

LEARNING C:reativity IN SPORT



OR
(COACH V CHILDREN?)

Marija and Robert Papić

LEARNING CREATIVITY IN SPORT



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Foreword:

Vinko Tomljanović

I have been following young handball experts Marija and Robert Papić for a long time.

I know Marija first as a top handball player playing for the national team but also as an up-and-coming handball expert. She has graduated from the University of Zagreb, Faculty of Kinesiology. She has played for 15 years in the premier league in Croatia, for several teams: HC "Lokomotiva", Zagreb; HC "Zamet", Rijeka; HC "Zaprešić" and has played for the Croatian national team around 30 times. She started her work as a coach right after finishing her professional career as a player and lead the Handball School for HC "Lokomotiva" with great success.

Robert is bachelor of sports coaching, graduated from the University of Zagreb, Faculty of Kinesiology. He has played handball for HC "Trnje". Very early in his career he started working as a handball coach for Handball Schools HC "Zagreb" and HC "Medveščak". It was even then obvious that Robert was talented and very promising young handball expert. He has trained senior teams of several clubs in Croatia: HC "Medveščak", HC "Arena" and HC "Našice", as well as youth and senior teams CH "Peniscola" and C. E. "Tortosa", in Spain.

I have been actively engaged in education and specialisation of handball coaches for long time now, therefore I can competently confirm that "Robi" is one of the young experts, whom I greatly respect. I divide coaches into "thinkers" and "practitioners". Robert is a quiet type, modest, speaks his mind, he is good in thinking and explaining, has a clear vision of the handball game and knows what he is doing.

Title of the book itself draws special curiosity of those who are seriously engaged in handball as a profession.

This book is specific, written in a "out of the box" way. One should thoroughly study it, in order to evaluate it. To quote authors, this book is about using coaches in education of children who train handball. This book is not about coaches who use children and handball to fulfil their personal goals of different kinds. In this book the theory and the methodology of technique are presented in a specific way, adapted to characteristics and basic needs of children from 6-8 years of age. The book describes how to make possible for children to naturally develop their talents, how to learn some technical elements without the use of traditional methods, how to develop psychomotor speed, creativity and so on. Because the children of today are different

from those of 20 years ago, coaching children is based on the integrated approach. It is neither a military drill nor senseless over-exercising; it is a well-designed process of practice. Discipline is necessary; however, it does not mean strictness. Discipline means a learning process. In this book authors explain in a very good way the status of coaches, relationships and interactions in their work with children. They have also conducted a small research on samples of children from two schools; where one group was trained by traditional methods while other group by methods of "handball upbringing", presented in this book.

The book „Handball Education 1/4“, is a very valuable text in the field of handball, which will be seen in very near future.

Vinko Tomljanović, prof.

Senior Sport Coach, Expert Consultant to the Croatian Olympic Academy

PERATIONAL NAL MANUAL

or:

how not to waste your time reading this book

This book is about children.

This book is about handball.

This book is about using coaches in upbringing of children who play handball. Reverse logic is not applicable:

This book is not about coaches who use children and handball to fulfil their personal goals (money, employment, massaging someone's ego, hobby after career as player, achieving fame, ensuring status in the society,..).

This book is about children which decided to train and play handball in the age between 6-8. It is adjusted to their characteristics and essential needs. Described processes cover about 2 years of training, just before when children move up to the next development stage. If you coach children of 9-10 years, reduce period of training from 2 to 1 year and for older we recommend to cut training period to 6 months. Next stages of "handball education" are based on full understanding of this book and after using methods described in this book for proper period.

Do not jump over development stages nor rush up children in learning, because if you are consistent and hardworking person, you should have plenty of time to do your job. If you are concerned about wins or defeats, especially in guiding children, please stop reading this book. There are neither shortcuts here nor recipes on how to quickly develop your career as a coach.

RUSH IS THE WORST.

WHERE THE RUSH IS THERE ARE NEITHER FRUITS NOR FLOWERS.

FEAR IS TYPICAL FOR IT,

HUMAN BEHAVES LIKE A MACHINE,

HE IS NOT RESPONSIBLE ANYMORE,

HE IS NOT FREE,

HE DOES NOT RECOGNIZE OTHERS.

