

# **Principles of Electric Wheelchair Hockey**

**Sander Hilberink**

International Committee Electric Wheelchair Hockey (ICEWH)  
– an IWAS sport

## **Principles of Electric Wheelchair Hockey**

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S. Hilberink

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## Index

	<b>Foreword</b>	<b>5</b>
	<b>Key</b>	<b>7</b>
<b>1.</b>	<b>The Principles of Electric Wheelchair Hockey</b>	<b>9</b>
	<b>Section 1 Techniques</b>	
<b>2.</b>	<b>Fundamentals</b>	<b>17</b>
2.1	Fundamentals for athletes with an H-stick	17
2.2	Fundamentals for athletes with a T-stick	22
2.3	Principles of ball-possession	26
<b>3.</b>	<b>Passing and Positional Play</b>	<b>29</b>
3.1	Basic exercises for passing and setting up an offence	30
3.2	Goal aimed passes	33
<b>4.</b>	<b>Screen-setting</b>	<b>39</b>
4.1	The active screen	40
4.2	The passive screen	46
<b>5.</b>	<b>Goaltender: Goalie or Defender?</b>	<b>49</b>
5.1	Fundamentals for a goaltender	49
5.2	The goaltender comes out	53
<b>6.</b>	<b>Applications in Play-forms</b>	<b>57</b>
6.1	Four goal nets create space	57
6.2	Baseball is passing the ball and positional play	58
6.3	The Chinese Wall	59
6.3.1	The Chinese Wall: Screen-setting	60
6.3.2	The Chinese Wall: Tactical insight	60
6.4	Shoot-out	62
	<b>Section 2 Tactics</b>	
<b>7.</b>	<b>Defensive Tactics</b>	<b>67</b>
7.1	Defensive tactics for grass-root teams	69
7.1.1	The Man-to-Man	69
7.1.1.1	Switching and Double-Team	69
7.1.1.2	The Half Court Press	71
7.1.1.3	The Full Court Press	73
7.1.2	The Zone-Defence	74
7.1.2.1	The 2-1 Zone-Defence	75
7.1.2.2	The 1-2 Zone-Defence	78
7.1.3	Other (combined) defensive tactics	80
7.1.3.1	Outside-Defence	81
7.1.3.2	The Zone-Press	81
7.1.3.3	The Rotating-Defence	84
7.1.3.4	The Diamond-and-one (the adapted Man-to-Man)	85
7.1.3.5	Some conclusions	86

## Principles of Electric Wheelchair Hockey

7.2	Defensive tactics for elite level teams	86
7.2.1	The Man-to-Man	87
7.2.1.1	The Half Court Press	87
7.2.1.2	The Full Court Press	87
7.2.2	The Zone-Defence	88
7.2.2.1	The 1-2-1 Zone-Defence	88
7.2.2.2	The 1-1-2 Zone-Defence	89
7.2.2.3	The 2-1-1 Zone-Defence	90
7.2.3	Other (combined) defence tactics	90
7.2.3.1	The Rotating-Defence	90
7.2.3.2	The Diamond-and-one (the adapted Man-to-Man)	90
<b>8.</b>	<b>Offensive Tactics and Resumption of the Play</b>	<b>91</b>
8.1	Offensive playing systems	92
8.1.1	Playing systems for grass-root level teams	92
8.1.2	Playing systems for elite level teams	94
8.2	Tactically offending	96
8.2.1	Fast-Break	97
8.2.2	Offence tactic: Responses to the Zone-Defence	100
8.2.3	Offensive tactic: Responses to the Man-to-Man	103
8.3	Tactical resumptions of the play	104
8.3.1	Penalty stroke	104
8.3.2	Free ball	105
8.3.3	Referee ball	106
8.4	Tactic for coaching	107
8.4.1	Tactic for substituting an athlete	107
8.4.2	Tactic for an allocated time-out	108

## || **Foreword**

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It gives me great pleasure on behalf of the International Wheelchair & Amputee Sports Federation (IWAS), the founders of the Paralympic Games, to witness the emergence of the new sport of Electric Wheelchair Hockey into the international arena and to provide welcome to the IWAS family of sports and their great tradition of success in the paralympic movement.

IWAS expresses its congratulations to the International Committee Electric Wheelchair Hockey (ICEWH) for the commitment to progress the sport and provide opportunity for potential and current athletes with a severe disability to participate and compete to high standard.

This publication provides quality content on the techniques and tactics of Electric Wheelchair Hockey and will be a strong support tool for its continuing development.

Special and personal thanks are extended to Sander Hilberink, a shining example to us all for his dedicated activities.



**Maura Strange**  
Secretary General  
International Wheelchair & Amputee Sports Federation

**Principles of Electric Wheelchair Hockey**

# Key

- ▶ Offender | starting position |
- ▶ Offender | position of action |
- ◊ Defender | starting position |
- ◊ Defender | position of action |
- ◊ Goaltender | starting position |
- ◊ Goaltender | position of action |
- Directional line
- Ball
- Passing line
- ⊞ Screen

A directional line reflects the change of position of an athlete (from point A to point B). A passing line shows the change of position of the ball (from point A to point B). A passing line beginning halfway a directional line indicates that the athlete drives with the ball and then passes the ball.

The starting position makes clear where the athlete starts to drive. The position of action of an athlete indicates that on this position the athlete makes an action which is: 1) essential for the exercise or tactic, or 2) finishing or completing the exercise or tactic.

Fig. 1 shows the following situation. Offender-1 drives forward with the ball and then passes the ball to Offender-2, also driving forward. Offender-2 entices Defender-1. Subsequently, Offender-1 sets a screen in favour of Offender-2 who drives along the screen and scores.

**Example**

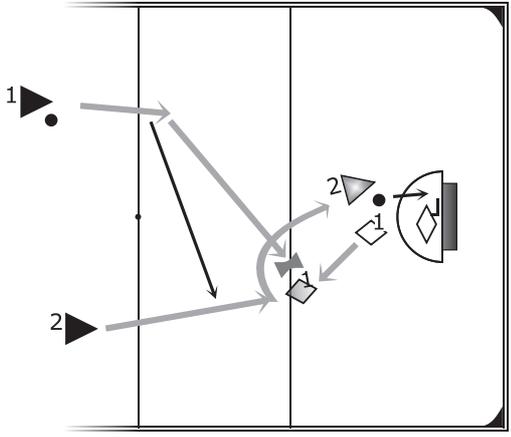


Fig. 1 Example

**Principles of Electric Wheelchair Hockey**

## **The Principles of Electric Wheelchair Hockey**

The *Principles of Electric Wheelchair Hockey* lies in your hand. It is a practice book that guides the reader through the techniques and tactics of Electric Wheelchair Hockey (EWH), a sport rapidly developing. The book originated in 1999 when it was published for the first time in the Netherlands. It was one year after the first World Games EWH in 1998, which retrospectively can be seen as the starting point of the international EWH movement. For many athletes, as well as trainers, coaches and organizers, this event felt like a great step forward in the international development. It was this atmosphere of glory that prompted this book.

Before we provide the organization of the book and a brief historical context of EWH, we want to say something about the content of the book and about the experience on which it is based. The author practiced EWH for twelve years and played at an elite level in the Dutch competition, and has coached and trained for several years. This experience formed the basis for the ideas on the sport. But of course these ideas do not arise in a vacuum, in isolation from other influences. Two persons who contributed significantly to these ideas are Wim Hulman and Dick Cochijs. Wim Hulman can be regarded as one of the founding fathers of EWH in the Netherlands. Wim is "omnipresent" in this work, due to the fact that he trained the author. Although he died in 1996 his knowledge of EWH is not lost, the many conversations with him and his estate of notes of practices resulted in the absorption of his views and knowledge that, although transformed by the author's view, was a real help in writing this book. Secondly Dick Cochijs, with whom many hours on the playing field and in board meetings, was spent. Dick was closely involved in writing section 2 of the original book. In addition he commented on each chapter and offered constructive criticism that contributed to the quality of the content. Dick also wrote the basic text of chapter 7. Apart from them, other sources served as an inspiration.

EWH in Europe emerged by accident. It was in the early seventies in the Netherlands, when a few schools for disabled pupils started giving sports lessons mainly for severely physically disabled people. Because of the limited abilities of the children, mainly due to restricted muscle power, a game was chosen in which they could use a hockey stick and a ball of light material. Because of the great similarity with hockey, the same name was chosen and the word "wheelchair" was added. Later on, the word "electric" was added to indicate that participants make use of an electric wheelchair.

The history has shown that this new sport answers the need of many severely disabled people. For example, in December 1978 and 1979 two pilot-tournaments were held in the Netherlands, in 1981 the national league was started and on the 26<sup>th</sup> of May 1982 the first national championship was organised. Besides this development in the Netherlands, contacts with Germany resulted in playing EWH in that country as well. After this, other European countries came in contact with the game and started playing. In Canada people in electric wheelchairs started playing a game similar to EWH from 1979; much later the United States of America followed.

## Principles of Electric Wheelchair Hockey

These two countries renamed EWH calling it PowerHockey. In Australia they started playing a game similar to EWH but with many differences regarding positional play.

It seemed that people with muscular dystrophy and cerebral palsy could participate for the first time in a team sport. Despite the sceptical attitude of medical professionals (body-exercise negatively influenced the patients' physical condition) it became apparent that practising this sport stimulated ones self-esteem and because of that it caused a positive effect in the athletes. This discussion has led to the fact that EWH is not used for rehabilitation and nowadays it is accepted as a real sport by national and international sports organizations.

It was Germany who organised the first international tournament for club teams (1987). Munich took the first international step and this tournament became a tradition, continued to this day. After the Munich Animals, Ladenburg (Germany) followed in 1988, after which the Stick Drivers organised a tournament for club teams in Arnhem (the Netherlands) (1989). Germany, Denmark and the Netherlands itself took part.

In 1990 the World Games for Disabled took place in Assen (the Netherlands). This event gave EWH the honour of playing a demonstration with a national team at an international event. In spite of high expectations that this tournament would cause an international breakthrough, this was not the case. It was true that on club level one had international contacts (amongst in Brisbane (Australia) 1991, Horsens (Denmark) 1992, Erlangen (Germany) 1993, Munich (Germany) 1987-2001, Ladenburg (Germany) 1988,1990,1993,1999, Tilburg (the Netherlands) 1992, Neubrandenburg (Germany) 1993,1994,1995, and Gallen (Switzerland) 1994) and the Dutch EWH team played an international match against the national team of Germany (1991); but all these activities hardly caused further international development.

More international tournaments took place after 1995: Tilburg (1997), Leiderdorp (1997) and Eindhoven (2000, 2004) (all in the Netherlands). In 1998 an EWH tournament was held for the first time in Italy (Milan); Zurich became involved with three tournaments (2000, 2002, 2004).

In 1998 a boost was given to the international EWH sport. The first World Games for EWH took place in Utrecht (the Netherlands). Ten national teams took part. Finland took the initiative to organise an international meeting. During this meeting agreements were made concerning further international development. Unfortunately nobody fulfilled his or her pledges. But the good thing was that they initiated the writing of a draft for international game rules that was recently completed.

In 2000 the Dutch Committee International Electric Wheelchair Hockey (DCIEWH) was founded because as one knows, without any management on a higher level, EWH would never become an internationally recognised sport. This resulted in several initiatives that turned out to be the preparations for the forming of the international EWH movement. It was 2002 when the DCIEWH organised a Four Countries Tournament; Germany, Italy, Finland and the Netherlands took part with their national EWH teams. Simultaneously the first international conference for EWH was held.

During this meeting, represented by five countries, the Committee International Federation Electric Wheelchair Hockey (CIF) was founded (the CIF was renamed International Committee Electric Wheelchair Hockey (ICEWH) in November 2004; this latter name will be used). The first step towards an official international body had been made.

The existence of the ICEWH serves as reference point for national development in several countries such as Italy, the Czech Republic, Denmark and Spain. Australia joined the ICEWH in 2004.

The first World Championships EWH was organized in Helsinki, Finland, in June 2004. In this elite event seven nations were represented. It was the first time since 1998 that a large number of national EWH teams competed, and it showed that the quality of the matches had increased substantially. The first World Champion was the Dutch EWH team.

After this event the ICEWH had chosen a new road toward international status of the sport. Instead of forcing the founding of an international federation in 2005, the ICEWH felt the urge to facilitate the qualitative investment in growth, both nationally and internationally. For this reason the ICEWH made the first step to become part of the International Wheelchair & Amputee Sports Federation (IWAS) in June 2005. In September 2005, during the IWAS General Assembly in Rio de Janeiro (Brazil), acceptance of EWH as IWAS sport followed. This allowed ICEWH to apply for funds, to make use of the existing infrastructure and to lift with the waves of this international body, all facilitators of reaching the aim. The EWH future is bright.

*Principles of Electric Wheelchair Hockey* offers a wide variety of techniques and tactics. The book does not discuss the existing game rules of EWH and the various regulations. Nevertheless, having knowledge of these documents is important as well, especially when EWH is set up from the ground. Because of this reason it is recommended to consult these documents; it can be downloaded from the ICEWH website.

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**Rules**

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In the preceding it becomes apparent that EWH has been developed enormously. This does not imply, however, that EWH has reached its full potential yet in the international sports world. Moreover, national development of the sport is also important; it is the corner stone of international growth.

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**Contents**

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*Principles of Electric Wheelchair Hockey* has been written to stimulate this development. The book offers trainers and coaches a framework in which they can educate and train both individual athletes and teams to improve their skills and performance. Apart from the numerous exercises, the book also describes the theory on which these exercises are built. This approach provides the beginning for the trainer/coach and the highly necessary support since the literature on this matter is scarce. The result is a comprehensive and relevant book, both for the beginner and for the more advanced and experienced trainer/coach.

The provided exercises are meant to offer an example of the method by which a specific technique can be trained. The purpose of an exercise is to function as a guide; the book does not have the

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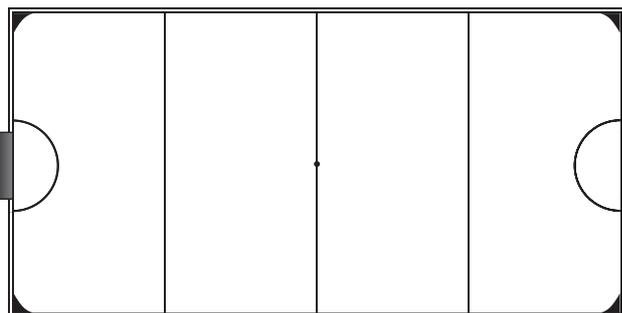
**Exercises**

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pretension to give a complete survey of all possible exercises one can think of. This would be a precarious undertaking and above all would not be of great significance: the emphasis lies on grasping the various concepts and its theoretical implications, not on an extended list of exercises. This enables the trainer/coach to play an own game that meets the characteristics of a team. Thus, the book offers exercises for every facet of EWH; it is for the trainer/coach to apply these in a tailored method.

**Organisation  
of the book**

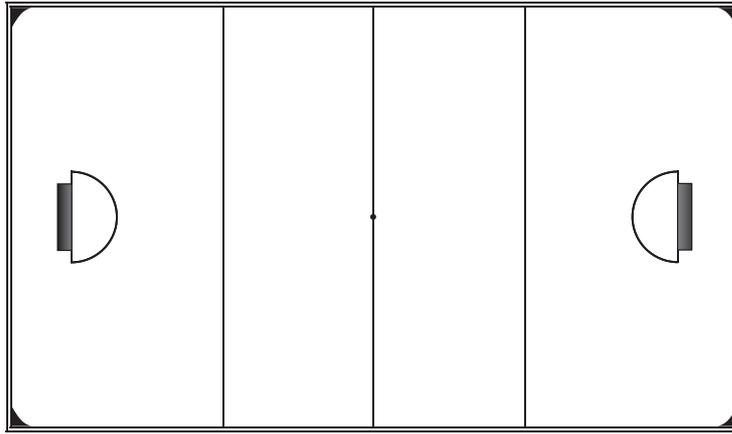
The book is divided into two sections. Section 1 contains the techniques being applied in EWH. Chapter 2 discusses the basic techniques, the *Fundamentals*, which focus on the ball control of the players. Then, in chapter 3, the passing of the ball and positional play are addressed. Here the various pass-situations are explained which forms the basis for the last chapter *Offensive tactics*. The how and why of *Screening* is discussed in chapter 4. These first three chapters can be considered as the basic techniques of EWH. In addition, Section 1 contains two more chapters. The goaltender is the central theme in chapter 5. Apart from the technical point of view, attention is also given to the tactical role. Chapter 6, *Applications in play-forms*, offers a few suggestions on how to train specific facets of EWH in a number of play-forms.



*Fig. 1-1 Small field (grass-root teams)*

Section 2 is about tactics. In this section, two different team sizes (and field sizes) are discussed. First there is the team with four athletes, the goaltender inclusive. The playing field is ten metres wide by twenty metres long; the goal net stands in the boarding (see Fig. 1-1). This size is more suitable for grass-root teams because of the more orderly nature of the game. Secondly, there is the team with five athletes, the goaltender inclusive (i.e., elite level teams). The size of the playing field is 16 metres wide by 26 metres long; the goal net stands in the playing field (see Fig. 1-2). This is according to the international game rules.

Chapter 7 covers the most common *Defensive tactics*. In chapter 8 the *Offensive tactics* are discussed, the game resumptions are also described here. In these chapters one sees the similarity with (wheelchair) basketball: many tactics from (wheelchair) basketball are also applied in EWH. Section 2 does not offer exercises.



*Fig. 1-2 Large field (elite level teams)*

The text in the book is often explained by figures: these explain the specific exercise or tactic. By using these illustrations the exact meaning and/or course of the exercise and tactic is clarified. Page 7 shows the key of these figures; please pay full attention to this before reading further.

After this general information it is time to read through the book. Hopefully, the *Principles of Electric Wheelchair Hockey* can contribute to the development of EWH by spreading the knowledge of this sport.

**Principles of Electric Wheelchair Hockey**

# **Section 1**

# **Techniques**

**Principles of Electric Wheelchair Hockey**

## || Fundamentals

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A simple fact to know: Electric Wheelchair Hockey (EWH) is a game with a ball. This implies that each athlete has to have a certain control of the ball. These abilities belong to the so-called *Fundamentals*: fundamental abilities – skills – necessary to play EWH. When an athlete has great skill with the ball, it is not required to give full attention to the locomotion, allowing an optimal concentration on the match. In this first technical chapter the fundamentals are discussed.

Although the ball-control belongs to the fundamentals, these two concepts are not synonymous with each other. The present chapter addresses also a number of basic principles that should be known by each athlete. These principles actually have less to do with ball-control, but more to do with how to act with ball-possession. The hand-held stick (H-stick) (paragraph 2.1) and the T-stick (paragraph 2.2) will be dealt separately concerning the ball-control. Although the primary function of a T-stick athlete is not controlling the ball, it is indispensable for a T-stick athlete to have some ball-control. By this it is not an aim to make a T-stick athlete into a scoring machine, however, such an athlete has to be able to effectively handle ball-possession. Unfortunately, experience has shown that there is little or no attention paid to this subject.

For the H-stick athletes it is clear that ball-control is important. How secure is the athlete with the ball? How are the fakes? What about the ball feeling? The answers to these questions define the quality of the athlete.

### 2.1 Fundamentals for athletes with an H-stick

This paragraph discusses a number of aspects of the H-stick. First the H-stick itself will be addressed. Further we will discuss the manner of holding the stick and how to use it. Subsequently the fake will be discussed.

To start with, a hockey stick used for EWH has, in contrast of a regular field hockey stick, a foreside and a backside (the reason it is not addressed as forehand or backhand is because these terms indicate a movement). These terms indicate one side of the blade of stick. The foreside is the side in front or inner. Pretend, an athlete has the stick in the right hand and is holding the stick in front, so the top of the blade shows up; then the blades' left side is the foreside, the right side is named the backside.

The stick can best be held with the whole of the hand in the higher part of the stick. The stick really lays solid in the hand with all four fingers around it and the thumb on the other side. It is like holding a grip. The higher you hold the stick the more powerful the shot will be. There is another advantage in holding the stick higher: the athlete has more reach. During the match the stick is best held on the floor, so the athlete can react faster. A disadvantage of holding the stick high is that it is more difficult to control the ball.

According to the game rules, the ball is not allowed to come higher than twenty centimetres from the floor, so it is important to keep

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***H-stick  
techniques***

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## Principles of Electric Wheelchair Hockey

the ball low. This has consequences on how to use the stick. When the ball is hit, the blade of the stick has to be held at an angle. This means: the top of the blade has to be held a little bit closer to the ball. (See Fig. 2-1)



Fig. 2-1 Positioning of a hand-held stick (H-stick)

When the blade is vertical there is a great chance that the ball will lift too high, resulting in a free ball for the opponent. It is essential that an athlete have sufficient ball feeling. That means that the athlete anticipates where the ball is situated relatively to the stick. This ability has to be learnt. In the following exercises, this issue will be addressed. The trainer can make every exercise more difficult, for instance by increasing the speed of the ball or by forbidding the athletes to look at the ball.

### Basis

**E2.1.1** All athletes. Slalom. There are four cones in a row. Offender-1 has to reach the opposite side in slalom. When he reaches the opposite side, the ball has to be passed to Offender-2 that returns in slalom, and then Offender-3 can start. (See Fig. 2-2) We can make this exercise more difficult by introducing fakes and driving backwards. This exercise can also be combined with giving passes: before driving along a cone, the athlete has to play the ball against a boundary, to drive along the cone and to receive the ball.



Fig. 2-2 The course of the exercise

**E2.1.2** All athletes. Each athlete has a ball. Everyone drives randomly through the sports hall. At a signal every athlete turns to the right with the ball on the stick.

**E2.1.3** All athletes. Each athlete has a ball. Everyone drives randomly through the sports hall. At a signal every athlete turns to the left with the ball on the stick.

**E2.1.4** All athletes. Each athlete has a ball. Everyone drives randomly through the sports hall. At a signal the athletes pass the ball backward behind their wheelchairs, turn the wheelchair in opposite direction and then pick up the ball again.

- | **E2.1.5** All athletes. Each athlete has a ball. Everyone drives randomly through the sports hall. At a signal the athletes lay the ball still and then drive backwards with the ball.
  
- | **E2.1.6** All athletes. Each athlete has a ball and stands still; they have to play the ball from left to right and vice versa in front of the wheelchair. Note: the ball is at the foreside and is hit by this side, the stick is then lifted over the ball so that the ball rolls to the backside, and the ball is now hit by the backside and so on. If it is impossible to do this exercise in front of the wheelchair, then the athlete is allowed to do this exercise at the side of the wheelchair.
  
- | **E2.1.7** In pairs. The second athlete has to follow the first athlete, which drives randomly through the sports hall. The second athlete has a ball. The first athlete has to change as much as possible in direction and speed.
  
- | **E2.1.8** In pairs. The athletes are standing opposite each other with a distance of ten metres. The ball has to be passed at a high speed to each other. The athlete has to receive the ball and return it correctly.

The aim of these eight exercises is to give the athletes confidence with the ball and to acquire ball-control. In the first seven exercises the trainer has to observe the flexibility of his athletes closely, and how they handle their stick and the ball.

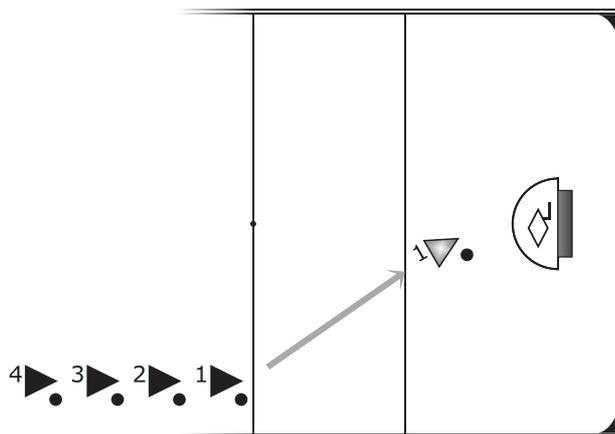
The next exercises address the scoring of the ball. It is obvious that these exercises have to be repeated over and over again. Here the basic competences are the point of focus. The fundamentals; the effectiveness of the chance to score. Apart from the essential ball-control it is fundamental that an athlete is able to perform some fakes.

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**Scoring**

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- | **E2.1.9** All athletes and a goaltender. The athletes line up in a row, the first athlete is standing at the side of the playing field on the centre line. The athlete has to drive with the ball to the goaltender and to score fluently and in high speed. Athletes have to use both the forehand as well the backhand. (See Fig. 2-3 on next page)  
This exercise can be trained in variation with movements, which are practiced in E2.1.6.

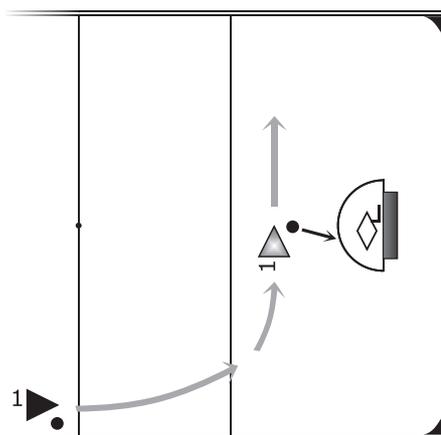


*Fig. 2-3 The course of the exercise*

This exercise can be varied easily, for instance; introduce some fakes.

**Fakes**

An example of a fake is the following. An athlete comes from the right side of the playing field. As soon as the athlete is about one and a half metre distanced from the goal area, the athlete drives as if to pass in front of the goal net. The goalkeeper will be inclined to follow the athlete. The ball can be played back into right-hand Corner. (See Fig. 2-4)



*Fig. 2-4 The course of the exercise*

**Dummy**

Another fake is the dummy. Here the stick makes a rotation around the ball; subsequently the athlete drives further with the ball or shoots the ball. This can be done with the backside or forside of the stick.

The dummy is graphically displayed in Fig. 2-5. The athlete drives with the ball on the stick (in this example in the right hand). Then the stick is lifted: the goaltender (or a defender) will anticipate a shot or pass. But instead of shooting, the stick passes the ball without touching (at the right side of the ball; number 1), the stick goes around the ball (number 2 – number 3), the ball can be dribbled or a shot can be taken. Dribbling the ball or shooting can be done with either the backside or forside of the stick. When there is a shot, it is mostly directed at the side of the goal net behind the goaltender (because most goaltenders will react to the

threat of a shot with driving forward). An athlete can make a single dummy, a double and even a triple. The purpose is to get the opponent out of balance, to misguide.

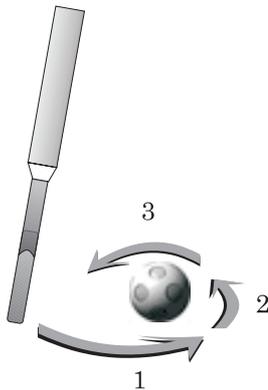


Fig. 2-5 The dummy

A third fake is to interrupt the intention to shoot. The athlete lifts the stick so the goaltender (or defender) expects a shot. Then the athlete pretends to shoot. But instead of hitting the ball immediately, the stick will be stopped halfway through the movement (or the speed reduced). The goaltender will react to this fake shot by moving. The athlete now has extra time to look where the ball can be shot. Then the movement can be finished.

