



# TCHOUKBALL

An Innovative and Unique Approach to Sports

## TCHOUKBALL IN SCHOOL

Opportunity to Learn Tchoukball  
for Elementary, Middle, and High School  
Physical Education



A Complete Guide to Start Teaching Tchoukball in School

Developed by **Tchoukball** Inc.

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# Presenter



Pierre-Alain Girardin, Tchoukball impresario, considers physical activities as part of his life. Girardin, 47, grew up in Switzerland and as an adult continued to practice ice hockey, soccer, skiing, alpinism, rock-climbing, sailing and even the triathlon. The sport dearest to him is Tchoukball, which he learned in 1996. By 2002, he had participated in three international tournaments as both player and referee. He coached and played for Team Canada in the 2002 World Tournament in Great Britain. Currently Pierre is head coach of both the Women and Men USA Tchoukball Teams. Pierre is also a co-founder and the actual Executive Director of the American Tchoukball Corporation a 501 (c) 3 non-profit organization.

Pierre's vision is to introduce Tchoukball into the USA. He works with physical education and recreation professionals to augment their programs. He meets daily with teachers, coaches and players, to demonstrate the game, provide training and coach youth and adult community teams. Over fifty schools have integrated Tchoukball into their physical education classes. In each school, Pierre works with the teachers, coaches the students and runs tournaments. Three local schools offer Tchoukball as an after-school activity. This year, Prince William County was the first school system to integrate Tchoukball into its curriculum. One community team, in Bethesda, MD, meets weekly to play at a local high school. The ages of team players ranges from 14 to 60.

# Acknowledgments

I am grateful to so many people who directly or indirectly, knowingly or not, contributed to this handout.

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# Foreword

One can say about Tchoukball that it constitutes the first example of a team sport created scientifically. Its design, guided by a total taking into consideration of its implications at the physiological, psychomotor, psychological, and psychosocial levels, sufficiently upsets the current scale of values so that with Tchoukball one has one of the principal educational sports of the future.

This text should enable teachers, whether or not they are responsible for physical education, to become acquainted with this new sport game. We shall therefore give a quick description of the context and the reasons that brought about the creation of Tchoukball in spite of the plethora of sports already existing. Then we shall indicate the principal characteristics of the game, while highlighting them with some comments. We shall devote the largest part of this booklet to the different concrete means of introducing Tchoukball in school by proposing a range of basic exercises.

This manual contains the greater part of the knowledge acquired while playing this game during more than thirty years within a club, but also during experiences in teaching. Each generalist should find in it matter for reflection, and at the same time, various methods for introducing Tchoukball properly into his classes.

## Introduction

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### *Background History*

The International Federation of Physical Education created the Thulin Prize to reward the best original work about the theory of physical education, considered from the biological, pedagogical, psychosocial, and technical points of view.

The prize was awarded for the first time in Lisbon in August 1970 to Doctor Hermann Brandt for his book, "*Etude critique et scientifique des sports d'équipe*" [Critical Scientific Review of Team Sports], based practically on profound comparative research and on the analysis of a new game, Tchoukball, that he created himself.

In his thesis, the author begins by explaining the conditions that a sport must satisfy to be useful and beneficial to man by integrating itself within the complex processes of his bodily as well as his psychic hygiene. He then quickly defines the game that he has invented. The first idea was given to him as far back as 1938, when he discovered the Basque pelota. However, despite his interest in the sport, it was impossible for him to adapt it outside of its natural context.

Later on, having become aware of the existence of Cheftel's framework, he resumed his project of a bouncing ball game, easily transposable even in rudimentary conditions, thanks to a practical set-up.

### *Biography of the Inventor*

Hermann Brandt was born on October 6, 1897 in La Chaux-de-Fonds. He took his baccalaureate examination there in 1918,

then he undertook his medical studies in Geneva. After having occupied several posts as assistant, he set himself up as a country doctor. He settled in Geneva in October 1927.

Always interested in the problems of physical education, traveling across Europe to know the different aspects of specialized pedagogy, he became one of the pioneers of sports medicine by opening his institute of medical gymnastics.

He created in Geneva the first and the only official office of sports medicine, which he directed until the age of retirement, while devoting himself concurrently to numerous educational physical activities.

He also contributed to the launching in Switzerland of university sports, sports for the handicapped, and basketball, and he was one of the founding members of the Swiss Volleyball Federation.

He published several of his works; those relating to bicycle technique and studies on the relations between age, size, and physical performance should be pointed out in particular.

His great preoccupation consisted above all of highlighting, among the works of the great schools of physical education, that which was original and effective. To achieve that, he set up as far back as 1938 a study group that he led until 1971. With his students, and with the collaboration of Michel Favre, as early as 1968 they put in place numerous clinical and physiological tests, and they ordered the specific values of the methods of application of physical education that are found in the elaboration of the book "*De l'éducation physique aux sports par la biologie*" [From Physical Education to Sport Through Biology].

To crown these activities, he invented Tchoukball, which constitutes the global solution to meet the fundamental requirements of physical education.

Doctor Hermann Brandt died on November 15, 1972, after having courageously endured a long and painful illness.

## The Reasons for a New Sport

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We have a very vast range of diverse sports disciplines, which should enable each person to find a way to satisfy his need for action according to his tastes. In such a context, Tchoukball takes on a growing importance, not by virtue of its originality but above all because it meets a real need.

During consultations in his medical-sports office, Dr. Brandt was amazed to meet numerous patients [with] lesions that were often so serious that the aftereffects would persist throughout their lives. He was also sensitized by some psychic traumas that sportsmen showed after having played certain sports.

These observations led him to undertake a wide reflection about the world of sports. He worried in the first place about the educational value of modern physical activities that, according to his expression, must not result in the systematic manufacturing of champions, but contribute to the edification of a worthy human society. This implies a considerable effort to reach the largest number of persons by offering them a truly educational physical activity. The latest discoveries regarding “neurogenesis,” the birth of new neurons (approximately 89,000 per day), have shown that regular physical activity doubles the number of cellular divisions in the hippocampus, which increases in particular the number of new neurons (reference “*Pour la Science*” [For Science], March 2004).

Unfortunately, we must acknowledge that at the current time team sports lead to numerous criticisms. In most cases, they represent a school of violence, of which the general tactic relies on man-to-man that is based on a technique of personal attack, the aim of which is the destruction of the adversary’s game. The sports press provides irrefutable evidence that it is more and more appropriate to have a total physical engagement mainly channeled against the opponent, who often becomes under these circumstances an enemy.

For almost all team sports, the race to gigantism is all the rage, and only individuals having above-average size and resources can expect to reach the highest level. The consequences of such excesses are indicated by a limitation of the number of players and of their longevity.

Tchoukball keeps the structure of a team sport by virtue of its numerous positive psychosociological effects, but while eliminating the aforementioned dangers. Its rules make of it a non-aggressive game par excellence, and [one that is] accessible to everyone, whatever his age, sex and athletic aptitudes may be. The following chapters will demonstrate how that works practically.

