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AN ACTIVITY MANUAL FOR INDOOR AND OUTDOOR TEAM HANDBALL

Middle Tennessee State University

D.A. 1985

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AN ACTIVITY MANUAL FOR INDOOR AND
OUTDOOR TEAM HANDBALL

John Walter Ward

A dissertation presented to the
Graduate Faculty of Middle Tennessee State University
in partial fulfillment of the requirements
for the degree Doctor of Arts

May, 1985

AN ACTIVITY MANUAL FOR INDOOR AND
OUTDOOR TEAM HANDBALL

APPROVED:

Graduate Committee:

Martha H. Whaley
Major Professor

W. Solomon
Committee Member

Charles W. Ball
Committee Member

A. D. Perry
Head of the Department of Health, Physical Education,
Recreation and Safety

Mary Martin
Dean of the Graduate School

Abstract

AN ACTIVITY MANUAL FOR INDOOR AND OUTDOOR TEAM HANDBALL

by John Walter Ward

The purpose of this dissertation was to develop a manual that would assist in the teaching and coaching of beginning team handball players. The manual is divided into eight chapters according to topical information. Photographs and diagrams are included to aid in the explanation of skills, drills and tactics. Each chapter includes a list of learning objectives pertaining to the information presented in the respective chapter. Chapter one contains a brief history of the development and nature of team handball. Additionally, values that may be developed by team handball players are briefly discussed. In chapter two the fundamental skills of passing, catching, dribbling and shooting are explained. Drills for improving and developing each skill are included. The specific skills of the goalkeeper and drills for developing and improving those skills are included in chapter three. Some of the common alignments and formations for team handball are included in chapter four. Positioning and some specific responsibilities are

John Walter Ward

included. Basic defensive principles of team handball are discussed in chapter five, while basic offensive principles are discussed in chapter six. Both chapters contain discussions on individual and team tactics. Examples of tactical drills are also included in these chapters. The rules of team handball according to the United States Team Handball Federation comprise chapter seven. Some additional considerations such as safety, possible rule modifications, and basic conditioning principles for beginning team handball players are included in chapter eight.

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Chapter I

Introduction to Team Handball

Learning Objectives

Each of the students should be able to:

1. Describe in writing the nature of team handball.
2. Outline the early origins of team handball and its foundations in the United States.
3. Report in writing the current status of team handball in the United States, including significant figures and agencies.
4. List physical, mental and social competencies that may be improved or developed by playing team handball.

Nature of the Game

Team handball is an exciting and fast-paced activity that usually involves frequent scoring. The game incorporates motor skills from many of the more familiar team sports of America. Basketball skills such as jumping and dribbling are integral parts of team handball. The throwing and catching patterns germane to baseball are essential constituents of the European-born game. The physical contact or body checking of ice hockey and lacrosse may also be evident in a game of team handball. Because the

activity is a non-stop, no time-out venture, running patterns from many of these same activities are evident in a team handball contest. The game has been described as "water polo without the water or soccer played with the hands instead of the feet" (Sallin, 1970).

The outdoor version of the game utilizes 11 players including a goal keeper and is accomplished on a surface 100 meters (approximately 110 yards) long and 60 meters (approximately 65 yards) wide or about the same size as a soccer pitch (Figure 1).

The more popular indoor game includes seven players, one of which is the goal keeper, and is played on a surface slightly larger than a basketball court. The standard measurement of the United States Team Handball Federation court is 40 meters (approximately 132 feet) long and 20 meters (approximately 65 feet) wide (Figure 2).

The object of the game is to maneuver past the opponent and throw a leather paneled ball 54-64 centimeters (21-24 inches) in circumference and 400-475 grams (15-17 ounces) in weight into a goal two meters (6 feet, 10 inches) high and three meters (10 feet) wide. Most of the action occurs between the six and nine meter lines, which describes the court area adjacent to the goal area. The goal area is encompassed by the semicircular six meter line, and only the goal keeper is allowed in this area. Opposing players may

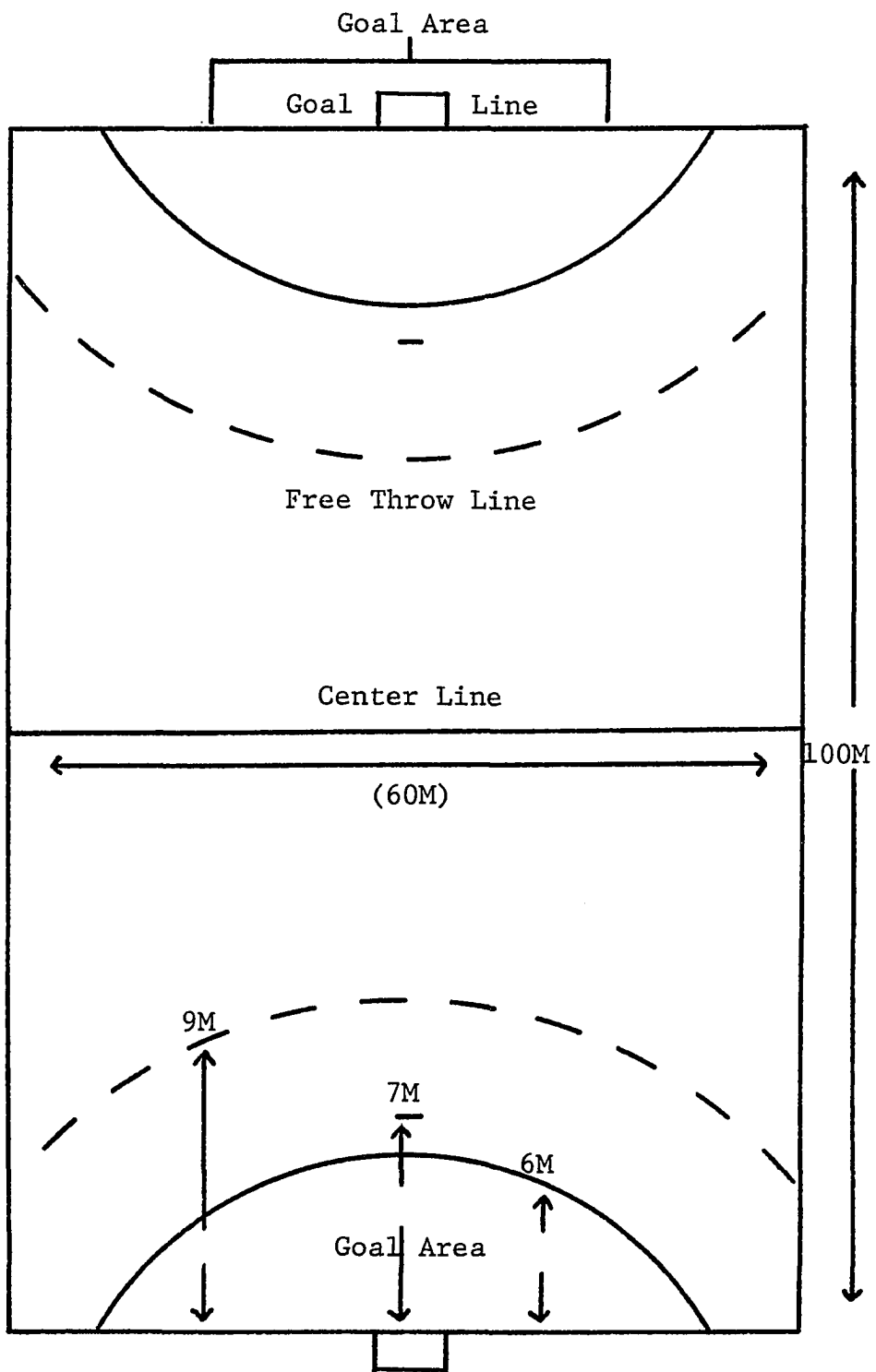


Figure 1. Outdoor Court.

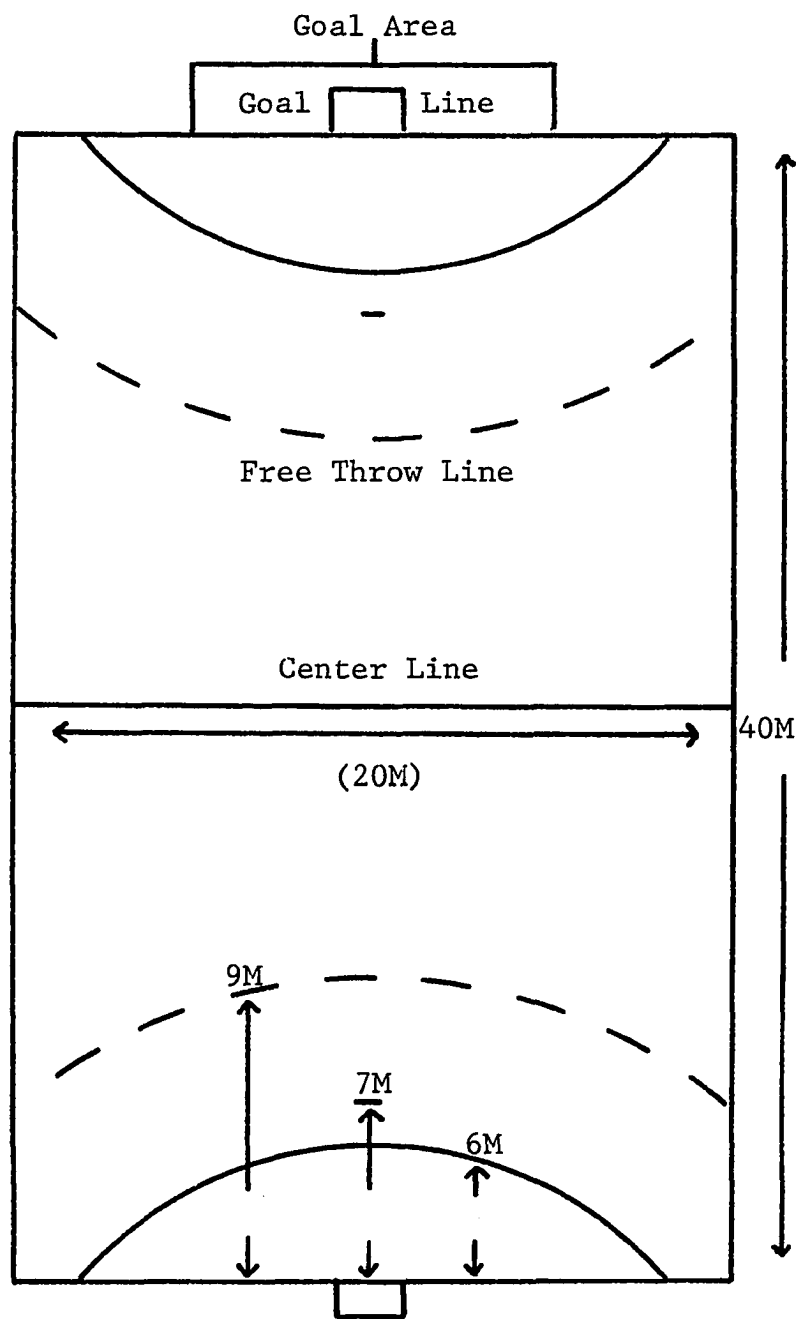


Figure 2. Indoor Court.

jump or dive to take shots from outside the goal area and actually get closer than the six meter line as long as the ball is released before the shooter lands.

History of the Game

The ancient Greeks played a game very similar to team handball. This contest was called "Harpaston" (Park & Fahey, 1973). Germany, Denmark, and France all lay claim to having originated the modern version of the game. Regardless of who invented the game as we currently play, the contest was evident by the early 1900s in numerous places throughout Europe. The game gained impetus after World War I, and the 11-person outdoor game was included in the 1936 Berlin Olympic Games (Edwards, 1984).

The currently more popular seven-person game became an official Olympic sport for men in 1972 and for women in 1976. Governed by the International Handball Federation the sport is now played by over four million participants in more than 70 countries. In Europe today, the popularity of the game as a spectator event ranks second only to soccer.

The United States military and, more specifically, a German-born aerospace engineer by the name of Peter Buehning are given credit for the game's foothold in America. Mr. Buehning, having received his doctorate from Massachusetts Institute of Technology, was tired of doing calisthenics at the local YMCA. Dr. Buehning recalled having seen and played the game of team handball as a youngster in Germany.

He and some of his friends began playing the game on a club basis. Dr. Buehning eventually became the president of the United States Team Handball Federation (USTHF). With a push toward more activity-oriented soliders, the United States military started conducting clinics and sponsoring tournaments throughout the armed forces and in the civilian sectors.

The USTHF was founded in 1959 and now serves as the governing body for the game in America. According to surveys and statistics collected by the federation, about 200,000 youths are playing the game in United States schools. The current hub of the game is in the Northeastern region of the country. Additionally, many colleges and universities have reported widespread participation among the intramural and extramural team handball clubs (Edwards, 1984).

Six teams for women and 12 teams for men participated in the 1984 Olympic Games held in Los Angeles, California. This was the initial Olympic experience for the United States contingency. While a medal round alluded the Americans, the national exposure, and a "grassroots" approach to teaching younger participants, may prove to be salient ingredients to the eventual development of international championship performances in the near future.

Values of the Game

Because of the relatively simple rules and objectives of the game, it is easily learned by beginning level players. In fact, beginning level players many times produce an exciting, action-packed contest. The "splinter" skills of so many games inherent to the United States culture make competitive play an easier objective for American citizens.

The rapid, continuous, and explosive play that is intrinsic to team handball gives the activity great potential as a spectator sport (Sallin, 1970).

Continued participation in such a fast and mobile activity creates the opportunity for developing reaction time, hand and eye coordination, and cardiovascular capacity. The game may help the participant improve or develop several fundamental motor skills. Among these are: running, throwing, jumping, catching, defensive footwork, and team work. Development and improvement of social and mental competencies are as potentially evident in team handball competition as they are in a variety of other team sports.

The nature of the game accommodates a variety of sizes and shapes of players. Competitive play on at least a recreational basis is possible, regardless of height, weight, or sex of the participant.

Chapter II
Fundamental Skills

Learning Objectives

Each of the students should be able to:

1. Demonstrate the proper way to hold the ball.
2. Perform a minimum of four different types of passes.
3. Show competence in receiving well-thrown passes most of the trials during drills, lead-up games, and recreational competition.
4. Perform a continuous dribble in a drill or competitive situation.
5. Demonstrate a minimum of two different types of shot on goal in drill or recreational competition.

Passing

Holding the ball. Previous to making any of the passes used in team handball, one should properly secure the ball. Unlike basketball, the ball should usually be held in one hand (Cuesta, 1983). Maximum surface of the ball should be covered while maintaining free movement of the wrist. The ends of the fingers should squeeze the ball. The middle of the palm of the hand does not touch the ball. For

efficiency and expediency in dribbling, passing, or shooting, the ball should be held without looking at it.

Fundamental passes. There are a number of passes that can be utilized in team handball. In order to be a more effective player, the beginner should try to master some of the basic passes.

Perhaps the most frequently used pass in team handball is the one-hand, overhead pass. This is also referred to as the shoulder (Park & Fahey, 1973) or baseball pass. This skill is almost imperative to players at all levels. To perform the baseball pass, the player grips the ball in one hand, raises it above the shoulder and slightly behind the head (Figure 3). This preparation for delivery can be straight overhead or a three-quarter motion, as is used by the fielder in baseball or softball. The ball is delivered with height and velocity appropriate to the chest area of the receiver.

Another frequently used pass is the two-hand, overhead pass. This skill closely assimilates the throw-in for soccer (Figure 4). The primary objective for this as in all passes is accuracy. This is a particularly useful skill in attacking tight zone defenses around the six meter line. Competence in using this pass will be critical in making a throw-in, under numerous circumstances.

Another fundamental pass of team handball is the side-arm pass. This pass can be used to counter the defender



Figure 3. One-hand, overhead pass.

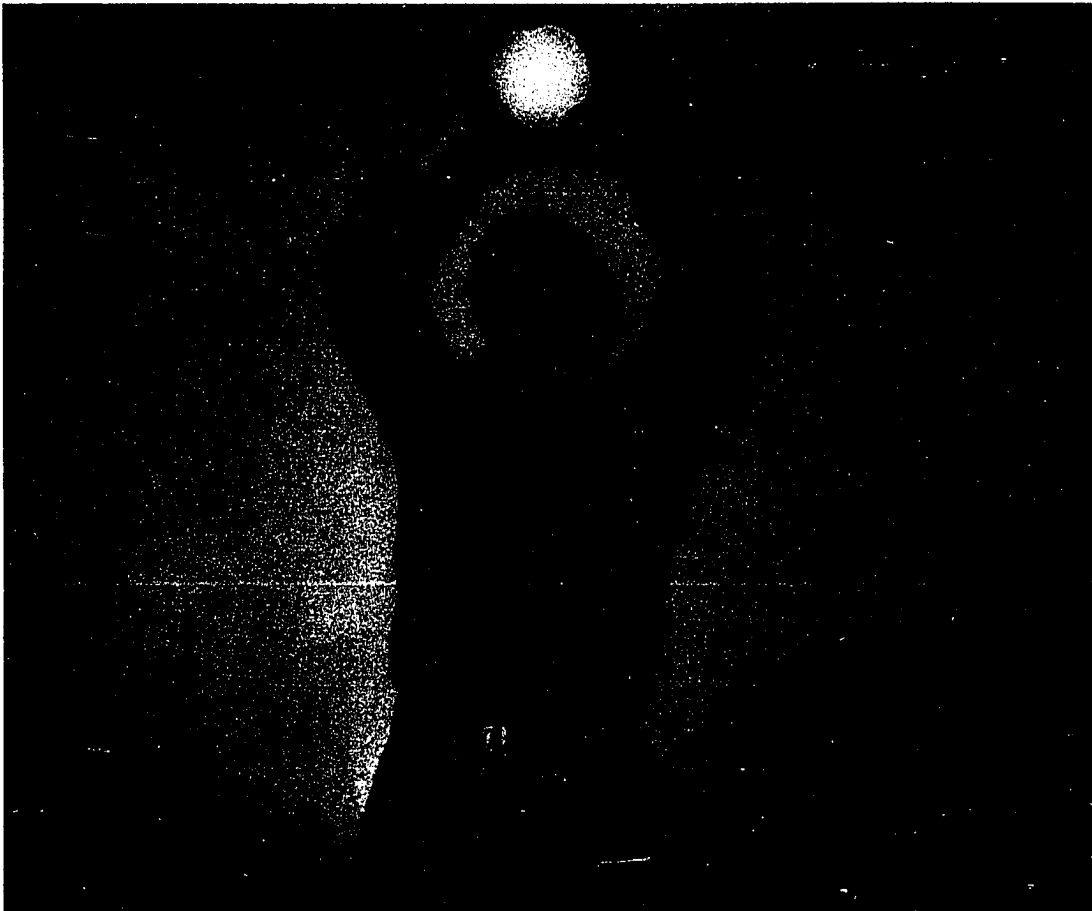


Figure 4. Two-hand, overhead pass.

with hands held high. The ball is held the same as in the other one-hand passes. The preparatory phase of the pass involves cocking the ball behind the trunk at or above the waist level and not above shoulder height (Figure 5). As in all passes, a general reference point for the passer is the receiver's chest.

The bounce pass is also a frequently used pass in team handball. This pass should be limited to situations where the receiver is being loosely defended, or where the receiver is moving toward the passer. Additionally, the use of this pass in the outdoor game should be carefully considered, especially where uneven surfaces are prevalent. The bounce pass can be thrown with one or two hands (Figures 6 and 7). The bounce should bring the ball to the receiver in the general area of the chest.

A less frequently used fundamental pass is the two-hand, chest pass. This is a pass often used to "skirt" the defenders around the six meter line, when the passer and receiver are in close proximity. The passer draws the ball back to the chest area with a hand on each side of the ball. As the palms are pushed forward with the thumbs down, the player steps with either foot in the direction of the receiver (Figure 8).

Optional passes. There are several passes used in team handball that are not basic or fundamental to the game. As players gain experience and expertise, they should develop

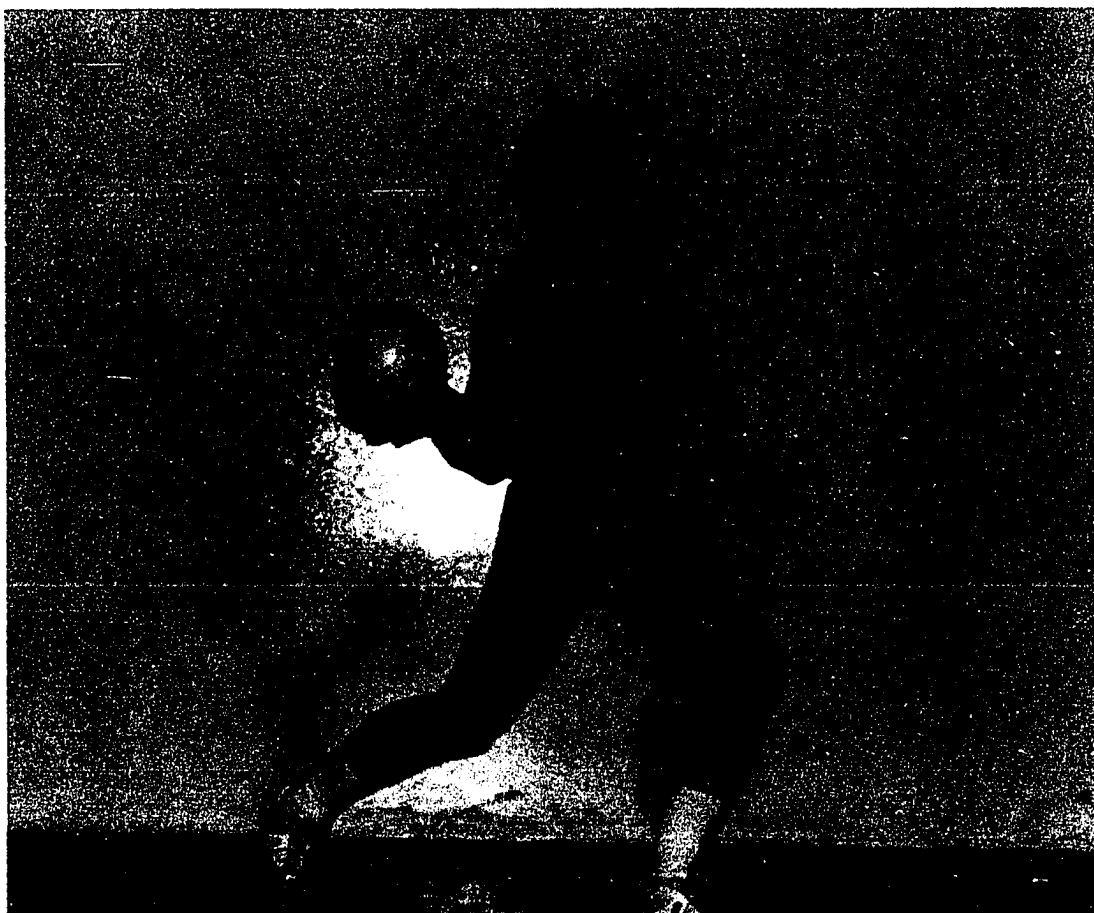


Figure 5. Sidearm pass.

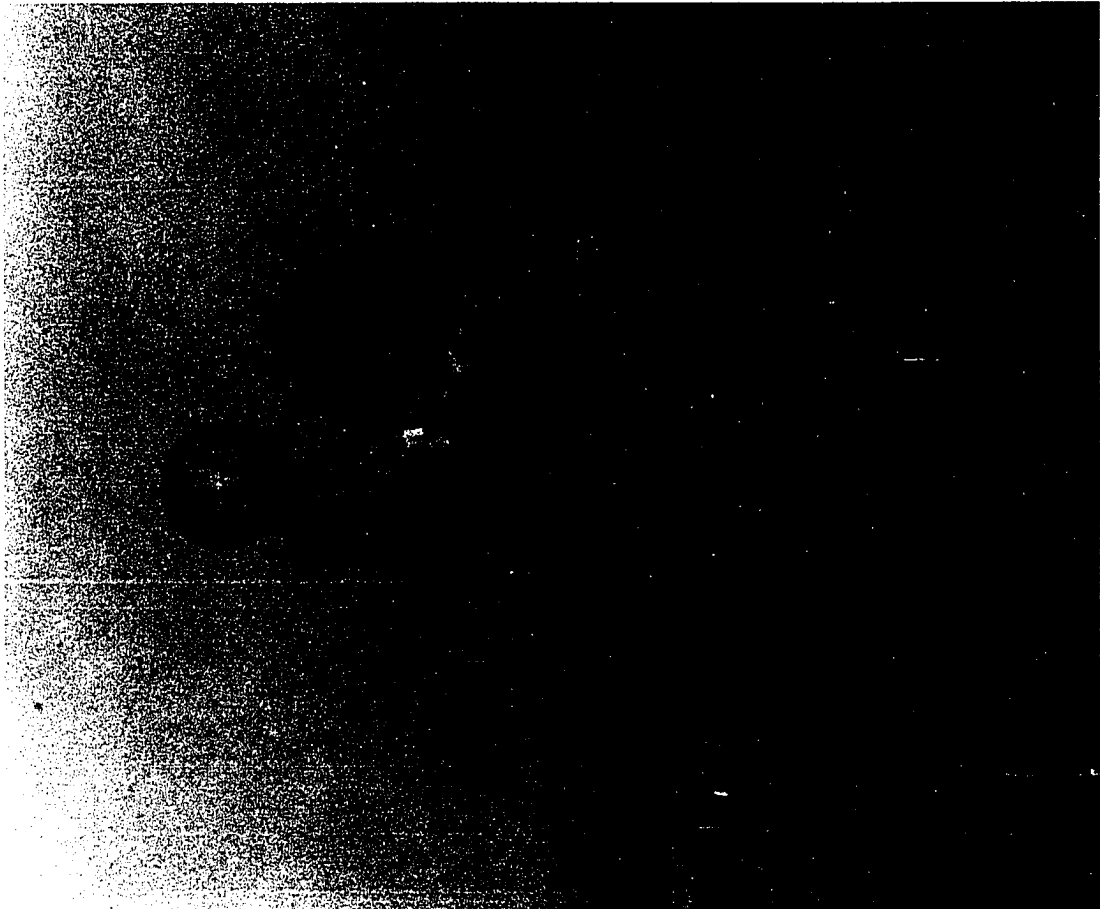


Figure 6. One-hand, bounce pass.

