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Minihandball, sport education and development...



During the past two decades the study of behaviour, development and motor learning, has evolved greatly. Nevertheless, it remains far from the desired level, but great progress has been made. This advancement is due to increased and improved instruction.

It is recognised that current physical activities are practical, original and justify a specific field of study. Modern technologies ease the process of the study and are favoured in this area. However, we think that laboratory studies still lead in relation to field experiments.



More and Better Formation

- Physical Activity
- Education
- Movement Education
- First level of the school
- Minihandball



Though practical intervention still raises many doubts and issues, in general the experimental field remains a reality.

Education is a great area that has gained the focus and interest of the investigators. The contribution of the instruction has been recognised and restructured with more necessary and basic elements.

Physical education has seen proportionate extended studies that explore the ways in which better preparation can assist children to act independently and regularly integrate within society.

The first educational cycle is to be considered as a fertile environment for the study initiatives in the sense that it connects two factors: the need for discovery and simultaneously the development potential of the child. This is where Minihandball fits in.

The teacher, mentor or the coach must know the meaning of motor behaviour in children. He must also realise if the signals are coming from the body or if they are a result of motor progress that could lead to the effective participation of the individual in a regular activity on an organised competitive platform. If the physical and sporting activity develops through motor behaviour, it proves to be the common denominator, however, basic issues cannot be overlooked for if they are not resolved they will compromise any progress already achieved.

Sport instruction; respecting the proper development characteristics of the individual, the nature of the context where activity dominates and to teach with specific content, cannot aim to provide a fast transmission of education nor move to immediate performance. Therefore it becomes necessary to develop or create in each individual the maximum of compatible possibilities through their own biological and psychological abilities.



The aim of sport instruction is centred in the development of the physical capabilities of the individual in accordance with the socially established norms. The specific sporting instruction will have to combine all types of motor behaviour that aim at the improvement of tactic and technique. Therefore activities will have to co-exist and serve as a support to the most complex achievements.

Since the motor act is not an isolated process, the parallel activities will have to permanently make demands of the following systems:

- *the mental representation*
- *the perception and the affect*
- *the motor performance*

If the teacher, monitor, or coach can correctly interpret the responses of a player, then he is in a position to create better educational conditions for whatever type of activity being worked.

The technical knowledge of an activity is important but not enough to form an adequate education. It is also necessary to know how to observe motor requirements of the child and to register the particulars of the individuals' behaviour in different playful situations. These observations are then catalogued, giving the coach an idea of what objective to aim for.

The evolution of different basic motor standards, where education styles facilitate the process of development and choosing the appropriate form of learning situations, are equal and essential elements.

Problems in Initiation Phase 1

- What we see?
 - The ball is the center,
 - No progression,
 - Anyone can take the ball,
 - Few shots,
 - Few goals.
- Why?
 - Can't control the ball
 - Don't understand the game
 - Don't have success
- What to do?
 - Many time with the ball,
 - Go in front,
 - Shots,
 - Catch the ball.
- How?
 - One player, one ball
 - Reduce games
 - Relay races
 - Minihandball



Problems in Initiation Phase 2

- What we see?
- Individualist player
- Game close the area
- More shots
- No rules
- Why?
- Diferant rhythm
- Don't play without ball
- Don't know other shots
- What to do?
- Play with the ball
- Shot
- Marking/Shake off
- Basic position
- How?
- One player, one ball
- 1*0, 2*1,3*2
- Shake off games
- Game with restritions



Problems in Initiation Phase 3

- What we see?
- More goals
- Intentional Faults
- Came back near the area
- Why?
- Don't understand defense and atack game in small space
- What to do?
- Displacements
- Passing lines
- Desarm
- Player with/without ball
- Shot
- How?
- Position
- Mirror
- Follow games
- Catch in the middle games



Problems in Initiation Phase 4

- What we see?
- Goals from counter-atack
- They lost the ball in all the field
- Spontaneous Individual marking
- Why?
- They attack the player that has the ball
- Find some lines to pass
- No tactics
- No offensiv technics
- What to do?
- Feints
- Shots
- Individual Tactic
- Sequences
- How?
- 1*1,2*2,3*3
- Individual technic
- Game reduced



Problems in Initiation Phase 5

<ul style="list-style-type: none">■ <u>What we see?</u>■ More players making goals■ Goals in diferant places of the area■ Cooperation■ Bad faults■ <u>Why?</u>■ They understand the game in small spaces■ Better individual participation■ No tactic of defense	<ul style="list-style-type: none">■ <u>What to do?</u>■ Defensive organization■ Individual Technic■ Cooperation■ <u>How?</u>■ Individual defense■ Open and agresiv defense systems
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Activities for children must take the question of motivation into consideration. It must also adequately answer the desire created by the images of top sport activity and must also be in accordance with the current educational concerns.

