

Kyle Leffel

Team Handball

Standards and Performance Objectives (Part 2)

**A. Cognitive Standard**

-IN Standard 2: TSW demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of Team Handball.

- *Cognitive Performance Objective*: TSW understand the rules, skills, and strategies of Team Handball by taking a written test and passing it with a minimum of 70% accuracy (7.2.1).

**B. Affective Standards**

-IN Standard 5: TSW exhibit responsible personal and social behavior that respects the self and others in Team Handball.

-IN Standard 6: TSW value physical activity for health enjoyment, challenge, self-expression, and/or social interaction.

-*Affective Performance Objective*: TSW complete ten passes in a row to one another. (7.5.2, 7.6.3).

**C. Psychomotor Standards**

-IN Standard 1: TSW demonstrate competency in motor skills and movement patterns needed to perform in Team Handball.

-IN Standard 3: TSW exhibit a physically active lifestyle

-IN Standard 4: TSW achieve and maintain a health enhancing level of physical fitness.

-*Psychomotor Performance Objectives*:

1. TSW will demonstrate dribbling with the right then left hand by successfully dribbling to half court with their left hand then switching hands at half court and dribbling the rest of the way without losing the ball (7.1.1).

2. TSW demonstrate the bounce pass by successfully passing to a partner from 8-10 ft away at least 6 out of 8 times(7.1.1,7.3.1,7.3.2).

TSW demonstrate the hook pass by successfully passing to a partner from 8-10 feet away at least 6 out of 8 times (7.1.1,7.3.1,7.3.2).

TSW demonstrate the chest pass by successfully passing to a partner from 8-10ft away at least 6 out of 8 times (7.1.1,7.3.1,7.3.2).

TSW demonstrate the shovel pass successfully by passing to a partner from 8-10 ft away at least 6 out of 8 times(7.1.1,7.3.1,7.3.2).

TSW demonstrate the overhead pass by successfully passing to a partner 8-10 ft away 6 out of 8 times(7.1.1,7.3.1,7.3.2).

TSW demonstrate the close hand off by the partners running by one another and completing a hand off (7.1.1,7.3.1,7.3.2).

3. TSW demonstrate the ground pass by successfully passing to a partner from 20-25 ft away at least 8 out of 10 times (7.1.1,7.3.1,7.3.2).

TSW demonstrate the jump pass by successfully passing to a partner from 20-25 ft away 8 out of 10 times (7.1.1,7.3.1,7.3.2).

TSW demonstrate the shoulder pass (baseball throw) by successfully passing to a partner from 20-25 ft away 8 out of 10 times (7.1.1,7.3.1,7.3.2).

TSW demonstrate the side-arm pass by successfully passing to a partner 20-25 ft away 8 out of 10 times (7.1.1,7.3.1,7.3.2).

4. TSW demonstrate the shoulder pass shot by successfully shooting into a goal with no goalie 8 out of ten times(7.1.1,7.1.2,7.3.1,7.3.2).

TSW demonstrate the jump shot by successfully shooting into a goal with no goalie 8 out of 10 times(7.1.1,7.1.2,7.3.1,7.3.2).

TSW demonstrate the underhand shot by successfully shooting into a goal with no goalie 8 out of 10 times(7.1.1,7.1.2,7.3.1,7.3.2).

TSW demonstrate the reverse shot by successfully shooting into a goal with no goalie 8 out of 10 times(7.1.1,7.1.2,7.3.1,7.3.2).

TSW demonstrate the side throw by successfully shooting into a goal with no goalie 8 out of 10 times(7.1.1,7.1.2,7.3.1,7.3.2).

TSW demonstrate the lob shot by successfully shooting into a goal with no goalie 8 out of 10 times (7.1.1,7.1.2,7.3.1,7.3.2).

### **Motor skills to be taught:**

#### 1. Dribbling

#### 2. Passing and Catching

##### A) Short distance passes

- Bounce
- Close hand off
- Hook
- Chest (push)
- Shovel (scoop)
- Overhead (two hands)

##### B) Long-distance passes

- Ground (roller)
- Jump
- Shoulder (baseball)
- Side-arm

#### 3. Shooting

- Shoulder pass shot
- Jump shot
- Dive shot
- Underhand shot
- Reverse shot
- side throw
- lob shot
- penalty shot (describe rules)

### **Skills Analysis and Drills (part 3)**

Motor skills: Dribbling, catching, passing, and shooting.

