



What's unique about Basketball

Basketball is a unique sport that blends fast-paced, strategic play with deep connections to culture, music, and fashion. Its dynamic nature allows every player to contribute on both offense (attacking) and defence (defending), with moments of individual creativity - like a slick dribble, flashy pass, or clutch shot - shining within a strong team environment. Highly adaptable, the game can be played indoors or outdoors, full court 5v5 or half court 3x3, with flexible timing and minimal equipment, making it inclusive and accessible for all ages and stages. This versatility not only builds athletic skill, confidence, and life skills, but also engages non-sporty students through its creative expression and ability to foster connection and community.

What is the intent of your format



Develop confidence and competence within physical activity/sport skills



Build social skills and connections (i.e. sense of belonging)



Develop leadership, character, life skills

An invasion game, Basketball stands out for its fast pace and constant action, where every play can shift the game in seconds. It's a unique mix of skill, teamwork, and quick thinking.

Basketball naturally builds social skills by encouraging communication, teamwork, and trust among players. It teaches how to listen, cooperate, and support others to reach a common goal, both on and off the court.

Basketball develops leadership by putting players in situations where they need to guide, motivate, and make quick decisions for their team. It also builds character through discipline, resilience, and learning how to handle both wins and losses with respect.

Target group benefits



All young people

Basketball is fast-paced, accessible, social, and can be played indoors or outdoors, making it appealing to a wide range of young people – its roots in urban spaces and the global stage make it both visible and relatable. The rules are simple enough for beginners yet challenging enough to keep experienced players engaged. It encourages respect for rules, referees, and teammates while frequent opportunities for success builds self-esteem, perseverance and motivation.

It's just not Basketball if you...

1

Don't bounce/dribble the ball.

2

Don't try your best, for yourself and your team.

3

Don't enjoy being creative and trying to score in different ways.





How to run inter-competition: Secondary Skills Festival



How to set up

- Prepare the area (divide court space, equipment)
- Select the type of skills you'd like to run (full court, half court, cross court)
- Allocate equipment (balls, whistles, cones)
- Decide the length of time at each station
- Ensure the rotation allows for everyone to have a turn at each skill
- Decide if there are points for stations or School Games values.



Age group

KS3 (11-14 years old)
KS4 (14-16 years old)



Gender

Mixed



Participant numbers

A single court can accommodate 30 children across five stations, with six children at each station. If a double court space is available, 60 children can participate across 10 stations.



Target audience

- Basketball is for everyone – it has appeal for those who are athletic and “sporty” but also those who are currently unengaged or haven’t found a sport that resonates with them
- The strong links to culture and fashion make it relatable, it doesn’t require much at all to get started – a ball and a hoop
- The game can be practiced individually through skills stations or built upon through small-sided games for tactical and technical understanding.



Benefits for YP

Young people will develop:

- Confidence: Achieving goals, improving skills, and contributing to a team can boost self-esteem
- Resilience: Teaches how to handle wins and losses, and how to bounce back from setbacks
- Friendships: Develop lasting friendships and meet new people within school and neighbouring schools
- Leadership: Offers chances to lead on and off the court, whether as a captain or a role model
- Belonging: Creates a sense of identity and community, especially for those who may not feel connected through traditional academic or sporting routes.



Roles for YP

Young people can:

- Design and deliver a group warm up, making it fun to break the ice and prepare participants for game play
- Create or co-create the stations and lead on their chosen skill
- Be responsible for allocating equipment, welcoming participants and promoting School Games values
- Consult with participants to review what went well, what the participants enjoyed and what fresh ideas could be implemented next time.



Progression

Players who take part in the skills festivals will have the chance to learn and develop a range of skills including passing, dribbling and shooting – all skills that will help in a game situation.





How to run inter-competition: Secondary Play Festival



How to set up

- Prepare the area (divide court space, equipment)
- Select the type of games you'd like to run (full court, half court, cross court)
- Allocate equipment (balls, whistles, scoring equipment)
- Decide length of each game
- Decide the format (round robin, knockout etc.)
- Decide how points are allocated and if there are points available for the demonstration of School Games values. Players could select a value they wish to work on and opponents, officials, or non-playing teams could decide if this is displayed and if/how many additional points are awarded
- Allocate teams to courts and play.



Age group

KS3 (11-14 years old)
KS4 (14-16 years old)



Gender

Mixed



Participant numbers

- Anything from 1v1 through to a full 5v5 game can be set up to suit the needs of the participants
- Smaller groups? Lack of confidence around a big stage? Lots of mini games can be set up in one area with teams moving around the court to challenge new opponents
- A standard basketball court could accommodate x2 teams of 4 (3 players, + 1 sub) on each half court, or at each basket available (including portable baskets), depending on space
- For competition purposes, 4-6 teams could take part in a round robin or pool format. For example, a 4 team round robin would include 16 players, across 3 rounds.

Typically, games would last 10 minutes, or the first team to reach 21 points.



Target audience

- Basketball is for everyone – it has appeal for those who are athletic and “sporty” but also those who are currently unengaged or haven’t found a sport that resonates with them
- The strong links to culture and fashion make it relatable, it doesn’t require much at all to get started – a ball and a hoop
- Because the court size can be reduced in a 3x3 game, those who are currently inactive needn’t be daunted by large areas of court to cover. While those who lack confidence will enjoy the smaller team size and not feel that “all eyes are on them”.





Basketball for SGOs

SECONDARY



Benefits for YP

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- Confidence: Achieving goals, improving skills, and contributing to a team can boost self-esteem
- Resilience: Teaches how to handle wins and losses, and how to bounce back from setbacks
- Friendships: Develop lasting friendships and meet new people within school and neighbouring schools
- Leadership: Offers chances to lead on and off the court, whether as a captain or a role model
- Belonging: Creates a sense of identity and community, especially for those who may not feel connected through traditional academic or sporting routes.



Roles for YP

Young people can:

- Design and deliver a group warm-up, making it fun to break the ice and prepare participants for game play
- Influence the type of game that is played, be responsible for allocating equipment, welcoming participants, and promoting School Games values
- Be a court manager, coach a team, referee the game or keep score
- Consult with participants to review what went well, what the participants enjoyed and what fresh ideas could be implemented next time.



