

TEAM HANDBALL

UNIT OVERVIEW

This unit consists of lessons which incorporate all the necessary skills required to play Team Handball. Each of the core lessons consists of four parts which follow an easy-to-use, natural, teacher-friendly progression. The four component steps are:

- 1) Warmup Activities
- 2) Callisthenics
- 3) Skill Development Activities
- 4) Closure Activity

Team Handball is an excellent game that is easy to learn, easy to teach, and easily adaptable to any environment - whether you have a gym or must use the outdoors. The diverse lead-up activities are specifically designed to teach the students the skills of the game in a fun and interesting manner, ultimately leading up to Team Handball.

Strategies you may want to follow as you go through this unit:

- modify unit as best suits your needs
- divide game areas and team sizes accordingly, to keep all of the students participating
- use student leaders whenever possible for activities like callisthenics, officiating, and peer evaluation of skills.
- modify activities to keep all of the students active at all times.

PART I - CORE TEACHING LESSONS

In this section, students will learn the necessary skills to play Team Handball successfully. The lesson titles and subsequent activities are as follows:

- | | |
|---|-------------------------------|
| 1) Team Handball and Its History | 6) Shooting 2 |
| 2) Passing/Catching 1 | 7) Dribbling |
| 3) Passing/Catching 2 | 8) Goaltending |
| 4) Passing/Catching 3 | 9) Defense and Offense |
| 5) Shooting 1 | 10) Mini-Handball |
| | 11) Official's Signals |



PART II - OPTIONAL LESSONS

The following activities are meant to enhance, extend, and supplement the core teaching lessons. They help to build a degree of flexibility into the unit. Teachers may use these activities however they wish. The lessons include:

- | | |
|--------------------------------------|---|
| 1) Team Handball Associations | 4) Team Handball Wall/Bulletin Board |
| 2) Internet Sites | 5) Team Handball Crossword |
| 3) Video Coverage | |

PART III - APPENDIXES

- | | |
|--|---|
| 1) Appendix A - Signals | 4) Appendix D - Optional Activity Bank |
| 2) Appendix B - Callisthenics Routine | 5) Appendix E - Court Design |
| 3) Appendix C - Consequence Bank | 6) Appendix F - Equipment |

PART IV - WALL/BULLETIN BOARD DISPLAY

This section includes a number items relating to Team Handball that may be used to display on a gym wall or on a bulletin board.

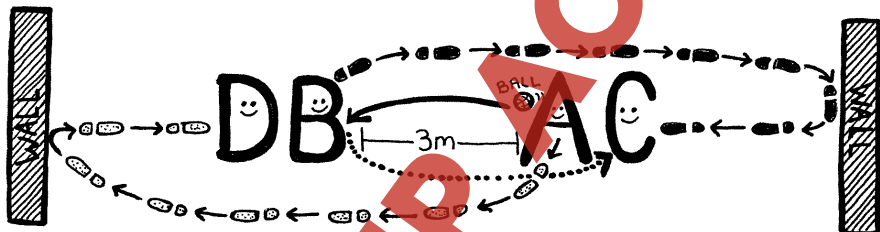
LESSON #2 - PASSING/CATCHING - 1

Student Objectives and Activities

- Students will work in groups on passing and catching skills while playing lead-up games to Team Handball.
- Activities in this lesson are:
 - 1) Warmup Activity - 30 Passes
 - 2) Callisthenics
 - 3) Skill Development Activities - 4 Corner Keep Away, 10 Passes
 - 4) Closure Activity - 10 Passes

1) Warmup Activity - 30 Passes

- Divide students into teams of 4 to 6 players, each team requiring a ball.
- The objective is for each team to try to complete 30 passes in a row.
- Students assemble in the following formation:



- The rules are as follows:
 - 1) player A starts with the ball and passes to player B
 - 2) player A then runs and touches the wall behind player B's line and returns to the back of B's line
 - 3) player B passes to C and then B runs to the wall behind player C's line
 - 4) play continues in this fashion until one team gets 30 passes completed and all team members are sitting down in their rows
 - 5) each team yells out the number of successful passes which they are on, all the way from 1 to 30 noting that *passes must be successfully caught by the receiver to count*
 - 6) the winning team chooses something in a multiple of 10, from the **Consequence Bank** (See Appendix C), for the rest of the teams to do
- Some variations include:
 - 1) An easy variation for younger students is to have them simply pass the ball, allowing them to drop the ball and pick it up again to count as one pass.
 - 2) Use "bounce" passes only.
 - 3) Passes alternate between bounce and basic pass.

