The Experience with Beach Handball Teaching

Martin TUMA, Frantisek TABORSKY

Introduction

Beach handball is increasing in popularity. Following this trend, we need to popularize beach handball beyond the “handball community” as well. It is possible to do this through the medium of press or through the activities of handball federations (international, national). But there is another option, perhaps not so economically and organizationally difficult. It is the inclusion of beach handball teaching in the study programs of physical education teachers educated at universities. The teachers can, namely during their professional activities, considerably extend the number of persons who have a possibility to become acquainted with beach handball. In the following text we are going to try and summarize our experience with the teaching of beach handball at the Faculty of Physical Education and Sport of Charles University, Prague.

Basic points

Starting with the cogitations about beach handball instruction some years ago, we considered the following education at the faculty, characterized by specific features:

1. All study programs contain a large number of sports branches. It is therefore not possible to insert beach handball as an additional (mandatory or facultative) subject. Moreover there are no personnel capacities for this solution.

2. In the Czech Republic, beach handball is a seasonal sport. Optimum conditions for this game occur in summer, in the period of study free time.

3. The education of larger groups of students is not possible due the spatial conditions in the faculty campus (only one court with sand).
4. It is possible to teach beach handball only to the students who passed the lessons of handball. (Due the facts listed above)

Therefore we decided not to include beach handball in common semestral education and tried to find another possibility. There was an advantage, as that the both bachelor and master study programs contain a special form of education – „sports games course“. It is, in the long term, conceived as an overlay part of the study. We used it partly as a possibility to exercise the skills learned in common semestral education and partly as an opportunity to introduce (in the informatory way) further sports games to the students. The course is held in the Sports Center Nymburk (the institution used for the training of both Czech and foreign top athletes) in which the space conditions are better than in the faculty campus. With the agreement of the management of sports games department we inserted the information about beach handball into the course program (the course takes 5 days that is why it is not possible to realize a more extensive program). We rectified the program stepwise to the model of “flash information” about beach handball.

**Characteristics of the teaching program**

Regarding time possibilities we proceed from the skills and knowledge obtained by students in their previous handball lessons. Because most of the students are not handball players, we have to remind them not only of the basic skills (catching and throwing the ball, movements with the ball, basic principles in attack and in defense) but also the refereeing (referee acts). That is why we start with a “brush-up” lesson. However, within the scope of this lesson we organize the exercises in trinities. The aim is to introduce students to the situations they will get into during a beach handball game.

The evening program of the first day is then completed with the lesson about beach handball rules and with the presentation of the instructional video film (“Beach Handball. A new sport
is born” EHF 2004) and DVD (van Linder, T. “Beach Handball” EHF 2004). Besides that the students have, at all times, at their disposal another study source – “Beach Handball”, EHF short rules version.

The following day there is a ninety minute long practical lesson on the beach handball courts. It contains:

1. Warming up (in pairs) – circa 10 minutes
   - jog-trot with the picking up the ball
   - jog-trot with the passing the ball
   - jump pass (in place, later while running)

2. Practice of shots while falling (simultaneously the warming up of goalkeepers) – circa. 10 minutes
   - from kneeling
   - from knee-bend
   - from stand

3. Shoot-out – circa 10 minutes

4. Fast break 2:0 – circa 10 minutes
   - standard performance
   - ending with the spin jump shot
   - ending with jump shot after “in flight pass”

5. Model game with the players (including goalkeepers) changing demonstration - circa 10 minutes

6. “Flash” tournament - circa 35 minutes
   - mostly 4 teams, organization – preliminary matches, match of the losers, match of the winners

7. Concluding speech (questions about rules etc.) - 5 minutes
Remarks:

- the students come to the lesson after a previous practical lesson and leave for another practical lesson, *and* therefore we can shorten warming up and cooling down (see the program)

- we create the teams with a maximum of 6 players because of the large participation of the students in the lesson (transparent supervision of changing of players is the additional advantage)

Both lessons described constitute the first part of the course. To organize tournaments in various sports games is the task of the students in the second part. It is possible to choose from more games taught in the course. Beach handball is regularly chosen, although the organization of tournament is more complicated than other tasks. The reason for the choice is the beauty of the game. Not least the fact that with a few exceptions (handball players), the players are on the same performance level (equal matches); this plays a role too.

**Conclusion**

The inclusion of beach handball turned out to be a very efficient way to popularize it among the future PE teachers. Their positive response inspired the management of sports games department to consider the inclusion of beach handball into another form of education comprising the upcoming subject “Sports games on sand”. The authors of the article will be grateful for each suggestion, remark or experience enabling the enhancement of the education.