ERNESTO SABATO

Expiry date of the book indicated on the cover.

PREFACE

or:
what questions are important



MANY PEOPLE ARE RIGHT WHEN THEY CLAIM THEY NEVER CHANGE THEIR OPINIONS, BUT THEY DO WRONG WHEN THEY BRAG ABOUT IT. IT ONLY SHOWS THAT THEY HAVE LEARNT NOTHING SINCE THE DAY THEIR OPINION WAS FORMED.

SUCH OBVIOUS PROOF OF ONE'S OWN IGNORANCE AND STUPIDITY SHOULD NOT BE SPREAD AROUND. GUSTAVE LE BON

Dear reader,

If you are looking to find answers to following questions:

- ❓ *How to move by foot-over-foot steps*
- ❓ *What is a basic training structure for children of age of 7*
- ❓ *Importance of learning athletic and gymnastic elements in handball training*
- ❓ *Or you are searching to find 10 good new exercises to enrich your exercise collection*

we have to disappoint you, this book is not for you. There are enough books on the market covering those topics, no need to write another one.



If you are looking to find answers to following questions:

- ❓ *How to help children to develop their talents in natural way*
- ❓ *Why are some children the best at the practice session but feeling lost during the match*
- ❓ *How to teach (some) technical elements without persistent repetition by coach: "Not this way, but that way."*
- ❓ *How to help for children develop psychomotor speed from the day one*
- ❓ *Why are there so many discussions about creativity in pedagogy and could we transfer some of that in our sport*

We are on a quest for those answers. Join us on this journey.

- ✔ We do not have recipes, which you will follow and win all matches. We want to stimulate you to start thinking about different approach to handball and education, to create more efficient methods of learning technical elements, about training and developing relationship

with children based on mutual respect, (re)forming coach into a real leader that players are not afraid off.

- ✔ We do not want to dismiss one dogma and impose a new one. We want to point out that there is a different route to the same goal, and that is good handball players - perhaps good people too. We use and have used traditional methods in our work from mini handball to first team players. For that reason we will try to indicate and rate at least those basic ones in each chapter.
- ✔ Our goal is to help coaches in finding ways to train and to develop relationship with children, in order for children to function at the best possible way at the present and to feel ready for the future and handball that will be played in 20 years from now.