Progression

Games help build confidence, teamwork, and a sense of competition in a familiar environment, which naturally leads to a desire to test their skills against new opponents. The added factor of representing their school can help promote a sense of identify, belonging and pride in taking part.





Additional support

Basketball is a fully inclusive sport. To support you to adapt your practice, check out the [SEND Inclusion Toolkit](#) co-created by YST and the National Disability Sports Organisations (NDSOs) who are the leading experts within inclusive sport. They provide advice, support and opportunities for people of all ages with specific impairments. [The toolkit](#) provides you with an introduction to each Special Educational Needs and Disability, key top tips for creating an inclusive environment and signposting to further training and development opportunities within each NDSOs. It will help you adapt any practice in addition to our suggestions to make it inclusive for all.

Physical Literacy

We have designed these formats with physical literacy at their heart. We want all young people to have a positive experience with physical activity from an early age. As far as possible, we've considered opportunities for young people to move, think, feel and connect through our activities, and given you suggestions to make adaptations. But, if they don't work for you and your young people, then use the THRIVE principle to remove barriers, make changes and give ownership to your young people to have a positive experience with the activities to see their true value.

For further support, look to the Physical Literacy Enactment Guide - Community, which can be found by [clicking here](#), and going to the "Getting Started" guide section to download it.

NGB regional contacts

- If you are looking for some additional support or guidance all enquiries can be directed to participation@basketballengland.co.uk
- We can support on club signposting, exclusive equipment discounts from our shop (for a range of balls, baskets and scoring equipment), participation programmes, facility development, funding, courses and more.

Personal development

- Want to learn more about the technical and tactical side of basketball? We have a range of coaching courses to suit all levels, [available here](#)
- Always wanted to get to grips with the rules of the game, the mechanics, and feel confident in officiating? Our multi-level officiating courses cover refereeing, table officiating, and statistics, so whatever your interest is, there is something for everyone. Find out more by [clicking this link](#).

Where to participate next?

- Here is a great place to start – [click this link](#) to find out more
- The Basketball England Club Finder tool holds a wealth of information on a variety of clubs across the country, simply enter your postcode and check out your local offerings. [Click here](#) to get started.





Basketball for SGOs

SECONDARY

Where to compete next?

- There is a network of basketball clubs across the country delivering in-house, central-venue league competitions for students to take the next step in basketball. These leagues offer young players the excitement of regular, high-quality competition in one location, making it easier to develop skills, build friendships, and experience the energy of a real game-day atmosphere
- For those who want to compete, we have our National Basketball League. Many clubs have offerings for girls and boys all the way up to u18s. For a young player eager to compete, the Basketball National League offers the thrill of facing top talent from across the country, providing a platform to challenge themselves, grow, and be seen at a higher level
- The Talent Pathway contains tiers of progression which showcase the various stages of development for basketball players from the age of 11 through to senior Great Britain representation
- The Aspire Programme sits at the base of the model and is for 11-15-year-old basketball players selected from a pool of around 20,000 boys and girls in clubs and schools nationwide
- The next rung on the ladder is the England Talent Programme (ETP), designed to provide players and coaches with opportunities to come together, train and compete against other nations with the aim of exposing English talent to as many different playing styles and conditions as possible prior to potential Great Britain selection
- Find out more by [clicking this link](#).
- The [Basketball England Jr. NBA](#) is our gamed based offering for girls and boys in years 7 and 8, with over 25 leagues operating across the country. Focusing on key values such as Teamwork, Respect, Determination and Community this league is for everyone to enjoy, regardless of ability. With 6 localised divisions, each with 5 schools drafted to represent an NBA team, 30 teams battle it a series of triangular fixtures, playoffs, semifinals and grand finals to be crowned area winners and secure championship rings. The league is organised and operated by Basketball England in partnership with the NBA. Each team receives a replica kit and ball and the cost of entry is £100. Over our 10+ year partnership Jr. NBA schools have been involved in several additional activities including clinics, activations and launch events with current and former NBA and WNBA players along with stars of the British game
- The Dynamik National Schools Competition is a league with age groups from Under 14 to Under 19 for both girls and boys across England. This league gives every age group in secondary school the chance to compete outside of their normal PE classes. You can check out last season highlights by [clicking this link](#).





Why Basketball for your school?

Basketball is a highly adaptable game; the space, ball, hoop, and number of participants can all be amended to suit the age and stage of those involved. Leaders can arrange basketball indoor or outdoor, full court 5v5 or half court 3x3 and game length can be flexible to suit the time available. With very little specialist equipment, basketball is inclusive and has mass appeal.

How to use activities in curriculum time

Each of the activities are designed to be integral to developing technical and tactical skills as well as basketball specific athletic development.

Additional support

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Physical Literacy

These formats and activities have been designed with physical literacy at their heart. We want all young people to have a positive experience with physical activity from an early age. As far as possible, we've considered opportunities for young people to move, think, feel and connect through our activities, and given you suggestions to make adaptations. But, if they don't work for you and your young people, then use the THRIVE principle to remove barriers, make changes and give ownership to your young people to have a positive experience with the activities to see their true value.

Thrive isn't a checklist – it's a lens to help you sense-check quality and inclusion, so consider the following when choosing which format to deliver and how it supports your young people to have a positive experience with physical activity:

- **TAILORED:** does your event support the needs, strengths and circumstances of the group?
- **HOLISTIC:** do the selected activities support young people to move, connect, think and feel?
- **REFLECTIVE:** have you built in time to allow young people to reflect on their engagement and to make choices about what they want to take part in next?
- **INCLUSIVE:** does your event support all young people to engage, feel welcome and included to take part?
- **VARIED:** have you planned for activity differentiation with equipment, space, task and outcome to provide appropriate challenge and maintain interest for all?
- **EMPOWERING:** have you consulted your young people to ask what they want to do, and how they want the event to run? Often, they create better rules and adaptations than we do, which gives them ownership and a positive experience.

For further support, look to the Physical Literacy Enactment Guide - Education, which can be found by [clicking here](#), and going to the "Getting Started" guide section to download it.

