



**SVENSK  
BASKET**



# **PRACTICE EXAMPLE U13-U14**

**Close out-situations**

## Background information

AGE	U13–U14
DURATION	90 minutes
PLAYERS	8–12
EQUIPMENT	Minimum half-court of full-size gym with 1 basket Balls for at least half of the players

## Practice contents

BASKETBALL	Work with close-out situations: <ul style="list-style-type: none"><li>• Make decision to shoot, pass or attack against close-out defense.</li><li>• Shoot from pass (catch and shoot) and from single dribble.</li><li>• Extra pass.</li><li>• Close-out to take away shot.</li><li>• Pass from a dribble drive.</li></ul>
MENTAL	Make decisions under stress. Shoot under high time- and defensive pressure.
SOCIAL	Communicate in defense to help and rotate.

## PROGRAM

Check-in	Gather the whole group – 5 min
Warm-up	1 activity – 10 min
Main part	1v1 close-out – 15 min 3v3 advantage – 15 min 2v1 extra-pass – 10 min 3v3 advantage – 10 min 3v3 non-stop game – 20 min
Utcheckning	Gather the whole group – 5 min

# Check-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, for example if they have any field day coming up at school.

Explain that the focus of the practice is on close-out situations; that is, situations where an offensive player receives a pass, and the defense must sprint out to defend the player with the ball.

# Warm-up (10 min)

## PURPOSE

PHYSICAL Warm up

BASKETBALL Pass from dribble  
Catch and shoot (shot from pass)

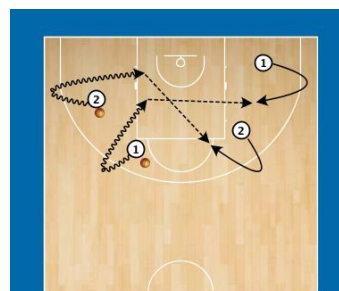
SOCIAL Connect both verbally and non-verbally, both within the couple to time the pass, as well as with the rest to avoid collisions or similar.

## DESCRIPTION

Players in pairs with one ball, spread out on all available baskets. Both players move outside of the three-point line, the player with the ball drives inside the three-second area and passes to their team-mate who have within a distance of the basket where they are comfortable to shoot from (their shooting range).

The shooter gets their own rebound, dribbles outside the three-point line, drives inside the three-second area and passes to the team-mate. The passer moves outside the three-point line and moves within their shooting range to get the pass and shoot.

The exercise continues with the players alternating between passing and shooting.



## FOCUS POINTS

Choose 1–2 points of emphasis that fits the level of the group and the individual players:

### OFFENCE Passing

- Aim for the shooting hand (pass where the shooter wants to catch the ball).
- Straight, hard pass (get the ball to the shooter as fast as possible).
- If possible, pass directly from the dribble; if not possible, pick it up to make a good pass.

### Shooting

- Show the target to the passer (shooting hand and support hand in place to shoot).
- Land in balance (athletic position, slightly bend knees and knees apart).
- Bounce into the shot (like a spring or trampoline).
- Find the rhythm (one smooth movement).

## LOADS

**BASKETBALL** Add the decision to shoot or attack based on the action of the defender in the close-out:

After the passer passes the ball they move towards the shooter, simulating a close-out in one of two ways. 1: Clearly take away the drive, by keeping the distance and keeping the hands down low. 2: Clearly take away the shot, by sprinting out aggressively with hands up, ready to jump when the player shoots. The shooter decides between catch and shoot or making one dribble past/away from the defense and then shoot.

Adjust the number of players on each basket (if you have access to more basket); higher number of players makes it harder to pass the ball, fewer players make it easier.

**MENTAL** Add decision against close-out (see above) to increase the mental load.

**SOCIAL** Adjust the number of players on each basket (see above) to change how many persons a player must communicate and cooperate with.

## COMMUNICATION

**SINGLE PLAYER/ PAIR ASIDE** If the current point of emphasis looks okay for the individual player, switch focus to the next one. For example: "Now you have good balance when catching the ball, the next step is to focus on bouncing into the shot, like a spring."

**STOP THE EXERCISE** If the current point of emphasis looks okay for the group, switch focus to the next one. For example: "Now we are catching the ball with good balance, the next step is to focus on bouncing into the shot, like a coil spring."

