

BEACH HANDBALL SESSIONS FOR HIGH SCHOOL STUDENTS

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1. Introduction

In this document we will attempt to capture the four sessions that took place in the beach handball facilities of the University of Alcalá with TAFAD (High Cycle of Physical Activity and Sport Science) students from Malvar School in Arganda del Rey (Madrid) and from Antonio Machado High School in Alcalá de Henares (Madrid). The sessions were carried out on September 19th and 26th, and October 3rd and 10th 2014.

Although our pedagogical principles related to collective sports teaching methodology lead us to use total or synthetic learning methods, the first part of the initial session put into practice followed a partial or analytical learning. This is due to the fact that we wanted to show students the different methodologies to teach beach handball.

It must be clear that these sessions are not addressed to any group of beach handball initiation, given that each session must be adapted to the chronological age and to the development of subjects taking part in the activities. In the case of the TAFAD students, we know that they all have the minimum necessary development of the specific motor skills required in these sessions. On the contrary, the exercises choice and their progression should be adjusted to the skills development level cited above.

2. Practice variables

2.1. The ball

With the aim of adding the highest number of perceptive experiences of the ball, both visual and tactile, variables will be promoted: type, shape, size, weight, pressure, frequency, height, trajectory (parabolic or straight), speed.

2.2. Passer's motor skills

Variables must be sought in order to stimulate the passer's specific and general motor development. To do so, the following actions were proposed:

- To always execute the pass in a dynamic position in order to avoid the pass stopping.
- To initiate the tasks with unusual starting positions.
- To execute the passes with different preliminary movements.
- To introduce different rhythms and speed in the movements.
- To introduce different rhythms and speed in the passes.

All the above mentioned actions must involve implicitly the offensive intention par excellence, that is to say, the passer must have the intention of scoring before executing the pass.

2.3. Catcher-passer's motor skills

The beach handball player's throwing action requires constantly that the catcher-passer is up in the air or about to air spin before receiving the ball. Therefore, it is essential to find variables that stimulate the motor skills development before the jump, the jump in itself, suspension and fall. To this effect, it was proposed to:

- Begin the tasks in unusual starting positions.
- Carry out different preliminary movements.
- Introduce different rhythms and speeds in the movements.
- Adapt the changes of rhythm and speeds in the movements to the passer's actions.
- Experience different knee joint angles in the jump.
- Try out the jump with both feet, with the dominant foot, with the non-dominant foot, ...
- Carry out different types of jumps in relation to the body position: vertical, vertical with rotation, horizontal, horizontal with rotation, sideline and combined.
- Introduce segmented differentiations in the jumps.
- Vary the type of reception: with the dominant hand, with the non-dominant hand, with both hands, with the arms up, with the arms half way up, with the arms down.
- Carry out arm and leg movements before and after the reception.
- Vary the way of fall: with the dominant foot, with the non-dominant foot, with both feet, on the knees, on the side of the body, backwards,...

3. Practice sessions

3.1. Session 1

3.1.1. General objective

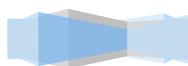
To carry out a beach handball practice session centered in offensive aspects with TAFAD students.

3.1.2. Specific objective

To show several teaching methods to introduce beach handball centered in offensive aspects.

3.1.3. Objetivos didácticos

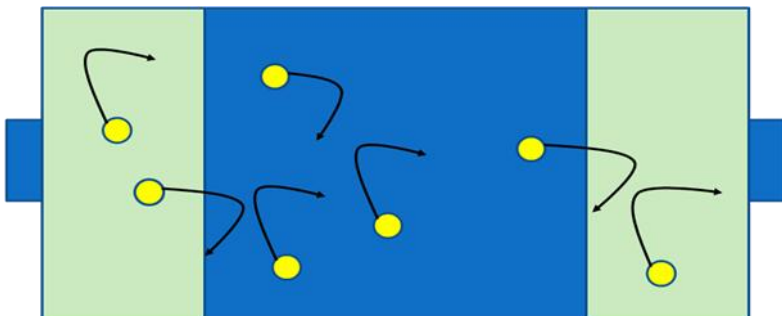
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|----|---|
| 1 | To experience different beach handball actions. |
| 2 | To try out different ways of movement on the sand, with and without a ball. |
| 3 | To try out jumps with and without movement. |
| 4 | To try out jumps and spin shots in the air with and without movement. |
| 5 | To carry out coordinated actions of passes, jumps and throws. |
| 6 | To warm up the goalkeeper and carry out jump and throwing actions. |
| 7 | To initiate the goalkeeper to learn long throws and counter-attack passes in first wave. |
| 8 | To initiate the goalkeeper to learn long throws, in the counter-attack passes in first wave and in the short throws for flight shots actions. |
| 9 | To experiment the different beach handball actions without the goalkeeper attack by means of play. |
| 10 | To experiment the different beach handball actions by means of play. |



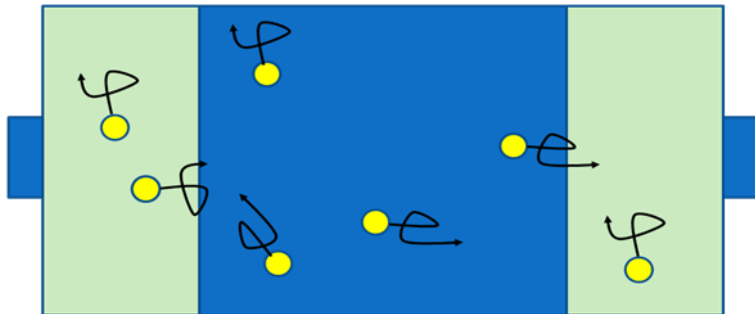
3.1.4. Tasks

- The session will start with 5 minutes of jogging.

Task n. 1: Individually, carry out all types of movements in the playing field.

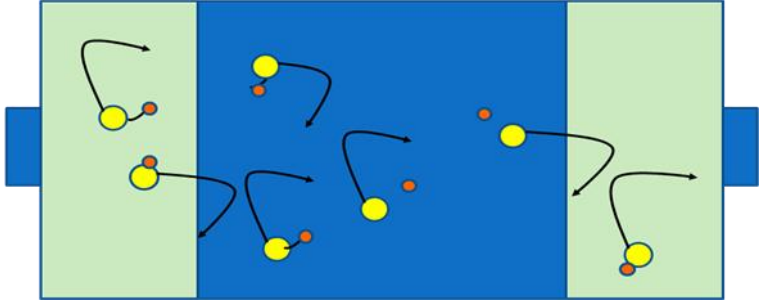
Perceptive variable	Decision making	Performance variable
The coach provides auditory, visual and tactile stimulus in order to vary the way of movement: forwards, backwards, laterally,...	To take up free spaces.	
		

