



Children's Handball

Coaching Course, Edinburgh 10-11 February 2007



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A. The "Philosophy" of Children's /Mini Handball

When we use the term children's or mini handball we do not only refer to a particular age group, but also have a full set of exercises, little games, and a complete methodological system in mind. The following aspects form the framework within which we move when we work with children. What we need is time, patience, and the understanding that the development of a young player is a process which takes some years of training and a slowly growing amount of experience.

Seen against this background the following aspects deserve particular attention:

- Age group: 5-10
- Mini Handball is not adults' handball!
- Mini Handball is a philosophy of its own for developing handball.
- It is essentially a ball game for children, a way of playing with children.
- As a consequence adult rules of training and concepts of developing individual technical and tactical skills cannot be applied in training sessions.
- The corner stones of the Mini Handball Philosophy :
 - o The "playing instinct" of children should be taken into consideration.
 - o Whatever is offered should be play orientated.
 - o Practice is achieved in the form of a game.
 - o Fun, joy and new experiences are in the foreground.
 - o Achievement should stay in the background. This does not mean that children do not want to/are not expected to win, quite the contrary, but the perspective should be shifted towards "the way" rather than the goal.
 - o Children should experience different types of movement.
 - o Basic motor skills are developed through games.
 - o Variation as a principle to avoid boredom is the aspect to be kept in mind.
 - o Variation of different tasks is also an effective means to force the brain to adapt itself to changing patterns, thus providing an important element for the process of learning movements.



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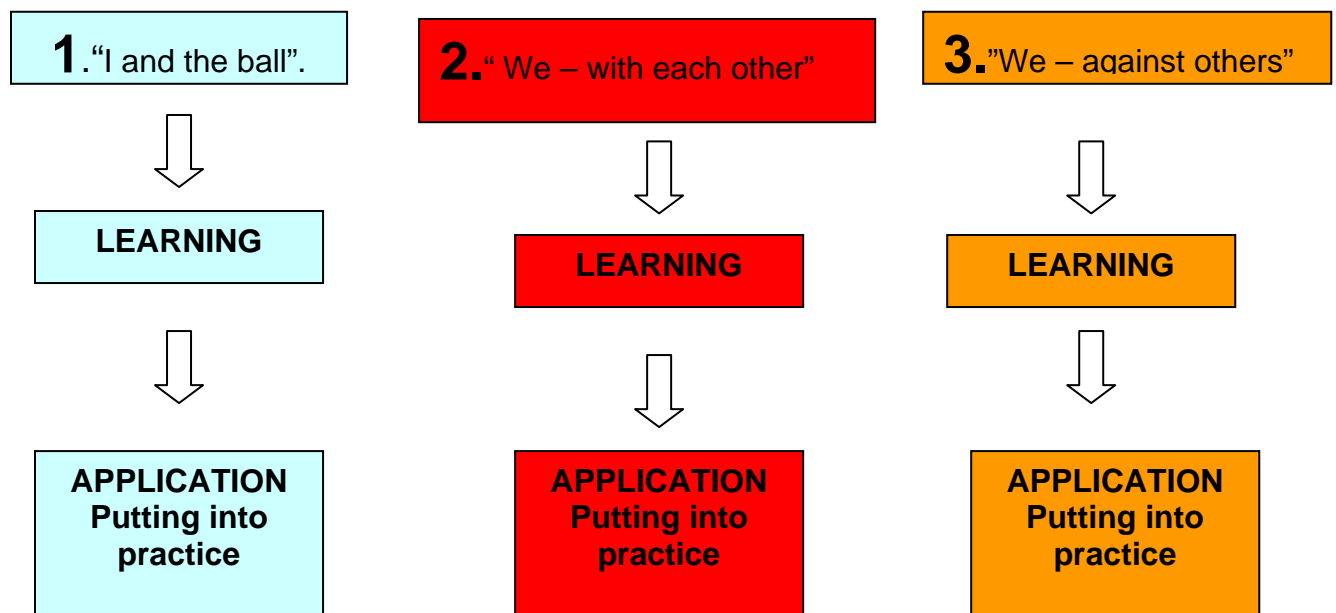
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- A high degree of emphasis is put on “coordination”. Thus coordinative qualities such as: reaction, orientation in space, rhythm, adjusting to different motor situations, equilibrium, etc. are constantly aimed at.
 - Creative solutions of different tasks are preferred to static and monotonous drills.
- In addition, the development of specific game concepts such as “team spirit” and “fair play” should be fostered.