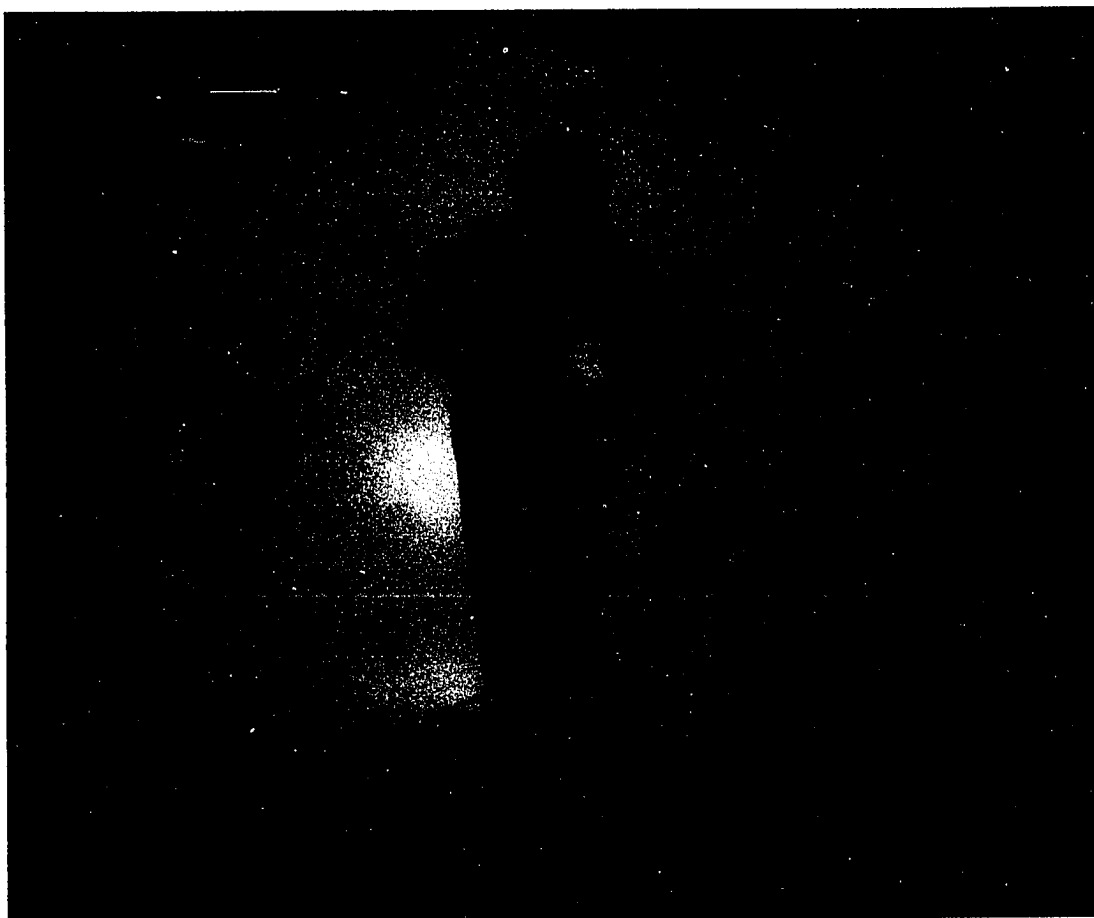


Figure 7. Two-hand, bounce pass.

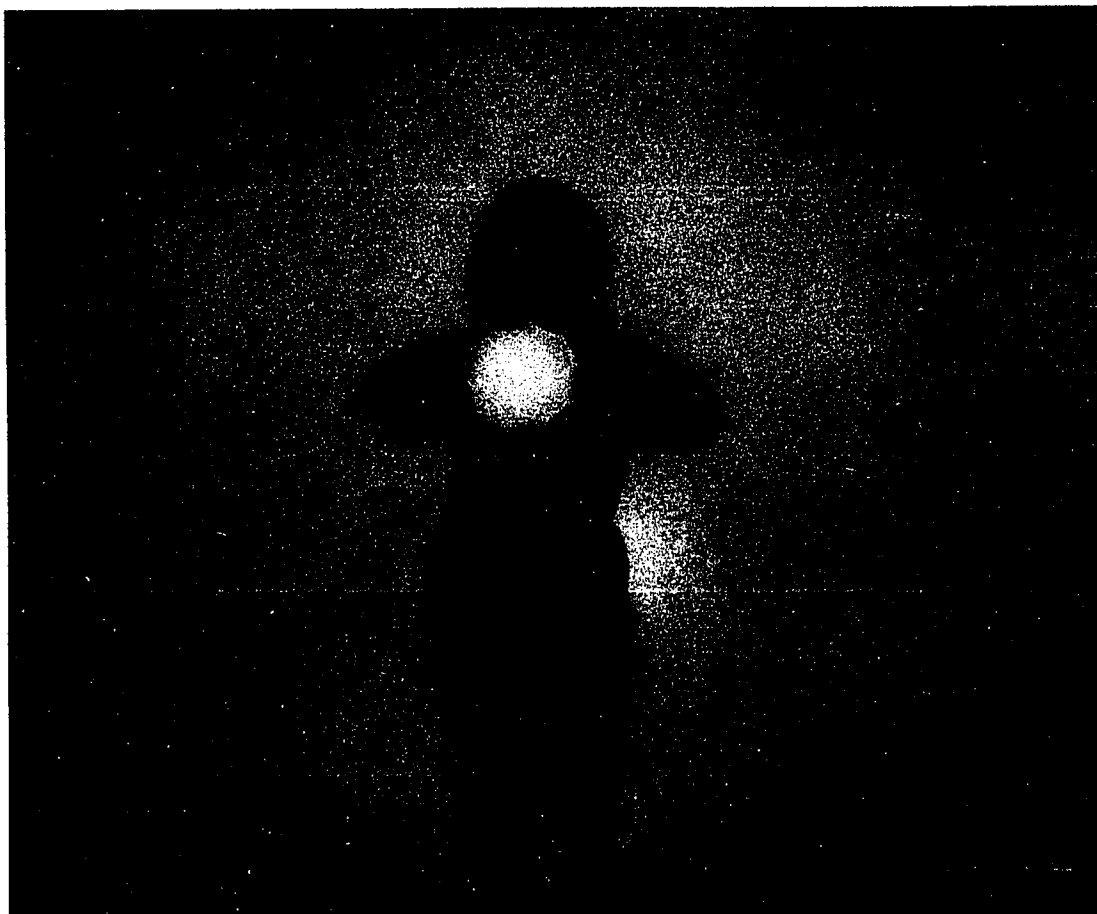


Figure 8. Two-hand, chest pass.

and add other passes to their repertoire. One of the passes a more experienced player may want to develop is the behind-the-back pass. To execute this skill, the ball is held in one hand as it is for all one-hand passes. As the ball is brought behind the back, the trunk of the passer should rotate slightly in the same direction the ball is going. The eyes of the passer are focused forward while the receiver is picked up in the periphery. The passer tries to hit the receiver in the chest area.

When a player picks up a low ball or rolling ball, he/she may utilize the scoop or shovel pass to hit the open teammate immediately. The ball is picked up in one hand with the palm facing upward. As the open receiver is discovered, the ball is then tossed in front of the receiver at the chest area.

A simple pass that may be very effective from a set offense near the six or nine meter line is the hand-off. The procedure for using this skill is very similar to that used in football. The key to successful execution of the hand-off is considerable practice by players who are familiar with each other. Deception is an element that may be critical in getting the receiver open for a shot at the goal.

For moving the ball up court or from out of bounds, a pass that may be very effective is the pronation (Cuesta,

1983) or "option" pass. This skill looks a lot like the pitch used by an option quarterback in football. The pass is initiated from the held ball in front of the trunk. The arm and trunk are slightly bent in preparation for delivery. The ball is grasped with the hand on the side of the open receiver. The arm is then extended and the pronation of the wrist with ball is in the direction of the pass. The leg should be forward and moved slightly in the direction of the receiver (Figure 9).

A pass that may be easily assimilated by the beginner is the jump pass. This skill is accomplished much like the one-hand, overhead or shoulder pass. The major difference between the jump pass and the overhead pass is that the passer jumps into the air before releasing the ball, in order to create additional passing lanes.

General fundamentals of passing. The total number of possible passes that can be executed in team handball are limited to the extent of one's imagination. Some suggestions that should improve efficiency of passing would include the following:

1. A good passer should master several passes.
2. The passer should not "telegraph" his/her pass. The good passer disguises the pass as much as possible by not always looking in the direction of the receiver.
3. The velocity, distance, and height of the passes should be accurate if a completion is desired. When

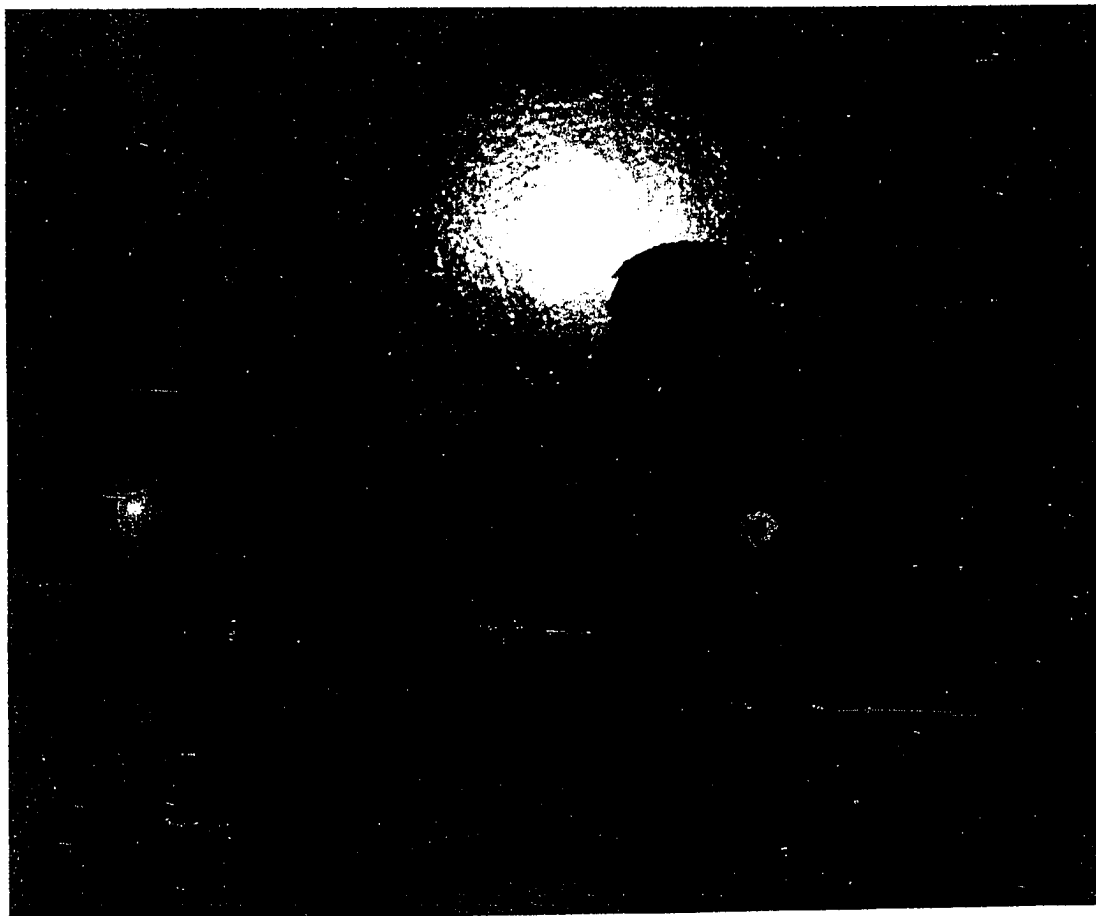


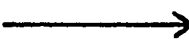




Figure 9. Pronation (option) pass.

practicing, the good passer concentrates on all of these elements regardless of the type of pass used.

4. The good passer should realize that a completed pass is his/her responsibility.

Suggested drills for developing and improving passing. The following are some suggested drills for developing and improving different types of passes. These drills do not exhaust the possibilities for practicing passing. Some of them may be very familiar because they are utilized in some other team games.

Key for All Diagrams

	Offensive player
	Defensive player
	Path of offensive player
	Path of defensive player
	Path of thrown ball
	Path of ball thrown back and forth
	Screen or pick by offensive player
	Goalkeeper

In this drill a ball for every two or three participants is distributed. Partners stand facing each other at a specified distance. A suggestion for the safety of participants is that all students be placed in two lines with adequate distance between them for freedom of movement (Diagram 1). The students can be started at a closer distance and progressively separated further apart as is appropriate. Almost any pass can be practiced with this drill alignment.

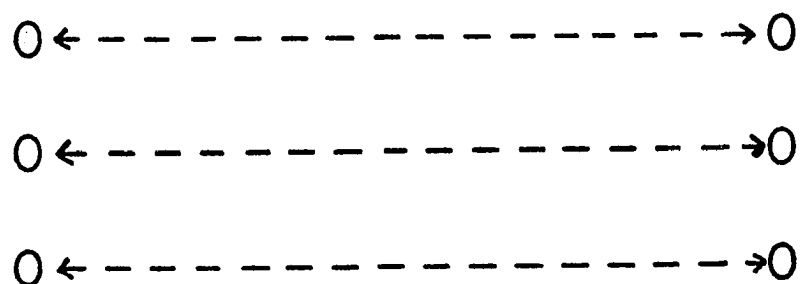


Diagram 1. Partner Passing Drill.

To practice passing with the pass and follow drill, pairs of columns are formed with students so that the front person in one column is facing the front person of another column. Either of these students may commence the drill by executing a pass to the front student of the paired column.

After the pass is thrown, the student runs to the back of the column where the pass was thrown. He/she always travels to the right of the receiving line to avoid collisions (Diagram 2). This drill is particularly useful in practicing passes that are delivered from a position where passer and receiver are nearly facing each other. Distance between the columns may be varied according to need.

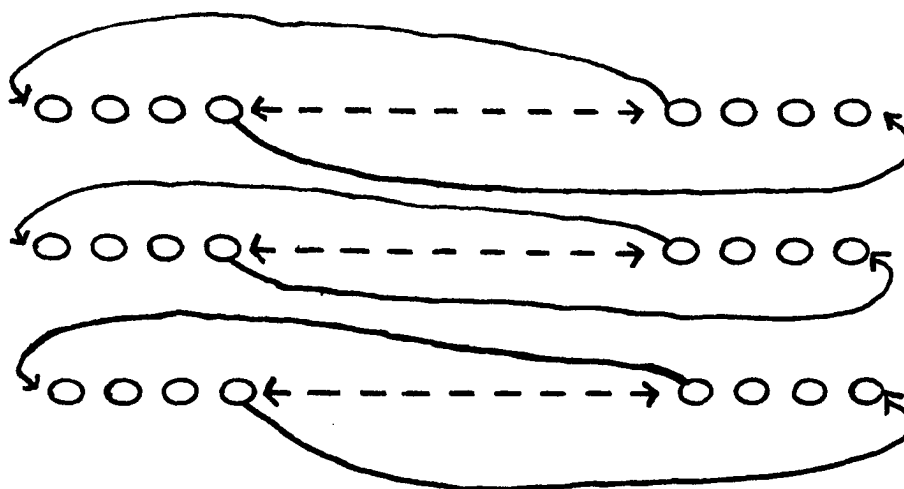


Diagram 2. Pass and Follow.

To structure the four-corner drill, students are placed in four lines, where the front person of each line represents a corner of an imagined square. The front person of one line throws the ball to the front person of the line to his/her right. After the pass is thrown, the player runs behind the line to which the pass was thrown. The player

catching the pass then throws the ball to the front person of the line to his/her right. After the pass is thrown, this player runs behind the line to which the pass was delivered (Diagram 3). This process is continued by succeeding lines and players. Interesting and more intricate modifications of the drill would include using two balls simultaneously and making all lines change the directions of passing and running at the same time.

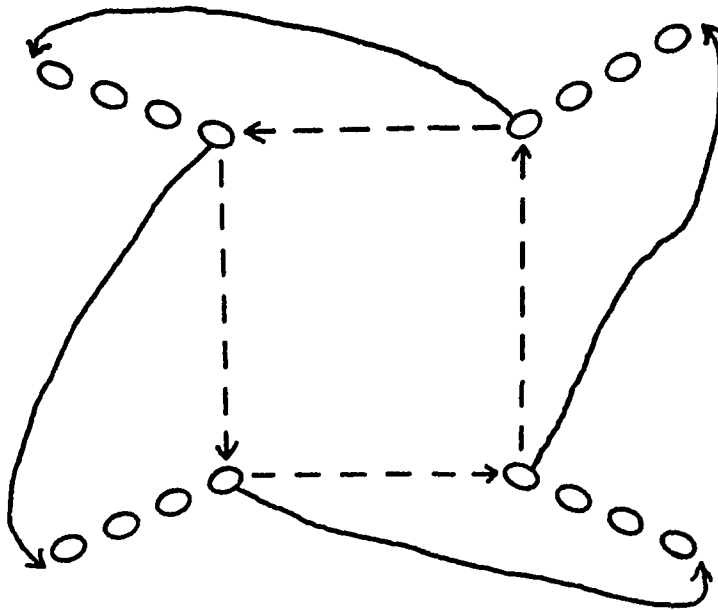


Diagram 3. Four Corner.

Passing can be practiced by forming circles of students, and having them face the middle of the circle. One student is placed in the center of the circle as a pivot person. The pivot person starts the drill by passing the ball to anyone in the circle at random (Diagram 4). The people in the circle return the ball back to the pivot person. A variety of passes may be practiced, especially by rotating the pivot person for each circle periodically. After some passing and receiving expertise is developed, the drill may be accomplished with two balls simultaneously.

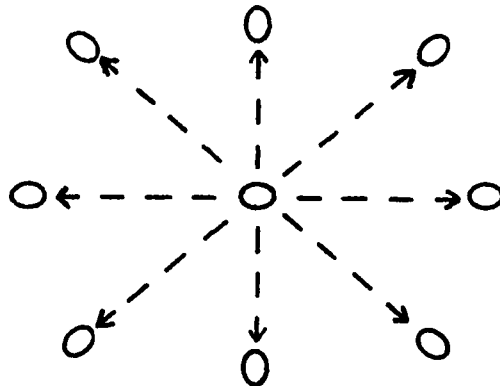


Diagram 4. Circle Drill.

Laterally delivered passes such as the option pass or behind the back pass can be practiced by utilizing the three-person drill. A ball is distributed for each trio of students. The students form a line with one player in the

middle and a player to either side. All three players face the same direction. The player in the middle starts the drill with a pass to either the player on the left or the right. The left or right player returns the ball to the middle player who passes to the other player (Diagram 5). This sequence is continued for a specified distance. The group then faces the starting point. They return to this point and the middle player is changed. The procedure is continued until all students have had the opportunity to be the middle person in the drill.

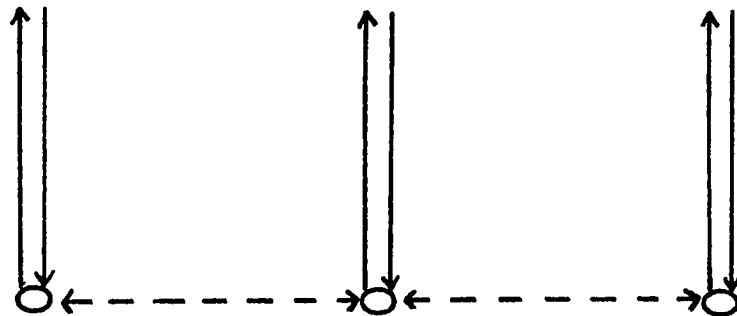


Diagram 5. Three-person Drill.

Catching

Fundamentals of receiving. The receiver should always try to catch the ball with both hands. In addition to better securing the ball, catching with both hands offers more options to the receiver after possession is gained.

The major advantage this will create is the opportunity to release the ball with either the right or the left hand.

Visible contact with the ball should be maintained until just before the hands make contact with the ball (Cuesta, 1983). The receiver should try to cushion the ball at contact. This is accomplished by receiving the ball with the arms outstretched and the fingers spread but relaxed. On contact the receiver should give with the hands, arms, and body (Dwight & McRae, 1980).

After catching the ball, the player should be prepared for the next move. This transition to the dribble, pass, or shot by the receiver may be a key to the team's offensive success.

Catching different types of passes. There are some fundamentals that the receiver can adhere to that may enhance catching ability.

When catching a higher pass, that is, chest high or higher, the receiver should have the fingers of both hands pointing upward. The palms are facing the ball and the thumbs are almost touching (Figure 10).

If the pass is low, that is, below the receiver's waist, the hands have to be adjusted to the height of the pass. The fingers should point downward and the smallest fingers of each hand are almost touching (Figure 11).

For intermediate level passes, the receiver needs to adjust the hands to the most comfortable position possible.



Figure 10. Hand position for receiving high pass.



Figure 11. Hand position for receiving low pass.

The adjustment may also involve changing the height of the trunk and legs of the receiver.

One of the finite skills a receiver can usually improve is the ability to field static or ground balls. To accomplish this skill, both hands should be used. The palms of the hands should face each other and the ball should be picked up on the run (Figure 12).

Suggested drills for developing and improving catching.

As is the case with other skills, the number of drills that can be used to improve catching is limited to the imagination of the students and instructor. Drills for developing and improving the receivers' abilities include, but are not limited to, the following.

Students need to practice holding the ball. The grip drill may offer this opportunity. The student passes the ball from one hand to the other. The participant concentrates on spreading, relaxing and gripping with the fingers of each hand.

A drill that may help students practice catching the ball is the bounce drill. The performer bounces the ball off the floor or ground and catches it on the rebound. The velocity and height of the bounce should be lower for the beginner and then progress as expertise is gained. The player should use both hands first then progress to using each hand for several repetitions.

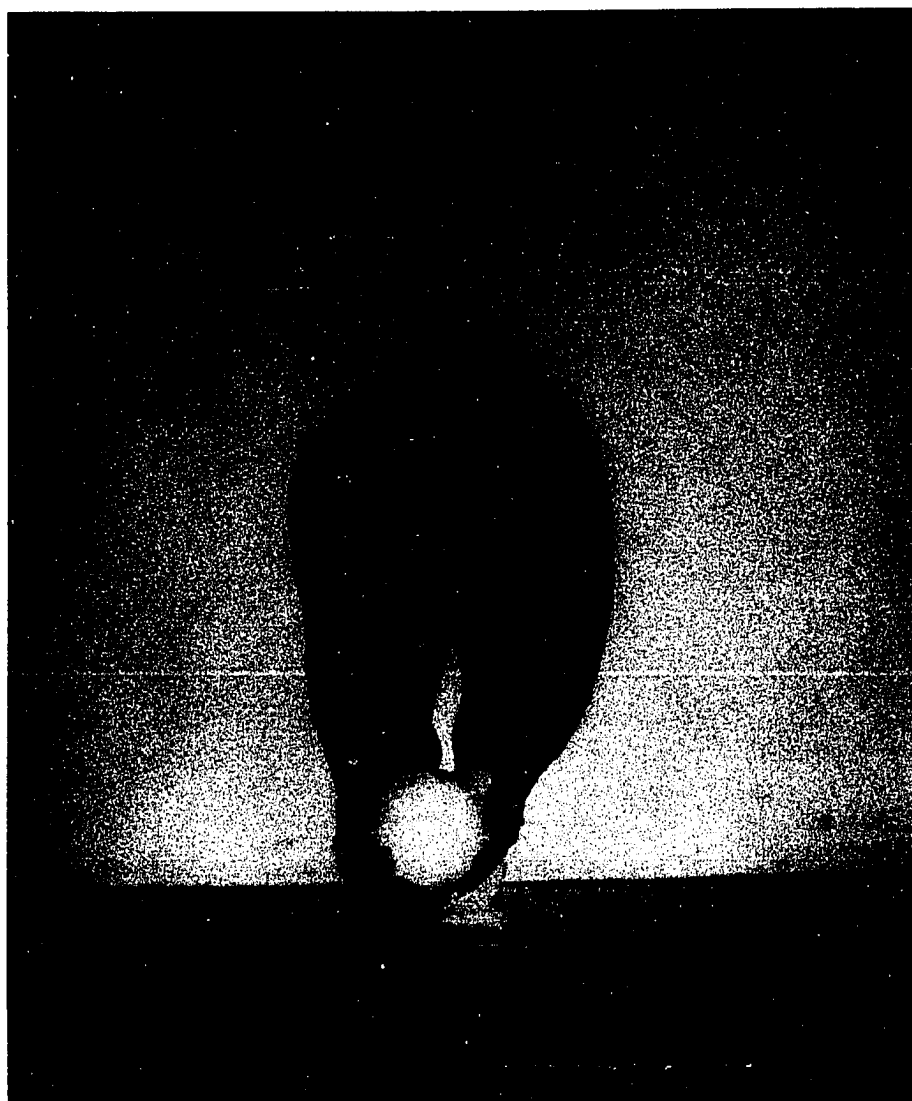


Figure 12. Fielding a static or ground ball.

A competitive method that offers students the opportunity to develop gripping skills is the take-away drill. A ball is distributed to each pair of students. The students face each other and both grip the ball with one hand. The participants then attempt to pull the ball out of the other person's hand without moving the feet. Use of each hand should be emphasized. Switching partners may also provide more equitable competition and development.

All the drills that are utilized for developing and improving passing are equally important for developing and improving receiving skills. When using these passing drills both skills should equally be emphasized.

Dribbling

Fundamentals of dribbling. The dribble used in team handball gives the game a unique rhythm (Moffett, 1984). During play the player is allowed three steps before the dribble must begin and three steps after the dribble is stopped. Coupled with the three-second rule, this makes the dribble a unique timing element in the game.

Because of the strong basketball orientation of most Americans, they have a tendency to dribble too much when playing team handball (Park & Fahey, 1973). This has led many teachers and coaches to the conclusion that dribbling should be practiced but not emphasized for participants at all levels (Cavanaugh, 1981).

The dribble in team handball is a little more difficult for the player than the dribble in basketball. The player has to maintain more eye contact with the ball (Figure 13). This is necessary because the ball surface is more irregular than the basketball. Additionally, as the game is played outdoors, surfaces of play will also be irregular or uneven and will make dribbling more difficult.

The primary use of the dribble in team handball is to either move the ball into the offensive court or to aid in the fastbreak (Cavanaugh, 1981). While on offense, the pass is a much more efficient and secure means of creating shooting lanes. The dribble should be practiced with speed since a real game situation will require execution at a fast pace.

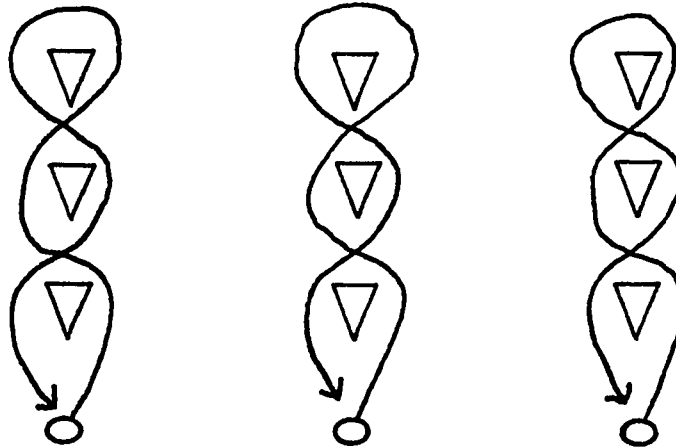
Suggested drills for developing and improving the dribble. Although there are numerous possible drills for improving dribbling skills, caution should be taken in selecting their number and frequency. The following are some suggested drills for developing and improving the dribbling skills for team handball.