**Fake shot**

A fourth fake: an athlete drives forwards to the goal net, diagonally, so that the wheelchair is between the ball and the goaltender. As soon as the athlete is at an angle in front of the goal net, a movement to shoot is made (apparently the ball will be shot with the forehand), (in this example the athlete holds the stick in the left hand). However, the ball is not on the stick anymore but nearby the back wheel of the wheelchair, not visible to the goaltender. At that moment the ball will be shot backwards with the backhand. (See Fig. 2-6)

**Forehand /  
backhand**

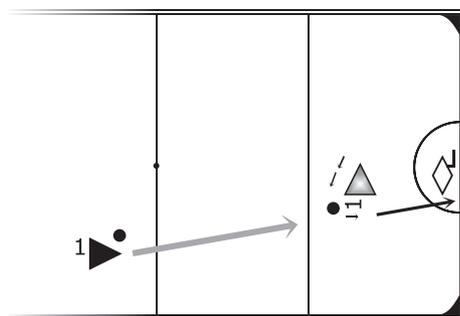


Fig. 2-6 Forehand / backhand

Also the manner of hitting the ball is an important influence to defeat the goaltender/defender. For example, it is possible to lift the stick quickly and then to shoot softly. The opponent expects a hard shot and will therefore anticipate differently.

Also the reverse is possible: without lifting the stick placing a shot at

**Fake by  
speed  
variations**

once. This will be named a shove. The thread of this type of shot is that the goaltender will be totally baffled; so the goaltender has no chance to anticipate prior to this shot since no arm movement announced this shot. When the shot is placed correctly, there will be a great chance of scoring.

This paragraph has shown a few points of importance in handling of the H-stick. These exercises are just a selection of an inexhaustible sequence. The reader can best see those exercises as a guide, as examples.

Apart from that, the exercises in the next paragraph are also applicable for athletes with an H-stick. It will be possible in reverse too: a lot of the exercises in this paragraph can be performed with a T-stick.

### 2.2 Fundamentals for athletes with a T-stick

EWH is a kind of sport for athletes with a variety of functional limitations. Some athletes have a limited hand-function so they cannot hold a stick in their hand. For these athletes a special stick has been developed: the T-stick. This T-stick is attached to the wheelchair. This paragraph addresses the ball-control of a T-stick athlete.

As said before there is too less attention to skill training for T-stick users. The opinion that these athletes only can set screens or watch over an opponent, neglects the possibilities of such an athlete. Although it is not the intention to make an offender of a T-stick athlete, one may expect some ball-control from the T-stick athlete, so it will be enrichment for his/her team.

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#### ***T-stick***

Before discussing the specific exercises, it is good to pay some attention to the T-stick (the form of the stick, 'T', is the origin of the name T-stick). Because the stick is attached to the wheelchair, the athlete needs a certain driving ability to have sufficient ball-control. Just as the H-stick, the T-stick has a back- and a foreside. Which side of the blade is what, depends of the position where the stick is attached. Suppose that the T-stick is attached to the right footboard, then the left side of the blade is the foreside; the right side is the backside. (See Fig. 2-7 on next page)

Another part of the T-stick is named: side-wings. These two little plates are attached either side of the blade. By using these side-wings, the athlete is able to drive with the ball and to control the ball. The T-stick is shown in Fig. 2-7. Over the years several T-stick designs have been made. There is an electric T-stick; it can hit the ball by pressing a button. The shot results from the use of air pressure, or a little flipper. The possibilities of these sticks seem to be good, but in practice they are not satisfactory. These sticks are too massive and heavy causing serious restrictions. To date, this kind of T-stick is not allowed in the international regulations.

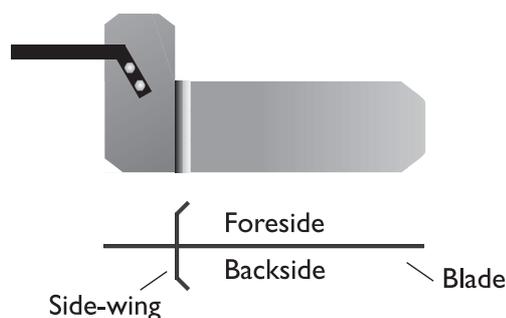


Fig. 2-7 The T-stick

A second variant of the T-stick is the goaltenders' stick. (See Fig. 2-8) The side-wings of this stick are situated more rearwards of the blade, causing that the blade of the stick appears to be longer. Although the net surface of the stick is as large as the surface of the regular T-stick, most people (goaltenders inclusive) have the impression that this stick is better for goaltenders. A disadvantage of this stick is that the ball cannot be controlled with the backside of the side-wings, limiting the athlete to apply more sophisticated techniques.

**Goaltenders'  
stick**

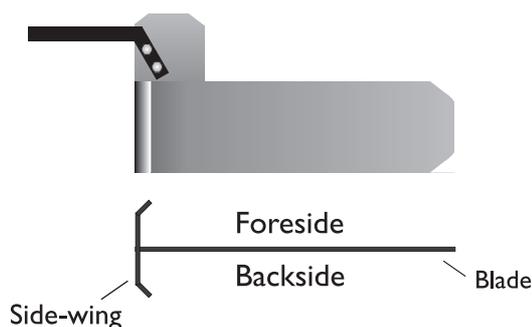


Fig. 2-8 The goaltenders' stick

Having described the T-stick in detail, the attention can be focussed on the techniques, which can be learnt with this stick. The first exercises are basic, followed by more advanced exercises. The trainer should be alert to the ball stability. Is the athlete able to hold the ball on the stick?

**T-stick  
techniques**

- | **E2.2.1** All athletes. Exercise for beginners.  
The ball is at the centre line. The athlete drives towards the ball and picks it up with the stick. Then the athlete drives with the ball towards the goal net.
- | **E2.2.2** Same as E2.2.1. Now the trainer roles the ball towards the athletes.
- | **E2.2.3** All athletes. Slalom. There are four cones. The distance between the cones is about three metres. The first athlete starts the slalom. As soon as this athlete passes the last cone, the ball is passed to the second athlete who is waiting; then this athlete starts to slalom to the other side. (See Fig. 2-9 on next page)

## Principles of Electric Wheelchair Hockey



Fig. 2-9 Slalom

- | **E2.2.4** All athletes. Each athlete has a ball and drives randomly through the sports hall. The ball has to stay on the stick.
- | **E2.2.5** Same as E2.2.4. Then when the trainer gives a signal, the athlete has to turn around with the ball. (See Fig. 2-10 and further on in the text, where turning with the ball on the stick is discussed).



Fig. 2-10 Location of the ball on the T-stick, allowing turning

- | **E2.2.6** All athletes. Each athlete has a ball. At a signal they play the ball randomly to each other. Each athlete passes and receives the ball. Sometimes it is smart to form pairs to simplify the exercise.
- | **E2.2.7** Same as E2.2.6. In pairs. The athletes are about five metres from each other. Offender-1 passes the ball to Offender-2. Offender-2 receives the ball on the stick, moves the wheelchair so that the ball can be hit, similar to E2.2.9 and passes the ball back to Offender-1. (See Fig. 2-11)

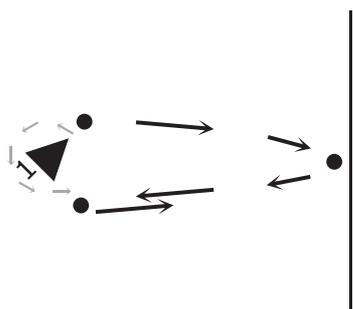


Fig. 2-11 The course of the exercise

### Turn with ball

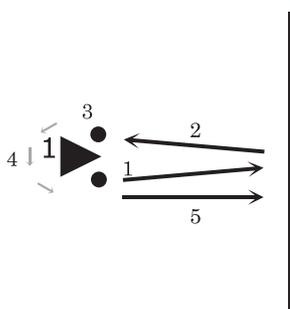
A T-stick athlete can face serious problems turning with the ball while the athlete is driving with the ball on the stick. The way of turning with the ball consists of four phases: 1) let the ball roll out of the T-stick; 2) move the stick around the ball so that it comes in front of the ball; 3) move the stick so that it receives the ball behind the side-wings and then; 4) turn. The turning needs some feeling. To take care that the ball is not shot away at the end of the turn, the athlete has to decrease the speed while turning. When the athlete does this correctly, the ball remains on the stick and the ball can be played again. The aforementioned exercises can be made more difficult by instructing the athletes they may not look at the stick. When the athletes have acquired the ability to turn with the ball, ball-control can be further refined.

- E2.2.8** All athletes. Each athlete has a ball and stands with the side of the wheelchair (the side where the T-stick is attached) against the side of the playing field (the boundary: a wall, a bench or a beam). Note: also the T-stick touches the side of the playing field. The ball is behind side-wing on the backside of the stick. The instruction is to drive backwards with the ball. When this is performed well, repeat the same exercise without help of the boundary.
- E2.2.9** All athletes. Each athlete has a ball. The ball lies beside the wheelchair. The athlete has to hit the ball with the stick by turning the wheelchair. The faster the turn, the faster the ball rolls.
- E2.2.10** All athletes. Each athlete has a ball and is standing three metres from the boundary. The athlete shoots the ball to the beam, receives the ball, and shoots again. Make it more difficult by touching the ball only once.
- E2.2.11** Same as E2.2.10. The athlete hits the ball at the beam so that the ball bounces back behind the athlete. The athlete turns 180 degrees (away from the beam) and shoots the ball at the beam again. (See Fig. 2-12)



*Fig. 2-12 The course of the exercise*

- E2.2.12** Same as E2.2.11. The numbers 1 through 5 shows the course of this exercise. The athlete hits the ball at the beam (1) and waits until the ball returns (2). Then the athlete takes the ball behind the left side-wing (3), turns 180 degrees (4) and shoots the ball again at the beam (5). (See Fig. 2-13 and Fig. 2-14)



*Fig. 2-13 The course of the exercise*

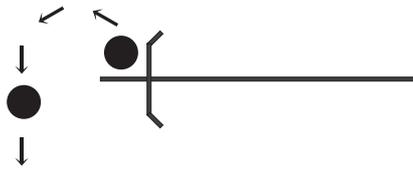


Fig. 2-14 How to turn 180 degrees with the ball on the T-stick

### Receiving the ball

Chapter 3 will discuss passing the ball and positional play. To be capable of passing the ball correctly, the techniques to receive and control the ball have to be well developed. This issue is addressed here. When a rather hard pass is given, receiving it will sometimes cause some problems. The ball touches the stick and bounces away. There is a skill to overcome this problem.

This skill consists of one basic element: moving the stick in the same direction as the passing direction. The ball is passed with great speed. Instead of moving the T-stick towards the ball, the athlete has to move the stick in the direction of the pass, a little away from where the ball is coming from. By this technique the ball speed slows down and the ball stays better on the stick.

For a T-stick athlete this can be very difficult. The athlete has to drive the wheelchair towards the position where the stick can intercept the ball and simultaneously has to apply the proper technique described above. Therefore, total ball-control in all situations is hard to reach. However, if the athlete anticipates to the ball speed, ball-control will be improved. The last exercise of this paragraph trains this skill.

- E2.2.13** All athletes. The trainer passes the ball hard and straight to the athlete. The athlete is side on to the trainer, about 8 metres away. The ball has to be caught and has to stay on the stick. The athlete applies the above-mentioned technique. To make it more difficult the passes can be played harder and beside the athlete. Also vary the position of the athlete (either side of the wheelchair, or facing the trainer).

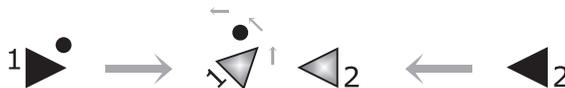
### 2.3 Principles of ball-possession

The two previous paragraphs presented a few exercises to improve the ball-control of the athletes, but there is more to say about the fundamentals. Ball-control is fundamental: if an athlete is not able to control the ball, ball-possession will be short lived. Here a few other fundamentals, necessary for more effective ball-control.

### Principle-1

The first principle is that the ball-possessing athlete always has to situate the wheelchair between the ball and the defender. By this the offender protects ball-possession best. As long as the wheelchair is situated between the ball and the defender, it is almost impossible for a defender to take over ball-possession. From here the basic principle can be deducted that the offender always has to turn to the correct side when the defender comes too close, so that the ball possessor places the wheelchair between the ball and the defender. It has to become automatic. This is practiced in exercise E2.3.1.

- E2.3.1** In pairs. Offender-1 and Offender-2 are opposed (face to face). Offender-1 has the ball and drives towards Offender-2, which have to try to take over the ball. When both athletes are almost colliding, Offender-1 turns the wheelchair in such a way that the wheelchair is situated between the ball and the other athlete. The two athletes change their roles. (See Fig. 2-15)



*Fig. 2-15 The course of the exercise*

As said before, the athletes have to turn automatically. If an athlete turns with the ball towards the defender, there is a great chance that he will lose the ball. An athlete (and thus the complete team) takes advantage of “turning automatically”.

Each athlete has to understand how the ball can be best protected. The second and third principles are based on this notion. Setting up an offence just after recapturing ball-possession (e.g., a counter attack) is a situation that is susceptible for losing ball-possession. There are two things to consider. Firstly, it is often the case that one or more athletes of the opponent team are positioned in the centre and see that their attack has been interrupted. The centre of the playing field is then overcrowded. Because of this it is rarely wise to counter attack through the centre, because the chance to lose the ball is great. Therefore it is advisable to counter attack up the wing. Hence, a counter attack should never be carried out through the centre. This is the second principle.

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**Principle-2**

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The third principle has also to do with counter attacking. An athlete has to avoid possessing the ball too long in the centre of the defensive area, when setting up a counter attack. When this happens, the athlete is asking for problems. When the team has ball-possession, the ball possessing athlete has to pass the ball as soon as possible. Another option is to dribble with the ball towards the side of the playing field and to wait for a screen or a possibility to pass the ball. A last resort is playing the ball into the goal area. However, this must be done curiously.

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**Principle-3**

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**Principles of Electric Wheelchair Hockey**

## || **Passing and Positinal Play**

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If the pass is not one of the most important elements of EWH, then it is at least one of the most attractive elements of a good match. As well as giving a pass, also receiving a pass is an important skill which has to be learnt. The technical aspects are discussed in chapter 2. In this chapter we will focus on how an athlete can use the pass and how to create space to receive the ball or make a play. It is obvious that the pass is an offensive instrument, in a match situation several examples of this can be observed (see Box-1).

- To give a pass to set up an offence
- To give a long pass
- To give a pass around the defender
- To give a pass around the goalkeeper

### *Box-1 Examples of different passes*

The first example refers to a turn-over of the ball. By re-capturing the ball, the opponents are still in an offensive position, resulting in: 1) the opponents want to re-capture ball-possession, meaning that they will press (Man-to-Man); 2) the opponents are positioned on the offensive half, allowing a lot of space to set up a Fast-Break. A number of basic exercises for this will be provided in paragraph 3.1. It is mentioned here that there are many variations possible.

The second example is about precision. The skill of an athlete to pass the ball from the defensive half of the playing field to a teammate to receive the ball directly is an important skill for giving a long pass. Ball-possession is very valuable, but to score requires more than ball-possession alone. In a hard match, where opportunities to score are difficult, it is of a crucial importance to take advantage of the opportunities the team gets. Paragraph 3.2 looks at this. This chapter focuses on giving a pass as well as creating a space to receive the ball or make a play. The focus is not on scoring.

The third and fourth examples fall partly together. A goalkeeper can be considered as an extra defender. The difference is the position: a goalkeeper is, in general, less mobile as a defender. It is about how an offensive team gets around the defence of their opponents. This can be achieved by: 1) creating space to receive the ball, 2) giving a perfect pass. These points will be addressed in different exercises. In this chapter, both the pass as well as creating space will be discussed.

In this paragraph the screen-setting technique could be included. The reason for the exclusion is that the screen-setting will be discussed separately in chapter 4. The exercises provided in this chapter can be combined perfectly with the exercises in chapter 4.

### 3.1 Basic exercises for passing and setting up an offence

In this paragraph, 7 exercises are presented, including the pass in general and especially the pass to set up an offence. The 2 recurring aspects are creating space to receive the ball and the tailored pass. Athletes should look, prior to receiving the ball, which team-mate is able to receive the following pass. The points for the trainers are to look at: 1) the punctuality of the pass (the ball should be placed in front of the wheelchair and/or the stick), 2) the speed of the pass, 3) the position of their team-mate(s).

#### Warming up

- E3.1.1** All athletes. One athlete is the hunter and has to intercept the ball. The other athletes (maximum 5) are passing the ball around and are not allowed to touch the ball more than two times. The athlete who loses the ball becomes the hunter. To make it more difficult, a second hunter can be appointed; or to allow only passing via the boarding.

The trainer must pay close attention to the purpose of the pass. Is the available space used adequately? Do the athletes create enough space? Does the ball-possessor look for their free team-mates, even in advance of possessing the ball? A variation on this is E3.1.2.

- E3.1.2** All athletes. Three athletes have to touch the other athletes by passing the ball. These three athletes are not allowed to touch the ball more than two times.

E3.1.2 is useful to teach the athletes how to position themselves. Applied to a match situation: the athlete having the most defensive position can make them useful by positioning at the side of the playing field where the ball is during their defensive play.

- E3.1.3** 3 offenders and 1 hunter. The three athletes are positioned in a triangle and have to present themselves perpendicular to the ball-possessor. The distance between the athletes should be at least 4 metres apart. The ball-possessor has to take the stick of the defender into account: is this stick too close to the passing-line, then should the other offender receive the pass. Be alert that the angles stay rectangular by good positioning of the athletes; the athlete with the ball does not drive. (See Fig. 3-1 and Fig. 3-2) To increase the difficulty, decrease the distance between the athletes.

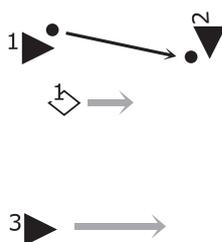


Fig. 3-1 Offender-3 anticipates the passing direction

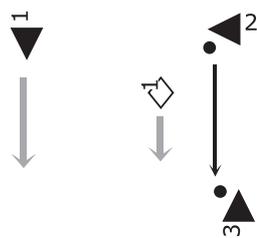


Fig. 3-2 Offender-1 anticipates the passing direction

The athletes have to grasp the nature of this exercise perfectly. Although in real practice it is less rigid, for this exercise it is important that the athletes keep on moving in a rectangular angle. It is crucial that in this way the passing-line is optimised, the chance that the ball will be intercepted is then minimised.

- E3.1.4** 4 athletes. The course of this exercise is explained by numbers 1-6. Three athletes stand in a triangle. A fourth athlete stands near the ball-possessor. Offender-1 passes the ball to Offender-2 (1) and drives to Offender-2 (2). Offender-2 receives the ball and passes the ball to Offender-3 (3). Offender-2 also follows the ball (4). Offender-3 receives the ball and passes the ball to Offender-4 (5) and drives to Offender-4 (6). And so on. (See Fig. 3-3)

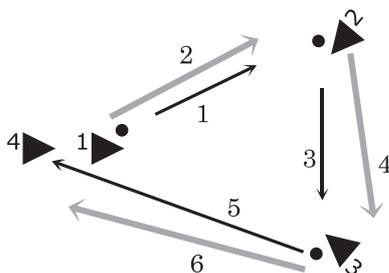


Fig. 3-3 The course of the exercise

This exercise is an extension on E3.1.3. A crucial element of the positional play is making an offence dynamic by changing frequently from positions. And also, it visualises which positions become vacant and which positions have to be taken.

A sequel of E3.1.4 can be the Weave. The Weave contains every aspect which was discussed previously. This is also the last step towards the Fast-Break (see chapter 8).

- E3.1.5** The Weave. Sets of 3 and a goaltender. The course of this exercise is explained by numbers 1-4. Each set of 3 stands at the centre line. The distance between the athletes should be about 5 metres. The athlete in the centre (Offender-1) has got the ball and passes the ball diagonally to Offender-2 (1). Then Offender-1 drives to the side of the playing field in the same direction as the pass (3), behind the back of Offender-2 (3). Offender-2 drives to the centre (2). Then Offender-2 passes the ball to Offender-3 (4) and drives around the back of Offender-3 to the side of the playing field. Offender-3 may score. (See Fig. 3-4 on next page)

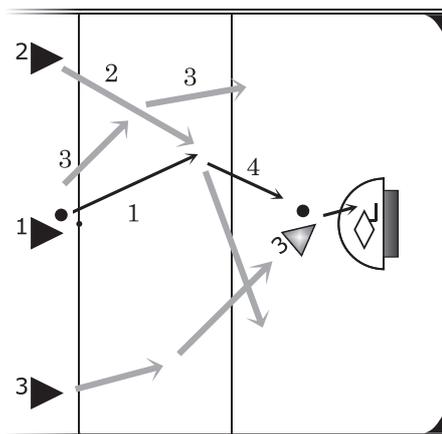


Fig. 3-4 The course of the Weave

**Pass via  
boarding**

A very different way of passing is via the boarding. For many athletes it is a possibility they do not consider, they are focused on: 1) the ball, 2) their team-mates and 3) the defenders. To make the athletes familiar with the idea, they can play a kind play shown in E3.1.6.

**E3.1.6** 3 athletes. The athletes are opposite to each other and have to play the ball to each other via the boarding. It is not allowed to cross the line. (See Fig. 3-5)

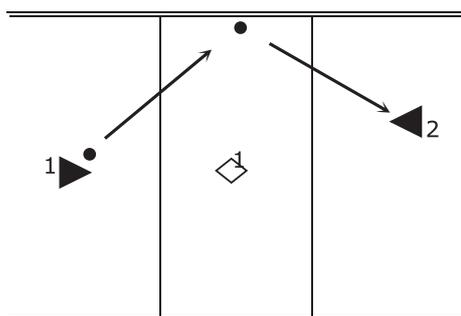
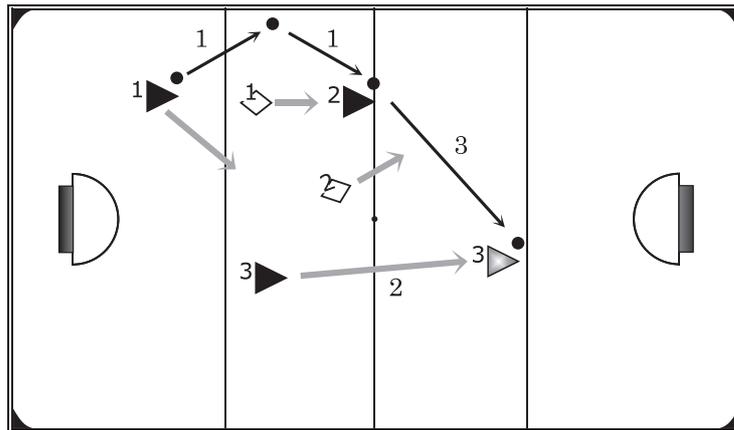


Fig. 3-5 Passing via the boarding

This method of passing can be useful during a match. During setting up an offence and as a method to give a goal aimed pass, this exercise practicing the passing via the boarding can have an extra value. Especially when the ball has been intercepted during an offence of the opponent, the centre is often overcrowded, making it difficult to give a direct pass. Here it is mentioned that setting up an offence through the centre must be avoided. To avoid the centre, it is significant to use the boarding to pass the ball. An exercise for this is E3.1.7. A lot of variations can be applied.

- E3.1.7** 3 offenders and 2 defenders. The course of this exercise is explained by numbers 1-3. The offenders have just intercepted the ball and now have to reach their offensive half of the playing field. Defender-1 (who "lost" the ball) passes the ball to Offender-1. Offender-1 passes the ball via the boarding to Offender-2 (1). Offender-3 creates space to receive the ball from Offender-2 (2). Now Offender-2 passes the ball to Offender-3 (3). The defenders have to prevent this set up of the offence. (See Fig. 3-6)
- To make the exercise more difficult, a time limit can be introduced: within 10 seconds the ball must be on the other half of the field.



*Fig. 3-6 The course of the exercise*

A possibility to get round Defender-2 is that Offender-3 moves toward the centre. However, a better option might be that Offender-3, as soon as Offender-1 receives the ball, drives into the free space. Defender-2 will immediately defend Offender-2 so that Offender-3 is not covered by any defender. If Defender-2 defends Offender-3, then Offender-2 is allowed to score.

### 3.2 Goal aimed passes

In this paragraph a number of exercises are presented to train the efficiency of the passes and to train how to handle a pass. The focus of this paragraph is how an athlete has to pass and how an athlete can play around defensive positions.

- E3.2.1** 2 offenders and 1 goaltender. The course of this exercise is explained by numbers 1-4. Offender-1 starts at the centre line and passes the ball to Offender-2 who stands approximately 4 metres in front of the goaltender (1). Offender-2 returns the ball to Offender-1 (3) who can choose to go left or right (2) and then scores (4). (See Fig. 3-7 on next page)
- This exercise can be extended by changing the role of Offender-2: when this athlete has passed the ball, then a Man-to-Man has to be applied.

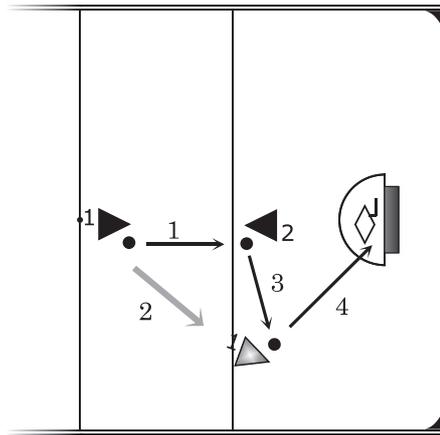


Fig. 3-7 The course of the exercise

This exercise has many variations. It is important that the athletes learn to pass the ball perfectly. This means that the pass must have: 1) the appropriate speed and 2) the right direction. The receiving of the ball must also be smooth. If this latter point forms a problem, these skills have to be practiced first: it makes no sense to train passing skills if an athlete does not have sufficient ball-control. A relevant exercise might be E2.1.8 (chapter 2): here, athletes (in pairs) are passing the ball to each other with great speed. The communication between the athletes is a very important issue (both verbally and non-verbally, think of movements with the stick). Offenders has to indicate clearly where they want to receive the ball. It is required that athletes are able to anticipate each other. Communication is one of the crucial factors of adequate anticipation. An exercise that handles the perfect pass is E3.2.2. Here it is about the same skills as trained in E3.2.1, E3.2.3 can be seen as a variation.

- E3.2.2** All athletes. The athletes stand in a row, one metre after the penalty line with their faces towards the side of the playing field. The first athlete (Offender-1) stands in the centre. At the side there is a cone, where the athletes have to drive around. At the other side of the penalty line there is an athlete (Offender-2) who passes the ball. Offender-2 gives a verbal sign when the first athlete can start. Then Offender-2 passes the ball in such a way that Offender-1 picks up the ball without losing speed, and then the ball is being scored. Offender-1 drives along the back of the goal net and waits for their turn in the queue. (See Fig. 3-8 on next page)

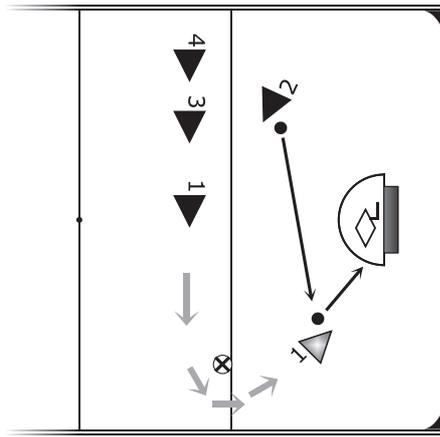


Fig. 3-8 Passing and scoring

- E3.2.3** 2 offenders and 1 goaltender (if preferred, 1 defender can be added). Offender-1 stands at the centre line and passes the ball to Offender-2 who stands 1 metre from the penalty line. Subsequently, Offender-2 passes the ball back or scores. (See Fig. 3-9)

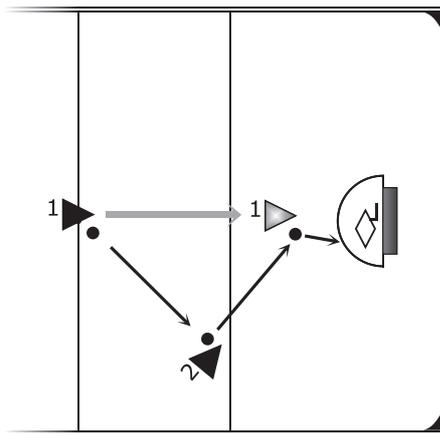


Fig. 3-9 Passing, receiving and scoring

So far, the exercises were rather simple. The offenders were hardly hindered by the defenders. To make the exercises more realistic, the pressure will be increased. During a match, the athletes are confronted with more pressure. This will be trained in exercise E3.2.4. Under pressure from a pressing defender, the offenders must be able to pass the ball quickly and exactly and to score.