Personal development

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Where to participate next?

- The Basketball England Club Finder tool holds a wealth of information on a variety of clubs across the country, simply enter your postcode and check out your local offerings. [Click here](#) to get started
- Clubs enter and organise local league competitions and also enter our national league, with many offering other activities such as courses, 3x3, Slam Jam and more. Clubs are a great place to meet new people and hone your skills, with coaches working with all abilities as the entry to our talent pathway.

Where to compete next?

- There is a network of basketball organisations and clubs for students to take the next step in basketball. These leagues offer young players the excitement of regular, high-quality competition in one location, making it easier to develop skills, build friendships, and experience the energy of a real game-day atmosphere
- For those who want to compete, we have our National Basketball League. Many clubs have offerings for girls and boys all the way up to u18s. For a young player eager to compete, the basketball national league offers the thrill of facing top talent from across the country, providing a platform to challenge themselves, grow, and be seen at a higher level
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How to run intra-competition: Secondary Skills Festival



How to set up

- Prepare the area (divide court space, equipment)
- Select the type of skills you'd like to run (full court, half court, cross court)
- Allocate equipment (balls, whistles, cones)
- Decide the length of time at each station
- Ensure the rotation allows for everyone to have a turn at each skill
- Decide if there are points for stations or School Games values.



Age group

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KS4 (14-16 years old)



Gender

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Participant numbers

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Target audience

- Basketball is for everyone – it has appeal for those who are athletic and “sporty” but also those who are currently unengaged or haven’t found a sport that resonates with them
- The strong links to culture and fashion make it relatable, it doesn’t require much at all to get started – a ball and a hoop
- The game can be practiced individually through skills stations or built upon through small sided games for tactical and technical understanding.



Benefits for YP

Young people will develop:

- Confidence: Achieving goals, improving skills, and contributing to a team can boost self-esteem
- Resilience: Teaches how to handle wins and losses, and how to bounce back from setbacks
- Friendships: Meet new people and make connections with people within and outside of school
- Leadership: Offers chances to lead on and off the court, whether as a captain or a role model
- Belonging: Creates a sense of identity and community, especially for those who may not feel connected through traditional academic or sporting routes.



Roles for YP

Young people can:

- Design and deliver a group warm-up, making it fun to break the ice and prepare participants for game play
- Create or co-create the stations and lead on their chosen skill.
- Be responsible for allocating equipment, welcoming participants and promoting School Games values
- Consult with participants to review what went well, what the participants enjoyed and what fresh ideas could be implemented next time.



Progression

Players who take part in the skills festivals will have the chance to learn and develop a range of skills including passing, dribbling and shooting – all skills that will help in a game situation.





How to run intra-competition: Secondary Play



How to set up

- Prepare the area (divide court space, equipment)
- Select the type of games you'd like to run (full court – 5v5, half court 3x3, cross court)
- Allocate equipment (balls, whistles, scoring equipment)
- Decide length of each game
- Decide any special rules i.e., no “stealing” the ball, x number of passes before a shot
- Decide the format (round robin, ladders etc.)
- Decide how points will be allocated, i.e., for winning/losing, or for the demonstration of School Games values
- Divide the number of players into teams
- Allocate teams to courts and play.



Age group

KS3 (11-14 years old)
KS4 (14-16 years old)



Gender

Mixed



Participant numbers

- Anything from 2 to 40 participants can be accommodated through 1v1 to a full 5v5 game to suit the needs of the participants
- Smaller groups? Lack of confidence around a big stage? Lots of mini games can be set up in one area with teams moving around the court to challenge new opponents
- Those who are not on court playing can referee or score while others can rest between games.



Target audience

- Basketball is for everyone – it has appeal for those who are athletic and “sporty” but also those who are currently unengaged or haven’t found a sport that resonates with them
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- Belonging: Creates a sense of identity and community, especially for those who may not feel connected through traditional academic or sporting routes.



Roles for YP

Young people can:

- Participate
- Referee
- Coach
- Keep score



Progression

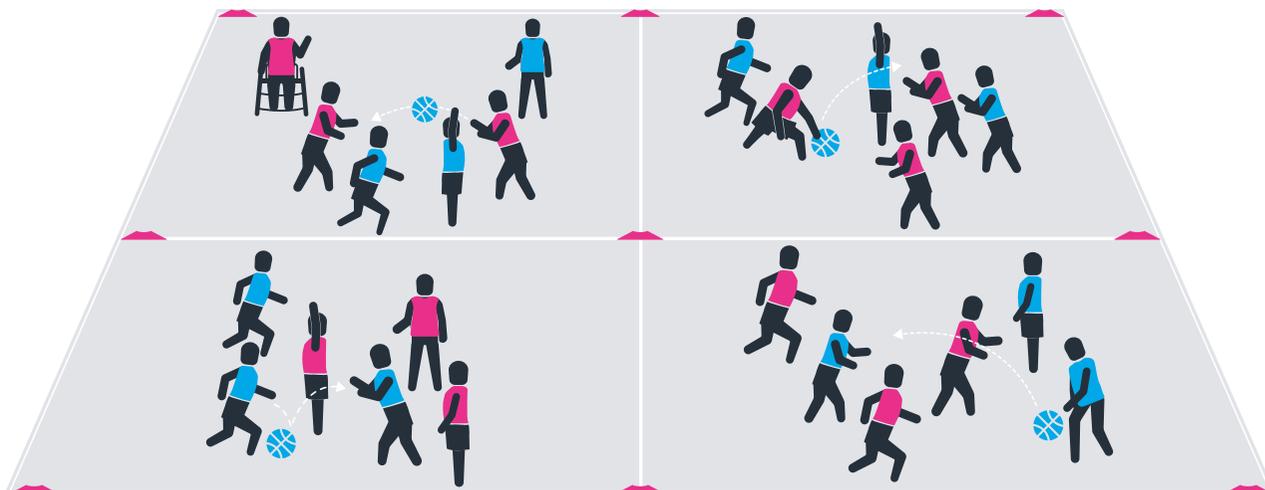
Practicing of the individual basketball skills will increase confidence and proficiency in game situations.