Activities suggested should always allow for the possibility of achievement. The children must acquire more skill instead of prematurely aiming for goals that they are not structurally prepared for.

Handball is considered as a collective sport that is easily learned due to the simplicity of basic steps and the great movement that it provides. Simultaneously it is an excellent playful activity. When we present this idea, that is able to fill a void where there is a lack of organised activities, the question remains how to utilise these inherent moving and sequential activities in regards to initiation of handball?

In addition to organising a programme, issues already discussed that would be fundamental are to be taken into consideration: a simple activity that is easy to execute and facilitates pedagogical interaction, aimed at a gradual improvement of motor control, interaction and willing participation.

Activities with a ball, as it is in the case of handball, are rich in motor, intellectual, effective and social aspects. The ball is one of the preferred materials during childhood. Respected researchers recommended, in 1981 (Marin), 1983 (Mauvoisin) and in 1989 (Rongeuot), handball for the motor instruction for children of primary school age if the demand for motor activity was being increased and controlled. Authors have previously stated and we can prove that handball favours movement and allows the child to understand the necessity of a group action and also improving individual ability.

Returning to the question of the ball, we would like to clarify that even though the importance of the types of material as well as the characteristics in the motor development of a child and the facilitation and didactical adjustment of the resource is recognised, we do not have in-depth knowledge in this particular area. Some books conclude that the colour, properties and the dimension of a ball is important, on the other hand, however, there is no clear answer. Simply, we recommend four basic characteristics: the ball should not hurt, easy to handle, with rebound and that it accompanies the growth of the hand. This is what some experts had to say:



1937 - Wellman, said that the aptitude to catch a large ball precedes the necessary one for the small ball (a child of 4 years has greater difficulty in catching a small ball than a large ball).

1938 - Wellman and 1941 - Meadley, gave more importance to this conclusion and extended it to children from 2 to 10 years old.

1952 - Warner observes that the ball used in volleyball is more easily caught, than the ball in tennis as seen in children from 6 to 9 years old.

1963 – Gutteridge was aware of the previous situation, and said that other variables can influence and it is necessary to consider them.

1977 - Ridenour says that the variable distance, direction, weight and speed have a decisive importance, while the variable size has a weak influence.

1980 - Isaacs, states that the effect of the colour is not significant in a general direction but it is pointed out that the fact of the ball with the preferred colour is more easily caught.

1982 - Payne affirms clearly that the best results happen with the ball of bigger dimensions. And the explanation is due to an improvement that varies according the age, to the components, position and adjustment of the body in the totality, to the position of the arm and simultaneous action of the hands.

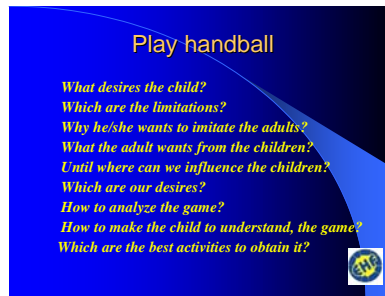
1983 - Carlos Neto says that there is no significant relation between the dimension of the ball and the age and sex, since that predates previous physical education.

Handball in particular and collective sports in general, brings together the content and the necessary conditions to assist the gradual organisation of general motoric abilities, the process of integration, the facilitation of perception, coordination and socialisation of children in the primary age group.

Leaving a child to play is in general very easy. The child usually throws himself into the activity and experiences great pleasure. However, when children are closely observed, what do we notice in the beginning?

- *The strongest ones monopolize the ball, and do not interact with the others.*
- *The weakest ones participate little, but are very attentive of the game.*

From these observations, many questions arise as to the condition of development:



- *What does the child desire?*
- *What are the limitations?*
- *Why he/she wants to imitate the adults?*
- *What the adult wants from the children?*
- *To what level can we influence the children?*
- *What are our desires?*
- *How to analyze the game?*
- *How to make the child to understand, the game?*
- *Which are the best activities to obtain it?*

The child wants to play as the adult. The child wants to win. The child must learn to wait and also act paying mind to the consequences. The game serves to prepare, and the child will not deal with immediate satisfaction, so he/she will in the future be able to face the most diverse sport situations under excellent conditions.

