

# HANDBALL BUILDS GENERATIONS

A PRACTICAL GUIDE TO HANDBALL AND LIFE SKILLS



**PUBLISHED BY**

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

**ADDRESSES OF THE COMPANY:**

Friedrich-Ebert-Allee 36 + 40

53113 Bonn

Telephone: +49 (0) 228 44 60-0

Info@giz.de

www.giz.de

Germany

Dag-Hammarskjöld-Weg 1-5

65760 Eschborn

Telephone: +49 (0) 6196 79-0

Info@giz.de

www.giz.de

Germany

**WRITTEN BY**

Nicola Scholl and Narin Hajtass

**COMPILED BY**

Noah Lichtenthaler

**DESIGN ILLUSTRATION AND LAYOUT BY**

M.Barroq Design

**PRINT**

Halawa Printing Press

**INFORMATION SOURCES**

International Handball Federation (IHF)

European Handball Federation (EHF)

German Handball Federation (DHB)

Team Handball, Steps to Success, 1997 (Clanton, Dwight)

Deutsche Sporthochschule Köln (DSHS) – LFG Handball, Skript Handball BAS6.4 und Lehramt, 2018 (Fasold, Rathschlag)

Beachhandball: Spielen lernen, 2018 (Fasold, Goebel)

Streethandball.com

**CONTRIBUTIONS**

Zina Al Sadi

Andreas Bold

Niklas Fischbach

Susanne Gaerte

Ulrich Klar

Dr. Taiysir Mansi

Ala'a Nofal

Henning Schick

Laura Stolz

The GIZ is responsible for the content of this publication.

By order of the

Federal Ministry for Economic Cooperation and Development (BMZ) of Germany /

Alternatively: Federal Ministry of Foreign Affairs (AA) of Germany

## Foreword

Dear esteemed friends in sport,

Since its inception in 2016, I have followed all the phases of establishing and developing the “Sport for Development” program that is supervised by GIZ in collaboration with Jordanian organizations, and I was a partner in most discussions that aimed to develop this approach in Jordan. The Sport for Development approach is in line with the modern scientific developments in the field of sport since it is concerned with developing athletes on the long term from physical, coordinative, and psychological aspects as well as paying close attention to the social and personal aspects of children and youth and their ability to cooperate with other people through various sportive and training activities.

My admiration for the Sport for Development program was intensified by the specialized training content that considers the biological development of children and youth during their early years and the targeted training and sportive programs that is relevant to the different age phases that children pass through, whereby movement abilities are developed as well as skills and tactics, depending on the different development phases. The program adds a special and vital touch to the development plan by considering the psychological and social abilities for each age group and it merges them with the training programs so that through sport, psychological aspects such as confidence and emotional stability are enhanced as well as social skills such as teamwork, cooperation with others, developing team spirit and accepting others.

Another aspect that gives value to the program is the interest given to include refugee children, particularly those from Syrian origin, so that through sport they could absorb the trauma they faced resulting from the war in Syria and their need to abandon their homes to move to a new and different environment. This program includes many ideas that aims to merge these children with their colleagues in Jordanian schools.

Through my scientific experience as a research on sports sciences and through my current position as the president of the Jordan Handball Federation, I have become strongly convinced of the importance of the Sport for Development program and its content and benefits that will reflect on our children through it in terms of developing a psychological and social personality as well as the importance of developing athletes for the long term, which is an aspect that is clearly missing within the Jordanian sports sector. It brings me great joy to include the sport of handball as a tool for human development and to use it to develop characters and the Jordan Handball Federation works in close strategic partnership with GIZ in Jordan in this regard.



**Dr. Taiysir Mansi**

President of the Jordan  
Handball Federation

## Project Description

Sport has played an increasingly important role in development cooperation in the last few years as its social and integrated impact can significantly contribute to the prevention of violence, conflict management, peace promotion and international understanding. Sport can help people gain self-confidence and reduce the sense of paralytic helplessness; these characteristics improve an individual's capacity to manage stressful and conflictual situations. An exchange of experiences through sports, games and movements is enabled. This exchange is mutually beneficial to local citizens, refugees and internally displaced persons and counteracts possible conflicts and violence through this shared experience and learning. The experience to date has shown that sports promote competences, encourage dialogue and can contribute to relevant development goals and potential cooperation.

The aim of the project is to use «sport for development» in host communities in Jordan more intensively to promote psychosocial support, violence prevention and conflict management. Additionally, it aims to tackle other relevant societal matters—such as gender equality, integration, education, conflict transformation and to convey life skills, particularly to children and young adults. Fostering life skills through sport can help individuals to master difficult situations and to develop perspectives. The project will be implemented throughout Jordan and will target children and youth who reside in areas with a high percentage of refugees, most notably the northern provinces.

On the individual level, the project and the manual aim to promote the practice-oriented qualification of an adequately high number of female and male teachers, trainers, social workers and multipliers through «sport for development» so that sufficient school (formal) and non-school (informal) educational institutions implementing this project can offer it in their respective sport facilities, municipalities and in the participating schools. By adapting sports activities that are based on scientifically acknowledged pedagogical methods and the “Do No Harm Concept”, the project can also integrate disadvantaged and disabled young people into greater society – those who are commonly regarded as having little chance of success in life. It also encourages girls and young women to get more involved in society.

The GIZ Sport for Development project collaborates with the Ministry of Education (MoE) and the Jordanian Olympic Committee (JOC) and also works closely with German Olympic Sports Confederation (DOSB). These collaborations ensure the qualitative development and implementation of the project.

## How the Manuals Work

The Sport for Development (S4D) methodology is designed to be applicable with many different sports. Therefore it is essential to provide those implementing the methodology with the knowhow found in the *Sport Builds Generations* manual. The *Sport Builds Generations* manual provides a solid foundation and should be used with complimentary, sport-specific manuals.

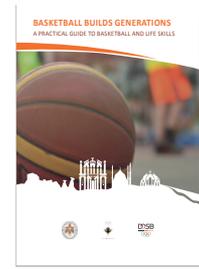
The *Sport Builds Generations* manual is the foundation for the GIZ S4D program and gives an introduction, the knowhow and tools to implement the GIZ S4D methodology.

The sport specific manuals of Basketball, Handball, Ultimate Frisbee and Football are supplements to the *Sport Builds Generation* and serve as additional support and add more technical and sport specific topics.

Regardless of the sport being used to implement the GIZ S4D methodology the *Sport Builds Generations* should always be used together with the sport specific manuals



**Handball Builds Generations**



**Basketball Builds Generations**



**Football Builds Generations**



**Ultimate Builds Generations**



**Chapter 1**  
**Introduction to Handball**

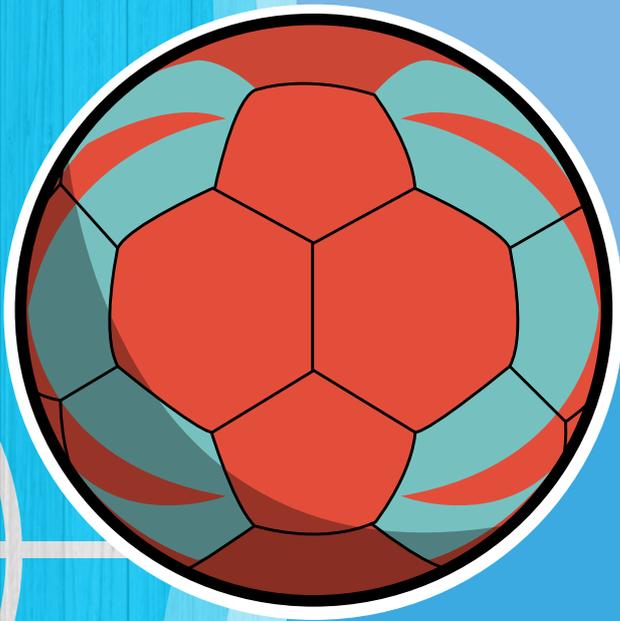
**Chapter 2**  
**Technical Skills**

**Chapter 3**  
**Practical Tips for the Coach**

**Chapter 4**  
**Regular Training Session –  
Structure and Examples**

**Chapter 5**  
**Sport Class Training Session –  
Structure and Examples**

**Chapter 6**  
**Training Sheets**



# Contents

<b>FOREWORD</b> .....	<b>5</b>
<b>PROJECT DESCRIPTION</b> .....	<b>6</b>
<b>HOW THE MANUALS WORK</b> .....	<b>7</b>
<b>INTRODUCTION</b> .....	<b>12</b>

## CHAPTER I : INTRODUCTION TO HANDBALL

---

<b>The History of Handball</b> .....	<b>15</b>
<b>The Role of Handball in the Jordanian Community</b> .....	<b>16</b>
<b>The Game of Handball</b> .....	<b>18</b>
<b>Official Rules of the Game</b> .....	<b>20</b>
<b>Game Variations</b> .....	<b>25</b>
<b>Street Handball</b> .....	<b>25</b>
<b>Beach Handball</b> .....	<b>26</b>
<b>Mini Handball</b> .....	<b>27</b>

## CHAPTER II : TECHNICAL SKILLS

---

<b>Introduction</b> .....	<b>31</b>
<b>Technical Skill Development</b> .....	<b>31</b>
<b>The Positions</b> .....	<b>32</b>
<b>Ball Handling</b> .....	<b>36</b>
<b>Technics for the Defence</b> .....	<b>40</b>
<b>Technics for the Offense</b> .....	<b>44</b>
<b>Technics for the Goalkeeper</b> .....	<b>54</b>

## CHAPTER III : PRACTICAL TIPS FOR THE COACH

---

<b>Introduction</b> .....	<b>59</b>
<b>How to Develop Social Skills</b> .....	<b>59</b>
<b>Setting up a Good Atmosphere</b> .....	<b>60</b>
<b>Introducing and Teaching Social Skills</b> .....	<b>61</b>
<b>Implementing a Good Reflection</b> .....	<b>64</b>
<b>How to Get Everyone Involved</b> .....	<b>67</b>
<b>Games and Exercises for Different Occasions</b> .....	<b>69</b>

## CHAPTER IV : REGULAR TRAINING SESSION – STRUCTURE AND EXAMPLES

---

Introduction .....	77
Explanation of Signs, Symbols and Graphics .....	77
Structure of a Regular Training Session .....	78
Children Under 9 Years .....	79
Children 9 -12 Years .....	89
Youth 13 -16 Years .....	99
Youth Above 16 Years .....	109

## CHAPTER V : SPORT CLASS TRAINING SESSION – STRUCTURE AND EXAMPLES

---

Introduction .....	121
Explanation of Signs, Symbols and Graphics .....	121
Structure of a Sport Class Session .....	122
Children Under 9 Years .....	123
Children 9 -12 Years .....	133
Youth 13 -16 Years .....	143
Youth Above 16 Years .....	153

## CHAPTER VI : TRAINING SHEETS

---

Regular Training Session Sheet .....	165
Sport Class Training Session Sheet .....	169
Legend for Drawing Handball Drills .....	173

## Introduction

*Handball Builds Generations* is a supplement to the *Sport Builds Generations* manual. Handball is a sport that can be enjoyed by children and youth of all ages and abilities, is welcoming and inclusive, and is a great platform for developing many life skills, from teamwork and leadership to confidence and empathy. *Handball Builds Generations* has been created for teachers and coaches who want to use the sport to implement the GIZ Sport for Development (S4D) methodology, which combines sport skill training with the transmission of social skills. During handball practices and games, children and youth learn social skills in a practical, hands-on way, which helps them best understand and develop these life skills. The personal and group development of these social skills will benefit their sportive performance and also have a noticeable and lasting impact off the court in the players' daily lives.

The *Handball Builds Generations* manual is structured as a tool for all teachers and coaches who use handball in their clubs, after-school activities, and classrooms. The content is divided into six chapters.

Chapter 1, "Introduction to Handball," briefly presents an overall introduction to the sport from a historical perspective and then describes the context of handball in the region and the impact it can have on an individual basis. The rules and referee signs are presented in an easy-to-understand format, and several variations of the game are explained.

Chapter 2, "Technical Skills," focuses on the technical aspect of the sport, from a breakdown of the different player positions to a description of the basic technical skills. This chapter focuses on the steps for teaching techniques with both text and pictures. It is designed to be a ready reference when planning your own training sessions or when using the training session examples in Chapters 4 and 5.

Chapter 3, "Practical Tips for the Coach," gives practical tips and methods to help a coach succeed in a variety of situations. This chapter also provides different methods to introduce and teach social skills in a practical way. With a nod to the reality of having many children in a small space with limited equipment, this chapter lists practical pointers that coaches can use to maximize their training sessions, and also provides a collection of games and exercises to teach a variety of social and sportive skills for all age groups.

Chapter 4, "Regular Training Session - Structure and Examples," provides coaches with all they need to know to understand and implement the structure of a regular training session. This chapter also gives two examples per age group of a regular training session that coaches can use on a practical level to see how the GIZ S4D methodology works, using graphics, explanations, variations on exercises, coaching points, and pointers about "I can be a role model when".

Chapter 5, "Sport Class Training Session - Structure and Examples," moves from the club into the school and presents the structure of a handball class training session and practical training activities that can be used by sport teachers in schools.

Chapter 6, "Training Sheets," provides templates for both regular and school sports class training sessions that coaches and teachers can use to draw and design their own sessions, as well as a legend of the signs and symbols to use for drawing games and exercises.

# CHAPTER I

## INTRODUCTION TO HANDBALL



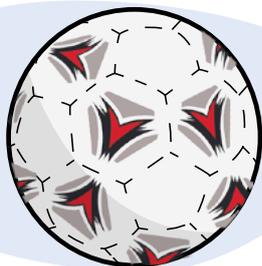
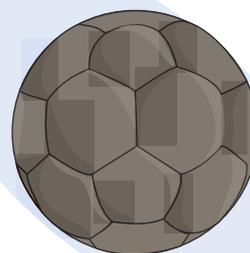


## THE HISTORY OF HANDBALL



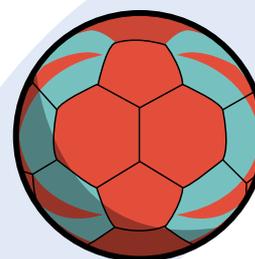
- **In the nineteenth century**, games similar to handball existed: håndbold in Denmark, házená in the Czech Republic, handbol in Ukraine, and Torball in Germany.
- **1919** – The modern set of rules was published in Germany by Max Hesier. The game was created so that girls would also be able to play.
- **1926** – The Congress of the International Amateur Athletics Federation nominated a committee to draw up international rules for field handball.

- **1928** – The International Amateur Handball Federation (IAHF) was formed.
- **1936** – Field handball for men was first played at the Olympic Games in Berlin.
- **1938** – The international handball federation organized the men's world championship.



- **1946** – The International Handball Federation (IHF) was formed.
- **1957** – The first women's world championship was played.
- **1972** – Indoor handball was first played at the Olympic Games in Munich.
- **1976** – Women's handball was first played at the Olympics Games in Montreal.

- **2016** – IHF has 197 member federations.
- Handball is most popular in the countries of continental Europe, which have won all but one medal in the men's world championships since 1938. In the women's world championships, only two non-European countries have won the title: South Korea and Brazil.



## THE ROLE OF HANDBALL IN THE JORDANIAN COMMUNITY

The game of handball came to Jordan for the first time in 1959 with the return of some Jordanian students from their Egyptian colleges and institutes, and in 1960 Al-Ahli club has formed the first handball team in Jordan which played a major role in the establishment of the first handball federation in Jordan. Al-Ahli club, since its inception, won the Jordan league seven times.

Between 1960 and 1961, Jordan witnessed the launch of the first official championship in handball under the umbrella of the Jordanian Handball and Volleyball Federation. HRH Princess Sumaya Bint Al Hassan became the head of the Jordanian Handball Federation Board in 1998, after one year of honorary presidency.

The first international participation for the Jordanian National Handball Team was in the third Pan-Arab Games held in Morocco in 1961. Jordan's national women's handball team later participated in the Asian Women's Handball Championship in 1987, earning sixth place. Handball is a social outlet for many of the players; it is a platform for meeting new people, learning new skills, and developing on a personal level.

### TAIYSIR MANSAI —

“ Handball was the only thing I used to do during my primary school years in my small village. I later played with my university team before being selected to play with the Jordanian national team. When I finished my bachelor's degree, I moved to Germany to complete my studies and lived there for several years. It was there that I took my first step in coaching handball.

I used my experience and energy as a player to become an extraordinary coach. My different youth teams in one of the German clubs won a number of tournaments, and I continued to work with men's teams, as well, leading them to win several competitions. Handball has influenced my life socially and psychologically. I learned how to work in a team and how to be a leader. Through handball, I managed to establish friendships that extend all over the world.

Now, and through my position as president of the Handball Federation, my goal is to help future generations by making handball and sports a part of their lives, improving their personalities on all levels.”



## SUHA ZOUGHAIR —

“ My story with handball began at an early age, and it was the beginning of a long journey of my life. First, it was confined to the court, then extended to my school, university, work, and finally my home and family.

I played as a goalkeeper, which is not the best position for most players because of its sensitivity in the game. Standing between the two posts added a lot to my life; I learned how to be patient and responsible, how to concentrate, and how to stay positive even if I ended up with a ball in my goal.

Sports are one of life’s schools. I couldn’t give up playing even after my marriage and the birth of my three daughters, and I want to give my daughters the opportunity to play, as well. They, too, will have the opportunity to learn from sports and have fun at the same time.”



## RASHA OBIDAT —

“ I live in a small village where playing sports was not acceptable for women until one day the village leaders decided to establish a sports club for women.

I was one of the first girls who joined the club and started playing handball, which did not mean much to me at the beginning but later became one of the most important things in my life.

In my small village, I used to spend my free time like other girls; we had a very routine life. When I began to play handball, everything changed; I had the opportunity to travel and see the world and learn about different cultures.

Today, I am a teacher, and I tell my students the story of what I achieved through sports, especially handball. We must seize the opportunity for development and strive always for the best.”



## THE GAME OF HANDBALL

Handball is a dynamic, fast-moving team sport. It incorporates running, jumping, dribbling, passing and shooting, team tactics, and creativity. As the name says, in handball, players use their hands to manage the ball. Two teams play against each other trying to score goals. The aim of handball is to score more goals than the opponent team during playing time. The beautiful thing about handball is that everyone defends and attacks, and therefore everyone is likely to score, as well.



Handball as a team sport emphasizes players' ability to play in a group, to communicate, and to respect their teammates and the opponent. Handball improves cognitive and motor skills such as endurance, speed, strength, coordination, and flexibility. It is one of the fastest games in the world, averaging fifty goals per game.

There are several variations of handball: mini handball, beach handball, field handball, street handball, wheelchair handball, and, lately, ultimate speed handball. Due to all its variations, handball is non-exclusive and can be played by anyone anywhere in the world, no matter what kind of personal or environmental conditions or infrastructure players face.

Depending on players' age and gender and the variation of the game, the rules change slightly. In the following manual, we have listed the key facts for an Olympic handball game in terms of field size, players, ball size, and basic rules.

**PLAYERS:** Each team consists of six field players and a goalkeeper.

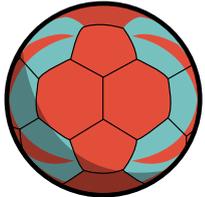
**TIME:** A game consists of two halves of thirty minutes with a ten-minute break between them.

**The Playing Court:**



## THE BALL:

Handball is played with a ball cased in leather or plastic that can be grabbed with one hand. Depending on the age group and gender, there are different ball sizes: 0 ,1 ,2, and 3.

Ball Size	Dimension	Weight	Gender/Age	
Size 0	May be of different circumference and weight		• Children < 8	
Size 1	50–52 cm	290–330 g	• Female youth/ 8–14 • Male youth/8–12	
Size 2	54–56 cm	325–375 g	• Women and female youth/ +14 • Male youth/ 12–16	
Size 3	58–60 cm	425–475 g	• Male and youth/+16	

**CHOOSE THE RIGHT SIZE!** To develop playing capability and good technique in young players, it is important to use a ball size that fits their age group. For this reason, it might even be a good idea to practice with a smaller ball than officially required for the age group. A coach should make use of different ball sizes and types (e.g., street or beach handballs, tennis balls, etc.) to improve coordination skills and ball handling.

## PHASES OF A GAME:

1. Changing from defence to offence.

2. Moving up the court.

3. Getting within shooting range.

4. Team attack against organized defence.

5. Return phase: defence starts.

6. Organized Defence.



## OFFICIAL RULES OF THE GAME

Handball is a dynamic, fast-moving team sport. It is intensive and incorporates body contact with the opponent. Rules are important to regulate the game, ensure fair play, and prevent injuries. Rules encourage good sportsmanship in everyone on the court and off it. To be able to play handball, it is necessary to know the basic rules, what is and is not allowed, and what kind of consequences will arise from violating the rules. In this chapter, we explain the basic rules of the game for offense, defense, and goalkeeping, as well as specific rules to be obeyed by team officials and substitutes.

If you would like to go more in-depth, go to the technical corner of the IHF's website:  
[www.ihf.info](http://www.ihf.info)

### RULES TO START PLAYING

- A team consists of up to fourteen players. No more than seven players may be present on the court at the same time; the remaining players are substitutes.
- A maximum of four team officials are allowed per game for every team.
- One of them must be designated as the “responsible team official” – the coach.
- Players can be substituted at any time, with no limit.
- Two referees lead the match.



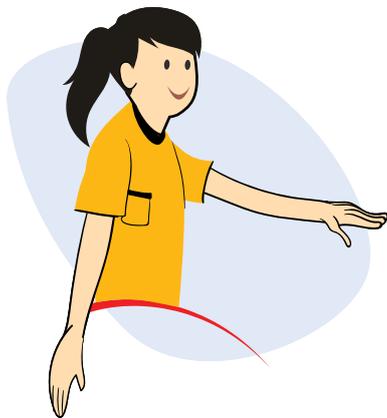
### Rules for Offense

Attacking players are ...

**Allowed to:** Touch the ball with all parts of their body above the knee.

**Not Allowed to:** Kick the ball.

**Consequence:** Free throw.



**Allowed to:** Keep possession of the ball for a maximum of three seconds.

**Not Allowed to:** Keep possession of the ball for more than three seconds.

**Consequence:** Free throw.

**Allowed to:** Take up to three steps with the ball.

**Not Allowed to:** Run more than three steps with the ball.

**Consequence:** Free throw.



**Allowed to:** Bounce once or dribble the ball as many times as they like.

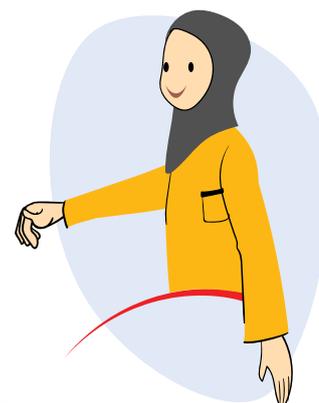
**Not Allowed to:** Dribble again after they have taken the ball in one or both hands (dribble fault).

**Consequence:** Free throw.

**Allowed to:** Gain possession of the ball that is in the air above the goal area.

**Not Allowed to:** Touch or take a ball that is lying inside the goal area.

**Consequence:** Goalkeeper throw.



**Allowed to:** Jump into the goal area while performing a jump shot.

**Not Allowed to:** Enter the goal area with or without the ball to gain an advantage.

**Consequence:** Goalkeeper throw.

**Allowed to:** Break through the defense.

**Not Allowed to:** Attack the opponent or run into a defender (offensive foul).

**Consequence:** Free throw.



**Allowed to:** Move up the court to score.

**Not Allowed to:** Attack without making a clear attempt to score (passive play).

**Consequence:** Free throw.



**Allowed to:** Pass the ball within the playing area.

**Not Allowed to:** Pass the ball back to the goalkeeper in the goal area.

**Consequence:** Free throw.



**Allowed to:** A goal is scored when the entire ball has completely crossed the goal line.

**Not Allowed to:** A goal cannot be awarded if an official (referee, timekeeper, or delegate) has interrupted the game before the ball has completely crossed the goal line.

**Consequence:** Goal - Start from the center point.



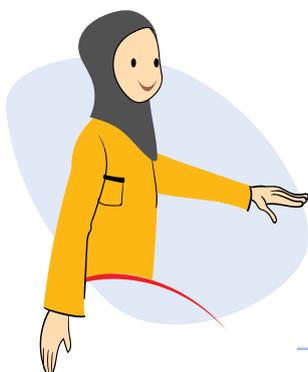
**Allowed to:** Players may be replaced at any time within the own team's substitution area.

**Not Allowed to:** A player is only allowed to enter the playing court once the players cross the sideline of the substitution area.

**Consequence:** Free throw + two-minute suspension.

## Rules for Defense

Defending players are ...



**Allowed to:** Pull or hit the ball out of another player's hands as long as the offensive player is not touched.

**Not Allowed to:** Pull or hit the ball out of an offense player's hands.

**Consequence:** Free throw.



**Allowed to:** Use bent arms to tackle the opponent (frontal body contact).

**Not Allowed to:** Push, hold (body or uniform), hit, or run or jump into an opponent.

**Consequence:** Progressive punishment\* + free throw.



**Allowed to:** Defend outside the goal area.

**Not Allowed to:** a) Move inside the goal area to defend and (b) because of this, destroy a clear chance of scoring.

**Consequence:** (a) Free throw (b) Seven-meter throw.



**Allowed to:** Defend by obeying the rules.

**Not Allowed to:** Get in the way of a clear scoring possibility by violating the rules.

**Consequence:** Seven-meter throw + progressive punishment\*.

**Allowed to:** Intervene the execution of a throw to (re)start the game by respecting three meters of distance from the opponent.

**Not Allowed to:** Delay a formal throw by not respecting the three-meter rule for the opponent executing the throw (unsportsmanlike).

**Consequence:** Progressive punishment.

*\*Depending on the impact of the illegal action*



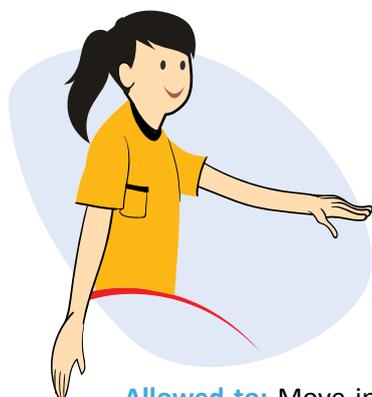
## Rules for Goalkeeping

The goalkeeper is ...

**Allowed to:** Touch the ball with all parts of the body including the feet within the goal area.

**Not Allowed to:** Use their feet outside the goal area.

**Consequence:** Free throw.



**Allowed to:** Leave the goal area and act as a field player (For beginners, however, DO NOT ALLOW THIS for safety reasons.).

**Not Allowed to:** Take the ball from outside the goal area into the goal area.

**Consequence:** Free throw from the nine-meter line.

**Allowed to:** Move in the whole goal area as long as he/she does not endanger an opponent.

**Not Allowed to:** Cross the goalkeeper's restraining line (four-meter line) before the opponent has performed a seven-meter throw.

**Consequence:** Warning.



**Allowed to:** Perform a goalkeeper throw from inside the goal area.

**Not Allowed to:** Delay the execution of the goalkeeper throw.

**Consequence:** Progressive punishment.



## More Rules . . .

### Who is allowed on the court and how does a team substitute?

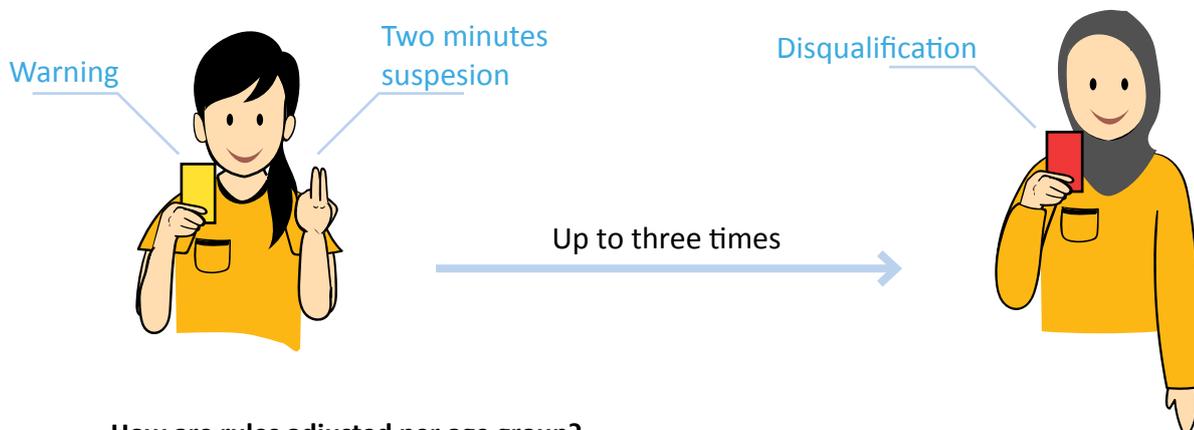
- Only the team official—the coach—is allowed to address the timekeeper/scorekeeper and, possibly, the referees.
- Team officials are not allowed to enter the court during the game unless the referee gives permission. If they do so, a free throw is given to the opponent team.

### Where do throw-ins take place?

- Center line: Start the game. After each goal, restart the second half.
- Sideline: If a player plays the ball out of the court, the other team will get the ball and a throw-in will take place at the spot where the ball went out (with one foot on the sideline).
- Corner: If a defender throws the ball out from his/her outer goal line, a throw-in will take place for the other team from the corner.
- Goalkeeper: If the attacker throws the ball out from the opponent's outer goal line.

### What is progressive punishment?

Handball is a sport that allows and involves body contact. The task of the referee is to maintain the principles of “fair play.” Some actions of a defending player are illegal but do not lead into personal punishment, and others warrant progressive punishment depending on the impact of the action on the opponent player. In general, the defense should be mainly ball oriented and not body oriented. “Fair” fouls lead to free throws or seven-meter throws without personal punishment. Fouls, where the action is mainly or exclusively aimed at the body of the opponent, warrant personal progressive punishment.



### How are rules adjusted per age group?

To meet the requirements of different age groups, the training and competitive environment must be adjusted. Young children under the age of eight just like to play, so there should be no competitive setup in the sportive environment. With ages sixteen and older, however, the focus is already on personal goals, and the training should lead more toward the development of individual skills.

For young children, there should be space to practice different movements, have fun, and experience moments of success to keep them excited to play. When deciding on a system for defense, it is possible to adapt the game according to the requirements for each age group. With young children, for example, use a man-to-man defense to create space for creativity and chances for everyone to score. To enable every age group to enjoy the sport, different rules and requirements apply.

