

**BASIC SIX SESSION
KORFBALL MODULE**

**FOR BEGINNERS AT
YR SEVEN & EIGHT AGE GROUP**



Principles

The following principles will help to make this module effective and enjoyable for coaches and players.

a) Play before training

Learning the skills and strategy only make sense when you can apply them to a game situation. Playing and competing make any training exercise more fun.

b) Attack before defence

Learning how to attack is more complex but also more rewarding than learning how to defend, which is fundamentally a reaction to the attack.

c) Shooting before teamwork.

All players want to score. Korfball is all about putting the ball through the korf.

d) Teamwork before opposing.

Korfball is a game of interaction, participation and co-operation. Improved teamwork is initially best achieved without opposition, but will improve quickly once opponents are introduced

Sequence

These steps provide a logical progression to teach beginners how to play korfball:

Lesson One

- learn to score, the distance/long shot
- learn to make space, the V-cut
- learn to score, the V-shot
- learn teamwork to get into a scoring position

Lesson Two

- learn 1-1 defence
- learn to score, the running-in shot

Lesson Three

- learn to retain the ball
- learn to take different roles in the attack

Lesson Four

- learn accurate passing to a player on the move
- learn to organise the attack

Lesson Five

- learn to defend together

Lesson Six

- consolidation

Lesson One: Introduction

0-10 min – Assuming this will be an ‘open’ session, with 12 to 16 players, get everyone on court right from the start and run a 10 min ‘monokorfball’ game. That is, two korfs, two even teams, one zone, no running with the ball or dribbling, no defended rule.

10-20 min – Separate the two teams, with one to each korf and teach them long shot technique.

20-25 min – All back on court, same ‘monokorfball’ rules – but with defended rule (though possibly not enforcing same sex defending, depending on numbers), encourage all players to put the shooting technique into practice, but only when not defended.

25-45 min – Separate into two teams again – one to each korf, then into pairs (if sufficient balls available), teach V-cut, without the ball (5 mins), then give a ball to each pair and put one hand shoulder passes into V-cut, with one member of the pair passing to outside hand of the other who moves in and out, passing back to stationary partner (5 mins), then introduce V-shot technique and exercise (10 mins).

45-55 min – All back on court, same ‘monokorfball’ rules (with defended), encourage use of V-cut and accurate passing to make shooting chances.



Lesson Two: Basic Defending/Options in Attack

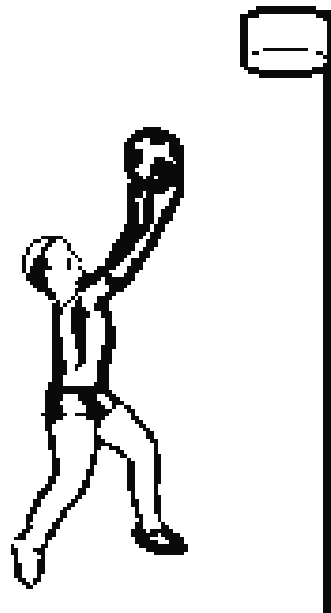
0-10 min – Start with a brief game to consolidate skills learnt in previous lesson, but (providing you have the right numbers), split the teams into sections and introduce the ‘two zone’ concept.

10-20 min – Explain technical basics of defending (knees bent, stay low, side on, feet on ground, focus on opponent, not ball) and rules for a ‘defended’ shot. Split all players into pairs. Organise ‘running past’ drill where attacker aims to commit and run around defender, defender aims to stay within arms length of attacker.

20-25 min – Brief game putting defending technique into practice.

25-45 min – Demonstrate running in shot, explain how it is effective to punish weak defending (draw your player off balance – then go past them). Separate the two teams, with one to each korf and teach them penalty technique, graduating to running in shot technique, as skill levels permit. Explain importance of assist to make running in shot possible for team mates.

45-55 min – All back on court for a two section game to finish, putting running in shot technique into practice. Apply same sex defending if possible, or designate ‘boys’ or ‘girls’ if numbers are uneven.



Lesson Three: Retaining the Ball in Attack

0-10 min – Start with a brief game. Recap what was covered in previous two lessons(long shot technique, making space, defending technique, running in shot). Ensure players have not forgotten 'same sex' defending.

10-25 min – Use game to demonstrate importance of ball retention. Explain technical basics of rebounding (position relative to team-mates and ball, anticipate flight of shot, jump to catch ball at highest point). Run shooting drill with rebounder in and emphasis on rebounding, rather than scoring. When majority of players have grasped these basics, put a defender in and continue the exercise with players competing for the rebound.

25-35 min – Play a game emphasising the importance of the rebound. Discount goals and turn the ball over if players shoot when no rebounder is in position.

35-45 min – Explain and set up drills based on 3-1 system. Do this without defenders. Have players take it in turns to go to the rebound, then ensure team-mates make space as quickly as possible following rebounder being in position to put shots up.

