



3x3UNITY: PLAY, CREATE, CONNECT

TRAINING MATERIALS ON BASKETBALL 3x3 TECHNIQUES AND 2D DIGITAL ARTS

Training Materials and Implementation Report

Work Package 1 | Deliverable D1.5 / D5 | Public deliverable | July 2026

Prepared by the SUPERNOVA21 management team

3x3UNITY: TRAINING MATERIALS EVIDENCE BASE



Real project activities • practical testing • youth participation • cross-border learning

Figure 1. Activity evidence used to develop and refine the training materials.

Field	Information
Project full title	Basket 3x3 for Tolerance and Digital Literacy: Enhancing Multicultural Cooperation
Acronym	3x3UNITY
Programme / call	Erasmus+ Sport – Small-scale Partnership ERASMUS-SPORT-2025-SSCP
Partners	SUPERNOVA21 (Serbia), HAŠK Mladost (Croatia), Šentvid Ljubljana (Slovenia)
Project period	November 2025 – September 2026
Deliverable format	English Word master file, prepared for PDF export, print, digital use and translation



Document control

Control item	Information
Deliverable title	Training Materials on Basketball & Digital Arts
Portal reference	WP1 – D1.5 / D5
Lead beneficiary	SUPERNOVA21
Dissemination level	PU – Public
Due period	End of July 2026
Version	Final English master version for submission
Languages planned	English, Serbian, Slovenian and Croatian
Primary users	Young participants, coaches, PE teachers, youth workers, digital mentors and partner organisations

Contents

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- 1. Purpose and scope of the deliverable
- 2. Project context and target group
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- 7. Instructional video structure and digital formats
- 8. Use during project activities and knowledge transfer
- 9. Quality, inclusion, safeguarding and accessibility
- 10. Dissemination, translation, sustainability and compliance
- Annexes: ready-to-use tools, checklists and worksheets
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How to read this pack. Sections 4 and 5 contain the training content. Section 6 turns that content into sessions. Section 7 gives video-ready scripts. Sections 8–10 document how the material was tested, checked and prepared for public use. The annexes can be printed as stand-alone working sheets.



Executive summary

The 3x3UNITY project connects high school students from Serbia, Croatia and Slovenia through basketball 3x3, digital creativity and direct cooperation. This deliverable presents the training materials prepared for that work. It is practical, positive and suitable for a small-scale Erasmus+ Sport project.

The pack covers two linked learning areas. The basketball module explains the basic 3x3 format, safe preparation, spacing, passing, cutting, screens, transition, defence, communication and fair play. The digital arts module explains how participants can photograph project activities, select strong images, make careful edits, create simple 2D visuals and share content responsibly.

The material was developed from project planning, local training, online preparation, three international meetings and tournaments, local knowledge transfer in Novi Sad, and professional observation at the Quest 3x3 International Tournament in July 2026. The final observation added concrete lessons on pre-match preparation, muscle activation, individual routines, team communication and refereeing criteria.

The document also strengthens the safety component. It includes mixed-team guidance, personal preparation advice, hydration, clothing, valuables, venue checks, first-aid readiness, emergency numbers, incident reporting and return-to-play caution. These points support a calm and responsible learning environment without turning a youth training guide into a medical manual.

Area	What this deliverable provides
Basketball learning	Basic rules, warm-up, technique, tactics, communication, mixed-team work and fair play
Digital learning	Photography, image selection, simple editing, poster design, safe sharing and file preparation
Safety learning	Personal kit, hydration, court checks, first aid, emergency action and incident documentation
Formats	Word/PDF guide, printed handouts, digital visuals, video-ready scripts and worksheets
Language approach	English master version with a structure suitable for translation into Serbian, Slovenian and Croatian
Evidence of use	Zagreb, Ljubljana, Novi Sad, local knowledge transfer and Quest 3x3 professional observation



1. Purpose and scope of the deliverable

The purpose of this deliverable is to provide a clear set of training materials on basketball 3x3 techniques and 2D digital arts. The materials are designed for paper and digital use and can support short instructional videos in all project languages.

The file serves two functions. First, it is a practical guide for sessions with young people. Second, it records how the materials were developed and used during the project. This combination gives the evaluator a direct view of the output and its connection with implementation.

1.1 Intended users

- High school students aged approximately 15–18 who take part in sports, photography, design or project communication.
- Basketball coaches and PE teachers who need short, ready-to-use exercises.
- Youth workers and project coordinators who organise international activities and local follow-up.
- Digital mentors who support photography, basic editing and 2D visual production.
- Partner organisations that will translate, print and reuse the material.

1.2 Design principles

Principle	Application in the pack
Practical	Every section leads to an action, drill, discussion or output.
Youth-friendly	Instructions are short and use simple English.
Positive	Feedback focuses on effort, progress, cooperation and shared responsibility.
Inclusive	Girls and boys can learn together, and participants can contribute through different roles.
Safe	Preparation, hydration, first aid, safeguarding and emergency action are built into the training logic.
Reusable	The material can be printed, translated, presented online and adapted to different group sizes.

Scope. This guide supports introductory and intermediate youth work. It does not replace certified coaching qualifications, first-aid training, medical assessment or the official rules and procedures of a specific competition.



2. Project context and target group

3x3UNITY uses the speed and accessibility of basketball 3x3 as a meeting point for young people from three neighbouring countries. The sport creates frequent decisions and regular contact between players. The digital component gives participants a way to observe, interpret and share the same experience through images and design.

2.1 Project profile

Element	Project context
Project	Basket 3x3 for Tolerance and Digital Literacy: Enhancing Multicultural Cooperation
Countries	Serbia, Croatia and Slovenia
Target group	High school students, with boys' and girls' teams and wider participation through digital tasks
Main learning areas	Basketball 3x3, teamwork, fair play, digital creativity, photography and visual storytelling
Main international activities	Zagreb meeting and tournament; Ljubljana / Šentvid meeting and tournament; Novi Sad final meeting and tournament
Additional learning	Local knowledge transfer at Novi Sad EURO 3x3 and professional observation at Quest 3x3 Novi Sad

2.2 Needs addressed by the materials

- Young players need clear explanations of the differences between full-court basketball and the faster 3x3 format.
- Teams benefit from short exercises that improve spacing, quick decisions and communication.
- International youth activities need common messages on behaviour, safety and fair play.
- Participants often create photos and videos, but they need simple guidance on quality, privacy and project identity.
- Partner organisations need one shared structure that can be translated and used after the project.

2.3 Expected learning outcomes

Participant can...	Evidence of learning
explain the basic 3x3 format	correctly describe the half-court setting, scoring and the need to clear the ball after a change of possession
use space more effectively	move after passing and avoid crowding the same area
communicate in defence	use short calls and respond to teammates
show fair play	respect referees, opponents and team roles
prepare more safely	bring water, suitable clothing and report discomfort early
create a project visual	select a clear photo, edit it lightly and add a readable message
share content responsibly	check consent, privacy, context and project visibility before posting



3. Development method and evidence base

The training materials were developed through a simple cycle: plan, test, learn, refine and share. This kept the content close to the actual project. It also allowed the SUPERNOVA21 team to add lessons from different environments: youth training, international tournaments, local school sport and high-level 3x3 observation.

