

HARKE VAN DER WAL

**1001
KORFBALL
EXERCISES**

translated by Graham Box

International Korfball Federation

CONTENTS

HARKE VAN DER WAL

1001 KORFBALL EXERCISES

translated by Graham Box

International Korfball Federation

CONTENTS

Foreword	4
Preface	5
Introduction	7
1.1 The basics	12
1.2 Throwing and catching	13
2 Individual korfbal skills	36
2.1 Breaking free and collective play	37
2.2 Individual defence	45
2.3 Shooting	54
2.4 Assisting	82
2.5 Rebounding	93
2.6 Individual attack	99
3 Korfbal	109
3.1 Collective defence	110
3.2 Attacking systems	119
3.3 Free passes	135
3.4 Types of korfbal	141
Miscellanea	147

Colofon:

Original title: 1001 Korfbal Oefeningen
© English translation 1991;
Publisher, International Korfbal Federation, I.K.F.
Translation: Graham Box
Illustrations: Sibbele de Vries
Pictures-design: Harke van der Wal

All rights reserved by I.K.F.

Foreword

The urgent lack of written technical and tactical exercises, felt when organising international training sessions, clinics and courses, has led to consult with the author of the Dutch edition of this publication, in order to come to an English translation for international purposes.

After a few minor alterations, in view of the purpose, we found Mr. Graham Box willing to translate and we are very happy to present this IKF publication '1001 korfbal exercises' here.

I am certain that it will find its way to many korfbal trainers and - coaches, who no doubt will use it much to their satisfaction.

A special word of thanks to the Dutch author, Mr. Harke van der Wal, for his much appreciated efforts, and to the translator, Mr. Graham Box, who made it possible for many people to benefit from these.

A. Zwaanswijk
Head International Training Department,
I.K.F.

Preface

The idea to write this book can be traced back to the 1988 korfbal Summer vacation. Weeding in the garden, I reflected that many korfbal trainers ask for exercises saying, for example, "ah yes, I've got to give a training session today - what shall I work on?" or "my team had problems with the rebound last week so I want to concentrate on that - but how?"

Moreover, as a member of the Korfbal Trainers Committee for North Netherlands, I was regularly confronted with questions about training exercises: exercises that I had gathered in great quantity during my twelve years as a korfbal trainer. The fact that the most recent korfbal training book was already eight years old and, to my knowledge, no longer available, led me to think of putting together these exercises and working them into a book. Thus as the last weed was picked so was the title of this book born - "1001 Korfbal Exercises".

"1001 Korfbal Exercises" is a book for korfbal trainers. I hope that it will prove a useful source in the preparation of each training session. It is a book with a substantial variety of exercises to give ideas and inspiration, intended for every trainer, whether qualified or not, and for every level from beginners to top korfballers. All of the exercises included in the book have been tested in practice. I have used all of them, either as a trainer or as a player.

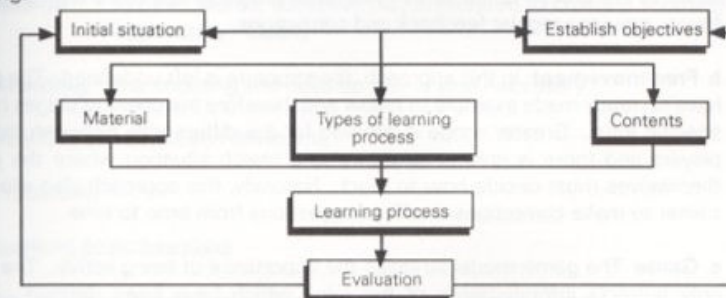
In conclusion a word of thanks to everyone who has helped with the preparation of this book. First, to all those who have given me training and have helped me enormously. Without diminishing the importance of others, I would like to name two trainers: Flip van der Laan for his teaching of ball-handling technique and Jaap Lenstra for everything related to korfbal training. In addition, thanks go to Jaap van Gorkum, Henk Korf, Hessel Kuipers, Jessica Kuipers, Lia Portegies, Hester Renia, and Koos Wieling for their valuable remarks on the contents and Sibbele de Vries for her beautiful illustrations. Finally, I would like to thank the Dutch Korfbal Trainers Association whose support made possible the production of this book.

Harke van der Wal
January 1990

INTRODUCTION

Korfball training

Giving korfball training can easily be compared to giving school lessons, for which a variety of teaching models have been developed. A well-known model is the following:



Every teacher or trainer has objectives. To obtain these, certain learning processes must take place. Naturally these depend on the initial situation (what are the students/players already capable of, where are their strengths, what is their motivation etc). The chosen learning process during the lesson or training session is defined by the contents to be taught (in sport these are normally exercises) and the material available to assist this process. By way of conclusion, this learning process should be evaluated.

Trainers can have different objectives for their training sessions. Here, five are distinguished

- **to work hard or keep busy:** participants in the training express this in the form "I want to be really tired"
- **to learn:** the objective of the session is to become better - to learn to shoot better or defend better, for example
- **to play:** in this case, relaxation through korfball is the central goal
- **to socialise:** here the social aspect is more important than the sporting element
- **to win:** the result is more important than the game, not only in the match but in the training as well.

A well-known division of training activities is the following

a Exercises Using this form, a certain technique, for example, can be learnt or improved. The trainer describes the process and can make use of the describe, demonstrate, do principle. This principle states that the trainer first describes what should happen, then demonstrates the exercise (either him/herself or using the group) and finally the group performs the exercise. The different elements of the exercise are broken down so as to become progressively more difficult and the trainer provides regular feedback and corrections.

b Free movement In this approach, the structure is left undefined. The players have no ready made example to follow and therefore the opening stages have no specific form. Greater scope is allowed for the differences between individual players and there is greater similarity to a match situation where the players themselves must decide how to react. Naturally, this approach also allows the trainer to make corrections or offer suggestions from time to time.

c Game The game model stresses the importance of being active. The trainer only corrects infringements of the rules which have been defined. Typical comments may be "who is going to get there first" or "come on, you can do that more quickly". This model is not exclusively for children as there are many adults who like nothing more than playing games.

d Match Here we focus on winning as the established objective. Matches are not frequently part of training sessions despite the fact that matches often provide the best form of training.

A second common division of activities in korfbal training circles is the TTF system. For the proponents of this approach, each training session - through warming-up, contents and conclusion - should include the following sections

a Technique This means exercises to learn, improve or maintain technical skills of throwing, catching and shooting

b Tactics The tactical element should allow the correct techniques to be used at the appropriate moment during the game

c Fitness The improvement of physical condition should focus primarily on running and jumping

The followers of the SBD principle made popular by Ben Crum argue that the TTF principle can be reduced to independent divisions which are often trained separately. In their view, this is mistaken as the different elements must be trained together and defined by the structure of korfbal. Thus korfbal is first and foremost

a Shooting But to shoot it is necessary to

b Build-up In other words, collective play is required to create a shooting opportunity. Clearly

c Defending the shooting and build-up play is also necessary.

Thus a training can be broken down into

- Introduction
- Practising basic functions
- Theme (normally working in divisions, thereby improving fitness)
- Conclusion (a game)

In "1001 Korfbal Exercises" no choice is made in favour of one of the above-mentioned divisions. The material is organised in three chapters (the BIK division for those who like abbreviations)

1 The basics where throwing and catching are considered. These basics underlie

2 Individual korfbal skills covering shooting, assisting and rebounding individual attack and defence, breaking free of one's defender and collective play

3 Korfbal where "real" korfbal is brought to the fore: defending as a division, attacking systems, free passes and a large number of forms through which korfbal can be trained.

A **remark** for the supporters of freezing the ball (playing for time at the end of a game without attempting to score), that is not korfbal and is therefore not discussed in this book. Moreover, there are no separate chapters on beginning and ending a training session. Indications are, however, given in the description of many of the exercises as to whether they are suitable for the beginning or the end of a training. In addition, the closing chapter entitled "Miscellanea" gives some ideas on warming-up and improving fitness.

Each learning process should be evaluated. At school, this takes place through tests, exams etc. In korfbal, the method is far more natural, the weekly match. If the trainings have gone well, this will show in the game. Each trainer should therefore try to be present regularly at matches to identify the needs of the team. These needs, together with other shortcomings, form the basis for the contents of the following sessions.

HOW TO USE THIS BOOK

It is not my intention that this book should be read from back to front in one sitting. **"1001 Korfbal Exercises"** is not a book to be read but a book to be used in preparing training sessions. Ideas from some ten trainers have been worked into the book so that every korfbal trainer should find something new to him or her.

Thus the book operates as a cook-book, full of recipes which have been prepared earlier. It is for the reader to choose the recipe which he/she wants to prepare. Of course, the recipes can be followed to the letter. But the meal will be most appetising when the reader adds his/her own personal touch:

"1001 Korfbal Exercises" is packed with exercises, all of which have been tested in practice. The trainer must make a choice from this material and serve it to his/her students. Thus the book can be followed word for word but it leaves each trainer free to decide where the accent should be placed. So, in the paragraphs on throwing, catching and shooting, for example, a number of technical exercises are presented. But by making these exercises last longer, by increasing the tempo of the exercise or by working with smaller groups, the same exercises can become fitness exercises.

The reader must choose from the 1001 exercises and present the choice according to his/her objectives at that moment. Thus, note must be taken of the initial situation. In principle, every training session should draw on elements from the three chapters. At lower playing levels, the emphasis may be placed on **the basics**; at higher levels, greater use should be made of the chapter entitled **"Korfbal"**.

Two features are meant to facilitate exercise selection from this book. First the BIK division. All specific shot exercises are next to each other etc. Second, an index is provided at the back of the book covering the large number of techniques, korfbal terms and exercises.

Starting from one exercise, the book frequently presents a series of similar exercises which can be performed using the same basic organisation. It is not necessarily the intention that all of these variations should be performed in one training session.

Given limited time available, this is often undesirable. Equally, it may lead to the exercise losing the interest of the players. The variations are ranked in order of difficulty and the most sophisticated variations of the exercise may be too difficult for less experienced players, while the most basic variables may be skipped over when training top teams.

A final suggestion for the selection of exercises is to combine two or more into one exercise. To give an example, let us suppose the trainer wants to concentrate on improving shot technique. To shoot from distance may become boring if performed over a long period. Interchanging two entirely different exercises may be the solution. For example, 5 minutes stationary shooting, 5 minutes running, 5 minutes stationary shooting, 5 minutes running (backwards, crossing legs etc.) 5 minutes shooting, 5 minutes attack/defence.

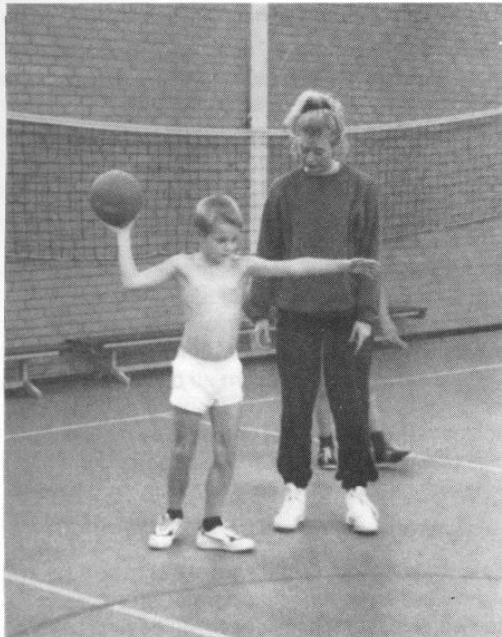
"1001 Korfbal Exercises" is not a complete training book. As the title suggests, the exercises are the central aspect. Indications are given as to **how** the material can be used but the book does not include comments on exactly how a running-in shot should be executed or where the trainer should stand to obtain a good overview of the group. Thus it is expected that the user will already have an elementary knowledge of **how** to give korfbal training sessions. Just as with the cook-book analogy, it is understood that the reader can cook and so no indication is provided on how to wash the salad or turn on the cooker.

1 THE BASICS

1.1 THE BASICS

This chapter addresses the basic skills of korfbal. Anyone not aware of these skills is not in a position to learn korfbal. The converse is unfortunately not true: mastery of these skills is not sufficient to be a good korfballer. It is more than apparent that some non-Dutch or Belgian korfballers, despite great running, jumping and ball-handling skills, are still not able to provide reasonable opposition against Dutch and Belgian opponents.

For young korfballers and beginners, attention should be focused on catching and throwing. Even for experienced korfballers, these basic skills should be regularly seen in training. In this latter case, the theme is more the fitness aspect (speed, power etc.) and on internalising (making automatic) techniques with the ball.



THROWING AND CATCHING

1.2 THROWING AND CATCHING

IN PAIRS, ONE ASSISTS, ONE WORKS

In brief: Various catching and throwing exercises in pairs. Accent can be placed on learning new techniques, training old techniques and fitness

Organisation: One ball per pair and one or two cones where appropriate. There is always a fixed assister who does not move and a "worker". After 30-60 seconds, they change functions.

- a The worker and the assister stand ten metres apart (a cone may be placed next to the former). The worker runs in the direction of the assister and receives the ball. He or she catches the ball while running, with one hand, and returns the ball to the assister player before going back to the starting position. Next time, the same movement but passing with the other hand.

Remarks

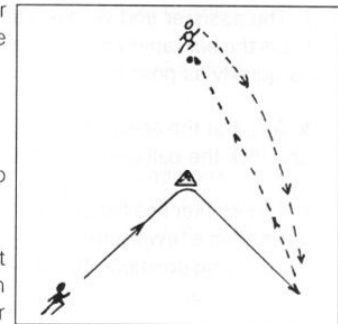
When learning this movement it may be useful for the worker to stop after receiving the ball, before passing it back to the assist player:

- b Once again the two players are roughly ten metres apart. The worker runs towards the assister who delivers the ball at head height. The worker must catch the ball and return it to the assister while in the air (i.e. jump before receiving the ball and only land after having given the return pass).
- c As b, but the worker receives and passes the ball from the highest point possible.
- d As b, but the worker receives the ball 50 centimetres above head-height. The worker again returns the ball but with a pass from above the head.

Remarks

Most workers should be given the opportunity to practice the exercises using only one hand.

- e A cone is placed 6 metres in front of the assist player. The worker runs to the cone and then makes a veering-off movement. The assister



plays the ball to the outside hand of the worker so that it can be caught with one hand. The ball is then played back to the assister in a flowing movement. The worker runs back to the cone and veers off to the other side so that the ball is played to the other hand where it must be caught and returned again.

f As e, but the ball is played back with a straight arm, overarm pass.

g As e, but the ball is played back with a straight arm, underhand pass.

h As e, but the ball should be played back in one of the following creative manners: with a bounce, behind the head or behind the back.

Variations

- 1 Exercises e, to h, but now at greater distance. There is now greater emphasis on power.
- 2 Exercises e, to h, but now the ball is played an extra time two-handed from the cone before each veering-off movement.
- 3 Exercises e, to h, but instead of veering-off in a V-shape, the worker runs to and from the assist in a straight line. The path of the worker is thereby more or less the same as that of the ball, making the pass more difficult.

i The worker moves about 4 metres in front of the assister in a **defending** movement with knees bent (centre of gravity low). The worker catches and throws the ball with one hand and then "shuffles" (as if defending) to the other side. Approximately 5 metres further on the other hand is used to catch and throw, always in a defending position. The exercise is particularly designed to develop the upper leg muscles.

j The assister and worker stand about 4 metres from each other. The assister plays the ball rapidly at head height to the worker who jumps and plays the ball back as quickly as possible.

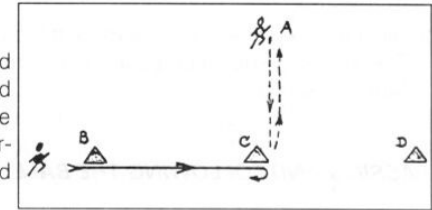
k As j, but the assister gives the ball over the head of the worker who must jump and flick the ball back (i.e. without catching it fully) with two hands.

l The worker lies flat out on the ground with arms stretched above the head. The assister is a few metres away. The worker always returns the ball to the assister from a lying position. The objective of the exercise is to work with back and upper arm muscles.

m The worker sits or lies on the ground. The assister stands 8 metres away and passes the ball. The worker stands up as quickly as possible to throw the ball back.

Remarks

Exercises i, to m, are primarily directed toward fitness training.



n The worker begins at cone B and runs to C where the ball is received from the assister, A. After catching the ball, the worker jumps and with a quarter turn of the body passes one-handed to A. The worker returns to B etc.

o As n, but now starting from cone D (catching and throwing with the other hand therefore)

p Starting from B, the worker runs to cone D, catches the ball and passes, after a jump in the air involving almost a half-turn, back to A using the right hand. Then back to B and the same movement is repeated but this time passing with the other hand.

q The assister plays the ball in an arc into space. The worker catches the ball at its highest point and plays it directly back.

r The assister plays the ball in an arc over the head of the worker who runs backwards to catch the ball as quickly as possible with one hand (alternating between left and right).

s The worker runs in a circuit around cones B and D always receiving the ball at C which is then played behind the back to the assist player (don't make the distance A to C too big). The worker therefore uses both left and right hands.

t As s, but the worker passes with an overarm throw above the head.

Remarks

The above exercises can be very useful with the emphasis on condition provided the players have mastered the technique. The trainer then focuses on tempo and does not make individual corrections. Ideally the variations should follow quickly one after the other.

Variations

- 1 In the exercises where the worker runs to and fro in front of the assister (in circuits around the cones for example) the worker may simply run in circles around the assist player. Considerations of dizziness make regular changes in the direction of the circle advisable.
- 2 All of the exercises become more difficult if the assist player is allowed to move. This variation should be particularly borne in mind if the exercises are used as fitness training.

PASSING AND FOLLOWING THE BALL

In brief: Basic throwing and catching exercise in fours

Organisation: Per group of four, one ball and two cones placed roughly ten metres from each other (two lines ten metres apart can also be used of course). Numbers 1 and 2 of the group go to one cone and 3 and 4 to the other. The exercise can also work with groups of three but be sure that the exercise begins with the ball on the side where there are two people.

- a Number 1 plays the ball to Number 3 with a two-handed pass and follows the path of the ball to stand behind Number 4. Number 3 passes to Number 2 and runs across to the other side etc. A very simple basic exercise that everybody knows.
- b As a, but now which group can play 25 passes most quickly? For higher level teams, the target can be increased to 50 or 100. And if the ball touches the ground, begin counting from zero again (mistakes should never normally occur in this exercise).
- c As a, but passing with one hand.
- d As c, but passing with the other hand.
- e As a, but catching with one hand (the players can indicate by holding one hand high the side on which they wish to receive the ball).
- f As e, but catching with the other hand.
- g As a, but catching and throwing with one hand.

- h As g, but catching and throwing with the other hand.

Remarks

All of these exercises can be used in the form of races to complete a certain number of passes. This kind of counting is best not used if the group is not comfortable with the technical requirements.

Variations

Before the ball is passed, the receiving player may make a movement to left or right (the ball is therefore played to a moving target which is somewhat more difficult). This variation moves us closer to the match situation.

BASIC EXERCISES IN PAIRS

In brief: Throwing and catching in pairs

Organisation: Two players stand opposite each other at a distance of 8 metres (depending on the level of the group) and one of the pair has a ball. Both are stationary. The distance may be indicated using cones or markings on the floor. In groups of uneven number, make a group of three. This is better than playing yourself or leaving one player inactive.

- a The pair pass the ball to each other, throwing and catching with two hands. After



An exercise in throwing with one hand.

- a while, introduce more excitement by setting targets
 - which group can be the first to play the ball 25 times?
 - which pair can pass for the longest period without the ball touching the ground?
- b As a, but passing with one hand.
- c As b, but passing with the other hand.
- d Passing with two hands, catching with one hand (the receiver indicates to which hand the ball should be passed).
- e As d, but catching with the other hand.
- f The players roll the ball to each other.
- g The players move closer together and give bounce passes.
- h The figure of 8 pattern: Number 1 throws with the right hand to Number 2 who catches with the right hand, moves the ball to the left hand and passes the ball to the left hand of Number 1 who transfers the ball to the right hand etc. Thus the ball travels in a figure of 8.
- i The players give difficult passes so that their partner has problems catching the ball.

Remarks

- 1 Although these are stationary exercises, don't let the players be "rigid": the movements should be loose and relaxed.
- 2 The purpose of the exercises is to instill correct technique which should become automatic because of the high number of repetitions.

Variations

- 1 The same exercise but with greater distance between the players.
- 2 An enjoyable variation is to begin with both players close together and after, say, 6 passes each player takes a step backwards. Gradually they move further apart until they reach their maximum passing distance (let everyone have a few attempts at passing at their limit).

- 3 The same exercises but now both players are in constant movement so that the pass becomes more difficult.
- 4 Perform the exercises with medicine balls, or with very light balls such as volleyballs or foamballs. I am unaware of the exact effect of the "underload" or "overload" (I could of course research it). What I do know is that working with heavier or lighter material can increase speed/power and/or improve technique. For groups where limited training time is available, I would drop this variation. However, in certain specific cases, it can be an excellent option.
- 5 The same exercises but now with defenders. The defender is fairly passive, placing him/herself in front of the thrower but not making the pass too difficult. The passer now has to use the technique in a more realistic situation. The problems posed have to be overcome, for example by taking a step backwards (without travelling) to give the pass more easily.

DEVELOPING BASIC EXERCISES IN PAIRS

In brief: Different (more difficult) passing and catching exercises in pairs

Organisation: See "*Basic Exercises in Pairs*"

- a The ball is passed between the players with a straight-arm pass (for left-handers, right foot forward and body positioned so that the right shoulder is facing forwards, the ball is released above the head).
- b As a, but now try to keep the exercise "turning". Number 1 throws the ball to Number 2 who catches underarm (with fingers under the ball) and throws the ball straight-armed in a flowing movement, releasing the ball above head-height, back to Number 1. Catching is therefore the beginning of the movement which continues unbroken until the ball is passed.
- c As b, but now with an underarm throw, the ball having been caught high up and brought down in an arc before the underarm release.
- d The players pass the ball behind their backs to each other. As for the straight-arm throw, the body is turned side-on (for the right-hand pass, the left shoulder should be the part of the body closest to the partner). Keep the distances small.
- e The players pass to each other while in the air. Just before catching the ball, each player jumps, catches and passes before returning to the ground. This is a very tiring exercise, where timing is of great importance. A common fault is to jump too

THROWING AND CATCHING

early, thereby not leaving time for the return pass. Alternatively, just one of the two players springs in the air and change the "worker" half way through. This exercise is not recommended for young children who have not yet developed their jumping power.

f As e, but now catching and passing with one hand (the ball clearly must be passed to the left or right side of the body).

g As e, but the ball is caught and thrown back above the head.

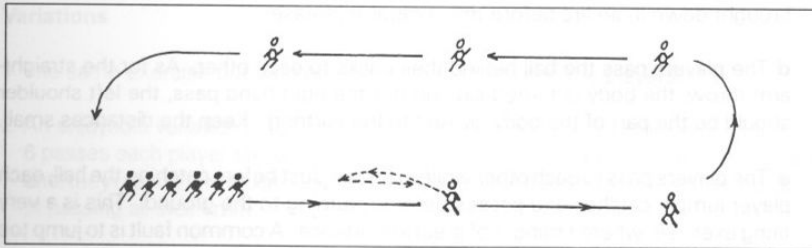
h The players stand with their backs to each other. Number 1 holds the ball in two hands and moves his hands so that the left hand is under the ball and the right hand to the left of the ball (the arms are now more or less crossed). Then the ball is thrown with the right hand to Number 2 in such a way that the body follows after the ball in the direction of the partner: a type of pass frequently seen in handball. To my knowledge, this pass has no official name: I propose calling it the back-hand straight arm throw.

CIRCUIT WITH SEVERAL ASSIST PLAYERS

In brief: Different forms of catching and throwing in a circuit

Organisation: Using a group of about twelve people, 5 assist players each stand with a ball in a large circle. The rest of the group stand in a queue 10 metres from assist player Number 1.

a The first in the queue runs towards assist Number 1, receives the ball and plays it back immediately. Two-handed passing and catching is used. The worker runs on to assist Number 2, receives the ball and plays it back etc. Once the player has completed the circuit he/she joins the back of the queue. The second in the queue begins once assist Number 2 has given the ball to the first worker etc. Change the assist players every ninety seconds.



THROWING AND CATCHING

Remarks

Here the exercise is set up for turning to the left; it is worthwhile changing regularly the running direction. On the one hand, this will allow both sides of muscles to be taxed, on the other both left and right-hand throwing and catching can be used.

b As a, but the assist players pass the ball earlier so that the passes are given over greater distances.

c As c, but the assist players give a bounce pass.

d As a, but the assist players roll the ball.

e As a, but the workers pass the ball back with one hand. This should always be the outside hand so that when turning to the left, the pass is with the right hand.

f As e, but the workers catch and throw with one hand.

g The ball is passed high in the air by the assister so that it must be caught at its highest point and then passed back.

h The assist players combine the different passing methods described above (early, bounce, high) and the workers must react accordingly.

i The assist players only give the pass once the worker has run past them so that a half-turn is required from the runner in order to pass the ball back.

j The runners receive the ball as they run by the assist players and return it behind their backs (turning to the left, this will be with the left hand).

k The runners form pairs, one of which is the worker while the other defends, running close to the worker. The worker must break free before receiving the ball each time. After passing to the assist player, the worker waits for the defender to reposition him/herself before moving on to the next assist player.

Variations

1 The distance can be made greater or smaller.

2 The assist players are in movement (though not over more than a couple of metres) to make the return pass more difficult.

3 As noted above, the players should run in both directions so that both sides of the

body get something to do.

- The workers, rather than the assist players, have a ball. Once a worker has completed the circuit, he gives the ball to the first in the queue who does not already have a ball. If there are sufficient balls then every worker can have a ball

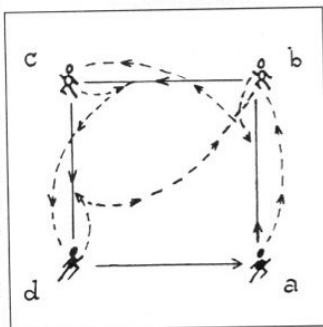
WORKING IN A SQUARE

In brief: Catching and passing exercises with lots of running for groups of four

Organisation: The four players form a square (with sides of roughly 10 metres depending on the level). One of the four has a ball. If the numbers in the group do not divide by four, make groups of five in the shape of a pentagon.

All of the exercises below can be performed using this organisation.
It runs as follows:

Player A passes the ball to B and runs quickly behind the pass, gets the ball back and passes to C. (S)he gets the ball back, passes to D and receives the return pass. Player A now gives a long pass to B before resuming his/her original position. Meanwhile B has already started his/her turn. When each player has had three turns, for example, move onto the following exercise.



Variations

- The players run in the other direction.
- The assist players move slightly from side to side.
- Which group of four can be the first to complete 3 complete turns? Care should be taken to ensure that the full distance for the passes is maintained.
- Make the distance bigger or smaller.
- Rather more difficult is the following variation. A first passes diagonally to C, receives the ball back and plays a short pass to D with a quarter turn to the left. A gets the ball back once more and passes to B, with a half-turn, who then takes over while A returns to his/her original position.

- As 5 but now in the other direction, thereby requiring left-handed passes.

SOME EXERCISES FOR GROUPS OF THREE

In brief: Catching and throwing exercises for groups of three

Organisation: One ball for each group. Numbers 1 and 2 stand together with Number 3 at a distance of about 12 metres. Number 1 has the ball.

All of the exercises given previously for groups of 4 can be adapted to groups of 3 when the exercises become slightly tougher: the accent in groups of 3 lies perhaps too much on running and not enough on throwing and catching. Some other possibilities....

a Number 1 (the first worker) gives a long pass to Number 3 and runs behind the pass. (S)he receives the ball back from Number 3 and passes once more, in movement. Number 3 plays a second pass to Number 1 (they are now close by each other) who catches, makes a half-turn and gives a long pass to Number 2 again following the ball. Number 2 plays Number 1 a pass and Number 1 catches, turns again and gives the pass to Number 3 who now takes over. Number 1 takes Number 3's position. The worker therefore plays 4 passes: one long, one short to the same player, one long to the other player and then a final pass to the first player.

b Numbers 2 and 3 give a fixed assist for 45 seconds. Number 1 throws a long pass to Number 3, follows the ball and gets it back from close to Number 3 before giving the next pass to Number 2. Number 1 once again follows the pass and gets it back close to Number 2, before giving the next pass to Number 3 etc. The worker thereby moves constantly between the two assist players making a half-turn to the left each time.

c As b, but the worker turns to the right before giving the pass: not just to avoid dizziness but also to offer the chance to give a left-handed pass.

d As b, and c, but the ball is played an extra time to and fro between worker and assist player.

e The worker runs in a figure of eight, turning left by one assist player and turning right by the other. Consequently, left and right-handed passes are given alternately.

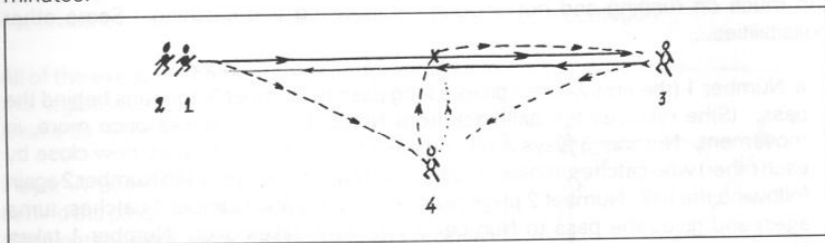
f As b, but the worker catches the ball one-handed and turns to give the pass in one movement.

g As f, but the worker tries to catch and throw the ball while in the air: a tiring exercise.

