

IV. Teaching Game for Understanding International Conference, Vancouver, CA May 14- 17, 2008,

ABSTRACT: Proposal title: Physical Engagement, Social Responsibility, Enhanced Self-Confidence with TCHOUKBALL

Dr. Hermann Brandt, a sport physician, invented Tchoukball in 1970 in Switzerland. In his scientific study, Dr. Brandt made a critical analysis of today's sports, such as soccer, basketball, and ice hockey, and compared them with the unique and innovative specifications of the game of Tchoukball. Dr. Brandt demonstrated that with Tchoukball it is possible to have a team sport where there is no blocking defense or interference, which is still fast-paced and vigorous, as well as physically and strategically challenging. The main idea behind the invention of the game of Tchoukball was to give people with different levels of athletic skills an opportunity to be successful in a team sport. The concept of TEAM was very important for Dr. Brandt because of its social aspects, such as recognition by peers, self-confidence, inclusion in a social group (the team), cooperation, tolerance, and improvement through play. In this session, attendees will first learn the rules and then play the game of Tchoukball. They will then discover how to use this game for the physical, social and emotional development of their students. Participants will be introduced to the unique concept of play through Tchoukball and experience the game hands-on. With appropriate exercises, attendees will discover how learning and playing Tchoukball can lead to addressing the broad educational standards associated with physical health concepts, such as problem solving, social responsibility and behavior, care and concern for peers, enhanced confidence, and enjoyment in playing the game of Tchoukball as a lifelong physical activity. The presentation will also challenge the attendees to identify and address tactical challenges posed by the game structure. They will be asked to define strategies and skills in order to obtain effective tactics for game and game-like situations. During the interactive game session, situations will be analyzed and problem-solving propositions will be made and directly tested by the attendees. Practical applications will be discussed and demonstrated during the presentation. The attendees will discover that Tchoukball is a fantastic tool, which allows TGfU methods to be easily applied. The game comes first! Tchoukball is adaptable to the level of play of students and allows them to play successfully regardless of their skill level. More importantly, Tchoukball fosters positive social skills and increases individual self-confidence.

Target Audience: Teachers: Elementary, Secondary, Teacher Educators, and Students.

Duration of the presentation: 75 minutes

11:15 AM - 12:30 PM in OSB Gym A (1) or Fields Practical Session 1 Chair: Nyit Chin, K, NIHT, Taiwan

Presentation

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Shari Frank

["Physical engagement, social responsibility, enhanced self-confidence with TCHOUKBALL"](#)

Teachers

Workshop guidelines

Themes:

- Physical activity
- Social Responsibility
- Enhanced self-confidence

TGfU Steps are: (Bunker and Thorpe (1982), Joy I. Butler, and Barbara J. McCahan, 2005, “Teaching Game for Understanding, Theory, Research, and Practice”, *Human Kinetics*, 2005

- 1) GAME: All students are able to play the game. Ellis (1986) outlined the benefits and means of “enabling” every child to participate, regardless of skill level, by modifying such things as rules, equipment, playing areas, and group size. **NOTE: Modifying the rules of Tchoukball is not necessary because the game allows all children to participate because of the rule of non-interference.**
- 2) GAME APPRECIATION: Students learn to understand and respect the necessity of rules because they create, implement, and refine them.
- 3) TACTICAL AWARENESS: Students come to know and understand the game through solving problems as they are presented in game situations.
- 4) DECISION MAKING: Students learn to make good decisions by practicing the elements of decision making. These elements include paying attention to relevant actions (selective attention), anticipating responses by opponents, and choosing appropriate skills (those that will implement the decision most effectively)
- 5) SKILL EXECUTION: Students are motivated to learn skills because the skills are learned in context and practiced after the game is played. The skills then enhance game play performance and help students implement the chosen strategy.
- 6) PERFORMANCE: The level of student performance increases as the cycle continues