Task n. 2: The same as in Task n. 1 but carrying out jumps from a still position and with movement.

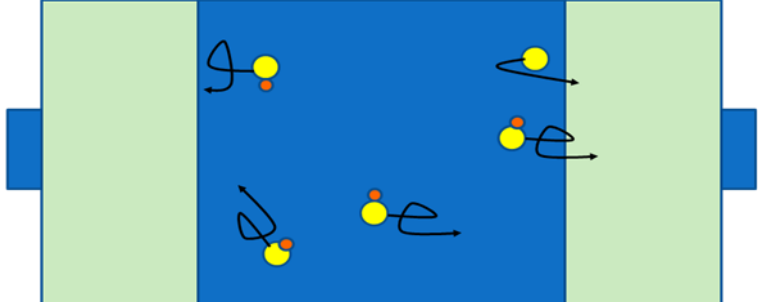
Perceptive variable	Decision making	Performance variable
The coach provides auditory, visual and tactile stimuli in order to vary the way of movement and jumping.	To take up free spaces.	With both feet, with the dominant foot, with the non-dominant foot,... With turns: back to the goal, facing the goal, 180° turn, 240° turn,...
		

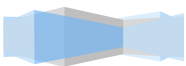


Task n.3: Each player with a ball, carry out all types of movements. Try all types of actions with the ball: throwing the ball in the air, picking it up, bouncing it, throwing it on the floor, feinting,...

Perceptive variable	Decision making	Performance variable
To carry out different actions from the partner next to me.	To take up free spaces.	With both hands, with dominant arm, with non-dominant arm,...
		

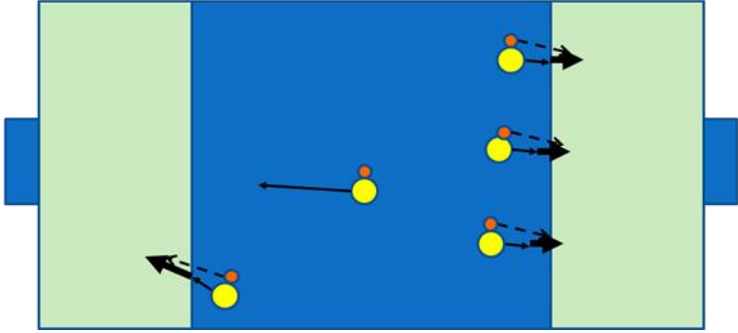
Task n.4: The same as in Task n.3 but the task will end up with spin shots in any of the goals. The task will start with half a spin shot (back to the goal), followed by a $\frac{3}{4}$ spin shot (the arm with the ball faces the goal) and finally with a 360° spin shot.

Perceptive variable	Decision making	Performance variable
At the coach's visual sign, the movement rhythm will vary.	Different throwing areas according to the players' position.	With both hands, with the dominant arm, with the non-dominant arm, from lower to higher number of degrees when turning, with and without fall,...
		



Task n.5: The same as in Task n.4 but the action will end up with throws in auto in-flight shot in any of the two goals.

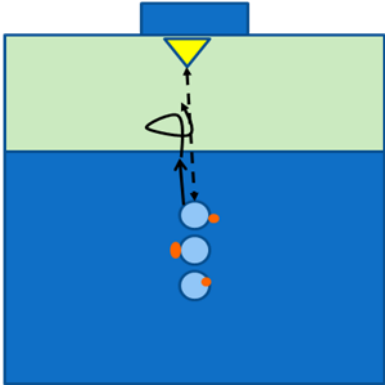
Perceptive variable	Decision making	Performance variable
At the coach's sound signal, the movement rhythm and/or the self pass will vary.	Different throwing areas depending on the partners' position.	With two hands, with the dominant arm, with the non-dominant arm, with and without fall,...



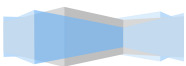
The diagram illustrates a beach handball court with a central blue playing area and two green goal areas at the ends. Four players, represented by yellow circles with red dots for heads, are positioned on the court. Arrows indicate their movement: one player on the left is moving towards the center, while three players on the right are moving towards the right goal. This setup is for Task n.5, which involves auto in-flight shots.

Task n. 6: Distribution as shown in the picture. Goalkeeper's warm-up. Pass between goalkeeper and player and throw while turning or in auto in-flight shot. The throw must be directed towards the area indicated by the goalkeeper.

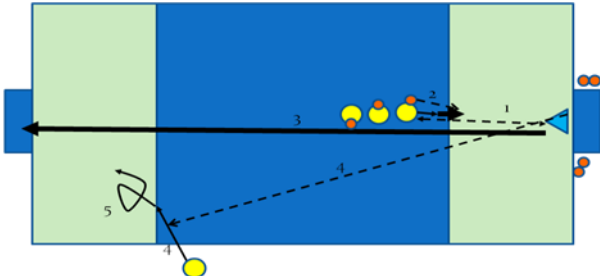
Perceptive variable	Decision making	Performance variable
	If the goalkeeper has his hands down, the throw must be done to the top part of the goal.	With both hands, with the dominant arm, with the non-dominant arm, with and without fall, ...



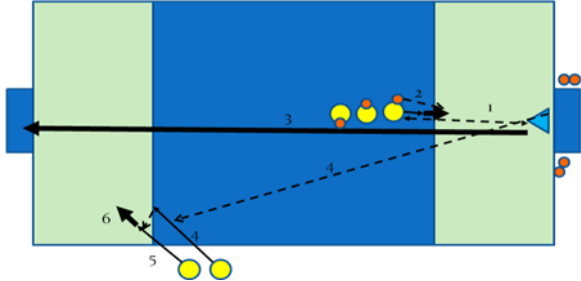
The diagram shows a beach handball court with a central blue playing area and a green goal area at the top. A goalkeeper, represented by a yellow circle with a red dot, is positioned in the goal area. A dashed arrow points from the goalkeeper down towards the center of the court, indicating the direction of a throw. Below the arrow, three blue circles with red dots represent players. This setup is for Task n.6, which involves a goalkeeper's warm-up drill.

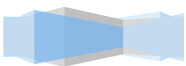


Task n. 7: Distribution as shown in the picture. Do passes between the goalkeeper and the player and throw in auto in-flight shot, followed by the goalkeeper's throw from one goal to the other and then a pass from the goalkeeper in the other area where a just-arrived-in-the-field player awaits.

