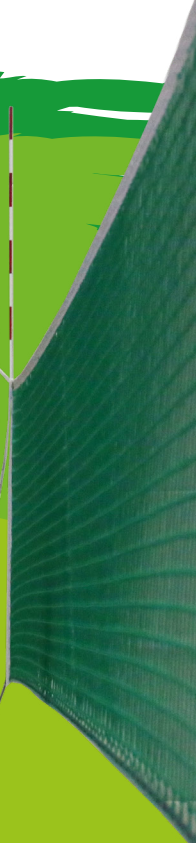




**CND**  
DAS NETZWERK FÜR INDIACA  
IM CVJM DEUTSCHLAND

# INDIACA

in secondary school



## Introductory words - Indiacaca in school

Indiacaca is a dynamic team sport and belongs to the net sports. Unlike most ball sports, Indiacaca does not use a classic ball, but a large shuttlecock (called „the Indiacaca“ or „the Indiacaca ball“) that can be played with the flat of the hand. The game shares many similarities with volleyball. Two teams, separated by a net, try to hit the Indiacaca into the opponent’s court so that it touches the ground or the opposing team can no longer play it back. Teams consist of five players each and may play the Indiacaca a maximum of three times in a row.

Among ball-over-net games, the sport of Indiacaca is characterized by its ease of learning, multiple possible variations, as well as its variable sporting design and objective. This makes Indiacaca ideal for use in physical education classes and groups with a high degree of heterogeneity. Indiacaca has many advantages that contribute significantly to the development of young people in physical education, including:

- Promoting motor skills such as coordination, reaction, concentration and jumping
- Fast performance development of a group, due to its easy learnability and a low inhibition threshold
- Being suitable for mixed and heterogeneous groups (coeducation)
- Having low risk of injury due to it being a non-contact sport
- Promoting fair sportsmanship and teammanship

**The goal of this booklet is to enable every physical education teacher, to prepare and conduct successful Indiacaca lessons for students in secondary school.**

In this booklet, the **framework** for successful Indiacaca sports instruction, the **rules** of the game and **basic techniques**, as well as two exemplary **lesson plans** are presented. There are four lesson plans each for students aged 10-13 and for students from 14 and above. Special attention was paid to a playful in-game learning and simple teaching combined with a high number of repetitions. In addition, **teacher tips** make the implementation of the lesson plans simple and creative.

## Development of Indiacaca

The Cologne sports teacher, Karlhans Krohn, recognized the potential of the sport in 1936, when he discovered the original form, called „Peteca“, in South America before later developing it into its current form in Germany. Indiacaca spread fast in church youth work and in the Young Men’s Christian Association (YMCA), which also organized the first German championships in 1968. Since then Indiacaca has been played as a team sport in parts of Germany and was later also offered by the German Gymnastics Federation (DTB). The International Indiacaca Association was founded in 2000 and has organized World Championships as well as (youth) World Cups every four years since 2001. Since the founding of the YMCA Indiacaca Network Germany (CIND) in 2018, Indiacaca enthusiasts throughout Germany have organized themselves into five specialist groups to promote the sport of Indiacaca in the YMCA Germany.

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This booklet can be downloaded from our homepage and is also available via e-mail or Instagram in printed version for free.



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## YMCA Indiacca Network Germany

The YMCA Indiacca Network Germany (CIND) was founded in 2018 and tries to promote Indiacca across, not only as a leisure sport, but as a competitive sport also. We want to build a network of people with an interest in Indiacca, to recognize their personal strengths and weaknesses in sports as well as promote togetherness and make people curious about an active faith.

Everything we do is done by volunteers, who demonstrate commitment, enthusiasm and passion for the game. With that being said, costs are incurred in various places. Those who like us and our work are welcome to support us financially through our website:

[www.cvjm.de/indiacca-spenden](http://www.cvjm.de/indiacca-spenden)



Financial Support

All further information on the general structure and working methods, as well as on our other projects and topics, can be found on our homepage. The latest news are published in our newsletter several times a year - it's best to subscribe directly!



The "Indiacca suitcase" is aimed at schools and youth groups who want to try Indiacca without wanting or being able to invest right away. Therefore, you can borrow the Indiacca suitcase free of charge and get started right away.

Further information can be found at the end of this booklet. For specific inquiries, please send an email to [indiacca@cvjm.de](mailto:indiacca@cvjm.de).

At Indiacca-Shop you get tournament quality Indiaccas at the best price. Discounts are already available from just a few pieces. So stop by, order and spread the word!

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Indiacca-Shop

You have found errors or have comments about the structure, content or layout? Then help to make the next edition even better and easier to understand. The volunteer authors also appreciate praise and thanks! We would be happy to receive an e-mail at [indiacca@cvjm.de](mailto:indiacca@cvjm.de) or a message on social media.

Thank you and best regards,

**Fabian Pfitzner**

Head of the YMCA Indiacca Network Germany



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## 1. General conditions for a successful sports lesson

### What material is needed for an Indiaca sports lesson?

For a successful introduction to the sport of Indiaca, a high number of repetitions is important. Therefore, this booklet is designed to provide one Indiaca ball for every two players. We recommend the “Indiaca Tournament” model, which has very good flight characteristics, replaceable springs and is ideal for use in schools.

In addition, a net or a taut string is needed to divide the playing courts. It is suitable for school classes to stretch a net or string lengthwise in the sports hall. Moreover, Indiaca can be played not only indoors, but also outdoors on a grass or beach court when there is little wind and no rain.

### How should you handle the Indiaca ball?

To ensure a good trajectory of the Indiaca in the long term, the Indiaca must be handled with care. To prevent wear and breakage of the red Indiaca springs, the Indiaca balls are held only by their yellow cushion and the black connecting piece - also called the trumpet - and played exclusively by hand.

### How many players are needed?

This booklet is designed to provide an introduction to Indiaca with a school class. However, since Indiaca can be played in a wide variety of forms (chapter 5), it is possible to play with as few as two people and to carry out most of the lesson plans (chapters 6 and 7) with groups of at least four to about 30 players.

## 2. Playing court and synopsis of the rules

### 2.1 The court

The court measures 16 m x 6.10 m and is divided by a center line into two halves of 8 m x 6.10 m each. In most sports halls, lines of the volleyball court (18 m x 9 m) in combination with other lines, e.g. of the badminton court (13.40 m x 6.10 m), can be used as court boundaries. To get started with Indiaca, however, it is a good idea to stretch a net or string lengthwise in the sports hall for the first few sports lessons (chapters 6 and 7) and thus keep the playing courts smaller.