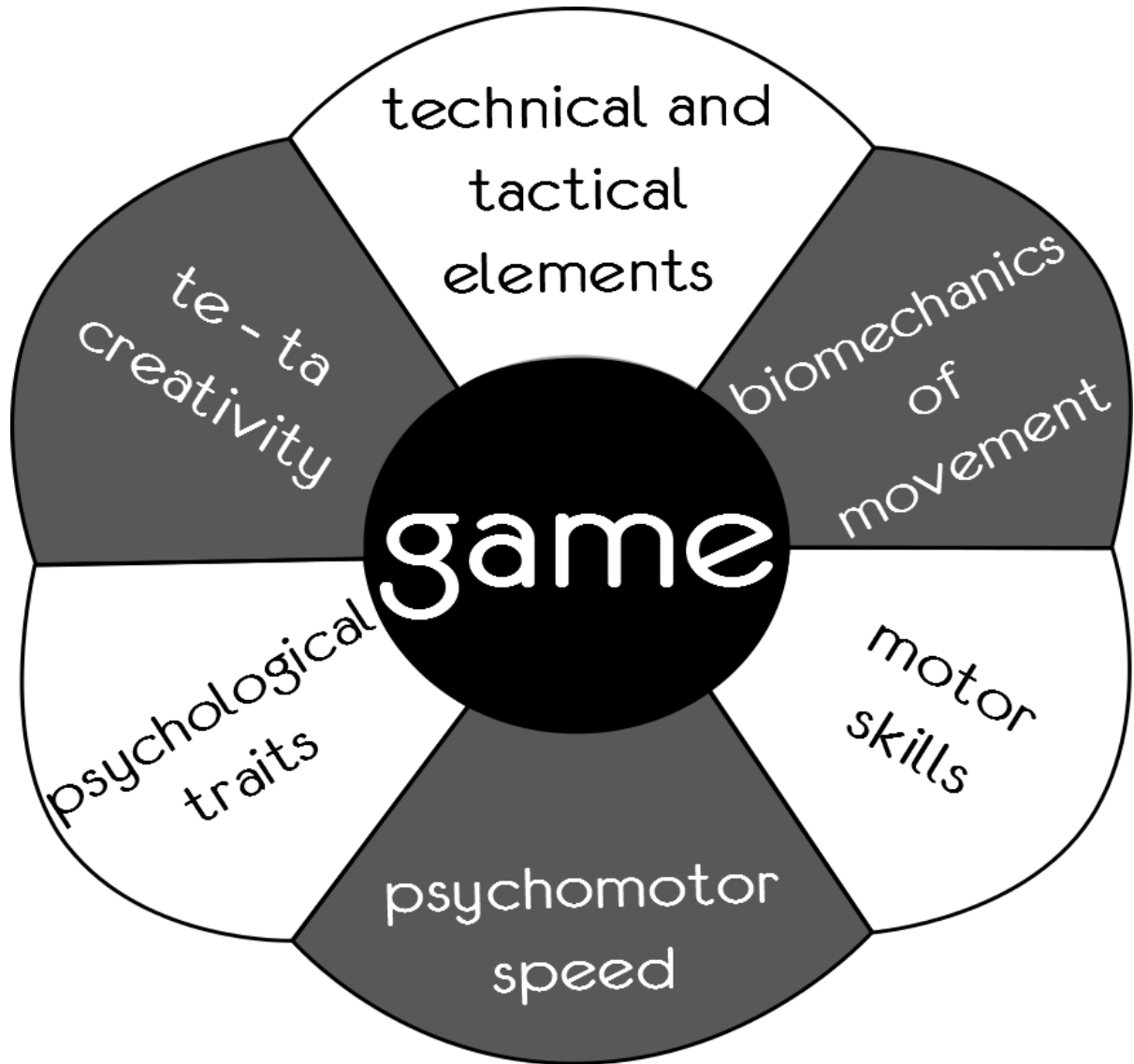
CHILDREN OF TODAY ARE DIFFERENT OF THE ONES FROM 20 YEARS AGO.

HANDBALL PLAYED IN THE SENIOR LEAGUE TODAY IS AS WELL DIFFERENT FROM THE HANDBALL PLAYED 20 YEARS AGO.

**IN 20 YEARS TODAY'S CHILDREN WILL BE DIFFERENT THAN TODAY'S GROWNUPS.
HANDBALL THEY WILL PLAY WILL AS WELL BE DIFFERENT FROM THE ONE PLAYED TODAY.**

Topic 0:

BEFORE START



Let us assume that a child came to a first training at the age between 6 and 11 years. The goal of its development process is to play good in the age of 19 and 35 years (or older).

Hence, handball education lasts between 8 to 12 years.

In this age there are often discrepancies in chronological and biological age. There are children of 7 years with biological characteristics of those aged 9 or 6. For that reason it is not advisable to take age element for granted.

**WE LIVE IN A WORLD OF NEUROTIC RUSH,
EVERYDAY ROUTINE WHICH DESTROYS
HUMAN CREATIVITY AND WILL.**

ERNESTO SABATO

Age is just an orientation and in contest of personal development it is just a stage of growing up, more than an age frame. Should we try to fit players into this program, it would be much easier to fit them good if we look at described characteristics and capabilities, than solely at their age. The route from the first training to the first senior match is divided into 4 parts:

STAGE 1 (6 - 9 years) - „HANDBALL EDUCATION 1/4“

Children enrol in a handball section at their school or to nearby handball club, they learn basic technical elements and coexisting in the group, they get to know their coach, play first matches...

STAGE 2 (10 - 12 years) - „HANDBALL EDUCATION 2/4“

Children left their entry stage of adjustment to the new world and they play mini handball, the first match is behind them so are the first victory and the first defeat, a New Coach is now just a Coach, some new kids became teammates...