B. The special methodology of children's handball follows three steps



- Each step has again 2 different levels:

1. Learning
2. Application (putting into practice)

Each of the three steps brings a new experience to the child

Step 1: "I and the ball".

- The child discovers the special qualities of the ball:
 - The way it bounces, smells, feels etc.
- Develops a basic technique.



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Step 2: “ We – with each other”

- A new element, the partner is introduced.
- The partner introduces an element of insecurity (passes, moving target, strength of shot, direction of shot).
- Cooperation is the necessary quality.

Step 3: “ We – against others”

- The team begins to form
- Team spirit
- Planned actions to achieve an aim
- Opposition has to be overcome

C. Additional remarks

- Use simple rules
- No, or hardly any tactics
- Develop a general understanding of playing space
- Make players accept the ball whilst in movement
- Introduce the play 1:1 cautiously
- Add an element of animation
- Establish a network of caring outside the training hall.

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The structure of the demonstration will be the following: single player – group – team. The three different stages “ I and the ball”, “We- with each other”, and “We- against others” will be referred to as **S1**, **S2**, and **S3** in the left hand column on the handout. The explanations of the various games and exercises act as the necessary breaks for the kids.

No	Description of exercise/game	Room for personal notes/drawing	equipment
1	<p>Warm-up = “The long nose catches”</p> <p>One child is selected as “catcher”. The catcher forms “a long nose” with his arms and tries to tig another player with his long nose. Only the long nose is permitted to touch somebody else. The one who is tiggered becomes another “long nose”. The player who is left over is the winner.</p>		



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<p>2</p> <p>S1</p>	<p>Egg collection The balls are distributed on the floor of the gym. The children of each team grab any ball and carry it to their open box, and put it into it without interaction. Then they get another ball, and so on. When there is no ball left, the boxes are emptied again and the game is continued for a set time. The player who can put the greatest number of balls into a box is the winner. Each child counts the number of balls he has boxed.</p>		<p>⇐ 2 open boxes ⇐ 30-40 balls of different sizes</p>
<p>3</p> <p>S2</p>	<p>Cp game in 2. This time, however, the players have to pass the ball to another player and get it back before putting it into the box.</p>		<p>⇐ 2 open boxes ⇐ 30-40 balls of different sizes</p>



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<p>4</p> <p>S3</p>	<p>Cp game in 3. This time, however, the players have to pass the ball to one another in the team before putting the ball into their box. When time is called, the individual scores within each team are added up to decide the winner.</p>		<p>⇐ 2 open boxes ⇐ 30-40 balls of different sizes</p>
<p>5</p> <p>S1</p>	<p>“Balloon race“ Each child has a balloon. Player 1 of each team starts at a starting signal and goes round the cone. When player 1 turns round the cone, player 2 starts etc. Balloons are: a) carried b) beaten left / right c) other variations The first team to queue up in proper order after the prescribed number of runs is the winner.</p>		<p>⇐ 30-40 balloons ⇐ 10 cones</p>
<p>6</p>	<p>Cp exercise/game in 5.</p>		<p>⇐ 30-40 balloons</p>