**Teacher's tip:** It is also possible to stick on playing court boundaries using special adhesive tape.

### 2.2 Synopsis of the rules

- (1) The Indiaca may be played with the hand and the forearm including the elbow. Any contact with another part of the body counts as a fault.
- (2) The Indiaca may not be touched twice in a row by the same player.
- (3) The height of the net is between 2 m and 2.35 m, depending on the age and playing class. For students up to age 13, a net height of 2 m and for students from age 14 a net height of 2.20 m is recommended.
- (4) A rally is initiated by the serve, which is hit behind the baseline of the playing court. The Indiaca must fly over the net without touching it.
- (5) The Indiaca may be touched up to three times within a team before it must be played over the net. Between these passes the Indiaca may touch the net and be played on.
- (6) The outer lines as well as the center line shall each count as part of the playing court.

(7) If the Indiacca is played over the net by a team in such a way that the Indiacca falls to the ground inside the opponent's playing court, this team receives a point. If the Indiacca falls on the ground outside the opponent's playing court, the opposing team receives a point. If a team does not succeed in passing the Indiacca over the net with a maximum of three touches, the opposing team receives one point.

(8) A fault by one team always means a point and the right to serve for the other team. If there is a change of the right of service, the serving team rotates one position clockwise.

(9) When playing over the net, the defending team may attempt to block the Indiacca. The serve may not be blocked. A block touch is not counted in the three possible touches and the player who touched the Indiacca during the block may play again afterwards.

(10) When playing at the net, no part of the body may touch the net or reach over or under it. This also includes that the net or the center line may not be crossed with the foot. It counts as crossing if a part of the foot is no longer on the center line, but extends beyond the center line into the opponent's court.

If the sport Indiacca is introduced in a school class, the rules should be adapted to the respective level of play.

The official rules for tournaments and championships are available at [www.cvjm.de/indiaca](http://www.cvjm.de/indiaca)

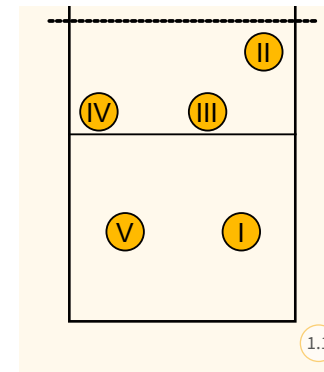


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## 3. Basic techniques

### 3.1 Positions and game idea

Similar to volleyball, one can categorize the basics of Indiacca in passing, receiving, blocking and attacking techniques. With regard to the tasks and positions a distinction is made between the players in the front court or three-meter area (II, III and IV) and back court or rear area (I and V) (Fig. 1.1). While the two players in the back court are mainly concerned with receiving and defensive tasks, the three players in the front court are mainly concerned with blocking and offensive tasks. The front row positions are usually occupied by one setter (II) and two attackers (III and IV).



With limited switching options and constant rotation when the right of serve is changed, players must be able to play different positions and take on different roles. After the serve, the positions can be changed, however, in this case, restrictions imposed by the rules apply (e.g. players from the back (I and V) are not allowed to block or attack from the three-meter area).

The basic goal is to achieve a calm build-up during the game within one's own team with high - and thus also slow - passes due to the flight characteristics of the Indiacca. Depending on the positional and attacking variant played, more speed can

be introduced through faster and flatter passes. The aim of the attack is to place the Indiacca in the opponent's court by hitting it as hard and/or as precisely as possible. It must be considered that, due to the flight characteristics, the steepest possible angle (short trajectory) of a hit is more promising, since the Indiacca always slows down with a longer trajectory.

You can also find visual material on our  YouTube-channel



YouTube

### 3.2 Overhand pass

The overhand pass is one of the two most important techniques in Indiacca.

In preparation for the overhand pass, the player moves to the expected playing position in active readiness. The movement should be completed as far as possible before playing the Indiacca. During contact with the Indiacca, the player should ideally be standing behind the ball in a stride step position. The legs are about hip-width apart, with the foot on the striking side about a foot's length behind the other foot. In this position, the weight is balanced on the front foot and the hitting arm and legs are slightly bent. The shoulder is brought back to the side of the hitting arm in a slight lunging motion (Fig. 2.1). During the stroke, the shoulder is then brought forward again and the striking arm and the rest of the body goes into extension (Fig. 2.3). The Indiacca is hit with the palm of the hand in the area of the middle hand/finger, with the fingers of the hitting hand slightly spread apart to shape a shell-like form (Fig. 3.0). To play a pass over a longer distance, the player can intensify the lunging motion of the shoulder and arm, the full-body extension, the speed of movement and the use of force.



### 3.3 Underhand pass

The underhand pass is the second important technique in Indiacca. In addition to its use in general reception, this technique is also used more often in the area of defense. Even if many beginners find the overhand pass much easier at the beginning, this technique should by no means be neglected, as corresponding situations for the use of the underhand pass occur often as well. Likewise, utilizing the underhand pass necessitates that the player moves

in preparation for the stroke to be in a ready position in the direction of the corresponding playing position and completes this movement before touching the Indiacca. The trajectory of the Indiacca should fly to the side of the thigh on the side of the hitting hand. Similar to the overhand pass, the player stands in a stride step position (legs hip-width apart) during contact with the ball, with a slightly clear step position towards the hitting hand. Again, the legs and the hitting arm are slightly bent, with the hitting arm brought behind the body and the shoulder slightly back on the hitting side (Fig. 3.1). The striking arm is brought forward in a pendulum motion (Fig. 3.2).



With regard to the hitting zone in the palm and the hand position, there are no changes compared to the overhand pass (Fig. 3.0). Longer passes can be achieved with the underhand pass by a clearer and/or quicker backswing of the hitting arm.



### 3.4 Serve

At the beginning of each rally, the Indiacca is put into play by the so-called serve, i.e. the player in the serving position (position I) hits the Indiacca from behind the baseline into the opponent's half of the court. When executing the serve, it is important to remember that throwing the Indiacca is a fault and therefore the serve must be made directly from ball held.

### Underhand serve (standard):

In the starting position, the athlete stands in a slight hip-width stride position. For right-handed athletes, the left foot is in front. The body weight is initially distributed on both feet and the Indiacas are held with two to three fingers on the trumpet (black connecting piece) slightly to the right of the body. It is below hip level and the springs point in the direction of impact, while the yellow cushion points backwards towards the impact arm/hand. The arm is then moved past the body into a backward lunging motion with the legs slightly bent (Fig. 4.1). As the arm swings forward, the body weight is subsequently also shifted towards the front leg (Fig. 4.2). By extending the rear leg, the swing movement is additionally strengthened. When hitting the Indiacas, the flat palm of the hand is hit against the cushion so that the Indiacas flies in an upward motion in the direction of the opponent's half of the court (Fig. 4.3). The movement described above is mirrored for left-handers. To get additional momentum into the overall movement, the athlete can also take one introductory step. However, it must be considered that the serve takes place behind the baseline.



