

## METHODOLOGICAL PROPOSAL FOR TECHNICAL-TACTICAL PRACTICE IN BEACH HANDBALL

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### ABSTRACT

In its 26 six years of existence, beach handball has evolved exceptionally well. Therefore, work methods regarding this sport should be published. The objective of this paper is to present the basic work methods of the technical-tactic skills of beach handball. In conclusion, it could be said that, in a tactic-technical training of beach handball, there should be tasks that combine throws, passes, actions trying to hold up the fast break, actions to defend fast break and substitution actions. In all cases, these phase changes must be done quickly; it is for that reason that the appropriate activation of players seems indispensable.

**KEY WORDS:** exercise, task, training, strategy, sand.

### INTRODUCTION

Beach handball **originated** in Italy in 1992. Since then, seven world championships, five world games and an Under-17 world championship have been played. The Under-17 Championship game was played in July 2017 in the Island of Mauritius. During this competition, most teams played exceptionally well and showcased phenomenal sportsmanship. Beach handballs' growing popularity has transcended borders and is growing worldwide. This is one of the strengths in beach handball. As a result of its popularity, the International Handball Federation has registered the sport of beach handball in 14 African countries, 24 American countries, 25 Asian countries, 40 European countries, and 8 counties in Oceania. (International Handball Federation, 2018).

Any sport that experiences this type of exceptional growth should be obligated to promote all types of publications that show the different institutional organizations, sport management styles, work methods, and the physical and psychological training that are associated with these sports. In this sense, in order to try to do our bit to help, we intend to propose several basic methodological principles for the development of tactic-technical skills in the sport of beach handball.

In order to carry out this proposal, we will base some of our principles on handball since this is the sport from which beach handball is born. In this sense, Antón (2004) depicts on the necessity of knowing the game structure of *handball, and the essential*

characteristics needed to successfully reach its objectives. The same motif is emphasized in beach handball: if you want to compete in this sport it is essential to know its game structure. This game structure is very peculiar and the regulations (International Handball Federation, 2010) condition it constantly. Along these lines, adapting the training to the game structure in beach handball will be a key element for the player progression.

From the methodological point of view of technique training in handball, Antón (2014) discusses the need to programme in parallel with coordinative and conditional physical qualities, and integrated with technique training. This technique should not be worked exclusively on training conditions but ideally introducing, as soon as possible and progressively, typical aspects of competition.

The first contribution of beach handball on which our proposal is based can be found in Morillo's work (2009) where the author presented the tasks that showed specific actions of the beach handball goalkeeper, with the action prior to the substitution. Along the same lines, the first contribution of complex exercises can be read in Gehr and Werkmeister's work (2006). This tendency continues today and Goebel and Fasold (2017) show several exercises of complex organization.

Our first proposals of technical-tactic training sessions in beach handball were formulated in a more analytic way from the point of view of the different phases of the game (Zapardiel, 2003). It is true that all the phases of the game were included, but they were not integrated. Subsequently, even though the approach aimed at integrating the different phases of the game and bringing it closer to the specific characteristics of the competition (Zapardiel & Paramio, 2014; Zapardiel & Paramio, 2015), a proposal integrating all the phases of the game in all tasks was not formulated.

To conclude, our aim is to formulate a methodological proposal for technique-tactic training session in beach handball where we will try to integrate progressively the typical technique-tactic work and all the details concerning the competition.

## **METHODOLOGICAL PROPOSAL**

Our methodological proposal for the technique-tactic training sessions could be based on the inclusion of certain sub-tasks in most tasks in a beach handball session. According to our approach, these tasks should include simultaneously throws, passes, actions trying to hold up the fast break, actions to defend fast break and substitution actions. It is important to highlight that, in all cases, of the most relevant sub-tasks would be to make the substitutions or to defend fast break after carrying out their main action. It is also important that the players' initial reaction is almost immediate to the previous action. In this sense, players' appropriate activation seems to be indispensable.

Of course, it would be advisable to combine several proposals depending on the characteristics of our players and the objectives we establish with our group. For instance, our work to introduce beach handball at High School (Zapardiel & Paramio, 2014) proposed a methodology based on the introduction of numerous stimuli to pay attention to in the session, asking the players to give a different reply in response to each stimulus. The combination of both proposals could be an alternative for the youngest players.

