



**SVENSK  
BASKET**



# PRACTICE EXAMPLE U11-U12

**Advantage situations**

## Background information

AGE	U11–U12
DURATION	60 minutes
PLAYERS	8–12
EQUIPMENT	Small gym with 2 baskets Balls for at least half of the players Cones or similar

## Practice contents

BASKETBALL	Work with advantage situations (special focus on 2–1): <ul style="list-style-type: none"><li>• Practice passing, catching and to finish in speed.</li><li>• Make decisions based on the actions of the defense.</li></ul>
MENTAL	Make decisions and execute skills under high time-pressure.
SOCIAL	Communicate verbally and non-verbally with a team-mate.
PHYSICAL	Quickness.

## PROGRAM

Check-in	Gathering, the whole group – 5 min
Warm-up	1 activity – 10 min
Main part	1v1 cat-and-mouse (10 min) 2v1 tag game (5 min) 2v1 advantage (10 min)
Utcheckning	Gathering, the whole group – 5 min

# Checking in (5 min)

Gather the players around the center-circle, make sure everyone sees each other. Welcome everyone, preferably individually with a high-five and eye-contact. Talk about something outside of basketball or ask a question to focus the players attention on the group.

Example: Ask how their day is going and what their favorite school subject is.

# Warm-up (10 min)

## PURPOSE

PHYSICAL Warm up.

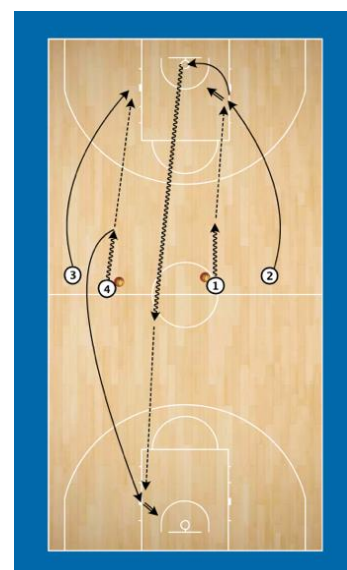
BASKETBALL Pass from dribble (keep dribbling until the moment you pass).  
Catch and finish in speed (keep the speed all the way, find timing to be able to keep the speed).

SOCIAL Connect with team-mate.  
Cooperate with several/all players in the team.

## DESCRIPTION

Players start in pairs close to half-court, one ball per pair. The player without ball jogs/runs towards a basket to catch the pass and finish. The player with the ball dribble towards the same basket and makes the pass in speed from the dribble.

After finish, both players must find a new player to pair up with. The player that made the shot takes the rebound, finds a new team-mate without a ball and dribble towards the other basket to pass the new team-mate for them to finish in speed. The player that passed the ball finds a new team-mate and runs towards the other basket to catch the pass and finish in speed



## FOCUS POINTS

OFFENSE Quickly connect new team-mate.  
OFFENSE Keep dribbling until you make the pass.  
OFFENSE Connect with the passer to receive the pass and finish in speed (without stopping).

## LOADS

BASKETBALL Every other shot with left and right hand respectively.  
All passes directly from dribbling with one hand.  
SOCIAL The players cannot talk, but exclusively use non-verbal communication.

## COMMUNICATION

LIVE DURING THE EXERCISE If a player picks up the dribble and holds the ball before the pass:

- Remind ("keep dribbling all the way until you make the pass").

SINGLE PLAYER ASIDE *First give the players 4–5 attempts to solve it for themselves*  
 The player does not manage to connect with team-mates:

- Ask what ways the player can communicate with the team-mates (call out names, show hands, seek eye-contact).
- Check if the player needs help to remember the names of some team-mates.

The player struggles with the timing between cutting to the basket and the pass:

- Ask what ways the players can communicate with each other (show hands, seek eye-contact).
- Tip them about the possibility to slow down further away from the basket and wait to cut to the basket until they have eye-contact with the passer.
- Ask what is important when making a pass to someone in movement (pass in front of the player).

STOP THE EXERCISE Planned break about half-way through the exercise to let the players reflect. Use the questions above.  
 Otherwise, only stop the exercise if the majority of the players have the same problem, but not sooner than 3 minutes into the exercise.  
 Limit it to one focus point.