### Overhand serve (advanced):

The overhand serve is an alternative to the underhand serve and can also be learned quickly by older students. Figures 5.1 to 5.3 show this technique. Particular attention should be paid to a slightly upward teeing motion in order to achieve an upward trajectory and successful play over the net. Furthermore, it is important to play directly from the hand and not to throw the Indiacas.



## 3.5 Attack

The attacking stroke is the most forceful way to put the opponent on the spot with a hard, fast or placed finish and score a direct point. When learning this technique, it is important to combine three parts of the overall movement in a fluid sequence. The attack is divided into **run-up**, **jump** and **punching movement**.

At the beginning of the movement sequence, the player is usually in the typical ready stance just behind the 3 m line and initially moves into the 3 m space with one or two upbeat steps (Fig. 6.1).

In order to reach the highest possible height for the attack, the second part of the run-up is continued with a long planting step to the take-off point (Fig. 6.2). The player should be behind the Indiacas. In the movement, the player first touches down with the heels and the arms are brought parallel upwards to the back with a double arm swing. In the process, the body's center of gravity shifts slightly backward.

The next part of the movement is the so-called side step, which is set slightly turned in next to the foot of the supporting leg (Fig. 6.3). In right-handers, this last step is often performed with the left foot, i.e. after the right leg has been planted, the left foot follows and is placed slightly turned in front of the planted foot. For left-handers, the movement is mirror-inverted. The body's center of gravity shifts downward with the goal of achieving a pretension of the leg muscles for the jump. The subsequent jump, which should be executed with as much speed and as explosively as possible, is further enhanced by swinging the arms forward and upward.



The impact arm is then bent behind the head and the opposite arm is fixed slightly above the shoulder. The torso is placed in bow tension and is slightly twisted in the direction of the impact arm (Fig. 6.4).

Just before touching the Indiacca, first the elbow of the hitting arm is first brought forward in a quick, powerful motion. Subsequently, the player's forearm is brought forward in a whipping motion with the palm open. The arm is almost stretched and hits the Indiacca from behind at the top. The player achieves the final impulse on the Indiacca by actively folding the wrist above the Indiacca. The slight twisting of the torso is dissolved and the player lands with both legs slightly in front of the jumping point. In the best case, the player manages to time his run-up and jump in such a way that he hits the Indiacca at the highest point of his jump.



In addition to the frontal attack stroke, there are other variants for completing the attack.

These include

- the short tip, where the Indiacca is played just behind the block,
- the long tip, where the Indiacca is played behind the defensive line shortly before the baseline,
- the turning and wrist shots, which is done in order to better play around the block by changing the angle, and other trick shots.

Due to the complexity of the entire movement sequence, the attacking stroke is one of the most difficult techniques to learn and therefore usually requires many practice repetitions until the goal is achieved.

### 3.6 Block

The easiest way to intercept a fast, hard opponent's attack is to stop it directly at the net with a block. Whether one, two or all three players of the attacking line are used depends on the respective tactics and the effectiveness of the opponent's attack.

When blocking, the player is in close proximity to the net. The body is aligned frontally in the direction of the net. The upper and lower arms are positioned at an angle of approx. 90° in front of the body so that the hands are above the head, with the palms facing forwards. In this position, the player expects the attack, observing the opponent's movement and considering possible variants of the attack (Fig. 7.1). The objective is to recognize the position of the attack as early as possible and then to get to the expected jumping-off point as quickly as possible. The movement to the jumping off point is done by lateral steps or cross steps.

The jump should be executed with both legs from a medium-low body position, whereby the arms can be added for support via arm swing. If the arms are used actively, this should be done close to the body so as not to hinder the teammate during the block (Fig. 7.2). The aim is to bring the palms of the hands upwards with the fingers slightly apart next to each other as an extension of the net (Fig. 7.5). The player jumps off after the attacker with a slight delay so that he has brought his hands to the appropriate height/position shortly after the attacker's stroke (Fig. 7.3). When blocking, it is not allowed to touch the net nor to cross the center line with any part of your body, not even in the air (Fig. 7.4).



## 4. Warm-up games for and with Indiaca

### 4.1 Ten ball

**Material:** 1 Indiaca

**Procedure:** The players are divided into two teams of equal size and spread out mixed in a playing field. At the beginning, the Indiaca is thrown into the playing field and the team that receives the Indiaca now tries to throw the Indiaca to itself ten times. The number of Indiacas caught is counted aloud. If ten consecutive throws are successful, the team receives one point. If the Indiaca falls to the ground in between throws, the count starts again from the beginning. If the Indiaca is caught by the opposing team, they now try to throw the Indiaca to each other ten times. After scoring each point, the opposing team receives the Indiaca.

**Goal:** The team that has the most points after a certain time wins. Alternatively, the team that reaches a predetermined number of points first wins.

**Variation:** Instead of throwing the Indiacas to each other, players are only allowed to pass the Indiaca with a precise serve.

### 4.2 Zombie ball

**Material:** 2-3 Indiacas

**Procedure:** In this game, it is every man for himself. At the beginning, all players spread out on the playing field and the Indiacas are thrown in. As soon as a player gets hold of an Indiaca, he becomes the hunter and tries to throw the Indiaca at other players. The hunter is only allowed to run three steps with the Indiaca in his hand. After each throw, the Indiaca ball is free again for each player, whereby only the hitting cushion and the black connecting piece may still be touched. If a player is hit by a chaser, he stands at the edge of the playing court until his chaser has also been thrown.

**Variation 1:** Alternatively, instead of waiting at the edge of the court, a strengthening or co-ordination exercise can be performed (e.g. air squat or push-up). Only after the successful completion of the exercise may the player return to the game.

**Variation 2:** Thrown Indiacas may be deflected (and caught) with the flat of the hand, this touch then does not count as a hit and the Indiaca becomes free again for each player.

### 4.3 Field clearance

**Material:** 10-20 Indiacas

**Procedure:** The playing field consists of two halves of the field of equal size, in each of which the same number of Indiaca balls are placed. Two teams of equal size are formed and assigned to the respective half of the field. The teams try to keep their own half of the field free of Indiacas by playing them into the opponent's field. The game starts with a whistle and ends after any amount of time with a final whistle. The team that has fewer Indiaca balls in its own field at the time of the final whistle wins.