IN GROUPS OF FOUR WITH A FIXED ASSIST PLAYER TO THE SIDE

In brief: Catching and throwing in groups of four, where the theme is playing balls passed from the side, while in movement.

Organisation: See diagram. Number 1 has the ball. Change functions every 1-2 minutes.



a Number 1 passes to Number 4 and runs in a *straight* line towards Number 3. Be careful because beginners are inclined to run towards Number 4. Number 4 plays the ball back to Number 1 in a straight line in front of him/herself so that Number 1 receives the ball from the side. Number 1 passes the ball to Number 3 who repeats the exercise of Number 1 in the opposite direction.

Remarks

Remind beginners that the assist must be given in *front* of the moving player.

- b The assist players roll the ball and the runners must scoop the ball up as quickly as possible before making the next pass.
- c The assist players give a high pass so that the ball is caught in the air, to be played as quickly as possible after landing.
- d As c, but who can play the ball in the air, *both* catching and throwing?

THROWING AND CATCHING WITH A QUARTER OR HALF TURN

In brief: Exercises working on catching and throwing with a quarter or half turn.

Organisation: One ball for each group of 5, two fixed assist players, A and B. Can also be with groups of 4. Change functions every 1-2 minutes. See diagram.

a Assist player A has the ball. Worker Number 1 runs towards A who passes so that the ball is received in line with B. Number 1 catches and passes the ball with a quarter turn to B, before moving to the back of the queue of workers. Then Number 2 runs forward etc.

b As a, but now more beautiful: the ball is caught in the air and played to B with one hand. In the diagram, the ball would be thrown with the left hand with the right leg used for take-off.

c As b, but the assist player stands on the other side so that the pass is given with the right hand.

Remarks

There are differing views as to the correct technique to perform b. and c. Personally, I prefer the technique where a small step is taken immediately before jumping but this is not absolutely necessary as many korfballers do not do this and still achieve the desired result. It is striking that no korfballer in the world can perform both equally well - no matter how experienced. Also noticeable is that players often have better equilibrium when throwing with their weaker hand.

d Assist player B stands a few metres closer to the workers. Assist player A only passes to Number 1 when he is close by, thereby requiring a half-turn to give the pass to B. Otherwise as exercise a.

e As d, but who can play the ball in a half-turn in the air after receiving the ball?

f As d, but assist player B stands on the other side so that the ball should be passed with the other hand.

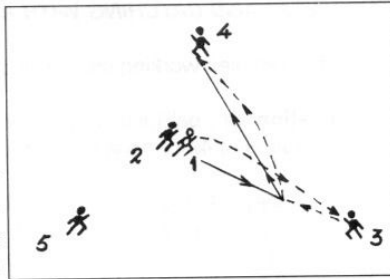
g Now with defenders to make the exercise harder work. There are three assist players (Numbers 3, 4 and 5) who stand in an equilateral triangle with sides of 15 metres. In the middle is a worker (Number 1) with a defender (Number 2). * The worker gets the ball from Number 3 and plays the ball with a turn (possibly in the air) to Number 4 and so on to Number 5, Number 3 etc. The defender hinders but does not make the exercise impossible. After 45 seconds, change functions

* See diagram at page 26.

THROWING AND CATCHING

(Number 2 works, Number 3 defends and the worker becomes an assist player) until everyone has both worked and defended.

h As g, but the defending is now more fanatical. As compensation, the worker chooses to whom (s)he wishes to play the ball. (S)he may not play it to the assist player from whom the ball has just been received.



i As h, but now the attacker cannot choose where to pass the ball: it must go to Numbers 3, 4 and 5 respectively etc.

j As i, but in the other direction requiring use of the other hand.

CIRCLE EXERCISES

In brief: Practising throwing and catching in a circle.

Organisation: Form a circle with some 6 players standing between 5-15 metres apart depending on the level of the group. One ball per group and the players are numbered in accordance with their position in the circle.

Remarks

The circle organisation is very reliable and especially suitable for young children.

a The ball is played around the circle and may not touch the ground. After a certain time, begin a small game: which group can be the first to play the ball around the circle 5 times?

b Number 1 passes to Number 2, follows the pass, gets the ball back and passes to Number 3 etc. Thus Number 1 runs around the entire circle until returning to his/her original position. Then the ball is passed to Number 2 who sets off on the same exercise. After a certain time, again a little game: which circle is the first to have everyone complete the exercise?

c Everyone in the circle stands still. The ball is passed in no special order but may not touch the ground.

THROWING AND CATCHING

d As c, but 1 or 2 people in the middle of the circle try to intercept the ball: the well-known "piggy in the middle".

e As c, but now everyone follows his/her pass. Thus if Number 1 passes to Number 4, then Number 1 takes the place of Number 4 and Number 4 moves away after giving his/her pass.

f Variations on e,...the passes must be given with the wrong hand, must be caught with one hand or must be thrown two-handed over a long distance.

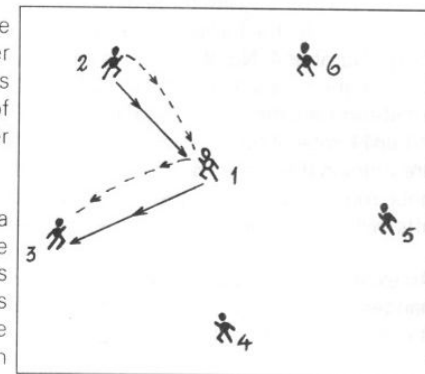
g Two players, Numbers 1 and 2 to begin, stand in the middle of the circle. Number 1 is the worker, Number 2 is the defender. Number 1 plays the ball where he/she likes in the circle and receives the ball back. Can this be continued for 30 seconds without the ball touching the ground or the defender making an interception? Next Numbers 3 and 4 perform the same exercise.

h As g, but now the worker has to play the ball in number sequence to the players in the circle (more difficult because the defender knows where the ball will be played).

Remarks

With the last two exercises, the emphasis lies automatically on breaking free, finding space to give a pass etc: In short, to play *korfball*. A tip for exercise g, can be, therefore: try to keep the defender always behind your back, always turning away from him/her. To accomplish this, it is important to be able to pass equally well with both hands.

i Number 1 stands in the middle of the circle, Number 2 has the ball. Number 2 plays the ball to Number 1, runs behind the pass and takes the place of Number 1 who has passed to Number 3 and



j *Chase-ball* A variation on i. Make a big circle using all of the players where everyone participates. Place Numbers 1 and 7 in the middle and give Numbers 2 and 8 a ball. Thereafter the same exercise as i. Can one ball catch up with the other?

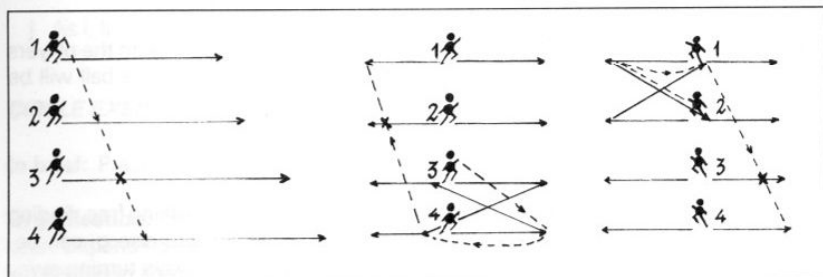
Variation

Catch-ball comes in various forms: a well-known variation: everyone in the circle is numbered, for example, from 1 to 8. Numbers 1 and 4 have a ball. Now the even numbers play the ball to each other, and the uneven numbers do the same. Can one ball catch up with the other?

CROSS RUNNING

In brief: Running, throwing and catching exercise whereby the players always cross

Organisation: Four players, numbered 1 to 4, stand in a line about 6 metres apart from each other, with one of the outside players having a ball. For each group, a space



of 20x20 metres is required. With a difficult number in the group, the exercise can also be performed with three or five players in a row. The players all run together to the same side, the ball being passed from Number 1 to 2 to 3 to 4. After playing the ball to Number 4, Number 3 turns and crosses over to run in the old path of Number 4 (but in the opposite direction). Number 4 plays the ball to Number 3 (throwing with a half-turn) and then crosses to Number 3's lane. Numbers 3 and 4 have now crossed. When Number 4 turns, Numbers 1 and 2 also change direction so that all four players are running the same way, now the opposite from the starting direction. The ball is once more played along the line (from 3 to 4 to 2 to 1) and Numbers 2 and 1 cross, after which the exercise begins again. See the diagram.

An excellent exercise requiring many ball skills: passes must be both left and right-handed, in movement, with quarter and half-turns and even passes given in the air. It is also a very good fitness exercise.

GROUPS OF THREE WITH A DEFENDER

In brief: Throwing and catching with a hindering defender

Organisation: Numbered in groups of three, each with a ball and space of roughly 10x10 metres, marked out with lines or cones.

a "Pig in the middle": Numbers 1 and 2 play the ball back and forward to each other in the limited space, while Number 3 tries to touch the ball. If Number 3 succeeds, the player who gave the pass (or made the error) goes in the middle.

Variation

To increase the speed of the exercise: if Number 3 touches a player who has the ball, then that player becomes the "pig in the middle". The game is also suitable for large numbers of players.



"Pig in the middle"

b Numbers 1 and 2 stand 10 metres apart. Number 3 defends Number 1 who has the ball. Number 1 must give a good pass to Number 2, over or to the side of the hindering defender. Afterwards Number 3 defends Number 2 who tries to pass successfully to Number 1.

Remarks

An exercise which includes the essentials of korfbal and is therefore very useful and necessary. How many korfballers are there who cannot (or do not dare) pass to a team-mate because they have a tall defender in front of them? There are a variety of ways to give this pass.

- 1 Straight arm (over-arm over the defender)
- 2 Straight arm (under-arm below the arms of the defender - a favourite with certain smaller korfballers)
- 3 With a bounce, whereby the ball should be played with one hand given the distance between the players (this is not easy)

- 4 Rolling the ball is also possible but is not really "in" with korfballers for obvious reasons
- 5 By *pivoting*, which means moving one leg backwards and forwards (or side to side) to move the defender out of position. The player with the ball takes, for example, a big step backwards with the left leg. If the defender does not follow this movement, then the attacker is left with sufficient space to throw the ball reasonably easily over the defender. Most defenders therefore move closer to their opponent. This is the moment that the attacker is waiting for: with the ball in the right hand the left leg is placed forward so that the body is between the defender and the ball (the defender is kept "behind the back") and there is space to pass the ball to a team-mate. If it does not work first time, continue the same movement and the defender will eventually be wrong-footed. Many children thoroughly enjoy this pivot-movement and use it frequently.
- c Numbers 1 and 2 play together, while Number 3 defends Number 1. The difference from the previous exercise is that the players may now move freely in the space provided. After 45 seconds, change functions. Make sure that the passes are good and that the variations outlined above are used.
- d As a fitness exercise, a variation on c. Number 3 defends first Number 1 for 30 seconds and then Number 2. Afterwards, Number 1 defends and then Number 2.
- e As c, but rather more difficult for Number 1 as Number 2 does not move. Thus, the defender knows where the ball will be played.

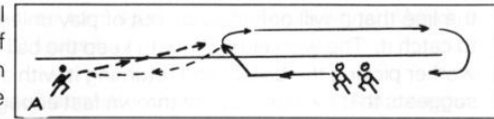
EXERCISES BY A LINE

In brief: Throwing and catching exercises next to the line of a division

Organisation: One ball between four. Each group of four works by a line about 15 metres long.

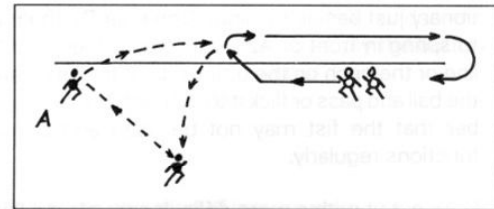
Why these exercises? Korfbal rules say that the ball must be played *inside* the lines of the division, or outside provided that the player does not touch the ground outside the division. Balls which seem to be going out of the division can be kept in. This does not so much require a special technique as a feel for timing. This must and can be trained.

a An exercise to save a ball which seems to be going out of the division. The ball is thrown just outside the division by the fixed assist player A. The players

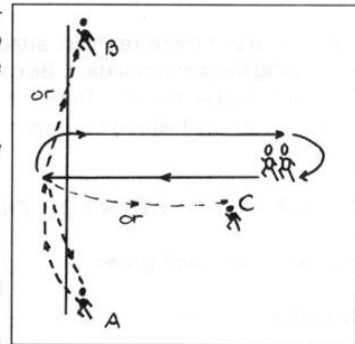


run alongside the line and must jump, taking off from the right side of the line, and play the ball back to the assist player, before moving to the back of the queue. The assist player throws the ball each time a little bit further outside the division. It quickly becomes apparent that a number of players are capable of saving a ball which is a metre outside the division. It is a question of timing and a bit of daring.

b The same exercise but now the players return the ball to a second assist player (this requires a quarter turn in the air outside the division).



c In exercises a, and b, the players run alongside the line. Now they run perpendicular to the line. Again A throws the ball outside the division. The players must try to



- 1 Keep the ball in play: it does not matter how or where the ball lands.
- 2 Play the ball back to assist player A.
- 3 Pass the ball on to a second assist player B
- 4 Throw the ball back into play to the queue of players at C.

Remarks

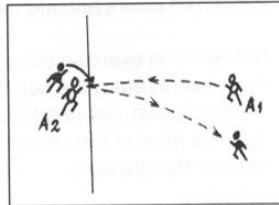
Note that in the above exercises, the ball is always played with the right hand. After a certain time, therefore, ask the players to change sides so that the ball has to be kept in play with the left hand.

d An exercise to keep in play a ball rolling towards the sideline (works very well in pairs or two balls for each group of 4). Both the assist player and the worker stand about 10 metres from the line. The assist player rolls the ball so quickly towards

THROWING AND CATCHING

the line that it will definitely go out of play unless the worker moves very quickly to catch it. The worker must try to keep the ball in play. This might happen by the worker picking the ball up and returning it with a jump to the assist player but this suggests that the ball was not thrown fast enough towards the line. The intention is that the worker stops the ball with his/her hand while sprinting. The worker must now try to ensure that (s)he stops before the line or, if this is not possible, should let go of the ball, come to a halt beyond the line, step back inside the line and only then pick the ball up.

e An exercise in jumping *in front* to intercept. Attacker A1 plays the ball to team-mate A2 who is stationary just beside the line. Defender D2 must try to spring in front of A2 and, without touching the line or the pitch on the other side of the line, catch the ball and pass or flick it to defender D2. Remember that the fist may not be used and change functions regularly.



f As e, but with a more difficult pass played (higher, lower, further from D2 etc)

g To make it more realistic, attacker A2 will also try to catch the ball, thereby imitating the game situation. Be careful that it does not become too rough; the idea is not to cause injuries. This is, in any case, an ideal exercise to teach players to fight for the ball where body contact is frequently unavoidable.

TARGET THROWING AND OTHER EXERCISES FOR ACCURATE PASSING

In brief: Exercises (games) working on accurate passing

Organisation: Per pair, a ball and some kind of target: e.g. a post, a cone, a tennis ball etc.

The objective of these exercises is to ensure accurate passing. The fact that a less accurate pass has been given to a team-mate is often not evident. With these exercises, the difference between good and bad passing is more clearly highlighted.

a *Post-passing:* an excellent game, not entirely free of danger so that throwing should only take place following a signal from the trainer (some will throw the ball so hard that it is not inconceivable that the post will be knocked over). The posts are lined up in a row. In each pair, one stands in front and one behind the post, both 8 metres from the target. All of the Number 1's have a ball. On the trainer's signal, they throw the ball to try to hit the post. Once everyone has thrown, the Number

THROWING AND CATCHING

2's can collect the balls and take their turn, again at the trainer's signal. Which pair can be the first to hit the post 10 times?

b The posts can equally well be exchanged for cones, or even more fun, cones with a tennis ball on top. Players aged 12-18 normally prefer post-passing which has the advantage that the ball is thrown at normal height compared to throwing at cones which are rather too low.

c *Bottle game:* Not suitable for indoor training but definitely good for a game/sport afternoon. Each pair has two bottles filled with water. These are placed 10 metres apart. The players stand behind their own bottle and try to knock over that of their partner. If this happens, the partner must have the ball in his/her hands before being allowed to stand the bottle up. Who can be the first to empty the bottle of his partner. Plastic bottles have my preference for this game.

BALL TRICKS

In brief: Exercises in ball-handling with the objective of increasing the players' feel for the ball

Organisation: Each player has a ball and runs where (s)he likes using the entire space available. If there are not enough korfballs, it does not really matter if volleyballs, basketballs or even tennis balls are used.

a The players run bouncing the ball.

b They bounce the ball alternately with left and right hand.

c The ball is thrown high and caught in the air. First from a stationary position, try to catch the ball at its highest point, and then in movement.

d As c, but catching with one hand (left and right alternately). Practice this in movement as well.

e Players hold the ball in front of their body and throw it in a small arc over their heads trying (without turning around) to catch the ball behind their backs.

f As e, but now while the players walk or jog around the hall.

g The ball is thrown in the air, the players make a full turn, and catch the ball again.

h The ball is thrown in the air, the players sit down and stand up again, catching the

THROWING AND CATCHING

ball before it hits the ground.

i The players are stationary. They throw with the right arm stretched so that the ball travels in an arc over their heads to be caught with the left arm outstretched. Do this while running as well.

j Rotate the ball around the body from one hand to the other (the ball may not touch the body).

k As j, but the ball makes a corkscrew movement around the body beginning with the ball at head height, then by the chest, then by the hips etc. down to the toes.

l Make a circular movement with outstretched arms holding the ball. Begin with the outstretched right arm moving the ball above the head where the left arm takes over, taking the ball down to the knees where the right arm takes over etc.

m Play the ball with the right hand under the uplifted right leg to the left hand. Put the right leg down, move the ball from left to right hand, lift the left leg and pass under the leg to the left hand. And then back in the other direction. The exercise needs to be performed with a straight back.

n Spread the legs and make figure of 8 patterns with the ball around both legs.

EXERCISES AGAINST A WALL

In brief: Various throwing and catching exercises against a wall

Organisation: Every player has a ball and a section of the wall to work in. If there are not enough korfballs, use other types of ball.

a The ball is thrown from 3 metres distance two-handed against the wall and caught again. After a while, who can be the first to make 25 passes?

b The distance is now slightly greater so be sure that the balls are properly pumped up. From how far can each player throw the ball against the wall and catch it without it hitting the ground?

c As a, but now one-handed. Use both hands alternately.

d Pass the ball left-handed and catch it with the right hand. Then pass the ball right-handed and catch it with the left hand etc. Each player chooses his/her preferred distance from the wall.

THROWING AND CATCHING

e Use straight-arm passes, underarm, overarm and sidearm with both left and right hands.

Remarks

This exercise gives a maximal number of repetitions. It is therefore important to ensure that the ball is properly passed. It is also a useful exercise to allow players to throw harder than would normally be the case. In a small sports hall, care should be taken to avoid danger for team-mates if the ball is to be played very hard.

f The ball is thrown behind the back against the wall.

g The ball is thrown against the wall and the player makes a full turn of the body before catching the ball again.

h Only possible if there is lots of space (about 10 metres of wall per player). The players stand two metres from the wall and throw the ball continuously in order to move along before catching each pass, eventually moving right around the hall. Variations are to let the players dribble the ball for a certain part of the exercise, or after two circuits the players change direction so as to pass using the other hand.

HITBALL

In brief: Tag using a ball where accurate passing is important

Organisation: All the players stand spread out in an area of 20x15 metres. Two players are the taggers/chasers (they are "it"). The chasers play together with a soft ball and try to hit the other players with the ball. If a player is hit he joins the chasers. How many times can the chasers hit someone? Change the chasers after 45 seconds.

Remarks

Be careful that the chasers do not throw too hard. If this brings difficulties, change the rules so that the players can only be hit after the ball has bounced.

2 INDIVIDUAL KORFBALL SKILLS

In this chapter we concentrate on the basic skills which each korfballer must obtain. The first part deals with breaking free from one's opponent, in the way that is required to move the ball from defence to attack.

Clearly this cannot be dealt with independently of collective play. In the second part we look at individual defence. Along with following one's personal opponent, consideration is also given to intercepting the ball. In the subsequent 4 sections (3-6), the spotlight is on attacking basics. These include all types of shooting (naturally) and the assist for a shot as well as the rebound. Finally, we move on to individual attack and how the attacker can get the better of his/her defender.



An individual korfbal skill.

2.1 BREAKING FREE AND COLLECTIVE PLAY

COLLECTIVE PLAY WITHOUT OPPONENTS

In brief: Exercise in collective play, training movement and passing the ball

Organisation: Groups of roughly four with one ball and an area of the pitch or sports hall to work in.

a The players are free to throw the ball to whoever they please. Everyone is constantly in movement: the ball has to be caught in movement and played again as quickly as possible. No balls on the floor!

b One of the players is the worker for 30 seconds and must run at high speed, receiving the ball back after each pass. After 30 seconds, someone else takes over. In which group does the ball never touch the ground?

c As a, but now the ball may only be played to players who make a short sprint towards the passer. Make it clear to the players that, using such a movement during the game, the defenders have little chance to intercept the ball.

d The players continue to play the ball around but now they are only allowed to receive a pass after a movement away from the ball into space.

e Combining c, and d, the pass may only be given to players who have either made a clear movement towards the ball or have moved away into space.

f As d, but now with a veering-off movement. Players first move towards the ball, stop after a few paces and run in the other direction to receive the pass.

Remarks

For the last exercise, the ball should not be played too quickly or lots of passes will not be accurate. It may even be true that the exercise will function more smoothly with the addition of more or less passive defenders.

Variations

All of the above can very usefully be performed with defenders. A further option is then to ask the defenders to intercept as many balls as possible.

Exercises a to e, but now each group does not have its own area: the players mix with each other requiring greater concentration.

BREAKING FREE IN GROUPS OF FIVE

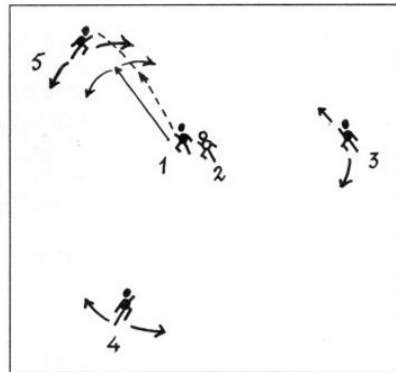
In brief: Exercise where the accent lies on moving away from the defender

Organisation: A ball for each group of five with a space of 20x20 metres. The players are numbered.

a Number 1 is the attacker, Number 2 defends and Numbers 3,4 and 5 assist the attacker. Everyone may move freely within the space. The attacker always gets the ball back from his/her team-mates. The defender is free to try to intercept the ball. After 30 seconds, change the functions with Number 3 attacking and Number 4 defending. Continue until everyone has tried both functions. No balls on the floor!

b As a, but now the instruction is that the attacker must always turn away from the defender. In this way, the ball can easily be played to a team-mate or a pass received. This is sometimes called "keeping the defender behind your back".

c As a, but now the assist players stand in a triangle 15 metres away from each other. This makes the exercise more difficult for the attacker.



d It becomes even more difficult if the attacker is required to pass the ball in a given order to his/her team-mates. The attacker now has to run a circuit and the attacker knows where the ball is going and the movement of the attacker. Now lots of balls will be intercepted or at least touched.

e Exercise c, once again but the attacker should learn from experience and turn away from the defender to create space for him/herself.

TENBALL

In brief: Well-known game where collective play and breaking free are essential

Organisation: Two teams of 3-5 players in a space of 20x20 metres. Team 1 has the ball and must try to play 10 passes between them without the ball being intercepted. If they fail it becomes the turn of Team 2. If they succeed they get one point and Team 2 takes over. Which team can accumulate most points?

Remarks

I feel that Tenball is a game which is more attractive for trainers than players as the latter do not find it a sufficient challenge. Greater difficulty can be introduced through the following **variations:**

- 1 If the defending team touches the ball, they win the opportunity to make the ten passes.
- 2 Make the pitch much smaller: 10x10 metres is substantially more difficult.
- 3 Make the number of passes required higher: for seniors 50 passes should not pose any problems.
- 4 Normal Tenball but the ball may not be returned to the player who has just given a pass.

BREAKING FREE IN GROUPS OF FOUR

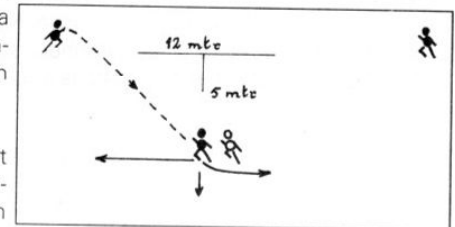
In brief: Exercise in turning away from the defender

Organisation: One ball between four. Two fixed assist players stand 12 metres from each other. One of the assist players has the ball.

a Attacker A stands between the two assist players defended by D. A plays continuously between the two assist players, who are stationary, and may pass the ball more than once consecutively to the same assist player. D tries to intercept the ball. Change functions after 45 seconds.



b As a, but now the attacker cannot play the ball twice to the same assist player. D tries to intercept but, once A has the ball, does not impede the subsequent pass. The essence of the exercise is that A must try to break free in a small area from a continuously pressing defender. Tell the attacker to vary both running speed and direction.



c The exercise is the same as a, but the organisation is altered (see diagram). The attacker must remain

BREAKING FREE AND COLLECTIVE PLAY

behind a line 5 metres from the assist players. To break free, the attacker may run in any direction.

Variation

Exercise c, is extremely tiring for many players. It can be made easier for the attacker by giving both assist players a ball or by allowing them to be active so that the defender does not know where the ball will be played.

d Place another line parallel to that used in exercise c, but 3 metres away so that the attacker has a space of only 3 metres depth in which to work. Now it is really essential to make a sharp change of direction/speed etc as a long, deep pass is impossible. The defender allows the attacker to play the ball back to the assist player (since the exercise is about breaking free).

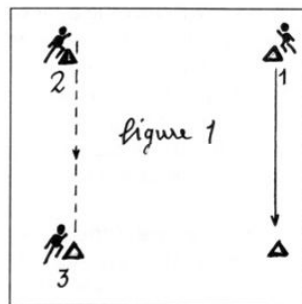
e As d, but now the defender also makes the pass to the assist players difficult. The attacker must use straight arm passes, pivot etc. to make room for a good pass.

SQUARE EXERCISE IN THREES

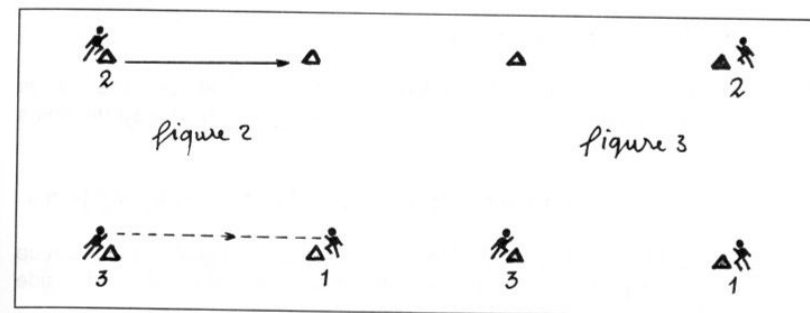
In brief: A group of three must play the ball around in a square. This is tiring because there are more corners than players.

Organisation: Three players stand in an imaginary square with sides of 8 metres. One corner is unoccupied. The middle of the three (Number 2) has the ball.

The objective of the exercise is to pass the ball along the lines of the imaginary square. In other words, the player with the ball must have two easy options to pass (i.e. not diagonal passes). Number 2 chooses whether to play the ball to Number 1 or to Number 3. Imagine Number 3 is chosen. The players now have to make sure that Number 3 has two passing options along the lines of the square. In this case, Number 1 must sprint to the bottom right hand corner of the square. Now Number 3 has to choose (the situation is that in Figure 2). Assume that Number 1 is chosen. Number 2 has to sprint to the place where Number 1 started, so that Number 1 also has two options etc.



BREAKING FREE AND COLLECTIVE PLAY



Remarks

Numbers 1 and 3 can play the ball between each other for a while to oblige Number 2 to run backwards and forwards, but this is not the idea. It may therefore be necessary to limit the number of consecutive passes between the same two players. The exercise is meant to hammer home the point that korfballers should always have two passing options. But it will probably be seen by most trainers (and players) as a fitness exercise. Later on, variations can be introduced such as only playing the ball with one hand etc.

TARGET BALL IN VARIOUS FORMS

In brief: Various games where collective play to achieve a certain objective is the key

Organisation: Two teams comprising 3-8 players. The pitch should be at least 20x12 metres, preferably 20x40 metres. Instead of posts, use a target such as cones. A circle of 4 metres is indicated around the target. A korfball is used.

The objective is to hit the opponent's target. Collective play is required because running with the ball is prohibited. None of the players of either side may enter the circle. In fact, target ball is really normal monokorfbal with the baskets exchanged for cones on the ground. It is an ideal game to work on collective play and breaking free of one's defender.

