

Handball

Special Olympics Coaching Guide

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Advancing the public well-being through improved communication

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Special Olympics welcomes your ideas and comments for future revisions of this guide. We apologize if, for any reason, an acknowledgement has been inadvertently omitted.



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HANDBALL COACHING GUIDE

Planning a Handball Training & Competition Season



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Goals and Objectives

Handball is one of the fastest game sports. Coordination, athletics, creative techniques, variable and tactical interaction and good team spirit are the characteristics that make this an attractive sport.

The process of goal setting is the first and most important step in planning. Realistic, yet challenging goals for each athlete are important to the motivation of the athlete during both training and competition. Goals establish and drive the action of both training and competition plans.

Sport confidence in athletes helps make participation fun and is critical to the athlete's motivation.

Goal Setting

Setting goals is a joint effort with the athlete and coach and should be used to establish the athlete's training and competition plan. Accomplishing goals during practice sessions in settings similar to the competition environment will instill confidence in the athlete. Confidence helps make sport participation fun and is critical to the athlete's motivation.

The main features of goal setting include:

- ♦ Stepping stones to success
- ♦ Short term and long term goals
- ♦ Acceptance by the athlete
- ♦ Variations in difficulty (easily attainable to challenging)
- ♦ Goal measurement

Clear goals and objectives are essential in order for a coach to create a successful program. Athletes may be more motivated by accomplishing short term goals than long term goals. However, do not be afraid to challenge athletes and to include them in the goal setting process. Awareness of why the athlete is participating is important when setting goals. For example, ask the athlete, "What is your focus for this training session?"

There are several participation factors that may influence athlete motivation and goal setting:

- ♦ Age appropriateness
- ♦ Ability level
- ♦ Readiness level
- ♦ Athlete performance
- ♦ Family influence
- ♦ Peer influence
- ♦ Athlete preference

As a coach, you can enhance athlete motivation and keep it positive by:

- ♦ Providing more time and attention to an athlete when he/she is having difficulty learning a skill
- ♦ Rewarding small gains



- ♦ Developing additional measures of achievement other than winning
- ♦ Showing your athletes that they are important to you and that you are proud of them
- ♦ Filling your athletes with self-worth

Performance Goals versus Outcome Goals

Effective goals focus on performance, not outcome. Performance is under the control of the athlete and focuses on processes. An athlete may have an outstanding performance and not win a game because athletes on the opposing team performed even better. Conversely, an athlete may perform poorly and still win a game if athletes on the opposing team performed at a lower level.

Achievement Goals

Achievement Goals can be set for the entire team and can provide motivation. They can be either short term (such as winning a game) or long term (representing the country).

Setting Realistic Goals

Effective goals are perceived as challenging, not threatening. A challenging goal is difficult but attainable within a reasonable timeframe and with a reasonable amount of effort. A threatening goal is perceived as being beyond the athlete's current capability. Realistic goals are developed from a baseline of performance during the past one or two weeks.

Prioritizing Goals

Effective goals are positively stated and are limited in number. This provides meaning to the athlete. Setting a limited number of goals requires that athletes and coaches decide what is important for continued development. Establishing a few, well thought out goals prevents the athlete from becoming overwhelmed.

Benefits of Goal Setting

- ♦ Increases athlete's level of physical fitness
- ♦ Teaches self discipline
- ♦ Teaches the athlete sports skills that are essential to a variety of other activities
- ♦ Provides the athlete with a means for self-expression and social interaction

Principles of Goal Setting

- ♦ Goals should be specific and clear
- ♦ Goals should be measurable
- ♦ Players should be included in goal setting
- ♦ Goals need to be challenging but not threatening
- ♦ Goals need to be flexible to change with circumstances
- ♦ Multiple goals should be set
- ♦ Team goals and individual goals should be set
- ♦ Goals should be reviewed regularly and adjusted if necessary



Short Term Handball Goals

Establishing a series of short term handball goals will help athletes gain confidence and achieve their long term handball goals. Examples of short term handball goals include:

- ♦ Understanding handball terms
- ♦ Understanding the primary ball handling skills (catching, throwing and shooting)
- ♦ Learning to play as a team
- ♦ Making decisions during play (two against one)
- ♦ Taking up one on one situations
- ♦ Learning tactically clever positioning
- ♦ Learning to cooperate in defense
- ♦ Learning to defend an area
- ♦ Learning the safety rules of handball
- ♦ Learning handball scoring

Long Term Handball Goals

Long term goals will include the mastering of basic handball skills, appropriate social behavior and functional knowledge of the rules necessary to participate successfully in handball games. In addition to these goals, additional long term goals can be set such as the following:

- ♦ Increasing physical fitness
- ♦ Increasing motor coordination and general motor efficiency
- ♦ Knowledge of the rules and game of handball
- ♦ Basic technical skills in offense
- ♦ Basic technical skills in defense
- ♦ Individual technical and tactical skills (in different positions in offense and defense)
- ♦ Crossing and piston movement in offense
- ♦ How to make a fast break
- ♦ How to improve leg work, tackling an opponent, blocking shots and intercepting the ball in defense
- ♦ Positioning and cooperating in defense
- ♦ Taking tactical initiatives in defense



Assessing Goals Checklist

1. Does the goal sufficiently meet the athlete's needs?
2. Is the goal positively stated?
3. Is the goal under the athlete's control and focuses on their performance and not on someone else's?
4. Is the goal a true goal and not a result?
5. Is the goal important enough to the athlete that they will want to work towards achieving it?
6. How will this goal make the athlete's life different?
7. What barriers might the athlete encounter in working toward this goal?



Planning a Handball Training & Competition Season

There are many skills to teach athletes during the course of a handball season. A season-long training plan will assist you in presenting skills in a systematic and effective manner.

It is recommended that there be just one coach for all skill sets. This allows one person to manage the workouts and know the athlete's physical capabilities and how tired they are.

Initial training sessions cover the basic skills that athletes need to work on and then move forward, as soon as possible, so the athlete can begin playing the game. It is not unusual for athletes to have stronger skills in some areas and to have basic skills in others. As a coach, you can assess which skills the athlete needs more work on and invest more time in those at the beginning.

Sample Training Plan

The ideal coaching session for young people lasts between 45 and 75 minutes, depending on the age and ability level of the athletes.

The following eight (8)-week training plan has been successfully implemented with athletes of varying abilities. This plan is intended as a sample only and should be tailored to the needs and abilities of your athletes. In a best-case scenario, you will have much longer than eight (8) weeks to train and many more opportunities for competition.



Week 1	
Practice 1	<ul style="list-style-type: none"> • Warm up with footwork and arm work activities with or without a ball, then perform dynamic stretches • Perform three handball skills assessment tests for dribbling, pivoting and overhand passing. Assess the following skills for dribbling: <ul style="list-style-type: none"> ✓ Makes contact with the ball with fingertips ✓ Snaps wrist to create ball control ✓ Ball bounces to waist height ✓ Is able to run while dribbling • Assess the following skills for pivoting: <ul style="list-style-type: none"> ✓ Can make a jump stop with the ball in both hands ✓ The designated pivot foot has the heel up ✓ Steps forward around the pivot foot ✓ Steps backward around the pivot foot • Assess the following for overhand passing: <ul style="list-style-type: none"> ✓ The ball is back and the elbow is at shoulder height ✓ Steps in opposition, opens the curtain ✓ Snaps wrist when releasing the ball ✓ The ball travels to the target • Cool down and team talk
Practice 2	<ul style="list-style-type: none"> • Warm up with footwork and arm work activities with or without a ball, then do dynamic stretches • Perform the following drills: <ul style="list-style-type: none"> ✓ Defender's and attacker's basic position ✓ Start off rapidly ✓ Change direction on a circular path ✓ Stop by bracing ✓ Upper and lower catching techniques ✓ Holding the ball (with one or both hands) ✓ Chest and lower passes ✓ Overarm passes ✓ Preparation of the ball into the throwing position (on a straight path) ✓ Bouncing in basic position ✓ High dribbling ✓ Cross step ✓ Overarm shot • Perform tactical training: <ul style="list-style-type: none"> ✓ Simple fast break ✓ Direct or indirect long passes ✓ Mobile attack ✓ Distant marking ✓ One-on-one defense ✓ Pressing within the score dangerous area ✓ Open and closed forms of 6:0 zone defense • Cool down and team talk



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Week 2	
Practice 1	<ul style="list-style-type: none"> • Warm up with footwork and arm work activities with or without a ball, then perform dynamic stretches • Divide athletes into four (4) equal groups and conduct four (4) skill stations with dribbling, passing/catching, shooting and going after the ball. Athletes should spend 10 minutes at each station • Conduct a controlled scrimmage • Cool down and team talk
Practice 2	<ul style="list-style-type: none"> • Warm up with footwork and arm work activities with or without a ball, then do dynamic stretches • Divide athletes into four (4) equal groups and conduct four (4) skill stations with throwing, shooting, bounce passes and fast break attack drills. Athletes should spend 10 minutes at each station • Teach a simple offense and defense zone system, 6:0 or 5:1 • Cool down and team talk

Week 3	
Practice 1	<ul style="list-style-type: none"> • Warm up with footwork and arm work activities with or without a ball, then perform dynamic stretches • Work on developing the following: <ul style="list-style-type: none"> ✓ Mastering the throwing motion ✓ Improving ball handling skills ✓ Encouraging group work ✓ Reinforcing a healthy competitive spirit ✓ Further enhancing the sense of positioning ✓ Nurturing the sense the readily adapt to game situations • Work on the following technical training: <ul style="list-style-type: none"> ✓ Piston movement/side-stepping ✓ Falling out/shuffle steps ✓ Learning to change direction on an angular path ✓ Checking and individual blocking on the ground and in the air • Cool down and team talk
Practice 2	<ul style="list-style-type: none"> • Warm up with footwork and arm work activities with or without a ball, then do dynamic stretches • Focus practice on: <ul style="list-style-type: none"> ✓ Catching at different heights while moving and while running ✓ Underarm and jump passes ✓ Preparation of the ball into the throwing position on a circular path ✓ Low dribbling ✓ Spontaneous, passing and shooting fakes ✓ Underarm and long jump shots ✓ Dragging step • Teach a simple pre-game warm-up routine • Review simple offense and defense on the court • Play the game: "Handball in one half of the hall" with the aim of throwing the ball into the goal marked by cones (bars) • Cool down and team talk