**Variation:** The Indiaca balls must be hit into the opponent's half of the field with a correctly executed serve.

### 4.4 Rescue catch

**Material:** 2-3 Indiacas

**Procedure:** At the beginning, two players from the group are designated as catchers. The group of remaining players are given the Indiacas. The catchers have the task of catching the players in the group. However, a player cannot be caught if he/she is holding an Indiaca in his/her hand. Thus, the players of the group try to throw the Indiacas to each other in such a way that they cannot be caught by the catchers if possible. However, players who are successfully caught become catchers. The game ends when only as many players as Indiacas are left in the game. Then a new round starts with new catchers.

## 5. Game forms

### 5.1 Game form 1+1

In the game form **1+1 (one with one)**, two players face each other (usually separated by a net or a taut string) and try together to achieve as many successful passes in a row as possible. The distance between the two players is between 3 m and 6 m, depending on the level of play and the hitting power. No court boundaries are required for this form of play.

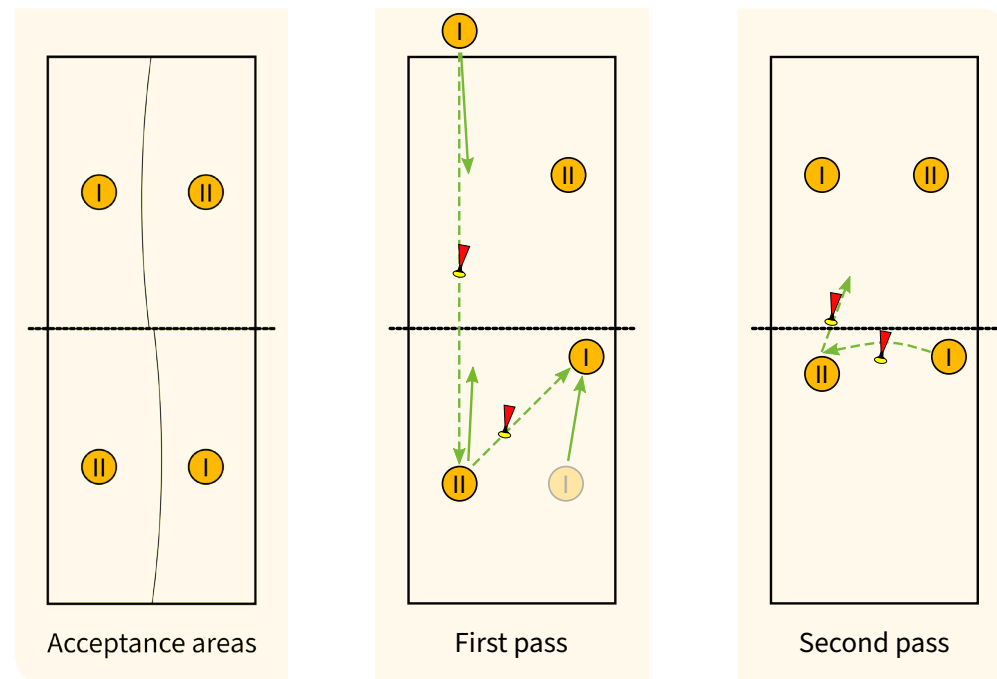
### 5.2 Game form 1:1

In the **1:1** form of play (**one against one**), two players face each other separated by a net or a taut string and try to play the Indica into the opponent's court in such a way that they score. For this form of play, court boundaries are required and an overall court size of approximately 6 m x 3 m is recommended.



### 5.3 Game form 2+2

In the game form **2+2 (two with two)**, two teams of two face each other separated by a net or a taut string and try to achieve as many passes as possible with the help of a **situation-based attacking game**. In this form of the game, positional play with reception areas and a build-up of play through three ball contacts is made possible for the first time. For this form of play, court boundaries and an overall court size of approximately 8 m x 4 m are recommended.

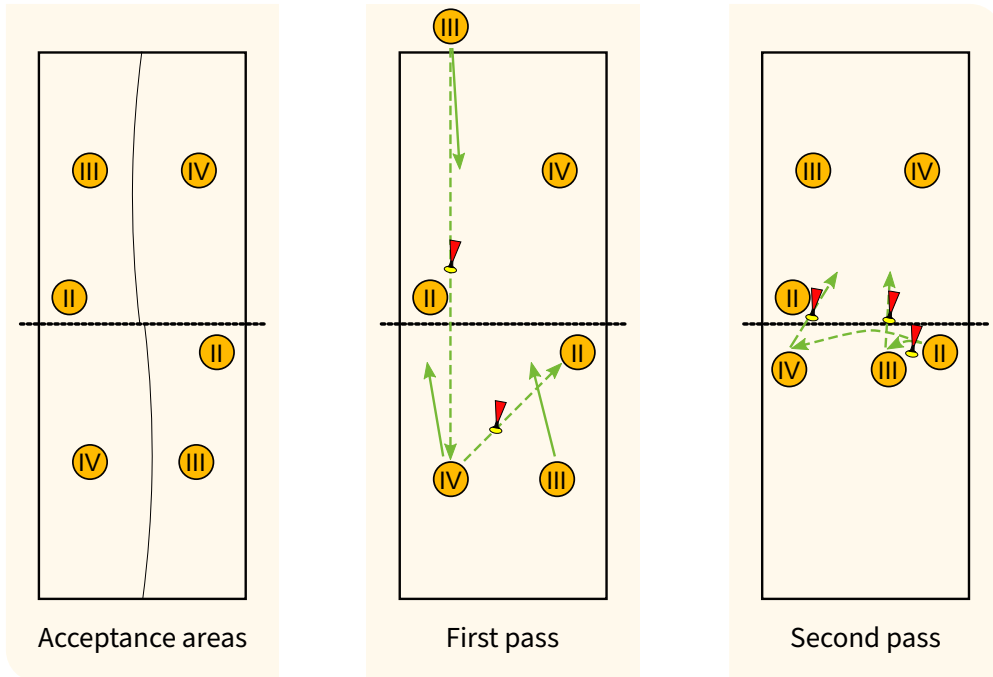


### 5.4 Game form 2:2

In the **2:2** form of play (**two against two**), two teams of two face each other, separated by a net or a taut string, and each tries to score with the help of a **situation-based attacking play**. For this form of play, court boundaries are required and an overall court size of approximately 8 m x 4 m is recommended.

### 5.5 Game form 3+3

In the game form 3+3 (**three with three**) two teams of three face each other separated by a net or a taut string and try to achieve as many passes as possible with the help of a **positional attacking game**. In this form of play, the special role of player II (setter) becomes clear for the first time through positional play. As a rule, the setter always receives the second ball and passes the Indica ball parallel to the net to player III or IV so that they can make an attacking stroke. For this form of play, court boundaries and an overall court size of approximately 8 m x 4 m are recommended.