**Passing /  
Receiving  
the ball  
under  
pressure**

- E3.2.4** See also E3.2.3  
2 offenders, 1 defender and 1 goaltender. The course of this exercise is explained by numbers 1-4. The positions of the offenders are the same as in E3.2.3. Defender-1 starts beside Offender-1 and defends Offender-1 Man-to-Man. As soon as Offender-1 passes the ball to Offender-2 (1), both Offender-1 and Defender-1 drive forward (2). Offender-2 has to pass the ball to Offender-1 (3) who drives free and scores (4) or returns the ball to Offender-2. (See Fig. 3-10 on next page)  
To increase the difficulty: add another defender.

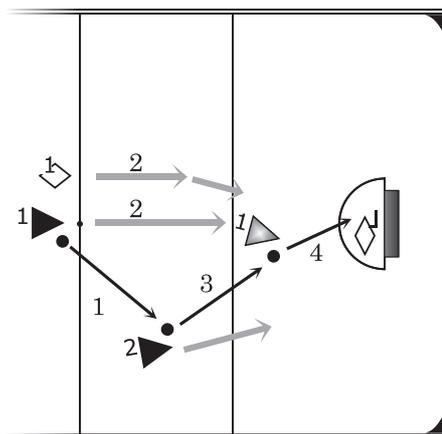


Fig. 3-10 The course of the exercise

Frequently, it can be observed that the offensive team forgets that the ball also can be passed back, to the most defensive positioned team-mate. This can result in an ineffective use of space, implying a decreased chance to score. The next exercise will attend the athletes to this.

**E3.2.5** 3 offenders, 2 defenders and 1 goaltender. The course of this exercise is explained by numbers 1-8. All three offenders start at the centre line. Defender-1 stands in front of the goal area and Defender-2 starts at the centre line. Defender-2 defends Offender-3 Man-to-Man or covers the ball-possessor. Offender-1 has got the ball and drives forwards the side of the playing field (1) so that Defender-1 is enticed in the same direction (2). Then, Offender-3 drives forwards (3) and receives the ball from Offender-1 who gives a backhand pass (4). Offender-3 drives into a free space the moment that Offender-1 passes the ball to Offender-2 (5). Offender-2 passes the ball to Offender-3 (6). Subsequently, the ball is scored (8) (possibly by Offender-1 (7) which receives the ball from Offender-3). (See Fig. 3-11)

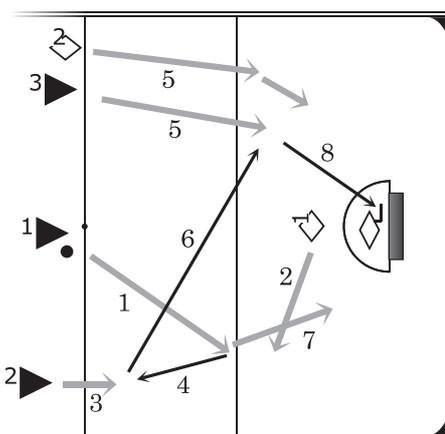


Fig. 3-11 The course of the exercise

Sometimes the unbelievable happens; one or even two athletes get a free passage to the goaltender. Such a situation should be a 100% opportunity to score. However, the experience learns that a 100%

opportunity is no guarantee for a goal. One of the causes of missing (or failing) is maybe the arrogance of certain athletes, while others will become confused by getting such a great opportunity. The last exercises train athletes what to do in these situations.

When an athlete comes closer to the goaltender, it is important that the athlete remains positioned in the centre: the decision in which corner the ball will be scored should be made as late as possible. Secondly, the athlete is not allowed to shoot too early but also not too late.

When there is a gap, the offender has to shoot, without doubt. If there is no gap yet, then the offender has to drive on and has to get around the goaltender (possibly with a fake).

Sometimes it will happen that an athlete waits too long: the stick of the offender comes into the goal area; the goaltender intercepts the ball and shoots the ball away, or the offender is dismayed by its own fake. It might be helpful for an athlete to know it is better to wait no longer with a shot than half a metre before the goal area.

- E3.2.6** All athletes. Each athlete has got a ball; the athletes are standing in a row. The first athlete starts from the side of the centre line, drives towards the goaltender and tries to score. The trainer has to be alert to the aforementioned points.

The same points require attention when two offenders come closer to the goaltender. Now there are two athletes and this requires a different positioning. It is important to hold the field wide, to get around the goaltender. Hence that the offenders do not position themselves too near to the goal area. When the ball-possessor comes from the side of the playing field, then the other athlete has to present themselves a little bit out of the centre and also a bit behind the ball-possessor.

- E3.2.7** 2 offenders and 1 goaltender. Offender-1 drives from the centre line the side of the playing field, moving forward and a bit to the centre. Offender-2 drives from the centre line and positions themselves a little bit out away of the centre before the goal area. (See Fig. 3-12)

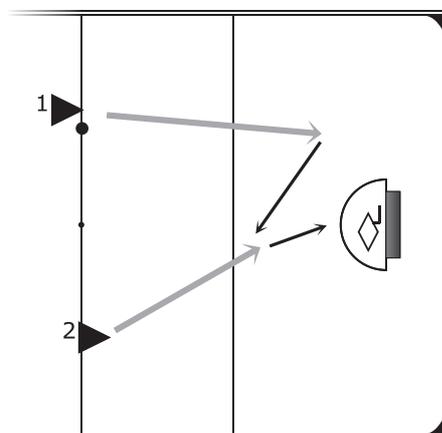


Fig. 3-12 The course of the exercise

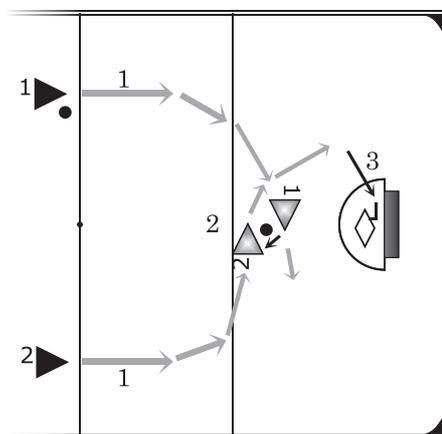
**Unmarked  
athlete**

**Passing  
width**

### Switch

Another manoeuvre is the Switch, although this is somewhat laborious in this situation. The advantage of this manoeuvre is that the goaltender can not see the position of the ball. In this situation the Switch will be an excessive manoeuvre, but it is a useful and beautiful technique in more complex situations.

**E3.2.8** 2 offenders and 1 goaltender. The course of this exercise is shown by the numbers 1 through 3. Offender-1 drives from the centre line to the side of the playing field forward to the centre with the ball (1). Offender-2 does the same at the other side (1). Three metres in front of the goal area, Offender-1 and Offender-2 drive towards each other so that they pass each other in the centre. Now, Offender-1 passes the ball to Offender-2 so that the goaltender is not able to see the ball (2). Then, Offender-2 shoots the goal (3) or passes the ball to Offender-1. This exercise is also useful with the addition of a defender. (See Fig. 3-13)



*Fig. 3-13 The Switch*

### Applying?

This brings us at the end of the chapter about passing and positional play. It is not the purpose that athletes replicate these exercises during the matches; the main purposes are that they are able to be creative with ball-possession, that they find the space and that they use their abilities in various situations. During the exercises it might be useful to stop the action if athletes do not make use of the sufficient space, if athletes do not use ball-possession effectively or if athletes do not set up the attack very well. The pass is a skill which athletes learn by practice. Applying the pass creatively is often more difficult. The trainer can help the athletes to learn these points by stressing out the possibilities they have during the exercises.

## Screen-setting

The practice learns that many athletes (as well as trainers and coaches) do not understand the nature of screen-setting. They do not know how to set a good screen, and what the purpose of a screen is. Because a screen is an excellent technique for an effective offence, athletes and above all trainers/coaches should be able to apply the screen-setting technique in an appropriate manner. This chapter explains how to set a screen and how to use it.

To start with, it is sensible to explain what screen-setting is not. Sometimes people are chatting about a defensive screen. This simply does not exist! When a goaltender drives away from the goal net, letting the ball roll by and subsequently tries to keep the offender away from the ball, it does not resemble a screen. A screen is set to give free play to a team-mate instead of obstructing an opponent to take a position in the field. In other words, a screen is an offensive technique.

A second misconception, associated with the first described above, is that a screen is a sort of block that prevents a defender to approach the ball possessor. This idea is also completely false. This can be labelled as "tactical obstructing" or whatever, but not as a screen. A screen is used to create a free position of a team-mate, with or without the ball.

What, then, is a true screen? A screen is used in offence which helps a team-mate to get rid of the defender by making it impossible for the defender to follow the offender. Then the defender is "screened", sometimes also labelled as "blocked". This has an essential implication, namely that the offensive party always has the initiative.

From a technical view there are two types of screens: the active screen and passive screen; better known as the set-screen and pick-screen respectively (see Box-1).

The active screen is most frequently applied. This screen is proactively set for a team-mate requiring the screen. The screen-setter approaches the situation and sets the screen in such a position so that the ball possessor is allowed to drive around the screen. In this case, the ball possessor also has the initiative by forcing the defender to a position that suits a screen. The screen-setter has the initiative by anticipating the team-mate's play by then setting an active screen.

The passive screen is a different technique. Here the team-mate requiring a screen (say again the ball possessor) sees the screen-setter standing somewhere, approaches the screen-setter, and gets rid of the defender by driving along the screen-setter. Hence, the term "passive" refers to the required actions of the screen-setter; this stands still, does not do anything.

As said, technically spoken two types of screens exist; however, from a tactical point of view there are endless variations to apply these two techniques. For example, it matters where the screen is set (side or centre of the playing field; defensive or offensive half of

***This is not  
a screen***

***The screen***

***Types of  
screens***

***Active  
screen  
(set-sreen)***

***Passive  
screen  
(pick-sreen)***

***Screen  
offensive  
technique***

the playing field) and it matters which team-mate is supported by a screen (ball possessor or another team-mate). After the screen has been effectively used, the screen-setter can then either retreat (a defensive position) or remain actively involved in the continuation of the offence.

The screen is a valuable technique to set up an effective offence and to make EWH attractive for the audience. In addition, when a team recaptures ball possession and switches from defending to offensive positions, a screen can be used to play the advantaged by the involvement of the goaltender. For this reason, screen-setting is a skill that is a condition for making a top EWH athlete.

- Active screen (set-screen)
  - Side-screen
  - Back-screen
  - Front-screen
- Passive screen (pick-screen)
  - Back-screen
  - Front-screen

*Box-1 Types of screens*

The training exercises in this chapter will be again explained by means of corresponding figures. To address the screen, a new symbol is introduced which makes clear where the screen is set. This symbol represents the screen set by an athlete: 

### 4.1 The active screen

This section looks into the active screen. Please note that almost each exercise in chapter 3 can be adopted to exercises for screen-setting. These exercises will not be addressed in this section. As soon as the athlete (and trainer/coach) grasps the concept of screen-setting, then many of the passing-exercises can be easily transformed in attractive screen-setting-exercises.

#### **Three types of active screens**

Prior to the various exercises, first a theoretical framework is given about the sorts of screens listed in Box-1. These variations of screens do not differ qualitatively: the names refer to the location of the opponent's wheelchair where the screen is set. Each exercise addresses the sort of screen under discussion.

#### **Side-screen**

First there is the side-screen. As implicated by its name: this screen is set by the side of the opponent's wheelchair. This sort of screen is most frequently applied, since it is least difficult to set. The screen-setter sets its wheelchair aside the defender, then the team-mate is allowed to move around.

The second variation is the back-screen which is set behind the wheelchair of the opponent. The back-screen is especially useful in a goal-aimed attack with a deep forward offender. This offender sees the team-mate coming and then positions the wheelchair behind the defender, enabling the team-mate to pass the defender. The back-screen has a certain similarity to a passive-screen: the ball-possessor drives towards the screen-setter. However, in this case it is the screen-setter which takes the initiative, the screen is set actively.

---

**Back-screen**


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The third type is the front-screen. Originally, this type of screen did not exist, since the screen-setting technique is taken from basketball and setting a front-screen here is impossible. However, in EWH this third variation is relevant: wheelchairs are less manoeuvrable than walking bodies. The front-screen is set by the front of the opponent's wheelchair. The method in which the front-screen is applied is quite similar to the setting of a back-screen. The screen-setter moves itself in the direction of the defender, enabling the team-mate to pass the screen while the defender must halt or sidestep. This kind of screen is often applied by a goaltender assisting the team-mates.

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**Front-screen**


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After these theoretical considerations, it is time to concentrate more practically on the screen-setting. Firstly the screen will be pre-set. This first step is important because athletes must grasp the concept of screen-setting perfectly. The setting of a screen demands a good thorough understanding of the situation in which the screen is used. It is important for a trainer to practice this technique over and over again, and not to continue with more advanced exercises too quickly. This basic training can be transformed into variations.

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**Pre-setting  
the screens**


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- E4.1.1** Sets of 3. In the sports hall put sets of cones on the playing field equal to the number of sets of athletes. Each set of 3 consists of 2 offenders (Offender-1 and Offender-2) and 1 defender (Defender-1). Defender-1 has to defend Offender-1 Man-to-Man. Offender-2 sets a screen for Offender-1 so that the latter is able to drive through the cones. (See Fig. 4-1) After 3 times athletes can change roles. This exercise can be extended with a ball.

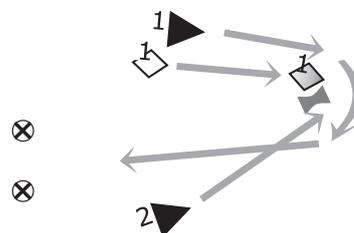


Fig. 4-1 Side-screen

It is important that the offender entices the defender to the side. If this does not occur, it is hard to set a good screen. The screen-setter is not the only one who is responsible for the setting of a screen, it is good teamwork between both offenders. The offender requiring a screen has to indicate clearly where and when the screen is expected. Indication means here that this offender entices the defender clearly

to a side and then has to wait until the screen is set. In other words: communication between team-mates is essential for an effective screen.

### Variations

The active screen can be set in any part of the playing field, each time with a different tactical purpose. The next exercise concerns the standard side-screen. The ball possessor is not allowed to enter the centre too quickly; the offender has to wait until the screen is set tightly. In this way, an optimal space will be created.

**E4.1.2** 2 offenders, 1 defender and 1 goaltender. Offender-1 has ball possession; passes the ball to Offender-2 who drives into the free space. Offender-1 subsequently sets a screen for Offender-2; the latter drives around the screen and shoots at the goal. (See Fig. 4-2)

Note! Offender-2 is not allowed to enter the centre too quickly, wait for the screen next to the goal area.  
Practice both sides of the goal net.

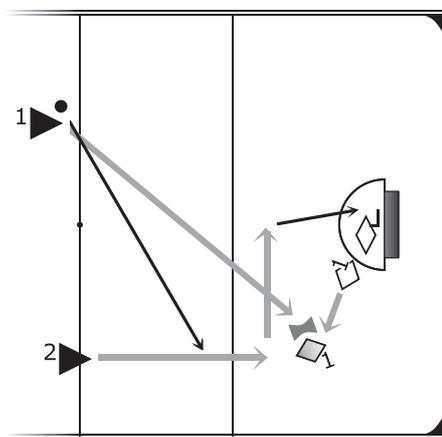


Fig. 4-2 Side-screen; 2-1 situation

To make E4.1.2 more attractive for some athletes, the next variation provides an extension. Especially for athletes being active in grass-root competition E4.1.3 is suitable, since this exercise is almost similar to the game situation. It is recommended to vary the role of the screen-setter.

This exercise looks at a three against two situation, which can occur in practice in case of a Fast-Break (see chapter 8).

**E4.1.3** 3 offenders, 2 defenders and 1 goaltender. The course of this exercise is explained by using the numbers 1-7. Offender-1 has ball possession and passes the ball to Offender-3 (1). Offender-3 approaches Defender-2 (2). Offender-1 sets subsequently a screen; Offender-3 drives along towards the centre (3). Then Offender-3 passes the ball to Offender-2 (4), keeps driving (5) to finish the exercise (with setting a screen for Offender-2 (6) or a pass) with a shot at the goal (7). (See Fig. 4-3 on next page)

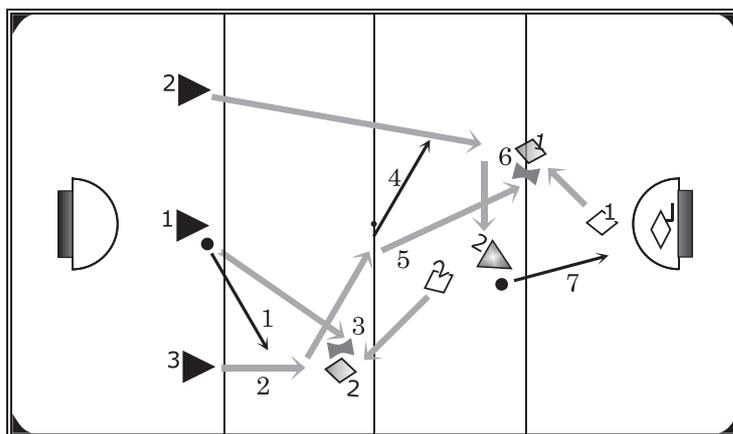


Fig. 4-3 Side-screen; 3-2 situation

A variation of E4.1.3 is that the ball possessor and the screen-setter finishes the exercise while the third offender holds their last position. This depends on whether the screen-setter or the third offender has the best chance to finish the exercise effectively. Think about the difference when the third offender has got a T-stick or a H-stick. A good athlete will train both situations. This forces athletes to communicate and to over see the situation. Note that in any case, the last position has to be held to maintain the triangle.

Maybe unnecessary, but it is emphasised that, after the screen has been set, the screen-setter remains actively involved in the offence. This is independent to their position on the playing field. For example the side-screen: as soon as the ball possessor has driven along the screen, a two against one situation arises in front of the goal. Even when the screen-setter has got a T-stick (thus is less threatening for the opponent) the situation remains a good opportunity for finishing successfully. The screen-setter always fulfils an active function apart from the setting of the screen.

In the preceding the active screen has been discussed in situations in which the ball possessor has obtained advantage. The various exercises have demonstrated several variations. Now we will focus on the active screen for a team-mate which does not have ball possession. This screen is named as assistive-screen.

The assistive-screen is not observed often in actual match situations. This can be due to lack of training of athletes (often they are ignorant that another team-mate than the ball possessor could be screened) or due to lack of tactical insight. None-the-less, an assistive-screen can be intentionally applied to finish an offensive play successfully. An example will clarify this (Box-2 on next page).

**Assistive-  
screen**

It can occur that the best athlete of the Stick-Shooters could face a Full Court Press ('full Man-to-Man'). This defensive tactic results in allowing few opportunities for the Stick-Shooters. The other athletes of the team may have an impaired hand function, hindering them in scoring a goal. An assistive-screen for the best athlete, so that they receive the ball being passed, can be one way to compensate.

### *Box-2 Assistive screen*

Of course the best athlete in this example can be supported with a normal screen. However, this can have several disadvantages. Firstly, it is reasonable to expect that this athlete has got the full attention of the opponent since it is one of the few that forms a real threat. This is especially the case when this athlete has got ball possession. By giving the ball possession to another team-mate, the best athlete can be free from full attention. The assistive-screen, then, can create a more threatening offensive manoeuvre.

Secondly, the set up of the offence becomes predictable by having just one athlete which handles the ball. This makes it far more easy to defend this team. Therefore, it is a disaster for the attractiveness of the match. The offence becomes an endless piece of string, resulting in very few offensive plays.

A solution to this is to entice the defenders away from their half of the playing field, creating more offensive opportunity. This can be done as follows. An offender with an average hand function (e.g., hand-held stick function) has ball possession and entices an defender. The best team-mate drives forward in an offensive position. A third offender sets an assistive-screen, which allows the best team-mate to drive along and to receive the ball via a pass. Now two defenders are out of position. E4.1.4 is meant to make athletes aware that a screen in favour of an athlete without ball possession can be effective and to offer an exercise to practice such a situation.

**E4.1.4** 3 offenders, 2 defenders and 1 goaltender. Offender-1 has got ball possession, positioned in their defensive half of the playing field. Offender-1 entices Defender-1. Offender-2 drives into the free space (around the centre line). Defender-2 anticipates to this and defends Offender-2 Man-to-Man. Offender-3 starts driving and sets a side-screen in favour of Offender-2, who drives around the screen, receives the ball passed by Offender-1 and scores or passes the ball to Offender-3. (See Fig. 4-4 on next page)

Exercise can be extended by positioning Defender-3 in front of the goaltender.

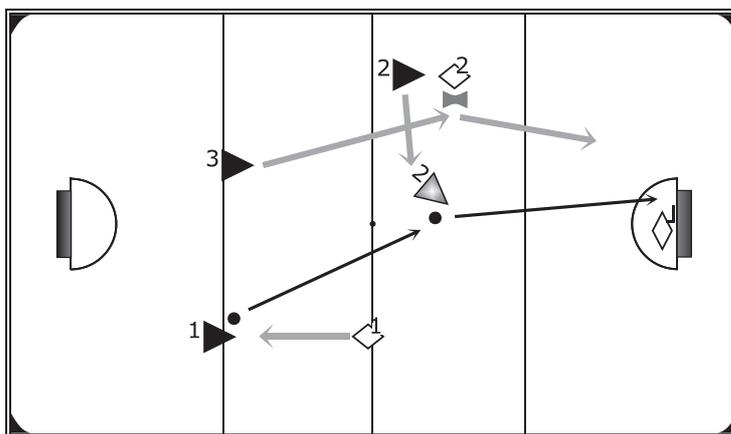


Fig. 4-4 Side-screen; assistive-screen

If a third defender is added, the ball possessor has to make more space allowing the screen-setter to receive across pass or to set a screen near the goal area. This latter option (setting a second screen) is less obvious due to the fact there are two defenders near which can reposition themselves quickly.

A similar situation can be solved in another fashion, applying a back-screen. Now Offender-3 starts equally aligned with Offender-2 and sets a screen on Defender-1 in favour of Offender-1. Offender-1 and Offender-2 then play against Defender-2 and score. Compare with Fig. 4-5.

**Variation**

- E4.1.5** 3 offenders, 2 defenders and 1 goaltender. The course of this exercise is explained by the numbers 1-6. Offender-1 has got the ball possession and is positioned in their defensive half of the playing field. Offender-1 passes the ball to Offender-3 (1). Offender-3 entices Defender-2 (2). Then, Offender-1 drives forward (4) while Offender-2 sets a back-screen on Defender-1 (3). Now Offender-3 passes the ball to Offender-1 (5) and the offence is finished (6). (See Fig. 4-5)

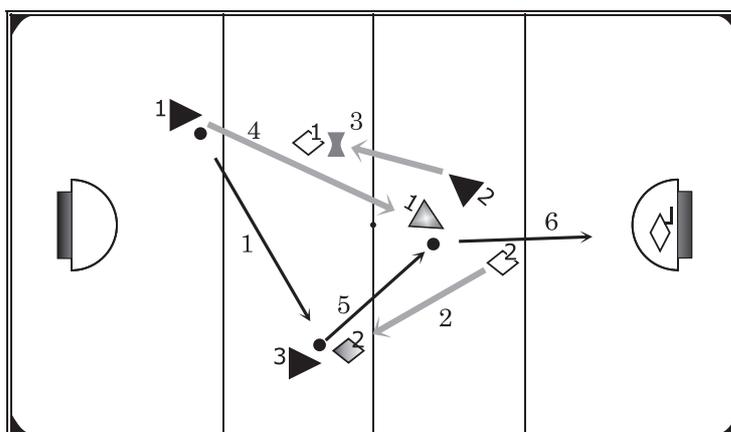


Fig. 4-5 Back-screen; assistive-screen

The last item of the paragraph is the repossess-screen. This screen is applied when the ball has been intercepted near the own goal area and no clear passing possibilities exist. In this situation, a good screen is as effective as a pass. The teams consisting of athletes with limited arm strength can benefit from this tactic.

### Setting up an offence and screening

This type of screen is applied as follows. An athlete intercepts the ball and drives towards the side of the playing field. A team-mate sets a screen and then tries to keep the defender away for a while. The ball possessor drives around screen, moving into the free space. Another option is to pass the ball to a third player.

The advantage of using a screen while setting-up an offence is that, as mentioned earlier, a weaker team (with respect to arm strength) quickly and effectively can set up an offence. In addition, this form decreases the risk of ball loss if there is no possibility for passing the ball.

- E4.1.6** 3 offenders and 2 defenders. Offender-1 receives the ball and drives to the side of the playing field. Defender-1 has to conquer the ball, applying a Full Court Press. Offender-2 sets a screen in favour of Offender-1 which drives around it. Then Offender-1 passes the ball to Offender-3. (See Fig. 4-6)

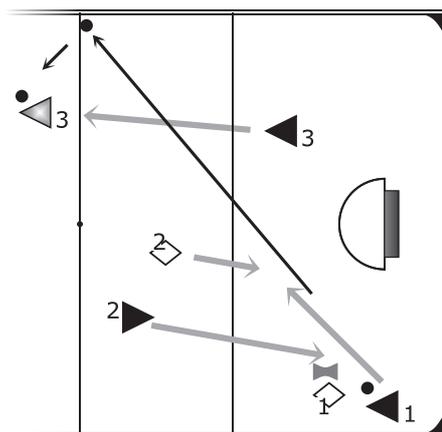


Fig. 4-6 Side-screen

## 4.2 The passive screen

Paragraph 4.1 has discussed the concept of the active screen in detail. The term active refers to the action undertaken by the screen-setter: the screen *has* been set. This implies that the screen-setter has the initiative. Although this situation often has great significance, an active screen can be too time-consuming sometimes. In practice it can occur that an offender intercepts the ball and then has to set up an offence immediately (a Fast-Break) to prevent the repositioning of the opponents. If a team-mate stands on the offensive half (and is not allowed to receive the ball due to, for example, impaired arm strength), then this team-mate can be used for a passive screen. The key-element of surprise: even team-mates may be unaware that ball possession is acquired. The ball possessor has the complete initiative. By driving as tight as possible around the (still-standing) team-mate, the defender which follows the ball possessor has been

screened. Hence, the term passive refers to the role of the screen-setter; the actual screen is as active as the set-screen. The passive screen has two sorts: the back-screen and the front-screen.

The back-screen is set behind the wheelchair of the defender. The screen already stands: the screen-setter has not set the wheelchair in a position with the intention to set a screen. The team-mate sees the screen-setter standing in a specific position and then drives around the screen-setter so that the defender is unable to turn and follow. This sort of passive screen is not applied often since it requires the co-incidence that both the defender and the screen-setter are standing close to each other at the moment that the ball possessor wants to drive by.

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**Back-screen**

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In contrast, the passive front-screen can be applied more often. The front-screen is set in front of the wheelchair of the opponent. The team-mate requiring a screen sees the screen-setter standing in a specific position and then drives around the screen-setter so that the defender is unable to follow closely. As a matter of speaking: the defender collides against the screen-setter.

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**Front-screen**

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As said, the ball possessor has the complete initiative. This athlete has: 1) to detect the positions of its team-mates, 2) to decide on which side the screen-setter can be passed, and 3) to assess the tightness of this passing by. The next exercise is meant to train these three aspects.