3) Skill Development Activities - Hot Spot, Thirty Passes

Hot Spot

- This game develops passing and catching skills, hand/eye coordination, and concentration.
- Students form into groups of 4. Each group is to have 2 handballs.
- Students assemble in the following formation:



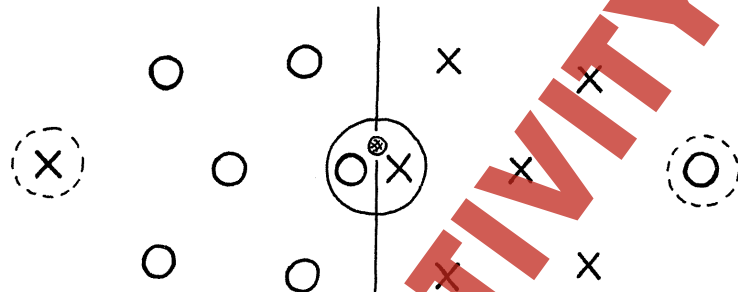
- The rules are as follows:
 - 1) both "B" and "C" have handballs
 - 2) "A" is in the Hot Spot and receives the ball from "B". "A" passes that ball to "D"
 - 3) "A" then receives the second ball from "C" and passes that ball to "B"
 - 4) this play continues for 3 minutes, then someone new is rotated into the Hot Spot.
- The person on the "Hot Spot" should receive the ball, *pass* to the person who does not have a ball and *look* to the person who they did not just receive the ball from or just pass to, to receive the next pass.
- When receiving, students should always keep their hands up to provide a target and also be sure that the person they are about to throw the ball to is looking, before a pass is made.
- The following game variations may be played:
 - 1) Use "bounce" passes only. A bounce pass is bounced about $\frac{3}{4}$ of the way to the receiver.
- 2) each pass alternates between a bounce pass and basic overhead pass.

*** Note ***

This activity should be done slowly at first, with speed increasing as students become comfortable with the activity.

4) Closure Activity - Hoop Handball

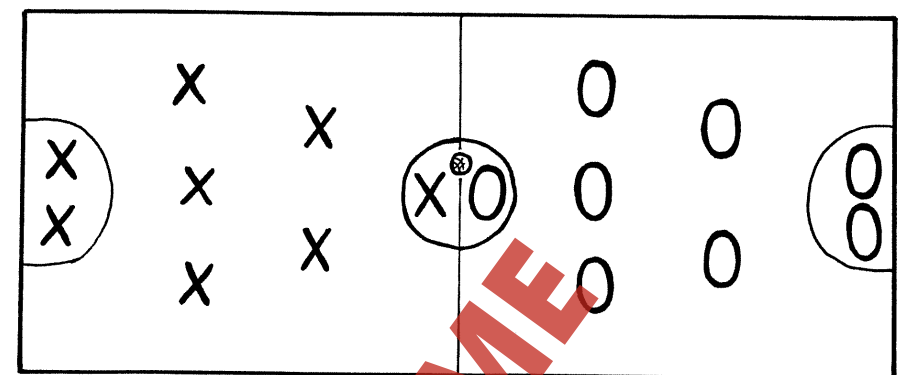
- The objective of the game is for each team to successfully pass the ball to the person inside the hula hoop to score. If hula hoops are not large enough, blue mats or the basketball circles painted on the gym floor, may be used.
- Students assemble in the following formation:



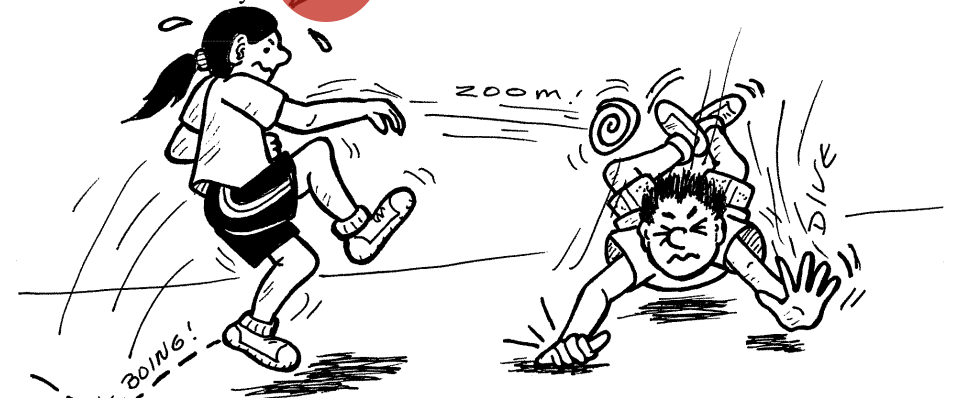
- The rules are as follows:
 - 1) the game starts with a jump ball at center court
 - 2) players X and O (in center) jump for the ball, which the teacher tosses, and attempt to hit it back to someone on their team
 - 3) players without the ball may move anywhere in the area of play but not inside the hoop
 - 4) the player with the ball may move 3 steps with the ball and hold the ball for 3 seconds, then they must pass the ball
 - 5) each team attempts to pass the ball to the person in the hoop to score. X's pass to X, and O's pass to O in the hoops
 - 6) when a score is made, the person who passed the ball to their teammate in the hoop exchanges places and goes in the hoop
 - 7) after each score, a jump ball occurs
 - 8) **NO CONTACT** is allowed
 - 9) if any violations occur, the violated team gains possession and must pass the ball to a teammate. The opponents must be 3 metres away
 - 10) if players are always attempting "The Long Bomb" pass to score, make a rule whereby each team must pass at least 5 passes before attempting to score.
- The following game variations may be played:
 - 1) Pass to the person in the hoop with only a basic pass.
 - 2) Pass to the person in the hoop with only a bounce pass.

3) Skill Development Activities - Hunters And Rabbits

- This game incorporates all skills learned to date as well as some new ones such as how to maximize the use of the "crease". This game helps students to more thoroughly comprehend the concepts of "defense" - especially the student that is the rabbit! (Since this game is a close relative of "Murder Ball", it is usually quite well received by students.)
- Use a "nerf" ball for this game.
- Students assemble in the following formation:



- The rules are as follows:
 - 1) any number of players can be used; however, 2 rabbits and 6 court players are recommended
 - 2) the rabbits are confined to the 6 metre crease
 - 3) court players may not enter the crease except to perform a jump shot
 - 4) a court player may run (maximum 3 steps), jump in the air before the crease, throw the ball while in the air, land in the crease, and leave the crease immediately



- 5) play begins with a jump ball
- 6) players utilize passing and 3 steps to advance the ball up the floor

1) Warmup Activity - Three Steps And Pass/Soft Shot

- In pairs, students pass the ball back and forth while utilizing three steps forward to pass, and then retreating three steps back once they have thrown the ball.
- Remind students that when they are receiving the ball they should provide a target for the thrower on their throwing side, just above shoulder height.
- Encourage students not to worry too much about the "three steps" - just have students take a "FEW" steps before passing. Students can become very "deliberate" in steps, otherwise.



At teacher's discretion, students can gradually increase the throwing distance from 3 metres to 6 metres.



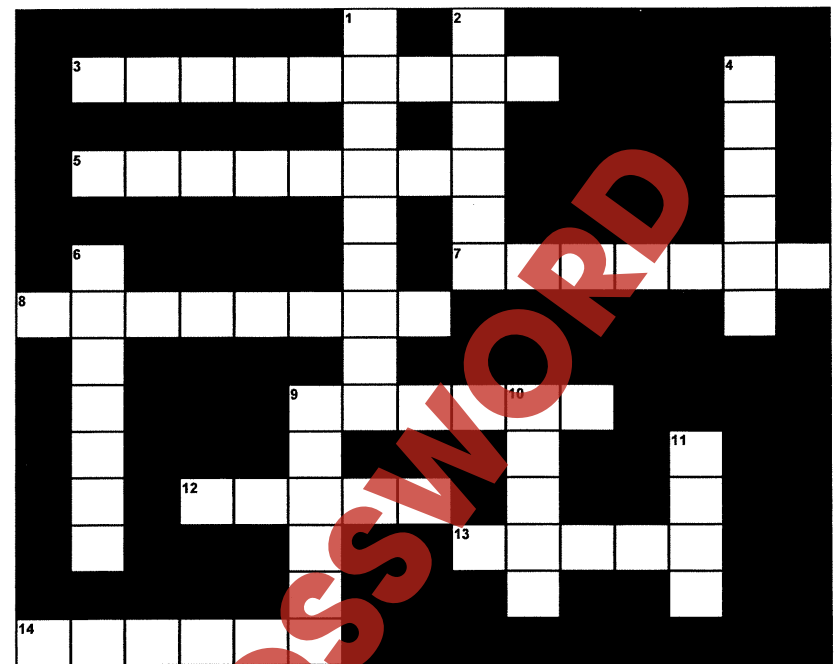
2) Callisthenics

Refer to callisthenics routine described in Appendix B.