Week 4	
Practice 1	<ul style="list-style-type: none"> • Warm up with footwork and arm work activities with or without a ball, then perform dynamic stretches • Perform a pre-game warm-up • Divide athletes into four (4) equal groups and conduct four (4) skills stations with Simple fast breaks (with a self long pass), mobile attack by changing positions, through-shots from the ground and penalty throws. Athletes should spend 5-6 minutes at each station • Introduce the following: <ul style="list-style-type: none"> ✓ Delaying the attack in the quick retreat phase ✓ Close marking as an element of one-on-one defense • Cool down and team talk
Practice 2	<ul style="list-style-type: none"> • Warm up with footwork and arm work activities with or without a ball, then do dynamic stretches • Perform a pre-game warm-up • Divide athletes into four (4) equal groups and conduct four (4) skill stations with dribbling, passing/catching, throwing drills/shooting with a rebound ball and two-on-one and then two-on-two defense. Athletes should spend 5 minutes at each station • Review simple offense and defense on the half court, 6:0 or 5:1 • Cool down and team talk
Week 5	
Practice 1	<ul style="list-style-type: none"> • Perform a pre-game warm-up followed by dynamic stretches • Divide athletes into four (4) equal groups and conduct four (4) skill stations with dribbling, passing/catching, throwing and fast break attack drills (3 people in the drill). Athletes should spend 4-5 minutes at each station • Review offense and defense on the half court and then play a shortened game with the aim of not dribbling the ball, just passing it • Cool down and team talk
Practice 2	Play a shortened game (25 minutes per half) against a local team
Week 6	
Practice 1	<ul style="list-style-type: none"> • Use footwork and arm work activities, run through the pre-game warm-up and then perform dynamic stretches • Divide athletes into four (4) equal groups and conduct four (4) skill stations with dribbling, passing/catching, throwing and shooting. Athletes should spend 4 minutes at each station • Review offense and defense on the half court then play a shortened game (emphasize playing positions and changing ends at halftime, review situation one-on-one defense and 5:1) • Cool down and team talk
Practice 2	<ul style="list-style-type: none"> • Use footwork activities, run through the pre-game warm-up and then perform dynamic stretches • Divide athletes into four (4) equal groups and conduct four (4) skill stations with dribbling, passing/catching, throwing and shooting and basic goalkeeping skills (leg work and arm work). Athletes should spend 4 minutes at each station • Cool down and team talk



Week 7	
Practice 1	<ul style="list-style-type: none">• Use footwork activities, run through the pre-game warm-up and then perform dynamic stretches• Divide athletes into four (4) equal groups and conduct four (4) skill stations with dribbling, passing/catching, throwing and shooting. Athletes should spend 3-4 minutes at each station• Introduce extended fast breaks with maintaining moving direction, by changing positions or with combined movements including<ul style="list-style-type: none">✓ Static attack✓ 4:2 zone defense✓ Open play✓ Full court pressing• Cool down and team talk
Practice 2	Play a game against a local team (normal length)

Week 8	
Practice 1	<ul style="list-style-type: none">• Use footwork activities, run through the pre-game warm-up and then perform dynamic stretches• Divide athletes into four (4) equal groups and conduct four (4) skill stations with dribbling, passing/catching, throwing and shooting. Athletes should spend 3-4 minutes at each station• Prepare for an area tournament (set up any situations and scrimmage)• Cool down and team talk
Practice 2	<ul style="list-style-type: none">• Compete in an area tournament<ul style="list-style-type: none">✓ Travel, arrive, register the team and individual skills athletes, review the schedule✓ Eat a snack or meal an hour and a half before competing (or after competing when necessary)✓ Warm-up and do dynamic stretches 25 minutes before competing✓ Compete✓ Receive awards✓ Cool down✓ Return home

Training should ideally continue after week 8 so athletes can continue beyond local or area competition.

End of Season Activities

At the end of the season invite athletes, parents, group home staff, facility hosts, sponsors, etc. to an end of the season party to celebrate and recognize athletic achievements and assist coaches' help. AT the party be sure to:

- Thank the facility host(s)
- Thank assistant coaches
- Thank volunteers

Other post season activities should include:

- Sending a follow-up news story and photos about the season to the media
- Evaluating the season
- Developing the following year's season plan



Essential Components of Planning a Handball Training Session

Each training session needs to contain the same essential elements. The amount of time spent on each element will depend on the goal of the training session, the time of season the session is in, and the amount of time available for a particular session. The following elements need to be included in an athlete's daily training program.

- ☐ Warm ups
- ☐ Previously taught skills
- ☐ New Skills
- ☐ Competition experience
- ☐ Feedback on performance

The final step in planning a training session is designing what the athlete is actually going to do. Remember when creating a training session using the essential components of a training session, the progression through the session allows for a gradual build-up of physical activity including the following elements:

- Easy to difficult
- Slow to fast
- Known to unknown
- General to specific
- Start to finish (logical progression)



Principles of Effective Training Sessions

Keep all athletes active	Athlete needs to be an active listener
Create clear, concise goals	Learning improves when athletes know what is expected of them
Give clear, concise instructions	Demonstrate – increase accuracy of instruction
Record progress	You and your athletes chart progress together
Give positive feedback	Emphasize and reward things the athlete is doing well
Provide variety	Vary exercises – prevent boredom
Encourage enjoyment	Training and competition is fun, help keep it this way for you and your athletes
Create progressions	Learning is increased when information progresses from: <ul style="list-style-type: none">• Known to unknown – discovering new things successfully• Simple to complex – seeing that “I” can do it• General to specific – this is why I am working so hard
Plan maximum use of resources	Use what you have and improvise for equipment that you do not have – think creatively
Allow for individual differences	Different athletes, different learning rates, different capacities.



Tips for Conducting Successful Training Sessions

- ☐ Assign assistant coaches their roles and responsibilities in accordance with your training plan.
- ☐ When possible, have all equipment and stations prepared before the athletes arrive.
- ☐ Introduce and acknowledge coaches and athletes.
- ☐ Review intended program with everyone. Keep athletes informed of changes in schedule or activities.
- ☐ Change activities before the athletes become bored, and lose interest.
- ☐ Keep drills and activities brief so athletes do not get bored. Keep everyone busy with an exercise even if it is rest.
- ☐ Devote the end of the practice to a fun, group activity that can incorporate challenge and fun always giving them something to look forward to at the end of practice.
- ☐ If an activity is going well, it is often useful to stop the activity while interest is high.
- ☐ Summarize the session and announce arrangements for the next session.
- ☐ Keep the **fun** in fundamentals.



Tips for Conducting Safe Training Sessions

Coaches have a responsibility to ensure that athletes know, understand and appreciate the risks of handball. The safety and well-being of athletes are the coaches' primary concerns. Handball is not a dangerous sport, but accidents do occur when coaches forget to take safety precautions. It is the head coach's responsibility to minimize the occurrence of injuries by providing safe conditions.

- ☐ Establish clear rules for behavior at your first practice and enforce them.
 - Keep your hands to yourself.
 - Listen to the coach.
 - When you hear the whistle, Stop, Look, and Listen.
 - Ask the coach before you leave the training area.
- ☐ Make sure athletes bring water to every practice.
- ☐ Check your first aid kit; restock supplies as necessary.
- ☐ Review your first-aid and emergency procedures. Have someone who is trained in first-aid and CPR on or very near to the practice areas.
- ☐ Establish clear rules for behavior at your first training session.
- ☐ Warm up and stretch properly at the beginning of each training session to prevent muscle injuries.
- ☐ Train to improve the general fitness level of your players. Physically fit players are less likely to get injured. Make your training sessions Active.
- ☐ Make sure all equipment is in good working order.



Handball Practice Competitions

The more we compete, the better we get. Part of the strategic plan for Special Olympics Handball is to drive more sport development at the local levels. Competition motivates athletes, coaches and the entire sport management team. Expand or add to your schedule as many competition opportunities as possible. We have provided a few suggestions below.

- Host a Special Olympics area or regional handball tournament
- Host or participate in practice sessions with athletes from other local Special Olympics Handball programs
- Ask a nearby school/club team if your athletes can practice with them
- Take athletes to see a local university or club handball match or if possible, watch a televised match
- Incorporate competition components at the end of every training session



Sample Handball Training Sessions

Each training session should include skills drills, fitness and game practice. Each practice can be expanded or reduced to meet the goals of the session.

Typical weekly training sessions could be as follows:

Week	Minimum Number of Sessions	Components
1	2	25 Minute Warm up 25 Minutes of Skill Work 10-20 Minute Cool Down and Team Talk
2	2	25 Minute Warm up 25 Minutes of Skill Work 25 Minutes of Tactical Work 10-20 Minute Cool Down and Team Talk
3	2	20 Minute Warm up 25 Minutes of Skill Work 10-20 Minute Cool Down and Team Talk
4	2	20 Minute Warm up 25 Minutes of Skill Work/Drills 10-20 Minute Cool Down and Team Talk
5	2	20 Minute Warm up 25 Minutes of Skill Work/Drills or 50 Minutes of Game Practice 10-20 Minute Cool Down and Team Talk
6	2	25 Minute Warm up 25 Minutes of Skill Work/Drills 10-20 Minute Cool Down and Team Talk
7	2	25 Minute Warm up 25 Minutes of Skill Work/Drills or 60 Minutes of Game Practice 10-20 Minute Cool Down and Team Talk
8	2	25 Minute Warm up 25 Minutes of Skill Work/Drills/Competition Preparation 10-20 Minute Cool Down and Team Talk



Selecting Team Members

The key to the successful development of a traditional Special Olympics or Unified Sports® team is the proper selection of team members. We have provided some primary considerations below for you.

Gender Grouping

Whenever possible, teams should be grouped by gender. While co-ed teams are not prohibited, whenever possible, female athletes should have the option of playing in a female-only division if they so desire.

Ability Grouping

Unified teams work best when all team members have similar sports skills. Partners with abilities that are far superior to other teammates will either control competition or accommodate others by not competing to their potential. In both situations, the goals of interaction and teamwork are diminished and a true competitive experience is not achieved. For example, an 8 year old should not be competing against or with a 30 year old athlete.

Age Grouping

All team members should be closely matched in age:

- Within 3-5 years of age for athletes 21 years of age and under
- Within 10-15 years for athletes 22 years of age and over



Creating Meaningful Involvement in Unified Sports®

Unified Sports® embraces the philosophy and principles of Special Olympics. When selecting your Unified team you want to achieve meaningful involvement at the beginning, during and end of your sport season. Unified teams are organized to provide meaningful involvement for all athletes and partners. Every teammate should play a role and have the opportunity to contribute to the team. Meaningful involvement also refers to the quality of interaction and competition within a Unified Sports® team. Achieving meaningful involvement by all teammates on the team ensures a positive and rewarding experience for everyone.