HOW THE TRAINING MATERIALS WERE DEVELOPED AND CHECKED

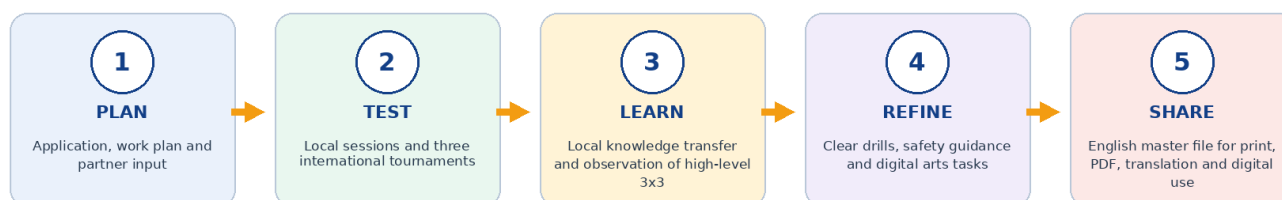


Figure 2. Development and quality-check cycle used for this deliverable.

3.1 Sources used

Source	Contribution to this file
Application and work plan	Defined the deliverable, themes, formats, languages and project objectives.
Project activity calendar	Connected local preparation, international meetings, digital work and final dissemination.
Zagreb report	Provided examples of initial preparation, travel discipline, first cross-border contact and tournament learning.
Ljubljana report	Added examples of increased participation, youth networking and stronger photo/video documentation.
Novi Sad final report	Confirmed growth in teams, final tournament practice and the link between sport, culture and friendship.
Novi Sad EURO 3x3 transfer report	Showed how project knowledge could support younger players in a local tournament.
Quest 3x3 observation report	Added high-level examples of warm-up, activation, team routines, referee positioning and match control.
Earlier training-material drafts	Provided the initial guide, visual handouts, session plans and worksheets that were expanded in this final version.

3.2 Quality questions used during preparation

- Is the instruction clear enough to use without a long explanation?
- Does the activity fit a school, sports club or youth-project setting?
- Can girls and boys participate with a fair share of roles and ball contact?
- Does the safety guidance cover realistic situations without giving medical advice beyond the role of the organiser?
- Can the text be translated without losing its meaning?
- Does the output match the wording of the deliverable on the Funding & Tenders portal?



4. Basketball 3x3 training module

This module gives young players a practical introduction to 3x3 basketball. It starts with the format and safe preparation, then moves to core techniques and simple game situations. The aim is confident participation and better team decisions.

4.1 Basics of the 3x3 format

Official 3x3 is played on one basket with three players on court and usually one substitute. A standard game lasts up to 10 minutes or ends when a team reaches 21 points. Shots inside the arc count one point; shots outside count two. The official shot clock is 12 seconds. After a defensive rebound or steal, the ball must be moved behind the arc before the team can attack. For grassroots training, the coach may simplify the time, score limit and shot-clock arrangements while keeping the basic logic of the game.

Element	Simple explanation
Court	Half court, one basket and a clear safety zone around the playing area.
Team	Three players on court; a fourth player may substitute in organised play.
Scoring	One point inside the arc and from a free throw; two points outside the arc.
Game length	Up to 10 minutes or first to 21 in official play; shorter games are suitable for training.
Possession change	After a rebound or steal, clear the ball behind the arc before attacking.
Restart	Dead-ball situations usually restart with a check-ball behind the arc.
Tempo	Decisions are quick, so spacing and communication are essential.

Trainer note. Before any tournament, confirm the rules used by the organiser. Youth or local formats may adapt game time, score limit, team size or foul procedures.





Basic Basketball 3x3 Techniques

Simple actions. Smart choices. Play together. Have fun!



1 SPACING AND MOVEMENT

Spread out. Move with purpose.



- Keep distance between players.
- Move off the ball to create space.
- Look up. Read the game.

★ Good spacing leads to better shots.

2 GIVE-AND-GO

Pass and cut. Quick and effective.



- Pass to a teammate.
- Cut to the basket immediately.
- Be ready to receive and finish.

★ Quick pass. Smart cut. Easy basket.

3 PICK AND ROLL BASICS

Work together to create an advantage.



- 2 sets a screen for 1.
- 1 dribbles around the screen.
- 2 rolls to the basket or pops out.

★ Communicate. Screen strong. Read and react.

4 TRANSITION AFTER REBOUND

Rebound. Outlet. Attack.



- Secure the rebound with two hands.
- Outlet pass quickly to a teammate.
- Fill the lanes. Attack the basket.

★ Rebound strong. Pass out. Go fast.

5 DEFENSIVE COMMUNICATION

Talk. Help. Protect the basket.



- Call out: "I've got ball!", "Help!", "Switch!", "Mine!"
- See your player and the ball.
- Work as a team. Stay connected.

★ Good communication = strong defence.

6 FAIR PLAY AND TEAMWORK

Respect the game. Respect each other.



- Be respectful to teammates, opponents and referees.
- Encourage others. Support your team.
- Share the game. Everyone contributes.
- Have fun and enjoy the experience!

QUICK REMINDERS

- ✓ Move without the ball
- ✓ Pass with purpose
- ✓ Attack with confidence
- ✓ Defend with intensity
- ✓ Talk and help
- ✓ Play fair. Have fun.

3x3 BASICS

- 3 players per team
- 1 basket
- Fast game
- First to 21 points or time limit

WHAT MATTERS MOST

Teamwork · Effort · Respect · Enjoyment
Small court. Big impact.
Every action counts. Play with purpose.



Figure 3. Visual handout: core basketball 3x3 techniques and team messages.



4.2 Warm-up, readiness and pre-match preparation

A good warm-up prepares the body and helps the coach notice discomfort before the game begins. The Quest 3x3 observation in July 2026 confirmed the value of progressive preparation: resistance-band activation, dynamic movement, whole-body mobility, individual routines and short tactical communication.