Move it, move it (maintaining possession)

SECONDARY



How to play

This activity involves teams of 3 to 4 players competing in timed possession games where one team attacks and the other defends, aiming to complete as many passes as possible in two minutes to achieve the highest score before switching roles and opponents

- Set up 4 playing areas and create teams of 3 or 4 players
- Half the teams wear bibs to showcase what team they are on
- One team will act as the attacking team and one team will act as the defending
- The aim of the game for the attacking team is to maintain possession, the attacking team scores one point every time a pass is completed
- If a pass is intercepted or goes out of bounds, the teams score will return to 0 (if the team is on 8 and the ball hits the ground, their high score will be 8 and they will try again)
- Give each team 2 minutes to attempt to get the highest score possible. After two minutes the teams change roles
- Dribbling is permitted to create space
- Players can use overhead passes, bounce passes, or chest passes
- After both teams have had a go at attacking, compare scores and discuss the match, before finding a new playing area and opponent.

Progression to: Move it, Move it, Hot Potato

- Repeat the game above...
- Introduce a rule where the teacher calls out 'hot potato' and players must pass the ball to their teammate within 3 seconds, exaggerating the need to scan the field and make the right decision
- Introduce a 'slow and shield' rule where players must hold the ball for 5 seconds before passing the ball, enhancing the ability to shield the ball from their defender with their body or find space before calling for the ball.

Safety

- Remind all players about the importance of having fun and to be sensible when moving around the court, especially around others
- Teach the importance of respecting others and safety always coming ahead of a game outcome.

Equipment required

- Balls
- Cones
- Bibs

Space required

- Indoor or outdoor, the court space can be flexible.

How to make it easier

- Increase team size – more offensive (attacking) players on each team can make it easier to find passing options
- Widen the playing area – giving players more space reduces defensive pressure and makes passing easier
- Remove or reduce time pressure – instead of two minutes, let them play without a timer or extend the time

How to make it harder

- Limit dribbling – players must rely more on movement and quick passing to keep possession
- Introduce touch limits – each player can only hold the ball for three seconds or take a maximum of two touches
- Award points differently – for example, two points for a pass through defenders, or three points for a pass after a give-and-go

Estimated set-up time

- 5 minutes.

Difficulty level



Spirit of the Games



- How did communicating with your teammates help your team keep possession of the ball?
- What strategies did your team use to work together and create passing options under pressure?



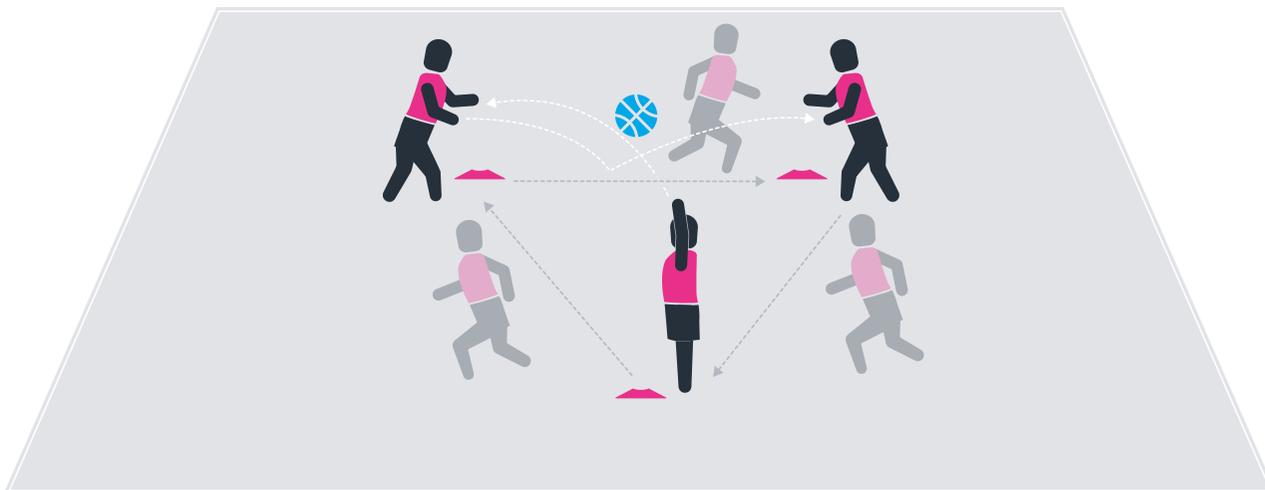
- What personal goals did you set for yourself to keep improving each round?
- How did it feel when your team worked hard and achieved a higher score after a setback?





Triangle passing (maintaining possession)

SECONDARY



How to play

Triangle passing will help participants to develop an understanding of moving “off the ball” and the importance of “creating space”

- Students form groups of three and create a triangle shape with each participant roughly four metres apart
- Students pass the ball to their teammate and then move to the cone of the participant they passed the ball to
- Groups work cooperatively to ensure their teammates can catch the ball and then move to the next spot
- Teachers encourage students to try bounce passes and overhead passes.

Technical prompts

Chest Pass

- Use two hands to make the pass
- Ball in two hands with thumbs behind the ball and fingers along the side
- Pass using a sharp extension of the arms, wrist and fingers
- Make the pass from in front of the chest so that it goes direct to the team-mate.

Bounce Pass

- Use two hands to make the pass
- Start the ball in a lower position compared to a chest pass
- Ball in two hands with thumbs behind the ball and fingers along the side
- The arms extend down on the pass. Ball bounces to the team mate along the floor.

Overhead pass

- Start with the ball in two hands above the head height
- Use a vigorous snap of the wrist and fingers to propel the ball forwards
- Fingers point in the direction of the pass.

Safety

- Remind all players about the importance of having fun and to be sensible when moving around the court, especially around others
- Teach the importance of respecting others and safety always coming ahead of a game outcome.

Equipment required

- Balls
- Cones
- Bibs

Space required

- Indoor or outdoor, the court space can be flexible.

How to make it easier

- Reduce the distance between players
- Add in more players to allow rest time between passes, i.e. start with two people on each cone

How to make it harder

- Encourage players to increase the distance between the cones ask players to pass the ball slightly ahead of reach so players have to be active on their feet
- Teams compete against one another to complete as many passes in 2 minutes

Estimated set-up time

- 5 minutes.

