wish to quicken the tempo (i.e. they may be behind) they will often take the ball from the net and immediately start to move to the perimeter.

When teams wish to slow the tempo, they may stand in the “no charge” circle, rather than make the immediate movement to the perimeter.

Slowing the tempo can be important for a number of reasons:

- When players are fatigued;
- Defending a lead;
- Stopping the momentum of other team (if they have consecutively scored).

Teams must always be conscious of the 12 second shot clock, which commences once the player new offensive team gain possession of the ball.

1.9 - Back Cuts

After passing the ball out, the player passing the ball can cut to the perimeter and then sharply back cut. This is most effective if they are an effective shooter from the perimeter:



Defence

1.10 - Picking off the pass

Some players will stand behind the player that is guarding the passer so that the passer does not have vision of them. The defender then attempts to intercept the pass.



2.SPACING

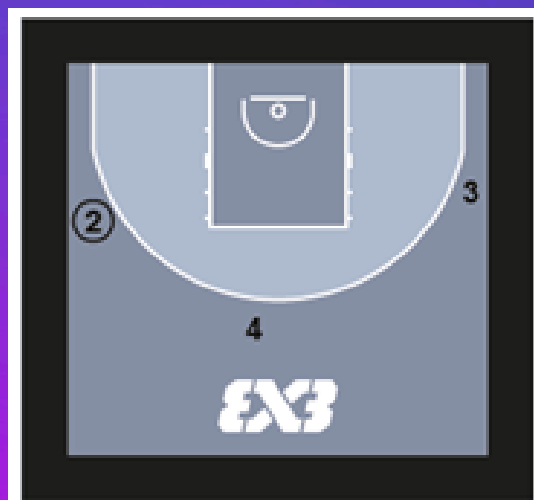
With a 12-second shot clock, teams have limited time to “set-up” or use complex structure. The “check” on a dead ball is an opportunity to adopt an initial alignment.

Offense

2.1 - 3 Out

Most teams adopt an initial alignment that has 3 players on the perimeter, which is designed to:

- Maximise the space available for driving to the basket
- Give the option for a 2-point shot (outside the arc)



Defence

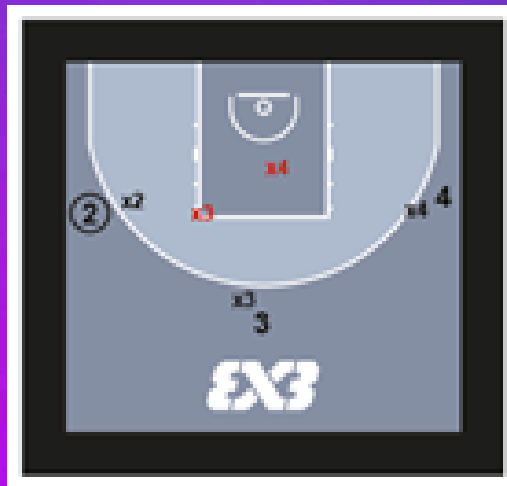
2.2 - Individual Responsibility

Zone defences are rare, and most teams play a “tight” man to man to get maximum coverage on the “2-point” shot from beyond the arc.

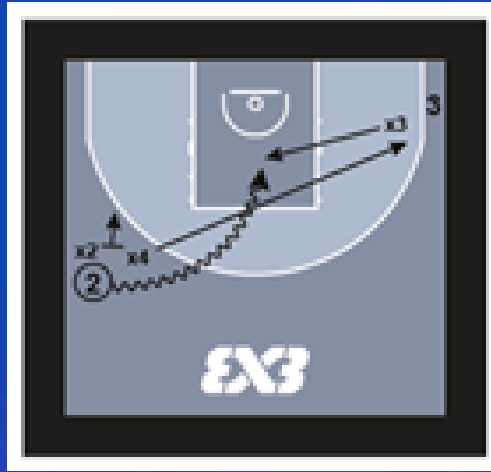


Teams do not play the “help” or “split” line defence which is typical in 5v5. Such as the orange defenders below:

- Line of ball (help position) – x3
- Split line (help position) – x4



With 3 players, the ability to “help the helper” is limited. If x3 below rotates to the dribbler, 3 in open and x4 has a “long close-out”.



A team may “help” in an “emergency” (e.g. the opponent is on 20 and an open lay-up result in winning the game).

Offense

2.3 - “2 Out”

Some teams will adopt an alignment where one player is in a post position – often in the high post. This is particularly common in transition.



2.4 - “Long Range” not “Mid-Range”

Most teams will look to create shots inside the keyway or a shot outside the arc (worth 2 points). Teams do not tend to take “mid range” shots (areas shaded yellow below). When the ball is caught in this area, the player will generally penetrate to the basket.



Alternatively, the offensive player will relocate beyond the arc and not to a mid-range positions.

Defence

2.4 - Push Post Players

Most teams will attempt to “push” a post player off the post position (whether it is low or high) so that they are catching the ball outside the key.



There is little scope for “fronting” post players as there is usually no “help” defender behind the post player.

2.6 - Force “Mid-Range” Shots

Most teams regard a defensive position as a “win” if the offensive player takes a mid-range shot. Priority for defenders is stopping the open “2 pt” shot and secondly stop the open lay-up.

3. “1 vs. 1”

With a 12-second shot clock, teams have limited time to “set-up” or use complex structure. The “check” on a dead ball is an opportunity to adopt an initial alignment.

Offense

3.1 - Five second possessions

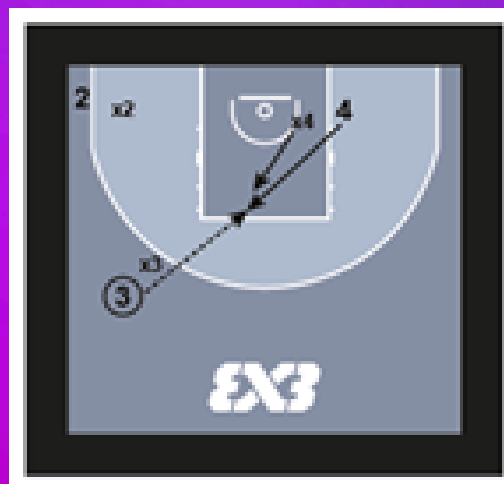
Many “5 vs. 5” teams divide the 24 shot clock into 3 phases:

- Push (1st 8 secs) – transition
- Poise (2nd 8 secs) – ball reversal
- Penetrate (last 8 seconds)

The 12-second shot clock in 3x3 means that teams are almost immediately into a “penetrate” phase. The initial handler has no more than 5 seconds to beat their opponent. Emphasis must be on “attacking” the defender, not simply looking “fancy”.

