

3x3 FOR DEVELOPMENT



- A 3X3 LEADER MANUAL -

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Game



Deutsche
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BACKGROUND

The aim of this document is to provide leaders¹ with a manual to 3X3. It aims to show how leaders can use 3X3 to teach life skills to youth. It contains the information necessary to get started with 3X3, including a number of exercises that leaders can follow to facilitate the learning of specific lessons.

The manual consists of three sections. The first section provides the reader with an overview of the sport, describing its history and unique DNA. This part also explains why 3X3 is a great way to facilitate an active and social lifestyle among young people. The second part explains why 3X3 is an excellent way to incorporate specific life skills into sports, thereby serving as a powerful tool for development. It provides an overview of the ideal leader that uses this tool. The third section is the technical part of the guide that provides 3X3 leaders with specific practical tools for preparing, managing, and carrying out trainings, events, and tournaments at different levels.²

¹ In this context, leaders are considered all people showing particular interest in taking up street sports, and 3X3 leaders are those leading 3X3 activities. These leaders include athletes, Leaders, coaches, volunteers, playmakers, and parents. What these people have in common is that they are all committed to promoting 3X3 and using it as a tool for development. 3X3 leaders play various roles – from successfully leading an activity at a court and creating a safe environment to being a positive influence in your own games and through your behavior. A leader is always aware of his/her role and shows exemplary behavior within that role, which makes him/her a role model for others.

² The Book 3X3 for development assumes a minimum level of knowledge about the game and rules of basketball and 3X3. For more general information about these rules, see <http://www.fiba.basketball/basic-rules> and <https://fiba3x3.com/en/rules.html>.

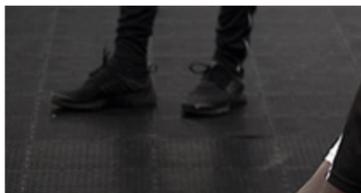


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FOREWORD

I developed this Leader's Manual to transfer the knowledge that I have acquired over the years as a player, a coach, and an entrepreneur to the leaders of tomorrow.

The DNA of 3X3 has meant a lot to me. Because the DNA of 3X3 will never change, these instructions will be able to unleash the power of this new urban Olympic sport.

In concrete terms, I can say that I have become a more entrepreneurial individual through playing 3X3. Also, had I not made the choice to embrace 3X3, I would have had fewer opportunities, and I would not have had a more passive attitude in life. What is it that makes this sport so special? Why is specifically 3X3 the sport that enhances ownership in youth? 3X3 is a sport where tight cooperation within a team cannot be separated from the responsibility individuals must take within the team process.

Playing 3X3 means achieving and failing together, having a ton of fun together, getting to know each other, learning how to handle each other's emotions, accepting each other's characters, and helping each other to follow the right path towards success. It will eventually yield so much more than simply success on the court.

'From the Streets to the Olympics'

JESPER JOBSE

Co-founder 3X3 UNITES,
2x World Cup silver medal winner



Street basketball and street sports in general play an important role in improving lives. Not only helping the individual, street basketball also changes communities and brings people together regardless of their nationality, gender, religious, or cultural backgrounds.

Street basketball created an identity for all of us and made us chase public courts in different cities, both locally and internationally. The identity that it brought us in turn created a safe, secure, and comfortable framework for us in which to develop our personal and social skills. It provided us with a very cool symbol of an urban, street-cultural and active lifestyle.

We came together from the Netherlands, Denmark, Germany, and Lebanon to exchange our experiences and stories, and now we are sharing what we had discussed and brainstormed – our years of work is put together in this manual. It is an open book for everyone to draw inspiration from.

'We Love Asphalt'

IBRAHIM HOURAN

GAME Lebanon
Country Director

This 3X3 leaders manual is the result of a close collaboration between Game, 3X3 UNITES, the Sport University of Cologne and ISA. We started to work together in 2017 through the Erasmus+ funded project: Take it to the Street.

Together we've explored further how street sports (and specifically 3X3) can create positive changes in the lives of young people that grow up with fewer opportunities. We believe that 3X3 can drive creativity and enhance ownership. It also fits perfectly within urban settings where young people generally do not have a lot of space to play.

This leaders manual that you have in front of you is one of the results of our partnership and our belief in empowering young people through the power of sport. Our ambition is that many 3x3 leaders around the world will pick-up on this manual and use it to promote play and life skills development of young people around the world.



YARA HOPPENBROUWERS

manager programmes
and facilitation - ISA

PART I

INTRO DUCTION TION



You are reading this manual because you're interested in 3X3. In 3X3 for Development we aim to show you why we love playing and watching this beautiful game. We strongly believe in the vision that street sport, and 3X3 in particular, can be utilized as a tool for social change. This manual is designed to convey that message. The introduction explains the history and DNA of 3X3 as a street sport³ and shows multiple reasons why it is such a good way to get started playing basketball.



FROM THE STREETS TO THE COURTS

Basketball's informal variation is usually known as 'street ball'. It was popularized in the 1950s in cities across the United States (U.S.) due to a lack of space and resources; courts often had only one basket. A rather loose set of rules and no referees provided the ideal environment in which to develop creativity and responsibility. During the 1960s and 1970s, street ball became so popular that its players gained national fame. In addition, several tournaments were hosted, which fostered ideals of discipline, team spirit, and motivation among participants, who mainly came from the deprived areas of cities (Wenzel, 2001). 3X3 as it is played today originated from streetball and has evolved into a professional sport played at the global level. It was recognized as a separate form of basketball and an independent discipline by the International Basketball Federation (FIBA) in 2007. Since then, it has been a part of the Youth Olympic Games 2010 in Singapore and is going to be an official discipline in the 2020 Olympic Summer Games in Tokyo. Today, it is possible to participate in pickup games on courts anywhere on the globe. Making 3X3 an official sport has ensured that it is now being played in the same way worldwide, meaning that anyone can easily join in wherever it is played without having to adjust to the local rules.⁴

³ According to ISA (2018), street sports have the following characteristics: they are 1) easy accessible; 2) extremely popular; 3) incredibly diverse; 4) creativity driven; 5) skills oriented; 6) youth led; 7) connecting youth and building communities; and 8) empowering.

⁴ For more information on the history of 3X3 and its rules, consult the 'Foundation Document'.

3X3 AS AN ACCESSIBLE SPORT

Sports are becoming less structured. There used to be a demand for sport activities on regular days and at regular times, played by a set group of people. Nowadays, a sport needs to be easily accessible and should give the participant the ability and freedom to align a sport with a personal schedule. The restructuring of this sports landscape will lead to fewer dropouts, especially at the ages at which young participants broaden their interests. This gives people participating in sports extra options. Instead of continuing in a structured system or dropping out, they now get to stay involved in a more open, less committed way.

3X3 brings together people from all over the world at different levels of competition and recreation. By playing tournaments and winning games, players have a chance to rise in the online FIBA rankings and maybe even climb to the top of the list. The slogan "from the streets to the Olympics" shows that the sport includes all levels and facets of the game – from recreational pickups in your neighborhood without paying entry fees, to playing in the World Cup. Because street sports like 3X3 are so accessible, their promotion creates a great opportunity to heighten sport participation worldwide.

THE DNA OF 3X3

The addition of 3X3 to the 2020 Olympic Games has made clear that a breakthrough has taken place in terms of the cultivation of street sports!

To us, street sports means playing sport in an unorganized setting – a setting in which players are expected to take initiative in their own sport. No clubs, no coaches, no organizations, or even Leaders determine what you as a player can and should do in 3X3. Players are responsible for the goals they set and the realization of those goals. Urban sports take public space as the developmental stage for their participants. This brings with it a couple of challenges for players on both an athletic and socio-emotional level, with the goal to get the most out of themselves and consequently learn life lessons. Therefore, three core values are important for 3X3 leaders: community, ownership, and player drivenness.⁵

Community

Street sports are played in public spaces without organized infrastructure or community – usually on a street court when talking about 3X3. Therefore, 3X3 leaders have to create their own sense of community. A group of people visiting the court regularly will know the rules and culture of the court, which makes them a community. Perhaps they will stay in touch to set up games together or will meet at a certain time every week. These communities can form naturally and can vary in

⁵ For more information on the characteristics of street sports and the underlying theory explaining the practice, consult our 'Foundation Document'.

size. To us, a community is a **safe place where people can express themselves through sports. Communities are a family – a group with a set of shared values.** We believe that a community is best led by people from within its own structures. This is why we try to grow communities at the hands of 3X3 leaders, which allows a community to grow and thrive. If 3X3 leaders have the tools to incorporate life skills into their community's values, it can end up being a place where people not only try to get the best out of themselves in sports, but also pick up useful lessons for everyday life. It's a place where people can meet others, combine their strengths, and share knowledge and responsibilities. The air of friendship and respect can provide outsiders with the incentive to want to be a part of the community.