We know that the child cannot practise sport as the adult.

We know that we must lead the process gradually. We know that we must plan and organise. We have to establish a direction in our interventions.

Handball for children has to be an activity that relates to communication and relationships. It has to be more than the transmission of technical knowledge, thus we have to change and enhance behaviours.

For this it is important to take into account the different factors such as adversaries, friends and the ball.



To plan, it is necessary to know the initial situation. It also means knowing the possibilities that each game can hold for the child, to define the final aim that we want to reach, possessing clear ideas on the final development and what type of player that we intend to have and to know the education methods, which will gradually progress from one to the other in successive stages.

We also cannot forget that only with the influence of an adult, it will become possible for the child to make a game of running towards the considered aim. Problematic situations, achieving strategic aims, continuously developing mental capacity, these concerns must have the required attention.

The game is given priority above exercise. When we observe the practical, we can easily see that in any situation of the game all the players participate in a global form. In competition, the real game, external situations (colleagues, adversaries, noises...) have a direct effect on the players and have a connection to the technical and emotional gesture. Several times we find that children, when they are alone, managed to achieve great success, but in a game situation they get total opposing results. The game should be played for itself, but in some learning levels we recommend an exercise game or 2 against 2, or 3 against 3.

The realisation of a task is what attracts a child to the game. When faced with each problem, the child finds a proper solution, a proper response and this is in no way influenced by the adult. The child who plays is a child that has experiences and makes discoveries and in turn reaffirms the self. On the whole the child develops a definitive personality.

To learn by playing and to learn how to play better, are two non-separable conditions and without exception the second must not gain prevalence to the cost of damaging the first one.

The final reference to the questions which relate to precocious specialization: if it is important to respect the levels of development, effectiveness, psychomotor and cognitive of the child, then it is also true that we must know the characteristics of modern sport assumed in the competitive society of today.

Precocious specialization ...

- If it is important to respect the levels of development, affectiveness, psychomotor and cognitive of the child, it is no less truth that we must know the characteristic of the modern sport assumed in the competitive society of today.

- *How to make one correct precocious specialization?*

Which work forms must be used and how to make a convenient program of the activities having in attention the considered sport specialty?





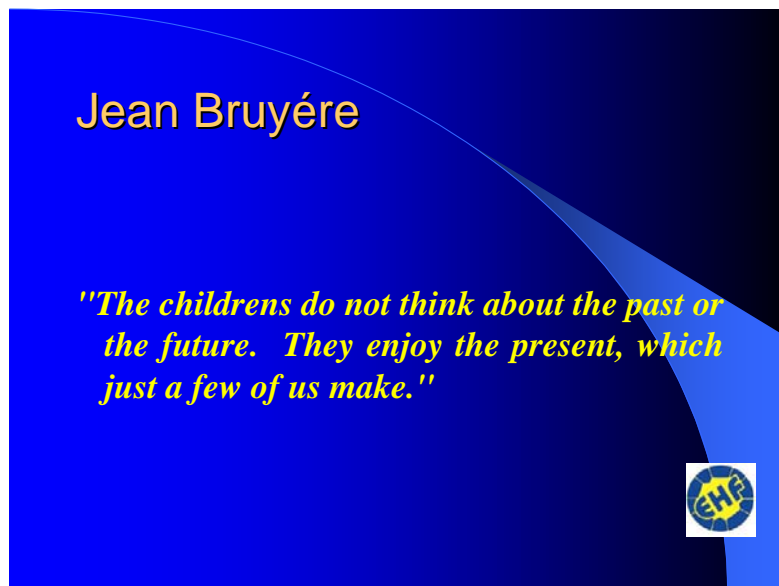
The central problem must be phrased in another way:

- *How to make a correct precocious specialization?*
- *Which working systems must be used and how to make a convenient programme of the activities keeping in mind the considered sport specialty?*

The danger of precocious specialization starts immediately in the acquisition of automatisms, but beyond problems in the psychological plan it is in the domain of the growth that bigger problems exist:

- *Retard in bone growth*
- *Postural bad adjustments*
- *Problems in the articulations*
- *Muscular problems*
- *Cardiac and hormonal problems.*

We will have to give qualitative attention to the reinforcement of the tone and its repercussions in the muscular level. We will have to insist on postural education. We will have to look to the improvement of the space occupation as part of the support requirements of the activity.



To finish, I would like to quote Jean Bruyère (a French writer):

"The children do not think about the past or the future. They enjoy the present, which just a few of us make."