PROFESSIONAL OBSERVATION: WARM-UP, READINESS AND MATCH CONTROL

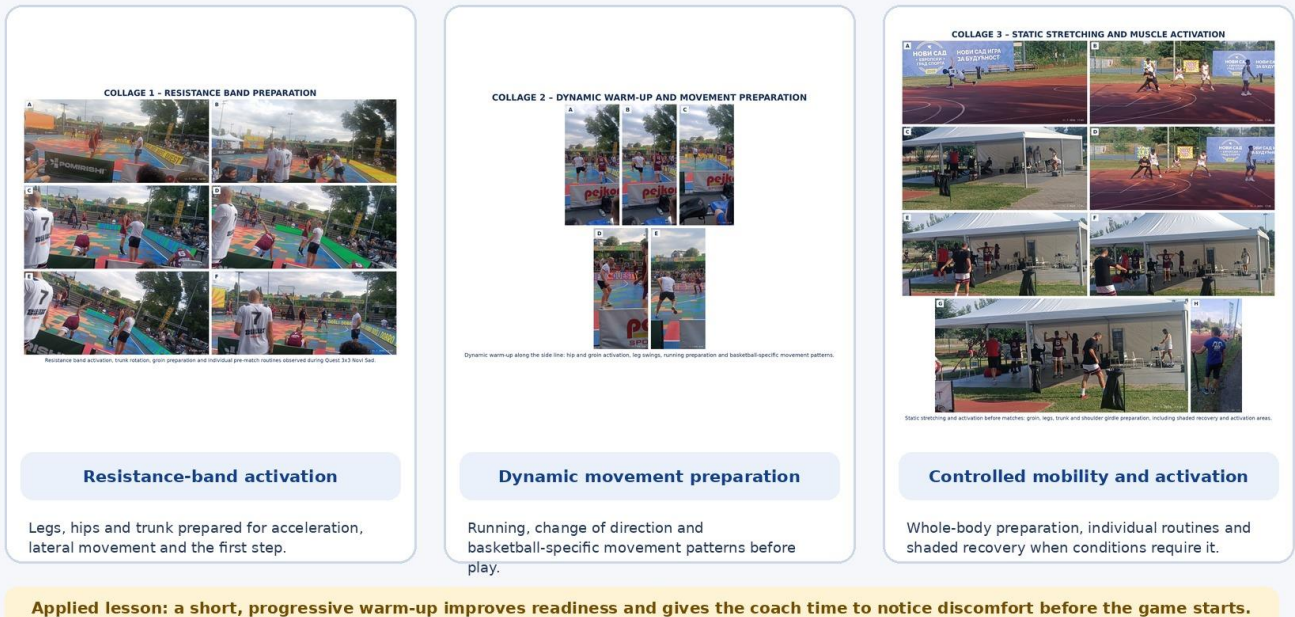


Figure 4. Professional observation at Quest 3x3 Novi Sad, 11–12 July 2026.

Phase	Activity	Indicative time
Arrival check	Ask whether anyone has pain, dizziness, illness, breathing difficulty or a recent injury. Confirm that prescribed medication is available when relevant.	2–3 min
General movement	Light jog, forward and backward movement, side steps and controlled changes of direction.	3 min
Dynamic mobility	Leg swings, hip mobility, ankle movement, arm circles and trunk rotation.	3–4 min
Activation	Bodyweight squats, short lunges, calf raises, core activation and optional light resistance-band work.	3–4 min
Ball preparation	Low and high dribble, change of hand, passing in pairs and finishing close to the basket.	4–5 min
Speed and reaction	Two or three short accelerations, defensive slides and reaction to a visual or verbal signal.	2–3 min
Team focus	One tactical reminder, one fair-play reminder and one safety reminder.	1–2 min

Use static stretching with care. Long static holds should not replace dynamic preparation before intense play. Short, controlled stretches can be used after the body is warm, for individual needs, or during recovery. No participant should be forced into a painful range of movement.



4.3 Pedagogical organisation, mixed teams and informal safety advice

Where the number of players, the learning aim and participant comfort allow it, trainers should form mixed girls-and-boys teams. This gives the session a stronger pedagogical value and reflects the project focus on equality, cooperation and shared responsibility.

- Balance teams by skill, physical maturity and experience rather than using gender as the only criterion.
- Avoid placing one girl or one boy in a team as a symbolic participant. Give every player real contact with the ball and a visible role.
- Rotate captain, first passer, defender, scorer, photographer and reflection leader.
- Use rules that reward assists, communication, fair play and team involvement, not only points scored.
- Respect personal comfort. Mixed teams should support inclusion and safety, never create pressure or embarrassment.
- Adapt contact level and intensity to the age and experience of the group.

3x3 ACTIVITY SAFETY: SMALL HABITS THAT PROTECT THE GROUP

Use this checklist before local training, travel, workshops and tournaments.

K	W	V	C	I
1. PERSONAL KIT ● Sports shoes with good grip ● Personal water bottle ● Spare T-shirt and small towel ● Any prescribed medication	2. HYDRATION & CLOTHING ● Drink before, during and after activity ● Take regular breaks in hot weather ● Change a wet shirt after activity ● Use shade and sun protection outdoors	3. VALUABLES & MEETING POINT ● Keep phones, money and documents in one agreed place ● Do not leave bags in corridors or near the court ● Know the group meeting point ● Save the coach and organiser contact	4. COURT & WEATHER ● Remove obstacles and wet spots ● Check baskets, boundaries and access routes ● Stop or adapt play during dangerous weather ● Keep spectators and photographers outside the playing area	5. INFORM THE RESPONSIBLE ADULT ● Report pain, dizziness, breathing difficulty or feeling unwell ● Share relevant allergy or health information in advance ● Tell an adult if equipment is damaged ● Never leave the group without informing the responsible person

PEDAGOGICAL NOTE Where appropriate and safe, form mixed girls-and-boys teams. Rotate roles so that participation, responsibility and visibility are shared.

Figure 5. Informal safety advice for participants and organisers.

Personal preparation: what participants should bring and know

Item	Participant guidance
Water	Bring a clearly marked personal bottle. Drink before, during and after activity.
Spare clothing	Bring one extra T-shirt and a small towel. Change wet clothing after play, especially before travel or outdoor waiting.
Footwear	Use sports shoes with grip and tied laces. Remove jewellery that could cause injury.
Valuables	Keep phones, money, documents and keys in one agreed place supervised by an adult or stored according to venue rules.
Medication and health information	Bring prescribed medication and tell the responsible adult about relevant allergies, asthma or other needs before the session.
Meeting point	Know the group meeting point, coach contact and return time. Do not leave the group without informing the responsible adult.



Organiser checks before play

- Check the court for wet spots, loose objects, damaged flooring, sharp edges and unsafe equipment.
- Keep bags, bottles, cables and camera equipment outside the playing and run-off area.
- Confirm access for emergency services and identify the exact venue address.
- Identify shade, drinking water, toilets, first-aid kit, AED location if available, and the responsible first aider.
- Check weather conditions for outdoor play and adapt the programme during extreme heat, storms, strong wind or poor air quality.
- Complete attendance and headcount before departure, after arrival, before leaving the venue and after return.

Short informal briefing before every session

A two-minute conversation before play can prevent confusion and helps young people feel secure. The responsible adult should use plain language and ask participants to confirm that they understood the key points.

Briefing point	What the responsible adult explains
Today's plan	Explain where the group will train, when the breaks take place and when the session will finish.
Water and clothing	Show where bottles and spare clothing will be kept. Remind participants to drink before they feel very thirsty.
Valuables	Identify one supervised place for phones, money, documents and keys. Participants should not leave valuables in changing rooms or unattended bags.
Health and discomfort	Ask participants to report pain, dizziness, breathing difficulty, allergy symptoms or a recent injury before joining intense activity.
Stop signal and meeting point	Agree one stop signal and identify the meeting point used if the group becomes separated or the venue must be cleared.