In this sense, we should start by applying this methodology from the first tasks in the training session. In what follows, a collection of tasks to illustrate our initial idea will be shown. To start with, in Figure 1 it can be observed that, in the goalkeeper warm-up, sub-tasks comprising important aspects in beach handball such as direct goalkeeper shot can be included. In the same figure, we can see a previous throw by the players standing in line (to warm up the goalkeeper) and, later, a direct goalkeeper shot.

The initial plan includes the participation of all players in all the positions. In this case, players and goalkeepers carry out the rotations that can be observed in Figure 1. Possibly, this proposal could be more appropriate for beginners, but we do not advise it against any other category or level. It can be seen that there are always players waiting in all positions to try to do a dynamic task, which is very advisable in all training sessions in this sport. The player who has just carried out the throw has to go to the substitution area as soon as possible (Action 2). The moment when the opposite goal goalkeeper enters the court must be assigned by the coach. For instance, entering the court in the exact moment the ball leaves the goalkeeper's hand.

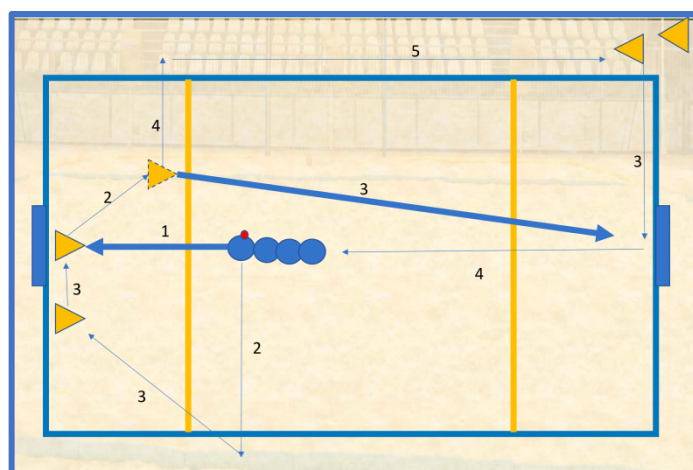


Figure 1

From this point on, all exercises will follow the same pattern. In Figure 2, we can observe that, instead of a direct goalkeeper shot, the goalkeeper has to pass the ball to the player who has just entered the opposite goal area. The pass can be carried out for the receiver to make a 1-point shot, a spin-shot, or an in-flight shot. The entrance of the player and the goalkeeper through the opponent's goal will be assigned by the coach. Another example is that they both enter the court coinciding with the player carrying out the first shot leaving the court (Action 2).

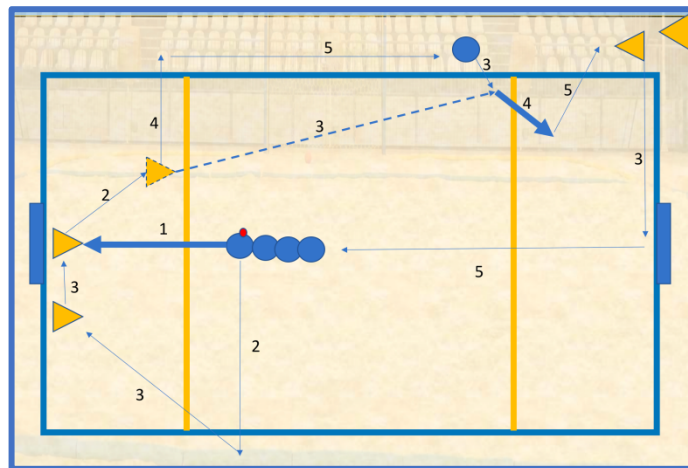


Figure 2

Figure 3 shows a variation regarding the previous task. After the previous throw, two players enter the court through opponent goal. Next, the goalkeeper makes a pass to the first player and the two players that entered the court prepare the throw. In this case, the easiest action would be to carry out a throw with a short pass for the in-flight shot. We do not want to sound redundant, but the key in this type of tasks is to pay attention to all and each of the sub-tasks, carrying out each action with the appropriate intensity and activation. The first three figures could be used for the goalkeeper warm-up, but also for the players' or goalkeepers' practice. We could also include a passer in the initial throw in order to carry out in-flight shots. Likewise, intervention areas may be changed; the action can be developed in the pivots area or in the wings areas.