Ownership

We noticed in our own 3X3 endeavors that it gave us the **feeling that we were in charge of our own goals within the sport.** We ended up setting newer and higher goals for each game, tournament, and season. The goals we managed to achieve gave us a very powerful feeling, which we define as ownership. To us, ownership of a process is one of the most important things 3X3 can give a person. This means a player has to show a certain level of ownership of when, how, and with whom to play 3X3. Ownership can be put into practice in different ways:

- A player can show ownership of a life skill by holding himself and other people to it;
- A player can show ownership of a street court by implementing rules, bringing about a culture for a specific street sport, and making sure games are played at that specific court;

- A player can show ownership of the team by making sure they enter into tournaments and practice beforehand;
- A player can show ownership in the sport of 3X3 by bringing in new players and letting them experience the sport;
- A player can show ownership in the process by doing the right things and by making sure the right steps are taken at all times;
- A player can show ownership by creating a sense of community.

Giving young individuals a feeling of ownership can be a very powerful motivator. Once people experience the feeling of actually being able to influence things in a positive way, it tends to stick with them. If this is done on a consistent basis, it can become a habit, and the ownership can extend to other things relating to everyday life. Once a young individual is given responsibility over something and is guided in the process of handling this responsibility, a feeling of ownership can be achieved. When repeated, that individual can assume a leadership position. This could be managing a 3X3 team, but also organizing a tournament at the local court. Through ownership, we try to empower youth and to give them a feeling of independence. From experience, this independence will lead to a sustainable sense of ownership over all processes.

Player drivenness

The third core characteristic for 3X3 is player drivenness. The fact that there are no coaches and clubs requires players to be proactive. 3X3 can be played anywhere, with anyone. It is as simple as going to a local basketball court and picking up



PLAYER DRIVENNESS

3X3 DNA PLAYER DRIVENNESS

Street sports means playing sport in an unorganized setting – a setting in which players are expected to take initiative in their own sport. No clubs, no coaches, no organizations, or even Leaders determine what you as a player can and should do in 3X3. Players are responsible for the goals they set and the realization of those goals.

a ball. In this, a participant has the power over what they want to do within their sport. Play local pickups? Be part of a community? Make new friends? It's all highly player driven. Because players carry this responsibility for their own sport, more youth will become passionate about and stay connected to 3X3, and eventually more youth will be equipped to use tools to help themselves and their environment in a positive way. This all starts from the dynamic of this present-day sport. In this guide, we will describe why 3X3 is such a powerful tool to face social challenges together with youth.

3X3 - A sport for everyone

3X3 is an excellent way to introduce inactive children and youth to the sport of basketball. First of all, 3X3 allows Leaders to cater perfectly to the needs of the participants. Since inactive youth have little to no basic basketball skills, they have the opportunity to develop themselves fairly quickly within the sport, especially because until now, aspiring athletes had to either subscribe to a local basketball association or team or to enter an after-school program. In both cases, they usually end up getting thrown in at the deep end, playing on a full court in 5-on-5 games with other athletes of varying levels and skill sets. Therefore these inexperienced players would have fewer touches during a 5-on-5 game. Simply said, touches cause better and faster athlete development in the sport of basketball, which is why 3X3 is perfectly equipped to maximize the potential of young and new players.

Secondly, 3X3 lowers the barriers for children to participate in a sport.

Traditionally, things like high fees, a focus on elite players and/or teams, specific cultural norms, and the expectation of parental involvement have been barriers for the involvement of children in sport. Street sports such as 3X3 lower all these barriers and are more easily accessible. Aspiring participants do not have to pay a large entry fee or muster up the courage to enter a gym where an established group of athletes is already playing. Instead, because 3X3 can be played virtually anywhere, joining is as simple as walking up to a court.

If a player wants to play 3X3 in a more regulated setting, there are plenty of tournaments all over the world that they can be entered into. As a player at any level, you get to enter yourself into the International Basketball Federation 3X3 Players' Database (<https://play.fiba3x3.com/>). Each player that participates in this sport can be in the database and is valued by ranking points from tournaments. This means that as an individual, you have the possibility to compare yourself to everyone – from the best player in the world to your teammates or even your friends from your local court.

Furthermore, as a player, you get to enter your own teams into tournaments. No coach, manager, or facilitator is required. You just log into the player database, invite three friends, and sign up for a couple of games of 3X3. You get to pick the people you want to team up with as well as the tournaments you want to enter. The FIBA's database provides the player with a search function with which (s)he can find anything from local to international tournaments, as well as the requirements to enter and the location.

Any sport also has its drawbacks, and street sport (including 3X3) can be seen as a sport in which strong players dominate, getting the most time on the court. If you want to use 3X3 as a tool for development, it also has to be inclusive. The role of the leader is to facilitate inclusivity of the sport in order to make sure that everybody can participate and develop themselves.

3X3 for girls

In addition, 3X3 (and most street sports) can be seen as a male-dominated space, and it becomes evident that the participation of girls lags behind. However, some steps can be taken to ensure that the space is also safe and inclusive for girls. For girls' participation, many factors come into play, including the permission of parents, their cultural background, the culture and perception of the sport, the location and placement of the field, and playing times. Most importantly, it is necessary to talk to the girls and inquire about their needs in order to determine what you can do to encourage their participation. Here are a few extra things you can do to encourage the participation of girls (this is by no means an exhaustive list):

- **Introduce female role models and leaders.** This shows girls that it is possible to participate in 3X3, that success is possible, and that they have a role model to look up to.
- **Engage with parents to convince them that a sport field is a safe space.** Parents oftentimes worry about girls being on the street. With a female role model this becomes easier, but nevertheless, it is important also make sure to communicate and get in touch with the parents, explain what is going on, and explain the benefits of participating in 3X3.
- **Be aware that social aspects are really important.** 3X3 is not just about being competitive; engagement increases by doing fun things with your basketball community off the field.
- **Provide a secure space and fixed training times.** Make sure girls feel safe and think of the timing of the activities and the location (not after dark, within a safe walking distance).
- **Engage in both non-competitive and competitive drills.** Ask the girls what they like, switch it up, and add cooperative games as well so you don't have a winner and loser all the time.
- **Consider girls-only activities, especially initially.** Go to where the girls are, talk to them, and have fun!

THE 9 ADVANTAGES OF 3X3

3X3 has a number of advantages. Here we list 9 that might convince you to become a leader. **3X3:**

- has been an official sport since 2012 and will be an Olympic sport from 2020 onwards. The 'novelty' of the sport can be a very exciting reason to join;

- consists of all basketball's specific game intentions and actions, and some specific rules (<https://fiba3x3.com/en/rules.html>);
- is a street sport, meaning that it requires ownership and initiative from the players, and thereby acts as a great tool for development;
- is easy to grasp for new players because of a smaller court and less complicated rules;
- is easily accessible, because it is organized by players rather than by clubs or foundations, and because it can be played on public courts without memberships or financial commitments;
- provides players with the opportunity to learn fast, get more touches, and get more personal training;
- heightens the enjoyment of the game because players have more chances to score;
- requires players to take more responsibility on and off the court in order to realize successful games, trainings, events, and tournaments;
- makes it easier for Leaders to give players individual attention and lead the game as a whole.

Through our vision of 3X3, we feel that it is important to provide Leaders with assistance in offering 3X3. Teaching 3X3 within this methodology is not solely focused on teaching basketball skills. Our vision of 3X3 assumes that participating athletes will develop their basketball skills through discovering and especially playing 3X3. Within our methodology, we want to offer expertise and knowledge on how Leaders can create an optimal learning environment to facilitate the attainment of these objectives. This is done by explaining why and how certain life skills can be incorporated into 3X3 activities.



SUCCESS STORY FROM GAME DENMARK

Mohammed came to the court along with his mom. He did not show much interest at all, but his mom did. She pulled Mohammed along with her arm around his neck and pushed him into the middle of the event that GAME had arranged on that day. His mom knew that if Mohammed would become involved in sports, he would become more social, make new friends, and by being active would become healthier. Mohammed had other reasons to become involved – it was the new Nike jersey that each new member got that year that convinced him to join. Mohammed collected his jersey and GAME did not see much of him until the end of the season. But Mohammed came back to participate, playing his heart out at every GAME practice on the court the following year.

