Basic Handball

Methods / Tactics / Technique

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1. THE CHARACTERIZATION OF THE HANDBALL GAME

Handball is a sport from the category known as sport games, and is becoming more and more popular in the world. A relatively rapid learning of this game, based on natural human motion, has allowed it to be popularized quickly. The development of the game is also influenced by its attractiveness based in variable action and direct conflict with an opponent.

Such conflict calls for a good physical preparation of a player. The competitors playing handball have a neat stature because all the body's muscles are used in a game. Permanent motion where all the joints of upper and lower limbs work, develops and improves their range of motion.

Intense and permanent physical activity generates changes in the central nervous system and in the muscles as well as in organs such as the heart, lungs, liver and kidneys.

The handball game is not only influenced by physical fitness. As any physical activity it is performed and generated by thinking. A player has to - in strenuous action - rapidly see, retain, estimate, conclude and act relevantly.

Two teams attempt to gain victory which is the object of the game. The players must follow all the fair play rules and sports regulations issued in order to keep the game sportsmanlike.

Handball is a team game, so it plays an important role in education. Players learn to cooperate with each other. A game must be tough but in accordance with the fair play rules, team work and a sportsmanlike conduct. All these positive aspects and forms of conduct result - as time goes - in socially acceptable behaviour in everyday life. This is the vital, educational aspect of playing handball.

2. THE DEVELOPMENT OF HANDBALL IN THE WORLD

The Danish encyclopedia "Athena Lexicon" says, that at the turn of the 19th century handball was popularized at the Oldrup Gymnastics School. In 1898, the teacher Holger Nielsen introduced a running game with two goals in which 14 persons, divided into two teams, took part. The game in which a ball was passed with the players' hands was called handball. The first game rules were issued in 1906 at the Oldrup School published by "Wejdlendling Handball".

The Germans also claim to have developed the game. Klaudina, the author of a book "Das Handball Spiel", published in 1941 in Leipzig, claims that handball derives from a game called "Konigsbergerball", which was then renamed "Torball" - which means goal ball.

Records on handball development in Germany is dated from the period after 1915. In 1917 Max Heiner, a teacher from Berlin began developing handball as a sport for women. Another important year is 1919. Famed propagator of handball, Karl Schelenz, a teacher of physical education at the German Academy of Physical Education, was also popularizing the game. Some changes in rules had been introduced. The dimensions of the playing field were increased to 80 x 40 m, the goal line moved to 8 m, and the goal dimensions were changed to 5 m in width and

2,10 in height. Those rules embraced playing with a ball and the body, which greatly influenced the technical development of handball.

In 1920 handball was introduced into school programmes. Handball, however, didn't have a separate federation in Germany.It was not until 1934 that Fachmat fur Handball was established. Owing to the extensive activity of that organization handball spread all over Germany.

Czechoslovakia is the third country which claims to have created handball. In a book entitled "Metodej Zajec - Dejiny Hazeny", published in 1948, the author says that Czechoslovakia is the homeland of handball, which originated from hazena ("hazet" means to throw). A founder of hazena, which was introduced in that country in 1906, was a teacher of physical education in Prague, named A.Kristd. He wanted boys to turn their interest from soccer, which he recognized to be a dangerous game, to hazena for which he developed rules.

International handball began in 1928. In that year the first organization the IAHF (International Amateur Handball Federation) Congress held its meeting. The following countries organized the Federation: Germany, Czechoslovakia, Holland, Belgium, Austria, USA, France, Ireland, Denmark and Canada.

After the 2nd World War in 1946. The representatives of the 15 countries created a new Federation, called IHF. The dynamic progress of handball in the world had begun. Nowadays it is played in more than 130 countries. In 1991 the European Handball Federation - EHF was founded with its base in Vienna. The Federation is responsible for development of handball in Europe.

3. METHODICAL INTRODUCTION

Physical education teachers and instructors are expected to have great experience in their work with children. It would be desirable to have trainers with extensive experience in teaching. A teacher at school must deal with the problem of how to teach children the basic technical and tactical elements of the game. To teach - means to conduct regular training which should result in learning a particular subject. Teaching is the method chosen by a teacher of using various measures to achieve the objective:

ä **The Rules of Teaching**
ä **Methods of Teaching**
ä **The Forms of Teaching**
ä **Steps or Stages in Teaching a New Element**
ä **The Rules for Teaching Beginners**

THE RULES OF TEACHING

The standards of a sensible, didactic process in a course of teaching are called rules. The basic rules are as below:

1. **The Rule of Visual Teaching**
2. **The Rule of Regularity**
3. **The Rules of Awareness and to Be Active in Learning**
4. **The Rule of Step By Step Teaching**
5. **The Rule of Versatility**

1. The Rule of Visual Teaching

...is mainly accomplished by the demonstration of a particular move and by arousing an interest in it which will encourage the pupil to perform the demonstrated exercises.

2. The Rule of Regularity

...means a permanent and correct repetition of the basic technical and tactical elements. A new exercise should relate to the previous one and will be a preparation for the more complex elements.

3. The Rules of Awareness and To Be Active in Learning

...are closely interacted and they have a vital impact on the results in training. Each player should know and understand the meaning of the performed exercise and its implementation in a game.

4. The Rule of Step by Step Teaching

...demands a variety of exercises from a teacher/coach. One must remember that the material to be taught must be suited to the level of the players.
In teaching youths we have to keep in mind the following rules:

- developing a simple element into a complex one
- developing an easy element into a difficult one
- developing the known elements into the new ones.

5. The Rule of Versatility

- a teacher must prepare the youths for performing various tasks. This refers to the fitness preparation as well as the technical and tactical performance.

6.The Rule of Fixation

...is dependent on a permanent repetition of the technical and tactical elements. Continuing the repetition we can produce the required behaviour which is essential in a game. A lesson includes the rules, methods and forms of teaching.

THE METHODS OF TEACHING

The methods show us how to act in order to achieve the required task. There are some methods used in the process of moulding behaviour.

1. Analytic Method

The analytic method is a method of dividing the movement to be taught into particular elements. Having learnt these elements they are then incorporated into the whole exercise. The method is useful in teaching the difficult elements of movements in regard to the techniques and tactics of a game.

2. Synthetic Method
The synthetic method is the most natural form of teaching in where we teach the whole move.

3. Complex Method
The complex method is one which embraces the previous two methods. Part of the element is taught using the analytic method.

THE FORMS OF TEACHING

which can be used in a lesson. The basic forms are as follows:

1. The form of Games and Pre-Games
Different forms of games and pre-games are mainly used at the early stages of teaching.

2. The Strict Form
The strict form is an essential form in teaching sport games. A teacher, using this form, chooses trainees, the directions of passing the ball and changing of the positions. Exercises are provided without an opposing team which is an important feature of this form.

3. The Form of the Fragments of a Game
All exercises involving opponents are practised in fragments of a game. This form is used when teaching techniques as well as tactics.

4. The Form of a Game: Simple, Educational and Basic
A simple game is used for beginners. In this type of game only those rules are being followed which are connected with previously taught technical elements. This results in a smooth flow of the game and the youths can enjoy the scores.
During an educational game we perform the technical or tactical elements which have already been taught. Certain rules which must be abided by during the game are established by the teacher or coach. The basic form of the game is played according to the rules. It is a test in which one can verify to what extent the techniques and tactical elements have been learnt.

THE STAGES OF TEACHING A NEW ELEMENT

When teaching a new element a teacher should follow a certain order. This can be divided into three stages:

1. The Stage of Generalization
Demonstration and verbal explanation are used during the stage of generalization. We emphasize on the most important features of the particular exercise and mistakes which might arise during performance. The central nervous system is being stimulated by verbal as well as visual factors.

2.The Stage of Concentration

During the stage of a concentration a particular element is performed and the teacher eliminates the errors. The central nervous system is being affected just by stimuli vital for the taught element.

3. The Stage of Automation

In the stage of automation the taught elements are being implemented.
At the beginning of this stage the form of fragments of the game are introduced.

THE RULES FOR TEACHING BEGINNERS

The basic rule for working with children is not just to transform the training techniques used with adults. We must also remember that...

μ   lessons and a game have to be shorter than in advanced groups
μ   effort has to be adjusted to the level of a group
μ   various exercises should be used
μ   equipment should be appropriate for the physical condition
        of a particular group
μ   at least 1/3 of the exercises should be in the form
        of games and pre-games
μ   a group must be under permanent medical control.

A PHYSICAL EDUCATION LESSON

The teaching programme is implemented in the form of a lesson. Each lesson lasts 45 or 90 minutes and consists of three parts:

1. Introduction
2. Main part
3. Conclusion

The subject of the lesson is arranged according to a plan which is called a lesson schedule. Correctly arranged lessons should provide a complete fulfilment of the didactic subjects.

They are as follows:

μ   teaching of new elements/exercises
μ   improving known elements/exercises
μ   control and assessment

A LESSON DRAFT

The schedule is a framework for introducing relevant exercises. A prepared set of exercises is called a lesson draft. Any training session ought to be based on a lesson draft. The lesson draft is presented below in its standard form:

LESSON DRAFT NO.			
Sport: HANDBALL Number of students: Time/duration: Equipment: Main task: Additional task:		Duration	Remarks
The part of a lesson	Exercise	Exercise description	Organization

4. TECHNIQUE

GENERAL REMARKS

Technique is the basis of any team sport. The technique is a skill which is necessary to perform a game. The technique is conditioned by motoric abilities of players and the frequency of exercise repetitions. The exercise repetitions should provide fast and almost automatically performed activities. If the players have good technique, they will pay more attention to team work and properly perfomed tactical tasks during the game.

A player is considered to be capable of playing handball if he can:

μ   run fast and on purpose
μ   change his direction of movement
μ   catch and pass a ball in any directions regardless of the speed he is
        running at
μ   shoot from any situation
μ   free himself from an opponent
μ   move on the court with a ball
μ   co-operate with other players

Considering activities which are performed on the court,
handball technique is divided into:

TM **catching the ball**
TM **passing**
TM **shooting**

™ **dribbling**
™ **feint movements**
™ **offensive and defensive movement**
™ **goalkeeper's technique**

CATCHING THE BALL

1. General Remarks

Catching the ball is an essential technical element in handball. Accurate catching is very important and ensures a fast, smooth and efficient game. Catching the ball with two hands is the best method. In some situations one can use one hand with the help of the other hand before passing or shooting. So-called "putting down" a ball is rarely used.

The "softness" of catching the ball is another feature of catching. Fingers must be relaxed and properly placed on the ball providing shock absorption during impact.

An additional element, which is important while catching, is the speed of movement and the proper positioning of a player in regard to the path of a ball. There are some positions:

μ   frontal position, rarely used in the game
μ   sidewards, quite often used in the game
μ   backwards almost facing the path of the ball
        - the most frequently used position in fast attack

Emphasis should be placed on teaching the last two positions.

2. Various Catching Methods

In handball there are the following methods of catching the ball:

μ   upper
μ   half-upper
μ   lower
μ   in midair
μ   after bounce
μ   from the ground
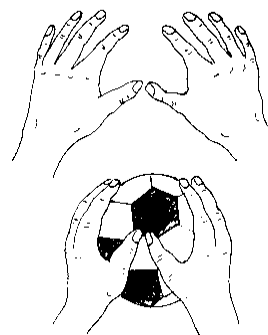μ   with the help of the other hand
μ   "putting down" a ball

Fig. 1 Position of hands while catching a ball

PASSING

1. General Remarks

This is one of the basic, technical elements. A pass must be accurate, fast and tactically useful. Accurate, so that a player has no problems when catching the ball. A

decision to whom a pass should be directed depends on the player's position in a particular situation. A pass should be directed to that player, whose position may menace the opponent.

2. Types of Passing
Depending on the particular situation we pass:

µ   standing
µ   while running
µ   with jump (preliminary stride)
µ   with vertical jump

In regard to performance we divide passing into:

λ **one hand pass**   λ **both hand pass**
+ upper   + upper
+ half-upper   + half-upper
+ near hip   + lower
+ lower   in particular situations

TEACHING OF CATCHING AND PASSING

1. General Remarks
Both elements are taught together. We start with the one hand half-upper catch and pass, then we teach the other more complicated movements. Thus at the beginning we teach the easy elements that are often used in game. Both right and left hand catching and passing must be practiced. When teaching how to catch the ball, we must remember that players...

µ   should keep their eyes on the ball until they have caught it.
µ   must spread their fingers, inner palms to the ball, and slightly bend
         their elbows.
µ   while catching the player must assume a posture required to pass.
µ   should always move to the ball, without waiting.
µ   should not correct the catch.

Teaching how to pass we remember...

µ   to pass with the right and left hand.
µ   that passing should be as simple as possible, without additional moves.
µ   that the ball must be passed in front of a player, taking into account the
         player's speed.
µ   that the pass should be performed while running.
µ   to practise short and long passing, taking into account the particular
         situation on the playing field.

Teaching the said elements, we often find the following mistakes...

µ   while catching:

+ wrongly
+ lack of shock absorption
+ overleaping forward
+ wrong position of hands

μ   while passing :
+ passing behind, instead of in front of a player
+ passing too hard
+ lob passing
+ swinging a passing arm too wide

When teaching the catch and pass elements we should begin with the easiest forms and then go into more complex ones. Basic forms of teaching ought to be implemented...

μ   in the form of games and
        pre-games.
μ   in the strict form.
μ   in the form of fragments of a game.
μ   playing the game.

SHOOTING

Shots are one of the most important elements of handball. They are vital elements that decide the scores. While shooting the muscles of the lower and upper limbs, pelvic region and trunk are extremely engaged.

One can assume that shooting is performed similarly to passing, but with a stronger action of the trunk and upper limbs. The shot power is conditioned by the distance and hand action time on a ball. The greater the distance that the hand on the ball covers in the time unit the stronger the shot will be (a ball reaches a higher velocity) performed.