Difficulty level



Spirit of the Games



- How did communicating with your teammates help your team keep possession of the ball?
- What strategies did your team use to work together and create passing options under pressure?



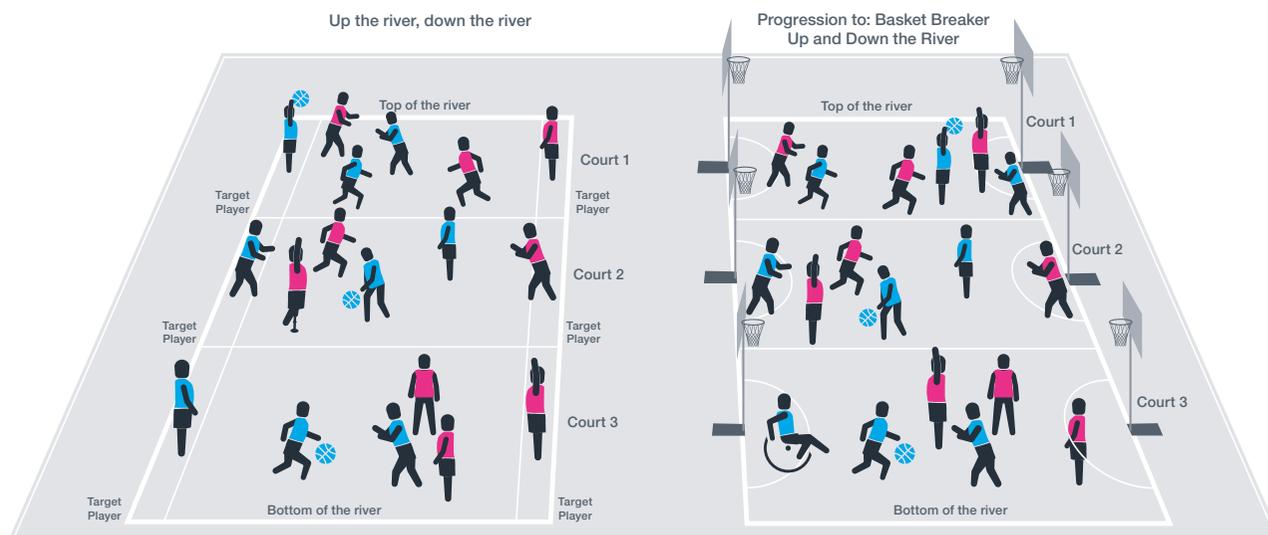
- What personal goals did you set for yourself to keep improving each round?
- How did it feel when your team worked hard and achieved a higher score after a setback?





Up the river, down the river (attacking the basket)

SECONDARY



How to play

In small groups, players aim to pass the ball up the river in order to score. After each round, winners move up a court, losers move down.

- Create three playing areas for teams to participate in small sided games
- Students make teams of four, with half of the teams wearing a bib/wearing bibs
- One student from each team will stand inside the end zone
- The aim of the game is for their teammates to move the ball down the court and pass them the ball
- Teams will score one point every time their target player catches the ball in their target zone
- Players can dribble
- If the ball goes out of bound, possession will be awarded to the players team who touched the ball last
- Players are not permitted to only stand guarding the target player, they must play within the spirit of the game
- Matches can last for up to 5 minutes
- At the end of 5 minutes, teams that won will move up one court (the river) and players who lost will move down one court.

Progression to: Basket Breaker Up and Down the River

- Repeat the game above, but this time players score by making a basket, rather than passing the ball to a teammate
- If rings are not available, use a ball bin or similar as a modified ring. Create a large semi-circle around the ring in which players are not allowed to enter (e.g. below).

Safety

- Remind all players about the importance of having fun and to be sensible when moving around the court, especially around others
- Teach the importance of respecting others and safety always coming ahead of a game outcome.

Equipment required

- Balls
- Cones
- Bibs

Space required

- Indoor or outdoor, the court space can be flexible.



How to make it easier

- Increase team size – more offensive (attacking) players on each team can make it easier to find passing options
- Widen the playing area – giving players more space reduces defensive pressure and makes passing easier
- Remove or reduce time pressure – instead of five minutes, let them play without a timer or extend the time

How to make it harder

- Limit dribbling – players must rely more on movement and quick passing to keep possession
- Introduce touch limits – each player can only hold the ball for three seconds or take a maximum of two touches
- Award points differently – for example, two points for a pass through defenders, or three points for a pass after a give-and-go

Estimated set-up time

- 5 minutes.

Difficulty level



Spirit of the Games



- What did you tell yourself, or your teammates, when the result wasn't going your way?
- What did you do differently when your team fell behind in the game?



- How did you feel when you scored a point or won the game?
- What did you say to your teammates during and after the game to encourage them?



2 on 1 (attacking the basket)

SECONDARY



How to play

The two attackers work together to create space, move the ball, and support each other to complete the pass. The defender, meanwhile, must stay composed and anticipate, choosing when and where to challenge. It's a moment that blends skill, trust, and awareness—highlighting the importance of working together under pressure.

- Players are in groups of three
- Two are attackers on “offence” and one is a defender on “defence”
- The offensive players pass the ball between them, trying to keep the ball away from the defensive player
- The attacking players will focus on how they make it difficult for the defender
- This can be done by moving in a new direction or space (a cut), using their feet (a pivot or a jab step) or faking a pass (ball fake)
- After 1 minute, players change roles, so every player has a turn at defending.

Technical prompts

Pivoting

Pivoting enables a player to improve their position on court to receive, shoot, pass or dribble the ball

- The pivot foot is the one that remain in contact with the floor while the players move in a new direction
- Bend knees
- Feet shoulder width apart
- Forward pivot – stride leg is ahead of pivot foot
- Rear pivot – stride leg is behind the pivot foot.

Moving without the ball

- Make quick cuts, focus on changing directions to keep the defender guessing
- Present hands up in the air to indicate you are looking for the ball to be passed to you.