“Mohammed became a role model, created value, and at the same time paid back the community”

A few years later Mohammed joined the sports club – a kid from less advantaged neighborhood who started to compete and play with the best of the youth in the city. Some years later he quit playing in the club because his coach increased the level of practices; he therefore prioritized his education. Not playing in the club any longer, Mohammed and his friend decided to become coaches in the GAME zone where he himself played some years ago. They started to run the GAME zone practices in Copenhagen, where younger siblings and community members could come to the court, learn new things, socialize, be active, and support a healthy lifestyle. Mohammed became a role model, created value, and at the same time paid back the community by spending the most important asset – time – and sharing the knowledge that he had once received from his coach.

SIMON PRAHM
story from TEDxKEA



PART II

3X3 AS A TOOL



FOR DEVELOPING LIFE SKILLS

Because of 3X3's DNA, it is an easy and logical option when it comes to choosing a sport that gives young athletes the opportunity to develop themselves more broadly on the basis of life skills. 3X3 is a great tool for developing life skills because of certain intrinsic characteristics or values of the sport. However, playing a sport is not a guarantee for the development of these life skills. It requires leadership and someone to draw out the lessons acquired on the field. Therefore, this chapter also provides an explanation for how leaders can incorporate life skills into their 3X3 activities.

3X3 CHARACTERISTICS

- A 3X3 player takes **ownership** of the process regarding his/her own development because there is no coaching on the court in 3X3, which means players have to do this themselves.
- Players have more **responsibility** on the court when it comes to organizing and leading teams, and are expected to take on this responsibility. This allows for more **creativity**.
- Individual FIBA rankings are country- as well as worldwide, and players have to find their own way to the top. This way they can really **work towards a personal goal and achievement**.
- 3X3 games are short and intense. This requires more focus. **Acceptance** among teammates, as well as handling and accepting certain in-game situations quickly, have a large influence on the outcome of a game.
- 3X3 is a more physical game than regular basketball. More direct contact is allowed, which can cause frustration and bring emotions to a boiling point. Being able to stay in control as a player, as well as making sure to keep your focus on the game and **accepting these situations**, is of great importance.
- 3X3 teams are self-forming. They originate out of a relationship between four players, which requires **leadership** and friendship. The development of the team rises or falls mostly through this relationship. The closer the four teammates are, the more room the team has to grow. Investing in this bond is crucial. Through this, it is essential to connect to each other and communicate.
- 3X3 practices have fewer participants than traditional basketball practices. This means that there is much more individual attention to each player. Mistakes made are easily shown and easily corrected, which stimulates the process of **reflection**.
- A 3X3 community has a certain culture. If this culture is promoted in the right way, every casual game played becomes a form of practice where players **learn things** from their peers and are corrected if they display unacceptable behavior.
- Because players do not end up in a structure that is organized by clubs and associations, 3X3 needs to **build a community**. This community is formed and shaped by passionate players and other enthusiastic people that are involved and feel a connection to 3X3.
- 3X3 communities expand themselves through the **inclusion** of new people. The urban vibe that is part of 3X3 as a sport makes people want to join in or participate, and becomes embedded in the collective culture of a community. If fostered in the right way, communities like these can institute a form of **social change**.
- FIBA's slogan for 3X3 – “From the streets to the world stage” – makes it clear that it has an impact on different social environments and at different levels.

- 3X3 provides the opportunity to highlight **role models** within these different social environments and to educate young athletes to be accountable within their respective communities. Role models in 3X3 can be placed in two categories:

- **Players:** Talented players that have reached the national or international top, but stay invested and involved in local initiatives. They have the opportunity to excite youth in local projects through their own stories and achievements. Besides recounting these achievements, role models need to show exemplary behavior, as youth look up to you and will copy your behavior.
- **Leaders:** The driving force behind the community, keeping the community together, bringing in new members, and enforcing the morals and values of the community. Leaders know their community, make sure it is a safe place, and are the first to convey life skills.

3X3 LEADERS

Because of these unique characteristics, 3X3 becomes a platform where young people can learn, develop, and become the leaders of their sport. 3X3 leaders rise up from their respective neighborhoods to make a difference. Traditionally, sports have coaches or Leaders; in 3X3 these roles don't exist. In our experience, you do need a leader to help develop a community, keep it safe, and especially with development, help a community educate itself and make an effort to convey this to other young people.

A 3X3 leader has to have mastered the following competences:

- Have knowledge of the 3X3 rules and regulations;
- Have the ability to convey life skills through 3X3;
- Be an active role model;
- Be able to grow one's community;
- Guide a 3X3 activity through a positive attitude and coaching.

It is very important that leaders are a positive and active part of the community. Change your approach as a leader by consistently coaching in a positive manner. By coaching in this way, you put fun first, which creates a learning environment in which young people develop while enjoying themselves. By using a methodology like Positive Coaching (see the next section), leaders are able to help young people create change in their lives through 3X3.



COMMUNITY

FIBA 3X3 WORLD CUP PHILIPPINES 2018



3X3 DNA COMMUNITY

A community is a safe place where people can express themselves through sports. Communities are a family – a group with a set of shared values. We believe that a community is best led by people from within its own structures. This is why we try to grow communities at the hands of 3X3 leaders, which allows a community to grow and thrive.



POSITIVE COACHING

Positive coaching is a methodology that can be used to focus on the intrinsic values of the sport (mentioned above) and to make sure the participants grow and develop themselves through playing. As mentioned above, just playing does not equal behavioral change; it is important that the leader knows how to address this and focus on the life skills. We describe life skills as “abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life”. 3X3 can be effectively used as a means to teach these life skills both through experiencing and positively reinforcing these skills.

When positive behavior is recognized and pointed out, it will stimulate an individual to make this type of behavior their standard. When this standard becomes a reality within a sport, it will have the same effect on the behavior of the individual outside of the sport. Recognizing life skills is the first step. Following that, we want to try to have youth take ownership of these life skills. This will lead them to experiencing the power of life skills and the potential of applying them in their own daily lives.

To ensure that youth take ownership of life skills, repetition is very important. Mentioning the importance of creativity once is not enough to ensure behavioral change. Key is to make them aware of their own behavior as well as to positively stimulate them to repeat good behavior. We want to create awareness when someone uses a life skill in the right way. This happens through focusing the coaching on behavior leading to a successful experience instead of focusing the coaching on

the result of the successful experience. Awareness of behavior fitting successful experiences leads to youth structurally experiencing more success.

As a leader, you fulfil an important role in the lives of young athletes. You are in a position to offer them, besides sports, valuable life experiences. Coaches often underestimate their influence. A coach's behavior most definitely influences the self-image of a young athlete. For some children, a coach can be more important than parents in certain periods of their lives. Lastly, sometimes children view a coach as a replacement for their parent .

There are two approaches to influencing athletes. The negative way includes criticizing the mistakes athletes make and punishing them for it, which results in fear. Punishment creates fear of failure, aversion, and resentment. The positive way includes the enlargement of the skills that are so important within 3X3: strengthening the desired move, shot, pass, or action by encouraging athletes and rewarding them.

By focusing on positive coaching, it is possible to create an environment in which young athletes have fun playing sports and look forward to getting better. This has been proven by scientific research as well as the experiences of high-level coaches. Kids who have fun playing sports train harder, achieve more, end up practicing sports longer, and learn more through sports.

Positive coaching ensures that you and your players improve, independent of the number of victories. The consequence of a positive and task-oriented

approach of athletes is that more children will stay active and that they will (eventually) achieve more. You accomplish more if players look forward to practices because they have fun. Supporting fun and confidence enables more kids to stay in sports and produces better results. Positive coaching significantly lowers the number of ‘dropouts’ in a sport. By coaching positively, leaders, parents, coaches, or Leaders ensure that children have fun playing a sport and stay confident, even in the long term. This also helps the young athletes to develop, leading to greater achievements and raising the overall level of the sport. Positive coaching is thereby a precondition for leaders to incorporate life skills in their drills, coaching, and community.

HOW TO COACH POSITIVELY

- Connect with your team
- Connect with each individual
- Give compliments
- Use humor
- Take people's strengths as a starting point
- Reinforce the positive
- Emphasize the process, not the result
- Show attention to and interest in all your players
- Set guidelines together and hold each other to them
- Be consistent
- Give positive feedback
- Translate your players' emotions, as well as acknowledge and accept them



LIFE SKILLS THROUGH 3X3

INCREASING SELF-CONFIDENCE.

How? By taking responsibility on the court. By being active in finding a team to play with. By naming your own qualities as a player/person.

Application to life: Taking on new challenges.

ACCEPTING SITUATIONS

How? By not getting distracted in different game situations. By handling winning as well as losing.

Application to life: Continuing your challenges after a setback.