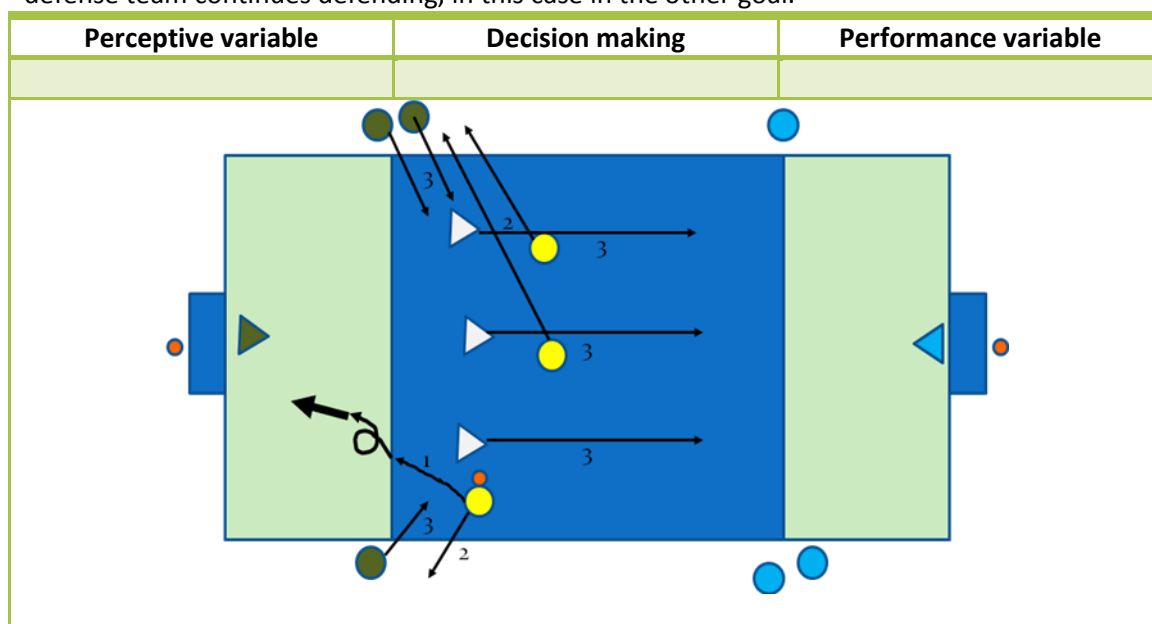
Perceptive variable	Decision making	Performance variable
	Throw towards the area indicated by the goalkeeper.	Throw with two hands, with the dominant arm, with the non-dominant arm, with and without fall,... Jumps with the dominant foot, with the non-dominant foot, with both feet.
		

Task n. 8: The same as in the previous task, but the last action will take place with an in-flight shot. Later, two players will be placed in an attack position, one receiving the first pass and blocking his partner's in-flight shot action.

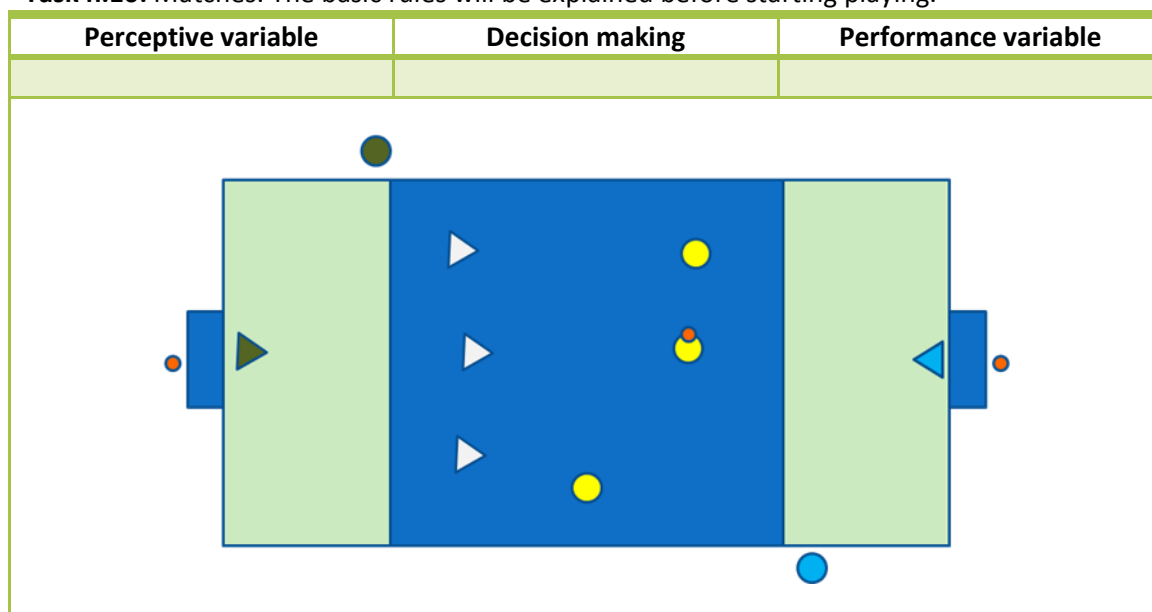
Perceptive variable	Decision making	Performance variable
A coach's sound signal shows the goalkeeper throwing hand.	The goalkeeper shoots to goal if the attacking player decides to wait for the throw before entering the field. Otherwise, he only passes the ball.	Throw with both hands, with the dominant arm, with the non-dominant arm, with and without fall,... Jumps with the dominant foot, with the non-dominant foot, with both feet.
		



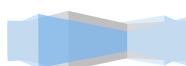
Task n. 9: Distribution as shown in the image. 4x4 action, the goalkeepers do not attack. Only two-point goals are valid. The team scoring the two-point goal leaves the field on the side where they scored. The team waiting in this goal enters the field to attack the other goal. The defense team continues defending, in this case in the other goal.



Task n.10: Matches. The basic rules will be explained before starting playing.



- The session will end up with a 10-minute stretching.



3.2. Session 2

3.2.1. General objective

To carry out a practice beach handball session centered on offensive aspects with TAFAD students.

3.2.2. Specific objective

To show different teaching methods to introduce beach handball centered on offensive aspects.