Variations

- 1 The cones can be exchanged for all kinds of objects, for example a korfbal basket, and the objective can be to touch the target with the ball in the hand.
- 2 To make scoring more difficult, each team may appoint a goalkeeper who is allowed

BREAKING FREE AND COLLECTIVE PLAY

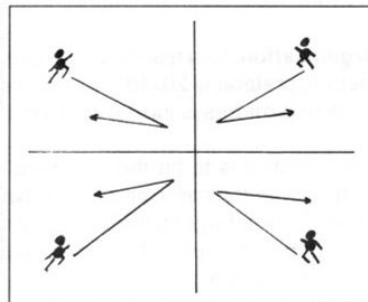
- to enter the circle around his/her target.
- The *target* can be the korfbal post. A goalkeeper plays (see 2, above). The ball has to be thrown against the post. Be careful that it is not thrown too hard if the posts are not securely fastened.
 - For a big group, introduce divisions with changes of functions every two points.
 - Handball* but dribbling with the ball is forbidden. A goal with goalkeeper is set up at each end of the pitch. A half-circle 8 metres from the goal is indicated, inside which only the goalkeeper can play.
 - Targetball* with rugby rules. This is a variation suited to a relaxed weekend, sports afternoon or terrible weather where a "serious training" is out of the question. My old club kept warm, however hard it was raining or snowing, playing this game where you can knock the ball from the opponent's hand, tackle opponents and run with the ball. The game is less suited to children.

PASSING MOVEMENTS IN FOUR SQUARES

In brief: Exercises in breaking free in groups of four

Organisation: Each group gets a space of 20x20 metres to work in, divided into four equal squares. In each of these squares is a player with one ball per group.

a The players play the ball to each other, in whichever order they prefer, staying in their own square. No balls on the floor! Before receiving a pass, the recipient should make a veering-off movement.



b The ball is played around the division. Again a veering-off movement is required before receiving the ball, but this time the last movement should be in the direction of the player with the ball.

c The ball is now played in the other direction and must be passed with the other hand.

d As b, but now the veering-off movement is made away from the ball. Perform this with the ball rotating in both directions.

BREAKING FREE AND COLLECTIVE PLAY

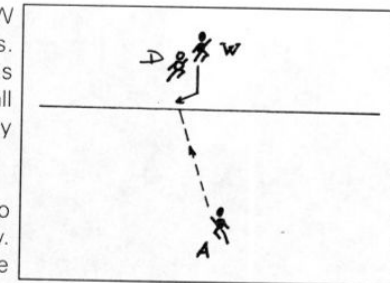
- Each player now has a defender. The attackers must play the ball around without leaving their square. The defenders try to make receiving the ball difficult but do not interfere with the pass. Change functions every two or three minutes.
- As e, but now the defenders make every effort to intercept the ball.
- As e, but now the attackers may only give the pass to players who veer off away from the ball.
- As e, but the ball is only passed to attackers who veer off in the direction of the ball.
- As e, but the attackers get a point if they can play ten passes without error. If the defenders intercept the ball, it is their turn.

BREAKING FREE BY THE LINE

In brief: Exercise in breaking free by the half-way line

Organisation: Groups of three with one ball next to a line.

a Assist player A, has the ball. Worker W must break free to be able to receive a pass. Defender D tries to make this as difficult as possible. When W receives a pass, the ball is played back to A. Change functions every minute.

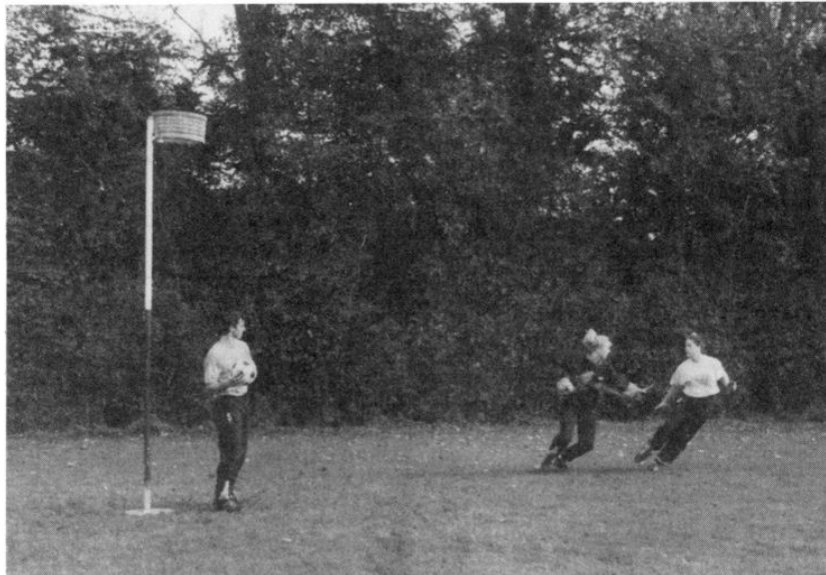
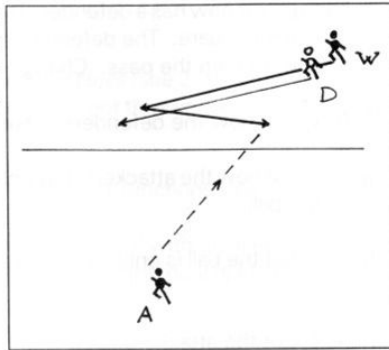


b Tell W not to start next to the line but to run towards the line from 8 metres away. This exercise is meant to emphasise the importance of attackers not standing still by the line, thereby avoiding the possibility for defenders to *jump in front* and intercept the ball.

c If the worker is not free s(he) must accelerate faster. If this does not succeed, a change of direction is required, to the right, to the left, or back in the same direction. Either way, the attacker should break free from the defender to receive the ball.

BREAKING FREE AND COLLECTIVE PLAY

d Another way of breaking free is to run right next to the line. If the defender runs behind, the pass can be easily placed in front. If the defender runs in front, the worker simply has to change direction.



A veering-off movement, with assist from underneath the basket.

INDIVIDUAL DEFENCE

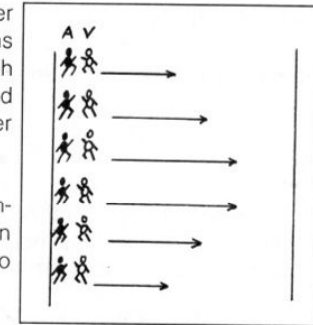
2.2 INDIVIDUAL DEFENCE

FOLLOWING IN PAIRS

In brief: Exercises in following one's opponent

Organisation: Pairs are lined up along the longer side of the hall, or field, in a space of 20x50 metres. One of the pair is the attacker, the other defends.

a The attackers run at a leisurely pace to the other side of the hall. The defender's task is to remain as close as possible to the attacker. In doing this, each defender should try to keep both feet on the ground (shuffling). Once everyone has reached the other side, change functions and the players run back.



b The attackers run more quickly but still not sprinting. Defenders can no longer shuffle but must run "normally". Be careful that the steps are not too big.

c The attackers try to pass the defender to the left or right alternately. Still below sprinting speed and they must always run forwards. The defenders must *turn* each time but must always face the attacker. Hence the instruction: "change your front leg".

d As c, but the attackers frequently change their running speed, even stopping from time to time, which makes it more difficult for the defender to follow closely.

e As c, but now the attackers really try to go past the defenders. Give the following instructions:

- the defender must remain within one metre of the attacker (in practice this becomes two metres)
- the attackers must frequently make marked changes in their running speed
- the attackers must try to pass the defenders on the side where their front foot is placed (some trainers say to aim for the defender's back).

f The attackers can now make backwards as well as forwards movements. Defenders must continue to keep the distance to one metre. The attackers do not

INDIVIDUAL DEFENCE

work at full speed.

g As e, but now with sideways movements, bringing us to "man to man" defence. The running speed is still less than a sprint.

h As g, but now the attackers can sprint.

ATTACK AND DEFENCE

In brief: Man to man defence exercises with basket

Organisation: Groups of three with a ball and a post. Number 1 attacks, Number 2 defends and Number 3 assists and rebounds. Change functions every 30-45 seconds. The exercise can also be performed in groups of four but then requires less stamina.

a Number 1 attacks as well as possible, supported by Number 3. Number 2 defends in such a way that no running-in shots can be made. Can the defender prevent the attacker from scoring?

b As a, but now the defender cannot allow any shot from closer than 6 metres. This development makes the defender's task a little more difficult.

c Number 1 attacks as well as possible with the defender's job being not to allow any distance shots.

Remarks

For most korfballers this is an unnatural option but they must follow the attacker, even far from the post, where the risk of a running-in shot is, indeed, great. The objective of this exercise is to give the defenders a feeling for how far they can go with their attacker.

d Normal attack and defence. The defenders must defend in the way that they think most effective for conceding the fewest possible goals. Which of the three concedes the fewest goals in 45 seconds?

Variation

Change frequently the opponents. Playing against different attackers makes an enormous difference to this exercise.

INDIVIDUAL DEFENCE

e The attacker continues as before but now the defender must try to intercept the ball. This can be achieved through the positioning of the arms (held high or to the side) taking up a different position (with one eye on the attacker and one on the assist player) or even by defending with one's back to the attacker. The latter is very risky....

f As d, but now the defender can choose to try to intercept the ball.



Attacking and defending.

DEFENDING GIVEN MOVEMENTS

In brief: Defending exercise in pairs

Organisation: Make pairs of attackers and defenders. Per basket, one ball and three or four pairs. One of the pairs stands under the basket and has the ball. The other pairs stand roughly 15 metres in front of the basket.

a The attacker's job is to score a running-in shot. The defenders know this and try to prevent a goal being scored. The attacker stands 10-15 metres from the post with the defender close by at a distance of 1-2 metres. The rotation is as follows: once the first pair has had a turn, they provide the assist for the attacker of the

INDIVIDUAL DEFENCE

second pair etc. After assisting, the pair moves to the back of the shooting queue. In each pair, the players take it in turns to attack.

b As a, but the attackers must try to shoot after a veering-off shot.

Remarks

In both a, and b, the objective is that the defender concentrates on the one action which is known in advance, and goes flat out to defend. If this is done properly, the attacker has little chance to shoot.

c Now the attackers can choose between a running-in shot and a veering-off shot. But they only get one chance. If they go for the running-in shot but do not break free, their turn is over. The task is slightly more difficult for the defender but still many attackers will not be able to shoot.

d The attackers now get a third choice. After the veering-off movement, they may try for a running-in shot. Now the task is much more difficult for the defender and it becomes important to discern which movement the attacker is looking to execute.

e A little game: the attacker and the defender can score points. The former gets a point after scoring and the latter for preventing a goal. Otherwise as d.

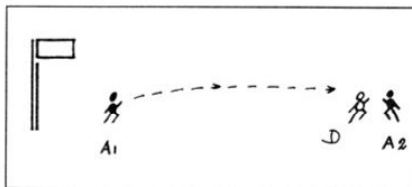
f As e, but the attacker can receive the ball a maximum of three times.

INTERCEPTING THE BALL IN DEFENCE

In brief: Exercise for the defender to learn to intercept the ball

Organisation: Groups of three with a ball at each basket.

a Attacker A1 passes to A2. D defends A2 and tries to prevent the pass from reaching its target. D can guess the arrival of the ball from the preparation of A2 to receive the pass or even from A2's eyes. By lifting one or both arms, D tries to block the ball. After ten turns, change functions. At this stage, the basket is not used.



b As a, but now the defender turns around as soon as (s)he has the feeling that the

INDIVIDUAL DEFENCE

ball is on its way and tries to intercept the pass. This method involves greater risk and is therefore usually less advisable but I know korfballers who have used this technique to make their opponents' lives very difficult.

c As a, but now A2 makes small movements backwards and forwards. How often can the defender catch or touch the ball?

d As c, but the defender clearly chooses for one side looking, for example, frequently (but for short periods) over the left shoulder to know when the ball has been played.

Remarks

Attackers A1 and A2 must cooperate: especially in the beginning they must allow the defender (if performing the exercise correctly) one or more chances to intercept the ball.

e As d, but looking over the other shoulder.

f As d, but the defender changes sides continuously.

g Now the baskets come into use. A1 assists from by the post. A2 stands about 8 metres from the basket (but within shooting distance). D defends A2. A1 passes to A2 who shoots if (s)he receives the ball. The role of the defender is to *intercept* the ball, or at least to try to prevent A2 from catching the ball cleanly.

h As g, but A2 can now move backwards and forwards, giving the defender less opportunity to take up a good position to win the ball.

i As h, but make a game of the exercise. A1 and A2 try to play together to score as many goals as possible. Each goal is a point for A2. D's job is to intercept the ball and a point is awarded to D each time this occurs. Who can score the most points?

Remarks

As soon as the exercise resembles a game, many defenders will prefer to defend man to man. This is forbidden as the objective of the exercise is that the defenders learn to intercept the ball.

j In i A2 could profit from the ball-watching defender and thereby take a running-in shot occasionally. Now that is made more difficult as the defender's job is to seek to win the ball only occasionally, and otherwise to defend normally. Otherwise as

INDIVIDUAL DEFENCE

- i. How many times can the attacker score or the defender intercept the ball?

Remarks

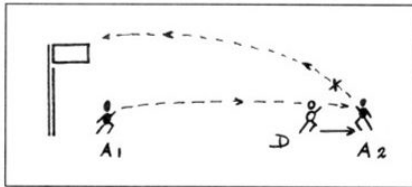
With alternation between normal defence and ball-watching, the attacker becomes less secure. Many have little idea how to counter this defence tactic, unaware of how to profit from the risks that the defender takes. Close a training with this exercise used in a four against four situation, where the defenders may choose when to take a chance to win the ball and when to play man to man defence.

SHOT BLOCKING

In brief: Exercise for the defender to learn to block shots

Organisation: Groups of three with a ball per basket: two stationary attackers and a defender. As far as possible, the players should be of equal height.

- a Assist player A1 passes to A2 who takes a shot from distance. Defender D stands one metre from A2 so that the shot is not defended. D's role is to try to *block* the shot and that requires timing. D cannot jump too late but also not too soon or A2 will not shoot but will go past the defender. After 10 shots, change functions. Once everyone has blocked at least one shot, move onto b.



Remarks

Many players have not blocked a ball once in their entire lives. Giving them this experience is the point of the exercise. Attacker 2 therefore cooperates in the exercise, shooting slower than would normally be the case, and also when in a defended position.

- b A2 now makes small movements, receives the ball from A1 and shoots directly. D once more tries to block the ball in the correct manner. A1 and A2 continue to cooperate to allow D the chance to touch or completely block a few shots. Change functions after 10 shots.
- c As b, but now the attackers do not cooperate although A2 must shoot after catching the ball, even if (s)he feels that the ball may be blocked (it remains an exercise for the defender).

INDIVIDUAL DEFENCE

- d A2 is now allowed to take a running-in shot. By feinting a distance shot, the attacker draws the defender into jumping. The defender must continue trying to block the ball but must not go full out with every shot.

Remarks

It is now clearly more difficult for D. In the previous exercises, D could assume that the shot would follow reception of the ball by A2. Now D must take the decision whether or not to block the ball. This takes time and may mean D arrives too late to make the block. Make sure that the attackers do shoot regularly. Once the defender has enjoyed some success in this exercise, move onto the next stage.

- e For 30-60 seconds, man-to-man attack-defence. A2 attacks as (s)he pleases but must shoot at least three times. A2 gets a point for every goal scored, D gets a point for every blocked shot. Who wins?

FOLLOWING THE TRAINER

In brief: Defending exercise where the entire group must follow the trainer

Organisation: The players are spread out in the available space with at least four metres between each player. Everyone faces the trainer who is about 8 metres in front of the group.

- a The trainer runs slowly towards the group. The players run backwards at the same speed, so that they maintain the same distance between themselves and the trainer. After 10 metres, the trainer stops and runs backwards. Thus the players must stop and run forwards. The trainer sets the pace and continues to run differing distances backwards and forwards.
- b As a, but now the trainer runs slowly to the left, the players therefore running to their right. Continue alternating between left and right, over differing distances and gradually increasing the tempo (speed).
- c As a, but now the emphasis is on the group reacting as quickly as possible. The distance between players and the trainers should not vary. The tempo is quick.
- d As b, but quickly, thereby requiring quick reactions. The trainer can support his/her movements with verbal instructions "right, left, quicker, yes etc." An enjoyable *variation* to test the players' concentration is to shout one instruction while demonstrating the opposite. Since the objective is to follow the trainer, the players should follow the movement and not the voice.

INDIVIDUAL DEFENCE

e The trainer now runs in four directions (combining c, and d,) at a fast pace. In principle this has already become a standard defence exercise. In the next variation, it certainly is.

f As e, but the trainer introduces changes of speed in the movements. If the trainer forgets his/her korfbal shoes (which can happen) or is injured, two solutions are possible:

- one of the players can lead the group
- the trainer stands in front of the group and indicates with arm movements and the voice what should happen. Left arm outstretched and the instruction to run quickly for example.

MAKING PASSING DIFFICULT

In brief: Exercises in hindering the opponent's pass

Organisation: One ball per group of three (of more or less the same height). There are two attackers and one hindering defender.

a The two attackers stand 8 metres apart and pass continuously using a normal one-hand pass from the shoulder. The defender stands close to one of them and tries to block the ball (legally). The attacker does not try to avoid the block but cooperates with the defender. Change functions regularly.

b As a, but now the attacker passes with the other hand requiring the defender to block with the other hand as well.

c As a, and b, but with different opponents.

Remarks

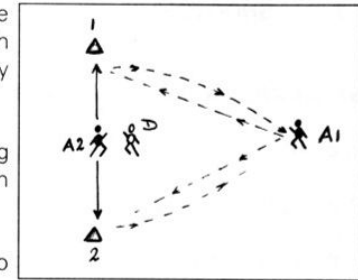
Blocking the pass is just like blocking shots - largely a question of feeling. It is therefore important that the exercise is performed with various opponents. With different attackers, a different challenge is presented to the defender.

d As a, but now the attackers do their best to pass the ball to their team-mate. If it goes well, the defender will touch very few balls so that his/her role has become one of hindering rather than blocking.

e A2 moves continuously from side to side. At points 1 and 2, A2 gets the ball from

INDIVIDUAL DEFENCE

A1 and passes it back. D tries to hinder the return pass. How often can D touch the ball in 30 seconds? A2 cooperates and does not try 100% to avoid the blocking arm.



f As e, but A2 now runs in a V-shape, making a veering-off movement before receiving each pass.

g As f, but A2 now uses a straight-arm pass to return the ball.

h The most difficult for the defender. A2 may choose how to pass the ball to A1. Otherwise as f.



A failed attempt to block a shot.

2.3 SHOOTING

STANDARD EXERCISE IN A GROUP OF THREE

In brief: Standard shooting exercise with three players per basket

Organisation: One basket and ball per group of three. The exercises always start with one assist player under the basket with the ball and two other players in front of the post. After each shot they rotate so that the shooter rebounds the next shot and gives the following assist. After this assist it is once again his/her turn to shoot. If necessary, the exercises can be performed in groups of four but there are then less shots per player. It may be desirable to have a cone for each group to mark the starting position.

- a Underhand running-in shots starting ten metres from the basket (use the cone).
- b As a, but overhand.
- c As a, but the ball is first passed from the basket. The shooter plays the ball back to the assist player and follows the pass to take a running-in shot.
- d Shooting while stationary from about 8 metres distance (after the shot run to the basket to rebound the following shot).
- e Shooting after a movement to left or right, from about 7 metres distance.
- f Veering-off shots to the left (start by a cone 10 metres from the post and make a sharp movement to the left, 5 or 6 metres in front of the basket).
- g As f, but now to the right.
- h Take penalties.

Remarks

The above exercises are the basis for all shooting routines. The emphasis can be placed on several areas: learning technique, improving technique, increasing speed, improving shot consistency (requiring corrections after failed shots etc.) For many people the exercise works best if a target is given such as "which group can be the first to score x goals?" Moreover these exercises are appropriate to start a training session or use during a training at a time when the objective is to improve or maintain

fitness. In this last case, it is particularly useful to use cones.

Variations

Many extensions and variations of this exercise are possible. See the following exercises for a summary.

DEVELOPING THE STANDARD EXERCISE IN GROUPS OF THREE

In brief: Different shooting exercises in groups of three, extending the standard exercise

Organisation: See "standard exercise in a group of three" above.

- a The shooter takes a distance shot, then runs sideways until the ball is collected, before sprinting to the basket for a running-in shot.

Variation

The shooter sprints to the basket immediately after the shot, thereby receiving the ball late, and has to take an overhand running-in shot. (See also **difficult running-in shots** below).

- b The shooter goes for a running-in shot but stops very abruptly 3 metres or so in front of the basket (hoping that the defender will carry on running) receives the ball and shoots.
- c The shooter makes a veering-off movement (alternating left and right) receives the ball but takes a running-in shot instead of shooting from distance. There are lots of ways to play the ball to the basket: with the outside hand (thus a right-handed pass in the case of a veering-off movement to the right), with a bounce, with an underarm pass, with an overarm pass, or by moving the ball back to the inside hand. There are various factors determining which is the best method at any one moment and a good korfballer must master various forms.

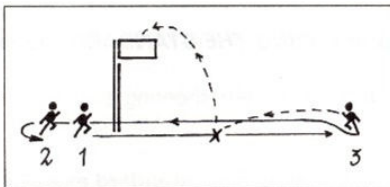
d The shooter makes a veering-off movement, pretends that (s)he is going to receive the ball (the assist player may even feint the pass) but immediately sprints forward to take a running-in shot (thus similar to c, but without ball).

e The shooter goes to take a running-in shot but after a few metres changes position as if trying for a veering-off shot, but this movement is not fully performed and the running-in shot is taken after all. I call this the *Lucas movement* after Albert Lucas who was very successful with it.

Remarks

The movements of b to e, are relatively easily learnt but the correct timing is much more difficult. In my opinion, this can only be learnt using defenders. See the section below on groups of four with a fixed defender.

f Numbers 1 and 2 are under the basket. Number 3 who has the ball is in front. Number 1 runs from the basket, gets the ball, makes a half-turn and shoots. Number 2 rebounds, plays the ball to Number 1, runs forward, receives the ball, makes a half-turn and shoots. Number 3 rebounds etc.

**Remarks**

The movement away from the post can be made in any direction. Be careful because the required turn is not the same in all cases. The shot is most difficult when the shooter runs directly towards the assist player. In other cases, the shot is easier but an accurate shot is more difficult.

g The shooter makes a sharp movement to the right, gets the ball and plays it back to the basket before moving back in the direction from where (s)he started. (S)he gets the ball back and shoots.

Remarks

Exercise g, is an example of a combination of two standard movements. There are many more to consider. For example, set off from the basket but on receiving the ball play it to the post for a running-in shot, or veering-off movement to the right, catch the ball, play it back to the post, followed by a veering-off shot to the left.

GROUPS OF FOUR WITH A FIXED DEFENDER

In brief: Practising different types of shot with a fixed defender

Organisation: Groups of four per basket with one fixed assist player, one fixed defender and the other two taking turns to shoot. After one minute, change functions.

All the different kinds of shots already mentioned in this section can be practised with a fixed defender. The objectives of including a defender can be (for the shooter):

- to perform the exercise at *full speed* (for example, there is no opportunity to stop before taking a shot from distance)
- to resemble more closely a *match situation* (shooting with a defender right by your nose is quite different from a calm distance shot without any pressure)
- to get a feel for *timing* (making a veering-off movement followed by a running-in shot is not difficult: it is all about starting the crucial movement just when the defender is in the wrong position).
- to learn *where* the movement must *take place* (for example, where to halt the approach to a running-in shot to take a shot from close by, or where a veering-off movement should start).

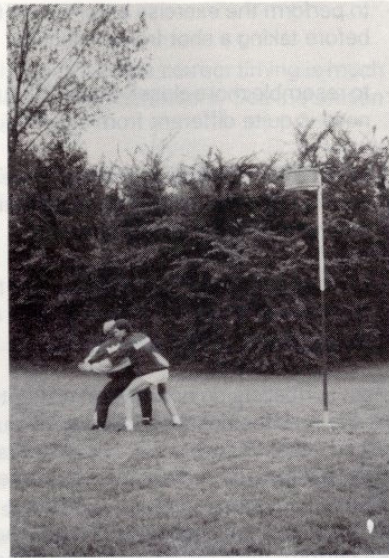
Most korfballers do not really like shooting exercises with defenders close by. But for the reasons described above, I would argue that attackers should be regularly placed under this pressure. It is essential that the defenders know what the purpose of the exercise is. It is about....(fill in one of the four reasons above) and that they do not make it impossible for the attacker to shoot. It is too easy for the defender to hinder each shot since (s)he knows what is coming. However, if the attacker does not perform the exercise correctly, the defender should indeed try to block the ball or refuse to be fooled by an inadequate feint from the attacker.

Operation of the exercises

Here we take as an example the execution of veering-off shots. The fixed assist player is under the basket with the ball. The two shooters are 10 metres in front, with the defender standing by one of them. The defended attacker runs in the direction of the basket forcing the defender to follow, makes a veering-off movement breaking free from the defender, receives the ball and shoots. The defender still tries to hinder but if the movement is well performed, (s)he will arrive too late. The defender immediately goes to the second attacker who does the same exercise. After roughly one minute, or 10 shots, for example, change functions.

Variation

The two shooters stand 6 metres in front of the basket and 4 metres from each other. The assist player stands in front of the basket. The defender now has to defend *both* attackers who can play the ball to each other no more than twice, then one of the two must shoot.



Top series of photos
a. feinting the assist
b. turning the back leg
c. attempted shot

Lower series of photos
a. a shot goes over the basket
b. the catcher jumps to the ball
c. shot from the highest point
d. the shot is completed.



MORE DIFFICULT TYPES OF SHOT

In brief: Working on different types of shots in difficult situations

Organisation: In pairs per basket, always one fixed assist player and one fixed shooter. Change functions every one or two minutes.

- a** The assist player always gives the ball a metre to the left of the shooter who jumps across to catch the ball and shoots immediately in a flowing movement.
- b** As a, but now the ball is thrown to the right.
- c** As a, but now the assist player chooses whether to pass the ball to the left or right.

Remarks

Exercises a, b, and c are primarily intended to allow shots to be taken after poor passes.

d The assist player gives a flat pass from under the basket. Just before (s)he receives the ball, the attacker, who starts 6 metres from the basket, takes a step backwards. (S)he shoots thereafter in a flowing movement off one leg. This allows the attacker to create more room for the shot but requires considerable technique and power.

e The same exercise as d, but now the shooter has a defender. The assist player must continue to pass as flat as possible. The shooter will be inclined to make the backwards movement earlier, exactly what should not occur. This movement is made only just before catching the ball, immediately followed by a shot.

f An assist player is under the basket, with the shooter 8 metres from the post with a defender. The assist player passes to the shooter who, after catching the ball, takes a step towards the basket as if to attempt a running-in shot. Once the defender starts to follow the movement, the attacker immediately brings the front leg back and shoots.

Remarks

In exercises d, e, and f the attacker plays him/herself free with a simple movement. An efficient approach which requires a lot of technique (and therefore practice).

TYPES OF SHOT FOR ASSISTING PLAYERS

In brief: Practising different forms of shots from an assisting position

Organisation: Pairs per basket, always one player fixed by the post and one player in front. Change functions each minute or so.

- a** The assist player is 6 metres from the basket and the shooter is under the basket. The shooter moves away quickly behind the basket, gets the ball and shoots immediately. The assist player collects.
- b** As a, but the shooter pretends to shoot from distance, lets an imaginary defender jump by and shoots underhand: a sort of underhand penalty shot from about 5 metres behind the basket. The assist player collects.
- c** The organisation is the same but now a defender is introduced (put pairs of pairs together). The defender's job is to determine which possibility the attacker gets. If s(he) reacts too late, on purpose, a distance shot is taken by the attacker. If the defender over-commits, the attacker takes the underhand shot.

Remarks

These exercises form the basis of creating chances around the post (for example, as a reaction to front defence).

d Exercise as b, but the shooter moves away sideways from the post, requiring a 90-180° turn before shooting. In the learning stage, this exercise can be performed stationary with the shooter standing 5 metres to the side of the basket and the person giving the pass a few metres in front of the basket. The pass has to be played to the outside hand and the shot is an overarm one.

e As d, but now the attacker has a defender who over-commits allowing the underarm shot to be taken.

f The shooter stands at the "ideal" assist position about a metre in front of the basket. The defender is between the attacker and the post but not really defending (thus with hands held low and not attentive to the ball). The shooter throws the ball two-handed over his/her head into the basket.

Remarks

This can only succeed when the defender fails to pay attention and therefore must be done discreetly. The attacker cannot re-position or look behind prior to shooting.

g The shooter stands about half a metre behind the basket with the defender in front. The defender defends properly with hands held high and facing the attacker. The attacker, who has the ball, makes a fake pass over the head of the defender as if passing to someone in front of the basket. The defender reacts by turning to see where the pass went, thereby lowering his/her hands and adopting a front defence position. As soon as this happens, the attacker shoots from half a metre behind the basket.

h The assist player stands about 5 metres in front of the basket. S(he) shoots but, on purpose, slightly over the basket. The shooter, who is under the basket, collects the ball, taking a quick step backwards and shoots with a flowing movement.

i As h, but now the person shoots while jumping under the basket. The timing is very important. In fact, this requires more a flick of the ball than a shot. It is similar to a set-up in volleyball.

j The assist player is seven metres in front of the basket and once again shoots too long on purpose. The rebound player allows the ball to pass over his/her head, runs after the ball and shoots with a half-turn.

