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METHODOLOGICAL ASPECTS FOR BEGINNING THE GAME OF KIN-BALL

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Abstract

Aim. The purpose of the research is to outline the main steps that will help to teach and learn the game of Kin-Ball, at several age groups, in a safe and fun way

Methods. The research used the following research methods: the study of specialized literature, pedagogical observation and experimentation

Results. During the experiment of teaching Kin Ball in a correct learning environment, I learned the following types of methodical actions: Presentation explanations and introduction to the new issue, practical demonstrations, practice of some warm-up and preparation exercises, practical practice of the elements and procedures technical characteristics of kin ball and the organization of games and competitions.

Conclusions. From an organizational point of view, practicing Kin Ball can be done in a relatively simple manner, the main difficulty being related to procuring the game ball with a diameter of 1.22 meters, manufactured only in a few companies abroad. For middle school students, it is important to explain the rules of the game in a simple and accessible way. At this age, the introduction to the game can focus on a simplified form of the game, which antagonizes only two teams. At university level, it is important that students are allowed greater autonomy and freedom to experience the game, giving them opportunities to develop their own strategies and tactics. In the case of training teams that have a good command of the rules of kin ball, teaching should focus more on improving individual and team performance and developing more advanced technical and tactical skills.

Keywords: kin-ball, methodical, big ball, game in three teams

Introduction

As a result of the study of the specialized literature in the sports field, I discovered an interesting game, unique for the cultural and sports framework in Romania - the Kin-Ball game. Starting with the year 2020, the University of Pitesti succeeded in the effort to equip itself with equipment specific to this sport, with the aim of promoting this new sport in our country, which is on the rise all over the world.

Kin-Ball is a team sport created in the university environment of Quebec, Canada, in 1986 by Mario Demers, a physical education teacher. The game is sponsored by the International Kin-Ball Federation, which counts about 3.8 million participants, from Canada, USA, Japan, Belgium, France, Switzerland, Spain, Germany, Denmark, Czech Republic and Malaysia, China. The newest country added to the International Kin Ball Federation is Great Britain in 2018.

Kin Ball is a team ball game. The fundamental differences of Kin Ball from other team sports played with a ball are represented by the fact that the ball has a diameter of 1.22 meters and the game is played by three teams instead of two, as in traditional games. As in two-team games, Kin Ball contributes to deindividuation by favoring group cohesion [1]. The Kin-Ball game has an official regulation formulated by the International Kin-Ball Federation, regulation adopted by each national federation in the conduct of domestic and international competitions [4].

The team in possession of the ball is considered the attacking team. The game starts with an attacking team that will hit the ball after designating a defending team, from the other two teams participating in the game, by vocally calling its color. In the attack hit, the ball must be hit with the hands or arms, never with the feet. In the defensive action the ball can be touched with any part of the body. Designation of the defending team must begin with the statement *Omnikin!* followed by the color of the team designated to play the ball [3]. At the moment of hitting the ball the team executes the fundamental position of supporting the ball which can be described as sitting on one knee, hands supporting the ball above the head, head bent forward, chin on the chest. This position is executed by the entire team except for one member, who is designated by the team to hit the ball. This is how the attack phase is completed, the trajectory of the ball indicating the start of the defense phase executed by the team assigned to play the ball. The defending team tries to successfully control the ball, that is, to catch and fix it before it touches the field of play. In this case the defending team becomes the attacking team. If the defending team fails to control the ball, the other two teams each receive 1 point. The throw-in is done by the

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last team that did not score. A game of Kin-Ball is usually played until one team has won three innings. Each half lasts an average of 10 minutes, the duration being influenced by the evolution of the score. When a team accumulates 11 points in an inning, the third team with the fewest points must leave the court and the remaining two teams play the ball until a team reaches 13 points.

The defending teams must occupy all areas of the field after the ball has been kicked by the attacking team. Depending on the area where the ball will fall, players must catch it and cluster around it to make another shot. The kick should aim for spaces where the next defending team would have difficulty catching.

Aim

The purpose of the research is to outline the main steps that will help to teach and learn the game of Kin-Ball, in several age groups, in a safe and fun way.

Methods

The research used the following research methods: the study of specialized literature, pedagogical observation and experimentation. The documentation was carried out based on the study of the materials and regulations promoted on the website of the International Federation of Kin-Ball. Pedagogical observation was carried out based on the study of Kin Ball games, as well as training lessons held at different ages promoted by the YouTube channel. After studying the official rules of the game, I went on to experience this sport with students ($n=120$, from different departments of the University of Pitesti, in the discipline of Physical Education and Sport, as well as in extracurricular activities such as the Freshman Camp Project. Feedback received it was a positive one, with the students declaring themselves delighted with the satisfaction offered by practicing Kin Ball, as well as with the novel situations offered by it.

After the positive experience developed at the university level, I experienced teaching Kin Ball with high school and gymnasium students (grades VII-VIII), participants in sports activities subordinated to the School Otherwise Program.