Indicators of Meaningful Involvement

- Teammates compete without causing undue risk of injury to themselves or others
- Teammates compete according to the rules of competition
- Teammates have the ability and opportunity to contribute to the performance of the team
- Teammates understand how to blend their skills with those of other athletes, resulting in improved performance by athletes with lesser ability

Meaningful Involvement Is Not Achieved When Team Members

- Have superior sports skills in comparison to their fellow team members
- Act as on court coaches, rather than teammates
- Control most aspects of the competition during critical periods of the game
- Do not train or practice regularly, and only show up on the day of competition
- Lower their level of ability dramatically, so that they do not hurt others or control the entire game



Sport Skills Assessment Card

The sport skills assessment chart is a systematic method useful to determine the skill ability of an athlete. The Sport Skills Assessment Card is designed to assist coaches in determining an athlete's ability level in the sport before they begin participation. Coaches will find this assessment to be a useful tool for several reasons.

1. It helps the coach determine with the athlete which events they will compete in
2. It establishes the baseline training areas of the athlete
3. It assists the coach in grouping athletes of similar ability for training
4. It measures the athlete's progression
5. It helps determine the athlete's daily training schedule

Before administering the assessment, coaches need to perform the following:

- Become familiar with each of the tasks listed under the major skills
- Have an accurate visual picture of each task
- Observe a skilled performer executing the skill

When administering the assessment, coaches will have a better opportunity to get the best analysis from their athletes. Always begin by explaining the skill you would like to observe. When possible demonstrate the skill.

Handball Team Score

Prior to pre-competition divisioning games taking place, the event organizers should receive a Handball Team Score for each of the participating teams. The Handball Team Score is an average of the eight (8) best individual scores from the Handball Skills Assessment.



Special Olympics Sport Skills Assessment

Athlete's Name		Date	
Coach's Name		Date	

Instructions

1. Have the athlete perform the skill several times.
2. If the athlete performs the skill correctly three (3) out of five (5) times, check the box next to the skill to indicate that the skill has been accomplished.

DRIBBLING

- ☐ Makes contact with the ball with fingertips
- ☐ Snaps wrist to create ball control
- ☐ Ball bounces to waist height
- ☐ Is able to run while dribbling

PIVOTING

- ☐ Can make a jump stop with the ball in both hands
- ☐ The designated pivot foot has the heel up
- ☐ Steps forward around the pivot foot
- ☐ Steps backward around the pivot foot

OVERHAND PASSING

- ☐ The ball is back and the elbow is at shoulder height
- ☐ Steps in opposition, opens the curtain
- ☐ Snaps wrist when releasing the ball
- ☐ The ball travels to the target

Daily Performance Record

The Daily Performance Record is designed for the coach to keep an accurate record of the athlete's daily performances as they learn a sports skill. There are several reasons why the coach can benefit from using the Daily Performance Record.

- The record becomes a permanent documentation of the athlete's progress
- The record helps the coach establish measurable consistency in the athlete's training program.
- The record allows the coach to be flexible during the actual teaching and coaching session because he/she can break down the skills into specific, smaller tasks that meet the individual needs of each athlete.
- The record helps the coach choose proper skills and teaching methods, correct conditions and learn criteria for evaluating the athlete's performance of the skills.



Using the Daily Performance Record

At the top of the record, the coach enters his name; the athlete's name, and their event. If more than one coach works with the athlete, they should enter the dates that they work with the athlete next to their names.

Before the training session begins, the coach decides what skills will be covered. The coach makes this decision based on the athlete's age, the athlete's interests, and his/her mental and physical abilities. The skill needs to be a statement or a description of the specific exercise that the athlete must perform. The coach enters the skill on the top line of the left-hand column. Each subsequent skill is entered after the athlete masters the previous skill. Of course, more than one sheet may be used to record all of the skills involved. Also, if the athlete cannot perform a prescribed skill, the coach may break down the skill into smaller tasks that will allow for the athlete's success at the new skill.

Conditions and Criteria for Mastering

After the coach enters the skill, they must then decide on the conditions and criteria by which the athlete must master the skill. Conditions are special circumstances, which define the manner in which the athlete must perform a skill. For example, "given a demonstration, and with assistance." The coach needs to always operate under the assumption that the ultimate conditions in which the athlete masters a skill are, "upon command and without assistance," and therefore, does not have to enter these conditions in the record next to the skill entry. Ideally, the coach needs to arrange the skills and conditions such that the athlete gradually learns to perform the skill while upon command and without assistance.

Criteria are the standards that determine how well the skill must be performed. The coach needs to determine a standard that realistically suits the athlete's mental and physical abilities.

Dates of Sessions and Levels of Instruction Used

The coach may work on one task for a couple of days, and may use several methods of instruction during that time to progress to the point where the athlete performs the task upon command and without assistance. To establish a consistent curriculum for the athlete, the coach must record the dates he/she works on a particular tasks, and must enter the methods of instruction that were used on those dates.



Handball Attire

Appropriate handball attire is required for all competitors. As a coach, discuss the types of sport clothes that are acceptable and not acceptable for training and competition. Discuss the importance of wearing properly fitted clothing, along with the advantages and disadvantages of certain types of clothing worn during training and competitions. For example, long pant jeans and blue jean shorts are not proper handball attire for any event. Explain that they cannot perform their best while wearing jeans that restrict their movement. Take athletes to local handball competitions and point out the attire being worn. You can even set the example by wearing appropriate attire to training and competitions and not rewarding athletes that do not come properly dressed to train and/or compete.

Sport Jersey & Shorts

Jerseys and shorts capable of handling stretching are appropriate for handball.



Sport Shoes

Appropriate sport shoes are required for handball. Comfort is important for sport shoes.



Knee Guards (optional)

Knee guards are optional attire used for the protection of the knee and shin area. Pads need to fit comfortably and properly as the athlete needs to move quickly and freely in them.



Mouth Guard (optional)

Mouth guards are optional attire used for the protection of the athlete's mouth and teeth.





Handball Equipment

The sport of handball requires the type of sporting equipment listed below. It is important for athletes to be able to recognize and understand how equipment impacts their safety and performance. Have your athletes name each piece of equipment as you show it and give the use for each. To reinforce this ability within them, have them select their own equipment.

Ball

The ball has a leather casing and ranges in circumference from 58-60 centimeters for men and 54-56 centimeters for women.



Handball Glue

Handball glue (such as “Dip’nGrip”) helps athletes keep control of the ball.





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The Warm Up

A warm up period is the first part of every handball training session or preparation for competition. The warm up starts slowly and gradually involves all muscles and body parts. In addition to preparing the athlete mentally, warming up also has physiological benefits. It helps the athlete focus and prepare for the training that is about to begin.

The importance of a warm up prior to exercise cannot be overstressed. Warming up raises the body temperature and prepares the muscles, nervous system, tendons, ligaments, and the cardiovascular system for upcoming stretches and exercises. The chances of injury are greatly reduced by increasing muscle elasticity.

Warming Up:

- ♦ Raises body temperature
- ♦ Increases metabolic rate
- ♦ Increases heart and respiratory rate
- ♦ Prepares the muscles and nervous system for exercise

The warm up is tailored to the activity to follow. Warm ups consist of active motion leading up to more vigorous motion to elevate heart, respiratory and metabolic rates. The total warm up period takes at least 25 minutes and immediately precedes the training or competition. A warm up period will include the following basic sequence and components.

Activity	Purpose	Time (minimum)
Slow aerobic walk/ fast walk/ run	Heat muscles	5 minutes
Stretching	Increase range of movement	10 minutes
Event Specific Drills	Coordination preparation for training/competition	10 minutes

Aerobic Warm-Up

The aerobic warm-up includes very light activities such as walking, light jogging, walking while doing arm circles, and jumping jacks.

Walking

Walking is the first exercise of an athlete's routine. Athletes begin warming the muscles by walking slowly for 3-5 minutes. This circulates the blood through all the muscles, thus providing them greater flexibility for stretching. The sole objective of the warm up is to circulate the blood and warm the muscles in preparation for more strenuous activity.

Running

Running is the next exercise in an athlete's routine. Athletes begin warming the muscles by running slowly for 3-5 minutes. This circulates the blood through all the muscles, thus providing them greater flexibility for stretching. The run starts out slowly, and then gradually increases in speed; however, the athlete never reaches even 50 percent of their maximum effort by the end of the run. Remember, the sole objective of this phase of the warm up is circulating the blood and warming the muscles in preparation for more strenuous activity.



Stretching

Dynamic stretching is one of the most critical parts of the Warm Up and an athlete's performance. A more flexible muscle is a stronger and healthier muscle. A stronger and healthier muscle responds better to exercise and activities and helps prevent injury.

Please refer to the Stretching section for more in depth information.

Event Specific Drills

Drills are activities designed to teach sport skills. Progressions of learning start at a low ability level, advance to an intermediate level, and finally, reach a high ability level. Encourage each athlete to advance to their highest possible level. Drills can be combined with the warm-up and lead into specific skill development.

Skills are taught and reinforced through repetition of a small segment of the skill to be performed. Many times, the actions are exaggerated in order to strengthen the muscles that perform the skill. Each coaching session should take the athlete through the entire progression so that he/she is exposed to all of the skills that make up an event.

Specific Warm Up Activities

Specific warm up activities for handball include the following:

- Dribbling
- Dribbling with the right hand
- Dribbling with the left hand
- Dribbling with both hands (taking turns)
- Rolling the ball, taking the ball, then rolling the ball again
- Throwing the ball into the air, letting it bounce once and catching it
- Throwing the ball into the air and catching it
- Throwing the ball into the air and jumping up to catch it
- Throwing the ball from behind your back forward with two hands
- Running while circling the ball around your waist
- Passing the ball under your knee to the opposite hand with each step
- Passing the ball under your knee to the opposite hand with each step while you skip
- Football dribbling
- Skilling, running walking on tip-toe, walking on your heels, and walking heels to bottom while keeping the ball in front
- Feinting while you run (dummy)
- Passing while you run





The Cool Down

The cool down is as important as the warm up, however it is often ignored. Stopping an activity abruptly may cause pooling of the blood and slow the removal of waste products in the athlete's body. It may also cause cramps, soreness, and other problems for Special Olympics athletes. The cool down gradually reduces the body temperature and heart rate and speeds the recovery process before the next training session or competitive experience.

The cool down is also a good time for the coach and athlete to talk about the session or competition.

Activity	Purpose	Time (minimum)
Slow aerobic jog	Lowers body temperature Gradually lowers heart rate	5 minutes
Light stretching	Removes waste from muscles	5 minutes

Stretching should be part of the cool down. It is vital after training and prevents the athlete's body from becoming tense. It also aids in recovery after training. Stretching prevents injuries and helps make the athlete's muscles long and elastic.