3.2.3. Didactic objectives

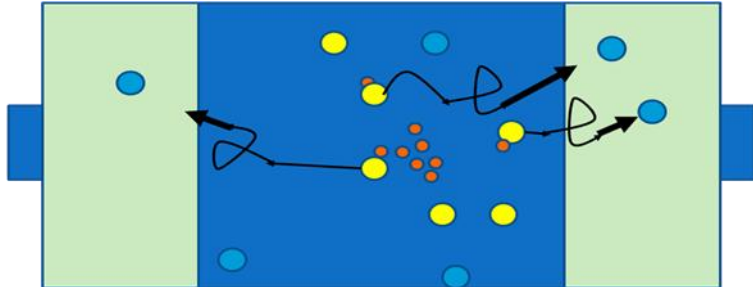
1	To experiment spin shots with preliminary movements by means of play.
2	To experiment passes for in-flight and in-flight shots by means of play.
3	To warm up the goalkeeper and carry out jumping and throwing actions.
4	To initiate the goalkeeper to learn long throws and counter-attack passes in first wave.
5	To experiment, by means of play, the different actions in beach handball with the goalkeeper's attack but stopping participating in the match after an offensive and a defensive action.
6	To experiment, by means of play, the different beach handball actions.



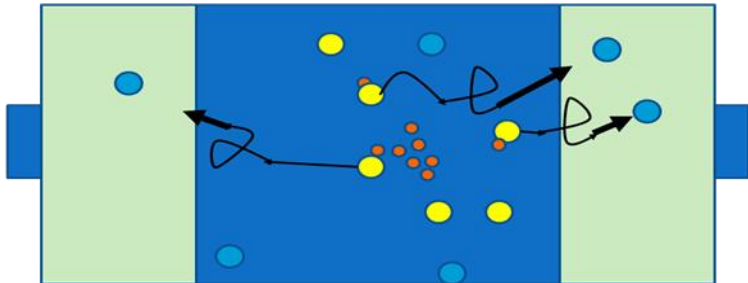
3.2.4. Tasks

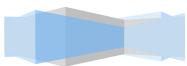
- The session will start with 5 minutes of jogging and 5 minutes of joint movements.

Task n. 1: Distribution as illustrated. Two teams. All the balls placed in the middle line. At the coach's signal, one of the teams has to pick up the balls one by one, respecting the steps cycle, jumping, doing a spin shot and hitting the opponent players with the ball. Time to eliminate all the opponents will be measured. Change of roles.

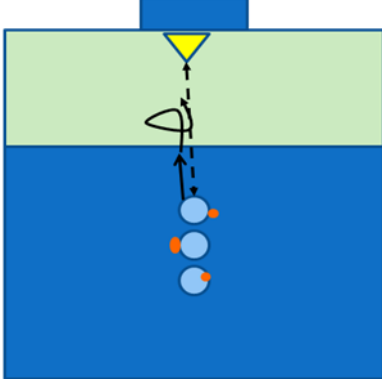
Perceptive variable	Decision making	Performance variable
Space-time perception during the player's movement.	Execute the pass when the partner is closest to the opponent. Observe the signs to know where the opponent is heading.	Arm position, pass, throw, movement and position whilst passing and/or throwing.
		

Task n. 2: The same as in the previous activity but, in this case, there must be a team mate's previous pass and an in-flight shot in order to eliminate the opponent team mates.

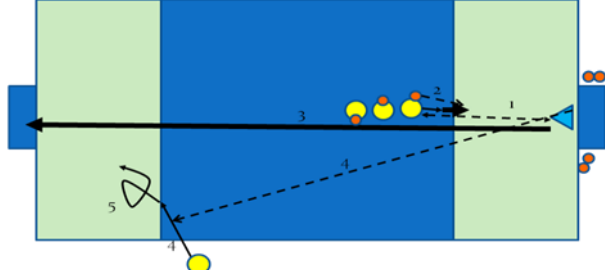
Perceptive variable	Decision making	Performance variable
Space-time perception both in the in-flight pass and in the throw to the player that will be moving.	Execute the pass when the team mate is closest to the opponent. Observe the signs to know where the opponent is heading.	Arm position, pass, throw, movement and position in the pass and/or the throw.
		

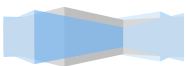


Task n. 3: Distribution as illustrated below. Goalkeeper's warm up. Pass between the goalkeeper and the player and spin shot or auto in-flight shot. The throw must go to the area signaled by the goalkeeper.

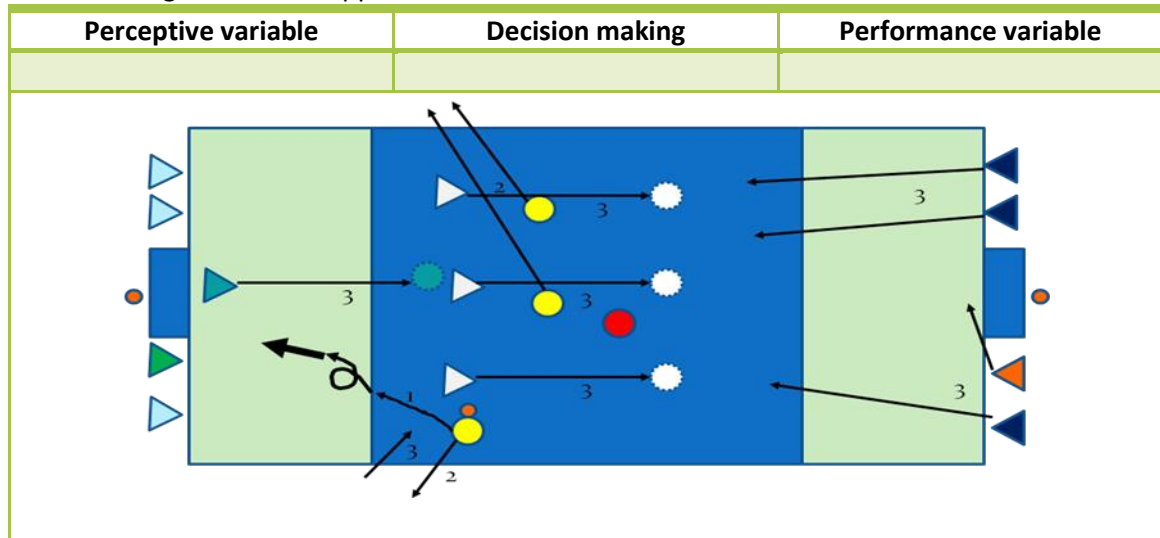
Perceptive variable	Decision making	Performance variable
	If the goalkeeper has his hands down, the throw must be done towards the top part of the goal.	With both hands, with the dominant arm, with the non-dominant arm, with and without fall,...
		