## GAME VARIATIONS

The following variations are guidelines. Field size, number of players, and time can be adjusted according to your conditions.

### STREET HANDBALL

Street handball looks similar to traditional handball, and the basic handball rules apply, yet it is not the same. The game has its own rules that are adjusted according to the needs of the street environment: small space, rough surface, no infrastructure. Street handball is played only on one goal. It is simple, fast, and a lot of fun. All age groups and genders can play it together.

#### How to Play the Game

- Two teams of four players both play on one goal. No physical contact is allowed. There is no referee, and each judgment is made through a dialogue among players.
- **Defensive play:** The first defensive player in the goal area becomes the goalkeeper until the attack is finished. When his/her team plays offense, that goalkeeper is an extra field player.
- **Starting a new attack:** After each attack, the defending and attacking teams trade places. The defending team must bring the ball behind the starting line before aiming for the goal (a rebound is not a turnover).
- **Offensive play:** During his/her team's attack, the player who played goalkeeper in defense plays as an extra field player, causing the defense to be outnumbered.
- **Scoring:** Each regular goal counts one point. Creative shots score two points. If a rule violation by a defender denies the offensive team a chance to score, that team is awarded a penalty shot; if that shot is successful, it is worth two points.
- **Winning:** The team that first reaches a score of eleven points wins the set. The match is played for the best of three sets.
- **Key rules:**
  - Play the ball with your hand; do not kick it.
  - Do not take more than three steps without dribbling the ball.
  - You may hold the ball for a maximum of three seconds.
  - Offensive Players are not allowed to step into the goal area.

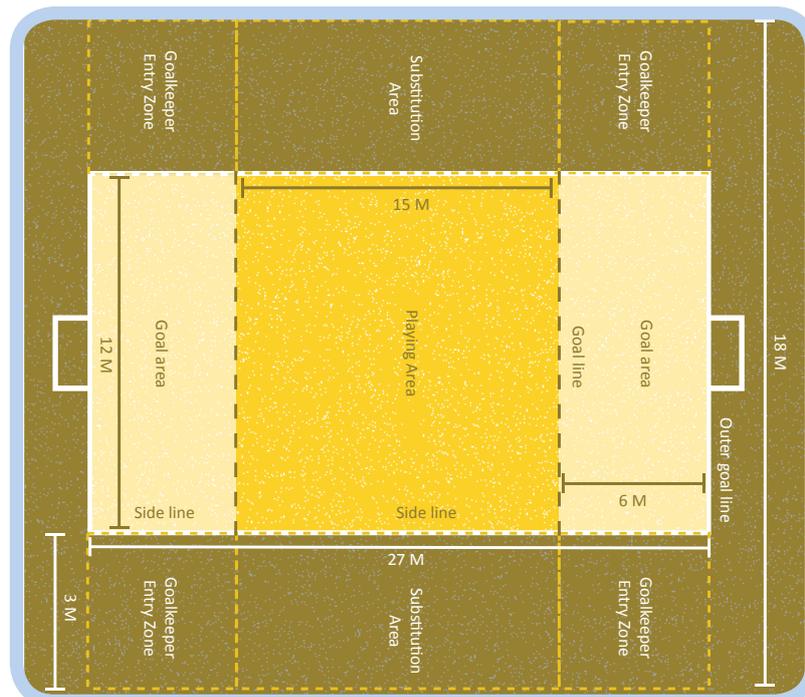


## BEACH HANDBALL

Beach handball is a summer variation of handball that is a lot of fun. Music is played during the games, and fantasy names for the teams playing can create an easygoing atmosphere. Beach handball is a game for every gender and age group, and playing in mixed teams is the norm. Beach handball is spectacular, as there are many acrobatic movements. Even though beach handball has national and international championships, it still belongs in the category of alternative games.

### How to Play the Game

- Two teams of four players each, with up to four substitutes, play on a sand court.
- The game lasts for twenty-five minutes total, including a five-minute halftime.
- **Scoring:** Regular goals score one point, and spectacular goals (in-flight and spin shot goals), goals by the goalkeeper, and six-meter throws each score two points.
- **Winning:** Each period needs a winner. If there is a draw, use the Golden Goal method: the first team to score wins the period.
- **Substitution:** Each team is allowed to substitute players on their whole sideline.
- **Throws:**
  - **Throw-in:** This takes place with one foot on the sideline and/or instead of a corner throw.
  - **Free throw:** This takes place one meter outside the opponent's goal area line.
  - **Six-meter throw:** This takes place when a clear chance to score has been denied.
- **Punishments:** The violating player leaves the court until ball possession has changed over between teams. A second suspension means that the player is disqualified.
- **Key rules:**
  - Play the ball with your hand; do not kick the ball.
  - Diving for the ball is permitted even in the goalkeeper's area.

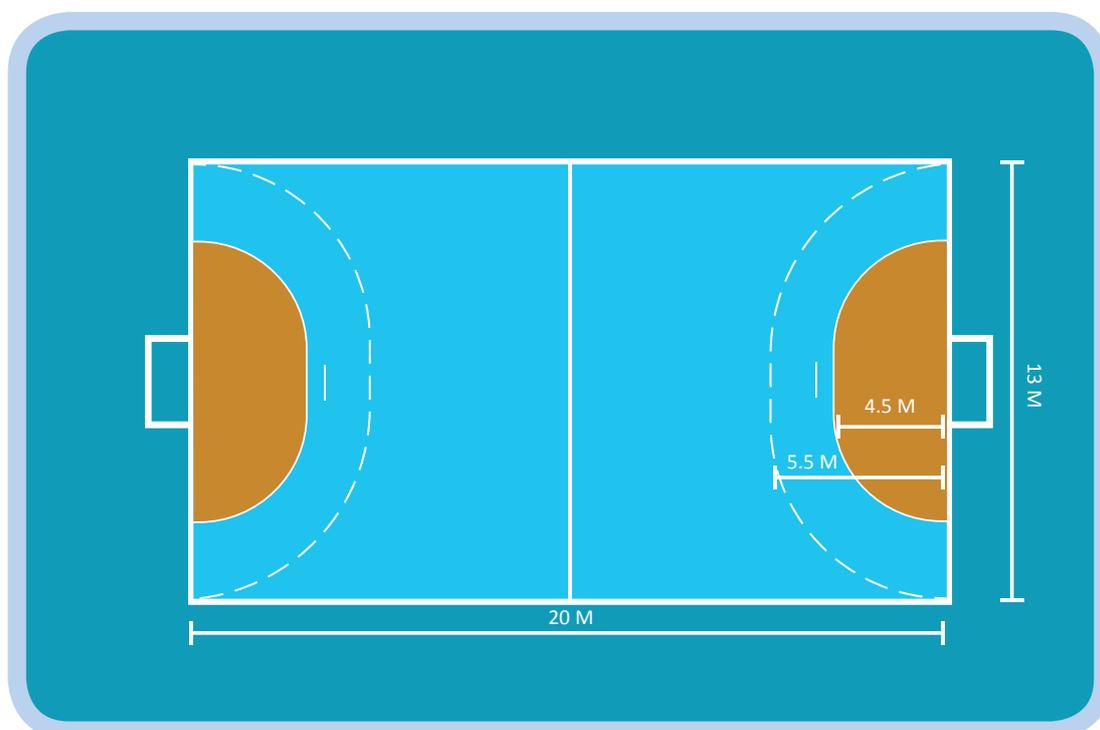


## MINI HANDBALL

Mini handball is a starting point for children's development of natural movement. The aim is to have fun while playing with others. Basic motor skills are developed through games. The game aims to be a positive experience for all children, no matter if they win or lose. As a consequence, adult rules do not apply. Therefore, the rules are less strict and should be play-oriented to foster children's playing instinct.

### How to Play the Game

- Two teams of four field players and a goalkeeper each play against each other on a mini handball court (13x20 meters). The goals are adjusted to 1.6 meters high and 3 meters wide. Boys and girls up to nine years old can play together.
- **Defensive play:** Teams play man-to-man defense over the whole court.
- **Offensive play:** Instead of a seven-meter penalty, players use a penalty starting from the center line and throwing between the nine- and six-meter lines (increasing players' chance of scoring) to emphasize the enjoyment in playing on a team and free play.
- **Starting a new attack:** The throw-off after a goal is performed by the goalkeeper from the four-meter line.
- **Referring:** The game should always be played in the spirit of fair play. The basic handball rules apply but are less strict and contactless. Use educational referring with no two-minute suspension of players, but if players behave unfairly, they should get substituted.
- **Scoring and winning:** Do not "count points" to elect a final winner; playing is more important than winning.
- **Key rules:** Be less strict and more play-oriented.





# CHAPTER II

## TECHNICAL SKILLS





# INTRODUCTION

Good performance as a handball team demands a collective effort from each player on the team. All skills should be taught early on, when players learn to master the fundamentals, focus on little details, and put in a great deal of personal effort. Understanding the game and possessing the fundamental skills necessary to perform allows individuals to play well. To become a complete, well-rounded handball player, however, it takes more than just mastering the technical skills; good social skills allow a player to be successful as an individual and with his or her team, both on and off the court.

## TECHNICAL SKILL DEVELOPMENT

In order to for a player to become technically skilled it's vital that the sportive elements are taught at the right age to properly develop the player. Important to note, if a player has never played the sport before he/she must learn and develop the sportive elements taught to children under 9 years before moving on to more advanced skills and concepts taught to older age groups.

If you would like to read more about the social and sporting skills, please refer to the "Sports Builds Generations"



## THE POSITION IN HANDBALL

A handball team consists of up to seven players on the court. There are six field players and one goalkeeper on every team. Handball players need to be flexible and able to play every position. Changing positions in attack is a useful tactic, and while everyone is attacking and defending, a player may swap positions in defense.

For players under the age of twelve, we recommend not assigning specific positions. Every player should be allowed to experience different positions to develop a wide range of skills. For this reason, man-to-man defense is a great option with this age group to avoid specialization too early.

The basic handball skills any field player must have are as follows; he/she should be able to:

- Run fast and purposefully
- Change direction
- Catch and pass a ball in any direction regardless of the speed he/she is running at
- Shoot from any situation
- Free him-/herself from an opponent
- Move on the court with the ball
- Cooperate with other players

Nevertheless, the different handball positions do require different sportive skills.

### OFFENSE

The positions in offense are wing players (left wing [LW], right wing [RW]), back players (left back [LB], right back [RB]), center back player (CB), and pivot player (P).

#### The Wing Player

The wing players patrol the lateral sides of the court. The player occupying the left wing is usually left-handed and the right wing player is usually right-handed. The wing players are known to perform shots at the goal from difficult wide angles. They jump into the goal area to create a better scoring position and need to decide within seconds how they will shoot. Therefore, wing players must have the following handball skills:

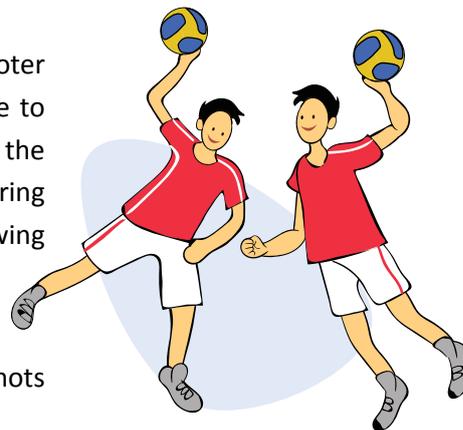
- High creativity and diversity in shooting options
- Great speed and good endurance capacity to initiate counterattacks
- Ability to jump high to gain better shooting angles
- Good technical skills with a high degree of wrist flexibility for shot control, and a good vision in the court



## The Back Players

Although everyone can score in handball, these are the shooter positions. Back players are often the ones with a strong drive to score and the self-confidence to do so. They cooperate with the center player and the pivot, who bring them into good scoring positions. Consequently, back players must have the following handball skills:

- Court vision and the ability to read the opponents' defense
- Strong shooting/throwing velocity to perform long-range shots from a nine-meter distance or more
- Ability to shoot from any situation and under pressure
- High speed and agility to break through the defense



## Center Back Player

The center back player is the playmaker of the game. He/she leads the game and decides which tactics/moves to employ in attack. Therefore, the center back player must have the following handball skills:

- Good understanding and knowledge of the game, the tactical options, and the capabilities of his/her teammates
- Court vision and the ability to read the opponents' defense
- Versatility regarding types of shots
- Very good ball handling and passing skills



## The Pivot

The pivot forms a good partnership with the back players, especially with the center back player. He/she tries to exploit gaps and weaknesses in the opponent's defense. The pivot opens the defense's central space to clear, break communication in defense/defensive relations, and create openings for teammates by screening. Consequently, the pivot must have the following handball skills:

- Good coordination and ball handling skills
- Ability to read the game, anticipation skills, and timing to use free space
- Power and strength
- Ability to shoot under pressure



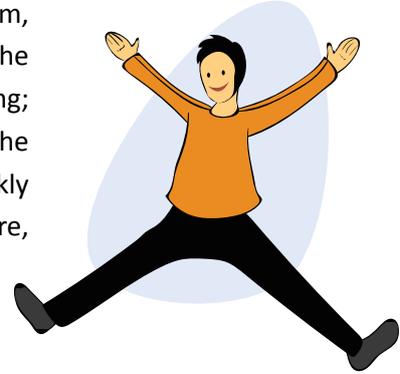
## DEFENSE

The positions in defense are goalkeeper (G), outside defender (right outside [RO], left outside [LO]), half defender (right half [RH], left half [LH]), front defender (FD), inside defender (right inside [RI], left inside [LI]).

### The Goalkeeper

The goalkeeper is the most important player on the defensive team, and his/her capabilities can decide the final score of a game. The goalkeeper is the last person to prevent an opponent from scoring; his/her task is to keep the goal clean. The goalkeeper is also the first person in attack. He/she needs to bring the ball as quickly as possible back into the game to start a new attack. Therefore, goalkeepers must have the following handball skills:

- Good reactivity, flexibility, and speed
- Agility, reactions that are anticipative and instinctive
- Ability to read the game
- Good and precise passing skills



### The Defenders

- **The outside defenders** form the ends of the defense chain. They defend the wing players and try to push them as far as possible to the sidelines of the court.
- **The half and inside defenders** build a wall of defensive power and accuracy. Their main role is to try to prevent the opposition back players and pivots from shooting by tackling the attackers or blocking them.
- **Front defender:** Some defense formations include a front defender. His/her role is to intercept the ball and break the attack of the opponent by blocking passes and players.

Communication and cooperation skills with teammates are required for every player in defense, including the goalkeeper. Furthermore, players in defense must develop the following handball skills:

- Fast movements
- Anticipation skills and the ability to read offensive plays
- Whole-body strength to prevent an opponent from breaking through





## BALL HANDLING

The aim of ball handling exercises is to teach basic throwing, catching, and dribbling, as well as to improve agility and ball-eye-hand coordination. Such coordination exercises enable the players to gain and keep control over the ball in constantly changing situations on the court. The players must be aware at all times of other players' movements in relation to their own actions, adapt their own motion accordingly, keep an eye on the ball, and be goal oriented. Ball handling skills enhance confidence and creativity and thus add to the portfolio of solutions a player is able to choose from. Ball handling drills are good activities to include as part of the warm-up in a training session.

### FIGURE EIGHT

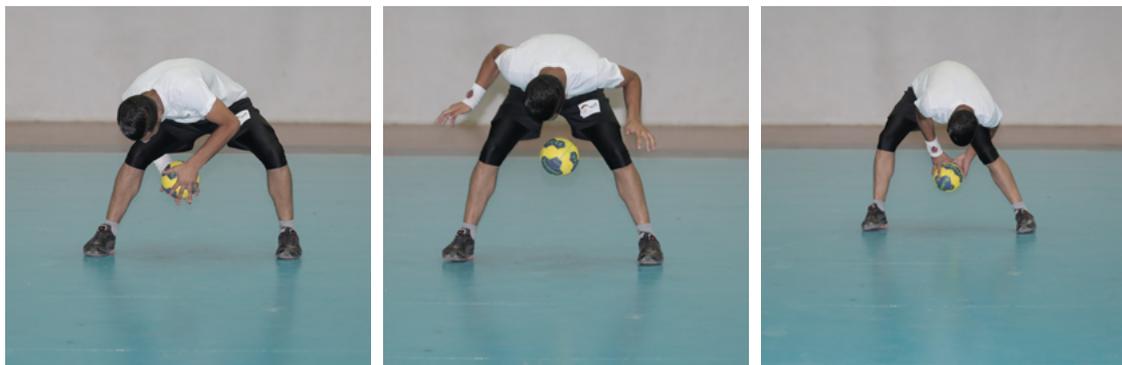
Move the ball in a figure eight between the feet (or around the hips, or the head).



**Variation:** Move the ball around the whole body (between the legs, around the hips, and up to the head) while running forward or in place. Move, throw, roll, or dribble the ball.

### SPIDER

Keep the ball in the air between the legs while changing the positions of your hands. One hand starts in front of the body and one behind; throw the ball slightly in the air, and quickly change your hand positions before catching it again.



**Variation:** Both hands start in front then are changed to the back.

## THROW AND CATCH

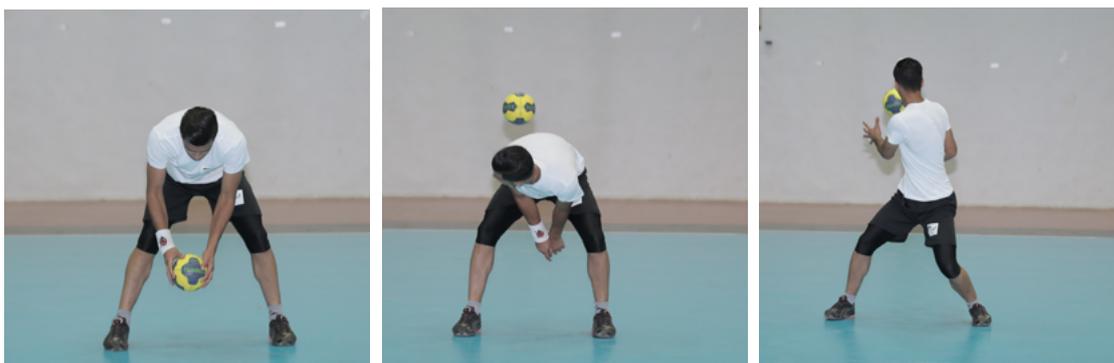
Throw a ball in the air while standing and catch it while sitting.



**Variation:** Throw a ball in the air while standing, sitting down and standing up again before catching it. Throw the ball in the air and clap your hands five times or more before catching it. Throw the ball in the air and turn 360 degrees before catching it.

## THROWBACK

Throw the ball with both hands through your legs and turn around to catch it.



**Variation:** Throw the ball in the air and catch it behind your back with both hands without turning around, or throw it from the back and catch it in front of your body.

## DRIBBLING

Sit down and stand up while dribbling.



**Variations:** Dribble around your body while standing, sitting, or moving forward in different directions. Dribble forward, sideways, and backward according to visual signs.

## BALANCING BALLS



- Balance one ball on another ball.



- Bounce one ball with another ball in the air.

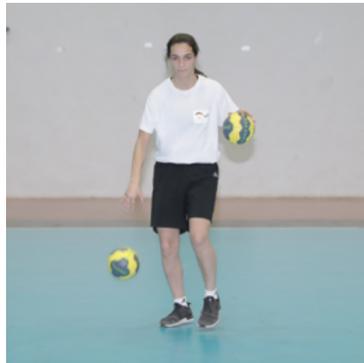


- Bounce one ball with another ball on the ground.

## DRIBBLING TWO BALLS



- Bounce two balls in a synchronized fashion.



- Bounce two balls without keeping them synchronized.



- Bounce two balls while sitting down and standing up.

## KEEP THE BALL IN PLACE

Two players stand two meters apart facing each other. They dribble one ball in place while moving forward and backward with small quick steps.



**Variation:** Keep the ball in the middle in the air while catching and lifting or grabbing and dropping the ball with one hand.

## PASSING AND CATCHING WITH ONE HAND

The players face each other and pass the ball back and forth, alternating between their left and right hands.



**Variation:** Move sideways or backward and forward. Play the ball with feet rather than hands. Have one player pass to the other player, who passes the ball back with his/her foot.

## TWO BALLS COORDINATION

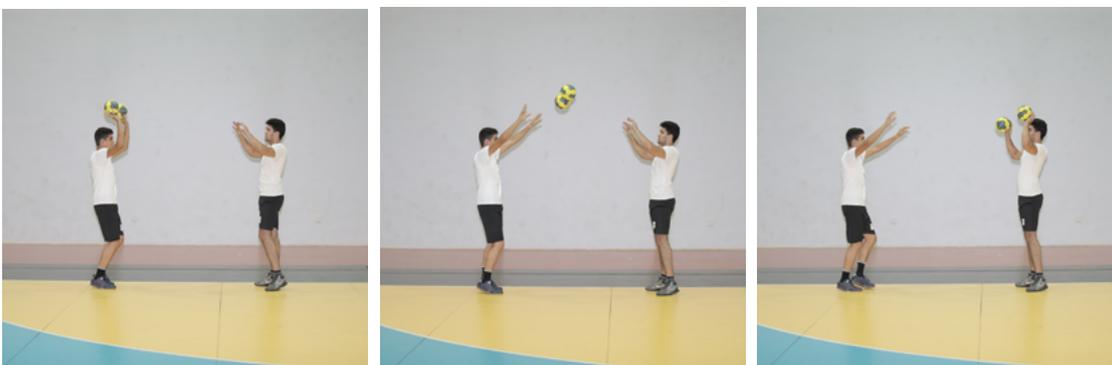
Two players face each other. One player throws his/her ball in the air, catches another ball from the second player and throws it back to the player before catching his/her own ball again.



**Variation:** Bounce the ball instead of throwing it in the air. One player moves backward and lets his/her ball drop; the other player runs forward to catch the ball while passing his/her ball to the backward-moving player.

## PASS WITH TWO BALLS

Two players pass two balls to each other at the same time (synchronized).



**Variations:** Pass the balls in an unsynchronized fashion. Pass one ball bouncing and the other with no bounce. Play one ball with the legs and the other alternating between the left and right hands. Move forward and backward or sideways.

## TECHNICS FOR THE DEFENSE

The aim of the defense is to actively regain possession of the ball by intercepting passes, stealing the ball, provoking technical faults, and forcing offensive players into inappropriate positions for shooting. Tactics can be structured as team tactics, cooperative or group tactics, and individual tactics/technical means.

### Individual Technical/Tactical Elements in Defense

Individual technical/tactical elements in defense are intercepting the ball, stealing the ball, blocking a shot, and tackling the attacker. Fast feet and anticipation skills are required in defense to move quickly in any direction and prevent an attacker from scoring. A defensive player must be aware of keeping his/her head up and tracking the opponent's location and movements of the ball at all times, positioning him-/herself between the opponent and the goal, moving in relation to the ball, maintaining a good defensive stance, and stepping out to meet an attacker.

#### BASIC DEFENSIVE STANCE

Handball is a dynamic sport with body contact in -1on1- situations. The defensive players must learn what is allowed and not allowed in these situations and which techniques are appropriate to use. Aggressive tackling to stop the opponent from continuing the attack is called a "tie-up" and results in a free throw.



- Be in a ready position with legs shoulder-width apart and knees slightly bent, standing on the balls of your feet to be able to keep balance and mobility.
- Keep the arms half-way up and slightly wider than shoulder-width apart.
- Step your leg forward on the throwing arm side and make frontal contact with the opponent.
- Aim with one hand for the ball and keep the other hand on the opponent's waist to control movements.
- Maintain contact with slightly bent arms (like a dance position with the opponent).
- "Defend with your feet." Move your feet to follow your opponent in any direction and to stay between the attacker and the goal.

#### Key Points:

- Always look up at your opponent and the ball.
- Use your arms as a buffer (slightly bent arms).
- Use small and fast steps; defend with your feet.
- Move with your legs parallel to each other; do not cross over.

## BLOCK A SHOT

Blocking is the last opportunity to prevent a shot coming through toward the goal by putting your hands in the path of the ball. A block can be set against a standing throw or a jump shot. Both are performed in almost the same way, the only difference being that to block a jump shot the defender must also jump.



- Maintain basic defense stance.
- Monitor the shooting motion of the attacker, keeping your eyes on the opponent and the ball.



- Extend your arms up and follow the shooting movement.
- Keep hands together with fingers slightly spread and thumbs almost touching to prevent the ball from passing through.



- Keep your arms strong and move them toward the ball (attack the ball).

### Key Points:

- Keep your eyes on the opponent and the ball.
- Keep your hands together.
- Follow the movement of the ball and “attack” it.

## STEALING A BALL IN MID-AIR

The stealing is performed while the attacker is dribbling or during a throw. The stealing hand must hit the ball in mid-air.

### Cooperative Tactics in Defense

Cooperative tactics in defense are “give and take,” “close the space” (shift toward the six-meter line), “help your teammate,” and “change of system.” Whereas in man-to-man defense, individual tactics are crucial, in zone defense, cooperation among players becomes more important to form a strong defense chain around the goal area.

In zone defense, hold your ground to defend your zone and never cross over with another defender. The aim is to maintain a strong defense wall, tackle the opponent, and guide the attacker away from the central part (a good scoring position) toward the sidelines of the court. In zone defense, the players hold their positions and hand over their attackers to the defender beside them when they leave their defense zone or take on attackers who enter their zone.

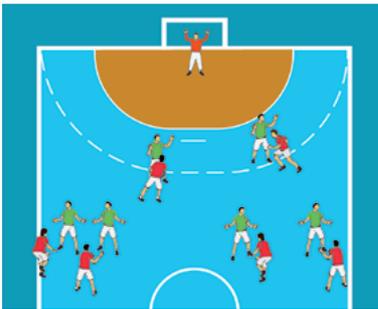


## Team Tactics in Defense

Team tactics are the fundamental decisions about what kind of defense system applies in a game. There are two general types of defense tactics: man-to-man defense or zone defense (man oriented or ball oriented). In man-to-man, every player must defend one other player, whereas in zone defense, players are allocated to a specific area and will swap opponents once the attackers cross over into their defense zone.



### *Man-to-man Defense*



In man-to-man, every player must defend one player and follow him/her over the whole court.

### *Zone Defense*

The numbers describe how many players are defending close to the goal area line, how many are playing mid-half defense (between the eight- and nine-meter lines), and how many are defending in the front (before the nine-meter line).

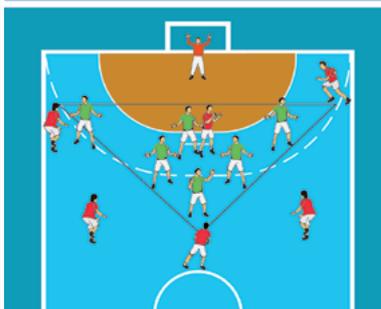
#### MAN-ORIENTED ZONE DEFENSE



#### **1:5 Defense**

One defender is positioned on his/her six-meter line; all the others defend before the nine-meter line. The aim of this defense is to defend actively on an individual basis, oriented toward the direct opponent, while closing in on the ball side. This defense is also called 3:3 if the wing players play in the corners and therefore the right and left outside defenders act within the free throw area.

## BALL-ORIENTED ZONE DEFENSE

**3:2:1 Defense**

Three defenders (right outside, center back, left outside) are positioned on the six-meter line, the right and left half defenders are slightly offensive at the eight-meter line, and the front defender defends against the center player by the nine- to ten-meter lines.

**5:1 DEFENSE**

All defenders are defending within the free throw area, and only one front defender tries to disturb the offense's game in front the nine-meter line.

**6:0 DEFENSE**

All defenders defend side-by-side close to the six-meter line like a human wall. Although this defense system seems to be the easiest one to implement, it is not recommended for beginners and children. This system does not leave the opponent with much space to break through; consequently, there are far fewer possibilities to score and to try out individual tactics/technical means. Players are unable to learn and improve as effectively.

### Recommendations for Defense Play Per Age Group

In mini handball and under the age of twelve years, it is recommended to play an offensive defense like man-to-man and develop it until it eventually becomes a zone defense.

**Up to 9 Years:**  
Man-to-man Defense

**9 to 12 Years:**  
Man-to-man Defense  
in own half or 1:5-  
Zone Defense

**13 to 16 Years:**  
1:5- Zone Defense or  
3:2:1- Zone Defense

**16+ Years:**  
All variations of  
Defence systems

## TECHNICS FOR THE OFFENSE

The aim of the offense is to score either using fast attack or a structured offense against a structured defense. Tactics can include team tactics, cooperative or group tactics, and individual tactics. Team tactics set the parameters of the game, forming simple guidelines that range from free play or -3on3- up to more complex joint moves and initial actions. Group tactics involve cooperation with teammates, and individual tactics are primarily for -1on1- games.

### Individual Technical/Tactical Elements in Offense

The individual technical/tactical intentions of an attacker are to be or become playable, look for a chance to score, overcome the defense, make a teammate playable, and create space. As a result, essential individual techniques are catching, passing, shooting, and feinting. Dribbling is also a supporting technique in handball. Handball players need to be capable of using these technical/tactical means in various situations (e.g., standing, running, under time or space pressure, and out of balance).

#### CATCHING

Catching the ball is a crucial technique in handball; to receive the ball and gain control over it for a good shot or pass is essential. The aim is to move behind the ball and catch it at chest height.



- Watch the ball and extend your arms toward it.
- Both hands form a bowl by spreading the fingers; create a heart shape with index fingers and thumbs almost touching.



- Catch the ball in front of the body with slightly bent arms and thumbs behind the ball to prevent it from hitting the chest.



- Upon impact, close fingers around the ball and bring it in toward the chest (absorb the ball).
- Get into position to prepare for your next decision to pass, bounce, or shoot.

#### Key Points:

- Shock absorption: Receive the ball in front of your body and “absorb” it by bending the elbows toward the body.
- Form a bowl and create a heart shape with your fingers.
- Keep your thumbs behind the ball.

**Variation:** Catching a chest-height ball with two hands is the basic and best method for beginners. Nevertheless, in some situations, players might catch the ball with only one hand or need to catch a high ball or a low one below knee level.

## PASSING AND THROWING

Passing is an essential element in handball. One should pass the ball at chest height while running toward the receiving player. The basic passing technique with the ball above the head allows throwing and passing in any direction.



