



**SVENSK  
BASKET**



# **PRACTICE EXAMPLE U15-U16**

**Ball-screen situations**

## Background information

AGE	U15-U16.
DURATION	90 minutes.
PLAYERS	8–16.
EQUIPMENT	Full-size gym with 2 baskets Balls for at least half of the players Chairs, garbage bins or similar

## Practice contents

- BASKETBALL** Work with ball-screen situations:
- Make decisions based on the action of the defense on the ball and on the screener.
  - Learn different types of common ball-screen defense.
  - Finish with contact from a ball-screen situation.
  - Pass to the diving/rolling player.

Pass through the third player to the diving player

- MENTAL** Dare to try different alternatives; Be creative.  
Finish under pressure.  
Make and execute decisions under fatigue (when tired).

- SOCIAL** Communication in ball-screen defense.  
Read the team-mates body language in ball-screens in offense.

## PROGRAM

Check-in	Gather the whole group – 5 min
Warm-up	1 activity – 10 min
Main part	1v1 with ball-screen - 15 min Finish from ball-screen situation -10 min 2v2 + passer – ball-screen – 20 min Shooting contest – finish from ball-screen situation – 10 min 4v4 game – 20 min
Check-out	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 did something funny during the weekend.

Explain that the focus of the practice is on ball-screen situations. Ask the players what purposes you can have for making ball-screens. Ask if they have seen their idols or favorite players play ball-screen situations, and in that case, what they noticed watching the situations.

# Warm-up (10 min)

## PURPOSE

PHYSICAL Warm up.

BASKETBALL Pass from the dribble:

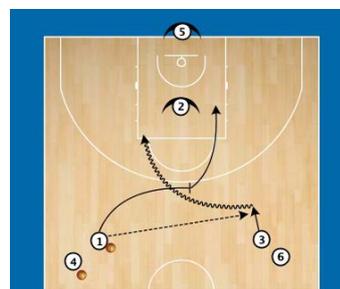
- Attempt to make different types of passes.
- Adapt the choice of pass to the position and actions of the defender.

MENTAL Dare to experiment making different and innovative types of passes.

SOCIAL Cooperate within the team to decide how to rotate in the exercise.

## DESCRIPTION

Players in three lines, one defensive under the basket and two offensive a bit before the half-court, with balls in one of them. The player with the ball passes the team-mate, starts running towards the basket and then to make a ball-screen around the three-point line. The player that received the ball dribbles of the screen to attack the basket, and plays 2v1 with the screener, who dives to the basket. Maximum one pass before finishing. Offense has one shot.



The players decide how to rotate. Switch sides of the balls halfway through.

## FOCUS POINTS

OFFENSE Adapt the type of pass based on where the defense has their hands.  
 OFFENSE Dare to try different passes (e.g. behind the back, overhead hook, alley-oop).  
 OFFENSE Focus on getting the pass to the hands of the team-mate, for them to be able to finish directly.

## LOADS

MENTAL Give style points for creative passes to encourage players to experiment.

PHYSICAL Instruct the players to increase the pace as they get warmed up.

## COMMUNICATION

**START THE EXERCISE** Inform the players to decide themselves how they will rotate in the exercise.

**SINGLE PLAYER/ PAIR ASIDE** If a player does not seem to adapt to the actions of the defense, or seem to decide what pass to make in advance:

- Ask what is important to be aware of to adapt the pass to the situation (the hands of the defender).
- Possibly give examples of passes that can be used in different situations ("If the defense keeps the hands high and is close to you, you can extend the arm and pass around, make a wrap-around pass.")

**STOP THE EXERCISE** If needed, use the break when switching side of the balls to encourage the players to experiment with the types of passes, or to increase the pace. Otherwise, avoid.

# Main part (75 min)

## 1v1 with ball-screen (15 min)

### PURPOSE

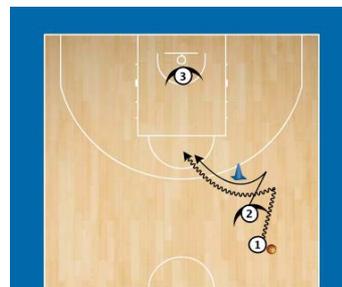
**BASKETBALL** Offense:  
Read the defense on the ball in ball-screen situation; use re-screen, shoot from the dribble, finish close to the basket with contact, floaters.  
Defense:  
Ball-screen defense; keep the contact with the offense.