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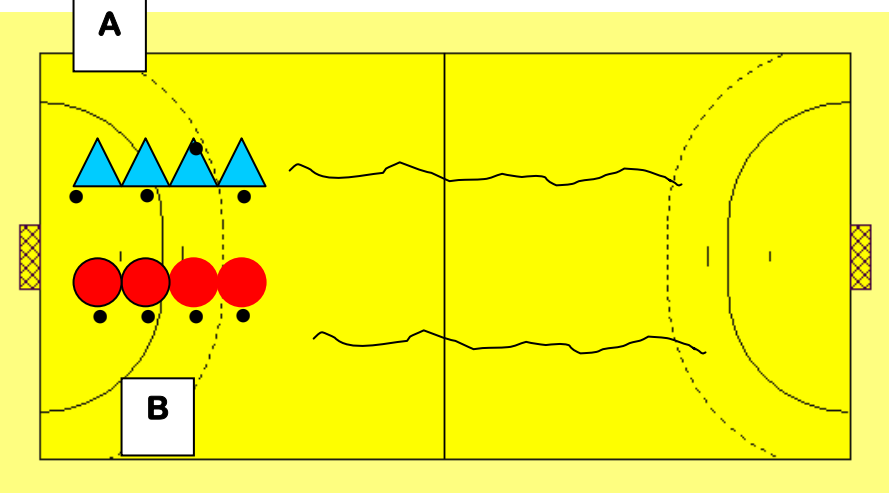
<p>S2</p>	<p>This time, however, the players of each team work in pairs, holding hands all the time they are executing their task, but changing hands whilst rounding the cone. Winning team as above.</p>		<p>← 10 cones</p>
<p>7 S3</p>	<p>Cp exercise/game in 5. Basic exercise: Team A versus B, the second player of team starts, when player number 1 has crossed the middle line of the gym, and so forth. Variation1: 1 balloon, player 1 transports balloon beyond end line, puts it down, returns, player two gets it, returns and hands it over to player 3 etc. Variation 2: "Le Mans" Each kid has a balloon. After the start signal player 1 of each team transports his balloon over the end line and jumps on it, thus trying to burst it. The bursting of the balloon is the start signal for player 2 etc.</p>		<p>← 30-40 balloons ← 10 cones</p>



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<p>8</p> <p>S1</p>	<p>“Rope dancer” Two ropes are placed in the middle of the gym. a) walk along the rope without touching the floor – carrying the ball b) move sideways over the rope – carrying the ball c) run and carry the ball d) run and dribble the ball e) run sideways and carry the ball f) run sideways and dribble the ball in front of you etc..</p>		<p>⇐ 2 thick ropes ⇐ 1 ball per player</p>
<p>9</p> <p>S2</p>	<p>Cp 8. A/B and A1/B1 start from their ends of the rope and try to get to the other end without touching the floor , then A2/B2 and A3/B3 etc.</p>		<p>⇐ 2 thick ropes ⇐ 1 ball per player</p>



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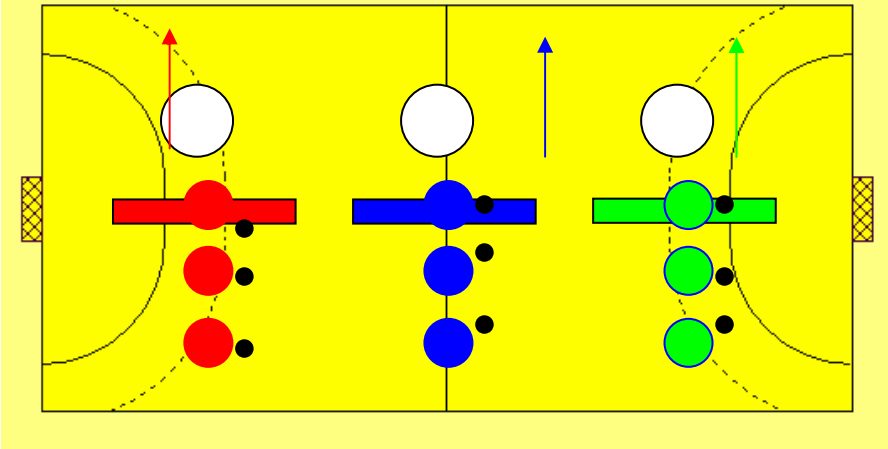
<p>10 S3</p>	<p>Cp 8, It is now team against team. Player 1 walks along the rope, rounds the cone and, on the floor, dribbles back to the starting line. When player 1 has crossed the middle of the rope, player 2 starts his run etc.</p>		<p>⇐ 2 thick ropes ⇐ 1 ball per player, ⇐ 2 cones</p>