## **The First Sport Created Scientifically**

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The rules of Tchoukball all result from a reflection on all of the scientific knowledge of practical application in the field of physical activities, which was the object of studies and technical experimentations for many years. They pay particular attention to all the functions of the body, such as the cardiovascular, psychomotor, psychosocial or pulmonary systems. They meet the criterion that requires that physical activities can only be legitimated according to their educational possibilities.

The great principle of the organizers of Tchoukball has become with experience, and always while striving to combine that which is useful with that which is enjoyable, to try to pass through the sport game to achieve the educational objective by subjecting the body, in particular the brain, to efforts comprising high educational coefficients. [The fact] that these constraints concern the physiological, psychological, or even the sociological fields, and in a way without the student realizing it, appears to be a happy solution.

To maintain and develop the physical and intellectual abilities while meeting the innate need for movement, and compensating for the drawbacks of the current sedentary life.

## **Principal Objectives of Physical Education**

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To ensure a better bodily availability by developing psychomotricity and the faculties of adaptation.

To prepare a healthful occupation of leisure time and to encourage the personal taking responsibility for health by transmitting elementary knowledge in the field of sports and of physical condition.

To participate in the social education of the child by teaching tolerance and mutual aid, and by collaboration with partners.

To contribute to the formation of the child’s personality by developing his spirit of decision and his creative abilities, by teaching him to surpass himself, to master his impulses, to live joys fully and to take upon himself the difficulties.

After this enumeration of the principal objectives of physical education, it is appropriate to describe how and to what extent Tchoukball satisfies their requirements.

With regard to the physical abilities, its scientific design guarantees a harmonious development of the cardiovascular, respiratory, muscle-joint and cerebrospinal systems. The rich range of gestural possibilities that the shots, the passes and the defense of Tchoukball offer contribute to the improvement of bodily availability.

Run properly, Tchoukball, sport game for all, enables the competitor to compare himself to the others or top his past performances while avoiding involving pride and the over-estimation of his abilities.

One of the essential objectives of Tchoukball is certainly social education. Usually planning is aimed above all at psychomotor behavior at the expense of the social and affective domains. Better than any other team sport, Tchoukball, by its state of mind, is a school of tolerance and of respect for the adversary.

Finally, the personality also draws certain advantages from the potentialities of Tchoukball. No other team sport, apart from volleyball even if its technical aspect remains less easily accessible, develops creativity as much. In effect, “the adversary” intervening only indirectly by his position on defense [means that] all possibilities are offered to the players in the constructive phase of the game. The spirit of decision has a determining role, for the player must constantly judge the situation. In addition, the basic rules that prevent walking, keeping the ball for more than three seconds or making more than three passes before shooting call for quick decisions, whether one is a ball carrier, partner, or “adversary.”

## **Dangers, Abuses and Sporting Accidents among Young People**

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Physical exercises, during puberty and during the years that precede it, influence favorably the development of the organism. It prevents, among other things, cardiovascular diseases and static disorders. The urbanization of our

society reduces the child's natural need for movement, he lacks space to play, school imposes upon him hours of immobility, and mechanization and comfort also serve to make rare the opportunities for physical exercises.

On the other hand, in contrast, one sees the development of the tendency to involve younger and younger children in trainings with a view to high performances. Even if this method sometimes produces spectacular results, it remains debatable on many points. Research has not yet demonstrated all of the harmful effects of a training [that is] too advanced for a body that is still being formed, but we already notice an accelerated aging of certain joints, for example.

It is certain that training plays a large role in the development of physical aptitudes; however, the modifications and adaptations of the body must not be overestimated. Endurance training of an eleven-year-old child makes it possible to improve his <VO2 max> performances, without necessarily strengthening the cardiovascular system, which grows only with age.

The lesions and the unfortunate consequences due to sporting exaggerations among young people do not manifest themselves immediately, but reappear only at the adult age or even at the time of old age. These aftereffects are related in particular the locomotive system, premature arthroses, and serious ligamentary and joint problems. Therefore, [there is a need for] prudence in involving children in the intensive training of competitive sport.

From the medical point of view, and this without speaking about all of the problems relating to the use of pharmacological agents, the intensive training of children and of youth appears to be very questionable. The spectacular exploits that it offers us are paid for by an investment that is often too considerable, from the physical as well as the psychological point of view, to the detriment of health. This is why scholastic sports must attach less importance to performance than to the equilibrium provided by a well-paced and varied activity.

## **Comments on the Rules**

Tchoukball is played on all kinds of fields. The size of the latter constitutes a determining factor, and it must be established according to the physical and technical aptitudes of the students. The more the dimensions of the field become larger, the more the area to be defended becomes considerable, which requires a more and more advanced tactic and an increase of spurts and of long and precise passes.

The ball must not frighten the students, and the choice of a ball lighter than that of handball gives good results. However, an excessively light ball is not satisfactory, for it has unpredictable effects that sometimes make it difficult to control. There exist on the market numerous balls [that are] not too heavy and [that] meet these criteria.

In principle, the game authorizes play on the basis of one against one. This situation is found during certain training

exercises. So that the game leads to a certain performance, it is necessary, however, to begin with three against three or four against four on half of the field, or even only in the area of the goalkeeper of handball. As soon as the students master the shots and the catches, Tchoukball can be introduced by means of little games. If the spirit of the game is learned and respected by the students, Tchoukball certainly permits the mixing of the sexes of the players or also the participation of persons of different ages. In addition, size and physical force being only secondary factors, the game is open to all the students. It is clear that the same tolerance must be shown with regard to the less skillful, but this is a part of the game and of sports education.

The shots, the passes and the catches come mainly from handball and from volleyball. The player maintains great freedom in these domains, not being hindered by an adversary, and he can give free rein to his fantasy, which gives the game a variety of very interesting and educational movements. The technical moves have an effect on the quickness of the game and on its spectacular side. If there exist specific shots that everyone should know, one also finds a vast panoply of shots that are the specialty of a certain player, according to his build, his strength, his character, or his imagination. This maximum freedom enables the development of the student's creativity. The leader, the trainer, or the teacher of physical education must be perfectly aware of this and encourage it for a better blossoming of the personality.

Not to walk with the ball in the hand prevents one or two players from monopolizing the game. Tchoukball is, essentially, collective and calls for a participation of all the players. One must not conclude however that this rule implies immobility. Tactically one seeks, as soon as mastery of the basic moves allows, an evolution in the game that is based only on moving passes. The sense of placement then takes on a very important and immobility becomes absolutely inconceivable.

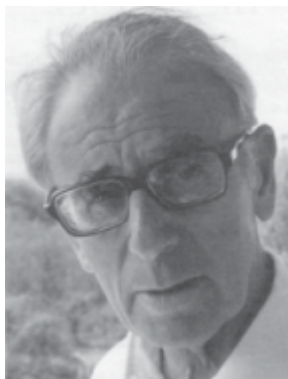
To be able to keep the ball for three seconds enables the beginner to judge the situation and to play unhurriedly. During the first lessons, the students must benefit to the maximum from this rule and in that way avoid bad passes. Even better players should begin slowly until concentration reaches a good level.