Workshop Friday, May 16th, 2008, 11:15 AM

Time	What	Comments	Who
1115-1120	Brief intro of the game	Brief Introduction of the game: Michele, Shari and program Rules of 5: Fun, Inclusive, Respect, Self-confidence, Success Make teams with the pinnies	PA
1120-1125	1: GAME (TGfU)	Introduction Rules of the Game: 5 Easy steps to introduce the game	
1125-1130	Participants	Participants play the game	SF, MD, PA
1130-1135	2: GAME APPRECIATION (TGfU)	Participants brainstorm their feelings by group (About 2 min) Introducing New Rules: 3 steps, 3 passes, point to the other team: What about 3 steps, 3 passes maximum, what about missing the frames or ball out of bounds, (think of learning by doing, increasing self-confidence) Explain why the rule of non-interference is important to the inventor. Social aspect of the team - allow players with different abilities to successfully play together, positive competition, compare skills with others without having the opportunity to modify the movement of the opponents by physical contact. Adapt the Rules, Field, Dimension of the Forbidden Zone, Points given to the other team, etc.	
1135-1140	Participants	Participants play the game with the new rules One team in offense the other in defense - switch after 2-4 min	MD, SF, PA
1140-1145	3: TACTICAL AWARENESS (TGfU)	By groups <i>Offense:</i> Questions: which shot at the Tchouk is the most efficient: centered or side shot? Long or short trajectory? High or low trajectory? When do you use the three steps - Close to the frame or middle of the court? <i>Defense:</i> Questions: How to defend the floor: Zone? How many? How many players on each zone? Standing or on the knee? How and where should the defense players go when the action is on the other side of the court?	
1145-1155	Participants	Participants play the game	SF, MD, PA

1155-1205	4: DECISION MAKING (TGfU)	<p>Game situation: Start the game after a point; after a foul, after catching the rebound (no point)</p> <p>Option: Introduce “Tag Tchouk” or “Bounce through the legs”</p> <p><i>Offense:</i></p> <p>Question: (see diagram player): I have the ball what do I do? And what are my options? I do not have the ball what do I do?</p> <p><i>Defense:</i> (see diagram player): What do I pay attention to? Where do I position myself?</p>	
1205-1210	5: SKILL EXECUTION (TGfU)	<p>By groups</p> <p><i>Offense:</i></p> <p>Questions: Which skills are needed? Mention the different kind of passes and throws at the frames? (over hand, under arm, chest past, same for shots plus side shot, jumping, running, anticipation)</p> <p><i>Defense:</i></p> <p>Questions: Which skills are needed? (anticipation, running, catching, deflection) Mention the different means to avoid a point by the other team: block the ball, deflection.</p> <p>Positive social skills: Non-interference, call your own fault, self-refereeing, respect for an opponent, play with the other versus against, adapt the shot (strong, smooth) (Tchoukball Charter)</p>	
1210-1220	Participants	Participants play the game	
1220-1225	6: PERFORMANCE (TGfU)	<p>All together:</p> <p>Does the performance of the players (the team) increase?</p>	
1225-1230	Participants	Question and Answer Period	

History

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.

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, Austria, Hungary, Italy, Korea, Hong Kong, Japan, Australia, Canada, U.S.A., Argentina, Brazil, Great Britain

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

Competences/skills needed in Tchoukball

	Game set	
	Offense	defense
Technical competences/skills basic skills	<ul style="list-style-type: none"> - Efficient throw - shoot while in the air - Catch in the air three steps and shoot 	<ul style="list-style-type: none"> - Catch the ball - Run and catch the ball in movement
Specific Tchoukball competences/skills	<ul style="list-style-type: none"> - Understand and master the rebound effect (mirror) aim, force, throw, shooter's momentum 	<ul style="list-style-type: none"> Understand and master the rebound effect (mirror) read the shooter movement and anticipate the trajectory of the ball
Tactics competences: individual comportment	<ul style="list-style-type: none"> Participate to create a favourable shoot - good positioning of self (shoot or relay) - throw the ball to a better positioned player to have a successful shoot 	<ul style="list-style-type: none"> Good positioning of self to catch the ball after the rebound - good positioning of self in relationship of the ball and team players
Tactics competences: collective/team comportment	<ul style="list-style-type: none"> Efficient occupation of the court to create a maximum of shooting opportunities 	<ul style="list-style-type: none"> Efficient occupation of the court in order to cover the floor and reduce the number of shoot opportunity of the offensive team
Tactics competences: supplementary comportment	<ul style="list-style-type: none"> Able to make the team mate involved in the game (collective vision of the game) 	<ul style="list-style-type: none"> Reading the game and ability to anticipate the actions.

Lead up game: bounce through the legs (strategies and tactics)

THEME: Bounce the ball between the legs of a teammate and score a point

OBJECTIVES: shoot and score a point based on where the defense is positioned, coordination, team work, common goal, strategy.

MATERIAL: two teams, scrimmage vest, a ball

SET-UP: define the boundaries of the playing area.