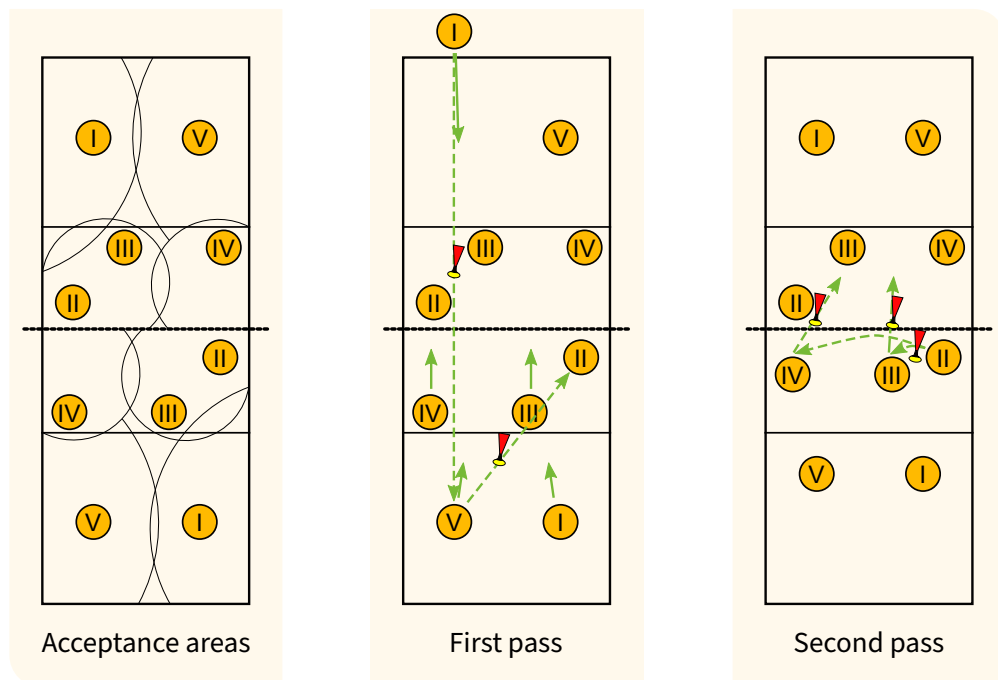
### 5.6 Game form 3:3

In the 3:3 form of play (**three against three**), two teams of three face each other separated by a net or a taut string and each tries to score with the help of **positional attacking play**. For this form of play, court boundaries and an overall court size of approximately 8 m x 4 m is recommended.



## 5.7 Game form 5:5

The game form **5:5 (five against five)** is the official game form played at tournaments. In this form of play, players I and V in the back court mainly perform receiving and defensive tasks. Player I also performs the serve from outside the court. The players in the front row mainly take on attacking and blocking tasks, with Player II having the special role of setter. As a rule, the setter always receives the second ball and passes the Indica parallel to the net to player III or IV so that they can make an attacking stroke. The team that wins the rally is awarded a point and the right to serve. If a team wins back the right to serve, the players of this team rotate clockwise one position further.



## 5.8 Canadian-Style

If a game is played in Canadian-style mode, only the last Indica ball played must be played into the opponent's side of the court directly. All Indica balls before that may be caught accordingly and passed within the own team with the help of the basic technique of the serve.

## 5.9 Tournament mode Kaiserball

In the tournament mode, Kaiserball, all teams play against each other simultaneously on hierarchically sorted playing courts. After a game duration of 2 to 5 minutes, the winning teams move up one court and the losing teams move down one court. In the event of a draw, a decision point is played out. This always results in new match pairings, in which teams play against each other again. Each team tries to reach the hierarchically highest court - the emperor court - by advancing. You cannot move up from the emperor court, just as you cannot move down from the hierarchically lowest court.

## 5.10 Rounders

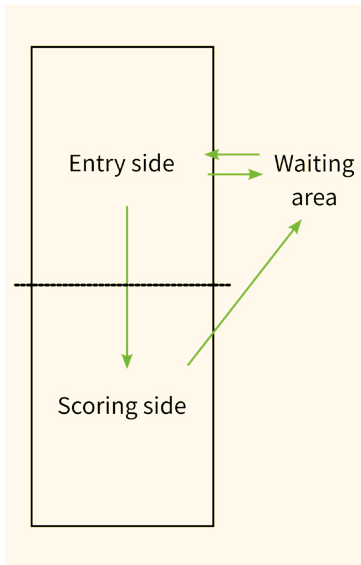
For Rounders, the same number of players line up in a row on each half of the playing court. The player at the front of the line plays the Indica into the opposite half of the court by touching it once and then lines up in the opposite half of the court. If a player does not manage to play the Indica successfully into the opposite half of the court or makes a mistake, he is eliminated from the round. The last two players play out the so-called final before all players enter a new round again.

**Variant 1:** Alternatively, Rounders can be played with teams of two and with playing the Indica three times in the team.

**Variation 2:** In order to achieve a smooth flow with beginners, the condition can be introduced that the Indica must be played "nicely" to the opponent's base position. If the Indica is passed uncleanly or if this results in a mistake by the next player, the player is eliminated from the round. The teacher takes over the function of the referee.

## 5.11 Norwegian game form

In the Norwegian game form, a normal playing court for three teams at the same time is used. The number of people per team can be freely chosen between two and five. The general rules apply with two exceptions. First, there is no need to rotate positions after winning the right to serve, and second, there is no need to wait for the opposing team to be in position when serving. The goal is to score ten points as a team. When a team reaches seven points, it is obliged to announce this loudly to the others. Each team is required to count its own points. The two sides of the court are the “scoring side” and the “entry side”. In addition, there is the “waiting area”, which is located next to or around the court.



At the beginning, the teams are randomly distributed to the three areas. The team that is in the “waiting area” enters the “entry side” as soon as one of the two teams on the court scores a point.

If the team on the “entry side” wins a rally, then it moves to the “scoring side”; however, if the opposing team scores a point, then the team must move from the “entry side” to the “waiting side.”

If the team scores a point on the “point side”, it may count this point towards its score. Points can only be scored on the “scoring side”. However, if the opposing team wins the rally, then the team must move from the “scoring side” to the “waiting side”.

## 6. Series of lessons: Introduction of Indiacaca for students aged 10-13

No prior knowledge or experience with Indiacaca is necessary for the double lessons developed here for the introduction of the sport of Indiacaca for students aged 10-13. During these four double lessons the students learn the basic techniques of Indiacaca (serve, overhand and underhand pass) and can apply them in the game form 2+2, 2:2, 3+3 and 3:3 in a team.

All warm-up games and game forms listed in the following double lessons are explained in detail in the separate chapters 4 and 5.