Task n. 4: Organization as shown in the diagram. Pass between the goalkeeper and the player and do an auto in-flight shot. Then, the goalkeeper will throw from goal to goal. After, goalkeeper's pass to the other area where the player who just got in the field awaits. Finally, 360° spin shot. Change of roles after each throw.

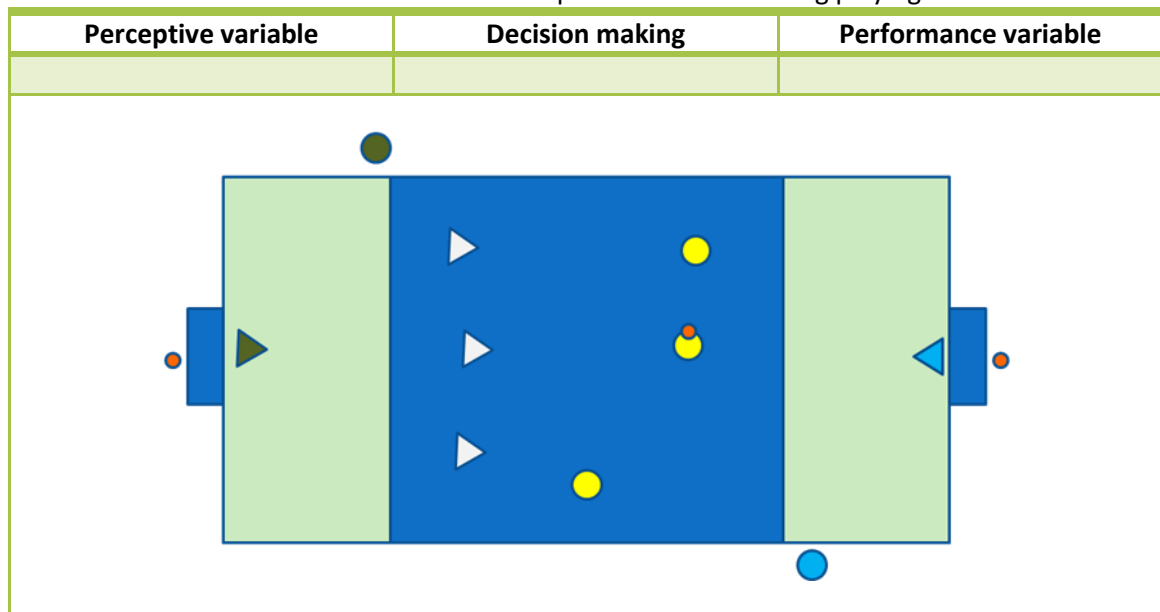
Perceptive variable	Decision making	Performance variable
	Throw the ball to the place signaled by the goalkeeper.	Throw with both hands, with the dominant arm, with the non-dominant arm, with and without fall,...
		



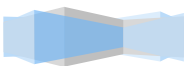
Task n. 5: Organization as shown in diagram. 4x4 move with goalkeepers' attack. Only two-point goals are valid. After scoring the goal or losing the ball, the attacking team leaves the field in the attacking area. The defence team changes roles and attacks in the opponent goal. The awaiting team in the opposite area enters the field to defend.



Task n. 6: Matches. The basic rules will be explained before starting playing.



- The session will end up with a 10-minute stretching.



3.3. Session 3

3.3.1. General objective

To carry out a practice beach handball session centered on defence aspects with TAFAD students.

3.3.2. Specific objective

To show beach handball teaching tasks centered on defence aspects.

3.3.3. Didactic objectives

1	To initiate, by means of play, the importance of leg workout in beach handball defence.
2	To warm up the goalkeeper and carry out jumping and throwing actions.
3	To initiate the goalkeeper to learn long throws and counter-attack passes in first wave ¹ .
4	To do 360° spin shots in the wing area without opposition ² .
5	To do in-flight throws in the wing area without opposition.
6	To initiate against-spin defence.
7	To initiate counter-in-flight defence.
8	To start with defence activities in numerical inferiority situations.
9	To experiment different beach handball actions by means of play.

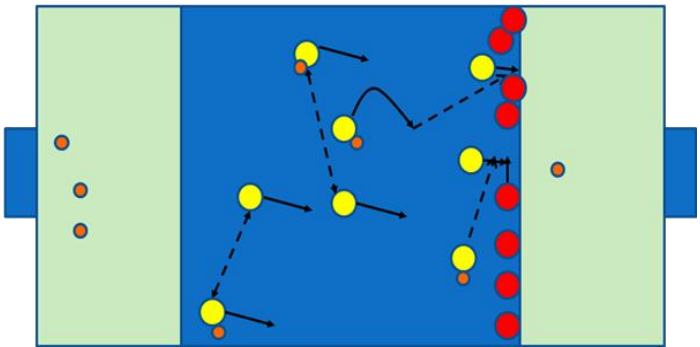
¹ Although the session is centered on defensive aspects, goalkeeper's direct throws and passes for counter-attack in first wave are always included. This is a key aspect in beach handball.

² Prior to counter-spin tasks. This activity is included since the session is addressed to a group with little experience in beach handball. The objective is to exercise the throwing action without a defender.

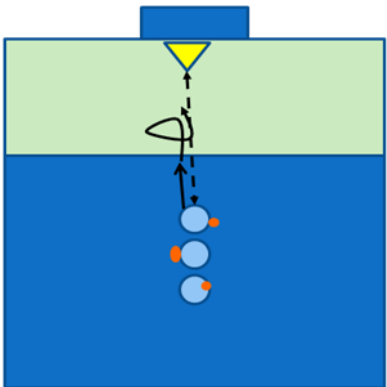
3.3.4. Tasks

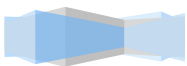
- The session will start with 5 minutes of jogging and 5 minutes of joint movements.

Task n. 1: Distribution as shown in the diagram. The yellow team must take the balls to the area being defended by the red team respecting the steps cycle. Defence must be carried out with both hands on the back. Time taken by each team to transport all the balls is measured.

Perceptive variable	Decision making	Performance variable
Pay attention to attackers' body language.	Respond to attackers' body language.	Defenders can use their hands to be in balance, not to contact.
		