**MENTAL** Finish under high pressure.

### DESCRIPTION

Place a chair, tall trash-can or player (if enough players) as a screen at the three-point line, straight up from one of the elbows. Offense and defense start a couple of meters closer to the half-court, offense with the ball. A help defender underneath the basket. Offense and defense play 1v1 where the offense uses the screen to create an advantage.

Offense can use the screen multiple times. Defense can only go under the screen ones. Help defense stays inside the no-charge semi-circle.



### FOCUS POINTS

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

**DEFENSE** Avoid contact with the screen and keep contact with the offense to control them (e.g. with the forearm).

**OFFENSE** Use the screen (dribble of the screen close, so the defense is forced to adapt).

**OFFENSE** Adapt to the action of the defense (e.g. goes over or under the screen).

- DEFENSE** If lateral to or behind the offense, force them into the help defender (on ball defense is responsible for shots from outside, help defense for finishes close to the basket)
- OFFENSE** Dare to try different types of finishes based on the actions of the defender (e.g. stop and shoot if defense goes under screen, floater before the help comes, finish with contact close to the basket)

### LOADS

- BASKETBALL** Keep playing until offense scores or defensive rebound to add rebound situation.
- MENTAL** Keep score to increase focus on competitive aspect.
- PHYSICAL** Keep playing until offense scores or defensive rebound to increase physical load.

### COMMUNICATION

Let the players try and come up with solutions. The purpose of the communication should be to make players aware of the defense and to try different options.

- SINGLE PLAYER ASIDE** If a player repeatedly does the same thing, or seem to decide their actions in advance:
- Explain that the purpose of the exercise is to experiment with different options and to practice reading the actions of the defense.
  - Use guiding questions to give players options ("If the defense goes under the screen, what possibilities seem best to use?")

## Finish from ball-screen situation (10 min)

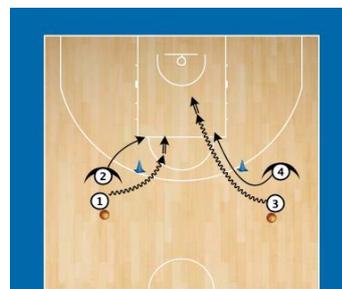
### PURPOSE

- BASKETBALL** Execution of finishes from ball-screen situation against a defender.

### DESCRIPTION

Choose one type of finish from a ball-screen situation (e.g. shooting from the dribble, floater, finish close to the basket with contact). Preferably based on which ones the players struggled with or did not seem to look for in the previous exercise. If several coaches and baskets, possibly divide the players into different finishes depending on their individual needs.

Use a chair or player as screener, like previous exercise. Defense act in a predetermined way depending on the chosen type of finish. For example, defense goes under the screen if offense practices shooting from the dribble, defense is underneath the basket and jumps if offense practice to finish close to the basket with contact.



### FOCUS POINTS

Functional footwork to be balanced and control the finish.

Finish in full game-speed.

### LOADS

None.

## COMMUNICATION

LIVE DURING THE EXERCISE Tell the players to raise the pace to get closer to game speed.

SINGLE PLAYER ASIDE If a player after 3–4 repetition does not start to find a working footwork that provides good balance when finishing:

- Explain and show example of a functional footwork (e.g. to finish with contact, jump of the outer foot to be able to jump into the defender).

Instruct players how to act on defense.

## 2v2 + passer – ball-screen (20 min)

### PURPOSE

BASKETBALL Offense:  
Decisions against ball-screen defense; rules of thumb against different common types of ball-screen defense.  
Skills to make a ball-screen and timing to attack of a ball-screen.  
Finishes in a ball-screen situation, pass to the dive/roll.

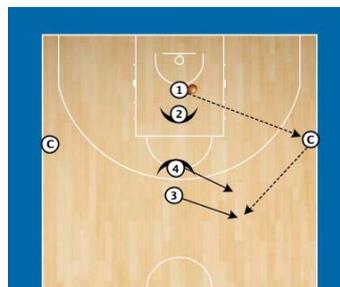
Defense:  
Effective communication in ball-screen situations.  
Learn common types of ball-screen defense.