# Main part – (70 min)

## 1v1 close-out (15 min)

### PURPOSE

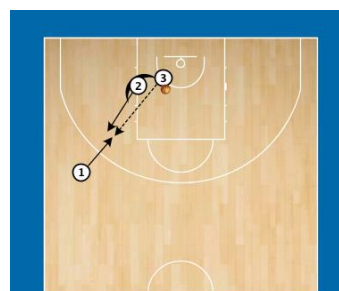
**BASKETBALL**    Offense:  
Decision against close-out defense; catch and shoot or start the drive (first step).  
Defense:  
Close-out defense.

**MENTAL**        Make decisions under high time pressure.

**PHYSICAL**      Reaction, power.

### DESCRIPTION

Offense (1) starts at the three-point line, passer (3) underneath the basket, and defense (2) on the line between the passer and the offense while touching the ball. The passer starts the exercise by bouncing the ball once. This signals the offense to move towards the basket to get within their shooting distance. The defense moves towards the offense and the passer passes the ball to the offense. When the offense catches the ball, they play 1v1 live. The passer stays underneath the basket to take away any open lay-ups by playing help defense if the offense drives all the way to the basket.



Adjust the distance of the passer and defender to the offense if the defense consistently closes-out too fast or too slow. The goal is to find a balance between the offense shooting and driving.

Line behind baseline if there are more than three players on each side. The first player in line steps in to become passer, passer moves to defense, defense moves to offense, and offense moves to the line.

### FOCUS POINTS

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

**OFFENSE**        Catch the ball to shoot it (look to catch and shoot).

**DEFENSE**        Sprint out in full speed to take away the shot (use your hands).

**OFFENSE**        Look at the basket while being aware of the defense.

**OFFENSE**        Make a quick decision (“better wrong decision than no decision”).

**DEFENSE**        Aim just outside the shoulder of the offense to avoid fouls, and to force any drive to one side (normally aim for shoulder closest to the middle to stop any middle drive).

**OFFENSE**        Start any drive with a quick dribble (to avoid travelling).

**DEFENSE** When you force the offense to drive, keep playing to contest the shot, even from the side or from behind.

### LOADS

**BASKETBALL** Give more points for shooting directly from pass than from dribble to encourage the offense to catch and shoot, and the defense to take away the shot in the close-out.

Add rebounding after the shot. Either giving a point for taking a rebound, or that the one getting the rebound becomes offense and the one losing the rebound passer.

**MENTAL** Keep score to increase focus on competitive aspect.

### COMMUNICATION

**LIVE DURING THE EXERCISE** If the offense almost always catch and shoot, remind the players to sprint out in full speed to take away the shot.

**SINGLE PLAYER/ GROUP ASIDE** If a player repeatedly travels when starting the drive, explain how the player can do to avoid it and let the player try a couple of times on the side until it looks okay.

Load the exercise for a specific group.

If the current point of emphasis looks okay for the player/group, change focus to the next one. Preferably by using guiding questions. For example: "You do a good job sprinting out to take away the shot! What happens sometimes when you sprint out that fast?" (Foul when colliding with offense). "How can you avoid crashing into the offense?" (Aim just outside the shoulder).

**STOP THE EXERCISE** If the current point of emphasis looks okay for all the team, switch focus to the next one.

Load the exercise for all the team.

## 3v3 advantage (15 min)

### PURPOSE

**BASKETBALL** Offense:  
Decision against close-out defense, and decision who to pass to in drive-and-help situation.

Defense:

Close-out to take away shot, decision who defends the player with the ball.

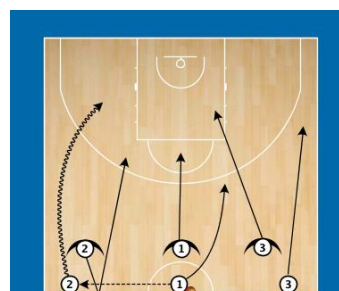
**MENTAL** Make decisions under high time pressure.

**SOCIAL** Communicate quick and effectively to determine rotations in defense.

### DESCRIPTION

Offense at half-court, one in the middle with the ball and two just inside each of the side-lines. Defense starts around 1,5 meters closer to the basket, one in front of each offensive player (if possible, preferably behind some existing line on the court).