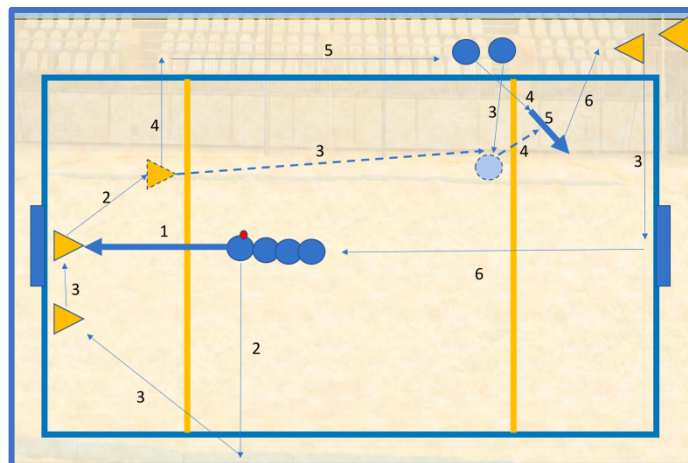


Figure 3

Starting the tasks in Figures 2 and 3 with defenders would be ideal. That way, we would achieve another objective: bring closer the training session to the competition as much as possible. In order to do this, we could do it either straight away or progressively so as to facilitate the execution of the tasks. Our proposal is to include the defenders as soon as possible and in all categories, including those of beginners. In

Figure 4, we can see that attackers enter the court at the same time as the defenders (attacking actions 3 and 4).

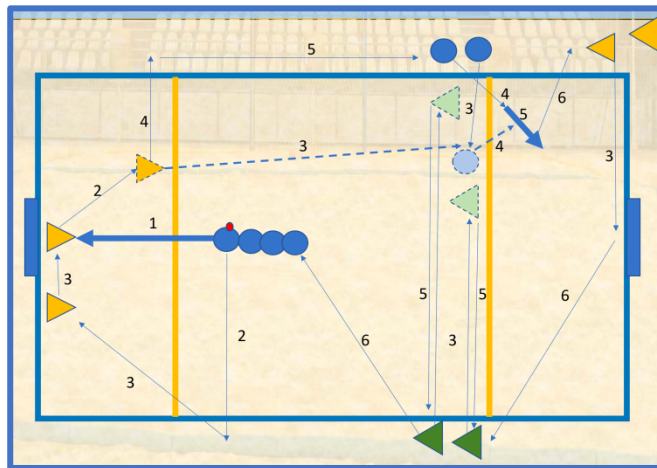


Figure 4

As we said in our introduction, this type of tasks must be performed in any training organization. In Figures 5 and 6, we can observe a 3x2 action between the centre, the pivot and the right wing (the same task in the same situation in the left wing could and should be outlined). We should keep on stressing specifically the need for an immediate change of all players and the quick change in the other goal. Later, the organization of the activity in the opponent's goal is the same (Figure 6). Another sub-task in this activity should be pointed out. In the pass from the goalkeeper (action 5), the pivot, before carrying out the change (action 6), tries to disturb the pass from the goalkeeper (action 5 by the pivot).