Translated from "*Tchoukball à l'école*", 1985, Michel Favre, Marc Veuve, Patrick Erard, Frederic Roth

# History of Tchoukball

*"The objective of human physical activity is not to make champion, but rather to help construct a harmonious society."*

*Dr. Hermann Brandt, Swiss Physician and Inventor of Tchoukball*



Tchoukball (pronounced "chookball") was invented in 1970 by Dr Hermann Brandt, an eminent Swiss biologist. Tchoukball derives its name from the sound the ball makes as it rebounds from the net.

Through Dr. Brandt's work in the practical application of scientific knowledge

in the sphere of physical activities, tchoukball had its foundation. After writing the book 'From Physical Education to Sport through Biology', Dr Brandt presented his now famous paper 'A Scientific Criticism of Team Games', which won him the coveted award of 'Thulin Prize' on August 16, 1970. awarded by the International Federation of Physical Education. The practical expression of his ideas stemming from his critical study of existing games is the sport known as tchoukball. Dr. Brandt died in November, 1972, just as tchoukball was beginning to grow in popularity.

Most sports can be traced to humble beginnings and periods of slow development before becoming established as national and international sports. Tchoukball is no exception. It has taken time and patience to convince people that this unique sport is truly a "sport for all". The sport has seen sizeable growth over the last two years, and this year already promises a continued momentum in sportpersonship.

From the beginning, the sport has appealed to an extraordinarily wide and diverse spectrum of people, clubs, organizations, public services and educational establishments. The first major impact of the sport was in elementary schools. Gradually colleges and universities introduced the game into teaching courses. The greatest progress of the sport has come through young people who were taught the game in schools who set up their own clubs to continue to play the sport.

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*No Set of Rules  
can replace a  
player's respect  
for one another  
and the spirit of  
the game*

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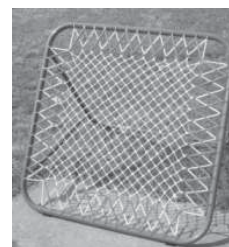
Today, Tchoukball is no longer just another new team game to be regarded with doubt and suspicion. It is being played in most parts of the world with much energy, and enthusiasm, varying levels of skill, but above all with a great deal of enjoyment.

Tchoukball is played in many countries across the world including: France, Switzerland, Belgium, Germany, Czech Republic, Hungary, Italy, Korea, Hong Kong, Japan, Australia, Canada, U.S.A., Argentina, Brazil, Great Britain.

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**New  
New  
New**

# The Tchoukball Charter

Tchoukball excludes any striving for prestige, whether individually or as a team; rather it is a sport in which players pursue excellence through personal training and collective effort.

Tchoukball is open to players of all degrees of ability (natural or acquired) and skill. Inevitably one will encounter players of every possible ability/skill level during play. Every player must adapt his own play and attitude (technical or tactical) to the circumstances of the moment because each player - teammate or opposing player - is due proper respect and consideration.

On an individual level: the attitude of a player is paramount for it implies respect for himself/herself, for his/her own teammates *and* for opposing team players regardless of whether any are stronger or weaker players than one's self.

On a team level: no outcome, whatever it might be, should never impact one's sense of importance, individually or as a team, and it should never lead to sectarian rivalry. From victory one can derive satisfaction and even joy, but never exaggerated pride. The joy of winning should provide encouragement. Arrogance in victory carries with it the struggle for prestige, which is a source of common conflict among humans and condemned within the sport of Tchoukball.

Tchoukball requires total dedication: one must keep constant watch on the movement of the ball and the other players - both objectively and with empathy. As one participates individually in the sport, one subjects oneself to the group's needs. The result is that in the course of a game, different personalities come together as one when they react collectively within the game.

Thus, in Tchoukball:

- there is a collective achievement within a team. This binds the players together, it teaches appreciation and esteem for the values of others, and it creates a feeling of oneness in the common effort of a small group.
- there is an acceptance of the attitudes of the opposing team with whom one must engage in opportunistic play while resisting any hostile undercurrents.
- each player's major concern is to strive for beauty of play. The universal experience of sport can be summed up by the expression: "elegant play begets elegant play."

This attitude is the basis for social interaction of Tchoukball: it encourages one to aim for perfection while always avoiding any negative conduct toward the adversary.

This basic premise is more than just the rule of a sport - it is a rule for conduct at all times, a psychological component of behavior, the basis of an individual's personality.

The aim of Tchoukball is therefore the avoidance of conflict, with one main goal in mind: fair play that does not compromise the level of play but rather links the two teams together in common activity. The beauty of one team's play makes possible - and reinforces - the beauty of play by the other team.

Tchoukball provides social exercise through physical activity. By pooling the resources of all, everyone participates, with the more adept players accepting responsibility for teaching the less adept; therefore, there is no real individual champion, but rather a collective striving for perfection. When one says, "let the best man win," it should mean that a person achieves his/her best through adequate preparation. This being so, it is appropriate that the results reward the efforts which players have undertaken, individually and as a team.

Within these limits, a victory can and should bring satisfaction and meet with an adversary's respect. Victory should inspire in an adversary a desire to do as well, without any feeling of belittlement. Winners should not convey any feeling of arrogant domination. Rather, a sense of healthy satisfaction on the winner's side is like a handshake to encourage the adversary to continue to train properly.

For these reasons, the notion of "victor" should give way to the simpler more appropriate one of "winner." Play as a means of perfecting one's performance is a basic desire that every activity should include and develop. It is toward this goal that every Tchoukball team must work, whether it is in the smallest, friendliest match or the most important meeting "at the summit."

***Remember, no set of rules can replace a player's respect for one another and the Spirit of the Game***



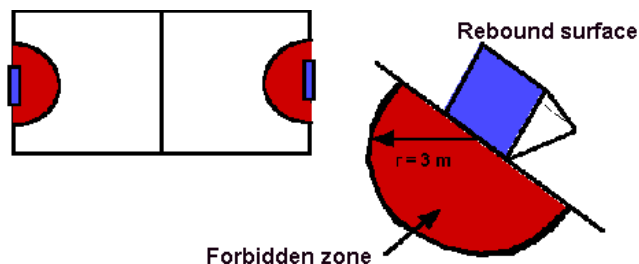
# Description of the Game

## *Advantages and Benefits of Tchoukball*

- Tchoukball does not allow contact or interference between players. No position is a human “target” like a quarterback or goalie. With no body contact, injuries are minimized.
- No player can steal the ball nor intercept a pass, instead rewarding strategy and cooperation as teams play on both offense and defense.
- Tchoukball is easy to play. Rules are intuitive and easily grasped.
- The game requires minimal equipment. It can be played indoors or outdoors.
- It accommodates mixed team play (old/young, male/female, fit/unfit, experienced/beginner).
- No player dominates a team. All the players must be involved, both on offense and defense.
- Tchoukball requires alertness and concentration. It teaches anticipation and physics, as well as teamwork and trust.
- Tchoukball promotes eye-hand coordination and develops skills that enhance physical and mental output.