- Players may catch the ball in different starting situations, coming from different angles, at different speeds, and in different positions.
- As a right-handed player, catch the ball while moving forward and start the three-step rhythm with your left foot, followed by the right crossing over.
- Move the throwing arm backward with a slightly bent elbow and the ball above the head, leading into a body twist with the opposite shoulder (non-throwing arm) pointing forward.
- Step forward with the left foot (as a right-handed player), toes pointing in the direction of the target.
- Push your left foot into the ground, and rotate your hips followed by your torso.
- Move the shooting arm forward by rotating the shoulders leading with the elbow above the shoulder and followed by the forearm and finally the wrist, quickly. Imagine a whiplash.
- Finish the movement by releasing the ball with a straight-arm follow-through and your chest facing the target.

### Key Points:

- Keep the ball above your head.
- Point the front foot toward the target.
- Use the wrist to give the ball extra speed and your chosen direction.

**Variation:** Upper pass, lower pass, bounce pass, lob pass, wrist pass, behind the body pass, pass with jump, pushing



## SHOOTING

Shooting is the key element in handball that will decide a game's final score. It is performed similarly to passing but with more power and throwing velocity. There are different types of shots; the two from which all others originate are the standing shot and the jump shot. While the standing shot—in place or in motion—is performed similarly to passing (review “Passing and Throwing”), the basic jump shot differs because the player uses his/her last step to jump.

### JUMP SHOT

Jump shots are often used in handball. The velocity of the move is transferred into a powerful jump shot which gives the player the possibility to gain time, space, and a better throwing angle from which to observe the goalkeeper's movements.



- Catch the ball and start your jump shot while running.
- As a right-handed player, take a step forward with your left foot, bend your knee, and get ready to jump (for left-handed players, it is easier to jump with the right leg).
- Extend your jumping leg and, to support your jump, move your non-jumping leg with the knee bent upward.
- Draw the throwing arm backward with the ball above your head and twist your body by pointing the non-throwing arm at the target.
- Move the shooting arm forward leading with the elbow, followed by the forearm and then the wrist last.
- Release the ball at the highest point and throw it sharply downward.
- Follow through with your throwing arm and land softly on one or both legs.

#### Key Points:

- Keep your ball above your head.
- Use your non-jumping leg to support your jump.
- Release the ball at the highest point.

**Variation:** Shots vary according to the motion of the throwing arm (e.g., overhead throw or waist-height throw), the leading leg (shot over left leg, right leg, or both), the speed (standing in place, running forward), movement of the upper body (bent throw against the throwing arm), direction of the jump (vertical or forward jump shot), or combinations of these (e.g., a jump waist shot).

## FEINTING

Feinting is used by an attacking player to overcome the defender and gain a better shooting position, to become available to receive the ball from a teammate, or to make a teammate free by attracting another defender and then passing the ball to a player whom, as a result of that action, is in a better position to make a shot. There are two major categories of feinting: feinting with the ball and without it. Feinting without the ball is mainly a change in direction to gain an advantage in space toward the opponent. Feints with the ball are body feints, feinting a pass or shot, or feints with the gaze, when a player looks in the opposite direction of where he/she wants to go.

### BODY FEINT WITH THE BALL

The basic body feints are feinting toward one's throwing arm and breaking through against it or feinting against one's throwing arm and breaking through with it.



- To overcome the defense to the right, the player starts with a left step toward the space beside the defender.
- Catch the ball at shoulder height just before changing direction to be able to react with a pass or shot in whatever way you choose.
- If the defender closes the gap between him-/herself and the offensive player, the player takes a dynamic step sideways to the right side (opposite) with the whole body following.
- The ball is grabbed with one hand away from the defender (in this case, the right hand).
- If there is space now, the last step is performed with the left foot, passing the defender so that the offensive player can decide whether to shoot, dribble, or pass the ball.
- A left-handed player may now change the ball from the right hand to the left and dribble it once to be able to jump with the right leg.

#### Key Points:

- Aim for the gap beside the defender to force him/her to move in this direction.
- Keep the ball in one hand away from the defender and close to your body.
- Feint close to the defender.

**Variation:** Other body feints are a twist and a windmill feint with the throwing or non-throwing arm. It is also possible to feint a shot in a direct intervention with the goalkeeper.

## DRIBBLING

Good dribbling skills allow the player to gain control of the ball, travel past a defender, gain space, or move forward up the court. Dribbling should only be used if one can no longer pass to a player in a better position, in order not to interrupt the playing rhythm.



- Dribble while moving forward.
- Push the ball downward with the fingertips by a combined movement of extending and flexing the elbow, wrist joints, and fingertips.



- Absorb the impact, let the elbow and wrist flex, and move the ball.
- Dribble the ball slightly out in front and to the side at hip level with your hand on top of the ball.



- To overcome an opponent, the player may change hands while dribbling to save the ball from being taken.

### Key Points:

- Push the ball with the fingertips; do not guide it with the palm or dribble from above waist level.
- Keep your head up and your eyes on the court.
- A player may swap hands while dribbling as long he/she does not grab or hold the ball in between dribbles.
- Aim to dribble with the hand which is furthest away from the defender.

### Cooperative Tactics in Offense

Cooperation in offense is based on the matched actions of two players: back players with wing players, back players with the pivot, or back players with other back players. Such cooperative tactics in attack can be classified as cooperation either in width or in depth.

- **Offensive play in the width** includes attacking the gap using pressing, parallel and return passes, or crossing.
- **Offensive play in the depth** includes screening, cooperation with the pivot and wing, or an exchange of back players within the defense, with one acting as a second pivot.

## PRESSING

The key elements are good passing and catching skills, feinting movements, and timing. Players move between defenders to draw a second defender and free up another teammate. The ball is passed around the defense wall to gain a good position for scoring. Players move forward and backward and develop a rhythmic movement that looks like a piston motion.



- The player in possession of the ball attacks the gap between two defenders aggressively.
- The aim is to break through the defense and look out for a chance to score.
- If the gap closes, then he/she passes the ball quickly to the next teammate, who receives it in a forward motion between the next two defenders.
- This attacker continues attacking in the same manner, which goes on until a clear chance to score appears.
- If no chance to score arises from a pressing movement, a player may feint with a following back pass or break through in the opposite direction to start pressing again.

### Key Points:

- Attack the gap between two defenders.
- Look up at the goal, think “shoot first”, and be a threat.
- Move directly backward after passing to be playable and create free space.

View the Legend for Drawing Handball Drills in chapter 6 to understand the graphics in the Technical Skill chapter.



## CROSSING

Crossing commonly involves two offensive players who cross paths during an attack to damage the defense's cooperation and, with the confusion created, create a chance to score between two defenders. A crossing is a consecutive motion that derives from attacking this gap with feinting or pressing. Instead of using a parallel pass, the fellow player crosses behind and changes position to break through in the opposite direction of the initial movement.



- The first player in possession of the ball feints against his/her defender toward the gap between two defenders.
- He/she must threaten the goal to attract and draw both defenders.
- The aim is to draw his/her opponent out or to the edge of the opponent's defending zone to create an advantage for the crossing player behind him/her.
- The second player waits for the right moment to move to avoid attracting the defense's attention too early.
- He/she runs quickly and crosses close behind the first player to receive the ball as their paths cross.
- If the defenders do not communicate properly and switch responsibilities, this player will be temporarily unguarded and can shoot.
- The crossing player catches the ball and decides whether to shoot, dribble, or pass.
- The first player moves backward to be playable again.

**Key Points:**

- Be a threat to get the attention of the two defenders.
- Act with the proper timing, not too early, to create confusion.
- Stay close behind the first player when crossing paths.

## Pivot Screen and "Pick and Roll"

The purpose of setting a screen is to stop a defender from moving in a certain direction. The screen is mainly performed by the pivot player in joint play with a back player. The pivot acts as a "living wall," screening the defending motion of the opponent and creating space for his/her back player or him-/herself to shoot. For the purpose of being free and available, the pivot usually sets the screen with his/her back and must have his/her arms free to be prepared to catch a ball in any situation. Players must not push or hold their opponents with their hips, arms, or legs.

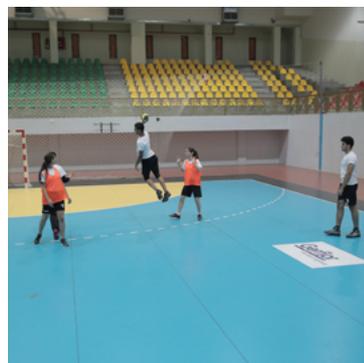
## PIVOT SCREEN BASIC STANCE



- Set your legs shoulder-width apart, knees slightly bent, for a stable stance.
- Keep your back straight.
- Have your arms at chest height in front of your body, ready at any time to receive a pass.
- Keep your head up so that you can observe the movement of the ball and your teammates.

**Variation:** Screen with the chest (frontal screen), the back (back screen), or the side of the body (flank screen).

## PICK AND ROLL AGAINST A FRONT DEFENDER



- Observe the movement of the ball and wait for the right moment to act. As the defender steps out, you step out to set the screen. Timing is crucial for a successful screen.
- Move to the right spot and set the screen in the space where your teammate's defender intends to move, not at the defender's body.
- Set the screen with legs shoulder-width apart, knees slightly bent, and your back straight toward the defender you aim to screen.
- Keep your hands at chest height to be ready to catch the ball at any time.
- The back player receives the ball and breaks through with the next step, passing the screen to either shoot or pass again.
- If the defender of the pivot closes the space and tackles the back player, the pivot moves into the free space behind the screened defender to be able to receive a pass from the back player to shoot.

### Key Points:

- Step out at the right moment.
- Set the screen with a straight back.
- Set the screen in the space where your teammate's defender intends to move.

## Offense Team Tactics

Team tactics in offense range from free play to fundamental systems against structured defense. The general systems against zone defense are a 3:3 system with one pivot or a 4:2 system with two pivots, which often arise after a back or wing player changes position within the defense as an initial action within the defense.

### OFFENSE SYSTEMS

#### Offense Systems

The numbers describe how many players are attacking within the nine-meter penalty zone and how many are outside the nine-meter line on back court positions.



3:3 system



4:2 system

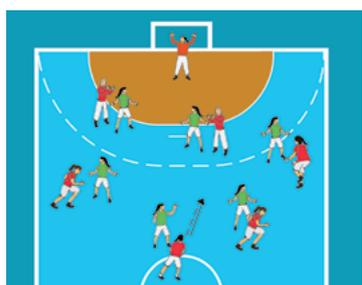
## BASIC PRINCIPLES IN OFFENSE

In addition to mastering basic technical/tactical elements, players should understand and apply basic principles in attack. These basic principles are generally effective against a man-to-man defense or zone defense.



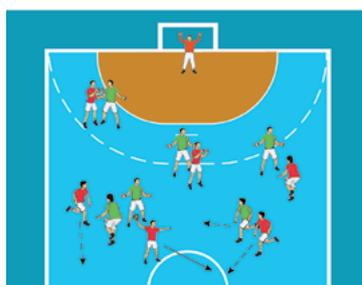
### 1. OPEN THE CENTRAL CLEARANCE; PLAY IN THE WIDTH.

The aim is to create a good position for scoring, and for this reason it is important to keep space cleared in the central area, the most dangerous zone for the defense. Players should use the whole width of the court to do so. Advice from the coach should be to “open” or “get away from the defender.”



### 2. THREATEN THE GOAL AND GO FOR IT.

The player in possession of the ball must analyze the situation if there is a scoring chance and always threaten the goal. If there is a chance to score or a free path to the goal, the ball possessor should move toward the goal. His/her teammates give their support by keeping the path free.



### 3. COVER BEHIND THE BALL POSSESSOR TO BE PLAYABLE.

The player in possession of the ball attacks the gap between defenders. His/her teammates should support that effort and position themselves in such a way as to be playable. In general, the defense will be between the ball possessor and the goal; consequently, other players must cover behind the ball possessor to keep the defense from intercepting the ball.



### 4. MOVE THE PLAY.

The defense is essentially concentrated where the ball is. Hence, at the opposite side of the playing court, there are fewer players. The aim is to move the play toward this free space. Short passes are recommended for beginners; they are safer and more effective.

## Recommendations for Offense Play Per Age Group

**Up to 9 Years:**  
4 - 5 (players) + 1  
(Goalkeeper), Mini  
handball

**9 to 12 Years:**  
1+5 or 2 x 3-on-3,  
boys and girls play  
together

**13 to 16 Years:**  
6+1, offensive and pro-  
active game.

**16+ Years:**  
6+1, opponent  
orientated with  
individual tactics

## TECHNICS FOR GOALKEEPERS

Goalkeepers are the last defenders to prevent a goal as well the first attackers due to their responsibility to initiate fast attacks. A team's goalkeeper takes on a very independent role, and his/her individual capabilities can make a moderate team strong. As mentioned, kids under the age of nine should experiment the different positions. Saving a goal is easy for children to understand, and the idea of being the only person on the team with this position makes it special, so a lot of kids like to be goalkeepers. As a coach, give every child the chance to experience goalkeeping. Keep in mind, though, that some kids might find it scary, so never force a child to be a goalkeeper.

### BASIC GOALKEEPER STANCE

The basic goalkeeper stance is similar to the basic stance in defense. This stance allows the goalkeeper to react quickly and in any direction.



- Stand upright with legs shoulder-width apart and knees slightly bent.
- Stand with your body weight equally spread and balanced on the balls of your feet.
- Keep your arms slightly wider than shoulder-width apart, at either shoulder- or head-height to be able to quickly adjust them according to the shot.
- Keep your eyes on the ball.

### MOVEMENT IN THE GOAL

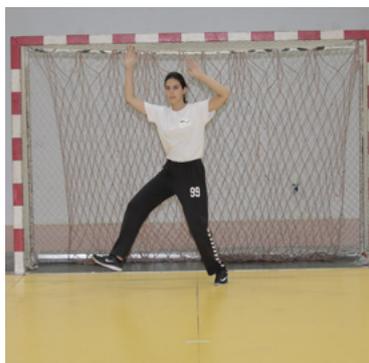
The movement of the goalkeeper should provide maximum protection of the goal at all times. He/she must follow the game and move in the direction of the ball. Two basic principles are to stay between the short corners of the goal and the shooter and to take a position that will narrow the shooting angle. The short corners of the goal are easy targets for the attackers, as these are closest to the shooter.



- Take one step out from the goal line to narrow the shooting angle.
- Move with the ball in an arc.
- Maintain the basic goalkeeper stance and move sideways with small steps.
- Always be on the alert for a shot.
- Stay between the attacker and the short corners.

## BLOCK HIGH SHOTS

High balls are balls aiming for the upper corners of the goal above hip level. The goalkeeper may defend such balls with one or both hands, depending on the speed, force, and predictability of the shot.



- Take a small step in the direction of the shot.
- Jump sideways toward the ball.
- Stretch and reach with one or two arms for the ball.
- Extend arm/s and keep arm/s and fingers stiff to prevent overextension.
- Attack the ball aggressively with one or both hands.

## BLOCK LOW SHOTS

Low shots are balls that aim below the hips. These shots are defended against with arms and legs.



- Keep basic goalkeeper stance.
- Move arms below hip level.
- Take a small step in the direction of the shot.
- Jump or push off with the leg which is away from the ball.
- Extend and shoot the other leg in the direction of the ball's trajectory.
- Extend your arm in the same direction and attack the ball.

## BLOCK MEDIUM-HIGH SHOTS

Medium-high shots are shots at hip level.



- Keep your eyes on the ball and stand tall.
- Take a small step in the ball's direction.
- Lift your knee on the ball side.
- Simultaneously extend your leg and arm in the direction of the ball and keep them stiff to prevent overextension.
- Maintain your balance on the standing leg and with core strength.
- Attack the shot aggressively.

## BLOCK WING SHOTS

Wing players usually jump off from narrow angles into the goal area to gain a better scoring position. The easiest shot is the short corner. The goalkeeper needs to close the short corner and narrow the angle by guiding the trajectory of the wing player.



- Stand close to the goalpost.
- The goalpost-side arm is up with your forearm slightly protecting your face.
- Keep the opposite arm slightly bent out to the side.
- Keep a well-balanced stance.
- When the wing player jumps, take one step forward to narrow the angle.
- Keep your head up and eyes on the ball.
- Follow with small steps to cover the shooter's angle.
- Push off the goalpost-side leg and react according to the trajectory of the ball with a low, medium-high, or high shot defending motion.
- Attack the ball aggressively.

# CHAPTER III

## PRACTICAL TIPS FOR THE COACH





## INTRODUCTION

Many children and youth want to play handball. For this to happen, a coach must be aware of many factors to create a good social and sportive learning environment. The idea of teaching social skills is a fairly easy concept for most to understand, but the way it is done is crucial. A good coach needs to know how to be a problem-solver when inconveniences arise on the court so that players' learning is not affected. As a coach, you will sometimes have to deal with a lack of basic materials, limited space, and large numbers of kids, and still come up with creative ways to maximize the participation of all players involved. This chapter gives practical tips and methods that coaches can use to maximize their training sessions, as well a collection of games and exercises that can be used to teach a variety of social and sportive skills for all age groups.

## HOW TO DEVELOP SOCIAL SKILLS

Sports are an ideal platform for developing social skills and positive behaviors. The following information provides tips for coaches to help them successfully use sports to develop social skills. A coach must adapt these tips and methods to his/her environment. Just as players work to develop a technical skill, a coach can improve his/her ability to encourage social skill development through learning-while-doing and self-reflection.



## Setting Up a Good Atmosphere

### Ensure a Safe Environment

Creating a safe space is crucial to having a good social learning atmosphere, which starts with ensuring that your players have a safe way to and from practice. When preparing the training session, ensure that any sharp and dangerous objects, as well as trash, are removed from the court. Children are not able to focus on the training session if they are afraid of hurting themselves.

### Know Your Team

A coach needs to factor in the characteristics of his/her players (e.g., age, gender, skill level, and culture) in order to implement a long-term player development plan. Meeting their families will give you a better understanding of players' environments away from the court. Also, consider current or recent events that can affect a team, such as exams, a good or poor result at a tournament, and last week's practice.

### No-Force Policy

It is essential to establish from the first training session that you will never force any player to contribute to a discussion or express an opinion. You may introduce the magic word "PASS," which allows a player to pass on a question if they do not have anything to add or say.

### WoW (Ways of Working)

Ask the players about the ways of working (WoW) parameters they would like to use during the training session. This is an effective method to empower the kids and take more responsibility and the WoW should be agreed upon during the earlier stages of a season. One example: "When one player is talking, everyone should be quiet and listen!"

### Show Empathy

Empathy is the foundation and key to healthy human communication and interaction. In order to have a good learning environment, a coach needs to be aware of the children's facial expressions, body language, and energy levels and adjust the training session to fit the players' current needs.



## Introducing and Teaching Social Skills

The following points will help you introduce and teach social skills in an effective and impactful way:

### Be a Role Model

As a coach, you are automatically a role model for your players. To be a positive role model, it is important to be aware of your actions and the impact they can have on the children and youth you are coaching. Children inevitably impersonate those they admire, so you need to be careful what you do, what you say, and how you say it, as well as your body language. When planning a training session, think of how you can best be a good role model in demonstrating the social skill of the day. Chapters 4 and 5 give examples of how to be a positive role model during the training session.



#### I CAN BE A ROLE MODEL

by always having open communication with my players; shaking hands with them or giving them high fives at the beginning and end of the practice. Always being encouraging rather than critical, and expressing positivity. Speaking in a clear voice and tone, being consistent and listen to my players.

#### I CAN BE A ROLE MODEL

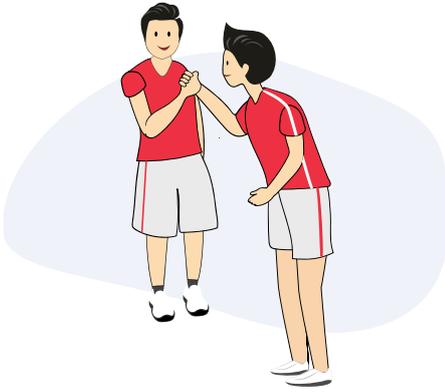
by respecting time before and during practice. I respect everyone's views, everyone's backgrounds and I am patient while teaching different levels.



## Use Rituals

Rituals create a structured routine in a training session. At the beginning to welcome players and prepare them for the training session, throughout the training session to create team spirit and also at the end to bring proper closer to a training session. It's important to keep rituals short and insure that they include the whole team.

### Examples



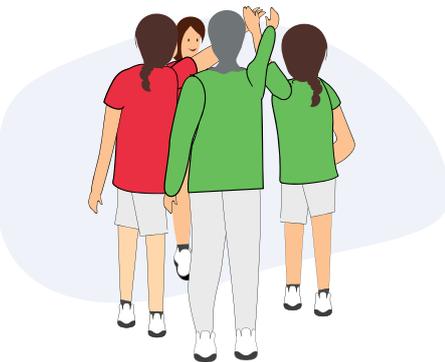
#### Beginning

Players develop a secret handshake and perform it.



#### Throughout

Players high-five all of their teammates on their way to the back of the line.



#### End

Players gather in a circle and put their hands on top of each other. One player counts to three and then all the players raise their hand upwards and shout their team name, a motivational phrase, or the day's social goal.

Rituals feel good, bring people together, and promote a sense of belonging to a team. Rituals are interactive and both require and foster various social skills. Therefore, rituals can lead to learning by doing and also give the coach material to use during reflection time. One example: "Does our ritual give you confidence before practice?"

## Learning by Doing

Learning by doing means learning directly from one's own actions as opposed to listening to someone explain that action. This process promotes critical thinking, a core skill needed to develop further social and personal skills. Long explanations by a coach often lead to disinterested players. Although the coach does not have a direct role in this self-learning process, the targeted social skill of a training session is best understood and learned when the social skill is a key ingredient for success of the drill or exercise.

I hear, and I forget.

I see, and I remember.

I do, and I understand



## FREEZE Method

When observing a training session, a coach can say "FREEZE" All players must stop where they are and listen to the coach give his/her coaching point. It is important that these moments be relevant to most or all players and have a strong link to the targeted social skill. A coaching point can highlight something in need of improvement or can congratulate a player on performing well due to his/her use of a social skill. Although the freeze approach is a very effective method, it is important not to use it too often and to keep the coaching point short to avoid interrupting the learning-by-doing process.



## Implementing a Good Reflection

Reflection after a training session is a vital part of using sports in the personal development of children and youth. The reflection section serves as a tool for looking back at the training session, what was learned, and the importance of the selected social skill and to link sport-specific aspects to life situations and development topics such as gender equality, health and environment. A reflection should last five to ten minutes maximum and should ideally be done in the same spot where the team started its training and performed its pre-practice ritual. Having a closing ritual at the end of each training session, after the reflection, ties up the practice nicely and builds team chemistry and players' sense of belonging.

There are many effective ways to hold a reflection; a coach can choose any of the methods listed below or use his/her own variations and methods. It is important for the coach to add context so that the training session's social skill is clear to the players before reflection. Note that it is important to be neutral during reflection and open to diverse opinions and comments players may have. Please note that the following are general methods only; the coach must also come up with questions, keywords, statements, and concepts to work with prior to the training and add new questions based on observations during the training session that are related to the social skill. Also encourage your players to go back to their families and communities to observe and practice these social skills. Refer to Chapters 4 and 5 for specific examples of the methods below.



### Method A

Gather the players together. Place two cones ten meters from each other, and explain that the cones represent the two different goals of the session: the sportive goal and the social one. Ask the players to stand in the spot between the two cones that represents which goal they made the most progress toward in the practice. A player can stand in the middle of the cones to signify that he/she made equal progress toward both goals. Have a few players explain their reasoning for where they decided to stand, and try to establish the link between sportive success and social learning. A coach can then repeat the same exercise to see if the discussion changed players' opinions.



### Method B

Have all the players stand together in front of the coach. Emphasize the training session's social skill and ask players to go acting out positive examples of the social skill. After a minute or two, gather the players together and review some of the positive examples that were acted out.



### Method C

Gather the players in a circle and mention a phase or keyword related to the training session. Ask the players to clap high (evident) or low (unnoticeable), to indicate how much this keyword was evident/unnoticeable during the training session. Expand and add context to each phase or keyword as needed, and involve players in the discussion



### Method D

Gather the players in a circle and ask each one to think of one keyword that summarizes the targeted social skill. Allow some time for players to think of their keywords, then pass a ball around; when a player has the ball, he/she must give his/her keyword and then pass the ball on to someone else. When all players have presented their keywords,

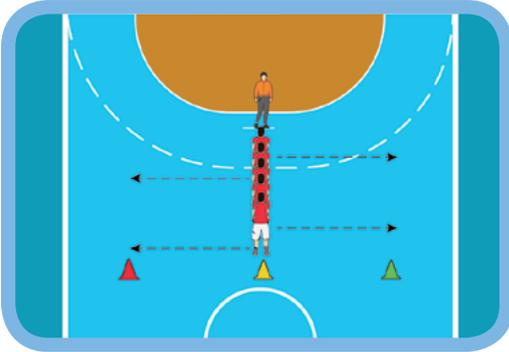
the coach gives his/her keyword and reflects by noting which keywords were repeated and adding context or explanation to others.



### Method E

Place three cones in a triangle, with each cone representing an environment: sports, school, and home. Gather all the players and ask them to stand next to the environments where they think the relevant social skill is most important. Let one or two players from each cone group explain why they think their environment is most important for the

targeted social skill. After the discussion, repeat the exercise to see if the discussion changed any players' thinking.



### Method F

Gather all players together, standing in front of the coach. Put three cones in a line:

- Red cone (to the left) – Disagree
- Yellow cone (in the middle) - Neutral
- Green cone (to the right) – Agree

Read out statements related to that practice's

social skill. After each question, all players are to stand next to the cone that represents their opinion. Encourage one or two players to share their reasoning. Move on to the next question, and repeat.



### Method G

Gather the players and ask them to think of one behavior for each related social skill that they will:

1. Start doing (a behavior the player will start adopting in his/her life);
2. Stop doing (a behavior the player will refrain from doing); and
3. Continue doing (a behavior the player already does and will continue to do).

Divide the players into groups of three or four, and ask each group to come up with one behavior they all agree upon. Have each group present their answer, and then ask all players to put their selected behavior into practice in their daily lives.



### Method H

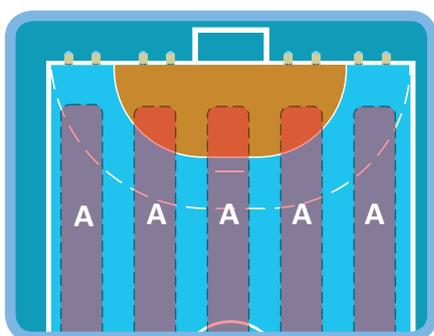
Put down one cone representing every drill or exercise performed during the training session, and have players stand behind the drill or exercise (cone) that was most beneficial to them in practice. Have a few players explain their reasoning. A coach may then repeat the same exercise to see if the discussion changed any players' opinions.

## HOW TO GET EVERYONE INVOLVED

Getting everyone involved is one of the main challenges that coaches have to face. With limited playing space, too many players, and a lack of equipment, it can be difficult to have a training session that ensures that everyone is involved and active at all times. To have an effective training session, a coach needs to be aware of the challenges and find creative solutions for them. Talking and exchanging ideas with other coaches and your own players can be a very effective way to come up with these solutions.

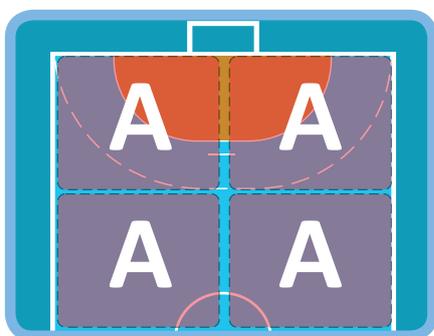
### PLAYERS AND SPACE

To have an effective training session, you need to ensure that you maximize the space you have and also look for other alternatives to give you the best practice area possible. A crucial part of a successful training session is having all players as active as possible to avoid long lines and players standing around. Below are several options that a coach can use to maximize the training according to the players and space he/she has.



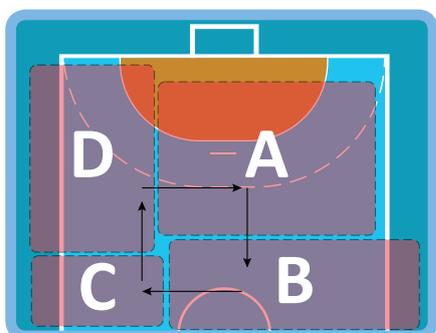
#### Option 1

Create multiple lines. Although this does result in smaller playing areas, it effectively keeps players more active and involved. As shown you can replace goals with other objects that can act as goal targets.



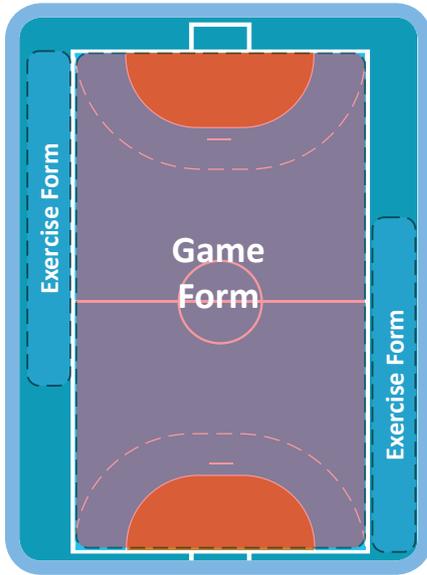
#### Option 2

Create multiple fields when implementing your main part and conclusion and be creative in using all the space available.



#### Option 3

Creating multiple lines and fields will be difficult due to the lack of equipment and space. In this case you can create a station practice, where certain stations don't require much space and equipment. Between 4-5 stations players will rotate every 5-10 minutes until all players have completed all of the stations.