Results

In the framework of the multiple experiments, we first of all tried to create a correct learning environment, structured on the following stages:

a. Introduction: Lessons with new groups always started with an introduction to the game and the main basic rules. In this sense I have explained the objectives of the game, the basic rules as well as the game strategies. Also at this stage we made sure that the students clearly understood the rules and strategies so that Kin Ball could be played correctly and safely.

b. Practical demonstrations: From the very beginning we used practical demonstrations, in which we also introduced students who had previous contact with kin ball. During the demonstrations we focused on the main technical elements of Kin Ball, namely the position of the team in supporting the ball before hitting, hitting the ball and catching it, all in accordance with the rules of the game. I constantly encouraged the students to observe carefully and ask questions for better understanding and easier learning.

c. Warm-up and preparation exercises: Before starting the actual game, we made sure that the students performed warm-up and preparation exercises to avoid injuries. On this occasion we encouraged the students to perform stretching exercises, cardiovascular warm-ups and specific exercises to improve the coordination and muscle strength needed to play Kin-Ball.

d. Practice: After the students were prepared and warmed up, I encouraged them to practice the game, at first in two teams and only after about three lessons to practice it in three teams.

e. Games and competitions: After the students have acquired the basic skills and know the rules of the game, we resorted to organizing games and competitions between different teams. We have always made sure that the games are fair and that all teams have a chance to win. We also continuously encouraged sportsmanship and fair play during the game.

Discussions

In the presentation of the game, the main rule of the Kin-Ball game must be emphasized: "There is no contact between players." This should be clearly explained by the fact that players are not allowed to touch, push or hit other players during the game. This rule is intended to prevent injuries and ensure fair play between teams.

If the organizers have enough balls and equipment, the students can be divided into smaller groups and try to play with each other. Very important for these situations is providing feedback as they play so that they can improve their game while also learning how to play correctly.

Exercises for learning the fundamental position:

- from sitting, at the sound signal sit down in the basic position;
- from running, at the sound signal, sit down in basic position;
- from running, the players get together in groups of four and sit down in a fundamental position;
- moving to a fixed point and quickly settling in the fundamental position;
- four players in the corners of the field run and sit in a fundamental position in the center of the field;

• two players hold the ball in the center of the field, two others run from the corners of the field and sit in a fundamental position;

Exercises for learning the attack phase:

- The players are not arranged around the ball, one player at a time is called by the coach to hit the ball;
- Passes between two teams, all the players of the teams hit the ball in turn;
- Three players set up in the center of the field in fundamental position, the fourth runs from the corner of the field and hits the ball;
- Three players set up in the center of the court in a basic position, the fourth runs from the corner of the court, enters the basic position while another player hits the ball.

Exercises for learning the defense phase:

- The players arranged in the four quarters, at the sound signal, they group around a teammate designated by the coach;
- The coach kicks the ball in one direction, one of the teams called by the coach must catch the ball and sit in the fundamental position;
- The players arranged in a line at the center of the field run to the four corners of the field and sit in a fundamental position in the circle;
- Passes between two teams each in their own half of the field, catching and passing into the opponent's field;
- The same exercise with four teams each on a quarter of the field.



Figure 1. Introductory lesson



Figure 2. Learning the fundamental position when hitting the ball



Figure 3. Team positioning for the start of the game



Figure 4. Positioning of the team in defense



Figure 5. Hitting the ball in play



Figure 6. Team positioning when catching the ball

Conclusions

During the experiment of teaching Kin Ball in a correct learning environment, I learned the following types of methodical actions: presentation explanations and introduction to the new issue, practical demonstrations, practice of some warm-up and preparation exercises, practical practice of the characteristic technical elements and procedures kin ball and the organization of games and competitions.

From an organizational point of view, practicing Kin Ball can be done in a relatively simple manner, the main difficulty being related to procuring the game ball with a diameter of 1.22 meters, manufactured only in a few companies abroad. The pitch, clothing and ball inflator can also be sourced locally. The scoreboard must include the representation of three teams and can be constructively adapted from a traditional table.

The teaching or initiation of the Kin-Ball game can be adapted according to the age of the students, taking into account the following methodological differences [2]:

For middle school students, it is important to start with simple exercises and explain the rules of the game in a simple and accessible way. Role playing and movement games can be integrated into teaching to make the learning process more fun and interesting. As technical means, the initiation can be focused on organizing the collective into two groups face to face, learning to hit the ball, the kneeling position of supporting the ball by the team and catching the ball that is hit by the opponent. At this age, the introduction to the game can focus on a simplified form of the game, which antagonizes only two teams. At university level, it is important that students are allowed greater autonomy and freedom to experience the game, giving them opportunities to develop their own strategies and tactics.

In the case of training teams that have a good grasp of the rules of Kin Ball, teaching should focus more on improving individual and team performance and developing more advanced technical and tactical skills.

Depending on the level of physical development and abilities of the students, the game and exercises can be adapted accordingly. For example, for younger students, lighter and smaller balls can be used to improve coordination and fine motor skills. It is important to ensure that exercises and games are adapted to be appropriate for the fitness and physical condition level of the students. For example, for pupils/students who are not used to physical exercise, the lesson should prioritize appropriate warm-up and stretching exercises. In general, it is important to adapt the teaching of the Kin-Ball game according to the age and level of physical and cognitive development of the students, so that they can learn and enjoy the game in an appropriate and effective way.

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