The names of shots have been derived from the way the players move on the court and the position of his/her body to the ground. In handball there are the following shots:

1. Shot in Place (Fig. 2)
2. Leaning Back Shot (Fig. 3)
3. Vertical Jump Shot (Fig. 4+5)
4. Stride /Jump Shot (Fig. 6)
5. Shot While Falling
6. Situational Shots (in particular situations)

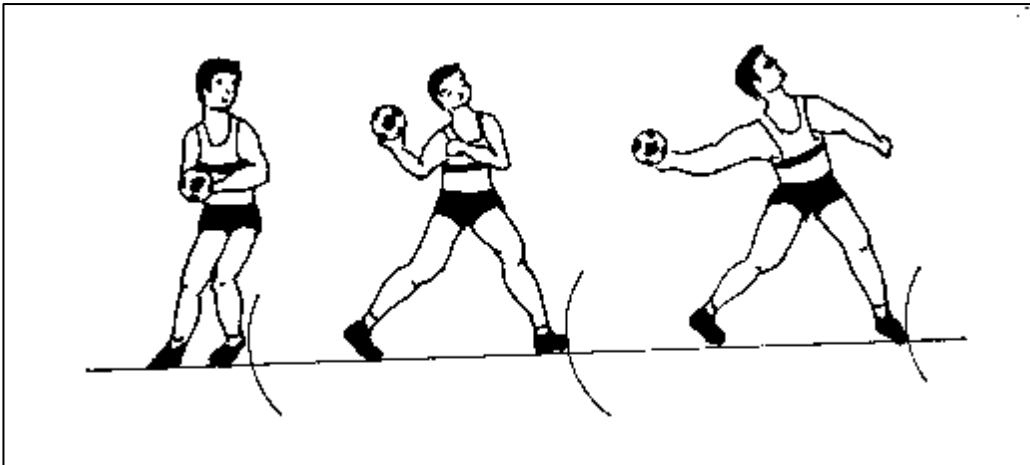## 1. Shot in Place

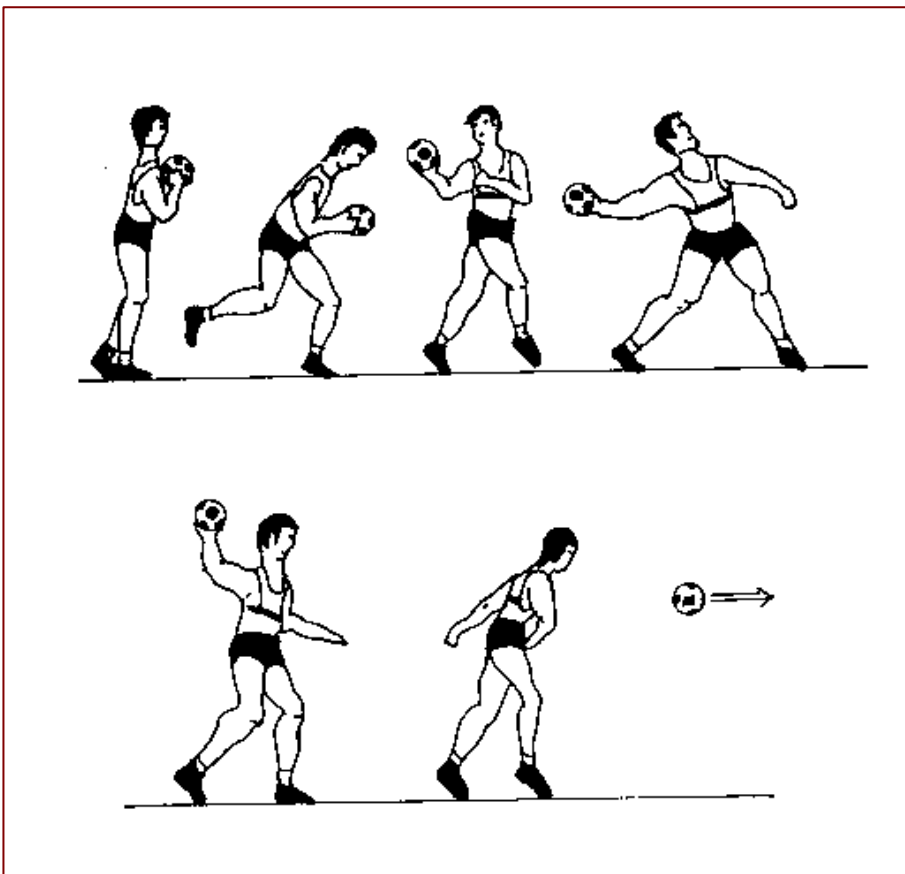Fig. 2 *Shot in Place*

2. Leaning Back Shot

Fig. 3 Leaning Back Shot

3. Vertical Jump Shot (Fig.4+5)

The analysis of a vertical jump shot from the bio-mechanics point of view, allows us to say that...

μ   for a jump shot (long jump) the best take-off angle is 45^0 so that a
        player covers the greatest distance.

μ   for a vertical jump shot the best take-off angle is 90^0, a player can then jump
        the highest.

μ   the quality of a jump always depends on its initial velocity.

Fig. 4 Vertical Jump Shot
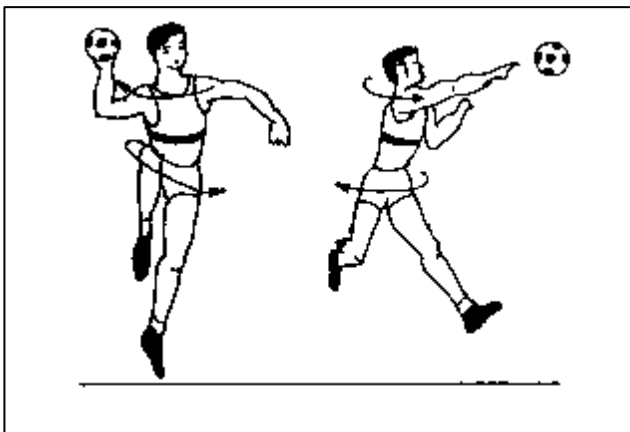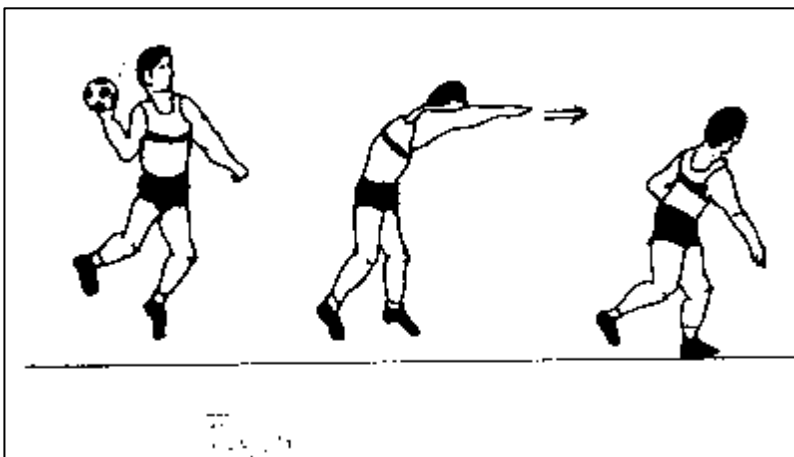

Fig. 5 Vertical Jump Shot

4. Stride Jump Shot (Fig. 6)

This shot is mainly used by the offence players during a group tactical attack. The performance of this shot is preceded by a cross-legged jump or a jump towards the goal. Correct performance of the shot, and particularly the position of the trunk and proper co-ordination of arms and legs make it the one of the strongest.

Fig. 6 Stride Jump Shot
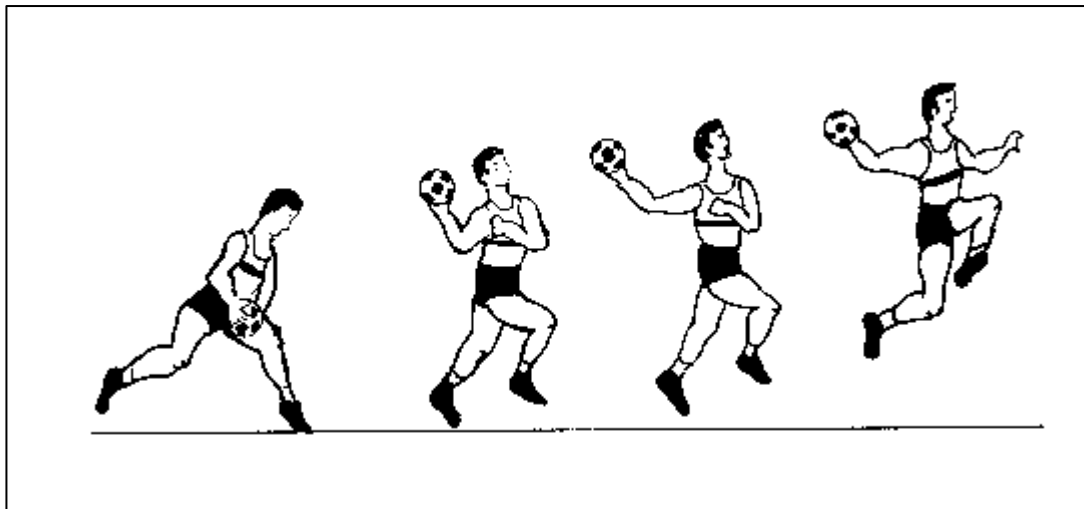
5. Shots While Falling (Fig.7+8)

These are used during a game and while performing penalty shots. During a game (competitions, training sessions) the shots are mainly performed by the pivot and wing players. A pivot player performs the shot facing backwards, forwards, right or left sideways the goal.

λ **Forward Position (Fig.7)**

A player is on one foot or both. Leaning his/her trunk forwards before falling is performed without bending the hips. Up to the moment of losing balance, the ball being held in both hands, he/she brings it sideways at the level of the head or shoulder, twisting his/her trunk at the same time. Then the ball is carried with one hand, the other directed forwards is ready to absorb the impact while falling. The throw , which is the final backward move of the hand, should be executed at the very moment, when the player's body is at an angle of 40 ^{0} to the ground. Simultaneous, fast, straight move of knee joints provides extra ball velocity.

Fig. 7 Shot While Falling - Forward Position
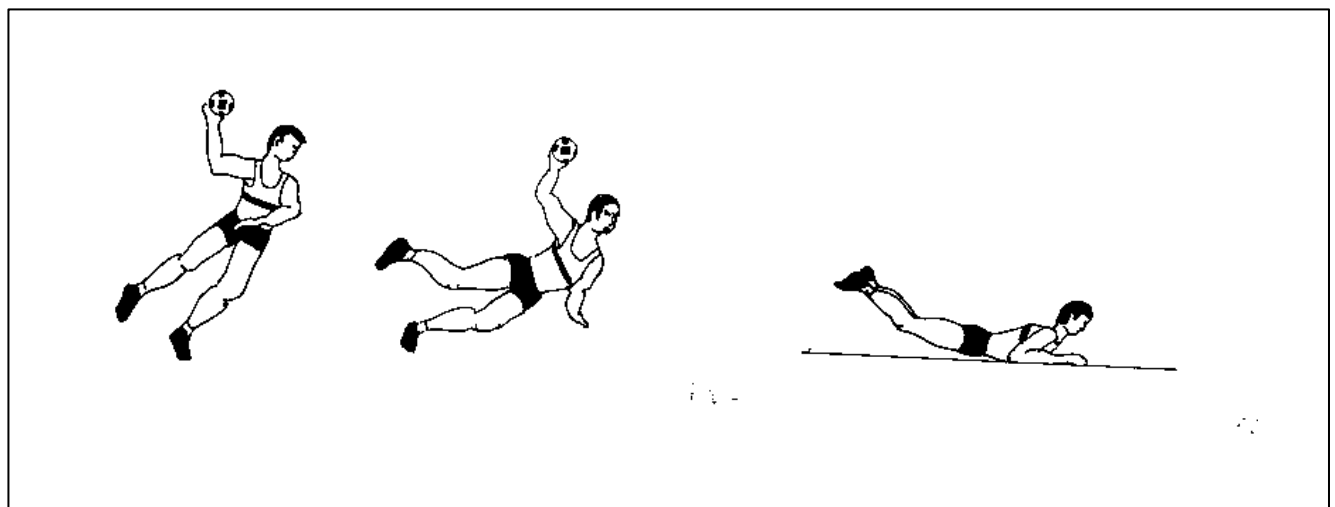
ı Backward Position

In this case, where there is only one defender near a pivot player, the method of attack depends on the position of the defender. If he is on the right, the pivot player performs a half-turn to the left making the shot while falling (Fig. 8).

If the defender is on the left, one should perform a half-turn around the right shoulder. The shot can then be performed using the following technique - a player takes-off from his right leg and throws the ball using the right hand, or he takes a step onto the left leg and shoots towards the goal.

The most difficult form of the above throw is to combine it with a vertical jump shot. The throw is quite often performed by the players playing in the pivot or wing position. From the position of a pivot player the jump shot while falling can be executed forwards to or sideways from the goal.

TEACHING OF SHOTS

Shots involve more difficult and complex techniques as compared to passing and catching the ball. Therefore we teach most shooting techniques using the analytic method.

We teach them while moving. Their efficiency depends on the ball's initial velocity. Thus we teach shooting moving slowly at the beginning of the learning process and gradually increasing the speed up to maximum. The direction of shot is roughly described, but after many repetitions we fix particular areas of the goal for the precision of targeting. At all times we emphasize correct performance.

Practising the shots, the players must pay attention to the following features:

μ   to perform a strong shot,
          it must be executed by the trunk,
          arm and wrist.
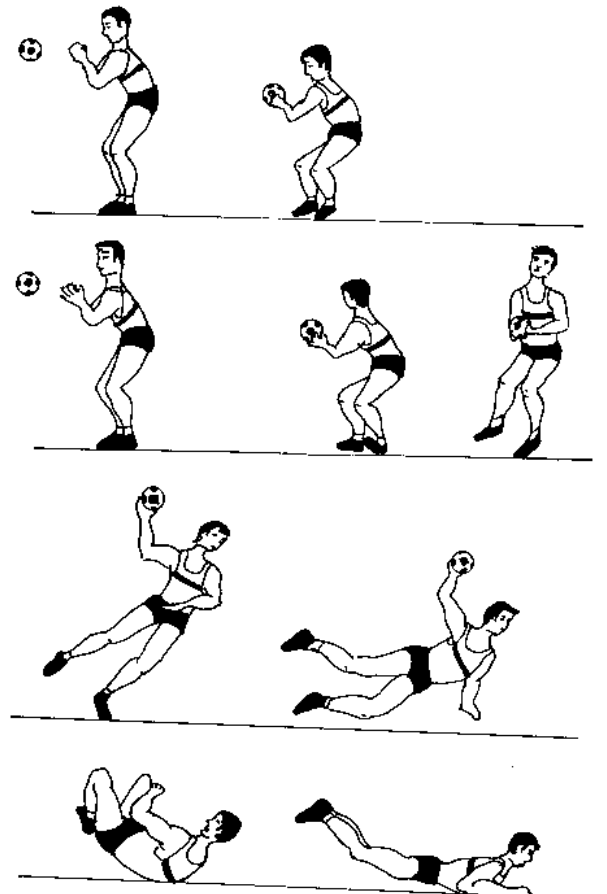μ   a shooting player should
           fake the opponent.

Fig. 8 Shot While Falling - Backward Position

DRIBBLING

After receiving the ball and before dribbling a player holds the ball with both hands. The ball is being dribbled sideways at hip level. Bouncing on the ground is performed by the combined action of the elbow and wrist joints. The angle of the bounced ball depends on the speed that the player is moving at. The faster the run the more the angle becomes obtuse. If an opponent comes closer, a player must lower his position as well as the dribbling, protecting the ball from being taken by the opponent (Fig. 9, 10).