Remarks

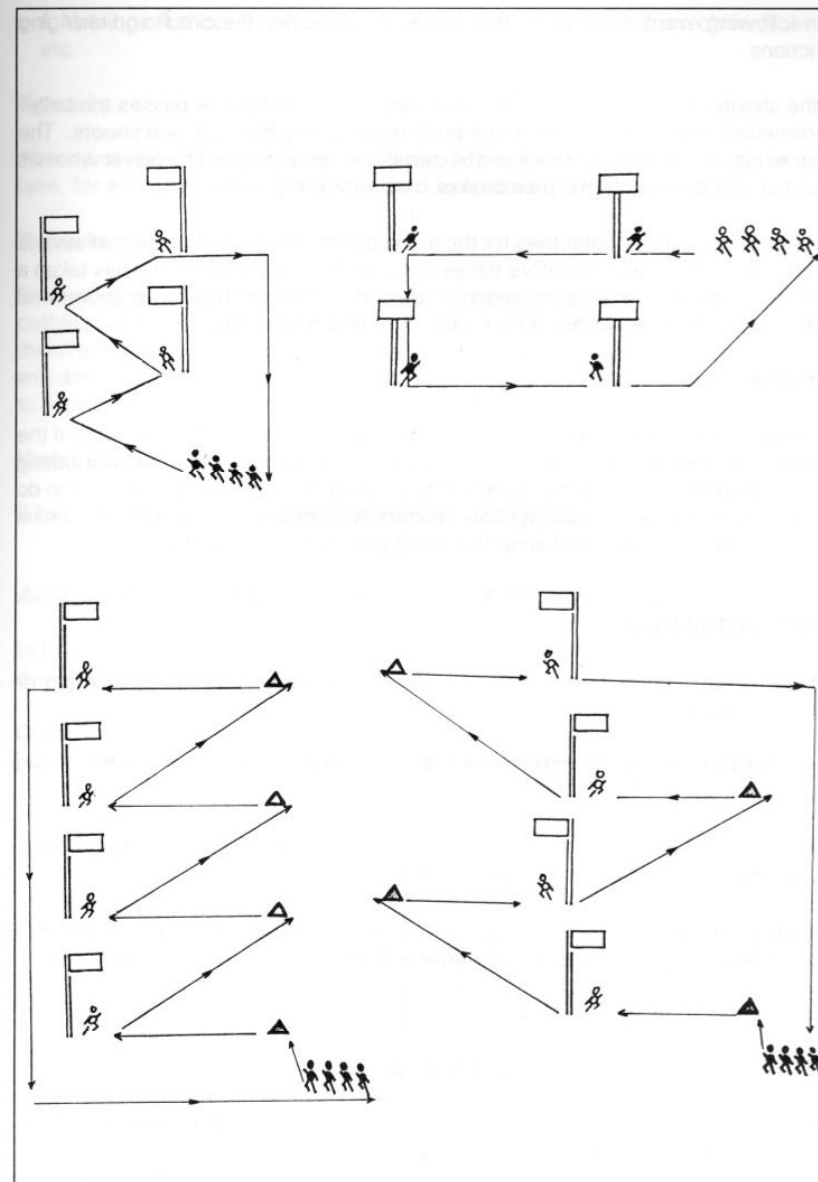
Situations such as described in h, i, and j are often apparent in match situations, especially where the defender of the shooting player is particularly concerned with what is going on elsewhere in the division. The exercise is well-suited to those players who particularly enjoy rebounding.

CIRCUITS AROUND THE BASKET

In brief: Exercising standard shooting forms in a route around all of the baskets.

Organisation: Each basket has a fixed assist player with the ball. The remaining players (the shooters) spread themselves around the space available. Different types of organisation are possible: see the four figures. After each shot, the shooters move automatically to the next basket.

All of the exercises used in **standard exercises in groups of three** are now performed. The changing of functions can take place, for example, after two or three circuits or when one of the shooters has scored ten goals. Another way of changing the functions: after a shooter misses a running-in shot (or does not at least hit the basket from a distance shot) that player becomes the assist player and the others carry on as normal. After two minutes, which players have still not given the assist?



SHOOTING

The following exercises involve other forms of completing the circuit and changing functions

- the shooter makes a veering-off movement. The assist player passes the ball, immediately moves away from the post, receives the ball back and shoots. The other player rebounds the shot and becomes the assist player. The player who has just shot moves on to the next basket.
- "Switching": the shooter tries for the running-in shot but we imagine that s(he) is defended. The ball is therefore passed back to the assist player who has taken a few quick paces in a direction diagonally behind the basket. This player shoots and moves on to the next basket (to try for a running-in shot etc.).

Remarks

The exercises described here are, above all, intended to maintain the shot and - if the distances and the number of baskets involved are large enough - to improve shooting and running condition. If the emphasis is to be on fitness, tell the shooters not to do everything at one pace but always to accelerate for each new movement. If stamina is to be worked on, do not change the assist players too frequently.

SHOOTING IN PAIRS

In brief: Exercising all forms of shot in pairs by a basket. Ideal for learning or improving technique

Organisation: Per pair, a basket and a ball. Cones may be used. After 1-2 minutes change functions.

- a** Underhand running-in shots, first in front of the basket, then from behind etc. The shooter therefore runs in a figure of 8.
- b** As a, but with overhand running-in shots, running-in shots in the air (with a jump) or running-in shots from longer distance (where the assist is played too soon).
- c** Distance shots in movement.
- d** Distance shots from close by or from great distance.
- e** Shooting while constantly changing position (direction and distance) with the shooter always in movement around the basket.

SHOOTING

- f** Veering-off shots to the right, to the left, alternating sides, from close, from far etc.

Remarks

Above just a selection of shot forms is given. More developed forms can also be used (see, for example, **developing standard exercises in groups of three**).

Remarks

By moving away from the match situation and through the fact that the shooter does nothing but shoot for a minute or more, this allows full concentration on the shot and therefore to take care to utilise correct technique, and to correct errors of distance and direction. Above all, each player gets a great deal of practice. In short, exercises to improve the shot. Comments and corrections from the trainer are also appropriate.

Variations

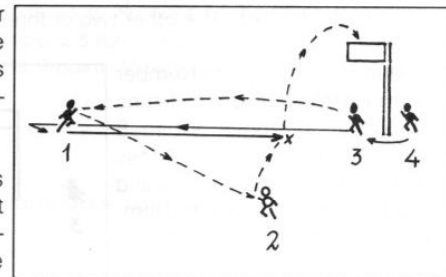
If baskets are limited, two pairs can work at each post.

ASSIST FROM FOUR METRES DIAGONALLY IN FRONT OF THE BASKET

In brief: Exercising all types of shot where the assist is given from four metres diagonally in front of the basket

Organisation: Groups of four per basket. One fixed assist player who stands roughly four metres diagonally in front of the basket. The remaining three rotate continuously.

- a** Running-in shots: Number 3 passes to Number 1 and runs to Number 1's place. Number 1 passes to the assist player, Number 2, and runs through for a running-in shot. Number 4 rebounds.



- b** As a, the assist player now gives the pass too late on purpose so that taking the shot becomes more difficult (for different possibilities, see **difficult running-in shots** below)

Remarks

The assist player is clearly in a less than ideal position but a position which in matches is more the rule than the exception. It is therefore useful to train this situation. Scoring from the resulting shot is more difficult, especially if a defender is introduced.

Variation

Number 4 becomes a fixed defender for Numbers 1 and 3 who take running-in shots in turn.

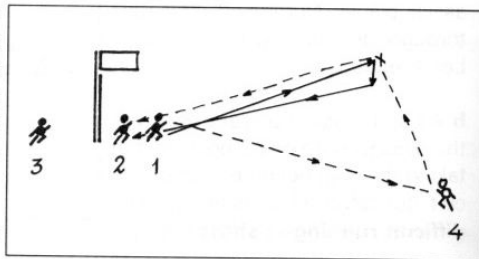
- c** Number 3 throws to Number 1 and runs to the front. Number 1 plays to Number 2 and takes a veering-off shot. Number 4 rebounds and Number 1 goes to the post.
- d** As c, but now veer-off to the other side.
- e** As c, but Number 1 plays the ball to Number 2 and runs up to Number 2, getting the ball back and shooting with a quarter turn. Number 4 rebounds. Number 1 runs to the basket.
- f** As e, but Number 2 keeps the ball until Number 1 makes a sharp movement in the direction of the basket to take a running-in shot.

ASSIST FROM 10 METRES IN FRONT OF THE BASKET

In brief: Practising shooting opportunities resulting from assists 10 metres in front of the basket

Organisation: Groups of 3 or 4 per basket. A fixed assist player stands 10 metres in front of the basket. The other two or three players work in rotation.

- a** Number 1 throws to Number 4 (the assist player) and runs diagonally in front. When 8 metres from the post, the pass is received from Number 4 and the ball is played back to Number 2 for a running-in shot.



- b** As a, but Number 1 takes a veering-off shot.

- c** As a, but Number 4 plays the ball direct to Number 2 under the basket once Number 1 is eight metres in front of the post. Number 1 then executes a running-in shot without ball.

- d** Once again as a, but Number 2 moves away from the basket at the moment that Number 1 gets the ball. Number 1 plays to Number 2 who shoots. This situation can occur in matches when Number 2's defender is preoccupied with the movement of Number 1.

- e** Number 1 passes to Number 4 and runs up to Number 4, receives the ball and shoots with a half-turn. This move has most chance of success if Number 1 does not immediately follow his/her pass but waits until Number 4 passes the ball. Number 1 then moves quickly and jumps towards the ball, turning at the same time before taking the shot.

- f** Numbers 1 and 2 (and possibly 3) stand next to assist player 4 at a distance of no more than 5 metres. From this position they take running-in shots, with the pass given by Number 4. Each player collects his/her own shot and passes the ball back to Number 4.

TRIO

In brief: A kind of game where each shooter gets three different types of shot, one after the other

Organisation: In pairs (possibly three's) per basket, everybody starts from by the post. Number 1 moves away from the basket, receives the ball immediately and shoots from short distance. Number 2 rebounds and plays the ball back to Number 1 who, in the meantime, has moved further from the basket. Number 1 takes a distance shot. Number 2 collects and passes to Number 1 who takes a running-in shot to complete the trio. Then it's Number 2's turn. A goal from the distance shot counts two points and for the other shots, 1 point. Which pair (or group of three) can be first to 25 points?

Variations

- a** Trio with distance shot, veering-off shot and overhand running-in shot (rebounded by the shooter).
- b** Take all the shots behind the basket.
- c** *Quartet:* now with four shots, introducing a veering-off shot (or shot after a

sideways movement) after the distance shot in the trio.

Remarks

The exercise is highly appropriate as the warming-up exercise at the start of a training.

DIFFICULT RUNNING-IN SHOTS

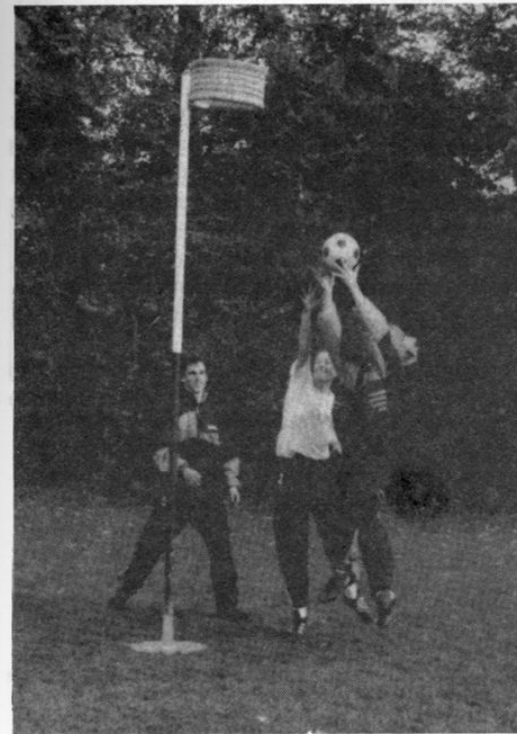
In brief: Practising running-in shots from difficult situations.

Organisation: Groups of 3 or 4 per basket, 1 or 2 under the basket and two in front. Rotating so as to take a running-in shot after giving the assist etc.

- a Running-in shots, assist with a bounce.
- b Assist is too late, take an overhand running-in shot.
- c Assist is too late so the shooter runs to the side of the basket and shoots more or less sideways, or even slightly backwards. If the shooter normally takes off from the right foot, the shot is generally more accurate running to the left of the post (the shooter's right).
- d Assist is too late so the shooter again runs to the side but takes a lay-up shot with one hand.
- e Assist is too late so the shot is taken in the air with a jump.
- f Assist is given too early so a normal running-in shot is taken from greater distance.
- g The ball is not thrown but rolled (this can also happen in a match if the pass is blocked or the bounce pass fails for example).
- h My favourite show-piece: the assist is given too early, allowing the ball to be moved around the body (eg catch the ball with the right hand, move it behind the back to the left hand and bring the ball forward for the shooting movement) and shoot. Not to be performed in a close match.

Remarks

Do not use these exercises with shooting contests because the passes soon become less difficult. If the objective is to improve or learn a certain technique, do not work



**Running-in shot.
Defended or not?**

on all of the above at once since experience shows that the players will lose concentration.

Variation

The assist is not given from under the basket but from more space, for example, from 5 metres diagonally in front of the basket where the assist is more difficult but the running-in shot is perfectly feasible. It becomes more difficult if the assist player moves even further away, such as 12 metres, or even further, imagining that the pass comes from the defence. Many players particularly enjoy the long assist, from 20 metres away from the basket.

POINT SHOOTING

In brief: Shooting exercises where the type of shot changes constantly

Organisation: 2, 3 or 4 players per basket, with the players shooting in turn. After each exercise, the players move on to the next basket. The posts are spread out and the groups choose a basket each; differing numbers in each group is not a problem. The trainer always sets a target (see below for a few examples). The group that reaches the target first scores a point. Then the groups all move on to the next post. This is especially valuable outdoors to require adjustment for factors such as wind, sun etc. The winner is the group that has acquired most points after, for example, 15 minutes.

Appropriate targets are the following (though should be lower for less experienced groups). In each case the number refers to the number of goals which must be scored:

- 20 running-in shots
- 20 "chances" (shots from close to the basket where the ball was collected)
- 10 shots from six metres
- 20 distance shots from behind the basket
- 6 veering-off shots to the left
- 6 veering-off shots to the right
- 20 penalties
- 10 consecutive running-in shots (which means if a running-in shot is missed, the score goes back to zero)
- 8 shots moving away from under the basket.

"Silly" targets are also good for this organisation:

- 5 penalties with eyes closed
- 10 running-in shots with one hand
- 5 goals while the shooter is sitting on the ground
- 10 running-in shots when the ball is rolled to the shooter
- 10 goals shooting over one's head from half a metre in front of the basket.

The competitive element is very important in the above and so it is not very suitable for improving technique.

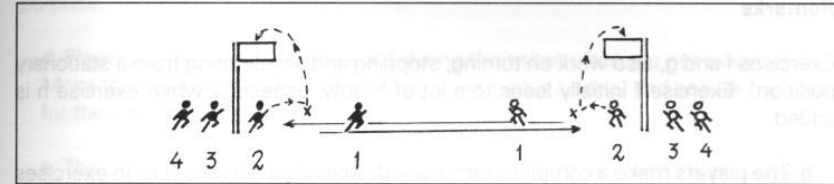
Remarks:

Do not use this if you are less difficult. If you

TWO BASKETS OPPOSITE EACH OTHER

In brief: Exercising different types of shot where shooting is at two posts placed opposite each other

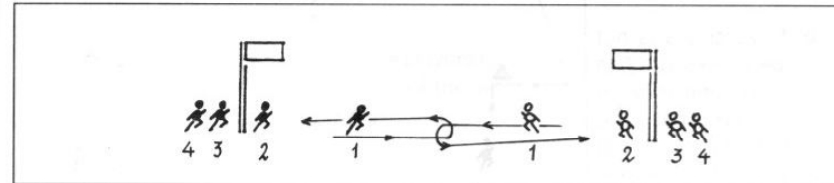
Organisation: The posts are placed 15-25 metres apart. Each basket has 3, 4 or 5 players and one ball.



- a** The Number 1 players from each basket run to the other post and take a running-in shot (different forms: underarm, overarm, while jumping etc). The assist is given by the Number 2's who then run to the other side to take their shot.
- b** As a, but with a feinting movement before the running-in shot.
- c** As a, but Number 1 stops 3 metres in front of the basket to take a stationary shot.
- d** As c, but veering-off shots to the left or the right.
- e** As a, but after Number 1 receives the ball, (s)he passes to Number 2 who has moved quickly away from the basket and shoots ("switch" situation).

Remarks

With a large distance between the posts and not too many players per basket, these exercises are good for running fitness.

**Variations**

- f** Numbers 1 begin in the direction of the other basket but turn around each other

in the middle to shoot in their own basket (both turn to the left or both turn to the right).

g As f, but now the Number 1's touch each other in the middle before returning to shoot in their own basket. The stopping movement in the middle should be made with both right and left legs alternately.

Remarks

Exercises f and g, also work on turning, stopping and accelerating from a stationary position. Exercise f initially leads to a lot of hilarity, especially when exercise h is added.

h The players make a complete turn around each other and shoot as in exercises a to e, in the opposite basket.

MAKING USE OF LEARNING TOOLS

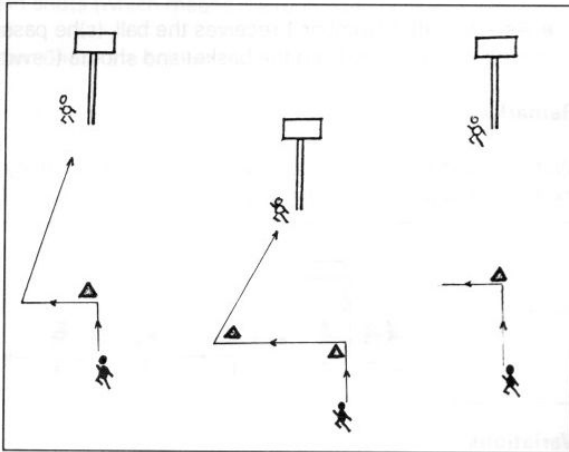
In brief: Making use of tools such as lines or cones to learn certain shot techniques or correct certain errors

Organisation: See below.

a To learn a running-in shot with feint (a clear movement to the side rather than a curving movement) place a cone 7 metres from the basket. The feint is performed at this cone.

b If exercise a is not properly executed, a second cone may be used so that the players have to run around both. The feinting movement is therefore unavoidable.

After a while, take the cones away: the movement must remain the same.



c In the same way, simply placing a cone can ensure that a veering-off shot is taken from the correct place.

Remarks

Cones are actually indispensable at a training; they are extremely useful tools, especially while training outdoors. Indoors lines can very often be used for the same purpose.

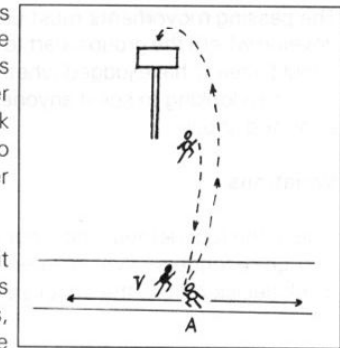
d Players who clearly jump forward during their shot often are not aware of this. Make them shoot from behind a line (or even better a cone) and see (or feel) how far they move forward.

e The same as d, is also possible for players who fall backwards or sideways during a shot: put them next to a cone or a line.

f Attackers must - if they want to receive a pass from under the post for a distance shot - move out of the line of their defender. Many attackers tend to shout to the assist player "throw it over the top". To force such players to learn to break free, require the attacker to play between two parallel lines, say, 3 metres apart. A pass over the top of the defender is now impossible.

g Not really a learning tool but the following titbit is similar. Many people "push" the ball towards the basket, some only by stretching their arms, others by throwing their whole body after the ball. In either case the wrists are not involved. To experience the use of the wrists, I ask players to sit on the ground and shoot at a normal basket 3.5 metres high. They feel that pushing is not enough and, in trying something else, automatically begin to use their wrists.

h For the same problem as g ask the players to shoot from 20 centimetres in front of the basket. Without a movement of the wrists they won't score.



SHOOTING WHILE COMBINING

In brief: In groups of four, play the ball around the division and shoot at the right moment

Organisation: Groups of four (can be three) per basket with a ball.

a The players are told to play around the basket (normal attacking with rebounds and assists, but no defenders) and to shoot at the right moment. The moment is "right" when the attacker has the ball firmly in his/her hands and the team-mates are in such a position that the rebound can be taken. Thus players cannot only concentrate on the shot but must also think about what the other players are doing. The latter is the most important aspect of this shooting exercise.

b As a, but now running-in shots are also allowed. This makes it even more difficult for the shooter. Despite being in a prime position to shoot from distance, the attacker may have to play the ball to a team-mate who has set off for a running-in shot.

Remarks

The passing movements must use the entire space. Be careful too that no circuits develop where the groups start to shoot or take running-in shots in turn. The shooter should already have judged whether or not to shoot when receiving the ball. Taking aim, then looking to see if anyone else is in a better position, nearly always leads to a missed shot.

Variations

One of the four defends the other three, all of whom can shoot. After 30-60 seconds change defenders. Which defender concedes fewest goals? It is really all about a quick decision from the attackers: who is in the best position to shoot?

LINESHOOTING

In brief: Shooting game from different, gradually increasing distances from the basket

Organisation: Pairs per basket. If possible, 6 markers per basket (indoors lines can normally be used).

The first shooter in each group begins 2 metres from the basket. If (s)he scores the next shot is from 3 metres. Another goal? Then the next shot is from 4 metres. As soon as the shooter misses, it is the turn of the other player. Which shooter can be the first to score from every marker?

Remarks

Indoors, instruct as follows...Score from 2 metres and then move back to the next line, and the next line etc. Who is the first to score 6 goals?

CARROT AND STICK SHOOTING

In brief: Game for distance shooting with a large number of people around the basket with the objective not to go under the basket to rebound and assist

Organisation: 4-7 people per basket with a ball. One player stands under the basket, the rest are in a semi-circle at a distance of seven metres.

The players shoot in turns. If the shooter fails so badly that (s)he does not even touch the basket, then (s)he must go under the basket. If a shooter scores the person next to him/her goes under the basket. An enjoyable game that takes a stick to bad shooting but offers a carrot for good shooting.

Variation

As a shooting exercise before a game, this is a good exercise involving the whole team. Use 2 balls and 2 rebound players.

HUNT THE BASKET

In brief: Fun shooting exercises with lots of running

Organisation: The posts are placed in a large circle. Each basket has an assist player with a ball. The other players stand in the middle of the circle which must be easily recognisable (use a cone). The number of baskets should be precise: 2 baskets per 5 players.

a The players in the middle are told to take running-in shots at one of the posts, it does not matter which post. Given that there are more players than free baskets, the players must choose a free post quickly. Anyone not early enough has to wait. And if John is on his way to the basket and at the last moment is overtaken by Janet running more quickly, John must go back to the middle to look for another opportunity. Each player collects his/her own running-in shot. After the assist, run to the middle and try to find a free basket as quickly as possible.

Remarks

Most korfballers find the above a very enjoyable exercise which is suitable as a warming-up because each player can invest the effort that he/she desires. Once everyone is ready to start working more intensively, move on to b.

b As a, but now with the objective to score 10 goals. Those who previously thought "after you, you are faster than me" will now make a real effort to get to the post first. Ensure that the players do not cut corners by failing to return to the middle each time.

c As b, but now "who can be the first to score a goal in every basket?"

d As b, but now with overhand running-in shots.

e As b, but a "switch" situation follows: the player running from the centre receives the pass but gives it back to the assist player who has moved away from the post. This player must try to score. Who can be the first to score 5 goals.

f As b, but the runner takes veering-off shots (to left or right but not too great a distance). The assist player collects, and gives the ball to the shooter (who has immediately run to the basket) before sprinting to the middle to try to find a shooting opportunity. Who can be the first to score 5 goals?

g As f, but the veering-off movement is not followed by a shot. The ball is given to the assist player who has moved away from the basket. The shot is taken with a quarter/half turn, the shooter moves to the middle and the other player rebounds.

Variation

The exercise is also possible with defenders, who have a thankless task since the attacker can choose any basket. Which attacker can score 10 running-in shots or 5 veering-off shots first? Or to make it more attractive for the defenders, the attackers have to score in every basket (both defenders and attackers always have to run to the middle). Remember that, as less players are shooting, some baskets are no longer necessary.

SHOOTING FROM THE ASSIST POSITION

In brief: Practising various types of shot from the assist position

Organisation: Three per basket with a ball. Number 1 has the ball 10 metres from

the basket. Number 2 is in the assist position just in front of the basket, defended by Number 3. After 5 shots, for example, change functions.

a Number 1 passes to Number 2 and goes for a running-in shot. Number 3 tries to prevent the assist by leaning over Number 2. Number 2 profits from this and turns quickly to shoot. The defender allows the shot.

Remarks

This exercise can be executed with just two players. Even with just one shooter it can work well. In my experience, however, it only really works with a defender cooperating fully. In most teams this type of shot is only used when there is no other player free. The technique for this "rotating shot" is very open to discussion. Be sure that the player does not travel with the ball and (s)he must keep the defender behind his/her back when turning.

b Number 2 gets the ball from Number 1, Number 3 defends but not 100% i.e. forgetting to use the hands or standing too far away (not a very clever option!). In other words, Number 2 is not defended and can shoot although this is not easy with his/her back to the basket. The most common technique is that whereby the ball is lifted high in front of the body as for a penalty, but is held for longer so as to be thrown over the head in the direction of the basket. A reasonably improbable shooting technique but one that I have seen succeed in matches.

c As b, but Number 2 is 3 metres diagonally in front of the basket in a weaker assist position. Number 1 passes and follows in for a running-in shot. Number 2 feints to pass, whereby Number 3 tries to block the ball (or maybe switch to defend Number 1). Number 2 does not pass but takes a step away from the basket to be completely free, turns and shoots. Also important here, as in a, is that a good use of the exercise requires cooperation from the defender.

d "Anno-ball" (see also **assist form 10 metres in front of the basket**). Number 1 passes to Number 2. Just when the pass is given, Number 2 takes one or two steps forward, catches the ball and turns to shoot. A surprise chance close to the basket.

SHOT CIRCUITS

In brief: System whereby different shooting techniques are practised at the same time.

Organisation: Depends on the chosen shot circuit: see the diagrams below. The common feature is that different shooting exercises are worked on by the players, one after the other.

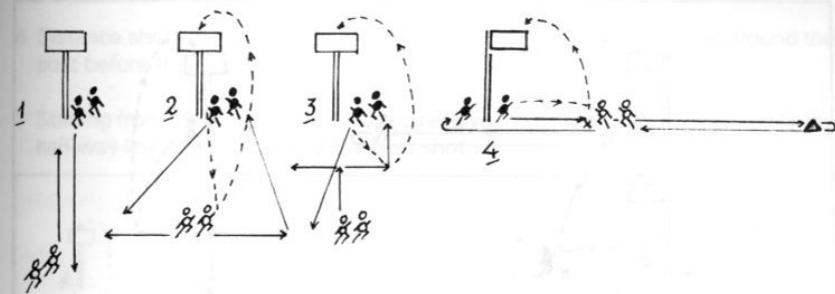
Shot circuits are suitable for practising known techniques and are not meant to learn technique or to correct faults in the shooting movement. The competition aspect is strongly present if scoring systems are used such as the following :

- 1 Each player counts his/her individual score. At the end the trainer asks who has scored most.
- 2 The trainer asks how many goals have been scored at the time that each exercise changes.
- 3 Leave paper and pen by each post where the players can note the number of goals which they have scored after each exercise. It is then easily apparent who did well or badly on each exercise.
- 4 The players each have a pen and a card on which the different exercises are noted. After each exercise, the score is written down. This is useful if the circuit is performed a few times to see the progress that has been made.

Each method has advantages and disadvantages. With 1 a lot of mistakes can be made (through forgetfulness). In 2 the trainer is more points counter than trainer, while 3 or 4 use up time for the points to be noted (which is a pity if training time is limited).

It is quite possible to include a fitness aspect in the shot circuit (see C, for example, which is very physically demanding). Combining circuits is also possible, next to the shot circuits, other exercises can also be included. A lot of arrangements are feasible with a few examples given below.

a A circuit for groups of 4 per basket, suitable for a small sports hall with few usable baskets. Requires four baskets (see figure for their placement) and 4 balls. There are always 2 players under the basket and 2 in front. They rotate so that after shooting they rebound etc. After, say, 3 minutes, the groups change tasks, the players from basket 1 going to basket 2 etc. Thus the circuit lasts 4x3 minutes and, with a small amount of time for the changeover, the total is around 15 minutes.