3.2 - Penetrate the Ball

Most teams will look first to penetrate the ball through either the dribble or the pass. The “penetrate and pitch” style common in 5v5 is less successful in 3x3 because defenders are not “helping”. Generally, following penetration the offensive player will shoot.



3.3 - "Back-in" Move

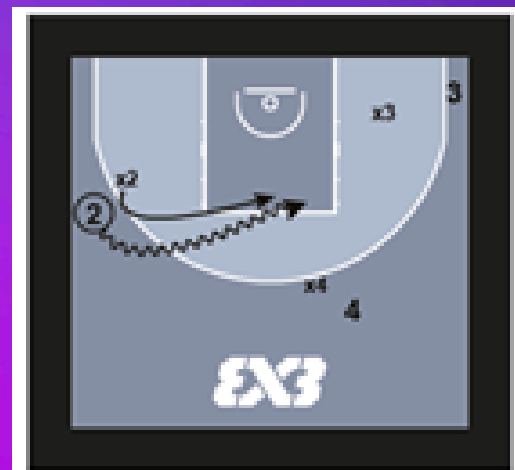
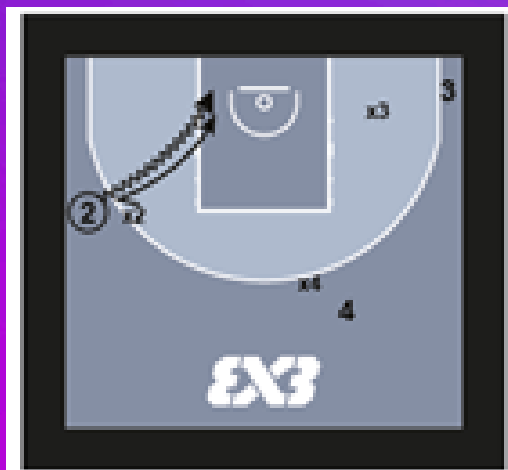
With defenders on the perimeter, rather than help position, after penetration the offensive player will often "back-in" to create their shot.



Defence

3.4 - Lock on the Hip

If a defender is beaten by a dribbler they must turn and get "on the hip" of the dribbler to influence their path away from a lay-up.



Typically, more contact is allowed on a dribbler in 3x3 than in "5 vs. 5". The defender should use their body to move/push the defender rather than reaching for the ball.

3.5 - Play tight on the Perimeter

Defenders will stay close to perimeter players, so that they are able to both stop a perimeter shot and stop penetration.



3.6 - Play flat on the Perimeter

Defenders will often adopt a “flatter” position on a perimeter player and not move toward the ball as they would in “5 vs. 5”.



The orange x2 has “jumped to the ball”, adopting a position common in “5 vs. 5” defence. However, this makes the defender more susceptible to be beaten off the dribble. Accordingly, defences often put less pressure on the “passing lane” to focus on stopping the shot or dribble.

3.7 - Foul on the mismatch

Mismatches are common in 3x3, particularly where defenders switch. In a mismatch situation, defenders will defend physically attempting to move the offensive player from any position of advantage. Fouling the player is another common tactic in a mismatch situation, although players must be conscious of the team foul situation (after 6 team fouls a player gets two foul shots).

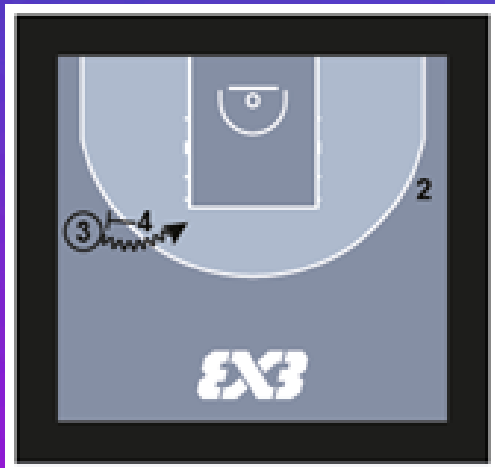
4. Screening

The use of on-ball and off-ball screens is very common in 3x3 and may occur at any point on the court.

Offense

4.1 - On-ball Screens

On-ball screens are very common in 3x3 at both the midpoint and at the side of the court. Generally, the dribbler will use the screen so that they are dribbling toward the 3rd offensive player – making the pass to a perimeter shooter a dangerous option.



Screens are often set “flat”, with the screener’s back to the baseline and standing underneath the defender.



Defence

4.2 - Switch Everything!

Teams typically switch all screening situations and switch aggressively to stop the offensive movement.



The defenders need to adjust position early to be ready to switch, although the screener may “slip” if the defenders move too early.



Offense

4.3 - Pick and Roll

Commonly the screener will then move toward the basket and the dribbler may either throw a bounce pass or lob pass (at the screener's preference). The dribbler should attack the ring and take a lay-up if possible. They also have a pass to the 3rd player on the perimeter.

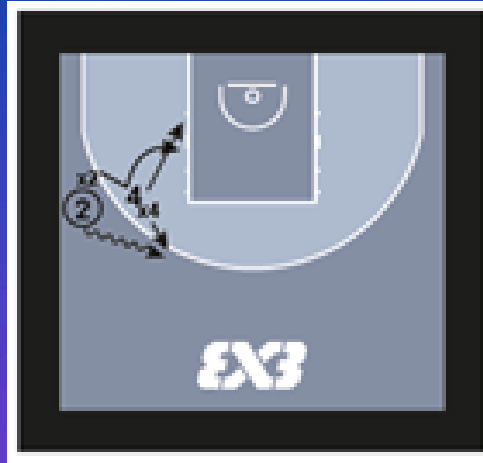


The dribbler's initial movement off the screen is toward the 3rd player, so that the rolling screener will not stop a possible pass to the perimeter.

Defence

4.4 - Fight Mismatches

Switching screens will often lead to a mismatch.



In the mismatch situation the defender will need to be physical and attempt to minimize the position the offensive player has on the court. With a 12-second shot-clock, the defender will not need to defend for too long, although equally it is unlikely that a second switch can be done to avoid the mismatch.

Defenders may also foul to avoid the mismatch, although should be aware of whether the team is in foul bonus before doing so.