STAGE 3 (13 - 15 years) - „HANDBALL EDUCATION 3/4“

Children have been playing mini handball for 2-3 years and are moving into real handball, they become familiar with shallow and deep defences, rival teams already demonstrate 2-3 attacking combinations, they move from elementary to high school, puberty just around the corner...

STAGE 4 (16 - ...) - „HANDBALL EDUCATION 4/4“

Children become adults, a lot is expected from them, they need to be responsible and they decide their future in professional career. At the same time they need to fit handball into all that, asking themselves if one could live out of playing handball, what are their ambitions and what are their parents' plans for them...

HOW ARE BOOKS WRITTEN?

or:

beginning and the end are the same

Every player is an integral human being consisting of numerous characteristics and capabilities, which are present in different proportions and linked in different ways for each individual player. For better understanding of the human race, the Western culture is dividing us into physical, psychological and spiritual parts, and each of those splitting down to smaller parts - characteristics and capabilities.

Using the same logic we could divide a handball player into (white petals): psychological characteristics and capabilities, motor skills and technical-tactical (te-ta) preparedness. We could have influence on each of those characteristics. Direct or indirect. Positive or negative. Insufficient or excessive. By influencing, we permanently affect the quality of performance - of playing handball. In our books a development of those characteristics will be the goal, but not the mean.

Our main interests are areas presented in grey petals, those that are, according to our opinion, the key to successful playing. They are often wrongly interpreted, insufficiently trained, superficially studied or they are considered as being facts that could not be influenced on. *A player has it or not.* The talent is the key to success in sport and makes qualitative difference. We want to point out that there is a way to develop or to destroy the talent that is being realised or destroyed during children's development. Although it may seem that the goal of our books are related to socially pedagogic matters, the true is just the opposite: the goal is to positively influence on characteristics and capabilities which were, till very recently, considered a genetic gift. Nowadays we know this

IF WE TEACH CHILDREN TO UNCOVER THEMSELVES WITHOUT THE BALL BY CRITICISING THEM WHEN THEY FAIL TO DO IT, WITH TIME THEY WILL LEARN HOW TO DO IT RIGHT, BUT THEY WILL HAVE LESS SELF-ESTEEM.

IF WE TEACH CHILDREN TO UNCOVER THEMSELVES WITHOUT THE BALL BY EXPLAINING THEM HOW TO DO IT, WITH TIME THEY WILL LEARN HOW TO DO IT RIGHT, BUT WE DIMINISH THEIR NEED FOR THEIR OWN INITIATIVE.

IF WE CREATE LEARNING ENVIRONMENT WITHOUT OUR INSTRUCTIONS, THEY WILL LEARN HOW TO UNCOVER THEMSELVES RIGHT AND AT THE SAME TIME THEIR SELF-ESTEEM WILL GROW AS WELL AS THEIR INTERNAL GUIDANCE.

IF WE SUCCEED IN LATER, OUR PLAYERS WILL BE BETTER HANDBALL PLAYERS SO WE WILL BE BETTER HANDBALL COACHES. IT ALSO MEANS WE WILL NEED TO FIGHT OUR EGO DURING THE WHOLE PROCESS.

is not the case. We could expect following consequences: so-called “average” will enjoy more than before and so-called “talented” will further develop their talents.

Each of the books has similar structure: 3 key chapters (te-ta creativity, biomechanics of movement and psychomotor speed) in which we will talk about training methods, characteristics of the game appropriate for each age, theory and practical tips. In some parts, and for better understanding, we will explain one petal, refer to another and merge them together. Assuming children are integral human beings we conclude that training has to be designed in an integral way. It is not possible to write 3 chapters at the same time, we have to start with the beginning and finish with the end, although we think that the end is the foundation of what our beginning is.

We see the game and the competition as key elements in players’ development and main reasons for children, later adults, to join the handball club. We will try to put the game into the centre of all, or at least most of the contents and the competition will be used as the key training element in the development of characteristics and capabilities needed for handball playing. This will be the case when we talk about recreational playing for fun or the highest level of professional handball playing.