Weather, heat and outdoor-court adaptation

Condition	Practical response
High temperature or strong sun	Use shade, increase water breaks, reduce repeated high-intensity work and avoid the hottest part of the day.
Rain or wet surface	Stop play when grip is unsafe. Dry the court only when this can be done safely and do not restart until the surface is checked.
Thunder or lightning	Stop outdoor activity and move the group to a safe indoor location according to venue procedures.
Strong wind	Secure light equipment, banners and loose objects. Adapt passing and shooting tasks or move indoors.
Poor air quality or breathing concerns	Reduce intensity or postpone activity, especially for participants with asthma or respiratory sensitivity.



4.4 First aid and emergency preparedness

Basketball 3x3 is fast and includes repeated changes of direction. Minor injuries can occur even in a well-managed session. The organiser should be ready to stop play, secure the area, call for help and provide only the assistance for which the adult is trained and authorised.

FIRST AID AND EMERGENCY READINESS FOR 3x3 ACTIVITIES

SIMPLE RESPONSE SEQUENCE

- 1 STOP**
Stop play and make the area safe.
- 2 CHECK**
Check responsiveness, breathing and visible injury.
- 3 CALL**
For a serious or uncertain situation, call 112 and send an adult to guide responders.
- 4 CARE**
Provide only the first aid you are trained and authorised to give.
- 5 STAY**
Stay with the participant, keep them calm and protect privacy.
- 6 RECORD**
Inform the responsible adult and complete an incident note after the situation is stable.

COMMON COURT SITUATIONS

Ankle sprain

Stop play; avoid weight-bearing; support in a comfortable position; use a wrapped cold pack if available; seek assessment if severe pain, swelling, deformity or inability to walk.

Scrape or cut

Use gloves; rinse with clean water; cover with a sterile dressing. For bleeding, apply firm direct pressure. Call 112 if bleeding is severe or will not stop.

Nosebleed

Sit forward and pinch the soft part of the nose continuously. Seek help if bleeding is heavy, follows a major impact or does not stop.

Head impact

Remove from play immediately. Do not return the same day. Call 112 for loss of consciousness, repeated vomiting, confusion, seizure, worsening headache, neck pain or unusual behaviour.

Heat illness

Move to shade or a cool place, loosen clothing and cool the person. Give fluids only if fully alert and able to swallow. Call 112 for confusion, collapse, seizure or failure to improve.

EMERGENCY NUMBERS

Preferred cross-border number

112 – ambulance, fire brigade or police

Serbia

112; Police 192; Fire 193; Ambulance 194

Croatia

112; Police 192; Fire 193; Ambulance 194

Slovenia

112 – medical/fire/rescue; Police 113

This page supports preparedness; it does not replace certified first-aid training or professional medical assessment. Verify venue details and numbers before each event.

Figure 6. First-aid and emergency-readiness handout.

4.4.1 Minimum emergency action plan

1. Appoint one responsible adult who leads the response and one adult who supervises the rest of the group.
2. Write the exact venue address, entrance, access route and GPS location on the event sheet.
3. Know where the first-aid kit and AED are located and who is trained to use them.
4. Keep participant emergency contacts and relevant medical information available to authorised staff.
5. For a serious or uncertain situation, call 112. Send an adult to meet and guide emergency responders.
6. Record what happened after the participant is safe and inform the parent, guardian and project coordinator according to internal procedures.

4.4.2 Common court situations: simple first response

Situation	Immediate organiser response
Ankle sprain or suspected joint injury	Stop play. Avoid weight-bearing. Support the limb in a comfortable position. A wrapped cold pack may be used if available. Seek medical assessment when there is severe pain, major swelling, deformity, numbness or inability to walk.
Scrape or minor cut	Use disposable gloves. Rinse with clean water, remove obvious dirt only if easy to do, dry around the wound and cover with a sterile non-stick dressing.
Bleeding	Apply firm direct pressure with a clean dressing. Add another dressing if blood comes through. Call 112 for severe, uncontrolled or spurting bleeding.



Situation	Immediate organiser response
Nosebleed	Sit the participant upright and leaning forward. Pinch the soft part of the nose continuously. Seek medical advice if bleeding is heavy, follows a major impact or does not stop.
Suspected fracture	Keep the injured part still and supported. Do not straighten a deformed limb. Call 112 when the injury is severe or movement is unsafe.
Head impact or possible concussion	Remove the participant from play immediately. Do not allow same-day return. Call 112 for loss of consciousness, repeated vomiting, confusion, seizure, worsening headache, weakness, neck pain or unusual behaviour.
Heat illness or dehydration	Move to shade or a cool place. Loosen excess clothing and cool the person. Give water only when fully alert and able to swallow. Call 112 for confusion, collapse, seizure or failure to improve.
Breathing difficulty, asthma or severe allergy	Help the participant access prescribed medication according to their personal plan and the adult's training. Call 112 for severe breathing difficulty, swelling of the face or throat, collapse or rapid worsening.

4.4.3 Emergency numbers for partner countries

Area	Number	Practical note
Preferred cross-border emergency number	112	Ambulance, fire brigade or police. Use for any serious emergency and when uncertain which service is needed.
Serbia	112 / Police 192 / Fire 193 / Ambulance 194	Confirm local venue access and the nearest emergency facility before the event.
Croatia	112 / Police 192 / Fire 193 / Ambulance 194	Use 112 as the simplest number for international groups.
Slovenia	112 / Police 113	112 covers medical, fire and rescue emergencies; 113 is the police number.

Mandatory local check. Emergency numbers and local procedures can change. The responsible partner must verify the venue address, local service arrangements, access route and emergency contacts before every activity. 112 is the preferred number for cross-border project events.

4.4.4 Recommended first-aid kit

- Disposable gloves in several sizes
- Sterile gauze pads and wound dressings
- Adhesive plasters in different sizes
- Non-stick dressings and medical tape
- Elastic or conforming bandage
- Triangular bandage
- Instant cold pack or reusable cold pack with cloth cover
- Sterile saline or clean water for wound irrigation
- Blunt-ended scissors and tweezers
- CPR face shield
- Emergency blanket
- Incident form, pen, emergency contact sheet and charged mobile phone

Medicine. Do not place general medicines in the kit unless the organisation has a clear policy, authorised staff and national rules that permit their use. Participants should carry their own prescribed medication according to the information agreed with parents or guardians.



4.5 Core techniques and practical drills

The following drills use simple set-ups and short coaching messages. Each drill can be adapted to the available court, number of players and experience level. A good practice sequence is: demonstrate, practise without pressure, add a defender, then use the action in a short game.

4.5.1 Spacing and relocation

Aim	Set-up and action	Progression	What to observe	Safety cue
Create passing lanes and room to attack.	Three players form a wide triangle. After every pass, the passer moves to a different open space.	Add one passive defender; later play 3v3 with a rule that no two attackers may stand in the same lane.	Players move after passing and keep useful distance.	Avoid running through another player's landing or cutting line.