### 6.1 Double lesson 1: Get to know Indiacaca

#### Learning objectives::

**In the first double lesson, the sport of Indiacaca is introduced, the handling of the game ball Indiacaca is trained and the basic techniques of serving as well as the overhand and underhand pass in the game form 1+1 are learned.**

#### Presentation of the sport Indiacaca:

The sport Indiacaca is introduced to the class and a first overview of the upcoming lessons is given.



**Teacher tip:** For the longevity of the Indiacaca balls, the correct handling of the balls is taught right at the beginning. In particular, to keep the wear of the red Indiacaca springs low and thus also ensure a good trajectory of the Indiacaca in the long term, the Indiacaca balls are only held by their yellow cushion or the black connecting piece and played exclusively with the hands.

#### Warm up game: Zombie ball

In order to familiarize the students with the Indiacaca ball and its flight behavior, the warm-up game Zombie ball is ideal. With this warm-up game, the inhibition threshold of the Indiacaca is lowered from the beginning and the introduction to the new sport is facilitated.

### Free play: Indiacas hold up

For a playful introduction to the sport of Indiacas, the students are given the task of passing the Indiacas to each other as often as possible in the game form 1+1 (without a net) without the Indiacas falling to the ground. The maximum number of passes is counted by each student.



**Reflection phase:** Was it difficult to hit the Indiacas and pass it to each other? How could the Indiacas be played (overhanded/underhanded)?

### Introduction of the basic techniques: Underhand serve and underhand pass

The basic techniques of underhand serving and passing (chapter 3) are taught to the entire class. The teacher first explains the techniques for right-handed and left-handed players and then demonstrates them with a selected student in the game form 1+1.

Afterwards, the students practice these two basic techniques over a net or a taut string in the game form 1+1. At the beginning, the Indiacas are played, caught and returned by the students only through serves executed within the playing court. Following on from this, the Indiacas can now be played back once after the serve with the help of the underhand pass. After a short phase, the students will have internalized these basic techniques and the basic technique of the overhand pass can be introduced.



**Teacher tip:** For the game forms 1+1, 1:1, 2+2, 2:2, 3+3 and 3:3, a net stretched lengthwise in the sports hall is suitable, or preferably several. For the game forms 2+2, 2:2, 3+3 and 3:3, it is also advisable to have boundaries around the playing court. Any lines of other sports can be used for this purpose. In most sports halls, half badminton courts with a width of 3.05 m are suitable for this purpose, which are limited to a length of 4 m by the side line of the volleyball court.

### Introduction of the basic technique: Overhand pass

The basic technique of the overhand pass (chapter 3) is also first explained by the teacher for right- and left-handed players and then demonstrated with a selected student in 1+1. Afterwards, the students practice this basic technique in the game form 1+1 over a net. Once again, after a precise serve, the Indiacas are merely played back once with the help of the overhand pass and caught. Once the students have internalized this basic technique, the students try to achieve as many passes as possible with all the basic techniques they

have learned in the game form 1+1. For the subsequent reflection, the maximum number of successful passes is again counted by the students.



**Reflection phase:** When was which basic technique used? And why? How did the maximum number of successful passes change during this sports lesson?

## 6.2 Double lesson 2: The training of the basic techniques

### Learning objectives:

In the second double lesson, the focus is on consolidating the basic techniques. This includes the movement to the Indiacas with the use of the correct basic technique, as well as improving the precision of the pass. In addition, the game form 1+1 is expanded to the game forms 2+2 and 2:2 with a situation-based attacking game.

### Warm up game: Rescue catch

With the warm up game of rescue catch, students acquaint themselves with the flight characteristics of the Indiacas and begin to act and communicate as a team.

### Playing: Game form 1+1

The three basic techniques of serve, overhand and underhand pass are repeated together with the students. Afterwards, these basic techniques are practiced in different variations of the game form 1+1 over a net or a taut string, since the number of repetitions and thus the learning success is highest in this game form.

### Variants for general improvement of basic techniques:

- Only the serve and the underhand pass are allowed.
- Only the serve and the overhand pass are allowed.

### Variants to improve the precision of the pass:

- The students line up at a distance of 1 m from the net (the taut string) and pass the Indiacas to each other underneath the net.
- The students pass the Indiacas to each other, but one of the students stands in a gymnastic hoop and may not leave it with both feet.

### Motivating pass variations:

- The maximum number of successful passes is counted. To assign new match pairs, students can line up in ascending order according to their number of successful passes and assign them starting from the outside, so that students with better and worse scores are matched as new pairs.
- The net or string is stretched at an angle in terms of height (running from 1 m to 2.5 m) and the students count their successful passes again. Afterwards, the pairs of players who remain the same assign themselves to the ascending net height according to their number of passes.

### Free game: 2+2

The students are given the task of creating as many successful rallies as possible with the opposing team in the game form 2+2. Playing Indica three times within their own team is introduced to the students as a suitable build-up game.



**Reflection phase:** Did collusion errors occur during the build-up game? How can these be prevented? In general, collusion errors can be avoided by (obligatory) calling “I” before receiving the ball.

### Introduction: Game form 2+2

After the free game 2+2, the game form 2+2 is now introduced in detail to the whole class and the basic set-up with the corresponding reception areas as well as the situational attacking game are discussed. The teaching content of this form of the game is best explained in a practical way with four students as examples on a playing court. Then the students first play in 2+2 Canadian style and can apply the basic techniques they have learned. Once the game structure with the three touches per team has been internalized by the students, they can move on to the normal 2+2 game form.

### Free game: 2:2

Finally, the students play against each other for the first time in the 2:2 game form, developing game procedures and tactics independently to score against each other. Here, too, the game can initially be played in Canadian style.



**Reflection phase:** How does the game differ in the game forms 2+2 and 2:2? How is the Indica played into the opponent’s court to score a point? (Exploiting free spaces)



**Teacher tip:** In the game forms 1+1, 1:1, 2+2, 2:2, 3+3 and 3:3, the learning success of the students often increases noticeably if the game pairings are changed regularly. The regular change of the game pairings can always be realized independently of the game form, by rotating the students of one side of the court by one court on announcement.

## 6.3 Double lesson 3: Playing in a team

### Learning objectives:

**In the third double lesson, the focus is on playing as a team in the 3+3 and 3:3 form of play. In addition to the situational attacking game from the 2+2 and 2:2, the positional attacking game is now also introduced.**

### Warm up game: Field clearance

With the warm-up game field clearance, the basic techniques learned in the previous double lessons are picked up in a playful way.

### Playing: Game form 2+2

Students will play in the 2+2 Canadian-style game format with mandatory three games within their own team, reviewing basic techniques and situational attacking play.

### Free game: 3+3

The students are given the task of creating as many successful rallies as possible with the opposing team in the 3+3 game form. Playing three times within their own team is obligatory.