Dynamic Stretching

Flexibility is critical to an athlete's optimal performance in both training and competition. Flexibility is achieved through stretching. Stretching follows an easy aerobic jog at the start of a training session or competition.

Dynamic stretching raises the body temperature by practicing movements associated with a specific sport or workout. It is a series of active muscle movements that allow the athlete to work their muscles but are not held in an end position. Dynamic stretching is critical to an athlete's performance and prepares their body for the upcoming activity. It also helps accomplish the following:

- Increase power
- Improve flexibility
- Increase an athlete's range of motion

Dynamic stretching is different from ballistic stretching (when a bouncing motion is used to maximize a stretch). Ballistic stretching can be dangerous and result in stretching a muscle too far. This can cause injuries. Dynamic stretching uses controlled leg and arm movements to gently explore a range of motion. It does not stretch the muscles beyond their limits.

Some athletes, like those with Down syndrome, may have low muscle tone that makes them appear more flexible. Be careful to not allow these athletes to stretch beyond a normal, safe range.

Dynamic stretching should be performed after the warm-up and before the practice/training session or competition. The types of movements completed during stretching will depend on the workout for that day.

Following are examples of dynamic stretches for handball. For each movement start out using small movements for the first several repetitions, then slowly increase the range of motion.

Crab Walking

Begin in a push-up position with arms straight. Walk your legs towards your hands while looking down at the ground to a comfortable position near your hands. Once your feet near your hands, walk your hands out away from your feet (both legs should be fully extended). Be sure to keep your feet flat on the ground while walking. Repeat 10 times.

**VIDEO
COMING
SOON**

Forward March

Begin by standing square with a straight posture. March forward by slowly raising one knee at a time. Keep your upper body quiet and your toes up. Hit the ground with each step directly beneath your body. Drive your elbows back and maintain a 90 degree angle with them. Take 15 steps and repeat.

**WATCH
VIDEO**



Knee Hugs

While standing square with a straight posture, grab one knee with both hands and raise it toward your chest. Maintain balance on the lower leg. Release the knee while stepping forward with that leg. Alternate legs while moving forward for 10 steps and repeat.

**VIDEO
COMING
SOON**

Overhead Arm Swings

Stand tall with your feet slightly wider than shoulder-width apart and your knees slightly bent. Swing both arms continuously in a circular motion first to an overhead position, then forward, then down, and finally backwards. Repeat this 6-10 times.

**VIDEO
COMING
SOON**

Front Crossover Arm Swings

Stand tall with your feet slightly wider than shoulder-width apart and your knees slightly bent. Swing both arms continuously first out to your sides and then cross them in front of your chest. Repeat this 6-10 times.

**WATCH
VIDEO**

Leg Swings (Flexion/Extension)

Stand sideways with your right shoulder next to a wall and your right hand on the wall for balance. Swing your right leg forward and backward. Repeat 6-10 times. Switch legs and repeat 6-10 times with your left hand against the wall.

**VIDEO
COMING
SOON**



Leg Swings (Cross-Body Flexion/Abduction)

Leaning slightly forward with both hands on a wall and your weight on your left leg, swing your right leg to the left in front of your body, pointing your toes upwards as your foot reaches its furthest point of motion. Then swing your right leg back to the right as far as it will comfortably go, again pointing your toes up as your foot reaches its final point of movement. Repeat 6-10 times with each leg.

**VIDEO
COMING
SOON**

Hip Circles

With your hands on your hips and feet spread slightly wider than your shoulders, make circles with your hips in a clockwise direction. Repeat 6-10 times. Reverse direction and repeat in a counter clockwise direction 6-10 times.

**VIDEO
COMING
SOON**

Hip Twists

With your hands on your hips and feet spread slightly wider than your shoulders, extend your arms out to your sides and twist your torso and hips to the left while shifting your weight onto your left foot. Then twist your torso to the right while shifting your weight to the right foot. Complete 6-10 repetitions on each side.

**VIDEO
COMING
SOON**

Side Bends

Stand tall with your feet slightly wider than shoulder width apart and your knees slightly bent. Rest your hands on your hips. Lift your trunk up and away from your hips and bend smoothly first to one side and then the other (avoid the tendency to lean either forwards or backwards). Repeat the sequence 6-10 times with a slow rhythm, exhaling as you bend to the side and then again as you return to the center.

**VIDEO
COMING
SOON**



Shoulder Circles

Stand tall with your feet slightly wider than shoulder width apart and your knees slightly bent. Raise your right shoulder towards your right ear, then backwards, then down and then up again to your ear in a smooth rhythm. Repeat 6-10 times, and then repeat the entire sequence with your left shoulder.



Neck Mobility (Flexion/Extension)

Tuck your chin into your chest and then lift your chin upward as far as possible. Repeat 6-10 times.



Neck Mobility (Lateral Flexion)

Lower your left ear toward your left shoulder and then your right ear to your right shoulder. Repeat 6-10 times.



Neck Mobility (Rotation)

Turn your chin laterally toward your left shoulder and then rotate it toward your right shoulder. Repeat 6-10 times.





Stretching – Quick Reference Guidelines

Start Relaxed

Do not begin until athletes are relaxed and muscles are warm

Be Systematic

Start at the top of body and work your way down

Progress from General to Specific

Start general, then move into event-specific exercises

Easy Stretching before Developmental

Make slow, progressive stretches

Do not bounce or jerk to stretch farther

Use Variety

Make it fun. Use different exercises to work the same muscles

Breathe Naturally

Do not hold your breath, stay calm and relaxed

Allow for Individual Differences

Athletes start and progress at different levels

Stretch Regularly

Always include time for warm-up and cool-down



Safety Concerns

As a coach, you should advise the athlete to eat a healthy balanced diet throughout their training, but it is also important for you to be aware of several conditions that pose a health risk to the athlete.

Dehydration

Dehydration is the loss of water and salts essential for normal body function.

The basic premise behind dehydration is an inadequate intake of fluids resulting in the body losing more fluid than it takes in. The fluid/salt balance needed to maintain healthy cells and tissues can be seriously disrupted with dehydration.

Dehydration can occur in as little as 30 minutes of exercise, especially in hot weather. The body relies on sweating to dissipate the heat generated from working muscles. Sweating also helps to maintain the athlete's core body temperature. Allowing the core body temperature to be maintained within a safe range is a key element in preventing heat related injuries which may initially be caused by dehydration. The amount of sweating necessary to sustain heat loss during vigorous exercise inevitably will lead to dehydration unless adequate fluids are ingested.

Dehydration will diminish an athlete's performance and can lead to death if not corrected. Dehydration is one of the most common factors for heat related sickness such as heat exhaustion and heat stroke. Both heat exhaustion and heat stroke cause numerous deaths each year. The most serious consequence of dehydration is impaired heat dissipation which can elevate the core body temperature to dangerously high levels resulting in heat exhaustion and potentially fatal heat stroke.

Strenuous activity requires adequate fluid/electrolyte replacement or dehydration will occur. Excessive sweating due to climactic conditions and/or intensity of exercise can rapidly dehydrate individuals if corrective measures aren't taken.

Vomiting, diarrhea, fever, diuretics, illness, a variety of medications such as anti-inflammatories, low fitness levels, sleep deprivation, lack of heat acclimatization, staying in the sun too long, not drinking enough fluids, alcohol and caffeine can all be contributing factors to dehydration.

Athletes are at risk for dehydration for any activity lasting longer than 30 minutes. Without proper hydration, the body can quickly lose water and other essential elements running the risk of kidney problems or even death. Children, due to their smaller stature are at an increased risk of developing dehydration. For all athletes, once dehydration starts, the deterioration can be quick.



Signs and Symptoms for Dehydration

- Headache
- Dizziness
- Confusion
- Clumsiness
- Excessive sweating
- Thirst (this is not a good indicator; usually when the thirst mechanism is activated, dehydration has already occurred)
- Dark-colored urine
- Cramps
- Reddened skin
- Weak irregular rapid heart rate
- Low blood pressure
- General weakness
- Feeling cold
- Rapid and shallow breathing

Steps to Prevent Dehydration

- Drink before, during, and after exercise
- Wear proper clothing for the temperature
- Be heat acclimatized
- Avoid certain medications

The best preventative measure to ward off the possibility of becoming dehydrated is to stay hydrated. A good indicator of hydration is the output of large volumes of clear, dilute urine.

Heat Exhaustion

Heat exhaustion is characterized by an increase in core body temperature and heart rate. People with heat exhaustion may also exhibit fatigue, weakness, dizziness, headache, nausea (sometimes vomiting), and muscle cramps.

Heat Stroke

Heat stroke is characterized by a very high core body temperature, reddened skin and the absence of sweating. Heat stroke is the most dangerous of the heat injuries and can cause a stroke and death if not corrected.



Teaching Handball Skills

Catching and Passing

Catching and passing skills are taught together in handball, beginning with the easy elements that are often used in the game, and then moving into more complicated skills.

Catching the Ball

Both right and left hand catching and passing must be practiced. When teaching athletes to catch the ball, they should be taught to:

- Keep their eyes on the ball until they have caught it
- Spread their fingers, inner palms to the ball, and slightly bend their elbows
- Assume a posture required to pass while they are catching
- Always move the ball without waiting
- Not correct the catch



Passing the Ball

Passing the ball should be as simple as possible, without additional/unnecessary moves. When teaching athletes to pass the ball, they should be taught to:

- Pass with both the right and left hand
- Pass the ball in front of a player, taking into account the player's speed
- Perform the pass while running
- Make short and long passes, taking into account the particular situation on the playing field

To execute the common push pass, the athlete should:

- Catch the ball at shoulder height
- Place their hands behind the ball with their fingers up right
- Move their trunk into the pass direction
- Stretch their arm forward
- Push the ball into the right direction without stretching it backward first.