TEAM HANDBALL CROSSWORD

Name: _____



Across:

3. Today, Team Handball is played in over 140 _____.
5. Women's Handball was first played as an Olympic sport in _____.
7. The name of the man who developed the modern rules and regulations of the game.
8. Team Handball promotes _____ and sportsmanship.
9. The length of a Mini-Handball court in metres.
12. Team Handball requires _____, fitness, and strength.
13. The penalty shot line is _____ metres.
14. The player who initiates the play after a goal is scored.

Down:

1. This occurs if the person with the ball holds it for more than 3 seconds.
2. The city where the game was first played as an Olympic sport in 1936.
4. Team Handball is a mixture of water polo, basketball, and _____.
6. The country in which Team Handball was introduced.
9. The width of a Mini-Handball court in metres.
10. The number of seconds that you can hold the ball for.
11. The distance (in metres) of the Free Throw line.



APPENDIX B

CALLISTHENICS ROUTINE

The stretches outlined here limber up the entire body, systematically from head to toe. All the stretches are static stretches and should be held in a stretch position for a minimum of 8 seconds. Students are not to bounce in the stretch - a slow, static stretch is safest. Be sure that students are adequately warmed up before beginning stretches.

Students should get into a stretch position until they feel a gentle pull in the muscle that is supposed to be stretched. Pain should not be felt in the muscle - if the student feels pain they should back off a little. Encourage the students to attempt to improve their flexibility as best they can.

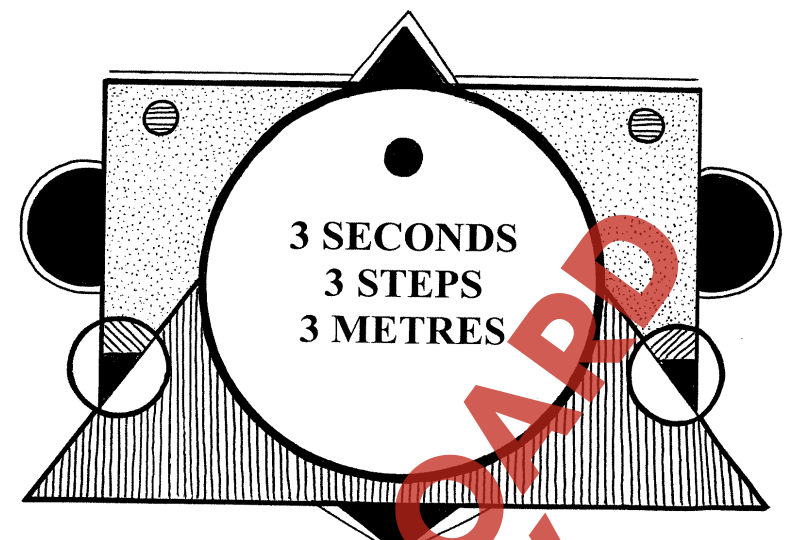
I would recommend that the students are assigned to squads and specific positions within those squads. This allows for easy organization and limited confusion.



Once all the students have become familiar with the callisthenics routine, they can take turns leading the group. You may wish to mark the students on the leading of the callisthenics routine.

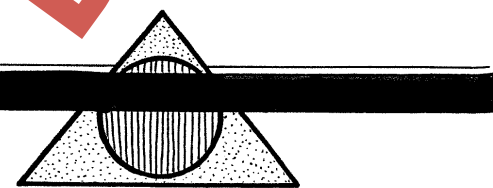
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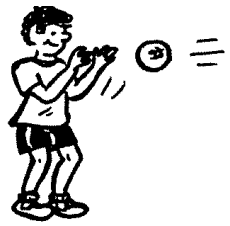
BASIC RULES TO START