#### **Dribbling**

Dribbling is a technique used to advance the ball forward and backward by one person at a time. Dribbling is just like a basketball dribble but a player can move three steps after the ball has been picked up.

Key teaching points:

- Keep head up, be able to dribble with either hand.
- Protect the ball with the body and open hand in front.
- Dribble with fingertips and wrist, push the ball not slap
- Dribble with right hand when going right, left hand when going left

#### **Catching**

An accurate throw will result in an accurate catch. Catching is used to receive a pass immediately from when the ball is still in motion. This allows the player catching the ball to quickly maintain control of the moving ball.

Key teaching points:

- Keep eye on ball the whole time it is coming
- Catch ball with two hands whenever possible, fingertips spread
- Elbows flexed, body relaxed, while meeting the pass to absorb impact of ball
- After catching the pass, the player should be ready to dribble, pass, or shoot.

#### **Passing**

Passing is the most important skill in team handball. It allows teams to advance the ball quickly to set up scoring opportunities. The fundamentals are similar to those in basketball.

Key teaching points:

- When making the throw shift body weight from back to front foot
- Step forward with the leg opposite of the throwing arm
- Snap the wrist upon the release of the ball, using fingertips to control the path of the ball
- Select the right pass for the right situation

**Short distance passes:**

*The bounce pass:* Ball should be thrown so it bounces on the ground at least 3 feet in front of the receiver.

*The close hand-off:* Handing the ball to a teammate in close situations, usually around the goal.

*The hook pass:* A pass that goes over the head of the defender. This pass is just like shot a “hook shot” in basketball. The ball is released as high into the air as possible during a jump.

*The shovel pass:* Tossing the ball underhand to a teammate

*The overhead pass:* Primarily used when a player is throwing the ball back in if it went out of bounds and is usually done by using two hands. Bring the ball over the head to make the throw.

**Long distance passes:**

*The ground pass (roller):* When no other passing lane is open between teammates the player might roll the ball on the ground. A ground pass can also be made when there is a scramble for the ball on the floor and a quick pass to a teammate is needed.

*The jump pass:* Jumping to see above a defender’s head and making a shoulder pass or baseball throw at the peak of the jump.

*The shoulder pass (baseball):* Throwing the ball like a baseball. The only difference is that the player is not actually gripping the ball. The player must let the ball rest in the hand with a flexed wrist and the fingertips must cover as the much of the surface of the ball as possible.

*The side-arm pass:* Similar to a shoulder pass but instead the ball is brought back to the side of the body and forward then released .

**Shooting**

Shooting is the main technique for attacking the goal for a score in team handball. It requires accuracy, and the right amount of power to be successful. Teams must be patient in waiting for the perfect opportunity to shoot and score.

Key teaching points:

- The shooter must have a good shooting angle, where they can aim for the most vulnerable spaces in the goal: the high and low corners
- The momentum of the shooter should always be forward/perpendicular to the goal
- Shoulder pass is the most common shooting technique
  - The ball is held behind the head to hide it from the goalie
  - The non-shooting arm is in front of the body to maintain balance

- The shot is released with a snap of the wrist and right off the fingertips for follow through.

### **Specific shooting techniques:**

*The jump shot:* The use of shoulder throws at the height of a jump to get ball over defenders. Body momentum is all directed toward the goal.

*The dive shot:* This shot involves diving toward the goal and releasing the ball at the last possible second towards the mouth of the goal.

*The underhand shot:* The side arm throw is used in this motion. The right-handed thrower turns the left side of the body toward the goal. For increased power, a crossover step is used with the push off coming from the rear foot. This shot has a low trajectory with a continuous follow through.

*The Reverse Shot:* This shot is used to fake out the defender in front of the player who is blocking the shooting lane. A strong fake is made to one side of the defender like the player is going to shoot around them. Then the hand with the ball in it, along with that same foot crosses over body to the other side to make a backhand throw.

*The side throw (twister):* This shot is just like a reverse shot but without the fake to one side. This shot is usually done when the player is closer to the goal area because it is a relatively weak one.

*The lob shot:* This shot is used when the goalie has to come out to challenge the player's shot and the player just lobs the ball over the goalie into the goal. The most important aspect of this shot is the timing.

*The penalty shot:* A throw that is taken at the 23 foot line away from the goal. The goalie can move within only 10 feet of the penalty line and the penalty shooter cannot move their feet or touch the line until the ball is thrown. The ball cannot be thrown until the referee blows the whistle, at that point the shooter has only 3 seconds to shoot. The shoulder and side throw are the most common shooting techniques for penalty shots.