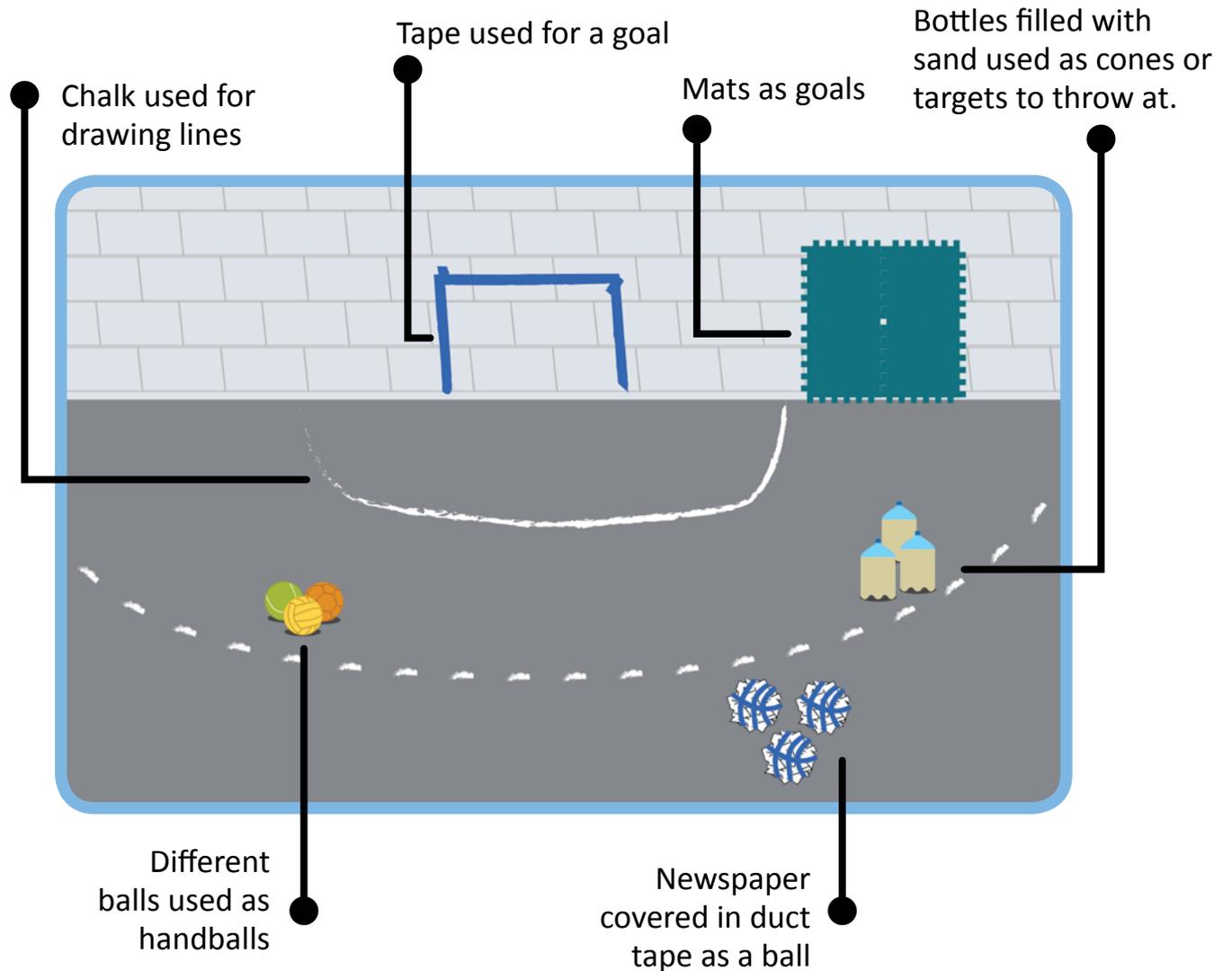


### Option 4

Often when in a game form where many players on the sideline watching a coach can set up a training exercise on the sides to keep those players waiting still active until it is their turn.

### EQUIPMENT

The more players you have in your training sessions, the more equipment you will need. Be creative by looking around your environment to see what other materials can be used as equipment.



## GAMES AND EXERCISES FOR DIFFERENT OCCASIONS

There are many different games and exercises that can be used on different occasions and that tap into different themes and life skills. The exercises focus on handball fundamentals and can be used in different parts of the practice. They can also be adapted based on the size of the playing area, equipment available, and the age and number of children. That is, the coach can tailor each exercise to work in a specific situation and for a specific group.

### MOVING GOAL



4

2

6

All  
ages

#### Organization and Procedure:

- Divide the players into two groups.
- Mark two playing fields (you may use both halves of the court); one group should play on each side.
- Four players from each group are the moving goals in the opponents' playing area.
- Two players hold a hoop or something similar that can serve as a goal and move around, trying to prevent the opponent from scoring.
- Points are given if the team manages to throw the ball through the target.
- Play according to handball rules.

#### Variations:

- Vary the passes (e.g., only indirect passes or no double passes).
- Vary the targets; you may choose to use one stick held by each defender and give points for a bounce pass that makes it between the sticks.

#### GOALS



Willingness to reach an agreement



Passing, catching

#### COACHING POINTS

Play together to score a goal.

Position yourself carefully to create a chance to score. Use passing feints to confuse the defense (moving goal).

### STUCK IN THE MUD



2 - 4

1 - 3

All  
ages

#### Organization and Procedure:

- Two or more players (depending on the group size) are hunters.
- They try to tag the other players.
- If one player is tagged, he/she must freeze with his/her legs splayed. The other players can free this player by crawling between his/her legs.
- The free players have one to three balls, and they can free another player by sending a bounce pass between the frozen player's legs.

#### Variations:

#### GOALS



Showing appreciation for others



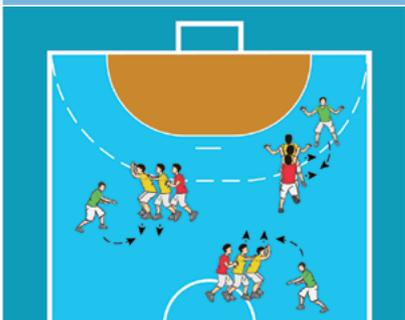
Passing, catching

#### COACHING POINTS

Play together to help others.

Move away from the hunters to stay in the game.

## WOLF AND HEN

1 - 3 

All ages

**Organization and Procedure:**

- Divide the players into small groups of five to six players each.
- Per group, one player is the wolf, one is the hen, and the rest of the players are the chicks.
- The chicks line up behind the hen, each holding the shoulders of the player in front of him/her. The hen moves freely to protect

its chicks.

- The wolf's aim is to catch the last chick in the line, which the hen tries to prevent.
- If the wolf is successful, he/she becomes the hen in the next game; the chick that was caught becomes the wolf; the hen becomes a chick.

**Variations:**

- The wolf has a ball and needs to bounce it using the 3-step rule and dribbling.
- Do this exercise with a wolf pack: two to three players are in the pack and pass the ball to each other, catching a chick by tagging it with the ball. (No dribbling is allowed for three players; two players may bounce once.)

**GOALS**
 Leadership

 Defense
**COACHING POINTS**

Protect your team.

Practice body feints for the wolf and use quick feet; the hen must position its body to prevent the wolf from passing.

## HOOP-BALL

1 16 

All ages

**Organization and Procedure:**

- Play 6-on-6 on the whole court.
- Place eight Hula-Hoops in each goal area.
- The two teams play according to handball rules, trying to put the ball down in one of the opponent's hoops.
- The defending team can prevent a point by stepping with one foot into the targeted hoop before the offensive player puts the ball down.

**Variations:**

- Two players must always place a foot in a Hula-Hoop before the ball touches the ground.

**GOALS**
 Proactivity

 Passing, catching
**COACHING POINTS**

Be active to support your teammates.

Move into free space and look out for chances to score.

## TIC-TAC-TOE



2



9



6

All  
ages

## Organization and Procedure:

- Two teams play in a grid created with nine cones.
- Set a starting point approximately twenty meters away from the grid and a passing point fifteen meters away. Two teams of equal number of players start at the same time.
- The first player from each team dribbles the ball while carrying a bib and drops the bib on top of one of the nine cones.
- The player then dribbles back to his/her team and hand over the ball to the next player in line.
- When a team places three bibs in a row on the cones, the round is over.
- If both team fail to form a row after placing their three bibs, there will be no winner, and the next player of each team should move one of his/her team's bibs to another empty cone until there is a winner.

## Variations:

- Use only one hand to dribble.
- Players must perform a ball-handling movement before running toward the grid.

## GOALS



Decision-making



Dribbling

## COACHING POINTS

Analyze the situation before making a decision.

Keep your head up while dribbling.

## TARGET SHOT PUZZLE



3 - 8



5



3



1

All  
ages

## Organization and Procedure:

- Place cones or bottles on a bench six to seven meters from a shooting line.
- Divide players into two or more teams that line up behind the shooting line.
- The first player of each team tries to hit the cone or bottle. If one player succeeds, he/she runs to the bench, sets the cone up again, and then picks a piece of puzzle from a pile to place it down behind the shooting line.
- The winning team is the one that finishes its puzzle first.

## Variations:

- Change the shooting distance according to the players' level.
- Use drawing-by-numbers game sheets instead of puzzles, or pick five items to bring behind the line.
- Place the bench diagonal to the shooting line to create different distances.
- The team is only allowed to pick a puzzle piece once all cones are down.

## GOALS



Resilience



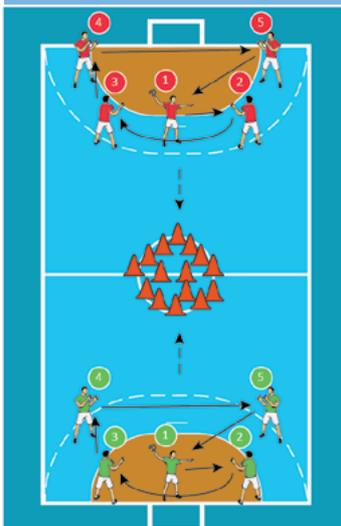
Shooting

## COACHING POINTS

Do not get discouraged if you miss; keep trying.

Concentrate on your target and use your wrist to give the ball its final direction.

## HARVEST THE FIELD

2  15 All  
ages

## Organization and Procedure:

- Mark two or more playing fields (you may use the goal areas with two teams); mark another two or more areas in the field with items inside them, such as: bibs, cones, or cards. (the number of items should be the same as the number of the players)
- In every field, players of each group pass one ball in a specific order to each other (Player 1 passes to Player 2, Player 2 to Player 3, and so on, until the last one passes to Player 1 again).
- Once the teams have passed the ball around once, Player 1 can run to the area with the items and bring one item back to his/her team; then the team passes again. After another round, Player 2 runs and picks an item and runs back.
- Teams are only allowed to pick one item at a time; the team with the most items at the end wins.

## Variations:

- Let all teams play in one area to make the passing more difficult; you may even allow them to intercept each other's passes.
- Play with defenders (using no arms) who will try to stop the runner from picking an item.
- Instead of balls, have the team pass other items like a Frisbee, bibs, balloons, or tennis balls. These items flow differently; this develops players' anticipation skills.

## GOALS

-  Honesty
-  Passing, catching

## COACHING POINTS

- Be honest and only pick one item.
- Players should move around and not stay in one spot while passing in the dedicated area; pass accurately and quickly.

## DEFEND THE GOAL LINE

12 - 20  6  1 All  
ages

## Organization and Procedure:

- Play 6-on-6.
- One team is defending the goal line in two lines.
- The other team always attacks with four balls among six players. The balls can be passed or bounced.
- If the defending team intercepts a ball or gains possession of a ball, the ball moves back into the box.
- The winner is determined based on how long the team takes to bring all twelve to twenty balls behind the goal line, or on how many balls are behind the goal line after an agreed-upon amount of time.

## Variations:

- Players may only roll or dribble the balls.

## GOALS

-  Communication
-  Defense

## COACHING POINTS

- Talk if you need support.
- Help out your teammates and close the gap.

## HUNTER AND RABBIT



10 - 12 



All  
ages

### Organization and Procedure:

- Two to three players are the hunters.
- All other players get a bib and stuff it in their shorts as a “rabbit tail.”
- The hunters try to catch the rabbits’ tails.
- Once a hunter catches a tail, he/she becomes a rabbit, and the

rabbit becomes the hunter.

### Variations:

- Give every player a ball instead of bibs. The players dribble now, and the players without a ball try to gain possession of one.

### GOALS

 Fair play

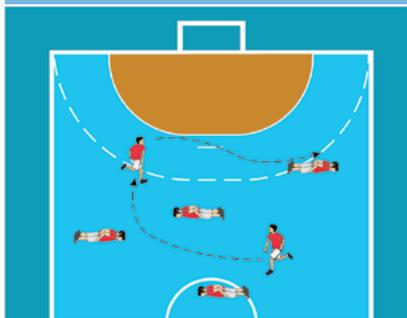
 Running

### COACHING POINTS

Respect the rules and your opponents to give everyone a fair chance.

Be fast and move away from the hunter.

## REST AND RUN



All  
ages

### Organization and Procedure:

- Players pair up and lie on their stomachs beside each other.
- One pair starts. Player 1 is hunting Player 2.
- If Player 2 lies down beside another pair, the member of the pair further away from Player 2 must stand up, becoming the hunter and trying to tag Player 1, who now runs away, etc.

### Variations:

- Play the game holding hands; the pairs are allowed to move around.

### GOALS

 Awareness

 Running

### COACHING POINTS

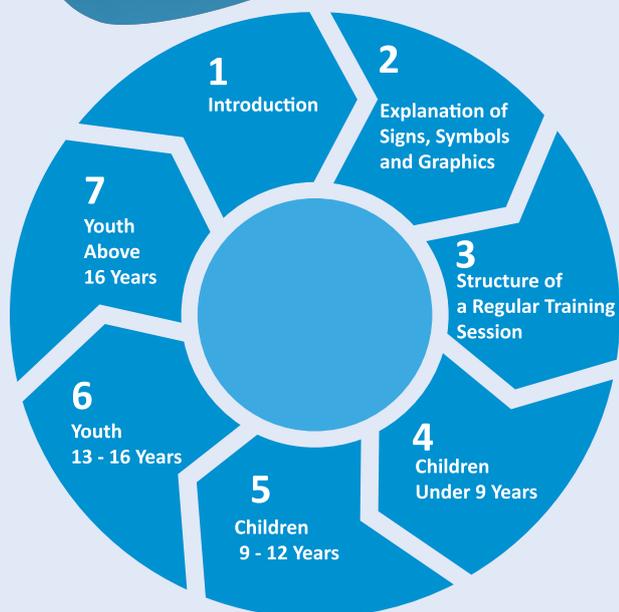
Be aware of your environment.

Be ready to change roles.



# CHAPTER IV

## REGULAR TRAINING SESSION STRUCTURE AND EXAMPLES





## INTRODUCTION

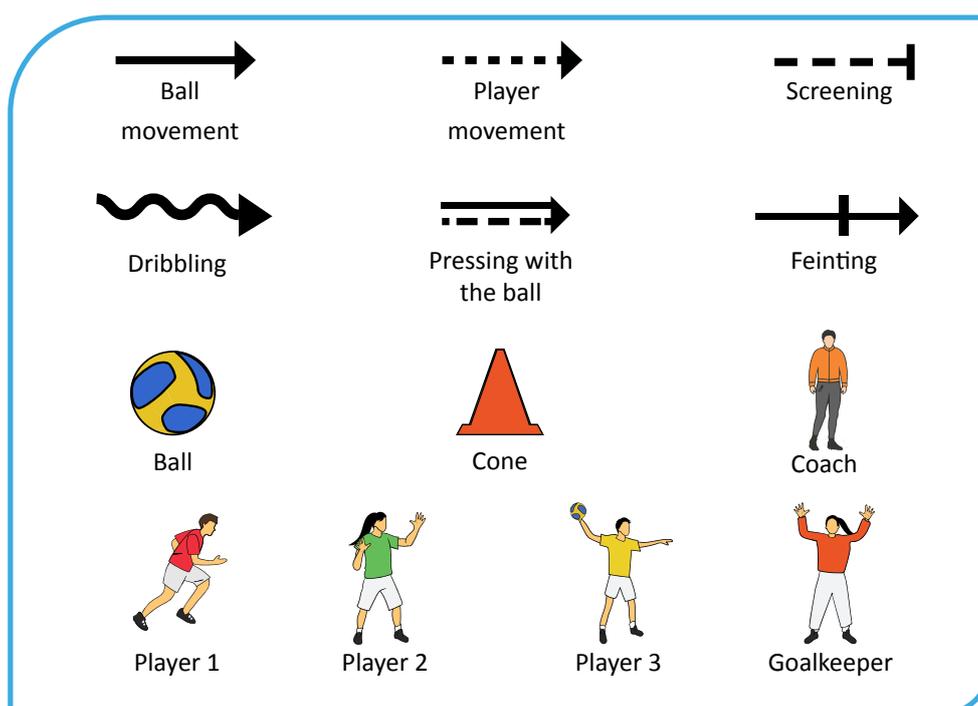
Training sessions (TS) in all sports require a certain amount of preparation and should be planned in advance. Long-term planning is required to achieve the best possible progress. In order to carry out the training sessions in this chapter, it is necessary to understand and review the content in Chapters 2 and 3, as it will serve as a guide for coaches to help teach both social and sportive goals. This chapter offers two examples of regular training sessions for each age group.

The training sessions presented serve as examples for coaches but are also meant to encourage them to develop their own variations, exercises, and full training sessions. It is important to note that all practices can be expanded or shortened according to each coach's environment and that the training sessions presented by age group build on each other. Therefore, a coach can take a training session for under 9's and, with a few modifications and variations, make it age-appropriate for an older age group with a beginner's handball ability level.

All training sessions follow the same structure, and, along with their variations, they can be understood on a technical level through the following illustrations, organization, and procedures. Training sessions should include social goals, and coaches should act as role models by implementing the social coaching points for each drill to successfully introduce each session's social skills.

All training sessions in this chapter are designed for fifteen to twenty players; the space and equipment required are presented on the checklists accordingly. Coaches must take their players, space, and equipment into consideration during the preparation stage to successfully implement the selected training session. Coaches should refer to Chapter 3 for tips on how to best adapt training sessions and social skills to their players and the environment they are playing in.

## EXPLANATION OF SIGNS, SYMBOLS AND GRAPHICS



## STRUCTURE OF A REGULAR TRAINING SESSION

The structure of a regular training session is divided into three phases (initial, main, and final) that are broken down into five parts, described below in detail.

### INITIAL PHASE

#### Sensitization

Sensitization is the first section of the initial phase. The goal of sensitization is to introduce the training session's social skill and reinforce its importance throughout the exercise so it becomes ingrained in the players' minds. The sensitization exercise does not have to be handball specific, but it is important for it to be a fun and an interactive game in which the key to success is using that practice's social skill.

#### Warm up

A proper warm-up needs to work on basic movements (e.g., jogging, skipping, running, sidestepping) to increase agility, balance, and coordination. This part of the training also serves to introduce the sportive skill that training session will focus on. The coach should break down the steps of this skill and enable technique development by having players work individually or in pairs to allow maximum touches and repetition.

### MAIN PHASE

The main part, which is broken down into two exercises, is target oriented and incorporates both the social and sportive skills that were introduced in the initial phase, but at a more complex level. A proper training session should build on the exercise that came before it and progress from small to large groups and unopposed exercises to exercises with opposition. Adding elements of competition to the training will challenge the players' new sportive skills, and adding a tactical component prepares players for a game environment and encourages them to use their new social skill.

### FINAL PHASE

#### Conclusion

Building on the sportive and social skills in the initial and main phases, the conclusion serves to create a game environment to conclude the practice. The coach should design a game with restrictions to allow the social and sportive skills to be further fostered. This can be done by changing the field size, number of touches allowed, or multiple goals.

#### Reflection

The reflection section serves as a tool to look back at the training session, examining what was learned and the importance of the selected social skill. The coach can use several methods to emphasize the importance of the social skill. It is especially important for the coach to create an environment in which the players feel comfortable taking part in reflection.

**CHILDREN**

**UNDER 9 YEARS**



# U9

## SOCIAL SKILLS:

- Punctuality
- Honesty
- Ability to show emotions
- Equality between boys and girls
- Enjoyment of being and playing in a group
- Awareness of health / hygiene, nutrition

## SPORTIVE SKILLS:

- Develop basic skills (passing, catching, shooting)
- Master basic rules
- Improve motor coordination
- Orientate on the field and play together with no specific position
- Move with and without ball into free space to become playable
- Defend man orientated, stay between goal and opponent
- Maximize the playing time during the session to develop and maintain enjoyment of sport

# TRAINING SESSION EXAMPLE 1 - CHECKLIST

Training Duration: 80 Min.

<b>GOALS</b>	 Social	Ability to Show Emotion
	 Sportive	Individual Offence – Shooting

<b>INITIAL PHASE</b>	Sensitization  10 minutes	 Stopwatch	 1 Ball	 3 Mats	 Up to 10 Bibs	 Full court
	Warm up  10 minutes	 Stopwatch	 1 Ball	 8 Cones	 Up to 10 Bibs	 Half court

<b>MAIN PHASE</b>	Main part A  15 minutes	 Stopwatch	 15 - 20 Balls	 5 Cones	 Half court	
	Main part B  20 minutes	 Stopwatch	 10 Balls	 2 Cones	 2 Bibs	 1 Goal

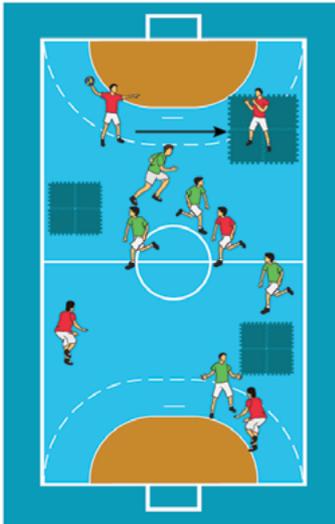
<b>FINAL PHASE</b>	Conclusion  20 minutes	 Stopwatch	 2 Balls	 8 Cones	 8 Bibs	 Half court
	Reflection  5 minutes	 Stopwatch	 Half court			

## I CAN BE A ROLE MODEL

by celebrating good performance and giving high-fives if players do well.

### INITIAL PHASE

#### BALL ON MATS – SHOW EMOTIONS



##### Organization and Procedure:

- Divide the group into two teams of five to six players.
- Have three to four mats in the playing area.
- The aim is to put the ball down on one of the mats.
- If someone succeeds, the player who put the ball down shows excitement about the score with his/her own victory pose, and everyone imitates his/her pose or cheering.
- Now the other team gets the ball to restart the game.

##### Variations:

- Every mat (goal) has a different task: Mat 1 = cheering, Mat 2 = dance move, Mat 3 = silent pose.
- Use different items to throw

instead of a ball, such as bibs, a frisbee, a tennis ball, or a football.

#### COACHING POINTS



Be confident and show emotions.

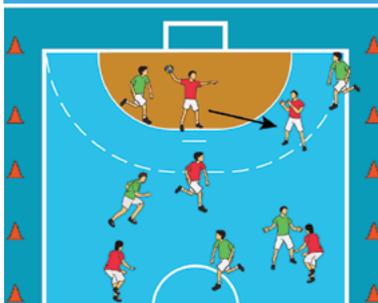


Move in free space and be ready to play.

SENSITIZATION



#### CONE BALL



##### Organization and Procedure:

- Divide the group into two teams of five to six players.
- Create a playing area (10m x 20m) with four cones on each end.
- The aim is to knock down another team's cone by passing the ball to each other.
- The team that knocks down all the other team's cones first wins.
- Handball rules apply.

##### Variations:

- Option: Do not allow dribbling.
- Create a forbidden area between the cones and the spot the players must throw from.
- Passing is only allowed to players in front of you (no backward passing).

#### COACHING POINTS



Focus on your goals; get right to the point.

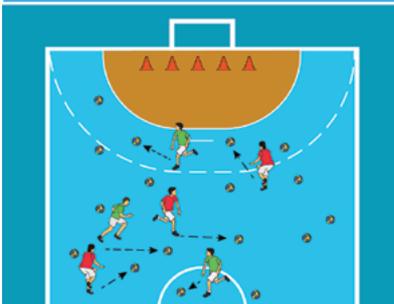


Be goal-oriented and shoot accurately.

WARM-UP

## MAIN PHASE

### PICK A BALL AND SHOOT



#### Organization and Procedure:

- All balls are on the floor.
- All players run crisscross in the playing area and perform different movements according to the coach's instructions.
- On the signal (whistle) of the coach, everyone grabs a ball and runs toward the cones to hit one of them.
- Afterward, all players start to run again, and the coach sets up the cones and balls again in the playing area.

#### Variations:

- Vary the distance to the cones according to the skill level of the player (no distance at all, or four to six meters).
- Every player needs to dribble to reach the throwing line.
- Every player has a ball and dribbles crisscross (players who do not have a ball try to gain possession of the ball).
- If you have fewer balls than players, players who do not get a ball sprint to the sidelines and back.

#### COACHING POINTS



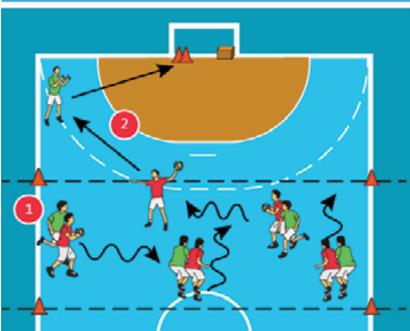
Find enjoyment in moving and whatever you do.



Respond and act quickly; practice shooting and versatile movements.

MAIN PART A

### REACT AND SHOOT IN PAIRS



#### Organization and Procedure:

- Every two players pair up and each pair gets a ball.
- Mark an area on the court with an appropriate distance from the goal area.
- Players move inside this area randomly and in sequence with each other.
- The coach can decide the movement of the players (passing, defense movement, side steps with passes, rolling the ball to each other, dribbling), and change it in every time.

- When the coach whistles, the player in possession of the ball bounces once and passes the ball to the other player, who runs toward the goal and shoots.
- The players try to hit one of the targets in the goal.
- Create different targets in the goal for the players to hit (mark the corners of the goal with bibs or place boxes on the bottom corners of the goal).

#### Variations:

- Play in groups of three players that must at least pass two times before reaching the goal.
- Create obstacles (cones or one to two defensive players) in the path of the players moving toward the goal.
- Play on two goals with goalkeepers. Each pair gets a number; when the coach calls a number, the pair with this number must perform (in this way, only one player shoots).

#### COACHING POINTS



Practice reaction and action (to succeed, play together and bring your teammate into action).

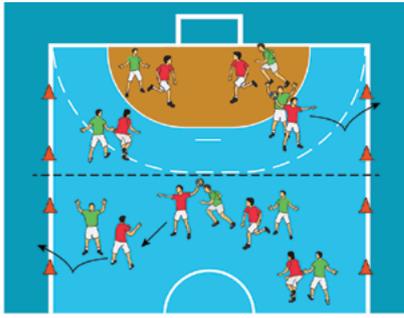


Transition from one situation in playing to another.

MAIN PART B

## FINAL PHASE

### BOUNCING HANDBALL



#### Organization and Procedure:

- Players are divided into four teams of four players each.
- Mark two playing fields (10m x 20m).
- Players need to run away from the defenders to be able to catch a safe ball.
- There are no goalkeepers in this game.
- To score, players must bounce the ball between the two cones.

#### Variations:

- Any goal is your goal.
- Play with no dribbling.
- Specify which type of pass is allowed.
- The last player is allowed to use his/her legs to defend the goal.
- Include a shooting area or line to score.

### COACHING POINTS



Find your way.



Play with defense and aim toward the goal.

CONCLUSION

### REFLECTION



#### Organization and Procedure:

- Have all the players stand together by the midline or baseline, facing you.
- Emphasize the ability to show emotion and ask players to act out positive examples of it.
- After a minute or two, gather the players together and review some of the positive examples that were acted out and how they relate to their daily lives.

#### Examples:

- Positive: Acting happy, cheering, jumping, laughing
- Negative: Looking sad or rejected, crying, shouting

# TRAINING SESSION EXAMPLE 2 - CHECKLIST

Training Duration: 80 Min.

<b>GOALS</b>	 Social	Respect and Tolerance
	 Sportive	Defense Man-to-Man

<b>INITIAL PHASE</b>	Sensitization  10 minutes	 Stopwatch	 Full court
	Warm up  10 minutes	 Stopwatch	 15 Cones

<b>MAIN PHASE</b>	Main part A  20 minutes	 Stopwatch	 7 Balls	 Half court	
	Main part B  15 minutes	 Stopwatch	 1 or more Balls	 8 Cones	 10 Bibs

<b>FINAL PHASE</b>	Conclusion  20 minutes	 Stopwatch	 1 Ball	 4 Cones	 Half court
	Reflection  5 minutes	 Stopwatch	 Half court		

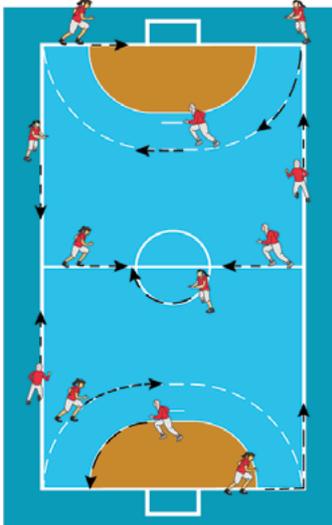


## I CAN BE A ROLE MODEL

by personally welcoming everybody as they arrive to practice.

## INITIAL PHASE

### RUNNING CRISSCROSS AND GREETINGS



#### Organization and Procedure:

- All players run around the court.
- They need to follow the lines of the handball court in any direction they choose.
- When a player meets another player, they shake hands before crossing paths and continuing to run.

#### Variations:

- Instead of running, players can do another moving pattern, like jumping forward, jumping on one foot, running backward, etc. The coach should change the movements frequently.
- Change greeting: Have players high-five or choose a unique way for greeting each other.

• If you do not have lines, players just run crisscross and, after greeting a person, touch a sideline or corner of the field.

#### COACHING POINTS



Show respect to everyone you meet.

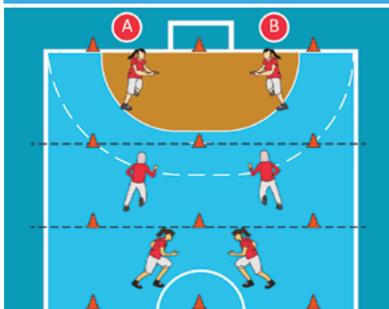


Warm up the body in preparation for the session.

SENSITIZATION



### MIRROR IN PAIRS



#### Organization and Procedure:

- Players pair up (Player A and Player B).
- The two players face each other in the selected area.
- Player A is the leader; Player B is the follower.
- Player A starts moving around his/her area in different directions; Player B must mirror the leader's moves.
- The coach sets a certain time then players switch roles.

#### Variations:

- Player B needs to follow the leader's moves in the opposite direction.
- Take the basic defense position and make only defensive moves.
- Place cones in the corner of the playing area; players need to move in a defensive position and touch the cones.
- Play in groups of three or more; one is the leader, and all others line up facing the leader and follow his/her moves.

#### COACHING POINTS



Concentrate.



React and work on versatile defense movements.

WARM-UP

## MAIN PHASE

### THREE PLAYERS TOGETHER, PASSING AND INTERCEPTING



#### Organization and Procedure:

- Divide the group into teams of three players; each team has a ball.
- One player in the middle tries to intercept the passes of the other two players.
- The defender is allowed to move freely between the two players.
- The offensive players are only allowed to use direct or bounce passes (no high or loop passes) and can move not more than one

meter to each side to receive a pass.