The offense in the middle starts the exercise by passing to one of the team-mates, who directly drives towards the basket. The player defending the player who received the ball must touch the half-court line before returning to defend. This creates a situation



where one of the other two defenders has to help on the player driving towards the basket. The play goes on until either the offense scores, the defense gets the ball (rebound, steal), or a dead ball situation (out-of-bounds).

If fewer than 12 players: Offense to defense, defense steps off, new offense steps in. If 12 or more: Offense and defense steps off, new offense and defense steps on, offense and defense switches roles for next repetition.

### FOCUS POINTS

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

OFFENSE	Force the defense to help on the drive (“attack to score!”)
DEFENSE	Be clear about who does what; quick and effective communication (“help”, “ball”).
OFFENSE	When a team-mate drives, move to where they can pass you and you can shoot (within shooting range).
DEFENSE	Sprint out to take away the shot.

### LOADS

**BASKETBALL** Use fading scoring to encourage the offense to attack to score and the defense to take away shots in close-out situations. For example, three points for scoring, but one point less for each pass after the initial one.  
 Give more points for shooting directly from pass than from dribble to encourage the offense to catch and shoot, and the defense to take away the shot in the close-out. For example, two points for catch and shoot and one point for scoring from the dribble.  
 Decrease the offensive advantage by moving the defense closer to the half-court. Increase the advantage by moving them further away.

**MENTAL** Keep score to increase focus on competitive aspect.  
 Add a rule that players must act in less than one second after catching the ball to encourage quick decisions.

### COMMUNICATION

Give the players time to independently find solutions.

**SINGLE PLAYER/  
GROUP ASIDE** If the player has the same problem several times in a row and does not seem to try different ways to solve it (e.g. the player does not attack the basket to force the help defense):

- Check if the player is aware of what is not working (“what happens when you drive?”).
- Check if the player has reflected on why the problem occurs (“what is it that makes it difficult for you to find an open team-mate?”, “Why do you think that their defenders stay close to your team-mates?”)
- Ask what the player can focus on or do different to solve the problem (“What can you do to force the defense to come and help on you?”)

Instruct a player to act a certain way for another player to find new ways to solve problems (“If the offense is looking to pass the ball when driving, run back to your player and take away the possibility to pass.”)

**STOP THE EXERCISE**

To use a situation as a good example:

- Ask why it is a good example.
- Walk through the situation in slow-motion with the same players to explain what they did well.

If the current point of emphasis looks okay for the team, switch focus to the next one.

Load the exercise.

## 2v1 extra-pass (10 min)

### PURPOSE

**BASKETBALL**

Offense:

Decision to shoot or make extra-pass against close-out defense.

Shoot against close-out.

**MENTAL**

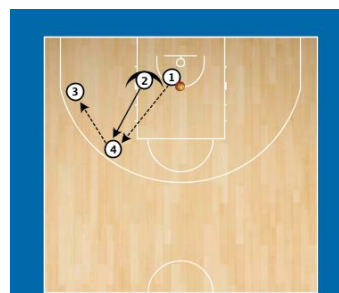
Make decisions and controlled execution under high pressure.

**SOCIAL**

Cooperate within the group to decide how to rotate.

### DESCRIPTION

Two offensive players start within their respective shooting range, with a good passing distance between them (around 3 meters), passer underneath the basket and defense with the back to the baseline touching the ball. The passer starts the exercise by passing one of the offensive players. The defense must sprint out to take away the shot. The player with the ball decides if to shoot or to make the extra-pass to the team-mate, who shoots. If extra-pass, the defense continues to try to contest the shot. Maximum one pass. The offense cannot fake to shoot or to drive.



Adjust the distance of the passer and defense to the offense if the defense consistently closes out too fast or too slow.

Each group decides for themselves how to rotate.

### FOCUS POINTS

**DEFENSE**

Take away the shot at any price (except fouling). Sprint out full speed with hand up and jump if necessary to contest the shot.

**OFFENSE**

Catch the ball to shoot (hands in position, land with balance, bounce into the shot).