Catching and Passing Drills

Passing Drills

1. Perform and repeat the push pass
2. Perform and repeat the bounce pass (using the dominant hand, pushing the ball half way towards the partner, while stepping toward the target)
3. Perform and repeat passing using both hands
4. Perform and repeat passing in motion
 - B1 starts the exercise.
 - Run forward until you catch the ball.
 - B6 puts all the balls down, after all the balls have been played, B6 starts the exercise from his/her side.
5. Perform and repeat the pass and go drill
 - Two attackers must progress up the court and get past two defenders, one at a time, before having a shot at the goal.
 - The two defenders can work together to stop the attackers
 - Players can use a mixture of passes, feints and fakes to progress up the court
 - Defenders can do what whatever it takes to prevent a goal shot and passes
 - The attackers can decide who throws at the goal
6. Perform and repeat the pass and follow drill
 - This drill is designed to encourage players to follow their pass
 - Players stand in groups behind two different cones
 - Players must pass the ball to the player opposite them and then follow their pass behind the player on the opposite side
 - Pass variations may be used such as the center shot, jump shot (3,2,1 step rhythm), push pass, bounce pass, double handed pass, rolled pass and pass using the weaker hand

**VIDEO
COMING
SOON**

Catching Drills

1. Perform and repeat catching with two (2) hands
2. Perform and repeat catching with one (1) hand
3. Perform and repeat picking up a rolling ball



Common Catching and Passing Errors

Error	Correction	Drill/Test Reference
Lack of shock absorption while catching	Have the athlete catch with the palms of their hands open and forward	Practice passing to an opponent
Leaping forward too far for a catch	Have the athlete move forward to the direction of the ball with both hands	Pass and go drill
Having an incorrect hand position while catching	Practice using the proper hand position while catching	Have the athlete make a big "W" with their thumbs almost touching each other. Then have the athlete catch the ball and move it towards the body (ball protection)
Passing behind instead of in front of a player	Have the athlete use the right leg while passing and then pass from ear height	Player 1 passes to the left first, in front of player 2 so that they must move forward to meet the pass. Once they have the ball under control they should switch the ball cross-court to player 3.
Passing too hard	Have the athlete pass with their hands behind the ball, and move their trunk to the pass direction	Pass and follow drill
Lob passing	Have athletes use correct arm movement and the correct position when passing.	Two players pass the ball between them -one player passes accurately and the other throws the balls slightly wide and high for the other player to stretch and catch - without moving their feet where possible
Swinging a passing arm too wide	Have the athlete stretch their arm forward (without stretching it backward first like you do a center shot). Then have the athlete push the ball into the right direction	Passing in motion B1 starts the exercise. Run forward until you catch the ball. B6 puts all the balls down, after all the balls have been played, B6 starts the exercise from his side.

Teaching Tips

1. Begin with the easiest elements of catching and passing and then move to more complex ones.
2. Basic skills can be implemented during practice games and more complex skills can be implemented during fragments of a game or during an entire game.



Skill Progression: Catching and Passing

Your Athlete Can:

Never Sometimes Often

Catch properly with both the right and left hand			
Pass properly with both the right and left hand			
Pass the ball in front of a player			
Perform a pass while running			
Make both short and long passes			
Totals			

Shooting

Shooting is one of the most important elements of handball since it decides the score of the game. Shooting engages the muscles of the lower and upper limbs, pelvic region and trunk.

Shooting is performed in a similar manner to passing, but with a stronger action of the trunk and upper limbs. The shot power is conditioned by the distance and hand action time on a ball. The greater the distance that the hand on the ball covers, the stronger the shot will be (and the higher the velocity of the ball). Shot names were derived from the way in which players move on the court and the position of their body as related to the ground.

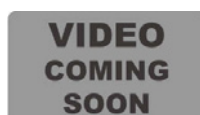
Shot in Place

The player puts his/her right or left leg forward and with the opposing hand swings the arm backwards and makes the shot.



Leaning Back Shot

The player receives the ball with one arm and places the opposite leg in front. He/she then leans backwards, takes a good swing and with the help of their elbow, arm and forearm, takes a vertical and horizontal shot





Vertical Jump Shot

The vertical jump shot has an optimum take-off angle of 90 degrees. This allows the player to jump the highest. The quality of the vertical jump depends on the initial velocity.

**VIDEO
COMING
SOON**

Stride Jump Shot

The stride jump shot is mainly used by offensive players during a group tactical attack. The performance of this shot is preceded by a cross-legged jump or a jump toward the goal. Correct performance of the shot and particularly the position of the trunk and proper coordination of arms and legs make this one of the strongest shots.

**WATCH
VIDEO 1**

Shot While Falling

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

**WATCH
VIDEO 2**

Situational Shots

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

**VIDEO
COMING
SOON**



Shooting Drills

Dive Pivot Shot Drill

1. Out of step - or while making a turning movement, the athlete makes a movement forward with their body bent forward.
2. They then take off with one or two feet while bending forward with the ankle, knee and hip. Their trunk should be bent forward and their eyes on the goal.
3. After the shot both arms touch the floor because directly after the shot the landing takes place.

During the shot drills, the arm must bend quickly, the trunk is brought forward and the head is straight. Both legs are bent almost 90 degrees and the feet face upward. The athlete should slide forward on the floor when their chest touches the floor. Their head should be kept into their neck. Additionally, the athlete's chest, belly and upper leg slide on the floor, while their arms push their body along the floor with their elbows and wrists completely bent.

**VIDEO
COMING
SOON**

Jump Shot Drill

1. During the forward run, the athlete brings up the ball to shoulder height.
2. Their third step should be explosive and large while in the air and their hip should move backward together with their throwing arm.
3. They should pull up their other leg until the upper leg is horizontal while screwing back their hip.
4. Their arm follows this movement explosively to the front and points after the ball in the direction it should go.
5. They should land on the same leg they jumped off of.

**VIDEO
COMING
SOON**

Center Shot When Running

1. Athletes should practice catching the ball with both hands.
2. The right foot should still be in the air when the ball is caught.
3. During the last step, the ball should be taken to shoulder height.
4. The last step should be large and explosive.
5. The athlete's arm must be stretched backward.
6. The athlete should move forward explosively immediately.
7. When throwing, the "wrong" foot should be in front.

**VIDEO
COMING
SOON**



Common Shooting Errors

Error	Correction	Drill/Test Reference
The jump is not high enough	Practice the proper jumping technique	Start off without a defender in front of you. Run slowly towards the goal and quickly jump and shoot while in mid-air. Continue to do this until you are confident in your timing and accuracy of your shooting.
Shooting arm is not swinging backwards enough	The swinging arm must be stretched backwards as much as possible	Try to use smaller balls sizes in order to learn the proper way of swinging
The shooting motion is made by the elbow first	The shooting action must start first from the shoulder	Practice shooting in front of a wall
The foot placement is incorrect.	The opposite leg, from the shooting arm must be placed in front of the attacking player	Shooting drill, cross step feint
Hip rotation is incorrect	The hips should go backward together with the throwing arm	Shooting drill, cross step feint
The arm does not follow the movement	The arm should follow the movement explosively to the front	Jump shot drill

Teaching Tips

- To perform a strong shot, it must be executed by the trunk, arm and wrist.
- A shooting player should fake the opponent.
- Teach the shot while moving.
- The greater the distance the hand on the ball covers, the stronger the shot will be.



Skill Progression: Shooting

Your Athlete Can:	Never	Sometimes	Often
Make a shot in place			
Make a leaning back shot			
Make a vertical jump shot			
Make a stride jump shot			
Use his/her trunk, arm and wrist while making the shot			
Fake to an opponent			
Totals			

Feinting

A feint is a technical element that enables an attack player to free himself/herself from a defender in order to:

- Get a better position for shooting or passing
- Run into the space for receiving the ball

A feint consists of one or several movements that are similar to running, passing or shooting, followed by the performance of the real action.

Body Feints

Body feints are performed by primarily using the trunk and legs. While feinting, a player may or may not have the ball.

1. **Body feints with a ball** are used to pass by the opponent while attracting another defender and then pass the ball to a player who (as a result of the action) is better placed to make a shot. It is also used to free the throwing hand from the opponent.

**VIDEO
COMING
SOON**



2. **Body feints without a ball** are used to free the player from the opponent and to get a better position for receiving or passing the ball. The feints are performed by attack players who are facing or have their backs to the defenders.

VIDEO
COMING
SOON

Ball Feints

During a ball feint, an offence player distracts the defender by performing a body feint in combination with feinting a shot or a pass.

1. **Feinting a shot** is used to provoke a defender into reacting in such a way as to enable the attack player to implement one of the following actions:
 - Passing by the opponent and performing a shot
 - Feinting a shot (initial movement that indicates a shot, but then performs the shot in another way)

WATCH
VIDEO 1

2. **Feinting a pass** is used to deceive an opponent so that one of the following actions can be carried out (the first action can be used in a tactical group attack and the other two during a fast attack):
 - Passing by the opponent and performing the shot
 - Passing by the opponent and passing the ball to a teammate
 - Passing the ball to a teammate

WATCH
VIDEO 2

Performing Body and Ball Feints

For both body and ball feints, athletes should be taught:

- Single Forward Performance
- Double Forward Performance
- Single Backward Performance
- Double Backward Performance
- Both Feet Jump Feint



1. **Single forward performance** is primarily used by the pivot and wing players. There are some variations, but all feints are performed to the left while passing by an opponent to the right and vice-versa. The move is performed as follows:

- A player feinting to the left takes a small step to the left front while placing their weight on their left foot (for a ball close to the body).
- The player then pushes their left foot against the ground and crosses it with their right foot, passing by the opponent.
- The player then takes off from their left foot and performs a jump shot or dribbles and then shoots.

If the opposing team uses the zone defense, the feint is widely used by pivot players but is also used by wing players. All players can use this move when screening each other.

**VIDEO
COMING
SOON**

2. **Double forward performance** is similar to the single forward performance, except that the feinting player fakes twice by going right and then left followed by running away to the right. In executing this feint, both feet remain on the ground, only the body weight is shifted from one foot to the other while bending the trunk.

**VIDEO
COMING
SOON**

3. **Single backward performance** is performed by a player who has the ball and also has their back towards the opponent. The move is performed as follows:

- The player imitates a move to the right with their right foot while they perform a body bend turning action.
- The player then performs a half-turn to the left and, depending on the situation, takes off from the left foot executing a jump or else passes with a bounce.

This feint is widely performed by pivot players and by all other players while screening with their backs to their opponents. In some situations, an attack player with the ball (being far away from the goal), bounces feinting and then finishes the action by shooting or if attacked by a defender, passes the ball.

**VIDEO
COMING
SOON**



4. **Double backward performance** is performed similarly to the single backward pass, except that a feinting movement is performed twice (such as to the right, then the left, followed by a pass to the right).

**VIDEO
COMING
SOON**

5. **Both feet jump feints** are usually performed by a pivot player and are executed by jumping on both feet while keeping them on the same line. The distance between the feet is wider than hip width. The body position is lowered by bending the knees and leaning forward.

If passing is performed to the right, the attacker jumps onto both feet simultaneously or else first on the right and then on the left foot while leaning to the left. The attacker then pushes their left foot against the ground and runs away to the right, performing a shot towards the goal. Running away to the right, a player makes two or three steps, making sure that they have their back towards the defender while passing him/her by.

This move allows a player to run in the opposite direction while moving their hand behind the defender and making a step forward with their right foot. They then take a step with their left foot and take off to execute the shot.

**VIDEO
COMING
SOON**

Feinting Drills

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

Feinting with the Ball

The purpose of this drill is to teach the attacker to land on both feet when catching the ball. This enables him/her to fix the defender.