- Once the defender intercepts the ball, he/she switches with the player who made the pass.

#### Variations:

- Allow players to move freely in the whole field.
- Each team has three to five balls; one player starts and tries to pass all of his/her balls to the other side. If the defender catches a ball, he/she keeps it; once all balls are passed, count the points for the defender and change positions. The defender who has intercepted the most balls wins.
- Vary the distance to make it easier or more difficult.

#### COACHING POINTS



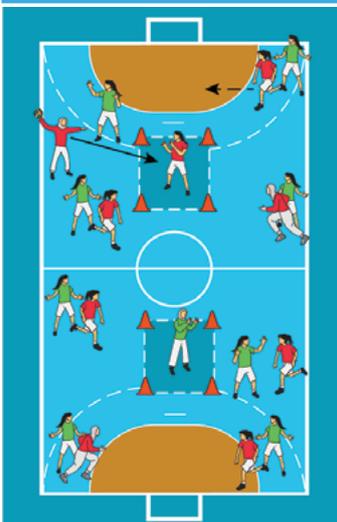
Observation and concentration.



Intercepting the ball and anticipating.

MAIN PART A

### DEFEND THE KING



#### Organization and Procedure:

- Divide the group into two teams who play according to handball rules.
- Mark a playing court and two areas with cones as the "kingdom."
- In each kingdom, there is only one player (the "king").
- The aim is to pass the ball to the king and receive the ball back from him/her.
- When the king is able to pass the ball back to the same player, the team scores a point.
- After a goal, the opposing team is awarded possession of the ball.
- If any player violates handball rules, the opposing team will receive the ball.

#### Variations:

- Play with no dribbling.
- Specify passes (e.g., only bounce passes or jumping passes, passing with both hands, rolling the ball, etc., but don't limit passes to the king).

#### COACHING POINTS



Show fair play by not harming the opponent.

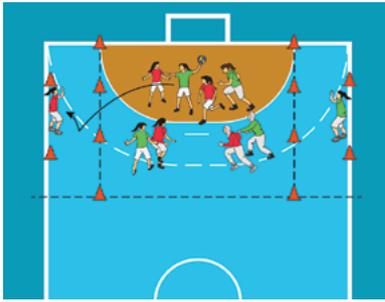


Challenge the opponent and concentrate on intercepting the ball.

MAIN PART B

## FINAL PHASE

### 4+1 WITH GOALKEEPER ON MINI-HANDBALL FIELD



#### Organization and Procedure:

- Players are divided into teams of five.
- Two teams play against each other.
- The coach marks one playing court (or as many as needed) with cone “goals” (three meters apart) at each side (mini-handball courts—review Chapter 1: Variations of Games).
- Every player is defending one opponent and needs to intercept the ball at the same time to gain possession for his/her team.
- Players need to run away from the defender to be able to catch a safe ball.
- Goalkeepers pay full attention, watching for a coming ball.
- The team that scores the most goals wins.

#### Variations:

- Do not allow dribbling, or specify the type of pass that is allowed.
- You can only shoot at the goal after the ball has been passed to all players in the team (this forces players to involve everyone).
- Play the rotation system with more than two teams; after three minutes of playing time, the winning teams move one playing field down.

#### COACHING POINTS



Do not give up, and learn to play together and to include all players.



Work on close defense and intercepting passes, scoring against a goalkeeper.

CONCLUSION

## REFLECTION



#### Organization and Procedure:

- Gather the players in a circle and mention a phrase or keyword related to the training session.
- Ask the players to clap loudly if this phrase or keyword was evident during the training session or more quietly if it was unnoticeable.
- Expand and add context to each phrase or keyword as needed, and involve players in the discussion.

#### Examples:

- Players made sure to greet everyone.
- Players did not apply all the rules that the coach set.
- Players were pushing each other intentionally.

**CHILDREN**

**FROM 9 TO 12 YEARS**



# 9-12

## SOCIAL SKILLS:

- Resilience
- Generosity
- Non-violent resolution of conflicts
- Raise awareness of gender differences
- Showing appreciation for others
- Communication skills
- Proactivity creativity
- Empowerment
- Self-assessment
- Leadership

## SPORTIVE SKILLS:

- Consolidate and improve basic skills
- Get to know different positions
- Take up 1 against 1 situations (feinting) and 2 against 1 "Give and Go"
- Learn about variations in man-to-man defense, stay between ball and opponent and intercept the ball
- Develop knowledge of basic tactical principles in attack and defense
- Identify goalkeepers and develop basic goalkeeper skills

# TRAINING SESSION EXAMPLE 1 - CHECKLIST

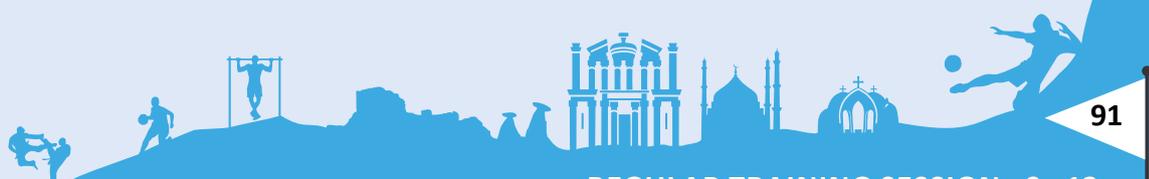
Training Duration: 90 Min.

<b>GOALS</b>	 Social	Communication Skills
	 Sportive	Offense Cooperation – Give and Go

<b>INITIAL PHASE</b>	Sensitization  10 minutes	 Stopwatch	 4 Boxes	 15 Cones	 4 Bibs	 Half court
	Warm up  10 minutes	 Stopwatch	 1 Ball	 Half court		

<b>MAIN PHASE</b>	Main part A  20 minutes	 Stopwatch	 10 Balls	 2 Cones	 1 Goal	 Full court
	Main part B  25 minutes	 Stopwatch	 5 Balls	 3 Bibs	 1 Goal	 Full court

<b>FINAL PHASE</b>	Conclusion  20 minutes	 Stopwatch	 1 Ball	 8 Cones	 2 Goals	 Half court
	Reflection  5 minutes	 Stopwatch	 2 Cones	 Half court		



## I CAN BE A ROLE MODEL

by talking to my players in the same language that I like them to use with me.

## INITIAL PHASE

### GUIDE YOUR FRIEND



#### Organization and Procedure:

- Divide the players into four teams that line up in the corners of the playing area.
- The first player is blindfolded (cover his/her eyes).
- The next player in the line is the leader and guides the blindfolded player to take an item (cone, bib, bottle) and bring it back to the team area.
- The leader guides his/her fellow player only verbally.

- Once the cone is safe in his/her own "kingdom," the previous leader is now blindfolded, and the next player leads.
- The leader needs to give clear directions.
- Play until all items are taken from the center.
- The team that collects the most items is the winner.

#### Variations:

- Each team can send out two blindfolded players at the same time, holding hands.
- You can have a distractive player who calls all players to change their directions.
- Spread the cones around the court rather than keeping them in the middle.

### COACHING POINTS



There are always two sides in communication; listening is important to understand one another.



Listen to your coach's directions and apply them with trust.

SENSITIZATION



### HUNTING WITH A BALL



#### Organization and Procedure:

- Specify the playing area.
- Two players start as "hunters."
- The hunters need to touch other players with the ball to make them part of the hunting team.
- The touched players join the hunting team, which can pass the ball among each other to get close to selected players.
- The objective is to have all players on the hunting team.

#### Variations:

- Use different balls.
- Specify the type of pass (e.g., only bounce passes).
- Make the playing area smaller or bigger.

### COACHING POINTS



Communicate and work together to be able to catch others.

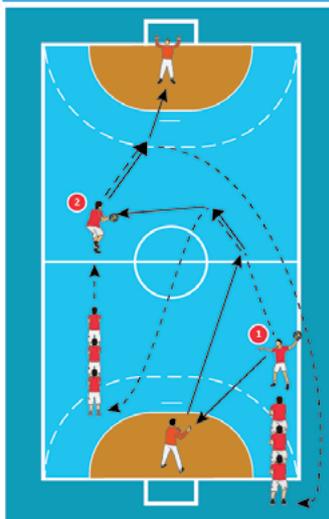


Move to the target and receive a fast pass.

WARM-UP

## MAIN PHASE

### PASS AND SHOOT



#### Organization and Procedure:

- One half of the group (Group 1) lines up with handballs at the wing position.
- The other half (Group 2) lines up at the center line without handballs.
- The first player of Group 1 passes the ball to the goalkeeper or the coach and receives it back just before he/she reaches the center line.
- Now he/she passes the ball forward to the moving player from Group 2, who receives the ball and shoots.

#### Variations:

- Specify passes (e.g., only direct passes, jump passes).
- Include a negative defender on one or both sides.
- Player 2 needs to do a feint without the ball before receiving the pass from Player 1.

#### COACHING POINTS



Observation and anticipation are also communication.



Player 2's timing is important; he/she must receive the ball while running and be close enough to the goal so that he/she can shoot without dribbling.

MAIN PART A

### COUNTERATTACK IN PAIRS WITH NEGATIVE DEFENSE



#### Organization and Procedure:

- Players pair off and line up by the six-meter line.
- One defender defends on the first half up to the center line.
- Another two negative defenders (arms behind the back) defend from the center line.
- The pair moves forward, passing the ball from one to the other, overcoming the defense and scoring.
- Once they succeed, they run back to the starting point, either doing agility parkour on the sideline or more passes before lining up again.
- Change defense after each round.

#### Variations:

- Specify passes.
- Do not allow dribbling.
- Play with freely moving defense (positive defense).

#### COACHING POINTS



To reach your goal, you need to move forward, never backward.



Focus on free space.

MAIN PART B

## FINAL PHASE

### THREE-ZONE HANDBALL



#### Organization and Procedure:

- Mark three zones: two outside scoring zones and one center zone.
- Play on goals or use cones, benches, or boxes as goals.
- Divide the group into two teams each 6 players and split the players of each team equally among the three zones.
- The aim is to score a goal, but players are only allowed to move freely in the zone they are allocated to.

- Play according to handball rules.
- It is not allowed to pass back into the previous zone, only forward.
- After three minutes, the players have to switch zones.

#### Variations:

- Add some variations in passes (e.g., only indirect passes, no passes to the back [previous zone], no double passes).
- Do not allow dribbling.
- Add a joker per team who can freely move between all zones but is not allowed to score.
- Play the game without speaking to improve nonverbal communication and court vision.

### COACHING POINTS



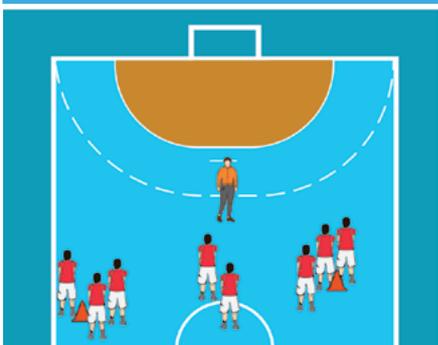
"Blind understanding" between individuals can be developed through anticipation skills.



Court vision means seeing free space (receiver) and free players (passer).

CONCLUSION

### REFLECTION



#### Organization and Procedure:

- Gather the players together. Place two cones ten meters from each other, and explain that the cones represent the two different goals of the session: the sportive and the social.
- Ask the players to stand in a spot between the two cones that represents which goal they made the most progress toward in the practice.
- A player can stand in the middle of the cones to signify that

he/she made equal progress toward both goals. Have a few players explain their reasoning for where they decided to stand, and try to establish the link between sportive success and social learning.

- The coach can repeat the same exercise to see if the discussion has changed the players' opinions.

#### Examples:

- Sportive Goal: I learned that I need to look around and move to empty spaces.
- Social Goal: Communication can happen in many different ways.

# TRAINING SESSION EXAMPLE 2 - CHECKLIST

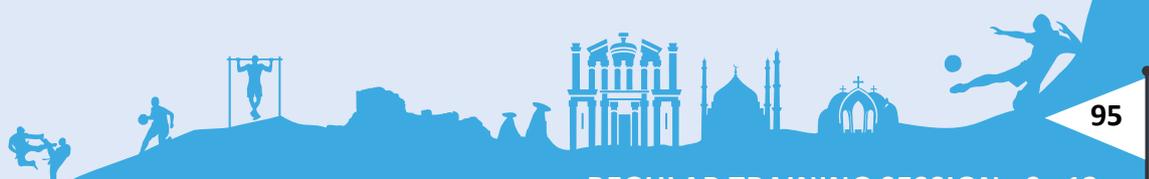
Training Duration: 90 Min.

GOALS	 Social	Confidence
	 Sportive	Individual Offence – Feinting

INITIAL PHASE	Sensitization  10 minutes	 Stopwatch	 Half court		
	Warm up  10 minutes	 Stopwatch	 10 Pens	 10 Papers	 10 Balls

MAIN PHASE	Main part A  20 minutes	 Stopwatch	 5 - 10 Balls	 3 Cones	 1 Goal	 Half court
	Main part B  20 minutes	 Stopwatch	 5 - 10 Balls	 2 Cones	 1 Goal	 Half court

FINAL PHASE	Conclusion  20 minutes	 Stopwatch	 1 Ball	 2 Goals	 6 Bibs	 Full court
	Reflection  10 minutes	 Stopwatch	 2 Cones	 Half court		



## I CAN BE A ROLE MODEL

by being confident through designing properly prepared practices for my trainings.

### INITIAL PHASE

#### DANCING CIRCLE



##### Organization and Procedure:

- The whole group forms a circle.
- The game starts with one player saying, "My name is . . . and this is my move." He/she makes any move of his/her own choice.
- The whole group must repeat "His [/her] name is . . . and this is [name]'s move" and copy the move together.
- It is then another player's turn to do the

same thing until all players have done a move.

##### Variations:

- Use a ball and pass it to the next person who will make a move after you.

##### COACHING POINTS



Get to know each other.



Warm up the body and mind.

SENSITIZATION



#### FEINT CONFIDENTLY TO DRAW A SMILEY



##### Organization and Procedure:

- Divide the players into groups of four.
- Two players line up and face the other two (the coach decides on the distance between them).
- The first two players run forward to meet while dribbling the ball.
- Then they perform a feint at the same time in opposite directions.
- They pass the ball to the second player in the line after a

successful feint.

- Each player who was confident of his/her performance is allowed to draw one line to complete the smiley symbol: :).
- Repeat the drill with the second two players until the team has finished their two drawings.

##### Variations:

- After a feint, pass with a jump pass.
- Increase the distance between players so they make longer passes.

##### COACHING POINTS



Improve self-assessment.

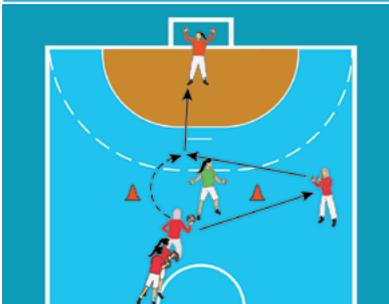


Do a lot of repetitions of the feinting technique.

WARM-UP

## MAIN PHASE

### PASS THE DEFENSE AND SHOOT



#### Organization and Procedure:

- Place one defender between two cones in the area that forms the only path toward the goal. Have the coach or assistant stand next to one of cones to receive the ball and pass it back.
- The players line up facing the defender, and the first player in line starts.
- He/she passes the ball to the coach and overcomes the defender.
- After the player overcomes the defender, he/she receives the

ball again to shoot.

- Change the defender after five shoots or after all players shoot once.

#### Variations:

- A receiving/passing players can be placed on both sides of the cones.
- Progress: add a second defender by the nine-meter line; after overcoming the first defender (by the twelve-meter line), the coach passes the ball to the attacking player, who now needs to feint with the ball against the second defender then shoot (start with a negative defender first).

#### COACHING POINTS



Try to succeed from the first time; do not hesitate to change direction.



Draw the defender in the opposite direction to make space.

MAIN PART A

### THE FASTEST GETS THE BALL



#### Organization and Procedure:

- Divide the players into two groups and have each group line up at one side of the half-court line.
- The coach/assistant is located in the center of the half-court line with the balls.
- Once the coach throws the ball, or on a signal, the first player of each group is allowed to move forward to gain control of the ball.

- The player who catches the ball tries to score, and the other player tries to defend the goal.

#### Variations:

- Two players play as a team from each side and run at the same time to play 2-on-2.
- The coach can roll the ball on the floor.
- Change the starting situation for the players. Have them close their eyes and react on a verbal signal, start from the push-up position, lie on their backs, or have them back-to-back in the squat position.

#### COACHING POINTS



Compete to get the best out of yourself.

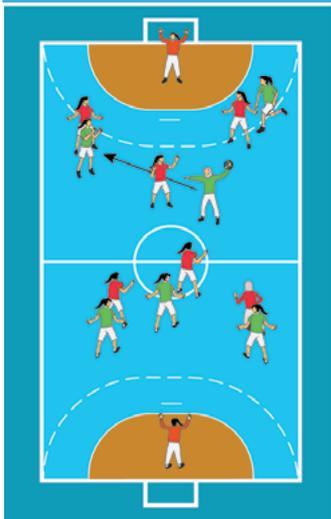


React, run fast, and finish the attack (reactivity and speed).

MAIN PART B

## FINAL PHASE

### PLAY 2 X 3-ON-3



#### Organization and Procedure:

- Two teams (A and B) are on the field; three players of each team are on one half of the court.
- On Half 1, Team A attacks Team B, and on Half 2, Team B attacks Team A.
- The aim is to score.
- When a defender gets possession of the ball, he/she must pass the ball as quickly as possible to his/her teammates on the other half court.
- Start with a goalkeeper throw-off after a goal rather than a throw-off from the center point.
- Change attacking and defending teams after five minutes or three to five goals.

#### Variations:

- Play an outnumbered game (3-on-2) with beginners (make the field smaller if you do so).
- Play with a joker on each half who is not allowed to score.
- Only bounce passes are allowed, no double passes.

### COACHING POINTS



Gain confidence by playing together and overcoming challenges.



Become a good player by using feinting movements.

CONCLUSION

## REFLECTION



#### Organization and Procedure:

- Gather the players together. Place two cones ten meters from each other, and explain that the cones represent the two different goals of the session: the sportive and the social.
- Ask the players to stand in a spot between the two cones that represents which goal they made the most progress toward in the practice. A player can stand in the middle of the cones to signify that he/she made equal progress toward

both goals.

- Have a few players explain their reasoning for where they decided to stand, and try to establish the link between sportive success and social learning.
- The coach can repeat the same exercise to see if the discussion has changed the players' opinions.

#### Examples:

- Sportive Goal: I learned that knowing how to feint will make me a better player.
- Social Goal: Now I know how well I can feint.

**YOUTH**

**FROM 13 TO 16 YEARS**



# 13 - 16

## SOCIAL SKILLS:

- Knowledge of processes involved in group dynamics
- Communication skills
- 'Life plan' / personal care
- Willingness to reach agreements
- Proactivity and creativity
- Rights and duties
- Self-assessment
- Leadership

## SPORTIVE SKILLS:

- Master basic skills under pressure (time and opponent)
- Get to know different defense formations (positions) and cooperate in defense
- Develop variability and individual skills for different positions in offence
- Showing court vision and taking tactical initiatives in defense and offence
- Improve feinting in 1 against 1 situations
- Develop pressing, piston movement and basic screening
- Develop crossing in 2 against 1 situations

# TRAINING SESSION EXAMPLE 1 - CHECKLIST

Training Duration: 100 Min.

<b>GOALS</b>	 Social	Willingness to Reach Agreements
	 Sportive	Cooperation in Offence, Crossing

<b>INITIAL PHASE</b>	Sensitization  10 minutes	 Stopwatch	 1 Ball	 2 Goals	 1 X 10 Bibs	 Full court
	Warm up  10 minutes	 Stopwatch	 4 Balls	 4 Cones	 3 X 5 Bibs	 Half court

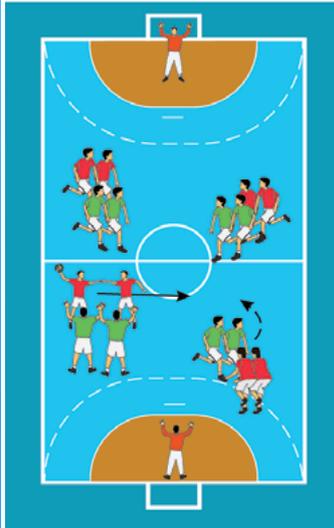
<b>MAIN PHASE</b>	Main part A  25 minutes	 Stopwatch	 10 Balls	 2 Cones	 1 Goal	 Half court
	Main part B  25 minutes	 Stopwatch	 4 Balls	 2 Cones	 1 Bib	 1 Goal

<b>FINAL PHASE</b>	Conclusion  25 minutes	 Stopwatch	 1 Ball	 8 Cones	 6 Bibs	 2 Goals	 Full court
	Reflection  5 minutes	 Stopwatch		 3 Cones		 Half court	



**I CAN BE A ROLE MODEL**

by letting players help to decide the variations or rules of the game. Ask the players "Should we play with dribbling or without?" or, on the interception ball game, "Should we do seven or ten passes before counting a point?"

**INITIAL PHASE****HANDBALL IN PAIRS****Organization and Procedure:**

- Divide the group into two teams.
- In each team, players form pairs by holding hands; they are not allowed to let go at any time.
- The two teams play against each other according to handball rules (three steps, dribbling, three seconds, etc.).
- The aim is to score a goal.

**Variations:**

- Play the game with different balls to train coordination and ball handling (soccer ball, tennis ball, air balloon, etc.).
- Give a point if the ball is put down inside the goal.
- Only give a point if the ball is caught while standing inside the goal and one person is piggybacking his/her partner.
- Play the game without speaking.

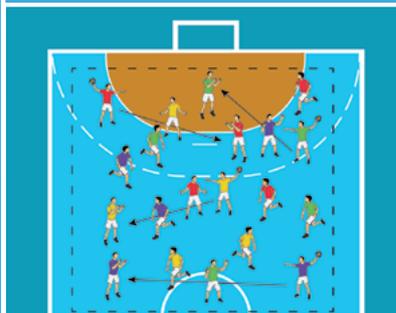
SENSITIZATION

**COACHING POINTS**

Reach an agreement by moving together in one direction.



Move into free space and use the whole court. If no one is in front of you, go for the goal.

**INTERCEPTING THE BALL WITH SEVERAL TEAMS****Organization and Procedure:**

- Divide the group into four teams of five players.
- Every team has a ball.
- Before the teams start to play, they must agree among themselves on how many times they need to pass in order to win (between five to ten passes are recommended, even fewer for beginners).
- The teams then try to reach the agreed number by passing to each other in the playing area.
- At the same time, teams are allowed to intercept the passes from all other teams.
- Once a player intercepts the ball of another team, he/she puts it down and moves on.
- The team whose ball moves out of the playing area or is intercepted by another team must start counting again from zero.
- The team that makes the agreed-upon amount of passes first wins.

**Variations:**

- Change the type of pass used (e.g., only indirect passes, only passes made with the weaker hand, no double passes).
- After every pass, the player has to perform an extra task before coming back into the game (touch a corner or a cone or do a burpee).
- Adjust the playing area according to the skill level (a smaller area means less space and more advanced players).

**COACHING POINTS**

Help your fellow players through your actions by showing willingness to receive a pass.

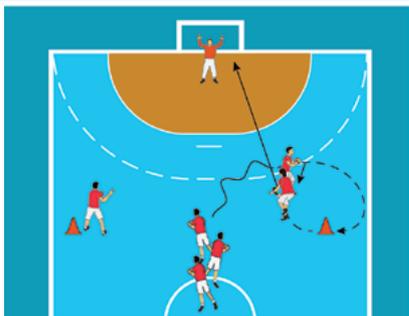


Move into free space, be ready to play, and pass over a short distance to avoid interception.

WARM-UP

## MAIN PHASE

### PASS CONTINUUM WITH CROSSING AND GOALKEEPER WARM-UP



#### Organization and Procedure:

- The players line up in one line at the center back position, each with one ball and facing the goal. Two players without balls are placed on both sides, left back and right back, as a server.
- The first player performs a crossing in front of the cone with the left back, who then shoots according to a given order (first shot short upper corners, then long lower corners, then short half high).
- The player who performed the crossing (center back) changes immediately on the respective left back or right back position to come around for shooting.
- After shooting, the player collects his/her own ball and lines up in the middle.

#### Variations:

- Additional task: After shooting, collect your ball and do a zigzag run or any other additional athletic exercises on the side before lining up again.
- Do the crossing on two sides, alternating between left back and left wing, who then shoots. Right back crosses with the right wing.

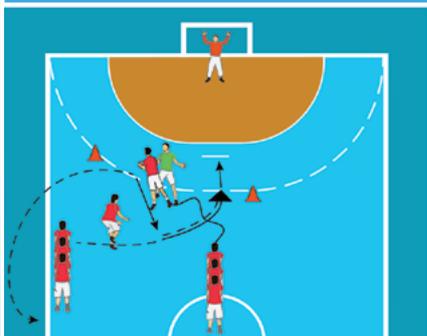
#### COACHING POINTS

 To have a good performance gain, consensus is important (timing).

 Cross close behind your fellow player to secure a safe and quick pass; the last step goes toward the goal.

MAIN PART A

### CROSSING AFTER PRESSING



#### Organization and Procedure:

- Two players play against one defender (left back and center back against right half defender).
- The defender defends by the nine-meter line.
- The attackers try to use a crossing to overcome the defense.
- The player who presses first starts by feinting toward his fellow player and then must decide to either break through, if the defender is not following, or pass the ball to his/her fellow player who crosses close behind him/her

#### Variations:

- Play with negative defenders for beginners.
- Play 2-on-2 with advanced players.
- Play also with wing and back positions.

#### COACHING POINTS

 Communication also occurs without talking; you need to observe situations and act accordingly.

 Look out for your own chance to score; if your defender is moving with you, pass to your fellow player.

MAIN PART B

## FINAL PHASE

### 2 X 3-ON-3 WITH CROSSING



#### Organization and Procedure:

- Divide the group into teams of three; two teams always play together.
- Decide about the space, and use cones to restrict the playing field.
- On one half of the court (Field 1), Team A1 defends and Team B1 attacks. On the other half of the court (Field 2), Team B2 defends and Team A2 attacks.
- The game starts on Field 1. The aim is to break through the defense and score by using feint movements or crossings. The fellow player has to decide to move straight or to cross if the pressing player is moving too far to his/her side and his/her opponent follows so that there is an open space.
- After scoring or losing possession of the ball, Team B1 tries to prevent Team A1 from passing the ball to its teammates on the other half. The game starts again on Field 2.

#### Variations:

- With more players, use the whole field and play 2 x 4-on-4 or 5-on-5.
- For beginners, play an outnumbered game: 3-on-2 or 4-on-3.
- Move the game from the wing position to the center position.

### COACHING POINTS



Cooperation and decision-making processes are important in reaching an agreement.



Analyze the situation. Are you able to break through? If not, where is your fellow player moving?

CONCLUSION

## REFLECTION



#### Organization and Procedure:

- Place three cones in a triangle, with each cone representing an environment: sport, school, and home. Gather all the players and ask them to stand next to the environment where they think this social skill is most important.
- Let one or two players from each cone group explain why they think their environment is most important for the targeted social skill.
- After the discussion, repeat the exercise to see if the discussion

has changed the players' opinions.

#### Examples:

- Sport: Handball is a team sport, so it is important to reach an agreement over the next tactic that will be used or the role of each player on the court. If one person decides not to obey the directions of the coach or captain, it will be counterproductive for the team's spirit and mutual established goals.
- School: Social skills are necessary for forming an agreement to do homework and obey orders from the teacher. Otherwise, one person can slow down the whole class or will be left behind, which might also affect others.
- Home: Agreement about house rules is necessary to allow its inhabitants to live together in peace.

# TRAINING SESSION EXAMPLE 2 - CHECKLIST

Training Duration: 100 Min.

<b>GOALS</b>	 Social	Rights and Duties, Discipline
	 Sportive	Cooperation in Defense — Introducing 1:5 Zone Defense

<b>INITIAL PHASE</b>	Sensitization	 Stopwatch	 20 Papers	 2 Marbles	 4 Cones	 Half court
	10 minutes					
	Warm up	 Stopwatch	 1 Ball	 Half court		
	10 minutes					

<b>MAIN PHASE</b>	Main part A	 Stopwatch	 6 Balls	 2 Bibs	 3 Cones	 1 Goal	 Half court
	20 minutes						
	Main part B	 Stopwatch	 1 Ball	 2 Cones	 3 Bibs	 1 Goal	 Half court
	25 minutes						

<b>FINAL PHASE</b>	Conclusion	 Stopwatch	 1 Ball	 6 Bibs	 Half court
	25 minutes				
	Reflection	 Stopwatch	 Half court		
	10 minutes				

## I CAN BE A ROLE MODEL

by being on time and sticking to schedule during training sessions.

## INITIAL PHASE

### PAPER PIPE



#### Organization and Procedure:

- Divide the group into two teams.
- Give every player a sheet of paper.
- The teams line up beside each other, each player holding one sheet half-folded and fitted against the next player's paper sheet to build a connected pipe.
- Mark a distance that the players need to cover.

- The last player in the line has the marble, and on the signal of the coach he/she lets it slide into the pipe. Each player runs to the front of the line to extend the pipe as soon as the marble has passed through his/her paper.
- The aim is to transport the marble to the finish line without letting it fall to the ground.
- The first team to reach the finish line without letting the marble fall wins.

#### Variations:

- Use more than one marble.

SENSITIZATION



### COACHING POINTS



Move with the team; be part of it, and do not break out on your own (teamwork).



Move fast as a team, and be concentrated.

### DEFENSE CHAIN – DEFEND THE GOAL AREA



#### Organization and Procedure:

- Divide the group into teams of five (you may play on both six-meter lines or create another line with cones).
- One team is in attack mode and takes the positions of left wing, left back, center back, right back, and right wing.
- The other team is defending; it has two starting defenders holding hands in the free throw area while the other defenders wait on the side. The pair moves sideways to prevent the offense from scoring and are not allowed to let go of their hands.

- The offense tries to score by putting the ball down in the goal area; it does not count if the defense touches the offensive player in the process of putting the ball down.
- The offense is not allowed to skip a player while passing or dribbling, but they are allowed to change the direction of the pass at any time.
- If the offense scores, another player joins the defense chain until all players are in the game. Play until five points are scored.