# Main part [40 min]

## 1v1 cat-and-mouse [10 min]

### PURPOSE

BASKETBALL Offense:  
 Finish in speed (keep the speed all the way, release the ball softly, keep the ball away from the defense).  
 Defense:  
 Catch up to contest/disrupt the finish without fouling.

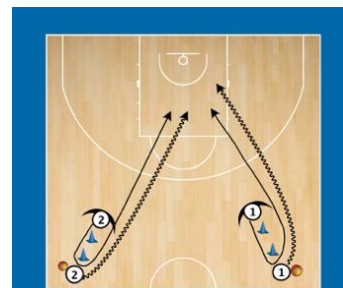
MENTAL Control the execution under high time pressure.

SOCIAL Connect to the opponent to start the exercise.

PHYSICAL Reaction, quickness

## DESCRIPTION

Place two cones on both sides of each basket. One just before the half-court, 1,5-2 m from the sideline, and the other around 0,5 m closer to the basket. Players in pairs with one ball, offense behind the cone further away and the defense in front of the cone closer to the basket, looking towards the offense player.



The defense starts the exercise by rounding the cones one way (without faking). As soon as the defense starts to move, the offense attacks the opposite way of the defense. The offense attacks the basket as fast as possible and finishes. Defense tries to catch up to contest the shot.

The pair stays on the same side of the basket and switches offense-defense. The pair opposite side can start when the first pair has finished. The pairs switch sides halfway through the exercise.

## FOCUS POINTS

Check that a point of emphasis looks okay before you proceed to the next one, continue as far as time allows.

- |         |  |
|---------|--|
| OFFENSE | Keep the speed all the way through the finish.   |
| OFFENSE | Release the ball “softly” to allow it to fall into the basket.   |
| DEFENSE | Catch up to 1) steal the ball in the dribble, 2) contest the finish with hands high.                   |
| OFFENSE | Dribble and finish with the ball away from the defender (opposite hand from the side of the defender). |
| DEFENSE | Aim for a space in front of the offense, let the offense create the contact.                           |

## LOADS

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|------------|---|
| BASKETBALL | <p>Move the cones further apart to give the offense a greater advantage, if they for example need more time to focus on finishing in speed and releasing the ball softly. Move the cones closer to give the offense a smaller advantage, for example if the defense gives up, or to get the offense to finish with contact from the defense (and forcing the offense to use the hand away from the defense). Let the defense fake to give the offense a smaller advantage. Give more points for baskets scored with the weak hand to encourage practicing weak-hand finishes.</p> |
| MENTAL     | <p>Keep score to increase focus on competitive aspect, e.g. first to 5 points. Let the defense fake side to increase the amount of information the offense must relate to.</p>  |

## COMMUNICATION

- |                          |   |
|--------------------------|---|
| LIVE DURING THE EXERCISE | If necessary, remind the players to make eye-contact between offense and defense to start the exercise.   |
| SINGLE PLAYER ASIDE      | <p>(Limit it to occasions when a player has had the same problem about 3 times in a row).<br/>Remind the player that the exercise is “live”, and that it is important to do everything at maximum speed.<br/>If the player always stops to shoot:</p> |

- Show and let the player try a lay-up (footwork, timing between jumping and extending the arm) in isolation for a while before the player returns to the exercise.

If the player struggles to control the ball when finishing, e.g. the ball hits the backboard too hard, or goes over the basket:

- Ask where the player aims (upper corner of the small rectangle).
- Show how the player can slow down the speed of the ball before releasing it (e.g. control the direction of the ball by the angle of the hand – underhand lay-up, and slow down with the last step – “jump up”)

If the player dribbles and/or finishes with the hand closest to the defense:

- Tell the defender to try to steal the ball or block the shot if the ball is on the defender’s side.

If the ball is still on the side of the defender, ask them with which hand it is smarter to dribble and finish, and why.

STOP THE EXERCISE      Primarily when changing sides.  
 Get the players to reflect on what works well and less well.  
 Use the break to move focus to another point of emphasis.

## 2v1 tag game (5 min)

### PURPOSE

BASKETBALL      Passing and catching in speed (keep dribbling until the moment you pass, start dribbling directly when catching)  
 MENTAL            Give the players mental “rest” through a more playful exercise.  
 SOCIAL            Connect with team-mate to make and receive pass.  
 PHYSICAL         Agility

### DESCRIPTION

The players in trios with one ball (can be 4 if needed), to offense and one defense. For 45 seconds, the defense has to tag the offensive players as many times as possible. The defense can only tag a player without the ball; if a player holds the ball it cannot be tagged.