Safety

- Remind all players about the importance of having fun and to be sensible when moving around the court, especially around others
- Teach the importance of respecting others and safety always coming ahead of a game outcome.

Equipment required

- Balls
- Cones
- Bibs



How to make it easier

- Increase team size – more offensive (attacking) players on each team can make it easier to find passing options
- Widen the playing area – giving players more space reduces defensive pressure and makes passing easier

How to make it harder

- Limit dribbling – players must rely more on movement and quick passing to keep possession
- Introduce touch limits – each player can only hold the ball for three seconds or take a maximum of two touches
- Make it competitive – teams compete against one another to complete as many passes in 1-minute

Space required

- Indoor or outdoor, the court space can be flexible.

Spirit of the Games



- How did you and your teammate successfully keep the ball away from the defender?
- How did you maintain possession of the ball?

Estimated set-up time

- 5 minutes.

Difficulty level

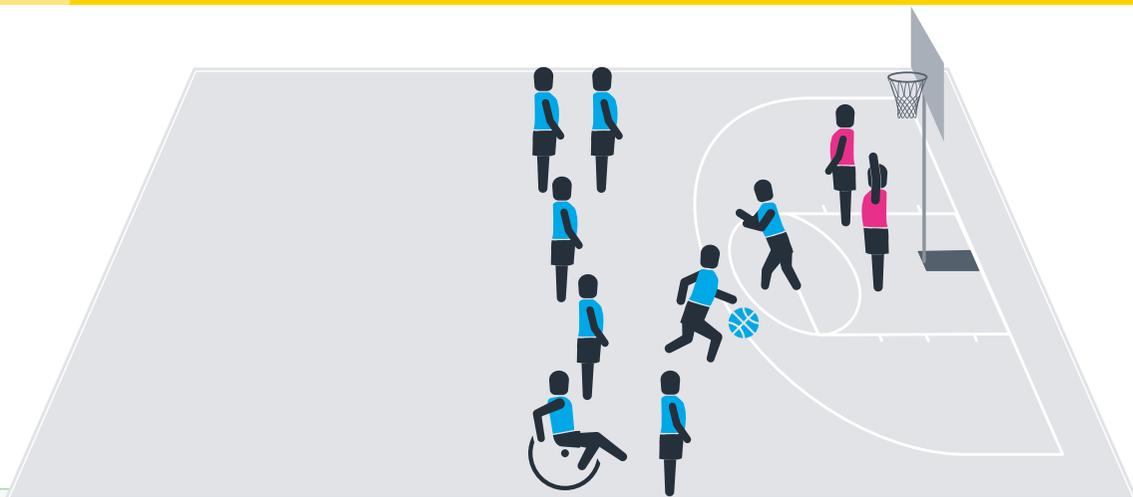


- What changes would you make to do better next time?
- What could you do to support your partner be at their best?



Defensive Stops! (defending space and attacking the basket)

SECONDARY



How to make it easier

- Increase team size – more offensive (attacking) players on each team can make it easier to find passing options
- Reduce the number of passes that must be made before a shot on basket can be made
- Limit the playing area the defenders can play within, to give offensive (attacking) players space to move without pressure

How to make it harder

- Limit dribbling – players must rely more on movement and quick passing to keep possession.
- Introduce touch limits – each player can only hold the ball for three seconds or take a maximum of two touches.
- Make the playing area narrower – to limit the space the offensive (attacking) team can play within
- Add a time limit – to increase the pressure to attack the basket and score

Space required

- Indoor or outdoor, the court space can be flexible.

Estimated set-up time

- 5 minutes.

Difficulty level



- What changes would you make to do better next time?
- How do you manage frustrations when things don't go as planned?

Spirit of the Games



- What did you and your teammates do to successfully keep the ball away from the defender?
- What could you say or do to a teammate to help keep their spirits up when they feel they might not be performing very well?

How to play

This game is designed to put the offensive (attacking) team in the strongest position to score, meanwhile the defensive (defending) players have one goal – intercept the ball!

The two attackers work together to create space, move the ball, and support each other to complete the pass. The defender, meanwhile, must stay composed and anticipate, choosing when and where to challenge. It's a moment that blends skill, trust, and awareness—highlighting the importance of working together under pressure.

- Two players are on defence (defending)
- Four players are on offence (attack)
- Remaining players line up behind the starting four offensive (attacking) players, they are the next offensive (attacking) team to go
- The aim of the game is for the attacking players to move the ball through the defenders and score
- Attacking players must complete five passes prior to being able to shoot
- The game will continue until the attacking team scores, the defending team intercepts the ball or wins possession, or the ball goes out of bounds last off the attacking team
- If the defensive team stops the offensive (attacking) team from scoring, they will score one point. The four attackers will return to the back of the cones
- The defending duo will win the game if they stop six consecutive teams from scoring and have a defensive stop on all students in the class
- The coach selects two new players to be on defence.

Progression to: One shot offence (attack)

- Repeat the game above... where four attacking players compete against two defenders
- Introduce a rule where the offensive (attacking) team is only allowed one shot, and if they miss their shot they are eliminated from that game. Emphasizing the importance of shot selection and getting the ball into threatening offensive (attacking) positions.

Safety

- Remind all players about the importance of having fun and to be sensible when moving around the court, especially around others
- Teach the importance of respecting others and safety always coming ahead of a game outcome.