1. The athlete takes the first step with a right foot cross-over and tries to get past the defender as far as possible. During this moment, he/she swings his/her right arm over the defender to protect the ball.
2. The second step is to the left. It is explosive and straight to the goal in order to take a shot.

**VIDEO
COMING
SOON**



Getting Past the Cones

For this drill, players should form a line facing a set of cones. The athletes should feint at the cones one by one and then dribble or run on to score a goal.

- For this drill, the athletes should use one of the many feinting techniques and alternate techniques with each attempt.

**VIDEO
COMING
SOON**

One Two Step Feint

For this drill, the athlete plays a one-two pass with the middle man. Players should form two lines with a middle man.

- When the first player receives the ball, he/she should use their two steps to move around the middle player (using a fake/feint).
- The player then passes the ball to the next player in the opposite line and joins the back of that line.

**VIDEO
COMING
SOON**

Feint and Throw Drill

1. For this drill, the players line up a few meters behind the seven (7) meter line where a cone is placed on the floor.
2. The wide player (blue 2) passes the ball to the player waiting in line who then runs forward to the cone. When they reach the cone, players should be slightly to the left or the right of the cone.
3. Before being allowed to shoot, players must make it past the cone using an effective dummy, cutting around the other side of the cone before shooting.

**VIDEO
COMING
SOON**



Common Feinting Errors

Error	Correction	Drill/Test Reference
Performing a fake too far from a defender	Practice performing feints approximately 1 meter from the defender	Feinting with the ball
Shifting the body balance too far by making the first step too wide	Practice the correct body balance by making small steps side to side	Move from one place to another with small steps
Holding the ball far from the player's body but close to the defender	Try to hold the ball close to the chest, protecting the ball	Try to protect the ball from the attacker
Performing the feint too slowly	Practice changing directions, left and right	Try to defend your space, receive a pass, feint and go

Teaching Tips

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

Skill Progression: Feinting

Your Athlete Can:

Never Sometimes Often

Properly perform body feints			
Properly perform ball feints			
Knows the difference between and can perform: <ul style="list-style-type: none">• Single Forward Performance• Double Forward Performance• Single Backward Performance• Double Backward Performance• Both Feet Jump Feint			
Totals			



Offensive and Defensive Movements

There are multiple ways of moving in an attack formation. A player moves in an attack in order to accomplish the following:

- Free himself/herself from an opponent
- Gain a better position for performing an offensive action
- Create a better position for a teammate to perform an offensive action

To achieve these goals, a player can use various methods of moving on the court. Depending on the situation, the following moves can be used:

- Running
- Starting
- Running and changing rhythm
- Running and changing direction (while running)
- Stopping
- Pivoting in place while running
- Jumping

Players in a group tactical attack are called:

- Center players
- Wing players
- Pivot players

Each player should learn various ways of moving in their position. This is essential for to the position.

Individual Defense Elements

At the end of the 1960's, emphasis began being placed on the defense formation game after the realization that much improvement could be done in that regard. Modern handball requires players to possess a high level of motor skills, tactical thinking, quick reactions, anticipation of various situations and counteraction to the opponent's intentions. Technical elements of individual defense include:

- Posture
- Drawing step
- Jump-in, jump-off
- Run-up
- Running backwards
- Stopping and changing the direction of running
- Reaction to feints
- Ball interception
- Ball blocking
- Ball stealing



Stealing the Ball

Stealing the ball can be performed while dribbling and during a shot. The stealing movement should be performed while the opponent bounces the ball against the ground. The stealing hand must get the ball mid-air. The stealing player gets the ball or else it goes out.



Screening the Opponent without a Ball

A defender should start the screening action by studying the opponent. If the defender already knows their opponent's skill level and style of playing, they can then successfully screen. Otherwise, they must learn this during the first minutes of a game and then create an individual tactical plan. This is very important while screening in a defense formation as well as in combined defense.

If the team performs zone defense, screening a player without the ball is performed by hindering him/her from running into the middle of a zone. Hindering consists of blocking the path of the opponent. Stopping or delaying an offensive player from moving into his/her position are tactics used to interrupt the opposing team's action.

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

- Screening the ball to hinder the opponent from catching the ball
- Making it impossible for the opponent to perform screening themselves



Screening with the Ball

It is very important to screen with the ball since the player with the ball is the most dangerous. When the attack player is dribbling toward the goal, the defender should position himself/herself to force the offense player to the court sideline.

A defender takes up a position in relation to the dribbling player (center right or right wing) so that they can hinder their way to the middle with their right shoulder. Running beside a dribbling player, the defender takes a position from inside the court, forcing the dribbler more and more to the corner.

Defensively, when an attack player is in front of the goal, a center player should be screened close to their shooting hand. If a feint is performed to the right and passed by to the left, a defender will be close to the shooting hand and an offensive run away is not a threat. If a feint is performed to the left, the attack will be screened from that side.

A defender should jump towards the attacker so that both players' shoulders are parallel to each other. This is in accordance with the defensive action (an attack towards the shooting hand) and is particularly



useful to the left handed, left center player (right hand shooting with the left foot advanced and vice-versa).

**VIDEO
COMING
SOON**

It is very important for defenders to cooperate with the goalkeeper while screening. In this case, the "short corner" must be safe. A ball thrown toward the goal should be blocked by a defender. If shots are performed from the center position, the defenders and the goalkeeper cooperate regarding which side of the goal is screened (usually, it is the corner closer to the shooting hand).

Offensive and Defensive Movement Drills

Attacking One-on-One Defense

1. During this drill, one back court player is defended one-on-one. There are two wing players, three court players and one pivot starts as a center back court player.
2. The pivot runs forward to the goal line area when W6 passes to W4.
3. Position play and concept play is still possible and more space is available to the defenders although the advantage goes to the attackers.

Triple Cross Over

1. Players work in groups of four and try to make three passes as quickly as possible as they cross-over.
2. The starting player runs forward with the ball and passes the ball behind to the next player as their paths cross.
3. As they do so, the third player should time their run so that they cross over with the second player just as they receive the ball in time to in turn, receive the ball.
4. The fourth player also does this so that he/she quickly receives the final cross-over pass from the third player.

**VIDEO
COMING
SOON**

Right to Left Passing Under Pressure

1. For this drill, the ball starts in the middle with the first player who plays a one-two pass with a second player to their right.
2. When the pass is being played, a third player times their run so that as the player receives the ball they are running just behind them and are ready to catch a quick pass.
3. Player three then runs with the ball and sets the second player up for the shot on goal.

Defense when Attackers Catch the Balls

In this drill, the attacker catches the ball and tries to score a goal with the defenders trying to prevent the goal. This should be repeated with attempts at both sides and the players changing tasks.



Close Defense for Attacker Player

In this drill, attackers pass the ball around while a defender steps forward to each attacker and then back to the center again.

Defense of Dribbling

In this drill the player defends the ball when dribbling.

1. The player puts their hand between the ball and the opponent's hand when they hear the ball bounce to the floor.
2. They then attack the opponent from the side as he/she is dribbling the ball.

**VIDEO
COMING
SOON**

Common Offensive and Defensive Movements Errors

Error	Correction	Drill/Test Reference
Dribbling in front of the body instead of slightly to the side of the body	The athlete should put their hand between the ball and the opponent's hand when they hear the ball bounce on the floor	Dribble and protect the ball from the opponent
The player not only looks at the ball but also at the opponents and fellow teammates	Have the athlete attack their opponent from the side he/she is dribbling the ball	Pass while passing to opponent
Arms are not bent	Have the athlete slightly bend their arms and move with their toes	Practice side to side defense
Players of offending team do not change passes quickly	Pass as fast as possible	Play passing games with time limits
Players of offending team do not protect the ball	Show the right way to protect the ball	Dribble and protect the ball from the opponent

Teaching Tips

- Screening a pivot player in front of the goal area is one of the most difficult tasks. The technical skills of the attack player influence this performance. If a player shoots while half turning to the left and falling, the defender should be at the left side. If the defender encounters a more versatile player, he/she must screen them very closely, controlling their movement in order to not allow them to get the ball. In a such a situation, the other defenders should assist with screening.
- Wings should be screened within a distance where they cannot play efficiently. A screening player should concentrate on his/her defensive task.



Skill Progression: Offensive and Defensive Movements

Your Athlete Can:

Never Sometimes Often

Properly perform individual defense movements			
Steal the ball			
Screen the opponent without a ball			
Screen with the ball			
Totals			

Coaches Tips for Handball – At-A-Glance

Tips for Practice

- ☐ Simulate competitions
- ☐ Deliver clear and specific instructions
- ☐ Begin with the easiest drills and progress step by step to the most difficult
- ☐ Make sure your athletes understand your instructions and methods of teaching
- ☐ Emphasize safety at all times

Tips for Competition

- ☐ Encourage the athlete every moment
- ☐ Never expose an athlete to or tolerate any behavior that would cause disqualification
- ☐ Teach the athlete the proper way to compete and good etiquette for following rules and instructions from judges
- ☐ Teach your athletes to respect opponents and teammates
- ☐ Respect coaches opinions and decisions



Sample Workouts

Specific workouts depend on the individual preparedness of the athlete. Typically, a general program should be followed and adapted to the individual needs of the athlete.

Sample of a weekday workout program

Monday	<ul style="list-style-type: none">• Warm up• Working drills: passing and center shots• Practice 5:1 defense• Play a game
Tuesday	<ul style="list-style-type: none">• Warm up• Working drills: jump shot, feinting, crossing, screening• Practice 3:2:1 defense• Play a game
Wednesday	Rest day
Thursday	<ul style="list-style-type: none">• Warm up• Fitness training with a focus on speed, explosiveness and strength
Friday	<ul style="list-style-type: none">• Warm up• Working drills: free throws, dribbling and fast break attack• Play a game



Understanding Handball

Do not assume that lower ability athletes will know even the basic aim of the sport. Such athletes may have difficulty with simple concepts.



Modifications and Adaptations

In competition, it is important that the rules not be changed to suit athletes' special needs. There are, however, a limited number of approved modifications to handball rules that do accommodate the athlete's special needs and are permitted. However, coaches can modify the training exercises, the athlete's special needs, and their communication and sport equipment to assist athletes in achieving success.

Modifying Exercises

Modify the skills involved in an exercise so that all athletes can participate.

Accommodating an Athlete's Special Needs

Some examples of ways to accommodate an athlete's special needs include:

- Use the sound of a bell for visually impaired athletes
- Use special sounds for visually impaired athletes
- Use flags with colors for hearing impaired
- Establish hand signals for hearing impaired athletes

Modifying Your Communication Method

Different athletes require different communications systems. For example, some athletes learn and respond better to demonstrated exercises, whereas others require greater verbal communication. Some athletes may need a combination – to see, hear and even read a description of the exercise or skill.