GOAL: make a point by bouncing the ball between the legs of a teammate so that it hits the floor without being caught by the defense team (same as Tchoukball)

RULES: Tchoukball rules, no interception in offense and defense, if the ball is dropped during a pass it is a turn over. After a point is scored the ball stays on the same team (this strategy allows the students to understand and practice (equalization) one job at the time offense or defense.) switch after 2 or 3 minutes if there is no ball dropped.

VARIANTE: the team which scores a point becomes defense and the other team get the ball.

NOTES:

Q: Focus on the decision making process which occur while holding the ball, pass or shoot? What are the strategies that can help to score a point?

Pose questions to offensive players

1) As offensive player with the ball: where do you throw the ball if defense is already in position?

A: to a teammate who is alone without any defense players close by.

2) Where do you go as an offensive player if you do not have the ball? How can you be useful for your teammate with the ball?

A: away from the defense players and call for the ball.

3) How can you increase your chance of scoring a point (what strategies can you use?)

A: a smooth shot are more efficient because the ball lands really quickly, difficult to catch.

A: two team mate facing each other one with the ball (player A) (at this moment the defense players positioned themselves behind player B, anticipation of the shot and the rebound). Player A makes a short pass to player B who throws the ball between the legs of player A

Pose questions to defensive players

1) As defensive player how do you position yourself?

A: positioned themselves accordingly of the position of the ball and the player on straddle

2) What strategy can you use to avoid a point?

A cover the floor behind the player on straddle who he/she is ready to have the ball to be thrown between the legs.

Let the players discover these above strategies and invent others.

Lead up game: Tchouk Tag (strategies and tactics)

Topic:

Lead-up game: passes (without interference and interceptions)

Objectives:

The player with the ball is the decision maker. She/He decides where the ball is going next.

Equipment:

1 ball; cones; 2 teams; scrimmage vests.

Set-up:

Define a rectangle or a zone (boundaries) where the players must stay and play in.

Explanations:

Players on one team make passes in such a manner that the recipient of the ball can touch, with the ball in his/her hand (without throwing the ball), their opponent (a player of the other team), and without moving (pivot is allowed). The other team cannot intercept the pass. Each time a player is touched, switch role*, the offense team become defense and vice-versa. If the ball is dropped during the pass it is a turn over

*if your students have some difficulties to switch from one job to the other (offense-defense) once a point is scored the team which scores keep the ball.

Variation:

Add another ball (difficult)

Notes:

Q1: insist Emphasize the choice made by the player who holds the ball: What factors are you using which criteria to use to make a decision? What are your thoughts when making a decision? His/her intentions?

A1: As a player with the ball, I make a pass with a teammate who is close to a player from the other team.

Q2: Emphasize insist on the choice made by the players without the ball: what do I do?

A2: As an offense player (team with the ball), I move close to a player of the other team. Make myself available to the teammate with the ball by positioning close to a player from the other team, and call the ball to receive it

A3: As a defense player (team without the ball), I move away from a player of the other team who is receiving the ball.

