



THE STEPS TO HANDBALL





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Step	Age	Philosophy	By Children for Children	Play	Competition	Content	Skill and Ability
I	to 7	The Ball as Playmate Ball-experience	<ul style="list-style-type: none"> • Come on, "Help out" 	<ul style="list-style-type: none"> • Preparatory Games 	NO	<u>Animation:</u> 1. Balle-experience 2. Experimenting with the ball 3. Movement co-ordination	<ul style="list-style-type: none"> • Basic motor skills • Teaching falling methods • Activities and games with the ball: picking up, rolling, passing Catching games
II	7 - 10	Mini-handball	<ul style="list-style-type: none"> • 1 referee from the playing group 	<ul style="list-style-type: none"> • 4+1 player • court size reduced • goals 2,40 x 1,60m • ball size 0 <hr/> Minihandball - festivals	NO YES	<u>Game:</u> 1. Motivation 2. Physical relationship between player and court 3. Varied experiences 4. Social activities and festivals	<ul style="list-style-type: none"> • Basic motor skills + passing, catching, dribbling, blocks, • Occupying free space, observation, running free, • Applying game elements while moving, position and distance towards the opponent <p style="text-align: center;">Cf. EHF publication "Minihandball"</p>
III	10 - 12	Basic Handball 1	<ul style="list-style-type: none"> • 1 - 2 referees from the teams • 1 adult helper 	<ul style="list-style-type: none"> • Transition phase to 6+1 • Handball Court: 40x20m • Goals 3,00x2,00m • ballsize 1 • shorter playing time • alternative games 5+1 on a half court 2 x 3:3 	YES / NO	<u>Game / Practice:</u> 1. No adult training 2. Development of technical / tactical skills 3. Development of physical abilities 4. Festivals and simple matches	<ul style="list-style-type: none"> • Pass on and remember information in accordance with the age • Playing while moving - man-to-man defence, offensive defence, counter-attack, playing in all positions • Varied velocity, integrated endurance exercises, strengtheners using own weight
IV	12 - 14	Basic Handball 2	<ul style="list-style-type: none"> • 2 referees from the teams • 1 adult helper 	<ul style="list-style-type: none"> • 6+1 players • girls: ballsize 1 • boys: ballsize 2 • shorter playing time 	YES	<u>Practice / Game</u>	<p style="text-align: center;">Cf. EHF publication "Basic Handball"</p>
V	14 and older	Handball	<ul style="list-style-type: none"> • 2 referees 	<ul style="list-style-type: none"> • 6+1 players • girls: ballsize 2 • boys: ballsize 3 	YES	<u>Training / Game</u>	<p style="text-align: center;">As defined in the specific handball training</p>



Philosophy

During the introductory phases of a child learning a ball game it is impossible to teach it the adult game. Bearing this in mind it is essential that the game is adapted to take into account the specific physical and behavioural specifications of the age group. It is not acceptable to merely change the size of the court, the goal, the ball and to make the team smaller. It is by far more important to group the children according to their ability and experience. They can then make friends and begin to enjoy the game of handball.

The child's game of handball differs substantially from the adult game. By the end of this introductory phase the child should have attained the best possible requirements to satisfy the established adult model. The EHF is attempting to introduce a framework for this development process of the game of handball. The framework acts on recommendations which have been defined by the national associations according to opportunities and conditions. These should be taken into account, adapted and used. This programme is divided into five levels, which are structured in accordance with age categories and the development phases. The EHF adopted a clear position on Minihandball and Basic Handball. However the transition period between Minihandball and Basic handball is, without doubt, the most sensitive phase. This phase is treated very differently throughout the different countries. Therefore the EHF will differentiate between Basic Handball 1 and Basic Handball 2.

By Children for Children

It is surely true that the child can only reach his /her full potential if the adult takes second scene and does not constantly get involved in the game. It is, however, beneficial if the adult is continually vigilant.

In order to help the child it is important to become less intensively involved on an individual and group basis. In the following areas it is important to promote independence:

- 1. Preparation and Structural Organisation:** in the area of preparation (kit, set-up and clearing away equipment) the child should gradually become completely independent.
- 2. Team Management:** in order to implement simple rules, for example player changes, it is a good idea to give one player the responsibility of team management.
- 3. Leadership and Control During a Match:** the simple organization procedures of a match, for example time keeping and score keeping, should become the responsibility of a participant. This should be carried out by using simple aids, like a chronometer and score cards.
- 4. Referee:** the referee's mediating role should be a position detached from the actual game but still be an integral component. The balance between subjective perception and objective decision making is the role of the adult.



The Game

Normally children begin to be able to play a team game at the age of 5 or 6. The children develop physically and psychologically if they have patience and are motivated. The children should learn about the game through enjoyable experiments and discoveries. „Play alone and play with a friend“ can be the motto at this age range. At this age the team spirit should be established.

In the age group from 7-10 friends, fun and positive successful results should be of prime importance, while the match plays a lesser role. Results, scoring and league position can lead to an unacceptable desire to win.

A possible incorporeal game would be worth striving for. This would ensure that the technical skills are perfected without any trouble. Strict playing rules can have an unfavourable effect on the flow of the game. For this reason only the basic guidelines should be put into play during the game. In addition to playing alone games against friends should be fostered at this age group - **experience rather than results**.