- E4.2.1** Sets of 3. Offender-1 stands in the centre of a five meter wide area. Offender-1 passes the ball to Offender-2, standing on the other side. Defender-1 stands next to Offender-2 and has to conquer the ball. Offender-2 starts moving forward and then receives the ball. By passing Offender-1, Defender-1 is screened. (See Fig. 4-7)

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**Pre-setting  
the screens**

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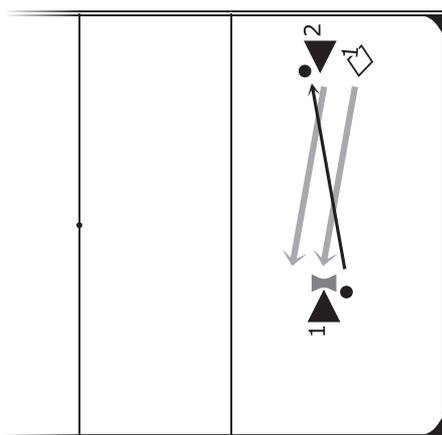


Fig. 4-7 Front-screen

This pre-setting exercise is easily extended by the addition of the goaltender. Another variation is that Offender-2 passes the ball to Offender-1 which passes directly back and then a screen is set. The same purpose remains: athletes have to learn how to apply a passive screen and in which situations they can apply it.

**Variation**

The aforementioned exercise can be combined with a passing exercise by creating a triangle. The following situation then appears.

**E4.2.2** See also E4.2.1. All athletes. Offender-1, Offender-2 and Offender-3 position themselves in a large triangle. Defender-1 stands next to Offender-2 and has to conquer the ball; behind them the other pairs are lined up. Offender-2 starts driving forward; Offender-1 then passes the ball to Offender-2 who drives around Offender-3 (the screen-setter), drives towards Offender-1 and then passes the ball to Offender-1. (See Fig. 4-8)

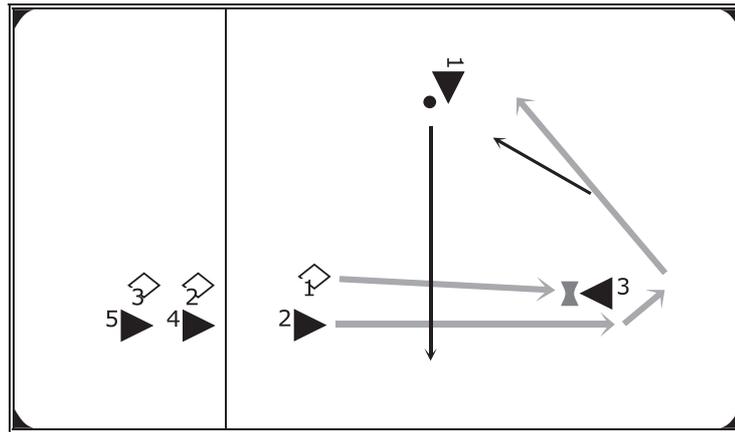


Fig. 4-8 Front-screen

Similar to the active screen, the passive screen can be practised in a variety of methods. The present paragraph has offered the passive screen as a concept which can be transformed into a wide variety of exercises. The most important fact, as stated in the beginning of this chapter, is that the screen is an offensive means which can have a significant contribution, if applied correctly.

## **Goaltender: Goalie or Defender?**

The task of the goaltender is to prevent a goal from being scored. In practice this often means that the goal area is the goaltender's arena. The goaltender has to stop long shots, has to prevent an unmarked offender from scoring and has to organize the defence. Generally, these three functions are the responsibilities of a goaltender. However, this can be considered as a very limited job description of this special team-mate. This chapter offers, apart from some exercises for the basic functions of the goaltender, also exercises aimed at a more active involvement of the goaltender. Goaltenders should be trained with specific exercises to establish the required goaltender's skills. However, it is also important for them to participate in other exercises as well.

Roughly two types of goaltenders can be distinguished: the "line-goaltender" and the "participating-goaltender". The first fulfils no active role in the defence, i.e. the goaltender stays in their goal area. To speak in general terms, line-goaltenders are the masters of the long shots. In contrast, the participating-goaltender chooses their role as an extra defender, they leave the goal area to participate on the playing field and they are the master in the one-on-one situation. Both types have their own qualities.

Paragraph 5.1 looks at different points and skills which form the basis of effective goalkeeping. Then, in paragraph 5.2, the view of the function of the goaltender will be addressed, accompanied by a number of relevant exercises.

### **5.1 Fundamentals for a goaltender**

Every top goaltender possesses a number of skills. One of these is the ability to estimate their position in the goal area in relation to the position of the ball. The goaltender always has to cover that side of the goal net where the ball is. The goaltender's wheelchair stands side-on with the goal net. In addition, the goaltender is best situated when they stand a little from the goal line. Doing this, the goal net is now decreased for the offence to score.

Many exercises are possible to train this. One option will be discussed here. It is important that the goaltender at all times stays concentrated on the ball and is aware of the defensive and offensive positions of the teams on the playing field. It remains a fact that the speed of a ball (being shot or passed) is often greater than the reaction time of the goaltender's wheelchair. That is exactly why any goaltender has to develop a certain sense to predict where the ball will be heading. In addition goaltenders should be instructed to keep an eye on the line of the goal area. This provides a guidance for your position in the goal area. Some goaltenders have a persistent habit to position themselves next to their goal net.

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***Decreasing  
the goal net***

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## Principles of Electric Wheelchair Hockey

- E5.1.1** 2 offenders and 1 goaltender. Offender-1 and Offender-2 are positioned approximately 7 metres from the goal net and stand approximately 8 metres from each other. They pass the ball to each other and unexpectedly one of them shoots at the goal. The goaltender has to move in the same direction as the ball, while decreasing the goal net by standing approximately 1 metre from the goal.

### **Playing instruction**

In previous chapters the importance of communication has been stressed repeatedly. This applies especially to the communication between the goaltender and the defenders. The defending of the goal will be more effective if clear instructions have been made. Examples are: goaltender takes left corner, defender takes right corner, or defender marks the ball possessor, goaltender marks the other offender. These instructions make the role one has more clear, contributing to a better defence. It is noted that the goaltender and the defender should never stand in the same line, With this in mind, exercise E5.1.1 can endlessly be varied with the addition of a defender. The aims of this exercise are: 1) goaltender and defender learn their own tasks, 2) goaltender and defender learn to communicate, 3) goaltender and defender learn to read each others play and 4) goaltender and defender learn to actively apply different tactics.

### **Repositioning**

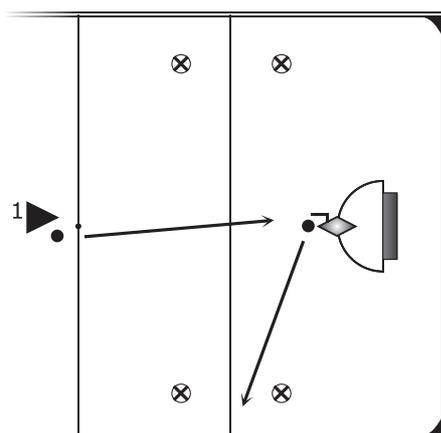
The goaltender often has to (re)act quickly. For example, in situations when the ball bounces back after it has been stopped so that the offender gets a second chance to score, then it is important that the goaltender repositions themselves as quickly as possible. Consequently this implies that the goaltender may not move too far away from the centre of the goal. One method to train both aspects is given in E5.1.2.

- E5.1.2** 4 offenders and 1 goaltender. The offenders are positioned on the centre line, approximately 4 metres from each other. On the signal of the trainer, they shoot the ball at the goal with short intervals between the shots. The goaltender has to stop the ball and to reposition quickly.

### **Ball control**

If the goaltender stops the ball, the question remains where will the ball end up. Does it bounce back to the offender for another chance? Does it lay still in the goal area? Can the goaltender influence what happens after the ball has been stopped? The answers to the first two questions are important for the course of the match. But these answers are dependent on the answer to the third question. The goaltender has just a little influence on how the ball bounces back after a ball has been stopped. It depends mostly on external influences: the pace and the angle of the shot. However, this does not mean the goaltender has no control over the situation at all. If the ball is not shot too fast, the goaltender has the ability to control it. Controlling the ball means, the ball is stopped and then is passed (or brought) to a defender, or the ball is stopped and is kept in the goal area. This latter situation rarely occurs, at least, in elite level competitions. For athletes in grass-root competitions it is relevant. The following three exercises are meant to train the latter situation.

- E5.1.3** 1 offender and 1 goaltender. Offender-1 stands at the centre line and shoots the ball at the goal. The goaltender has to control the ball inside the goal area. Offender-1 drives towards the goaltender and is allowed to score if the ball rolls outside the goal area.
- E5.1.4** 1 offender and 1 goaltender. Offender-1 stands at the centre line, shoots the ball at the goal and drives towards the goaltender. The goaltender has to stop the ball and then has to shoot the ball to the side of the playing field. A variation to this exercise is that the goaltender has to drive with the ball across the centre line.
- E5.1.5** 1 offender and 1 goaltender. Offender-1 stands at the centre line, shoots the ball at the goal and drives towards the goaltender. The goaltender stands with their back to the goal net and has to control the ball with one touch. The goaltender has to score the ball in one of the two sets of cones standing in the side of the playing field. (See Fig. 5-1)  
This exercise can be extended by letting the offender drive towards the goaltender. The goaltender then has to choose the side to score.



*Fig. 5-1 Goaltender passes the ball to the side of the playing field*

The aim of the latter exercise is to train the goaltender how to pass the ball quickly away from the centre. This is an exercise for ball control, relevant to elite and grass-root goaltenders.

However, the fact remains that the goaltender has little influence how the ball bounces back. How to react to a bounced back ball is a matter of defensive tactic and not primarily a concern for the goaltender.

The stopping of long shots is one thing; coping with an unmarked offender is another issue. In some situations it is better to wait. In other situations it is wise that the goaltender comes out. This choice depends on several factors: 1) the skills of the goaltender, 2) the number and skilfulness of the unmarked offender(s) and 3) the positions of the defenders.

The first point is logical: if the goaltender has not got the ability to perform a reasonable Man-to-Man (and thus is a line-goaltender)

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**Coming out**

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then it makes sense to try to stop the offence within the goal area. The goaltender has the ability to force the offender towards a specific side, even though the goaltender remains in the goal area. By leaving one side of the goal net uncovered intentionally, the offender is tempted to shoot at that open side. If the goaltender (re)acts quickly enough to the movements of the offender, a goal can be prevented. This is a good solution for the line-goaltender.

The second point refers to an adequate assessment of the situation. Are there multiple unmarked offenders or is it just one? In the first situation the goaltender may have the best chance if they remain in the goal area. In case of one unmarked offender it may be more effective to leave the goal area and to perform a Man-to-Man. In this decision, the skilfulness of the offender has also to be taken into account: an offender which has less ball control is more likely to be defended effectively by a Man-to-Man than an offender with more advanced skills. In the latter case it can be wise to wait, where as the first situation clearly requires a Man-to-Man. Apart from focusing on the ball possessor, the passing lines have to be taking into account also.

The third point refers to the exact positions of the defenders. Are they able to guard the goal if the goaltender comes out? The nearer a defender is, the more risk a goaltender can take in applying a Man-to-Man.

These three points are associated with each other and are not considered at length. The overall picture is a split-second decision, hence, experience is an important factor.

### Man-to-Man

When a goaltender has the skill to perform a good Man-to-Man, this enables them to come out of the goal area, this can slow down the offensive play. The goaltender, then, has to decrease the goal net, meaning that the goaltender moves themselves between the goal net and the ball possessor. The closer the goaltender is positioned to the offender, the smaller the goal net becomes. Subsequently, the goaltender has to press the offender to the side of the playing field, away from the centre. If the goaltender takes over ball possession, the best option is to take position between the offender and the ball. Then a defender can pick up the ball.

This can be trained as follows.

- | **E5.1.6** 1 offender and 1 goaltender. Offender-1 stands at the centre line, drives towards the goaltender and tries to score. The goaltender comes out, performs a Man-to-Man and forces the offender to the side of the playing field. The goaltender tries to take over ball possession.

This brings us to the end of the paragraph concerning the fundamentals of the goaltender. These fundamentals have been primarily focused on the prevention of scoring. The next paragraph clarifies that the goaltender can be much involved within the game. It will show that the goaltender can be a normal defender.

## 5.2 The goaltender comes out

This title is both meant literally and fundamentally. The primary function of the goaltender is to prevent a goal being scored. However, the word 'primary' does not implicate that it covers the complete function of the goaltender. One has to break with the traditional idea that the goaltender is nothing more than a goalie. The goal area is not the only arena for the goaltender, it is time to embrace the view that a goaltender can be an extra defender.

The goaltender is not an athlete who only acts in the goal area. An elite goaltender possesses more advanced skills. This goaltender supports the repossessing of the ball, gives instructions, and offers another possible passing opportunity. The bottom line is that the goaltender is a full team member. In this paragraph the different possibilities for incorporating the goaltender are discussed.

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**Full team member**

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When the opponent has repossessed the ball and sets up an offence, a deep pass can follow. Usually this pass is tailored, but sometimes this pass does not reach the team-mate. In this scenario the goaltender becomes actively involved and drives towards the ball. Subsequently, there are three possibilities. The first option is that the goaltender covers the ball, preventing the offender to reach the ball. Here, the goaltender moves itself between the ball and the offender and waits for a team-mate to take over ball possession. In this situation the goaltender may set a screen.

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**Defending**

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The second option is to intercept the ball and then to pass it to a team-mate. This can be the case if there are no offenders near pressing for the ball. Therefore, a defender must be near to receive the ball. Attention should be given to the passing-line: this should not be threatened by the presence of an offender.

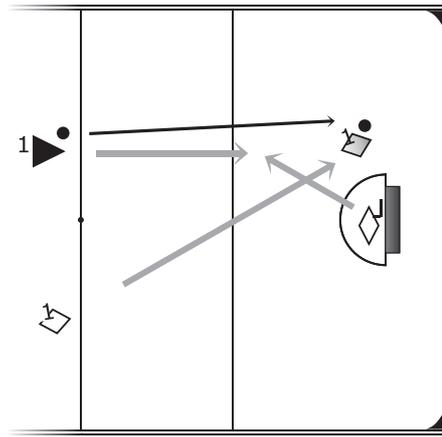
The third option is that the goaltender intercepts the ball and subsequently keeps the ball still in the goal area. This latter option is least attractive because it slows down the match, and because it has some risks for the goaltender. The goaltender should be able to control the ball completely.

In all the three options the essential point is that the goaltender has to fulfil an active role. This active role is a more effective method of defending because of the pro-active behaviour of the goaltender. In addition, it is attractive for the audience to watch an actively moving goaltender. By being more actively involved, the goaltender transforms from being a 'goalie' into an additional defender.

The following four exercises are meant to train the these points.

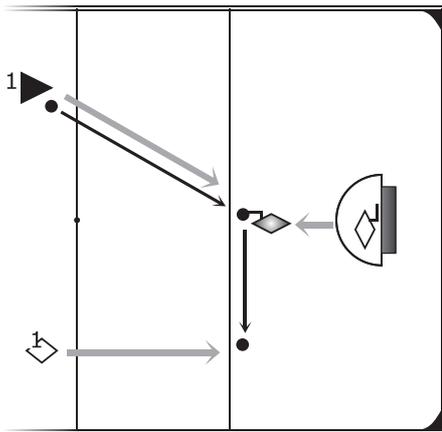
- E5.2.1** 1 offender, 1 defender and 1 goaltender. Offender-1 and Defender-1 stand at the centre line. Offender-1 has got the ball. Offender-1 passes the ball forwards; Offender-1 and Defender-1 simultaneously drive towards the ball. Also the goaltender approaches the ball but does not touch it. The goaltender positions themselves between the ball and Offender-1 in such way that Defender-1 can take the ball. (See Fig. 5-2 on next page)

## Principles of Electric Wheelchair Hockey



*Fig. 5-2 Goaltender covers the ball in order to obtain ball possession*

- E5.2.2** 1 offender, 1 defender and 1 goaltender. Offender-1 has got the ball; Defender-1 stands next to Offender-1. Offender-1 passes the ball forward, towards the centre; then drives towards the ball. After the ball has been passed, Defender-1 drives towards a free position. The goaltender drives towards the ball, intercepts it and then passes the ball to Defender-1. (See Fig. 5-3)



*Fig. 5-3 Goaltender passes the ball to a defender*

- E5.2.3** 1 offender and 1 goaltender. Offender-1 stands at the centre line and shoots the ball at the goal. Subsequently, Offender-1 drives towards the goal net. The goaltender has to control the ball and then keeps the ball in the goal area. The difficulty of this exercise can be increased by increasing the speed of the ball and by shooting the ball next to the goal net.
- E5.2.4** 2 offenders, 1 defender and 1 goaltender. Offender-1 has got the ball and passes the ball to Offender-2. The goaltender drives towards Offender-2 and defends this offender Man-to-Man. Defender-1 positions themselves in front of the goal area. (See Fig. 5-4 on next page)

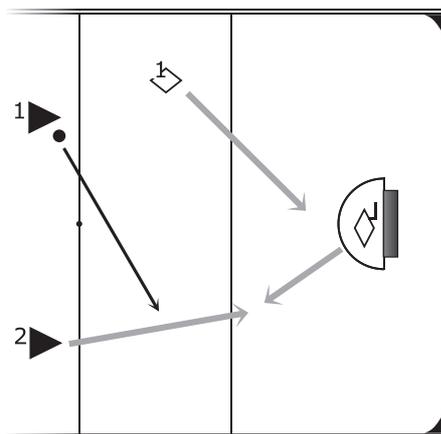


Fig. 5-4 Goaltender in a Man-to-Man situation

The previous four exercises used a pre-set method. Never-the-less, the goaltender learns functional ball control and how to take an active role. The next exercises are extensions of this active participation of the goaltender.

When there is a situation of a ball takeover near the goal area, it could be suitable for the goaltender to become involved in setting up the offence. This might be by setting a screen. The advantage of this is that one creates an extra offender, increasing the chance to set up an effective offence. During a match an adequate assessment of the situation is of great importance. The goaltender is only allowed to leave the goal area when this does not result in an unnecessary risk. Generally, this screen should be set at the side of the playing field, away from the centre. As soon as the ball possessor drives around the screen, the goaltender must keep in mind that the goal net is undefended. The risk should be kept to a minimum by passing the ball as soon as possible into the free space, or by driving into the free space. The goaltender should then take the proper position as soon as possible.

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**Setting up  
an offence**

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- E5.2.5** 1 offender, 1 defender and 1 goaltender. Offender-1 starts at the centre line and passes the ball towards a corner of the playing field. Subsequently, Offender-1 must recapture the ball. Defender-1 gets the ball, waits for Offender-1 to be near; then the goaltender sets a screen, waits for Defender-1 to drive around the screen and then the goaltender repositions.

In this last exercise the timing and the feeling of the goaltender is practiced. Does the goaltender come out at the right time and does the goaltender set the screen correctly? Has the goaltender the courage and the insight to fulfil this active role? The answers to these questions also address the situations in which the goaltender fulfils a role during the offence. During a match the goaltender is not often involved in an offence, however, this does not imply that a goaltender has no offensive role at all. From their position the goaltender has an overview on the whole playing field, enabling to give good instruction. This is not addressed here in detail, but this role should not be underestimated.

**Receiving a pass & screen-setter**

Rarely the goaltender is seen as a team-mate who is able to receive a pass. However, a played-back ball can result in a new impulse for an offence. By passing the ball back you can trigger a reaction of your opponent. This can create space, thus finding a new opening in the defence. Then, the goaltender can position themselves more forward and become more actively involved in the offence. This situation allows the team-mates to pass the ball to the goaltender who passes the ball to another team-mate or sets a screen for the team-mate who takes over the ball.

**E5.2.6** 2 offenders, 2 defenders and 1 goaltender. The course of this exercise is explained by numbers 1-8. The offenders have to score in goal net A, the defenders apply a Man-to-Man defence. Offender-1 passes the ball to the goaltender (1); the goaltender passes the ball to Offender-2 (2) and sets a screen in favour of Offender-2 (3). Offender-1 starts driving forwards (4). Then Offender-2 drives around the screen and passes the ball to Offender-1 (5) and drives forward (6). As soon as Offender-1 is in the right position, Offender-1 passes the ball (7) and the ball is then scored by Offender-2 (8). (See Fig. 5-5)

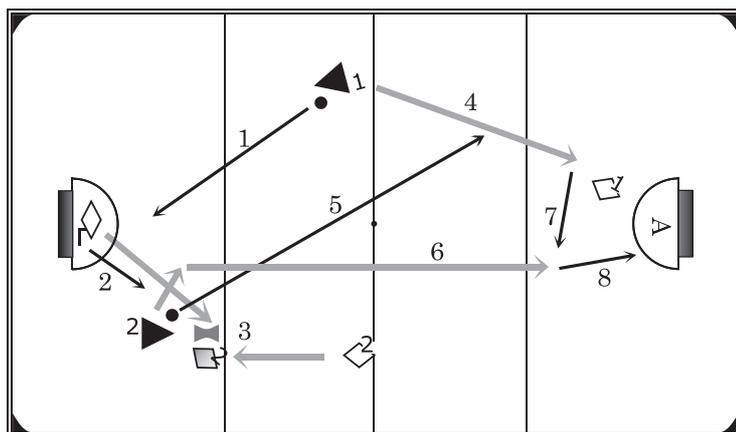


Fig. 5-5 The course of the exercise

This paragraph has shown a number of examples in which the goaltender is an active member of the team. By approaching the goaltender (and the game) in such a way, more variation and more sensational situations can arise. In addition, EWH becomes a more mature sport.

This chapter provided exercises aimed at the goaltender. Many of these exercises can be combined with the exercises in chapter 4 and with the theory in chapter 8. The aim of the present chapter is to break with the conservative view to the goaltender, and to attribute a more active role for the goaltender.

## Applications in Play-forms

In this last chapter of the first section, a few play-forms which are a pleasant variation to EWH are discussed. These play-forms offer an opportunity to train elements of EWH, although some might seem irrelevant at first sight. Never-the-less, each exercise has the aim to practice skills that are necessary for playing EWH.

It is not the purpose to give a summary of all kind of play-forms. This would be an impossible task. However, a few pleasant exercises in play-forms are presented, that will train abilities, essential to practice EWH.

Firstly, the play "three-on-three with four goal nets" is addressed (paragraph 6.1). Paragraph 6.2 discusses the relevance of baseball to the EWH sport. The play "Chinese Wall" is a game in which the screen-setting can be practiced (paragraph 6.3.1). This play also is suitable for practicing the tactical insight (paragraph 6.3.2). Of course the shoot-out cannot be left out. This is addressed paragraph 6.4.

### 6.1 Four goal nets create space

The first play-form is a match EWH with two teams, three athletes each (obviously it can be also two or four athletes). The match lasts (for instance) 2 x 10 minutes. Each team has got two goal nets. (See Fig. 6-1) Because there are two goal nets for a team to score in, the play will create more space. This is a good exercise to practice positional play and the tactical insight. Since there are only three athletes per team, there is space enough to play the ball around and to find an opening in the defence.

This play-form is especially suitable for grass-root athletes. Because these athletes are inclined to catch the ball all together, they will be encouraged to keep the game wide.

The art of the game is to apply good positional play (concentration on both goals) and then to give across pass to a team-mate which keeps the field wide and scores in the undefended goal net.

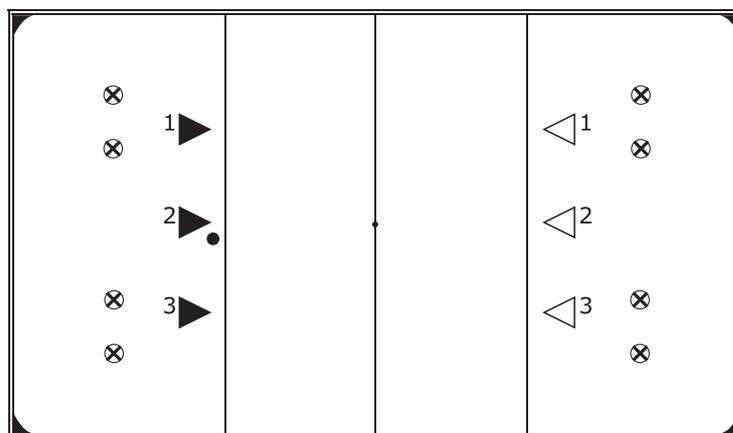


Fig. 6-1 Illustration of the playing field

## Principles of Electric Wheelchair Hockey

Creating an unmarked team-mate can be done in different ways. For example, they can set a screen, or pass the ball.

It is essential that the athletes make use of the space, because of the second goal net. This can be translated also to regular EWH. More space is created at the sides to entice the defenders. The athlete on the other side of the playing field gains space and procession to score.

To show the relevance for a regular EWH match, Fig. 6-2 provides an example of a situation which can occur. To stress out the relevance, the regular goal nets are also shown.

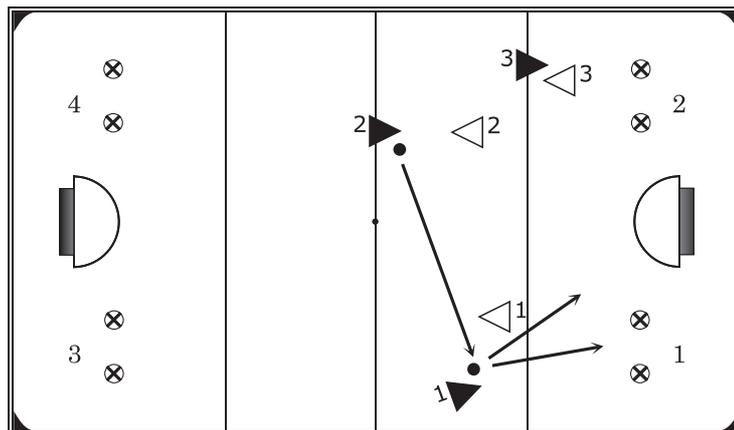


Fig. 6-2 Practice situation

It can be seen that Offender-1 is standing free at the side to score in goal net 1. At the same time it is clear that Offender-1, in this position, has a good chance to score into the regular goal net. By practising with two goal nets, the athletes learn to keep the field wide.

### 6.2 Baseball is passing the ball and positional play

Baseball is played with two teams, five athletes each. The batting team and the fielding team. The playing field has a width of 10 metres and is 15 metres long. There are 4 bases in a quadrangle. The distance between two bases is 8 metres. (See Fig. 6-3)

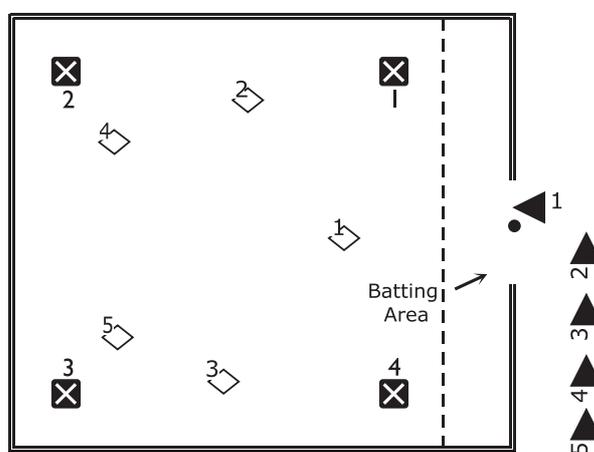


Fig. 6-3 The baseball field

The batting team starts behind the batting area (Offender-1 stands in the batting area), Offender-1 hits the ball into the playing field. The ball has to be played over the dotted line. The athlete runs to base-1 (if possible to base-2 or even further). The athlete has to touch the base. The next turn is for Offender-2 of the batting team. There is only one athlete allowed at one base. Field athletes are not allowed to block the batting athletes. As soon as an athlete drives from base-4 through the batting area, 1 point is scored.