## *Description*

A tchoukball match is comprised of two nine-player teams on a rectangular field (forty meters) 132 ft long by (twenty meters) 66 ft wide. One rebound frame is placed at each end of the field (see picture on the left). In front of each frame, a semi-circle (three meter) 9.9 ft radius defines the forbidden zone.



## **Frame (rebound surface):**

The frames have specific and technical requirements in order to allow the players to play Tchoukball. Pay attention to have the U.S.T.B.A Official Frame which guaranty a correct rebound. You would not play tennis without a racket that has a net correctly tied

## **Ball:**

There are four different sizes of tchoukball regarding the age of the players. Size 0 for Elementary students, size 1 for Middle School students, size 2 for High School students as well as women and men playing together, and size 3 for men



## *Scoring*

In order to score a point for his team, a player must bounce the ball off the rebound surface in such a manner that no defending player can catch it before it touches the field of play outside of the forbidden zone.

The ball must never touch the ground. During any phase of the game, the ball remains in the hands of one team. **The players of one team are not allowed to interfere with players of the other team: they may not intercept passes, interfere with the movements of the person carrying the ball or his teammates, or stop a defender from positioning himself to catch the ball after the rebound in order to prevent aggression and violent physical contact between opponents.**

## Technical information

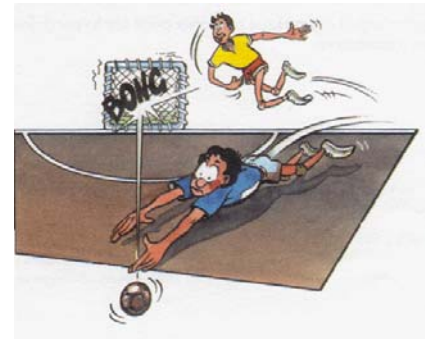
### The Court and the Players

Size of the Court	Number of Players	Length of Time
1 <sup>st</sup> Solution 132 x 66 ft	9 Players / Team	Men: 3 x 15 min Women/Co-ed : 3 x 12 min
2 <sup>nd</sup> Solution 66 x 36 ft	7 Players / Team	

### Objectives

The objective for the team with possession of the ball is to throw the ball at the rebound surface after a maximum of three passes. After the ball hits the rebound surface, the ball must touch the floor outside of the forbidden zone to score a point. If the other team catches the ball before it hits the field of play, then neither team scores and the game continues.

The objective for the defensive team is catch the ball after it is shot at the rebound surface before it touches the floor. To do this, each team member must anticipate the ball's trajectory when it bounces from the frame.



### Penalties

A player commits a penalty if:

- She/he takes more than three steps on the floor while in possession of the ball, the ball touches him below the knees,
- She/he makes a fourth pass for his team,
- She/he makes contact with the floor out of the field of play or in the forbidden zone while holding the ball,
- She/he drops the ball after it is passed to him, he voluntarily or by error catches a pass from the other team,
- She/he catches a ball off of the rebound surface after being shot by one of his teammates,
- She/he blocks his opponents from moving or stops them from freely passing the ball once they have gained possession.

After a penalty, the possession of the ball is given to the other team and the game continues from the spot where the penalty was committed. A pass must be made before shooting the ball at the rebound surface.

If the ball hits an edge of the rebound surface, the team may not receive a point. This is a penalty and the game continues from the spot where the ball hit the floor. Possession of the ball is given to the team which was defending at the time of the penalty.

It is illegal to shoot the ball more than three consecutive times at the same rebound surface.

### Particular rules

- There are no designed sides (each team may shoot the ball at either rebound).
- It is illegal to intercept a pass from the other team.
- No more than three passes before shot.
- At the beginning of the game, or after a point is scored, the team which did not score the point gain possession of the ball and a player must throw the ball in-bounds from behind the base line, next to the rebound surface where the point was scored. This throw does not count as one of the team's three passes.

# Introduction to the Exercises

Tchoukball is, in its concept of play, completely different from any other team sport. In Tchoukball, the fact that there is no interference between players is an advantage when learning and developing the level of play.

You may think that not being able to intercept puts the player in the spectator's situation. However because the defense must always be prepared to catch the ball after its rebound, this is not the case.

At school, the non-interference rule is at first, difficult for the players to accept, especially with those who are used to playing another team sport. To watch the ball without having the opportunity to catch or steal it, can be really frustrating for them in the beginning. It is only when the player understands how they can be useful for the team, that their role on the court becomes clear. This is a necessary condition to enable the game to be played correctly.

The notion of success is huge for the beginner, because absolutely nothing can interfere with their shot, pass, or catch. As soon as the beginner can master the skills to shoot at the frame, nothing can prevent them from being successful. For the beginner, the shot at the frame is the main goal, there is only positive reinforcement and the notion of failure does not exist.

To reinforce the beginner's self-confidence, the rule which states "if you miss the frame, or the ball lands out of bounds a point is awarded to the other team", should not be applied. Otherwise the beginner, who shoots the ball and misses the frame several times, might not try it again due to feelings of embarrassment or pressure from their teammates.

By belonging to a team, in the offensive role, the weaker player feels an important sense of responsibility when they are choosing a good position from which to shoot the ball and score a point. In the defensive role, the responsibility is even greater and every player on the team has a space on the court to defend. This notion of responsibility is essential, because even a weaker player can feel that they are very much included in game..

The player does not feel any pressure in either the offensive phase or in the defensive phase. No player

will block them while trying to throw, shoot, or catch the ball. It is the P.E. teacher's job to make the students understand that if a student cannot catch a ball or drops it, it is not a big deal; otherwise the player who makes a mistake will lose their self-confidence.

The more the player experiences successful actions, the more positive reinforcement is created, thus facilitating a greater motivation for learning.

In Tchoukball, the players gain more positive reinforcement than in other team sports where interception is allowed and the player can be interfered with.

**TIPS:** You can modify the rules to accommodate the different levels of skill or the age of the players by changing the size of the forbidden zone, size of the field, number of players on each team, number of passes, or allow more than three steps: **however, DO NOT TOLERATE any interference between players, even so much as a fake.** There must be **ZERO TOLERANCE** for this fault.

***DO NOT modify or add rules without thinking of the physiological, psychological and social impacts of these modifications. The game was invented on a scientific basis and every rule has been developed regarding those three aspects of the human being.***

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*The players gain more positive reinforcement that in other team sports...*

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# Passing: the Essence of Tchoukball

Passing is the most important skill in tchoukball. It allows a player to move the ball quickly and accurately to advance the ball and set up scoring opportunities. Several principles apply to all passes.

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## *Passing is the most important skill in Tchoukball*

The type of pass and the velocity of the pass are determined by the speed of the passer, the intended receiver and the distance between the passer and receiver. In Tchoukball, because nobody blocks the movement of the players making the pass or steals the ball while it is in the air, it is vital to emphasize the importance of making quality passes while also taking into consideration the skill level of the players (passer and catcher).