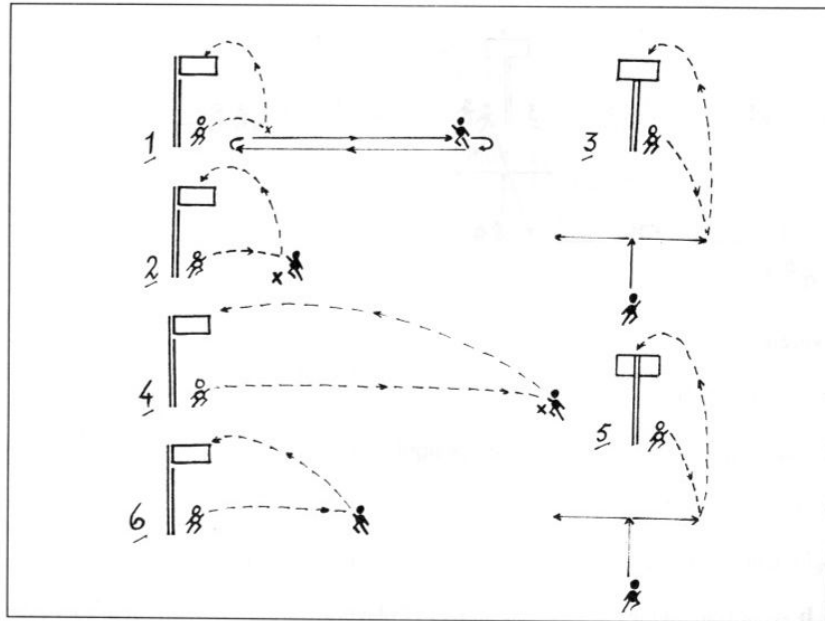
**Exercises:**

- 1 Running-in shots.
- 2 Shooting after a movement to left or right.
- 3 Veering-off shots.
- 4 Penalties, run to the wall after each rebound before shooting again.

b A shot circuit for 6 pairs (maximum of 12 players therefore). The first of each pair works for 45 seconds (the trainer always has a stopwatch at hand) while the second rebounds and assists. Change baskets after each pair has completed the exercise. Which pair can score the most?

Exercises:

- 1 Running-in shots.
- 2 Penalties.
- 3 Veering-off shots.
- 4 Distance shots.
- 5 Veering-off shots behind the basket.
- 6 Rapid shooting.



c A circuit using a lot of space whereby fitness is not forgotten. The length of time on each exercise is determined by the time taken to perform exercise 8. A pair for each exercise but as soon as the player at exercise 1 has had his/her turn, (s)he moves on to exercise 2 to assist, rebound and then perform exercise 2. Thus the pairs do not always work together, although this is frequently the case. The advantage is that for each basket, there is always someone who has previously performed the exercise so that the changeover requires less time.

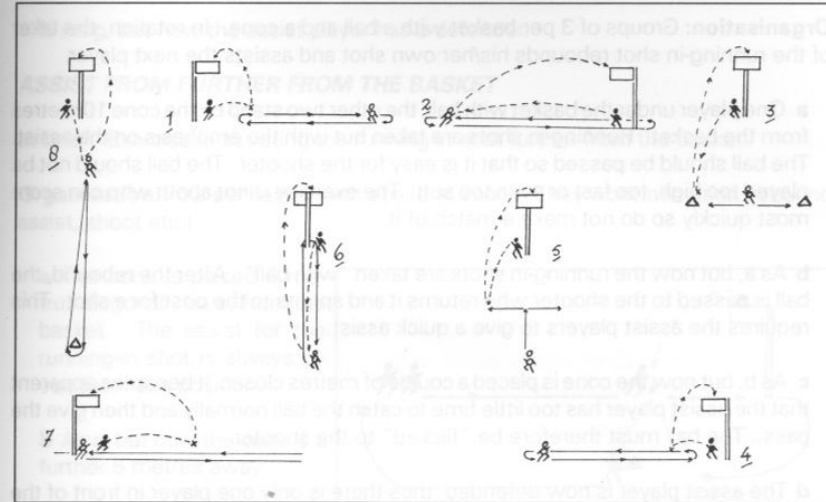
Exercises:

- 1 Overhand running-in shots.
- 2 Distance shots from 8 metres, after each shot run around the post before the next shot.
- 3 Run from side-to-side in front of the basket, shooting from by the cones.
- 4 Underhand running-in shots.
- 5 Veering-off shots, alternating between left and right.

80

6 Distance shots from 8 metres behind the basket, after each shot run around the post before the next shot.

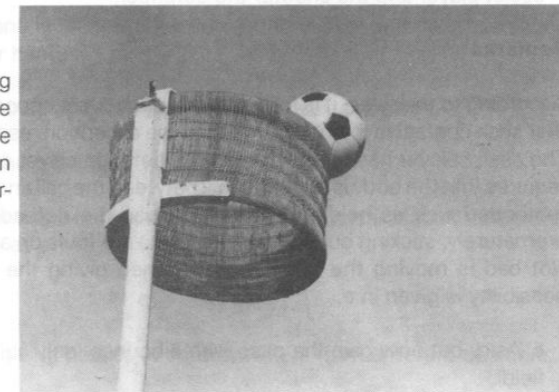
7 Starting from the post, move away and receive the ball and shoot. Then run to the half-way line and back before the next shot.



8 Time-determining exercise: the players must score 5 goals from close by, then run to the other side of the hall and back, score another 5 goals, run to the wall and back and then blow a whistle meaning it is time to change.

Remarks

Because the players doing exercise 8 decide when the change must take place, the trainer can concentrate on watching the group working.



81

2.4 ASSISTING

EXERCISING IN GROUPS OF THREE

In brief: Exercise in giving the assist for running-in shots from close to the basket.

Organisation: Groups of 3 per basket with a ball and a cone. In rotation, the taker of the running-in shot rebounds his/her own shot and assists the next player.

a One player under the basket with ball, the other two stand by the cone 10 metres from the basket. Running-in shots are taken but with the emphasis on the assist. The ball should be passed so that it is easy for the shooter. The ball should not be played too high, too fast or even too soft. The exercise is not about who can score most quickly so do not make a match of it.

b As a, but now the running-in shots are taken "with ball". After the rebound, the ball is passed to the shooter who returns it and sprints to the post for a shot. This requires the assist players to give a quick assist.

c As b, but now the cone is placed a couple of metres closer. It becomes apparent that the assist player has too little time to catch the ball normally and then give the pass. The ball must therefore be "flicked" to the shooter.

d The assist player is now defended, thus there is only one player in front of the basket. Otherwise the same exercise as a. The defender's job is to make the opponent's pass difficult and a little body contact is therefore not out of the question. After the shot, the assist player becomes the shooter, the defender the assist player and the shooter the defender.

Remarks

According to the rules, it is forbidden to touch one's opponent, but my experience is that such contact is the rule rather than the exception, especially in situations like d. The assist player has to ensure that the defence player cannot touch the ball. This requires that the body is placed firmly between the ball and one's opponent. All other methods (such as holding or moving away the defender's arm, playing the ball prematurely, sticking out one's behind etc.) are fouls or, at very best, less effective. Not bad is moving the body forward when giving the pass. Another very real possibility is given in e.

e As d, but now give the pass with a bounce (only suitable indoors or on a hard field).

f As d, but now the defender takes a lot of risks. As soon as the opportunity presents itself, the assist player takes his/her chance by turning to shoot.

g The players in front of the basket take running-in shots or veering-off shots following an early signal from the assist player. The assister does not try to shoot but change tasks after, say, one minute.

h As g, but now the assist player has a defender.

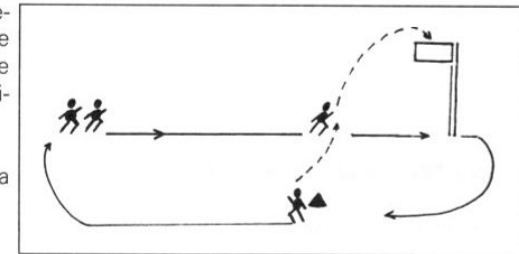
ASSIST FROM FURTHER FROM THE BASKET

In brief: Exercise in assisting the running-in shot further from the basket.

Organisation: Four per basket with a ball and a cone. They work in rotation (rebound, assist, shoot etc.)

a The cone is placed 6 metres diagonally away from the basket. The assist for the running-in shot is always given from this position.

b As a, but now the cone is a further 5 metres away.



Remarks

It is not easy to pass the ball accurately in b. The shooter should run quickly.

c As b, but now the cone is on the other side of the basket and the pass should be given with the other hand.

d As c, but the pass should be given overhand with a straight arm.

e As d, but now from the other side with the other hand.

f Now the assist player has a defender who makes the pass difficult though not impossible. Otherwise as a.

Variations

Practise with a defender giving passes in different ways from different positions.

ASSISTING

- g** As f, but now defending at 100% (a little body contact is not undesirable).
- h** A "switch" situation: the defender is told to prevent a goal from being scored. (S)he goes to defend the shooter but this leaves the assist player free to shoot.
- i** The defender now tries to defend both attackers. Feinting movements may therefore be used to fool the attackers, with the defender not necessarily switching opponents. The assist player must judge quickly as only one shooting chance is allowed: either pass for the running-in shot or shoot oneself.
- j** As i, but now the ball may be played between the attackers. The assist player may move and therefore the running-in shooter does not know exactly where the ball should be played.

Remarks

In this exercise we come to another type of assist. If the "switch" leads to the shooter being defended, then the pass must be given in movement, probably with a quarter or half turn. Above all, the pass is normally given following a jump in the air - a difficult technique!

ASSISTING DISTANCE SHOTS

In brief: Practising good assists for veering-off and other distance shots

Organisation: Groups of three with a ball per basket.

- a** Two players in front of the basket take veering-off shots. The emphasis is on good passing from the assist player who also rebounds. After 20 assists or 3 goals, for example, change functions.

Remarks

A good pass for a veering-off shot is not so easy. Many attackers are very sensitive to the need to receive the ball at the right speed, time and place. As soon as one of the 3 elements is missing, the shot often loses its accuracy. The job is therefore to emphasise continuously the value of a good assist.

The criteria for a good assist are difficult to put down on paper since it largely depends on the attacker in question. Some want fast straight passes, other like the ball to be played high, a third group moves very fast sideways while type 4 stands almost still

ASSISTING

when shooting. In short, there are many possibilities. It is advisable that the assist player gets feedbacks from the attackers to whom they are passing the ball. As trainer, the only valid advice you can give is flat passes played to the outside hand.

- b** As a, but now the assist player gives some bad passes on purpose - too slow or badly directed - so that it is difficult for the attackers to catch the ball cleanly and therefore hard to make an ideal shot. The objective is to demonstrate the importance of a good assist.

Variation

Do exercise a yourself and give a few bad passes to let people feel how it is to shoot after a bad assist.

- c** The shooters defend each other passively. The assist is now more difficult as the ball has to be played to the side of, or over, the defender.

Remarks

It is of little use to put a defender against the assist player as the defender would always stand behind the assister and so would not hinder the pass.

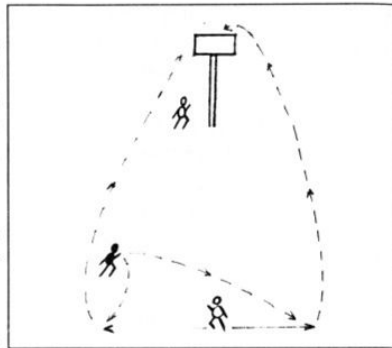
- d** As c, but now the pass is given from above the head (possibly with two hands). This method is more effective from under the basket as the defender is less likely to come into the path of the ball. Another argument for this pass is that it is quicker, after a rebound for example.

- e** As a, but the assist player stands with his/her back to the shooter. When the shooter makes a veering-off shot (s)he shouts whereby the assist player turns and gives the pass.

- f** Both shooters are stationary about 6 metres behind the basket. The assist player stands under the basket with his/her back to these players. As soon as a shooter shouts "yes", the ball is passed over the head, backwards, to allow a distance shot. Extremely difficult but also very surprising and some good shooting chances can come from this.

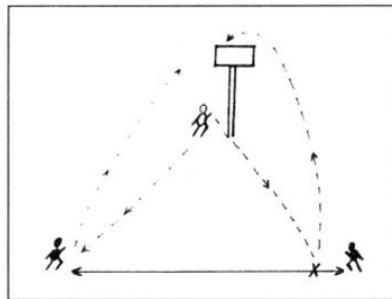
ASSISTING

g The assist player is about 6 metres diagonally in front of the basket. There is a rebound player under the basket and a shooter in front of the basket who takes veering-off shots to the left and right alternately. The emphasis is on a good assist. Change functions after a while.



h As g, but the assist player is defended by the rebound player in g. The assister collects each shot on the move.

i The assist player is once again under the basket. The two shooters take it in turns to run in a straight line about 8 metres from the basket (alternating between left and right) shooting with a quarter-turn. The assist for this shot - if the players move quickly - is a question of timing. It is certainly not easy. Change functions every 3 goals.



j The assist player is about 10 metres in front of the basket. Both shooters stand by the post, in turns running to the side of the basket to receive a pass for a shot with almost a half-turn.

k As j, but now the shooters can run in any direction away from the post. The assist player must now think quickly to give a short pass, a fast long pass, passes to either side of the basket etc. The longer the pass is delayed, the further the attacker will have moved away from the basket.

GAINING THE ASSIST POSITION

In brief: Exercise in taking up a good assist position

Organisation: Groups of four per basket with a ball. Just about all of these exercises can also be performed by 3.

Remarks

Note that in the text below, the outcome is nearly always an assist for a running-in

ASSISTING

shot. The exercises can work just as well with a distance shot in movement or a distance shot starting from under the post.

a Two shooters are in front of the basket. Under the basket is the assist player with defender. The defender only makes life a little uncomfortable for the assist player. Shooter Number 1 takes a distance shot. The assist player rebounds and plays to Number 2 in front of the basket. (S)he then runs a few paces forward, past the defender to stand just in front of the basket. Number 2 takes a running-in shot with ball. The assist player turns quickly, rebounds and passes to Number 1 who shoots from distance. Change tasks after one minute.

Remarks

A very simple way to take up a good assist position. But if this were so easy in practice the following exercises would not be necessary.

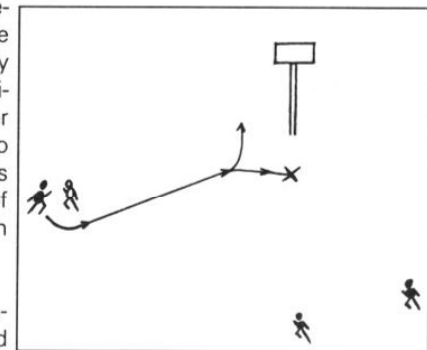
b The assist player stands with defender about ten metres from the basket. The shooters are in front of the basket. The assist player runs quickly to a position just in front of the basket, lightly hindered by the defender. One of the shooters plays the ball in and the other takes a running-in shot.

c As b, but now the defender is more active giving the assist player a more difficult job: start suddenly, make a feinting movement or...

Remarks

If the defender knows the intentions of the attacker, gaining the assist position using a or b, is more or less impossible. In standard attack play or with a strong opponent, other methods are required.

d As b, but now the assist player pretends to go for a running-in shot, the shooters in front of the basket may even feint the pass. As close as possible to the basket, the assist player breaks his/her movement and turns to face the shooters: (s)he now stands right in front of the defender. One of the two shooters takes a running-in shot.



e As d, but the defender now anticipates the assist player's movements and

front defends. The assist player is no longer defended and takes a running-in shot with the assist from one of the shooters.

Variation

The assist for the running-in shot is extremely difficult. Tell the player trying to take the assist position to move away once (s)he reaches the post. The distance between him/her and the defender will therefore be bigger and the assist will be easier.

f As d, but now the assist player starts from another position, for example, 10 metres diagonally in front of the basket.

g As b, but the assist player now runs around the back of the post before turning sharply to come in front of the post into the assist position (the so-called "cutting around the post"). In match situations there is often a rebound player as well who can be used for the cutting manoeuvre.

Variation

The defender may choose either to follow the assister or to run in front of the post and thereby front defend. If the defender chooses the latter, the assist player should move away from the basket and receive a pass for a shot from close distance behind the post.

h The assist player stands with defender under the basket. The ball is in front with the shooters. The assist player moves to the side and the shooter with the ball feints a pass so that the defender has to follow. Once the defender moves close to the assist player, the latter moves suddenly back to the basket to take up the ideal assist position. One of the shooters now takes a running-in shot.

Variation

Instead of running to the side, the assist player can also run behind the post. As soon as the defender follows, the assist player moves quickly back to take a position in front of the post.

Closing remarks

A few methods of gaining the assist position are written above but there are lots more possibilities. Use one method in a training session and work on it just long enough for it to be mastered. A good korfballer should have a few alternatives up his/her sleeve.

DOUBLES

In brief: Exercise in assisting with two assist players

Organisation: Groups of 5 per basket with ball. One attacker is 10 metres in front of the basket, two are close to the post in assist positions with defenders.

The exercise is about assist from two players who are constantly alternating. As soon as one comes in front and has played the ball to the attacker in front of the basket (or has not received the ball because front defended) this assister turns and moves to the rebound position just behind the basket. Then the second player runs forward to give the assist. The two assist players, who also rebound, are constantly working around each other.

a The two supporting players move as described above and their defenders cooperate. As soon as one of the assisters arrives at the right time and place (i.e. not too far from the basket) in the assist position, (s)he receives the ball and the attacker makes a veering-off shot. Change functions regularly.

Remarks

Different trainers with whom I have chatted are not in agreement about who is best able to rebound - the player behind the basket or the player who gave the assist who can turn quickly into the rebound position. My own view is that it is the position of the defenders which will define who should rebound.

b As a, but the defenders give 100%. It is now much more difficult for the supporting players but if they cut close by each other and their opponents, they should regularly be able to assist.

ASSIST IN GAME SITUATIONS

In brief: Improving the assist in a game situation

Organisation: Working in groups of four per basket, first without and then with defenders.

a The four play around the basket. From time to time a player can choose to take the assist position. This player should immediately receive the ball and one of the other players takes a running-in shot.

Remarks

The players must take care that two do not take the assist position simultaneously. In addition, you should ensure that the movement to this position is properly performed. See **gaining the assist position** for some examples of how this is possible.

b Number 1 defends Number 2. Numbers 3 and 4 are the potential assist players. Number 2 is the main attacker. At the precise moment that Number 2 gets the ball, Number 1 should make a mistake occasionally, giving Number 2 a chance to go for a running-in shot. Numbers 3 or 4 must react immediately and take the assist position close to the basket.

If this works a running-in shot is taken. Timing is important here. Numbers 3 and 4 cannot always move close to the basket and therefore must arrive from further away. Change functions regularly.

c Numbers 1 and 2 are the two attackers who want to take running-in shots from time to time. Number 3 defends Number 4 who does the assist work. The defender makes it difficult but not impossible. It is important that the two shooters make it clear when they want to break through: at that moment Number 4 takes an assisting position. Change roles after one minute.

Variation

The focus is always on assist for a running-in shot but the task can also be to assist a distance shot.

d As c, but now the defender does his/her best but Number 4 may also shoot. Make sure that Number 4 remains recognisable as the assist player.

e Two groups of four are combined to create a match situation of four against four. The defending team gets the following instructions:

- do not let any distance shots be taken (whereby the attackers get room for a running-in shot) and
- hinder the assist from under the post but do not go all out in this task.

The attackers are told to circulate the ball continuously trying to come into the assist position in the correct manner and, from there, give quality assists for distance shots or running-in shots.

f As e, but the defenders now try to hinder entry into the assist position as best they can. This gives new possibilities for the attackers close to the post and these should be taken.

g *Keeping the ball:* once the assist player has received the ball close to the basket this should not be played immediately, unless someone arrives immediately for a running-in shot. The assist player should wait a few seconds to give the attackers time to lose their defenders. It is a pity if the assister invests energy to secure a good position and then plays the ball away immediately. Otherwise the exercise is as f.

h *Double assist:* As f, but now the assister gives two passes one after the other. Thus, take up a support position, catch the ball and play it out again, then take a couple of paces forward if necessary before receiving the ball back to assist for a running-in shot or distance shot.



Assisting of a free pass, not easy to do.

Remarks

Many attackers enjoy working with the ball. Thus two assists are needed. That can also be from two different people, but this exercise requires one player to give two assists.

- i *Doubles*: the attacking division is told to play doubles (see above).

Closing remarks

For exercises e to i, give frequent feedbacks on whether the assist function is well-executed. Use the game at the end of the training to emphasise this skill further.

2.5 REBOUNDING**REBOUNDING DURING SHOOTING EXERCISES**

In brief: Paying attention to rebounding in exercises where the emphasis is on shooting

Organisation: Not relevant.

Good rebounding during shooting exercises or games can be stimulated by punishing bad rebounding and rewarding good rebounding. Some possibilities:

- a For exercises where the objective is to score a certain number of goals, introduce a rule that one goal is deducted each time the ball touches the floor, or
- b Each good rebound is equivalent to an extra goal.
- c If a ball touches the ground, the counting has to begin again from zero.
- d In exercises in pairs where the players compete to see who can be the first to score x goals, the rebounder has the chance to shoot after rebounding three, or five, times consecutively without the ball touching the ground.

Remarks

These exercises only encourage attention to the rebounding but do not look at the correct technique for good rebounding.

LEARNING TIMING AND LOOKING

In brief: Exercise to judge the path of the ball

Organisation: One ball and basket per pair.

- a **Anticipation:** the player in front of the basket shoots from distance. The rebound player must shout before the ball reaches the basket, "too short", "left", "goal", "on the basket" etc. By having to shout this early, the rebounder is obliged to judge early the path of the ball. In other words, the rebound player must anticipate. Change roles after ten shots.

Remarks

It is my experience that most korfballers do not dare to anticipate, preferring to wait and see exactly where the ball arrives. However, this gives opponents more chance to be first to the ball.

b One step further, the rebound player must now (before the ball arrives)

- take a step in front of the basket if the shot is too short.
- take a step to the left if the ball is likely to land on the left.
- remain under the basket if (s)he judges that the ball will land on top of the basket.

The anticipation must now be accompanied by action.

Remarks

Encourage players to make mistakes in judgement. This may not always be true but in this case it is better to make an early, possibly mistaken judgement than to wait too long.

c As b, but the rebounder is now instructed that no balls may land on the floor. An exception may be made in cases where the ball lands on top of the basket. In this latter case, the outcome depends strongly on the shot's trajectory, the type of basket and the place where the ball lands on the basket.

d As c, but now the ball should be caught as soon as possible i.e. at its highest point. The rebound players have to jump for the ball.

e Now the rebounder must catch every ball, including those that rebound off the basket. The most difficult shots are normally those that hit the front of the basket and bounce back a long way in front of the post. For these, the rebounder has to move in front of the post before the ball arrives. If the ball unexpectedly bounces behind the post (which can happen) the rebounder has no chance. That is bad luck.

f Make a game from it: the rebounder who collects five or ten balls consecutively becomes the shooter. Who can be the first to score five goals? Or who can collect the most shots consecutively? If the rebounder misses a shot, the other player takes over the rebound function.

COMPETING UNDER THE BASKET

In brief: Exercises in competing for the ball under the basket

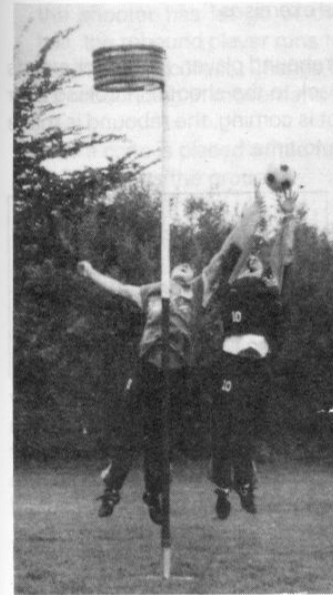
Organisation: A ball and a basket for each three players who should be of roughly equal height. Height equality is not always a strict requirement as shown in e below.

a A shooter stands about 8 metres in front of the basket and shoots continuously. The other two dual for position under the basket and try to take the rebound. Which of the two can win the most balls? Change functions after ten shots.

b As a, but now tell the players to concentrate on winning a good position, but no pushing is allowed. In general for a contest between two players with one shooter, the best position is that directly behind the post. The rebounders should not stand so close to the post that they cannot easily move away sideways.

Remarks

There are many exceptions to the general rule given above. For years, I used to shoot too short or score so that the players who rebounded my shots positioned themselves in front of the basket and their opponent. And the best rebound position when being front defended is in front of the basket, right behind your opponent who you try to block out from the post. This is worked on in c.



c One of the two under the basket front defend the other. Once the shot is on its way, the front defender turns and tries to win the ball. If the other player blocks well, the front defender should have no chance to win the ball. Change functions regularly.

d As b, but now a little "fighting" for the best position is allowed. This is indeed necessary to win one's fair share of the ball. The attacker who wins the best position must work to keep this position.

Remarks

In the last exercise, it turns out that there is very little jumping for the ball since the players are much more concerned with good positioning.

For players of equal height, good positioning is of tremendous importance (along with anticipation).

e What should one do if manoeuvred into a bad rebound position? Accept defeat...no, of course not. Accept the bad position but then concentrate on the balls which are easier for you to collect, and rebound them. For example, if your opponent takes a strong position behind the post and does not allow you to stand by him/her, stand directly in front of him/her. Win all of the balls which fall short, even if the opponent is head and shoulders taller than you.

Remarks

This last exercise can be used for players of different height and jumping power. If they concentrate on a particular outcome, small players can also rebound their fair share of shots.

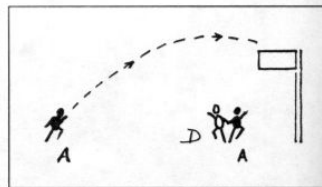
REBOUNDING FROM A FRONT DEFENDING POSITION

In brief: Exercise in rebounding from a front defending position

Organisation: See the descriptions by the various exercises.

a In pairs, a shooter in front of the basket and a rebound player. The latter stands about a metre in front of the post with his/her back to the shooter. Looking over his/her shoulder to see when and where the shot is coming, the rebound is made from this position. Change functions from time to time.

b In threes. As a, but now with a front defender by the rebounder. The latter must block the former and rebound *all* of the shots (unless the ball bounces a long way from the post after hitting the basket).



c In threes. There are two attackers (a shooter and an assist player) and one defender. The defender has to choose continuously between taking a strong position for the rebound or front defending to make a running-in shot impossible. The rebound player must cooperate with the attacker to react in the best manner. Thus if the defender wants to take the rebound, the assist player moves forward to give the ball to the shooter for a running-in shot. If front defended, the assist player makes the block to collect the distance shot. Change tasks frequently.

d Two attackers and two defenders. The defenders are told not to allow any running-in shots. This requires consistent front defence and taking no risks under the basket. The attackers must try to shoot from distance as often as possible at the time when the rebound is guaranteed (when the rebound player blocks the front defender). Change tasks after a few minutes.

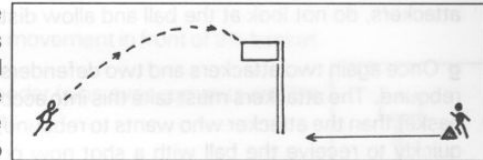
e A small game of two against two without special instructions, but where the players are told that the best way to keep possession is to shoot while the rebound player is being front defended.

REBOUNDING FROM AWAY FROM THE POST

In brief: Various exercises in rebounding from away from the post

Organisation: See the various examples.

a In pairs per basket with one ball and place a cone 5 metres behind the post. The rebound player stands by the cone. Once the shooter has let go of the ball, the rebound player runs to the basket to collect. Change functions every ten shots. This is the basic exercise for rebounding in movement.



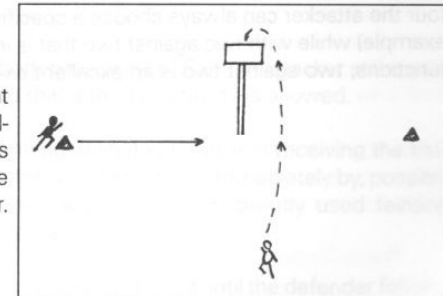
b The cone is placed a little further away. Can the rebound players catch the ball before it hits the ground?

c The cone is placed 5 metres to the left of the basket, otherwise as a.

d As c, but now the cone is 5 metres to the right of the basket.

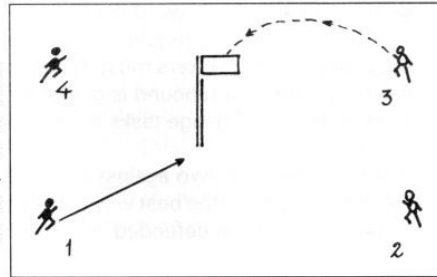
Remarks

Watching the ball is very important when rebounding in movement. Judgement of the trajectory of the ball is not easy, especially when it is in the same line as the path of the rebounder.



Variation

With a shortage of posts, the following arrangement is a good option. The players work in fours, two rebounders and two shooters, who take it in turns to shoot. In the first case, the rebounding is diagonal and in the second case the rebound is from the shooter on the same side as the rebounder.



e Working in fours: two shooters, one rebounder and a defender by the rebound player. The defender follows the rebound player (does not look at the ball). The rebound player combines with the two shooters with the instruction to collect all of the shots in movement. Change tasks regularly.

f As e, but now with two attackers and two defenders. The defenders follow the attackers, do not look at the ball and allow distance shots.

g Once again two attackers and two defenders, but the defenders may also try to rebound. The attackers must take this into account: if the defender is closer to the basket than the attacker who wants to rebound, the rebounder should move away quickly to receive the ball with a shot now possible. The player who originally thought of shooting now runs quickly to the basket to take the rebound. The defenders allow the distance shot.

h A game of two against two with no specific instructions.