We have started from the goal which assumed a healthy grown up person, personally and socially responsible, with developed sense of their own value and self-esteem, satisfied with her/his life. Our goal is a handball player playing quality handball determined by his talent and developed in a stimulating environment.

ON THE WAY TO BECOME SENIOR HANDBALL PLAYER KEY PERSONS IN THE PROCESS ARE PARENTS AND THE COACH. THEY HAVE TO PROVIDE CHILDREN HAPPY CHILDHOOD AND HAPPY SPORT LIFE.

WHITE AND GREY PETALS

or:

what is obvious and what is hidden?

Usual splits of preparedness for successful handball playing consist of:

1. Technical preparedness
2. Tactical preparedness
3. Physical preparedness

4. Psychological preparedness

We asked ourselves:

What is the link between them?

What is of key importance?

What could be influenced?

If it seems that above questions are not important to answer or that there are obvious answers to them, let us try to answer following three questions:

- ① *Why are some players very smart and understand all what is explained to them, they use very good technique, but during the match they are not creative at all.*

We called that „grey petal“ a *technical-tactical creativity*. This is a combination of conscious-intellectual processes and handball technique. It can be trained from the moment children learn 3 basics technical elements and understand the point of having rules. In this book we will explain what foundation is best to achieve that creativity.

- ② *Why are some players extraordinary fast, handy with the ball and coordinating their body, but during the match, in the fight for a ball, in the moment of the shooting in one-on-one/two-on-two situations, they are not as efficient and as successful as those which are slower and bit clumsy.*

Some call it the anticipation. We joined the group calling it the psychomotor speed - a combination of unconscious reactions and motoric capabilities of humans. This could be trained as from 6 years of the age.

- ③ *Why are some players strong with good playing technique, but others are more efficient in shooting and feinting.*

We call it the *biomechanics of movement*. This is because we see a “technique” as partial movement of individual body parts and body could be efficient only if movements are harmonised with motoric capabilities. The biomechanics of the movement has to be trained since the day one.

Dvd materials are created by working with random group. We deliberately did not choose talented players, there are unsuccessful trials, in some cases the progress from unsuccessful to successful performance is purposely presented and the scenes showing children with ADHD syndrome were not hidden. We did that because we were generally bit tired of seeing perfect cases in the literature, which are not possible to replicate unless one is a coach to the national team. As a result, the frustration of us "regular coaches" and "regular players" was growing.

On DVD you will see authentic pupils from several elementary schools in Tortosa on the south of Catalunya- Spain. They were not chosen by us to join handball school, they came from school groups from several schools and only few of them joined the handball club of the Centre d'Esports Tortosa. We asked their parents why their children were there.

The answers were:

- : he stays one hour longer at school, convenient for me to pick him up after work
- : in the football group I really do not like when some parents of youngest players offend judges
- : this is free, comparing to costly babysitting
- : he followed his best friend who also joined
- : he runs a lot on the training and at home he is then calm
- : she is quiet girl, to herself; during training she opens up and make new friends.
- : he is bit clumsy so on the football training nobody passes him the ball
- : he likes it and I think he is happy there

Writing of this first book took us around 15 years, although actual recording, drawings and typing took three months. All examples in this book are authentic, we only changed names. So, dear reader, read slowly, watch what we have recorded, compare to your own experience, give yourself a time to evaluate what we offer, criticise us, we are available on following places:

rukometniodgoj.blogspot.com.es
rukometniodgoj@gmail.com

we consider critics a free advice

SHOULD A CHILD START TRAINING HANDBALL AT THE AGE OF 6?

gifts and traps

Story No 1:

All parents wish all the best for their children. Given that there is 4,5 million inhabitants in Croatia, the key is: none of the children with even slight talent should not be omitted. I think that general system of values should be such to enable environment where children of pre-school age, when they are formed for a future, could develop their talents. This is where prosperity of our country lies. We have generally neglected people. People are the most important, they move things. To me it all seems as fire extinguishing on the border of a fire. One should extinguish fire at its source. I think that at the age of 3, 4, 5, 6, 7, 8 year kids are being formed and established to become adults desirable for the society.