Basic positioning in defense

THEME: BASIC POSITIONING ON THE COURT IN RESPONSE TO THE FOUR DIFFERENT POSITIONS OF THE SHOOTER

ACTIVITY: UNDERSTAND THE BASIC POSITION OF THE DEFENSIVE PLAYERS WITH SEVEN PLAYERS

WITH WHOM : EIGHT PEOPLE

EQUIPMENT : ONE BALL, TWO TCHOUKS, TCHOUKBALL COURT

☺ EXPLANATIONS: CF: CENTER FRAME; W:WING; CC: CENTER CENTER

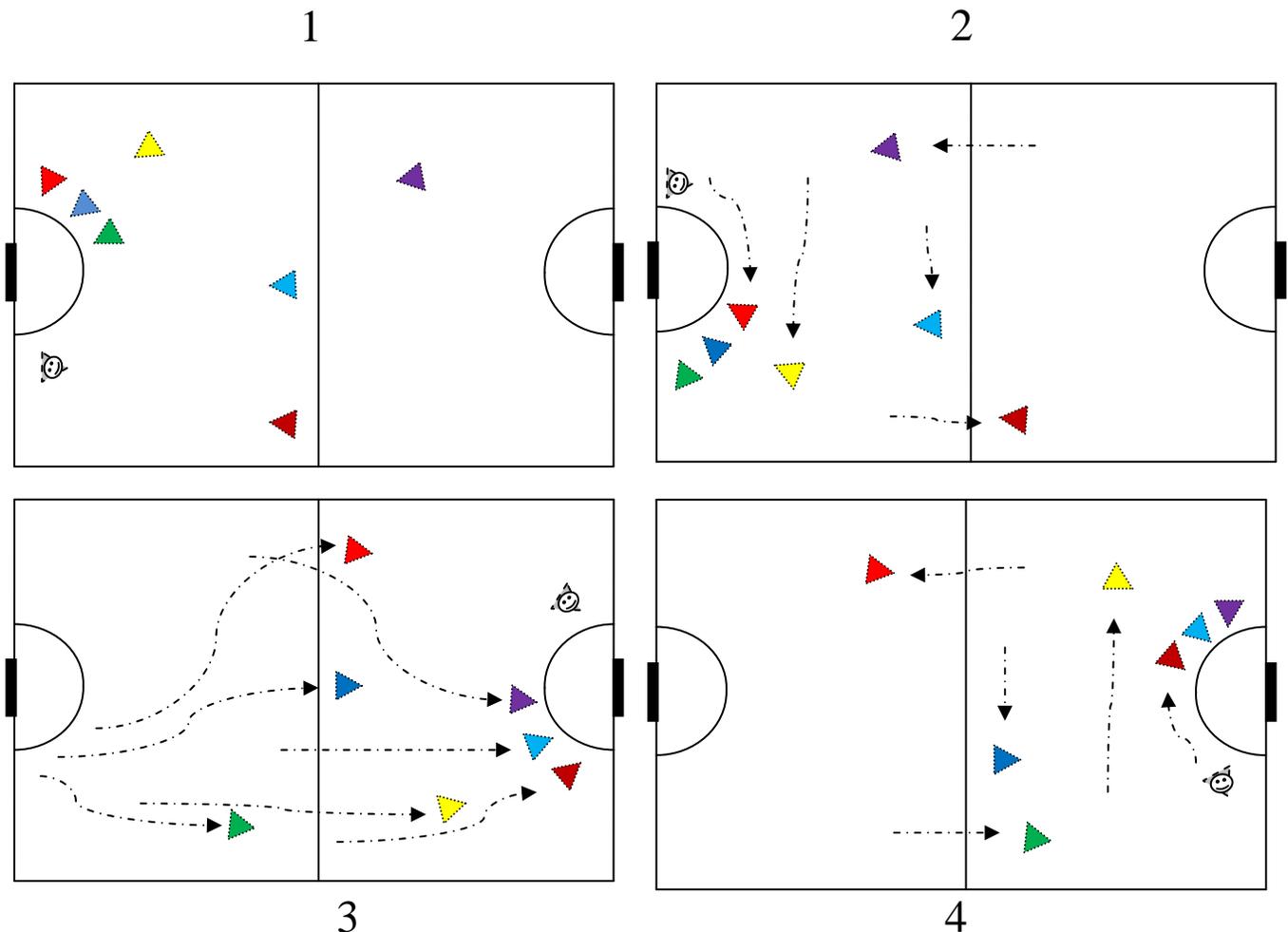
☺ PICK ONE PLAYER POSITION AND FOLLOW THE MOVEMENT OF THIS PLAYER FOR EACH SITUATION 1, 2, 3, 4.

☺ DO YOU THINK YOU WILL BE ABLE TO ASSUME THIS POSITION DURING A GAME?

☺ WHY DOES TCHOUKBALL REQUIRE ALL TEAM MATES TO DEFEND THE FLOOR?

☺ WHY ARE YOU SO IMPORTANT IN TCHOUKBALL?

☺ AND WHY CAN YOU BE SO SUCCESSFUL IN TCHOUKBALL?



OFFENSE

My team has the ball and we try to score a point

I (re)position myself to receive the ball:

- by running to a favorable position to shoot or to redirect the game by passing (/relay)
- by always being available to receive the ball
- by always adapting my movement to my team players

OR

DEFENSE

My team DOES NOT have the ball and we try to avoid a point being scored by the offensive

I (re)position myself to be ready to catch the ball after the rebound:

- by running to be on the trajectory of the ball after the rebound (anticipation of the other team movement)
- by always being ready to catch the ball
- by always adapting my movement to my team players

I receive the ball

OR

A team mate catches the ball

OR

OR

There are more passes available

It is the last pass OR my team mate shoots at the frames

My position is not ideal and there are more passes available

My position is ideal OR it is the last pass

AND

I make another pass to a team mate who has a better position than me

I shoot at the frame to score a point