The weave drill offers the opportunity to develop or improve dribbling skills. A line of students spaced about six or seven feet apart provide the performer an obstacle course for maneuvering. The dribbler starts at one end of the line and weaves in and out of the gaps provided by the



Figure 13. Cindy Stinger keeps eye contact during dribble
(Olympic file photo by Maikoski).

other students (Diagram 6). Each of the students should be given the opportunity to negotiate the course.

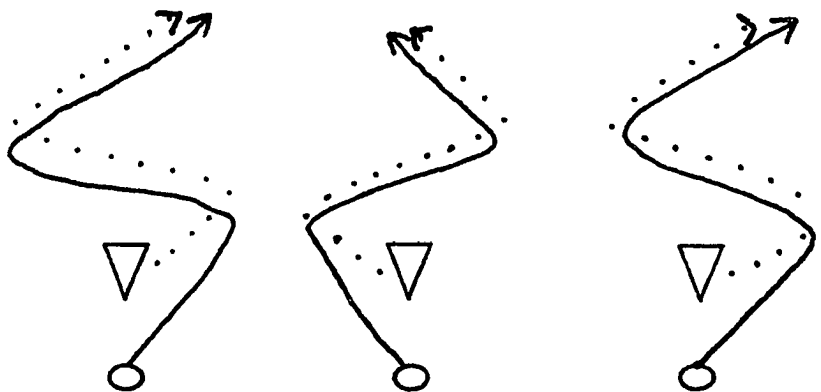


(Defensive player)

Diagram 6. Weave Drill.

Students need an opportunity to practice one on one dribbling skills. The mirror drill is performed by pairs of students. One student plays defense with hands behind the back, slightly bent at the waist, and a sound defensive stance. The defensive player's job is to play defense with movement of the feet and force the dribbler to move right and/or left to gain ground. The dribbler gains as much ground as possible attacking both left and right while crossing the ball over in front and alternating left and

right hand dribbles (Diagram 7). As students gain expertise the defense can be given more freedom, eventually playing full speed.



Path of defender>

Diagram 7. Mirror Drill

Further development and improvement of dribbling skills may occur in the continuous maze drill. Any number of students may be arranged randomly to make an obstacle course. These students remain stationary but are active with their hands in trying to steal the ball from the dribbler. The dribbler has to penetrate and clear the maze (Diagram 8).

Shooting

Shooting is probably the most important skill the beginning team handballer can develop. There are a multitude of possible shots that can be accomplished in team

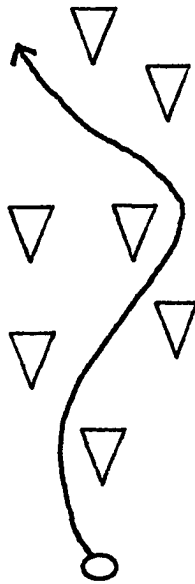


Diagram 8. Continuous Maze Drill.

handball. Mastery of two or three fundamental shots should be an objective of the beginner.

Fundamental shots of team handball. The most prevalent shot taken in team handball falls into the broader category of overhand shots. One type of the overhand shot is the set shot. This shot, with the exception of velocity and purpose resembles the one-hand overhead pass. The shot may bounce or go directly into the goal (Figure 14). When the shooter is not confronted by a defender and a shooting lane is available, this can be an effective offensive weapon.

The other overhand shot often taken in team handball is the jump shot. Sometimes the shooter can create a shooting

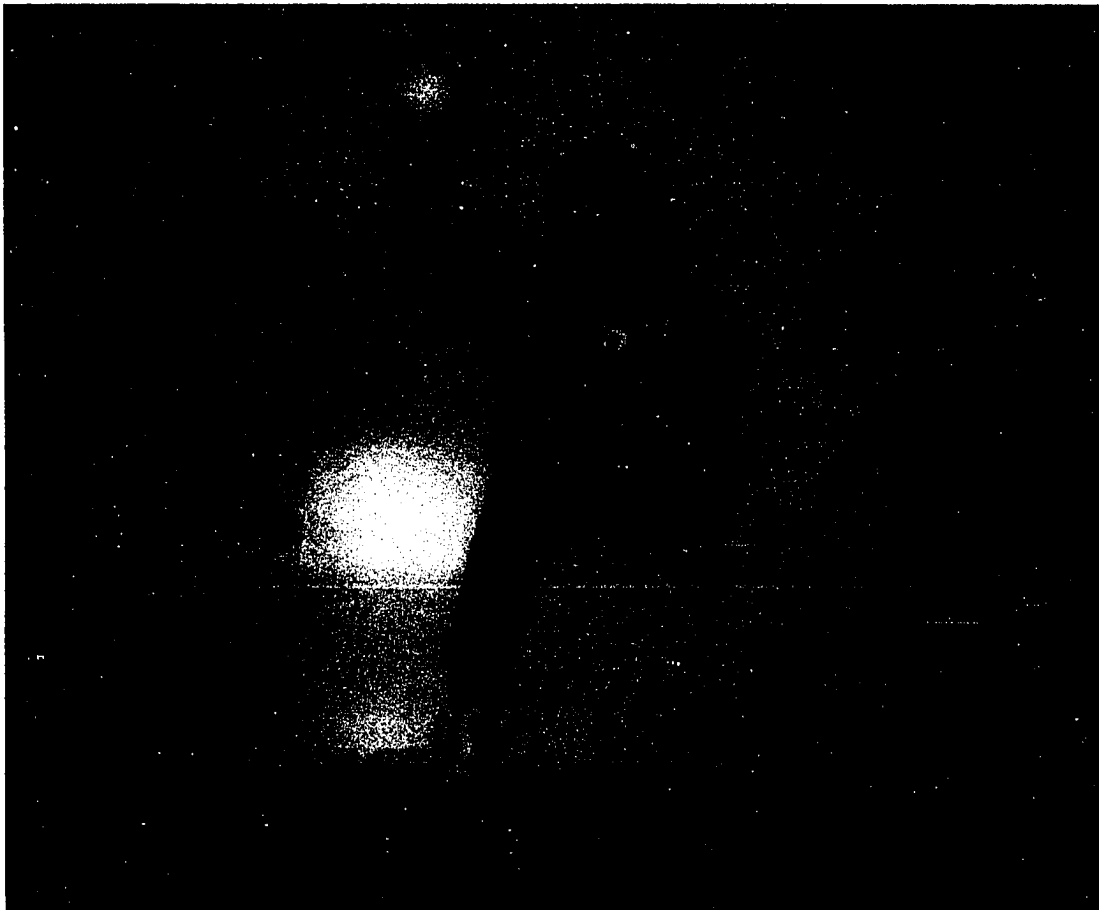


Figure 14. Overhand set shot.

lane by jumping above the defender to shoot at the goal (Figure 15).

Another fundamental shot frequently used in team handball is the sidearm shot. This shot is a modification of the overhand shots. If the defender's hands are held high, the sidearm shot may be an effective counter. As with the overhand shot, the ball can be bounced or shot directly into the goal. The shooter may have to jump in order to create a shooting lane.

A very important weapon of the team handballer is the dive or fall shot. This shot is usually a modification of the overhand shot. The major difference is that the shooter falls or dives toward the goal to cut down on the distance of the shot. This skill can be very effective when taking a penalty shot (Figure 16). Many players, especially circle runners, make the dive shot a mainstay of their offensive arsenal (Figure 17). Effort and practice time should be devoted to the recovery of the shooter after the dive shot. Beginners should be taught how to make shoulder rolls after releasing the ball.

Optional shots. As students gain more experience and higher skill level, there is a great number of additional shots they can develop and improve. Some of the more prevalent shots taken at the international level of competition currently were developed as a result of both necessity and imagination.



Figure 15. Jim Buehning takes a jump shot (Olympic file photo by Maikoski).

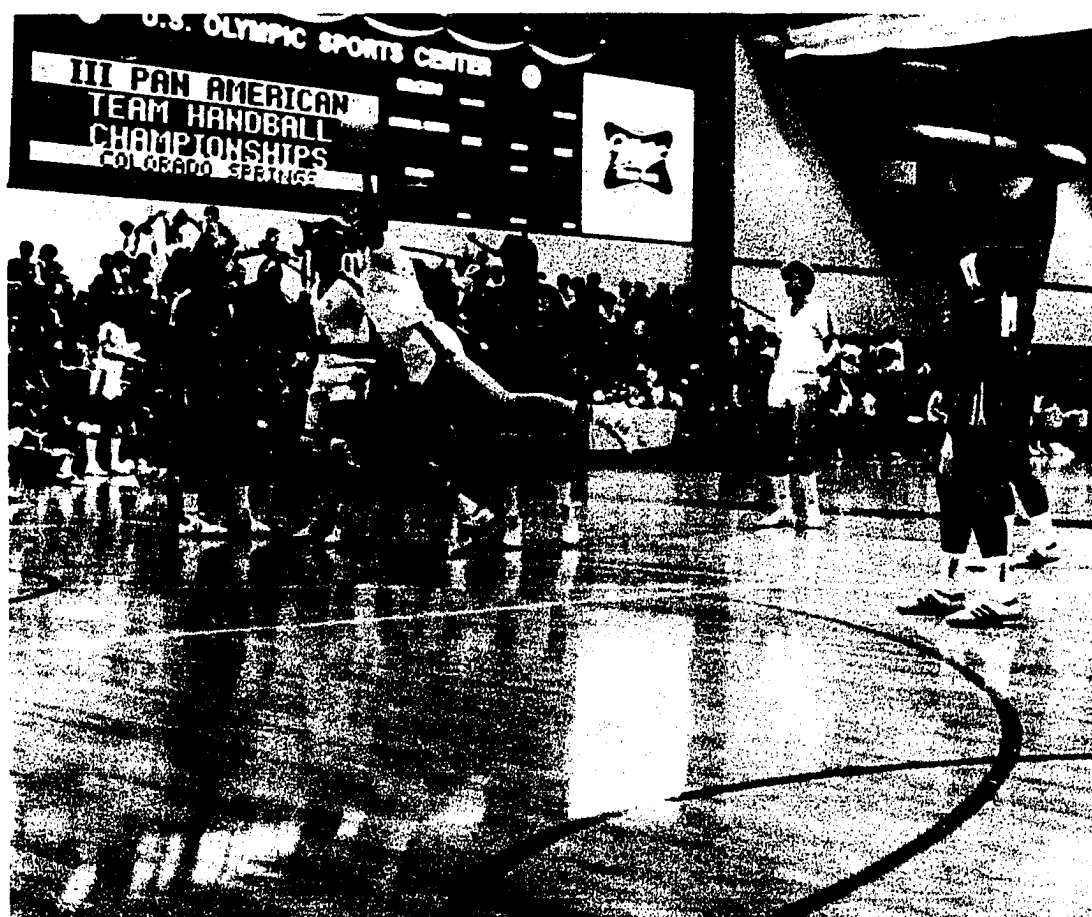


Figure 16. Jim Buehning uses the fall shot to take the penalty shot (Olympic file photo by Maikoski).



Figure 17. Tom Schneeberger takes a dive shot (Olympic file photo by Maikoski).

A potentially important shot the player may eventually develop is the wing shot. This is a jump shot taken from the wing position. Because of the extreme angle the wing player confronts in shooting at the goal, the wing breaks past the defense and jumps to improve the shooting angle (Figure 18).

At some time during competition the player will probably find need for an underhand shot. If all the upper shooting lanes are blocked, the shooter may utilize this shot (Figure 19).

Another more advanced shot is the twister. When the defender has posted up behind the shooter, this may be an effective weapon (Figure 20).

Principles of shooting. There are some general principles of shooting that may help the beginner develop efficiency. The shooter's opportunity for finding a scoring lane will be greatly improved if he/she is moving toward the goal when receiving a pass (Cuesta, 1983). The principle is similar to that of the shooter in basketball. Timing is a critical factor in getting a shot at the goal. The defense and the goalkeeper all have to be beaten for a score to occur. If the shooter is moving toward the goal while receiving and shooting the ball, the chances for finding a scoring lane are enhanced (Cavanaugh, 1981). A primary concern for the beginner when shooting is accuracy. Velocity of the shot is of secondary concern (Cuesta, 1983).

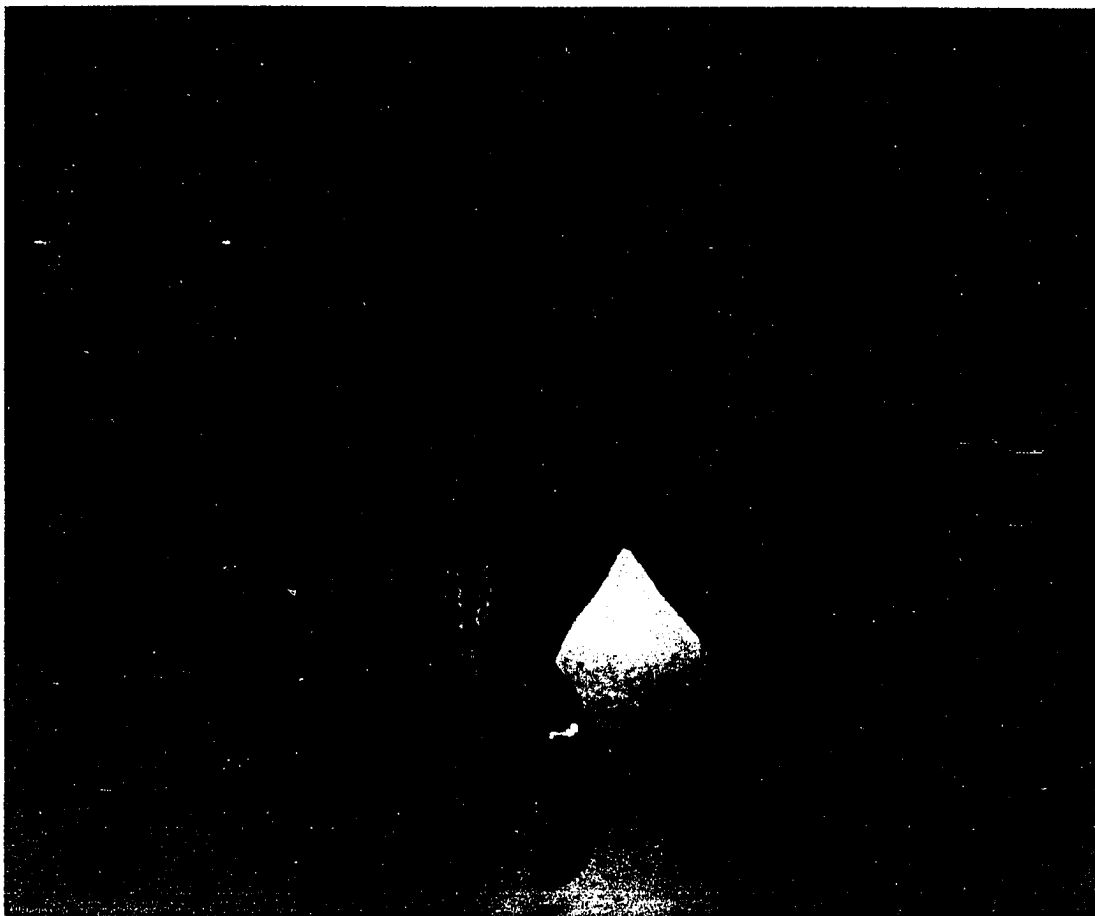


Figure 18: Wing shot.



Figure 19. Underhand shot.



Figure 20. Twister shot.

Good shooters share many skills and qualities. The following suggestions are not all the elements that create a good shooter, but can serve as guidelines for the beginning team handballer (Cuesta, 1983).

1. A good shooter will master at least two shots.
2. Usually the lower corners of the goal are the toughest areas to protect for the goalkeeper.
3. The good shooter is able to change the placement of the shot at the last moment by changing position of the shooting hand and wrist.
4. If the opposing goalkeeper is tall, the good shooter will take many low shots.
5. If the opposing goalkeeper is short, the good shooter will take many higher shots.
6. When playing against the goalie who likes to dive, the good shooter will shoot low most of the time.

Suggested drills for developing and improving shooting.

A wealth of drills are available for practicing shooting. The following are some drills that may help beginners develop or improve their shooting abilities.

Beginning players may develop or improve shooting skills with the open goal drill. Two different lines of students are formed outside the nine meter line, facing the goal. One line serves as passers to the other line, who take shots at the goal (Diagram 9). After the shot, the passer and shooter switch lines. The angles and distances

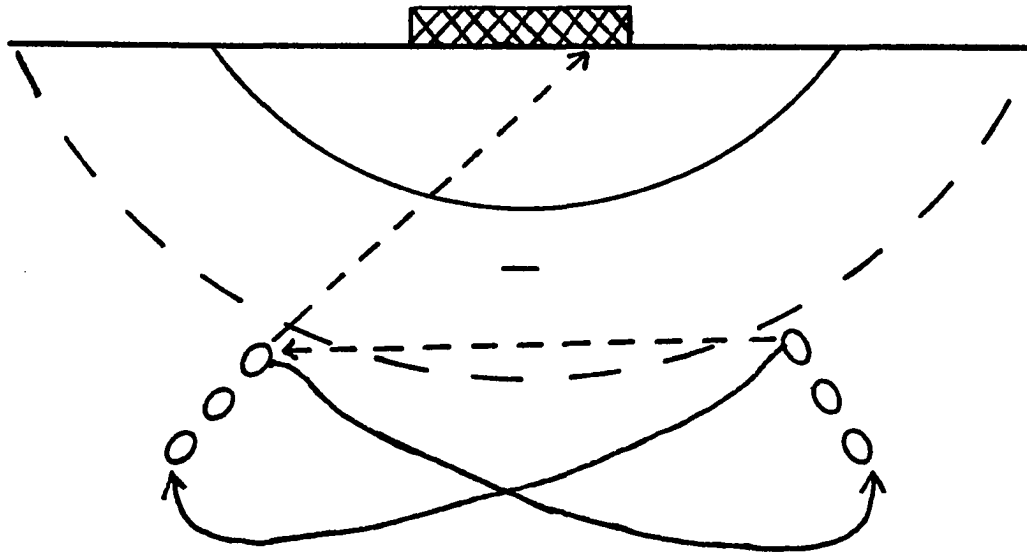


Diagram 9. Open Goal.

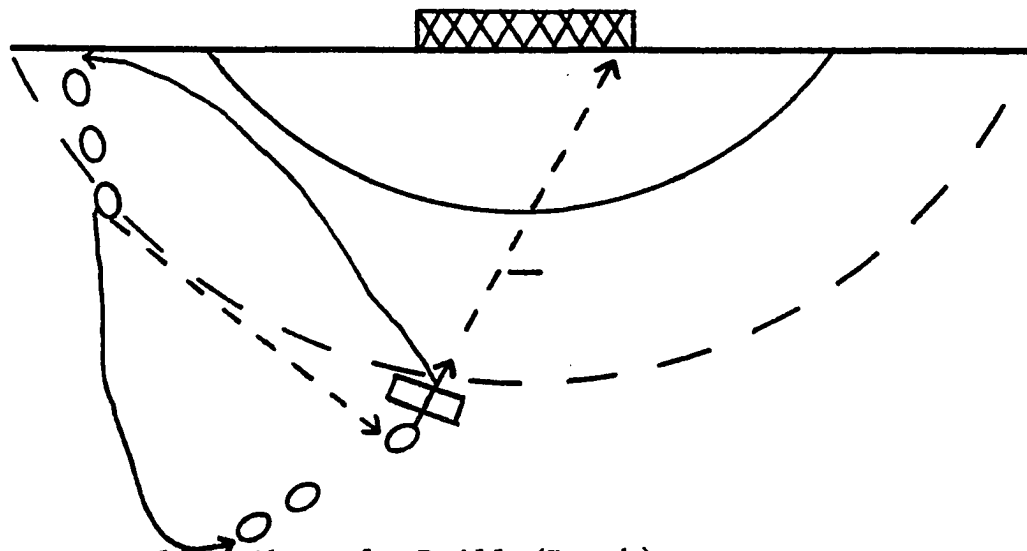


Diagram 10. Obstacle Drill (Bench).

for shooting can be varied as appropriate. This is a particularly good drill to practice almost any shot in the shooter's repertoire. After experiences is gained, a goalkeeper in the goal can make shooting a bit closer to actual game conditions.

There are a number of obstacles that can be set up outside the six meter line to help the shooter develop different shots. An obstacle that can help the shooter develop timing in the jump shot is the bench (Diagram 10). A passing line and a shooting line can help the student put together many of the elements for offensive play. The addition of the goalie in the drill can be useful, after the goalkeepers and shooters gain experience and develop some expertise.

Another obstacle that can be used to help shooters polish their skills is an extra goal (Diagram 11). Eventually a "live" defender may be used as an obstacle for shooters (Diagram 12). The aggressiveness and tenacity of the defensive player can be progressively geared to the expertise of the shooters.

Beginners may develop or improve movement skills of team handball with the no-hands drill. This drill more closely simulates full-speed competition. A full compliment of six defensive players is instructed to play sound defense with their feet and bodies. A full compliment of offensive players is also used. The defenders put their

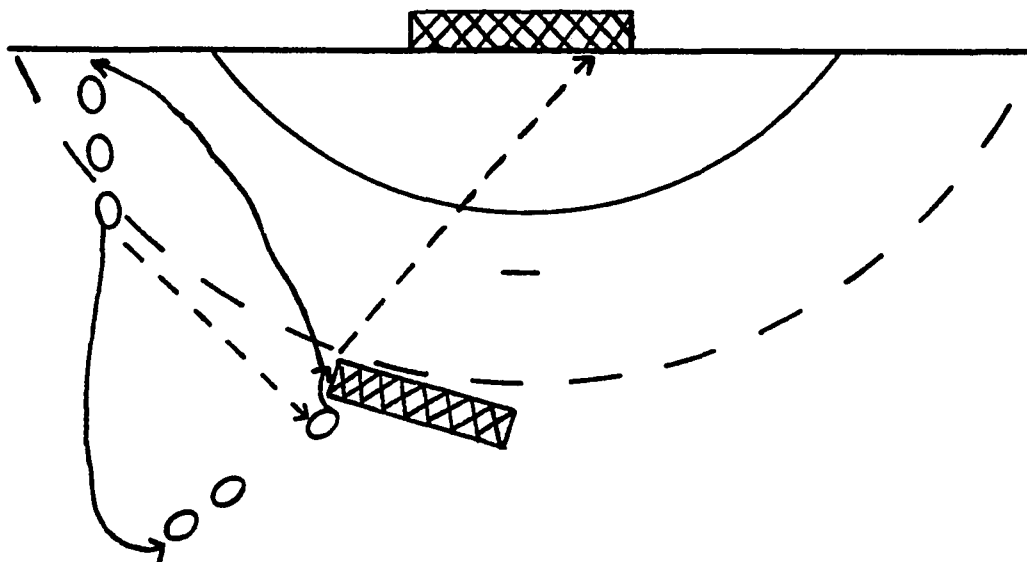


Diagram 11. Obstacle Drill (Goal).

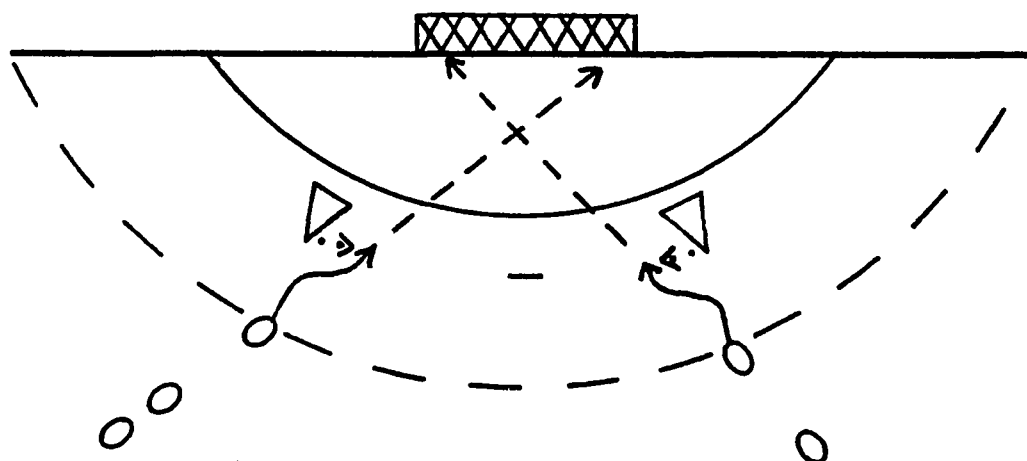


Diagram 12. Obstacle Drill ("Live" defender).

hands behind their backs or by their sides and play full speed defense. As with all shooting drills, a goalkeeper can be added or deleted as needed.

A full complement of six offensive players maneuver to get off shots against a full complement of six defenders. To make sure that shots are sought and taken, a time limit can be placed on the offensive squad. By the time players are ready for this drill, a goalkeeper should be used.

Chapter III
The Goalkeeper

Learning Objectives

Each student should be able to:

1. Demonstrate the movement pattern of the goalkeeper in relationship to the ball.
2. Show how to stop a high shot at the goal.
3. Show how to stop a low shot at the goal.
4. Demonstrate how to initiate the fastbreak for offense.

Fundamental Skills of the Goalkeeper

Catching or stopping the ball. One of the primary fundamentals and ideals of goalkeeping is the ability to catch the ball. This motor skill can be practiced in the general drills designed for improving and developing receiving skills.

Realistically, the proximity to the shooter and the velocity of the shot frequently make catching the ball a very difficult task. The goalkeeper does well just to block the shot at the goal under these circumstances. The protection of many rules concerning the goal area allows the keeper time to pick up a ball that rebounds from the hands, legs, or body. If the goalie deflects a shot over the goal

line, the defensive team still gets to put the ball in play with a goal throw. For these reasons, reaction time, quickness, and courage have been promoted as the most important qualities of the goalkeeper (Cuesta, 1983).

Bisecting angles. Because there is so little time to react to a shot and make a save, the goalkeeper should try to take a position that leaves little, if any, goal mouth available to the shooter. The procedure many goalkeepers follow to gain the most advantageous position is bisecting the imaginary angle created when an imaginary straight line is drawn from the ball to each of the goal posts (Diagram 13).

In most situations the beginner can use this procedure of positioning as a general rule. A continual tracking of the ball when it is moved around the backcourt and from wing to wing by the opponents should make the goalkeeper move in an arc pattern in front of the goal mouth. If the opponents have the ball on the wing, the keeper will be almost even with the near goal post. As the ball is moved across court in front of the goal, the goalie moves in an arc that should not exceed four or five feet (Diagram 14).