Equipment required

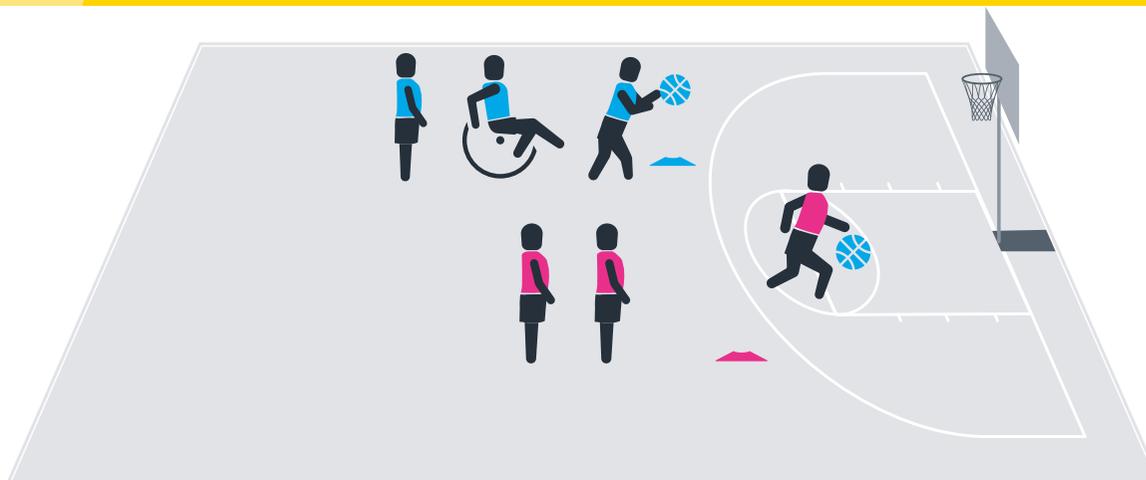
- Balls
- Cones
- Bibs





Shootaround, BEEF! (defending space and attacking the basket)

SECONDARY



How to make it easier

- Only allow certain shots so the decision on which shot to take is removed, this may help create a more even playing field

How to make it harder

- Introduce passive defenders who are trying to contend the shot
- Set a certain pattern of shots that the points must be scored in e.g. a 3, a 2, a 2, a 1 – the players can self nominate who attempts to make which type of shot first

Safety

- Remind all players about the importance of having fun and to be sensible when moving around the court, especially around others
- Teach the importance of respecting others and safety always coming ahead of a game outcome.

Equipment required



Spirit of the Games



- How can you show respect to your opponents even if you are frustrated that you have lost?
- What did you do when a teammate missed their shot. How did you encourage them to keep going?

Space required

- Indoor or outdoor, the court space can be flexible.

Estimated set-up time

- 5 minutes.

Difficulty level



- What can you do or say to a teammate to help keep their spirits up when they feel they might not be performing very well?
- How did you ensure everyone got a fair turn to take part?

How to play

This activity focusses on correct shooting form, tactical decision-making and active listening.

- Split players into small groups – you could use side baskets or main baskets, with half of your group on one half court and one on the other. Each team has a cone related to their basket
- Players rotate between practising different types of shot - (1 point = lay-up, 2 point = mid-range and 3 points = 3-point shot)
 - When it is a players turn, they dribble up to their nominated spot and shoot the ball (focusing on BEEF - Balance, Eyes, Elbow, Follow through)
- The order in which players go can be decided by age; alphabetical order, shoe size order or another creative way thought of by the participants
- Once players have had time to be creative and find their shot, have a competition where teams race to get to 21 points.

Technical prompts

Jump shot

- BEEF (Balance > Eyes > Elbow > Follow through)
 - Stand facing start
 - Feet shoulder-width apart and knees slightly bent
 - Eyes on target throughout the action
 - Hold the ball in front of the chest, in dominant hand at the side of the body in line with the shoulder
 - Place shooting hand slightly under the ball, fingers pointing up. Keep elbow under the wrist
 - Support ball with non-shooting hand, initiate action by straightening the legs
 - Drive up through the body, lifting the elbow and shooting arm upwards, finish with a strong wrist and finger snap.

Lay up (for a right handed player)

- Run, jump up towards target and reach up to score, look up at the target
- Ground the right foot, stride through with a slightly longer step with the left
- Jump from left foot towards the basket
- Take the ball up in front of the body so that the dominant hand is behind the ball
- Use the right-hand top corner of the smaller square as the target (important)
- Release the ball with shooting arm at full stretch against backboard so that it drops into the basket
- Reverse above if you are left handed.





3x3 Court Champion

SECONDARY



How to play

Teams of three rotate through two playing areas, aiming to become and remain the “Court Champions” by winning games. Challengers start on offense (attack), must complete five passes before shooting, and the first team to score stays on as champions while the other rotates out.

- Players form teams of three
- The aim of the game is to stay as the court champions for as long as possible
- Two teams will start as the Court Champions and all other teams will be the challengers
- The game starts with the current Court Champions in possession inside the key and the challengers team all situated outside the 3-point line
- Once the current Court Champions pass the ball out to the challengers the game is live, the challengers will start as the offensive (attacking) team
- The challengers must complete five passes before being able to shoot
- If the court champions gain possession, they must take the ball outside of the 3-point line to become the attacking team
- The first team to score a basket will become the Court Champions and the other team will return to the waiting zone until it is their turn to play again
- Challengers count how many consecutive games they remain as the challenger, with the team with the highest overall score crowned the overall Court Champions.

Safety

- Remind all players about the importance of having fun and to be sensible when moving around the court, especially around others
- Teach the importance of respecting others and safety always coming ahead of a game outcome.

Equipment required

- Balls
- Cones
- Bibs

Space required

- Indoor or outdoor, the court space can be flexible.

Estimated set-up time

- 5 minutes.

Difficulty level



How to make it easier

- Increase team size – more offensive (attacking) players on each team can make it easier to find passing options
- Reduce the number of passes that must be made before a shot on basket can be made

How to make it harder

- Limit dribbling – players must rely more on movement and quick passing to keep possession
- Introduce touch limits – each player can only hold the ball for three seconds or take a maximum of two touches
- Add a time limit – to increase the pressure to attack the basket and score

Spirit of the Games



- Which player showed the most heart on court, and why?
- Why is bringing positive energy important in a group environment?