Mental Preparation and Training

Mental training is important for the athlete, whether striving to do his or her personal best or competing against others. Mental imagery, what Bruce D. Hale of Penn State calls "No Sweat Practice," is very effective. The mind cannot tell the difference between what is real and what is imagined. Practice is practice, regardless of whether it is mental or physical.

Ask the athlete to sit in a relaxed position, in a quiet place with few distractions. Tell the athlete to close their eyes and picture performing a particular skill. Each is seeing themselves on a large movie screen on a handball court. Walk them through the stages step by step. Use as much detail as possible, using words to elicit all the senses - sight, hearing, touch, and smell. Ask the athlete to repeat the image, picture rehearsing the skills successfully.

The thought behind this is that the body goes where your mind goes. Thought is energy and energy is action. The athlete can make things happen first in his/her mind and then physically.

Some athletes need help to start the process. Others will learn to practice this way on their own. The link between performing the skills in the mind and performing the skills on the court may be hard to explain. However, the athlete who repeatedly imagines themselves correctly completing a skill and believing it to be true is more likely to make it happen. Whatever goes into one's mind and one's heart comes out in their actions.



Cross Training in Handball

Cross training is a modern day term which refers to the substitution of skills other than the skills directly involved in the performance of an event. Cross training came about as a result of injury rehabilitation and is now also used in injury prevention. When runners sustain injuries in the legs or feet that keeps them from running, other activities can be substituted so that the athlete can keep up his/her aerobic and muscular strength.

There is a limited value and cross over to the specific exercise. A reason to "cross train" is to avoid injury and maintain muscular balance during a period of intense sport specific training. One of the keys to success in sport is staying healthy and training over the long haul. Cross training allows athletes to do event-specific training workouts with greater enthusiasm and intensity, or less risk of injury.

Gym workouts are very important to handball athletes because by training all muscle groups, we don't rely on just one group of muscles to do all the work. This can help prevent injuries. Rest days can also be active days with activities such as swimming and volleyball.



Home Training Program

1. If athletes only train once a week with their coaches and do no training on their own, progress will be very limited.
2. Nothing improves the athlete's sport ability like playing! Parents/Guardians can challenge the athlete to family competitions for additional practice or just social outings.
3. To be effective, coaches should run a home training orientation for family members and/or training partners. This should be an active session where partners get hands-on experience with the different activities.
4. As a motivational tool, a coach may want to award a certificate of Achievement to athletes and training partners who complete a set number of home training sessions during the season.



***Special
Olympics***

HANDBALL COACHING GUIDE

Handball Rules, Protocol & Etiquette



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Teaching Handball Rules

The best time to teach the rules of handball is during training. For example, teaching athletes the rules of “playing the ball” during practice sessions allows the rules to become second nature during a game.

Playing the ball involves the following: A player is allowed to run three steps with the ball or hold it for three seconds. The player has no time restrictions for dribbling the ball, however, as soon as the ball is held with one or both hands, it must be released after three steps or within three seconds. A player may run three steps, dribble any number of times, pick the ball up and run three more steps. If the player dribbles again after the last sequence of steps, the call is double dribble. As in basketball, players are not permitted to dribble the ball after they have dribbled it and picked up the ball. A double dribble also occurs when two hands are used to bounce the ball. A double dribble shall result in a free throw for the opponent.

By teaching these rules during practice, the players will have a more successful experience during competition.

As an international sports program, Special Olympics has both adopted and modified International Handball Federation (IHF) rules. Please refer to the official Special Olympics Sports Rules, which can be found at www.specialolympics.org for the complete listing of Handball rules as modified and approved by Special Olympics Inc.

As a coach, it is your responsibility to know and understand the rules of the game and to teach these rules to your players and other coaches. To assist you with this responsibility, select rules that govern the sport of handball are listed below.



Official Events

The following is a list of official events available in Special Olympics.

1. Team Competition
2. 5-a-side Handball
3. Unified Sports® Team Competition
4. Individual Skills Competition

The range of events is intended to offer competition opportunities for athletes of all abilities. Programs may determine the events offered and, if required, guidelines for the management of those events. Coaches are responsible for providing training and event selection appropriate to each athlete's skill and interest.



Athletes as Officials Program

The Athletes as Officials Program is designed to assist with the development of Special Olympics athletes to be trained in skills necessary to officiate at variable levels of responsibility, consistent with the ability of the athlete. Typically, the athlete will have a “mentor” official who teaches the athlete how to officiate. Special Olympics Programs should work with the mentor official, along with a local representative of the national governing body, to guide Special Olympics athletes participating in this program to become certified.



Optional Modifications to Team Competition Rules

The following are modifications of IHF rules that may be used when conducting Special Olympics handball competitions. These modifications are optional, and it remains the responsibility of each individual program to determine whether they will be employed.

1. The length of the court may be modified to no less than the length of a regulation basketball court (26 meters). Maintaining a width size as close to the regulation handball court dimension (20 meters/65 feet, 7 3/8 inches) as possible is more important than the length of the court. However, an effort should be made to secure a large gym or field house that would have room for a regulation-size court.
2. Beginning players and lower ability players may want to use a foam, air-filled ball for competition. The recommended foam handball weighs 350 grams (12.3 ounces) and has a 17.145-centimeter (6 3/4 inches) diameter and 53.34-centimeter (21 inches) circumference.
3. The time of the game should be no less than two, 15-minute halves (running time) with at least a five-minute halftime. The type of tournament play, number of games played per day and the physical conditioning of the players will be factors in determining the length of the halves. Time may be adjusted by mutual agreement of the coaches or by order of the referee or Tournament Director.
4. For beginning players, youth and lower ability players, referees may want to limit contact to what is allowed in a basketball game. There are no individual foul limits. However, misconduct will result in a warning to the player and the coach. A second warning of any kind to an individual player will result in a two-minute suspension and the team plays short. Three, two-minute suspensions result in the disqualification of that player.



5-a-side Handball

5-a-side handball may be used as a means of increasing the number of teams for Special Olympics handball competition. It is also a means of assisting athletes with lower ability levels progress to regulation play.

Except as indicated below, the rules for 5-a-side Handball are the same as the Rules for Team Competition.

Divisioning

1. Teams will be divisioned according to a team score compiled from the Individual Skills Competition scores and a classification round of games.
2. Coaches must submit their team's Individual Skills Competition team score prior to conducting competition. The team score is determined by adding the top five players' scores and then dividing that total by five.
3. Teams are initially grouped in divisions according to their Individual Skills Competition team scores. A classification round shall then be conducted as a means of finalizing the divisioning process.
4. In the classification round, teams will play one or more games with each game lasting no less than six minutes. Each team will be required to play all five of the players whose Individual Skills Competition scores were submitted to comprise the team score.

Playing Area and Equipment

1. If the length of a gym is less than 26 meters, the measurement of the goal area line may be reduced to 5 meters (16 feet, 4 3/4 inches) and the free-throw line reduced to 8 meters (26 feet, 3 inches).
2. The foam, air-filled team handball is recommended (350 grams, 17.145 centimeters [6 3/4 inches] in diameter and 53.34 centimeters [21 inches] in circumference).

Team and Players

1. A team may have up to nine players.
2. The game is played between two, five-player teams. One player on each team shall be the goalkeeper. Each team must start the game with three court players and a goalkeeper; allow for absence. Players are allowed to hold the ball for five seconds.

Duration of the Game

1. The playing time of the game should be 20 minutes (running clock). There should be two equal halves a minimum of 10 minutes each with a five-minute interval between halves. Teams switch goals after halftime.
2. One 60-second timeout per half is allowed per team and the clock will stop. A player injury timeout may be called by the referee.
3. If overtime is required due to a tie at the end of regulation play, it will commence with a flip of a coin for possession. A one-minute intermission will follow regulation play, and each overtime period. The overtime is three minutes. If still tied after overtime, penalty shots will be taken per regulation rules.



Substitutions

Players who do not substitute properly will be warned but will not receive a two-minute suspension. However, illegal substitution will result in a free throw for the opposing team.

Playing Behavior Exhibited Toward an Opponent

1. No contact: Contact is limited to what is allowed in a basketball game.
2. There are no individual foul limits. However, repeated fouls or dangerous play will result in a warning to the player.
3. A second warning of any kind to an individual player will result in a two-minute suspension and the team plays short.
4. Three, two-minute suspensions result in the disqualification of that player.

Unified Sports Team Competition

1. The roster shall contain a proportionate number of athletes and partners.
2. During competition, the lineup shall never exceed four athletes and three partners at any time. Failure to adhere to the required ratio results in a forfeit.
3. Each team shall have an adult non-playing coach responsible for the lineup and conduct of the team during competition.



Individual Skills Competition

This event is not for athletes who can play the game of Handball. Three events comprise the Individual Skills Competition: target pass, 10-meter dribble and shoot. The athlete's final score is determined by adding the scores achieved in each of these three events.

1. Event #1: Target Pass

- 1) Purpose: To measure the skill with which an athlete can pass a handball with one hand.
- 2) Equipment: Two leather handballs, floor chalk or tape and measuring tape.
- 3) Description: A 1-meter (3 feet, 3 3/8 inches) square is marked on a wall using chalk or tape. The bottom line of the square shall be 1 meter from the floor. A 3-meter square will be marked on the floor and 2.4 meters (7 feet, 10 3/8 inches) from the wall. The athlete must stand within the square. The leading wheel axle of an athlete's wheelchair may not pass over the line. The athlete is allowed five passes. The team handball must be thrown **WITH ONE HAND IN AN OVERHAND MOTION** and must hit the wall on the fly to count as a legal pass.

**VIDEO
COMING
SOON**

4) Scoring:

- a) The athlete receives three points for hitting the wall inside the square.
- b) The athlete receives two points for hitting the lines of the square.
- c) The athlete receives one point for hitting the wall on the fly not in or any part of the square.
- d) The athlete receives one point for catching the ball on the fly or one or more bounces while inside the 3-meter (9 feet, 10 1/8 inches) square.
- e) The athlete's score will be the sum of the points from all five passes.

2. Event #2: 10-meter Dribble

- 1) Purpose: To measure the speed and skill with which an athlete can dribble a handball.
- 2) Equipment: Three leather handballs, four traffic cones, floor tape, measuring tape and stopwatch
- 3) Description:
 - a) The athlete begins from behind the start line and between the cones. The athlete starts dribbling and moving with the signal from the official. The athlete dribbles the ball with one hand for the entire 10 meters. A wheelchair athlete must alternate taking two pushes followed by two dribbles for legal dribbling. The athlete must cross the finish line between the cones and must pick up the ball to stop the dribble.
 - b) If an athlete loses control of the ball, the clock continues to run. The athlete can recover the ball. However, if the ball goes outside the 1.5-meter lane, the athlete can either pick up the nearest back-up team handball or recover the errant ball to continue the event.