## **Drills and Lead-up Activities**

### **Dribbling**

1. Dribble Tag (Byle, 2004, p. 113)

Each player has a ball. The designated area is half court on the basketball court. One player is the "it" player, they have a basketball and a pool noodle. All other students dribble around the half court and try not to get tagged by the noodle, if they do get tagged they are it and they get the noodle.

2. Dribble Relay (Clanton, 1997, p.39)

There are 2 teams. Both teams make a line 15-20 meters away from a wall. The wall has a 1 meter-square box taped out on it for each line. Six meters from the wall is a taped line parallel

to the wall on the floor. The first player on each team dribbles to the 6-meter line, shoots at the wall target, retrieves the rebound of the shot, and dribbles back to the next player in line. First team to hit the target three times, wins.

### **Passing (Bounce and Shoulder) and Catching**

#### 1. Partner Passing on the move (Wissel, 2004, p. 26)

Each student will have a partner and one ball per partner group. Each partner group will start across from each other (10 ft) and side step to the other side of the court. Using the shoulder pass first, then the bounce pass when coming back.

#### 2. Bull in the Ring (Wissel, 2004, p. 35)

There are five players on offense and one on defense. The five are on the outside making a circle around the one defender. The defender is the bull in ring that tries to deflect the passes from player to player around the circle.

#### 3. Pass and defend (Wissel, 2004, p. 34)

There are two lines about 12 ft apart facing each other. The first player in one of the lines has a ball and can make two dribbles, makes a bounce or shoulder pass to the player that is facing them in the other line. Once the pass is made that player follows their pass and defends the player trying to make a pass to the other line.

### **Shooting (Shoulder and Jumpshot)**

#### 1. Set shot practice (Clanton, 1997, p. 53)

The goal shape is taped onto a wall, as well as 4 corner boxes in the goal. The players will stand 12 meters away from the goal, run up to the 9 meter mark and shoot. They will practice both the shoulder and jump shot.

#### 2. Catch, three steps, then jump shot (Clanton, 1997, p. 55)

The player will receive a pass from a teammate at the point between half court and the 3 pt line. That player will then take three steps toward the 3pt line, then execute a jump shot.

#### 3. Half Court 3 vs. 2 (Clanton, 1997, p. 59)

The court is split in half, so this way the players are using only one side of the court, thus they will have to make better shot selections in their attack. Object is to find the open player with the best shot selection.

### Warm-Up/Fitness Activity Descriptions

#### “Swamp Monster” (Byl p. 22)

Ten to fifteen gymnastic mats are spread out in a designated area, far apart enough to where the students can move between them. When the music begins, the students will move with a specific locomotor pattern throughout the mats without touching them. If a student loses their balance and touches a mat then they have to do a short exercise on that mat to get free (10 pushups, 10 jumping jacks, etc.). Once the music stops they all have to try and get onto a mat by themselves.

#### “Continuous Scooter Tag” (Byl p. 26)

There is one scooter per player (players lying on their stomachs). Designate one color of scooter to be “it.” If an “it” tags a player from the other team, then they switch scooters and the player who got tagged becomes the “it.” During the exchange, those players cannot get tagged, and the new “it” cannot tag that same person right after. Play continues for a designated time.

#### “Front of the Class” (Byl p. 17)

There is a designated square area made by cones or the lines on a basketball court. The students line up in a single file line parallel to on one side of the square. The students begin jogging around the square still in the line. The student in the back of the line breaks off from the line and runs to the front, while the entire line is still moving. Once that student makes it to the front and continues jogging with the entire line, the next person in the back does the same thing. Once everyone gets back to their original positions, start “Front of the Class: Weave.”



“Everybody’s It Frozen Tag” (Byl p. 35)

Players spread out in a designated area. Two players are it and when the teacher says “Go” the game begins. If a player is tagged by the “it” then their feet become frozen to the ground. As the “its” are running around freezing players and they get tagged by a frozen player in passing, then the “it” becomes frozen and the person who was frozen becomes the “it.”

Exercise Stations (from class)

Make 6 stations around the gym and have a designated exercise for each station. Stations 1: Any type of leg stretch. Station 2: Jumping Jacks or line jumping. Station 3: Crab walk down, bear crawl back (10feet). Station 4: Jump Rope. Station 5: Torso and upper body stretch. Station 6: 20 sit ups, 10 puss-ups. Each station will last 2 minutes long. This warm-up is repeated every Monday.