SOCIAL Effective (verbal) communication in ball-screen situations.  
Read the body-language of team-mates in offensive ball-screen situations.

### DESCRIPTION

One offensive player starts underneath the basket and one on top of the key, both with defenders. Two passers, one on each wing. The defender under the basket starts the exercise by throwing the ball of the backboard. The offense under the basket gets the rebound and passes the closest wing. Offense on top moves towards the ball to get open and gets the pass. Offense under the basket sprints to make a ball-screen and from there, they play 2v2 live until a shot or defense gets the ball.

Defense on the ball can only go under the screen ones. Offense can use both passers on the wings.



### FOCUS POINTS

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

OFFENSE Screener: sprint into the screen, land in balance (athletic position, knees apart and slightly bent).

OFFENSE	Screener: angle the screen to the side (“make a T with the feet of the defender”).
OFFENSE	Player with the ball: move the defender into the screen, wait until the screener has both feet on the ground before attacking.
DEFENSE	Defense on the screen: Warn that the screen is coming and on what side.
DEFENSE	Defense on the ball: avoid contact with the screener (over or under, not through).
OFFENSE	Screener: If defense on the ball goes under, re-screen; otherwise dive/roll or pop.
DEFENSE	Defense on the ball is responsible for shots outside the three-second area, defense on the screen for finishes close to the basket (defender on the screen on the line between the ball and basket, below both offensive players).
OFFENSE	If defense switches screener dives to the basket and locks the defender, player with the ball makes quick pass to the wing, for them to pass to the dive.
OFFENSE	If defense double teams the ball, quick pass to the wing, for them to pass to the dive.

### LOADS

BASKETBALL	Limit the defense to two types of screen defense (e.g. only over or switch) to work on executing predetermined defensive strategies.
SOCIAL	Limit the defense to two types of screen defense to work on the defender on the screen communicating what type of screen defense to play.
MENTAL	Keep score to increase focus on competitive aspect.
PHYSICAL	Keep score to increase the physical load. If defense gets the rebound or steal, they pass to the closest wing and continue as the start of the exercise. If offense gets the rebound, they either finishes directly or pass the ball to the wing and proceeds as the start of the exercise.

### COMMUNICATION

Keep in mind that the rules of thumb for how to act against different types of ball-screen defense exist to help the offense, you should avoid communicating that it is the only correct option. That is, if the offense solves the situation in another, but functioning way, it is positive.

**LIVE DURING THE EXERCISE** Keep to a minimum as one of the purposes is for the players to become better at communicating between each other.

**SINGLE PLAYER ASIDE** If a player struggles with the same thing several times in a row and does not seem to try to find a solution (e.g. player with the ball does not look to pass to the dive/roll when the defense on the screener comes to guard the player with the ball):

- Check if the player is conscious of what is not working (“What happened in the last offensive possession?”)
- Check if the player has reflected on why the problem arises (“Why do you think you had to take such a difficult shot”)
- Ask what the player can focus on or do different to solve to problem (“When the defender on the screen comes to guard you?”)
- Directly when the player succeeds in finding a good solution, confirm and encourage. For example: Just like that! This time, when the

defender on the screen came to guard you, you looked for the pass.  
Good job!

**STOP THE EXERCISE** If the current point of emphasis looks okay for the team, switch focus to the next one.  
Preferably, use guiding questions together with using the players on the court to show. For example, “If the defense switch, what can we do then?”  
(Walk through the ball-screen situation and show how the player diving gets in front of the defense) “Now, how can we get the ball inside to the dive?”

## Shooting contest – finish from ball-screen situation (10 min)

### PURPOSE

**MENTAL** Mental rest with a more playful exercise.

**BASKETBALL** Execution of finishes from ball-screen situation against a defender.

### DESCRIPTION

Use the same finishes as in exercise 4.

Players in teams of 4-6 players (preferably same teams as used in the games in next exercise), 3 balls per team. One cone at the three-point line just outside the elbow, and another around a meter further away from the basket and towards the sideline. The teams start just after half-court. The players have to dribble past the first cone (to simulate getting the defense into the screen) and then attack of the second one to finish.



Competition between the teams, for example first team to 15.  
Change sides.

### FOCUS POINTS

Visualize the situation with defense and screener to execute in a game-like way.