Fig. 9 With an opponent
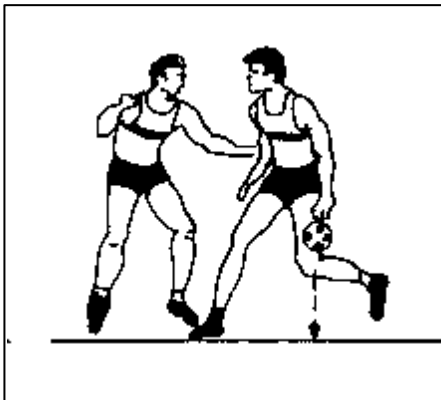
Fig. 10 Without an opponent
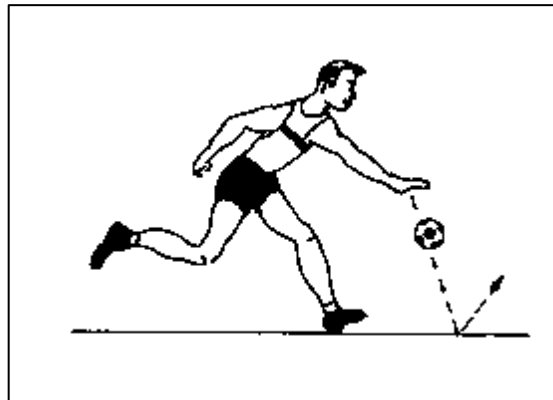
FEINTS

It is a technical element which enables an attack player to free himself from a defender in order to:

μ   get a better position for shooting
μ   pass
μ   run into the space for receiving the ball

A feint consists of one or several movements which are similar to running, passing or shooting, followed by the performance of the real action. Based on actions performed by players, they are generally divided into:

1. Body Feints
Body feints are performed mainly by using the trunk and legs. While feinting, a player may or may not have the ball, thus they are devided into:

λ **Body feints with a ball:**
Body feints with a ball are used to:

μ   pass by the opponent, attracting another defender, then to pass the ball to a player who as a result of that action is better placed to make a shot
μ   free the throwing hand from the opponent

λ **Body feints without a ball**

The said feints are used to free the player from the opponent and to get a better position for receiving or passing the ball. The feints are performed by attack players who are facing or have their backs to the defenders.

2. Ball Feints

An offence player distracts the defender by performing a body feint in combination with either feinting a shot a pass. Regarding these actions we divide ball feints into:

λ **Feinting a shot**

Feinting a shot is to provoke a defender
to react in such a way as to enable the attack player to implement one of the following actions:

μ   passing by the opponent and performing a shot
μ   feinting a shot - initial movement by indicating a shot and then performing the shot in another way

λ **Feinting a pass**

Feinting a pass is used to deceive an opponent so that one of the actions below can be carried out:

μ   passing by the opponent and performing a shot
μ   passing by the opponent and passing the ball to a fellow player
μ   passing the ball to a fellow player

The first action can be used in group tactical attack, the other two actions during fast attack.

3. Performance of Feints

Regarding the performance of both body and ball feints we distinguish between:

λ **Single Forward Performance**
λ **Double Forward Performance**
λ **Single Backward Performance**
λ **Double Backward Performance**

λ **Single Forward Performance**

This performance is especially used by the pivot and wing players. There are some variations, but all the feints are performed to the left and passing by an opponent to the right and vice-versa. A player feinting to the left takes a small step to the left front , placing at the same time the body weight onto his left foot (a ball close to the body). Then he pushes his left foot against the ground and crosses it with his right, passing by the opponent. He then takes off from his left foot and performs a jump shot or dribbles and then shoots. If the opposing team uses the zone defence, the feint is widely used by pivot players, and then by wing players. All the players can use it while screening each other.

λ **Double Forward Performance**

This performance is similar to the single one, but the feinting player fakes twice, e.g. right, left and then runs away to the right. In executing this feint both feet are on the

ground, only the body weight is shifted from one foot to the other as well as bending the trunk.

λ Single Backward Performance
This action is performed by a player who has the ball, with his back towards the opponent. He imitates a move to the right with his right foot combining this with a body bend turn action. Then he performs a half-turn to the left and, depending on situation, takes off from the left foot executing a jump shot or he passes with a bounce. This feint is widely performed by pivot players and while screening each other all players are with their backs to the opponents. In such situation an attack player with the ball, being far away from the goal, bounces feinting and then finishes the action by shooting or - if attacked by a defender - passes the ball.

λ Double Backward Performance
Performed similarly as a single backward pass, but a feinting movement is performed twice (e.g. right, left and passing by to the right).

ı Both Feet Jump Feint
A player (usually a pivot player) performs a jump onto both feet keeping them on the same line. The distance between the feet is wider than the hips width. The body position is lowered by bending the knees and leaning forwards (Fig. 11)

If passing by is performed to the right, so the attacker jumps onto both feet simultaneously or first the right then the left foot, and leaning the body to the left. Then he pushes the left foot against the ground and runs away to the right, performing a shot towards the goal. Running away to the right, a player makes two or three steps being sure he has his back towards the defender while passing him by (Fig.12).
The said form of performing the first stage of the feint allows a player to run in the opposite direction. He runs moving his hand behind a defender, making a step forward with his right foot, then he takes a step with his left foot, takes off and executes the shot (Fig.13).
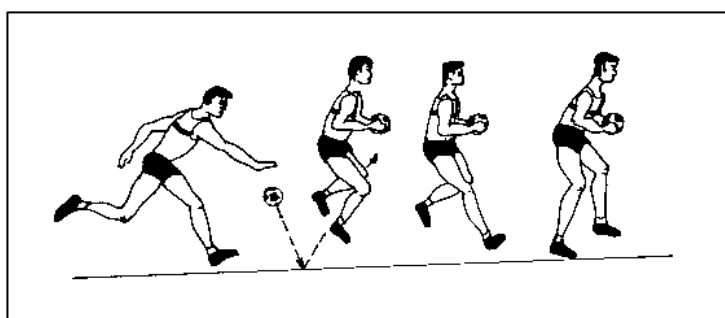
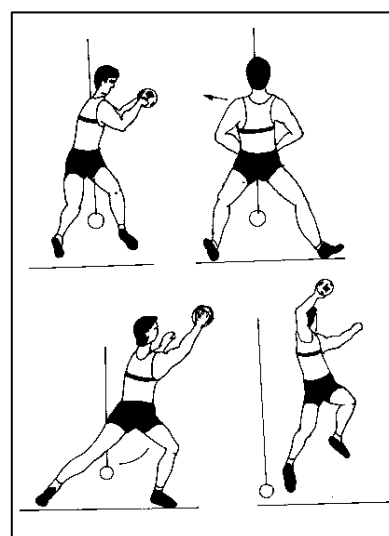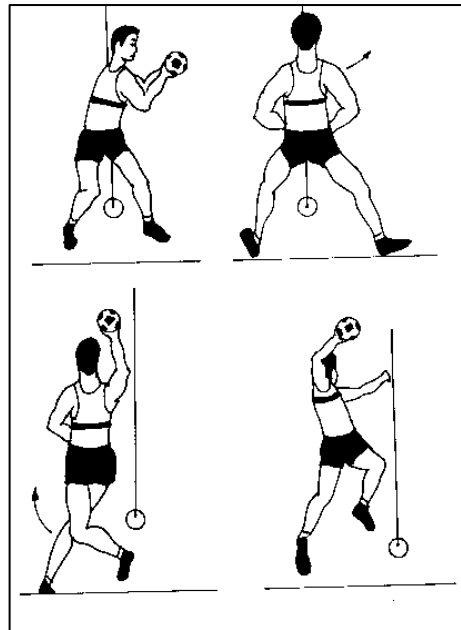*Fig. 11*   *Fig. 12*

Fig. 13

TEACHING OF FEINTS

In handball training feints are often neglected. A player who begins learning feints should already have a certain flexibility, which is developed by means of various exercises (with and without a fellow player or using equipment). Holding a ball in one hand is a very important skill, which is useful in learning feints. Players who cannot get a one handed hold of the ball have limited possibilities in learning feints. It is very important that a feint is followed by a movement resulting from a defender' s wrong reaction, e.g. passing by a defender and shooting or passing to a fellow player, who is in a better position to shoot. A feint without taking advantage of a wrong reaction is useless and often hampers offensive action.

Most frequently committed mistakes: performing a fake too far from a defender (about 1m, it is the proper distance), shifting the body balance (the centre of gravity) too far (the first step made wider than should have been, it hampers and often makes it impossible to perform a proper action), holding the ball far from the player's body but close to the defender, a feint too slow.

Auxiliary exercises, games and pre-games used in teaching feints should include a repertoire of many movements involving leaning the trunk and dodging etc. The majority of feints, despite their complex movements, can be taught by the synthetic method.

A PLAYER'S MOVEMENT IN OFFENCE AND DEFENCE

The ways of moving in an attack formation. A player moves in attack in order to...

μ   gain space.

μ   free him/herself from an opponent.

μ   gain a better position for performing an offensive action.

μ   create for a fellow player a better position for performing an

offensive action.

To achieve these goals a player can use various methods of moving on the court. Depending on the particular situation, there are some basic ways of moving:

- μ   running
- μ   starting
- μ   running and changing the rhythm
- μ   running and changing the direction of running
- μ   stopping
- μ   pivot in place and while running
- μ   jumps

Regarding the position of players in group tactical attack we call them: centre players, wing players and pivot players. Each player in his particular position should learn various ways of moving, which are essential for his/her particular position.

1. Individual Defence Elements

At the end of the sixties the teaching of the defence formation game was emphasized. It was noticed that much could be done in that regard.

In modern handball a player must possess a high level of motoric skills, tactical thinking, fast reaction, anticipation of certain situations and counteraction to the opponent's intention.

2. Individual Defence Technical Elements

- μ   posture
- μ   drawing step
- μ   jump-in, jump-off
- μ   run-up
- μ   running backwards
- μ   stopping and changing the direction of running
- μ   reaction to feints
- μ   interception of the ball
- μ   blocking the ball
- μ   stealing the ball

3. Stealing the Ball

This element can be performed while dribbling and during a shot. The stealing movement should be performed while the opponent bounces the ball against the ground. The stealing hand must get the ball in midair. The stealing player gets the ball or it goes out.

4. Screening the opponent without a ball

A defender should start the action by studying the opponent. If the defender already knows his opponent's skill and style of playing, he can then screen successfully. Otherwise he must learn this during the first minutes of a game and then must create an individual tactical plan. This is very important while screening in a defence formation as well as in combined defence. If the team performs zones defence, screening a player without the ball is performed by hindering him/her from running

into the middle of a zone. Hindering consists of blocking the path of the opposite team player.

Stopping or delaying an offensive player from moving into his/her position are used to interrupt the opposing team's action.

When screening the opponent without a ball, the defenders, regardless of the defence formation, perform two tasks:

1. They perform the so-called "screening at the ball", thus they hinder the opponents from catching the ball

2. They make it impossible for the opponents to perform screening.

5. Screening with the ball

It is a very important task, because the player with the ball is more dangerous. When the attack player is dribbling towards the goal, the defender should position him/herself so as to force the offense player to the side line of the court.

A defender takes up a position in relation to the dribbling player (centre right or right wing) so that he/she hinders his/her way to the middle with his/her right shoulder. Running beside the dribbling player, the defender takes a position from inside the court, forcing the dribbler more and more to the corner.

We will also describe the position of a defender, when an attack player is in front of the goal.

A centre player should be screened close to his shooting hand. If a feint is performed to the right and passed by to the left, a defender will be close to the shooting hand and an offence run away is not a threat. If a feint is performed to the left, the attack will be screened from that side (Fig. 14).

Fig. 14
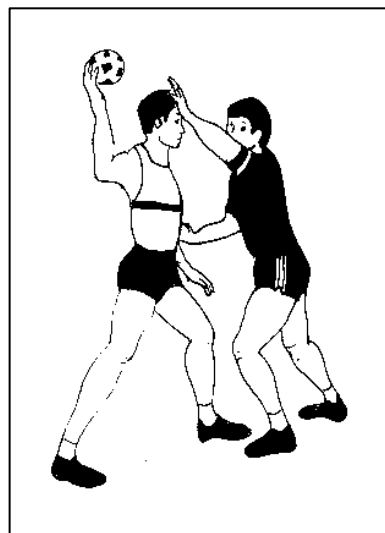
A defender should jump towards the attacker, so that both players' shoulders are parallel to each other. This is in accordance to the said defensive action (an attack towards shooting hand) and is particularly useful to the left handed left centre player (right hand shooting - left foot advanced and vice-versa)

(Fig. 15).

It is very important for defenders to cooperate with the goalkeeper while screening. In this case the "short corner" must be safe. A ball thrown towards the goal should be

blocked by a defender. If shots are performed from the centre player position, the defenders and the goalkeeper cooperate as to which side of the goal is screened. Usually, it is the corner closer to the shooting hand.

Screening a pivot player in front of the goal area is one of the most difficult tasks. The technical skill of the attack player influences the performance. If a player shoots half-turning to the left while falling, the defender ought to be at the left side. If the defender has to deal with a more versatile player, he must screen him very closely, controlling his movement in order not to let him get the ball. In such a situation the other defenders are to help in screening (Fig. 16).

Wings should be screened within a distance, where they cannot play efficiently.

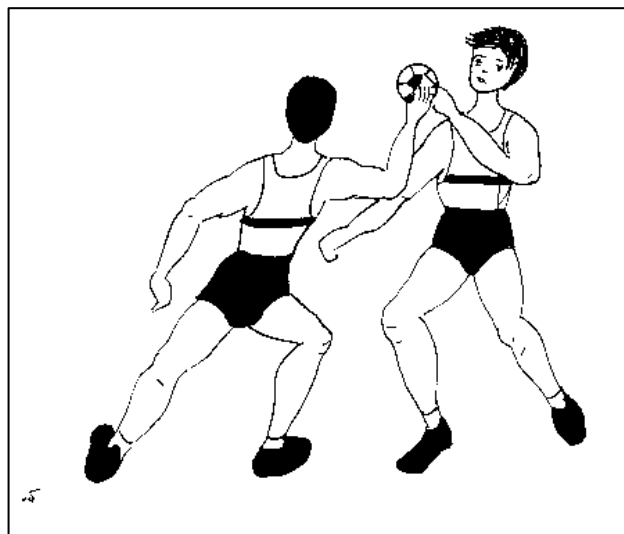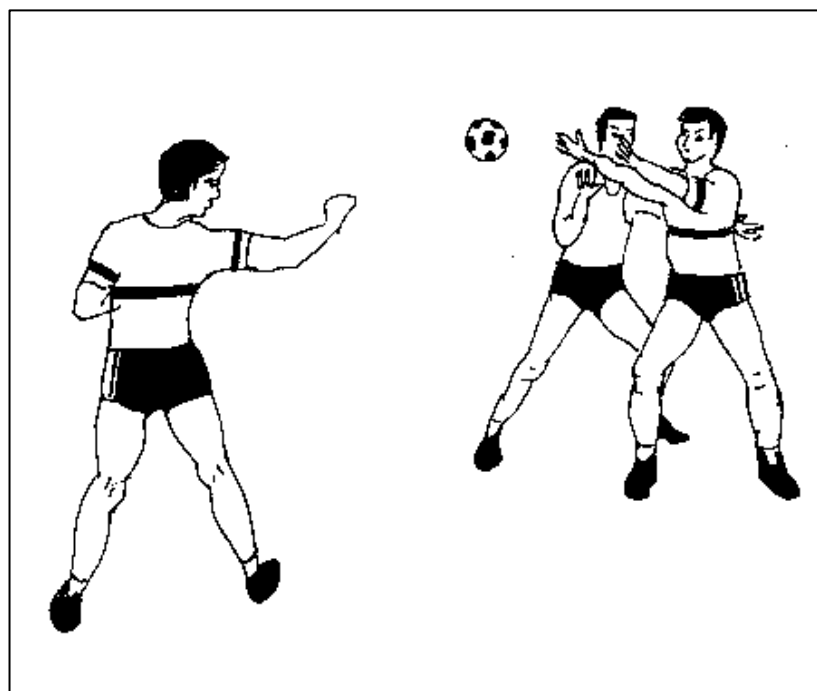A screening player should concentrate on his/her defensive task.