Offense

4.5 - Pick and Pop

Less commonly a screener will “pop” (move to the perimeter) rather than moving toward the basket.

The dribbler will generally penetrate deeper (as there is no help defence) so the screener needs to either move toward the deep corner or behind the dribbler



4.6 - “Butt” Screens

The screener will often use a “butt screen” so that they are facing the basket rather than the defender.

This gives better vision on the “roll” to see an early pass from the dribbler. It can also be done on off-ball cut.

The screen is set by making a reverse pivot, which is often as the dribbler or cutter starts to move and initiates the contact with the defender.

4.7 - Find the Defender

Screens should not be set at a particular spot on the floor. Instead, the screener should find the defender initiate contact.



4.7.1 - Slip Screens – Create “Traffic”

Offensive players will often move to set a screen and then move toward the basket.



This can be done if the defenders move early to switch, giving the screener a path to the basket:



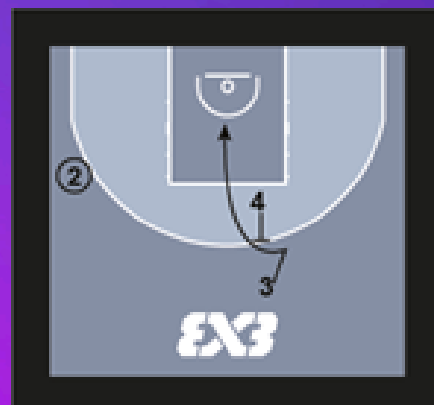
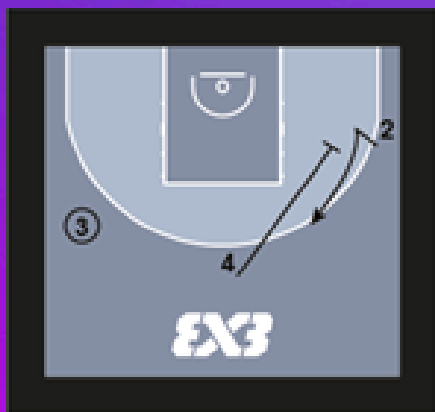
However, it is common in 3x3 for the screener to continue moving rather than coming to a full stop. This has the effect of creating “traffic” that gets in the way of the defender. Often it is to fake a screen in one area and then screen in another:



4.8 - Off Ball Screens

Off-ball screens are also used commonly in 3x3 and are used in all areas of the court. Typically, the cutter will either:

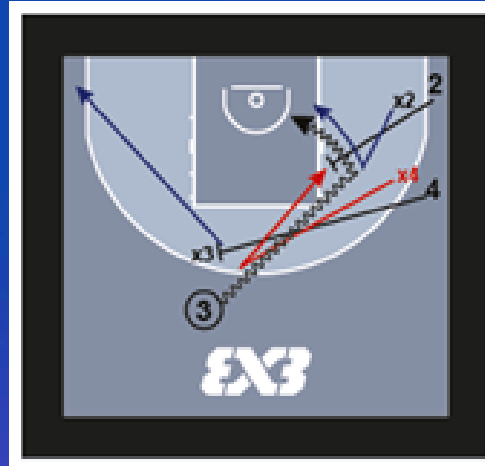
- Cut toward the ball;
- Cut toward the basket.



“Flare screens” (cutting to a perimeter space) are also used although not as common. As with on-ball screens, the screener will often “slip” (if defenders switch early) or use the screen to create “traffic” (with contact occurring in motion).

4.8.1 - Multiple Screens

The switching defence used by most teams against screens presents an opportunity for multiple screens.



The offence force x4 to switch onto the dribbler and then the dribbler turns to the basket as x2 switches onto the ball.

The original screener (4) sprints to the deep corner.

Defence

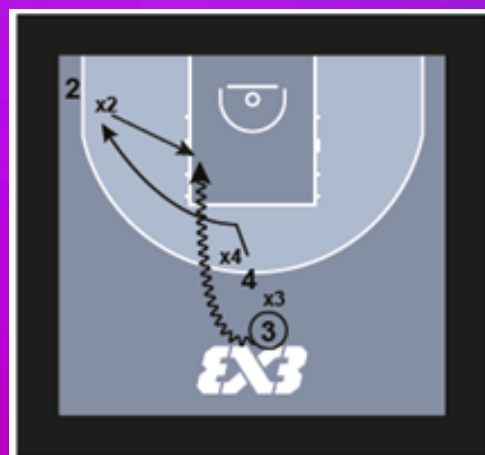
4.9 - Switch and Sprint

Defence in 3x3 is generally focused on containing the ball and stopping 2pt shots from beyond the arc.

Teams will often “give up” a lay-up in preference to a 2pt shot.

However, there are situations when even one point will win the game. For example, when the offensive team has 20 points during regular time (and will win if they score 21) or has already scored 1 point in the overtime period (and will win if they score a second).

In this situation, the defensive team may rotate to stop penetration and have the on ball defender sprint to the perimeter shooter.



x4 initially switches at the on-ball screen, however if 3 is able to penetrate to the key, x4 sprints to defend 2 and x2 stops any lay-up. x3 switches to defend 4.

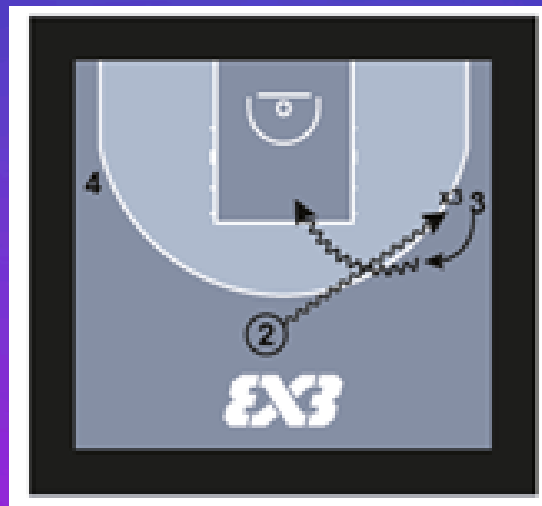
5. Hand-Off

The hand-off has a similar effect to an on-ball screen but often has more movement by the offensive players. There are two types of hand-off, where both offensive players are moving and where only the person to receive the ball is moving.