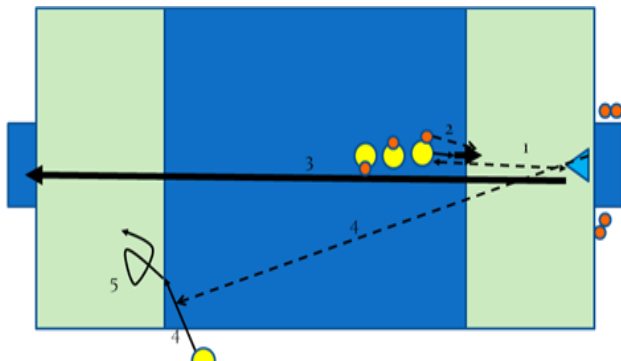
Task n. 2: Organization as shown in the diagram. Goalkeeper's warm up. Pass between the goalkeeper and the field player and spin shot or auto-in-flight shot. The throw must be directed to the area signaled by the goalkeeper.

Perceptive variable	Decision making	Performance variable
	If the goalkeeper has his hands down, the throw must be done to the top part of the goal.	With both hands, with the dominant arm, with the non-dominant arm, with and without fall,...
		



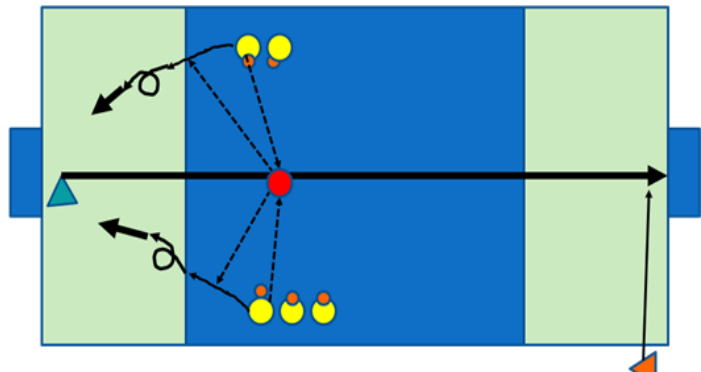
Task n. 3: Distribution as illustrated below. Pass between the goalkeeper and the field player and auto-in-flight shot. After, goalkeeper's throw from one goal to the other. Later, goalkeeper's pass to the other area where the player who just got in the field awaits. Finally, 360° spin shot. Change of roles after each throw.

Perceptive variable	Decision making	Performance variable
	Throw the ball to the area signaled by the goalkeeper.	Throw with both hands, with the dominant arm, with the non-dominant arm, with and without fall,... Jumps with the dominant foot, with the non-dominant foot, with both feet.



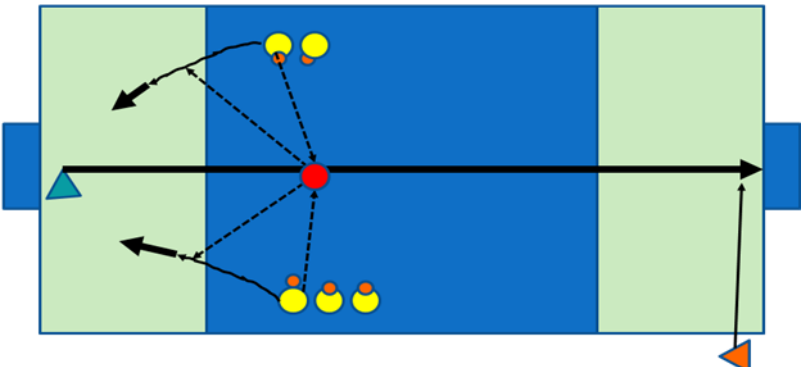
Task n. 4: Organization as shown in the diagram. 360° spin shots by both wings. After the wings' throw, the goalkeeper does a direct throw as long as the other goalkeeper did not have time to defend the goal.

Perceptive variable	Decision making	Performance variable
The passer shows the throwing area. The goalkeeper shows the throwing area.	Based on the goalkeeper's arm position. Based on the goalkeeper's body position. Depending if the opponent goalkeeper can be in time to stop the direct throw.	Throwing arm. Vertical or horizontal jump. Way of falling.



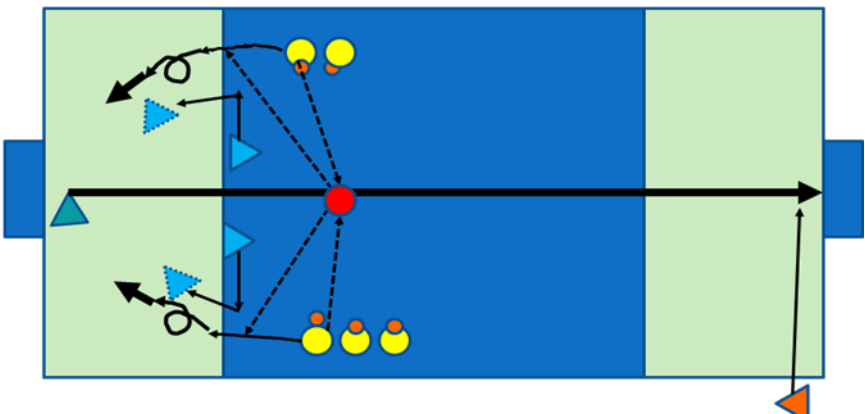
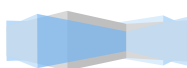
Task n. 5: The same as Task n. 4 but with an in-flight throw.

Perceptive variable	Decision making	Performance variable
The passer shows the throwing area. The goalkeeper shows the throwing area.	Based on the goalkeeper's arm position. Based on the goalkeeper's body position. Depending if the opponent goalkeeper can be in time to stop the direct throw.	Throwing arm. Vertical or horizontal jump. Way of falling.

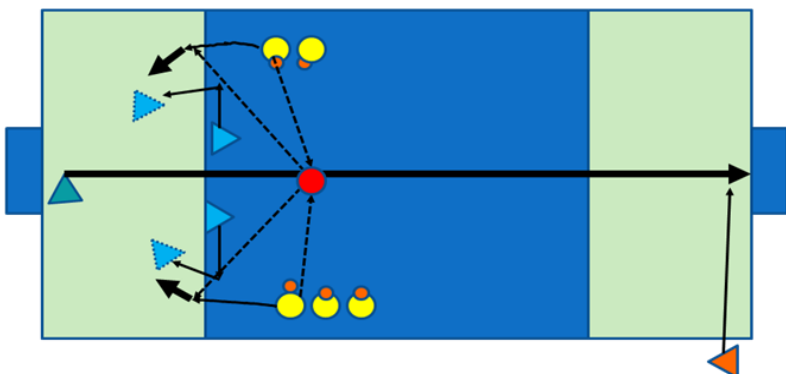


Task n. 6: Distribution as shown in the image. Defenders carry out the counter-spins. After the wing's throw, the goalkeeper does a direct throw as long as the other goalkeeper did not have time to defend the goal.