4.5.2 Give-and-go

Aim	Set-up and action	Progression	What to observe	Safety cue
Pass, cut and receive with correct timing.	Player A passes to B, cuts towards the basket and receives the return pass. Rotate positions after each finish.	Add a defender on the cutter; reward back-door cuts when the defender overplays.	Fast cut, eye contact and pass in front of the moving player.	Keep the finishing line clear and control speed near the basket.

4.5.3 Pick and roll / pop

Aim	Set-up and action	Progression	What to observe	Safety cue
Use a screen to create a simple advantage.	Screener sets a legal stationary screen. Ball-handler uses the screen. Screener rolls to the basket or opens into space.	Add a defender and practise two reads: pass to roller or attack the open lane.	Screen angle, timing and communication before contact.	Teach legal screening; no moving screen, pushing or blind contact.

4.5.4 2v1 advantage

Aim	Set-up and action	Progression	What to observe	Safety cue
Make a quick pass-or-finish decision.	Two attackers start against one defender. The ball-handler attacks the middle and reads the defender.	Add a time limit of five seconds or start from a rebound/outlet pass.	Attackers keep distance and make one clear decision.	Use controlled speed with beginners and keep waiting players away from the lane.

4.5.5 Rebound, clear and attack

Aim	Set-up and action	Progression	What to observe	Safety cue
Connect defence with transition.	Coach shoots. Defender rebounds, passes or dribbles behind the arc, then the team attacks.	Add two defenders and a 12-second countdown.	Strong rebound, quick clear, immediate spacing.	Protect landing space; stop the drill if players are undercutting.



4.5.6 Defensive stance and closeout

Aim	Set-up and action	Progression	What to observe	Safety cue
Control the ball without reckless contact.	Defender starts in help position, closes out with short steps and one hand up, then slides.	Add live 1v1 with a three-dribble limit.	Balanced feet, chest in front, hands active.	No contact from behind; avoid landing in the shooter's space.

4.5.7 Help, recover and switch

Aim	Set-up and action	Progression	What to observe	Safety cue
Develop team defence and communication.	Three defenders move as the ball is passed around three attackers. Use calls: ball, help, screen, switch, mine.	Play short 3v3 games where a defensive stop counts only after clear communication.	Early talk and recovery to the correct player.	Keep contact controlled and pause after confusion rather than allowing unsafe collisions.

4.5.8 End-game decision game

Aim	Set-up and action	Progression	What to observe	Safety cue
Practise score and time awareness.	Start a short game with a set score and 45 seconds remaining. Teams decide when to attack, defend the arc or use a foul according to agreed rules.	Change the score situation after each round.	Calm communication and one clear plan.	Trainer explains foul rules before the game and prevents deliberate hard contact.

4.6 Rules, referees, fair play and reflection

Referees in the project tournaments provided short pre-game explanations of rules and fair play to girls' and boys' teams. The sessions did not replace formal referee education. They gave players a shared starting point and reduced confusion during play.

- Listen to the full pre-game instruction and ask questions before the first match.
- Accept the decision and continue playing. The captain or responsible adult can ask for clarification at an appropriate moment.
- Use calm language. Avoid shouting at referees, opponents or teammates.
- Recognise that 3x3 can include more physical contact than some school formats, but dangerous contact remains unacceptable.
- After the match, identify one team action, one fair-play action and one improvement point.

Fair-play practice	How to run it
Respect circle	After each game, each team names one positive action by the opponent.
Role recognition	Players identify a useful screen, pass, rebound, defensive help or communication action.
Mixed-team responsibility	Rotate captain and first possession so that different participants lead.
Referee reflection	Ask players to explain one rule they understood better after the match.
Positive closure	End the session with one shared achievement and one next step.



5. 2D digital arts and visual storytelling module

The digital arts module gives young people a useful way to work with the photos and short videos created during project activities. The focus is a clear story, careful editing and respectful sharing. Advanced design software is not required.

2D Digital Arts and Visual Storytelling

A SIMPLE GUIDE TO CREATE AND SHARE GREAT PROJECT VISUALS

Topic: Training materials on basketball 3x3 techniques and 2D digital arts

WHAT TO SHOW

- TEAMWORK
- FAIR PLAY
- INCLUSION
- FRIENDSHIP
- MOVEMENT
- POSITIVE ENERGY

1 TAKING A STRONG PROJECT PHOTO



- Be ready. Anticipate the action.
- Focus on the main action.
- Use good light. Avoid strong backlight.
- Include players and the court for context.

★ Get closer when you can – fill the frame.

2 CHOOSING THE BEST IMAGE



- Pick the photo that tells the story clearly.
- Look for sharpness, good composition and strong emotion.

3 CROPPING AND IMPROVING LIGHT



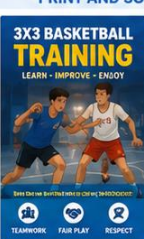
- Crop to remove distractions and focus on the action.
- Adjust brightness, contrast and colours slightly.
- Keep it natural. Don't over-edit.

4 ADDING A SHORT MESSAGE



- Keep it short and positive.
- Use clear words.
- Use strong colours that are easy to read.
- Place text where it does not cover the action.

5 CREATING A POSTER FOR PRINT AND SOCIAL MEDIA



- For Print (A4 / A3)
 - ✓ High quality image
 - ✓ Clear headline
 - ✓ Key message
 - ✓ Date, place, activity
- For Social Media
 - ✓ Square (1:1) or Portrait (4:5)
 - ✓ Big text
 - ✓ Short message
 - ✓ Strong colours

6 RESPECTFUL AND SAFE SHARING



- Ask permission before sharing photos.
- Respect privacy. Share only what is appropriate.
- Use safe platforms and secure settings.
- Give credit to the project and the team.

♥ Share good moments. Respect everyone.

★ Be creative. Be proud. Be UNITY3X3.

Capture the moment

Tell the story

Create with care

Share with respect

Figure 7. Visual handout: from project photo to 2D visual and safe sharing.

5.1 Learning objectives

- Take a photo that shows a clear action, group moment or project value.
- Choose the strongest image from several similar photos.
- Improve crop, light and contrast without making the image look artificial.
- Add a short message and arrange text so that it does not cover the main action.
- Prepare one version for print and one for online use.
- Check consent, privacy, accuracy and project identity before publication.

5.2 Taking stronger project photographs

Point	Practical guidance
Before the activity	Charge the device, clear storage, clean the lens and agree where photographers may stand.
Main subject	Choose one action or group moment. Avoid a frame with too many unrelated elements.
Movement	Anticipate the pass, shot, celebration, handshake or team discussion.
Composition	Keep the ball, hands and faces in frame when possible. Leave some space in the direction of movement.



Point	Practical guidance
Light	Use natural or clear indoor light. Change position if strong backlight hides the subject.
Safety	Do not stand behind the baseline, under the basket, in a player's landing area or in an emergency access route.
Respect	Never photograph in changing rooms, during medical treatment or in a private moment.