Offense

5.1 - Dribble Hand-Off

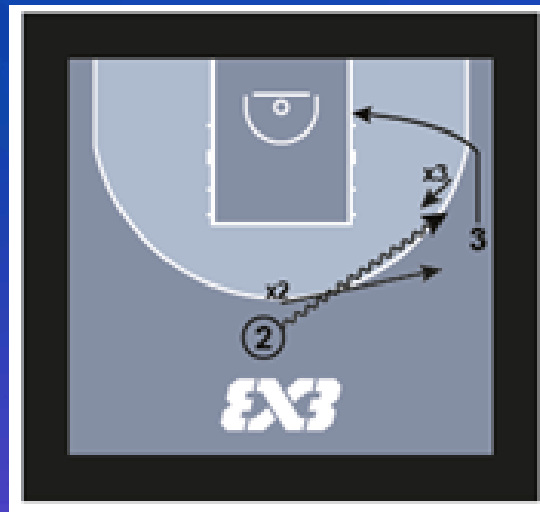
The hand-off in 3x3 is similar to 5 vs. 5. The dribbler attacks their teammate's defender and their team mate then takes the ball whilst on the move.



The hand-off is most effective if the person receiving the ball first moves away and then comes back to the ball.



If the defenders move early to switch, or if the off-ball defender loses vision of their player, the player may cut to the basket instead of coming back to the hand-off.



Defence

5.2 - Switch Everything!

As with screening situations, most teams switch handoff situations.



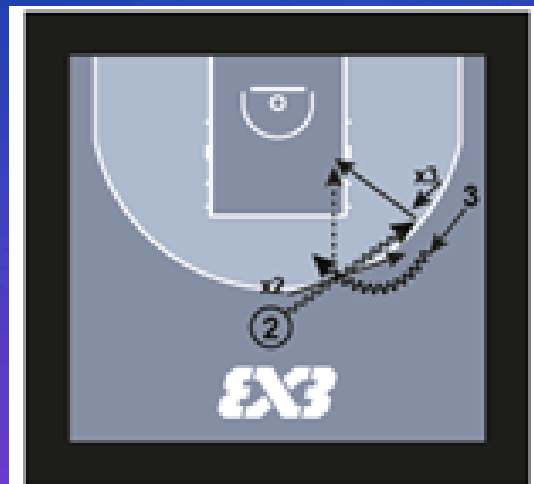
The switch must be aggressive to stop the offensive player turning and dribbling into the key.

Defenders will establish contact with the offensive players to move them out of position. With the short shot-clock (12 seconds) the defense will have an advantage if they can disrupt the initial action.

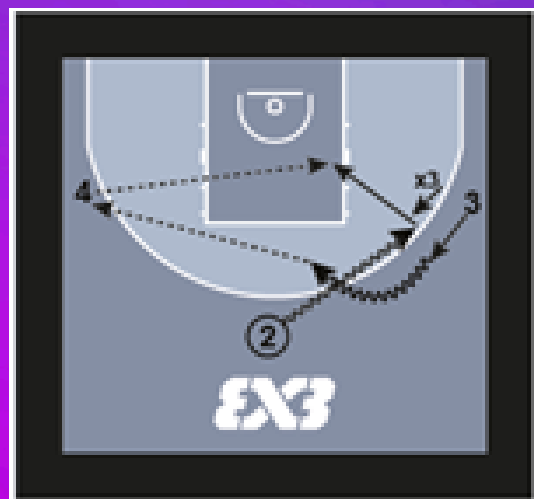
Offense

5.3 - Pin" the Switch" Defender

After the hand-off the dribbler will reverse pivot into the switching defender, which gives them good position to move to the basket to receive a pass.

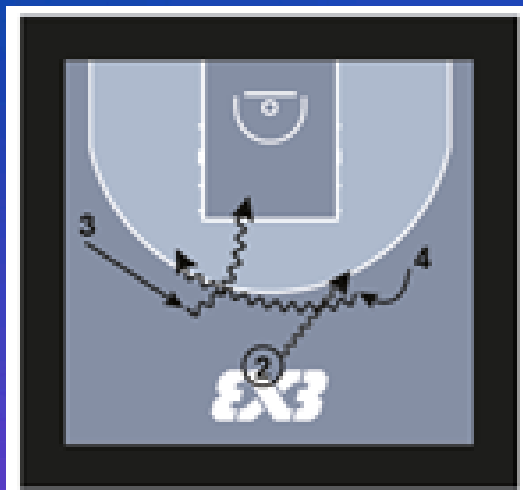


The ball can also be "reversed" to the other side and then passed to the cutter to the basket.



5.4 - Double Hand-Off

Some teams will run consecutive dribble hand-offs which can be difficult for switching defenders.



Defence

5.5 - Over Hand-Off

The switching defender may go over the top of the dribbler to avoid being “pinned” after the hand-off.

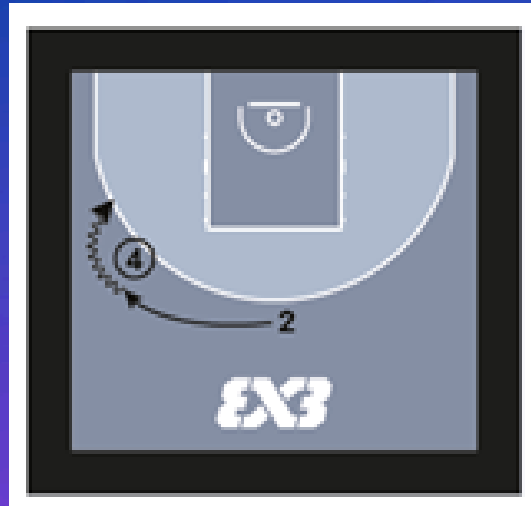


Above, x3 steps into 3 and forces them higher, so that x3 can go over the top of 2. x2 stands “flat” to the screen and leaves a space for x3 to move through.

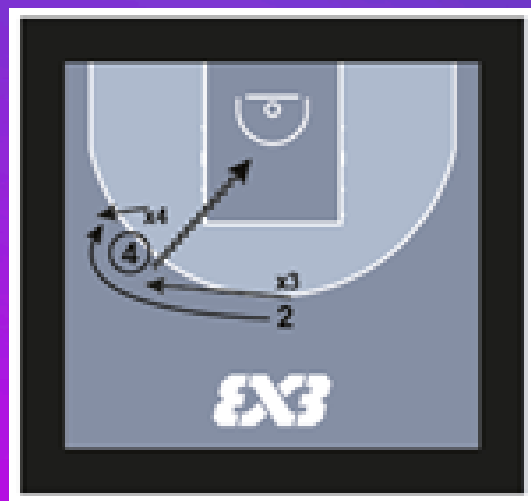
Offense

5.6 - "Get"

"Get" is where the player with the ball is stationary and a teammate cuts past:



It is particularly effective if the player with the ball has not yet dribbled.



x4 moves early to switch and 3 curls and creates contact with them. 4 turns to the basket before x3 gets into position to switch.