The fielding team can score a point by: 1) shooting the ball against the wheelchair, or 2) to shoot the ball through the batting area. Shooting the ball through the batting area is only allowed when the athlete is still driving from one base to another. The athletes of the fielding team are not allowed to drive with the ball. When the fielding team has scored three times, the teams change. The batting team becomes the fielding team and visa versa.

It is obvious that baseball gives several opportunities to practice some aspects of EWH. This is less relevant for the batting team: these athletes only need to shoot the ball (nevertheless they need tactical insight) and to run from base to base.

It is more interesting for the fielding team. Firstly this team has to position itself in such a way the ball can be intercepted as soon as possible. This means they need a comprehension of positional play. When the fielding team has ball possession, these athletes need to decide what to do with the ball: should they shoot through the batting area or should they shoot against the wheelchair? For both options tactical insight and the ability to pass the ball well are required. So it could be that the fielding team "blocks" an opponent between the first and the second base by occupying such a position where easily a ball can be received.

Thus, for the fielding team it is important to apply good positional play, accompanied by an accurate, fast ball circulation. In fact, because there is time pressure (if they do not process the ball quick enough, the batsman makes a home-run), the athletes have to react fast and effective. This is all about EWH: accurate processing of the ball is the basis of an effective attack.

### **6.3 The Chinese Wall**

The Chinese Wall is a play in which the athletes have to cross the catch area in the playing field where they find a few catchers. (A variation to this is to pass the ball to the other side through the catch area). (See Fig. 6-4) The athletes have to co-operate, so they won't be caught while they drive to the other side. One of the applied tactics to reach the other side is named Threatening. Threatening means that an athlete entices a catcher so the other athletes have more space to drive through. Each athlete scores one point for reaching the other side. If an athlete is caught this athlete leaves the playing field.

This play offers relevant perspectives for EWH. It can be a pleasant manner to practice the screen. Also tactical insight and positional play can be practiced. (See Fig. 6-4 on next page for the line up)

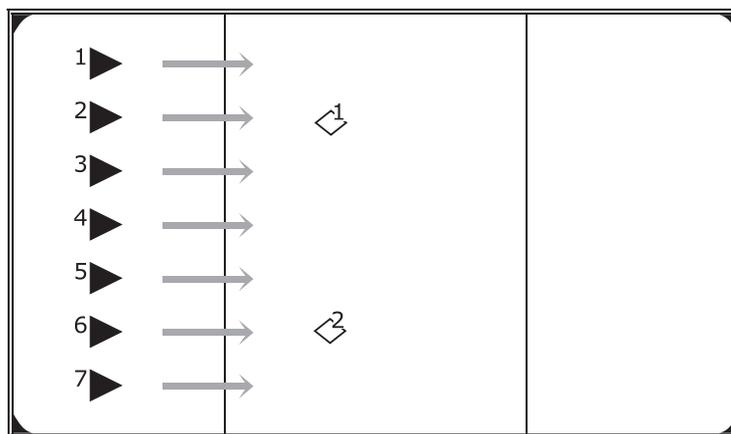


Fig. 6-4 The Chinese Wall

### 6.3.1 The Chinese Wall: Screen-setting

If one wants to practice the screen-setting, a screen-setter can be added to the catch area. Now there is one catcher. The screen-setter has to take care that the athletes reach the other side one by one. This means that the athlete (Offender-1) has to entice the catcher. Then the screen-setter (Offender-2) sets an active screen and Offender-1 can pass the catch area without being caught. Of course this practice can be increased with two catchers and two athletes for screen settings. We also can split the catch area so each catcher has a separate area which they are not allowed to leave. Now there is one screen-setter which has to set two screens. (See Fig. 6-5)

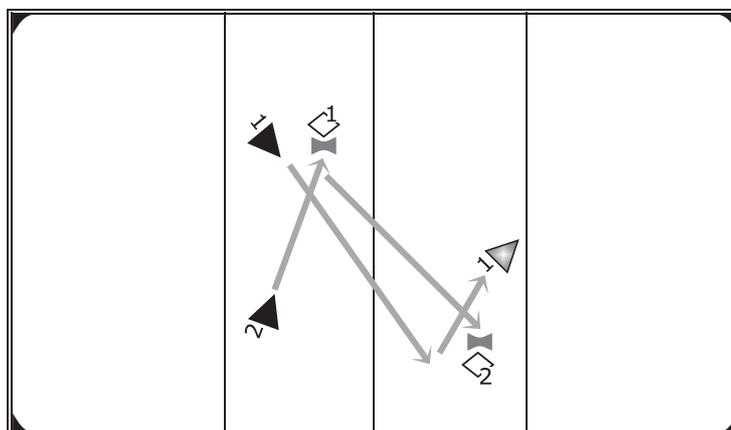
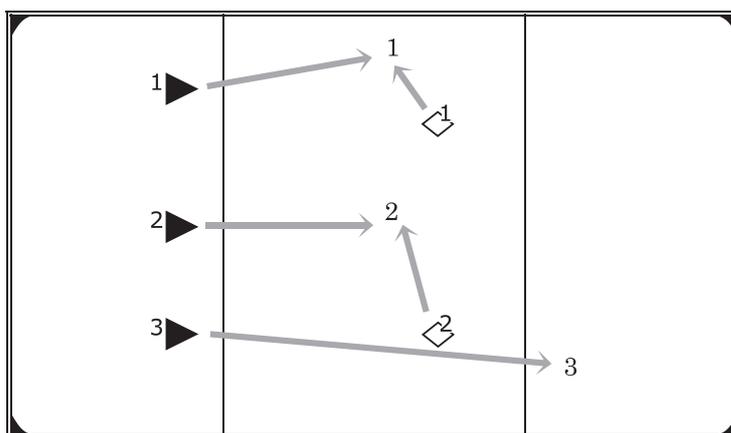


Fig. 6-5 The use of screening in the Chinese Wall

### 6.3.2 The Chinese Wall: Tactical insight

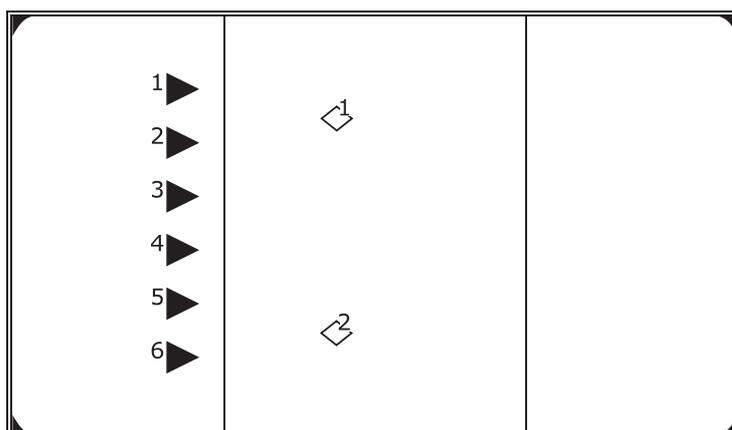
Apart from the exercises to apply the screen, the Chinese Wall can also be used for practicing tactical affairs. Assuming the following situation. Two catchers stand in the catch area; there are three athletes. These athletes have to co-operate to reach the other side. To achieve this they have to Threat. (See Fig. 6-6 on next page)  
For example, Offender-1 drives to the side and enters the catch area, Catcher-1 is now enticed towards this position (1 in Fig. 6-6).

Offender-2 does the same in the centre of the catch area and entices Catcher-2 (2 in Fig. 6-6). There will be an open space at the right side of the catch area of which Offender-3 can make use of (3 in Fig. 6-6). Now Catcher-2 has to make a choice: Catcher-2 drives towards Offender-3, then Offender-2 can drive to the other side (see Fig. 6-6). If Catcher-2 remains in the current position, Offender-3 can drive through. Another possibility: if Offender-3 has almost passed through the catch area, this athlete can drive back with the aim to distract Catcher-2; then Offender-2 may be able to drive through.



*Fig. 6-6 Threatening by Offender-1 and Offender-2*

What can the catchers do? Their instruction is to let through the least athletes possible. For the catchers it is important to give as little space as possible. Therefore they need to occupy such a position that both the side as well as the centre is covered. Fig. 6-7 shows the best positions for the catchers.



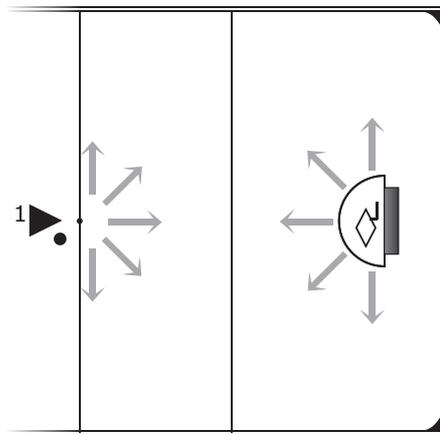
*Fig. 6-7 Ideal positioning for the Catchers*

It is not difficult to see the link with EWH. What the athlete is creating is space for their team-mates, so the attack has a greater chance to succeed. The catchers are doing the same as the defenders do during a match.

## 6.4 Shoot-out

The shoot-out originates from the ice-hockey sport. In EWH it can be seen as a variation to the penalty stroke. The athlete starts in the centre of the centre line with the ball and drives towards the goal net. The athlete is allowed to move forwards, diagonally or vertically; driving backwards is not permitted. This also applies to the ball. The goaltender stands in the goal area; the goaltender is also permitted to drive forwards, diagonally and vertically. (See Fig. 6-8)

If one of these two athletes makes a fault with respect to the moving direction, one point is awarded to the other team. Of course, if a goal is made one point is awarded to the team of the Offender; if the goaltender stops the ball one point is awarded to the goaltender's team.



*Fig. 6-8 The shoot-out*

Since the athletes and the goaltender cannot drive in backward direction, they end up in a kind of cat-and-mouse play. The trick is to bring the opponent in an impossible position. For the ball possessor it is advisable to stay in the centre: here the athlete has the most chance to score. If the athlete chooses one side it often implies that the rest of the shoot-out will be continued at this side.

For the goaltender it is an advantage if the ball possessor drives to the side: this is easier to defend. Depending on the goaltender's style, (s)he can choose to come out or not. Each option has both advantages and disadvantages.

When the goaltender comes out, the ball possessor is pressed. Then the offender has to drive to the side. By doing this the chance to score will be reduced, at least, if the goaltender does it correctly. Since the ball possessor is only allowed to drive forwards, the position will become less advantaged to score. The goaltender can achieve this to come out the goal area and to force the offender to choose a side. Also the goaltender is only allowed to drive forwards, implying the need to position themselves correctly. A second advantage is that the goaltender gets one point by only touching the ball. Coming out is often effective, especially in case of an offender with less ball control. A disadvantage of the goaltender coming out is that they over-commit themselves, giving the offender a wide open door to score.

Staying in the goal area means waiting, and giving the initiative to the offender. This might be a good tactic. Now it is more difficult for the offender to pass the goaltender; the goal net remains defended. The offender has to play the goaltender at the line, but this will be not so easy because the ball is only allowed to roll in forward direction. A disadvantage is that this tactic does not result in any pressure on the offenders, allowing a shoot-out through the centre.

What is the best option for the offender? This depends on the goaltender's reaction. If the goaltender comes out, usually an opening emerges. Athletes with a good ball control then have a good opportunity to score. An offender should remain in the centre as long as possible, also when the goaltender does not leave the goal area. This has an advantage for the offender, as it gives them time to look for the best position to score. When an opening emerges, a shot from distance can be surprising.

With the shoot-out this chapter ends. Four play-forms has been discussed, but this also could have been 20 play-forms. For example, a tennis match could be played as well (see exercise E3.1.6) or an adapted form of golf. Athletes can practice their skills in another context, stimulating to improve the technical skills and tactical comprehension. For this reason the trainer can work selectively, choosing a play-form to train specific aspects of EWH.

**Principles of Electric Wheelchair Hockey**

# **Section 2**

## **Tactics**

**Principles of Electric Wheelchair Hockey**

## Defensive Tactics

After the basic elements of EWH (the techniques) it is time to look at the tactics. In paragraph 2.3 we made several remarks about the different ways to turn-over the ball. Chapter 3 (paragraph 3.1) discussed a few exercises to practice the repossession of the ball. We also can find the repossession in paragraph 8.2.1 (the Fast-Break) and in paragraph 4.1, E4.1.5. For the tactical remarks about the resumption of the game, we refer to paragraph 8.3. This chapter will discuss different tactics concerning the defence.

A problem arises about defensive tactics in EWH when using 2 different size fields. Elite level teams play the larger field with 5 athletes in a team; grass-root teams can best play on a smaller field with 4 athletes in a team. Tactically it is clear that playing with 4 field-athletes allows more possibilities than playing with 3 field-athletes. Because of the difference in team size we shall discuss the defensive tactics separately, in paragraph 7.1 each tactic will be discussed comprehensively, paragraph 7.2 will place more remarks concerning the elite level teams.

In contrast with the chapters before, the discussion about the tactics will be limited. The concerning tactic only will be described; no specific exercises shall be presented.

**Large fields  
versus  
small fields**

- 1. Man-to-Man
  - Full Court Press
  - Half Court Press
- 2. Zone-Defence
  - 1-2 Zone-Defence
  - 2-1 Zone-Defence
  - 1-2-1 Zone-Defence
  - 2-1-1 Zone-Defence
  - 1-1-2 Zone-Defence
- 3. Other (combined)
  - Half-Zone-Press
  - Zone-Press
  - Out-side-Defence
  - Rotating-Defence
  - Diamond-and-one

*Box-1 Types of defensive tactics*

### **Defending defending**

Before discussing the specific tactics, the term defending needs to be defined. This has importance because the definitions have implications for the tactical perspective of a defence. In general, there are two visions of defending: 1) the defence is aimed at acquiring ball-possession, and 2) the defence is aimed at preventing the opponent to score.

The essence of a match is to score more points than the opponents. The objective is to prevent the opposing team to score, because the chance the opponent scoring is least likely when having ball-possession. It can be said that the best defence is ball-possession; the logical consequence is that the essence of defence is to gain ball-possession.

Preventing the opponent to score is in this view a secondary aim for defensive play.

This chapter presents a number of defensive tactics (see Box-1 on page 67). The choice for one of these tactics depends on the quality of the opponent. In addition, it is also central to assess the quality of your own team. Some important points for the trainer are listed below.

Firstly, attention should be given to the playing style of your own team. What kind of defence is best for your athletes? The second point is related to the availability of materials (e.g., type of wheelchairs). When all athletes use a front-wheel-drive wheelchair, with a maximum speed of 4 kilometres an hour, then a Man-to-Man defence is not logical. Speed and agility have to be taken into account. Apart from that, the offensive- and defensive tactics have to be synchronized. A certain offensive system limits the way of defending. An example of this is an offensive system in which all athletes change their positions but at the same time they have to defend in a strict 1-2 zone.

### **Analysing the opponent**

Also the offensive tactic of your opponent has to be taken into account. What are their strengths and weaknesses? Box-2 lists a few important points to make a thorough analysis of the opponent. Each defensive system is able to anticipate on the opponent's offence, in order to achieve a maximum effect.

- Playing system
- Defensive tactic
- Offensive tactic
- Passing quality
- Number of T-sticks
- Quality positional play
- Quality individual athletes
- Quality ball-possession (ball-control)
- Quality (long) shots
- Use of screening
- Speed of the wheelchairs

*Box-2 Analysing your opponent*

This chapter begins with the discussion of different defensive tactics for grass-root teams. Roughly two different tactics are addressed in paragraph 7.1: 1) Man-to-Man and 2) Zone-Defence. Of course several combinations are possible. In paragraph 7.2 the tactics for elite teams will be provided. Paragraph 7.2 can be seen as an extension of paragraph 7.1.

## 7.1 Defensive tactics for grass-root teams

Apparently there are many different defensive systems, but these are more or less variations of two kinds of defensive tactics: the Man-to-Man and the Zone-Defence. For this reason, these two tactics will be discussed in detail. After that the other systems will be presented.

### 7.1.1 The Man-to-Man

The Man-to-Man (MtM) is a very active defensive tactic. Active means that the defender does not wait for the opponent but that the defender approaches the opponent. The striving for ball-possession is reflected by the pressure which results from a good MtM defence. In other words, the MtM can be seen as pure one-to-one, in which the defender's position always is between the offender and your own goal. This is also named as: "defending in the inner side". It depends on the tactic how strictly the MtM will be performed. For example, it can be useful for the defence to defend the entire field, while another opponent may require a MtM only at your own half of the playing field. The basic principle is to set pressure on the opponent.

In a team which applies a MtM, a goalkeeper who is actively involved in the game can provide extra value. As more space is left for the goalkeeper, their defensive area increases. Unmarked offenders can then be pressed by the goalkeeper. This will be discussed in detail later on.

In this paragraph the Half Court Press (HCP) and the Full Court Press (FCP) will be addressed. These two tactics are examples of, a three-quarter MtM (at 75% of the field) is sometimes a good choice, in other instances one might choose for a MtM from the penalty line. It all depends on the preference and qualities of the teams.

Before the MtM is discussed, first attention is given to two important concepts which are closely related to the MtM, the Switching and the Double-Team.

#### 7.1.1.1 Switching and Double-Team

Switching means that one defender moves from guarding one offender to guarding another offender. The defender *switches* offender to another.

If an offender becomes unmarked, it means that the defence is out of position. This situation can result from a quick pass or a fake from the offender. Therefore the defender has lost their MtM. In these two situations, losing the offender can be avoided by focusing on the opponent only, not on the ball (thus by playing a perfect MtM). When the defender loses their own opponent, the team-mates have to be notified immediately. For instance by yelling "switch". In the

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**Active  
defensive  
tactic**

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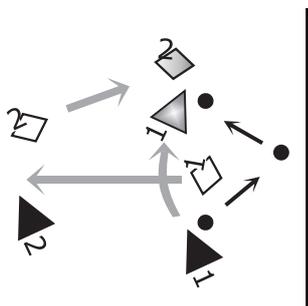
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**Switching**

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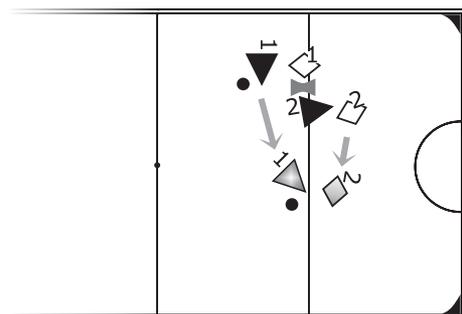
## Principles of Electric Wheelchair Hockey

example in Figure 7-1, Defender-1 has to notify Defender-2. As soon as Offender-1 has been guarded by Defender-2, Defender-1 switches to Offender-2 (see Fig. 7-1)



*Fig. 7-1 Switching after a pass*

Another situation is when the defender is screened. The nature of a MtM defence makes this situation very clear: the defender which defends the screen-setter switches to the offender who makes use of the screen. Now the screened defender follows the other opponent (as long as there is a defence situation) (see Fig. 7-2).



*Fig. 7-2 Switching after a screen*

Figure 7-2 shows that Offender-1 is supported by Offender-2 with a screen on Defender-1. Since Offender-1 causes the most threat (the ball-possessor), Defender-2 has to leave Offender-2 and has to switch to Offender-1.

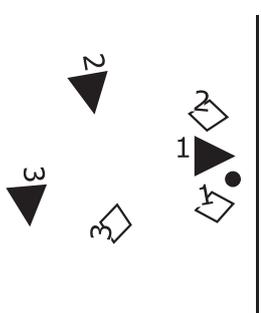
When using every form of a MtM-defence, switching is essential. The defensive structure is organized to defend an opponent instead of a zone of the playing field. If the switch fails as a technique, the ball-possessing team is able to create a lot more opportunities. The goaltender can play a significant role as well (see chapter 5, exercises E5.2.1 and E5.2.4).

### **Double-Team**

Double-Team means that two defenders are pressing one offender from two different sides in order to capture the ball. This happens mostly at the side of the playing field. The chance to take over the ball-possession then increases. The Double-Team can be applied as a separate tactic. If this tactic is chosen, the defensive system relies substantially on this technique. A team can provoke a Double-Team by pressing the ball-possessor to one side of the playing field. In a subsequent paragraph this will be addressed (see 7.1.3.2).

The Double-Team can be incorporated in every defensive system. This technique is preferred when the chance to take over ball-possession looks good, for instance when an opponent with little ball-control has ball-possession or when the ball-poseessor is situated in an unfortunate position.

In order to set a Double-Team, two defenders have to co-operate with each other. The first defender (MtM on the ball-poseessor) presses the opponent and stays between the offender and the own goal net, the second defender drives towards the offender from the other side, hindering the offender to drive back or to pass the ball. A third defender stays in the centre of the playing field, trying to safeguard the horizontal passing line. This all implies that the strict MtM defence is put aside for a moment. If the MtM defence is rigidly applied, the Double-Team is deemed to fail. Figure 7-3 shows the ideal positioning of a Double-Team.



*Fig. 7-3 Double-Team*

The third defender plays an important role, when the Double-Team fails and the ball-poseessor passes the ball anyway, then it is up to the third defender to intercept the ball. When this athlete fails to take a correct position, the opponent finds a great opportunity to score.

From the text above, it can be concluded that the Double-Team is a risky technique. On the one hand the effect is often greater, but on the other hand, if something goes wrong, the opponent has a tremendous opportunity to score. For this reason clear communication and fine-tuned timing are important. Nevertheless, if applied properly, the Double-Team is an effective instrument to acquire ball-possession.

**Risky**

### **7.1.1.2 The Half Court Press**

The Half Court Press (HCP) is a defensive system in which the defenders are pressing their direct opponents only on their defensive half of the playing field. Figure 7-4 on next page shows the principle of the HCP.

## Principles of Electric Wheelchair Hockey

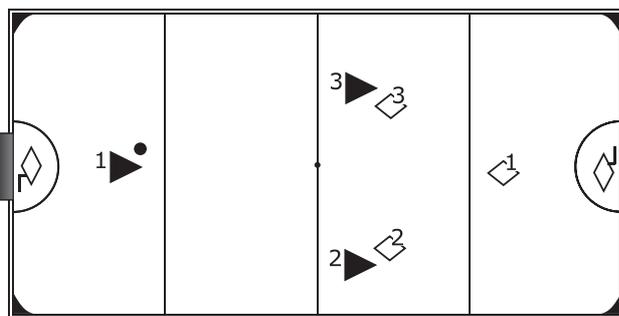


Fig. 7-4 Presentation of a Half Court Press (HCP)

### **Basis**

The basic idea of a HCP is that the opponents are pressed as soon as they cross the centre line. Each defender has their own offender; defender and offender form one couple. Every time an offender comes on the half of the defending team, this offender is defended by a defender. The defender is always positioned between the offender and their own goal. The free defender is positioned in the centre of the playing field waiting for an offender. This starting position for the defence is a (wide) 1-2 zone (see paragraph 7.1.2.2). The aim of the HCP is to create space behind the offenders (by allowing them to move forward) and subsequently to press them in order to acquire ball-possession. If applied smartly, the HCP is a great starting point for an effective Fast-Break (see chapter 8).

### **Tactical response**

In which situations should you choose the HCP as defensive tactic? To apply a MtM, fast and manoeuvrable wheelchairs are very important. In addition, the athletes need to have a certain skill level to anticipate to the movements of their offenders. With respect to the opponent, the following points need some attention.

### **Swiftly repossessing**

A team that sets up an offence very well and swiftly usually faces some problems when confronted with a HCP. A HCP results in pressure to the offence and can be seriously hindered. At the same time the defence operates within a compact organization, which also prevents a goal aimed pass.

### **Failing FCP**

The HCP can also be a second choice. This is the case when a team should defend with a FCP but misses the opportunity to do so. Then it is logical to change the system into a HCP. This increases the control by decreasing the playing field.

### **Defensive opponent**

Applying a HCP is also an adequate response to a strong defensive opponent. By pressing the offenders in your defensive half, the opponent is forced to come forward, resulting in more space in your offensive half.

### **Disadvantage**

A disadvantage of the HCP is that changing from offence to defence may be difficult, especially for an offensive minded team. Because of the offensive strategy, attention for the defensive positional play may be lacking. The changing from offensive positions to the positions of a HCP may require more time. This may allow the opponent to build an offence without too much resistance. This problem is preventable by pressing the ball-possessor for a moment, allowing the other defenders to take their correct positions.

### 7.1.1.3 The Full Court Press

The Full Court Press (FCP) is almost identical to a HCP. The difference is that with the FCP the defenders press the whole playing field instead of half the playing field. The FCP is shown in Fig. 7-5.

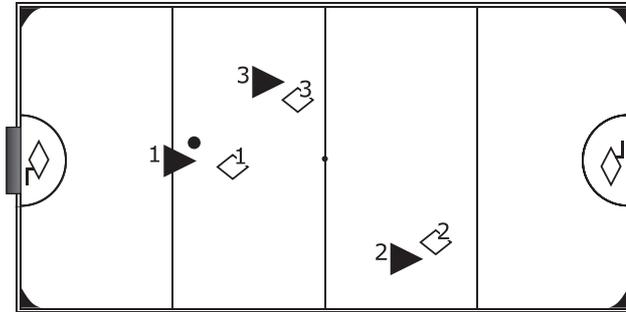


Fig. 7-5 Presentation of a Full Court Press (FCP)

Fig. 7-5 shows clearly the difference between HCP and FCP. There is not a difference in playing system, the fundamental idea remains one-on-one. From a tactical perspective some differences exist. A FCP can result a great pressure on your opponent, which hinders setting up an offence. If the FCP is applied correctly, your opponents only have few alternatives left to escape from this pressure. Correct passing of the ball in high tempo is one of the few responses to a FCP.

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**Basis**

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As said before, a FCP causes great pressure. We can conclude that any opponent having trouble with repossessing the ball and setting up an offence, will find it difficult to handle this tactic. Thus, there is a good opportunity to recapture ball-possession.

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**Tactical response**

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A FCP presses the offenders at your offensive half of the playing field. A team with offenders good at the long shot, is well defended by this tactic (hence a goal against only is valid when the ball is shot from your defensive half of the playing field).

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**Good long shots**

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Also a team with a lot of good offenders is not happy being defended by a FCP. By pressing immediately (e.g., on the whole field), the play of the opponent will be obstructed. Offenders are less likely to benefit from individual qualities when they are under pressure.

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**Good offenders**

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When the opponent is very passive, a FCP is a good tactic to repossess the ball. The opponent is then hindered in playing the ball. By applying directly a FCP, holding ball-possession is very difficult so the possibility to take-over the ball becomes greater.

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**Loosing ball-possession**

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Another advantage of the FCP is that the switch from attack to defence is quite easy. The problems associated with the HCP do not arise when applying a FCP. When loosing the ball, the athletes can check their opponent immediately.

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**Offence to defence**

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Apart from these positive effects of the FCP as defending tactic, there also are unfavourable effects of the FCP.

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**Disadvantages**

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### **Less space**

Because the opponent is pressed at their defensive half, the space behind the penalty line decreases. This is a disadvantage because a fast attack can be hindered after recapturing the ball. The attack can become chaotic at once. The ball can be played back to organise an attack. If the game will be played in that way, the FCP will be used purely to obtain ball-possession.

### **Space behind the defence**

Another consequence of the FCP is that it results in a lot of space behind the defence, on the defensive half of the playing field. This makes the defence fragile as soon as the defence makes a fault, leaving the opponent much space for a Fast-Break. In a team applying a FCP, the goaltender can fulfil an important function, namely functioning as an extra defender (paragraph 5.2). Then, each long pass should be for the goaltender.