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<p>11</p> <p>S1</p>	<p>“Hit the hoop”. The players stand on the benches and try to shoot into the hoops which are positioned at a distance of about 3 metres in front of one of the gym walls. They follow their shot, recover their ball, and queue again behind the last player in their queue.</p> <ul style="list-style-type: none">a) shots with both armsb) left armc) right armd) other variations.		<p>⇐ 2-3 benches ⇐ 1 ball per player ⇐ about 10-15 hoops</p>
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<p>12</p> <p>S2</p>	<p>Cp 11. Children face one another, standing on the benches. They try to shoot the ball alternately into the hoop and count their strikes.</p>		<ul style="list-style-type: none"> ⇐ 2-3 benches ⇐ 1 ball per pair ⇐ about 10-15 hoops
<p>13</p> <p>S3</p>	<p>Cp 12. It is now team A versus B. The children try to shoot the ball into the hoop so that it bounces over the rubber band. The partner catches the ball and queues at the end of the opposite queue and the player who has shot the ball also queues at the end of the opposite queue, both passing under the rubber band. The team which scores most goals within a given time is the winner.</p>		<ul style="list-style-type: none"> ⇐ 2-3 benches ⇐ balls ⇐ about 10-15 hoops ⇐ 1 rubber band



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14 S1	<p>Boat race.</p> <p>The boxes are arranged in a row at a certain distance. The players shoot at their own boxes continuously trying to push them forward across the finishing line. The players recover their balls as quickly as possible after each shot. Each player counts his own hits.</p>		<p>⇐ One ball/player ⇐ 5-10 old cardboard boxes</p>
15 S2	<p>Cp 14. 2-3 players work together. One of them shoots at the cardboard box, the other collects the ball and shoots in turn, etc.</p>		<p>⇐ balls ⇐ 5-10 old cardboard boxes</p>
16 S3	<p>Cp 14/15. The players act as a team. The team which succeeds in getting the box over the end line first has won.</p>		<p>⇐ One ball/player ⇐ 5-10 old cardboard boxes</p>



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<p>17</p> <p>S3</p>	<p>Trailer. The players act as teams. They try to get their balls into the open box No1. The moment all the team balls are in box 1 the players lift it and carry it to the other side of box 2. Then they try to fill box 2 with their balls, and so on. The team which succeeds in getting one of its boxes over the end line first, wins.</p>		<p>⇐2 open boxes of different sizes for each team. ⇐One ball/player.</p>
<p>18</p>	<p>Game: King's Ball. Cp description in "little games"</p>		



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Notes:

1. Distances, speed, and breaks must be adapted to the size of the relevant gym/hall, the age group of the children, game experience they have had so far, and the structure of the training groups.
2. Emphasis is placed upon a continuous development of “coordinative abilities, and the development of a high degree of social competence.
3. The coordinative abilities are:
 - ⇐ The ability to react quickly and coherently upon an outward signal
 - ⇐ The ability to keep one's balance after a change of one's body in space
 - ⇐ The ability to orientate oneself in space and time in relationship to one's surrounding
 - ⇐ The ability to match a certain rhythm with the movement of one's body
 - ⇐ The ability to functionally link movements or parts of body movements
 - ⇐ The ability to differentiate parts of movements or whole movements with high precision
 - ⇐ The ability to adapt to sudden changes in one's environment.

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January 2007