#### Variations:

- Additional rule for offense: Offensive players are only allowed in the free throw area for three seconds; this forces them to move forward and backward and practice piston movements.
- Move the defending line toward the nine-meter line (offensive defense); the defense chain is not allowed to cross the nine-meter line. Add a sixth player (joker) as the central back defender who is the only one allowed to defend within the free throw zone. Once an attacker breaks through, the joker can assist and stop the attacking player from scoring by tackling him/her (the rule of no contact does not apply here).

WARM-UP

### COACHING POINTS



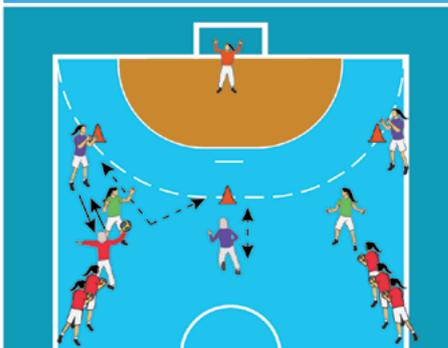
Show effort and move with the team as part of it (teamwork).



Use fast feet to defend; learn to move forward and backward (piston movement) to break a throw.

## MAIN PHASE

### FOLLOW THE BALL AND BE READY TO DEFEND 1-ON-1



#### Organization and Procedure:

- The players divide themselves equally, each half lining up on the left back and right back positions.
- There is one player on each wing and one on the center back position to pass.
- On both sides is one front defender by the twelve-meter line.
- The first player in the left back position passes the ball with the left wing and the center back forward and backward.

- The defender needs to move with the ball while always keeping an eye on his/her opponent (left back); when the left back has the ball, he/she completely orients his/her play to the defender.
- At the coach's signal, the left back player starts a 1-on-1 attack, and the defender tries to prevent him/her from breaking through. The task of the defender is to push the opponent to the outer side of the court, to reduce his scoring chances.
- The defender lines up behind the opposite back line, and the attacker becomes the defender.
- Now it is the right back's turn, and so on.

#### Variations:

- Play only from the center back position if you have fewer players.
- Practice playing without shooting and putting a ball behind a line or in a box.
- Have the attacker try to overcome the defender by using a body feint without a ball then receiving the ball back behind the defender.

#### COACHING POINTS



Always be aware and ready to act.



Keep a two-thirds distance to the player with the ball and a one-third distance to your opponent. Move forward and defend proactively once the opponent has the ball.

MAIN PART A

### 3-ON-2 WITH PIVOT



#### Organization and Procedure:

- Three players are attacking; taking the back positions and an extra player is the pivot.
- There are three defenders: two front defenders by the nine-meter line and one defending the pivot.
- The attacking team tries to break through the defense; the defense needs to move quickly to stop it. The back defender screens the pivot (who is not allowed to move but can catch, pass, or shoot).
- Once an attacker breaks through, the back defender must help out. The attacker decides to pass to the pivot or shoot.

- The task for the front defenders is to prevent the attackers from breaking through the center; the task for the back defender is to be always between the ball and his/her opponent, the pivot.

#### Variations:

- The back defender is only allowed to use his/her feet.
- The attackers are only allowed to pass to the pivot once they have entered the free throw area.
- Play 4-on-4 or 3-on-3 without center back and front defender.

#### COACHING POINTS



Help out your teammates.



Always have one eye on the ball and one on your opponent.

MAIN PART B

## FINAL PHASE

### 1:5 DEFENSE WITH SPECIFIC TASKS FOR OFFENSE



#### Organization and Procedure:

- Two teams play against each other; one is in defense 1:5.
- Play according to handball rules.
- The task for the defenders is to orient themselves toward the ball, always keeping an eye on their opponents.
- Each position of the attacking team has a different task, and the defenders need to react:
- The wing players are trying to run inside the defense by using

feint movements when the ball is on the opposite side; the outside defenders need to prevent that and stop the wing players from moving inside. If they succeed, the wing that has been stopped must return to his/her wing position. If they break through, the defender follows.

- The back players are allowed to break through by using feint movements and pressing, but no crossing is allowed. The defenders are moving with the ball while paying attention to their opponents. Their task is to either push the opponents to a fellow player who can help or to the outer sides of the court to reduce the opponents' scoring chances.
- The pivot is only allowed to move one meter to each side from the seven-meter line. The back defender needs to position him/herself between the ball and the pivot; once a back player breaks through, he/she must help.
- The goalkeeper moves with the ball in a half circle in front of the goal line.

#### Variations:

- Change the initial actions for the offense: the back players are allowed to move inside the defense and act as a pivot instead of the wing players.
- Allow crossing for advanced groups.

#### COACHING POINTS



Show discipline and fulfill your role.



Stay oriented toward the ball but never lose sight of your opponent.

CONCLUSION

### REFLECTION



#### Organization and Procedure:

- Gather the players and ask them to think of one behavior for each related social skill that they will: Start doing (a behavior the player will start adopting in his/her life); Stop doing (a behavior the player will refrain from doing); Continue doing (a behavior the player already does and will continue to do).
- Divide the players into groups of three or four, and ask each group to come up with one behavior they all agree upon.
- Have each group present its answer, and then ask all players

to put their selected behavior into practice in their daily lives.

#### Examples:

- Start doing: I will be ready five minutes before training starts with my practice clothes and shoes on.
- Stop doing: I will stop talking to other players when the coach is explaining an exercise.
- Continue doing: I will do my homework in time to be able to attend every training session.

**YOUTH**

**ABOVE 16 YEARS**



# 16+

## SOCIAL SKILLS:

- Proactivity
- Professional vision
- Healthy habits
- Awareness of gender
- Commitment and perseverance
- Self-assessment / reflection
- Preventing the consumption of drugs and alcohol
- Communication skills

## SPORTIVE SKILLS:

- Perfect skills and techniques under pressure (variations, adjustments, precisions)
- Master tactical initiatives and cooperation in defense
- Improve special skills for positions (e. g. feinting, crossing, screening, variations in shots)
- Develop Pick & Roll
- Perform under competitive situations
- Specialize in defense and offence (e.g. specializing in positions)

# TRAINING SESSION EXAMPLE 1 - CHECKLIST

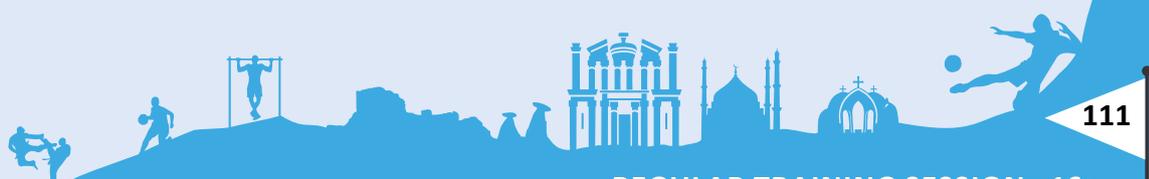
Training Duration: 110 Min.

<b>GOALS</b>	 Social	Commitment and Perseverance
	 Sportive	Cooperation in Offence (Pressing and Piston Movements)

<b>INITIAL PHASE</b>	Sensitization  10 minutes	 Stopwatch	 Half court		
	Warm up  15 minutes	 Stopwatch	 10 Balls	 2 Cones	 1 Goal

<b>MAIN PHASE</b>	Main part A  20 minutes	 Stopwatch	 10 Balls	 3 Bibs	 6 Cones	 1 Goal	 Half court
	Main part B  25 minutes	 Stopwatch	 4 Balls	 3 Cones	 4 Bibs	 1 Goal	 Half court

<b>FINAL PHASE</b>	Conclusion  30 minutes	 Stopwatch	 1 Ball	 2 X 5 Bibs	 2 Goals	 Full court
	Reflection  10 minutes	 Stopwatch	 Half court			



## I CAN BE A ROLE MODEL

by wearing appropriate sports apparel for my training session and taking off any jewelry I may be wearing.

## INITIAL PHASE

### STAND UP BACK-TO-BACK AS A TEAM



#### Organization and Procedure:

- Players pair up and sit back-to-back.
- Now they try to stand up together without using their hands to push themselves up.
- Once two pairs succeed, they try it again as a group of four until the whole team can stand up together.

#### Variations:

- First the pair sits down together and then stands up again.
- Each player dribbles a ball while he/she stands up.

#### COACHING POINTS



Do not give up, try again if you fail, and work together as a team.

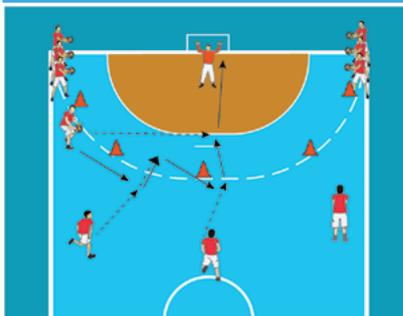


Develop strength and coordination.

SENSITIZATION



### PASS CONTINUUM WITH WING PLAYER AND GOALKEEPER WARM-UP



#### Organization and Procedure:

- There is one player on each back position, and all other players—except for the goalkeepers—line up on both wing positions.
- The left wing starts (1) and moves between two cones to press forward, then passes the ball to the left back in front of his/her cone.
- The left back passes to the center back and the center back to the incoming left wing (2), who shoots in the short corner (or according to the instructions given by the coach).

- When the left wing passes the ball, the goalkeeper starts moving to touch all four corners of his/her goal before stopping the ball.
- The left wing lines up behind the right wing.
- The process then begins again from the right wing (3) and so on.
- After one round, change the back players and give the wing players another shooting direction. You may also choose to change the goalkeeper's task before he/she stops the ball.

#### Variations:

- Change the type of shots used.
- The pass to the wing comes from the right back or left back.
- Use only jump passes from the back positions.
- Back players need to feint a pass before using a bounce pass to get the ball to the incoming wing.
- The center back feints a pass to the right back, then breaks to the left and passes to the left back. The left wing runs to the center then breaks to receive the ball from the left back.

#### COACHING POINTS



Show commitment to the piston movement even when there is no opponent.



Receive the ball while running forward; the wing needs to time his/her arrival to avoid having to wait for the ball.

WARM-UP

## MAIN PHASE

### JUMP SHOT BETWEEN DEFENDERS AFTER FEINTING



#### Organization and Procedure:

- All players form one line at one of the back positions (example: center back), and one player serves the ball.
- Two defenders are placed by the seven-meter line and are only allowed to move sideways without using their arms. One front defender is placed by the twelve-meter line and also only moves in a designated area.
- The first player dribbles a zigzag through the cones and passes

the ball to the server before overcoming the front defender.

- When the attacker passes the ball to the server, the two back defenders start to move sideways to the cones (or jump six times over an obstacle).
- The attacker receives the ball back by the nine-meter line and, using up to three steps, performs a jump shot between the two defenders who are trying to close the gap between them.

#### Variations:

- For beginners, play with a negative front defender.
- Play this from each position. For the wing positions, only use one back defender who tries to close the gap between him/herself and the sidelines.
- Play without a front defender and let the attacker perform different coordination exercises before receiving the ball.

#### COACHING POINTS



Focus on your goals.



Jump forward past the defense without hesitating.

MAIN PART A

### 3-ON-2: PLAY MAJORITY



#### Organization and Procedure:

- Three attacking players on each side play against two defenders; one goalkeeper is in the goal.
- The aim is for the attackers to break through the defense by pressing forward between the two defenders.
- The attackers always press between the two defenders or toward the corner (as a wing) to create space in the center.
- The left wing starts with a feinting movement, moving between

the far right and the right half defenders, then passes to the left back, who moves between the next two defenders and breaks through or passes to the center back, who then also decides to break through or to pass back.

- After passing, the attacking player have to take a step backwards to be free again and not remain close the defense.
- Repeat five times then change the defenders (you may play it as a competition).
- After the left side performs, it is the right side's turn.

#### Variations:

- Play 3-on-3 but with negative defense (defend with arms behind the back, or while holding a ball or any other item with both hands).
- If the players are not moving between the defenders, try this exercise with cones instead of the defenders first, so that the players really understand the direction of their movements. The aim is to move between two defenders.

#### COACHING POINTS



Show perseverance by waiting for the best option to score.



When possessing the ball the attacker should try to threaten the goal and break through two defenders.

MAIN PART B



# TRAINING SESSION EXAMPLE 2 - CHECKLIST

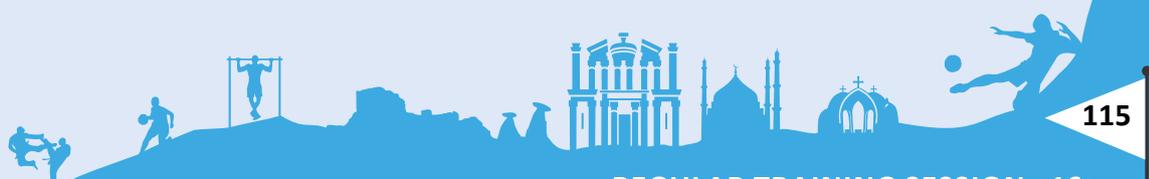
Training Duration: 110 Min.

<b>GOALS</b>	 Social	Fair Play
	 Sportive	Cooperation in Defense – Take and Give

<b>INITIAL PHASE</b>	Sensitization  10 minutes	 Stopwatch	 10 Plastic bottles	 10 Bibs	 Half court
	Warm up  15 minutes	 Stopwatch	 5 Bibs	 1 Ball	 8 Cones

<b>MAIN PHASE</b>	Main part A  20 minutes	 Stopwatch	 6 Balls	 2 Bibs	 2 Cones	 1 Goal	 Half court
	Main part B  25 minutes	 Stopwatch	 6 Balls	 3 Bibs	 4 Cones	 1 Goal	 Full court

<b>FINAL PHASE</b>	Conclusion  30 minutes	 Stopwatch	 1 Ball	 6 Bibs	 1 Goal	 Half court
	Reflection  10 minutes	 Stopwatch	 Half court			



## I CAN BE A ROLE MODEL

by allocating the same playing time to every player, either in training sessions or in games.

## INITIAL PHASE

### HIT THE BOTTLE



#### Organization and Procedure:

- Divide the group into two teams.
- Place the bottles on one half of the court.
- Every defender is defending one bottle.
- The attacking players try to steal the bottles (two points) or push them over (one point).
- Play until no bottles are left.

#### Variations:

- The bottles are in hoops, and neither the defenders nor the attackers are allowed to enter the hoops.
- The attacking players play with one or two balls to hit the bottles (play with two more bottles than defenders to force the defenders to move around and defend the bottles).
- If you do not have bottles, play hunter and rabbit (see Chapter 3).

#### COACHING POINTS



Skills enable you to play fair in sports as well as in life; in defense, fast feet mean you do not need to push or hold your opponent.



Use fast feet to move around the bottles and defend the opponent from the front with arms bent.

SENSITIZATION



### SEVERAL GOAL GAME



#### Organization and Procedure:

- Mark several (three to four) goals with cones set two to three meters apart.
- Two teams (each five to six players) play against each other in the marked area (you may create two playing areas with four teams).
- The team who has the ball tries to score (one point) by performing a bounce pass to a teammate through one of the goals.
- The other team tries to intercept the ball.

- After a point is scored, the team puts the ball on the ground, and it becomes the other team's turn to play offense.

#### Variations:

- The goals have numbers. The coach will call a number while the players of the team are passing the ball among themselves. The team has to score a point through the goal with the number that was called.
- Limit passes (i.e., only indirect passes are allowed, rebound or double passes to the same teammate are not allowed, only use jump passes).
- Do not allow dribbling.
- The attacking team keeps the ball until they score a certain number of points. After the team scores a point, they can immediately score another point, but not through the same goal.
- Vary the goals. Use other targets like mats or boxes; a point is scored if the ball is put down on the target or caught on the mat. You can also have every team play only on two goals rather than on all of them.

#### COACHING POINTS



Use fair play to intercept the ball.



Move into free space and be available for your teammates. Have vision towards the free goals and your teammates.

WARM-UP

## MAIN PHASE

### 2-ON-2 WITH PIVOT AND ATTACK ON SIGNAL



#### Organization and Procedure:

- Players line up in two groups on the back positions (left back and center back, or center back and right back).
- Two defenders are by the six-meter line, with one pivot between them.
- Attacker 1 presses forward to the nine-meter line against Defender 1 and lets him/her get body contact for two to three seconds before passing on to the other attacker.

- The defender tackles the opponent in the basic defense position (Review Chapter 2), but he/she lets the attacking player pass. After tackling his/her opponent, the defender moves sideways as quickly as possible back to block the pivot from receiving the pass.
- The attackers move forward and backward in piston movements and try to pass to the pivot; after five to six passes or a successful pass to the pivot, it becomes the turn of the next attacking pair.

#### Variations:

- On a hand signal of the coach, who is standing next to the goal, the player in possession of the ball has to break through. The aim of the defense is to push the attacker outside.

#### COACHING POINTS

 Obeying rules means playing fair.



Defenders must be ball oriented; attacking the person with the ball and blocking the pivot from receiving a pass.

MAIN PART A

### COUNTERATTACK - OVERCOMING TWO DEFENSE ZONES



#### Organization and Procedure:

- Divide the court at the center line into two sides and play only on one side, either left or right.
- Players line up in pairs at the six-meter line, ready to start a counterattack (if you have a lot of players, you may play on both sides at the same time).
- One defender (D1) defends up to the center line starting at the nine-meter line, and two other defenders (D2) are defending from the center line to the nine-meter line in the second half.
- D1's task is to position him/herself between the ball possessor and the receiver, which means that if Player 1 has the ball, D1 moves between Player 1 and Player 2.
- The two defenders (D2) focus on their opponents but always move backward in line with the ball to be able to help out if one of the attackers breaks through the middle; the aim is to push the attacker

towards the outer lines and not allowing him/her to break through the center.

- The first attacking pair starts with a pass to the goalkeeper and receives it back. Then they move forward while passing. They are only allowed to dribble after crossing the center line to the second half of the court.

#### Variations:

- Allow the players to dribble in the whole court.
- The attacking players need to perform a crossing in the second half before shooting.

#### COACHING POINTS



Play as a team to play fair.



Be proactive; push the offense into an inappropriate position for shooting (to the sidelines court).

MAIN PART B

## FINAL PHASE

### OUTNUMBER HANDBALL



#### Organization and Procedure:

- Six attackers start at the center line.
- Five defenders are placed three meters from the center line; they are only allowed to move sideways.
- One defender defends the whole area behind them and is allowed to move around freely.
- If the offense succeeds in breaking through the defense and scoring a goal, one of the front defenders joins the free-moving defender in the back defense area.

- This goes on until all defenders are defending close to the goal area and a normal 6-on-6 game is being played.

#### Variations:

- Create three zones. First, all players move in the second defense zone before the nine-meter line, then they all move in the third defense zone (the free throw area). In this way, you can introduce any defense system you like (e.g., 1:5, 3:2:1, 5:1, 6:0).
- The offense has to start over once the player in possession of the ball is tagged by a defender.
- The offense plays without dribbling.

#### COACHING POINTS

 Show fair play, with no pushing or tackling.

 Move quickly and help your teammate.

CONCLUSION

### REFLECTION



#### Organization and Procedure:

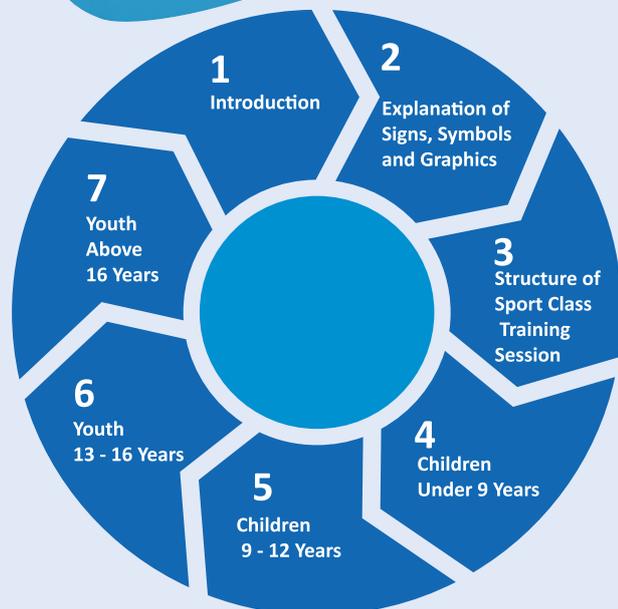
- Gather the players in a circle and mention a phrase or keyword related to the training session.
- Ask the players to clap loudly if this phrase or keyword was evident during the training session and quietly if it was unnoticeable.
- Expand and add context to each phrase or keyword as needed, and involve players in the discussion.

#### Examples:

- Holding the opponent from the back
- Giving a high-five to a player after a good performance
- Helping a teammate in defense
- Swearing during the training session
- Listening to the coach
- Interrupting other players' comments or questions and/or considering them stupid

# CHAPTER V

## SPORT CLASS TRAINING SESSION STRUCTURE AND EXAMPLES





## INTRODUCTION

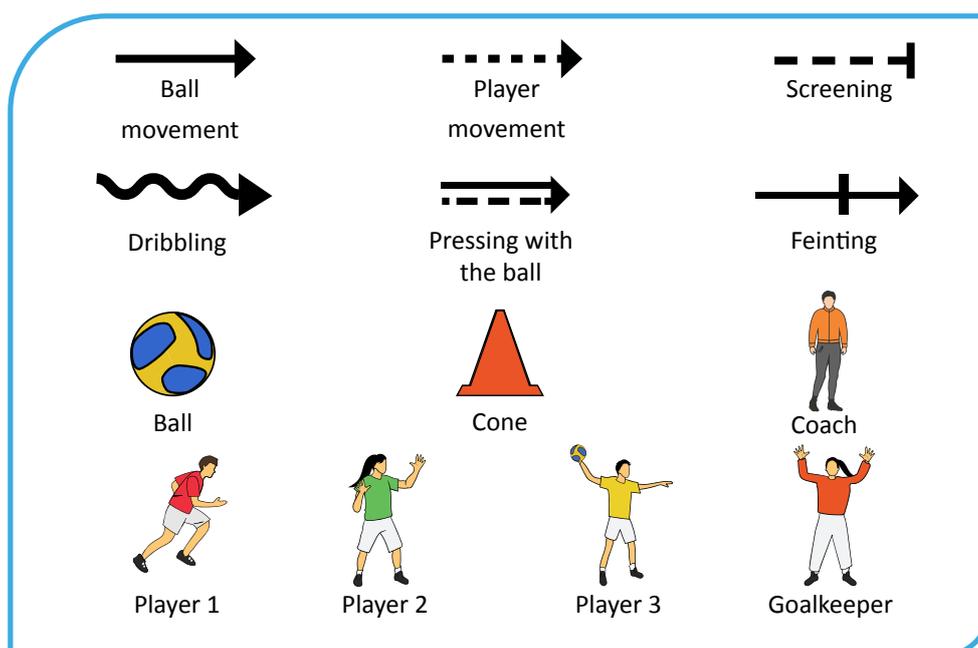
Sport class training sessions (TS) require a certain amount of preparation and should be planned in advance. Long-term planning is required to achieve the best possible progress. The sessions found in this chapter have been created to allow teachers to see how the GIZ Sport for Development (S4D) methodology can be used during school sport classes and also in shorter trainings when teachers and coaches do not have the time for a full-length session. In order to maximize your output, it is necessary to understand and review the content in Chapters 2 and 3, as it will serve as a guide for teachers to help teach both social and sportive goals. This chapter offers two examples of regular training sessions for each age group.

The training sessions presented serve as examples for teachers but are also meant to encourage them to develop their own variations, exercises, and full training sessions. It is important to note that the training sessions presented in this chapter are based on age group and build on each other. Therefore, a teacher can take a training session for a younger age group and, with a few modifications and variations, make it age-appropriate for an older age group with a basic handball ability level.

All sport class training sessions follow the same structure, and, along with their variations, the exercises may be understood on a technical level through illustrations, organization, and procedures. Training sessions should always include a social goal, and coaches should act as role models by implementing the “I can be a role model” and using the social coaching points for each drill to successfully introduce each session’s social skill.

All training sessions in this chapter are designed for fifteen to twenty players; the space and equipment required are presented on the checklists accordingly. A teacher must take their players, space, and equipment into consideration during the preparation stage to successfully implement the selected training session. Teachers should refer to Chapter 3 for tips and methods on how to best adapt training sessions and social skills to their students and the environment they are playing in.

## EXPLANATION OF SIGNS, SYMBOLS AND GRAPHICS



## STRUCTURE OF A SPORT CLASS TRAINING SESSION

The structure of a sport class training session is divided into three phases (initial, main, and final) that are divided into four parts, described below in detail.

### INITIAL PHASE

The goal of sensitization is to introduce the training session's social skill and reinforce its importance throughout the exercise so it becomes ingrained in the players' minds. The sensitization exercise should be handball specific and needs to warm up the body with movements related to the sportive goal. The exercise should be designed in such a way that the key to being successful is determined by how a player or team uses that practice's social skill.

### MAIN PHASE

The main phase of the training is target oriented and works to develop the training's sportive skill while also incorporating the social skills it emphasizes. The teacher should break down the steps of a sportive skill and enable the development of technique. With easy-to-explain variations, teachers can build up the difficulty level. Adding point systems and incentives can be used to create a competitive environment; these can serve as building blocks toward the final phase.

### FINAL PHASE

#### Conclusion

Building on the sportive and social skills in the initial and main phases, the practice concludes with a game environment. The teacher should design a game with restrictions to allow players' social and sportive skills to be further fostered. This can be done by changing the field size, number of touches allowed, or multiple goals.

#### Reflection

The reflection phase of class is a tool that encourages players to look back at the training session, examining what they learned and the importance of the selected social skill. The teacher can use several methods to emphasize the importance of this social skill. It is especially important for the teacher to create an environment in which the players feel comfortable taking part in reflection.

**CHILDREN**

**UNDER 9 YEARS**



# U9

## SOCIAL SKILLS:

- Punctuality
- Honesty
- Ability to show emotions
- Equality between boys and girls
- Enjoyment of being and playing in a group
- Awareness of health / hygiene, nutrition

## SPORTIVE SKILLS:

- Develop basic skills (passing, catching, shooting)
- Master basic rules
- Improve motor coordination
- Orientate on the field and play together with no specific position
- Move with and without ball into free space to become playable
- Defend man orientated, stay between goal and opponent
- Maximize the playing time during the session to develop and maintain enjoyment of sport

# TRAINING SESSION EXAMPLE 1 - CHECKLIST

Training Duration: 45 Min.

<b>GOALS</b>	 Social	Enjoyment of Playing in a Group
	 Sportive	Playing Together

<b>INITIAL PHASE</b>	Sensitization and Warm up			
	 10 minutes	 Stopwatch	 Half court	

<b>MAIN PHASE</b>				
	 15 minutes	 Stopwatch	 1 Soft ball	 Half court

<b>FINAL PHASE</b>	Conclusion				
	15 minutes	Stopwatch	1 - 2 Balls	5 - 10 Bibs	Half court
	Reflection				
	5 minutes	Stopwatch		Half court	

**I CAN BE A ROLE MODEL**

by joining the players in the game and having fun.

**INITIAL PHASE****HOLDING HANDS****Organization and Procedure:**

- Specify a playing area; it can be the six-meter area, the nine-meter area, or half of the court (depending on the size of the group).
- It starts with one player as the “hunter.”
- When a player gets touched by the hunter he/she also becomes a hunter and joins the hunting team.

- The hunting team forms a chain by holding hands.
- The game ends when all the players become hunters.

**Variations:**

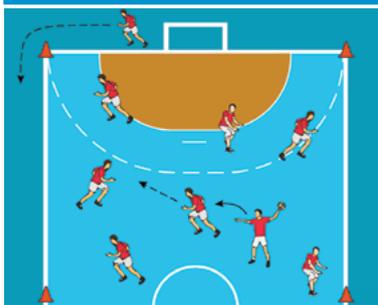
- Re-size the playing area.
- The chain splits into two once four players are holding hands.
- Start with two or more players as hunters.

**COACHING POINTS**

Focus on unity; together we are stronger.



Develop agility, coordination, and speed.

**MAIN PHASE****ACTION BALL****Organization and Procedure:**

- Select a playing area (half court for ten to twenty players).
- Players are all inside the selected area.
- The aim is to hit or touch a player with the ball.
- If the player catches the ball, he/she is stays in the game.
- Everyone plays against each other.
- If a player is touched with the ball, he/she is out of the game and needs to run once around the court before re-entering.

**Variations:**

- Add handball rules such as allowing only three steps and holding the ball for no more than three seconds.
- Change the penalty task for the player who gets touched (e.g., burpees, push-ups, frog jumps).
- Play in pairs so that every pair plays against the other pairs.
- The player can re-enter the game only if the player who touched him/her with the ball gets out of the game.

**COACHING POINTS**

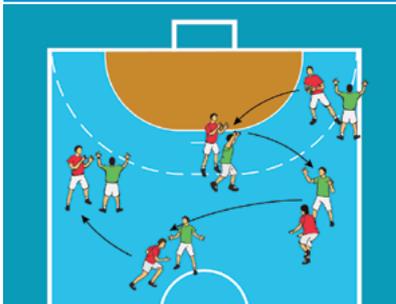
Enjoy playing and have a second chance to play.



Run and avoid the ball.

## FINAL PHASE

### FIVE PASSES TO SCORE



#### Organization and Procedure:

- Divide the group into teams of five to six players.
- Two teams play against each other.
- You may need to create two playing areas (review Chapter 3 for instructions).
- A point is scored when a team makes five consecutive successful passes.
- Count your passes aloud as a team to create team unity and

transparency regarding the score.

- Once a team completes five successful passes, both teams form a circle and express happiness (examples: applaud, cheer, dance)
- Now the other team receives the ball to restart the game.

#### Variations:

- Include handball rules: three steps, three seconds, no pushing or taking the ball out of someone else's hands.
- Change the type of pass used: You can only pass with your weak hand, only use bounce passes, etc.
- It is not allowed to return the ball to the player who you received it from.
- Increase or decrease the playing area's size.
- Change the ball: Use other items as a ball (frisbee, soccer ball, tennis ball, etc.).

CONCLUSION

### COACHING POINTS



Using teamwork helps in achieving goals.



Move to an empty space to receive a ball safely and always pass to an open player.

### REFLECTION



#### Organization and Procedure:

- Have all the players stand together by the midline or baseline, facing you.
- Emphasize the social skill of the training session and ask players to act out positive examples of it.
- After a minute or two, gather the players together and review some of the positive examples that were acted out and how they relate to their daily lives.

#### Examples:

- Positive: Make a happy face, clap your hands, laugh loudly.
- Negative: Sit with your head down, walk with your shoulders hunched, move slowly.