Basic save positions. There are a number of positions, many of them precarious, that the goalkeeper may be forced into as a goal is saved (Figure 21). The beginning goalkeeper would do well to master three of these positions. The first of these is the basic ready position (Diagram 15).

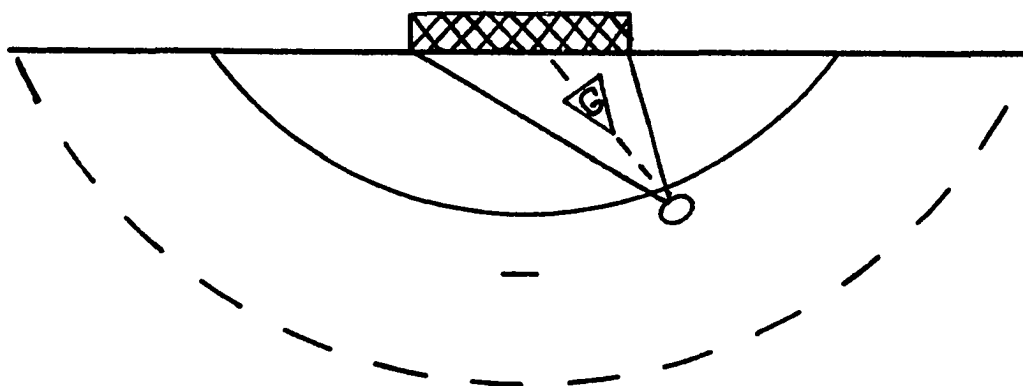


Diagram 13. Goalkeeper bisects shooting angle.

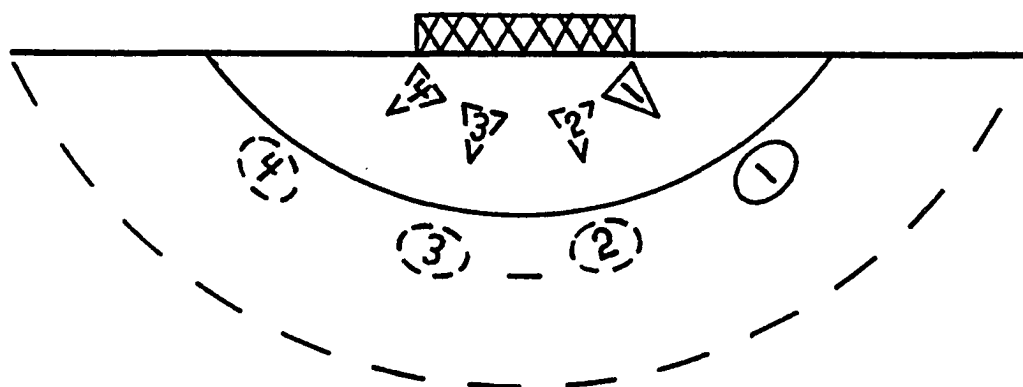


Diagram 14. Movement pattern of goalie as ball is moved from right backcourt to the left backcourt.

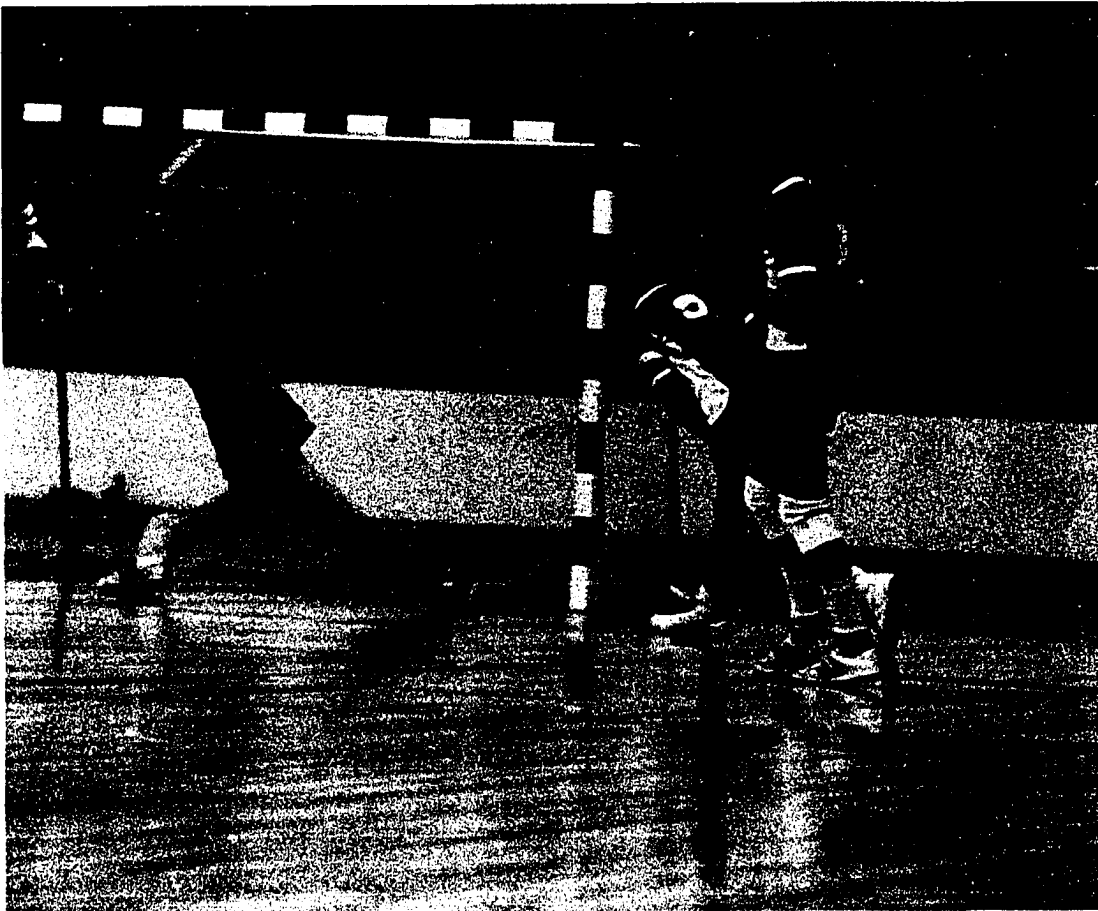


Figure 21. Bill Kessler in a precarious position to make a save (Olympic file photo by Maikoski).

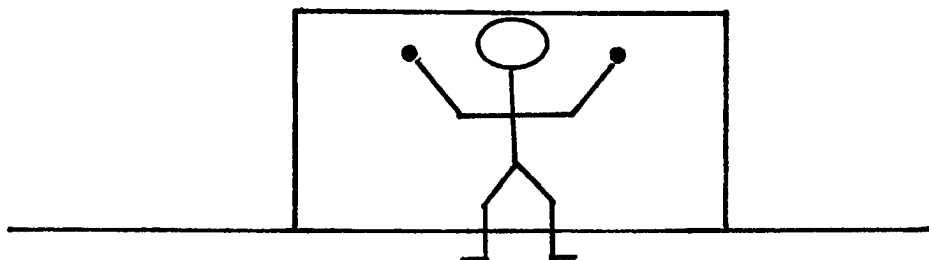


Diagram 15. Ready position of goalkeeper.

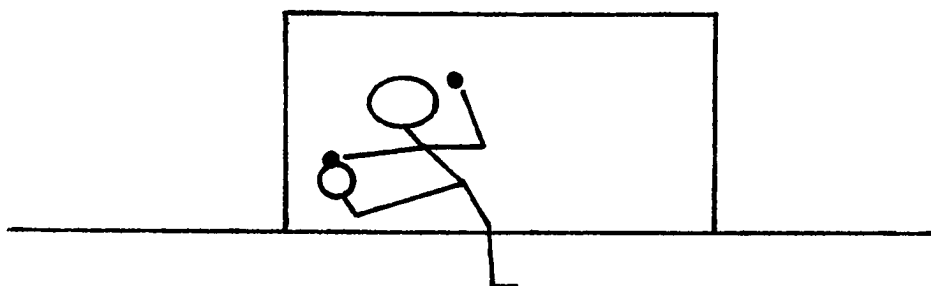


Diagram 16. Goalkeeper positioned to stop a low shot.

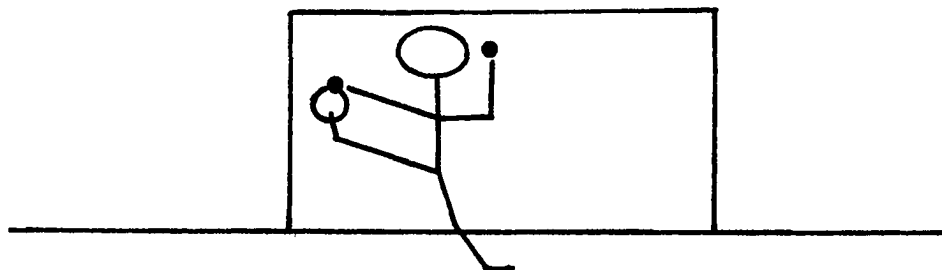


Diagram 17. Goalkeeper positioned to stop a high shot.

This position should allow the goalkeeper to have freedom of motion in almost any direction. This ready position is slightly more upright than the ready position for defense in basketball. The arms should be raised but in a comfortable position so that they may be moved sideways or up and down.

Another basic position that the beginning goalkeeper should try to master is the position to stop the low shot at the goal (Diagram 16). The goalkeeper's weight is on the leg opposite the direction of the shot. The near hand is over the leg on the side of the shot. The opposite hand and arm eventually cross the body high in the direction of the ball.

A third position the beginner needs to master is the alignment for stopping the high shot at the goal (Diagram 17). Similar to making the stop for the low shot, the keeper's weight is on the leg opposite the shot. The leg on the side of the shot is raised into the air. The near hand is extended toward the ball and the entire body is pushed in the direction of the shot by the opposite leg.

Because of anatomical differences, there will be some variation of alignment for these three basic positions by different goalkeepers. These positions are intended to serve as guidelines for the beginner. Whatever is most effective in making saves should be adhered to. History has shown a considerable range of somatotypes by many effective goalkeepers (Cuesta, 1983).

Recovery from a save. A very effective offensive weapon is the fastbreak. More often than not, it is the goalkeeper who is the key to this attack. Considerable time and practice should be spent on the keeper finding the open receiver after a save is made. A general rule the beginner may use in finding the open receiver is to look first in the opposite direction the shot came from. For example, if the shot comes from the goalkeeper's left, he/she should look first to the right for the open teammate.

Basic Fundamentals of Goalkeeping

Many teachers and coaches have suggested that the goalkeeper is the most important player on the team (Dwight & McRae, 1980). Further suggestions have indicated that the goalkeeper is a very specific position and represents a completely different approach to team handball. Consequently, arguments have been made for treating this position differently than the rest of the positions on the team (Cuesta, 1983).

While the psychological and mental attributes of the individual playing goalkeeper may be among the most important, there are some basic tenets that may help the beginning keeper to earlier success. These fundamentals would include but are not limited to the following:

1. The good goalkeeper's position is dictated by the situation and position of the ball on the court. He/she constantly shifts with movement of the ball (Cuesta, 1983).

2. The good goalkeeper learns how to move out on shots to cut down the shooter's angle (Park & Fahey, 1973).

3. The goalie who is successful learns to get valid information about the trajectory of the shot from the movement of the shooter's trunk, shoulders, arms, and wrists (Cuesta, 1983).

4. Successful goalkeepers keep at least one foot in front of the goal line to avoid a self-scored goal (Park & Fahey, 1973).

5. Finally, the good goalkeeper will stop the shot by any manner possible.

Suggested Drills for Improving and Developing Goalkeeping

There are many different aspects to goalkeeping that should be practiced. The following drills are suggested to help improve and/or develop the beginning goalkeeper.

Beginning goalkeepers may practice bisecting angles by using the arc drill. The ball is rapidly passed back and forth around the six meter line by five or six offensive players. The goalkeeper keeps moving in an arc across the mouth of the goal (Diagram 18). The proper relationship has the goalie constantly bisecting the shooting angle.

Reaction time of goalkeepers may be practiced with the wall drill. A student is placed two or three meters from and facing a flat wall. Two other individuals, each with a ball, flank this student, one to the left and one to the right. Balls are thrown against the wall for the performer

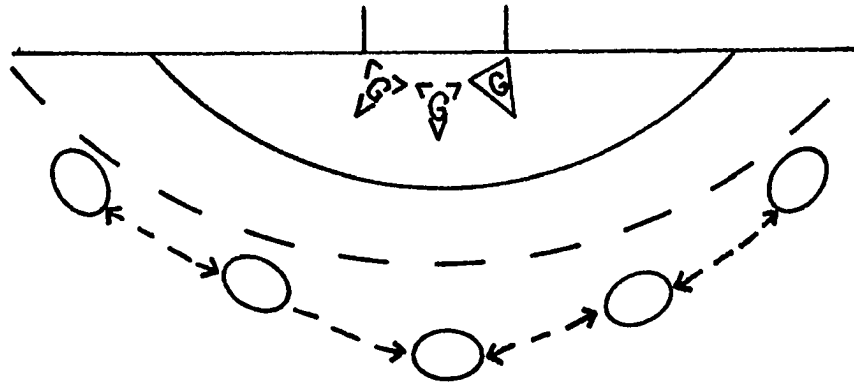


Diagram 18. Arc drill.

to catch or stop (Diagram 19). Height of the thrown balls is varied. Velocity is increased as each student improves.

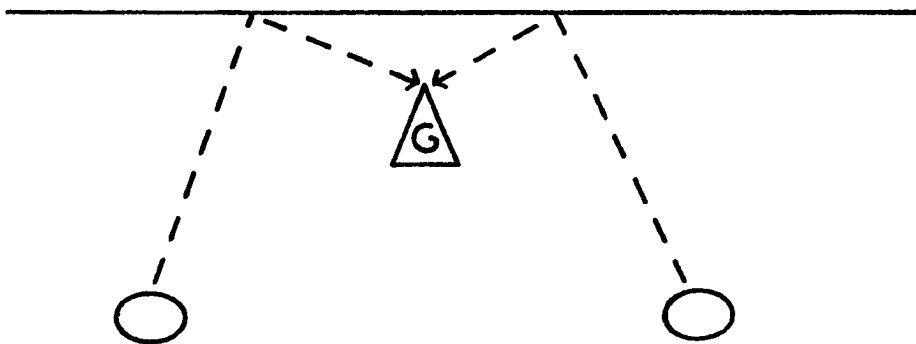


Diagram 19. Wall drill.

The low toss drill offers students a chance to field low balls in front of the goal. The student performing is in the middle of the goal mouth. The instructor or another student throws low balls from about three feet in front of the goal line and about three feet inside the goal post. Successive throws are accomplished underhanded so the performer has an opportunity to succeed at stopping the ball while using good body mechanics. As individuals attain more expertise, the velocity of the throws can be increased. Both flanks of the goalkeeper should be worked. After most of the students become more familiar and have some success with these dimensions, throws could be made from 10 to 12 feet in front of the goal line and in the low corners.

Beginning goalkeepers may practice fielding bounced balls with the volley bounce drill. A goalkeeper is placed between two lines of students who are bounce passing the ball back and forth to each other. The goalie tries to stop all the passes.

Stopping high shots at the goal may be practical utilizing the high ball drill. A student squats at one post in the goal mouth. Balls are thrown slowly into the opposite high corner of the goal. The student thrusts diagonally across the goal to stop or catch the ball. As students gain expertise, pace of the throws can be increased.

The Tarzan Drill allows students to practice one-hand saves. The performing student hangs with one hand from the crossbar post. With the other hand high tosses are stopped from entering the goal. These tosses are slow in velocity at first and are never extremely fast.

The distribution drill allows beginners to practice distributing the ball for the fastbreak. The student in the goal area stops and/or catches balls from either flank. As soon as it can be secured, the ball is distributed to the opposite flank to an open teammate. This initiates a fastbreak toward the opposite goal. Eventually this drill can become part of a full-scale scrimmage.

Chapter IV

Team Alignments and Individual Positions

Learning Objectives

Each student should be able to:

1. Recognize the basic formations used in the indoor and outdoor versions of team handball.
2. Recognize the specific responsibilities for the different positions of team handball.
3. Identify the prevailing positions for the more popular indoor game.
4. Identify the prevailing positions for the outdoor game.

Various Team Formations

The use of the word formation to describe the position of players in team handball is at best a loosely interpretative label. As a contest is played, it may become difficult to discover a particular formation. This difficulty in recognition occurs in part because all the players, except the goalkeeper, are constantly moving and exchanging areas on the court. In successful play, this is done to avoid defensive players. Additionally, the game is usually fast paced and subsequently a particular player's position is difficult to track.

Indoor players and positions. The more popular indoor game utilizes six court players and a goalkeeper. The three players who comprise the front line are a circle runner, a left wing, and a right wing (Diagram 20). There is a playmaker or center, a left backcourt player and a right backcourt player.

The circle runner used in team handball is synonymous to the offensive lineman in football or the posting center in basketball (NAGWS, 1981, Wright). This player spends a great deal of time blocking and screening opponents in order to create shooting lanes for the other court players. As defensive players move out to pick up the other players, the circle runner may have opportunities to get off shots at the goal. When the team is on defense, the circle runner will either mark an opponent player to player or become part of a defensive formation.

Wing players in team handball have numerous ways of contributing to the team's offensive and defensive tactics. The wings are primarily responsible for providing most of the offensive fire power of the front line. These players are usually the fastest people on the team. Their speed usually makes them a key to the success of the fastbreak. Wing players usually receive the initial pass from the goalkeeper to commence the fastbreak offense. Players in these positions need to synchronize their movement with all other players on the team, particularly the other wing

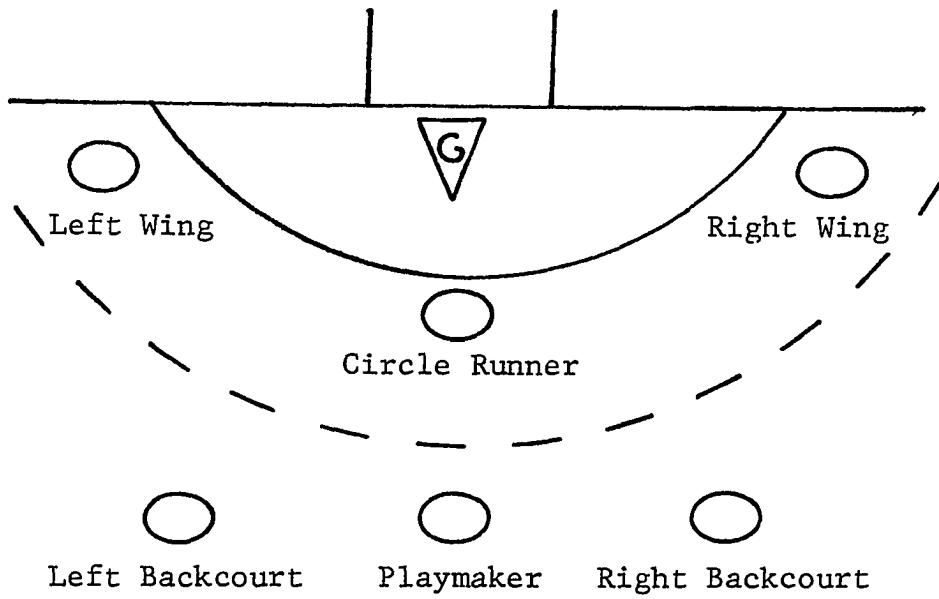


Diagram 20. Indoor players and positions.

player. If the left wing is involved in an offensive attack, the right wing should drop back as a safety valve to prevent the opponent's fastbreak until the ball is moved to the right for an attack. Similarly, when the team is backed up playing defense and a shot is made from the opposite flank, the wing needs to anticipate a quick outside release from the goalkeeper to initiate the fastbreak. Otherwise the wing player may have to mark a particular opponent for a person to person defense.

The playmaker, as the name indicates, usually serves as the top assist player on the team. This player usually has the best ball handling skills and is the best passer on the team. The playmaker also should be effective in taking shots at the goal when they are available. This player is often utilized to call plays for offensive attacks, much the same as a quarterback in football. On defense this player may be used in the middle as part of a particular formation, or to mark a player in a person to person situation.

Backcourt players are an integral part of the offensive attack as shooters when the circle runner or others are screening and blocking to create shooting lanes. Additionally, players in this position need to be aware of the movements and positions of the circle runner and the wing. If one of the other players has an open shot at the goal, it is the responsibility of the backcourt player to pass the ball to the open player. Players in this position

should be among the first to make the transition from offensive sets to defensive sets because they are usually nearer the defensive end of the court.

Outdoor players and positions. The outdoor version of the game is played with 10 court players and a goalkeeper. There are basically three lines of players in the outdoor game. The line of players nearest the offensive goal are forwards; the players in the middle area of the field are called midfielders; and the players nearest the defensive goal are called backs. The number of players for each of these lines varies according to the skills and specific team philosophies. Teams that are offensively oriented may use a 5-3-2 system (Diagram 21) or a 4-3-3 system (Diagram 22). A team that is more reliant on defense and the fast-break may utilize the 3-3-4 system (Diagram 23). There are a number of possible formations and alignments with 10 players. These are three of the more commonly used.

While the wing players in the outdoor game are still primarily responsible for providing offensive attack from the flank and serving as a key to the fastbreak, the other front line players referred to as inside forwards combine the skills of the circle runner and the backcourt players of the indoor game. The front line players of the outdoor game are expected to help on defense, but the much larger playing surface makes the forwards less evident on the defensive formations to prevent opponents from scoring.

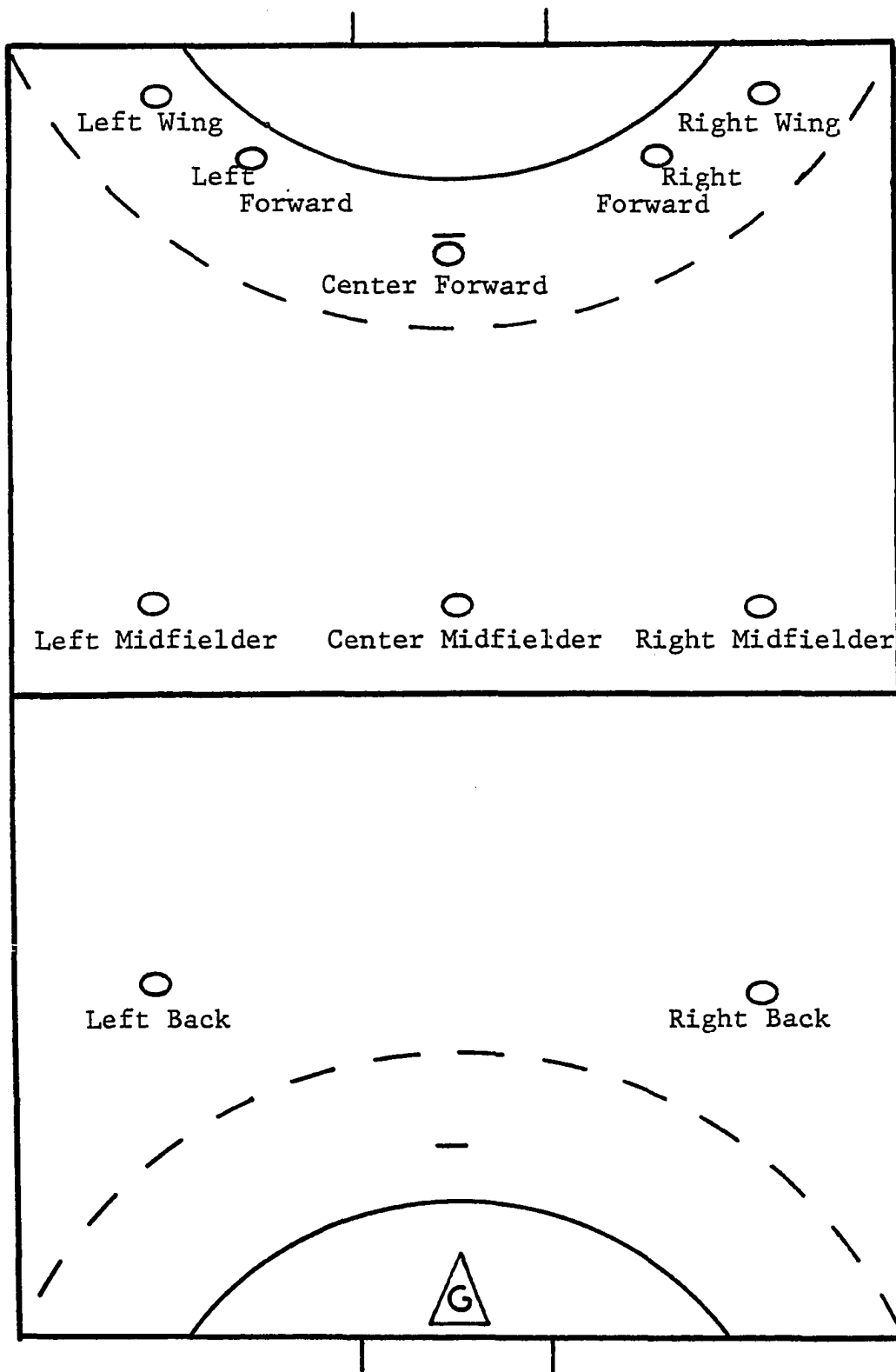


Diagram 21. 5-3-2 system.