OWNERSHIP AND LEADERSHIP

How? By positively leading a 3X3 activity. By substituting yourself during a game or calling a time-out.

Application to life: By assuming ownership of everything that you achieve and want to achieve.

HONESTY AND RESPECT

How? By being active in your own community in a positive way. By respecting and appreciating the role models in your community. By respecting your opponents and your teammates.

Application to life: Building sincere and valuable relationships.

TAKING RESPONSIBILITY

How? By not hiding on the court, but showing your full potential. By actively approaching other young athletes and introducing them to the community. By initiating an event or activity.

Application to life: Not running away from what you have to do.

WORKING TOWARDS A GOAL AND ACHIEVEMENT

How? By taking the right steps in your development as a player. By setting goals as a team and living by them. By accomplishing goals at an organizational level.

Application to life: Learning to set goals and enjoying achieving them.

CONNECTING TO EACH OTHER AND COMMUNICATING

How? By investing in the relationship you have with your teammates. By getting to know new people and connecting other people.

Application to life: Building valuable friendships.

PROBLEM SOLVING AND CONFLICT PREVENTION

How? By solving problems in game situations that differ from your expectations. By making adjustments that make an activity run smoother.

Application to life: Taking responsibility for the situation in which you ended up.

REFLECTING ON YOUR OWN BEHAVIOR

How? By taking lessons from things that went badly or could have been done better. By gaining energy from successful experiences.

Application to life: Changing your behavior if or where needed.

CREATIVITY

How? Getting to a level of comfort on the court where you feel free to try new things and express yourself through new and different moves, skills, or decisions. Challenging yourself and others to be as valuable as you can be on and off the court.

Application to life: Learning to think outside of the box. Believing in doing things no one has done before.

SUCCESS STORY FROM 3X3 UNITES NETHERLANDS

We live for the success of our youth. It makes you believe even more in what you are doing and what you want to achieve next. It provides you with feedback that you have chosen the right path.

As 3X3 Unites, we came into contact with a very talented kid who had been playing basketball at a club in Amsterdam from the age of 9 up to the age of 16. He was one of the most talented kids in the neighborhood. With his mother alone taking care of him and his little brother and sister, things became difficult. Where other talented kids around him went to more professional organizations to practice more, he was not able to take the next step, because he had to earn money to support his family, leaving him with little time to practice!

“ Because our activities took place at different times than the club trainings, it was possible for him to join and still combine it with his job.”

The situation became very demotivating for him and he quit playing basketball. Two years later, at the age of almost 19, by coincidence he came into contact with our activities. Because our activities took place at different times than the club trainings, it was possible for him to join and still combine it with his job. Soon, he was at our court almost every day at different times and really showed commitment as a player, but also as a role model for the activity and across his neighborhood. After having had several talks with him, we found out that he really had the ambition again to become a high-level 3X3 player. We made it possible for him to join a 3X3 camp in Serbia, and he really developed himself over there. In the summer of 2019, he will probably join the national team under-23 of 3X3 in the Netherlands.

MIKE NASIBDAR

Leader at 3X3 Unites



PART III

PUTTING IT INTO PRACTICE





3X3 DNA

OWNERSHIP

Playing 3X3 gave us the feeling that we were in charge of our own goals within the sport. We ended up setting newer and higher goals for each game, tournament, and season. A player can show ownership and be an owner of the process by being accountable, leading a team, inspiring others and creating a sense of community.

THREE LEVELS: RULES, FOCAL POINTS, AND LEADERSHIP

In facilitating 3X3, we want to get to teaching the official rules to players as quickly as possible. Especially because 3X3 is a universal urban sport, it is very important that participants are familiar with the way in which to play. This ensures that players can join in at any court, activity, or tournament. In this way, the need for adjustments is eliminated, while connectedness is also strongly promoted. To facilitate a quick familiarization, we have divided the facilitation of 3X3 into three different levels. Starting at Level 1, all important elements of the game are included. Level 2 focuses on the official rules, and Level 3 goes in deeper on experiences in games. The following focus groups for the different levels roughly apply:

- **Level 1**
Active players aged up to 12 or inactive players aged 12-14
- **Level 2**
Active players aged 12 and up or inactive players aged 14-17
- **Level 3**
Active players aged 14 and up

Within facilitating and teaching 3X3 as a sport, we want to focus on what we think is important as far as how youth gets introduced to the game, and how, after that, the game is played and carried out by them. Through paying attention to the important focal points within facilitating at the chosen level, you can make sure your target group is familiarized with that level.

We learn by doing! It is very important that while doing, we are managed in a good way, receive compliments, are motivated to do good things, and get positive feedback on what we can improve upon. There are a number of things per level that you can control as a game leader by being verbally present during the game or by stopping the game from time to time and looking at the situation together with your target group with the goal of finding the best solution together. Below are three tables that show the specific rules, focal points, and leader roles for the three different levels.

LEVEL 1

ACTIVE PLAYERS AGED UP TO 12 OR INACTIVE PLAYERS AGED 12-14

Rules	Focal Points	Role of the leader
The game starts with a 'check' with the ball at a cone in the middle of the court.	Explain 3X3 from the basis. Why 3X3 and why a half-court setting?	As a leader, make sure the 'check' is executed properly. Explain to the team that this ensures the defensive team the best opportunity to be successful on defense. It also ensures that we take each other into account and look after each other within the team.
An out-of-bounds situation results in a 'check' at the cone with the ball in the middle of the court.	What is a 'check'? Why is it called a check? The highest-positioned defender on the court checks whether his/her teammates are ready and permits the team on offense to start its attack.	Stimulate players to gain the right of attack as soon as possible after an interception or a score. This is the first and most important goal. All the other things are unimportant for the offense.
At a turnover/interception/defensive rebound, the team that ends up having possession of the ball gets to freely walk to the cone, touch it with the ball, and then start its offense.	Coordinated form of gaining the right of attack. Why right of attack? In 5-on-5 basketball, you would take the ball across half court to score, now you move away from the basket only to go back towards that same basket. Right of attack requires the defense to be on alert.	Stimulate players that lose the ball or miss a field goal to help the team on defense as quickly as possible, and do not dwell on the things that went wrong.
After a score, the team that gets scored on gets to freely walk to the cone, touch it with the ball, and start its offense.	After a score, the game doesn't stop. The offensive team gets to gain right of attack right away.	Stimulate players to be active on the court, to keep moving, and to take responsibility when they have the ball in their hands. This is obviously scaled by level. Teach them to see the opportunities that they have.
At a jump ball situation, the defending team gets the ball in the middle of the court at the cone in a 'check'.	At a jump ball, the defending team is rewarded for its effort.	Teach players to accept situations. This involves substitutions, differences in level or in the layout of a team.

Rules

All scores count for 1 point.

Every 'check' situation is an opportunity for substitution. The game leader regulates this.

Every personal foul results in a 'check' at the cone with the ball in the middle of the court.



LEVEL 2

ACTIVE PLAYERS AGED 12-14 OR INACTIVE PLAYERS 14 AND UP

Rules	Focal Points	Role of the leader
The game starts with a 'check' with the ball in the middle of the court.	Explain 3X3 from the basis. Why 3X3 and why a half-court setting?	As a leader, make sure the 'check' is executed properly. Explain to the team that this ensures the defensive team the best opportunity to be successful on defense. It also ensures that we take each other into account and look after each other within the team.
An out-of-bounds situation results in a 'check' with the ball in the middle of the court.	What is a 'check'? Why is it called a check? The highest-positioned defender on the court checks whether his/her teammates are ready and permits the team on offense to start its attack.	Stimulate players to look at the choices for gaining the right of attack. Gaining the right of attack quickly is possible through passing the ball to somebody that's open outside of the 2-point line. If such a pass is impossible, there's always the option of looking at the fastest and most effective way to dribble the ball outside of the line yourself. From outside of this line, a quick pass inside could also provide an easy scoring opportunity.
At a turnover/ interception/ defensive rebound, the team that ends up having possession of the ball has to gain the right to attack by getting the ball outside of the 2-point line through dribbling or passing.	At a jump ball, the defending team is rewarded for its effort.	Stimulate players that lose the ball or miss a field goal to help the team on defense as quickly as possible, and do not dwell on the things that went wrong.
After a score, the game continues immediately. The team that gets scored is in possession right away and has to gain the right to attack by getting the ball outside of the 2-point line through dribbling or passing.	Gaining the right of attack means getting the ball behind the 2-point line as quickly as possible. What is the quickest way to gain the right of attack? By dribbling or passing, depending on which option presents itself.	Stimulate players to be active on the court, to keep moving, and to take responsibility when they have the ball in their hands. This is obviously scaled by level. Teach them to see the opportunities that they have.