5.3 Photo selection: the six-question check

7. Is the main action easy to understand?
8. Is the image sharp enough for its planned use?
9. Does the image show teamwork, effort, fair play, friendship, inclusion or positive energy?
10. Is the image appropriate for public use?
11. Does the photo represent the activity honestly?
12. Can text and project identity be added without covering the subject?

5.4 Simple editing workflow

Step	Instruction
1. Select	Choose one image that tells the story clearly.
2. Crop	Remove empty or distracting areas. Keep enough context to show the activity.
3. Straighten	Correct a tilted horizon or court line when needed.
4. Improve light	Adjust brightness and contrast gently. Keep skin tones and court colours natural.
5. Check colour	Use small corrections only. Avoid heavy filters.
6. Add text	Use one short title or message. Keep the font large and readable.
7. Add identity	Insert the project title and required logos before public export.
8. Export	Save a high-quality print file and a smaller online file.

5.5 Creating a simple poster

Element	Guidance
Purpose	One clear message for a school, sports club, local event, project website or social media.
Image	Use one strong photo or a small collage with a clear reading order.
Headline	Use 3–8 words. Examples: "Play. Create. Connect.", "Teamwork in Every Possession", "One Court, Shared Respect".
Supporting text	Add only essential information: activity, date, place or short learning message.
Layout	Keep margins, align text and leave empty space. Avoid filling every part of the page.
Colour	Use two or three main colours with clear contrast.
Print version	A4 or A3, high-quality image, logos and funding visibility in the correct position.
Online version	Square or portrait format, readable on a phone, compressed without losing clarity.



5.6 Safe, respectful and accessible sharing

A good project visual protects the people shown in it. The digital task is complete only after the group checks privacy, context, accuracy and accessibility.

Check	What it means
Consent and safeguarding	Use photos according to the consent and safeguarding arrangements of the project. A participant's presence at an event does not automatically mean every image should be published.
Privacy	Avoid personal data, travel documents, medical information, private messages, room numbers and detailed location information that is not needed.
Dignity	Do not publish images that embarrass a participant, show distress or present someone in an unfair way.
Accuracy	Use captions that describe what happened. Do not claim a training session, result or role that did not occur.
Copyright	Use project-created images or material with permission. Credit external material when required.
Accessibility	Use readable contrast, large text and a short description or alt text when publishing online.
File security	Store original files in the agreed project folder. Limit access to raw participant material and remove unnecessary duplicates.
EU visibility	Add the required funding acknowledgement and logos before public distribution. The user will insert the final logos in the header, footer or cover.

5.7 Practical digital arts tasks

Task	Instruction	Output
Photo story in three frames	Choose three images that show preparation, action and a positive ending.	A three-image story with short captions.
Before-and-after edit	Show the original and lightly edited version. Explain each change.	One comparison page.
Fair-play poster	Use one image and one short message on respect or teamwork.	A4 poster and online square.
Movement poster	Use crop and text placement to emphasise speed and direction.	Portrait social-media visual.
Mixed-team story	Show how different participants contribute through playing, coaching, photography or reflection.	Small collage with a neutral caption.
Event recap card	Combine place, date, one photograph and three short learning points.	Digital card for project communication.



6. Integrated training programme and session plans

Each partner can adapt the programme to its venue, group size and calendar. The complete model uses five sports sessions and three digital sessions. Shorter versions can combine topics. Every session begins with readiness and safety and ends with reflection.

6.1 Recommended session structure

Part	Content	Time
Arrival and readiness	Attendance, personal kit, water, health check and session aim.	5 min
Warm-up	Progressive movement, mobility, activation and ball preparation.	12–15 min
Main learning task	One technique or digital skill explained and practised.	20–25 min
Applied task	3v3 game, photo challenge, poster task or group production.	15–25 min
Cool-down / file check	Light recovery or saving and naming digital work.	5 min
Reflection	One success, one fair-play example and one next step.	5 min

6.2 Five-session basketball plan

Session	Content	Expected result
Session 1: 3x3 format and safe preparation	Rules, court use, personal kit, warm-up, spacing triangle and short 3v3 games.	Players understand the format, court boundaries and safety routines.
Session 2: Pass, move and finish	Passing in pairs, give-and-go, back-door cut and assist bonus game.	Players move after passing and recognise an open lane.
Session 3: Screens and advantage	Legal screening, roll or pop, 2v1 decision drill and controlled 3v3.	Players use timing and communication to create an advantage.
Session 4: Defence, rebound and transition	Stance, closeout, help calls, rebound, clear and attack.	Players connect defensive effort with a quick team attack.
Session 5: Mixed-team mini tournament	Balanced teams, referee reminder, fair-play scoring, emergency readiness and final reflection.	Players apply technique, communication, equality and fair play in competition.

6.3 Three-session digital arts plan

Session	Content	Expected result
Session A: Photograph the project	Safe photographer positions, composition, movement, photo challenge and group selection.	Participants create a small set of clear project images.
Session B: Edit and explain	Crop, light, contrast, before-and-after comparison, file naming and privacy check.	Participants improve images without over-editing and explain their choices.
Session C: Create and share	Poster layout, short message, project identity, print/online export and peer review.	Participants prepare one public-ready 2D visual.



6.4 Example 90-minute integrated workshop

Time	Activity
0–10 min	Welcome, attendance, water, valuables, health information and safety briefing.
10–25 min	Progressive warm-up and spacing exercise.
25–50 min	Give-and-go and 3v3 game with assist and fair-play points.
50–55 min	Water break and selection of safe photographer positions.
55–70 min	Photo challenge: action, teamwork and positive group moment.
70–85 min	Select one photo, crop lightly and add a short message.
85–90 min	Share results and complete one positive reflection.

6.5 Implementation notes for trainers and facilitators

Situation	Recommended adaptation
Small group	Use one half-court station and rotate roles: player, observer, photographer and reflection leader.
Large group	Create several stations with one responsible adult or trained helper at each station. Keep waiting players away from active lanes.
Different experience levels	Change distance, pace, defender pressure and decision time rather than separating participants permanently by ability.
Mixed teams	Use balanced girls-and-boys teams where appropriate, rotate leadership and reward assists, communication and fair play.
Limited equipment	Use cones or floor markers, one ball per station and paper worksheets. The learning goals remain achievable with simple equipment.
Outdoor delivery	Complete the weather and heat check, identify shade and water, secure loose equipment and keep emergency access open.
End of session	Count participants, collect equipment, check valuables, record any incident and close with one positive learning point.

Positive facilitation message. Young people learn best when instructions are clear, roles are meaningful and progress is noticed. Correct one point at a time, recognise effort and invite participants to explain what they learned.



7. Instructional video structure and digital formats

The deliverable description refers to instructional videos. The single-file public upload therefore includes complete video-ready scripts and production instructions. These can be used with project footage and recorded in each partner language. The learning content remains the same across video, PDF and printed versions.