Fig. 15

Fig. 16

TEACHING OF INDIVIDUAL DEFENCE

The elements of individual defence can be used in all defence formations and should be emphasized in teaching. The defender's skill is often neglected by coaches and fellow players. This often results in poor defensive playing.

In fact defensive exercises are not attractive and they are more strenious than offensive exercises, but they must be practised in the course of training.

  Most frequent mistakes observed:

μ   improper defence   posture (usually straight knee joints
        and a small distance between feet);
μ   rarely performed individual defence elements such as stealing and blocking
        the ball - not tough enough and slowly initiated attack against a player with the
        ball.

While teaching individual defence in a pre-game form, we should include exercises, where the drawing step and the other forms of moving in defence formation are used.

THE GOALKEEPER

1. General Remarks

A goalkeeper greatly influences the game and the final result. Playing as a goalkeeper requires a lot of physical and mental efforts. A goalkeeper must be very fit, bold and self-controlled. His actions are not only limited to defending the goal. The goalkeeper also takes part in a game, when he sparks the fast attacks, co-operates with defence and prevents the opposing team's fast attacks.

This variety of tasks call for a versatile preparation of the goalkeeper in:

μ   technical,
μ   tactical,
μ   physical conditioning.

2. The Goalkeeper's Play

The basic element of the goalkeeper's play are:

ı **posture**
ı **moving**
ı **using hands (upper balls)**
ı **using legs (lower balls)**
ı **using trunk**
ı **putting the ball down**

λ **Posture and Moving**

A goalkeeper's posture should provide instant movement. The goalkeeper stands with his feet apart and his knees slightly bent. The distance between his feet is approximately not less than 30 cm. That posture enables him to move rapidly one-footed sidewards (or obliquely front) to get a lower ball. The body weight should be placed equally on both feet (instep) with the body slightly bent forwards, head up, eyes kept on the ball. The arms should be bent at the elbow-joints, palms at the chest

or head level, elbows sideways. This arm position allows the goalkeeper to intercept the ball at various heights as, in that position, the hands have the shortest distance to the ball in any direction (Fig.17).

Fig. 17
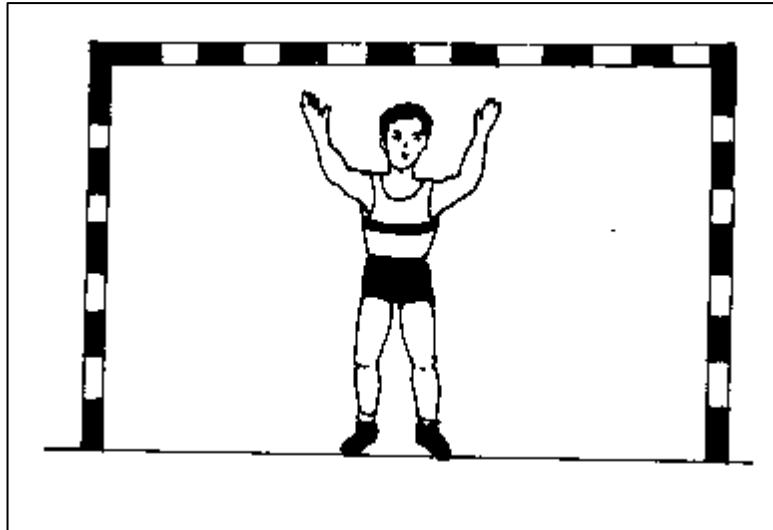
Some goalkeepers lower their arms close to the thighs. This position, however, does not often work, especially when the ball is being thrown from a close distance and above the goalkeeper's head. When the ball flies near the head, the goalkeeper defends by swinging his hand and bending the trunk (the ball near his left ear, bending to the right, simultaneously lifting the left hand).

The said posture should be performed, when the attack player is in front of or slightly sidewards to the goal. Variations of this basic posture are related to the goalkeeper's particular physical condition and features. They can be used if they do not affect the defence efficiency. Among the most often committed mistakes we might find:

μ   too lowered posture
μ   the trunk bent too far forwards
μ   knee-joints and elbow-joints entirely straight

If a wing has the ball, a goalkeeper should change his/her posture. Defending a shot from a long distance, the goalkeeper stands close to the goal post, and lifts his/her arm close to the goal post with the other arm lifted to the chest level. The body weight is mainly shifted onto the foot close to the goal post, this allows the goalkeeper to defend the shots directed towards the "long corner" (Fig. 18).

When defending the shots from a short distance, the goalkeeper lifts both his feet together (Fig.19).

When defending the goal, a goalkeeper moves in any directions and in various ways. Moving from one goal post to another, he uses the drawing step or its particular variation-jump-to, and sometimes running (Fig.20).

Fig. 18
Fig. 19
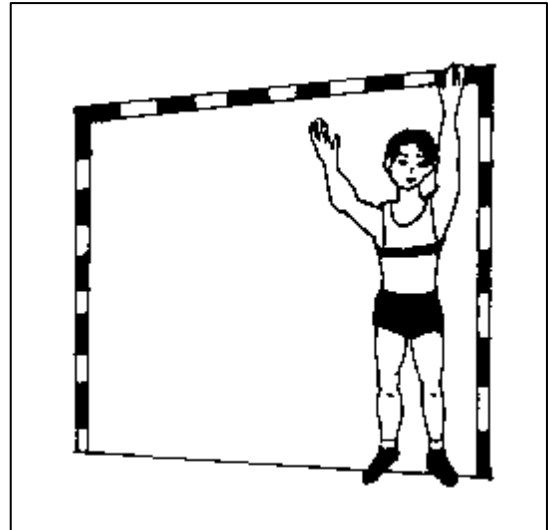
Fig. 20
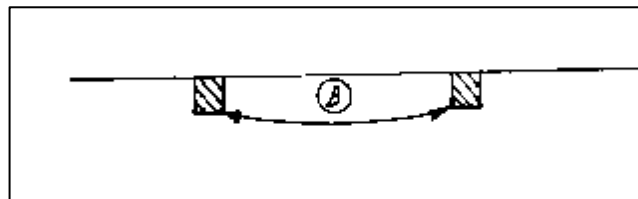
Balls which fly above the hip level are caught by the goalkepper or stopped with the trunk. Strong and surprising shots are rebounded with one hand, as there is not enough time to catch them. He/She catches weak shots executed from a distance with both hands. When defending with one hand or with both hands, a goalkeeper usually either lunges forward or jumps to the flying ball as he/she stretches the elbow-joint and stiffens his/her palms and fingers (Fig. 21)
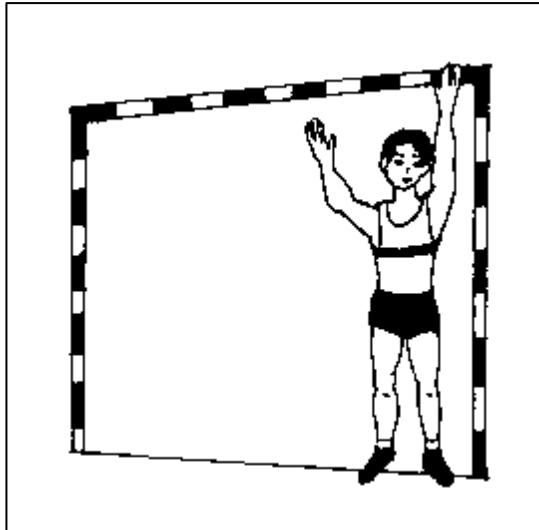
Fig. 21
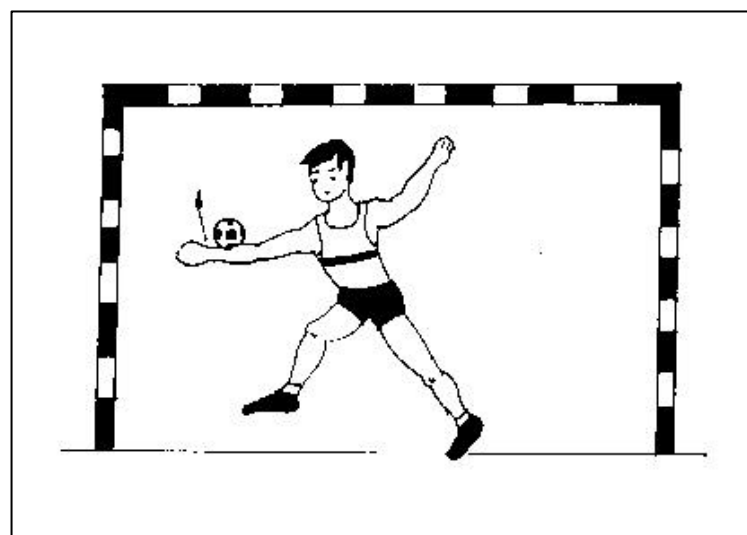
Balls which fly below the hip level are defended with legs and hands. The goalkeeper stops low,close flying balls with the inner part of his foot or shin, after taking a stride towards the ball. To get the same balls, when directed to the goal corner, a goalkeeper performs a wide stride or splits, stretching his arm above the leg and parallel to it. The foot of the defending leg is perpendicular to the shin and with the heel supported on the ground, the trunk leans towards that leg, increasing the hand range (Fig. 22).

This defending technique is either used while shooting from the front or shooting from the wings, but in that case a goalkeeper acts in a perpendicular direction to the goal (Fig 23).

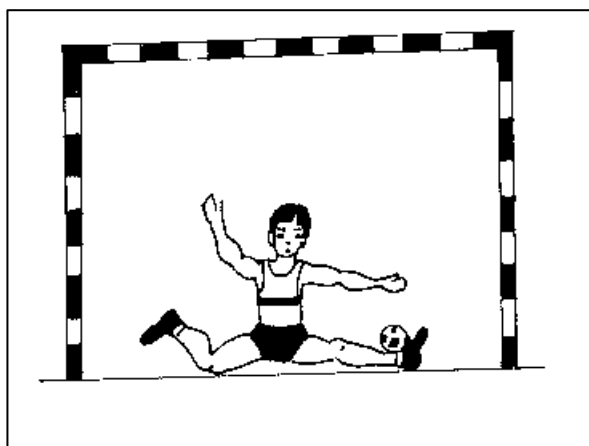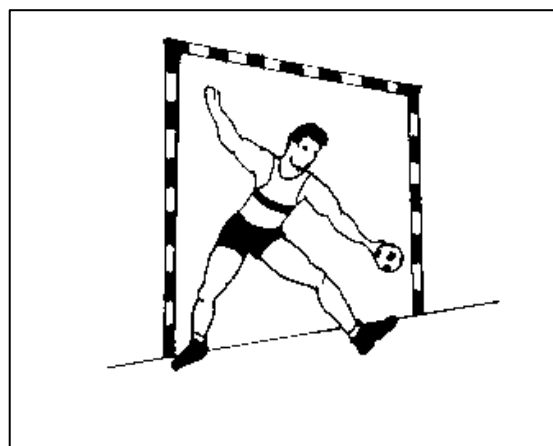*Fig. 22*   *Fig. 23*

When defending against a bounce shot a goalkeeper should lunge front-sideways, protecting with one hand or both hands the supposed path of the ball after it has bounced on the ground. Hands facing obliquely to the ground. Advancing the leg sidewards allows the goalkeeper to defend the ball immediately after being bounced on the ground; delay in defending, when the ball is further from the place that it has bounced, is more difficult, because the path of a ball after bouncing, depends on many factors, so that direction is difficult to foresee. While defending splits one should not support a hand against the ground. Low balls should not be defended by a flying save, because defending with a leg takes a shorter time compared to the flying save. Another disadvantage of the flying save is, that it delays the initiation of the fast attack. Moreover any flying save results in diminished strength and there is a risk of injury.

Low shots between the goalkeeper's legs should be defended by twisting the shin outwards and bringing the heels together by bending knees and putting the ball down. If the shot between the goalkeeper's legs is being executed at the moment when the goalkeeper has already performed the lunge sideways and has lowered his/her position, one should stop the ball with both hands and fingers facing downwards.

One should not react too early to the shooting player's feints and movements, so as to be able to react fast enough to the changing direction of the shot. A goalkeeper

should react in the very moment, when the ball is being released. In some situations, the shots are being defended with the goalkeeper's trunk, so he/she should wear proper protective equipment.

λ **Grip and Pass**

A goalkeeper always tries to catch the ball with both hands or to put it down, because in this way he/she can start the fast attack. However this form of defence should not be emphasized while defending very strong or surprise shots, because one can easily fail.

Effective fast attack can be initiated after precise and immediate passing of the ball forwards to a distance of 20 - 30 m. Thus, during goalkeeper training, a lot of time should be spent on learning the said technical element regarding the two forms of passing the ball for fast attack.

The first form involves a goalkeeper throwing the ball strongly at first to the wings who are at a safe distance from the withdrawing defenders. In another form, a goalkeeper lobs the ball high so that it can drop down exactly. The latter form is mainly performed to the player who is running in the middle of the court when, between the goalkeeper and the running player, there is a player who wants to intercept the ball.

In both these cases timing the thrown ball to the speed of a player who begins a fast attack is a vital element. A goalkeeper passes the ball immediately, or after running to the goal line, watching - at the same time - the court, in order to judge to which of the fellow players the ball should be passed. If the opposite team's goalkeeper has run forward to steal the ball, the goalkeeper can directly throw the ball into the opposite team's goal in an attempt to score.

In a situation, when the pass to initiating fast attack may result in losing the ball, the goalkeeper should not attempt it and pass the ball to one of the nearest fellow players.

3.Physical Conditioning

The goalkeeper's physical conditioning should consist of flexibility exercises (bending, twisting, swinging, lunges and so on), strength-jump exercises, speed and acrobatic exercises (forward and backward somersaults, jumps over obstacles, etc).Proper training and the knowledge of various exercises will develop the goalkeeper's motoric skills.

1. Exercises for increasing the range of   joints movements:

μ   arms circulation,
μ   legs swinging, sideways, backwards and forwards,
μ   trunk circulation, bends and trunk twisting.

2. Fast stand-ups from a sitting position and prone and supine positions.
3. Fast change from supine into prone position.
4. Running forwards, every few steps fall prone onto hands, quick stand-up
     and vertical jump.
5. Forward and backward somersaults.
6. Squat while running, vertical jump and arms sideways.
**7.** One-leg skipping, swinging another leg in different directions.
8. At wall-bars legs swinging - backwards, sideways.
9. Both feet skipping, vertical jump, legs askew, back to initial position.