### **Speed**

The speed of the wheelchairs is an important issue too. When the opponent has faster wheelchairs, the FCP is the worst tactic a trainer can choose. The pressure will be avoided by driving a lot (or by screening a lot) by the offensive team which casts off the defence. As soon as the offender passes the defender, there is no way for the defenders to hold positions.

### **Concentration**

Applying a FCP requires the ability to concentrate, because the tempo of the play will be high. It is very exhausting to apply this system during the whole match. The coach might consider switching from a FCP to a HCP during the match.

### **7.1.2 The Zone-Defence**

Compared to a MtM, the pure Zone-Defence is more passive. The defenders do not press the opponent, but defend the goal by shielding the area (zone) around the goal net. Each defender is responsible for a part of this zone. The defence allows the opponent to organise the attack freely. The offenders are allowed to pass the ball as much as they want. The zone only defends the area around the goal net (= the zone that will be defended) by taking positions around the goal net.

How can we understand this passive defence, taking the ultimate aim of defending (acquiring ball-possession) into account? Firstly, not all Zone-Defences are as passive as it seems. A Zone-Defence surely is able to press offenders as they approach. This pressure is set in a specific part of the zone: an offender approaching the zone at a certain side too close, will be pressed by a defender of that same side.

### **Made mistakes**

The fact remains that a Zone-Defence is a passive tactic. Recapturing the ball shall be achieved by the mistakes of the opponent. This can be a shot that is intercepted by the zone, a wrong pass or a failed individual action of an offender entering the zone. A Zone-Defence can permit this reactive position: for many opponents it is difficult to effectively deal with a Zone-Defence, resulting in an inaccurate and chaotic offensive play, which, in turn, contributes to an increased risk to lose ball-possession.

In advance of discussing the specific types of the Zone-Defence, two general remarks have to be made. While applying a Zone-Defence,

defenders have to be very careful for not entering the goal-area. Because the defence is organized around the goal net, this fault is easily committed. Athletes should pay attention on this: entering the goal-area is sanctioned by a penalty stroke. The same holds true for the hockey stick: it is not allowed to hold the stick in nor above the goal-area.

Further we have to note that the so-called line-goaltenders seem to thrive with a Zone-Defence. The goaltender can close the gaps in the zone. In addition, a situation where the goaltender needs to defend MtM is unlikely to occur. However, the sight of the goaltender is hindered seriously: that is a disadvantage of this tactic.

The zone is also a method to control the play. Imagine a match that is almost finished and the team has to defend a small leading score. The choice to use the Zone-Defence in such situation depends fully on the personal preferences of the coach. A Zone-Defence effectively decreases the space for offensive play, but at the same time the defence will experience a lot of offensive pressure.

Something similar can be said about switching to a Zone-Defence because of the batteries of the defenders' wheelchairs are empty (or because other mechanical problems). The need for this switch is obvious and legitimate, but the risks have to be taken into account in making this decision.

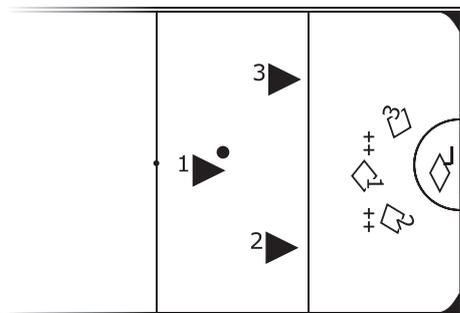
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**Controlling  
the match**

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#### 7.1.2.1 The 2-1 Zone-Defence

By arranging a Zone-Defence, we look at the positions starting from the defender most near the own goal net. We can see the 2-1 zone in Fig. 7-6.



*Fig. 7-6 Presentation of the 2-1 Zone-Defence*

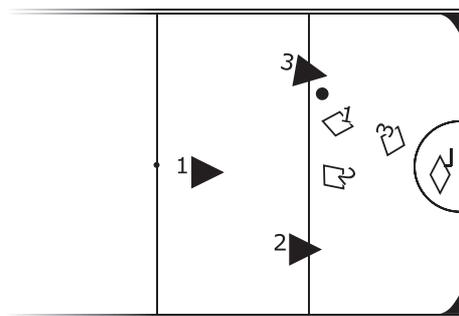
In the figure above you can see several plus signs, demonstrating the weak areas of the 2-1 zone. The 2-1 zone can be applied in different ways. First we discuss the most passive variant, then we learn about the less passive form.

The pure 2-1 Zone-Defence continuously holds approximately the same positions in relation to the ball-possessor. The zone moves along the direction of the ball. In Fig. 7-6 Offender-1 has the ball: from the perspective of this offender there is a 2-1 zone. When the ball is passed to Offender-3 the position of the zone changes again.

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**Basis**

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*Fig. 7-7 The 2-1 Zone-Defence anticipates at offensive play*

In the figure above we can see that Defender-1 and Defender-2 move to the right as well as moving in a forward direction. This change in position should not be too great: Offender-2 now has an enormous space. Partly this is compensated because Defender-2 is positioned on the passing-line between Offender-2 and Offender-3. As soon as the ball is played back, every defender reposition in their basic position of the 2-1 zone.

Applying a solid Zone-Defence is an art. The position of each defender is important. Because this tactic demands a precise and smooth teamwork, good communication is essential. The main disadvantage of the Zone-Defence is that the offensive team maintains their pressure. The defence has to wait for a mistake from the opponent. If the opponent is able to play effectively (e.g., without making mistakes), applying a Zone-Defence can be an exhausting experience.

**Tactical response**

Despite the aforementioned disadvantages and limitations, there are situations where a 2-1 zone is an adequate defensive tactic.

**Swift opponents**

It can happen that the opponent is better equipped. In this case the offenders have faster wheelchairs. Relatively, the defenders are driving slowly. In such a situation the 2-1 zone can be the solution: the advantage of greater speed is now reduced.

**Long shots**

The 2-1 zone is also a response to a team with a lot of good strikers. Because the zone shields the goal net, the chance of the opponent to find a gap in the defence is small. Long shots are often blocked by the zone. Here there are chances to recapture ball-possession. In the case of the ball rebounding, the defenders maintain their positions, waiting for a new chance for ball-possession.

**Fast-Break**

Furthermore, the 2-1 zone can be a choice when the own team controls the Fast-Break well. By applying this defence form, much space is created behind the offenders of the opponent. In case of regaining ball-possession, a Fast-Break is set up quickly, making use of the space on the offensive half of the playing field. Applying this tactic requires great speed.

**Disadvantages**

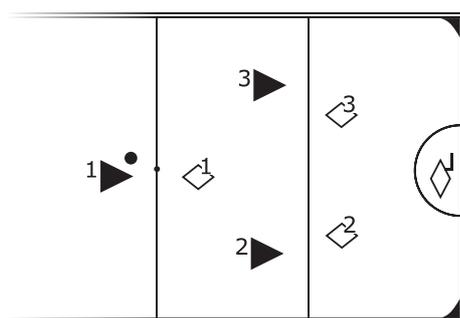
Earlier we mentioned a great disadvantage of the (2-1) zone: the great constant pressure on the defence. Another disadvantage is that it is difficult to switch from offence to defence: it takes time to reposition in a 2-1 zone formation. One can compensate for this consequence by adapting the offensive tactic. Therefore, this passively

application of the 2-1 zone hinders an effective offensive play. Setting pressure, which can be done by the HCP, is not really possible as long as the concept of the 2-1 zone is strictly applied.

Defending a team that applies a FCP with a 2-1 zone is almost impossible. If the ball is recaptured the space to play is too small to play the ball. The decision to apply the 2-1 zone less passively is then inevitable.

As said, there are several disadvantages playing a pure 2-1 zone defence. Partly, the disadvantages can simply be solved: the zone can be set up wider. This variation, combined with a MtM, is named a Zone-Press (paragraph 7.1.3.2).

To set up the wider zone results in a few advantages. The advantages of the passive 2-1 zone are also valid for the wider variant. Therefore, the opponents now face more pressure, which effectively decreases the pressure on the defence. A second advantage of the wider 2-1 zone is that the offenders are forced to the sides of the playing field. If the most forward defender (the "1" of the 2-1 zone) will be screened, another defender needs to switch to that position immediately, while the first defender switches to the open position of the zone. By switching positions an attack through the centre is avoided. See Fig. 7-8 for the presentation of a wide 2-1 Zone-Defence.



*Fig. 7-8 Presentation of a wide 2-1 Zone-Defence*

Another advantage of this wider 2-1 zone is that switching from offence to defence is easier: the positions of the Zone-Defence are more forward in comparison with the strict 2-1 zone. Also switching from defence to offence is different: as soon as the ball has been repossessed, there is more space to play effectively.

By setting up the wider zone, the gaps in the zone increase. One might say that the application of a wide zone requires more training. If this wider zone is not adequately performed, then the opponent has a greater perspective to set up an attack successfully. This also can be seen as a disadvantage of the wider zone, but mainly depends on the skilfulness of the defenders.

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**FCP**

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**Wide zone**

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### 7.1.2.2 The 1-2 Zone-Defence

The fundamental idea of the 1-2 zone does not differ from that of the 2-1 zone: to shield the area around the goal net. The difference is that in this Zone-Defence, two defenders are positioned forward with one defender in behind them the centre (Fig. 7-9).

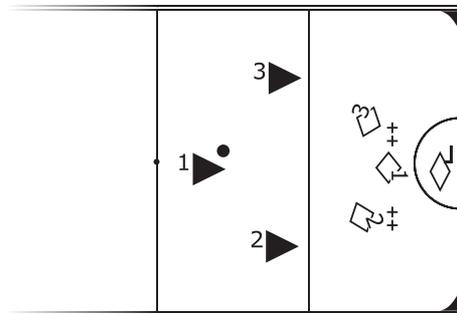


Fig. 7-9 Presentation of the 1-2 Zone-Defence

Also this Zone-Defence has two areas (the plus signs in the Figure) which are the weak places. The 1-2 zone exists both in the passive as well as in the wider forms.

**Basis**

The passive variant chooses a passive position. This Zone-Defence consists of two athletes focused at the ball-possessor. As soon as the ball is passed to the side of the playing field or when the ball-possessor drives toward the side of the playing field, the defender (the "1" in the 1-2 zone), moves to that side too, so that the top of the zone (the '2' positions) now is formed by this defender and the one that was positioned on that side of the playing field. The third defender now has to take the centre position (the '1' of the 1-2 Zone-Defence). Fig. 7-10 graphically explains this.

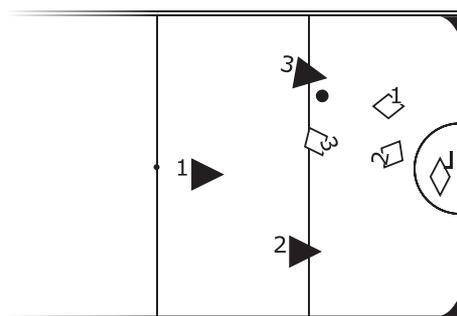


Fig. 7-10 The 1-2 Zone-Defence anticipates at offensive play

**1-2 zone versus 2-1 zone**

Compared with the 2-1 zone the 1-2 Zone-Defence has a few advantages. The two defenders positioned forward shield a greater area. In other words: the opponent faces more difficulties in approaching the goal net. Another advantage is that after regaining ball-possession the switch from defence to offence is easier because there are two defenders positioned forward. A Fast-Break could be accomplished effectively.

However, switching from offence to defence remains difficult, similar to the 2-1 zone. But because two defenders are positioned at top, the defence is now organized more quickly. The 1-2 Zone-Defence brings a little advantage to the goaltender: because the defenders are positioned more forward the goaltender has a better view to the playing field.

In the decision for a 1-2 Zone-Defence, the following opponent characteristics could be taken into account. Regarding the speed of the wheelchairs (of both teams) the same arguments are valid as mentioned previously (paragraph 7.1.2.1). A passive 1-2 zone is able to block long shots of the opponent. In addition, if your team controls the Fast-Break, one might choose for this 1-2 Zone-Defence. By definition, any Zone-Defence creates much space on the offensive half of the playing field.

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**Tactical  
response**

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A characterising point of the 1-2 Zone-Defence is that it results in more forward pressure. The chance to set up an offence effectively is somewhat greater compared to the 2-1 zone. One might say that this is the only significant difference between the two forms of the Zone-Defence.

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**More  
pressure**

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When looking at the disadvantages of the 1-2 Zone-Defence, the same list as in paragraph 7.1.2.1 appears. An additional disadvantage is that the defence is vulnerable for a fast attack via the sides of the playing field. Therefore, the goaltender has to be alert to shield both sides of the goal net.

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**Disadvantages**

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The 1-2 zone, becomes tactically more interesting when the zone is more widely organized. It implicates that the opponent is allowed to use greater space on the playing field, but at the same time this implication also results in an advantage for the defenders. Fig. 7-11 displays the wide 1-2 Zone-Defence.

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**Wide  
1-2 zone**

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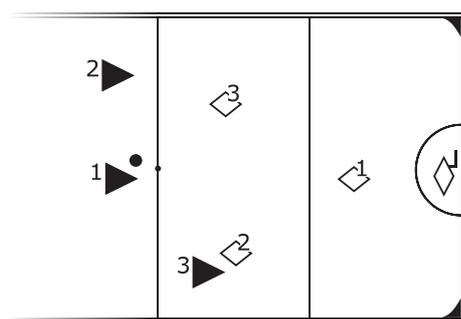
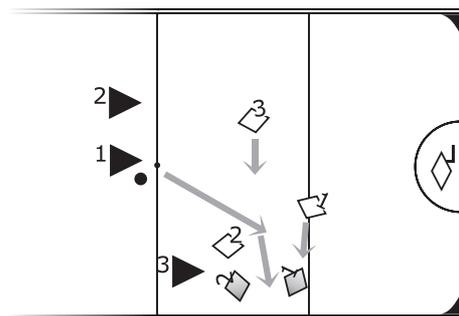


Fig. 7-11 Presentation of a wide 1-2 Zone-Defence

This tactical advantage can be derived from Fig. 7-11 and Fig. 7-12. The offensive team has almost no other possibility than setting up an attack through the centre, which results in a great risk of entering an overcrowded area leading to losing ball-possession.

It is advisable to combine this tactic with the Double-Team. The most backward positioned defender has to force the ball-possessor to the side of the playing field (in 7.1.3.2 we learn how to apply the Double-Team in combination with a Zone-Defence). The more forward

positioned defender shields the way back. The third defender is now positioned in the centre. See Fig. 7-12.



*Fig. 7-12 The wide 1-2 zone in combination with the Double-Team*

The above described tactic is not without risk, but if defenders communicate well, it can be an effective method to obtain ball-possession. If the attack is set up via the sides of the playing field (either with or without using a screen), the same tactic can be used: Defender-1 now drives to the ball-possessor and the other (screened) defender shields the way back.

As said, it is a risky defence: the offender stands in a one-to-one position, rather close to the goal net while there is much free space to play. The position of the backward positioned defender is crucial: if the ball-possessor is pressed to the side of the playing field effectively, the offensive threat is minimized.

### **Tactical response**

This tactic works well against an opponent with athletes without good ball-control. When the defenders are concentrated and precise, there are two positive tactical points: 1) a good chance obtaining ball-possession and 2) a good start position to perform a Fast-Break.

### **7.1.3 Other (combined) defensive tactics**

So far we have spoken about two defensive tactics: the Man-to-Man and the Zone-Defence. Both tactics were extensively discussed, so we assume that the reader fully comprehends these two concepts. In the following presentation of the different defensive tactics, we will refer to paragraphs 7.1.1 and 7.1.2, with the exception of the Outside-Defence because this defence form is totally different (7.1.3.1). The following tactics will be discussed: the Outside-Defence (paragraph 7.1.3.1), (Half-)Zone-Press (paragraph 7.1.3.2), Rotating-Defence (paragraph 7.1.3.3) and the Diamond-and-one (paragraph 7.1.3.4). Finally there will be some conclusions drawn (paragraph 7.1.3.5).

### 7.1.3.1 The Outside-Defence

Most defences are organized in such a way that the defender's position is always between the opponent and the own goal net. For this reason, the Outside-Defence might appear illogical. In this form of defending, the defenders do position themselves on the passing-line between the ball-possessor and the other offenders (see Fig. 7-13). To apply this tactic effectively, defenders require a lot of experience. For defenders making use of a T-stick, application of the Outside-Defence is not recommendable.

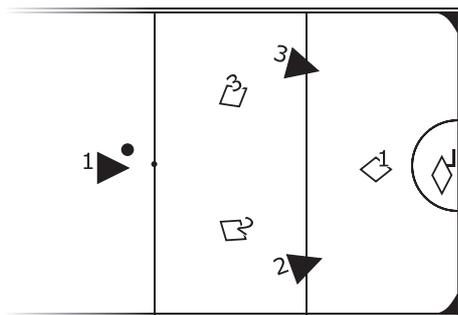


Fig. 7-13 Presentation of the Outside-Defence

The Outside-Defence can be compared with a FCP. The difference is that with an Outside-Defence, two defenders are paired to the opponent, with the aim to prevent the opponent to be able to get the ball. The third defender stays in the centre of the playing field. When the ball-possessor drives forward, the third defender can apply a MtM.

The Outside-Defence is a risky tactic: it leaves much space for the opponent to play. Effectively, one defender can be faced with two offenders if the ball is passed correctly.

The Outside-Defence is applicable against an opponent with athletes without well-developed passing-skills. A great advantage of this tactic is that when the defenders obtain ball-possession, they immediately out-number their opponent. Against an opponent having difficulties with setting up an attack, the Outside-Defence is a good tactic. The advantage compared to the FCP is also that the Outside-Defence creates more space behind the opponent's defence to set up an attack.

The Outside-Defence is not frequently applied as the main defensive tactic. However, incorporated into other tactics, it is observed more often. For instance, in the application of the Double-Team, one of the defenders shields the passing-line. In the MtM it can be used too: when a defender anticipates correctly to a ball being passed so that ball-possession is obtained.

**Tactical  
response**

### 7.1.3.2 The Zone-Press

In the EWH terminology, two tactics are known as Zone-Press. Having one name for two tactics is difficult and confusing. It does not contribute to the development of the sport. This paragraph shall distinguish between both tactics, which are closely related to one another.

## Principles of Electric Wheelchair Hockey

<b>Half-Zone-Press</b>	The "first" Zone-Press will be renamed in the Half-Zone-Press. The Half-Zone-Press can be considered as a well-applied 2-1 Zone-Defence.
<b>Basis</b>	The basic organization of the Half-Zone-Press (HZP) is a wide 2-1 Zone-Defence. The difference with the normal zone is the degree of defensive activity: as soon as an offender approaches a defender closer than 2 or 3 metres, this defender starts to press the opponent by driving towards the offender. For a moment the defender will apply a MtM. As soon as the offender pulls back (or withdraws), the defender repositions in the zone. In other words: the HZP is a combination of the wide 2-1 Zone-Defence and the MtM.
<b>Tactical response</b>	The HZP is easy to apply. It can be used against an opponent with wheelchairs with great speed, with athletes with great ball-control and good skilfulness in long shots. The advantage is that the HZP is organized in such a way that leaves little space for the opponent to play. A HZP presses the opponent, which increases the chance to obtain ball-possession.
<b>Double-Team</b>	The second meaning of the name Zone-Press refers to the tactic that solely aims at applying the Double-Team. The Zone-Press makes use of the same principles of the HZP, but requires additional techniques. Basically, when aiming at the Double-Team is added to the HZP, one speaks about a pure Zone-Press.
<b>Zone-Press basis</b>	The most forward positioned defender is positioned just before the centre line. This defender approaches the ball-possessor. The task of this defender is to take such position that the ball-possessor is allowed to drive by (to pass the defender). Importantly, the defender determines on which side the ball-possessor is allowed to drive by (how the defender can achieve this will be subsequently explained). Then the second defender leaves its position in the zone and approaches the ball-possessor. The ball-possessor now is pressed towards the side of the playing field. Meanwhile, the first defender has followed the ball-possessor and sets, together with the second defender, the Double-Team. The third defender positions itself in the centre, obstructing the passing-line of the ball (see also 7.1.1.1). An athlete with a T-stick is best positioned at the top of the zone.
<b>Forcing the ball-possessor</b>	How can a defender force the ball-possessor to drive by at a predetermined side? The answer lies in the way of the defenders positioning. The front of the defender's wheelchair has to point to the side which the ball-possessor is not allowed to pass by. A ball-possessor usually drives into the free space (which is the side that has been left open by the defender). See Fig. 7-14.

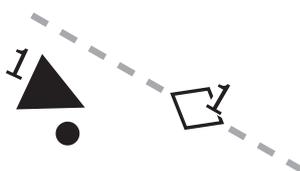
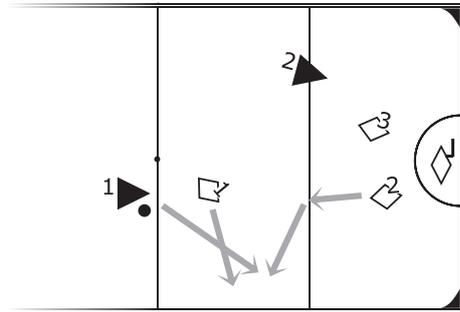


Fig. 7-14 Correct positioning of the defender to force the ball-possessor in a Zone-Press

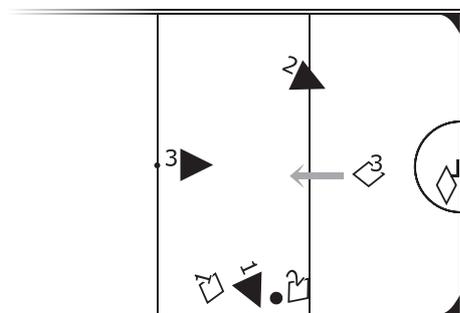
In Fig. 7-14 we see how the defender should position itself to force the ball-possessor to pass by. The ball-possessor will be forced to pass by on the outside. As soon as the ball-possessor drives by, the second defender starts to press (see Fig. 7-15).



*Fig. 7-15 Presentation of the Zone-Press:  
the Double-Team*

In the last phase of setting an adequate Double-Team, the third defender needs to take action. In Fig. 7-16 we can see that this defender moves forward to obstruct the passing-line by positioning in the centre. If nevertheless the ball is passed, Defender-2 takes position in the centre, Defender-1 approaches the ball-possessor and Defender-3 repositions as soon as Defender-1 holds the right position again.

The Zone-Press is an effective defence with a great chance to obtain ball-possession.



*Fig. 7-16 Presentation of the Zone-Press:  
positioning in the centre*

An opponent that is not skilful in controlling the ball will have difficulties to play effectively against a Zone-Press. Also teams playing in a 1-2 system (see paragraph 8.1.1) are vulnerable when faced with a Zone-Press.

In a Zone-Press, the goaltender fulfils an important function. Because a Zone-Press implicates a risk of giving away a lot of space, the goaltender has to stay alert for an unmarked opponent.

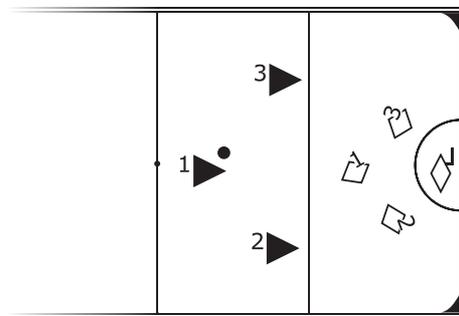
**Tactical  
response**

### 7.1.3.3 The Rotating-Defence

The Rotating-Defence is a bit similar to the HZP. However, in a Rotating-Defence the defenders have no fixed positions in the zone. Instead of defending the same position constantly, the entire zone rotates in the direction wherein the ball is played.

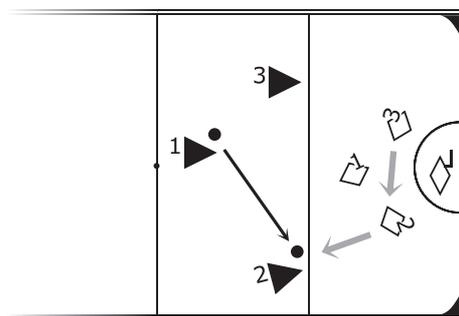
**Basis**

The organization is similar to that of HZP. As soon as the ball-possessor approaches one of the defenders, the concerning defender gives pressure. The ball-possessor now has two or three possibilities: 1) returning to the own half of the playing field, 2) playing the ball, or 3) (if the ball-possessor comes through the centre) continuing driving with the ball to either side. The defence anticipates to these three options in the same way: changing positions by means of rotating the entire zone, where the defender closest to the ball(-possessor) follows the direction of the ball. Figures 7-17, 7-18 and 7-19 illustrate this.



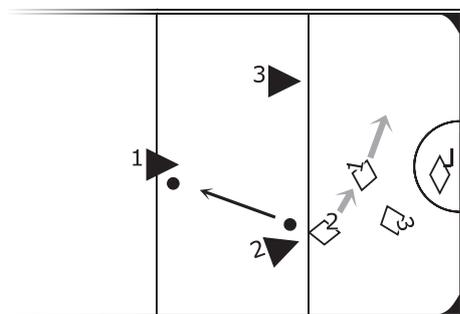
*Fig. 7-17 Presentation of the Rotating-Defence:  
basic organization*

The defence is organized in a 2-1 zone. Offender-1 (ball-possessor) passes the ball to Offender-2. As soon as Offender-2 receives the ball, Defender-2 approaches Offender-2. At the same moment Defender-3 drives to the left to keep the defence in balance.



*Fig. 7-18 Presentation of the Rotating-Defence:  
Defender-2 starts pressing*

Offender-2 still has ball-possession but is now pressed by Defender-2. Offender-2 passes the ball back to Offender-1. As soon as the pass is given the rotating movement starts. Defender-2 positions itself on top of the zone and Defender-1 takes-over the original position of Defender-3. The rotation has to take place at the right moment. If defenders react too late, unnecessary gaps in the zone appear.



*Fig. 7-19 Presentation of the Rotating-Defence:  
the rotation*

The advantages of a Rotating-Defence are mostly the same as for the 2-1 Zone-Defence. An important point is that a Rotating-Defence gives away less space compared to the Zone-Press, while the defence creates a fair degree of pressure. Compared to the HZP there is less tactical difference, except that the Rotating-Defence results in a little more pressure.

**Tactical  
response**

#### **7.1.3.4 The Diamond-and-one (the adapted Man-to-Man)**

The name Diamond-and-one refers to defending one specific offender: the best athlete (the 'Diamond') of the opponent is defended by means of a FCP, while the other offenders are defended by means of a HCP or a zone. Hence the name: adapted Man-to-Man.

By extensively pressing the Diamond while pressing the two other offenders less, the defence tries to accomplish that the Diamond passes the ball. This neutralizes the direct threat of that Diamond. In addition to that, a less skilful offender gets ball-possession, which results in an opportunity for the defending team to regain the ball. If the Diamond is pressed adequately, it will not be able to cross the centre line. However, the Diamond may get some assistance from a team-mate that is setting a screen. Now the defence is able to react in three different ways: 1) setting a Double-Team, 2) avoiding the screen by moving backward, and 3) switching. The Double-Team is discussed comprehensively, so here this option is merely mentioned. Concerning driving backward of the defender in order to avoid a screen, the following can be said. The advantage of this option is that the space for the offender is kept limited ("keep three defenders behind the ball"). The Diamond now keeps searching for an opening in the defence. However, the disadvantage is that the Diamond is allowed to approach. The pressure – which is characterizing for the Diamond-and-one – is gone, allowing the opponent to set up an attack. So the net effect of this tactic is small.

**Basis**

Responding with switching of defender to the Diamond has the advantage that the pressure does not decrease. The opponent is not allowed to organise an attack. If one chooses to combine the Diamond-and-one with a zone, this option is hard to apply. For a more forward oriented defence, however, switching is a rather effective solution.