7.1 Standard video structure

Part	Content	Length
Title screen	Project, topic and language.	5 sec
Learning promise	One sentence explaining what the viewer will learn.	8–10 sec
Slow demonstration	Show the action or digital step at a clear pace.	30–45 sec
Key words	Repeat with two or three short captions.	20–30 sec
Common mistake	Show one typical error and the correction.	20–30 sec
Safety or respect reminder	One clear reminder linked to the topic.	10 sec
Closing screen	Project identity and one positive message.	5–10 sec

7.2 Video-ready scripts

Video	Key message	Suggested scenes	Safety / ethics line
Video 1 – 3x3 basics	Three players on court, one basket, one- and two-point scoring, clear the ball after a change of possession.	Court overview, player positions, scoring example and clear-ball demonstration.	Check the event rules before play. Keep the court and run-off area clear.
Video 2 – Safe warm-up	Move from general activity to mobility, activation, ball work and short reactions.	Show arrival check, dynamic movement, band activation and team focus.	Stop if there is pain, dizziness or breathing difficulty. Water is available.
Video 3 – Spacing and give-and-go	Pass, move and keep useful distance.	Show a crowded example, corrected spacing, then the give-and-go.	Control speed near the basket and protect landing space.
Video 4 – Screen, roll and communicate	Set a legal screen and read the defender.	Show stationary screen, ball-handler path, roll and pop.	No moving screens, pushing or blind contact.
Video 5 – Defence and transition	Talk, help, rebound, clear and attack.	Show defensive calls, rebound, pass behind the arc and quick attack.	Avoid contact from behind and keep the outlet lane clear.
Video 6 – Take a strong project photo	Choose a safe position, anticipate action and keep the main subject clear.	Show three photo positions and compare a weak and strong frame.	Never stand in the playing area or photograph private situations.
Video 7 – From photo to poster	Select, crop, improve light, add a short message and export.	Screen recording with before-and-after comparison.	Check consent, accuracy, privacy and project visibility before sharing.
Video 8 – First aid and emergency action	Stop, check, call, care, stay and record.	Use simple text cards and show the venue emergency information sheet.	Only trained adults provide first aid. Call 112 for serious or uncertain situations.

7.3 Production standards

- Record horizontally for presentation use and vertically only when a separate social-media version is planned.
- Use a stable camera position and clear sound. Avoid copyrighted music unless permission is confirmed.



- Keep most videos between two and four minutes.
- Use large captions and simple language. Prepare subtitles for accessibility and translation.
- Do not show medical incidents, private participant information or changing areas.
- Use the same file names and version codes in all four languages.

7.4 File naming and formats

Asset	Suggested filename	Format / use
Guide	3x3UNITY_D1.5_D5_Training_Materials_EN.pdf	PDF for public upload and print
Editable master	3x3UNITY_D1.5_D5_Training_Materials_EN.docx	Word file for translation and updates
Basketball handout	3x3UNITY_Handout_Basketball_3x3_EN.pdf	A4/A3 print and digital handout
Digital arts handout	3x3UNITY_Handout_2D_Digital_Arts_EN.pdf	A4/A3 print and digital handout
Video	3x3UNITY_Video_01_3x3_Basics_EN.mp4	MP4, compressed for web use
Image	3x3UNITY_Zagreb_Activity_001.jpg	High-quality JPEG with agreed naming and metadata



8. Use during project activities and knowledge transfer

The material reflects the actual sequence of project work. Each activity added a different type of evidence: initial preparation, repeated tournament practice, cross-border friendships, local transfer and professional observation.

Activity	Role in the project	Contribution to the training materials
Zagreb, 17–18 April 2026	First international meeting and tournament.	Travel preparation, team discipline, first cross-border contact, fair play, photography and tournament observation.
Ljubljana / Šentvid, 23–24 May 2026	Second international meeting and tournament.	Increased team participation, stronger youth networking, repeated 3x3 practice and more active photo/video documentation.
Novi Sad EURO 3x3, 5 June 2026	Local transfer to a younger school team.	Tactical support, communication, decision-making, rule explanation and application in a local tournament.
Novi Sad, 13–14 June 2026	Final international meeting, cultural walk and tournament.	Growth in team numbers, stronger confidence, final 3x3 application and the connection between sport, culture and friendship.
Quest 3x3 Novi Sad, 11–12 July 2026	Professional observation and reverse knowledge transfer.	Resistance-band activation, dynamic warm-up, individual routines, tactical communication, referee positioning and high-level match control.

8.1 Practical lesson from the three international meetings

- Young people understand the material faster when a short explanation is followed by a game situation.
- Repeated meetings help participants communicate more freely and take greater responsibility.
- Photography works best when participants know the story they are trying to capture.
- A clear pre-game briefing reduces confusion about rules and behaviour.
- Informal time, cultural visits and travel are part of the learning process and require the same safety planning as the sports activity.



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Figure 8. Zagreb tournament activity collage.

UNITY3X3 - Šentvid Photo Collage
24.05.2026



Figure 9. Ljubljana / Šentvid tournament activity collage.



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Figure 10. Novi Sad final tournament activity collage.



Figure 11. Local knowledge transfer at Novi Sad EURO 3x3.

8.2 Professional development of SUPERNOVA21

The Quest 3x3 observation gave the coordinator a direct view of how experienced players prepare, communicate and adapt before high-intensity matches. The learning was transferred into this final guide through the expanded warm-up sequence, injury-prevention messages, referee awareness and pre-match organisation. This shows a two-way learning process: the project shares knowledge with young people and also improves the capacity of the coordinating organisation.



9. Quality, inclusion, safeguarding and accessibility

9.1 Quality assurance

Quality point	How it is addressed
Accuracy	Rules are presented as a practical summary and users are told to confirm the competition-specific rules.
Usability	Drills include aims, set-up, progression, observation points and safety cues.
Evidence	Project reports and real activity images show where the learning content came from.
Consistency	The same messages appear in the guide, handouts, session plans and video-ready scripts.
Transparency	The file does not claim that a medical, referee or professional design qualification was delivered.
Review	The final version adds partner feedback on mixed teams, personal safety, first aid and emergency readiness.

9.2 Inclusion and equality

- Create balanced teams and offer meaningful roles to girls and boys.
- Use adapted rules, smaller spaces or shorter games for beginners.
- Give quieter participants time to speak during reflection and digital tasks.
- Allow participants who cannot play fully to contribute through scoring, photography, design, observation or event support.
- Use accessible language and demonstrate each task before expecting performance.
- Avoid public ranking or humour that could embarrass a participant.

9.3 Safeguarding and privacy

- Follow each partner's child-protection and safeguarding procedures.
- Ensure appropriate adult supervision during travel, sports sessions, free time and digital work.
- Avoid isolated one-to-one situations where possible and use visible, agreed spaces for individual support.
- Keep changing areas, medical situations and personal documents outside photography and video work.
- Use participant images only within the agreed consent and dissemination arrangements.
- Report any safeguarding concern through the partner's designated responsible person.