45-55 min – Organise a game to finish the session. Look to put the techniques and strategies from this session into practice. Encourage players to take the initiative and also to respond when their team-mates do so.



Lesson Four: Working on Team Attacking Skills

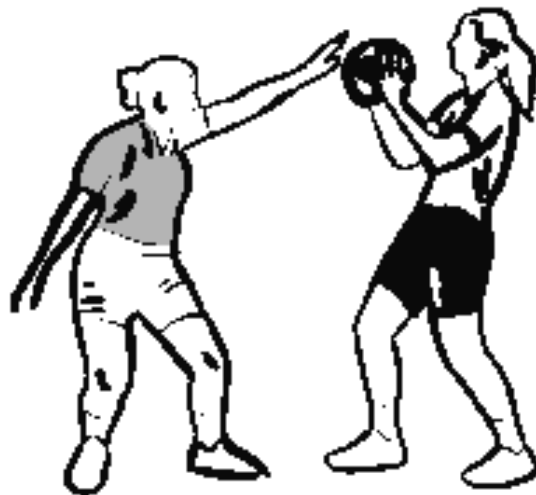
0-10 min – Start with a brief game. Recap what was covered in previous lessons – particularly the importance of ball retention and a 3-1 system.

10-20 min – Explain the basics of the assist – what position players should take and how to protect it from defenders looking to break the attack down. Set up a 2-2 shooting drill, with plenty of interchange between players taking each role. Use various running-in and v-shot techniques, but focus on the skills and combinations of players in rebound and assist roles. Emphasise importance of quality pass.

20-30 min – Play a game encouraging players to use both 3-1 and 2-2 attack systems.

30-45 min – Explain the 4-0 system, why we use it and how it works. Set up drills so that players become comfortable with 4-0. Emphasise passing to outside hand, making one hand shoulder passes, keeping all three team-mates in view at all times and timing your movement correctly to receive the ball precisely when your team mate is ready to make the pass. Once most players are competent with 4-0 drill, introduce a transition to 3-1 and 2-2.

45-55 min – Game to finish the session. Re-emphasise importance of gaining and keeping the rebound. Only one player at a time in rebound – all others stay out. Use assist if possible.



Lesson Five: Defending as a Team

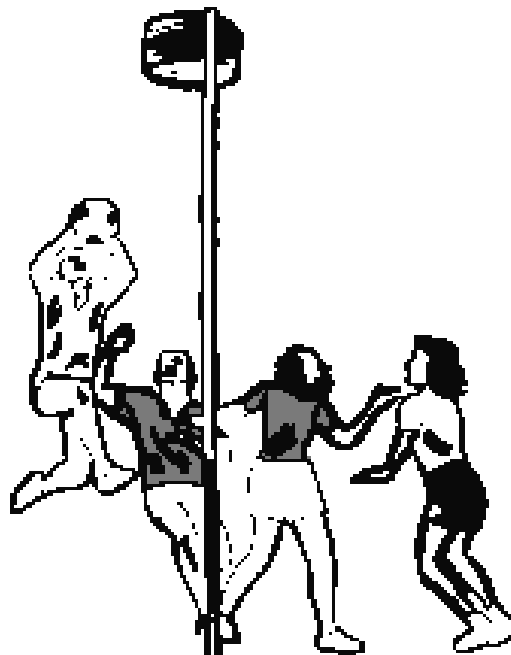
0-10 min – Play a brief game, emphasising in particular the previous lesson – team attacking systems, quick movement, responding to initiative taken by team-mates, awareness of different roles.

10-30 min – Explain front defence system. Foot, body and head position in relation to personal opponent and ball, proximity to opponent at any given time, movement in response to movement of ball.

30-35 min – Brief game to implement front defence strategies.

35-45 min – Explain communication with team-mates ('close', 'girl/boy feed', 'off' and 'paa-tie') and appropriate responses to those calls. Simulate a game with low/medium effort attack against full-on defenders in constant communication.

45-55 min – Game to finish the session. Encourage communication among defenders by giving ball back if defence takes ball after remaining silent.



Lesson Six: Recap and Extras

0-10 min – Play a game with emphasis on team systems of attack and defence, as per previous session.

10-25 min – Recap on long shot, V-shot and running in shot skills with appropriate drills. Make them competitive between individuals and groups. If skill levels permit, introduce additional options such as outside feed for running in shot, moving out from assist to take V-shot and fake running-in shot to make close in shot for team-mate.

30-40 min – Introduce one or two simple 4-0 to 3-1 to 2-2 shooting drills. Maintain continuity (no rest between drills).

40-50 min – Full on game to finish, putting everything into practice.

50-55 min – Sit players down and talk it all through, look for some feedback from them, what would they like to do next (if anything). Make final arrangements for tournament. Secure teacher and/or parental assistance if possible.