The practical implementation of Minihandball is naturally the role of the game. Only at the end of this development process it will be a pleasure to introduce the match itself and this should be introduced with caution in step III.

The Match

The sensitive transition phase, which takes place from the age of 11-12 should be modelled on the child's performance and the level of development. Due to this it must be closely examined to see if the transition to 6+1 players on a full court can be achieved. It may be the case that alternative forms of training and games have to be offered. At this point the 5+1 player on half a court and 2 times 3:3 should be mentioned. As the latter concepts is not well known, it is briefly outlined below:

Basic idea of the game - "2 x 3:3":

- 2 teams with 6+1 players
- Normal handball court
- The court is divided by each team into an attacking and defending half.
- In each half there are 3 players from each team.
- They are not allowed to step over the centre line.
- The game begins with a referee throw.
- There is no throw off after a goal, instead the goalkeeper brings the ball immediately back into play.
- Every player should play as an attacker and defender.



Content

4-7 Years This is the golden age of childhood. Movement is vital and above all essential for physical and psychological development. In turn the child gets to know the reason and effects behind movement and learns about his/her body and environment.

The child's intense urge to be active should be taken advantage of by way of, informal, enjoyable and easy lessons. This is important in order for the child to enjoy the game and develop movement skills. This also encourages later participation in sport.

Success during a game and praise about successful achievements must play a substantial role because at this age the desire to play is still not fully developed. For the first time it is important that, as well as the family, a circle of friends within the same age range is established.

It is essential that the learning process begins. The ability to be a good loser, to understand yourself and other considerations are of great importance to team members.

7-10 Years The early school years are the peak skill acquisition years. After the end of the development years a phase of stability begins and the brain has practically fully developed. Appropriately at this time there exists an eagerness to learn and perform. As part of this sport becomes more important. During this development phase sport is obviously part of an out of school environment and is a chance to raise self esteem.

The will to perform well exists and is supported by an increase in the concentration span (about 15 min.). It is useful to bear in mind how often the child gets the chance to move freely and the basic technical principles of different sports are worth noting. By way of a multi-sport basic training and a step by step training approach without the constant demand for results, points and a high league rating the game of handball can provide a great deal of enjoyment and fun. The initial sign of team involvement is when the child feels part of the group in such a situation.

10-12 Years The later school years motor skills are generally characterized as prime learning years . At this stage the motor skills are at their most astute. It is then that with the help of intensive fundamental training, involving basic principles, a future handball player is created. The driving force is the will to be able to play like the grown ups: During this development process role models are copied down to every last detail. The desire to perform is supported by the, by now, high level of concentration.

During this age it is important to remember 2 important points:

The rate of development of boys and girls separate at this point. Girls can be, until the first signs of puberty; more advanced. Secondly there can be a distinct difference between the biological and the actual age. In favourable circumstances pronounced group performance will take place. This should be conveyed by the aim to integrate, co operate and communicate.



Skill and Ability

4-7 Years The immense urge to move improves in response to the eagerness to learn the basic motorological skills like for instance walking, running, jumping and throwing. Short and simple movement sequences, for example, independence skills are quickly and immediately learned („look and say“ method). This is also true with the enhancement of precision co-ordination (first attempts at writing). Familiarisation with the ball supports this idea. Despite problems and qualities of ball control it is a spontaneous and co-ordinated movement.

While practising co-ordination skills it is essential to be make sure that the level of difficulty isn't too high and the time span is not too long. This is important due to the limited concentration span. This will ensure that the child remains interested and to allow for success in various situations. At this point the focus should be on the development of balance and reaction skills. This is essential because they are necessary in everyday life and a sense of rhythm is the foundation stone of co-ordination. Conditioning can be ignored in the training programme.

7-10 Years Unnecessary additional movements will disappear. The child decides which handskill is necessary. By now there is a high degree of bodily control. Individual movements will become linked in sequence and the so called chain of movements tied together. At this age the individual movement sequences are relatively limited. Therefore varied repetitions play a big roll. At this stage endurance and stamina can be put to one side as the natural increase in weight is enough as far as strength and conditioning is concerned. However in addition to stamina and a defined general movement training a development of speed is a worthwhile training goal. Co-ordination takes priority as opposed to conditioning.

Of course in addition to developing a quick sense of reaction, static and dynamic balance, tactical skills, throwing and catching skills should be practised. Technical basics can be introduced and taught in a light hearted way. In other words the ball should remain as the focal point.

10-12 Years A series of movements, which are in frequent use, are noted, copied and learned quickly and without complications. The correct introduction and teaching of movement and basic technical skills is the main exercise. The aim is to continuously build up the technical elements of the game of handball.

For conditioning it is particularly necessary to change the relationship between weight and strength. The springiness should be especially trained. Agility is of particular importance, as this is extremely hard to improve at a later stage.. In principle it is a good idea to do varied stamina training. However due to limited results specific stamina training should be avoided as reaction, acceleration and speed conditioning are the most important training areas. This is on account of the fact the child is then nearly as fast as the adult counterpart. Training of co-ordination skills should be of prime importance. This time should be taken advantage of as this is the age where motorological skills are best mastered.



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