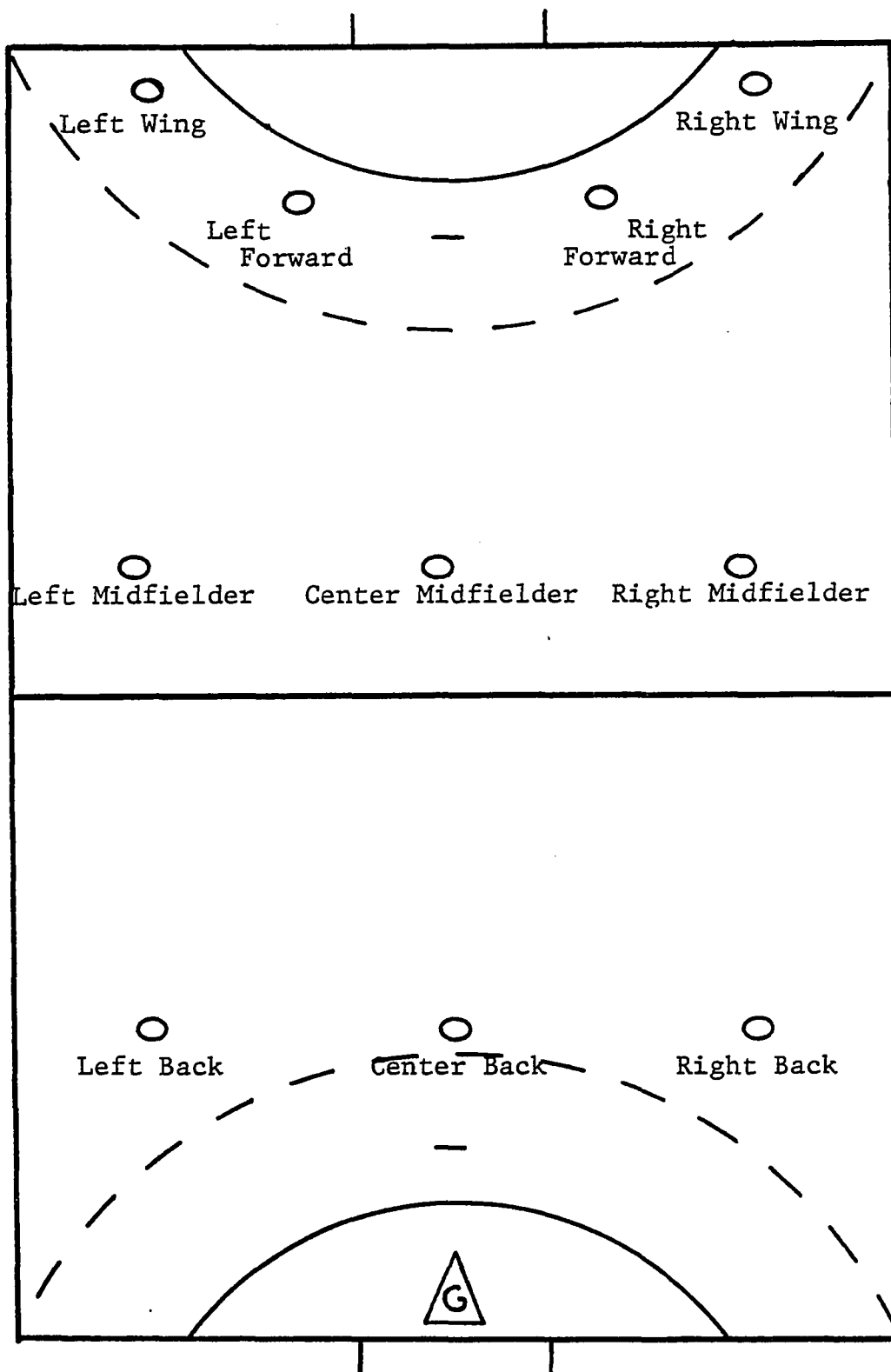


Diagram 22. 4-3-3 System.

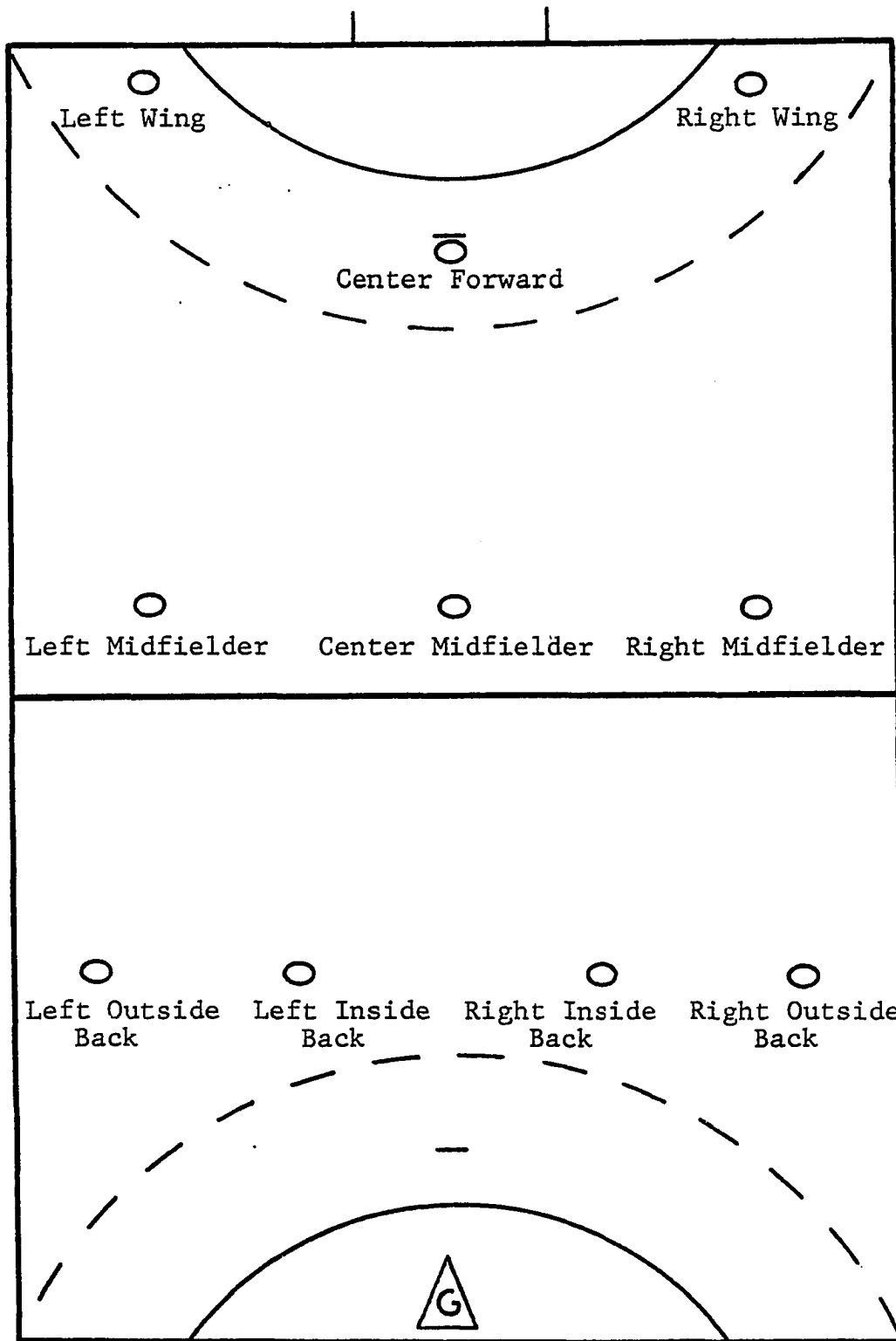


Diagram 23. 3-3-4 system.

Midfielders are responsible for the team's transition from offense to defense or from defense to offense. These players will be involved in offensive attacks on goal and included in defensive formations. They are integral to both the offense and defense of the team.

The backs in the outdoor game can be of great assistance in surmounting an offensive attack, but their primary duties consist of aiding the goalkeeper in preventing the opponents from scoring. This can be a capacious task, as the offensive team is not restrained by an offside penalty as is witnessed in soccer. Offensive players may break past the defenders at any time or station themselves behind defenders near the six or nine meter lines.

The goalkeepers' responsibilities and positions have been previously outlined and described (Chapter III). The formations and play of the other players in the indoor or outdoor game are somewhat inconsequential to the goalkeeper at the beginning level of play.

Chapter V
Principles of Defense

Learning Objectives

Each student should be able to:

1. Demonstrate a sound defensive stance.
2. Explain the principle of the heads-up position for defense in team handball.
3. Explain the principle of the denial position for defense in team handball.
4. Outline the basic principles of a 6-0 defensive system for team handball.
5. Develop quicker movement as a defensive team handballer.

Individual Tactics

Physical development of a defensively sound individual for team handball should probably start with the stance. The basic defensive stance for team handball is very much like the ready stance for many other physical activities. In a stationary defensive position the feet are approximately shoulder width apart and the weight is comfortably distributed. The legs are slightly bent at the knee. There is slight flexion at the hips, but the trunk is upright (Figure 22). Hands are held comfortably high so that



Figure 22. Basic defensive stance.

shooting and passing lanes may be obstructed. The head is held upright so that vision is maximal. Visual tracking of the ball is accomplished by pivoting the head at the neck and shoulders.

There are at least two basic principles to individual defensive tactics for team handball. The most fundamental of these two principles is used to prevent the offensive player from gaining easy access to the goal. In order to accomplish this, the defensive player may use the heads-up position (Figure 23). In this position the defender stays between the offensive player and the goal. This position is maintained whether the offensive player has possession of the ball or not. Basketball-oriented students may understand this as the sagging principle or help side defense.

The other fundamental of individual defense involves the denial principle. The position of the defender in this technique is between the offensive player and the ball (Figure 24). The defender tries to deny the offensive player the ball by overplaying to the ball side of the individual. While there is some gamble involved, the denial technique may be employed effectively to check a prolific scorer or an isolated player on a wing.

Beginning defensive players need to develop techniques for checking the shots of offensive players. Regardless of the defensive system employed, once an offensive player threatens to shoot the defense becomes a one-on-one



Figure 23. Heads-up position.



Figure 24. Denial position.

situation. One of the techniques a beginning defender may need to develop is the ability to block the jump shot. In order to accomplish this, the defender jumps immediately after the shooting attacker jumps. Extension of the hands and arms in an upward position should be emphasized to the beginner.

Another technique for checking the shooter may be referred to as the basic wrap-up position. This skill involves obstructing the path of the shooter's penetrating body and the forward motion of the shooting arm (Figure 25). While checking is a part of team handball, many teachers and coaches suggest the employment of strict basketball defense for the beginning players. Gradually hand, arm, and body checking can be added (Cavanaugh, 1981).

Team Tactics

Perhaps the preliminary consideration of team strategy for defense is the prevention of the fast break. The team objective in this case should be to delay the offense until the defensive formation or system can be employed. Regardless of the system employed, the basic concern is defending the six meter line or goal area (Cavanaugh, 1981). Therefore, simplicity is probably the best tactical consideration for beginning level team handballers.

One of the simplest and most common defensive systems available is the 6-0 defense. This defense calls for all six court players to position themselves next to the

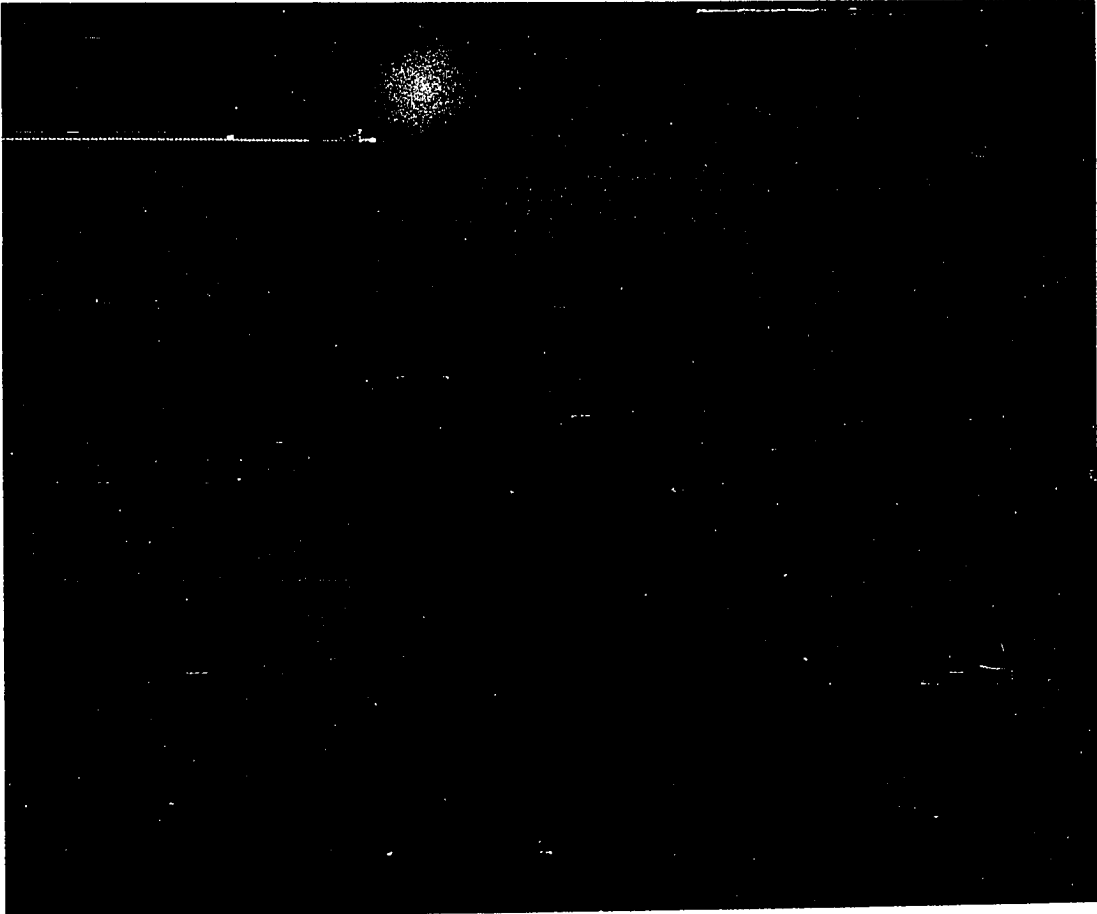


Figure 25. Basic Wrap-up position.

six meter line (Diagram 24). In the outdoor version of team handball, the same basic defensive proposition would utilize eight or nine players at the goal area, while one or two players chase the ball outside the nine meter line.

Tactically, this is a combination of zone and player to player defense (Dwight & McRae, 1980). Players initially have responsibility for the immediate area in which they are located. Concurrently, when a shot at the goal is threatened, area responsibility switches to responsibility for a specific player. A common technique used for accomplishing this strategy is to count offensive players. Defenders on the flank count attackers starting with the one closest to the near side line. The defender widest in the formation would be responsible for the first, or number one, attacker (Diagram 25). This second method is independently used on each of the flanks. To be effective, the counting procedure should be continuous throughout the duration of each and every attack. The middle defenders must decide and declare who will mark the circle runner and who is responsible for the backcourt players (Dwight & McRae, 1980).

When an offensive player changes position, the defender follows until the next defender can take the attacker (Diagram 26). If attacker 1 runs toward the center of the back court, defender A follows until defender B can mark 1.

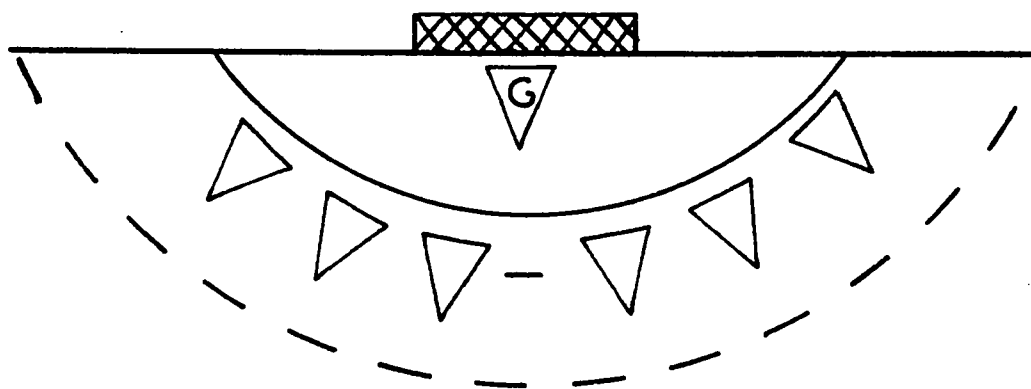


Diagram 24. The 6-0 defense.

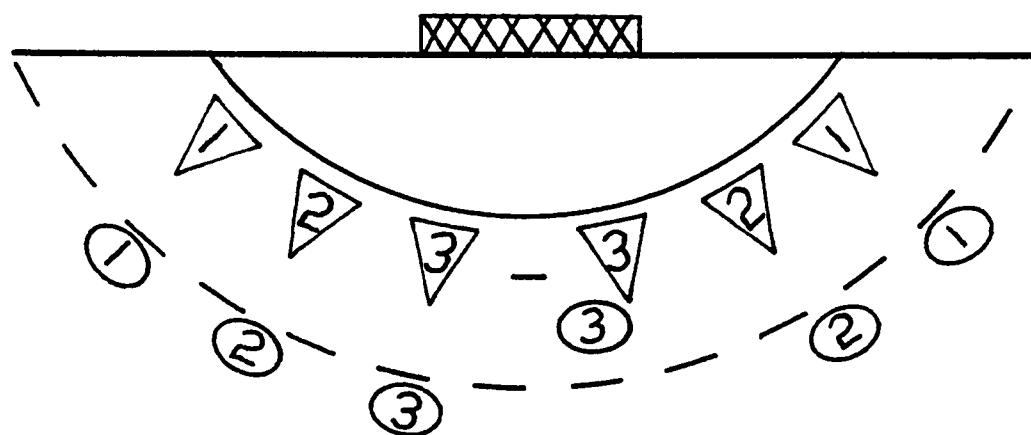


Diagram 25. Counting offensive players for marking.

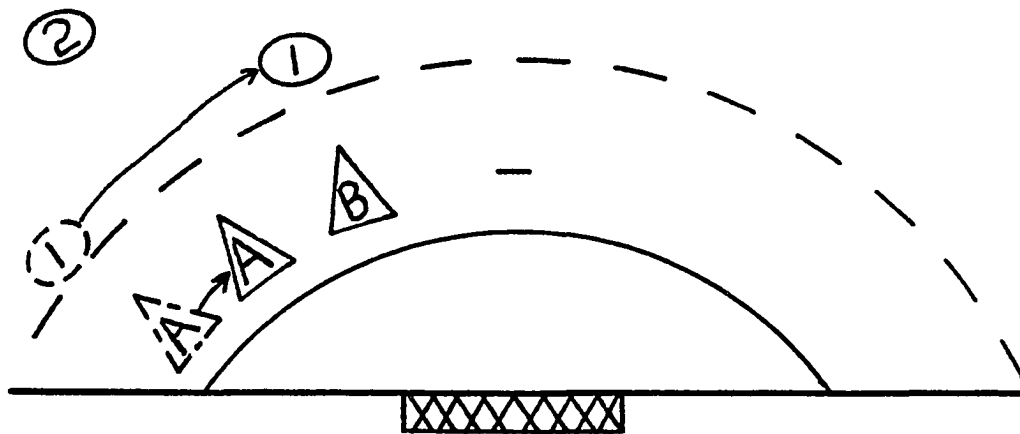


Diagram 26. Counting the moving attackers.

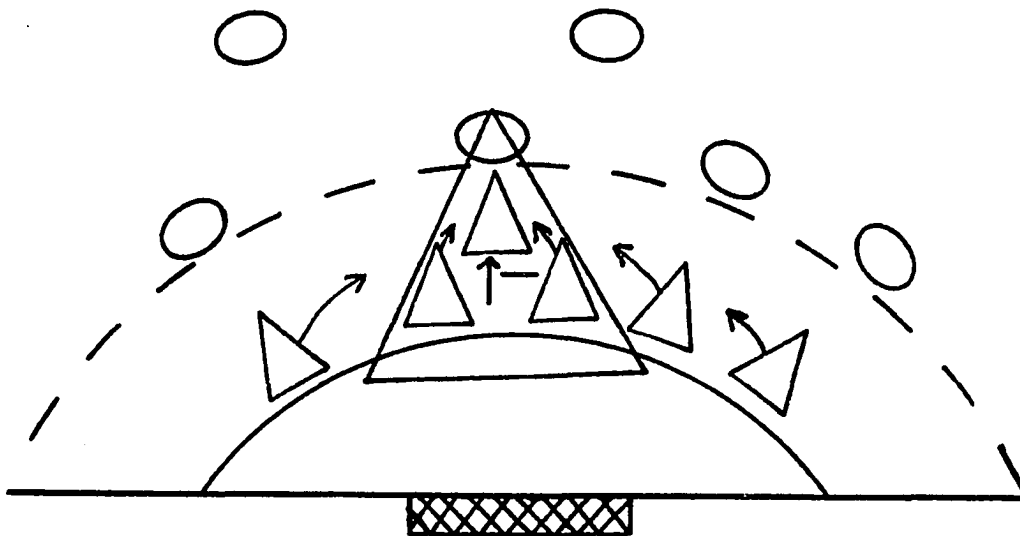


Diagram 27. Formation of triangle to stop shots.

At this time A would be responsible for attacker number 2 taking a shot at the goal.

A crucial element of success in utilizing the 6-0 defense or other defensive systems is the communicative abilities of the defenders. Because of the constant movement, the screening and blocking of attackers, the defensive team should continually talk to one another about responsibilities of marking, screening, and sudden blocking attempts by offensive players.

In addition to counting the offensive players, the beginning defender needs a viable procedure for confronting an attacker with the ball attempting to shoot. Some teachers and coaches have suggested the formation of a triangle in front of the attacker with the ball (Dwight & McRae, 1980). The defensive player opposite the player with the ball moves out to the nine meter line to confront the attacker (Diagram 27). The flanking teammates of the defender help cover to the right and left of the ball, subsequently forming a human wall in front of the attacking opponent.

Drills for Developing and Improving Defensive Skills

There is a number of drills available for improving and developing defensive skills for the beginning team handballer. These drills fall into two general classifications: (a) drills to aid in the development of individual skills and (b) drills to aid in the development of team defensive

strategies. Instructors need to utilize existing drills and develop new drills as they are needed.

Drills for developing and improving individual skills.

Beginners should spend considerable time practicing movement time, reaction time, and movement of the feet. The wave drill has been utilized for many team activities in the development or improvement of these qualities. The number of students participating simultaneously in this drill can be determined by the space available. Students are placed in a line or lines with ample space between them. The students then assume a sound defensive stance. A previously designated cue, such as the movement of the instructor's hand or a ball held and moved by the instructor, should serve as an indicator for the direction desired (Diagram 28). Changing the direction of the cue should also change the direction of the students. Movement by the participants should be accomplished from a low balanced position with a quick shuffling and sliding of the feet. Initially, emphasis should be placed on getting students to change directions left to right, right to left, backward and forward. Gradually, better diagonal movement and depth gained can be additional objectives of the drill. Duration of participation for each bout of movement should gradually increase as expertise is gained.

Another drill that offers opportunity for students to develop or improve footwork, movement time, and reaction

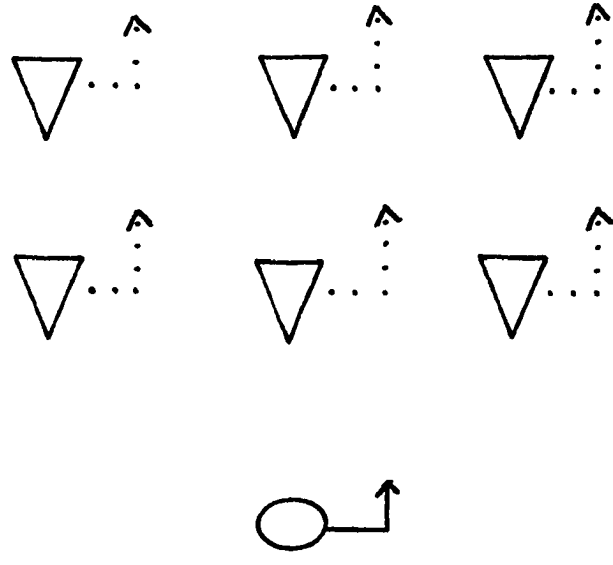


Diagram 28. Wave drill.

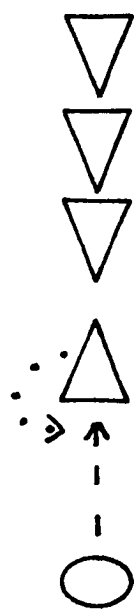


Diagram 29. Eyes drill.

time is the mirror drill (Diagram 7, Chapter II). While offensive students are working on dribbling skills, defensive students can work on movement and positioning of the body for defense. By having defensive students put their hands behind their backs or to their sides, the instructor may be able to force them to work on improving their footwork. As students gain expertise with their offensive skills in the mirror drill, they may concurrently improve their defensive skills.

As is the case with many team activities, players' reaction times are a key element to becoming successful defensive players. One of the drills that may help the team handballer with reaction time is the eyes drill. Structure of this drill calls for students to stand in a straight line. The instructor or another student stands in front of and faces the line approximately 15 to 20 feet from the first person in the line. The student in front of the line turns 180 degrees so that the back is to the throwing student or instructor. The front student in line assumes a sound defensive stance and remains alert for the word "eyes." The instructor or student selected as the thrower throws a ball to this front person. Immediately after the ball is released by the thrower, the remaining students in line loudly say the word "eyes." Upon hearing "eyes," the front student turns quickly to catch the ball (Diagram 29). After the ball is caught, the front student can become the

thrower, or the student can toss the ball to the instructor and move behind the line for more repetitions. Caution should be a key word for the thrower in this drill. While height of the thrown ball should vary, velocity of the throw should initially be slow until students become more familiar with the drill.

Defensive players in team handball will probably be involved in many attacks where a deflected ball could be intercepted. The tip drill affords the student of team handball a chance to react to a ball that has been deflected and practice catching or intercepting the deflected ball. Students are placed in a straight line. On a previously designated signal, the front two students in the line start running toward the thrower. The thrower can be another student or the instructor. One student is about four or five feet behind the other student. The thrower lofts the ball toward the first of the two students, who deflects the ball with one or both hands. The second student must react to the deflected ball and catch it (Diagram 30). After the ball has been recovered and handed to the thrower, the two students return to the back of the line and reverse positions for their next repetition.

Beginning students need to practice their footwork and movement in conjunction with an attempt to prevent or block shots. Opportunity to improve these qualities can be afforded with the live defender drill (Diagram 12, Chapter

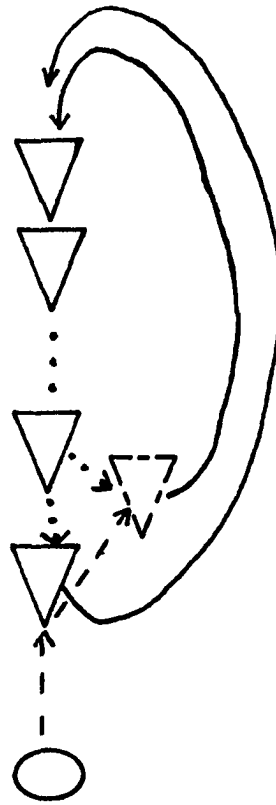


Diagram 30. Tip drill.