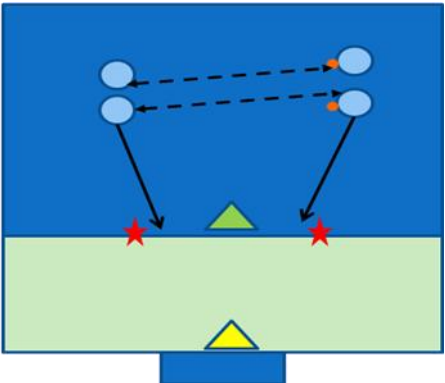
Perceptive variable	Decision making	Performance variable
If there is a pass with the dominant hand, the counter-spin will be horizontal. If there is a pass with the non-dominant hand, the counter-spin will be vertical.	In the presence of the thrower's feint, the defender must wait for the jumping moment. Horizontal or vertical depending on the type of jump.	Counter-spin with one foot. Counter-spin with both feet. Vary the distance between the defender and the attacker.

Task n. 7: The same as in Task n. 6 but with a counter-in-flight.

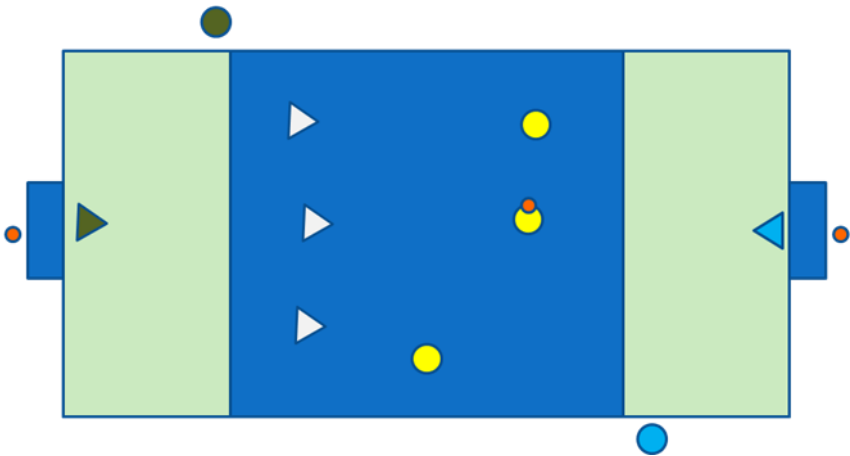
Perceptive variable	Decision making	Performance variable
If the pass is carried out with the dominant hand, the counter-in-flight will be horizontal. If the pass is carried out with the non-dominant hand, the counter-in-flight will be vertical.	Horizontal or vertical depending on the thrower's jump.	Counter-in-flight with one foot. Counter-in-flight with both feet. Vary the distance between the defender and the attacker. Collaboration with the goalkeeper.
		

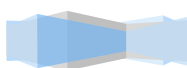
Task n. 8: Organization as illustrated below. 1x2 action. Only two-point throws can be attempted.

Perceptive variable	Decision making	Performance variable
At the coach's signal, press the player holding the ball. At the coach's signal, press the player with no ball.	The least offensive depth, the greatest defensive depth. Based on the steps cycle.	Varied starting positions. Without using the arms.
		



Task n. 9: Matches

Perceptive variable	Decision making	Performance variable
		



3.4. Session 4

3.4.1. General objective

To carry out a beach handball practice session centered on the in-flight shot with TAFAD students.

3.4.2. Specific objective

To show different teaching methods to improve the in-flight shot in beach handball.

3.4.3. Didactic objectives

1	To start the training session with throws by means of play and to try to unite the group.
2	To work out the in-flight shot to the wings, the specialist player trying to attract the defender.
3	To work out the in-flight shot to the wings in 3x2 playing situations.
4	To work out the in-flight shot to the wings in 4x3 playing situations.
5	To work out the in-flight shot to the wings by fixing with spin in 3x2 playing situations.
6	To work out the in-flight shot to the wings by fixing with spin in 4x3 playing situations.
7	To experiment through play the different beach handball actions.

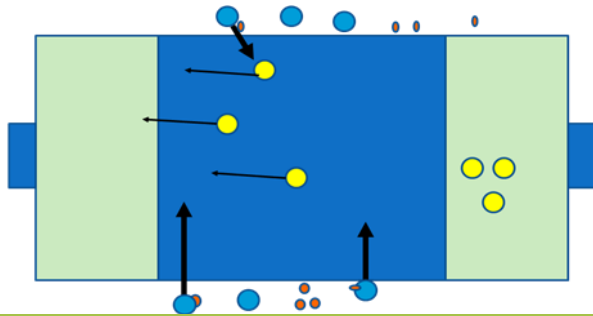


3.4.4. Tasks

- The session will start with 5 minutes of jogging and 5 minutes of joint movements.

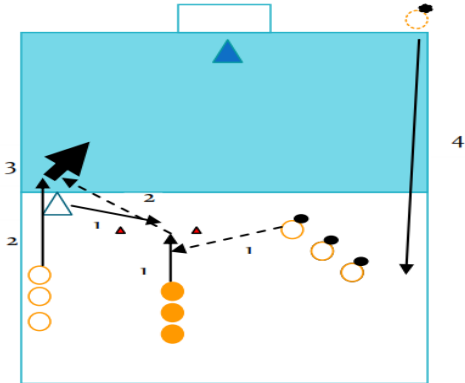
Task n. 1: Distribution as shown in the diagram. Two teams. The balls are located on the sidelines. At the coach's signal, one of the teams runs from one side of the field to the other and the other team hits with the balls the players who are running. When touched by the balls, they are eliminated. The number of times that players go from one side of the field to the other is measured. The throwers cannot exceed the line. Change the role.

Perceptive variable	Decision making	Performance variable
Space-time perception during the player's movement.	Observe the signs to know where the opponent is heading.	Arm position, throw, movement and position whilst throwing.