**VIDEO
COMING
SOON**

4) Scoring:

- a) The athlete will be timed from the signal, "Go," to when he/she crosses the finish line and picks up the handball to stop the dribble.
- b) A one-second penalty will be added every time the athlete illegally dribbles (i.e., two-handed dribbles, etc.). The athlete will receive two trials. Each trial is scored by adding any assessed penalty time to the elapsed time and converting the total time to points based on the conversion chart.



- c) The athlete's score for the event is his/her best of the two trials converted into points. (In case of a tie, the actual time will be used to differentiate place).

3. Event #3: Shoot

- 1) Purpose: To measure the accuracy of an athlete shooting a handball.
- 2) Equipment: Leather handballs (six recommended) and handball goal, floor tape and measuring tape.
- 3) Description:
 - a) The goal area line (6-meter [19 feet, 8 1/4 inches] line) and the free-throw line (9-meter [29 feet, 6 3/8 inches] line) are marked on the court. Three balls are placed opposite the center of the goal on the 6-meter (19 feet, 8 1/4 inches) line and three balls on the 9-meter (29 feet, 6 3/8 inches) line. The goal is divided into three equal sections with tape extending from the crossbar to the ground. Each section is 1-meter (3 feet, 3 3/8 inches) wide.
 - b) The athlete has three shots on goal at distance of 6 meters (19 feet, 8 1/4 inches) and three shots from 9 meters (29 feet, 6 3/8 inches). The athlete may score by shooting the ball directly into the goal or bouncing it one time.

**VIDEO
COMING
SOON**

- 4) Scoring:
 - a) The athlete must shoot from behind the 6-meter (19 feet, 8 1/4 inches) and 9-meter (29 feet, 6 3/8 inches) lines.
 - b) If the athlete steps on the line, the shot is not counted.
 - c) The athlete may follow through across the line after releasing the ball.
 - d) Five points are scored if the athlete shoots a ball into one of the outside 1-meter (3 feet, 3 3/8 inches) sections.
 - e) Two points are scored if the athlete shoots the ball in the center section.
 - f) If the ball bounces two or more times, no score is awarded.



Unified Sports® Rules

There are few differences between the rules for Unified Sports® competition and the rules outlined in the official Special Olympics Sports Rules and modifications outlined in the rules book. The additions are as follows:

1. A roster consists of a proportionate number of athletes and partners. A line up during the competition consists of half athletes and half partners. In handball, the Unified lineup is as follows:
 - Goalkeeper
 - Right outside Defender
 - Right Half Defender
 - Right Inside defender
 - Left insider defender
 - Left Half Defender
 - Left outside defender
 - Right Wing
 - Right Back Court Player
 - Center Back Court Player
 - Left back court player
 - Left Wing
 - Right Wing
 - Pivot
2. In team sports, division assignment is based on the best players on the roster, not the average ability of all players.
3. Team sports must have an adult, non-playing coach. Player-coaches are not allowed in team sports.

Unified Sports Handball is designed to contribute further to the mainstreaming of individuals with intellectual disabilities by bringing together individuals with intellectual disabilities and those without on the same team as equal partners. The equality among all teammates is enhanced when the teammates are roughly the same age and ability. The selection of athletes and partners of similar age and ability is essential for Unified Sports Handball training and competition.

It is very important that the Unified Sports partners know their role on the team and in Special Olympics in general. Player dominance by Unified Sports partners does not meet the intent and goals of the program and does not allow the athletes to showcase their talents. A good partner is one who competes right alongside the athlete and has a similar ability. In a perfect world, it would be impossible to differentiate between the contributions of an athlete and a Unified Sports partner.



Protests

Protest procedures are governed by the rules of competition. The role of the competition management team is to enforce the rules. As coach, your duty to your athletes is to protest any action or events that occur while your athletes are competing that you think violated the official handball rules. It is extremely important that you do not make protests because you and your athlete did not get your desired outcome. Protests are serious matters that impact a competition's schedule. Check with the competition manager prior to competition to learn the protest procedures for that competition.

In the event of a protest, the head coach must complete the Protest Form, which should be available at the Sport Information Desk (SID). The protest must be submitted no later than 30 minutes after the conclusion of the game.

Protests and Appeals Procedures

Only the head coach or designated registered coach (in the absence of the head coach) can protest. All forms must be fully completed and should contain the following information:

- Date
- Time submitted
- Sport, Event, Age Group Division
- Athlete's name, Delegation
- Reason for protest (specific rule violation from Official Special Olympics rules)
- Coach's signature

Once the protest is submitted, a ruling will be made by the Sports Specific Jury, which consists of the Technical Delegate, Sport Manager, and Chief Official. Once the Jury makes a decision, the coach can either accept the ruling or appeal the ruling to the World Games Jury Appeal. Jury Appeals will consist of a representative of the Game's Organizing Committee (GOC), a representative of Special Olympics, and a Technical Official. All decisions made by the Jury of Appeal are final. Any protest involving the judgment of the Chair Umpire will not be given consideration.



Handball Protocol & Etiquette

During Practice

Good Handball etiquette and protocol start at practice. Teaching your athletes good sportsmanship and respect for officials, teammates, opponents, and volunteers will carry over to when an actual competition takes place. Your role as coach sets the standard that your team will follow. Always strive to set a good example.

When practicing, make sure your athletes follow the rules they will expect to have enforced in competition. The better your athletes understand the rules, the better equipped they will be to understand why a given call was made. Being consistent in applying calls in practice will reduce confusion and frustration in competitions. Teaching respect for both officials and other competitors begins in practice. The coach needs to set high standards of sportsmanship.

During Competition

Handball is a highly competitive sport that is best performed with a lot of positive emotions. Keeping emotions under control and channeled into good sportsmanship can be a challenge to the coach. Below are some important tips to share with athletes:

1. Remember and respect the Rules of the Games
2. Respect opponents, Team-Mates, Referees, spectators, officials, coaches, Unified Partners
3. Try to get substituted occasionally, because handball is a high energy sport
4. Try to drink water, or sports drinks frequently during the game
5. A good defense means "no injury to the opponents"



Sportsmanship

“Let me win. But if I cannot win, let me be brave in the attempt.”

Good sportsmanship is both the coach and athletes’ commitment to fair play, ethical behavior and integrity. In perception and practice, sportsmanship is defined as those qualities which are characterized by generosity and genuine concern for others. Below we highlight a few focus points and ideas on how to teach and coach sportsmanship to your athletes.

Competitive Effort

- Put forth maximum effort during each event.
- Practice the skills with the same intensity as you would perform them in competition.
- Always finish the competition – never quit.

Fair Play at All Times

- Always comply with the rules
- Demonstrate sportsmanship and fair play at all times
- Respect the decision of the officials at all times

Expectations of Coaches

- Always set a good example for participants and fans to follow.
- Instruct participants in proper sportsmanship responsibilities and demand that they make sportsmanship and ethics their top priority.
- Give positive reinforcement of athlete performance.
- Respect the judgment of officials, abide by rules of the event and display no behavior that could incite fans.
- Treat opposing coaches, directors, participants and fans with respect.
- Shake hands with officials and opposing coaches in public.
- Develop and enforce penalties for participants who do not abide by sportsmanship standards.

Expectations of Athletes & Partners in Unified Sports®

- Treat teammates with respect.
- Encourage teammates when they make a mistake.
- Treat opponents with respect: shake hands prior to and after contests.
- Respect judgment of contest officials, abide by rules of the contest and display no behavior that could incite fans.
- Cooperate with officials, coaches or directors and fellow participants to conduct a fair contest.
- Do not retaliate (verbally or physically) if the other team demonstrates poor behavior.
- Accept seriously the responsibility and privilege of representing Special Olympics.
- Define winning as doing your personal best.
- Live up to the high standard of sportsmanship established by your coach.



Coaching Tips

- Teach your athletes to respect the officials and their decisions.
- Teach your athletes to play hard within the rules.
- Teach the general rules of handball to the athletes.
- Give sportsmanship awards or recognition after each match or practice.
- Always commend the athletes when they demonstrate sportsmanship.

Remember

- Sportsmanship is an attitude that is shown by how you and your athletes act before, during and after competition.
- Be positive about competing.
- Respect your opponents and yourself.
- Always stay under control even if you are feeling mad or angry.



Handball Glossary

Term	Definition
Basic movement with/without the ball	Set of movements carried out by a player on the court.
Bouncing the ball	Take hold of the ball after a pass from another player.
Centre back (CB)	A player positioned largely around the midcourt that initiates the offensive play, shoots or tries to penetrate the defense; also called a "playmaker"
Changing direction	Altering the position toward which someone moves
Court referee (CR)	Referee behind the attacking team watching for any defensive or offensive fouls by the court players or any possession violations
Handling the ball	Dribbling, catching or passing the ball
Goal line referee (GR)	Referee on the outer goal line that watches for any violations and verifies if the ball completely crossed the goal line for a goal
Left back (LB)	A player positioned on the left hand side of the middle back carrying out action in the second line of the attack
Left-handed player	Player using and throwing with his/her left hand
Left wing (LW)	A player positioned on the left side of the court
Line player (LP)	Playing position in attack. A player who is active largely around the six-meter line among the defenders; also called "pivot"
Playing positions	The seven playing positions are: goalkeeper, left wing, left back, middle back, line player, right back and right wing
Right back (RB)	A player positioned on the right hand side of the middle back carrying out action in the second line of the attack
Right-handed player	Player using and throwing with his right hand
Right wing (RW)	A player positioned on the right side of the court
Man-to-man defense systems	Opposed to zone defense, here the players try to mark the opponents closely and prevent them from even getting the ball (a.k.a. one-on-one)
Zone defense systems	Can be 6:0 (six players on the goal area line), 5:1 (5 players on the goal area line, one player in front of them), 4: 2, 3:2: 1 (open defense), 3:3, 1: 5 (open defense)
Give-and-go	Offensive play that involves passing the ball (give) and then running (go) to an open spot to receive the ball back.
	<div>VIDEO COMING SOON</div>
Jump shot	A shooting technique performed having the player's feet off the floor.



Overarm shot	<p>A shooting technique carried out with the arm moving above the shoulder level.</p> <p>VIDEO COMING SOON</p>
Underarm shot	<p>A shooting technique carried out with the arm moving below shoulder level.</p> <p>VIDEO COMING SOON</p>