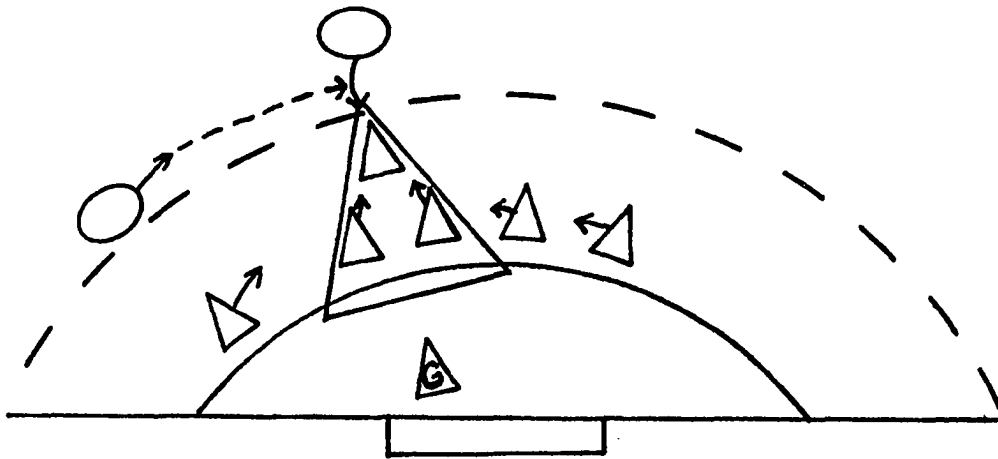


Diagram 31. Triangle drill.

II). The defender starts near the six meter line using a sound defensive stance. As the shooter enters the nine meter area, the defender moves out to block or prevent the shot at the goal. Use of the wrap-up or other more advanced maneuvers should be restrained until the majority of the students have the appropriate skill level. The live defender drill should simultaneously offer developmental opportunities to shooters, court defenders, and goalkeepers.

Drills for developing and improving team skills of defense. Beginning team handballers need to practice the coordination of movement patterns for creating a defensive triangle to stop shots at the goal. The triangle drill may provide controllable opportunities for practicing this procedure. A full compliment of defensive players can be used to work on this drill. Any number of offensive players may be used. Initially, one or two attackers may be able to provide a controlled situation where beginners can understand and succeed at employing the triangle procedure. Offensive players are instructed to periodically penetrate the nine meter line for a shot at the goal (Diagram 31). Defensive personnel should try to prevent the score by using the triangle technique covered in Diagram 27.

For beginners to succeed at employing defensive systems, especially the 6-0 defense, they need to have the opportunity to practice counting attackers. The counting drill should give students a chance to improve or develop

their abilities to count and mark offensive attackers. Three defenders are placed at the flank of the six meter line. Three offensive players are given the ball at the same place on the court. The offensive players are instructed to move the ball back and forth from the sideline to the middle of the back court. Defensive players are instructed to move and continuously keep each other informed about responsibilities (Figure 26). Offensive players take shots from the flank area as they are available. Rotation of offensive and defensive personnel should give students equal time to work on offensive and defensive skills. One goal area can accommodate two sets of six students or one set of six students and a goalkeeper.

As students become more acquainted with the concepts of defense in team handball they may need more concentrated sessions of team defensive practice. The half-court drill may give students a chance to polish several of their skills for offensive and defensive play. A full complement of six defensive players defend a goal against a full compliment of six offensive players. For the outdoor game six is probably a realistic number of defensive players to work with, while seven or eight offensive players may be used. By the time students are ready for this drill, a goalkeeper may be an integral element of the defensive concept. A full scrimmage is accomplished with the exception of the fastbreak and penalty shots. When a score is made or the defense



Figure 26. Jim Buehning screens for Steve Goss (Olympic file photo by Maikoski).

recovers the ball after an attack, the offense is given the ball for another attack. After a designated amount of time, the offensive and defensive squad can be changed so all students have a chance to work on offensive and defensive skills.

Chapter VI
Principles of Offense

Learning Objectives

Each student should be able to:

1. Demonstrate how to run a fastbreak in drill situation.
2. Explain in writing the positioning for a 2-4 offensive system.
3. Explain in writing the positioning for a 3-3 offensive system.

Team Tactics

Success of an offensive system is directly proportional to the fundamental skill level of the participants. This is one of the preliminary concepts teachers and students of team handball need to comprehend. Instructors need to plan ample time for the practice of shooting, passing, and ball handling for team handball. A fundamental approach to these skills, including drills for developing and improving them, are described in Chapter II. These inclusions do not exhaust the possibilities for developing the offensive skills of team handball, but may serve as foundational guides for the instructors' and the students' imagination.

The following are some possibilities for team tactics of team handball. These strategies are some of the basic considerations for beginning players and their instructors.

Fastbreak. Although offense is given the eventual credit for the goal scored, defense is usually responsible for the successful fastbreak. Sometimes a violation by the opposing team may result in a fastbreak, but more often an interception, a blocked shot, or a save by the goalkeeper are the avenues of initiating the fastbreak offense.

Quite often the goalkeeper is the key player of the successful fastbreak (Cavanaugh, 1983). The goalie should constantly strive to set the fastbreak any time repossession of the ball occurs. This may be accomplished by immediately looking for and passing to the wing player releasing outside toward the opposite goal. Concurrently, the wings need to reciprocate by looking for the opportunity to break full speed toward the opponent's goal.

A fastbreak in team handball has many of the same characteristics of the basketball fastbreak (Dwight & McRae, 1980). After the goalkeeper has stopped the shot or the ball is otherwise recovered, this play is characterized by attackers running full speed, almost no dribbling, few passes, and very quick maneuvering of the offensive players.

Some teachers of team handball (Dwight & McRae, 1980) have suggested that there is a secondary fastbreak. This involves the trailing offensive players providing additional

attack before the defensive team can get organized into a perimeter or defensive system.

Regardless of skill level, the fastbreak usually accounts for many of the goals scored by an offense in team handball. Perhaps this occurs because the eventual shooter gets to challenge the goalie uncontested by other defensive players (Cavanaugh, 1983).

Organized attacks. When the fastbreak does not produce a clear shot at the goal, the offensive team usually settles into a systematic offense. Plays can be organized as complex team patterns, two or three player combination patterns, or plays that highlight an individual player. Organized plays of team handball incorporate many of the screens familiar to basketball-oriented students.

One of the common organized offenses of team handball is the 2-4 system (Diagram 32). Previously the most often used offensive system in team handball (Park & Fahey, 1973), the 2-4 attack, incorporates two back court players and four front line players, including two circle runners and two wings. Movement in this system is reliant upon well coordinated screens or picks by the circle runners and wings as well as the adept passing of the back court players. In the outdoor game this same system may be utilized. In this version of team handball an extra player may act as a third back court player for additional passing depth. This would give the formation an appearance of a 3-4 attack.

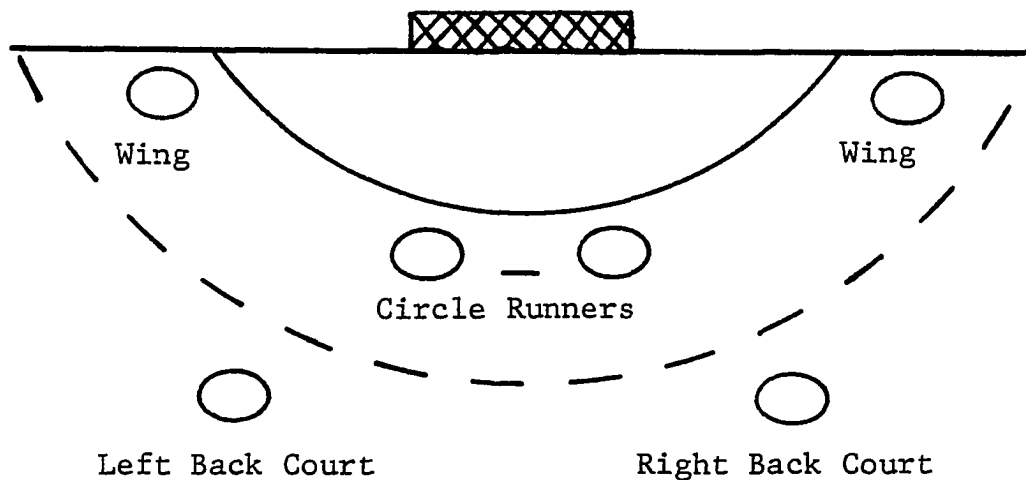


Diagram 32. 2-4 system.

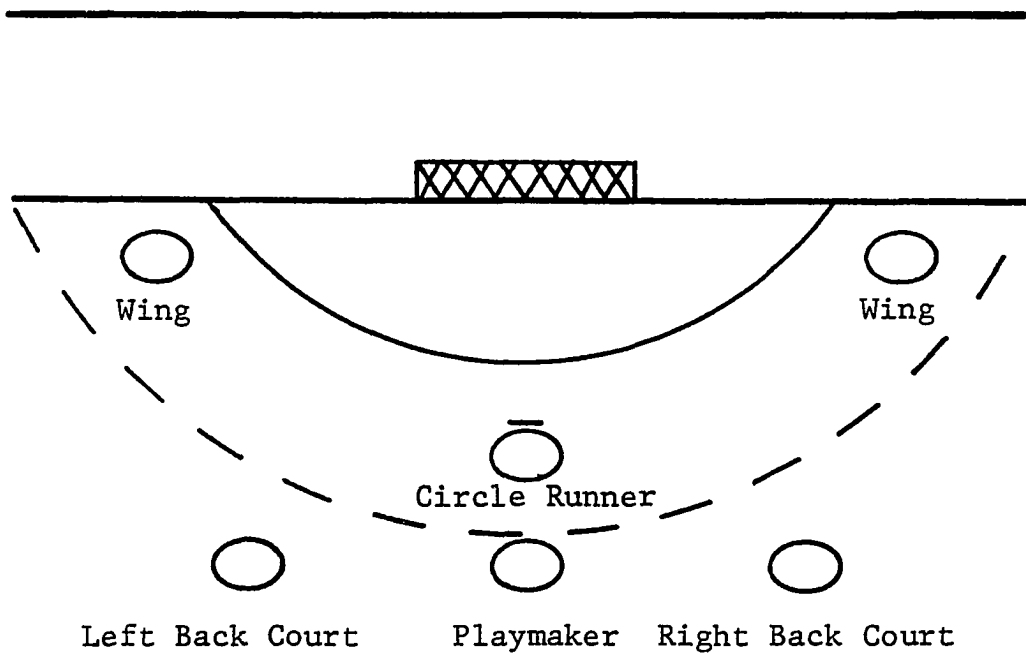


Diagram 33. 3-3 system.

Numerous teachers and coaches (Dwight & McRae, 1980) advocate the use of the 3-3 attack as the basic offense for team handball. This system utilizes a back line of two back court players and a playmaker (Diagram 33). The front line is comprised of a circle runner and two wings. The 3-3 formation has become an answer to the very strong zone defenses employed in team handball. The outdoor offense of team handball may utilize this formation to spread out and attack a tight zone defense.

Any number of formations and systems may be used effectively as offenses for team handball. Instructors and students may be able to develop additional systems utilizing some of the basic principles of the 2-4 or 3-3 attacks. As experience is gained and subsequent expertise is developed, more intricate or diverse systems may be created.

Drills for Practicing Plays

The following drills are designed for developing and improving skills of the fastbreak, the 2-4 offense and the 3-3 offense. Other possible drills that could help develop these skills are many in number. Similarly, these drills may be useful in acquiring skills for other systems.

Goalkeepers and wings need to practice the coordination of starting the fastbreak. The distribution drill may be useful in developing or improving the initiation of this offensive attack. The goalkeeper stops or catches a shot from a designated shooter and distributes the ball to the

opposite flank where a line of players, one at a time, await the pass to initiate a fastbreak (Diagram 34). Eventually a second line may be added to the opposite flank. At this time the instructor may want to include two defenders around the nine meter line and a goalkeeper in the opposite goal. These additions could make the drill more like a game situation.

Players need to learn how to coordinate and time screens and shots so that more high percentage shots are taken. From a 2-4 attack students need a drill to practice screening and passing. The wing free from a single screen may provide opportunities for practicing these skills. A full compliment of defensive players may be used and either flank may be attacked (Diagram 35). The back court player with the ball starts toward the goal mouth. Simultaneously, the circle runner breaks around the six meter line to screen the wing defender. As the wing runs by the screen of the circle runner, the backcourt player passes him/her the ball for a shot at the goal. If the screen is slipped by a defender, the circle runner may then be the back court player's best option for a shot at the goal.

Sometimes single screens are ineffective for clearing offensive players for a shot at the goal. Students will probably need an alternative method of liberating a shooter. The wing free from a double screen drill may help the students procure an open shooter (Diagram 36). One of the

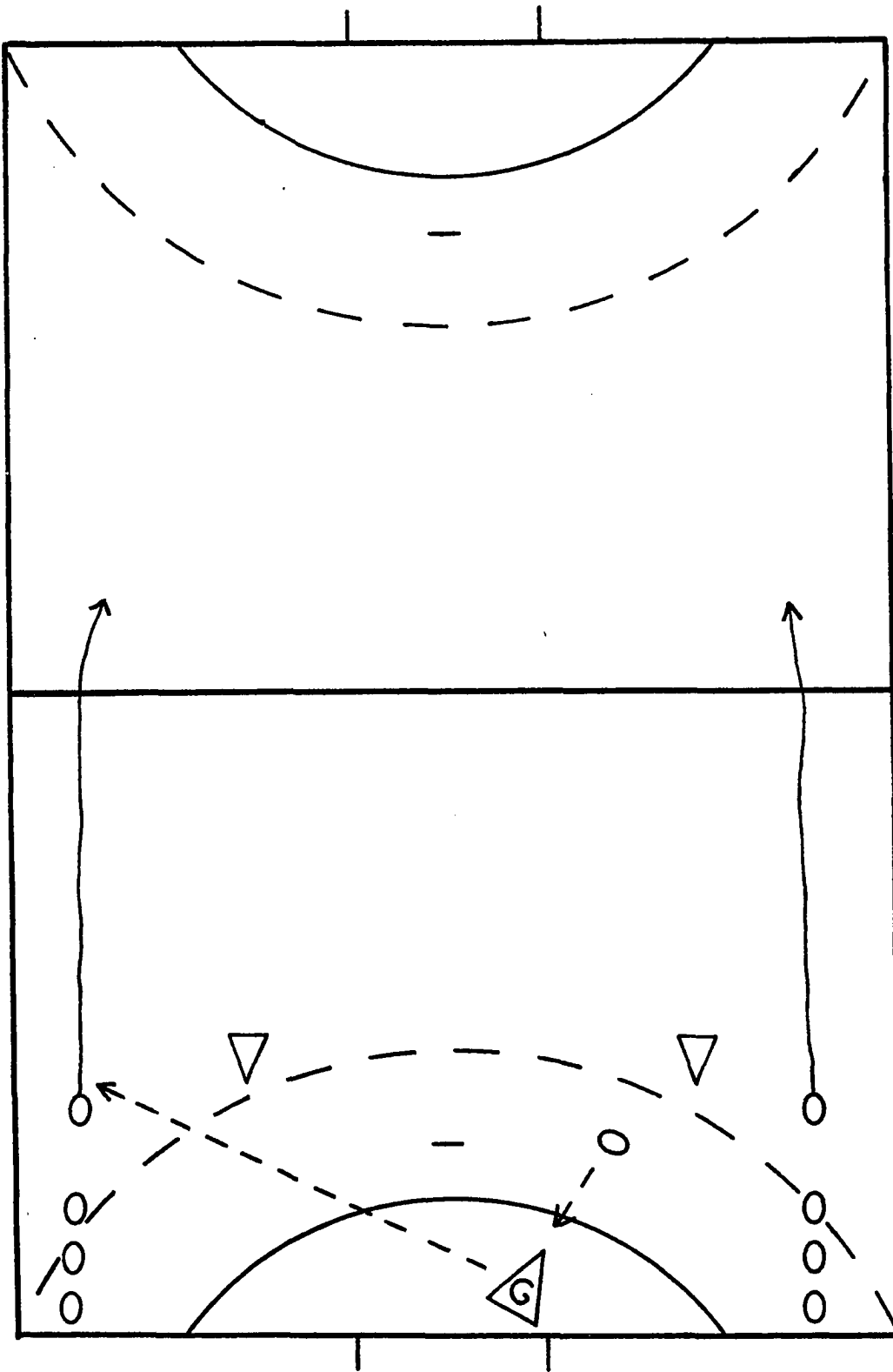


Diagram 34. Distribution drill.

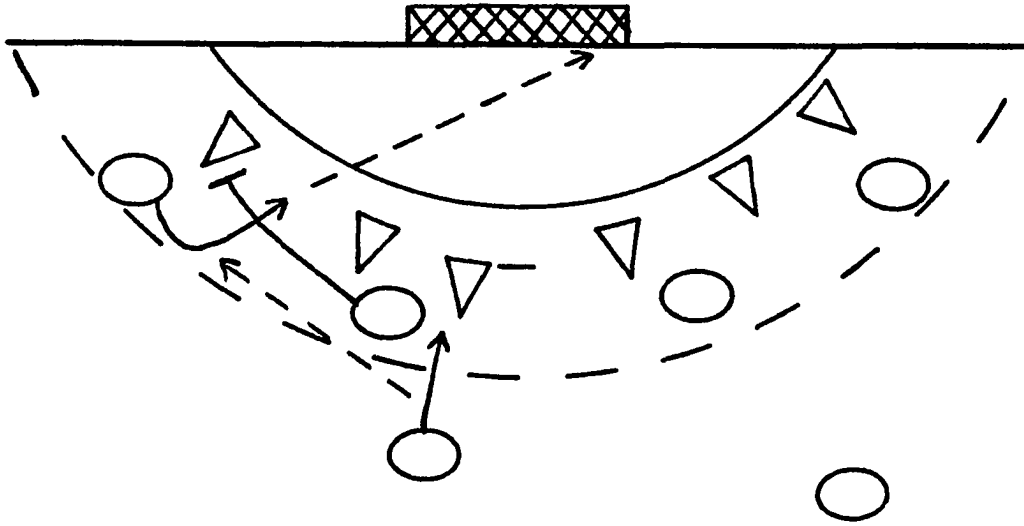


Diagram 35. Wing free, from a single screen.

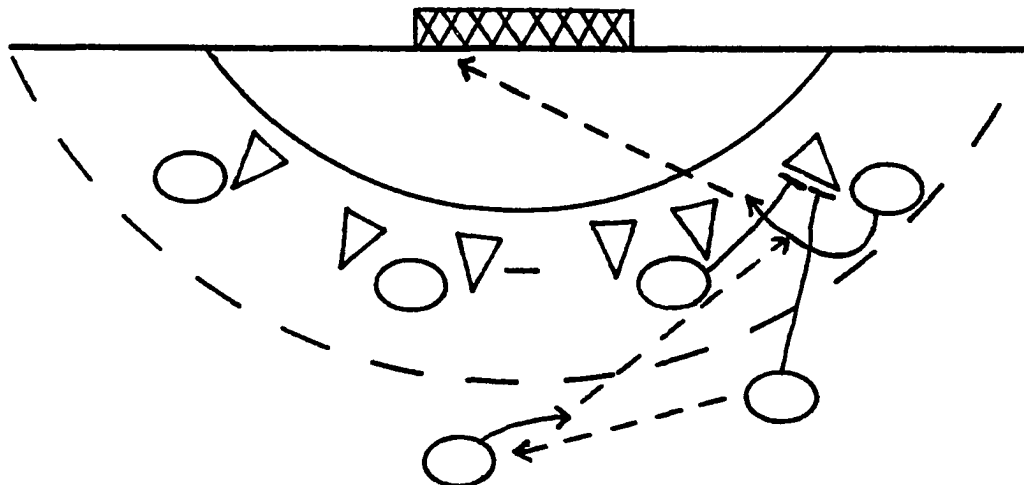


Diagram 36. Wing free, from a double screen.

back court player passes the ball to the other back court player. Immediately the passer and the nearest circle runner break toward the nearest wing. The circle runner and the back court player set a shoulder-to-shoulder screen for the wing. If the wing is cleared from the defense, the opposite back court player passes the ball to him/her for the shot at the goal.

From the 3-3 attack, students need to have a play that will free back court players for shots at the goal. The wing and back court switch drill (Diagram 37) has the potential for creating this liberty. The wing with the ball dribbles toward the nearest back court player. The back court player runs toward the oncoming wing. The ball is passed to the back court player as he/she goes by the wing. If this switch does not open the back court player for a clear shot, the procedure can be repeated with the wing breaking toward the back court player who should deliver the screen and pass. This play may be used for either side of the court.

Frequently students need to have a play or a drill that gives a passer more than one potential shooter. The cross screen for the wings may be a drill that can create these options. The left and right back court players cross directly in front of the circle runner (Diagram 38). Immediately after this movement, the playmaker passes the ball to the circle runner. Both back court players

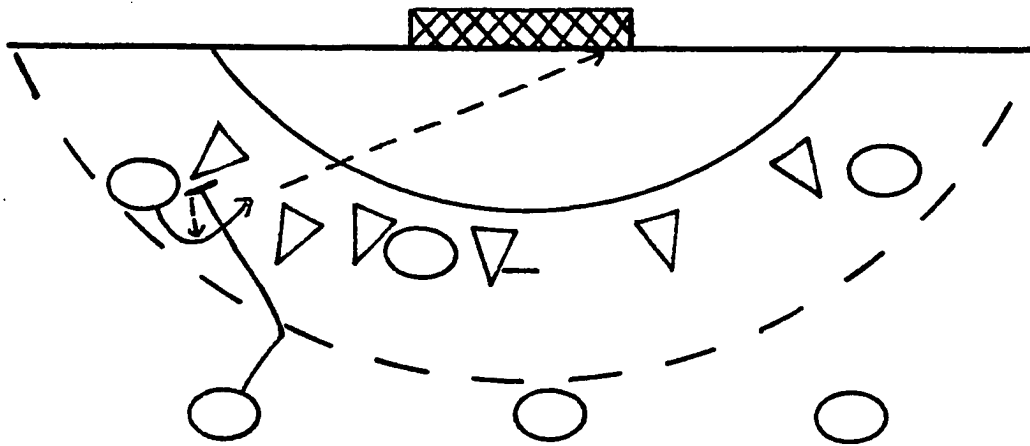


Diagram 37. Wing and back court switch drill.

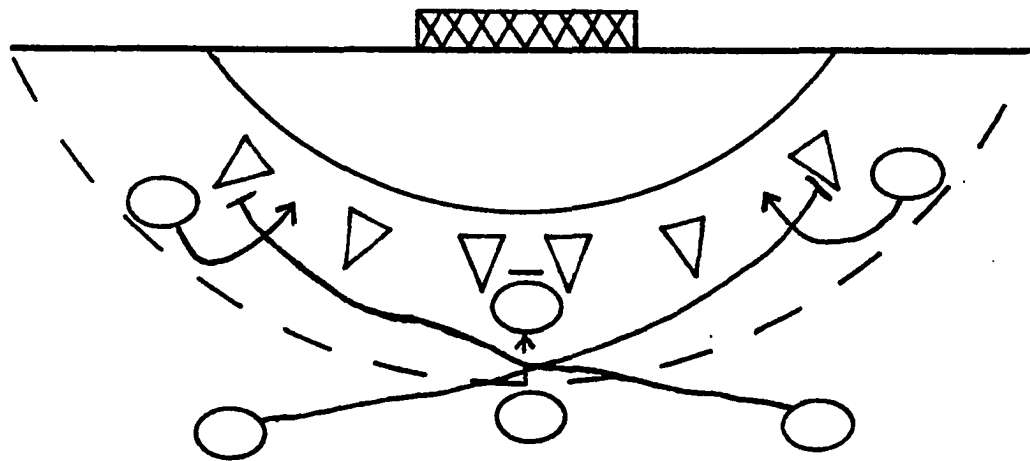


Diagram 38. Cross screen for wings' drill.

continue toward and screen for the wing player they are facing. The wing players run by the screens toward the middle of the six meter line. The circle runner then has the option of passing to either wing or shooting the ball.

There are some special situations in which offensive plays may be organized. The free throw opportunity may provide an opportunity for the offense to organize an attack at the goal. One of the possible plays that may be used from a free throw is the free throw, jump shot (Diagram 39). Player number three would initiate the free throw by tossing the ball back to player number two. Immediately players number three and number four form a shoulder-to-shoulder screen in front of the defensive wall. Player number two then runs up behind the double screen and jumps to shoot at the goal.

Students may need some practice for converting corner throws into scoring situations. The corner throw drill (Diagram 40) may give beginning team handball players opportunities to accomplish this. The player taking the corner throw smacks the held ball with the free hand. This serves as a cue for the movement of the other offensive players. The thrower may choose either player number one or player number two for a shot at the goal. If both of these players are covered by defenders, the thrower may pass the ball to player number three so that another offensive play may be organized.

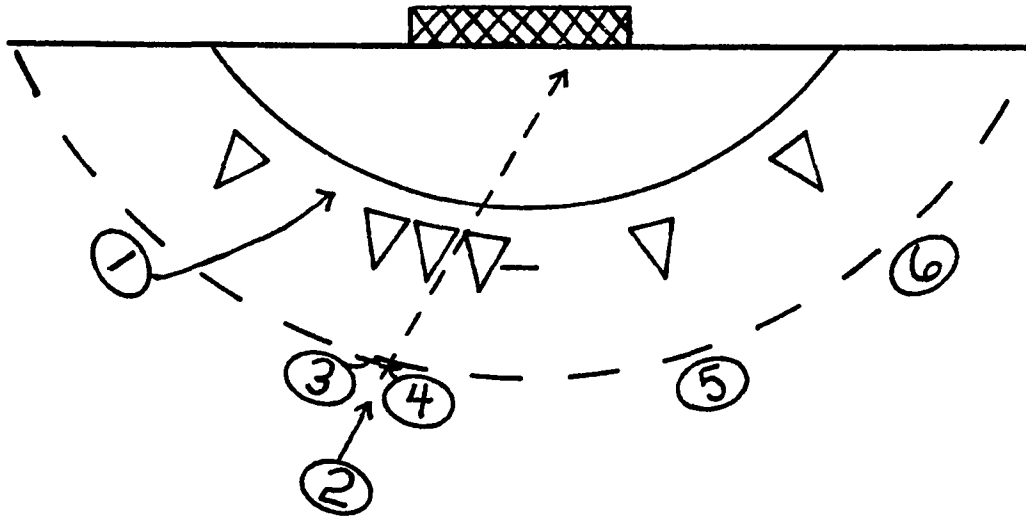


Diagram 39. Free throw, jump shot.