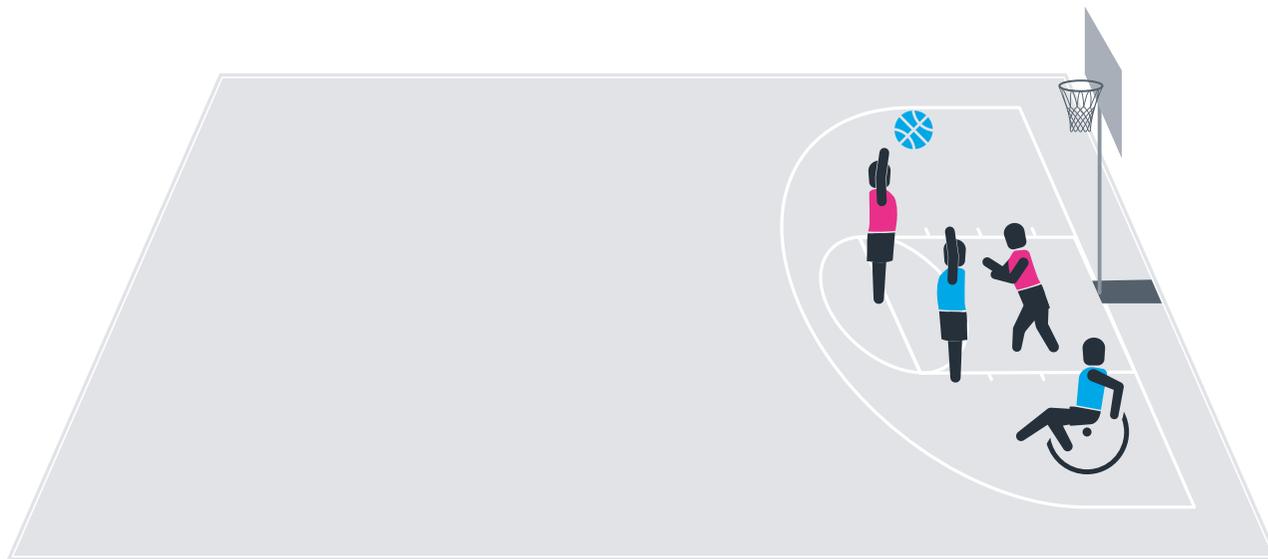
- How do you encourage yourself to keep trying when you find something hard?
- How do you encourage your teammates to keep going when they're finding things hard?





Defensive Rebounding

SECONDARY



How to play

- Build a competitive edge by regaining the ball from the offence (attack) after an unsuccessful shot – players use skill and will to make the possession theirs
- Groups of two offensive (attacking) players, and two defensive players
 - Space groups out around as many baskets as possible
 - One of the offensive (attacking) players is the shooter and takes a shot from the free-throw line, while the other player competes for the rebound
 - The two defensive players work together to box out the offensive (attacking) rebounder and ensure they keep possession of the ball
 - Each player has three shots
 - Teams score the traditional scoring points when shooting, and each team scores a point per rebound they achieve.

Technical prompts

Boxing out

- Locate the opponent you are guarding who you will be looking to block
- Establish a low ready position
- Use your arms to widen the area you are covering
- Use your hips to make contact with the offensive player protecting the space you are intending to cover.

Safety

- Remind all players about the importance of having fun and to be sensible when moving around the court, especially around others
- Teach the importance of respecting others and safety always coming ahead of a game outcome.

Equipment required

-  Balls
-  Cones
-  Bibs



How to make it easier

- Move the shot closer to the basket, – i.e. not from the free-throw line

How to make it harder

- Add a time limit – to increase the pressure to shot and gather the rebound

Space required

- Indoor or outdoor, the court space can be flexible.

Estimated set-up time

- 5 minutes.

Difficulty level



Spirit of the Games



- Which player showed the most heart on court, and why?
- Why is bringing positive energy important in a group environment?



- How do you encourage yourself to keep trying when you find something hard?
- What does rebounding teach you about staying determined, even when things don't go your way the first time?



Secondary Play

SECONDARY



How to play

- 3x3: Decide on the length of the games, 5-8 minutes, or first to 21 works well
- 5v5: Decide on the length of the games, 4-8 minute halves works well
- 3x3: The ball can be “checked” (passed between an offensive (attacking) player, a defensive (defending) player, and back again) or a coin can be flipped to decide who has the first possession
- Offensive (attacking) players pass the ball between themselves and attempt to score a basket, meanwhile defensive (defending) players attempt to “steal” the ball
- If the ball is “turned over” (the defensive players intercept the ball), then the defensive (defending) team become the offensive (attacking) team
- The defensive (defending) team would need to start a new possession and “check the ball” or “clear the ball” via the arc, if in place, before they can try to score a basket.

Scoring

● To win the game a team must score more baskets than their opponents.

3x3:

- +2 points for a basket outside of the arc
- +1 point for a basket inside of the arc
- +1 point per free-throw.

5v5:

- +3 points for a basket outside the arc
- +2 points for each basket inside the arc
- +1 point per free-throw.

Spirit of the Games



- How can you show your teammates that you respect, and appreciate, the effort they made?
- Why is it important to do this for both of you?



- How did you work together as a team in defence?
- What did you do well as a team when you were attacking to score baskets?

Rules

- Players can only bounce the ball with one hand
- Players cannot take more than two steps without dribbling the ball
- Players must not “double dribble” – this involves dribbling the ball with two hands or dribbling again after stopping. Instead, the player must pass or shoot. If a double dribble occurs, the ball is awarded to the opposition where the offence occurred
- Guard (mark) opponents without pushing, holding, or tripping. These actions are known as fouls. If a foul occurs, a free-throw can be taken by the fouled player, or a point can be instantly awarded
- The ball is out of bounds when it crosses the court lines, possession is awarded to the other team where it left the court
- 5v5 only: “Back court violation” – this is where the ball crosses the halfway line into the offensive (attacking) half but then returns into the defensive (defending) half. If this happens, possession is awarded to the other team.



For a full breakdown of 5v5 basketball rules [click here](#) and for a full breakdown of 3x3 rules [click here](#).





Secondary Play

SECONDARY

Safety

- Make players aware of court boundaries and walls. Courts should provide enough of a buffer between any hazards and playing space
- If resting between games, players should spectate from a safe distance
- Basketball is a non-contact sport. While contact with the ball is allowed, players must not contact other players.

Equipment required



Balls (one per court)



Bibs (two different coloured sets per court)



Cones to mark out spaces and divide courts, or use existing line markings



Whistles for referees (one per court)



A way to keep the score; digital tabletop scoreboard, flip scoreboards, scoresheets and pens

Space required

- An indoor, or outdoor basketball court (see example diagrams).

Estimated set-up time

- 5 minutes.

Difficulty level