Rules	Focal Points	Role of the leader
At a jump ball situation, the defending team gets the ball in the middle of the court in a 'check'.	A 3X3 team is self-regulating and thinks in a solution-oriented way. The substitutes of a 3X3 are always in the lead when it comes to substitution. They choose someone who they want to sub in for prior to each 'check'.	Teach players to regulate their own team. Substitutes are in the lead and can actively coach from the sideline. Empower the substitutes and give them the confidence that they are making the right call from the sideline by choosing who to sub in for. Players that are being subbed out need to accept this at all times.
Scores from outside the 2-point line count as 2 points; scores inside the 2-point line count as 1 point.		
Every 'check' situation is an opportunity for substitution. Players regulate this themselves.		
A foul on a field goal opportunity results in a free throw, shot by the player who got fouled.		

LEVEL 3

ACTIVE PLAYERS AGED 14 AND UP

Rules	Focal Points	Role of the leader
The game starts with a 'check' with the ball in the middle of the court.	Explain 3X3 from the basis. Why 3X3 and why a half-court setting?	As a leader, make sure the 'check' is executed properly. Explain to the team that this ensures the defensive team the best opportunity to be successful on defense. It also ensures that we take each other into account and look after each other within the team.
An out-of-bounds situation results in a 'check' with the ball in the middle of the court.	What is a 'check'? Why is it called a check? The highest-positioned defender on the court checks whether his/her teammates are ready and permits the team on offense to start its attack.	Stimulate players to look at the choices for gaining right of attack. Gaining the right of attack quickly is possible through passing the ball to somebody that's open outside of the 2-point line. If such a pass is impossible, there's always the option of looking at the fastest and most effective way to dribble the ball outside of the line yourself. From outside of this line, a quick pass inside could also provide an easy scoring opportunity.
At a turnover/interception/defensive rebound, the team that ends up having possession of the ball has to gain the right to attack by getting the ball outside of the 2-point line through dribbling or passing.	At a jump ball, the defending team is rewarded for its effort.	Stimulate players that lose the ball or miss a field goal to help the team on defense as quickly as possible, and do not dwell on the things that went wrong.
After a score, the game continues immediately. The team that gets scored is in possession right away and has to gain the right to attack by getting the ball outside of the 2-point line through dribbling or passing.	Gaining the right of attack means getting the ball behind the 2-point line as fast as possible. What is the quickest way to gain the right of attack? By dribbling or passing, depending on which option presents itself.	Teach players to regulate their own team. Substitutes are in the lead and can actively coach from the sideline. Empower the substitutes and give them the confidence that they are making the right call from the sideline by choosing who to sub in for. Players that are being subbed out need to accept this at all times.

Rules	Focal Points	Role of the leader
At a jump ball situation, the defending team gets the ball in the middle of the court in a 'check'.	A 3X3 team is self-regulating and thinks in a solution-oriented way. The substitutes of a 3X3 are always in the lead when it comes to substitution. They choose someone who they want to sub in for prior to each check.	Teach and challenge players to make quick choices on the court and to take responsibility. There are only 12 seconds to get to a shot attempt. Quick decisions are important. The first good shot is always a good shot.
Scores from outside the 2-point line count as 2 points; scores inside the 2-point line count as 1 point.	3X3 is a fast sport. Players have little time to decide, and you have to try to be as effective as possible when you play. If you are open, you shoot. When you are able to pass, you pass, and if there's an opportunity to dribble towards the basket, you take it.	Teach players to handle more physical play and to respect their surroundings at all times. Never assume the wrong intention in a teammate or an opponent and always think in a solution-oriented way so that the game can continue.
Every 'check' situation is an opportunity for substitution.	3X3 is a sport in which respect for one another is highly regarded – respect for your opponents, the game leaders, and, of course, your teammates. 3X3 is an urban sport, which allows for a bit more physical contact. Accept this as a player!	
A foul on a field goal opportunity results in a free throw, shot by the player who got fouled.		
A team has to shoot within 12 seconds. If the game leader thinks the offensive possession takes too long, he or she starts counting down.		
The game leader permits some more physical play.		

SUCCESS STORY FROM GAME LEBANON

I loved it. My friend invited me to the GAME Zone, so I went there the entire season. I just went to the Zone and played with them, but not as a playmaker. So I volunteered for the next playmaker camp (the education for playmakers, ed.). I remember my first thought was, "Is it for free"? It was unbelievable that they were providing free practice for the entire season for kids. That's unreal in Lebanon. I chose to become a playmaker because I love to play basketball. And the playmakers were all friendly. Now they are currently my best friends. The whole ambience and the whole atmosphere was very friendly. I felt that I just fit right in. I felt that I belonged there.

"It is interesting to unite many people under a certain umbrella"

Basketball is about getting involved in society and maybe also encountering people from many different backgrounds along the way – whether they are kids or playmakers. It is interesting to unite many people under a certain umbrella – in this case GAME. We never thought this could happen. That's interesting! Usually we do not find people with different backgrounds united under one objective or game. It's unique for GAME to find many people from different backgrounds, nationalities, or religions who are keen just on the game – on basketball. You would not find people interacting at the same level elsewhere. I think that it is very important in Lebanon to have this – it prevents many conflicts. Once we know more about each other, we will not be so angry at each other anymore. This will allow us to find solutions for the country in the future.

SALEM LOUFTI

playmaker for GAME Lebanon





FOR GIRLS

3X3 DNA FOR GIRLS

3X3 for girls can be intimidating because of the male dominated space but also a space where girls can flourish, become self confident, learn how to lead and claim the spotlight. With the right female role models and powerful sense of community 3X3 can be a catapult for girls to develop themselves and their leadership skills.

HOW TO PLAN A PRACTICE

Before a practice, each leader needs to ask 10 simple questions to be able to create a detailed practice plan, thereby creating value for the participants. The following 10 questions can be used for this purpose:

1. What are the conditions and which equipment is available at the location?
2. How many participants do you expect?
3. What are age and level of the participants?
4. What are the main objectives of the activity?
5. Which life skills do you want to implement?
6. Which drills do you choose?
7. How do you introduce/present the activity to participants?
8. What behavior of participants do you want to see?
9. Which compliments will you give to the participants?
10. How do you end and reflect on the activity?

By answering these questions, you will be able to create ownership of the activity and can take the practice to the next level.

A good practice has three consecutive stages:

1. the warm-up stage;
2. the development stage, which focuses on the improvement of skills; and
3. the game stage.

Moreover, when choosing drills, three things need to be taken into consideration:

1. fundamental basketball skills;
2. life skills facilitated by the drills that you want players to reflect on; and
3. the level and the skills of players, in other words whether the drill is too easy or hard for them.



10 GREAT DRILLS FOR 3X3

In this section, we shall explain 10 drills that encompass the values we want to see and coach in a 3X3 practice or session. In these drills, it is important to focus on the life skills gained by the players and to coach them accordingly. Whenever we mention a ball in one of these drills, we refer to a 3X3 ball.

Each drill explained will be in following this format:

• LIFE SKILLS	<i>Here we describe which life skills are emphasised through this drill.</i>
• GOAL OF THE GAME	<i>Here we explain the goal of the drill</i>
• EQUIPMENT	<i>Here we explain the equipment used in the drill</i>
• LEVEL	<i>Here we explain the level of the drill according to the levels of participants.</i>

DESCRIPTION

Here we describe the drill in full detail.

LEADER KEY POINTS

Here we explain the focal points for the leader of this drill.

OUTCOME

Here we explain the outcome of the drill.

LIFE SKILL EXPERIENCES

Here we explain which life skills participants can acquire through this drill.

3X3 DRILLS

WARM-UP DRILLS

These drills are often used as a start of practice to get your blood flowing. It will get participants' heart rates up while also jump-starting their brains into a sports focus.

1 COLLECTORS

• LIFE SKILLS	<i>Leadership</i>
• GOAL OF THE GAME	<i>The team with the most cones wins</i>
• EQUIPMENT	<i>3 balls and cones</i>
• LEVEL	<i>1/2</i>

DESCRIPTION

The players are divided into three teams. Using half court, place one team at the center court and the other two teams at each corner of the baseline. Each team has one ball. Place a number of sticks or cones in the key circle in a pile.

On the leader's signal, one player from each team dribbles into the key. While still dribbling, the players must bend down and pick up one stick/ cone per person. They must then dribble back to their team, deposit the cone, and give the ball to the next person in line.