While players are learning the fundamentals of passing, the non-throwing hand should point in the direction of the throw.

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When throwing and catching the ball, it is recommended that the players use the fingers, rather than the palm of the hand, to insure consistent control of the ball.

Proper balance should be maintained and the body weight should be evenly distributed to help insure more accurate passing. During the throwing phase, the body weight should be shifted from the back foot to the front foot maintaining momentum behind the ball for a crisp pass.

The correct throwing pattern requires the player to step forward with the leg on the side of the body of the non-throwing arm (opposite leg from the throwing arm). It is important for beginners to step in the direction of the throw.

The type of pass utilized depends on the specific situation which is presented to the player. After a pass the player should try to position himself/herself in such a manner to help the player with the ball and look for a return pass or take a defensive position if the last pass was the third one.

The ball should be thrown to a teammate at chest level so it can be easily handled and put into play.

## **Exercises:**

### ***Passes without moving***

Arrange players into pairs with one ball per group. Make one line of players on the sideline of the basketball court and another line about 15 feet away with each player facing their respective partner. Different types of passes can be used, such as overhand pass, underarm pass, chest pass etc. The objective of the players is that the ball never touches the floor and each player throws twenty consecutive and successful passes. . The concept of smooth and accurate passing between players must be taught to the students (in the game of tchoukball, if the ball is dropped it is a turn over and the ball then belongs to the other team.) The students should then invent new ways to pass the ball, i.e. behind their back, under their leg, etc. but the passes must still be accurate.

### ***Passes while moving***

Create two lines on the baseline of the court, facing the court, the players work in pairs. They make passes while they are running towards the other baseline. The distance between the two lines should be about 3 or 4 meters. You can adjust the distance between players regarding their skill level and their age. The players also come back to their line by again making passes to each other up the court. (See figure I)

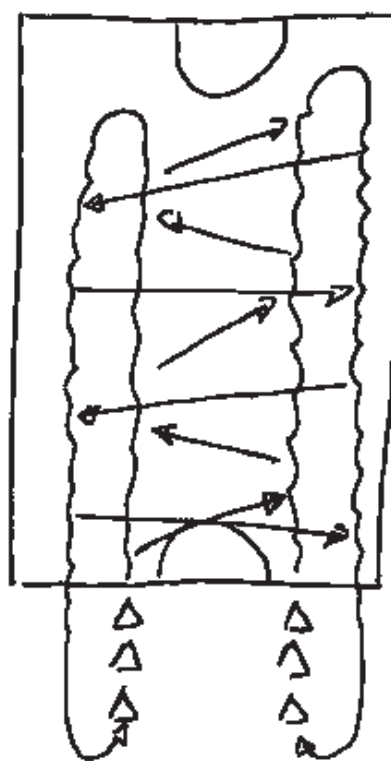


Figure I

### Lead up game

**Objectives:** teamwork, learning strategy, problem solving, learning to make accurate passes within the team, teammates help the player with the ball, make the pass and run.

**Materials:** cones, one tchoukball, stopwatch.

**Description:** place one cone at each corner of the gym, add one more cone on each key (See figure II). Place the ball in the middle of the circle in the middle of the court.

One team plays at a time (about 6 to 10 players on each team), the players start from the baseline of the court and they will race against the stop watch.

The players have to move the ball from the center to cone number one and touch the top of the cone with the ball then to move the ball to the second, third, fourth, fifth, sixth cone and finally back to the middle and the players then run back to the baseline.

**Rules:** the players cannot run while they hold the ball, they cannot move their feet from the floor. If they do so they have to put the ball back to the middle of the circle and start over without stopping the stopwatch. If the ball is dropped during a pass they start over again from the middle (and the ball should be thrown to a player to get the ball to cone one, two etc).

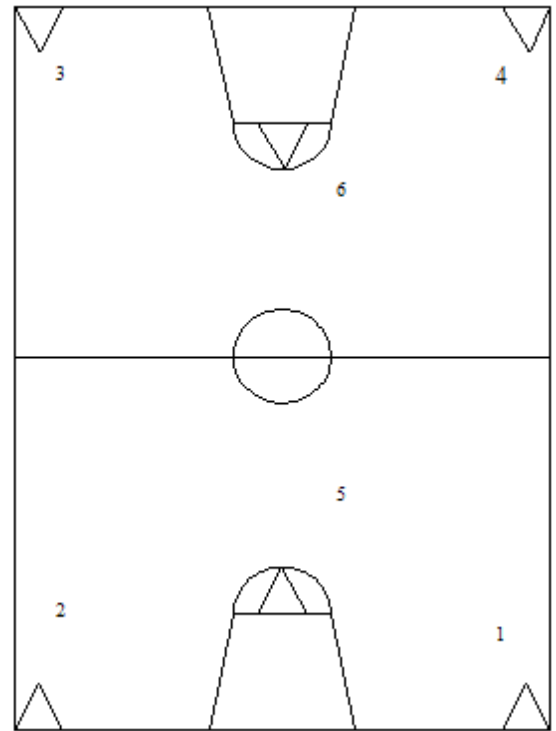


Figure II

## Shooting at the Frame



The basic shot in Tchoukball is very similar to the basic shot in team handball. There are four basic types of shot, the javelin shot, the lob shot, the fallen shot, and the shot along the baseline. In Tchoukball, the players can express their own technical and athletic ability without any interference. Thus, it creates a wide variety of ways to shoot and throw the ball.

Practice shooting at the frame

The shot is a complex and difficult movement for beginners so we recommend practicing the shot step by step

- 1) Target the net and hit it, without moving, then while running and finally after receiving a pass
- 2) Target a specific spot on the court and make the ball land there without the shooter moving, then while running, and finally after receiving a pass
- 3) Shooting in order to get a point, shooting exercises within a tactical sequence, while watching the defensive players, coordination with the teammates and working together, to get a point.

While in offense, the students have to get used to catching the ball in the air and then coming back to the ground in the following step order: left - right - left to get in the correct shooting position: right arm back, and left leg to the front for support. (Right-hander shooter)

If the student catches the ball while standing (one footprint / mark) he is allowed to make two more steps: right - left (for a right handed person). With beginners you have to postpone this last rule. At the beginning it would be more appropriate to tell the players that they cannot run with the ball or to just make the appropriate movements with their legs to be comfortable to shoot the ball.

The Tchoukball frame rebounds the ball thrown onto the frame is the same

This fact is very important for the student to learn the difference between hander.

Give the students the opportunity to depending on the angle which the ball shooter is in; i.e. close to the baseline, at frame \*

---

*The players can express their own technical and athletic ability without any interference*

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ball like a mirror. The angle of trajectory of the on both sides of impact and rebound.

placement of the defense. It is important for the the shot of a right-hander and that of a left-

test the different angles of ball trajectories, hits the frame, and by the position that the a 45 degree angle or closer to the middle of the

## Exercises:

### Shooting exercises

Form a line of players in front of the frame, facing the frame and behind the forbidden zone. The first player shoots the ball at the frame in such a manner that the player behind him/her is able to catch the ball after the rebound. This new player shoots the ball at the frame and so on. When the player has shot the ball he/she must move away quickly in order to allow the next player to catch the ball without any interference and the shooter goes to the end of the line. Overhead and underarm shots can be practiced. (See figure III)

The players should shoot and catch the ball without being in the forbidden zone or touching the line of the forbidden zone.