# TRAINING SESSION EXAMPLE 2 - CHECKLIST

Training Duration: 45 Min.

<b>GOALS</b>	 Social	Honesty
	 Sportive	Passing and Catching

<b>INITIAL PHASE</b>	Sensitization and Warm up					
	 10 minutes	 Stopwatch	 1 Ball	 6 Bibs	 4 Cones	 Half court

<b>MAIN PHASE</b>						
	 15 minutes	 Stopwatch	 2 - 4 Balls	 4 Cones	 Half court	

<b>FINAL PHASE</b>	Conclusion					
	 15 minutes	 Stopwatch	 1 Ball	 6 Bibs	 4 Cones	 Half court
	Reflection					
	 5 minutes	 Stopwatch				 Half court



**I CAN BE A ROLE MODEL**

by not making promises that I can't keep.

**INITIAL PHASE**

### SPEED BALL



**Organization and Procedure:**

- Divide the group into teams of five to six players.
- Two teams play against each other in a specific area.
- The aim is to put the ball behind the goal line or another line created with cones.
- To gain possession of the ball, a player have to either intercept the ball or touch the player with the ball before he/she gets the chance to pass it.

**Variations:**

- Specify which type of pass is allowed.
- Play the game with two balls to increase the chance of players touching another player with a ball.
- Use different goals; score if you put the ball down in a box or by catching the ball while sitting in a specific area.

**COACHING POINTS**

-  Be honest when applying rules.
-  Make quick decisions on passes; pass quickly to avoid being touched.

**MAIN PHASE**

### PASS AND RUN



**Organization and Procedure:**

- Divide the players into four groups and have each group form a line, two groups (Group A and Group D) beside each other and the other two (Group B and Group C) facing them at a distance of five meters.
- The first player in each of the two groups (Group A and Group C) have a ball.
- The player who has the ball passes it to the first player from the group facing his/her group, then runs quickly to the end of the line of the group facing him/her.

**Variations:**

- Phase 2: Pass and run to the end of the line of the group across your group. (If the player is from Group A, then he runs to the end of the line of Group C).
- Phase 3: Pass and run to the end of the line of the group next to your group. (If the player is from group A, then he runs to the end of the line of Group D).
- Phase 4: Pass and run around all groups to the end of your own group's line.

**COACHING POINTS**

-  Motivate your teammates.
-  Aim your passes between your teammate's chest and head so that he/she can catch the ball properly.

## FINAL PHASE

### BOUNCING HANDBALL



#### Organization and Procedure:

- Divide the players into teams of five to six players.
- Two teams play against each other (for three teams, review Chapter 3 on how to play with a rotation system).
- Create a playing field with one to three cone goals on each side.
- The aim is to score by bouncing the ball through the other team's cones.

- The players decide on the number of goals that are necessary to win.

#### Variations:

- Reduce the size of the goals.
- Add more rules to the game (example: you need to pass at least four times before you score).

#### COACHING POINTS



Work together.



Fast, short passes keep the ball from being intercepted.

CONCLUSION

### REFLECTION



#### Organization and Procedure:

- Gather the players in a circle and mention a phrase or keyword related to the training session.
- Ask the players to clap loudly if this phrase or keyword was evident during the training session and quietly if it was unnoticeable.
- Expand and add context to each phrase or keyword as needed, and involve players in the discussion.

#### Examples:

- Players performed their best even when the coach was not looking.
- Players argued with the referee about the score of the game.
- Players made rude gestures when they lost the ball.





**CHILDREN**

**FROM 9 TO 12 YEARS**



# 9-12

## SOCIAL SKILLS:

- Resilience
- Generosity
- Non-violent resolution of conflicts
- Raise awareness of gender differences
- Showing appreciation for others
- Communication skills
- Proactivity creativity
- Empowerment
- Self-assessment
- Leadership

## SPORTIVE SKILLS:

- Consolidate and improve basic skills
- Get to know different positions
- Take up 1 against 1 situations (feinting) and 2 against 1 "Give and Go"
- Learn about variations in man-to-man defense, stay between ball and opponent and intercept the ball
- Develop knowledge of basic tactical principles in attack and defense
- Identify goalkeepers and develop basic goalkeeper skills

# TRAINING SESSION EXAMPLE 1 - CHECKLIST

Training Duration: 45 Min.

<b>GOALS</b>	 Social	Showing Appreciation for Others
	 Sportive	Individual Offence – Shooting/Goalkeeper Skills

<b>INITIAL PHASE</b>	Sensitization and Warm up					
	 10 minutes	 Stopwatch	 10 Balls	 4 Cones	 1 Box	 Half court

<b>MAIN PHASE</b>						
	 15 minutes	 Stopwatch	 5 - 10 Balls	 3 Bibs	 2 Cones	 1 Goal

<b>FINAL PHASE</b>	Conclusion					
	 15 minutes	 Stopwatch	 1 Ball	 6 - 10 Bibs	 8 Cones	 Half court
	Reflection					
	 5 minutes	 Stopwatch		 3 Cones		 Half court



**I CAN BE A ROLE MODEL**

using “please” and “thank you.” Ask your players, “Can you please pick up the balls?” and if they have done so, tell them, “Thank you!”

**INITIAL PHASE****HIT THE BOX GAME****Organization and Procedure:**

- Players are divided into two teams, each with a playing area marked by cones at the end of the court that they cannot leave.
- Each team starts with five balls; balls rotate between the two teams.
- The mission is to hit the box in the middle of the court and move it over into the other team’s territory.

- Players are only allowed to throw from behind their own line of cones and are not allowed to leave their team area.
- If one team succeeds and moves the box behind the other team’s cones, the team that loses cheers for the other team (“Well done, guys!”), does a wave (ooohhheyy), or chooses its own cheer to show appreciation for the other team’s success.
- The game starts again with the box in the middle.

**Variations:**

- Use a heavier box that will require more forceful shots to move it, or use a bigger ball (example: a soccer or gymnastic ball).
- Play with smaller balls that will need better aim and concentration skills to throw.
- The teams count the points; the winning team will carry the other team members piggyback around the court.

**COACHING POINTS**

Value good work and avoid being self-centered.



Be accurate when shooting and develop a feeling for your own shooting power.

**MAIN PHASE****SHOOTING – THREE-PLAYER TACTIC****Organization and Procedure:**

- Players are divided into two lines by the twelve-meter line on both back positions.
- Two players are servers and pass from the wings.
- Two defenders are at the nine-meter line to defend the back players and are only allowed to move sideways within the marked area.
- One defender is by the six-meter line and moves with the ball to intercept the passes from the wing players.
- The left back, starts with the ball and passes to the right back, who then passes to the right wing.
- When the wing player receives the ball, the left back feints to move between the two defenders in order to receive the ball within the free throw area to shoot.
- Now the right side starts.
- Change wing players and defense after repeating the exercise five times.

**Variations:**

- Start with negative front defenders (not allowed to use their arms).
- The defender placed by the six-meter line is allowed to stop the back player from shooting; if he/she is able to close the gap, the back player can pass back to the wing player from whom he/she received the ball, who then shoots.

**COACHING POINTS**

To reach your goal, you must work with others.



Learn to move between the defenders to receive a pass from a your teammate; pass under pressure (small group tactics).

## FINAL PHASE

### BOUNCING HANDBALL



#### Organization and Procedure:

- Players are divided into Team A and Team B.
- There are no goalkeepers in this game.
- Players try to run away from the defender to be able to catch a safe ball.
- To score, players need to bounce the ball between the two cones.
- When a team score, the players from the other team must shake hands (or give high-fives) to the players of the scoring team as a

sign of appreciation.

#### Variations:

- All team players must receive a pass before the goal is scored or a minimum of five passes before scoring.
- Play with two balls at the same time.
- Specify which type of pass is allowed.
- Players decide the number of goals required to win.

#### COACHING POINTS



Learn to motivate your team.



Deal with defense; always find a way to receive a safe pass.

CONCLUSION

### REFLECTION



#### Organization and Procedure:

- Place three cones in a triangle, with each cone representing an environment: sport, school, and home.
- Gather all the players and ask them to stand next to the environment where they think this social skill is most important. Let one or two players from each cone group explain why they think their environment is most important for the targeted social skill.
- After the discussion, repeat the exercise to see if the discussion

has changed the players' opinions.

#### Examples:

- Sport: When I receive a good pass that enables me to score a goal, or when I show appreciation to the other team that won the game because they performed better.
- School: When I show appreciation to teachers who are there to help us, not just perform a job.
- Home: When I show appreciation by helping mom at home.



# TRAINING SESSION EXAMPLE 2 - CHECKLIST

Training Duration: 45 Min.

GOALS	 Social	Proactivity
	 Sportive	Individual Defense: Intercepting a Pass

INITIAL PHASE	Sensitization and Warm up					
	 10 minutes	 Stopwatch	 1 - 3 Soft balls	 8 Cones	 Half court	

MAIN PHASE						
	 15 minutes	 Stopwatch	 12 Balls	 4 Boxes	 12 Cones	 Half court

FINAL PHASE	Conclusion						
	 15 minutes	 Stopwatch	 1 Ball	 2 X 3 Bibs	 6 Cones	 2 Goals	 Full court
	Reflection						
	 5 minutes	 Stopwatch	 1 Ball	 Half court			

## I CAN BE A ROLE MODEL

by keeping the playing environment safe and picking up balls that are in the way to motivate players to do the same.

## INITIAL PHASE

### ANIMAL FARM



#### Organization and Procedure:

- Mark a 6x6-meter square and another 3x3-meter square inside it.
- Divide the group into two teams of six to eight players each.
- One team is the “hunters” and is positioned outside the 6x6-meter square.
- In the other team, three to five players are the “animals” (example: chickens) and are inside the 3x3-meter square; the remaining three to four players are the “farmers” who are protecting their animals from being hunted.

the 3x3-meter square; the remaining three to four players are the “farmers” who are protecting their animals from being hunted.

- The hunters have two to three soft balls and try, by passing and throwing, to hit the animals with them (a point is given for each hit). If an animal catches the ball, the hunters do not get a point).
- The farmers are trying to prevent the hunters from hitting the animals by aiming toward the balls and getting in between the hunters and the animals.
- After a pre-determined amount of time, switch the roles of the teams.
- The team that has more points wins.

#### Variations:

- Instead of using players as animals, use big cones or bottles placed inside the 3x3-meter square.
- The hunters are not allowed to pass diagonally, only to a neighboring player.
- Play with more than one ball.

### COACHING POINTS



Be proactive and work in a group to succeed.



Orient yourself toward the ball, not the man; position yourself between the ball and the target (in this case the animals).



## MAIN PHASE

### MID-COURT DEFENSE – PASS AND INTERCEPT



#### Organization and Procedure:

- Divide the group into three teams with two to four players on each team.
- Teams A and B play together.
- All the balls are in a box next to Team A.
- Team A passes the balls via direct or bounce pass to Team B; no high passes (loops) are allowed.
- Team C plays defense in the middle and tries to intercept the balls.
- If Team C catches a ball, its players are allowed to put the ball into their box.
- Once all balls have been passed, count the points for defense and change positions.
- The defense team that has intercepted the most balls wins.

#### Variations:

- Limit passing options (e.g., only bounce passes, pass one ball at a time, or Team A must at least pass three times within its players before passing to Team B).
- Vary distance between the teams.
- Play only in groups of three, and every group has three or more balls and plays on its own.

### COACHING POINTS



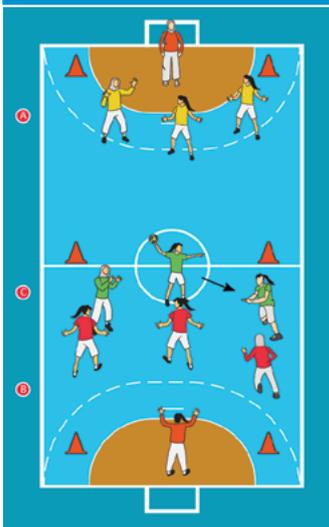
Everyone’s individual skills contribute to the success of the team; show tolerance.



Intercept the ball and anticipate.

## FINAL PHASE

## 3-ON-3 ROLLOVER SYSTEM

**Organization and Procedure:**

- Divide the group into three teams of three to four players; with goalkeepers on the goals.
- Use the cones to mark off the two sides of the playing area.
- Team C attacks and Team B defends.
- Only bounce passes are allowed (increasing the possibility of intercepting the ball).
- If Team B intercepts the ball or Team C scores, Team B immediately starts attacking and Team A defends on the other half of the court.
- Each team counts its goals.

**Variations:**

- Play 4-on-4 or up to 6-on-6 on both halves of the court.
  - To increase playing speed, the attacking team cannot make more than five passes in one attack.
- Outnumbered play: The goalkeeper stays with the team and also moves into attack so that four offensive players play against three defenders. Switch the goalkeeper every time a team starts defending.
  - Specify passes (e.g., only bounce passes; direct or indirect passes; or passes made with players' weak hands).

**COACHING POINTS**

Individual effort gives the whole team an opportunity.



Observe your opponent but keep an eye on the ball to be able to intercept it.

## REFLECTION

**Organization and Procedure:**

- Gather the players in a circle and ask each player to think of one keyword that summarizes the social skill of the training session.
- Allow some time for players to think of their keywords, then pass a ball around; when a player has the ball, he/she must give his/her keyword and then passes the ball on to someone else.
- When all players have presented their keywords, the coach

gives his/hers and reflects by noting which keywords were repeated, adding context or explanation to others.

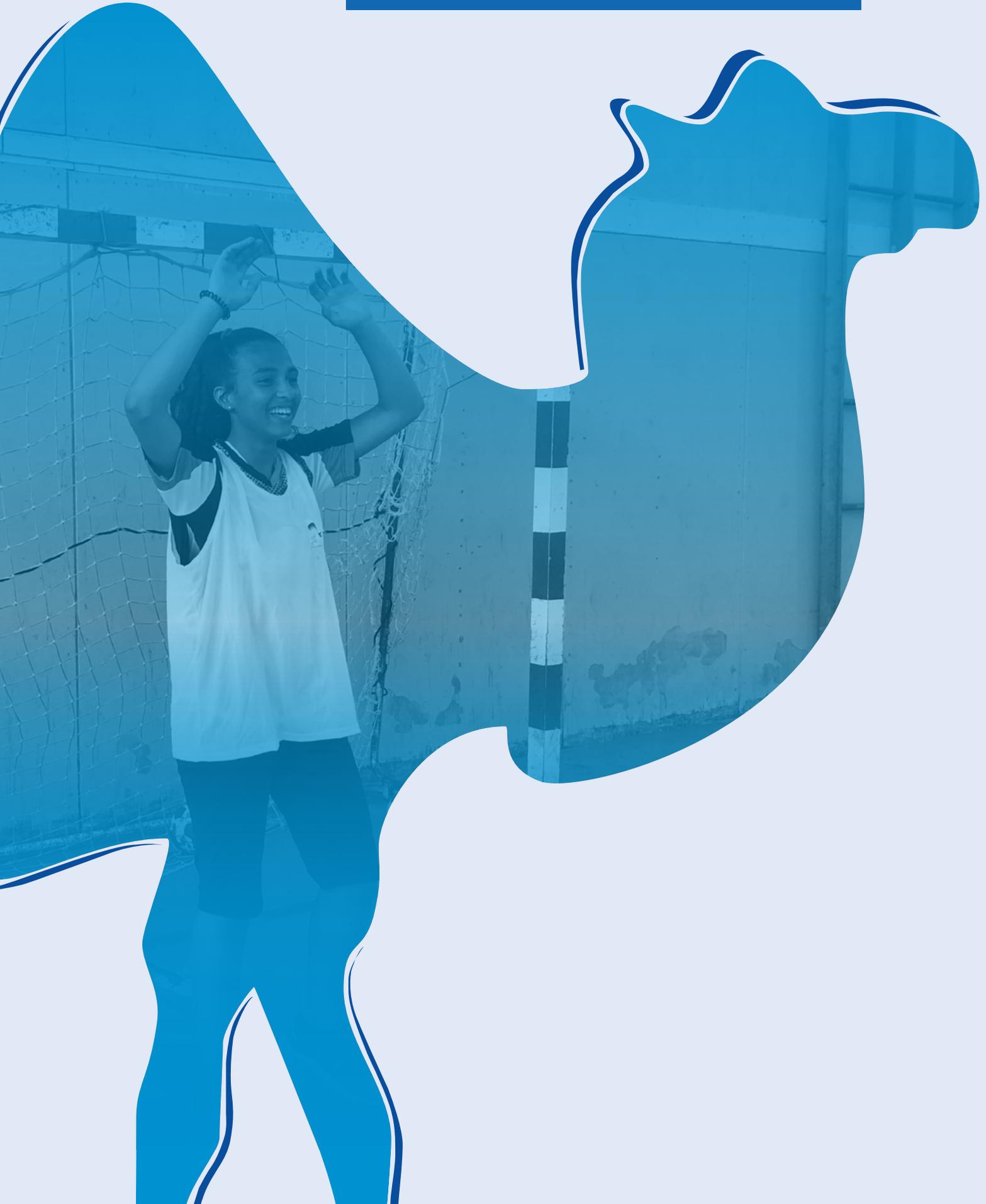
**Examples:**

- Keywords include new, challenge, brave and abnormal.



**YOUTH**

**FROM 13 TO 16 YEARS**



# 13 - 16

## SOCIAL SKILLS:

- Knowledge of processes involved in group dynamics
- Communication skills
- 'Life plan' / personal care
- Willingness to reach agreements
- Proactivity and creativity
- Rights and duties
- Self-assessment
- Leadership

## SPORTIVE SKILLS:

- Master basic skills under pressure (time and opponent)
- Get to know different defense formations (positions) and cooperate in defense
- Develop variability and individual skills for different positions in offence
- Showing court vision and taking tactical initiatives in defense and offence
- Improve feinting in 1 against 1 situations
- Develop pressing, piston movement and basic screening
- Develop crossing in 2 against 1 situations

# TRAINING SESSION EXAMPLE 1 - CHECKLIST

Training Duration: 45 Min.

GOALS	 Social	Leadership
	 Sportive	Individual Offence – Feinting

INITIAL PHASE	Sensitization and Warm up			
	 10 minutes	 Stopwatch	 10 Cones	 Half court

MAIN PHASE						
	 15 minutes	 Stopwatch	 6 Balls	 1 Goal	 2 Bibs	 4 Cones

FINAL PHASE	Conclusion					
	 15 minutes	 Stopwatch	 1 Ball	 2 X 3 Bibs	 2 Goals	 Full court
	Reflection					
	 5 minutes	 Stopwatch	 3 Cones	 Half court		



## I CAN BE A ROLE MODEL

by working with my team to fix our roles and responsibilities, and delegating them among all team members. Create a list, complete it with your team, and assign roles.

### INITIAL PHASE

#### BLIND GUIDING



##### Organization and Procedure:

- Divide the players into pairs.
- Spread some obstacles like bottles or cones in the playing area, or let all pairs move crisscross.
- One player in each pair is the leader, and the other player closes his/her eyes and follows the leader's instructions.
- The leader guides the blind follower through the obstacles without speaking or touching other

pairs or obstacles.

- Change roles after a minute before varying the task.

##### Variations:

- The leader and the follower should only have shoulder contact.
- The leader guides his/her follower verbally only, with no body contact.
- Get creative and implement your own ideas regarding blind guiding.

#### COACHING POINTS



Be a leader who can be trusted.



Feel your body movements and balance.



### MAIN PHASE

#### 1-ON-1 FEINTING WITH CONSEQUENT ACTION



##### Organization and Procedure:

- Two players are positioned at the center back and all other players line up at the left back position (attackers).
- One defender is positioned at the six-meter line; another defender is positioned at the twelve-meter line.
- The first attacking player starts and passes the ball to the center back, then feints without the ball to overcome the first defender and receives the ball behind him/her.
- When the attacker passes to the center back player, the defender (by the six-meter line) jumps six times over an obstacle before he/she tries to prevent a shot from the attacker.
- When the attacker receives the ball back from the server decides what to do:
  - a. If the second defender is already finished with his/her task and is ready to defend, then the attacker should pass to the server in line with him/her, who then shoots.
  - b. If the path is open, the attackers breaks through for his/her own shot.
- Change defenders after five times or after each shot.
- After each shot, the attacker becomes a server, and the server lines up behind the attackers.

##### Variations:

- The front defender is allowed to do the following:
  - 1) Move sideways between two cones.
  - 2) defend in a specific area without using his/her arms (arms behind the back).
  - 3) Move freely and defend according to handball rules in a specific area
- The attacking player is requested to:
  - 1) Feint without the ball to both sides.
  - 2) Feint with the ball to both sides.
  - 3) Overcome the defender by dribbling

#### COACHING POINTS



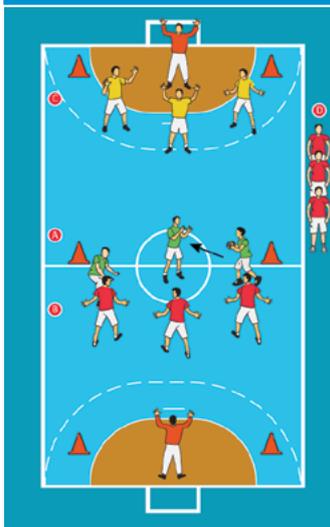
Be a leader by making good decisions and taking responsibility.



Look out for your own chance to score before passing the ball to your teammate.

## FINAL PHASE

### PLAY 5 X 3-ON-3 – ROTATION SYSTEM



#### Organization and Procedure:

- Divide the group into four teams of three (you may also play up to 6-on-6, depending on your total group size, but it is recommended to play with fewer players to include everyone and have high ball contact).
- Teams 1 and 3 defend at both nine-meter lines, Team 2 plays attacks, and Team 4 players are off the court doing agility or passing exercises on their own.
- Team 2 wears bibs and attacks five times in a row, keeping track of its score.
- After these five attacks, Team 1 becomes offense and Team 2 defense, Team 3 goes out of the court, and Team 4 moves in to defend instead of team 3. The teams rotate until every team has been on offense.
- The initial task for the offensive team is to use feinting movements

to break through the defense, each player remembering to look out for his/her own chance to score before passing the ball.

#### Variations:

- Give initial tasks to the offense:
  - Use body feints from right back or left back to start an attack.
  - Let wing players run inside the defense by using body feints without the ball to act as pivot players.
- With beginners, you may play one defender short (four attackers against three defenders) to create more space.

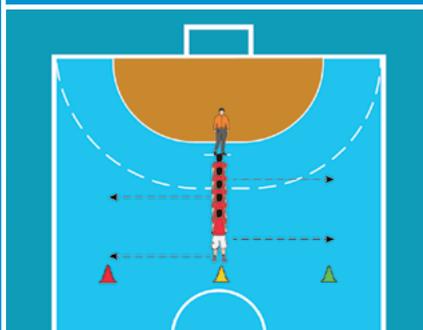
#### COACHING POINTS

 The player with the ball is the leader of the game and has to take responsibility and shoot or decide to pass the ball to a teammate.

 Use the whole width of the court, and quick transitions from one attack to the next.

CONCLUSION

### REFLECTION



on the next question, and repeat.

#### Examples:

- A leader never makes mistakes.
- A leader is honest.
- A leader helps others reach their objectives.
- A leader is always the captain.

#### Organization and Procedure:

- Gather all players together, standing in front of the coach. Put three cones in a line: red cone (to the left) – disagree, yellow cone (in the middle) – neutral and green cone (to the right) – agree.
- Read out statements related to the training session's social skill. When hearing the question, players must stand next to the cone that represents their opinion.
- Encourage one or two players to share their reasoning. Move



# TRAINING SESSION EXAMPLE 2 - CHECKLIST

Training Duration: 45 Min.

<b>GOALS</b>	 Social	Self-Assessment
	 Sportive	Individual Offence – Shooting from different Positions

<b>INITIAL PHASE</b>	Sensitization and Warm up		
	 10 minutes	 Stopwatch	 Half court

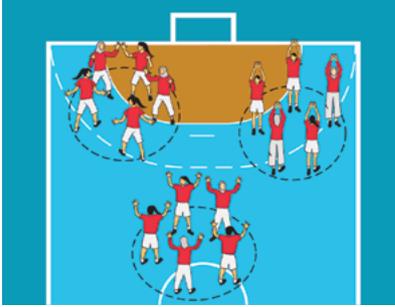
<b>MAIN PHASE</b>						
	 15 minutes	 Stopwatch	 4 - 8 Balls	 1 Goal	 4 Cones	 Half court

<b>FINAL PHASE</b>	Conclusion					
	 15 minutes	 Stopwatch	 10 Balls	 10 Cones	 1 Goal	 Half court
	Reflection					
 5 minutes	 Stopwatch	 2 Cones	 Half court			



**I CAN BE A ROLE MODEL**

by setting my goals and communicating them clearly at the start of the session. For example, I might say, "My goal for today is to teach you to shoot from different positions." Then I can review my performance at the end of the session, using reflection Method A to set an example.

**INITIAL PHASE****COORDINATION CIRCLE****Organization and Procedure:**

- The whole group forms a circle, and the coach shows the players six exercises to perform:
  1. Standing on one leg with eyes closed (changing sides after counting to fifteen)
  2. Standing on one leg and moving the other leg in a figure eight (changing sides after counting to fifteen)
  3. Fifteen push-ups
  4. Plank (fifteen seconds)
  5. Side plank, left and right (changing sides after fifteen seconds)
  6. Squats (any variation) or burpees
- Afterward, divide the players into groups of four to six and have everyone demonstrate one exercise that he/she thinks was his/her best, with the other group members repeating it. If someone has already demonstrated a player's chosen exercise, he/she should come up with a variation of that exercise (example, doing push-ups with one leg or hand).

**Variations:**

- Use stretching, strength, coordination, or ball handling exercises.

**COACHING POINTS**

Self-assessment means being honest with yourself and analyzing your own capabilities.



It is important for players to develop strength and flexibility for different movements in handball.

**MAIN PHASE****JUMP SHOTS FROM DIFFERENT POSITIONS WITH GIVE AND GO****Organization and Procedure:**

- Divide the group equally into four positions: left wing, center back, right wing, and pivot.
- On every position there is at least one ball; the pivot and the first center back don't have a ball, and all other players have one ball.
- The left wing starts by passing the ball to the center back and then running outside the cone and receiving back the ball to shoot.
- Then the center back runs backward around the middle cone and receives the ball from the right wing, who presses inside before passing to the pivot.
- The right wing then runs backward and around his/her cone to receive the ball from the pivot.
- Now the pivot runs toward the left side around his/her cone and receives the ball from the next center back (this center back is now the first center back without a ball).
- After all players have performed in the initial position, the whole group rotates clockwise to the next positions.

**Variations:**

- Change up the initial action (example, do a body feint with or without a ball, feint a pass and bounce the ball once).
- Include a defender.
- Vary shooting options.

**COACHING POINTS**

Analyze your shot: what can you change to perform better?



Allow players to try shooting from different positions and develop their understanding of the game with give and go.

## FINAL PHASE

### SHOOTING COMPETITION FROM DIFFERENT POSITIONS



#### Organization and Procedure:

- First round: Ask the players, “What do you think is your best position for playing? Okay, now please go to that position and line up behind each other if there is more than one player.”
- Every player shoots from his/her chosen position twice before he/she can move on to the next one.
- Players shoot one at a time; the first player shoots from his/her position, then the next player, and so on.

- Everyone performs a jump shot or other shots as instructed by the coach.
- Once all players have shot from each position, the team comes together. The coach asks now, “Do you think your initial choice of your best position was right? If yes, go to my left, if no, go to my right.”
- Second round: The coach asks again, “What do you think is your best position for playing now? Please start from that position. You may change your initial position.” Players now shoot three to five times from their new favorite positions and set their own targets for scoring. One player might say, “I am confident enough to score four out of five,” while another expects to score only two out of five times.

#### Variations:

- Change the initial actions: Shoot after a body feint without the ball, feint a pass in front of a cone, shoot after having done an agility exercise (examples, five jumps, skipping, sidestepping through cones, etc.) to increase intensity.
- Use different variations of shots (examples, jump shot, shot while running, shot over a defender from the back positions, shot from the corner or side as a wing player).
- Play with positive or negative defenders.

#### COACHING POINTS

Learn to set your own realistic goals, review your performance, and work on yourself to get better.



Observe the goalkeepers' movements to score.

CONCLUSION

### REFLECTION



#### Organization and Procedure:

- Gather the players together. Place two cones ten meters from each other, and explain that the cones represent the two different goals of the session: the sportive goal and the social one.
- Ask the players to stand in the spot between the two cones that represents which goal they made the most progress toward in the practice. A player can stand in the middle of the cones to signify that he/she made equal progress toward both

goals.

- Have a few players explain their reasoning for where they decided to stand, and try to establish the link between sportive success and social learning.
- The coach can then repeat the same exercise to see if the discussion has changed the players' opinions.