Each tag gives one point. Each time the defender manages to tag a player, they must spin around a lap to give the offense time to move away. The offensive players are free to move across all the court. The offense must act immediately when catching the ball, either by passing or by starting to dribble and move. If the attackers stand still and hold the ball, it is a point for the defender. The players keep their own score.

### FOCUS POINTS

OFFENSE            Be in constant movement  
 Connect with the team-mate to pass and receive the ball (pass with a purpose, not to get rid of the ball).  
 Start dribbling directly from catching the ball.  
 Keep dribbling until making the pass.

### LOADS

BASKETBALL      Change what the defense must do after tagging to give the offense more or less time to move away. For example, spin two laps to give offense more time, or make a jump to reduce the time.

**PHYSICAL** Extend the time the defense has to tag to increase the physical load. Shorten to reduce the physical load.  
Change what the defense must do after tagging to increase or decrease the physical load for the defense. For example, touch the floor with the belly (push-up in disguise).

**MENTAL** Make it a competition within the group, where the players at the end report how many times they have tagged, to increase focus on the competitive aspect.

### **COMMUNICATION**

Keep communication to a minimum, the idea is to have low mental load in the exercise.

**START THE EXERCISE** Ask about the purpose of passing the ball (focus on that the ball should be passed TO a team-mate, not AWAY FROM the passer, importance of the pass arriving to the team-mate).  
Ask about what ways the players can connect with each other to make and receive passes (eye-contact, show hands, talk).  
Ask what happens if you stop dribbling too soon (can't move to find a passing angle, easy for the defense to defend).

**LIVE DURING THE EXERCISE** Remind to keep dribbling until making a pass.  
Remind to start dribbling directly from catching a pass.  
Remind eye-contact to make a pass.

## **2v1 advantage (10 min)**

### **PURPOSE**

**BASKETBALL** Offense:  
Pass, catch and finish in speed. Read the defense and make decisions in 2v1 situations.  
Practice the behavior to quickly make an inbound after a basket (without neglecting to make it behind the baseline).  
Defense:  
Protect the basket and use fakes in situations of disadvantage.

**MENTAL** Make decisions and execute skills under high time pressure.

## DESCRIPTION

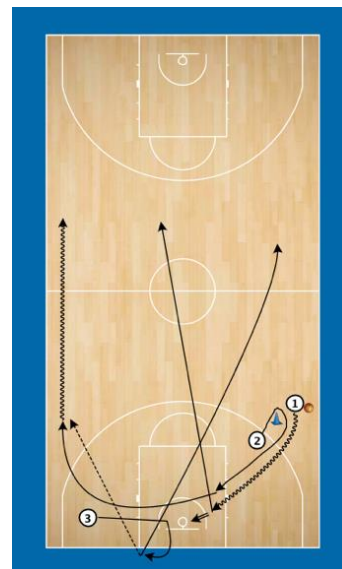
Players start in three lines, two offensive ones in the corners behind baseline, and one defensive at the right-hand sideline with the ball.

The player with the ball attacks the basket and makes a lay-up, and then plays defense on the opposite basket. One of the offensive players gets the rebound and passes the other offensive player (inbound behind baseline if the defense scored), whereby they run towards the opposite basket to play 2v1. The offense can make only one shot.

The next group start roughly when the group before reaches half-court. After finishing, the players return running along the sideline and rotates to the next line.

## FOCUS POINTS

- OFFENSE If basket, quick inbound behind the baseline.
- OFFENSE Without the ball; open to receive pass (move away from passing shadow).
- OFFENSE Focus on where the defense is moving to make decisions.
- DEFENSE Use fakes to make it harder for the offense.



## LOADS

- BASKETBALL Use fading scoring to encourage quick finishes. For example, 3 points for scoring, but 1 point less for each pass after the first one.
- MENTAL Keep score to increase focus on competitive aspect. For example, points for both offensive players if basket, point for the defense if not.

## COMMUNICATION

START THE EXERCISE Focus on getting the exercise up and running: Ask what to do after the opponents score. Ask the team to decide how to rotate between the lines.

LIVE DURING THE EXERCISE Minimal, use the players time between repetitions to communicate individually instead.