## 4v4 game (20 min)

### PURPOSE

**BASKETBALL** Offense:  
Get into ball-screen situations when playing.  
Make decisions in ball-screen situations.  
Defense:  
Get into ball-screen situations when playing.

**MENTAL** Make decisions under fatigue (when tired).

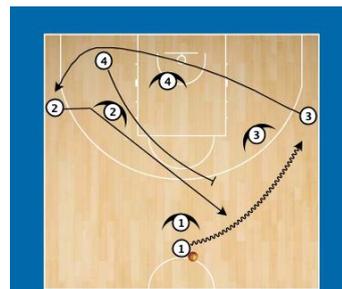
**SOCIAL** Communicate quick and effectively in defense (especially in ball-screen situations).  
Decide within the teams what ball-screen defense to play.

**PHYSICAL** Endurance

## DESCRIPTION

Four players in offense and four in defense, with specific roles: one inside player, one point-guard and two wing players/forwards (alternatively one inside player and three perimeter players if it fits better with the offensive strategies of the team). Make sure players switch roles between games.

Point-guard starts with the ball at half-court, the offense starts with set open that quickly moves into a ball-screen situation (preferably from one of the team's offenses).



Example: Inside player starts baseline, point guard dribbles to the wing, player on the same wing cuts through, opposite wing fills the top to get open and get the ball, at the same time, the inside player sprints up to screen.

Example after offensive rebound: If the rebounder cannot score directly, pass to closest wing, next player fills top, meanwhile, the inside player sprints to make the ball-screen.

Example in transition: If offense cannot finish in advantage (fast-break); dribble or pass the ball to the wing, next player fills the top and then continue as examples above. If the inside player was not the one to get the defensive rebound, they run to the basket in transition, and then back up to make the screen. If the inside player got the defensive rebound, they trail in transition and directly comes to make the ball-screen.

Adapt the way of playing based on how fatigued and focused the players are:

- Full-court, free-throw to get the points: Teams play up and down to one basket, to get the points, the player who scored must make a free-throw. After the free-throw, normal basketball rules apply (inbound if made, rebound if missed).
- Full-court to 1 basket: Up and down to one basket, team that scores starts with ball at half-court.
- Half-court with 2 transitions: Regardless of basket or not, the teams play half-court transition transition. The team that started in defense now starts from half-court in offense.
- Half-court with 1 transition: Regardless of basket or not, the teams play half-court transition. The team that started in defense now starts from half-court in offense.

## FOCUS POINTS

Choose two points of emphasis based on how the earlier exercises went. Switch the points of emphasis regularly to maintain the players focus. Decide which point of emphasis to focus on based on the previous game..

OFFENSE	Timing making the ball-screen; screener sprints to screen, player with the ball move the defender into the screen and waits until the screener has both feet on the ground before attacking
DEFENSE	Defense on the screen warns that the screen is coming, on what side, and what defense to play.
OFFENSE	Keep playing out of the ball-screen, even if you do not find a way to score immediately.

DEFENSE Keep playing, even if there are problems in the screen defense (“solve the problem”, communicate who guards the ball and who protects the basket).

### LOADS

SOCIAL Between games the teams have to decide themselves what screen defense to play, to work with strategic decision making in group.

MENTAL Keep score to increase focus on competitive aspect.  
Use free-throws to get the point to work on shooting free-throws under mental pressure.

PHYSICAL Regulate the type of games (se description) to increase or decrease the amount of endurance required.

### COMMUNICATION

SINGLE Use the time a player is resting on the sideline to talk to them.

PLAYER/ Be available for resting players to ask you questions.

GROUP ASIDE Adapt the communication to the type of situation.

STOP THE Use the breaks between games.

EXERCISE Use the breaks between games for player led time-outs within the teams.

Switch focus to another points of emphasis for the next game.

Avoid stopping the exercise during a game.

To change the type of score keeping.

To change the type of games.

## Check-out (5 min)

Gather the players around the center-circle and ask if the players have any questions regarding ball-screen situations. Ask what different types of ball-screen situations they used during the practice and if they have any ideas regarding advantages and disadvantages with the different types of ball-screen defense. Ask how the players acted in offense against the different types of defense and what rules of thumb there were.

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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