This is all hidden in kids. We have to recognise in time those talents and encourage kids to develop them and therefore become healthy, successful people and consequently the nation with perspective. I am not saying we should focus only on one specific skill, instead we should teach them to enjoy walking, camping, to love nature, to move around, to have pleasure in all they do.

Story No 2:

I spent my childhood in Gajnice, a quarter in Zagreb. I practiced sport from 3 - 13 years of age, 3 to 4 hours per day. Content of trainings were different and well planned. My coach for physical development made me fit to climb most of the trees in the neighbourhood and to run away from an adult (later I realised some adults were letting me run away, they thought it was enough to scare me away from their cherry trees). Sociology expert, whose expertise came from many years of studying interactions among players, prepared me to cooperate in the sport group. Through interactions with older teammates I learnt logic of hierarchy. Through wide spectra of different sports an expert in biomechanics gave me a base for later specialisation in sport. I learnt that one who owns the ball, always plays, no matter how bad player he is.

Consequence: I have never been seriously engaged in sport as a player.

Today I am a proud father of three and again observing what is going on on the courts.

Because we function in a simple way: if something nice happens to us in childhood, we will support it in the future. For that reason childhood is very important. When kid starts to go to school, it is already late for many things to develop. They already know all, they have their own system of values, they already know what they want and what their priorities are. This is why I think focus of society should be on those young people.

We have to invest into young generation.

Joško Vlašić, -"Nedjeljom U2"-, HRT, 2007.

Now I am looking from the different angle. I usually see a fear in parents when kid is climbing, when they protect their kids from „big boys“. Neighbour's cherry tree is not a question of speed but question of morality. From the "kingdom of games" a street turned into the worst place for growing up, there are more school hours to attend to, more obligatory after school activities - informatics, foreign languages, organised birthday parties... we follow scary stories in the media and we fear for our kids, so we put them under constant surveillance. I am not sure if a solution would be to enrol kids at the early stage to any sport because, in most of the cases, that means constant surveillance and ongoing advising by adults. This means preventing of natural development of above mentioned capabilities. Still, it feels that this is a better choice than opting for way of life where sitting dominates: too much studying, passive fun and too much of obligatory free time activities.

SOME CHARACTERISTICS OF 6 YEARS OLD CHILDREN

or:

they are easy to train, they do not resist

After they grew in size very fast in their early childhood, their growth now is much slower: they grow in height about 5 cm, in weight 2-3 kg, per year. It is going to be like that until they will be 10-11 years old. Due to the fact that their physical development is not so fast they are capable to quickly learn new moves, no matter how complicated they may seem. Their joints are flexible, their muscles

MY FRIEND DID NOT EXPLAIN A THING. PERHAPS HE BELIEVED I RESEMBLE HIM.
BUT I UNFORTUNATELY CAN NOT SEE THE SHEEP THROUGH THE BOX.
PERHAPS I AM SOMEWHAT SIMILAR TO ADULTS.
I PROBABLY GOT OLD.

ANTOINE DE SAINT-EXUPERY

elastic and for that reason they are capable of making high amplitude movements of all extremities. Considering their low average weight falls and collisions between themselves should not be a problem. It is, however, extremely important that demand in physical activities is in line with their physical strength, otherwise it could result in permanent negative effects on their body. They are very resistant; they can play, run and jump around couple of hours a day. Their heart is abundantly supplied with blood thanks to a good coronary artery flow and fast blood flow. High elasticity of blood vessels walls and lower blood pressure levels increase functionality of the whole cardiovascular system. This is possible only if children alternate periods of playing and relaxing. They are the best controllers of such alternation as they have natural inhibition (slowing down) mechanism which does not allow excessive physical activities. When they need a break, they will stop.

Most children, in their childhood are not sufficiently physically active. For healthy growth and development it is advisable to enrol them to handball or any other sport at the age of 6-7. However, each development stage has its specifics, so it is not good to train small kids as if they were older. If we make mistake and start too early with

specialised level of training, we will first see good results and then permanent break of talent development, at the level below real their potential. It is comparable to psychological characteristics: mistakes made at this age will not be obvious immediately, but will have permanent effect on the senior athlete.