SINGLE PLAYER ASIDE Only if players have the same problem 3-4 times in a row, keep in mind that players rotate between three roles, which means that:

- They see the situation from different perspectives, and thus possibly come up with a solution themselves.
- Try to give tips for the next repetition in that role (give defense tips when they should defend rather than immediately after defending).

For example, if a player is passive in defense:

- Explain to the defender that when they are in a disadvantage situation, they must gamble and try to confuse the offense.
- Ask how they can do so (e.g. fake to attack the player with the ball and then try to steal the pass).

STOP THE EXERCISE Scheduled break when all players have had one repetition at each position.

- If the exercise is running and the players inbound the ball good, ask what they should focus on to know if to pass or finish (movement of the defense).



- Plan for three breaks (including the above) to proceed to the next point of emphasis if needed. Use the questions above.

## 2v2 transition game (15 min)

### PURPOSE

BASKETBALL	<p>Offense: Pass, catch and finish in speed. Read the defense and make decisions in 2v1 situations. Practice the behavior to quickly make an inbound after a basket (without neglecting to make it behind the baseline).</p> <p>Defense: Get back on defense to protect the basket in defensive transition.</p>
SOCIAL	<p>Help each other organize themselves within the team (fill the lines etc.). Communicate effectively and respectfully under time pressure.</p>
MENTAL	<p>Manage competitive situation.</p>

### DESCRIPTION

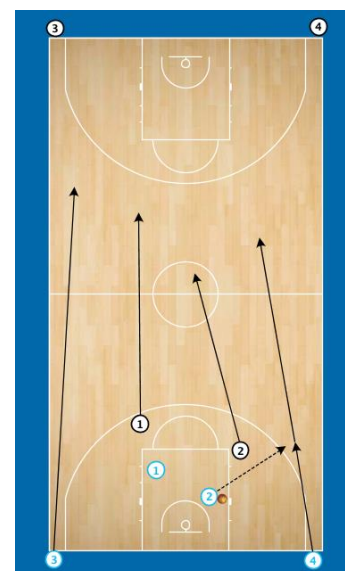
Two teams in two lines each in the corners behind the baseline. After scoring or defensive rebound, offense becomes defense. Defense pass the ball to one of the two team-mates coming in from the lines (defensive rebound: direct pass, offense scores: inbound), the other player coming in runs the fast-break. Offense sprints home to defense and the defense goes out to the lines.

### FOCUS POINTS

OFFENSE	If basket, quick inbound behind the baseline.
OFFENSE	Communicate within the team to fill the lines and make sure new players are ready come in in offense.
OFFENSE	Quick transition in offense to find advantage.
DEFENSE	Quick transition in defense to defend the basket. Start defending immediately after a shot or turnover.

### LOADS

BASKETBALL	If 12 or more players, add a third player (play 3v3) to increase the number of options and decisions.
MENTAL	Add scoring to increase the mental load. For example, first team to three baskets, or four-minute games keeping score. If 12 or more players, add a third player (play 3v3) to increase the amount of information and decisions the players must relate to.



### COMMUNICATION

START THE EXERCISE	<p>Ask the players what we have worked with so far during the practice. What to do after a basket? What is important when transitioning from offense to defense?</p> <p>Remind the players that it is important to talk to and help each other in the team to fill the lines and be prepared to get in on the court from the line.</p>
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**STOP THE  
EXERCISE**

Scheduled break around two minutes into the exercise to switch focus from getting the exercise up and running to other points of emphasis.

Use the natural breaks between games, or pause a game if players start to lose focus.

Limit yourself to one point of emphasis at each break.

Ask what we are doing well and what we can do better.

If the communication within the teams is not working, e.g. the players remain silent or become frustrated with each other:

- Ask about what is important to think about when talking to each other under stress (short clear instructions, understand that short and straight instructions are not to be angry, avoid showing frustration, if you do not understand each other drop it and save discussions for longer interruptions).

## Check-out (5 min)

Gather the players around the center-circle and ask what they learned or got better at during the practice, or alternatively what were the focuses of the exercises. If the players do not respond, use the points of emphasis from the exercises to ask more specific questions. For example: In offense, what is it important to focus your attention on in a 2v1 situation?

After the players have reflected, comment what you think that the players learned or improved the most during the practice.

Finish with a huddle, hands in the middle, one-two-three [club name].



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BASKET**