10. From supporting (with hands) squat sideways kicks in fast tempo.
11. Loose running, jump onto both feet - astride, sideways trunk leaning touching the ground with a hand.
12. Vertical jump, then (on signal) assuming half-splits.
13. Forward somersault, assuming half-splits, back to the squatting position, backward somersault and assuming half-splits with another leg.
14. From standing position forward somersault, then vertical jump, sideway swinging of lower limbs - hands touch feet.
15. Standing in the goal, right leg swings and touches the right corner and beginning with left leg assuming half-splits towards the left goal-post. (Fig. 24)
16. In squatting position, moving to the right, left, then vertical jump, legs astride, fingers touch the foot, back to starting position.
17. Hurdle sit, dynamic twist-bends.
18. From position on the goal line, quickly standing up, touching upper left goal corner, then right and back to the prone position.
19. Drawing, step in squatting position, 3m to the right and left.
20. While running forwards, assuming the goalkeeper posture, and on signal - half splits to the right, left, jumps to the balls right, left.

Fig. 24
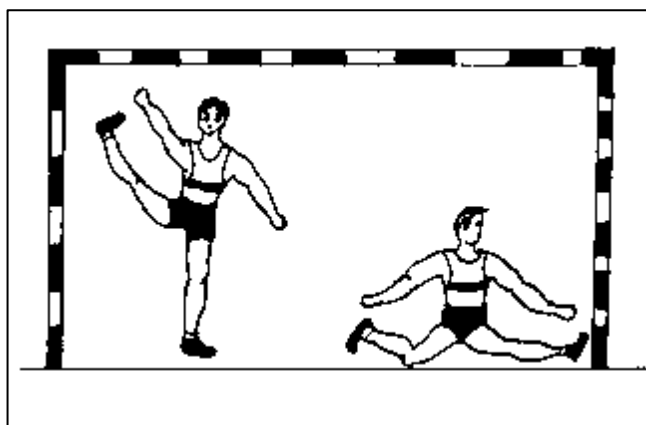
The following exercises are performed on the ground using balls:

1. Forward somersault on the mat, after which a goalkeeper receives the ball from the coach, then passes it back. The same exercise is performed after backward somersault.
2. The same exercise, but the ball is passed sideways. A goalkeeper stops the ball with a foot performing half-splits.
3. The same exercise, but the ball is passed higher. A goalkeeper stops it with a hand.
4. The position as for push-ups, defending a low ball from left or right side. Back to the position (Fig. 25).
5. Prone position on the bench, which is at an oblique angle (the goalkeeper's feet fixed under the wall-bars),thecoach throws 6 - 8 balls to be defended with hands.
6. Kneeling position, arms sideways, defending low shots (Fig. 26)
7. In supine position, body supported on both hands, defending a half-upper shot from the right side with the left hand, and vice versa.

8. Marching in a kneeling position supported by the hands, defending   shots within arm and leg range.

9. Marching in a squatting position, defending low shots with legs.

10. Jumps in a squatting position. The coach throws the ball low or high. Defending with a leg or jump-up.

Fig. 25
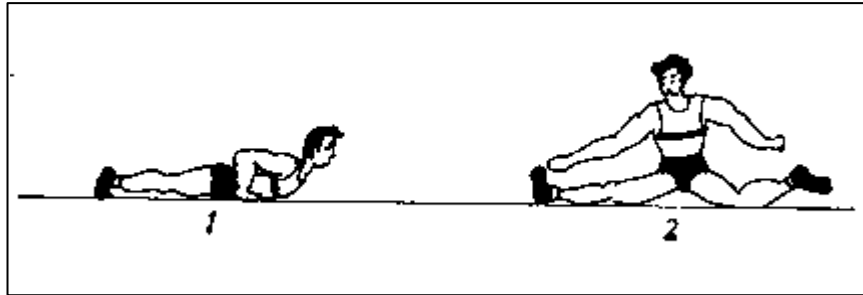
Fig. 26
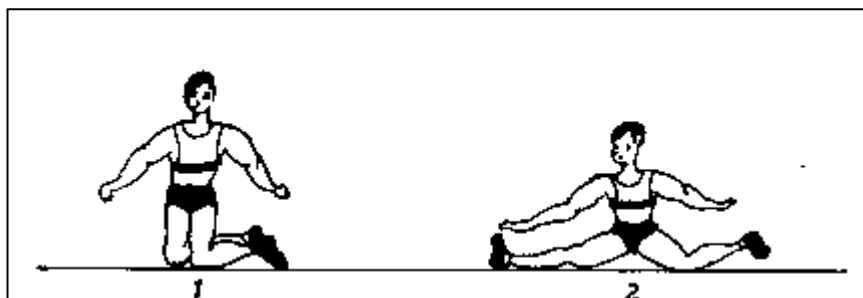
4. The Game Tactics

A high level of handball requires top physical fitness and skill from the goalkeeper as well as a knowledge of the game tactics in the goal. The rules are as follows:

μ   a goalkeeper must watch the game

μ   a goalkeeper must carefully watch the opposite team players and the whole game

μ   one must not react to fakes

μ   a goalkeeper should take such a position so as to diminish the angle of shooting

The goalkeeper's playing tactics are divided into:

μ   Taking a Position During the Game

μ   Defending in the Situation "tête-à-tête"

μ   Taking a Position While Defending free shots

μ   taking a position while defending penalty shots

μ   taking part in defence before a fast attack

μ   co-operation with defence formation during the opposing team's tactical attack

μ   changing the goalkeeper

λ **The Goalkeeper's Position During the Game**
A goalkeeper changes his/her position in front of a goal in response to the position of the player with the ball, in this way he/she is always facing the approaching ball. When changing his position, he/she must move along a semicircular line, the centre of which is about one metre from the goal line (the goal).
A goalkeeper must always be on the move. From his/her position in front of the goal, he/she moves towards that goalpost, which is closest to the so called „short corner of the goal" - the path of the ball is shorter to that corner.
A goalkeeper stands close to the goalpost (touching it with his/her body) while shooting is performed at a very sharp angle. A goalkeeper always knows what distance he/she is from the goalpost and the goal line. This is not easy, because he/she must always watch the ball. Touching the posts with his/her hands can be useful in controlling the distance.
While fellow players are performing group tactical attack, the goalkeeper usually moves in front of the goal area, or sometimes stands at the free shot line, or even in front of it. Such a position can prevent a fast attack from the opponent by moving out and intercepting the ball.
While defending the goal, a goalkeeper should adjust his/her position in the goal. This is very important when shots are performed by centre players. When the shots are executed from those positions, a defender often screens the "short corner", so the goalkeeper must protect the "long corner".

λ **Defending in the "tête-a-tête" Situation**
In the situation "tête-a-tête" a goalkeeper can defend using the so called: "run forward defence". The run forward should be performed at the moment that the shooting player finishes the hand movement with the ball. That form of defence diminishes "the goal clearance" and in such a situation the attacker must change the direction of the shot, but in many cases it is too late. A goalkeeper should not run forwards when the attacker is swinging the hand with the ball. The goalkeeper, being on the move, does not have enough time to react properly and the attacker can lob the ball or shoot precisely into the goal. A properly timed run forward may result in the ball missing the goal or hitting the goalkeeper. Most often committed mistakes by the goalkeeper:

μ   running too far forwards, a lob can be executed
μ   when an opponent shoots from wings, a goalkeeper
      leaves the   "short corner" too early
μ   premature reaction to the player's feint
μ   lifting the leg too early, while defending low shots

Taking a position while defending free and penalty shots, prior to and during the shot, a goalkeeper must be calm and concentrated on this task. While defending a penalty shot, the goalkeeper should turn his/her knowledge of his/her opponent to his advantage. The goalkeeper can execute various forms of defending. He/she can move forwards, diminishing "the goal clearance". The distance depends on the goalkeeper's body height. The move forward ought to be taken in the final phase of the shot or just before the shot. The goalkeeper can also defend standing just in front of the goal or moving to one of the goalpost. He/she can also lower his/her position,

provoking the opponent to shoot into the upper part of the goal. When the free shot is executed, the goalkeeper must adjust his/her position to the defenders who perform "the wall" and they must protect one of the corners.

TEACHING OF THE GOALKEEPER'S GAME

General and special physical conditioning are the basis of which technical skill can be taught. Any technical element can be taught by means of various exercises.

1.Posture and Footwork

1. A goalkeeper assumes a proper posture from various positions (from lying position, sitting and kneeling) and after performing some exercises (after forward or backward somersaults).
2. A goalkeeper starts from the standing position, runs a few steps, stops (on signal) and assumes proper position .
3. Two players take the position of wings close to the goal area, they pass the ball to each other. A goalkeeper changes his/her position and posture in relationship to the moving ball.
4. From the goalkeeper's posture, moving left or right to the distance of 3 m, using a drawing step.
5. The coach walks along the goal area line from one corner to the other one. The goalkeeper follows his progress. The coach controls the goalkeeper's leg and hand position in the goal.
6. Three players stand in front of the goal area and they pass the ball. The goalkeeper changes his/her position and posture in relationship to the moving ball. (Fig. 27).
7. The same as 6, but there are five players in front of the goal area (two wings and three centres) (Fig. 28).

Fig. 27   *Fig. 28*

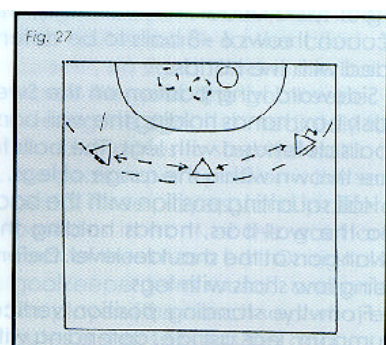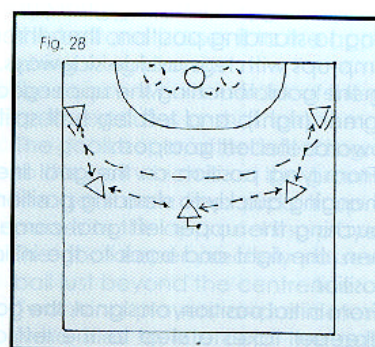## 2.Defending With Legs and Hands

1. One foot skipping, swinging another leg in different directions (and vice versa).
2. Sideward and backward leg swings at the wall-bars.
3. Two feet skipping, jump-up, legs astride.
4. From supported squatting position legs kick sideways.
5. Slow run, fast bending to left and right legs (on signal).
6. Supine position and trunk twisting.

7. Slow two feet jumps, on signal, assuming half splits.

8. One foot skipping, turning left and right. On signal assuming half splits to the right or left.

9. From sitting position, on signal changing to kneeling and then to half splits right or left.

10. From sitting position, on signal changing to standing position, then three jump-ups with legs astride sideways.

11. In the goal, touching the upper goal corner (right), and left leg half splits towards the left goalpost.

12. From lying position on the goal line, changing quickly to standing position, touching the upper left goal corner, then the right and back to the initial position.

13. From initial position, on signal, the goalkeeper takes a step to the left or right, swinging one hand upwards.

14. As in 13, on signal, the goalkeeper performs a long lunge to the left or right, with the help of his hands.

15. The goalkeeper is in the goal and a coach in the middle of the goal area. The goalkeeper reacts to the coach's movements, who indicates from which position a shot will be executed. The goalkeeper reacts on signal as if reacting on a shot.

16. As in 15, but the goalkeeper stands close to the goalpost, and the coach in the position of a wing.

17. A position as for a push-up exercise in the middle of the goal line, defending a low shot directed into the left or right corner, then back to the initial position.

18. Prone position on the oblique bench (feet fixed under the wall-bars), the coach throws 6 - 8 balls to be defended with the hands.

19. Sideward lying position on the Swedish box, hands holding the wall-bars, balls defended with legs. The balls to be thrown within the range of legs.

20. Half squatting position with the back to the wall-bars, hands holding the wall-bars at the shoulder level. Defending low shots with legs.

21. From the standing position vertical jump up, legs astride, defending with left or right leg.

22. Forward somersault from standing position and defending in half splits, a ball thrown into the goal's right corner.

23. As in 22, but to the goal's left corner.

24. As in 22, 23, but into the right, then into the left goal corner.

25. The coach in the position of a wing player and the goalkeeper at the goalpost closer to the coach. On signal the goalkeeper alternately performs either an outer leg lunge helping with his/her hand (as if shooting into low long corner) or lifts his/her hand obliquely up and takes a sideward step (as if shooting into upper long corner).

26. The goalkeeper stands at the closer goalpost. The coach in the position of a wing   player executes 5 shots into the further low goal corner.

27. As in 26, but shots are executed into the further upper goal corner.

28. As in 26,27, but shots are alternately executed into upper or low corners.

29. The goalkeeper in the squatting position, closer to the left goalpost. The coach executes 5 low shots into the right goal corner. The goalkeeper defends in half splits helping with his/her right hand.

30. As in 29, but into the left goal corner.

31. As in 29, 30, but shots are sent alternately to the right, then left goal corner.

32. As in 31, but the coach executes a bounce shot. The goalkeeper defends with the help of his/her hands.

33. The coach stands at the penalty shot line and executes strong shots into the low goal corners (alternately).
34. As in 33, but the coach shoots into the upper goal corner.
35. As in 34, but the coach shoots into the lower corner.
36. The players are arranged in two lines at the side centre positions, they alternately execute any shots. The goalkeeper defends changing his/her position.
37. The coach, standing at the penalty shot line, passes the ball to the wing player. They execute the vertical jump shots, and the goalkeeper moves from the middle of the goal to the shorter goal corner and defends the goal.
38. The players with balls are arranged every 2m along the whole goal area line at the free shot line. They alternately execute shots. The goalkeeper quickly changes his/her position and assumes proper posture, depending on the position from which a shot is being executed.
39. The players are arranged in two lines at the wing positions. They alternately execute vertical jump shots. The goalkeeper defends the goal, quickly changing his position.
40. The players are arranged at the left centre position, alternately execute shots into any areas of the goal.
41. As in 40, but at the centre position.
42. As in 41, but at the centre right position.
43. The players are arranged at their positions for a 2:1:3 formation. On signal, they alternately execute shots. Different order can be used.
44. Six players arranged in a 2:1:3 formation. They play (no defence) and they execute shots from time to time.

3.Passing to Initiate Fast Attack

A successful start of the fast attack depends on the goalkeeper's fast throw. The correct decision of the goalkeeper and a precise pass of the ball are vital elements for a successful fast attack.

1. Passing the ball into particular areas of the court. The goalkeeper performs 10 passes beyond the court centre line trying to hit the marked circles.
2. As in 1, but this time he/she passes the ball to the players who are arranged beyond the centre line.
3. The goalkeeper stands at the goalpost where there is a ball on the ground, on signal he/she runs to the opposite goalpost, runs back, picks up the ball and passes it to the approaching wing player.
4. The coach who is in front of the goal area executes a shot into the goal. The goalkeeper, after defending, runs to the ball which is on the ground at the goal area line, picks it up and passes to the approaching player.
5. The goalkeeper precisely passes the ball just beyond the centre line.
6. Two wing players and a defender (who tries to intercept the passed ball). The goalkeeper, depending on the situation, passes the ball either to the left or to the right.

4.Speed of Reaction

Reflex is mainly conditioned by genetic material, but it is possible to improve it by training and performing proper exercises.

1. The goalkeeper faces the wall, about 2m in front of it. The coach stands behind him/her and throws the ball in such a way that it rebounds at different levels. The goalkeeper tries to stop it with legs or hands.