This process continues until all sticks/cones are taken. This opens the possibility for the players to steal sticks/cones from the other teams. After 2x four minutes, the team with the most sticks/cones wins.

Variation: Change the size of the court. Add more teams. Add more players to each team. Add more balls to each team.

LEADER KEY POINTS

- Make sure the players keep their heads up
- Make sure all players keep dribbling at all times
- The game can also be played in pairs holding hands

OUTCOME

If a team wants to win, it is important to motivate all players on the team. Doing so will strengthen their individual leadership skills. This is also a nice way to improve dribbling skills and play a game at the same time.

LIFE SKILL EXPERIENCES

Teams can utilize different strategies, which the players can think up themselves. If a player feels a certain tactic will work, he/she can share this with the team, which if implemented could lead to victory. This also holds true for the individual decisions and tactics used by players.

2 12-SECOND RACE

• LIFE SKILLS	<i>Leadership</i>
• GOAL OF THE GAME	<i>The team with the most points wins</i>
• EQUIPMENT	<i>4 balls and cones</i>
• LEVEL	<i>1/2/3</i>

DESCRIPTION

Divide a group into equal small groups, preferably 4 or 5 teams. Have these groups set up behind a cone on the baseline. Also place cones across from the baseline on the extended free throw line on the other side of the court, and, if available, do the same at half court.

Then have the first participant of each group step up with a ball, and have them race each other to the furthest cone and back. If they are back within 12 seconds, they get a point for their group. Then once everyone has been, add a variation. These can range from 'only use your left hand' to 'dribble a circle around the middle cone, and dribble backwards the rest of the way'. This is very adjustable to the level of participants.

Explain to the group that 3X3 works with a 12-second shot clock, and that's where the 12 seconds comes from. The first group to a certain number of points wins. The amount of points is based on the level of the participants. The higher the level, the higher the amount of points needed to win.

LEADER KEY POINTS

- Focus on speed, not execution
- Make sure nobody cuts corners
- Teams have to coach and cheer on their teammate that is in the race: teamwork!

OUTCOME

By the end of this drill, each participant should have had a lot of fun, but should also know that teamwork is important in sports. They should also have a bit of an understanding of how quick a 12-second shot clock is.

LIFE SKILL EXPERIENCES

This is a team drill, so every member of the team is as responsible as the others for finishing the drill in a successful way. Cheering on teammates and coaching them in a positive way strengthens the teamwork aspect, as well as communication within the group.





3X3 DRILLS

DEVELOPMENT DRILLS

3 LIFE SKILLS PASSING

• LIFE SKILLS	<i>Taking risks; trust; communication</i>
• GOAL OF THE GAME	Learn how to handle risks in passing while working together. Optimize your team play.
• EQUIPMENT	<i>1 ball per player</i>
• LEVEL	<i>1/2</i>

DESCRIPTION

This drill starts off as a regular passing drill. Players pair up; each pair has 1 ball. 1 of each pair takes position on a set line, the other takes position across from his/her partner. If you line up all the players next to each other, two lines of players will end up on the court. This setup is often used for a passing game.

At the start of the drill, a form of passing is explained. The Leader shows the workings of a chest pass with a volunteer from the participants. When the explaining of the technique is done, an element is added to make it 'more interesting'. We call this 'getting to know your teammate' (in this case your partner). Each pass we make between us and the volunteer is sped up a little, to the point where catching the ball gets tough. When this moment is reached, you are at the point where

things get hard, and you can explain that that's when you get to know the skills and limitations of your teammate. Pairs get to test this in a set amount of passes, usually 20 or so.

Once this is done, you interactively ask the group whether anyone knows what it means to take a risk. Let multiple people give their input before explaining a risk (in a sports setting) to them. A risk is calculated – you have thought of the possible options and outcomes. The opposite is a gamble, which is uncalculated and has a lower chance of success. You want players to experience this, so you challenge them to do the same passing drill as before, but now you will be walking in between pairs. You tell them what you want most of all is the passes to pass just a tiny bit in front of your face, but what you don't want is the ball to hit your face. It's up to players to calculate whether they can

still pass the ball when you get in their vicinity, or whether they want to hold the ball. You can then expand this drill by adding in a bounce pass and doing the same thing.

After this, you move on to communications. Pairs get two balls. One of the pair gets to throw a bounce pass, the other a chest pass. The tricky part is they have to do this without verbal communication. Players have to gauge non-verbally whether the other player is passing. If this goes well, you can challenge the group by doing this by once again, walking through the field of passes. Now they not only get to decide whether they pass or not, but also have to non-verbally communicate with their partner. If this doesn't work, one player ends up with 2 balls.

LEADER KEY POINTS

- Make participants understand the difference between a risk and a gamble. Explain the value in taking a risk
- Non-verbal communication coaching
- Focus on pairs making the right decision when you walk through the field of passes

OUTCOMES

After this drill, players are able to:

- Mechanically pass better
- Make better decisions
- Understand limitations and strengths of teammates
- Communicate better, especially non-verbally
- Work better together
- Make better decisions

LIFE SKILL EXPERIENCES

Players will feel the difference between taking a risk and a gamble, as the difference is made very clear. After this, players get to experience trust and non-verbal communication. They have to trust their teammate to time their pass based on a short-notice, non-verbal sign.

4 BLIND MAN'S TRUST

• LIFE SKILLS	<i>Communication; trust</i>
• GOAL OF THE GAME	<i>Score a ball while 'blindfolded', with a player guiding you.</i>
• EQUIPMENT	<i>1 ball per pair</i>
• LEVEL	<i>1/2</i>

DESCRIPTION

Form pairs with the players. Each pair has one ball and stands on the baseline. The player with the ball will close his/her eyes and the other player will act as his/her guide. The guide will attempt to lead the 'blindfolded' player, who is dribbling the ball, up to the half-court line without bumping into the other 'blindfolded' players. As a start, this can be without obstacles. When players are used to the dynamics of the drill, obstacles can be set. After this, players turn around and go back towards the basket, where a layup will be attempted. After one attempt, the two players will switch places.

Variation: Vary the course; add number of completion.

LEADER KEY POINTS

- The blindfolded player should feel the ball with the fingertips
- Relax and be clear in explanations

OUTCOME

By the end of this drill, each participant should have had a lot of fun, should have built up trust, and should have had a sense of achievement and togetherness.

LIFE SKILL EXPERIENCES

As the blindfolded player, you have to very literally trust your guide to win this game. The guide has to strongly communicate the path to take.

EXAMPLE OF A 3X3 TRAINING BY JESPER JOBSE**START HUDDLE/TEAM UP**

To get participants in an active stance of ownership and self-confidence, we start the training by getting the youth in a moment of power. We believe that someone who believes in themselves is able to better learn and is more open to feedback. When working with a new group we often choose to have participants share a positive quality of themselves and tell the group something they are proud of that they did in the past week (paying themselves a compliment). Youth can find this difficult in the beginning because they are not used to talking about themselves. As the leader, you have to really appreciate what the youth says!

WARMUP

Pick one

GAME DRILL

Pick one

LET'S PLAY 3X3

Look at the skill level of your group and play 3X3 according to the level of the participants. As the leader, you facilitate the process of playing the game.

FINAL HUDDLE/TEAM UP

We want the youth of the activity to also learn something from the activity. We don't evaluate each of the games or exercises of the training, but we do this at the end where we share what went well. We do this by giving effective compliments. Participants give each other compliments about something concrete about the training (sport, social, or emotional aspects). Make sure that you appreciate the compliments.



GAME DRILLS

5 AMERICAN FOOTBALL

• LIFE SKILLS	<i>Teamwork</i>
• GOAL OF THE GAME	<i>Score points by touching the ball on or past the baseline.</i>
• EQUIPMENT	<i>1 ball per pair</i>
• LEVEL	<i>2/3</i>

DESCRIPTION

This is a game between two teams. The players must pass the ball to each other in order to score. There is no dribbling in this game, and the players cannot run with the ball. A player scores a touchdown by receiving the ball with a foot on or behind the baseline or by reaching in across the baseline and putting the ball down on the ground. When a point is made, the defending team attacks. Whenever a team scores or a ball is stolen, there's no reset or stop of play. The team that gets possession after a steal or a score can pass out to the 2-point line (or a cone, if no line is available) and can immediately go on offense.

LEADER KEY POINTS

- Add a shot clock (12 seconds, 24 seconds, etc.)

OUTCOME

This game will help you move without the ball while working on your passing skills.

LIFE SKILL EXPERIENCES

You cannot win by yourself. The drill forces players to pass the ball between them; teamwork is key to victory.