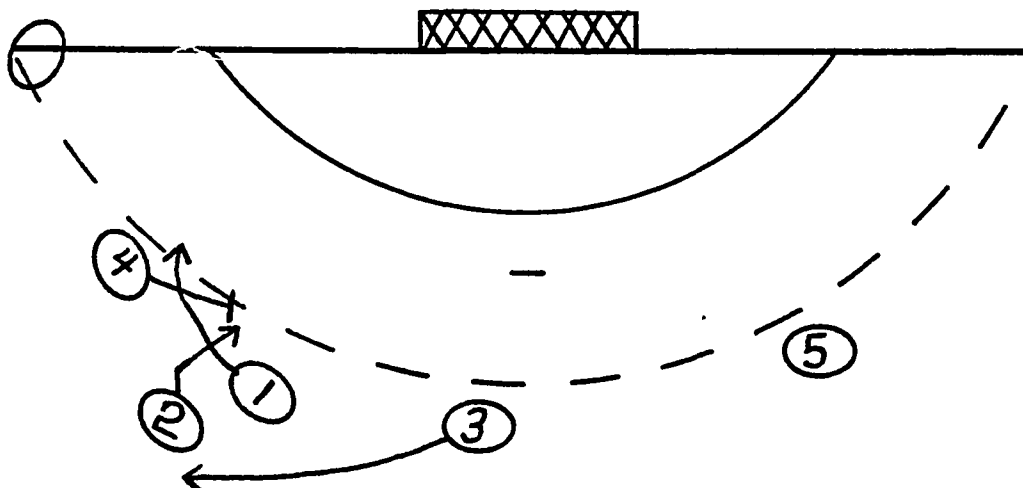


Diagram 40. Corner throw drill.

Chapter VII

The Rules of Team Handball

Learning Objectives

Each student should be able to:

1. Demonstrate an understanding of the rules of team handball as they are applied in competition.
2. Achieve a minimum score of 70% on a written test taken from the United States Team Handball Federation Rules.

United States Team Handball Federation Rules

The United States Team Handball Federation (USTHF) serves as the primary governing body for the game in America. The rules of this federation are contained in Team Handball--Rules of the Game (USTHF, 1980). There are 17 rules included in this publication. All 17 of these rules are in compliance with the International Handball Federation. The USTHF has granted permission to reprint these rules in this manual.

Rule 1. The Playing Court.

1:1 The playing court [Figures 1 and 2, Chapter I] is divided into two goal areas and a playing area that shall be rectangular. The indoor court shall be 40 meters long and 20 meters wide. The outdoor court shall be 100 meters long and 60 meters wide. These

measures are mandatory for official International Handball Federation or United States Team Handball Federation games.

1:2 The goals shall be placed at the center of each goal line. A goal consists of two goal posts two meters high, three meters apart and equidistant from the corners of the playing court, firmly attached to the ground and firmly connected by a horizontal cross bar. The back of the goal posts shall be in line with the outside edge of the goal line. The goal shall have a net which must be attached in such a way that a ball thrown into it does not rebound.

1:3 Each goal area is marked as follows: A three meter long line is drawn at a distance of six meters from the goal and parallel to the goal line. The two ends of this line are connected with the goal line by quarter-circles with six meter radius, measured from the rear inside corner of the goal posts. The line thus obtained is the goal area line. Another 15 centimeter line is drawn in front of the middle of the goal at four meters from the outside of the goal line. It shall be parallel with the goal line.

1:4 Another three meter long line is drawn at a distance of nine meters from the goal and parallel to the goal line. The line shall consist of 15 centimeter long dashes with 15 centimeters in between them.

The two ends of the line are connected with the goal line by quarter-circles with a nine meter radius, measured from the rear inside corner of the goal posts. These quarter-circles shall also consist of 15 centimeter long dashes. The line thus obtained is the free throw line.

1:5 A one meter long line is marked at a distance of seven meters from the middle of the goal line and parallel to it. This is the penalty throw line.

1:6 The half-way line connects the mid-point of the side lines.

1:7 The substitution areas for the teams are limited by the half-way line and 15 centimeter long lines which shall be drawn on each side of the half-way line at a distance of 4.5 meters from this line. They shall both be parallel and start at the inside of that side line where the benches are.

1:8 All lines are part of the areas which they limit. The lines shall be five centimeters wide (exception: see 1:9) and they must be clearly visible.

1:9 Between the goal posts the goal line must have the same width as the goal posts (eight centimeters).

Rule 2. The Ball.

2:1 The ball must be spherical and consist of a rubber bladder and a solid color outer casing of leather or a synthetic material. The outer casing must not be shiny or slippery. The ball must not be inflated too much.

2:2 At the start of the game, the ball for male players 18 years of age or older shall have a circumference of 58-60 centimeters. Its weight shall be between 425 and 475 grams.

Female players of all ages and male youths below age 18 shall use a ball measuring 54-56 centimeters and weighing 325-400 grams.

2:3 Two balls which conform with the rules must be available for every game. The referees check the balls and choose the one to be used. In the case of a disagreement, the opinion of the referee who is officially listed first shall prevail.

2:4 The ball can only be replaced during the game for imperative reasons. If the original ball has been replaced during a game, it must be used again following the next interruption of the game, provided that the ball still conforms with the rules.

2:5 Only balls marked with the official IHF logo shall be used at all international events and in all international games.

Rule 3. The Players.

3:1 There are 12 players (10 court players and 2 goalkeepers) on each team. A maximum of 7 players (6 court players and 1 goalkeeper) are allowed on the court at the same time (free throw, rule 3:6 or penalty throw rule 3:7). Only the substitutes, suspended players and a maximum of four team officials are allowed on the team benches. A goalkeeper must never replace a court player. A court player, however, may replace a goalkeeper (rule 8:14). The court player who is temporarily replacing a goalkeeper can at any time return to the role of a court player.

Note: Many different modifications are made for the 11 person outdoor game, but a maximum of 10 court players and 1 goalkeeper are allowed on the playing area at the same time.

3:2 Both teams must have at least 5 players present on the court at the beginning of the game. The number of players can be increased up to 12, at any time during the game, including overtime. The game continues even if the number of players on one or both teams drop below five.

3:3 A player who is present when the initial throw-on is taken and who is included in the scoring sheet at that time is entitled to participate in the game. Players who arrive late or who are serving

penalties can only participate after having been explicitly told by the timekeeper and the scorekeeper that they are entitled to participate. A player who is entitled to participate may at any time enter the court from his/her team's half of the substitution area (rule 1:7). If a player who is not entitled to participate interferes, the opponents shall be awarded a free throw or a penalty throw (rule 14:1 a, b, c, d). The player shall be penalized for any additional infringement just as if he were a player who is entitled to participate and shall in any case at least be disqualified immediately.

3:4 A player who leaves the court in an unsportsmanlike fashion shall be disqualified (rule 17:18). The player is considered to be disqualified as of the moment the side line or goal line is crossed.

3:5 If during the course of the game a player ends up outside the court but immediately reenters the court again, the player should not be considered to have left the court. When a player intentionally crosses the side line or goal line in order to gain an advantage, the opposing team shall be awarded a free throw.

3:6 Substitutes may enter the game at any time during the game and as often as they want without

notifying the timekeeper, as long as the players they are replacing have already left the court (free throw or penalty throw, rule 3:7). The players shall leave and enter the court within the boundaries of their own half of the substitution area only (rule 1:7 and in analogy with rule 3:3). This is true also in the case of a goalkeeper substitution. In case of a faulty substitution during an interruption of the game, the guilty player shall be penalized (rule 3:7, and rule 17:16) and the game shall be resumed with the throw which would normally follow that interruption (rule 4:8). Only if the clock has been stopped by the referees can the substitutes enter the court before the replaced players have left it.

3:7 The penalty for the first faulty substitution by each team is a free throw for the opposite team at the place where the substitute entered the court. For all further faulty substitutions there shall also be a two minute suspension for the player who enters incorrectly (17:16). The timekeeper must not blow his whistle immediately for faulty substitution on part of the team which is not in possession of the ball, if the team which is in possession has a clear chance of scoring. When there is no longer a clear chance of scoring, the game shall be interrupted immediately and the offending player penalized. The

game shall be resumed with a free throw for the team which had legally gained possession of the ball from the place where the ball was when the game was interrupted, or by the appropriate throw in that situation. If a clear chance of scoring is taken away by a faulty substitution, a penalty throw shall be called against the team at fault (rule 14:1 b). The guilty player shall be disqualified (rule 17:18). If in connection with or following the faulty substitution there is also a question of unsportsmanlike play or conduct, the guilty player shall in addition be penalized in accordance with the rules covering this infringement (rule 17:13, 14, 16, 18).

3:8 All court players of a team shall wear identical uniforms. The goalkeepers shall wear colors which clearly distinguish them from the court players of both teams (rule 17:23). The captain of each team must wear an armband around the left upper arm. It should be about four centimeters wide and of a contrasting color. The players shall be numbered from 1 to 20. One, twelve and sixteen are reserved for the goalkeepers. They shall have numbers on the back (at least 20 centimeters high) and in the front (at least 10 centimeters high). The color of the numbers must contrast clearly with the uniform. Players shall wear shoes or boots. In games played on hard courts, only

light shoes or boots without heels are allowed. In games on soft surfaces, bars or studs of leather, rubber or a similar material are allowed. The bars must be flat and at least 12 millimeters wide and the studs must have a diameter of at least 12 millimeters at the bottom edge. Spikes and pointed studs are not allowed. Bracelets, wristwatches, rings, necklaces, frameless and rimless glasses and all other items which could be dangerous to other players are prohibited. The referees shall examine the equipment of the players prior to the game. Equipment which is not in accordance with the rules must be changed or removed before the player can be allowed to participate.

Rule 4. Playing Time

4:1 The playing time is as follows: For adult males: two periods of 30 minutes each with 10 minutes intermission. (In tournaments normally two periods of 15 minutes each without intermission.) For adult female players and for male youth 18 years of age or younger: two periods of 25 minutes each with 10 minutes intermission. In tournaments normally two periods of 10 minutes each without intermission are played. For all other teams: two periods of 20 minutes each with 10 minutes intermission are played. The intermission can be shortened by the referee, if both teams agree.

4:2 The game starts when the referee blows his whistle for the throw-on. (See also 17:5 regarding the coin toss). The game ends when the timekeeper gives an acoustic signal to indicate that time has expired. The throw-on ball shall be taken from the center of the court in any direction (free throw). (See also 16:1-2, 5-6 and 8-9).

4:3 All players shall be in their own halves of the court when the throw-on is to be taken and the players of the team which is not taking the throw-on must remain at a distance of at least three meters from the thrower until the ball has left this player's hand (free throw).

4:4 A goal cannot be scored against the opponents directly from a throw-on (goal throw, 12:1b).
Note: "directly" means: the ball enters the goal without having touched any player.

4:5 The teams shall change ends after the intermission and the throw-on shall be taken by a player on the team which did not take the throw-on at the beginning of the game.

4:6 The referees alone shall decide when the playing time has to be interrupted and resumed (16:4). They give the signal to the timekeeper to stop and start the clock. This is also true in the case of suspensions. Public clocks shall be used only if they

can be started and stopped by the timekeeper. If this is not the case, the timekeeper shall use an additional stopwatch and thus record the duration of any interruptions. The timekeeper shall notify the coaches of both teams of the duration. The referee shall signal the interruption of the playing time by forming a "T" (time out) with his hands. Playing time is resumed after a whistle signal (16:4). Three short whistle signals can be used as an additional indication of playing time interruption. In case of incorrect timekeeping on the part of the timekeeper, the referees alone decide the correct playing time.

4:7 If a free throw or a penalty throw is called just before the end of either half of the game or in an overtime period, the immediate result of such a throw must be determined before the timekeeper's signal for the expiration of the playing time is given. The playing time shall thus be extended and the timekeeper must not give his signal even if the public clock indicates that the normal playing time has expired. The timekeeper gives the expiration signal when the ball:

- a) is thrown into the goal without previous infringement of the rules. The ball may first touch the goalkeeper, a goal post or the cross bar or a court player of the defending team;

- b) passes the goal line outside the goal;
- c) comes to rest in the goal area or is held by the goalkeeper;
- d) rebounds into the playing area from the goalkeeper, a goal post or the cross bar.

Infringements of the rules committed before or while the free throw or penalty throw is executed must be penalized.

4:8 If the referees determine that the time-keeper has prematurely given a signal at the end of a period, the game shall be resumed immediately if the players have not yet left the court. If one of the teams is in possession of the ball when the game was interrupted, the game shall be started, after a whistle signal from the referee, with a free throw for the team which was in possession, from the place where the ball was when the game was interrupted. If the ball was in one of the goal areas when the game was interrupted, the game shall be started with a goal throw from that goal area. In all other cases where the referees had already stopped the game when the timekeeper signalled, the game shall be started with the throw which would normally have followed. If neither team is in possession of the ball at the time of the interruption, the game shall be started with a referee's throw from the center of the playing court. If the first half of

the game has been prematurely interrupted and the players have left the court before the mistake is discovered, the normal intermission shall be granted. Thereafter, the remainder of the first half shall be played with the teams at the same ends as before, and the game is started, after whistle signal, with a referee's throw from the center of the court. When the playing time in the first half has expired, the game is interrupted and the teams change ends. The second half is then started as usual, without any intermission.

Note: If the timekeeper has signalled half-time too late, the second half must be shortened correspondingly.

4:9 If a game is tied at the end of the regular playing time and a winner has to be determined, overtime shall be played after a five minute intermission. The customary coin toss shall determine throw-on and ends. The overtime consists of two five minute periods for all age groups and categories. The teams change ends at half-time but without further intermission. If following this overtime the game is once again tied, there shall be another overtime with two five minute periods. As before there shall be a five minute intermission before the overtime coin toss but no half-time intermission. If there is still no winner following this overtime, the regulations for the competition in question shall apply.

4:10 The composition of the teams must not be changed prior to or during the overtime periods (see, however, 3:2), only players who were entitled to participate prior to the overtime and players who complete the team (up to the maximum of 12 players) can participate.

Rule 5. Playing the Ball.

A player is allowed to:

5:1 stop, catch, hit or throw the ball in any fashion and in any direction by using the hands (fists or open hands), arms, head, torso, thighs and knees;

5:2 hold the ball for a maximum of three seconds, even when the ball is lying on the ground;

5:3 take a maximum of three steps while holding the ball. One step is considered to be taken when:

- a) a player who is standing with both feet on the ground lifts one foot and puts it down again;
- b) a player who is standing with both feet on the ground moves one foot from one place to another;
- c) a player touches the ground with one foot, catches the ball and then touches the ground with the other foot;
- d) a player after a jump touches the ground with one foot only and then hops on the same foot or touches the ground with the other foot;

- e) a player after a jump touches the ground with both feet simultaneously and then lifts one foot and puts it down again;
- f) a player after a jump touches the ground with both feet simultaneously and then moves one foot from one place to another. Note: When one foot is moved from one place to another, the player is allowed to move the other foot until it is level with the first one, without having this counted as a step.

5:4 bounce the ball once and catch it again with one or both hands while standing still or while running. A player is also allowed to bounce the ball repeatedly or roll the ball on the ground and then catch it again with one or both hands, while standing still or running. As soon as the player holds the ball with one or both hands, it must be played within three seconds or after no more than three steps (free throw). The bouncing of the ball is not considered to have started until the player intentionally touches the ball with any part of the body and thus directs it toward the ground. When the ball has touched another player, the goal posts or the cross bar, the player is allowed to bounce and catch it again. It does not matter how many steps a player takes while bouncing the ball;

5:5 move the ball from one hand to another without losing contact with it;

5:6 stop the ball with one or both hands and immediately catch it again, if he does not move while doing so;

5:7 pass the ball when kneeling, sitting or lying on the ground.

A player is not allowed to:

5:8 touch the ball more than once, unless it has touched the ground, another player, a goal post or the cross bar in between (free throw; see, however, 5:6). Fumbling is not to be penalized; Note: Fumbling is when a player tries to catch the ball but fails to get it under control. If the player has had the ball under control but releases it and catches it a second time, it cannot be considered as fumbling.

5:9 touch the ball with any part of his leg below the knee or with the foot (free throw), unless it has been thrown at the player by an opponent. This infringement shall not be penalized, however, if it does not lead to an advantage for the player or the player's team;

5:10 dive for the ball when it is lying or rolling on the ground (free throw). The goalkeeper in his own area is exempted from this rule;

5:11 play the ball intentionally over the side lines or the goal line outside the goal (free throw). This rule does not apply to a goalkeeper in the goal

area, when the goalkeeper fails to get the ball under control and plays it over the goal line outside the goal (goal throw; 12:1a). Note: The free throw shall be taken from the place where the ball crossed the line (in analogy with 13:2).

5:12 The game shall not be interrupted if the ball happens to touch a referee.

Rule 6. Conduct Toward Opponents.

A player is allowed to:

6:1 use his hands and arms to get hold of the ball;

6:2 use his open hand to play the ball from an opponent in any direction (except as in 7:4);

6:3 obstruct an opponent with his torso, even if the opponent is not in possession of the ball.

A player is not allowed to:

6:4 use his fist to play the ball from an opponent (free throw; see, however, 6:10);

6:5 pull or hit the ball out of the hands of an opponent (free throw; see, however, 6:10);

6:6 throw the ball intentionally at an opponent by moving the ball towards him in a dangerous manner (free throw; see, however, 6:10);

6:7 obstruct an opponent with arms, hands or legs (free throw; see, however, 6:10);

6:8 hold an opponent with one or both arms, impede the opponent with the hands, hit, push, run into, jump into or trip the opponent, or throw himself in front of the opponent or endanger the opponent in any other way (free throw; see, however, 6:10, 13:6, 14:8, 17:13, 16);

6:9 push or force an opponent into the goal area (free throw, see, however, 6:10).

6:10 Serious infringements of the rules 6:4-9 committed in the offender's own half of the court and such infringements of the rules 6:4-5 and 6:7-9, in any part of the court, which spoil a clear chance of scoring shall be penalized with a penalty throw (14:1a, b, see also 17:13, 16, 20).

6:11 If a player falls with the ball and the ball gets stuck beneath him, the referees have to call a referee's throw, unless an infringement of the rules has taken place (15:1c).

Rule 7. The Goal Area.

7:1 Only the goalkeeper is allowed to enter the goal area. The goal area, which includes the goal area line, is regarded as entered if a court player touches it with any part of the body.

7:2 A court player who enters the goal area shall be penalized as follows:

- a) free throw, when the player is in possession of the ball;
- b) free throw, when the player is not in possession of the ball but gains a clear advantage by entering the goal area (see, however, 7:2c);
- c) penalty throw, if a court player of the defending team intentionally and clearly for the purpose of defense enters the goal area.

7:3 A court player who ends up in the goal area after having played the ball shall not be penalized, unless the player causes a disadvantage for the opponents.

7:4 When the ball is in the goal area, it belongs to the goalkeeper. No court player shall be allowed to touch the ball when it is lying or rolling in the goal area or is held by the goalkeeper in the goal area (free throw). Note: The ball shall be considered to be in the goal area and belongs to the goalkeeper when it touches the goal area line. The ball is not considered to be in the goal area when it is in the air over the goal area.

7:5 When the ball ends up in the goal area (except as in 7:7b, c) and is still in play, the goalkeeper shall throw it out into the playing area again.

This is called a throw out. The opponents shall be allowed to stand immediately outside the goal area line when the throw out is taken. A goal may be scored directly from a throw out (4:4 Note).

7:6 A ball which returns from the goal area out into the playing area is still in play (see also 7:7d).

7:7 If a player intentionally plays the ball into his own goal area, the referees shall rule as follows:

- a) goal, if the ball goes into the goal;
- b) penalty throw, if the goalkeeper touches the ball and the ball does not go into the goal;
- c) free throw, if the ball comes to rest in the goal area or goes over the goal line outside the goal;
- d) play continues if the ball goes out into the playing area again without having touched the goalkeeper and without leaving the court.

7:8 Play shall not be interrupted if a court player touches the ball in the act of defense and the ball is thereafter caught by the goalkeeper or comes to a rest in the goal area.

Rule 8. The Goalkeeper.

The goalkeeper shall be allowed to:

8:1 touch the ball with all parts of the body when in the act of defense;

8:2 move around with the ball in the goal area without any restrictions (see, however, 16:10);

8:3 leave the goal area without the ball and participate in the game in the playing area (see, however, 8:13). In the playing area the goalkeeper is subject to the rules as they apply to court players. The goalkeeper is considered to have left the goal area as soon as he touches the ground outside the goal area line with any part of the body. The goalkeeper who is playing in the playing area may at any time enter the goal area with or without the ball, as long as he simultaneously touches the playing area with any part of the body. If the goalkeeper completely reenters the goal area with the ball, a penalty throw shall be called (8:12).

8:4 leave the goal area and play the ball in the playing area if in the act of defense he has not managed to get the ball completely under control. The goalkeeper shall not be allowed to:

8:5 endanger an opponent while in the act of defense (free throw or penalty throw, 6:4-5, 6:7-10);

8:6 touch the ball with the feet or the legs below the knees, when it is moving out toward the playing area (free throw);

8:7 play the ball intentionally over his goal line outside the goal, once he has got the ball under control (free throw, 5:11);

8:8 leave the goal area with the ball under control (free throw);

8:9 touch the ball again outside the goal area following a throw-out (7:5) or a goal throw (12:2), unless it has touched another player in between (free throw);

8:10 touch the ball when it is lying or rolling on the ground outside the goal area line, as long as he is inside the goal area (free throw);

8:11 bring the ball into the goal area when it is lying or rolling on the ground outside the goal area (penalty throw, 14:1e);

8:12 reenter the goal area from the playing area with the ball under control (penalty throw, 14:1e);

8:13 cross the half way line with any part of the body (free throw, 13:1h, or penalty throw 14:1f).

8:14 If during the game a court player is to be substituted for the goalkeeper (3:1), the referees must be notified (penalty throw). The court player must change colors before leaving the substitution area to replace the goalkeeper.

Rule 9. Scoring.

9:1 A goal is scored when the whole ball has crossed the opponents' goal line between the goal posts and under the cross bar, provided that neither the scoring player nor a teammate has infringed the rules at the same time. If the ball goes into the goal in spite of an infringement committed by a defending player, the goal shall count. A goal scored in the own goal counts for the opponents. A goal shall be awarded to the opponents if the goalkeeper carries or drops the ball behind the goal line inside the goal when taking a throw-out. This is not true in the case of a goal throw. Note: If a referee or a timekeeper blows the whistle before the ball has crossed the goal line between the goal posts and under the cross bar, the game is automatically interrupted and a goal cannot be allowed. If the ball is prevented from going into the goal by somebody or something which is not authorized to be on the court (team officials, spectators, etc.), the referees shall award a goal, even if the ball has not crossed the goal line, as long as they are absolutely convinced that it would have been a goal had it not been prevented.

9:2 When a goal has been scored, a player from the team which conceded the goal shall resume the game with a throw-on from the center of the court.

Note: If a goal has been scored and the game has been resumed with a throw-on, the goal cannot be disallowed. If a goal is scored just before the end of a half (or an overtime period) and time expires before the throw-on is taken, the goal shall be allowed. The referees must clarify this to the official scorekeeper and to the coaches. The throw-on is not to be taken.

9:3 The team that has scored the most goals is the winner.

9:4 If both teams have scored the same number of goals or if the game is scoreless, the game is tied.

Rule 10. Throw In.

10:1 A throw in is called if the whole ball has crossed the side on the ground or in the air (see, however, 5:11).

10:2 The throw in is taken by a player of the team whose players did not last touch the ball before it crossed the side line.

10:3 The throw in is to be taken from the place where the ball crossed the side line. Note: If the throw in is taken from the wrong place, it must be retaken from the correct place.

10:4 The throw in is to be taken without a whistle signal (see, however, 16:10) in the direction of the playing court (16:1, 3, 5-6, 8-9). The player must stand outside the side line and must not touch the

side line or the playing court until the ball has left the hand (free throw). Once the player who is going to take the throw in is in the correct position, the player is not allowed to bounce the ball or put it on the ground and pick it up again (free throw, see also 13:2).

10:5 No goal can be scored against the opponents directly (4:4, Note) from a throw in (goal throw, 12:1b).

Rule 11. Corner Throw.

11:1 A corner throw is called when the ball passes the goal line outside the goal, either in the air or on the ground, if a defending player was the last one to touch the ball (see, however, 5:11). This rule does not apply to the goalkeeper in the goal area (goal throw, 12:1 a).

11:2 The corner throw is to be taken within three seconds after the whistle signal from the court referee (17:7), from the point where the goal line and the side line meet, on that side of the goal where the ball went out of bounds (see 16:1-2, 5-9). While taking a corner throw, the player shall keep one foot stationary where the goal line and the side line meet until the ball has left his hand (free throw). The player is allowed to lift and put the other foot down again repeatedly inside or outside the court.

11:3 A goal may be scored directly (4:4, Note) from a corner throw.

Rule 12. Goal Throw.

12:1 A goal throw is called when:

- a) the ball crosses the goal line outside the goal, either in the air or on the ground, and it has last touched a player of the attacking team or the goalkeeper of the defending team in the goal area (5:11);
- b) the ball goes directly (see 4:4, Note) into the goal of the opponents from a throw-on (4:4), a throw in (10:5) or a goal throw (12:4).

12:2 When taking a goal throw, the goalkeeper shall throw the ball from his goal area out over the goal area line into the playing area (free throw); (see 16:1, 3, 6-8, 10). Note: The goal throw is considered taken when the ball has left the hands of the goalkeeper and crosses the goal area line. If the goalkeeper tries to take the goal throw from a place outside the goal area, the referee shall order him to go back into the goal area and the goalkeeper must then take the goal throw within three seconds of a whistle signal. The goalkeeper may carry the ball behind the goal line, even between the goal posts, when taking a goal throw.

12:3 The goal throw may be taken in any way preferred by the goalkeeper.

12:4 A goal cannot be scored directly (see 4:4, Note) from a goal throw (goal throw, 12:1b).

12:5 When a goal throw is taken, the opponents must remain outside the free throw line (free throw); (16:8).

Rule 13. Free Throw.

13:1 The following infringements shall be penalized with a free throw for the opponents:

- a) entering or leaving the court incorrectly (3:1, 3, 5 Note, 6, 7 first paragraph, 8:14);
- b) incorrect throw-on (4:2, 3; 16:2, 5-6, 8, 9 Note);
- c) playing the ball incorrectly (5:4, 8-10);
- d) intentionally playing the ball across the side line or the goal line outside the goal (5:11);
- e) infringements of the rules regarding conduct toward opponents (6:4-9);
- f) entering the goal area or touching the ball in the goal area (7:2a, b; 7:4);
- g) intentionally playing the ball into one's goal area (7:7c);
- h) infringements by the goalkeeper against the rules 8:5-10, 13; 12:2, 16:10;
- i) infringements in connection with a throw in (10:4, 16:4-6, 8, 9 Note, 10);
- j) infringements in connection with a corner throw (11:2, 16:1-2, 5-6, 8, 9 Note);

- k) infringements by the attacking team in connection with a goal throw (12:15, 16:6, 8):
- l) infringements in connection with a free throw (13:2-3, 16:4-6, 8:9 Note, 10);
- m) infringements in connection with a penalty throw (14:2-3, 5c, 16:2, 5-6, 8);
- n) infringements in connection with a referee's throw (15:3);
- o) infringements in connection with an interruption of the game (3:7, 4:8 second statement, 15:1 Note);
- p) unsportsmanlike conduct (17:13; 17:14);
- q) time wasting (17:21).