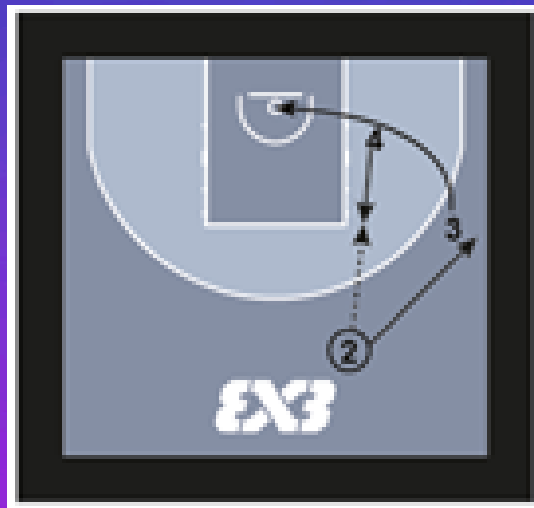
6. Post Play

Teams can make effective use of post-play even without “traditional” post player. Any player may post, which can create numerous opportunities for the team.

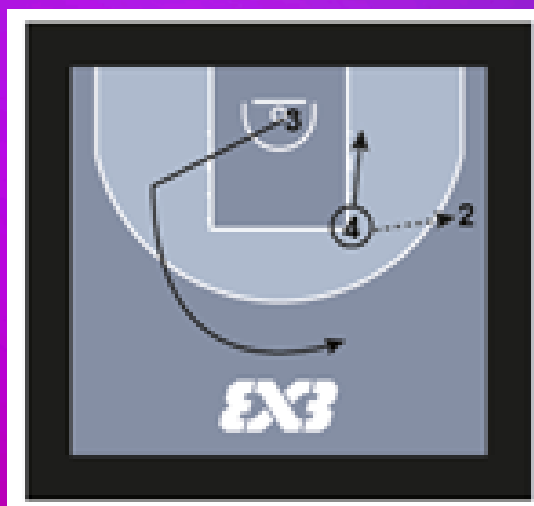
Offense

6.1 - High Post

Pass to the high post player creates the opportunity for the wing player to cut strongly to the basket. The post player reverse pivots to keep vision of the cutting player. Top player relocates to the wing.



If no pass, post may look to score (“back-in” or face basket) or pass to wing. After pass they may post low and original cutter relocates high.



The ball can be passed to the low post from either the wing or the top.

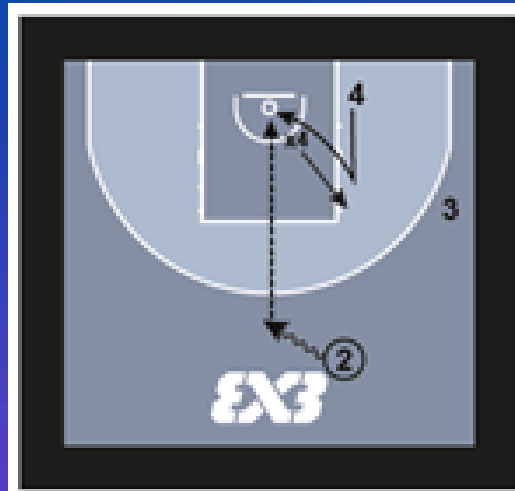


As the shot clock is likely low, teams may set a wing ball screen.

Defence

6.2 - Deny Post Pass

Teams may choose to deny the pass to the post player. However, if they overplay when a player cuts to the post, that player may “slip” or cut to the basket:



Due to the lack of “help” defence, if the post is denied strongly, the offence may be able to pass on the perimeter and create a passing angle to the post.



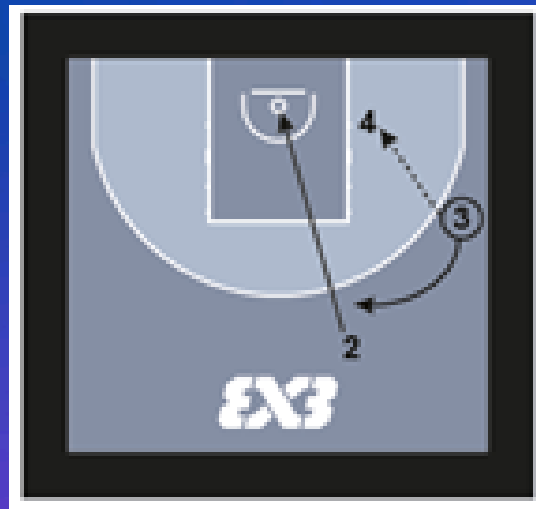
Or the post player may be able to seal the defender in front, for a lob pass.



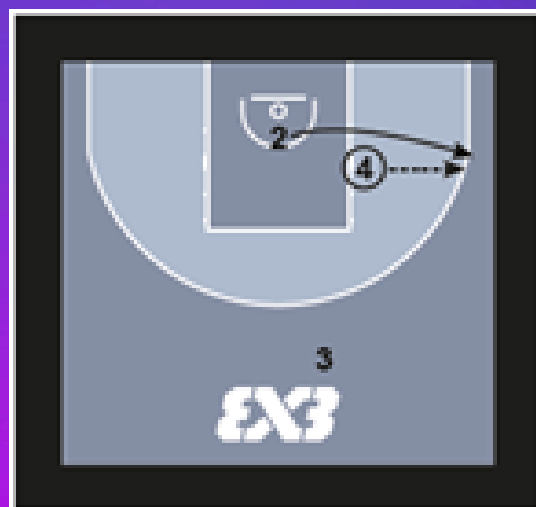
Offense

6.3 - Low Post

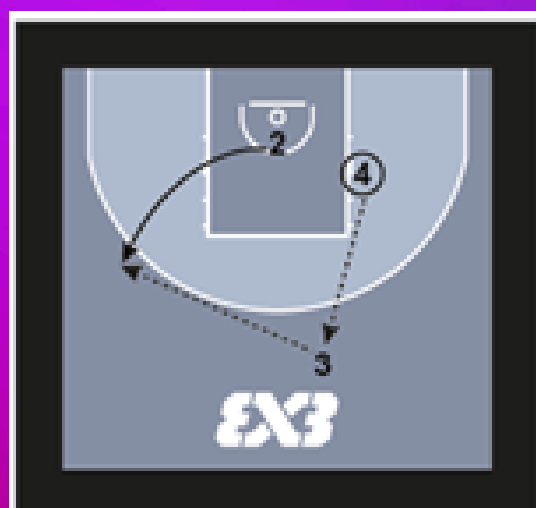
Similarly, on a pass to the low post, the player high may cut to the basket and the wing relocates.