### **Tactical response**

This defending tactic is appropriate to use against a team that strongly relies on one very good athlete. Especially, if this athlete possesses a good long shot, it is smart to choose a the Diamond-and-one. If the Diamond has passed the ball to a team-mate, the application of the Outside-Defence to prevent the return pass while the ball-possessor is pressed will contribute to obtain ball-possession.

### **7.1.3.5 Some conclusions**

Organizing a good defence, recapturing the ball, pressing the opponent; it all can be accomplished in several manners. How a defence is organized best depends on the qualities of the own team as well of the opponent. It is the challenge to mix these two factors, to play according to your own concepts and to adapt these concepts to the strengths of the offenders you face. The result of this mixture is called tactic.

### **General overview**

This paragraph has presented nine defensive tactics, but this is not a total overview. For example, one might apply a 3 Zone-Defence (the three defenders standing next to each other) and the Tandem-Defence (a MtM with a specific starting position: the defenders stand in a row behind each other). Without doubt this list can be further completed. The main objective was to provide a framework enabling the trainer and coach to make tactical decisions. The presented nine defensive tactics suffice in this.

Every defence has pros and cons. This proves that each defence is in fact relative: tactic X is more effective against opponent A than against opponent B. Every tactic can be adapted, meaning that the precise application of a defence varies from opponent to opponent.

### **Explaining**

A trainer and coach should not expect that athletes will master some tactics immediately.

It is important that athlete's understand why a certain tactic is chosen, and what the pros and cons are. It is best to explain to the athletes why a specific tactic is chosen. Such style of coaching clarifies the defensive tactic and makes it less static for the athletes.

Something similar applies to the coach: the discussed tactics should not be copied blindly. Instead of copying, the reader should think about it, use the creativity to tailor a certain tactic to the team's capacities and the opponent's strengths and weaknesses. Only then EWH is played correctly: with brains.

## **7.2 Defensive tactics for elite level teams**

This paragraph will present the defensive tactics for elite level teams. We assume that the reader fully comprehends the tactics as discussed in paragraph 7.1; the present paragraph builds further on that knowledge. For a discussion of the Double-Team and Switching, we

refer to paragraph 7.1.1.1. Because the various tactics are previously discussed, it now is sufficient to discuss the relevant differences between the grass-root teams and the elite level teams.

Firstly we present the MtM defence (paragraph 7.2.1). In paragraph 7.2.1.1 the HCP is discussed, in 7.2.1.2 the FCP is addressed. Some variations of the Zone-Defence are highlighted in paragraph 7.2.2 and in paragraph 7.2.3 the rest of the defensive tactics are briefly presented.

### **7.2.1 The Man-to-Man**

The principles of a MtM stay the same. But there is one clear difference. Playing with five athletes results in more tactical variations compared with playing with four athletes. The differences, especially the advantages, are the central themes in this paragraph.

Firstly we make a general remark on Switching and Double-Team, since these are commonly used means in a MtM.

In every game there are moments that an offender stands in an unmarked position, perhaps as result of a screen, a defensive fault or a difference in speed. As soon as such situation occurs another defender drives toward the unmarked offender. This Switching should happen immediately because the offender can make use of much space which compromises the effect of the MtM. The Switching also should be carried out fast. During the Switching, the defender that lost track of the offender, takes-over the position of the defender that switched (as long as the defence-situation takes place).

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***Switching***

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The aim of a Double-Team is obvious: to obtain ball-possession as soon as possible and then setting up an attack (see 7.1.1.1). It is important that the defender forces the ball-possessor, as soon as possible, to the side of the playing field: here the Double-Team is set. Having one defender more on a greater sized playing field makes it easier to set a Double-Team. Especially the corners of the field are perfectly for a Double-Team, because the offender is already enclosed by two sides of the boarding, but also because the goal net stands in the field which minimizes the chance to score from that position.

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***Double-Team***

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#### **7.2.1.1 The Half Court Press**

As said before, the HCP is a very effective defence. A HCP is certainly an active defence when it aims are at obtaining ball-possession (paragraph 7.1.1.2). The main difference between the grass-root teams and elite level teams is the positioning on the playing field. Although not in line with the HCP concept, one might choose for a real "last man", a free defender with a less restricted role. This free role is useful in situations requiring a Switch or Double-Team. Hence this defence is less vulnerable, leading to more stability in the defence.

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***Basis***

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#### **7.2.1.2 The Full Court Press**

The Full Court Press (FCP) is the most pressing defence. For details see paragraph 7.1.1.3.

**Basis**

The difference with the grass-root teams in the application of the FCP is again the positioning on the playing field. The most forward position of the defence is important for a good application of the FCP, especially in setting pressure here. Pressure obstructs the opponent to set up an attack. Most teams play in a 1-2-1 system (see paragraph 8.1.2): one athlete most forward, two athletes (one at each side of the playing field), and one defender backward. By giving pressure on their half of the playing field, the space for setting up an attack is minimal. Note that every defender has to press forward, if one fails then the complete concept fails.

**Variation**

A little variation of the normal FCP is playing a FCP with one free defender. In most situations this controls the centre a bit better, although one offender is left unmarked. With this variation, a Double-Team can be applied. If this tactic is chosen, then the other defenders have to move to the centre.

**7.2.2 The Zone-Defence**

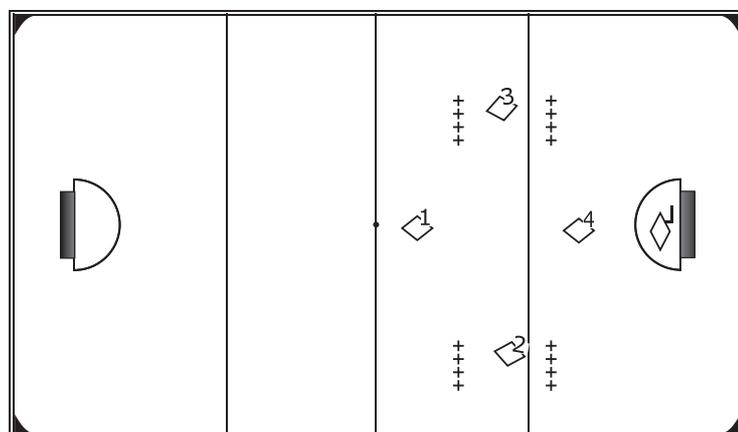
In elite level teams it is possible to play a Zone-Defence in different ways. Characteristics of the opponent team can determine which Zone-Defence is most appropriate. Many variations are possible now there are four defenders

In this paragraph we will present the different Zone-Defences (see Box-1 of this chapter).

**7.2.2.1 The 1-2-1 Zone-Defence**

**Basis**

If elite level teams apply a Zone-Defence, the 1-2-1 zone is most frequently used (Fig. 7-20). The aim of this formation is to prevent that the opponent sets up an attack through the centre. This is achieved by positioning the defence around the centre while offenders are forced toward the sides of the playing field. The most forward positioned defender fulfils an important role: forcing interferes with setting up an attack through the centre. The other defenders assure the offenders are kept out of the centre, while they move between the offenders and the own goal net.



*Fig. 7-20 Presentation of the 1-2-1 Zone-Defence*

The plus-signs in Fig. 7-20 indicate the weak areas in the defence.

The 1-2-1 Zone-Defence has the same advantages as the 1-2 zone (see paragraph 7.1.2). The great advantage of this zone is that after regaining ball-possession the offensive positions are readily taken. A Fast-Break is then opportune to apply. Because in a 1-2-1 zone one defender is positioned somewhat for the centre line, this position plays an important role in setting up an attack. The most backward positioned defender can drive forward. The 1-2-1 zone is easily to transform into a Zone-Press (see 7.1.2.3). The most forward positioned defender forces the ball-poseessor to one side of the playing field. By forcing the ball-poseessor against the boarding, a Double-Team can be applied. The most backward positioned defender controls the centre of the playing field.

### 7.2.2.2 The 1-1-2 Zone-Defence

The 1-1-2 Zone-Defence plays with two defenders positioned forward, one defender stands behind them in the centre and the fourth defender is positioned backward (see Fig. 7-21). By having two defenders positioned forward, the opponent will have difficulty with setting up the attack. This zone mainly concentrates on interfering with the set up of an attack, while the more forward positioned offenders are confronted with less pressure. The defenders have to be careful that the opponent is not allowed to find a gap in the centre. Then both sides of the playing field lie open for an attack (the plus signs in Fig. 7-21).

However, in some cases the defence is aiming at the above mentioned scenario. Playing this kind of zone will create a sort of bow net for the opponent. This will be realised by forcing the ball-poseessor through the centre of the defence and then aiming at a Double-Team. The advantage of this tactic is that the defence remains completely organized while they are able to apply a Double-Team. This tactic can be a tactical response to an opponent which mainly attacks via the sides.

The main concern is the threat that the ball-poseessor diagonally passes the ball through the centre to the side of the playing field. This can be prevented by giving the two defenders positioned in the centre a double task: 1) to press the ball-poseessor immediately and 2) to keep an eye on the sides of the playing field.

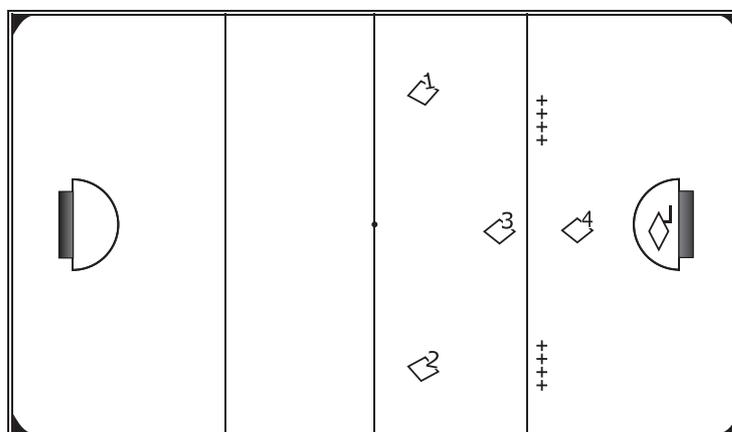


Fig. 7-21 Presentation of the 1-1-2 Zone-Defence

### 7.2.2.3 The 2-1-1 Zone-Defence

**Basis**

This Zone-Defence is not frequently observed, but sometimes it can be a good choice to play this tactic. The principle is that first defender is positioned on top (centre line), a second defender takes position approximately three metres behind; the most backward positioned defenders stand next to each other (see Fig. 7-22). The first defender presses the opponent a bit. The other three defenders are organized as a 2-1 zone as discussed in paragraph 7.1.2.1.

This defence is a little similar to a Diamond-and-one, but is more passive. It is a compact defence organization. Changing from defensive positions to an offensive organization is not difficult, but having two athletes backward implicates that setting up an attack requires more time compared to the other Zone-Defences. The plus signs in Fig. 7-22, shows the weak points.

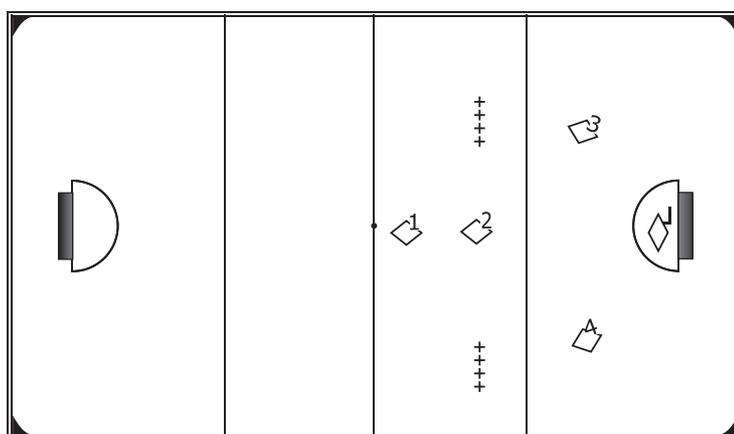


Fig. 7-22 Presentation of the 2-1-1 Zone-Defence

### 7.2.3 Other (combined) defence tactics

In this paragraph we briefly mention the other (combined) defensive tactics. The organization and application of these tactics are described in paragraph 7.1.3; in this paragraph we only make a few remarks for the elite level teams.

The application of the Zone-Press is already addressed in the discussion about the 1-2-1 Zone-Defence. The way of applying the Outside-Defence is identical to that described in paragraph 7.1.3.1, with the only exception that the fourth defender can play a free role.

#### 7.2.3.1 The Rotating-Defence

This is in fact the same as the Rotating-Defence we presented in paragraph 7.1.3.3. The organization of a Rotating-Defence with four defenders is similar to the 1-2-1 Zone-Defence. More skilled and experienced athletes can set the Rotating-Defence a bit wider and combine this tactic with the Zone-Press.

#### 7.2.3.2 The Diamond-and-one (the adapted Man-to-Man)

The Diamond-and-one by elite level teams does not differ from the application of this tactic on grass-root level (paragraph 7.1.3.4). Having one extra defender gives the opportunity to choose for a central defender. Another possibility is to choose two Diamonds.

## **Offensive Tactics and Resumption of the Play**

In this chapter, ball-possession and offensive play are considered as synonymous to each other. This follows from the definition of defending, which is characterized by the aim to recapture the ball. The switch from defence to offence is the moment the ball is recaptured. This is the beginning of the offence aimed at scoring the ball. Scoring is considered as the essential element of any offensive play. Hence, the offensive tactic is the method (the structure of playing) to achieve scoring.

Intuitively it may be strange to speak about *the* offensive tactics. After all, setting up an offence is above all a process of creativity, in contrast to the defence where the organization and activities should be clear and strict. Nevertheless, this offensive creativity needs to be imbedded within a conceptual framework to provide a structure for the athletes. The offensive tactic offers such framework. For this reason one can name it also an offensive system.

Such a system is comparable to the organization of the defence: it roughly sketches the lines along an attack should be organised. Of course this depends on the way of defending, as said before defensive play and offensive play need to match. Moreover, the offensive tactic should respond to the defensive tactic of the opponent. Taking these variables together, the offensive tactic can be understood as an adequate realization of a certain concept, taking the defensive system of the opponent into account.

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***Offensive system***

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Some things should be said concerning the above mentioned 'adequate realization'. Firstly the athletes need to have a good tactical insight: Where is the space to play the ball? How to play the ball? What is the weakness of the opponent? How to effectively get round the defence? This last question will be addressed in this chapter; we already handled the first three questions in previous chapters. Adequate realization means the application of the offensive tactic with creativity and correct positioning.

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***Tactical insight***

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Secondly, when thinking about an offensive tactic, one always should know the qualities of their own team-mates. They have to apply the tactic, making the system work, so the tactic (and the individual task) should match with the athlete's competence. For example, a team consisting of athletes with less arm strength should include the setting of screens in their tactic.

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***Individual qualities***

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The last point refers to the course of the match. An old aphorism says: 'the best defence is attacking'. That is true without any doubt: ball-possession is the major guarantee for not having a goal scored against you. One may focus on keeping ball-possession instead of attacking fanatically to secure a leading score if little time remains, than the attack consists of just playing the ball around. Also the opposite can happen: there is little time left and one need to score. Now the attack will be focused at the goal, with more power and less tactical organization. Even taking risks will be allowed. To summarize, different phases during a match and being in a (dis)advantaged position change focus of the tactic.

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***Course of the match***

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The structure of this chapter is as follows. Firstly a number of offensive playing systems are discussed. The offensive playing systems for grass-root level teams and elite level teams are discussed in paragraph 8.1. After this global description, we will examine the different responses to the defensive tactics. This does not refer to playing systems, but places a few practical remarks about the manner how to deal with certain defensive tactics (paragraph 8.2). Apart from the offensive tactics, some tactical elements will be discussed about the resumption of the play (paragraph 8.3). In the last paragraph (8.4) we will share some tactical thoughts about the substitutes and the allocated time-out.

## **8.1 Offensive playing systems**

This paragraph discusses the various playing systems. This is about static field positioning, a line-up. Later on this chapter this static nature will be converted into a more dynamic system. Here the system is placed in a tactical framework. First we will discuss the grass-root level systems (paragraph 8.1.1), in paragraph. 8.1.2, the systems for elite level teams are addressed.

### **8.1.1 Playing systems for grass-root level teams**

The grass-root level team plays with 3 field athletes. With those 3 athletes we can form 3 different line-ups (Box-1).

- Two behind and one in front (2-1 system)
- One behind, one central and one in front (1-1-1 system)
- One behind and two in front (1-2 system)

*Box-1 Types of playing systems for grass-root level teams*

#### **2-1 system**

The 2-1 system is the least offensive (Fig. 8-1 on next page). There are two defenders and one offender. In fact this terminology is incorrect: factually there is one offender in front while the two other offenders are positioned on the defensive half of the playing field. In practice this system is not used often, simply because it is too defensive. A team that plays this system is not able to create many chances to score. However, an advantage of this system is that the switch from offence to defence is smoother because two athletes are positioned more defensively. The 2-1 system can best be combined with a Zone-Defence. An alternative is to combine it with a Diamond-and-one. With this latter defensive tactic the rather defensive nature of this system will be partly compensated.

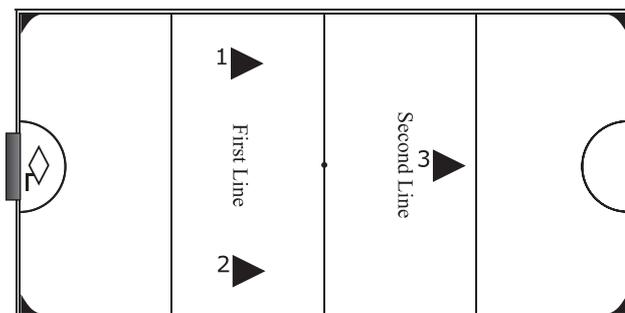


Fig. 8-1 Presentation of the 2-1 system

The 1-1-1 system (Fig. 8-2) gives more offensive pressure than the 2-1 system. By passing the ball swiftly, effective attacks can be set up. This system works better against an opponent applying a FCP. The athletes have to use the width of the field to apply the space optimal (which is already limited because the focus is in the centre of the playing field).

It is a controlling playing system that both defensive as offensive plays safe. In situations of ball-repossession in favour of the opponent, the switch from offence to defence is easy to do. Having an athlete in the centre, the Fast-Break can be controlled. This can be accomplished in two ways: 1) by defending the most forward positioned offender (Out-side-defence or MtM) and 2) to press on the ball immediately (FCP to the ball-possessor). If the 1-1-1 system will be played creatively, it could be a quite offensive system. Especially when the athletes overlap the lines a little more, a more dynamic play shall appear. All possible defensive tactics can be combined with a 1-1-1 system.

**1-1-1  
system**

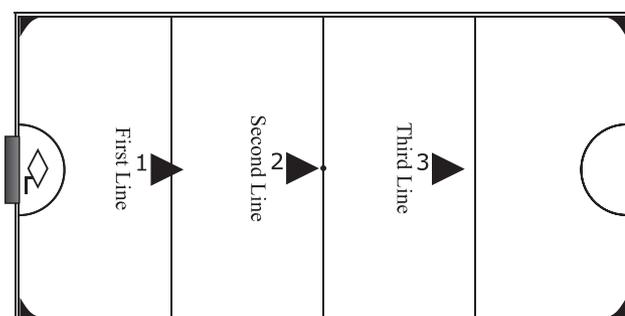


Fig. 8-2 Presentation of the 1-1-1 system

The 1-2 system is very offensive: during the attack it will be played with two athletes in front (Fig. 8-3). This results in great offensive pressure. This playing system often positions itself in a triangle (see chapter 3 (E3.1.3 – E3.1.4)). The 1-2 system is as effective against a MtM as well as against a zone. The field should be kept wide by the two athletes in front, so the zone has to concentrate at both sides. Changing positions makes this system even more effective. These changes of positions should be both horizontally as vertically. A horizontal change of position can be a Switch (E3.2.8), but can also be done without a specific ball transfer. To keep the attack dynamic there should be a frequent change in positions. Although the 1-2 system is offensive and is mostly used, the switch from offence to

**1-2  
system**

defence can give some problems. By having one athlete on the defensive half of the playing field, this system is vulnerable for a Fast-Break of the opponent. For this reason it is necessary to keep the most backward position occupied. A Fast-Break can also be neutralised by playing a FCP.

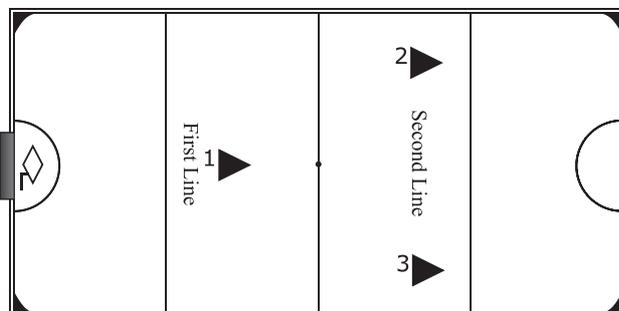


Fig. 8-3 Presentation of the 1-2 system

### 8.1.2 Playing systems for elite level teams

Elite level teams consist of four field athletes. Hence, in theory there are more playing systems possible than in grass-root level teams. However, in practice this is not really the case: a 3-1 system is not seen very often. In Box-2 several playing systems for elite level teams are listed. The goal net stands in the field, so athletes can drive behind.

- Two behind, one in centre and one in front (2-1-1 system)
- One behind, two in centre and one in front (1-2-1 system)
- One behind, one in centre and two in front (1-1-2 system)

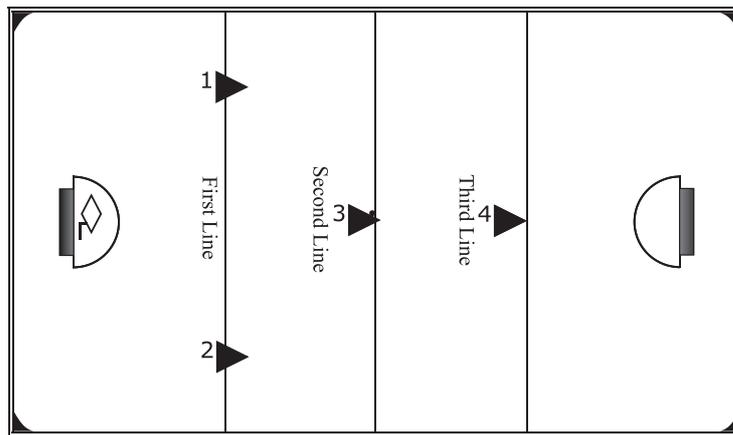
Box-2 Types of playing systems for elite level teams

#### **2-1-1 system**

Firstly we will discuss the 2-1-1 system (Fig. 8-4 on next page). It is an extremely defensive system. A team playing that way often relies on the Fast-Break. This system will become more productive when athletes position themselves more forward.

For a team forced to play defensively, a 2-1-1 system is a good option. The switch from offence to defence is easy to do. If the team applies a Zone-Defence, each athlete can position quickly. Because there are two athletes positioned backward, it is also possible to apply a Diamond-and-one. This prevents the pressure on the own goal. In spite of these defensive advantages, this system gives fewer opportunities to win the game.

A variation to this can be productive: the central athlete moves forward so a square will be created, a 2-2 system (see also E3.1.3-E3.1.4). By this the field will be kept wide and passing possibilities are increased.

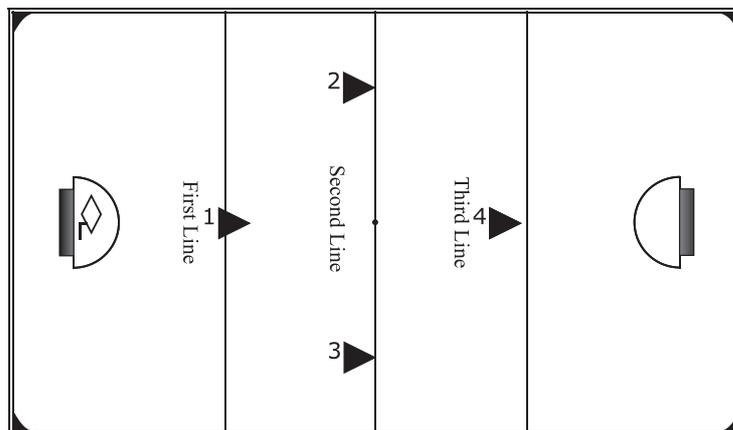


*Fig. 8-4 Presentation of the 2-1-1 system*

A second playing system is the 1-2-1 system: athletes position themselves in a rhombic figure (Fig. 8-5). This is a system with a lot of possibilities.

One can draw four triangles in this formation. From a perspective of positional play, it is a strong system with a lot of passing combinations. The effectiveness increases by changing positions. The athlete in front can fulfil two functions: 1) creating space (for instance by setting a screen) and 2) to present himself to receive a pass. This athlete has a dynamic and crucial function: if this athlete holds that position too long, the complete attack becomes ineffective. Instead of creating more offensive pressure, now the space to play is decreased. Thus, the athlete on this position has to change position rapidly. This does not only concern the front position, to increase the effectiveness of this system, changing all positions is required.

**1-2-1  
system**



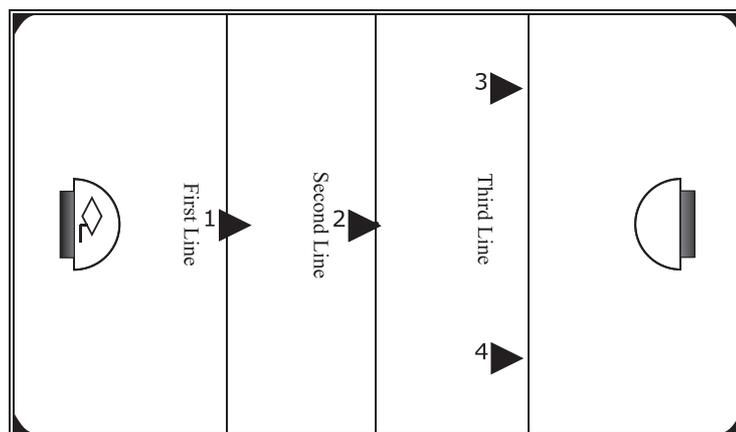
*Fig. 8-5 Presentation of the 1-2-1 system*

Sometimes the athletes at the second line can position themselves more in the front and then giving a pass to the centre. Athletes should be aware that they do not drive too far forward. If the athletes present themselves frequently and well-positioned, (compare to E3.1.3 – E3.1.4), then the defence will have difficulties with this system.

The 1-2-1 system works well against all kinds of defence forms. As well the zone, a MtM can be controlled effectively. The switch from offence to defence is also positive. Both a MtM as a (wide) zone can be applied. This system makes it possible to give a lot of pressure, so a Fast-Break can be prevented.

### **1-1-2 system**

The 1-1-2 system has two athletes positioned forward, one athlete in the centre and one athlete positioned backward (Fig. 8-6). It is a very offensive system that keeps the field wide. One can see two triangles in the organisation: 1) Offenders 2-3-4 and 2) Offenders 1-3-4. By changing positions horizontally, the three lines can also form a triangle, creating a lot of passing possibilities. Also this system will be more effective with more positional changes.



*Fig. 8-6 Presentation of the 1-1-2 system*

This is a strong offensive system. The two forward positioned offenders hold the playing field wide. The central athlete can receive a pass or set a screen. The 1-1-2 system is effective against each type of defence. The switch from offence to defence is more difficult. This system is vulnerable for a Fast-Break. Because two athletes are positioned forward, there is much space on the defensive half of the playing field. The 1-1-2 system requires a MtM-defence, a FCP is most practical.

This paragraph discussed the most frequently applied playing systems. To give the reader more insight into the diverse systems, the next paragraph will focus on the question how a tactic can help to respond to several defensive systems.

## **8.2 Tactically offending**

Paragraph 8.1 showed different playing systems. However, these systems do not take the opponent into account. This paragraph provides additional information about how to cope with the opponent's defensive tactics.