13:2 A free throw may be taken immediately, without any whistle signal from the referee (see, however, 16:10), from the place where the infringement occurred (see also 16:1, 3, 5-9). If the infringement was committed by the defending team inside its free throw line, the free throw shall be taken from the nearest spot outside the free throw line. Once the player who is going to take the free throw is in the correct position and ready to throw, the player is not allowed to bounce the ball or put it down and pick it up again (free throw, see also 16:9).

13:3 The player of the attacking team must remain outside the opponents' free throw line until the throw is taken. Note: If some of the teammates of the

thrower are inside the opponents' free throw line when the free throw is to be taken and their positions may influence the play, the referee shall interrupt the game and order these players to move outside the free throw line. The free throw shall then be taken following whistle signal (13:2, 16:3).

13:4 When a free throw is taken at their free throw line, the players on the defending team are allowed to stand immediately outside their goal area line.

13:5 A goal may be scored directly (see 4:4 Note) from a free throw.

13:6 The referees must not call a free throw because of an infringement by the defending team, if this would lead to a disadvantage for the attacking team. If the infringement against the attacking player makes his team lose control of the ball, at least a free throw shall be called. If in spite of the infringement the player of the attacking team retains full ball and body control, a free throw must not be called.

Rule 14. Penalty Throw (Seven-Meter-Throw).

14:1 The following infringements shall be penalized with a penalty throw for the opponents:

- a) serious infringements of the rules 6:4-10, committed by a player in the player's own half of the court;

- b) such infringements of the rules 3:3, 6-7 or 6:4, 7-10, committed anywhere on the court, which destroy a clear chance of scoring;
- c) a player intentionally enters his own goal area for obvious defensive purposes (7:2c);
- d) a player plays the ball intentionally into his own goal area and the ball is touched by the goalkeeper (7:7b);
- e) a goalkeeper carries or takes the ball into the goal area (8:11-12);
- f) a goalkeeper destroys a clear chance of scoring for the opponents by entering their half of the court (8:13);
- g) faulty substitution of the goalkeeper (8:14).

14:2 A player who is executing a penalty throw shall not step across or even touch the penalty throw line before the ball has left the hand (free throw); (see also 16:1-2, 5-6, 8-9). Note: When a penalty throw is being taken, the opponents must not disturb the thrower in any way. Offending goalkeepers and court players shall be warned, possibly suspended or even excluded from the rest of the game (17:14, 16, 20). Substitutes, players on the bench who have already been suspended and team officials shall be disqualified (17:18). If the thrower does not score following such an infringement, the penalty throw shall

be retaken. If a suspended player enters the court and executes the penalty throw, the player shall be disqualified (17:18) and penalty throw must be retaken.

14:3 A penalty throw must be taken as a direct shot on goal (free throw).

14:4 When a penalty throw is being taken, all players with the exception of the thrower shall remain outside the area between the goal area line and the free throw line.

14:5 If a teammate of the player taking the penalty throw touches or crosses the free throw line before the ball has left the thrower's hand, the referee shall rule as follows:

- a) The penalty throw shall be retaken if the ball went into the goal;
- b) goal throw if the ball crossed the goal line outside the goal;
- c) free throw for the defending team if the ball bounces back into the playing area from the goalkeeper, a goal post or the cross bar;
- d) the game shall be resumed with a throw-out if the goalkeeper holds the ball or if it remains in the goal area.

14:6 If a player of the defending team touches or crosses the free throw line before the ball has left the thrower's hand, the referees shall call as follows:

- a) goal, if the ball went into the goal;
- b) the penalty throw shall be retaken in all other cases.

14:7 The goalkeeper may move in the goal area as much as he likes, while the penalty throw is being taken, as long as he is not closer than three meters to the thrower. If the goalkeeper infringes on the rule, the penalty throw shall be retaken unless a goal was scored.

14:8 The referee must not call a penalty throw because of an infringement by the defending team, if this would lead to a disadvantage for the attacking team. If a clear chance of scoring is diminished because of the infringement so that a goal is not scored, at least a penalty throw shall be called. In spite of the infringement if the player of the attacking team retains full ball and body control, a penalty throw must not be called.

Rule 15. Referee's Throw.

15:1 A referee's throw shall be called when:

- a) players from both teams infringe the rules at the same moment;

- b) the game has been interrupted, there has been no infringement of the rules and neither team was in possession of the ball (4:8, 6:11);
- d) the game has been prematurely interrupted for the half-time intermission and the players have already left the court (4:8). Note: If the game has been interrupted, there has been no infringement of the rules and one of the teams was in possession of the ball, the game shall be resumed following whistle signal with a free throw for the team which was in possession of the ball, from the spot where the ball was when the game was interrupted (13:2-5; 16:1, 4-9).

15:2 The court referee executes the referee's throw by throwing the ball down vertically at the spot where the ball was when the game was interrupted (17:7). The referees do not normally have to blow the whistle (see, however, 4:8). If this spot should be located between the free throw line and the goal area line, the referee's throw shall be taken from the nearest point outside the free throw line. Rule 15:3 is applicable with respect to the position of the players also in this case.

15:3 While the referee's throw is being taken, no player shall be closer than three meters to the

referee, before the ball has touched the ground (free throw).

Rule 16. Proper Execution of the Throw.

16:1 Before a throw is taken, the ball must rest in the player's hand and the positions of the players must be in accordance with the rules concerning that particular throw (see, however, 16:8). Note: Only the thrower shall be permitted to touch the ball when the throw is about to be taken (the referees must correct any errors).

16:2 A throw-on, a corner throw or a penalty throw shall be taken in any direction (exception penalty throw 14:3) within three seconds after the court referees have blown the whistle (17:7) and the thrower is now allowed to bounce the ball or put it down and pick it up again (see also 16:7-9); (free throw 4:2, 11:2, 14:2).

16:3 A throw in, a goal throw or a free throw may generally be taken without a prior whistle signal from the referee (10:3-4, 12:23, 13:2). If these throws are taken before the positions of the players are in accordance with the rules and the incorrect positions may influence the game, the referee shall correct the positions and then have the throw taken following a whistle signal (16:10).

16:4 The referee must blow the whistle when the game is to be resumed: following an interruption of playing time in accordance with 4:6. Note: With a referee's throw after an interruption of playing time; after a warning, suspension (17:13-14) disqualification (17:18), exclusion (17:20) and any other occasion when a player has been addressed during an interruption.

16:5 When taking a throw-on, throw in, corner throw, free throw or penalty throw, the thrower shall keep one foot stationary on the ground until the ball has left the hand (free throw). However, the other foot can be lifted and put down again repeatedly (4:2, 10:4, 11:2, 13:2, 14:2).

16:6 When a player has taken a throw-on, throw in, corner throw, goal throw or free throw, the player must not touch the ball again until it has touched another player, a goal post or the cross bar (free throw). No player may touch the ball following a penalty throw until it has touched the goalkeeper, a goal post or the cross bar (free throw) (14:3);

16:7 When taking a corner throw, goal throw or free throw, the thrower may hold the hand with the ball outside the boundaries of the court as long as he is standing within the playing court (11:2, 12:2-3, 13:2).

16:8 When the above mentioned throws are being taken, players of the opposite team shall remain at a

distance of at least three meters from the thrower (in the case of throw-out: three meters from the goal area line) until the ball has left his hand (free throw); (see, however, 10:4, 11:2, 13:4). The referees must not take any action against incorrect positions on part of the opposite team, if the immediate execution of the throw would give an advantage to the throwing team. If this is not the case, the positions shall be corrected. If an opponent delays the execution of a throw by standing too close or through some other infringement, he is to be warned. If the infringement is repeated, he shall be suspended or excluded (17:13-14, 20). Note: If the referees blow the whistle for a throw to be taken, although opponents of the thrower are in incorrect positions, the players concerned shall be entitled to interfere and must not be penalized for their incorrect positions.

16:9 A throw is generally considered to have been taken when the ball has left the thrower's hand (see, however, 12:2 Note). Note: When taking a throw, the player must throw the ball and cannot hand it over to a teammate (free throw).

16:10 If the execution of a throw-out, throw in, goal throw, or free throw is delayed, the referee must blow the whistle, whereupon the throw is to be taken within three seconds (free throw).

Rule 17. The Referees, The Scorekeeper and The Timekeeper.

17:1 Two referees with equal authority shall be in charge of each game. They shall be assisted by a timekeeper and a scorekeeper.

17:2 The referees supervise the conduct of the players from the moment they enter the premises and until they have left the premises (17:15).

17:3 The referees shall examine the condition of the playing court prior to the game. In cases of disagreement, the opinion of the referee who is officially listed first shall prevail.

17:4 In principle, the same two referees shall be in charge of the whole game. It is their joint responsibility to ensure that the game is played in accordance with the rules. Both referees have the right and the duty to act upon infringements of the rules.

17:5 The referee who is officially listed first shall toss a coin before the game in the presence of the other referee and the two team captains. The team that wins the toss shall have the option of choosing ends or throw-on.

17:6 At the start of the game, the referee who is officially listed second shall take the court referee position in that half of the court from which

the throw-on is to be taken. That referee starts the game by blowing the whistle for the throw-on. If the team which did not take the throw-on gains possession of the ball, he shall become the goal line referee and take a position at the goal line in his half of the court. The other referee shall begin as a goal line referee at the goal line in his half of the court and shall become a court referee as soon as the team on that half of the court gains possession. The referees must change ends with each other occasionally during the game.

17:7 The court referee shall mainly observe the action in the playing area and shall be as close to the ball as is feasible. The court referee shall normally blow the whistle:

- a) to start the game;
- b) when an infringement of the rules has taken place (see, however, 13:6 and 14:8);
- c) when the ball has crossed the side line on his side (10:1);
- d) for the execution of a throw-on, corner throw or penalty throw, as well as for the execution of a throw-out, goal throw, throw in, free throw (16:10) or a referee's throw after an interruption of the playing time;
- e) to stop unsportsmanlike play (17:13);

f) to stop unsportsmanlike conduct toward the referees, the timekeeper and the scorekeeper, team officials and players (17:14).

17:8 The goal line referee shall generally blow the whistle:

- a) when a court player of either team enters the goal area (7:2);
- b) when a goal has been scored (9:1);
- c) when the ball has crossed the side line on his side (10:1);
- d) when the ball has crossed the goal line outside the goal (11:1, 12:1a).

17:9 If the referees make simultaneous but different calls for an infringement committed by one of the teams, the more severe call shall prevail.

17:10 When both referees blow their whistle for infringements of the rules and they have different opinions as to which team shall be penalized, the opinion of the court referee shall prevail.

17:11 Both referees shall keep records of the score. They also have to record warnings, suspensions, disqualifications and exclusions. Note: A player should not be given more than one warning.

17:12 Both referees have the right to suspend the game temporarily or to call it off. Their calls based on their observations of facts are final and cannot be

appealed. Decisions which are not in accordance with the rules can be appealed. Such appeal can be made by the team captains only.

17:13 In cases of unsportsmanlike play and when infringements are intentionally repeated, the referees must award a free throw or a penalty throw but also warn the guilty player. If the unsportsmanlike play continues or if the infringements are still repeated, the player shall be suspended (17:16) or excluded (17:20). In the case of a serious infringement the player may be suspended or excluded without previous warning. Note: When a player or a team official is to be warned the referee must clearly show the "yellow card."

17:14 In case of unsportsmanlike conduct on or outside the playing court, the referees shall warn the guilty player (17:13). If the ungentlemanly conduct is continued, a player who is on the playing court shall be suspended (17:16) or excluded (17:20) whereas a player who is outside the playing court shall be disqualified (17:18). The referees may also warn team officials who are on the bench or in the substitution area. The penalty for continued unsportsmanlike conduct can lead to suspensions (17:16), disqualifications (17:18) or exclusions (17:20) even without previous warnings. If the game has been interrupted

because of ungentlemanly conduct, it shall be resumed, following a whistle signal, with a free throw for the team that was not guilty of unsportsmanlike conduct, from the place where the ball was when the game was interrupted. If there is a case of unsportsmanlike conduct during an interruption of the game, the game shall be resumed with the throw that corresponds to the original cause of the interruption.

17:15 Unsportsmanlike conduct toward the referees on the part of the players or the team officials shall be penalized as follows wherever in the arena it takes place:

- a) before the game: warning (17:13) or disqualification (17:18). (The team may use twelve players however);
- b) during the half-time intermission: warning (17:13) or disqualification (17:18);
- c) after the game written report.

17:16 The first and the second suspension of a player is for two minutes, during which period the team will have to play at reduced strength. The third suspension of a player is also for two minutes but the player must also be disqualified (17:18). The team will have to play at reduced strength until the two minute suspension has expired. If a suspension has not expired by the end of the first half of the game, it

will be carried over into the second half. Suspended also applies to overtime periods. The suspension is to be clearly indicated to the suspended player and to the timekeeper. The referee shall raise an arm and hold up two fingers. The suspension time starts when the referee blows his whistle for the game to be resumed.

17:17 The timekeeper shall notify the coach of the suspended player when the suspension expires.

17:18 A disqualified player or team official must never participate further in the game. The player or the team official must leave both the playing court and the substitution area. When a player is disqualified, the total number of players available to the team is reduced. However, the team can continue at full strength on the court, unless the reason for the disqualification was a third two minute suspension for that player (17:16), in which case the team must play at reduced strength for two minutes. The guilty player, his coach and official scorer must be notified directly about the disqualification.

17:19 If the goalkeeper is suspended or excluded, the substitute goalkeeper may enter, in which case a court player must leave the court.

17:20 An excluded player must never participate further in the game. The player must leave both the playing court and the substitution area. His team

shall continue the game at reduced strength. In the case of a serious infringement, a player may be excluded without a previous suspension. The guilty player, the coach of that team and the official scorer must be notified directly about the exclusion.

17:21 If the team which is in possession of the ball is found guilty of stalling, the opponents shall be awarded a free throw to be taken from the place where the ball was when the referees interrupted the game (13:1r). Note: Stalling shall be regarded as unsportsmanlike tactics. The team in possession seeks to maintain control of the ball as long as possible by passing and running but without trying to penetrate the opposing defense, without passing toward the goal area and without taking shots on goal or taking advantage of clear scoring opportunities.

17:22 Intentional game delay (e.g., throwing the ball away) shall be regarded as unsportsmanlike conduct and shall be penalized accordingly (17:14).

17:23 Only the referees shall be permitted to wear black.

17:24 The scorekeeper controls the team rosters; only those players who were listed before the game are entitled to participate. Together with the timekeeper he supervises the entry of the players on the playing court. The scorekeeper is also responsible for the

scoring sheet where the playing time, the score, warnings, suspensions, disqualifications and exclusions shall be recorded.

17:25 The timekeeper shall control:

- a) the substitution area and the benches (3:1);
- b) the playing time (the stopping and starting of the official clock is ordered by the referees; see, however, 4:6);
- c) how the substitutes enter and leave the playing court;
- d) the suspension time for suspended players;
- e) together with the official scorekeeper, the entry of the players on the playing court.

The timekeeper gives a loud and clear acoustic signal when the playing time expires at half-time and at the end of the game (see, however, 4:6-8). The duties of the timekeeper and the scorekeeper can be performed by one person only in competition other than at the international level.

17:26 The referees, the timekeeper, the scorekeeper, the team officials and the players are required to have a thorough knowledge of the rules of the game and to follow them in a spirit of sportsmanship.

Chapter VIII

Additional Considerations

Learning Objectives

Each student should be able to:

1. Demonstrate positive conditioning habits for team handball in the classroom setting.
2. Participate in class drills and competition in a prudently safe manner.

Conditioning

As time permits the instructor may want to encourage students or players into supplementary training sessions. The drills and competitive games employed in class can be potentially great conditioners for many students. However, if there is ample class time or individuals want to, additional training may help students and advanced players to improve their skills.

Some teachers and coaches (NAGWS, 1981; Cavanaugh, 1981) have suggested that the major areas of consideration for conditioning team handball players are endurance, strength and flexibility. Endurance becomes an obvious quality for playing team handball because of the fast and continuous movement of the court players. Strength is a desired attribute because of the potential for physical

contact and the power needed for taking shots. Flexibility should be considered as an aid in preventing injuries and as help in developing strength and endurance (Darden, 1975). If time does not permit a very extensive supplementary training program, flexibility should probably be the last of these to be excluded.

Endurance. Cardiovascular or general endurance can be developed by numerous types of programs. One of the principles used to develop cardiovascular endurance is interval training. In team handball, players may have to sustain activity over considerable periods of time. During these periods sprint speed will be needed frequently. An interval training program that simultaneously incorporates aerobic and anaerobic activity will probably be an efficient means to cardiovascular endurance. Additionally, a simple procedure that allows for individual differences would be highly desirable.

A training technique that may offer opportunity for the development of these qualities is the "whistle drill." During this drill the instructor can control exercise and recovery time by using the whistle to produce audible cues. An initial whistle can signal for the students to sprint. A second whistle could signal for a jog and recovery period. The periods of sprint and recovery may easily be varied. This procedure can closely assimilate the endurance demands of a team handball game. Furthermore, a large number of

students can work according to individual ability in the "whistle drill."

Need for sprint conditioning can be further emphasized in the individual and line drills suggested for improving offensive and defensive skills. The tempo of these drills can be regulated by the instructor and offer the students opportunity to develop the quickness and the speed needed in competitive team handball.

Strength. The beginning team handball player may aid his or her skill by developing or improving the strength of the arms and legs. There is a multitude of resistance activities and apparatus that can be utilized for these purposes.

Development of strength in the upper arms may be an area of need for the team handball player. Both tricep extensions and bicep curls can be performed with designated stations of the commercial resistance machines, or Olympic-style weights. These activities should help develop the strength of the upper arms.

In addition to a vast amount of running, the legs of the beginning team handball player need to be prepared for jumping. Resistive exercises such as vertical jumps, knee flexions, and knee extensions offer opportunity for developing better jumping ability. These exercises can be adapted to many kinds of equipment.

The periods of exercise for developing strength may be determined by either a set amount of time for the exercise or a set number of repetitions of the exercise. Both criteria have produced positive results in strength development (Karpovich, 1973). Time available may be a critical factor in determining which criteria will comprise a bout of exercise.

Flexibility. For the beginning team handball player, flexibility may be the supplementary area of development that the instructor should most emphasize. The large muscle groups are the initial concerns in developing or improving flexibility. These areas include the lower back, the abdominal area, the back of the upper legs, the back of the lower legs, and the arms.

There are many well known exercises that can be used to increase flexibility in these areas. Current suggestions indicate that the principles of passive stretch or flexibility should be employed (NAGWS, 1981; Cavanaugh, 1981). This procedure involves holding a stretched position for 30 to 60 seconds. A flexibility program of stretch exercises can be completed daily in a 10 to 15 minute routine.

Safety

The successful instructor will try to insure a safe environment for play and practice. This may call for many adjustments by the prudent instructor. Two primary areas of

attention by the teacher may be the equipment and modification of the rules used in team handball.

Equipment. There are some guidelines concerning equipment that can be useful in creating a safe environment for instruction and play. Initially, care should be taken in selecting a court site. The area selected would ideally allow for six feet adjacent to the playing court. Under all circumstances instructors should try to secure a minimum of three feet for the freedom of movement and safety of play near the boundaries.

Cost of goals can be minimized many times by having them custom made for play. This practice should be encouraged where budget allowances will not provide for the purchase of commercially developed goals. However, construction of goals should not include sharp-edged, metal or wooden goal posts and cross bars. These surfaces can create hazardous safety conditions for goalkeepers and shooters.

Rule modifications. Instruction and play for beginners should be modified to accommodate skill level and experience of the students. The first of these alterations may be the disallowance of body checking. Until players are more advanced in skill and gain enough experience in countering such physical contact, these techniques may produce some safety problems for instruction. Coincidentally, use of advanced defensive techniques such as the "wrap-up" may also

create unsafe body contact for beginners. Many students may be discouraged from avidly participating if a great deal of physical contact is encountered. These problems may be particularly prevalent if play is accomplished in a coeducational environment. For beginners and in coeducational play strict adherence to basketball defense and screening are probably safer modifications.

Suggested Modifications for Beginners

There are many possible modifications of team handball that may enhance the instruction and play for beginners. These may include, but are not limited to, the following:

1. Court dimensions may be modified to accommodate available space. Remember that width is more important than length.
2. Team handball is a passing game. A possible lead-up game, that may discourage beginners from dribbling too much, is to play periods with no dribbling allowed.
3. Initially, do not allow body contact in the forms of blocking, checking or use of the "wrap-up" defensive technique.
4. To teach an appreciation for the difficulty of the position, have everyone play in the goal at some time.
5. In the beginning, have everyone play a zone defense in front of the six meter line, instructing them to apply pressure only when an attacker is in a scoring position.

6. Emphasize that offensive players should look for a shot at the goal every time the ball is received.

7. Beginning players need to learn to shoot for the corners of the goal. Put targets in the high and low corners of the goal for practice situations.

8. For clarity, substitute players only from the offense. This will help to insure full strength from a defensive standpoint.

9. If a foul occurs during play, players should be instructed to look at the referee. The referee points with one hand where a free throw is to be taken. The other hand indicates the direction of the ball. Beginners need to learn that referees do not handle the ball for minor violations. Additionally, players need to realize that the offense may quickly put the ball into play. Arguing or delaying over a call of the referee may cause the team to be at less than full strength defensively.

APPENDIXES

APPENDIX A
GLOSSARY OF TERMS

Appendix A

Glossary of Terms

Advantage--a no-call situation, wherein a defensive player fouls an offensive player. If interruption of a play by a referee's whistle would be to the disadvantage of the attacking team, such as in a sure scoring situation, the referee should delay the whistle to determine if play should

Assist--a pass by an offensive player that directly helps a teammate score a goal.

Attack--movement and maneuvering by the offensive team in an attempt to score a goal.

Attacker--a member of the offensive team.

Backs--a name for the players nearest the opponent's goal for the outdoor, 11 man version of team handball.

Back court area--the offensive team's court area nearest the center line.

Back line--the players of the offensive team nearest the center line, for the seven man game.

Center line--the line that divides the court into equal areas.

Charging--when an offensive player runs over a stationary defensive player who has proper position. A free throw is awarded to the defensive team.

Checking--the physical obstruction of an opponent, offensively or defensively, by using the arms and the body.

Corner throw--if the ball is deflected over the goal line by a defensive player other than the goalkeeper, the offensive team puts the ball in play at the intersection of the goal line and the side line nearest the point where the ball passed over the goal line.

Court players--members of the team who are playing, with the exception of the goalkeeper.

Defender--a player of the team that does not have the ball.

Denial position--a technique of body positioning, used by a defensive player trying to prevent an offensive player from receiving the ball.

Fastbreak--an offensive attack that is started immediately after an interception, a recovered ball, or a throw-out by the goalkeeper; the attackers try to score before the opponents can get into a set defensive formation.

Flank--the far right or left side of the court, nearest the goal area.

Free throw--an award made following a minor violation, wherein the awarded team puts the ball in play from the spot of the violation. Members of the defensive team must be a minimum of three meters from the player taking the free throw.

Free throw line--also known as the nine meter line, this is a broken line forming a semicircle nine meters in front of the goals. If a free throw is awarded to offense

for a penalty that occurs between the six and nine meter lines, the free throw should be taken at the nearest point outside the free throw line.

Front line--the offensive players stationed nearest the goal area.

Goal area--the area encircled by the six meter line. This area is restricted to the goalkeepers during play.

Goal area line--also known as the six meter line, this is a solid line forming a semicircle six meters in front of the goals.

Goalkeeper--the team handball player charged with trying to stop all shots at the goal. This player is the only player allowed to control the ball while in the goal area.

Goal line--the lines that form the ends of the court area by meeting the sidelines in the corners.

Goal mouth--the open side of the goal, facing into the court area.

Goal throw--a throw taken by the goalkeeper, when he or any offensive player sends the ball over the goal line out of bounds.

Half-way line--see center line.

Harpaston--an ancient Greek ball game where players throw an object into a goal.

Heads up position--a technique of body positioning, used by defensive players trying to prevent offensive players access to the goal area.

IHF--the International Handball Federation; the governing body of international play, such as the Olympic Games.

Keeper--another name for the goalkeeper.

Live--a game or game-like situations.

Mark--a defensive procedure used to indicate individual guarding responsibility of offensive players.

Midfielders--a name for the players nearest the center line in the outdoor, 11 man version of team handball.

Nine meter line--see free throw line.

Penalty line--also known as the seven meter line, one meter in length parallel to the goal line and seven meters from the goal line. Major penalties result in a throw from this line.

Pick--also known as a screen, an offensive technique used to free an attacker from a defender. One offensive player stations to the left or right of the defender to be picked, the offensive player being guarded by the defender runs by the stationed teammate in very close proximity.

Pitch--a name for the outdoor field of play.

Player-to-player--a defensive system wherein each defender guards a designated offensive player.

Pressure--a defensive term that describes a defender more closely guarding an offensive player with the ball.

Referee's throw--a dropped ball by the referee to restart the game after an interruption caused by players from both teams committing infractions at the same time.

Save--the term used to describe prevention of a goal.

Scoring lane--a possible pathway for a shot at the goal to be taken, also known as the shooting lane.

Screen--see pick.

Seven meter line--see penalty line.

Shooting lane--see scoring lane.

Six meter line--see goal area line.

Substitution area--substituting players must enter and leave the court through this designated area. The area includes 4.5 meters either side of the center line, at the sideline nearest the scorekeeper.

Team handballer--one who plays team handball.

Throw-in--the throw used to put the ball in play, if the ball goes out of bounds over the sideline.

Throw-on--a pass used to start the game or to restart the game after a scored goal. The pass is made to a teammate at the center line after the referee's whistle.

Tracking--a defensive technique of visually following the movement of the ball by offensive players.

USTHF--the United States Team Handball Federation; the governing body of team handball play in the United States, including selection and training of Olympic team handball representatives.

Zone--a defensive technique, wherein defenders are assigned an area of the court to guard when an attacker enters the assigned area.

APPENDIX B
LETTER OF PERMISSION, USTHF

UNITED STATES TEAM HANDBALL FEDERATION

10 Nottingham Road Short Hills, N.J. 08078 Tel. 201-379-4148

Member:
International Handball Federation
Panamerican Team Handball Federation
United States Olympic Committee Reply To: Colorado Springs
Committee

January 7, 1985

John Ward
P.O. Box 9606
M.T.S.U.
Murfreesboro, TN 37132

Dear John:

It is my pleasure to say that the United States Team Handball Federation has no objection to the inclusion in your dissertation of any materials from Javier Garcia Cuesta or other coaching materials supplied by the Handball Federation. I have also spoken with Steve Maikoski about the use of photographs, and he has no objection to the use of his photographs in the dissertation.

Good luck with the project.

Sincerely,

/s/ Evelyn Anderson

Evelyn H. Anderson
Administrative Director

EHA/mp

Administrative Office:USTHF,1750 E. Boulder, Colorado
Springs,CO 80909; Tel. 303-632-5551

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