6 ANARCHY

• LIFE SKILLS	<i>Teamwork</i>
• GOAL OF THE GAME	<i>Score points by touching the ball on or past the baseline.</i>
• EQUIPMENT	<i>1 ball per pair</i>
• LEVEL	<i>2/3</i>

DESCRIPTION

The game consists of four different phases, and the players are divided into four different teams. If there are not enough players (more can be added, depending on the age group), just form two teams. You play two teams against each other.

Phase 1: Two teams are picked to play against each other. If played with four teams, another set of teams is put up against each other. A score is made by knocking down the other team's cone or alike – these are positioned at each end. Besides this objective, there are no rules. It is important that you as a coach only tell them this information and nothing else.

Phase 2: The tallest player will twice be granted permission to add a rule to improve the flow of the game. The remaining players do not have a say. Now play again.

Phase 3: The player whose shoes are the newest will be allowed to add a new rule. Only the oldest, or only the boys/girls (five or six players) are allowed to vote on the rule. Play again with new rules.

Phase 4: At a given moment, another player will be allowed to add a new rule to improve the flow of the game. It is also allowed to suggest the cancellation of a rule. For every change in rules suggested, the players will have to vote on it. If there is no majority, the right to make a new rule will pass to someone else at every new round. In this round, it is only allowed to vote, but under no circumstances can players comment on the suggestions. After each phase, the teams will split up and talk about the events.

Focus: Which kinds of principles does the game follow? Who benefits and who is disadvantaged by the game? Why is that so? How can you organize a good game for yourself and your opponent?,

CLOSING THE GAME

- Which phase did they prefer?
- Who was advantaged and disadvantaged, and why?
- Can some aspects of this game be related to society? Or different societies? And why?

LEADER KEY POINTS

- Do not tell the players the name of the game or the unrevealed objective before or during the game – frustration is part of the driver
- Be very careful – this game should not motivate judgment of other players' political values

OUTCOME

This game increases the players' sense and understanding of the differences between different kinds of societal structures (from anarchy to simple democracy). After playing this game, the players would have experienced some of the differences between democracy and dictatorship.

LIFE SKILL EXPERIENCES

Different players get to set different rules in which they can take the lead over the direction of the game. Besides that, each player is responsible for the outcome of the game for his or her team and can coach other players from the team to improve the chance of winning.

HIGH-LEVEL PLAYERS' DRILLS

7 GAME OF THRONES

• LIFE SKILLS	<i>taking responsibility; problem solving</i>
• GOAL OF THE GAME	<i>Raising self-confidence</i>
• EQUIPMENT	<i>1 ball</i>
• LEVEL	<i>3</i>

DESCRIPTION

This drill is all about being mentally and physically in control. All players in the group are working for themselves. The two main focus points are protecting your ball and yourself and try to attack other players to make them lose control of the basketball or their bodies.

For this drill, we use the bucket of a basketball court for a maximum of 10 players playing at the same time. If there are more than 10 players, the other players will be substitutions and will get into the game as soon as other players are thrown out.

How to get thrown out? The goal of the drill is stay in the bucket as long as possible, as being in the bucket, you also try to get other players or their balls out of the bucket. You can do this by tipping the ball away from other players or pushing them out of the bucket with your body (not with your hands).

You need to have ball and body control! If you get thrown out, you close at the end of the substitution line. If there are 10 or fewer players, you have to make a basket on the other side of the court before you can return to the bucket.

LEADER KEY POINTS

- Don't accept the passivity of players – they have to take responsibility
- Coach players individually and in a positive manner
- Make sure you have a good overview

OUTCOMES

After this drill, players should be able to:

- Handle the ball better
- Have better court vision
- Have more control of their bodies
- Be more used to physical contact
- Shoulder more responsibility

LIFE SKILL EXPERIENCES

This drill lets players figure out their own strategy and take responsibility for their choices in this matter. Are they going to push other players out? Use quickness to get away or maybe tip other players' balls out of the bucket? If a strategy is not working, problem solving needs to be applied. When a player's strategy is successful, even for a short amount of time, this increases self-confidence.





3X3 DRILLS

8 3X3 TEAM BALL

• LIFE SKILLS	<i>Connecting to each other; working towards a goal</i>
• GOAL OF THE GAME	<i>Pass the ball 8 times</i>
• EQUIPMENT	<i>1 ball</i>
• LEVEL	<i>3</i>

DESCRIPTION

This drill is about working together with 3 or 4 players and getting used to clearing the basketball and earning the right to play offense. The goal is to pass the ball 8 times within your team. If your team succeeds to make 8 passes in a row, you earn a point. You can play this game to a certain amount of points, depending on the level of play. You can make it even more challenging by adding the rule that you only convert the point if a player makes a free throw after the 8 passes. The other team which starts in offense tries to steal the ball from the other team. As soon as they steal the ball, the first pass has to be outside the 2-point line (3-point line in regular basketball). After the ball is passed to a player who is outside the 2-point line, the team can start its run to make it to 8 passes.

LEADER KEY POINTS

- Motivate players get away from the basket and use the entire floor space
- Make sure you have a good overview and give individual tips
- Focus on teams making the right decisions and being quick in transition from offense to defense

OUTCOMES

- Have better court vision
- Have better team spacing
- Improve their man-to-man defense
- Be more used to getting open
- Work better together
- Make better decisions

LIFE SKILL EXPERIENCES

Players connect through teamwork and the process of finding the best way to use their passes to score. They will find new ways to get this done and achieve the goal of scoring points more efficiently. In this way they get to try to optimize a process and work towards a goal at the same time.

9 BASELINE SCRAMBLE

• LIFE SKILLS	<i>Problem solving; communication; acceptance</i>
• GOAL OF THE GAME	<i>Score as a team out of a possible advantageous transition situation</i>
• EQUIPMENT	<i>1 ball</i>
• LEVEL	<i>3</i>

DESCRIPTION

This drill is about creating a disadvantageous situation for defenders and having the offense make the right decisions to exploit this. Three defending players start on the baseline: one a step or two in from where the 2-point line and the baseline meet on one side, one underneath the basket, and the third a step or two in on the baseline/2-point line on the other side. Across from them on the 2-point line are 3 offensive players. One of the defending players on the outside starts with a ball. He/she then passes the ball to the offensive player across from him/her, who passes it to the middle offensive player, who in turn passes it to the next offensive player, who can then try to score.

The defensive player that started with the ball has to hustle across the court to defend the offensive player that gets to try and score. The middle

defender guards the offensive player that catches the first pass, and the other defender guards the middle offensive player. Speed of passing is important for the offense to gain an advantage. The defense has to solve the disadvantage they are presented with either by working hard to get to their spots, or by perhaps playing a form of help side or switching defense.

LEADER KEY POINTS

- **Players have to work as hard as they can to get to their spots. Focus on putting pressure on the offense and getting close to the person you are guarding. We don't want 2-point shots!**
- **Coach players individually and in a positive manner**
- **Have them think up solutions to try and stop the offense**

OUTCOMES

- **Handle the ball better**
- **Have better court vision**
- **Be more in control of their bodies**
- **Be more used to physical contact**
- **Shoulder more responsibility**
- **Move and think defensively**
- **Put pressure on an offender**
- **Accept a disadvantageous situation**

LIFE SKILL EXPERIENCES

As a defender, you are at a disadvantage. This has to be accepted before players can try to level the playing field, which ties in with problem solving. Teams can think up different ways to solve this problem. Through the process of solving this, a team will communicate on and off the court.

10 TRANSITION MADNESS

• LIFE SKILLS	<i>Connecting to each other; working towards a goal</i>
• GOAL OF THE GAME	<i>Pass the ball 8 times</i>
• EQUIPMENT	<i>1 ball</i>
• LEVEL	<i>3</i>

DESCRIPTION

The Transition Madness drill is all about being physically prepared and in control of different game situations. The main objectives of the drill are to develop defensive communication skills between the players and to make fast decisions on the court by playing fast break/transition offense.

You will need at least 3 teams which can consist of 2 or 3 players, depending on how many people are attending the practice, and there are no limitations to how many teams can participate in the drill.

We will use the following 3 teams to explain how to run the drill: Team A, Team B, and Team C. Team A starts in a defensive position, Team B starts in an offensive position on the top of the 3-point shot line, and Team C waits near the back of the court for its turn to play in an offensive position. Team B checks the ball on the top and starts to play against Team A. If Team B scores against Team A, then Team B takes the ball as quickly as possible and

passes it to the team C, while Team B shifts to the middle line offensive position to wait for its turn to play again. When Team C receives the ball from Team B, it starts to attack Team A, which stays in a defensive position. If Team B misses and Team A grabs the rebound, then Team A needs to pass the ball to Team B as quickly as possible. Team C shifts to a defensive position and Team B starts to play in an offensive position against Team C. Team A shifts to the middle line offensive position to wait for its turn to play again.