As said, a tactic is to understand as an answer, a response. That is true for the offence as well as the defence. The fact that a tactic is a response, does not implicate passivity at all. Instead of a reactive nature, a tactic has a proactive nature: the tactical organization of

the play anticipates at the opponent's strengths and weaknesses. A 1-2(-1) zone asks a different approach than a FCP. As stated in chapter 7, there are roughly two types of defence: the MtM and the Zone-Defence. This paragraph will offer some tactical tools to respond to the opponent's actions.

### 8.2.1 Fast-Break

A good attack is creatively and swiftly played. This is essential to effectively set up an offence. Not in every situation is the defence properly organized, especially at moments when the opponent had lost ball-possession. At these moments each opponent is vulnerable. For the offending team it is then important to set up an attack as fast and effective as possible. The best way to do this is the Fast-Break. Chapter 3 offered an exercise that can be used to practice the Fast-Break (E3.1.5, the Weave).

The essence of the Fast-Break is rapidly making use of the space on the opponent's half of the playing field. By setting up a fast attack, the ball is passed to an athlete in such a position so there is a good opportunity to shoot at the goal. The Fast-Break is applied as follows: as soon as ball-possession is acquired, the athlete furthest from the ball immediately drives in forward direction and waits for the ball being passed (in elite level teams: two athletes). The athlete without the ball, but quite near to the ball, takes care that the athlete, who drives in forward direction, can receive the ball. This is possible in two manners: 1) to set a screen and 2) to receive the ball and to pass it directly further. If it takes too long before the pass is given, the effect of the Fast-Break disappears. Sometimes the ball-possessor can give a long pass immediately (without the assistance of the second athlete). Figs. 8-7 – 8-10 show four examples of a Fast-Break.

**Basis**

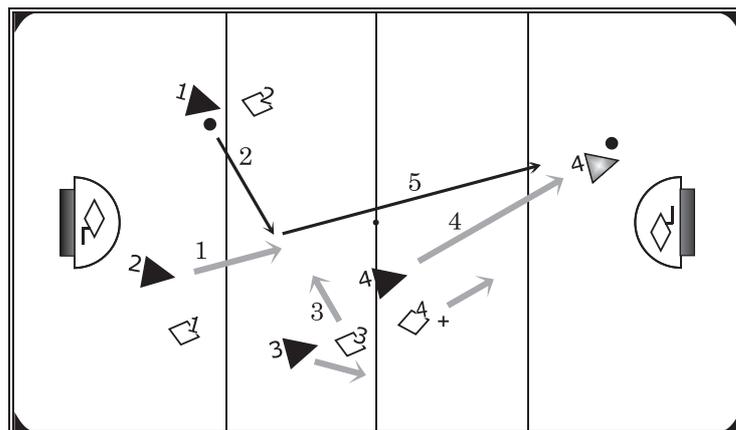


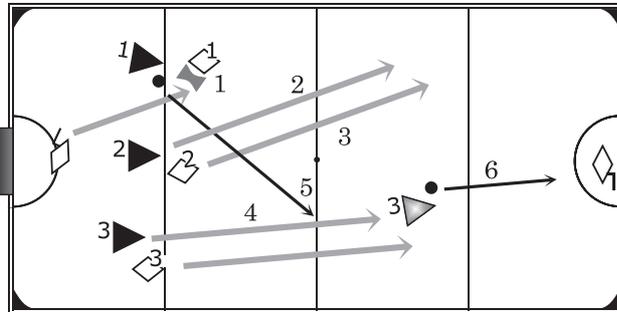
Fig. 8-7 Fast-Break: elite level team

The course of this situation is explained by using the numbers 1-5 in Fig. 8-7. The Figure above shows that Offender-1 captures the ball. At that moment Offender-2 asks for the ball (1), while Offender-4 crosses the playing field diagonally (4) and Offender-3 passes Defender-3 and drives in forward direction. Defender-3 moves

## Principles of Electric Wheelchair Hockey

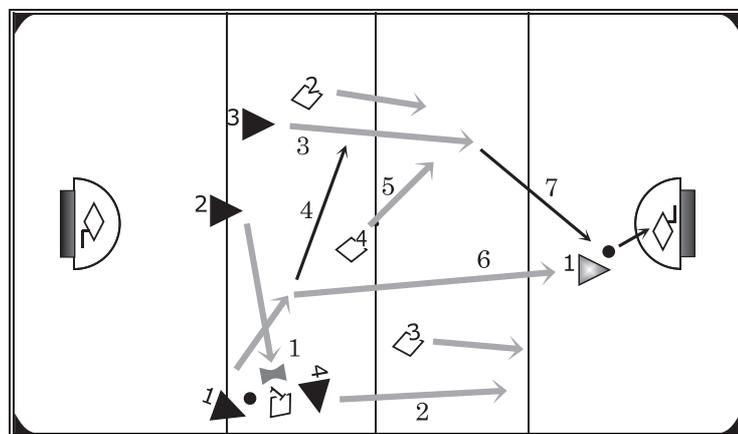
towards Offender-2 (3) who receives the ball (2). Offender-2 passes the ball immediately to Offender-4 (5) who can score or can pass the ball to Offender-3.

Another option is that Offender-3 sets a screen on Defender-4 (see the plus-sign in Fig. 8-7).



*Fig. 8-8 Fast-Break: grass-root level team*

The course of this situation is explained by using the numbers 1-6. The goaltender has to take part in the defence by setting a set-screen (1); Offender-1 uses the screen. Because Offender-2 moves toward the side of the playing field (2), Defender-2 has no other choice than to follow (3). If Defender-2 had picked up Offender-1 then Offender-2 could have received the ball. Now Offender-3 drives forward (4), receives the ball (5) and can score (6). Another option is that Offender-1 passes the ball via the boundary to Offender-2.



*Fig. 8-9 Fast-Break: elite level team*

The course of this situation is explained by using the numbers 1-7. The ball is recaptured by a Double-team (Offender-4 and Offender-1). The screen set by Offender-2 follows immediately (1). Offender-4 drives forward (2), keeping the playing field wide (Defender-3 has to follow). Offender-3 does the same at the left side (3). Now Offender-1 drives along the screen and passes the ball to Offender-3 (4). Defender-4 has to follow Offender-3 (5). Offender-1 drives forward in the centre (6), receives the ball from Offender-3 (7) and is able to score.

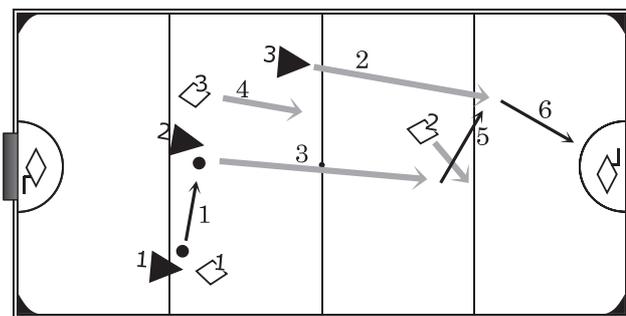


Fig. 8-10 Fast-Break: grass-root level team

The course of this situation is explained by using the numbers 1-6. Offender-1 recaptures the ball and passes it to Offender-2 immediately (1). At the same moment Offender-3 drives forward (2). Offender-2 also drives forward (3) and could pass the ball to Offender-3, but Defender-3 could possibly intercept (4). Because Offender-2 drives through the centre, Defender-2 drives towards this ball-possessor. Offender-2 drives further and passes the ball, behind Defender-2 to Offender-3 (5). Now Offender-3 tries to score (6).

After this discussion of the Fast-Break, a few remarks remain.

Any opponent finds it difficult to defend a Fast-Break. But it is a fact that the faced resistance varies between the several defensive tactics. An opponent applying a FCP is harder to beat with a Fast-Break than an opponent applying a Zone-Defence. A FCP gives less problems with switching from offence to defence and therefore results in direct pressure to all offenders.

**Difficult to defend**

The athlete who drives forward immediately and waits for the ball has to have good ball-control and a good shot. If this athlete does not possess these skills, the Fast-Break is less valuable: the attack should be carried out swiftly (within 8-10 seconds) and effectively.

**Ball-control**

In the four discussed examples (Figs. 8-7 – 8-10) ball-possession results from recapturing the ball from the individual opponent. But the Fast-Break also can result from ball-interception due to a wrong pass. The principle, however, does not change: moving forward and passing swiftly.

**Passing**

During a Fast-Break it is important that one athlete holds the last position. Not only the positioning of the opponent is out of balance, also their own positions can be different as they should be. That is why each athlete should pay attention to the positioning of the team, before they eagerly take part in the Fast-Break. A general rule-of-thumb is that the athlete, who recaptures the ball, holds the backward position.

**Last position**

If the Fast-Break fails (because it takes too long to set it up effectively), the team better passes the ball backward to set up a new attack. In this way a team can (re)organize itself. To summarize: the Fast-Break is an extremely effective offensive tool, especially as it takes the aforementioned points into account.

**Falling Fast-Break**

The concepts of speed, creativity and positional play, have a central role.

### 8.2.2 Offensive tactic: Responses to the Zone-Defence

In the discussion about the Zone-Defence it was mentioned that there are a few variants: the 1-2(-1) and the 2-1(-1) zone, both set up widely as well as strictly. From an offensive perspective, we need to address a number of points. Generally, there are basic fundamentals to respond to a Zone-Defence. The essence is to create a gap in the zone. There are several techniques to achieve this (see Box-3).

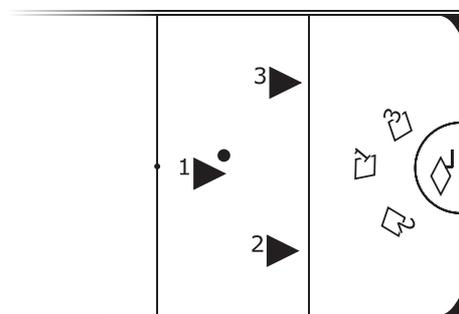
- To hold the field wide
- To pass the ball swiftly
- To set a screen in the zone
- To entice the defenders out of the zone

*Box-3 Responses to the Zone-Defence*

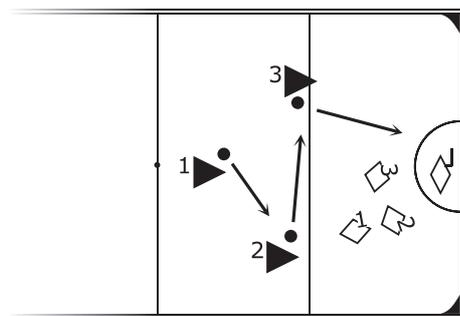
Apart from these rather general rules, there are also specific tactical responses to each specific zone. Each Zone-Defence has strengths and weaknesses. In chapter 7 the several (dis)advantages of the various zones were presented, this paragraph illustrates the ways of offensive responding to the several zones.

**(1-)2-1 system**

Firstly the 2-1 zone is discussed, followed by a discussion of the 1-2-1 zone. Playing against this sort of organisation of the zone requires offensive actions aimed at creating a gap in the zone. It is important to keep the field wide, to maximize the zone area. Every zone reacts to the position of the ball. In keeping the field wide and passing the ball swiftly, a gap in the zone can be created (see Fig. 8-11 and Fig. 8-12).



*Fig. 8-11 The 2-1 zone*



*Fig. 8-12 Dealing with the 2-1 zone: passing*

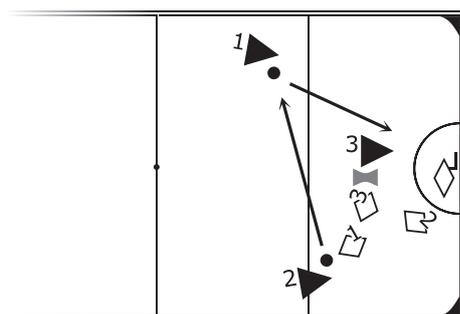
Fig. 8-11 and Fig. 8-12 simply illustrate how to deal with the 2-1 zone. Passing the ball swiftly is conditional for this approach. Therefore, as soon the ball-possessor sees a gap, a shot should follow immediately.

Another manner to effectively deal with the zone is setting a screen. The screen can be applied in several ways. For example, a screen can be set to create a gap on the side of the zone. For a maximal effect, the ball needs to be passed swiftly while the offenders keep the playing field wide (see Fig. 8-13).

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**Screening**

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*Fig. 8-13 Dealing with the 2-1 zone: screen-setting*

Fig. 8-13 presents an example of dealing with the zone by means of a screen. Offender-3 sets an (active) screen, creating space for Offender-1 to score, as soon as the ball has been passed. Offender-3 does not only function as screen-setter, if the ball bounces back there is a second chance to score.

Not every attack is as smooth and effective as in our examples. There are situations in which the zone is organized perfectly, shielding the attack effectively. Here another approach might help: enticing individual athletes to "step out" the zone. A screen can help to achieve this. An offender enters to the zone. By standing within, the zone will experience difficulty to react to the attack. The offenders use this inflexibility of the zone to create a chance to score. With good positional play the defence will be unable to respond quickly enough to the offensive actions. As a consequence, the defenders are forced to change from tactic at that moment: they have to leave their positions in the zone and need to adopt a kind of MtM.

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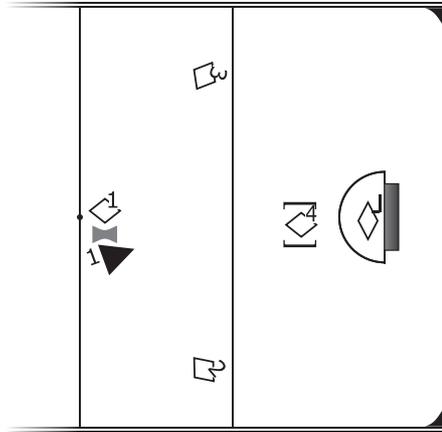
**Enticing**

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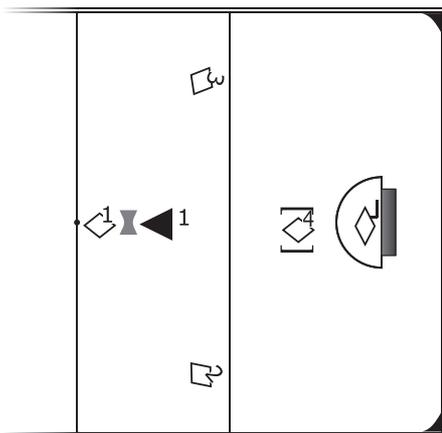
The setting of a screen can be situated both in the centre as well as on the side of the zone. Screening the most forward positioned

## Principles of Electric Wheelchair Hockey

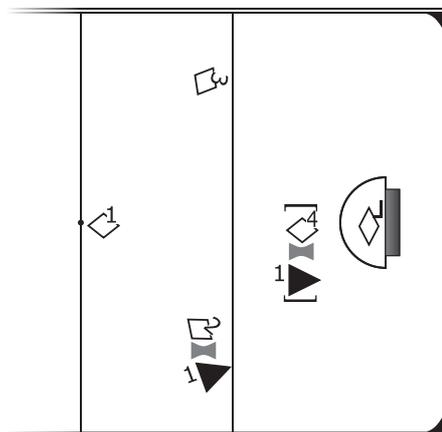
defender is useful when the attack evolves through the centre (see Fig. 8-14). The same can be said for a screen from within the zone (see Fig. 8-15). In the latter example, one might set a back-screen. A screen on the sides of the zone facilitates the offensive play set up on the wings (see Fig. 8-16). The location of the fourth defender (for elite level teams) is shown between brackets in these figures.



*Fig. 8-14 Dealing with the zone: side-screen facilitates an attack through the centre*



*Fig. 8-15 Dealing with the zone: back-screen*



*Fig. 8-16 Dealing with the zone: side-screen facilitates an attack on the wings*

The wider the field and the swifter the ball is passed, the greater the effect of a screen is. Swiftly passing also increases the benefit from badly positioned defenders. If an attack has created a gap in the zone, it requires immediate action to effectuate it.

If the zone does not give away any spaces, one might try to score via the defender's wheelchair. In elite level competitions, the athletes can drive behind the goal net. This allows them to shoot the ball against the wheelchair of a defender, hoping the ball bounces back into the goal net. Athletes of grass-root level teams cannot drive behind the goal net: these athletes can shoot the ball along the boarding to the goal net.

The tactics described here for the 2-1 zone and the 1-2-1 zone, also apply generally to the other zones. Chapter 7 discussed the strengths and weaknesses of the several zones. One can look for zone-specific information in that chapter.

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***Behind the  
goal net***

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### **8.2.3 Offensive tactic: Responses to the Man-to-Man**

As shown in chapter 7, the Man-to-Man (MtM) is a very active defensive tactic: the opponent experiences a lot of pressure. This implicates that it is difficult for the offensive team to set up an attack, to play their own play. However, there are a number of options to escape from this pressure. In Box-4 the tactical responses to the MtM are listed.

- To set a screen
- To keep the field wide
- To play a high tempo
- To change positions frequently
- To vary the tempo of the own play
- To make fakes

*Box-4 Responses to the Man-to-Man*

If the opponent applies a MtM, the first priority is staying calm and not to panic because of the pressure. It is important that teams play their own play.

Playing against a MtM, the art is to play in such a way that one offender becomes unmarked. This can be achieved by setting a screen. Even if the defender switches from offender, the moment the offender drives around the screen they are unmarked. The setting of a screen in a one-to-one situation is discussed in chapter 4. For now it is important that the screen is an instrument which: 1) helps to escape from the pressure and 2) creates space.

If the opponent applies a FCP, then the goaltender can assist with setting a screen. The advantage of this is that the goaltender is unmarked, making it difficult for the defenders to switch. As soon as the unmarked offender is picked up by another defender, this implicates that another offender will be left unmarked.

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***Screening***

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### ***Much space***

A second aspect is that if the opponent applies a MtM, each offender is defended by a fixed defender, which results in much space behind the defence. To make use of this space maximally, it is important to keep the playing field wide. An offensive team with the habit to set up attacks through the centre can seriously hinder themselves by neglecting the free space on the wings. One rule-of-thumb could be that the wider the playing field, the more space offenders can benefit from.

### ***Positional play***

An adequate response to the pressure of the MtM is to change positions frequently. Good positional play, whether or not combined with screen-setting, will make it harder for the defence to apply a decent MtM. Changing positions often results in commotion in the defence. The very nature of a MtM (namely to react on the movements of offenders and to follow) means that the offenders can create space. Especially when positional play is combined with passing the ball swiftly, it is for the defence difficult to maintain their MtM tightly.

### ***Varying tempo***

Another method to respond to a MtM is to vary the tempo of the play. By playing in a slow tempo, the defence will be "cradled into sleep". As soon as the defenders do not have full attention, the tempo can be increased suddenly.

### ***Fakes***

The MtM is a defence that mainly focuses on individual offenders. This implies that individual qualities can make the difference. Therefore, offenders with great ball-control can use this skill. Using several fakes can contribute to finding an opening in the defence because many defenders are inclined to focus on and react to the ball. Paragraph 2.1 gives a few examples of fakes.

### ***Energy***

Playing against MtM requires more concentration than playing against a Zone-Defence. Having ball-possession is constantly threatened. Playing in a fast tempo with a lot of changes in positions costs a lot of energy. If the opponent applies a HCP, to gain a period to breathe you could play the ball around on the defensive half. If the opponent plays a FCP, this would not suffice. Then varying the tempo of the play is the only manner to save energy.

## **8.3 Tactical resumptions of the play**

Resumptions of the play refer to several situations that occur during the game. It is an umbrella term for the: 1) opening ball, 2) referee ball, 3) goaltender ball, 4) free ball and 5) penalty stroke. We do not discuss the opening ball: in this situation you may play a long shot, if the defence does not look adequately positioned. Normally such situation does not occur, and then the attack can be organised according the team's playing system. We do not discuss the goaltender ball: in this situation generally the same considerations apply as for the resumption with a free ball.

### **8.3.1 Penalty stroke**

The penalty stroke is a serious sanction. If the penalty stroke is performed properly it should be a 100% chance to score. Practice learns that this 100% chance is not realistic. Athletes may become

nervous or just do not position correctly. This paragraph will give some direction to the athletes for improvement.

As soon as the referee gives a penalty stroke, the offenders have to position themselves immediately (taking position just behind the penalty line with a distance of 2 metres from the ball) (in grass-root level teams just one offender can do this). Taking these positions prevents the defenders taking these positions. If the offenders position themselves in such a way, then they increase the chances to score: if the shot bounces back, the offenders have a second chance to score.

It is important that one offender positions itself backwards: if your opponent acquires ball-possession this athlete can hinder a Fast-Break (see Fig. 8-17).

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### **Positioning**

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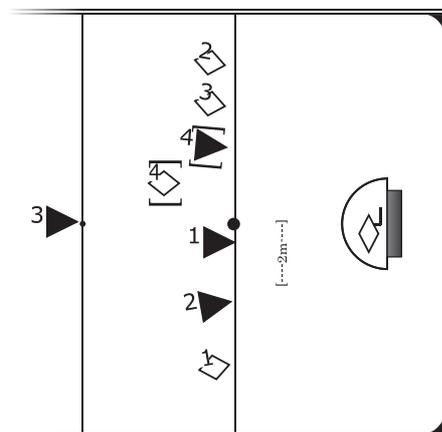
It is not allowed to drive with the ball. There are a few options to shoot a penalty stroke. Firstly, the ball can be shot hard or soft. Hard shots seem only productive for excellent strikers with great ball-control. For other athletes it may be wise to shoot the ball not too hard: a very hard shot is difficult to control for a rebound. Secondly, the athlete might use some fakes: although the movement should be fluent, varying the tempo of driving and hitting is allowed. Looking at one side of the goal net can also be misleading for a goaltender. It is also possible that the athlete passes the ball in forward direction to a team-mate (the so-called Cruyff-Olsen variant) and then scores. Of course other techniques can be used.

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### **Variations**

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As soon as the penalty stroke is taken, the athletes have to drive forward immediately. This ensures that, if the ball bounces back, they maintain ball-possession and have a second chance to score.



*Fig.8-17 Positioning in case of a penalty stroke*

### **8.3.2 Free ball**

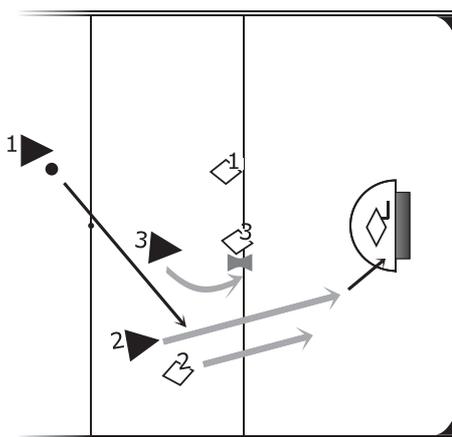
A free ball has to be taken in one hit: it is not allowed that the hockey stick touches the ball more than once. Thus, the ball has to be shot or passed to another offender.

The positioning of the offenders in case of a free ball depends on the location on the playing field where the free ball has been given. If it is on the defensive half, then the positions should balance between a defensive and offensive organisation. The goaltender can fulfil a

role by taking the free ball. One offender then drives with the ball (or gives a pass) while the other team-mates can hold more offensive positions.

If the free ball is on the offensive half, then the athlete, who takes the free ball, holds the most backward position. The other offenders position themselves more offensively. They can receive a pass and set up an attack.

Taking a free ball is a good opportunity to set up an attack swiftly and effectively, comparable with a Fast-Break. Screen-setting can be used, for instance when the ball is passed horizontally. Now the screen-setter moves forward, sets a screen, and the ball-possessor drives along the screen and tries to score (see Fig. 8-18).



*Fig. 8-18 Free ball: screen-setting*

### 8.3.3 Referee ball

Taking a referee ball is no guarantee for ball-possession. The positioning should be in such a way that the team is ready to defend as well as able to set up an attack.

#### **Positioning**

This means that at least one team-mate stands behind the athlete that takes the referee ball. If the referee ball is on the defensive half, the best opponent(s) should be marked (see Fig 8-19).

The referee ball should be taken by an athlete with a good ball-control and good arm strength. This increases the chance on ball-possession. In addition, the ability to reach forward with the hockey stick also increases the chance on ball-possession.

As soon as the team has ball-possession, each offender drives forward, positioning themselves to set up an attack. It is important to pass the ball swiftly to benefit play. If the opponent acquires ball-possession, athletes should be prepared to defend according to their tactic. The demand that a team should be ready to attack as well as to defend, makes the referee ball a difficult situation for athletes to perform.

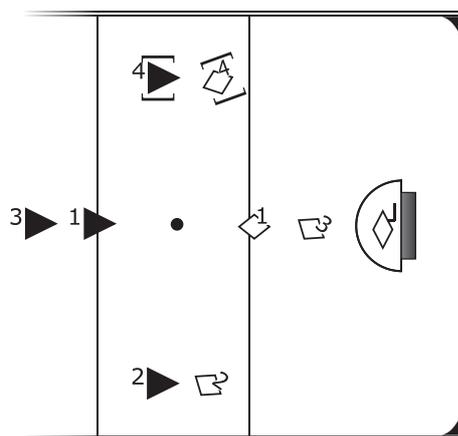


Fig. 8-19 Positioning in case of a referee ball

## 8.4 Tactic for coaching

In this last paragraph we will discuss some basic elements for coaching, focusing on the tactical issues during the game.

The behaviour of the coach influences the behaviour of the athletes. The coach functions as a role model for the athletes and contributes to a great extent to the image of the team. It is important that coaches realize this. For instance: if a coach applies an aggressive coaching style, this probably shall have a negative effect on the athletes and the play. Such a style does not match the concept of fair play. This example shows that the behaviour of coaches influences the athletes. Thus, apart from the technical and tactical knowledge, coaches use their behaviour as a tool to give direction to the play. As soon as the coach is able to connect with individual athletes, supportive behaviour can facilitate the qualities of athletes and team. For example: A team, after having a great lead, now leads with one point. The opponent's pressure increases, and they are on the verge to score. A coach who starts to behave nervously (walks up and down, gives unclear instructions) will also make the athletes nervous. This does not only affect the quality of the play (loss of concentration, increased chances on making mistakes), but it may also give the opponent the smell of victory. Here the coach unintentionally reinforces the good play of the opponent. A positive attitude works best.

**Role model**

### 8.4.1 Tactic for substituting an athlete

The substitution of an athlete can have a several functions. Firstly, a coach may substitute an athlete who does not meet the required standards. For instance: the athlete does not comply with the instructions, or there may be a mechanical problem with the wheelchair.

But a substitution can have other motives as well. It can create a moment of rest in situations of great pressure to the team. While substituting an athlete the coach can give instructions to adapt the tactic.

A rule-of-thumb is that one never changes a winning team. A team that performs well does not need any changes. In fact, substituting

an athlete might affect the play negatively. However, there are several exceptions to this general rule. For example, if a team leads, a substitution can be used to save the energy for the next game. This allows the substitutes to gain experience. Of course one can substitute some athletes to prevent or overcome mechanical problems (low batteries, overheated engines or electronics). By giving each athlete time on the field, the complete team contributes to the victory.

### **8.4.2 Tactic for an allocated time-out**

Each coach can ask two allocated time-outs per match, one time-out per half time. The time-out can be used to discuss tactical aspects. A coach might switch from defensive tactic, change from playing system or address individual athletes. These time-outs are intrinsically motivated. Extrinsically time-outs are focused on the opponent's play. An example of this is a time-out in order to distract the opponent or to provoke a break in the pressure.

It is important to fine-tune the timing the allocated time-out. A time-out at a needless point in the game distracts athletes and does not contribute to the play.

Good moments are: 1) when there is a lot of pressure on the team, 2) when the opponents scores two goals in a short time, 3) when a comfortable lead will be given away (thus a time-out before the opponent comes to close), 4) when the emotions influences the play negatively and 5) when the tactic is applied badly.