9.4 Accessibility

Area	Accessibility measure
Text	Short paragraphs, clear headings, simple British English and consistent terms.
Print	A4-friendly pages, high contrast and stand-alone handouts.
Digital	Readable on screen, suitable for PDF and structured for subtitles or narration.
Images	Captions explain why each image is included; online versions should use alt text.
Language	English master version with repeatable headings and tables for translation.
Participation	Sports, creative and reflection roles allow different strengths to be visible.



10. Dissemination, translation, sustainability and compliance

10.1 Paper and digital formats

Output	Format	Use
Master guide	Editable Word file and final PDF	Project results platform, partner archives, translation and future use
Basketball handout	A4/A3 PDF or printed page	Sports halls, schools, coach briefings and online workshops
Digital arts handout	A4/A3 PDF or printed page	Photography and design workshops, website and presentations
Safety handout	A4 print or digital image	Participant briefing, travel folder and tournament preparation
First-aid handout	A4 print or digital image	Organiser folder and venue emergency station
Worksheets	Printable annex pages	Reflection, observation, incident reporting and output review
Video-ready scripts	Contained in this guide	Recording in English, Serbian, Slovenian and Croatian

10.2 Translation process

Step	Action
1	Lock the final English content and file structure.
2	Translate into Serbian, Slovenian and Croatian without changing activity meaning or safety messages.
3	Ask a local coach or project coordinator to review sports terminology.
4	Ask the local responsible person to verify emergency numbers, venue language and national procedures.
5	Insert final logos, funding acknowledgement and partner details.
6	Export to PDF and check every page, table, image and caption.

10.3 Sustainability

- Partners can repeat the five basketball sessions with new groups.
- The digital tasks can be used after any sports activity, youth exchange or local event.
- Safety checklists can be added to future travel and tournament folders.
- Video-ready scripts reduce the work needed to record local-language clips.
- The English master file provides a common base for future Erasmus+ Sport and youth cooperation.
- The professional observation method can be repeated at other high-level events to keep the training content current.

10.4 Deliverable compliance matrix

Portal requirement	Evidence in this file	Status
Training materials covering basketball 3x3 techniques	Sections 4 and 6; basketball visual handout; drill cards and session plans	Completed



Portal requirement	Evidence in this file	Status
Training materials covering 2D digital arts	Section 5; digital visual handout; task cards and photo/poster workflow	Completed
Paper and digital formats	Print-ready guide, handouts and worksheets; Word/PDF structure and digital export guidance	Completed
PDFs and guides	English master guide prepared for PDF conversion and public upload	Completed
Instructional videos	Eight video-ready scripts, standard storyboard, scenes, captions, safety lines and file naming	Prepared for production and language adaptation
English, Serbian, Slovenian and Croatian	English master completed; translation workflow and file naming defined	English completed; translations prepared as next versions
Public deliverable	Personal names of minors removed; images used as activity evidence; privacy and safeguarding checks included	Completed



Annex 1 – Participant readiness and personal kit checklist

Check	Response / notes
Name / participant code	
Date and activity	
Water bottle	Yes / No
Sports shoes and suitable clothing	Yes / No
Spare T-shirt / towel	Yes / No
Prescribed medication available if needed	Yes / No / Not applicable
Pain, illness or injury reported before activity	Yes / No / Notes
Valuables stored in agreed place	Yes / No
Meeting point and responsible adult known	Yes / No

Annex 2 – Venue safety and emergency information sheet

Field	Information
Venue name	
Exact address	
Main entrance / emergency access	
GPS location	
Responsible organiser and phone	
First aider and phone	
First-aid kit location	
AED location	
Nearest medical facility	
Meeting point	
Weather / heat plan	
Emergency numbers verified on	



Annex 3 – First-aid incident note

Field	Record
Date and time	
Venue	
Participant code / initials	
Activity at the time	
What was observed	
Immediate action taken	
First aid provided by	
Emergency service called	Yes / No Time:
Parent / guardian informed	Yes / No Time:
Outcome / referral	
Witnesses	
Follow-up action	
Completed by	

Privacy. Keep incident notes in the protected project or organisational system. Do not place medical or personal details in a public deliverable, shared photo folder or social-media channel.

Annex 4 – Player reflection worksheet

Prompt	Participant answer
What did I do well today?	
Where did I help my team?	
What fair-play moment did I notice?	
How did our mixed or balanced team share roles?	
What 3x3 skill do I want to improve?	
What photo or visual best represents the session?	
What safety habit will I remember next time?	



Annex 5 – Basketball observation sheet

Area	What to observe	Notes
Spacing	Do players keep distance and open passing lanes?	
Movement after pass	Does the passer relocate or cut?	
Decision-making	Does the ball-handler see the defender and teammate before acting?	
Screening	Is the screen stationary, safe and well timed?	
Rebound and clear	Does the team secure the ball and move it behind the arc?	
Defensive communication	Are calls early, clear and calm?	
Fair play	Do players respect referees, opponents and team roles?	
Safety	Are intensity, contact, water breaks and playing space managed well?	

Annex 6 – Photo and 2D visual review sheet

Review point	Response
The main action is clear.	Yes / No / Notes
The image is sharp enough.	Yes / No / Notes
The photo shows a positive project value.	Yes / No / Notes
The image is appropriate for public use.	Yes / No / Notes
The edit looks natural.	Yes / No / Notes
The message is short and readable.	Yes / No / Notes
The text does not hide the main action.	Yes / No / Notes
Logos and funding visibility are ready for final export.	Yes / No / Notes
The file has a clear name and language code.	Yes / No / Notes
Alt text or a short image description is prepared.	Yes / No / Notes



Annex 7 – Ready-to-use drill cards

Card	How to run it	Observe	Safety cue
1. Spacing triangle	Three players pass in a triangle and move after each pass.	Distance, open lanes and communication.	Keep the centre clear and control speed.
2. Pass and cut	Pass to the wing, cut to the basket, receive and finish.	Fast cut and pass in front of the player.	One finishing line at a time.
3. Screen and roll	Set a stationary screen, use it and roll or pop.	Timing and legal screen position.	No moving screen or blind contact.
4. 2v1 advantage	Two attackers read one defender and choose pass or finish.	Spacing and one quick decision.	Use controlled pace for beginners.
5. Rebound and clear	Rebound, move the ball behind the arc and attack.	First pass, lanes and quick readiness.	Protect landing space.
6. Defence talk game	3v3 defence must use agreed calls.	Voice, help, recovery and calm reactions.	Pause the game if players lose control.

Annex 8 – Ready-to-use digital task cards

Card	Instruction	Output
1. Three-frame story	Select preparation, action and positive ending.	Three images with short captions.
2. Best of six	Choose one image from six and explain why it works.	Selection note and chosen photo.
3. Before and after	Make a light edit and list the changes.	Comparison page.
4. Fair-play poster	Use one image and one short message.	A4 poster and online version.
5. Safe-sharing check	Review consent, privacy, accuracy and identity.	Completed checklist.
6. Event recap	Combine place, date, one image and three learning points.	Digital event card.

Final trainer message. A successful 3x3UNITY session feels active, friendly and organised. Participants should leave with one useful basketball idea, one positive team experience, one safe habit and one creative way to tell the project story.