If the cutter does not receive the ball, they can move to the corner, using the post player as a screen.



Or they move to the opposite side and receive a pass on ball reversal.



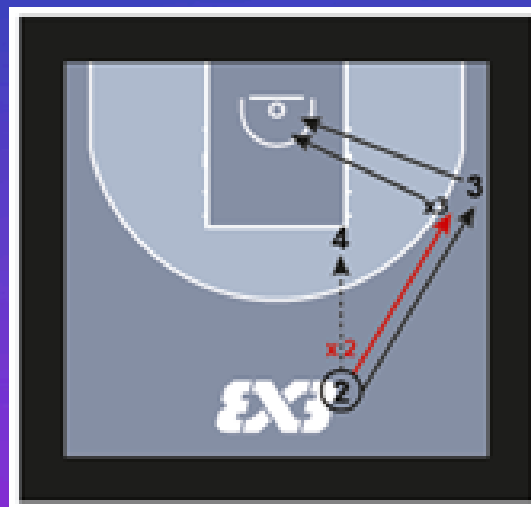
Defence

6.4 - Pressure the Ball

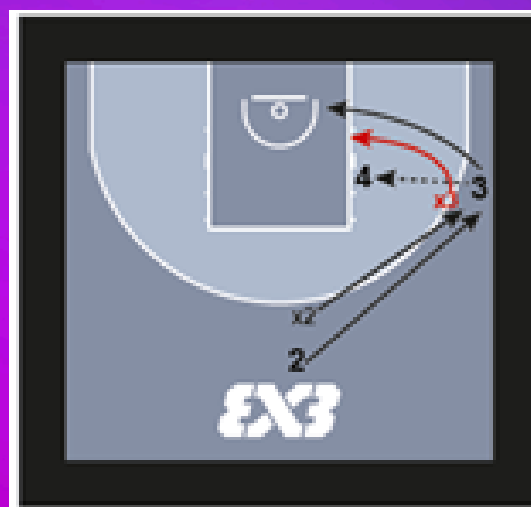
By applying considerable pressure on the player with the ball, the defense can prevent the ball being passed to the post. This can be particularly effective in combination with denying the post player the ball.

6.5 - Deny Cutters

Many teams will allow the pass to the post but deny passes to the cutters.



When defending the cutters, the defender will often physically “bump” them, forcing them away from where they prefer to go.



Offense

6.6 - Playing above the ring

If a post player (either low or high) is denied that may present an opportunity for a cutter to cut to the ring and receive a lob pass.



Defence

6.7 - Stop Penetration

With all players on one side of the court, the player with the ball may be able to penetrate to the basket through the weak side:



Accordingly, the defender on the ball must contain their player.



7. Other Factors

There are a number of other factors that can impact how teams choose to play.

7.1 - Weather

3x3 is primarily played outdoors and accordingly can be affected by the weather. For example, wind can affect perimeter shooting and teams may need to change strategy during a game dependent upon the weather. If the wind is significant teams may wish to look to penetrate rather than shoot from perimeter.

7.2 - Fouls

Players do not foul out in 3x3 so there is no need for players to substitute because of “foul trouble” however a team can get into foul trouble for excessing fouling as the penalty after the 7th and more so after the 10th foul is quite punitive.

The penalty for team fouls is significant, with two free throws awarded for the 7th, 8th and 9th team fouls. And two free throws and possession awarded from the 10th team foul.

7.3 - Changing Tempo

Teams may affect the tempo of the game through defence:

- Defend the “dribble-out” to reduce the amount of time offence has to shoot;
- Commit some (non-shooting) fouls to create check ball situations in case of trailing in the score with less than 1 minute to go with the goal of getting the ball possession.

4. CREATING INCLUSIVE ENVIRONMENTS

Creating an inclusive sports environment involves several key components: the accessibility of physical spaces and equipment, fostering positive relationships among players, providing guidelines for coaches, ensuring active collaboration with parents, and implementing continuous evaluation and feedback mechanisms.

Physical Spaces and Equipment

Accessibility is fundamental to inclusivity in sports. Physical spaces must be designed to accommodate players of all ages, genders, and physical abilities. The layout of the field should adhere to international standards—such as a 3x3 basketball court measuring 15m x 11m—and allow at least 150 cm of movement space around the perimeter for wheelchair users. Ramps at least 90 cm wide should be installed at entry and exit points, and the playing surface must be flat, non-slip, and impact-resistant. To enhance safety, soft protective barriers should be added along the edges.

The height of the basketball basket (crucible) should be adjustable based on the players' age and physical capacity: 2.60 m for ages 6–10 and 3.05 m for players aged 10 and older. Padding must be placed around fixed basket supports to prevent injuries. Equipment also needs adaptation—balls should vary in size and weight depending on age groups, and textured or sound-equipped balls can be used for visually impaired players. Field lines should have strong contrast (e.g., yellow/black) and be at least 5 cm wide. Visual aids such as lights are essential for players with hearing impairments, while audio guidance devices should assist those with visual impairments. Furthermore, ramps, elevators, and ample field perimeter space for wheelchair users must be ensured. Emergency medical kits should be readily available in case of injuries.

Relationships Between Players

Team harmony, trust, and mutual respect significantly influence motivation and participation. Teams should be structured to include varied skill levels and physical capacities, offering equal roles and playtime to all members. Emphasis should be placed on collective goals like being the “best defensive team” and fostering cooperation and solution-seeking behaviour.

Empathy and respect must be central values. Players should be taught to recognize and respect each other's physical and emotional states. Conflicts should be addressed through empathetic dialogue, and sessions that celebrate diversity and individual differences should be included.

When mistakes or failures occur, a supportive rather than critical approach must be taken. Motivation can be boosted by recognizing individual effort and success, such as awarding titles like “Best Teammate,” “Most Improved Player,” or “Top Assistant.” Ensuring that each player feels actively involved contributes to a more inclusive environment.