“Popcorn” (Byl p. 20)

Have a bin of bean bags in the center circle of the basketball court. One player is in the circle next to the bin (the popcorn maker). All other players are on the outside of the circle and cannot go inside the circle at any time. The object of the game is for the popcorn maker to empty out the bin by throwing out only one bean bag at a time one right after the other. This person must throw the bags outside the circle but keep them within the basketball court. All the others must try to keep the bin as full as they can by lightly tossing the bags that the popcorn maker throws out. If the popcorn maker gets tired or empties out the bin for even a second, then designate a new popcorn maker.

### Line Tag (from class)

Every player must move on any line on the basketball court. They cannot jump from line to line.

Two players are designated to be it and they can only move on the lines as well. If a player is tagged then they must jog off of the court and do a short exercise (12 jumping jacks, 12 sit-ups, etc.). Once they are done they can move back onto a line and continue.

### “Exercise Relay” (Byl p. 46)

Split group up into 2-4 teams depending on the size of the group. Each group forms a single file line. 10 meters in front of each groups line is a spot marked where the exercise takes place.

The first person in the line will move to the spot using an assigned locomotor movement pattern, and then will choose an exercise from the list that is located at the spot. That person will do 10 reps of the exercise, the rest of the team will join him in the exercise. Once the ten reps are completed that person move back to the end of the line and the next person in line goes to the spot to do 10 reps of a different exercise. Once everyone goes to the spot and the last person runs back to the group and everyone sits down, that team wins the relay.

### “Custodian Relay” (Byl p. 44)

The students will be split into 2-4 teams depending on the number. Each team will have a towel. Each team will start at the baseline of the basketball court. The first person in line will have the towel on the ground and push it with both hands to half court and back. Once that person gets back the next person in line will do the same thing. Once everyone goes and is back to the line, they must all sit in a circle with the towel in the middle to complete the relay. The first group to do this is the winner.

### “Balance Tag” (Byl p. 36)

All the players are spread out in the designated area. Each player has a bean bag on their head and balance must be maintained throughout the game. Three players are it and they have bean bags on their heads as well. If a player is tagged they must put their bean bag on the floor and freeze in that spot. To get unfrozen, another player must come over to them and carefully hand them their bean bag from off the floor without their own bean bag falling off. If their bean bag falls off while they are trying to unfreeze a classmate, then they must freeze in that spot and leave their bag on the floor. Once a player gets their bag back in their hands, they can put it back on their head and continue moving.

“Circle Relay” (Byl p. 38)

The group is split up into equal teams. Each group makes a circle where they are all arms-length apart. Designate player one in each circle and then count off in order. When the relay starts, player 1 will run around the entire circle and when they get to player 2, player 2 will do the same thing (player one will take player two’s spot). When the relay gets back around to player one and everyone has gone, the relay will start over with 2 legged hopping. Once the group is finished going around for that second time, they must all sit down to win the relay.

“Continuous British Bulldog” (Byl p. 30)

The basketball court will be the designated area. Two players are it and stand in the middle of the court. Everyone else is standing on the baseline. When the “its” yell “British Bulldog!” everyone on the baseline tries to run to the other baseline without getting tagged. If a player is tagged then they become another “it.” The players on the baseline can be chosen by the color of their clothes, eyes, and/or hair by the “its.”

“Dribble Tag” (Byl p.113)

Each player has a ball. The designated area is half court on the basketball court. One player is the "it" player, they have a basketball and a pool noodle. All other students dribble around the half court and try not to get tagged by the noodle, if they do get tagged they are it and they get the noodle. If a player loses their ball out of bounds then they have to do 12 ball slaps, then they can get back into the game.

## References

Byl, J. (2004). *101 fun warm-Up and cool-down games*. Champaign, IL: Human Kinetics.

Clanton, R. E. & Dwight, M.P. (1997). *Team handball steps to success* (1<sup>st</sup> Ed.). Champaign, IL: Human Kinetics

Harvey, S. (2007). Using a generic invasion game for assessment. *Journal of Health, Physical Education, Recreation, and Dance*, 78, 19-25.

Wissel, H. (2004). *Basketball steps to success* (2<sup>nd</sup> Ed.). Champaign, IL: Human Kinetics

Zakrajsek, D.b., Carnes, L.A., & Pettigew Jr., F.E. (2003). *Quality lesson plans for secondary physical education* (2<sup>nd</sup> Ed.). Champaign, IL: Human Kinetics.