**Reflection phase:** How does the game differ in the game forms 2+2 and 3+3? The teacher leads the discussion on positional attacking play and the special role of the setter.

**Introduction: Game form 3+3**

After the free play in 3+3, the game form 3+3 is now introduced in detail to the entire school class and the basic set-up with the corresponding reception areas as well as the position bound attacking game are discussed.

The teaching content of this form of the game is best explained in a practical way with six students as an example on a playing court. Then the students first play in the 3+3 Canadian style and can apply the basic techniques they have learned. Once the positional attacking game has been internalized, the students can move on to the normal 3+3 game form.

**Free game: 3:3**

Finally, the students play against each other in the game form 3:3. Here, too, the game can first be played in Canadian style.



**Teacher tip:** Each game form can be played in Canadian style. This allows the level of difficulty to be adjusted individually to the ability of the students. In addition, the Canadian style can also be graded by only allowing the catching of the reception (first ball contact).

## 6.4 Double lesson 4: Playing in tournament mode Kaiserball

### Learning objectives:

In this double lesson, the students further develop their team play through the tournament mode Kaiserball in different game forms. Intrinsicly, this tournament mode already ensures internal differentiation and the students learn how to deal with victory and defeat in match pairs of similar performance levels.

**Warm up game: Ten ball**

Ten ball in its simple variant, in which the Indiaca is thrown and caught, is an agile warm-up game with the Indiaca.

**Playing: Game form 1+1**

At the beginning, the students play in the game form 1+1 with all the learned basic techniques.

**Introduction: Game form 2:2 Tournament mode Kaiserball**

The tournament mode is introduced to the entire school class in the game form 2:2. Then the teams of two are randomly assembled, assigned to the playing courts and the tournament begins.

**Game form: 3:3 Tournament mode Kaiserball**

In new randomly arranged teams of three, the game form 3:3 is now played in the tournament mode Kaiserball.



**Teacher tip:** In the game forms 2:2 and 3:3 in the tournament mode Kaiserball, the students can demonstrate all their acquired skills. So this lends itself well to student observation for feedback and grading. This does not preclude allowing Canadian style.

## 7. Series of lessons: Introduction of Indiacaca for students from age 14

For the four double lessons elaborated here for starting Indiacaca from age 14, no previous knowledge or experience of Indiacaca is necessary. The students learn the basic techniques of Indiacaca (serve, overhand and underhand pass, attack, block) and are able to apply them in a wide variety of game forms in teams of up to the official Indiacaca game form 5:5.

All warm-up games and game forms listed in the following double lessons are explained in detail in chapters 4 and 5.

### 7.1 Double lesson 1: Getting to know Indiacaca

#### Learning objectives:

**In the first double lesson, the sport of Indiacaca is introduced, the handling of the Indiacaca and the basic techniques of serving as well as the overhand and underhand pass in the game form 1+1 are learned.**

#### Introduction of the sport Indiacaca:

The sport of Indiacaca is introduced to the school class and a first overview of the upcoming lesson content is given.



**Teacher tip:** For the longevity of the Indiacaca balls, the correct handling of the balls is taught right at the beginning. In particular, to keep the wear of the red Indiacaca springs low and thus also ensure a good trajectory of the Indiacaca in the long term. The Indiacaca balls are only held by their yellow cushion or the black connecting piece and played exclusively with the hands.

#### Warm up game: Zombie ball

To familiarize the students with the Indiacaca ball and its flight behavior, the warm-up game Zombie ball is a good choice. With this warm up game, the inhibition threshold of the Indiacaca is lowered from the beginning and the introduction to the new sport is facilitated.

#### Free game: Indiacaca hold up

For a playful introduction to the sport of Indiacaca, the students are given the task of passing the Indiacaca to each other as often as possible in the game form 1+1 (without a net) without the Indiacaca falling to the ground. The maximum number of passes is counted by each student.



**Reflection phase:** Was it difficult to hit the Indiacaca and pass it to each other? How could the Indiacaca be played (overhanded/underhanded)?

#### Introduction of the basic techniques: Underhand serve and underhand pass

The basic techniques of underhand serving and passing (described in detail in Chapter 3) are taught to the entire class. The techniques are first explained by the teacher for right-handed and left-handed players and then demonstrated to the rest of the class with a selected student in the game form 1+1.

Afterwards, the students learn these two basic techniques in the game form 1+1 over a net or a stretched string. At the beginning, the Indiacaca is played, caught and returned by the students only through serves executed within the playing court. Following on from this, the Indiacaca can now be played back once after the serve with the help of the underhand pass. After a short phase, the students will have internalized these basic techniques and the basic technique of the overhand pass can be introduced.



**Teacher tip:** For the game forms 1+1, 1:1, 2+2, 2:2, 3+3 and 3:3, a net stretched lengthwise in the sports hall is suitable, or preferably several. For the 2+2, 2:2, 3+3 and 3:3 forms of play, court boundaries are also recommended. Any lines from other sports can be used for this purpose. In most sports halls, half badminton courts with a width of 3.05 m are suitable for this purpose, which are limited to a length of 4 m by the side line of the volleyball court.

#### Introduction of the basic technique: Overhand pass

The basic technique of the overhand pass (chapter 3) is also first explained by the teacher for right-handed and left-handed players and then demonstrated with a selected student in 1+1.

Afterwards, the students practice this basic technique in the game form 1+1 over a net. Once again, after a precise serve, the Indiacaca is merely played back once with the help of

the overhand pass and caught. Once the students have internalized this basic technique, the students try to achieve as many passes as possible with all the basic techniques they have learned in the game form 1+1. For the subsequent reflection, the maximum number of successful passes is again counted by the students.



**Reflection phase:** When was which basic technique used? And why? How did the maximum number of successful passes change during this sports lesson?

## 7.2 Double lesson 2: The training of the basic techniques

### Learning objectives:

In the second double lesson, the focus is on consolidating the basic techniques. This includes the movement to the Indiacaca with the use of the correct basic technique as well as the improvement of precision when passing. In addition, the game form 1+1 is expanded to the game forms 2+2 and 2:2 with a situation-based attacking game.

#### Warm up game: Rescue catch

With the warm up game rescue catch, students reacquaint themselves with the flight characteristics of the Indiacaca and begin to act and communicate as a team.

#### Playing: Game form 1+1

The three basic techniques of serve, overhand and underhand serve are repeated together with the students. Afterwards, these basic techniques are practiced in different variations of the game form 1+1 over a net or a taut string, since the number of repetitions and thus the learning success is highest in this game form.

#### Variants for general improvement of basic techniques:

- Only the serve and the underhand pass are allowed.
- Only the serve and the overhand pass are allowed.