Most of the children have passed their major struggle for independence, when they were 2-3 years old. It is quiet period now, called latent period. As a result of developing social skills we see better control of the behaviour and interaction with others. They have growing need to satisfy criteria of peers. They still have difficulties to see difference between reality and imagination; most of them do not know how to use logic and to think in cause-effect terms. We should not forget that children aged 6 are not capable of critical thinking. There is pronounced need to please adults. Kids fit to our standards: some will misuse and others will lead them in

**THIS IS HOW THEY ARE. THEY SHOULD NOT BE BLAMED
KIDS OUGHT TO BE VERY TOLERANT TOWARDS GROWN-UPS.
LITTLE PRINCE**

accordance to their needs and enjoy while doing that. As toddlers, they will scream a lot, as 15 years old they will reject any

communication, as 6 years old they will usually not openly protest. However, they will protest if we hurt them by our actions, because for them, it is most important to please us. Even when we disrupt their natural development with our behaviour and actions, direct consequences will not be seen before puberty, when they are mostly formed as persons and it is almost impossible to influence them. They are capable of keeping the attention only for a short time and often they wander off in their minds and then come back. This does not mean they do not care; on the contrary, it helps them to process and store huge amount of information that surrounds them. We have to help them by leaving them in peace - during the day we need to ensure enough time for them for careless play, when they are only relaxing and at the same time absorbing new facts they learnt.

		7	8	9	10	11	12	13	14	15	16	17	18
coordination capabilities	balance			o	oo	oo	o						
	motor agility	o	o	o	oo	oo			oo	oo	oo	oo	oo
	psychomotor coordination	o	o	o	oo	oo	oo		o	o	o	o	o
	reaction to sound and visual stimuli	o	oo	oo	o								
	motoric rythm	o	o	oo	oo	o	o						
	ability to orient in space	o	o	o	o	o	oo	oo	oo				
fitness capabilities	endurance	o	o	o	o	o	oo	oo	oo	oo	oo	oo	oo
	strenght			o	o	o	oo	oo	oo	oo	oo	oo	oo
	speed	o	o	o	oo	oo	oo	oo	oo				
other	motoric learning	o	o	oo	oo	oo	oo	o	o	oo	oo		
	cognitive function	o	o	oo	oo	oo	oo	o	o	o	o		
	emotional reaction	o	o	o	oo	oo	o	o	oo	oo	o	o	o
functions of psychomotor capacity and coordination	ability to form and combine movements												
	ability to differentiate and control		o	o	o	o	oo	oo	oo				
	ability to balance				o	oo	oo	oo	o				
	ability to orient in space		o	o	o	o	o	oo	oo	oo	oo		
	reaction ability												
	rhythm ability		o	o	o	oo	oo	o	o				
o...development; oo...max. development													

Sensible stages - the best age to develop characteristics and capabilities, (according to Martin, 1982.)

...



INSTEAD OF CONCLUSION





or:
the game consists of what?

While writing this book, we conducted a small research. For half of the season we trained one school group using traditional methods,- the group "TH" and other group using methods from the handball education -the group "HE". Both groups consisted of about 20 boys and girls aged 6-8 years, participated in the same number of tournaments and had one training a week lasting 50 minutes, each group in their own school. On tournaments they played according to the official mini-handball rules and in matches where they played against each other, scores were different. We have not personally trained either group, the club players aged 17-18 years have. They have tried to convey our ideas to kids. We could not conduct research with kids that have just enrolled to handball, but on those who have already trained for 6-12 months. At the beginning of the research (other groups that have not participated in the research also played in the league), the group TH was somewhat better in the league standings than the group HE, but the difference when they played against each other was not significant - we concluded that both groups were equally talented for playing handball. Such success ratio between groups stayed unchanged until the end of the research. This means that by using handball education methods the group HE did not achieve better results nor became more or less successful comparing to the group TH, when they played against each nor looking at the total score in the standings.