Remarks

I have had good experiences of playing games of two against two. The attackers are forced to pay attention to each other and the work of the defenders. With four against four the attacker can always choose a specific role (rebounder or main attacker, for example) while with two against two that is impossible. To practice the supporting functions, two against two is an excellent exercise.

2.6 INDIVIDUAL ATTACK**BASIC EXERCISE IN THREES**

In brief: Exercise in outplaying one's personal opponent.

Organisation: One ball and basket per group of three. One assist player under the basket and a main attacker with defender. Change functions after one minute.

a The main attacker stands eight metres in front of the basket. The defender gives about two metres space. The assist player gives the pass for a distance shot. Once the ball has gone past the defender (s)he may move forward to put pressure on the shooter who must therefore shoot quickly.

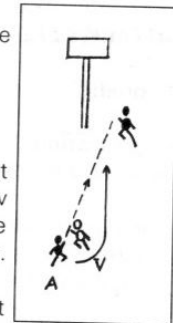
b As a, but the defender stands a little closer still, so that the shooter must shoot even more quickly or must step backwards when receiving the ball and then shoot.

c As a, but now the shooter is in movement in front of the basket.

d Once the ball passes the defender (s)he over-commits and the attacker takes a running-in shot.

Remarks

The attacker runs past the defender's back or, in other words, past the front foot. This may seem longer but the defender cannot follow very quickly. Or (s)he must turn, which takes time, or lose eye contact with the attacker who can then make another movement.



e The defender now chooses: either allowing the attacker a fast distance shot, or making this impossible but permitting a running-in shot. The attacker must respond in the right way.

f The defender now tries to cover both possibilities. Can the attacker still create a shooting chance? Probably not, so that a third possibility is allowed.

g The attacker may now go for a running-in shot without first receiving the ball. Thus if the defender stands close by, the attacker can run immediately by, possibly making use of a feinting movement. A number of frequently used feinting movements which should be practised are:

1. Take one or more steps to the side or backwards, wait until the defender follows

INDIVIDUAL ATTACK

the movement and then run in.

2. Make a gesture with one hand as though about to receive the ball and when the defender reacts go for the running-in.
3. Move the head and the upper body backwards as if the ball is coming over the head of the defender so that the defender moves closer.
4. A full veering-off movement. First a few steps towards the basket, then veer away as if to make a veering-off shot. Once the defender follows this second movement run towards the basket for a running-in shot.

Remarks

Make sure that these movements are well performed. Most players execute them much too quickly. Feinting movement is not the best term, I prefer *pre-movement*. This is a genuine korfbal movement to *precede* the eventual movement for which it is meant to prepare.

ATTACK/DEFENCE

In brief: Exercise in attacking in movement

Organisation: Three or four per basket with a ball. One or two assist players by the post and a head attacker with defender. Change roles after about 45 seconds.

- a The main attacker tries to create as many shooting opportunities as possible. All sorts of shot are permitted. The defender just follows and blocks neither the assist nor the shot.
- b The defender is told not to allow the distance shot. The attacker can profit from this to go for running-in shots. If the defender is not close enough, either wait for him/her to come closer or shoot from distance.

Remarks

In this and the following exercise the role of the defender is very important. Through his/her actions, the attacker is encouraged to react in a certain way. Keep the defenders conscious of the importance of their activity.

- c The defender does not allow the running-in shot and thereby forces the distance shot.

INDIVIDUAL ATTACK

d Seeking the opponent: In exercise c it often happens that the attacker moves ever further from the post making the shot less and less likely to score. Against logic, the attacker must first run towards the defender (seek the defender). Once the shooting distance is small enough, a veering-off shot can be taken from closer by. If the defender follows this movement too quickly, a running-in shot is of course possible. Seeking the opponent is easier if it results in a running-in shot: the running speed should remain high.

e The defender tries to prevent any shot. The attacker should get lots of opportunities and against a defender of roughly equal level should score one or two goals in 45 seconds.

f The attacker plays with both assist players and gets 30 seconds to create one or two *good* chances. The objective is to show the attackers that they should not shoot from every possibility but should sometimes continue to create a better chance.

g The attacker gets 30 seconds to score - how is not important.

h In the previous exercises, the defender follows the attacker without trying to block the assists. Now the defender tries to break up the play (see **intercepting the ball in defence** above) and the attacker must react in the best way. The attacker tries to offer a *line of pass* to the assist players the whole time and when the ball is received there is normally space for a shot.

Remarks

Offering a line of pass is not very difficult if the attacker is taller than the defender since the ball can easily be played over the defender. With smaller attackers it is more difficult and the ball may only be played in a big arc so that it is received much further from the post. It is better that the attacker creates space by sideways or veering-off movements. In this case it is very important to run towards the back of the defender as often as possible or, in other words, to run on the side of his/her front foot. The worst thing that an attacker can do against a defender who is trying to intercept the ball is to remain stationary in a free position. Clearly the instructions are similar to those for *seeking the opponent* (see d above).

i Real attack/defence: the attacker tries to score as quickly as possible. The defender him/herself decides how to attack: "man-to-man", ball interception, or alternating between the two. The attacker must then react in the best way.

INDIVIDUAL ATTACK

SCORING FROM ONE CHANCE

In brief: Exercise where the attacker is required to shoot after one action

Organisation: Three or four pairs on each basket with a ball. A pair stands by the post to give the assist, the other pairs are about 12 metres in front of the basket. One of each pair is the defender and stands one metre in front of the attacker. The players work in rotation.

- a The attacker has two possibilities, either to run past the defender or to try for a veering-off shot. The defender chooses, without telling the attacker, which of the two (s)he will try to defend. When running the attacker must discover the defender's choice and try for the other possibility. After this turn, the first pair gives the assist and the next pair continue the exercise.
- b As a, but the defender tries to prevent both types of shot.
- c The attacker gets a third possibility. After the veering-off movement, a running-in shot with ball is also allowed. The defender tries to defend as well as possible.
- d A game against each other: if the attacker scores (s)he receives a point, while in all other cases the point is for the defender.
- e As c, but the attacker may now carry on until taking a shot. This can also be carried out in the game form of d. Note that the attacker is still only allowed to shoot once.

Variations

By exercise c various alternatives are possible as instructions for the attacker, for example: veering-off to the left, receive the ball, pass back to the assist and veer-off to the right to shoot etc.

STANDARD ATTACKING MOVEMENTS

In brief: Exercises for a large number of "standard" attacking movements

Organisation: Groups of three per basket with a ball. The main attacker has a defender and there is an assist player. Change functions every minute.

The purpose of these exercises is not so much shooting, or following the lines of the movements, but rather to make the movements at the right time. The timing is

INDIVIDUAL ATTACK



Dronen, Holland, October 1989, Holland - Belgium: an excellent running-in shot from Jaqueline Poley.

crucial. In lots of teams the slower attackers get better running-in chances because their timing is much better.

The second important aspect for the trainer to watch is the *speed* with which the movement is eventually performed. In a match situation, a running-in shot at 90% is not good enough. Since most of these exercises are to be performed at high speed, the speed between each action cannot be very high.

The defender in this exercise is indispensable. The defender knows the movement of the attacker and must hinder but must also help the attacker. The defender can tell the attacker after the shot if (s)he really was caught on the wrong foot and could not follow the attacking movement. When the movement is slow or mistimed, the defender should not let the attacker through or should block the shot.

The exercise always runs as follows: the ball is under the basket with the assist player. The attacker moves in front of the basket (and may also stand still). The defender follows at a normal distance. After carrying out the intended action, the attacker gets the ball and shoots. The assist player collects.

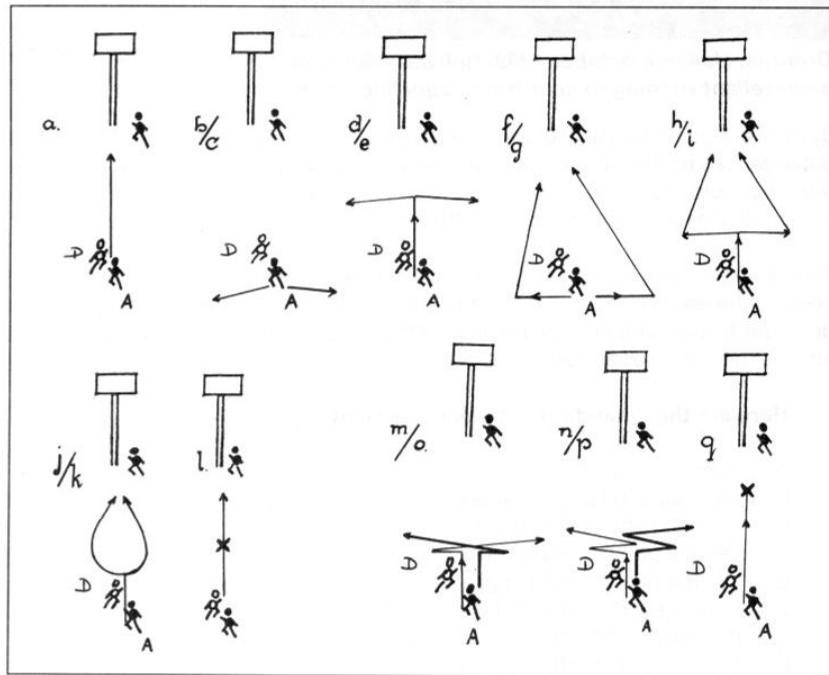
Here are the "standard" attack movements:

- a Running-in shot
- b Shooting after a sideways movement to the left
- c Shooting after a sideways movement to the right
- d Veering-off shot to the left
- e Veering-off shot to the right
- f Running-in shot after sideways movement to the left
- g Running-in shot after sideways movement to the right
- h Running-in shot after veering-off to the left

- i Running-in shot after veering-off to the right
- j Running-in shot after interrupted veering-off to the left
- k Running-in shot after interrupted veering-off to the right
- l Running-in shot after interrupted running-in (make a stop)
- m Veering-off shot to the left after veering-off to the right
- n Veering-off shot to the right after veering-off to the right
- o Veering-off shot to the right after veering-off to the left
- p Veering-off shot to the left after veering-off to the left
- q Shot after interrupted running-in shot.

Variations

All of these movements can be combined. In this case, the attacker plays the ball back to the assist player after one movement and then makes the same or another movement followed by a shot. The first movement functions as a *feinting movement*, or rather *pre-movement*. Further on it is also possible for the attacker to make three or more movements consecutively, but this is really only top attackers' territory.



FOUR AGAINST TWO

In brief: Attacking pattern with four attackers and two defenders

Organisation: There are two supporting players by the post, who combine with the two main attackers whose job is to score goals. Both of these attackers have a defender.

The four attackers attack "freely" with all variations permissible. Only the attackers with defenders may shoot. Thus they have to create chances. Change functions periodically.

The crucial difference with the previous exercise is that there are now two main attackers instead of one. The *timing* of the correct moment for the attacking movement is now somewhat more difficult. The attacker must first see if the other players are expecting him/her to make an attacking action, and then execute this action at precisely the moment when his/her personal opponent will be surprised. It is of little value if an attacker breaks through just as the ball is being passed to another player. In practice, the observation of the other players and one's personal opponent must take place simultaneously. Players who always begin their movement too late can be helped by remarks such as "begin your movement as soon as the other attacker plays the ball in to the assist position" or even simpler "go when the ball is under the basket".

A second point to look out for is whether the attacker perform the movements at *speed* or not. The running speed must be varied. Players who run continuously at full speed are the easiest to defend. Players who run slowly in a certain direction and then abruptly, and with speed, introduce one of the STANDARD ATTACKING MOVEMENTS are the most difficult.

Variation

Instead of allowing the players to attack "freely", the instruction can be given for only one or two of the attacking movements to be used.

KEEPING BUSY

In brief: Exercise in occupying one's direct opponent

Organisation: Groups of four with a ball per basket. One player in each group of four has a defender who must be kept busy. The defender's job is to follow the opponent closely. But if the defender feels that it is possible to intercept a pass, (s)he should

INDIVIDUAL ATTACK

do so. Change functions after a certain time.

- a** The three attackers play together. The attacker with defender is considered the main attacker. (S)he does not play in the region of the basket and shoots when there is a chance. Can the defender intercept any balls?

Remarks

In this situation, the defenders can intercept the ball in two ways. Either the attacker was not in a genuinely free position when the ball was passed or the attacker shoots from too close to the basket allowing the defender to turn around after the shot with a chance to win the ball.

- b** As a, but now with the above-mentioned comments: the main attacker must make sure to offer a good passing option and may not shoot from too close to the basket.
- c** Against defenders who turn to try and take the rebound after a shot, the attacker is told to "run behind the shot" and therefore go past the defender.
- d** All three attackers may now shoot. The attacker with the defender may also play close to the basket. Keeping the defender *occupied* now becomes more difficult.
- e** As d, but give the following information. To keep the defender busy it is important that the attacker presents continuously a *threat*. If a running-in shot is threatened, the defender will normally stay with the attacker. In general, the technique of "*seeking the opponent*" is enough of a threat.
- f** Equally, the attacker is dangerous when running free in space, since (s)he has the possibility to shoot. If, in this case, the defender leaves the attacker and remains in the area around the post, then it is simply not possible to occupy the defender. Instead, the attacker's team-mates must take on this role. They may not shoot (unless they score) but must play the ball to the free attacker and move to the post for the rebound.
- g** As d. The defender's only task is to intercept the ball. (S)he leaves the attacker completely free who can then, of course, shoot as much as (s)he wants. But what should the team do if the attacker is not succeeding with the shots? One possibility is for the attacker to play a supporting function from by the post but this brings the defender into the area where it is possible to make most interceptions. But the attack should try it anyway. If it does not work, the attacker is having a bad day and should be substituted.

INDIVIDUAL ATTACK

- h** Two against two. The instructions for the defenders are to try not to allow any goals to be scored against them, but also to win possession of the ball as quickly as possible. The attackers must pay full attention to each other and to the work of the defenders. All of the information given above can be useful. Without doubt a lot of "*doubling*" will be necessary: one attacker may be free to shoot but the defender of the other attacker has moved towards the post to take the rebound. This attacker should then pass the ball to his/her colleague and move to the post to rebound a possible shot.

3 KORFBALL

Korfbal is a team sport: eight good korfballers do not constitute, by definition, a good team. In this chapter, the exercise material is intended to train players to play well together.

In the first section, we look at *collective defence*, including front defence, ball-watching and pressure defence. Section 2 then looks at *attacking systems*. Next to the well-known systems such as 3-1, 4-0 etc. a few solutions to counter *front defence* are looked at. In a separate section, we look at free passes and the chapter closes with *various ways to play korfbal* that can be used at the end of training sessions.



Leeuwarden, Holland, 11 November 1989, a training session of the N.K.T.V, practising an attacking system under the leadership of Jaap Lenstra, a famous Dutch trainer.

3.1 COLLECTIVE DEFENCE

"ONE TO ONE" DEFENCE

In brief: Exercises focusing on "one to one" defence

Organisation: Four attackers against four defenders in one division.

For about three minutes it is always the same team which attacks. If the defence wins the ball then they just give it back to the attackers. A new attack then begins from in front of the post. After three minutes change roles.

a The attacking team attack as they want. The defenders are told to follow their personal opponent as closely as possible, strict "one to one" therefore.

b With the strict one to one defence, the defenders will not win the ball very often. They are therefore instructed to *talk* a lot. If there is a shot, there must be a shout of "shot" or "rebound". Any defender who is then close to the basket must turn to see where the ball will land. Thereafter, a quick decision is required to decide whether or not it would be possible to win the ball. If so, the defender sprints to the post to win the ball. If not, the defender turns back quickly to once more follow his/her personal opponent.

c As a, but now the defenders get a further instruction to make the assist for a running-in shot impossible. This requires *front defence*. In addition, the defenders must hinder as strongly as possible to make the giving of the pass for a running-in shot as difficult as possible.

d Without letting the defenders know, tell the attacking team that one or two of their players should not shoot. They will only assist the other attackers. The defenders' task is to defend as well as possible. The objective is for the defenders to understand the way that the attack has been told to play and that they adjust to this. The defenders of the supporting attackers should gradually realise that they can pay less attention to their direct opponent and more to the main attackers.

e Talking: The defenders' task is to warn each other of dangerous situations. These warnings must be quick and concise. For example, "low assist" (ie. close to the basket) instead of "look out team-mates, my opponent is in front of me close to the basket".

Remarks

A lot of players do not like to talk and many have difficulties to talk throughout the game. My view is that talking makes a lot of sense

1 to warn the division that the ball is in the assist position.

2 to warn that the ball is being played to a dangerous shooter so that the defender can try to intercept the ball by turning or blocking it with his/her arms. Perhaps more important, the defender can go close to the attacker since, with the ball on its way, there can be no risk of a running-in shot.

3 to advise that your personal opponent has got past you and that your colleague must *switch* to your defender.

f Exercise in "*switching*". The defenders are told to allow their opponent to go past them from time to time. If this happens, they must shout for the other defender to switch. The first defender then tries to move close to the attacker of the second defender as quickly as possible. The attackers try to profit as much as possible from the situation. Otherwise the exercise is as a.

DEFENDING A DANGEROUS MAIN ATTACKER

In brief: Exercise where the whole division cooperates to defend a dangerous main attacker

Organisation: Four attackers against four defenders in a division.

One division attacks for about three minutes. If the defenders intercept the ball, they give it back to the attacking team which begins a new attack in front of the post. Change roles after three minutes.

a The attackers agree who is to be the main attacker. This player will have the majority of the shots with the other primarily supporting, though still not ignoring completely their own shooting chances. The defenders do not know who is the main attacker and must discover this during the game. Otherwise the defence has no specific instructions.

b As a, but the defenders are told that the main attacker must be consistently defended. The personal opponent plays strict one to one defence and the other players try to play front defence close to the post.

COLLECTIVE DEFENCE

c As a, but now the defenders are told to mark the head attacker with two defenders. Assume that the attack has chosen a lady as the main attacker. Then her direct opponent will play one to one defence. The other female defender leaves her opponent free, unless she is within five metres of the basket, in order to watch the main attacker and her defender. If the main attacker breaks through the second defender can then switch. This means that the direct defender can take more risks and play very close to the main attacker so as not to allow distance shots. Both of the men defend as in b. The attacking team continues to play the ball to the same lady as main attacker, even if she is so well defended that she hardly gets a chance to score (it is an exercise for the defence!).

d As c, but now the attack may try to profit from the second attacker who is usually free.

e As c, but now the head attacker is defended by all four defenders: both men leave their attackers free unless they come within 6 metres of the basket and play front defence close to the basket. In addition, they try to intercept the ball. Once more, the attack plays through the main attacker.

f As e, but now the attack may make greater use of the three attackers who are hardly being defended. The defenders are therefore constantly required to judge whether to go close to their personal opponents or to stick with the chosen strategy against the main attacker. The choice to help the defender of the main attacker is clearly a risky one.

BALL WATCHING DEFENCE

In brief: Exercise in ball watching in defence (with the objective of winning the ball as quickly as possible)

Organisation: See the various exercises.

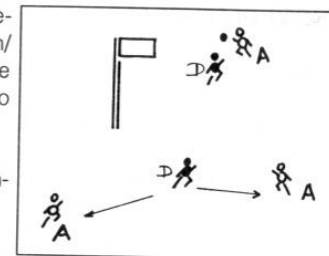
a Three attackers against two defenders. All of the players are within five metres of the basket. All three attackers may shoot and the defenders must try to allow as few goals as possible in, say, one minute. Then change functions (with one of the attackers continuing to attack).

Remarks

The objective of this exercise is that the defenders should not limit themselves to following their personal opponent. They must position themselves so that they can see the ball. They only defend "normally" when an attacker has the ball. Thus the

COLLECTIVE DEFENCE

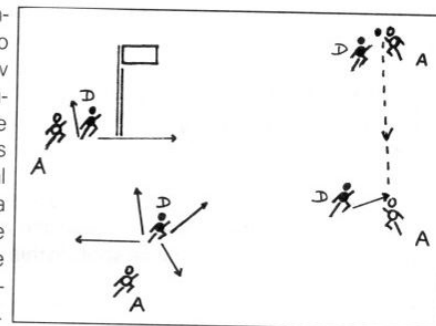
attacker in possession should always have a defender. The other defender tries to position him/herself so as to win the ball while still being able to move quickly to defend either of the other two attackers.



b As a, but now four attackers and three defenders.

c As b, but now there is no restriction that the attackers must stay within five metres of the basket.

d Play four against four. If the defenders win the ball they give it back to the attack. Change roles after a few minutes. The attack is told to circulate the ball around the basket. There should be no shots. The defenders are told to defend their personal opponent but they stand in such a position that they can always see the ball. The further away the ball is, the greater the distance that the defender can take from his/her attacker. The defenders try to intercept the ball where possible.



e As d, but now the attackers attack normally.

f Zone-defence: As e, but now the defenders give the attackers more space when they are further than six metres from the basket. The defender then has just one task: to win the ball. The defender tries to ball watch continuously, to intercept passes and win the rebounds. But the defenders also defend in such a way that they can defend the attacker immediately (s)he comes close to the basket.

Remarks

This type of defence is extremely frustrating for many attackers. They have oceans of space but can rarely shoot since if they shoot once they will lose the ball. For the attack there are only two solutions: put someone extremely tall under the basket to win the rebounds, or score with every shot.

FRONT DEFENCE CLOSE TO THE BASKET

In brief: Practising front defence in game situations

Organisation: Four attackers against four defenders in one division.

a The attackers are told to play for running-in shots. The defenders must use front defence to prevent the assist.

Remarks

It won't be easy for the attackers to make running-in shots but this does not matter since it is an exercise for the defenders. Tell the defenders continuously if the front defence is good or not.

b Tell the attackers how they can secure the best assist position (see examples in the section on **assisting** in Chapter 2 above) so that the defenders' job becomes more difficult. Otherwise as a.

c Tell the defenders that they have to *speak* to each other. They have to tell their colleagues that the assist is impossible and that the defence can give a lot of pressure to prevent a distance shot. In this way, scoring from distance is also made difficult.

Remarks

My experience is that a lot of teams play good front defence close to the basket but still give lots of space to attackers in front of the basket. This allows a lot of shots and the attack can keep possession as the front defender has a very weak rebound position.

d The attack may now try to profit from the strong front defence by moving away behind the basket to get good chances close to the basket. The defenders should not allow any easy chances and should follow as quickly as possible the attacker who moves away from the basket. But they must continue to play front defence.

e Get the attack to play with a strong rebound player under the basket who allows the attack to keep possession. The defence must choose how to adapt to this new situation.

Remarks

Various solutions are imaginable. If the shooting is poor, the defence can continue

as above. Alternatively, the defence can move to a *zone defence* or can continue to front defend by the post but also try to win rebounds.

A GAME

In brief: Focus on defence in a game situation

Organisation: Some kind of korfbal match (see variations at the end of this chapter). At least 15 minutes are necessary.

Interrupt a training game from time to time to give comments. All sorts of remarks are possible, individual or for the whole division. Special instructions can be given (try to...). Make clear to the defenders how they are defending and how they can do better. In this way the trainer can take the role of a coach with one great advantage: the game can be stopped for as long as necessary. The game has to be long enough to allow these interruptions.

INTERCEPTING THE BALL

In brief: A game form to stimulate intercepting the ball

Organisation: Some form of korfbal match.

Most defenders have been so indoctrinated into following their personal opponent that they do not think about intercepting the ball. This can be stimulated by a special scoring system - each defender gets a point for intercepting the ball. Conceding a goal means one point less. Which defender can win the most points during the game?

PRESSURE DEFENCE

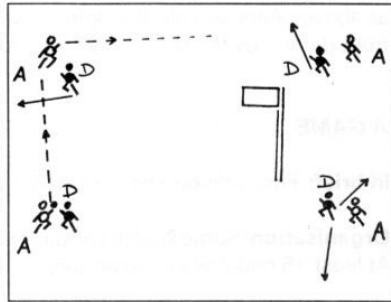
In brief: Exercise in pressure defence

Organisation: Four against four in one division.

By pressure defence, I understand an aggressive way of defending which makes it extremely difficult for the attackers to play the ball to each other. Attackers who are not used to this type of defence will make lots of mistakes, allowing the defence to win the ball quickly. The weakness of pressure defence is the risk of a running-in shot from an assist from far from the basket. Front defence throughout the zone is crucial to pressure defence.

COLLECTIVE DEFENCE

a The four attackers stand in a circle around the basket and are told to play the ball clockwise around the post. The defenders position themselves so as to be between the player in possession and their personal opponent, and of course between their personal opponent and the basket. They stand so close to their opponent that (s)he can only receive the ball by moving further away from the basket.



b As a, but now the attackers play the ball anti-clockwise. The defenders stand on the other side of the attackers with their right foot in front.

c The attackers play the ball around the basket. If someone cannot play the ball to the right, then it is played to the left. The defenders must move from one side of the attacker to the other and be continuously changing their front foot. The defenders continue to pressure the attackers, trying to move them continuously further from the basket.

d Tell the attackers that they must feint a move for a running-in shot before moving away from the post again. This in-out movement makes it easier to play them the ball. Even this technique does not always bring the attack closer to the basket. The defenders must continue to try to win the ball. Otherwise as c.

e As d, but now the attackers try to run to the post to take a running-in shot.

Remarks

Naturally, the defenders should not allow any running-in shots. Nonetheless, they should put as much pressure as possible on the attackers. Thus they stay very close to their opponent. The danger of the running-in shot is very real but there is the advantage that the defender knows that this is the only scoring possibility that the attacker has. Furthermore the defender knows the side on which the attacker will run (since the position of the defender makes running the other side impossible). So the defender can react very quickly to the action of the attacker, making it very difficult for the latter to break free.

f As e, but now the defenders are going to make it very difficult for their personal opponent to pass the ball by putting him/her under lots of pressure when in possession. Taking a running-in shot is now practically impossible since even when

COLLECTIVE DEFENCE

an attacker breaks free, the pass is extremely tough with a defender between the attacker breaking through and the passer, and a lot of pressure on the passer from his/her direct opponent.

g The attackers now give up their fixed positions around the basket and may play freely on the condition that there may not be a fixed rebound player. If the attackers are more than four metres from the basket, they are defended as above. Thus, very close to the personal opponent and always between him/her and the player in possession. The defender stands with the right foot in front if the ball is to his/her right and vice-versa. Front defence under the basket. The defenders try to win the ball as quickly as possible. If they succeed, change functions.

h The danger of a running-in shot is still present. For example, a defender may fail in an attempt to intercept the ball. To minimise this risk, the defender whose attacker is furthest from the ball leaves his/her opponent and ball watches. His/her objective is to intercept the ball when it is played in the area of the post. The difficulty of this approach is that once the ball is played to a different attacker, it is a different defender who must ball watch and the previous ball-watcher must move quickly back to his/her opponent.

Remarks

Pressure defence is very effective if the attack plays slowly and very tactically. A few years ago "Nic" (my club) drove several opponents crazy with pressure defence. At times, teams had not managed a shot after five minutes in attack. There are solutions for the attack but these are not easy to find quickly the first time that a team is confronted with this kind of defence.

A couple of solutions to front defence.

1 Using a fixed player under the basket, combined with lots of shooting from distance. Since the ball is often under the basket, the defenders cannot see it and so do not know how to position themselves.

2 Quick play with continuous changes of position. Now the defenders do not have the time to take up a good position.



Dronten, Holland, October 1989, International outdoor-competition between Holland and Belgium. Two times Tjeerd de Jong defending against Wim Verhoeven.

*Above: a duel for the best rebound position.
Below: 'Man to Man'.*



3.2 ATTACKING SYSTEMS

"FREE COMBINATIONS"

In brief: Attacking system without a strict system

Organisation: Group of four with ball per basket.

a By "free" combination is meant that the trainer says to the players "go and attack" so that the players themselves choose how to play: giving assists, turning to take the rebound, breaking free of an imaginary opponent, shoot themselves etc. The most important objective of this exercise is the timing and the learning of when to execute each action. Timing is central. If it is well done, the tempo, and especially the ball tempo, is very high. (Tempo here corresponds to rhythm)

b The "free" combination can be limited if the trainer sets the players certain objectives;

- take running-in shots given with assist far from the basket
- regularly change the tempo of the attack
- take lots of shots moving away from the basket.

The trainer can also make sure that the technique used in the exercise is correct.

Remarks

There are lots of players who can contribute a lot in a, and b, using their creativity and energy. Others become bored after 30 seconds. The exercise is therefore good to use at the start of the training. "Free" combination is probably best used in the following way. At the beginning of the training a drill is practised such as running-in shots with assist far from the basket. The next step is "free" combination without defenders and with the comment "I want to see regularly (but not uniquely) running-in shots with assist far from the post". After a few minutes defenders can be introduced to hinder passively.

c "Free" combinations with instructions. The comments in b, now become instructions. Some examples:

- play without anyone fixed by the basket
- the rebound for each shot must be in movement
- whenever anyone cuts into the post, pass them the ball and at the same moment one of the two other attackers has to go for the running-in shot.

Variation

As a, b, or c, but with passive or more active defending.