Guidelines for Coaches

Coaches play a pivotal role in shaping an inclusive atmosphere. Their approach should be grounded in adaptive training methods, clear communication, and constructive feedback. Training sessions must be organized based on players' varying skill levels, highlighting individual strengths and addressing weaknesses in a balanced way. Fair treatment and equal game-time opportunities are essential.

Communication should be respectful, direct, and free from negative language. Players' feelings and ideas must be acknowledged, and coaches should employ motivational and constructive tones. Feedback should be continuous and aimed at growth, with personalized support offered during challenging moments. Providing opportunities for individual improvement further fosters inclusion.

Collaboration with Parents

Parents are integral to creating an inclusive environment. Their understanding and involvement can enhance a child's development. Parents should be informed about the value of inclusivity in sports and educated on the diverse needs of children. Their active participation should be encouraged through involvement in development processes and attendance at events showcasing their children's progress. Regular communication between coaches and parents ensures a shared vision, and parents' feedback should be integrated into the ongoing improvement of programs.

Evaluation and Feedback

Ongoing evaluation is crucial to measure the effectiveness of inclusive sports programs and player development. Evaluations should encompass not only technical skills but also social engagement, motivation, emotional well-being, and overall satisfaction. The primary goal is to ensure equal opportunities and safe participation for all players, regardless of their physical or mental characteristics. Evaluations should be regular and should inform updates to training and facilities to better meet players' needs.

Assessing technical performance involves setting individualized goals, tracking shot accuracy, pass completion, dribbling capabilities, and defensive contributions, all adapted to the specific abilities of players. Tactical performance should examine positional awareness, in-game decision-making, and execution of set plays, with considerations for players with disabilities. Physical performance assessments should be equitable, covering stamina, speed, and strength through adapted testing protocols.

Psychological and emotional assessments look at motivation, confidence, and how players handle pressure. A safe environment that encourages risk-taking and learning from mistakes is vital. Additionally, player satisfaction should be gauged through surveys, interviews, and observation. These tools can reveal how well players feel integrated into the team and how they perceive inclusivity.

Feedback from both coaches and parents plays an essential role in sustaining an inclusive culture. Coaches can provide insights into social dynamics and skill development, while parents can offer perspectives on how their children feel within the team. Based on this input, ongoing adjustments should be made to facilities, training programs, and equipment, and coaches should receive continuous training on inclusive practices.

5. COMMUNITY ENGAGEMENT IN A 3X3 BASKETBALL FOR KIDS

Running a 3x3 basketball program for kids relies on strong community engagement. This means getting people interested in the sport, inviting them to participate and building a network to keep it going. A successful approach involves strategies to recruit volunteers, promote the program and create a sense of belonging for everyone involved.

Volunteers are the main goal of the program, helping with coaching, refereeing or organizing events. Hosting an open meeting at a community center or school to share the projects goals and explain how volunteers can help. Make it clear that no basketball experience is needed, all that is need is enthusiasm for working with kids. Create a simple sign-up form, both online and on paper, to collect names and contact details. Show appreciation by giving volunteers small responsibilities that will benefit them and the project.

Promotion is key to raising awareness. Use social media platforms like Facebook, Instagram and Tik-Tok to share photos and videos of kids playing 3x3 basketball. Post short clips of fun moments from practices or games, and include quotes from players about why they love the program. Create project flyers to use as promotional material. Partner with schools to send program details home in kids' backpacks or include them in school newsletters. Host a free community event, like a 3x3 basketball showcase, where families can watch games, meet coaches, and try shooting hoops. Word-of-mouth is powerful, so encourage parents and players to invite their friends to join or attend games. Fundraising keeps the program affordable for all kids. Organize simple events like a community car wash, a bake sale, or a 3x3 tournament where local businesses sponsor teams. Reach out to nearby sports stores or restaurants to donate equipment or snacks in exchange for their logos on team jerseys or event banners. Set up an online crowdfunding page with a clear explanation of how donations will buy uniforms, rent courts, or cover referee fees. Be transparent about costs to build trust with donors. Involve the kids in fundraising by having them create thank-you cards for supporters, which strengthens the community's connection to the program.

Building a sense of community goes beyond games. Plan activities like a season-end picnic or a team-building day where families, players, and volunteers can bond. Create traditions, like a special cheer or a team handshake, to make everyone feel part of something unique. Listen to feedback from parents and kids through casual chats or short surveys to ensure the program meets their needs. By involving the community in these ways, the 3x3 basketball program becomes a shared effort that brings people together and inspires kids to stay active and connected.

6. ASSESSMENT AND EVALUATION IN A 3X3 BASKETBALL PROGRAM FOR KIDS

To make a 3x3 basketball program for kids successful, it's important to assess and evaluate how well it's working. This means creating tools to measure progress, gather feedback, and ensure the program meets its goals of teaching basketball skills, building confidence, and creating a fun experience. By regularly checking what's working and what needs improvement, the program can grow stronger and better serve the kids and community.

Begin with clear goals for the program. These might include helping kids improve their shooting or dribbling, encouraging teamwork, or ensuring every player feels included. Write down these goals in simple terms so coaches, parents, and kids understand what the program aims to achieve. For each goal, decide how to measure success. For example, to track basketball skills, coaches can observe whether kids can make more shots or pass accurately after a few weeks. To measure teamwork, note how often players encourage each other during games. Having specific goals makes it easier to evaluate progress.

Create simple tools to collect information. For skills, use a checklist where coaches mark whether a player can perform tasks like dribbling with both hands or defending without fouling. Do this at the start, middle, and end of the season to see improvement. For fun and engagement, give kids a short survey with smiley-face scales to rate how much they enjoy practices or feel part of the team. Parents can fill out a similar survey to share their thoughts on the program's organization or their child's experience. Keep surveys short and easy, using questions like "Does your child look forward to basketball?" or "Are practices well-organized?" to get clear answers.

Feedback from coaches and volunteers is just as important. Hold a quick meeting after a few weeks to ask what's going well and what's challenging. For example, they might say the kids love scrimmages but need more time to learn rules. Use their insights to adjust the program, like adding a short rule-teaching session before games. To make feedback ongoing, set up a suggestion box at practices or an online form where anyone can share ideas anonymously.

Track participation to understand the program's reach. Record how many kids sign up, attend practices, and play in games. If attendance drops, talk to parents or kids to learn why—maybe practices are too early or some kids feel shy. This helps identify barriers and find solutions, like offering carpool help or pairing new players with buddies. Also, note how many volunteers or families stay involved to gauge community support.