However, when we divided game into a parameters we evaluated as important, we started to see differences. We performed measurements at trainings and when groups played matches against each other, each team following different rules. The group TH played following the official mini-handball rules and the group HE played the way they trained - following rules of the handball education. At the beginning, differences were very small but with the time they became bigger; at the end of the season they were significant.

We evaluated following elements as precise enough to describe the essence of the game:


-  passing
-  shooting

-  total number of passes and shots
-  dribbling the ball
-  foul
-  technical mistakes

We performed measurements last month of the research, last 4 trainings, when both groups played the match of 2 x 10 minutes at the beginning of the training, and then they continued with regular training. We counted number of particular elements and calculated their average for period of 15 minutes. By this, we wanted to show what would be the expected number of those elements at one training, if kids played mini-handball for 15 minutes, and spent the rest of the time by doing something else.

		group TH	group HE
passing the ball	successful	61	95
	unsuccessful	31	42
	total	92	137
shooting the ball	successful	11	13
	unsuccessful	16	28
	total	27	41
passing + shooting	total	119	178
dribbling the ball	successful	29	3
	unsuccessful	3	2
	total	32	5
technical mistakes		16	15
foul		10	0

We consider, and this is one of important foundations of the handball education, that positive events in the game are passing the ball and shooting (successful or unsuccessful), as the key elements in development of:

-  biomechanics of movement of passing and shooting the ball

- ➔ psychomotor speed of uncovering when ball is with teammate or attempt to win the ball for all the defensive players.

Moreover it provides permanent large supply of different information that kids have to process quickly with each pass (catching the ball, uncovering, interceptions of the passes, changing roles from the attacker into a defensive player in the case that the pass was unsuccessful, and *vice versa*,...) Apart from the beauty of scoring goals, we see number of shooting as a parameter showing us the speed of playing; that is the time needed for team to come from defence to finish the attack.

 DVD: "ONE KID PLAYING"

We consider dribbling the ball and fouls bad elements in the game. Although they are technical elements which are part of the game and each player should be capable of performing them in a good way, at this stage we see them as bad elements because the goal of the game should be the ball and playing with it, not the attacker whom we will try to stop by making foul. The other issue of the foul is interrupting the game, and we want game to be as fast as possible. Dribbling the ball is also an issue, although player doing it learns how to perform one of handball elements, at the same time other kids stand and watch or unsuccessfully run after him. In most cases the best player dribbles the ball and he perceives that as the shortest and the safest way to the goal, but at this stage developing the psychomotor speed (passing the ball and uncovering) and the biomechanics of movement of passing and catching the ball are more important.

We consider technical mistakes as insignificant element at this age and there is no sense to try to influence it. They are the consequence of natural processes in the motoric development of kids. With time and the increase of the technical quality of the players through regular trainings, they will become less frequent.

don't need	need	don't need
a policeman (I don't want to be controlled)	a coach (who will teach me handball)	an entertainer (handball is already great fun)
an enemy (I am afraid of that)	a role model (somebody I could look up to)	a friend (my friends are 7 years old)
evaluations (I am all right)	acceptance (I am a kid, not a player)	flattering (my current wishes is not what I need)
corrections (I don't want to be put in a box)	a leadership (lead me through the game)	neglecting (it is not all the same to me, I want to learn)

This book is completely different than any other in our handball literature. It is aimed for coaches who would like to raise kids in a way that they stimulate thinking, not pure obedience. They want to develop leaders, not mere followers.

Nenad Šošarić - HC Lokomotiva Zagreb coach and former Croatian women's junior and senior national teams' selector

Simple and very practical book. Real refreshment. It is a page turner.

Damir Eklić - coach of People's Republic of China women's junior national team

Thank god for this book! As far as I am concerned, most of the claims in the book were confirmed by experience.

Ivica Maraš - coordinator of Balić - Metličić handball academy

Bravo, bravo for Marija i Robert. They have written very valuable book and recorded very valuable DVD. They tackled many things important for kids of given age. I think that every coach (especially those working with kids) should read this book and watch DVD. I can't wait to see next book, "The Handball Education 2/14"

Zdenko Kordi, prof. - sport director HC "NEXE", former Croatian women's national team selector, HC "Podravka",...