2. As in 1, but the goalkeeper stands with his/her back to the wall, as soon as a throw has been executed, the goalkeeper turns round (to face the wall) and tries to stop the ball.

3. The goalkeeper stands in his/her goal with his/her back to the court. The coach , on signal, throws the ball towards the goal. The goalkeeper, on hearing the signal, immediately turns round and tries to stop the ball.

4. The goalkeeper's position is the same as in 3. Three players stand in different positions in front of the goal area. Each of them has a ball. On signal the goalkeeper turns round, and one of the players (the coach says who) executes a shot towards the goal.

5. The goalkeeper bounces the ball hard at the wall (at the distance of 6m from the wall). After performing a 360° turn he/she tries to catch or hit it.

6. The goalkeeper stands with his/her back to the wall. The coach bounces the ball higher or lower. After each throw the goalkeeper turns round and tries to stop the ball with his/her hands or legs.

7. The goalkeeper stands 5 - 6m behind 2 or 3 players who are standing close to each other. The coach stands on the other side of the players and throws the balls around to players. The goalkeeper tries to catch or hit the balls. The goalkeeper cannot see the coach, so he/she does not know from which side the throw will be executed.

8. Four goalkeepers stand in a square-like shape. The distances between them are 2-3 m. Each of them holds a ball at the hip level. On signal they simultaneously drop the balls and change their positions, e.g. to the right, trying to catch the ball dropped by a fellow. The same exercises can be performed in another way with the goalkeepers, after dropping the balls, perform splits and attempt to put the fellow's ball down.

9. Two goalkeepers face each other. One of them stands in the goal, another at a distance of 3-4 steps from his mate. Both have balls. The goalkeeper in the goal throws the ball up to the cross-bar level. In this instant he gets the ball from the other goalkeeper. He promptly passes the ball back, then tries to catch the ball which has been thrown up before it touches the ground.

10. A goalkeeper stands in the goal with his back to the court. Three players are running in front of the goal area. On signal, the goalkeeper turns round, a coach throws the ball to him, the goalkeeper catches it and must promptly pass the ball to the player who has already been pointed out.

11. A goalkeeper stands in the goal. There are three players in the centre positions, each of them has a ball. On signal, they all run up to the goal swinging arms to throw but, as has earlier been fixed, only one of them executes a shot. Then, the other 3 players perform the said task. A change of the goalkeeper. In this exercise a high intensity of shots must be maintained. Various shots can be executed.

5. TACTICAL MEANS

Handball training consists of three interconnecting spheres:

μ   development of movement abilities - **physical condition**
μ   practice of playing activities - **technique**
μ   improvement of playing skills - **tactics**

Tactics is defined as the choice of the most useful and the most effective action in the given concrete situation. The higher the level of physical condition and the greater

the repertoire of technical skills, the more useful and more successful the tactics of action can be.

INDIVIDUAL TACTICAL METHODS

What kind of opponent do I face? Is it better to pass or to move into a free space round him? To the right or to the left? Shall I feint? I have moved into free space and I can shoot. What kind of shot shall I choose? Where to direct the ball? The top players have highly automated this process of decision making. This stage is, however, preceded by a long-term process of learning, trials and errors and successes -all during the training process and in matches. In the following paragraphs we will focus on some practical advice for the individual action of players.

1. Always to Be Held True:
µ   Respect the rules of the game!
µ   Respect your opponents and behave towards them in the same manner they should behave towards you!

2. For the Players in Attack:
µ   You must get perfectly familiar with the ball!
µ   You must take on the ball and manage it
         as if it were an integral part of your body!
µ   An advantageous position is one where you can receive the pass or where
         you are a threat to the opponents' goal. If you are in such a good position,
         keep it. If you lose it, try to find a new one!
µ   Permanently improve "leg work", sudden accelerations and sudden changes
         of direction of movement!
µ   When moving into a free space with the ball at first use the possibility of
         steps and only afterwards try dribbling!
µ   When dribbling watch what happens around you!
µ   Learn to move into the free space round a defender in various ways and from
         various directions!
µ   When you are close to the opponent, dribble or hold the ball in the furthest
         hand - your body should be between the ball and the defender!
µ   If possible, catch the ball with both hands!
µ   Learn to catch and to pass the ball in every situation, from and to every
         direction and in various ways!
µ   Try to be always in motion!
µ   Learn to pass by using the weaker hand over shorter distances!
µ   Pass along the shortest trajectory to the height of your fellow-player's chest! If
         there is a defender, use a bounce pass or a bow-shaped pass!
µ   Give preference to a pass to a better positioned fellow-player to your own
         movement into a free space!
µ   Don't pass to the fellow-player who isn't watching you or isn't expecting your
         pass!
µ   Try to learn at least two ways of shooting from each part of the shooting area!
µ   In a match only shoot when you can achieve a goal!
µ   Try to surprise the defender and the goalkeeper both by the way in which you
         shoot and from which direction!

- μ Permanently watch the goalkeeper! In the final phase of your shot direct the ball according to the goalkeeper's movement!
- μ Shots thrown against the movement of the goalkeeper, shots thrown downwards (goalkeeper's legs are slower then his/her arms) and hitting shots are the most effective!

3. For the Players in Defence:

- μ React to the playing situations, but also try to influence them actively in a positive way by anticipating!
- μ Change your defending position and posture according to both the opponent and the ball!
- μ Move between your own goal and the opponent you are to guard! The opponent must not get closer to your goal than you!
- μ Provoke opponents to make mistakes!
- μ If the opponent doesn't hold the ball firmly, steal it!
- μ Try to catch the opponent's long and slow passes!
- μ When the opponent is dribbling, try to hit his ball after the bounce, at the moment when the ball moves up!
- μ Block the shot with both arms, if possible! Don't be afraid of the ball, don't dodge, don't close your eyes!

4.For the Goalkeepers:

- μ Create "a feeling for the goal" and of the correct position and posture for every situation!
- μ Concentrate merely on the ball!
- μ With long distance shots rely on your reaction!
- μ Don't be afraid of short distance shots, run against them or confuse the shooter by faking!
- μ Don't show your fear to the opponent!
- μ After catching or volleying the ball give it back to the field as quickly as possible!
- μ During your own attack run away from the goal area to the field!

5.In Conclusion for All:

- μ Evoke a feeling of uncertainty for the opponent! Therefore try to perform as wide a range of activities and faking as possible!
- μ Change the method of activities and faking!
- μ Create your own personal style!
- μ If you are not successful, seek the reasons!
- μ If you are successful, don't get complacent, you must go on learning!

GROUP AND TEAM TACTICAL METHODS

Very rarely a player acts completely individually, for example at penalty shooting or at individual fast break of one player against the goalkeeper. Mostly the action of one player is integrally bound to the action of fellow-players. The co-operation of a group of players is usually called a **playing combination**, the co-operation of the whole team **a playing system**.

The playing system determines the functions, tasks, starting positions and the operating area of all players. The more perfect the playing system, the smaller the chance of misunderstanding amongst the players. In common playing situations each player should know exactly what, when and how he/she should perform. Within the rules of action accepted by the team there should remain a certain space for individual creative solutions of unusual situations. The choice of playing systems both in training and in matches depends on:

μ   qualification and level of players, mainly the key ones
μ   opponents' playing systems
μ   development of the match

Consequently every team should master several attack and defence systems, which they should be able to use favourably and change quickly according to the situation. The ability to change quickly and fluently from an attack to a defence system and vice versa is also very important.

1.Basis of Co-operation in Attack and Defence

The co-ordinated action of two players creates the elements of co-operation. More complicated structures can be developed by putting together the following elements.

λ **The elements of co-operation in attack can be combinations based on:**
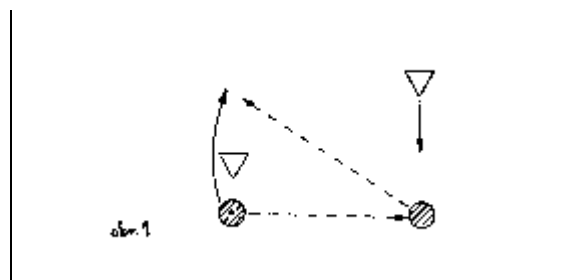**Passing:** the task is to pass the ball to a better positioned fellow-player (Diagram1).

Diagram1

Changing positions (most often in the form of crossing): the task is to damage the co-operation of the defenders by changing the attack area (Diagram 2).
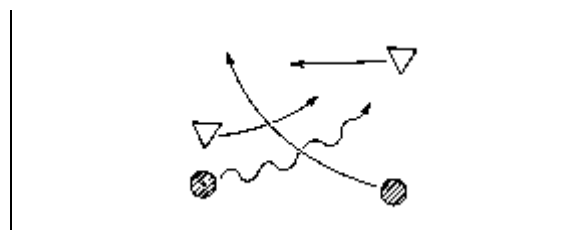

Diagram2

Screening: the task is to stop a defender from moving in a certain direction (Diagram 3).
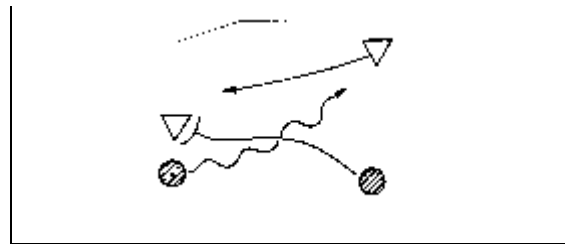
Diagram3

λ **The elements of co-operation in defence can be combinations based on:**
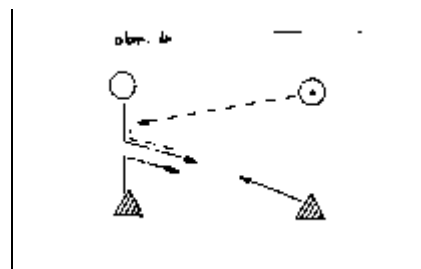**Ensuring:** the task is to strengthen the defence where the ball is (Diagram 4).

Diagram4

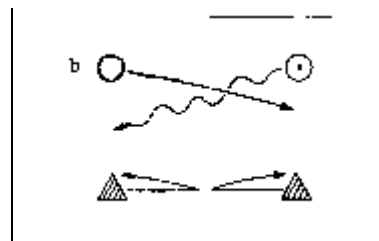**Taking over:** the task is to change the attackers being guarded without changing the defended areas (Diagram 5).

Diagram5

Sliding through: the task is to exchange defended areas while guarding the same attackers (Diagram 6).
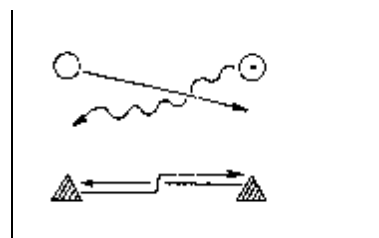

Diagram6

2. Transition to Attack

In the following paragraphs we will only deal with the fast transition from defence to attack, i.e. **fast attack.** We will distinguish the first wave fast attack from that of the second wave.

λ **The first wave attack**

The target of the first wave attack is to get to a shooting position before the opponent manages to return. The first wave includes the players who rush forth from the defensive position at the moment of the shot or when their team regains the ball. Most often these are the side or forward defenders.

The fast attack is initiated most frequently by the goalkeeper or occasionally by one of the field players. He/she passes to the attacker who is not guarded and is closest to the opponent's goal. The first wave attackers free themselves as quickly as possible, carefully watching the ball and if the opponent gains the ball, they immediately return to a defensive position.

The following principles for movement and passing are to be kept:

1. Move into free space as fast as possible and fake the shortest route. If you are guarded by a defender, try to get rid of him.
2. Keep enough distance between yourself and a fellow player, so that you can safely pass to each other but that both of you cannot be guarded by a defender.
3. "Crossing" is useful only in the situations 2 against 2 or 3 against 3, it is not suitable in the situations 2 against 1, 3 against 2 or 3 against 1.
4. Free yourself if you are not guarded and you are the nearest player to the opponent's goal or if you can't pass.
5. Pass if your fellow-player is in a better position than you are.
6. If you get into the shooting area, still catch the ball before the free throw line and shoot after 2 or 3 steps, preferably by jumping.

λ **The second wave**

If the players of the first wave are not able to finish their attack by shooting, they pass to the players of the second wave, i.e. to the other fellow players. The tasks of the second wave:

1. After losing the ball secure the area in front of your own goal,
2. Be ready to catch the pass from the goalkeeper if he/she is not able to pass a further distance or to the first wave players,
3. Finish the fast attack with a shot if the first wave does not succeed.

So that all tasks can be fulfilled, the transition of the attackers of the 2nd wave is rather slower in the beginning, being 10m - 15m behind the 1st wave. The 1st wave tries to engage the defenders and if they succeed and some of the 2nd wave attackers move freely into the shooting area, then they pass to them. When the fast attack cannot be finished by a shot, it changes to set attack. We start by practising the easiest situations, i.e. with a lower number of attackers and without defenders. We make the exercises more difficult by introducing various ways of beginning the attack (from the goal area or from the field, passing player is free or guarded etc.), with a variation of attacks in the centre of the field (various distances and several positions, various directions of movement, various numbers of defenders) and varying the finish of attacks (shooting in different ways and from different areas,

changes in activities of goalkeepers and defenders). We also practise exercises where the players must return to their own goal and fulfil defensive tasks as quickly as possible after finishing an attack.

3.Transition to Defence

The organization of a fast return from attack to defence is the most difficult. After losing the ball the defenders, as the attacking players of the opponent, form into two waves.

λ The task of 1st wave defenders

...is to guard the attackers of the 1st wave and to get into position in front of their own goal earlier than the opponent. In the 1st wave the back court players and the wings are most often engaged unless they took part in the finishing of a shooting combination.

The situations with numerical equality are advantageous, but the situations with numerical superiority are even more advantageous. The defenders should apply the following principles:

1. Anticipating the finishing your own attack and be ready to return to defence.
2. After losing the ball immediately get into a defensive position, return more quickly than the attacker, don't allow him to control the first long pass.
3. If you are close to the attacker with the ball, guard him closely and press him into a less advantageous space, disturb or make his further activities impossible.
4. If you are not guarding any attacker, then guard the most endangered area (most often between the ball and your own goal).
5. If the attacker moves into a free space near to your fellow player and becomes more dangerous than the attacker whom you guard, then help your fellow player.
6. If your attacker moves into a free space and your fellow player helps, then you take over his role.

ı The most important tasks of the 2nd wave defenders are:

1. Make it difficult or impossible for the attack to be mobilized from the opponent's goal area.
2. Return to your goal as quickly as possible and disturb the attack of the 2nd wave.
3. Finish the organization of the defence in the space in front of your goal area.

These tasks are fulfilled by the pivot and other one or two players, who have finished their own attack. If they are near the player with the ball, they guard him closely. Also the goalkeeper who throws the ball or throws it out from the goal area must be guarded. In returning to defensive positions the players must follow principles similar to those of the 1st wave. Positioned at the free throw line they make shooting from a 2nd wave attack difficult. They then organize themselves, together with the defenders of the 1st wave, into the chosen defence system. Practising defence against a fast attack involves exercises similar to those used to practise fast attack. This should, nevertheless, be preceded by exercises practising the method and the organization of returning, without the ball.