**OFFENSE**

Decide immediately if to shoot or pass (“better wrong decision than slow decision”)

**OFFENSE**

Pass to set up the shooter (aim for the hands; hard, straight pass).

**DEFENSE**

Keep playing after closing-out (contest the shot after extra-pass).

### LOADS

**BASKETBALL**

Give more points for shooting directly then after extra-pass to encourage the offense to catch and shoot. For example, three points for scoring directly and one point for scoring after extra-pass.



MENTAL Keep score to increase focus on competitive aspect.

## COMMUNICATION

START THE EXERCISE Connect back to situations that arose during the last exercise:

- If some players made extra-passes, mention these situations.
- If the players did not make any extra-passes, mention situations where it could have been a good option (however, avoid being categorical; an extra-pass would have been a good option, but not necessarily the only correct one).

Emphasize that the defense must take away shots at all costs:

- Ask what you focused on during earlier exercises (sprint out full speed, active hands, aim just outside the shoulder).

LIVE DURING THE EXERCISE Remind to take away the shot.  
Remind to catch to shoot.  
Remind to make decisions immediately.

SINGLE PLAYER/ GROUP ASIDE If the group or certain players in the group repeatedly have a difficulty with something:

- Keep the instructions or questions as short and concise as possible.
- Concisely explain or ask what the problem is (“Do you notice that the player receiving the extra-pass often have a hard time shooting the ball?” “That is because the pass often ends up at the knees of the player.” “Focus on making hard passes that hits the hands of the shooter.”)

If the current point of emphasis looks okay for the team, switch focus to the next one:

- Preferably using guiding questions. For example: You do a great job at sprinting out to take away the shot! When you do that, what does the offense do? (Make extra-pass) So what should you do then? (Keep playing and try to contest the shot).
- Keep it short and concise.

Add score keeping for a specific group.

STOP THE EXERCISE If the current point of emphasis looks okay for the team, switch focus to the next one.

Preferably, use guiding questions. For example: We do a great job at sprinting out to take away the shot! When we do that, what does the offense do? (Make extra-pass) So what should we do then? (Keep playing and try to contest the shot).

Add score keeping for all groups.

## 3v3 advantage (10 min)

### PURPOSE

BASKETBALL Offense:  
Decision against close-out defense (especially regarding extra-pass), and decision who to pass to in drive-and-help situation.  
Defense:  
Close-out to take away shot, decision who defends the player with the ball.

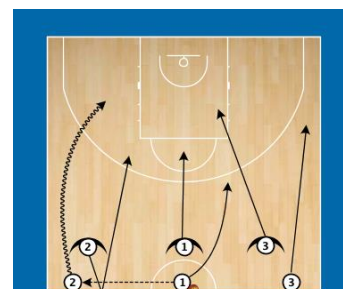
- MENTAL            Make decisions under high time pressure.
- SOCIAL            Communicate quick and effectively to determine rotations in defense.

### DESCRIPTION

Same exercise design as earlier. That one was ended with keeping scores, preferably start keeping score directly from start this time.

### FOCUS POINTS

- OFFENSE            Move into space to get the extra-pass (inside shooting range, good passing distance to the other player).
- OFFENSE            Keep the extra-pass option in mind in close-out situations.
- DEFENSE            Make it clear who defends the player that receives the extra-pass (use quick and clear communication: "ball").



### LOADS

- BASKETBALL        Give more points for shooting directly from pass than from dribble to encourage the offense to catch and shoot or make extra-passes in close-out situations.
- MENTAL            Add a rule that players must act in less than one second after catching the ball to encourage quick decisions.

### COMMUNICATION

- START THE EXERCISE        Connect back to the last exercise:
- For example: What did we focus on in the last exercise? Why do you think we did this exercise?
- SINGLE PLAYER/ GROUP ASIDE        If a player repeatedly struggles to get in a good space to get the extra-pass:
- Immediately after an offensive possession where the player struggled: ask what is important to get into a good space for extra-pass (inside shooting range, good passing distance).
  - Connect back to the offensive possession and ask or instruct what would have been a better space to get the extra-pass.
  - Before the players next offensive possession, remind them about shooting range and passing distance.
  - Directly when the player succeeds in finding a good space, confirm and encourage. For example: Exactly like that! This time you moved to a space where you could shoot from, and your team-mate could pass the ball to you. Good job!
- If a player never makes an extra-pass, regardless of good opportunities to do so, or does not seem to have the option in mind:
- Note that the player does not seem to be looking for the extra-pass and check if the player has a reason not to make them, preferably use a specific situation ("I saw that you shot/attacked in that situation, how come you chose not to make the extra-pass?")
  - Use the player's reasoning to try to guide the player to find good positions to make extra-passes.
- STOP THE EXERCISE        To use a situation as a good example of making the extra-pass:

- Ask why it was a good example (“what did xxx do good in this possession?”)
- Walk through the situation in slow-motion with the same players to explain what they did well.

Load the exercise.

## 3v3 non-stop game (20 min)

### PURPOSE

**BASKETBALL** Offense:  
Decision against close-out defense (especially regarding extra-pass), and decision who to pass to in drive-and-help situation.

Defense:  
Close-out to take away shot, decision who defends the player with the ball.

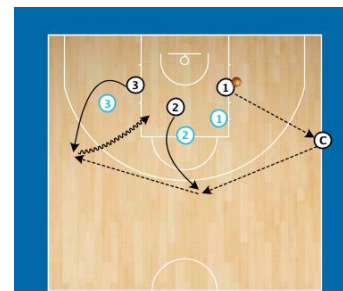
**MENTAL** Make decisions under high time pressure.

**SOCIAL** Communicate quick and effectively to determine rotations in defense.

### DESCRIPTION

Three offensive and three defensive players. Coach or a resting player with the ball on either wing. Offense starts by getting open, with full defense, then they play 3v3.

When the defense gets the ball, they pass to the coach and then continue as above; passing directly to the coach after defensive rebound or steal, and inbound behind the baseline after offense scores. In dead-ball situations (fouls, out-of-bounds etc.) the coach starts with the ball.



Preferably, the players use actions from the team’s offenses to create movement when playing. For example, a player with the ball at top of the key can dribble towards the wing, signaling the player on the wing to cut to the basket.

### FOCUS POINTS

Chose 2–3 points of emphasis based on how the earlier exercises went. Switch the points of emphasis regularly to maintain the players focus.

- |         |                                                                                                           |
|---------|-----------------------------------------------------------------------------------------------------------|
| OFFENSE | Force the defense to help on the drive (“attack to score!”)                                               |
| DEFENSE | Be clear about who does what; quick and effective communication (“help”, “ball”).                         |
| OFFENSE | When a team-mate drives, move to where they can pass you and you can shoot (within shooting range).       |
| DEFENSE | Sprint out to take away the shot.                                                                         |
| OFFENSE | Move into space to get the extra-pass (inside shooting range, good passing distance to the other player). |
| OFFENSE | Keep the extra-pass option in mind in close-out situations.                                               |

## LOADS

- BASKETBALL**    Offense:  
Give more points for shooting directly from pass than from dribble to encourage the offense to catch and shoot or make extra-passes in close-out situations. Add an extra player to play 4v4 without coach. When defense gets the ball, they start by passing it to a team-mate on the closest wing instead of to the coach. Normal inbound in dead-ball situations.
- MENTAL**        Keep score to increase focus on competitive aspect. Preferably for a set time (most points after three minutes wins the game).
- PHYSICAL**      Adjust the duration of the games to work more or less on the players' endurance.

## COMMUNICATION

- SINGLE  
PLAYER/  
GROUP ASIDE**    If only one coach at the practice, and coach act as passer:  
  - Avoid.
- If more than one coach, or player act as passer:  
  - Use the time a player is resting on the sideline to talk to them.
  - Be available for resting players to ask you questions.
  - Adapt the communication to the type of situation.
- STOP THE  
EXERCISE**        Use the breaks between games.  
Avoid stopping the exercise during a game.  
To change the type of score keeping.  
To change the duration of the games.  
To move from 3v3 to 4v4.

# Check-out (5 min)

Gather the players around the center-circle and ask what the focus of the practice was. Ask what they improved the most during the practice. Check if the players have any questions regarding close-out situations. If the players do not respond, use the points of emphasis from the exercises to ask more specific questions. For example: What did we work on to do in defense when we played?

After the players have reflected, comment what you feel 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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