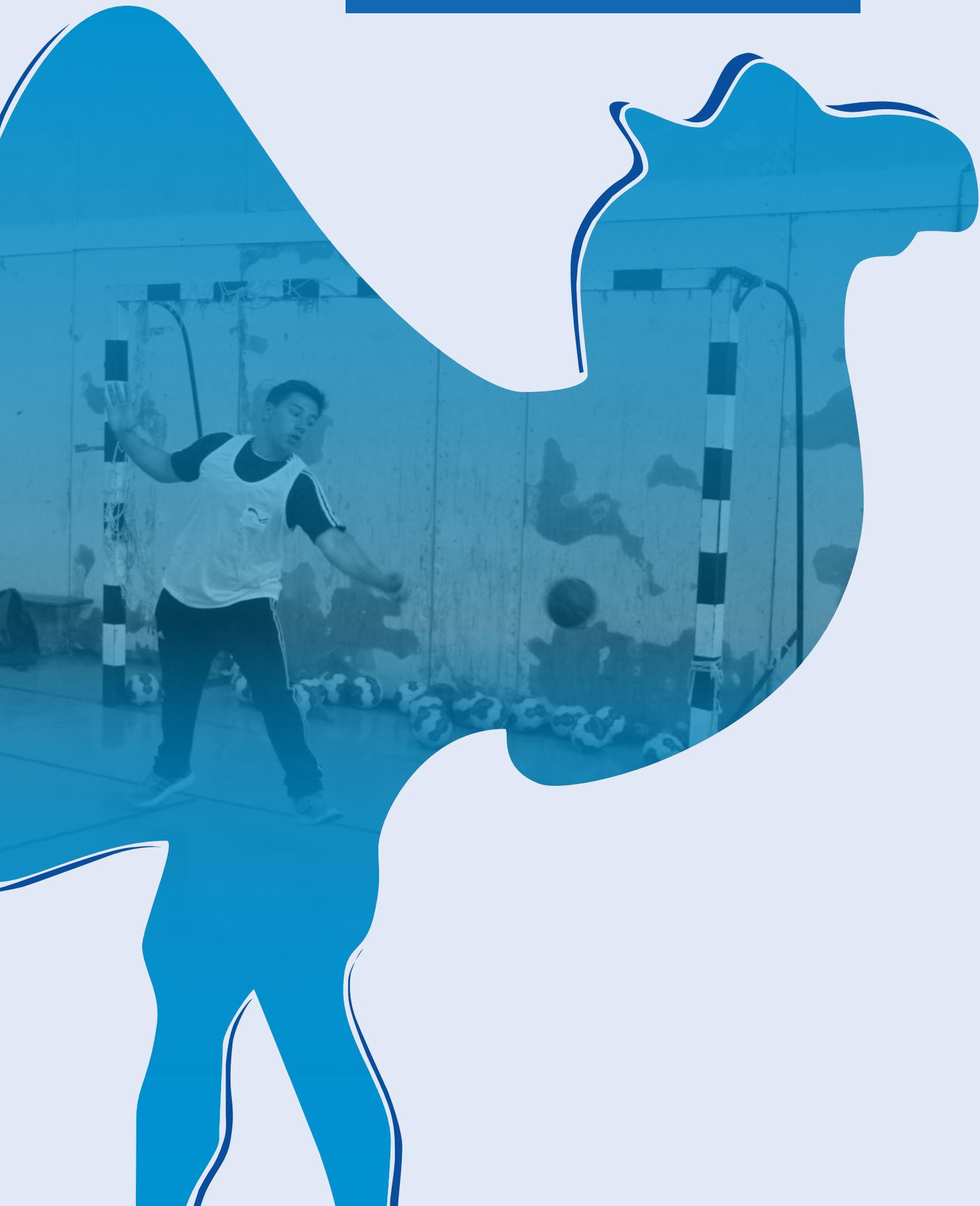
#### Examples:

- Sportive Goal: I learned that my jumping foot needs to be oriented toward the goal when I am shooting.
- Social Goal: I learned to be honest with myself.



**YOUTH**

**ABOVE 16 YEARS**



# 16+

## SOCIAL SKILLS:

- Proactivity
- Professional vision
- Healthy habits
- Awareness of gender
- Commitment and perseverance
- Self-assessment / reflection
- Preventing the consumption of drugs and alcohol
- Communication skills

## SPORTIVE SKILLS:

- Perfect skills and techniques under pressure (variations, adjustments, precisions)
- Master tactical initiatives and cooperation in defense
- Improve special skills for positions (e. g. feinting, crossing, screening, variations in shots)
- Develop Pick & Roll
- Perform under competitive situations
- Specialize in defense and offence (e.g. specializing in positions)

# TRAINING SESSION EXAMPLE 1 - CHECKLIST

Training Duration: 45 Min.

<b>GOALS</b>	 Social	Creativity
	 Sportive	Cooperation in Offense – Counterattack

<b>INITIAL PHASE</b>	Sensitization and Warm up		
	 10 minutes	 Stopwatch	 Half court

<b>MAIN PHASE</b>							
	 15 minutes	 Stopwatch	 1 Ball	 1 Goal	 1 Bib	 2 Cones	 Half court

<b>FINAL PHASE</b>	Conclusion					
	 15 minutes	 Stopwatch	 5 - 10 Balls	 1 - 2 Bibs	 1 Goal	 Full court
	Reflection					
 5 minutes	 Stopwatch	 2 Cones	 Half court			

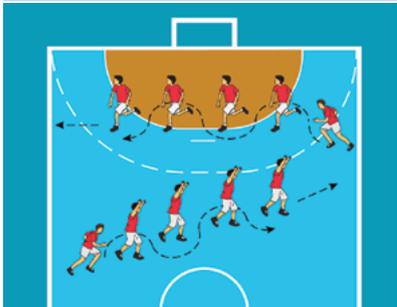


## I CAN BE A ROLE MODEL

by reviewing Chapter 3, "How to Be a Creative Coach," and applying it in my sessions. I can make sure that everyone is active and create playing areas or different goals or targets for players to shoot at.

## INITIAL PHASE

## SHADOW RUN



## Organization and Procedure:

- Divide the group into teams of five.
- The players run behind each other, keeping a distance of one meter between each two players.
- The first player demonstrates a movement that everyone behind him/her copies.
- On the coach's signal (whistle blow) or at the decision of the last player in the chain, he/she runs as quickly as possible in a zigzag pattern

through the chain and to the front of the line to guide the group, demonstrating a new movement.

- The leading player should be creative and versatile in his/her movements.

## Variations:

- Play only in pairs: one player is the leader and the other copies his/her movements(follower); all pairs run crisscross.
- Every player has a ball and dribbles or does other movements with it.
- Play with just one ball for the whole group; one player decides on a type of pass or movement, and everyone copies it until another player comes up with a new variation; in this case, the players are allowed to run crisscross and do not have to follow each other in a line.

## COACHING POINTS



Be creative and confident in showing versatile new movements.

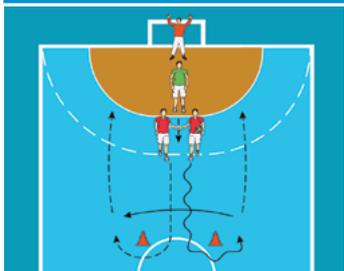


Emphasize creativity, running crisscross as well as changing speed and direction.



## MAIN PHASE

## PLAY 2-ON-1 AFTER DRIBBLING



## Organization and Procedure:

- Two players hold hands by the nine-meter line, facing the center line (or two cones). One of them has the ball.
- One player lines up behind the pair at the six-meter line.
- A goalkeeper is in the goal.
- On the signal of the coach, the two players run together toward the center line or the two cones, still holding hands, one of them dribbling the ball.

- The other player follows them, trying to gain possession of the ball.
- Once the pair has reached the center line (or the two cones), the players split and turn around to start an attack 2-on-1.

## Variations:

- Play with two defenders, 2-on-2.
- Play with negative defense (examples, arms behind the back, defenders are also holding hands).
- Defenders are only allowed to defend in a specific area.
- Attackers are not allowed to dribble.
- Play with a joker (third player, possible pivot) on offense who can receive and pass the ball, but not shoot.

## COACHING POINTS



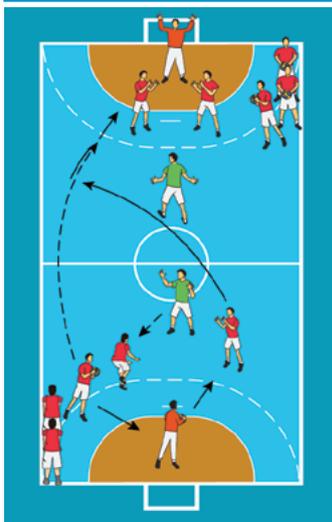
Be creative in a cooperative play to find solutions to overcome the defense.



Orient to the goal quickly, have vision towards the goal and your teammates, and move into free space to receive a safe pass.

## FINAL PHASE

### PLAY COUNTERATTACK IN COOPERATION



#### Organization and Procedure:

- Two players are positioned by the six-meter line (back players) and one defender is positioned by the nine-meter line. All other players line up at the wing position
- The wing player passes to the goalkeeper, who then must pass to one of the back players who is moving forward. The defender tries to intercept the pass.
- Once the back player receives the pass, he/she passes to the wing player, who shoots. (The wing player should already be running to the twelve-meter line on the other half.)

#### Variations:

- Include a defender on each half so that the wing player must play 1-on-1.
- The back player and wing player play 2-on-1 or 2-on-2 in the second half of the court.

#### COACHING POINTS

 Be creative in your final shot; motivate players to try different variations.

 Run fast as a wing player, and make precise passes in counterattack mode.

CONCLUSION

### REFLECTION



#### Organization and Procedure:

- Place three cones in a triangle, with each cone representing an environment: sports, school, and home. Gather all the players and ask them to stand next to the environment where they think the relevant social skill is most important.
- Let one or two players from each cone group explain why they think their environment is most important for the targeted social skill.

- After the discussion, repeat the exercise to see if the discussion has changed the players' opinions.

#### Examples:

- Sport: Creativity is fun and also helps to develop new skills.
- School: Our brains work best if we use both sides: the analytical left one and the creative right one.
- Home: Creativity makes a home alive and colorful, and not just in terms of decoration!



# TRAINING SESSION EXAMPLE 2 - CHECKLIST

Training Duration: 45 Min.

<b>GOALS</b>	 Social	Communication
	 Sportive	Cooperation in Offense – Screening

<b>INITIAL PHASE</b>	Sensitization and Warm up						
	 10 minutes	 Stopwatch	 1 Ball	 2 Goals	 9 Bibs	 10 Cones	 Half court

<b>MAIN PHASE</b>							
	 15 minutes	 Stopwatch	5 - 10 Balls	 1 Goal	4 Bibs	4 Cones	 Half court

<b>FINAL PHASE</b>	Conclusion						
	 15 minutes	 Stopwatch	5 - 10 Ball	 4 Bibs	 2 Cones	 1 Goal	 Half court
	Reflection						
 5 minutes	 Stopwatch	1 Ball	 Half court				

## I CAN BE A ROLE MODEL

by using positive and motivational language. Tell your players "Screen the space!" instead of saying "Don't stick out your bottoms."

## INITIAL PHASE

## THREE-ZONE HANDBALL



## Organization and Procedure:

- Mark three zones: two outside scoring zones and one center zone.
- Play on goals or use cones, benches, or boxes as goals.
- Divide the group into two teams and split the players of every team equally among the three zones.
- The aim is to score a goal, but players are only allowed to move freely in the zone they are allocated to.

- Play according to handball rules.
- It is not allowed to pass back into the previous zone, but only forward.
- After three minutes or scoring a goal, the players of the team that scored must change their zones.

## Variations:

- Vary the passes (examples, only indirect passes, no passes to the previous zone, no double passes).
- Do not allow dribbling.
- Add a joker per team who is not allowed to receive the ball but can move freely in all three zones and help his/her own team attack by screening the defenders.
- Play the game with no speaking to improve nonverbal communication and players' vision in the court.

## COACHING POINTS



Learn to communicate and succeed even if you are not allowed to speak.

Free yourself from

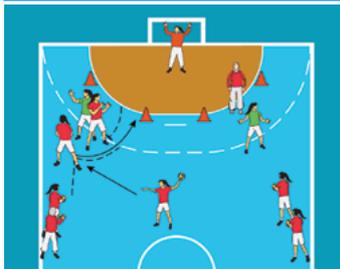


defenders by always moving, and play forward not backward.



## MAIN PHASE

## SCREENING 2-ON-1



## Organization and Procedure:

- Split the players equally between the left back and right back positions.
- On each side one defender is placed by the nine-meter line and one pivot by the six-meter line. One or two players are in the center back position to pass the ball.
- The left back passes to the center back who then immediately passes back.
- The pivot sprints from the six-meter line and screens the front defender toward the center with his/her back to the defender; initially screens the space to avoid an offensive foul.

- The pivot needs to keep in mind that he/she should move at the right time to set the screen.
- The left back feints with the ball, breaking through toward the side where the pivot sets up the screen. The left back player must feint properly in the opposite direction before making use of the pivot's screen.
- Once the left back breaks through, the pivot must move to free himself from the defender.
- The front defender is not allowed to move behind the nine-meter line.
- The same exercise applies on the right side.

## Variations:

- Play with two defenders; add a back defender with the pivot. who decides to either close up the space for the left/right back player or move toward the returning pivot to force the left back to shoot.
- Play with negative defenders (no use of arms).
- Let the pivot decide where to set the screen (toward the center or the sideline).

## COACHING POINTS



Communication helps mutual understanding.



Screen without using your arms and with a straight back; do not push your opponent with your hips.

## FINAL PHASE

### PLAY 4-ON-4 WITH PIVOT



#### Organization and Procedure:

- Play 4-on-4 game with pivot.
- players defend at the nine-meter line, and only the back defender is within the free-throw area (5:1 defense).
- The back players play the ball and use feinting to press against the defense (1). They are not allowed to change positions or move inside the defense before the pivot has set an initial screen.
- The pivot screens the space and does not set the screen directly

by the defender.

- Once the pivot screens a defender, the related back player breaks through the defense (2) and either decides to pass to a teammate if the defender is closing in (3A) or to the returning pivot (3B).
- It is important for the pivot to make the screen in the right time; he/she should only come out to block the defender when the back player gets ready to receive the pass and to feint. Back players need to analyze the situation: Do I have a good shooting position? Is the defender closing in? Is one of my teammates in the back position free?

#### Variations:

- The front defenders are not allowed to cross the nine-meter line.
- Play 5:1 defense. The pivot starts the attack by making a screen by one of the defenders in order to create space for the back player to break through and shoot.

#### COACHING POINTS



Communication is constantly happening.



Timing between the pivot and the back players is very important.

CONCLUSION

### REFLECTION



#### Organization and Procedure:

- Gather the players in a circle and ask each one to think of one keyword that summarizes the social skill of the training session.
- Allow some time for players to think of their keywords, then pass a ball around; when a player has the ball, he/she must give his/her keyword and then passes the ball on to someone else.
- When all players have presented their keywords, the coach

gives his/hers and reflects by noting which keywords were repeated, adding context or explanation to others.

#### Examples:

- Keywords include listening, speaking clearly and understanding.



# CHAPTER VI

## TRAINING SHEETS







# PLANNING / MONITORING SHEET

Date: <input type="text" value="DD / MM / YYYY"/>	Venue: <input type="text"/>
Organizer: <input type="text"/>	Number of players: <input type="text"/>

## INITIAL PHASE

Sensitization		<input type="text"/> min.
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

Warm Up		<input type="text"/> min.
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>



## MAIN PHASE

Main Part		<input type="text"/> min.

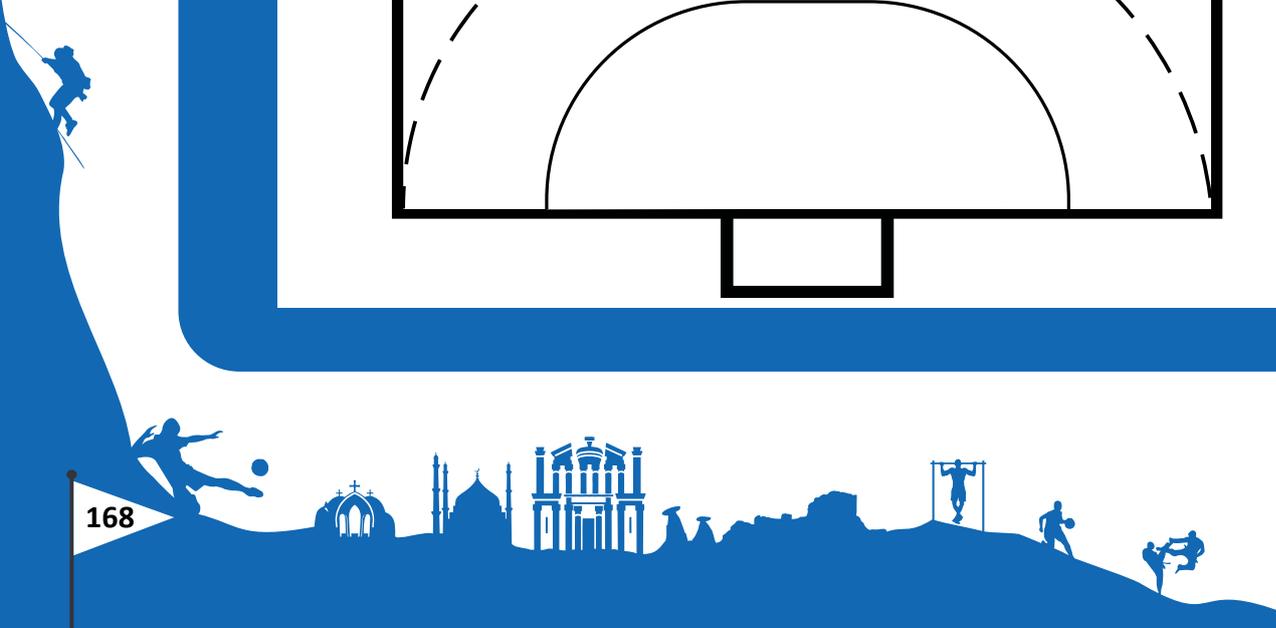
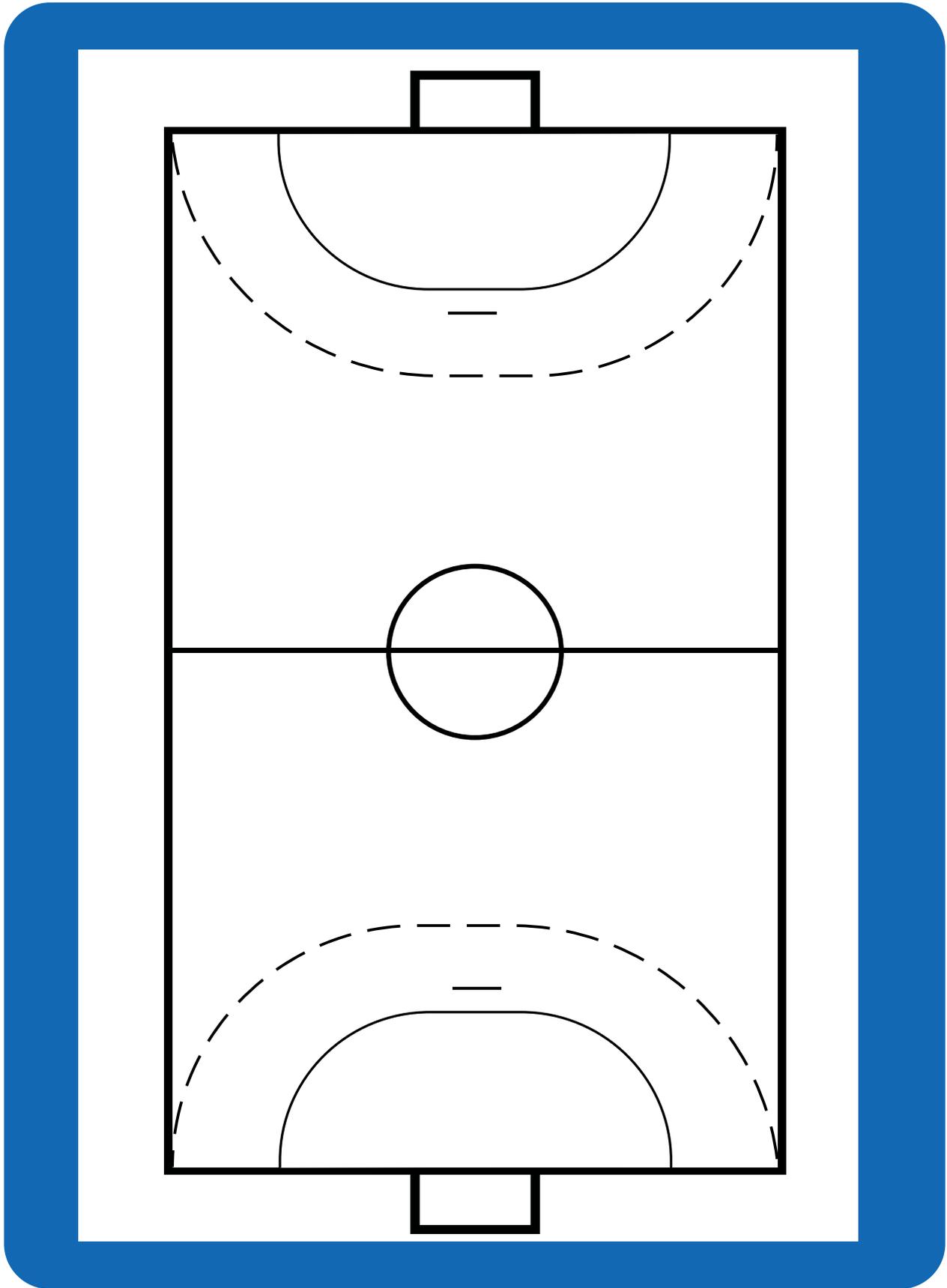
## FINAL PHASE

Conclusion		<input type="text"/> min.

Reflection		<input type="text"/> min.



# COURT - FULL





# PLANNING / MONITORING SHEET

Date: <input type="text" value="DD / MM / YYYY"/>	Venue: <input type="text"/>
Organizer: <input type="text"/>	Number of players: <input type="text"/>

## INITIAL PHASE

Sensitization and Warm Up <input type="text" value=""/> min.	

## MAIN PHASE

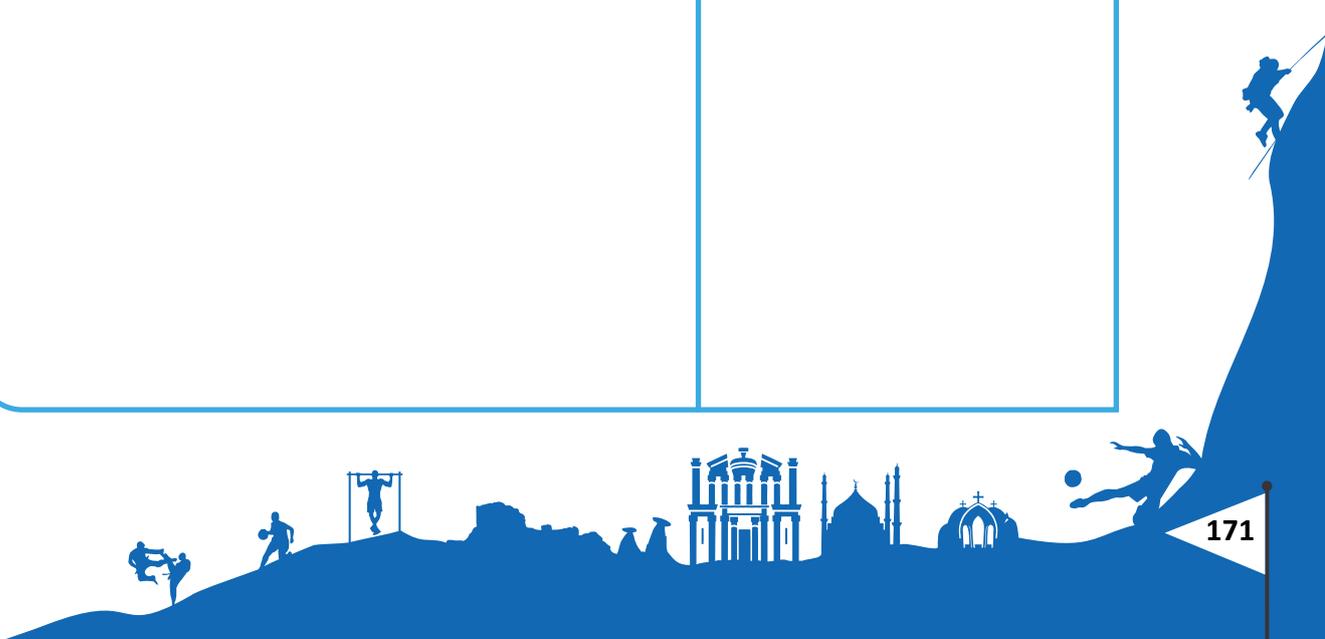
Main Part <input type="text" value=""/> min.	



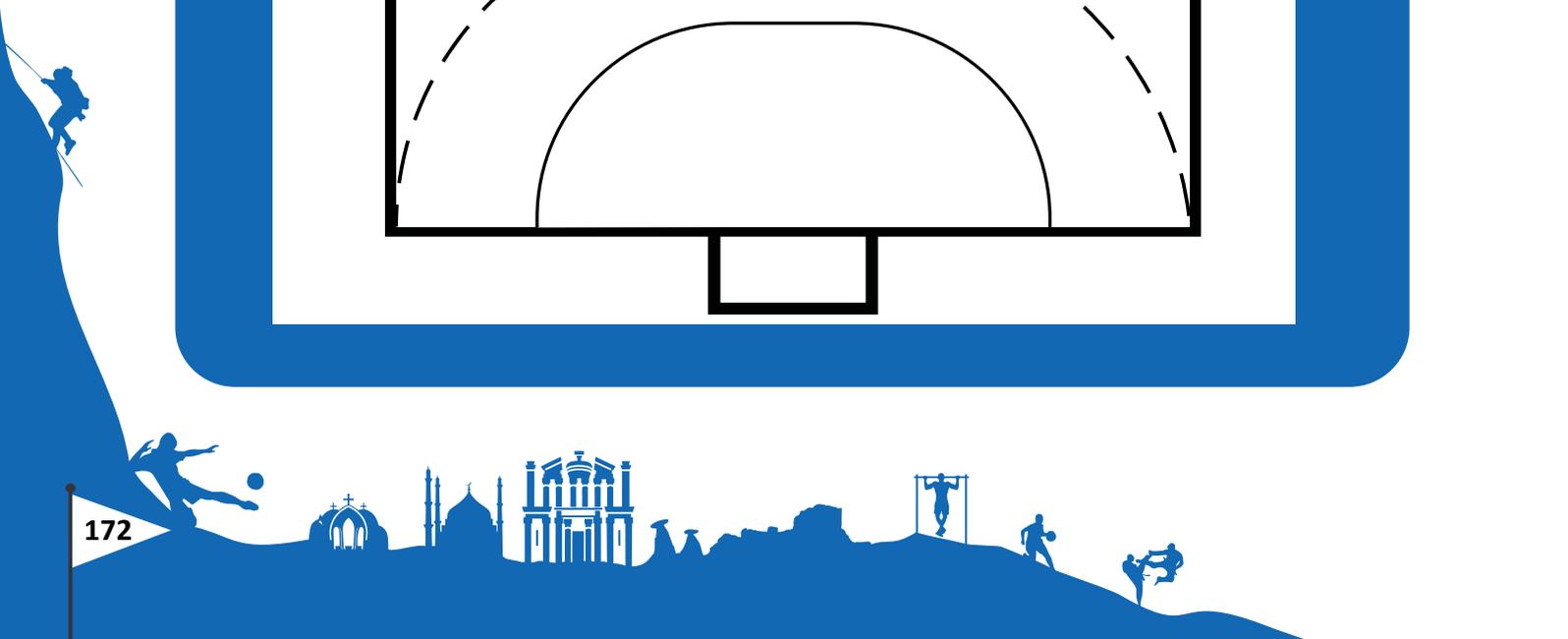
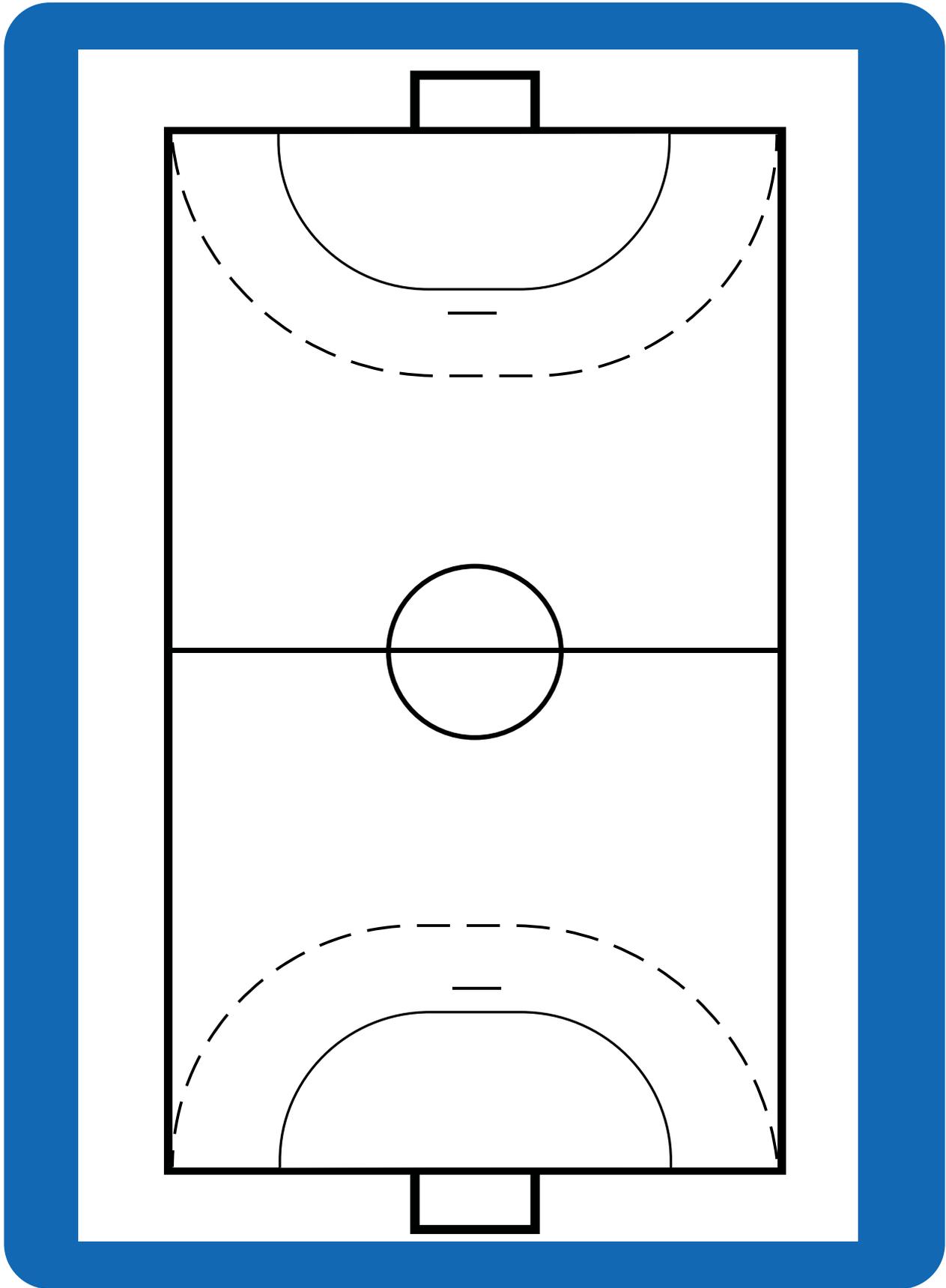
# FINAL PHASE

Conclusion	

Reflection	



# COURT - FULL



## LEGENDS FOR DRAWING HANDBALL DRILLS

	Player movement
	Ball movement
	Dribbling
	Screening
	Pressing with the ball
	Feinting
	Ball
	Cone
	Player 1
	Player 2
	Player 3