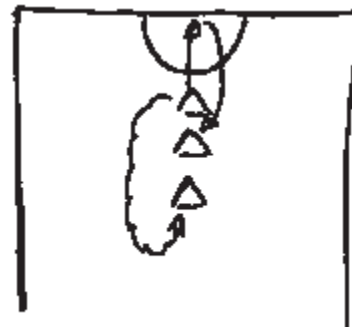
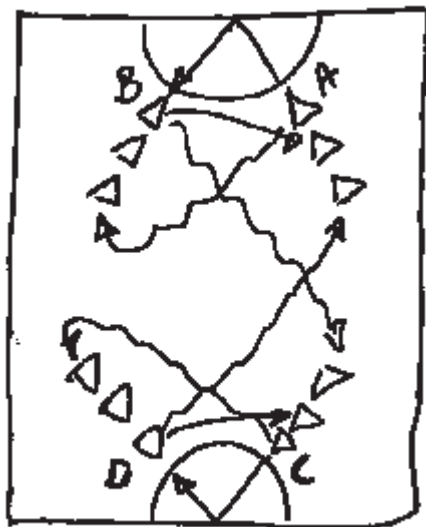


Figure III

### Shooting exercises with angles

To introduce the concept of the angles: divide class or group in half and place one line of students on each side of the forbidden zone facing the frames with an angle of 45 degrees from the baseline, with the first player close to the forbidden zone line. The first player in line A shoots the ball at the frame and moves to the end of the line B. The first player in line B catches the ball after the rebound from the shot of the player in line A, passes the ball to the next player on lane A then moves to the end of line A. Once every student has shot the ball, reverse the lines of shooters and catchers in order to shoot the ball from the other side of the frame. Practice shooting from both sides by simultaneously using the two frames on different ends of the playing area and dividing the students into two equal groups. (See figure IV)



### Shooting exercises while running

Make two lines of players in the middle of the court, facing one frame. One lane stands at about the middle of the court and the other line on the sideline of the court. The lane on the sideline is the shooting line. Player (B) from the shooting line, throws the ball to the first player (A) in the middle line and starts running towards the frame. Player A makes a pass back to the player B. B catches the ball, takes three steps and then shoots. Player A tries to catch the ball after its rebound but before it hits the floor. (See figure V). Players A & B switch lanes and go to the end of their new lanes.

\* To know more about the shot see the handbook "Tchoukball Exercises for Beginners".

**Shooting the ball to make it land on a specific spot on the court.**

Draw a 2 meter square with tape or cones (or put a mat) at a 45 degree angle from the baseline close to the forbidden zone. Without moving the players try to shoot the ball at the frame in such a manner that the ball lands in the square after its rebound. You can increase the difficulty by asking the players to run before shooting and then with a pass from a teammate. You can also move the square closer the baseline or closer to the 90 degree angle from the baseline. (See figure VI)

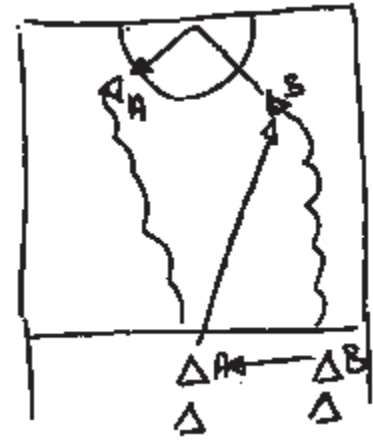


Figure V

**Lead up game**

**Objectives:** team work, learning strategy, problem solving, accurate passing within the team, for the teammates to help the player with the ball, pass and run.

**Materials:** ten tchoukballs, two frames.

**Description:** install the frames at each end of the court as usual. Share the balls out equally between each team. (See figure VII)

Each team has its own frame and side of the court. All the players stand along the sideline in one line facing their frame, one team on the left side and the other on the right side within the limits of their side of the court.

**Rules:** In two or five minutes each team tries to shoot the ball at the frame in such a manner that the ball goes to the other side of the court. To do so the first player (A) on the line runs to the front of the frame outside of the forbidden zone, and the second player (B) in the line throws him/her the ball. Player A shoots the ball at the frame and then goes to pick only one ball up that is coming from the other side. He/she then runs to the end of his/her lane while player B runs in front of the frame and receives a ball from the player C in the lane. If the player misses the frame or if the ball is dropped, he/she picks a ball up, coming from the other side and he/she goes to the end of the lane without getting another shot at the frame on this turn.

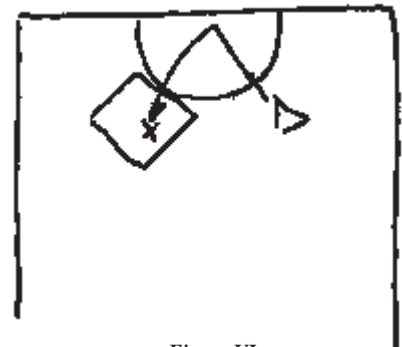


Figure VI

The team which has the fewer number of balls on its side at the end of the time allowed, is the winner

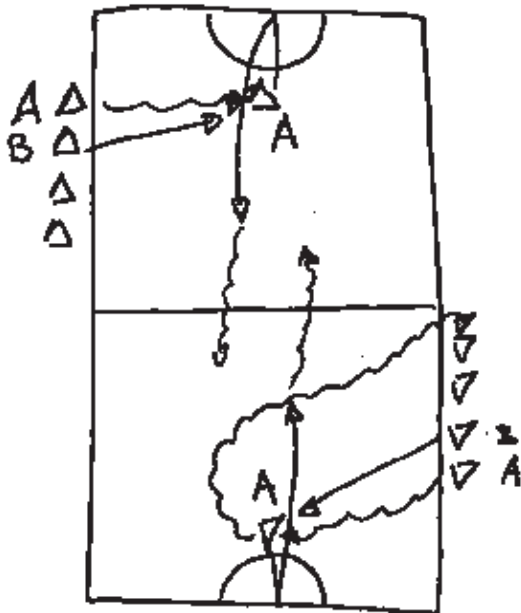


Figure VII

**TCHOUKBALL Promotion LLC.**



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# Defense



In Tchoukball, the “goal keeper’s” role is played by all the players on the defensive team.

The positioning and the observation of the players is really important in the defensive phase. At any moment, the defensive players must watch the offensive players and the ball, in order to correctly position themselves on the court thus reducing the number of “holes” available in which the offensive team can aim to score a point. Every defensive player has a space to defend in order to avoid the other team scoring a point.