SPREADING OUT IN THE DIVISION

In brief: Exercises in getting a feel for using all of the space in the attack division

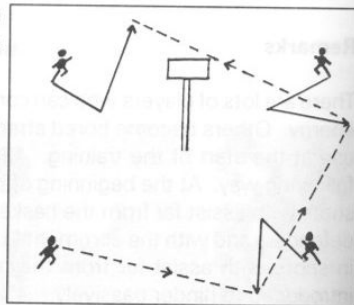
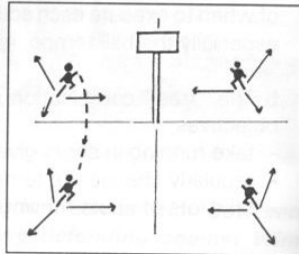
Organisation: Four players in the division with a ball and a basket. The division is divided into four quadrants (these can be marked with cones or lines). There is a player in each quadrant.

a The players are continuously in movement, but each remains in his/her own quadrant. The players pass to each other in whichever order they choose.

b As a, but now the ball is played in a particular direction. In other words, the ball *circulates*.

c As b. The players must always make *in-out movements*: they move as if to make running-in shots but when it is their turn to receive the ball, they move away from the basket to catch the ball and pass to the next player. See the next figure.

d Carousel: this is a variation on c. The players do not only move in-out but also around the basket, in such a way that there is always one player in each quadrant. The ball moves in the opposite direction to the players - thus if the players move to the left, the ball is passed to the right.



Remarks

The above exercises actually have nothing to do with attacking, as no goal attempts take place. Thus attacking is not the objective, rather the objective is the use of space and the circulation of the ball.

e The ball is played as in a. Each player stays in his own quadrant and passes the ball at will. On a signal from the trainer, the player with the ball shoots and the player

diagonally opposite rebounds. Thereafter, the passing continues as before. The trainer signals regularly (for example, every ten seconds) for a shot to take place.

Remarks

As exercise a, exercise e, is meant especially for beginners. More advanced players have no need of the trainer's signal, but otherwise the 4-0 SYSTEM is much the same.

f Exercise a, is once again the starting point. Now one of the two players who are furthest from the ball react to a signal from the trainer to sprint to the basket for a running-in shot. The player who gave the pass is the one to rebound and then each player returns to his/her quadrant and the passing combinations continue.

g As f, but now there are veering-off shots.

h As f, but now the players change quadrants after each running-in shot. The player who shoots leaves an empty square behind which must be filled by one of the others. It is a bit like musical chairs: after the attacking movement, each player must find a free space for him/herself.

Remarks

The logical sequence to this exercise is FREE COMBINATION. Stress that the space in the division should be used as well as possible.

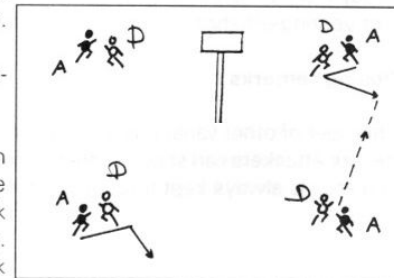
Variation

Perform all of the above exercises with defenders.

4-0 SYSTEM

In brief: A number of attacking exercises where the post area is left completely free.

Organisation: Four attackers and four defenders with ball and basket.



a The starting point is the organisation sketched below. The instruction for the attackers is to play together, try and break free but do not enter the area of the post. Make good in-out movements to break

ATTACKING SYSTEMS

free of the defender. The defence is passive.

b If the attacker is free, there should be a shot. The person closest rebounds the shot. Then the starting positions are taken up and the passing resumed.

c From time to time the attackers go for a running-in shot. Since there is nobody by the post, the assist must be given from in space.

d Occasionally, a player takes a position in front of the post to receive the ball. The other three make attacking movements, followed by a shot which is collected in movement by one of the three. Thereafter, the initial 4-0 organisation is adopted.

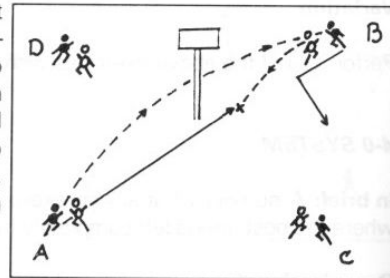
e The attackers can choose between b, c and d. The defenders defend 100% but do not try to intercept the ball.

f Using the 4-0 system, the ball is usually passed parallel to the lines of the division. Now tell the players to make diagonal passes (see the figure below). Otherwise as exercise b, with lots of shooting from distance.

Remarks

This exercise is more difficult than it seems, especially giving the diagonal pass accurately. Not only because the pass is longer but also because there are two defenders in the line of the pass.

g A solution against front defence. Just as in f, diagonal passes are given regularly. Player A who gives the long pass to player B, follows the pass and takes up a position in front of the basket. The ball can be played by player B to player A who is now in a position to receive the ball. Player B can follow this with a running-in or veering-off shot.



Closing remarks

A number of other variations are possible for the 4-0 system. Central is that none of the four attackers can spend more than a few seconds by the basket: in principle the post area is always kept free. It is intended as a starting system for short teams.

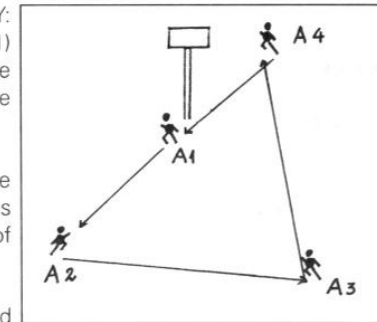
ATTACKING SYSTEMS

ROTATION

In brief: Attacking system whereby each player performs the different functions

Organisation: Four players and a basket.

In the initial situation, the four players form a Y: there is a support player under the basket (A1) and one behind the basket (A4) and there are two attackers (A2) and (A3) in front of the basket.



The rotation is continuous: A1 takes up the position of A2 after playing the ball, A2 moves to A3, A3 to A4 and A4 to the starting point of A1.

a A2 has the ball (in the game this would have been received from the defence division). The ball is played to A1 who has moved away from the basket. A4 enters from behind the basket and receives the ball on arriving at a strong assist position in front of the post. A3 takes a running-in shot. A4 turns quickly after giving the assist and rebounds. The rotation takes place as described above.

Variations

A3 takes a veering-off shot to the left, takes the running-in shot with ball etc.

b "Switch situation": If A3 and A4 are of the same sex, there may be a switch situation if A3 takes a running-in shot. After giving the assist A4 moves away from the basket, receives the ball back from A3 and shoots.

c The exercise operates as in a, but instead of a running-in movement, A3 makes a veering-off. In this exercise, it is assumed that A3 does not break free and so plays the ball to A2 who is in front of the post. A2 shoots from distance. The rotation then takes place.

d Shooting after moving away: If A1 is not immediately followed by his/her defender then (s)he is free and can shoot with a half turn. Thus A2 plays to A1 who turns and shoots. A4 rebounds the ball and everyone moves to the next position.

Variations

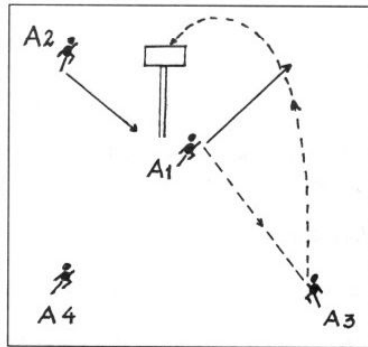
Further on, the exercises can be performed with defenders, or in combination with the attackers choosing between a, b, c or d. Do not forget that the exercise should be performed on both sides of the division. In fact, it is the position of arrival of the ball in the division that determines whether the rotation will be to the left or the right.

2-2 SYSTEM BASIC PRINCIPLE

In brief: Attacking system with a fixed division of functions: two supporting and two attacking players

Organisation: Groups of four per basket. The starting position is that of the figure below. Two ladies in front and two men behind or vice-versa.

a A1 has the ball which is passed to A3. While A3 shoots from distance, A1 turns and chooses a position behind the basket. The rebound is secured by A2 who plays to A4 and then returns to his/her original position. A4 shoots from distance and the shot is collected by A1. This is practised several times.



b As a, but the attackers in front of the basket are always in movement, and shoot in movement (veering-off shots etc). The supporting players are also active with the idea being to *keep the defenders busy*.

Remarks

When a division plays in such a stereotyped fashion, the attackers will never completely succeed in keeping the attention of the defenders.

c Now running-in shots are taken as well: after rebounding A1 plays to A3 and takes a few steps forwards. A1 then receives the ball from A3 who takes a running-in shot. A2 rebounds, A3 runs back in front of the basket and A1 once more takes a position behind the post. Then A2 and A4 do the same.

Variation

A1 rebounds, plays the ball to A3 and turns immediately to take up a position behind the basket. A2 comes quickly in front and receives the ball from A3, who takes a running-in shot. A2 rebounds, plays the ball to A4 and quickly takes up a position in space behind the post. A1 sprints in etc.

d Now the attackers choose whether to play for the distance or the running-in shot. A question of understanding each other well.

Variations

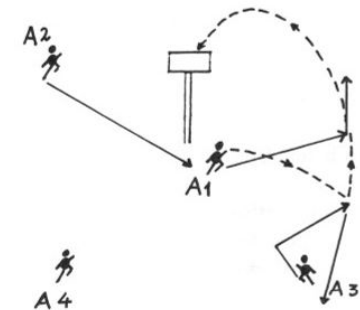
Perform the exercise with defenders, either two for the assist players, or two for the attackers, or defenders for all four players. Otherwise, the exercise is pretty static as described above. It all becomes more dynamic and surprising if A3 and A4 regularly change positions in front of the basket and A1 and A2 operate on both sides of the basket.

2-2 SYSTEM DEVELOPMENT

In brief: Attacking system with a fixed division of functions: two supporting and two attacking players

Organisation: Groups of four per basket. The starting position is that of the figure below.

a A3 makes a veering-off movement in front of the basket. A1 plays the ball to A3. No shot follows: A1 moves away from the basket, receives the ball from A3 and shoots with a half turn. The rebound is taken by A2. A1 chooses a position behind the basket and A3 moves back to his/her original position. The same then takes place on the other side of the basket. A2 plays the ball to A4, moves away and shoots and A1 rebounds bringing us back to the original situation.



b As a, but after moving away, A1 does not shoot but gives the ball back to A3 who shoots from distance. A2 rebounds and the exercise is then played on the other side of the basket.

c As b, but there is not a shot every time: from time to time, the attacker (eg A3) plays the ball to the other attacker (in this case A4) who then shoots. Thus the ball is played around twice: first from A1 to A3 and then to A4.

d A3 makes a veering-off movement in front of the basket and receives the ball from A1. A1 moves away from the post and receives the ball from A3. Instead of shooting, A1 takes a running-in shot (A2 meanwhile has taken up the assist position). Thereafter A2 and A4 do the same on the other side of the basket.

e *Switch situation:* A1 plays the ball to A3 in front of the basket. A1 moves behind and A2 comes in front. A3 plays the ball to A2 and goes for a running-in shot. A3 receives the ball from A2 but we assume that the defender of A2 takes over and defends A3 so that it is not possible to shoot. A2 moves away from the basket, receives the ball from A3 and shoots.

Remarks

In principle, the 2-2 system works best with two men in front and two women behind, or vice-versa. "Switch" situations are then not possible. But such a strict division of functions limits the players significantly and can make the attack predictable and easy to defend. Since goals are often scored from "switch" situations, I personally am no supporter of the "two women in front, two men under the basket" principle.

Variations

Put defenders with the attackers. Another variation is to practise 2-2 to the side or behind the basket. The attack can operate just as well from the side: with a strong wind when playing outside this can be a necessity.

PAIRING

In brief: Special form of assistance with two supporting players

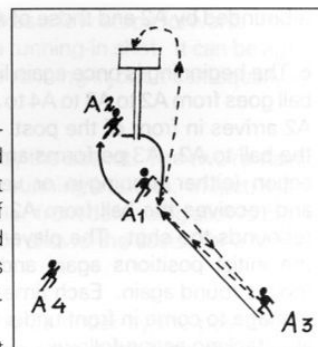
Organisation: At the beginning, four per basket. In the basic organisation, two attackers start in space in front of the basket and the other two are close to the basket. Later two and then four defenders are required.

a A1 stands two metres in front of the post. (S)he throws the ball to A3 and turns straight away to take up a position right behind the basket. A2 takes a few quick paces forward to offer a line of pass and A3 passes to A2 and enters for the running-in shot. Thereafter, the same with A4: A2 plays to A4 and turns quickly whereby A1 arrives in front to give the assist to A4.

b As above but with defenders for A1 and A2.

Remarks

The purpose of pairing is to overcome front defence. In the starting situation, A1 is front defended and so cannot be given the ball by A3. A2 would not be front defended as (s)he is waiting to rebound. If A1 moves away quickly and A2 moves forward quickly, A2 becomes available so that if A3 plays the ball immediately, the running-in shot can follow.



c As b, but A3 waits with the ball so that A2 must

once again turn away and A1 come forward. This is the basic movement as both players turn continuously and quickly around each other. At the right moment, A3 plays the ball and a running-in shot follows.

d As c, but now A3 and A4 take a veering-off shot instead of a running-in shot after passing the ball to the post. The assist players should succeed in winning the majority of the rebounds since, if the exercise is properly executed, they should always have the better rebound position. When they turn back the supporting players cut past each other so that the defenders are unable to follow, allowing the attackers to take the best position.

e Now the other two attackers also have defenders and they are given the choice between a running-in or veering-off shot.

RIGHT-ANGLE PLAY

In brief: Exercise to keep rotating within the 2-2 system

Organisation: Four players per basket. See the figure for the basic organisation.

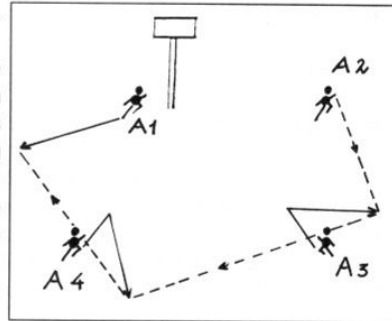
a A1 and A2 are both supporting players, A3 and A4 are the attackers. A2 has the ball which is then played to A3 who has previously made an in-out movement. The ball is subsequently played to A4 and then A1, who has moved to the side away from the post. A2 tries to come in front under the post but we assume that this is not possible and so the ball goes back in the opposite direction: from A1 to A4 to A3 and once again to A2 who has again moved away from the post. Thus the ball moves "around" the basket (although it is never played behind the post).

b As a, but A4 and A3 occasionally take a distance shot. The shots of A4 are

ATTACKING SYSTEMS

rebounded by A2 and those of A3 by A1.

c The beginning is once again like a, the ball goes from A2 to A3 to A4 to A1. Then A2 arrives in front of the post. A1 plays the ball to A2. A3 performs an attacking action (either running-in or veering-off) and receives the ball from A2 who also rebounds the shot. The players take up the initial positions again and the ball moves round again. Each time A1 or A2 manage to come in front under the post, an attacking action follows.



d As c, but A2 moves away from the post again after giving the assist. Now there are two possibilities: A3 can shoot, or the ball is played to A2 who can shoot with a half-turn. In both cases, A1 rebounds.

Variations

Perform the exercises with defenders (these are especially important for the assist players). Otherwise, the circulating of the ball can be interrupted occasionally with a diagonal pass, or by playing the ball around the back of the post (from A1 to A2 or vice-versa). Other variations for the attackers can easily be integrated.

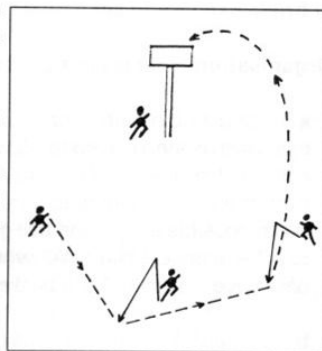
3-1 SYSTEM

In brief: Attacking system with one supporting player

Organisation: Four per basket, see the diagram for the basic organisation. For each exercise, more defenders are required.

a The players in front of the basket play the ball to each other. By making in-out movements, they can move free from their imaginary defenders. An occasional shot is taken. The rebound is assured by the post player who immediately plays the ball to one of the players in front of the basket.

b The ball is played around in front of the basket.



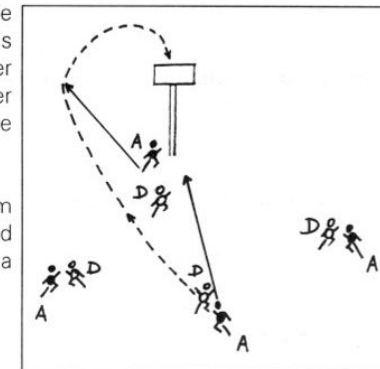
ATTACKING SYSTEMS

At a certain moment the post player suddenly takes a few steps forward. The ball has to be given immediately and is followed by a running-in shot. It can be agreed that the person who gives the pass goes for the running-in, but it can equally well be one of the others.

c One of the three attackers defends the player by the basket. The two remaining attackers can choose between distance shots or running-in shots. In fact, it is the defender who determines which action is possible: front defending allows the distance shot while fighting for the rebound position allows the assist for a running-in shot.

d The four attackers each have a defender. The defender by the post defends 100%, the others are more passive. Otherwise as c, with both distance and running-in shots taken.

e As d, but the post defender is told to defend in front so that an assist from under the basket is impossible. The post player profits from this to move away from the basket from time to time. A long pass should then be given allowing the post player to shoot. The shot is collected by the player who gives the long pass, after which the initial positions are taken up again.



f As e, but now the movement away from the post is not followed by a shot. Instead the ball is played to a team-mate and a running-in shot is taken.

Remarks

The 3-1 system above leads to a very static game. Nonetheless it can be very successful if the post player has a strong advantage over his/her opponent and the shooters have a good shot. If these conditions are not satisfied, the attack would do better to practise the 3-1 SYSTEM WITH CUTTING IN.



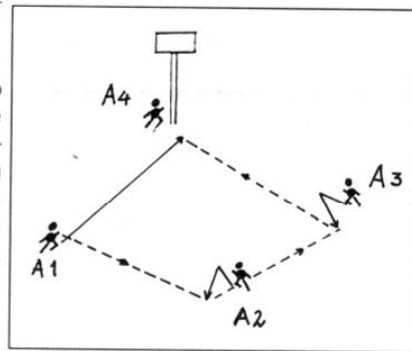
Action from Holland - Belgium, played on 22th of October 1989 in Dronten, Holland.

3-1 SYSTEM WITH CUTTING IN

In brief: Attacking system with a fixed rebound player and always another assist player

Organisation: Four per basket. A fixed player under the basket to rebound. See the figure for the organisation of the other three players.

a A1 has the ball and passes to A2, who plays the ball in turn to A3. These players constantly make forcing movements towards the post before moving back out to receive the ball. At the precise moment that the ball is played to A3, A1 sprints to the ideal assist position (*cuts in*). (S)he then receives the ball from A3, after which A2 makes an attacking movement. The distance

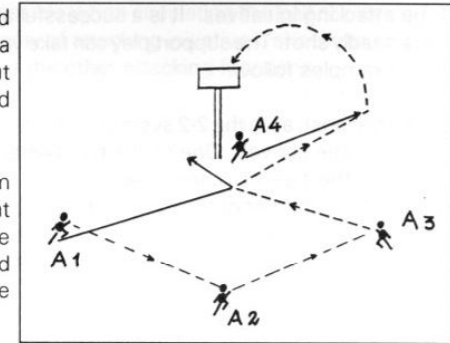


(or running-in) shot is collected by A4. A1 moves away from the basket and the exercise can begin again.

b As a, but now more "game-like". Not only A1 but also A3 can cut in. In theory A2 can as well but that is less likely. In addition, the players move around continuously.

c A1 cuts in, receives the ball and plays it back to A3 who has made a veering-off movement. A1 runs out to the front, receives the ball and shoots with a half-turn.

d A1 cuts in, receives the ball from A3 and passes to A4 who at that moment has moved away from the post. A4 shoots, A1 rebounds and the beginning positions are once more established.



e As d, but now with four (not too fanatical) defenders.

f In e, the *cutting-in* becomes more difficult: the defenders can play in front when the attacker comes near the post zone. There are various ways to overcome this to arrive in the best spot: the attacker can cut against the post, for example, or can pretend to be trying for a running-in shot before stopping at the last moment to turn and take the assist position. Particular attention should be paid to securing the best possible assist.

g Combination of all of the previous exercises: after cutting-in, the attackers choose between the running-in shot, veering-off shot, shot with half-turn, or shot from the rebound player. The defence is now fully active.

Variations

Until now, the system has always been played with a fixed rebound player. The attacking division can also change this player during the attack. In this case, the rebounder should not leave the post too quickly. At least three rebounds should have been taken, for example. If the change of rebound is more frequent, the system is no longer 3-1 but is a rotation system.

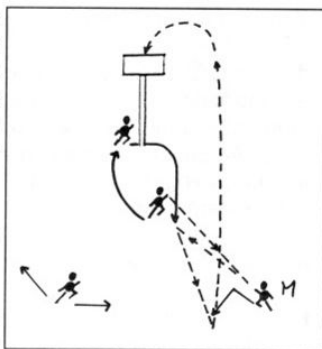
PLAYING WITH A MAIN ATTACKER (1-3 SYSTEM)

In brief: Attacking system with a main attacker

Organisation: Four players per basket (or eight when defenders are necessary).

The only strict requirement for this attacking system is that just one player takes all of the attacking initiatives. It is a successful approach when a division has a player with a deadly shot. The support play can take various forms in different systems. Just a few examples follow.

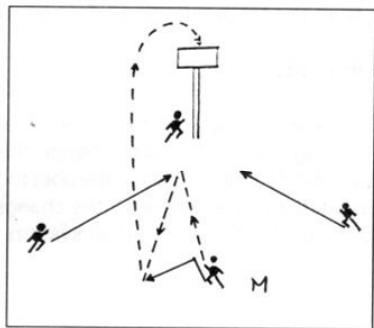
a By the post, as in the 2-2 system, we can work in pairs (see above). One of the two players in front of the basket is the main attacker. The other player in front of the basket tries always to offer a line of pass. but does not take any attacking initiatives. The main attacker shoots or breaks through.



b As a, but now with four (reasonably passive) defenders.

c The main attacker is now reasonably defended, so that it is not possible to shoot each time (s)he receives the ball. The two support players try to assure that the main attacker can always pass to one of the two, so that (s)he can try two or three times consecutively to shoot or go for a running-in. The fourth attacker is used if the ball cannot be played under the basket.

d As c, but now the ball is played to the side from time to time: the main attacker has made space but sees that the other player is even freer and can shoot with more calm (the other attacker is probably a little less tired as well).



e As with the 3-1 system we now cut in (see above) and the main attacker is fed by either of the attackers who cut in. In principle, the main attacker shoots from distance but may also try a running-in shot where possible.

f As e, but now with four passive defenders.

g As c, but the main attacker goes particularly for the running-in shot. When there is the possibility of a running-in shot, one of the defenders should move back to the post area to switch. The main attacker must now pass the ball to the free attacker who shoots.

Closing remarks

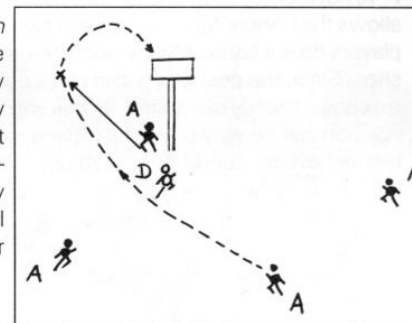
Playing with a main attacker is also possible when circulating the ball or playing 4-0. The main attacker then takes the majority of attacking initiatives, shoots more often than the others and worries less about the other attacking functions.

SOLUTIONS AGAINST FRONT DEFENCE

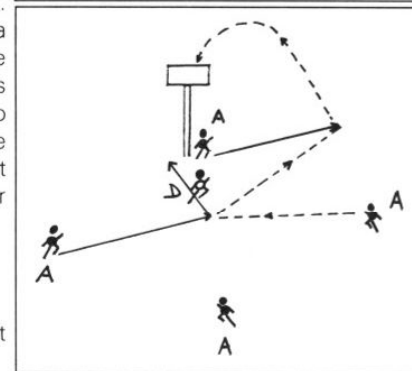
In brief: Summary of possibilities for the attacking team against front defence.

Organisation: Four against four in a division.

a Oost Arnhem style or: playing with long diagonal passes. 4-0 and the attackers do not get a chance to play the ball close to the post. Occasionally someone tries to go to the post but allows him/herself to be front defended. This attacker then moves away quickly and receives a long diagonal pass over the defender. This attacker is then free and can shoot.



b As a, but the attacker does not shoot. Instead of shooting, the player takes a running-in shot with ball (possible because his/her defender often panics and over-reacts as the attacker has so much space). The assist is given by the player who gave the diagonal pass (but can also be given by one of the other attackers).



Remarks

The above solutions seem simple but

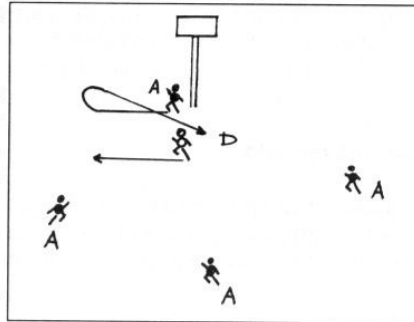
they are not because the long pass is less than easy.

c 3-1 is played. The fixed post player is front defended. One of the other players cuts in and receives the ball. The post player immediately moves backward and shoots.

d As c, but now instead of a distance shot there is a running-in shot or a shot after letting the defender jump past when attempting to block the ball.

e 3-1 is played. The post player moves away. As soon as the defender follows (s)he turns back to give an assist.

f To not look for solutions to front defence is also a solution. The player by the post allows the front defence, preferably two metres from the basket at least. The other players do not come into the post area and try to play each other free for a distance shot. Since the post player can block out the front defender, it should be possible to rebound nearly every shot. In this way, attack becomes simply shooting, but this solution can be very powerful playing indoors. So successful that a lot of the top teams have stopped front defending in recent years.



3.3 FREE PASSES

In brief: Practising different types of free pass

Organisation: Four per basket with a ball (preferably put players together who will play in the same division in the forthcoming match). Appoint one taker, one assist player and one rebound player. Possibly change these after a certain time although this is not strictly necessary. In the game, it is possible to have just one shooter and one assist player.

To practise free passes well, the following points may be useful.

a The agreed free pass should be practised several times, just long enough to become perfect.

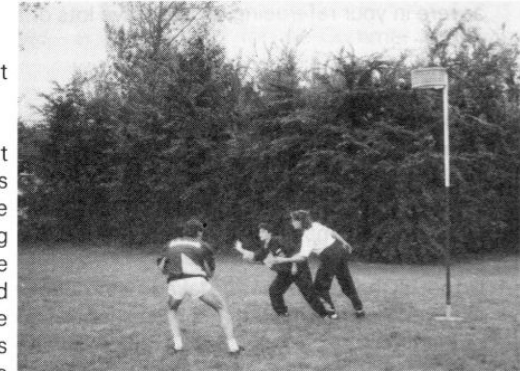
b One of the four should defend, either the shooter or the assist player, depending on which task most requires defending for that particular free pass.

c A second free pass is practised a few times, until it too is perfect.

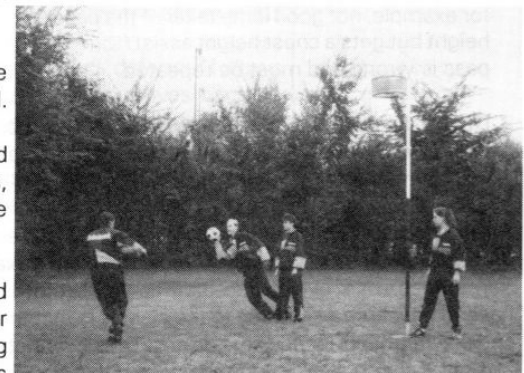
d Again let one of the four defend.

e Two groups of four are placed against each other. In turns, they take free passes (chosen from those already practised) where each player has a personal opponent who defends 100%. The attackers decide which of the two free passes should be taken.

f As a conclusion: at the end of the training there should be a small game. Be



Free pass 1: The taker shoots.



Free pass 17: Assisting free, using the block

FREE PASSES

severe in your refereeing so as to give lots of free passes.

Remarks

Most korfballers have neither the calm nor the patience, nor do they see the sense, in learning to take perfect free passes. They will quickly say "we know that now, let us try something else". Never! A free pass only has a chance to succeed if it is practised 100%, otherwise the attack might as well just combine normally. Solutions for trainers with impatient students.

- 1 Do not let the free passes be taken for too long consecutively. Organise the training to have three five minute free pass sessions and do something else with the rest of the time.
- 2 Players are not always convinced of the value of practising a free pass. So the trainer must learn to *see* when a free pass is well taken and when it is not. It is, for example, not good if the taker of the pass wants an assist from the left at chest height but gets a chest height assist from the right. Even if a goal results, the free pass is wrong and must be repeated.
- 3 During the training, allow a maximum of two, possibly three, free passes to be worked on. Otherwise the players want to move onto the next too quickly before mastering the current free pass.