4.Attacking Systems

λ Attacking Systems against Man-to-man Defence

In these systems there are no differences between the work of back court player, pivot and wing. Attack can be realized in various ways, for example:

1. The attackers separate further from each other and try to individually move into free space towards the opponent's goal to catch the ball.

2.The attackers move as closely as possible to the opponent's goal area and use the naturally arisen screens for moving into free space. This is very demanding on orientation and accuracy of movement in a rather small and crowded space.

3. The attackers move to the side lines, for example 3 to the left side and 3 to the right side and the goalkeeper, running into the free space in the middle of the field, creates numerical superiority.

λ **Attacking Systems against Zone and Combined Defence**
When using this system the attackers play the roles of back court players, pivots and wings. In the systems against combined defence there is also the role for a man-to-man defended attacker (who can play in any of the attacking areas).

 The most often used system is that with one pivot (Diagram 7).

More advanced teams also use the system with two pivots (Diagram 8).
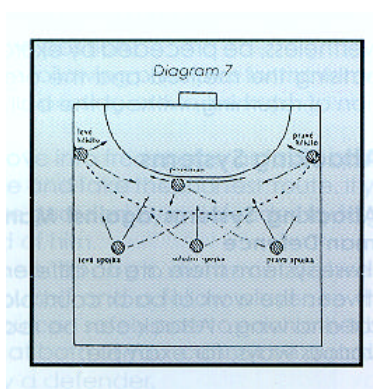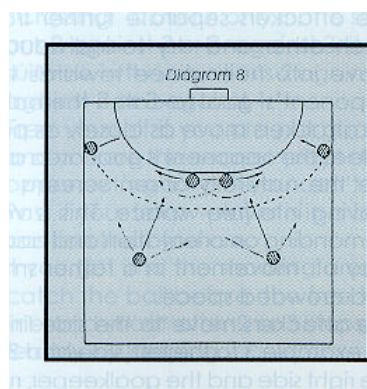
Diagram 7   *Diagram 8*

λ **Attacking Systems in Numerical Superiority or Inferiority**
In numerical superiority the systems with one or two pivots are used most often, in numerical inferiority the system without pivot, with one pivot or against man-to-man defence.

In **numerical superiority** the teams usually have enough time to prepare a good situation for shooting. A well practised shooting combination finished from the pivot's space is usually preferred. Numerical superiority must not decrease the effort and responsibility of the attacker.

In **numerical inferiority** the teams try to keep the ball in their control until the return of the excluded player. The activity of the team must not lose its attacking character, so as not to give the referee a reason for taking the ball away from them, because of passivity. Only shoot from an extraordinarily advantageous position! Even in numerical inferiority it is possible to score (the opponent underestimates us, he takes risks to get the ball

as soon as possible etc.).

5. Defensive Systems

λ **Man-to-man Defensive Systems**
Man-to-man defence can be played throughout the field, in the own defensive half of the field or only in front of the own goal area.

Man-to-man defence throughout the field demands that each player guards the closest opponent immediately after the loss of the ball. Disturbing an opponent's attack from the very beginning is an advantage. The disadvantage is the possibility that weaker defenders must cover stronger attackers and vice versa. If this occurs it is necessary to make a "redistribution of attackers" during the next break in the game.

  If each attacker is to be guarded by the same defender all the time, then all defenders must return towards their goal. In a chosen area, for example at the middle line or at the free throw line they expect the opponents and guard them.

 These systems do not demand so much cooperation as the systems presented later. Man-to-man defence is advantageous in the match against a weaker opponent or in that part of the match, when we want to surprise the opponent or to reverse an unfavourable development of the match.

λ **Zone Defensive Systems**
We name these systems according to the basic position of the defenders. If all defenders have their positions at the goal area line, then it is the defensive system 6:0 (Diagram 9).

Diagram 9
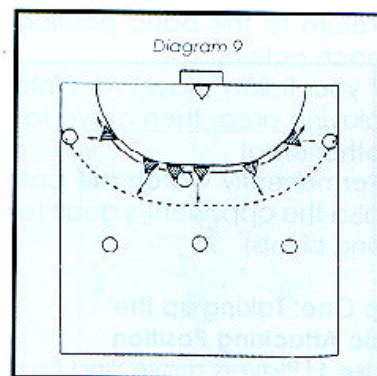
According to the method of guarding the opponent various variations of the system can be created:

1. All defenders approach the opponent with the ball.
2. Only some defenders approach, mostly the central ones (sometimes
   only the side ones).
3. Defenders do not approach.

 The advantage of the system 6:0 is that it is relatively easy to practise (the positions of all players in one line facilitates cooperation) and protects the space in front of the goal area.The system is useful against a team with weaker shooters from the back court players' area or when the wings and pivot are strong players. The disadvantage

is the lack of possibilities to disturb preparatory combinations and the lack of possibilities to closely guard the attackers shooting from a long distance. By shifting some defenders forwards from their initial position (approx. 8 - 12m from their own goal) we can create other forms of zone defensive systems: the most frequently used are 5:1, 4:2 or 3:2:1 (Diagram 10).

Diagram 10
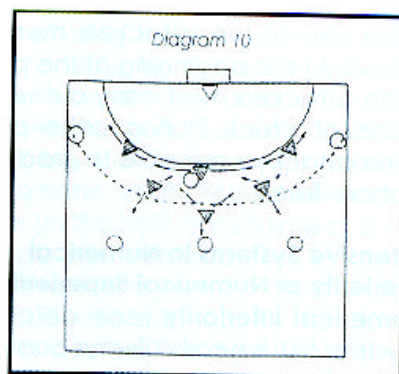
For example in the system 5:1 the forward defender can fulfil the following tasks:

1. Guards the central back court players' space and controls the activities in the left and right back court players' space.
2. Is responsible for the entire space of back court players, he moves preferably in the area where the ball is.
3. Guards the space of the back court player who is nearest to the ball to prevent him from taking the pass.

The advantage of the systems with forward defenders is the disturbance of preparatory combinations and the close guarding of shooters from longer distances. The greater the number of forward defenders and the greater the space they defend, the better these tasks can be fulfilled. The disadvantage of these systems is a more difficult communication among the defenders from various lines and the small number of defenders near the goal area.

λ **Combined Defensive Systems**
In these systems the elements of man-to-man and zone defence are combined - some players fulfil the tasks of man-to-man defence and some the tasks of zone defence. The most frequently used system is the **system 5:0+1.**
One defender practises man-to-man defence, the others practise the zone system. This system is useful against the team with an exceptionally good player (mostly the shooter, but it may also be the starting player). The pivot can sometimes be defended using the man-to-man method, in this case the other defenders form the basic defence, being a few meters further away from the goal line (system 1+0:5).
During the practice of the zone and combined defensive systems we concentrate primarily on the three following spheres:

1. Taking up positions typical for the chosen system as well as for the transition from attack to defence,

2. The movement of defenders while guarding attackers in their own space with and without the ball , with a strengthening defence towards the ball,

3. Cooperation of defenders against an exchange of the positions of attackers.

At first practise in couples or groups of three defenders, later with all six players. The role of the attackers must be included. At the beginning of the practice the attackers must carry out set sequences of attack. During further practice the attackers are able to gradually play more freely.

λ **Defensive Systems in Numerical Inferiority or Numerical Superiority**

In **numerical inferiority** zone defence, the system 5:0, is nearly always pursued. This way the space in front of the goal area is sufficiently covered. The defenders try to eliminate the opponent's numerical superiority close to the ball as much as possible by permanently moving towards the side lines. Suddenly and for a short period the team can change the system, for example into 4:1 or 4:0+1, in order to surprise the opponent, to disturb or to interrupt their intended combination.

In **numerical superiority** the zone defensive systems with forward defenders and combined defensive systems, for example 5:1, 5:0+1 or 1:0+5, are preferred. In the system 1:0+5 five defenders carry out man-to-man defence and the sixth one defends the space between the ball and his own goal. If the opponent is weaker or the development of the match makes it necessary to take a risk, it is possible to defend with only five players (zone or man-to-man). The sixth one waits somewhere at the middle line to catch the ball in case of the defending team gaining the ball. When two opponents are excluded, the system 4:0+2 (4 zone and 2 man-to-man defending players) is also used.

6.An Example for the Practice of a Playing System

As an example for the practice of a playing system we choose the presentation of a possible methodical process for the practice and improvement of attacking systems with one pivot. The aim of the practice is to enable the set up of an attacking system in a match, using a methodical process involving the following four steps:

λ **Taking basic attacking position**
λ **Moving into free space and passing without changing positions**
λ **Moving into free space and passing with a change of positions**
λ **Involvement in chosen shooting combinations**

Some principal instructions are also included:

μ   When your team gains the ball, get as quickly as possible into the basic position of the chosen attacking system!

μ   Return to this basic position after each action!

μ   If your fellow player runs into your playing area, then move to some other area!

μ   Permanently watch the ball and also the opponent's goal! (excepting pivots)

λ **Step One: Taking up the Basic Attacking Position**
Exercise 1: Players move and practise
 according to the instructions and signals of the coach. Each player plays a certain attacking role. Consequently on a certain signal (command, etc.) the players take their basic attacking positions.

Exercise 2: Similar to Exercise 1, but the players are in couples. The couples move freely throughout the field. One player always plays the role of the leader, the other simulates his movements. After an agreed signal (whistle, throwing the ball up by the coach, etc.) all players take up their basic attacking positions as quickly as possible.

Exercise 3: The same as the previous exercise, but each player has a ball. The "leader" chooses various ways of moving into free space and practises with the ball.

Note: Various suitable exercises for the simulation of the leader's movements (coach or fellow player), for example various forms of running, stretching etc., can be included in the warming up.

λ **Step Two: Moving into Free Space and Passing without Changing Positions**
Exercise 4 (Diagram 1)**:** Players are in their basic positions in the attacking system with a pivot. Three attacking roles create a triangle.

Diagram 1
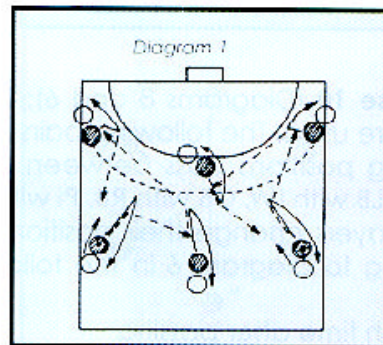
In this case there are the following formations:
LW (left wing) - LB (left back court player) - CB (central back court player) and PI (pivot) - RB (right back court player) - RW (right wing). Each group has one ball which the players pass to each other to the right (for the right handed players, who make so called "unfinished" passes), to the left (for the right handed players so called "overdrawn" passes), freely. After managing the exercises with one ball we can add another one. This exercise is followed up with normal passes in the triangle, but in this case the players have to adapt to the playing space and the specific demands on the respective roles.

Notes (valid also for the next exercise):
By using both goal areas, and when each role is doubled or tripled, we can simultaneously engage all players present.
We see to it that the players catch and pass while moving. That means that the players have to move into free space even before catching the ball.
After passing the players return to their initial position by running backwards in order to continue watching the ball.
It is useful to mark the initial position or, if need be, the trajectory of movement with a cone, small circle, chalk or sticking stripe (in the hall) or with lime or a piece of rope, etc. outdoors.
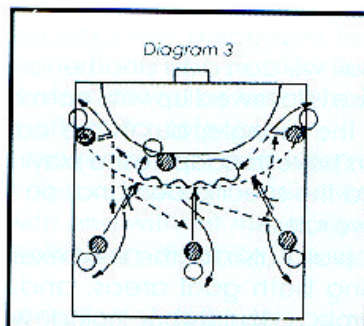
Exercise 5 (Diagram 2): The ball is played in direction LW - LB - PI - RB - RW - CB - LW and so on. The direction of the movement of the ball and the number of balls (up to three) can be changed.

Diagram 2
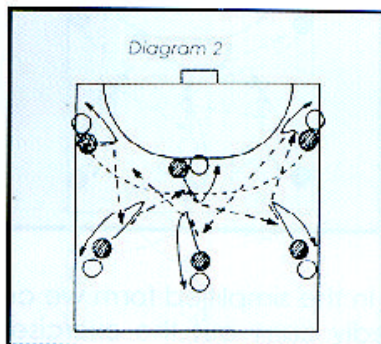
Exercise 6 (Diagram 3): The order of passes is LW - LB - CB - RB - RW - PI - LW and so on. Back court players fake shooting before passing, at the beginning from the ground, later while jumping. After passing in both directions is mastered, we can add a second ball.

Diagram 3

Exercise 7 (Diagrams 4, 5): The roles of wings and pivot are always occupied by one player, the roles of back court players are doubled (tripled). The ball is played in the order LW - LB - CB - RB - PI - RW (Diagram 4) and back RW - RB - CB - LB - PI - LW (Diagram 5) etc.

Diagram 4
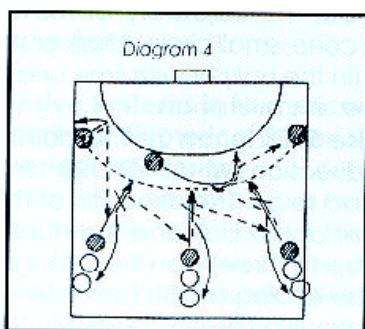
Diagram 5
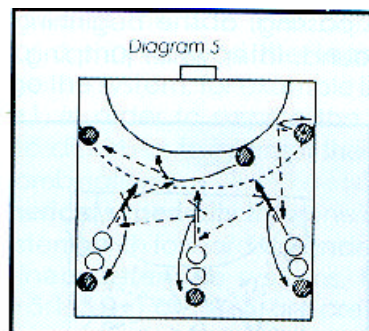
Note: In the simplified form we can repeatedly carry out the exercises from one side. For example in Diagram 4. RW will not pass to RB, but to the goalkeeper, the goalkeeper to LW and he then starts another exercise.

λ **Step Three: Moving into Free Space and Passing with Changing Positions**
Exercise 8: This exercise can follow up exercise 3. After taking the basic positions the players dribble on the spot. After a certain signal they leave the ball on the ground and run to other free balls:

μ to any ball
μ not to the nearest one

In the new position the players pick the ball up, dribble on the spot, etc.

Exercise 9 (Diagrams 3, 6 and 7): The ball is played in the same way as in exercise 6 (Diagram 3), but the players take new positions, after they have passed. The exchange of positions can occur between two roles, e.g. LB with LW, CB with PI, RB with RW or LB with RW, CB with PI, RB with LW (Diagram 6) or between three roles, e.g. LB - RB - PI and CB - RW - LW (Diagram 7) or LB - RB - LW and CB - RW - PI.
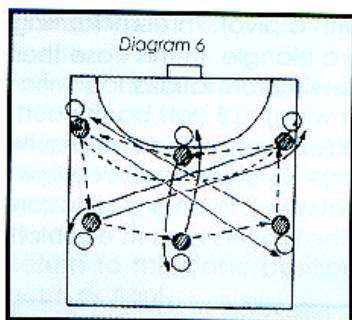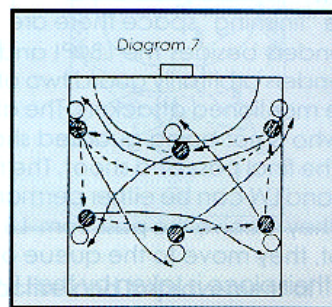
Diagram 6   *Diagram 7*

Exercise 10 (Diagrams 8 and 6): Three balls are used. The following pairs in attacking positions pass between each other: LB with LW, CB with RB, Pi with RW. The players change their positions according to Diagram 6 in the following ways:
**1.** each time after passing
2. after every second pass
3. after the signal (in this case all players change their positions at the same time, those having the ball dribble to the new position).