The defense players can either block the ball after the rebound or deflect the ball in such a manner that a teammate can catch it. (In case of a deflection between two

players it is counted as a pass)

The beginner does not know where they have to be in order to defend the floor. An option would be to give them a space of the court to defend. (This exercise should be used only at the beginning and for a limited time.) However, the player needs to understand the concept of the angles when the ball is shot at the frames.

## Exercises:

### Defensive exercises

**Objectives:** to understand the rebound and how to react as a defensive player.

Make three lines in the middle of the court facing one frame. The first three players (one from each line) work together as a defensive unit. One player (usually the P.E. teacher) stands close to the frame with the ball, he/she can be inside or outside of the forbidden zone. (See figure VIII) When the P.E. teacher says go the three players run towards the frame and try to catch the ball that is thrown at the frame by the P.E. teacher after its rebound but before it hits the floor. It is important that the students understand the rebound and also that they are working together as a defensive unit. They score a point if they catch the ball.

The P.E. teacher can also move in front of the frame and shoot the ball from a different angle in order to show to the players where they have to run preparation for the ball’s rebound from the frame.

### Defensive exercises

**Objectives:** to watch the ball and anticipate the rebound.

Make three lines in the middle of the court facing one frame. Two lines are close to the sideline. Ask three players to be defense and to stand close to the forbidden zone. The first player on the middle lane goes towards the frame and stands about two meters (6 feet) from the forbidden zone (See figure IX). The first player on each lane will be the offensive players. A throws the ball to B makes a pass either to C or D and the player who receives the ball shoots directly at the frame. The defense players try to catch the ball after

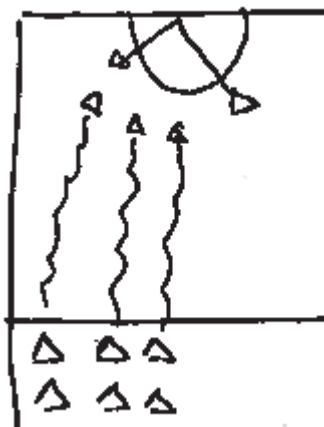


Figure VIII

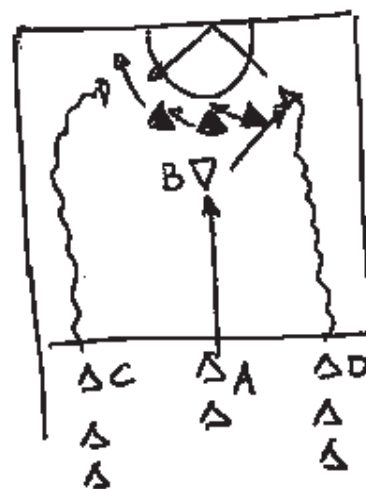


Figure IX



the rebound and if they catch it they score a point otherwise it is a point for the offensive team. Next the players B, C, D become defense, and the previous defensive players go to the end of each lane. A takes the place of B

You can increase the difficulty, if C when they receive the ball, makes a pass with D on the other side of the frame instead of directly shooting. This movement forces the defensive players to anticipate the pass and move quickly to the other side along the forbidden zone in order to catch the ball.

### **Lead up game**

**Objectives:** team work, learning strat- ing while players are defense.

**Material:**, one tchoukball, two frames.

Description: install the frames at each of seven or nine players.

**Rules:** Tchoukball rules are applied, the other is always offense. The team in the frame and hits the floor within the play- they catch the ball. The ball then goes back the ball is dropped the game is started again as a turn over but the ball goes to the offensive team which dropped the ball. You play this game for about five minutes and then you switch the roles of the team.

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*The "goal  
keeper's" role is  
played by all  
the players on  
the defensive  
team*

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egy, problem solving, understand the position-

end of the court as usual. Set up two teams

except that one team is always defense and offense gets a point when the ball is shot at ing area. The defense team scores a point if to the offensive team which shot the ball. If the ball is dropped the game is started again as a turn over but the ball goes to the offensive team which dropped the ball. You play this game for about five minutes and then you switch the roles of the team.

# Official Tchoukball Rules

## Foreword

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The present document precisely defines the rules of Tchoukball applicable in all official meetings, national and international. This new version of the rules follows from the FITB technical and refereeing committee meeting held in Neuchâtel (Switzerland) on the 31st of July 1987. The decisions taken and some of the propositions put forward on this occasion were integrated in this update of the refereeing code.

Since 1970, during which year Dr Hermann Brandt first officially introduced Tchoukball, the rules underwent several modifications. The present changes, as in the past, have been added in order to harmonise the practice of Tchoukball while taking into account the latest experiences, without however spoiling the spirit of the game's creator.

## Introduction

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A Tchoukball match opposes two nine-player teams on a rectangular field (40 meters) 133 feet long by (20 meters) 66 feet wide. One rebound frame is placed at each end of the field. In front of each frame, a semi-circle three meters in radius defines a forbidden zone.

The ball meets the standards of the Tchoukball game. It must never touch the ground. During any phase of the game, the ball remains in the hands of one team; interception is forbidden in order to prevent aggressions and violent physical contacts between opponents. Control of the ball is handed to the other team after every shot at the frame or after every fault. In order to score a point for your team, a player must bounce the ball off the frame such that no defending player can catch it before it falls on the field of play.

The team that has just conceded a point restarts the game, next to the frame were the point was scored, but behind the baseline. A maximum of three passes is allowed to put one player in a favourable position to shoot. Defending players are not allowed to interfere this preparation, but they must anticipate in order not to be surprised by the ball's trajectory when it bounces from the frame. At the end of the allotted time, the team with the most points wins

the match. Outside of competition, it will often prove necessary to adapt the rules to the number of available players, to their level of preparedness, or to the size of the playing field. The flexibility of Tchoukball makes it a sport accessible to all by allowing a great freedom of action. However, any modification must follow a reflection on its educative, physiological, and psychosocial impact. This caution is absolutely indispensable in order not to lose any of the advantages provided by the scientific design of Tchoukball.

## **The Rules of Tchoukball**

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### **Rule 1 The Playing Area**

- 1.1 The recommended playing area is a 131 feet x 65.6 feet rectangle; it consists of a field of play and two forbidden zones.
- 1.2 The long sides are known as the sidelines and the short lines as the base lines. The playing area is divided into two zones by a median line joining the midpoints of the sidelines.
- 1.3 The “forbidden” zone is a semi-circle, with a 118 inches (9.84 feet) radius measured from the centre of each base line.
- 1.4 The front base of the frame is positioned in the middle of the diameter of this zone.
- 1.5.1 The lines should be clearly visible and with a width of 2 inches.
- 1.5.2 All lines are part of the area they delimit: The sidelines and the base lines belong to the field of play. The lines of the forbidden zone (semi-circle and diameter) belong to this area.
- 1.6 In sports halls, the ceiling or sport engines higher than 21 feet are considered as out of the playing area.
- 1.7 A 2 meter wide unobstructed area around the playing area is recommended.