#### Variants to improve the precision of the pass:

- The students line up at a distance of 1 m from the net (the taut string) and pass the Indiacaca to each other underneath the net.
- The students pass the Indiacaca to each other, but one of the students stands in a gymnastic hoop and may not leave it with both feet.

#### Motivating pass variations:

- The maximum number of successful passes is counted. To assign new match pairs, students can line up in ascending order according to their number of successful passes and assign them starting from the outside, so that students with better and worse scores are matched as new pairs.
- The net or string is stretched at an angle in terms of height (running from 1 m to 2.50 m) and the students count their successful passes again. Afterwards, the consistent pairs of players are assigned to the ascending net height according to their number of passes.

#### Free game: 2+2

The students are given the task of creating as many successful rallies as possible with the opposing team in the game form 2+2. Playing Indiacaca three times within their own team is introduced to the students as a suitable build-up game.



**Reflection phase:** Did collusion errors occur during the build-up game? How can these be prevented? In general, collusion errors can be avoided by (obligatory) calling “I” before receiving the ball.

#### Introduction: Game form 2+2

After the free game in 2+2, the game form 2+2 is now introduced in detail to the entire school class and the basic set-up with the corresponding reception areas as well as the situation-based attacking game are discussed. The teaching content of this form of the game is best explained in a practical way with four students as examples on a playing court. Afterwards, the students first play in 2+2 Canadian Style and can apply the basic techniques they have learned. Once the game structure with the three touches per team has been internalized by the students, it is possible to move on to the normal game form 2+2.

#### Free game: 2:2

Finally, the students play against each other for the first time in the 2:2 game form, developing game procedures and tactics independently to score against each other. Here, too, the game can initially be played in Canadian style.



**Reflection phase:** How does the game differ in the game forms 2+2 and 2:2? How is the Indiacaca played into the opponent’s court to score a point? (Exploiting free spaces)



**Teacher tip:** In the game forms 1+1, 1:1, 2+2, 2:2, 3+3 and 3:3, the learning success of the students often increases noticeably if the game pairings are changed regularly. The regular change of the game pairings can always be realized independently of the game form, by rotating the students of one side of the court by one court on announcement.

## 7.3 Double lesson 3: Attack and block like the pros

### Learning objectives:

In this double lesson, the students learn the basic techniques of attacking and blocking by applying them within the positional attacking game forms of 3+3 and 3:3. In addition, the tournament mode Kaiserball is introduced. Intrinsicly, this tournament mode already ensures internal differentiation and the students learn to deal with victory and defeat in match pairings of similar performance levels.

#### Warm up game: Ten ball

Ten ball in its simple variant, in which the Indiacas are thrown and caught, is an agile warm-up game with the Indiacas.

#### Free game: 3+3

The students are given the task of creating as many successful rallies as possible with the opposing team in the 3+3 game form. Playing three times within their own team is obligatory.

#### Introduction: Game form 3+3

The 3+3 form of play is introduced in detail to the entire class and the basic set-up with the associated receiving areas as well as positional attacking play are discussed. The teaching content of this form of the game is best explained in a practical way with six students on a playing court as an example. Then the students first play in the 3+3 Canadian style. Once the positional attacking game has been internalized, the students can move on to the normal game form.

#### Introduction of the basic technique: Attack

The basic technique attack (Chapter 3) is introduced to the whole class by the teacher ex-

plaining the focus on the run-up with planting step for right- and left-handed players.

Afterwards, the students try to play the attacking stroke in the game form 3:3 in Canadian style. It is obligatory that each player of a team has one contact with the ball. In this way, the build-up game - consisting of receiving, setting and attacking - is clearly structured among the players.



**Reflection phase:** What is the best way to defend against an attacking blow?

#### Introduction of the basic technique: Block

The basic technique block (chapter 3) is introduced by the teacher to the whole class and then used by the students in the game form 3:3 in a playful way.

#### Introduction: Game form 3:3 Tournament mode Kaiserball

Finally, the 3:3 form of play in the tournament mode is introduced to the entire school class. The teams of three are put together randomly and assigned to the playing courts.



**Teacher tip:** In the 3:3 game form in the tournament mode Kaiserball, the students can demonstrate all the skills they have worked on. This is therefore well suited for observing the students to give feedback and grades.

## 7.4 Double lesson 4: Playing like the pros

### Learning objectives:

In the final double lesson, students learn the 5:5 game form, which is the official game form of Indiacaca. In this challenging game form, the students learn to communicate and organize themselves in a larger team.

### Warm up game: Ten ball

The warm up game of ten ball is played in the variant that the Indiacaca no longer has to be thrown between the players, but has to be delivered by a precise serve.

### Playing: Game form 1+1

The students practice the game form 1+1 and use the basic techniques of serve, underhand and overhand pass. The game form 1+1 is also used in club sports, because it allows a high number of executions of the basic techniques like no other.

### Game form: 3:3 Tournament mode Kaiserball

First of all, a small tournament will be held in the well-known game form 3:3 in the tournament mode Kaiserball.

### Introduction: Game form 5:5

The 5:5 form of play is introduced to the entire school class. It is a good idea to explain the formation and reception areas with five players on a court in a practical way. In particular, the rotation system and the special role of the setter are discussed in detail. First, the students play in 5:5 Canadian style, before switching to the normal game form 5:5. The 5:5 form of play can then also be played in tournament mode Kaiserball.



**Teacher tip:** To play the 5:5 game with an entire school class, the three badminton courts in most sport halls are suitable in conjunction with a lengthwise stretched net or string.

## 8. Authors



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## Indiaca suitcase

The “Indiaca suitcase“ is aimed at schools and youth groups that would like to try Indiaca but do not have their own Indiaca and do not have an Indiaca group nearby. Therefore, we offer corresponding schools, clubs and groups to borrow balls together with useful information and practical additional materials from us free of charge. The exact framework conditions and arrangements can be discussed individually. For further information and concrete inquiries please send an e-mail to [indiaca@cvjm.de](mailto:indiaca@cvjm.de).

Even if the “Indiaca suitcase“ doesn’t fit your context at the moment, keep it in mind and tell others interested about it.



## You can find us on Instagram

We as an Indiaca network would like to further connect the Indiaca community. This happens not only through tournaments, personal contacts and the like, but also through Instagram. There you can find all news, insights into tournament events and everything that happens in the Indiaca network. So, follow, like, share and link us on your Indiaca posts. We’ll be happy to repost your Indiaca content!

**By the way:** we also made sure that there are Indiaca-GIFs - have you discovered them yet?





**C**  **ND**

**DAS NETZWERK FÜR INDIACA  
IM CVJM DEUTSCHLAND**