Diagram 8
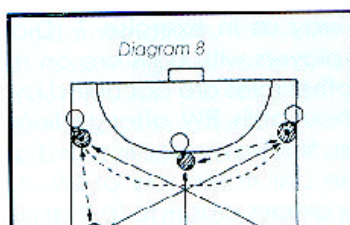
Note: It is easy to imagine the previously presented exercises of step 3, being initially performed in a simplified form in a circle, where the respective players are not bound to certain attacking roles. For example exercise 10 could precede the exercise from Diagram 9.

Diagram 9
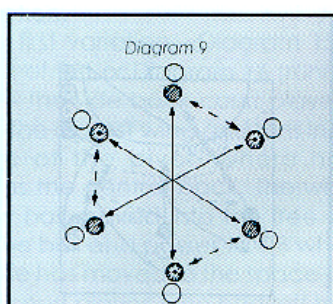
Exercise 11 (Diagram 10): LW passes to LB and runs into the space of PI (PI runs to the role of LW at this moment). The ball then is thrown to the opposite wing position in the following order of passes: LB - CB - RB - LW (now in the role of PI) - RW. From RW the exercise continues in "mirror" form. After passing to RB, RW changes his position with the "new" PI(at the very beginning of the exercise he was in the role of LW) and the ball is further played in the order RB - CB - LB - RW (now already in the role of PI) - LW (at the very beginning of the exercise in the role of PI).

Exercise 12 (Diagram 11): LW passes to CB who moves in the direction of the pass and forwards the ball to the crossing LB. LB passes to RB, from RB the ball is passed to PI and then to RW. From RW the exercise continues in a „mirrored" form. The crossing back court players mutually change their roles after the action (they queue at the end). The back court player who didn't cross (he passed to PI) returns quickly to his initial position (to the head of the row).
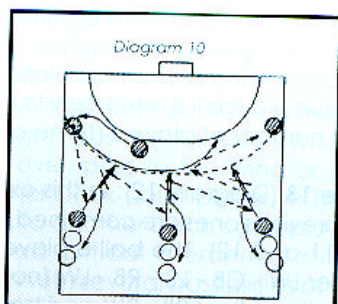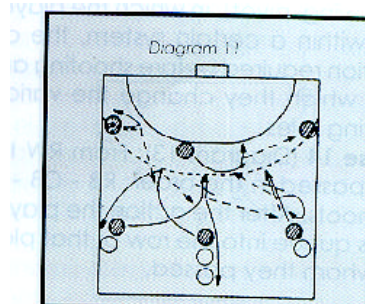
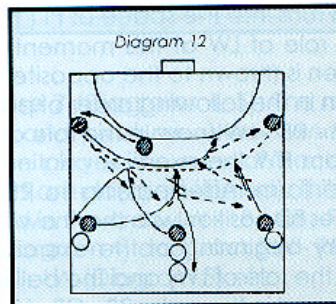*Diagram 10*   *Diagram 11*

Note: For ensuring regular circulation of back court players it is necessary to have an odd number of players (three at the best).

Exercise 13 (Diagram 12): In this exercise two previous ones are combined (Diagrams 11 and 12). The ball is played in the order LW - CB - LB - RB - LW (now already in the role of PI) - RW and back in a "mirrored" form.

Diagram 12

## 7. Involvement of Chosen Shooting Combinations

λ Shooting Exercises within an Attacking System
λ Practise and Improvement of Complex Shooting Combinations
λ Shooting Exercises within the Attacking System

From the open range of possibilities we present only three examples (finishing by a shot from the space of the back court player, wing, pivot), in which the players learn, within a certain system, the co-operation required before shooting and during which they change the various attacking roles.

Exercise 14 (Diagram 13): From RW the ball is passed in the order: RB - CB - LB who shoots. After the action the players always queue into the row of that player to whom they passed.

*Diagram 13*
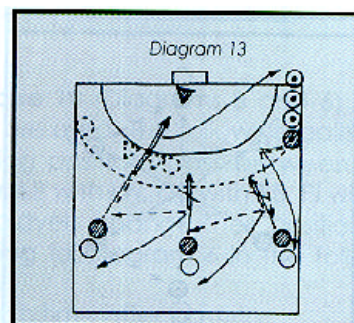
Variants:

1. CB does not move directly towards the goal but diagonally to the left and passes on the cross to LB who then shoots from the central space.

2. We add 1 (2) passive defender(s), who tries to block, the shots of the back court players form the position of the goal area line.

3. The pivot stands by the defender who cannot only block but also approach the "finishing" back court player. If the defender approaches the back court player, the pivot gets the last pass to shoot.

4. In the "finishing" space there are two defenders besides the LB, PI and LW. Defenders arbitrarily guard two of the three mentioned attackers. The attacker who is not being guarded should get the final pass and shoot. The roles of PI and LW can be either permanent or, if they receive the pass from LB and shoot, they move to the queue of RW and their place is taken by the LB who had passed to them.

Exercise 15: The ball is played in the same way as in exercise 7 (Diagram 4).The players with balls are on the left wing, other roles are occupied by players without balls. RW, after getting the final pass, finishes by shooting and queues with the ball in the row of LW. Passing players always procede to that position to which they passed. In the " mirror" form we can also practise shooting from the space of LW (according to Diagram 5).

Exercise 16 (Diagram 14): Structurally this example follows exercise 13. To be carried out alternatively from the left and right. The wings finishing in the space of the pivot pick up the ball and queue in the rows of the opposite wings. To ensure the regular circulation of back court players an odd number of players should be in the role of CB. After a certain time we change the players in the roles of wing and back court players.

Diagram 14
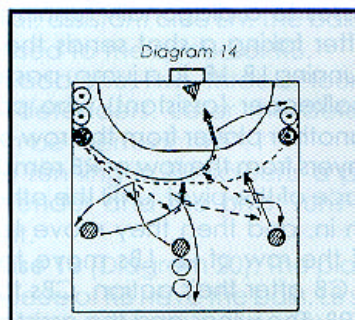
λ **Practise and Improvement of Complex Shooting Combinations**

As an example we choose complex shooting combinations, which are based on a long running in of one of the side back court players (RB or LB) to the space of the pivot. It involves the short-term transition from the attacking formation with one pivot into the formation with two pivots. This transition has two variations, which are almost the same in respect to the movement of players, but differ in the order and number of passes and also in the key space for finishing the action.

In the first variation - Diagram 15 (running in of RB) or Diagram 16 (running in of LB) - the side back court player passes to the closest wing and runs in to the space of the pivot, where he/she screens the central back. The wing attacker has moved into the free space with the ball and passes to CB who meanwhile has moved to the space of side back court player, who had left his space. Here comes the first critical moment of

the attacking combination. CB chooses either of the following possibilities: his own shot (from distance or from jump through), pass to the pivot, who is running over, pass to the wing or pass to another back court player. In this case (pass to another back court player) the second critical moment comes up, again with several possibilities of choice (shot, jump through, pass to next wing, pass to one of the players in the space of the pivot, pass to the distant wing).
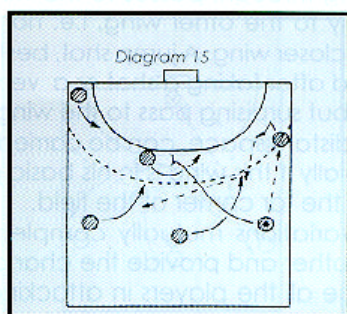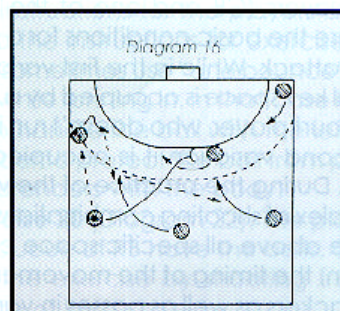
Diagram 15

Diagram 16

In the second variation - Diagram 17 (running in of RB) and Diagram 18 (running in of LB) - the side back court player receives the back pass from the closest wing and sends the ball to the other side back court player. The decision to whom he passes creates the first critical moment of this variation. If he passes to the CB who has meanwhile moved to the free space created by the running in of the first side back court player, the second critical moment comes up. CB either shoots from a distance or, after jumping through, passes to the wing or possibly to the other wing, i.e. not only to the closer wing. A jump shot, best performed after faking a shot or a very difficult, but surpising pass to the wing in a more distant space, can be carried out, especially if this wing is in his basic position in the far corner of the field.
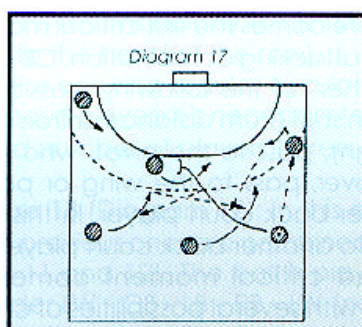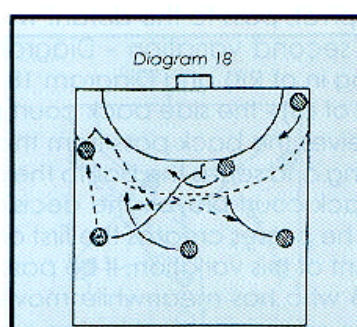
Diagram 17

Diagram 18

Both variations mutually complement each other and provide the chance to engage all the players in attacking roles. Not only shooting, but also involving creative abilities of at least two back court players (CB and one of the side ones) are the basic conditions for a successful attack. While in the first variation the final key space is occupied by a side back court player, who doesn't run in, in the second variation it is occupied by the CB. During the practice of the whole complex of shooting combinations we practise above all specific space coordination, the timing of the

movement of the attackers as well as passes in various forms. The technical aspect of actions is stressed.

During improvement the tactical aspect of actions as well as the choice of various solutions with regard to topical development of the situation prevail. We present examples of exercises for practice and improvement only for the running in of RB. For the running in of LB they would be analogically "mirror-reversed".

Exercise 17 (Diagram 19): RB passes to RW and runs into the space of the pivot. RW passes to a diagonally running CB, who after faking a shot sends the ball on to running LB. LB, in a jump, passes to the goalkeeper (assistant) who passes on to another player from the row of RB. The players from the row of RB remain in the space of the pivot, until the other RB has run in, and then they move to the end of the row of LB. LBs move to the row of CB after their action, CBs to the row of RB. The wings and the assistant in the goal area remain in their roles.

Diagram 19
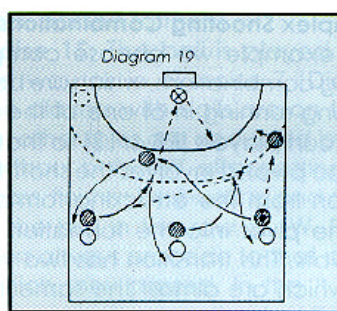
Instructions for players:
1. CB and LB fake shooting, first from the ground, later in a jump.
2. The pass of CB is a fluent continuation of a shooting fake, with the endeavour to engage maximum peripheral sight (to decrease the direct watching of fellow players).
3. CB and LB carry out shooting fakes and pass close to the free throw line.
4. After passing CB and LB queue to the new position by moving backwards, so that they can permanently watch the process of the exercise.
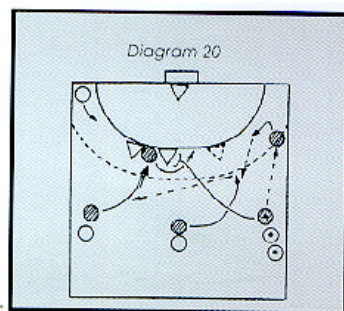
Modifications of the Exercise:
1. The basic exercise is performed with two balls. The second ball is passed to RW, approximately at the moment, when LB receives the first ball.
2. LB chooses from the passes to the assistant, LW, pivot or RW. The ball must then reach another player in the queue of RB.
3. RB chooses from the passes to LB, pivot, assistant or to LW. The ball is then passed to the queue of RB.
4. We add one, two, three or four passive defenders. Later the defenders can be "semi-active".
5. The running in RB screens a passive defender and the pivot runs to the right.

Exercise 18 (Diagram 20): The players in the queue of RB have the balls. LB shoots. The players in the roles of RW, PI, and goalkeeper are unchanged. Later we add a

fixed LW. RB moves, after screening, to the queue of LB, CB to the queue of RB and LB to the queue of CB.

Diagram 20

Modifications of the Exercise:
1. Three, four or even five defenders, one of them can be in forward position. CB and LB choose between shooting or passing to one of the free fellow players, who then shoots.
2. Competitive forms, e.g. to achieve four goals from ten attacking actions.

Methodical Notes:
1. At the beginning the players regularly rotate the playing roles. Later we specialize them in certain attacking roles. At first we practise only one basic procedure of the combination. Then we gradually add other modifications, not too quickly and not too many changes at the same time.
2. At first we organize the activity of the defenders. Gradually we give them free choice of their actions.

Exercise 19 (Diagram 21): The running in RB receives the pass from RW and sends the ball on to the LB moving into the free space. LB then passes to CB who parallelly moves into the free space of RB. CB, after a shooting fake, passes to the goalkeeper (to the assistant), who passes to the player in the position of RW. The exercise repeats in a cyclic way. RB runs into the space of the pivot who moves to the queue of LB, LB moves to the queue of CB and CB to the queue of RB.
The instructions for the players are similar to the instructions for exercise 17. PB can sometimes use "one bounce" dribbling while running in. In that case it is useful to handle the ball with the left hand in order to protect the ball from potential defenders with the body.

Exercise 20 (Diagram 22): The players in the queue of RB have the balls. CB finishes the exercise by shooting from the space of RB.
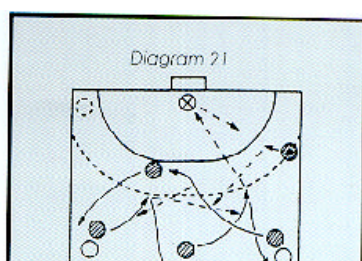
Diagram 21

Diagram 22

8. Concluding Notes

The presented methodical procedure is only one of the possible examples of procedures which can be carried out. Depending on time, conditions and the level of players it can be carried out in a shortened or even in an extended version. Some exercises can be repeated more often, some can be skipped.

If any exercise is too difficult for a large number of players, then it is necessary to make it easier (for example by omitting or decreasing the number of circulating players in attacking roles) or to go back to an already managed methodical - organizational form. It is also acceptable to carry out various exercises for different levels of groups at each goal area.

Nevertheless, we should not approach the practising of attacking systems, before our players have managed basic skills of moving into free space (both with and without the ball) and passing. According to our experience 2 - 4 training lessons are enough to manage basic skills. The process of improving to a top level will, however, require at least several years.

__Note:__ Since at the moment there are no commonly valid recommendations concerning diagram symbols used in handball literature, the diagrams in this publication are authentic subject to the authors' usage in their countries.