A last comment which covers a whole range of free passes: a goal will only result if at least the assist player and the taker know exactly what each is going to do. Sometimes a brief eye contact is sufficient. In most cases, *signals* are required which have to be *learned*. The key to the signals is that the players know what is intended and the defenders in the game do not. Thus it cannot be too obvious. Some examples of signals that I have used in the past:

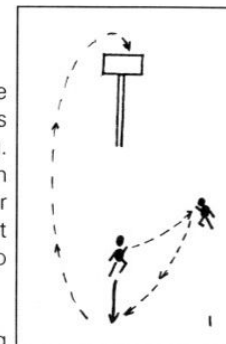
- *Number* the free passes. Easy system but difficult to picture. What does 3 mean...? Is the taker breaking through with or without ball? The number is shouted by the taker when (s)he has the ball. Another warning: the opponents may become familiar with the numbers.
- Each free pass has a *name*. In principle the same as the previous method but by choosing relevant names, they can help the memory.
- Each free pass gets a *signal*. A certain movement of the hand, of the head or the ball can all mean something. One bounce of the ball may mean that the taker wants to take a running-in shot after the assist player has given the ball to the post. Opponents have more difficulties to understand signals.

FREE PASSES

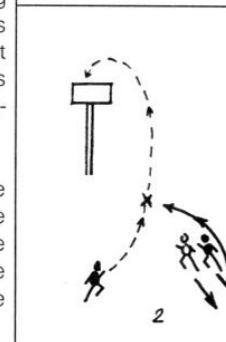
Many other systems can be used - enjoyable work for the Summer holiday in preparation for the new season.

Twenty examples of free passes

1 The taker of the free pass stands facing the basket. (S)he passes the ball to the assist player and takes a few steps backwards before receiving the return pass and shooting. This is the basic free pass. If the team is unable to score from this, and the opposition knows that, then the team will never score from a free pass. In this, the assist player has a difficult task as his/her opponent will do everything possible to interfere with the assist.



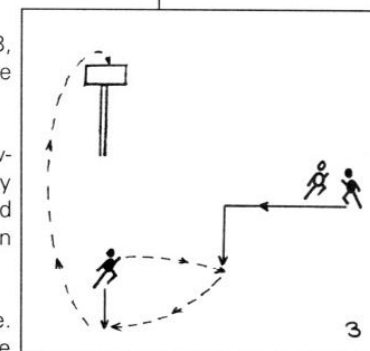
2 As the pass for free pass 1 can be difficult, the following is a possibility. The assist player runs away one or two steps by the post. The taker makes a throwing movement, but keeps the ball. As soon as the assister's defender follows the original movement, the assist player moves back towards the post and receives the ball for a running-in shot.



3 Another way to assist. The assist player stands in space and runs in the direction of the basket as soon as the whistle is blown. Two and a half metres from the free pass, (s)he makes a sharp turn, like a veering-off movement, so that the defender cannot follow, allowing an unchallenged pass to be given.

4 If the defender of the assist player in 3, cannot follow the movement at all, then the assist player can take a calm shot.

5 If the defender expects 3, and stands between the assister and the taker, the possibility remains to continue the sprint to the post and receive the ball from the taker for a running-in shot.



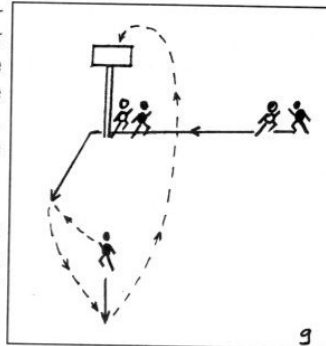
6 As free pass 1, but the taker is not fully free. Very often there is the possibility to play the ball back to the assist player since his/her defender, expecting a shot from the taker, relaxes. The assister shoots.

FREE PASSES

7 As 1, but now the defender of the taker over-commits. The taker plays the ball to the post and takes a running-in shot. Someone needs to be free under the basket to give the assist at the right moment. Not easy!

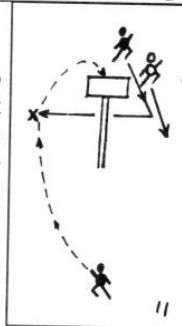
8 A possibility against unthinking defenders. The taker plays the ball to the assister as in 1, but the ball is not played back to the taker but rather to the post. Meanwhile, the taker feints as if to receive the return pass before running past his/her opponent for the running-in shot.

9 Yet another type of assist. (See diagram). The rebound player stands with his/her opponent under the basket, the assist player is the other side of the post from the taker. On the referee's whistle, the assister cuts against the post and both players, whereby the personal opponent is lost and the assist for the shot can easily be given.



10 A variation on 9 is for the assist player to cut using only the basket, on either side, whereby it should always be possible to break free. The only problem is that the assist may not always be given from the favourite side of the taker. Fortunately not every shooter has one side that is clearly better.

11 Free ball 10, presents the assist player with the chance to shoot. For example, the assister starts to the left of the basket and allows his/her opponent to front defend. When by the basket, the assister sprints to the other side and shoots from 2-3 metres. This is not cutting since the defender can follow normally!



12 In the *organisation* of the exercising of free passes, I spoke of the identification of a taker, an assist player and a rebounder. This means that one player has no function. Normally that person is told to stay in space so that if the free ball does not work out, a pass can easily be given. Opponents of this player often pay most attention to what is happening under the basket. This allows the following easy possibility: after the whistle, the taker passes to this fourth player who does not hesitate but shoots immediately. There are two situations in which this free pass can often be used:

- if the free pass is right under the basket, a strong post player can take the ball, pass for a distance shot to someone away from the basket, and thereafter win the rebound.

FREE PASSES

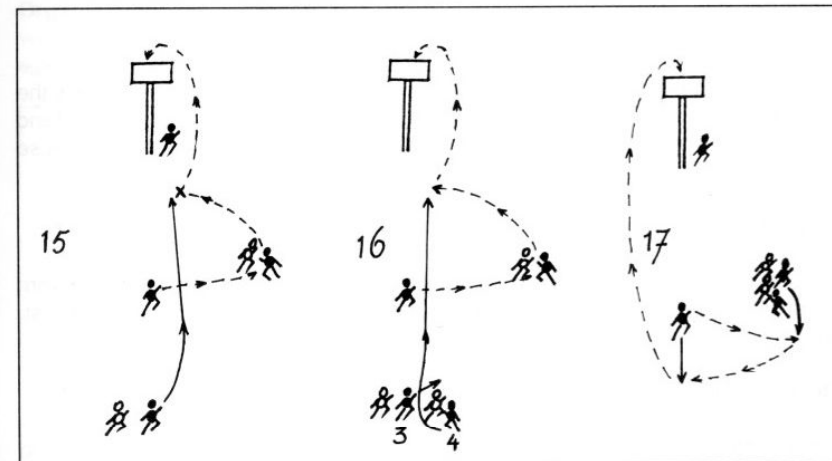
- where there is a strong wind and a normal free pass, though possible, is more risky.

13 A variation on free pass 12: the taker plays the ball to the free fourth player. The defender of this player is surprised and moves into quickly. At which point the ball is played back to the taker of the free pass, who has cut in front under the basket, and a running-in shot is taken.

14 *Three in a row*: a light-hearted approach which is often successful. The taker is by the basket and the three other players stand exactly 2.5 metres from the ball in a row, so that the defender of the lady in the middle cannot take up a defending position. On the referee's whistle, the ball is played to the middle lady who shoots to score.

15 The taker, assister and rebounder place themselves as for free pass 1. The fourth player stands 2.5 metres behind the taker. On the referee's whistle the ball goes to the assist player and Number 4 moves in for a running-in shot.

16 A variation on 15 which is more difficult to defend. Now the rebound player stands next to the fourth player. The ball is played to the assister. Number 3 runs in front of Number 4, followed by his/her defender. Number 4 runs once Number 3 has passed him to take a running-in shot with assist from the assist player. There is no cutting, at least not from the player who shoots.



17 *Setting the block* (1). The same as free pass 1 but the assist is made easier by using two assist players. The not so useful fourth player stands 2.5 metres from the taker with the instruction to stand firm. This person sets the block. The assist player

FREE PASSES

stands right next to Number 4. Once the referee blows his/her whistle, the assister takes one step outwards in the direction of the taker to be completely free to give the assist. The taker shoots.



18 *Setting the block (2).* Number 4 establishes a block as for free pass 17. The assister runs as in free pass 3. The veering-off movement is made right in front of the block and the assist can be given calmly.

19 Starting position as for free pass 1. The taker passes to the assister. The assister turns sharply, passes to the person under the basket and goes for a running-in shot. This pass can also be played behind the back.

Holland - Belgium 1989. Free pass number 9 by the Belgium attack: Sonja Roels moves around the basket to give the ball to Wim Verhoeven.

20 The last of the series. The organisation is as for number 1. The taker plays the ball over the defender to a tall player under the basket. The defender is surprised and turns to see what is happening. The ball is flicked back to the shooter, who, because of the defender's distraction, has time to make a good shot.

Remarks

Free passes followed by a running-in shot are more suited to free passes further from the post, and those with a distance shot are better for free passes nearer to the post. The defenders know this as well and should organise themselves accordingly.

Closing remarks

I have seen a lot of goals scored using these free passes, even if they seem easy to defend. The crucial aspect is to put the defenders off balance, both literally (through feinting movements) and figuratively (by suggesting that a different free pass will be taken). And I stress again: the execution must be *perfect*.

TYPES OF KORFBALL

3.4 TYPES OF KORFBALL

TWO DIVISION KORFBALL

In brief: The format for international korfball.

Organisation: Two divisions of at least 20x20 metres. Two teams of 8 players.

This is played with the official korfball rules. This is the most common form of korfball and is often used when training. As the game moves very quickly backwards and forwards, the trainer will have to stop the game occasionally to give feedback.

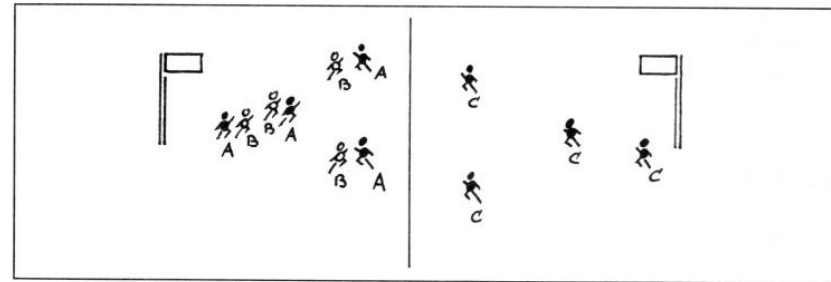
Remarks

If there is one player too few, one of the players from the division of four can cross over to the division of three. Alternatively, the trainer can play as well.

THREE TEAM KORFBALL WITH CROSSING OVER

In brief: Two division korfball with a total of 12 players.

Organisation: Two divisions of at least 20x20 metres. Three teams A, B and C each with four players. The organisation is that given in the diagram. Team A attacks against team B. If team B wins the ball, then they play the ball up to the other division



where they will attack against C. When C has the ball, they move to the other division to be defended by A etc. Otherwise, the rules are the normal ones. This is ideal as an alternative to two division korfball when there are too few players at the training.

TYPES OF KORFFBALL

MONOKORFBALL

In brief: Korfball without divisions

Organisation: A pitch of at least 20x12 metres. Two teams of four players. The baskets are about five metres in from the backline.

The great advantage of monokorfball is that all of the players are continually in action. This form is very suitable for training but has a disadvantage - it is normally not possible to try particular attacking systems. Moreover, the area behind the basket is very rarely used.

A point to note is that the players, unlike when the play is in divisions, cannot always play 100%. During the game, they will "relax" or at least let the speed of the game drop. This can result in a sleepy form of korfball or a failure to defend. Other players leave the field completely shattered after playing monokorfball.

Variations

Monokorfball in threes. This requires good condition from the players, but can be very well executed if there are, for example, 9 or 12 players at the training. In which case, after a certain time (say 3 minutes) you should change one or both teams. This change can also take place after one of the teams has scored. The losing party leaves the game and the objective is to see which team can stay on the pitch for longest.

Monokorfball in pairs. This is a very demanding variation. Do not use this for more than a few minutes intensively, and then change the players. This form is very good for helping attackers to choose when they should shoot, and to learn when to attack and when to assist. The defenders have to decide whether to front defend or whether to try to win the rebound.

KORFBALL IN ONE DIVISION WITH ONE BASKET

In brief: Training game in one division

Organisation: Four attackers and four defenders in a division of 20x20 metres.

This game is often used in training sessions. There are several variations, each with its own advantages. These variations involve the approach to changing functions.

- a The attacking team continues to attack, even if the defenders win the ball. After a certain time (say five minutes) the trainer gives the instruction to swap roles. This

TYPES OF KORFFBALL

approach is best to practise a certain way of playing. If the trainer has put the accent on front defence earlier in the training, then the accent can also be put on this during the game. The match element is fairly weak in this system.

b Functions change every time the defenders win the ball but three passes must be played before the new attack can shoot. This brings us closer to the game situation. Often the attack is not very well formed and the game is played too much in the post area.

c After winning possession, the defence must transfer the ball to the centre line (or to a cone 15-20 metres from the basket) and only then do they become the attack. This variation allows the attack positions to be well constructed and is also suitable to practise particular elements which have been used during the training.

DICE KORFBALL

In brief: Korfball game where luck plays a large role

Organisation: Any form of korfball. The trainer has a dice.

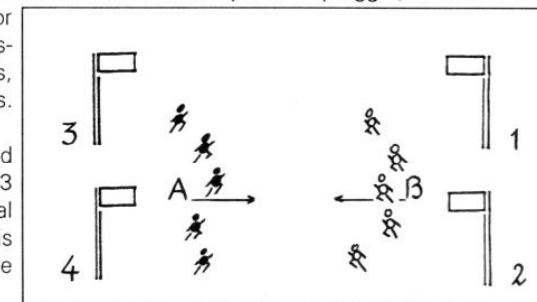
Any form of korfball is played. The scoring depends on chance, the number on the dice decides the value of each goal. This form is well suited to a recreation situation such as the last training before the weekend or a relaxed training weekend.

MONOKORFBALL WITH FOUR BASKETS

In brief: Korfball game between two teams when the attack can shoot into two baskets.

Organisation: An area of at least 12x20 metres but preferably bigger, such as 40x20 metres. See the diagram for the organisation of the baskets. There are two teams, each with four to eight players.

Team A attacks baskets 1 and 2, team B attacks baskets 3 and 4. Otherwise normal korfball rules are applied. This style is meant to improve appreciation of space.



Remarks

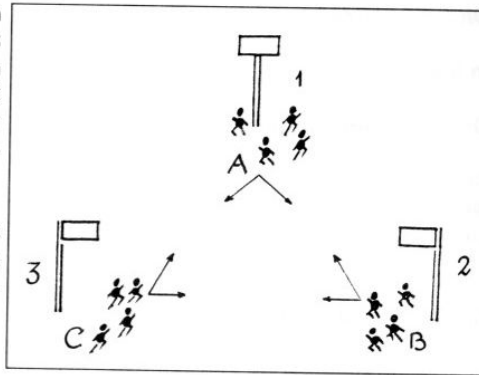
The attackers are required to spread their attention over more baskets. Defender cannot defend simple "one to one" as staying between the attacker and one post gives the attacker an easy chance to score at the other post. Other skills such as switching, giving long passes etc; are required in this form.

TRIANGLE - MONOKORFBALL

In brief: Monokorfball with three teams and three baskets.

Organisation: Three teams of about four players. See the diagram for the organisation.

Team A defends basket 1 and can shoot in baskets 2 and 3. Team B defends basket 2 and can shoot in baskets 1 and 3, while team C defends basket 3 and can score in baskets 1 and 2. Otherwise normal korfball rules.



This form is also very suited to bring *appreciation of space*. See the observations on MONOKORFBALL WITH FOUR BASKETS.

Variations

A continuation can be *square korfball* with four posts and each of the four teams can attack in three and defends one.

The game can also be played with two balls and the teams can be bigger. The teams will probably reach an agreement on distribution of roles with, for example, one or two always defending their own basket.

KORFBALL WITH TEAMS OF DIFFERENT NUMBERS OF PLAYERS

In brief: Exercises with teams of different numbers to practice specific activities

Organisation: See the exercises below. In every case, change roles after a certain

time.

a *Three attackers against four defenders* on one basket. This situation sometimes arises in the game and is very difficult for the attacker, especially keeping the ball after a shooting attempt. The attack can try the tactic of putting a tall player continually by the post or can have a long build-up, patiently waiting for a good chance.

b *Four attackers against three defenders* at one basket. This situation can also arise in the game. Most teams choose to put the free attacker by the post while the other three shoot from distance.

In the training, you can use four against three allowing all of the attackers to shoot and the defenders may defend anyone. The attackers have to create an excellent chance, requiring collective play and good vision while the defenders must try a kind of *zone defence*.

c *Four attackers against two defenders*. The defenders can defend anyone and all of the attackers can shoot. An exercise for the defenders in *zone defending*, and a good exercise for the attackers to score quickly. This is a good variation for young players where scoring is a pretty tall order.

MALE OR FEMALE KORFBALL

In brief: Single sex korfball

Organisation: One of the normal korfball games.

The rule prohibiting hindering of the opposite sex now has lost its relevance making the defending side stronger, anyone can defend everyone. As a training exercise, the idea is to create chances whereby "switching" from the defence is not possible. For example, without a fixed post player and with assists from in space.

The rule can also be that it is only allowed to *defend one's own personal opponent*. The game then becomes different, both for the defenders (one to one becomes more important) and for the attackers (outplaying one's direct opponent is more important).

PAIRS KORFBALL

In brief: Game form in pairs

Organisation: Any type of korfball where the teams are formed in pairs so that the players must hold each other's hand.

The game is played according to the rules of the chosen korfball form (for example: monokorfball). The players must always hold hands, also to catch and throw (thus everything is done with one hand). Only to shoot can both hands be used.

Variation

For fun, the pairs can be made by being tied together or using a bicycle tyre around their middles. The difference is that two hands can be used. This normally leads to comic situations.

EVERYTHING WITH....

In brief: Korfball forms with limitations in the throwing technique

Organisation: Any korfball form, for example monokorfball.

a The players can only throw with two hands. The idea is to practise this intensively. Extra attention is given to two handed passes over greater distances. The trainer can also use this to show certain players that there are cases when two handed passing is unsuitable.

b The players may only throw with one hand (and also catch with one hand). This can serve the same objectives for one hand as given above for two hands.

c The players may only pass with their weaker hand. This does not lead to a real korfball game, but can be very enjoyable.

MISCELLANEA

WARMING-UP

In brief: Some warming-up exercises.

Organisation: See the various exercises.

Every korfballer should be aware of the importance of a good warming-up. Below are a few suggestions which might be taken up.

a Round the pitch: ask the players to run one or more times around the pitch, interspersed with lifting the knees, the heels, swinging the arms etc. This is meant to increase the body temperature (warming-up the circulation). The intensity of this exercise depends on fitness of the players and the temperature. The higher the level and the colder it is, the tougher this should be.

Variation

A lot of korfballers have something against this type of exercise. This changes completely when music is used. Use powerful amplification, modern *music* with a strong rhythm and the previously boring exercise becomes the high spot of the training. If you have no feel for music, then use someone in the group to take care of this part.

b Playing tag. Very popular with children at the beginning of a training. Other games can be used to warm up. For seniors, I do not feel that these games are really very good as warming-up: there are too many sharp, unexpected movements which not everyone is capable of. Better to avoid this therefore.

c Running-in shots and other easy korfball exercises. For followers of the SBD principle, see above, as many korfball movements as possible should be practised. Thus running-in shots are very appropriate. It is best not to make too many comments during the exercise. Very popular with my own club is the TRIO (see above), a combination of shot moving away from the post, a distance shot and a running-in shot.

d Combining: with pairs, threes or fours around the sports hall is also good. The players move where they want in the hall or run around the outside. They inter-pass continuously in various ways and with changes of running speed etc.

e Combining around the basket: Four people attack around one basket and there

are no defenders. The speed changes regularly. The trainer shouts how the attack should play, principally running-in shots, practically without shooting etc. It is especially important that the ball circulates freely and that there is lots of running.

f Stretching: ten years ago players who stretched seriously were treated with suspicion, now it is the contrary. The importance of stretching before (and after!) a heavy training is now not in question. It avoids injuries and helps players to relax after an effort. As trainer make sure that all of the main "korfball" muscles are worked on.

g Loosening-up exercise: Swinging arms, rotating hips etc. All of the joints should be worked on.

A well constructed training starts with a good warming-up, which should keep the players busy for about 15 minutes. Too long for a training of one hour? No! Especially in view of the strong relationship between a good warming-up and the training performance. If the trainer has a shortage of time then(s)he should use the "korfball" warming-ups such as running-in shots or combining around the basket. Or, once the players are clearly warmed up the training can begin. In sports halls there is always a space for players to begin their warming-up before the training actually starts.

FITNESS

In brief: A few specific fitness exercises

Organisation: See the various examples.

Most korfballers think of fitness training as a long run, the longer the better. Korfball trainers are also guilty since they tend to think of fitness in terms of speed and stamina. Incorrectly because fitness, along with speed and stamina, means power (increasing strength and speed) and flexibility. Not to forget psychological requirements such as confidence and will-power. If we further realise that there is also korfball specific fitness (such as jumping power from a stationary position under the basket) then fitness training is clearly something other than three fast laps of the pitch.

In fact, all of the previous exercises in this book can be used for fitness. In each exercise, at least one of the above factors is included. Even so, not every exercise is suitable as condition training. An example: players wishing to work on jumping power can choose to practice running-in shots in the air. But this is so complicated that all of their spirit will be invested in the technique so that they will never succeed

in jumping particularly high.

In the chapter on **basis skills**, many of the exercises are fitness related. The goals are often running fast, jumping high, improving reaction times etc. For the more advanced korfballers, easy sections of **individual skills** can also be used with the accent on fitness; in a number of cases this is indicated in the text. Below are other exercises that are suitable for improving specific korfball condition.

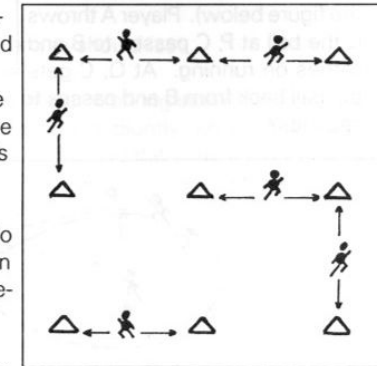
a Cone running: place nine cones as in the diagram (or more if there are more than 12 players). The cones are about 7 metres from each other. Each player stands between two cones.

1 The players run continuously for 30 seconds as quickly as possible backwards and forwards between the two cones. Turn sharply to the left by one cone and to the right by the other. The cones can even be touched with the hand. After 30 seconds rest start again.

2 As 1, but now the players run forward to the first cone, which they touch, and then backwards to the second etc. After 30 seconds rest start again.

3 As 1, but now with short fast cross-steps between the cones. Always facing forwards.

4 As 1, but now with short steps lifting the knees high. The purpose of this is to increase the frequency of steps.



Remarks

These are really just exercises in starting and stopping. But setting out the cones in a square gives the exercise an exceptional character.

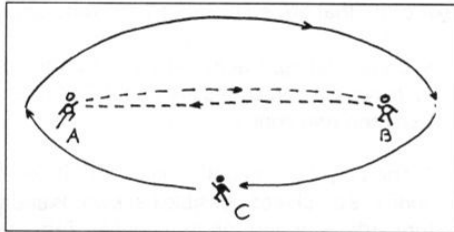
b In pairs, an assist player and a worker. See the description of this exercise at the beginning of 1.2. (page 13)

A large part of these exercises are suitable for fitness training. But the technique must also be mastered. For young players and beginning adults, the fitness element is therefore less successful. When using it as fitness training, do not worry about technique, but rather the stopping and starting, speed and fast passing.

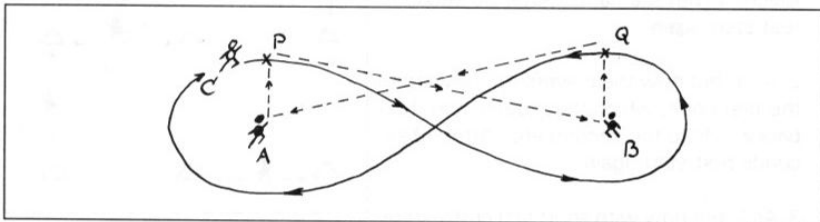
c Various exercises in threes.

1 A and B stand about 8 metres from each other. They pass the ball with a straight over-arm throw as fast as possible to and fro. Meanwhile, C runs five times around A and B. How many passes can be made during this time. Then change functions.

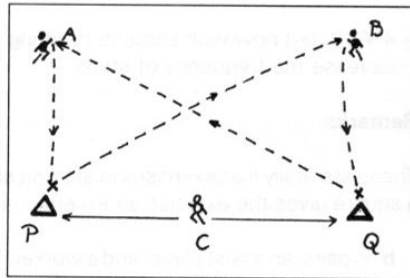
2 As above, but now A and B are closer together and make two-handed passes.



3 A and B are 12 metres from each other. C is the worker (see the figure below). Player A throws the ball at P, C passes to B and carries on running. At Q, C gets the ball back from B and passes to A etc. How often can C make the circuit in 45 seconds?



4 A and B stand 10 metres from each other. C runs at a distance of 7 metres from them. At cone P, C gets the ball from A and throws (with the left hand if possible) to B before sprinting to cone Q to get the ball from B and then pass to A with the right hand. Change jobs after 45 seconds.



5 As 4, but with smaller distances and all of the passes with two hands.

6 Circuit for shot condition: See above (section 2.3) for the organisation of the shot circuit, where the players should run a lot and fast.

To encourage more work, the scoring system can be one point for every shot and

two points for a goal during the shot circuit.

WORKING ON STRONG POINTS

In brief: Organisation where the different players work on their strongest points.

Organisation: The trainer and each player agree what that player's strong point is. With this organisation, each player is going to work to improve that strong point. When working on strong points, the job of the trainer is

- to organise the space within the hall or on the field
- to make corrections during the training
- to decide how long (eg 15 minutes) the exercise should last.

The idea behind this manner of working - each player working individually - is that in the game, players have *different* tasks. To put it more bluntly, what is the point of players who never take running-in shots in the game (and there are many) spending ten minutes per training practising running-in shots. It is just wasted time. Let such a player practice what (s)he regularly does in the game.

Remarks

The exercise WORKING ON STRONG POINTS is particularly good for improving individual skills. For improving tactics or fitness, this approach is not advisable.

An *example:* assume that the team has 16 players:

- 4 working on distance shot (numbers 1-4)
- 2 with a dangerous running-in shot (5-6)
- 4 good rebound players (7-10)
- 4 good one-to-one defenders (11-14)
- 2 player who give good assists and shoot well after a turn (15-16).

With four baskets and 15 minutes, the following is possible.

1 Numbers 1,2,7 and 8 work on basket 1. 1 and 2 shoot for five minutes while 7 and 8 rebound (there are two balls). Then Number 1 shoots for five minutes defended by Number 2. The rebound is for Number 7 defended by Number 8. For the last five minutes, 1 swaps with 2 and 7 swaps with 8. The defender does not make the work of the attacker impossible but should make it quicker and sharper.

2 On post 2, Numbers 3,4,9 and 10 do the same as on basket 1.

3 Numbers 5, 6, 15 and 16 work on basket 3. For the first 7.5 minutes, Number 5 attacks defended by Number 6. Number 15 assists and Number 16 defends. In both cases, the defenders train the attackers so if Number 5 makes a good movement, Number 6 allows the running-in shot - if it is not well done, Number 6 prevents the breakthrough. The same is true for Numbers 15 and 16. From time to time, Number 16 takes a risk, allowing Number 15 to turn and shoot from the assist position. Change functions after 7.5 minutes.

4 Numbers 11-14 work on basket 4. They always work with one attacker, one defender and two assisters. Change roles regularly. In this case, the attackers train the defenders.

Variation

Just as good as working on strong points is working on weak points. First, the weak points must be identified. The thought behind the exercise is once more to suit the training to individual needs. This must be continued for a number of trainings, until the weak spots have been eradicated!

Remarks

If this method has not been used before in the training, then it should be fully explained. It can then regularly reappear during the training. I do not advise this for young players or recreation players.

HOMEWORK

In brief: Training at home.

Organisation: Deciding and giving homework.

Homework given at school is often seen as necessary. Necessaly because the extra practice is required and there is not time to do everything at school. Although some people do not take much pleasure in it, homework is generally accepted.

Homework does not have to be limited to school. Work often has to be brought home and it can also be required for korfbal. A player with a weak left-hand can work ten minutes a day, four days a week against a wall. This can be done at a suitable moment and the results can be astonishing. Suitable exercises are mainly found in the section on INDIVIDUAL SKILLS. Here are some suggestions.

1 Improving stamina. The players get an exercise programme for the Summer holiday. At the first training everyone should have a satisfactory condition. This is a

frequent type of homework.

2 Improving the distance shot. Go with a team-mate for an hour extra per week to shoot. In any case, there are lots of players who do this of their own accord. Stronger still: I do not know any top shooter who has not done this regularly!

3 Improving ball control. Players who need this should work 30 minutes per week (see EXERCISES AGAINST THE WALL) above.

4 Improving a particular technique. Lots of players have difficulty with the veering-off shot, for example. The movement of the feet can best be practised for a few minutes each day, in bed, waiting for the bus etc. A special instruction can be given to work 15 minutes per week just on this technique: say 15 minutes before the regular training begins.