6. TRAINING EXAMPLES

3x3 Training N°1

Duration: 60 Minutes

Age group: Under-12

Level: Basic

Warm-Up:

Prepare the body to the training session and work the dribbling skills.

- Catch and chase, tag game with marker and all players dribbling with one ball per player. (7 min)
- Flexibility (3 min)

Fundamental part:

Work on the dribbling skills, left and right sides, shooting skills left and right side. (40min)

Dribbling

- Change direction with a front crossover-
- Stops at one with a one stop or two stops on the left-right and right-left.

Shooting

- Left and Right-side lay-ups

Cool-Down:

- Free-throws (5 min)
- Flexibility (5 min)

Notes:

Focus on the individual skills.

3x3 Training N°2

Duration: 60 Minutes

Age group: Under-14

Level: Medium

Warm-Up:

Prepare the body to the training session and work the shooting skills and the tactical aspects

- Left and Right-side lay-ups (7 min)
- Flexibility (3 min)

Fundamental part:

Work on the offensive tactics "Give and Go" (pass and cut); the defence stay passive. The goal it's to work all aspects of the offense: Pass, Cut and Score. Every time the offensive player misses a shot, change the roles of the teams (offense/defence). (40min)

- 3x3 Pass and Cut Drill



Cool-Down:

- Free-throws (5 min)
- Flexibility (5 min)

Notes:

Focus on the offensive tactical aspect of the game

3x3 Training N°3

Duration: 60 Minutes

Age group: Under-16

Level: Advanced

Warm-Up:

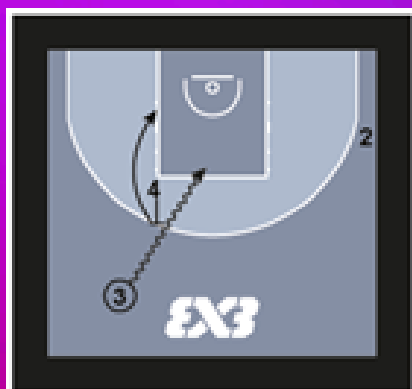
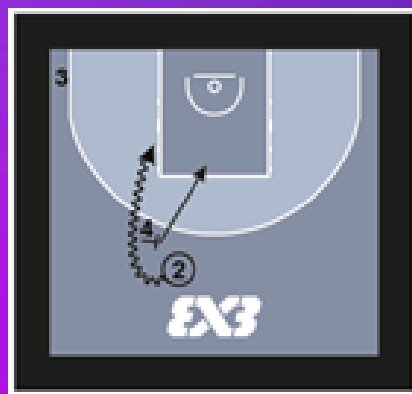
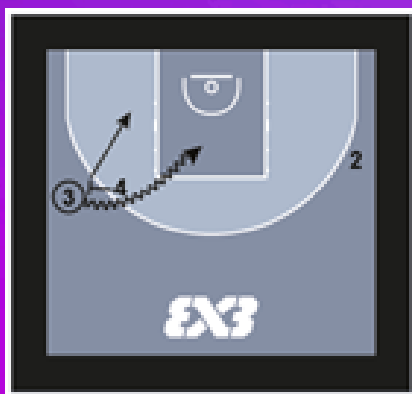
Prepare the body to the training session and work the shooting skills and the tactical aspects.

- Jump Shoots (7 min)
- Flexibility (3 min)

Fundamental part:

Work on the offensive tactics "Pick & Roll"; the defence stay passive. The goal it's to work all aspects of the offense: screening, pass and score. Every time the offensive player misses a shot, change the roles of the teams (offense/defence). The offensive players can explore all possible options, finishing with a lay-up, pass to the screener after the pick or pass to a shot from the player outside of the arc. (40 min)

- 3x3 Pick & Roll



Cool-Down:

- Free-throws (5 min)
- Flexibility (5 min)

Notes:

Focus on the offensive tactical aspect of the game

7. ABOUT THE PROJECT

Associação Desportiva Cultural e Social de Carvalhais (ADCSC) from Portugal, together with its partners Club for Youth Empowerment 018 (KOM018) from Serbia, Barcel'hona Sport Events from Spain and Denizli Tutku Youth and Sport Club (TYSC) from Turkey implements a small-scale partnership project "Basket for kids - 3x3 basketball against sedentarism" in order to promote physical activities, specifically 3x3 basketball among children and young people. Project objectives: To develop an innovative methodology on how to teach 3x3 basketball to children; To develop pilot activities in the partner countries with children; and To raise awareness about 3x3 basketball as a tool for physical activity for children. Project is implemented in the period 01.11.2024 - 31.12.2025, in Portugal, Spain, Serbia and Turkey. Project is co-financed by the European Union.

8. ABOUT 8. ERASMUS+ SPORT

The aim of Erasmus+, as a program, is to support the educational, professional and personal development of people in education, training, youth and sport, to contribute to sustainable growth, quality jobs and social cohesion, to drive innovation and to strengthen European identity and active citizenship.

Erasmus+ actions in the field of sport promote participation in sport, physical activity, and voluntary activities.

They are designed to tackle **societal** and **sport-related** challenges. Opportunities are available for organizations under 3 Calls which address these challenges.

A specific call on Capacity Building in the field of sport is also available as of 2022. It targets EU Member States and third countries associated to the Program (previously called Program countries) and the Western Balkans.

The actions:

Cooperation Partnerships

Designed for organizations to develop and implement joint activities to promote (among others) sport and physical activity, as well as deal with threats to the integrity of sport (such as doping or match-fixing), promote dual careers for athletes, improve good governance, and foster tolerance and social inclusion.

Small-scale Partnerships

For grassroots organizations, less experienced organizations and newcomers to the Program. Small-Scale Partnerships have simpler administration, smaller grants and shorter durations than Cooperation Partnerships.

Not-for-profit European Sport Events

Designed to encourage sporting activity, implement EU strategies for social inclusion through sport, foster volunteering in sport, fight against discrimination and encourage participation in sport and physical activity.

Capacity Building in the field of sport

Capacity-building projects are international cooperation projects based on multilateral partnerships between organizations active in the field of sport in EU Member States and third countries associated to the Program (previously called Program countries) and the Western Balkans. They aim to support sport activities and policies in as a vehicle to promote values as well as an educational tool to promote the personal and social development of individuals and build more cohesive communities.

More information at:

<https://erasmus-plus.ec.europa.eu/opportunities/opportunities-for-organisations/sport-actions>