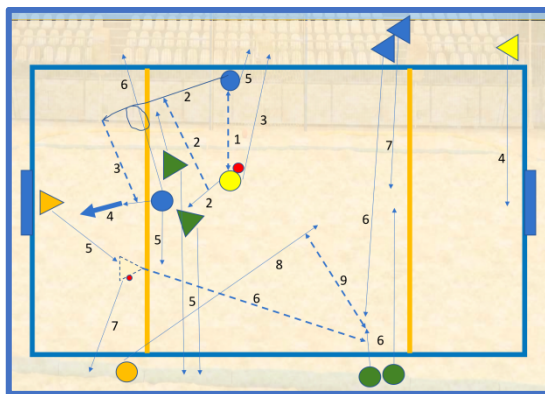


Figure 5

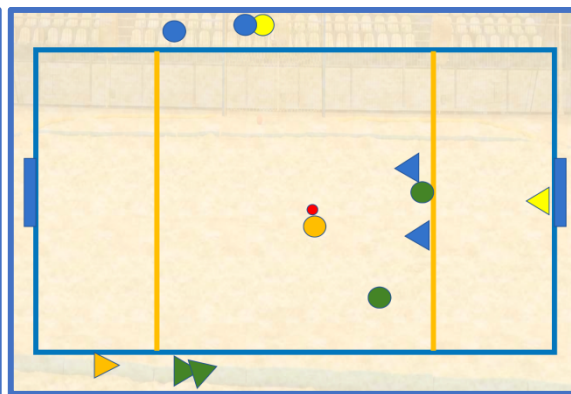


Figure 6

Figure 7 shows 4x3 actions, with no changes but with counterattack from the players and the goalkeeper after carrying out a defensive action. In this task there are 12 players taking part at the same time, simulating very similar actions to those observed in beach handball matches. We can observe that the goalkeeper does not change after the defensive action; instead he joins the fast break. This type of fast break, known as German fast break in the jargon of beach handball, is very recommendable in the beginner categories and applicable to all categories and levels. The rotation in this task

is performed as follows: first, the blue team is in the offensive phase and the orange team in the defensive phase; as soon as the first action ends, the orange team makes the fast break and the green team is waiting to defend. At the same time, the blue team is already placed to defend the fast break from the green team. That way, this cycle will repeat continuously. In this type of tasks, goalkeepers perform the role of goalkeeper as well as of specialist. It is important to say that this kind of tasks requires high-intensity physical activity, which has to be taken into account when planning the training session.

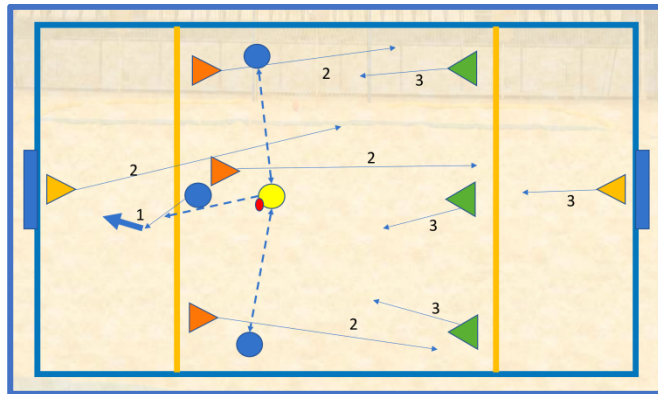


Figure 7

In the previous task we could miss the actions regarding changes that take place continuously in a beach handball match. In Figure 8, we can see the same task that includes three changes of players. The changes have to be made correctly, that is to say, the defenders cannot enter the court until the player or players that have performed the offensive action leave the court. In this type of tasks, when competition between teams is included, trying to count the goals of the two teams, the changes of the team that ends the attack may not take place quickly. To solve that, we propose to establish a rule that only counts as goals the actions preceded by a goal less defense.

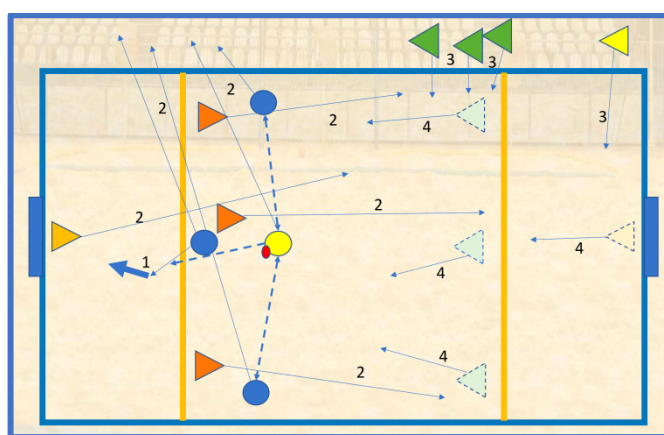


Figure 8

Of course, the tasks shown serve as examples of a multitude of activities that can be designed. It would be desirable that coaches design and put into practice their own tasks taking into account these premises.

## CONCLUSIONS

In a technical-tactic beach handball training session tasks that combine throws, passes, actions trying to hold up the fast break, actions to defend fast break and substitution actions.

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