- JUMP BALL STARTS THE GAME
- A DRIBBLE OR SERIES OF DRIBBLES IS ALLOWED
- BALL OUT OF BOUNDS - ONE FOOT ON THE LINE - ONE FOOT OUT OF BOUNDS
- IF THE DEFENSE IS IN OR ON THE CREASE THEN THE OFFENSE RECEIVES THE BALL
- IF THE BALL GOES PAST THE END LINE THEN THE GOALIE RECEIVES THE BALL
- THE GOALIE INITIATES THE PLAY AFTER A GOAL IS SCORED
- FREE THROWS CAN SCORE
- PASSIVE PLAY WILL CAUSE YOU TO LOSE THE BALL
- BALL IS LIVE OFF THE GOALIE OR NET - AS LONG AS IT COMES OUT OF THE CREASE



INFRACTIONS RESULTING IN A PENALTY SHOT(S)

- PASSING THE BALL TO THE GOALIE WHILE THEY ARE IN THE CREASE
- CUTTING THROUGH THE CREASE TO DEFEND
- INTERFERING WITH A PLAYER WHO HAS A CLEAR SHOT ON NET - PUSH, SHOVE, GRAB
- PUSHING, SHOVING...ANY MAY RESULT IN A PENALTY SHOT
- SERIOUS INFRACTIONS WILL RESULT IN 2 PENALTY SHOTS



TEAM HANDBALL WORDSEARCH

Name: _____

Find and circle all the vocabulary words listed below. The words can be found horizontally, vertically, or diagonally but not backwards. Good luck!

J R C
 S R E Y A L P
 O U T O F B O U N D S
 R E F E R E E T G O C C W
 S W L L A B D N A H I N I M H
 S P H N E I L S E N T B P E U
 G T F O E S N E F E D C R M T E L
 O E N A R G N I H C T A C Y E E C
 H A M W P I T R T S C O R E L A T R R
 H L S U E U R S E S N E F F O M E E H
 P I H S N O I P M A H C N P U W L A S
 E O G A L H V L A G N I T O O H S
 S T Y L T N E M A N R U O T R T E
 K A T O V I P D Y S S F U K A
 C I Y R A F R E E T H R O W A
 G L J Q G N I L B B I R D
 W L S L G N I S S A P
 S L A N G I S
 V B K

ANSWER

ATHLETE
 CALLISTHENICS
 CATCHING
 CHAMPIONSHIP
 CREASE
 DEFENSE
 DRIBBLING
 FAIR PLAY

FREE THROW
 GOALIE
 INFRACTION
 MINI HANDBALL
 NIELSEN
 OFFENSE
 OLYMPICS
 OUT OF BOUNDS

PASSING
 PENALTY
 PIVOT
 PLAYERS
 REFEREE
 SCORE
 SHOOTING
 SIGNALS

SKILLS
 SPORTSMANSHIP
 STEM SHOT
 TEAM
 HANDBALL
 TEAMWORK
 TOURNAMENT

UNIT # 1 - TEAM HANDBALL AND ITS HISTORY

Objectives and Activities

In this introduction to the unit, students will learn the basic history and the development of handball.

Students complete a related activity, "Team Handball Wordsearch", reviewing key vocabulary from the history of team handball.

Additional Teaching Strategies

An excellent way to kick off this unit would be to obtain video coverage of handball being played at an elite level, such as at the Olympics. (Your provincial handball association should be able to help you obtain suitable videos.) Remember to preview all footage before showing it to the students.

Begin this unit by reading the "History of Team Handball" with the students. This page may be photocopied and given to students, dictated, or written on the blackboard for students to copy down.

After going through the history of the sport, students do a wordsearch to complete this introductory lesson.

Answer

J R C
 S R E Y A L P
 O U T O F B O U N D S
 R E F E R E E T G O C C W
 S W L L A B D N A H I N I M H
 S P H N E I L S E N T B P E U
 G T F O E S N E F E D C R M T E L
 O E N A R G N I H C T A C Y E E C
 H A M W P I T R T S C O R E L A T R R
 H L S U E U R S E S N E F F O M E E H
 P I H S N O I P M A H C N P U W L A S
 E O G A L H V L A G N I T O O H S
 S T Y L T N E M A N R U O T R T E
 K A T O V I P D Y S S F U K A
 C I Y R A F R E E T H R O W A
 G L J Q G N I L B B I R D
 W L S L G N I S S A P
 S L A N G I S
 V B K

A related "Handball Crossword" activity (see Optional Lessons) could be incorporated easily to this lesson.