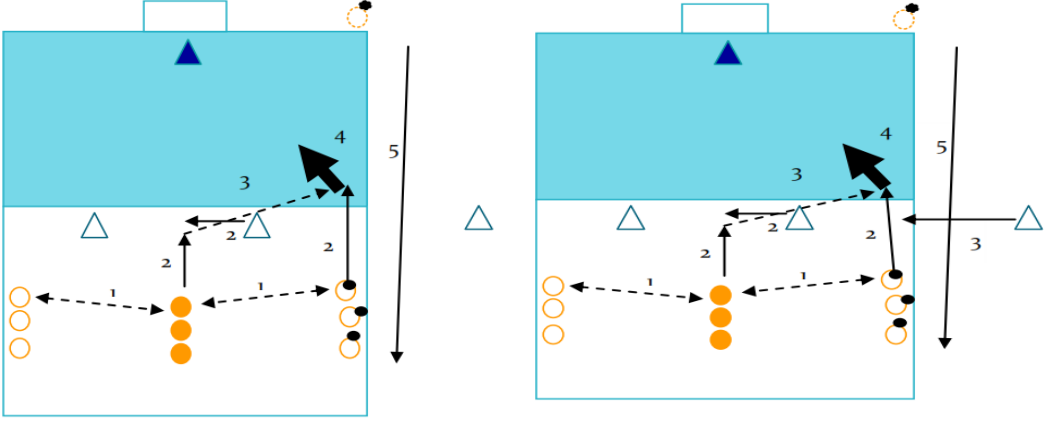


Task n. 2: Distribution as shown below. The specialist player tries to go between the cones and the defender tries to reach him. Before being reached, he does a pass for in-flight shot towards the left wing.

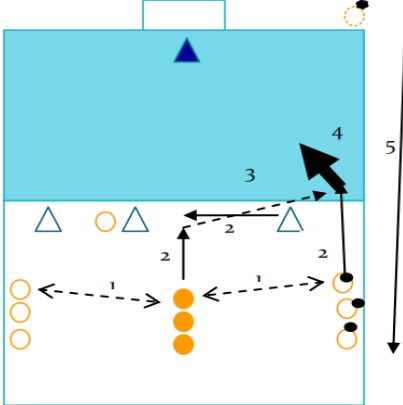
Perceptive variable	Decision making	Performance variable
The coach provides auditory, visual and tactile stimulus in order to vary the way of passing.	If the defender does not reach the cones in time, the specialist player has to throw the ball.	The thrower jumps as follows: • Horizontal • Vertical • Vertical with a spin • Combined



Task n. 3: Distribution as shown in the diagram. The specialist player must do a pass for in-flight shot to any of the two wings. The situation must be solved before three passes.

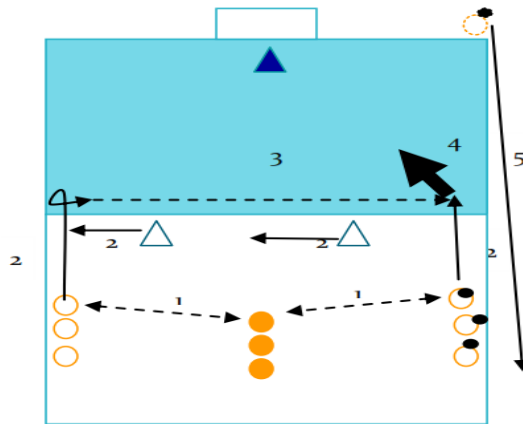
Perceptive variable	Decision making	Performance variable
Include two defenders on the sidelines to bother the thrower once the throwing action has started.	Place two cones in the centre of the field. If the defender is not balanced when he reaches the cones, the specialist must feint the defender. If the defender is balanced, the specialist must pass the ball for in-flight.	Increase or reduce the pass speed.
		

Task n. 4: Organization as illustrated below. The specialist player must do a pass for in-flight to the free wing. The pivot's goal is worth 3 points.

Perceptive variable	Decision making	Performance variable
Increase the number of defenders.	The specialist will attract the defender in the area opposite to the pivot's location.	Carry out the pass for in-flight with the following arm positions: • classic • medium • low • fall-away
		

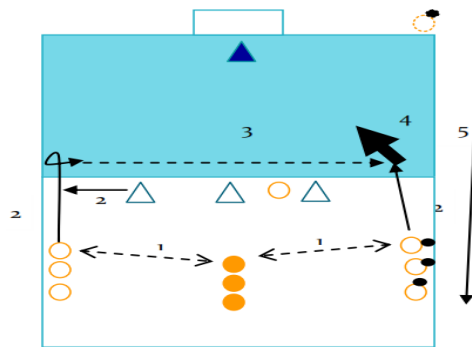
Task n. 5: Organization as illustrated in the diagram. Attempt to throw a spin shot in the wings and carry out a pass for in-flight shot to the other wing (maximum 6 passes). The specialist's goal is worth three points.

Perceptive variable	Decision making	Performance variable
Deterrence and interception are added.	Some cones are placed one metre away from the sideline. If the defender does not reach the cone, the attacker does a spin shot. If the defender reaches the cone, the attacker does the pass.	Unusual starting points: • four-footed • facing up • facing down • seated • kneeling

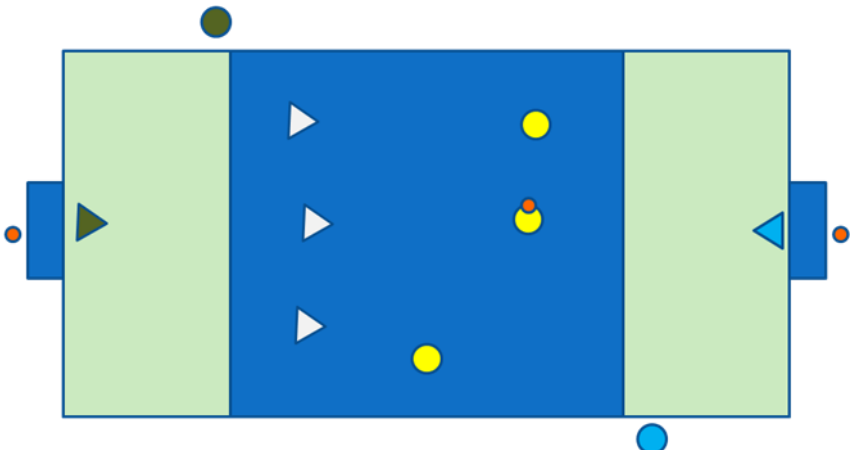


Task n. 6: Organization as illustrated in the diagram. Attempt to throw a spin shot in the wings and carry out a pass for in-flight shot to the other wing (maximum 6 passes). The specialist's goal is worth three points.

Perceptive variable	Decision making	Performance variable
Deterrence and interception are added.	If the defender who is on the side where the throw is taking place touches the thrower, a double in-flight shot must be tried: • for the pivot • for the opposite wing • for the specialist	Increase or reduce the pass speed.



Task n. 7: Matches.

Perceptive variable	Decision making	Performance variable
		



4. Bibliography

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