It is important that the offensive team always attacks the defensive team as quickly as possible and learns to how to score points and adjust to different situations in the matter of a few seconds. From the defensive team's perspective, it is important that players communicate well, since they need to get back to the defensive position as quickly as possible. The Transition Madness drill ends/stops when one of the teams scores 11 points or 7-12 minutes.

LEADER KEY POINTS

- **Players should play aggressively and keep a high tempo**
- **Players should loudly communicate with each other**
- **Explain different situations and provide feedback after the drill for the players about their performance**

OUTCOMES

- **Have better communication skills on the court**
- **Have better court vision**
- **Make quick decisions**
- **Be more used to physical contact and a high tempo**

LIFE SKILL EXPERIENCES

This drill is complete madness when done right. That means that sometimes things happen which you have no control over, but which still might be detrimental to winning the game. A player doesn't have the time to get caught up in this because the game keeps going. That means you have to quickly be able to reflect on the things you and your team did well, and on the things your group might be able to improve upon. This can be communicated within the team to try to work more towards the goal of winning the game.

ORGANIZING EVENTS AND TOURNAMENTS

3X3 events are organized at central/iconic locations in cities (the urban landscape). This increases visibility. While traditional basketball is played in gyms and attracts a specific, interested crowd, 3X3 is constantly being experienced by a wide range of spectators. This leads to increased marketing for 3X3 and regular basketball worldwide. It motivates inactive people to become active and stimulates participation. It also provides active youth with the platform they strive for and deserve, and simply increases the number of players worldwide.

PREPARING AND MANAGING ACTIVITIES

An urban podium is specifically interesting for 3X3. Because youth can play at their own level and have to shoulder more responsibility within their teams, 3X3 is very much about showcasing your own skills. The freedom to show your own skills ensures greater enjoyment of the game and thus leads to fewer dropouts. Preparing and managing activities

To start a good street sports practice season, a calendar is needed to plan the activities for the kids in your neighborhood. It is very important to understand your mission and act as a role model on and off the court.

Simple steps to manage and start activities include the following:

ADMINISTRATION

- Choose the date, day, and time of the activities (practice) and choose the best options for kids and other volunteers
- Contact the local municipality to ask for permission (in case it is needed) to use the courts/playgrounds
- Develop the quantitative goals of your activities for the season that should include:



- The number of participants you aim to attract during the season
- The percentage of female participants
- The percentage of children with different nationalities
- Plan your practices by setting up a seasonal plan or monthly plan

PROMOTION

- Contact schools and local organizations to invite the children to your activities
- Print out flyers and spread them around; get people to use word of mouth (make sure to state the time and date of the activities, as well as the address and contact information)

LOGISTICS

- Prepare the training equipment that is needed
- Make sure that the location is accessible and safe

MONITORING AND EVALUATION

- Make sure to keep track of attendance
- Evaluate your practice and get feedback from kids, volunteers, and parents

PLANNING FOR EVENTS/TOURNAMENTS

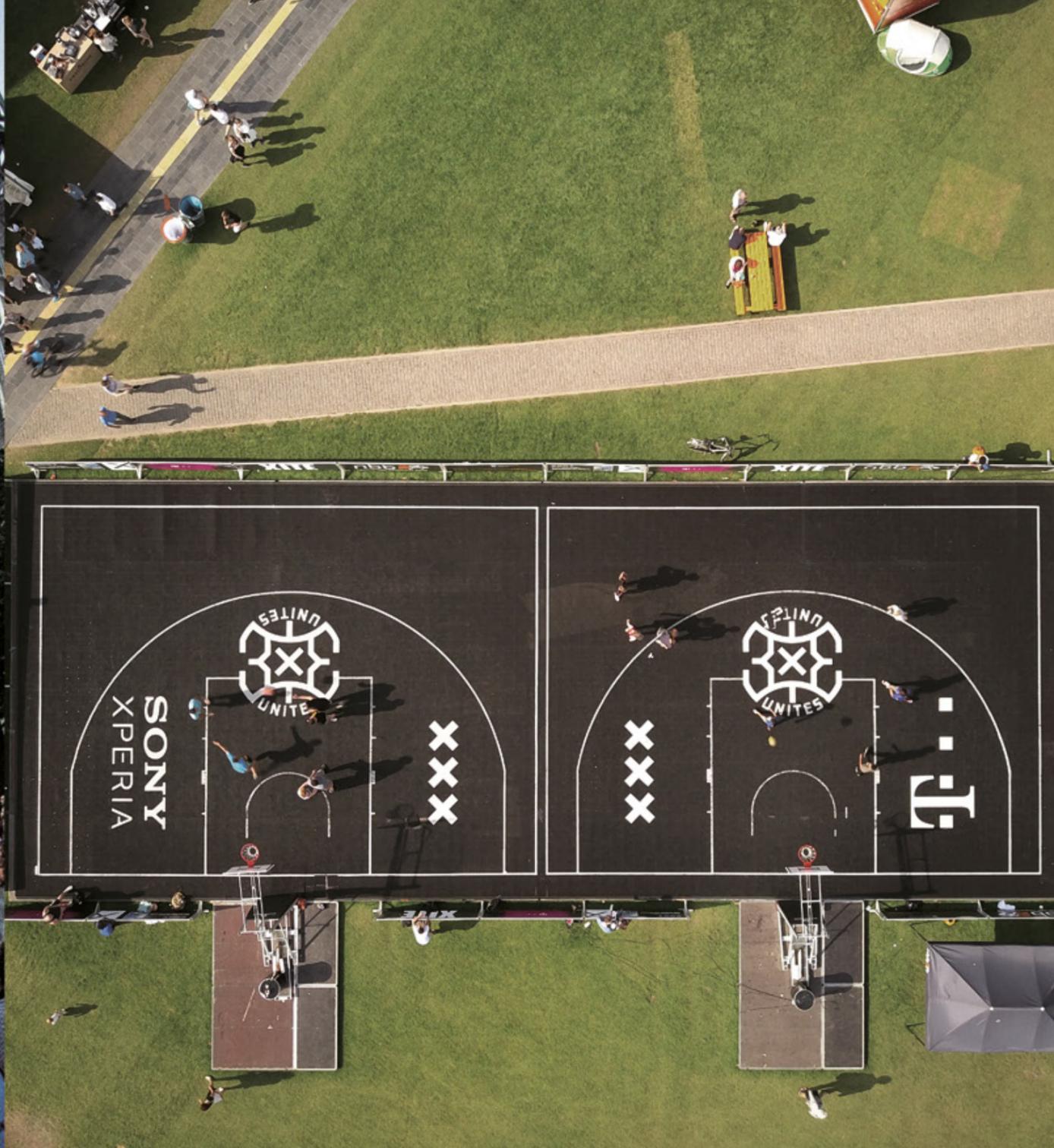
- Choose a name, slogan, and maybe a logo for your tournament
- Determine the different activities that you want to have in your event
- Determine age categories for every activity
- Determine the space that you need and the needed sports setup – how many basketball courts? Then find the place and contact the owners of the place or the municipality
- Ask for sponsorships (in-kind product sponsorships or cash)
- Prepare a communication plan for the event (banners, social media, media publicity, photography, and videos)
- Prepare a detailed production plan for human resources and logistics:
 - Prepare a list of all the logistical needs for the event (cleaning, painting, installation and maintenance, stands for branding, decoration, electricity, balls, shirts, gifts and medals, tents, chairs and tables, whistles, chronometers, stationery, food and water, cleaning and maintaining toilets, and first aid)
 - Determine the referees, the management team and assistants, and their tasks
 - Determine the event organizing team; their duty is to follow up on the day schedule and the matches' timing. They are also responsible for signing up

teams before the event

- Determine the team responsible for food and refreshments
- Prepare the playmakers' names and the distribution to teams of each task
- Print the tournament schedule and the adopted systems for the distribution of teams into groups and the eligibility mechanism and the law of matches

ON THE DAY OF THE EVENT

- Register participating teams
- Select the appropriate groups system in the first round of each category
- Distribute teams (you can use the FIBA 3X3 event organizer platform)
- Launch the matches and record the results
- Prepare the food and refreshments corner
- Collect results and prepare for playoffs and finals (you can use the FIBA 3X3 event organizer platform)
- Organize other activities (dance competitions, graffiti, skills challenges, etc.)
- Distribute medals and prizes



COLOPHON & CREDITS

Photography

All photos used in this publication are property of the partnership.

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