### **Rule 2 The Frame**

- 2.1 The frame and the net size, the inclination between the frame and the ground must conform to the F.I.T.B. standards.
- 2.2 The net has to be sufficiently taut.
- 2.3 The frame must be fixed during the play in a way that cannot endanger the players. However the frame must not be crewed on the ground, on the other hand if a player hit the frame, the frame must move with the player. Risk of injuries.
- 2.4 The frame has to be officially approved by the F.I.T.B.

### **Rule 3 The Ball**

- 3.1 The ball must be round, with a leather covering and a rubber bladder.
- 3.2 In men’s matches, the ball must have a circumference of 22.83 inches to 23.62 inches and weight 15 to 16 ounces.
- 3.3 In women’s and junior matches the ball must have a circumference of 21.25 to 22.04 inches and weight 11.46 to 14.10 ounces.
- 3.4 In mixed matches the ball will meet the standards used for women’s and junior matches.

### **Rule 4 Players**

- 4.1 A squad can be made up of up to 15 players; but in any given match, only 12 may be on the match sheet.

4.2 Of the 12 players, only 9 can play simultaneously at any given time, the remaining 3 act as substitutes.

4.3.1 Substitution will take place in front of the scorekeeper's table or in front of the team benches, within 15 feet on each side of the median line, without stopping the game.

4.3.2 A wounded player can be replaced as soon as he is out of the playing field.

4.3.3 Substitution can take place only if a point has been scored.

4.4 Players should be dressed uniformly and have a clearly visible number from 5 to 20.

4.5 Players are to wear sports shoes without studs. On grass or other soft surfaces, sports shoes with rubber-ridged soles are authorized.

4.6 It is forbidden to wear any jewellery, (whether ring, broach, watch, earrings...)

## ***Rule 5 The Referees***

5.1 The refereeing body for international matches shall have 3 people, one is to be responsible for the scoring and time keeping.

5.2 The referees control the game according to the rules.

5.3 The scorekeeper notes the results, deliberate offences, foul play; he checks that substitutions and engagement are correctly made. He gets the match-sheet to be signed.

5.4 The referee's outfit is clearly different from the players' outfit. They have at their disposition a whistle, yellow cards (warning), and red cards (expulsion).

## ***Rule 6 The Duration of the Matches***

6.1 The duration of the men's matches shall be three periods of 15 minutes, with a maximum interval of 5 minutes between periods.

6.2 The duration of the women's and junior matches shall be three periods of 12 minutes, which a maximum interval of 5 minutes between periods.

6.3 The duration of the junior matches (less than 16 year-old players) shall be three periods of 10 minutes, with a maximum interval of 5 minutes between periods.

6.4 The referee shall decide when the stopwatch is to be stopped and restarted (in case of injury...).

6.5 Upon the final blast of whistle, the game ends at once: consequently, any ongoing action shall be declared null.

## ***Rule 7 The Faults***

7.1 A player commits a fault if:

7.1.1 he touches the ball with his leg. (below the knee);

7.1.2 he makes more than 3 contacts with the feet on the ground while holding the ball (receiving the ball with one or two feet on the ground counts as one contact);

7.1.6 he drops the ball during a pass;

7.1.7 he obstructs the movement of an opponent about to receive the ball, shoot, pass, or to try to take a defensive position.

7.1.8 he shoots at the frame on which 3 consecutive shots have already been made (a fault or point scored returns the count to zero);

7.1.9 he touches the ball rebounding from the net after a team mate shot and the ball falls down into the field of play;

7.1.10 he makes contact with the forbidden zone before he has thrown the ball;

7.1.11 he goes through the forbidden zone to take a defensive position;

7.1.12 he shoots, after an engagement, before the ball has crossed the median line;

7.1.13 he enters the ground, upon substitution, before his team-mate has come out.

7.2 A fault is penalised by a breakdown in favour of the adverse team. The referee is to ensure that the free throw is taken from where the fault occurred. At least one pass must be made before shooting at the frame. The referee has to check that the ball is rolled (and not thrown) to the place of free throw.

## ***Rule 8 The Awarding of Points***

8.1 A player scores a point if the ball rebounding from the frame:

8.1.1 touches the field of play before a defender can catch it;

8.1.2 touches a defender who fails to control it by dropping it on the floor or knocking it out of play;

8.1.3 touches a defender below the knee (rule 7.1.1).

8.2 A player concedes a point if:

8.2.1 he shoots and misses the frame;

8.2.2 the ball rebounding from the net, after a shot, falls out of play or into the forbidden zone;

8.2.3 he shoots and the ball rebounds onto him.

8.2.4 he touches the ball having a contact with the forbidden zone or being outside of the playing area after a teammate shot.

8.2.5 he deflects the rebounding ball into the forbidden zone or out of the play after a team-mate shot;

8.2.6 he deliberately touches the ball, preventing it from falling out of play or into the forbidden zone. He has committed an intentional foul.

8.2.7 while trying to catch the ball, he steps into the forbidden zone or out of the playing area.

8.3 The team that has the highest score at the end of the conventional time is the winner.

## ***Rule 9 Starting and Restarting the Play***

9.1 At the beginning of the match, the team who gets the ball is chosen by lots. At the start of the second period, it is the other team's turn. At the beginning of the third period, the ball is in the hands of the losing team (in case of an even score, of the team who started the match).

9.2 The team that has conceded a point restarts the game.

9.3.1 The restart shall take place behind the base line and beside the frame on which the last point was scored. If there is not enough space in the referee's opinion, the restart can take place from inside the forbidden zone.

9.3.2 If rule 9.3.1. is not respected or if the ball leaves the playing area, the adverse team is awarded a restart.

9.4.1 Following the restart, the first shot may be on either frame provided the ball has crossed the median line

9.4.2 The ball is considered to have crossed the median line if the catcher has his feet clearly on the far side of the median line

9.4.3 One or more pass is allowed before the ball crosses the median line.

9.5 The restart does not count as a pass.

### **Rule 10 Foul Bounce**

10.1 A foul bounce occurs when:

10.1.1 the ball touches the metal edge of the frame;

10.1.2 the rebounding ball does not respect the mirror image as a result of hitting the frame's rubber bands or clips.

10.2 If a defending team successfully catches a foul bounce, the game goes on. If, on the other hand, it fails to control the ball, the game stops and the defending team is given a free throw from the spot where the ball did fall.

10.3 Rules 8.2.2 to 8.2.6 remain in effect even after a foul bounce.

### **Rule 11 Behavior towards Opponents, Referees and Public**

11.1 Each player, referee, coach or manager must respect the Tchoukball Charter.

11.2 A player who violates the spirit of the game through disrespectful behaviour towards an opponent, a referee, a spectator or a team-mate will receive a warning from the referee (yellow card), who can also, if he deems it necessary, expel the player.

11.3 An expelled player may be replaced.

Warnings and expulsions are noted on the match sheet.

## **For More Information**

Do not forget to visit regularly our web site at [www.tchoukballpromo.com](http://www.tchoukballpromo.com) and click "Resources" to find out tips and exercises you may need in your P.E. class.

For more information you can visit the following web sites: [www.tchoukball.net](http://www.tchoukball.net).

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