PLAY HANDBALL

HANDBALL

INTRODUCTORY PROGRAM

Teacher and Coach
Delivery Guide

secondary school - year 7/8

The Australian Handball Federation and Play Handball proudly acknowledges the Traditional Custodians of the lands on which we play, train, and connect. We pay our respects to Elders past and present and celebrate the ongoing culture, knowledge and strength of all Aboriginal and Torres Strait Islander peoples.

We are committed to creating a safe, inclusive, and supportive environment for everyone — regardless of cultural background, gender identity or expression, or sexual orientation. We proudly welcome LGBTQ+ athletes, officials, supporters, and allies into our handball community.

Our courts are for everyone.
Our game is stronger together.

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ACKNOWLEDGEMENT

Handball Australia gratefully acknowledges the contributions of the HA Advisory Group in developing this resource. Chris Seen (HA Director, Chair of Participation) drove the project and secured funding.

Lee Wilson (HA General Manager) led the co-design process with participation experts. Dr. Eoin Murray (Coaching Education Lecturer, International Handball Federation, Head of Handball Australia Women's high performance) and Roland Nemes (Coaching Education Lecturer, International Handball Federation, Assistant Professor, Faculty of Sports and Health Studies, Hosei University (Japan) provided technical and tactical input and expertise in sport development and game sense coaching.

Curriculum and school-based insights were provided by Annette Rostron (HOD, HPE & The Arts, Sunnybank SHS) and Katie Liebelt (Assistant Principal – Teaching & Learning, Clare HS). Matt Schmidt (Executive Director, ACHPER SA) ensured curriculum alignment, and Rick Baldock (Professional Learning Officer, ACHPER SA) led lesson plan development and supported teacher professional learning.

We also acknowledge our handball coaches who participated in the pilot programs and provided invaluable feedback to fine-tune the final program content.

Handball Australia sincerely thanks all members for their valuable time, knowledge, and commitment to this initiative.

Introduction – About Handball in Australia

A Message from the President of Handball Australia

> *On behalf of Handball Australia, I am proud to launch the Handball Introduction Program. This initiative gives young people across the country the chance to experience the energy and teamwork that handball brings. We believe the sport has something for everyone, and HIP is our way of making sure every student has the opportunity to get involved.*
>
> *I encourage clubs, schools, teachers and communities to embrace this program and be part of handball's journey in Australia."*
>
> ***Daniel Babich,***
> President, Handball Australia

Handball Australia is delighted to present the **Handball Introduction Program (HIP)**, a key initiative designed to inspire the next generation of players, teachers and coaches while laying strong foundations for the sport's future in Australia.

Handball is one of the world's most exciting and inclusive team sports. Played by over 30 million people globally and featured on the Olympic stage, it is a fast, dynamic game that blends athleticism, strategy and teamwork. While handball has a proud tradition in Europe, Asia and South America, it is still emerging in Australia, offering a unique opportunity to grow a vibrant community and introduce students to a sport that is new, fun and globally connected.

The Handball Introduction Program brings the sport into schools and community settings in an engaging and accessible way. By equipping teachers, coaches and clubs with the tools and knowledge to deliver handball confidently, HIP ensures that every student, regardless of background or ability, can participate, learn and thrive. The program is built on principles of inclusion, enjoyment and development, with a focus on fundamental movement, teamwork and social emotional learning.

A central feature of HIP is mini handball, a modified version of the sport played with smaller teams, simplified rules and a soft ball. This format increases player involvement, encourages mixed gender participation and creates a safe and supportive environment for beginners. By emphasising enjoyment and active learning, mini handball provides a strong foundation for progression in the sport while making every session inclusive and fun.

Through HIP, clubs, schools, teachers, coaches and communities can work together to create opportunities for young people to explore new skills, build confidence and experience the thrill of a sport that is fast, exciting and globally recognised.

HIP is the first step in a pathway that connects grassroots participation to future opportunities in club, state, national and even international handball. Together, we can grow a sport that is truly global, inclusive and inspiring.

ACHPER (SA) ENDORSEMENT

ACHPER SA is proud to endorse Handball Australia's **Handball Introduction Program (HIP)**, which supports secondary schools in introducing this Olympic sport. The program adopts a contemporary, inclusive, and innovative pedagogical approach, providing educators with engaging games, lesson ideas, and assessment tools that Health and Physical Education (HPE) teachers will find valuable.

ACHPER SA was pleased to co-design and trial HIP in several secondary schools across Australia. The program is highly adaptable and can be delivered in gymnasiums, covered outdoor areas, or grass fields, allowing schools to implement it with minimal disruption to other classes. HIP also aligns with the **Sporting Schools Program**, making it easy for schools to access funding and integrate the program into their existing HPE curriculum.

HIP fosters participation through an inclusive, educative approach that maximizes learning in a fun and challenging environment. Feedback from teachers and students during the trials has been excellent, demonstrating that the program is ready for use in any Australian secondary school. It provides a safe introduction to an international sport, promotes fair play, and reinforces values such as respect, effort, and teamwork. By building on familiar invasion games, HIP engages both boys and girls, helping students develop confidence and enjoyment in sport.

Developmentally appropriate and flexible, HIP supports educators in creating a sequential program tailored to their students' needs. The program aligns with the **Australian Curriculum: Health and Physical Education v9.0**, explicitly addressing the Movement and Physical Activity strand. It includes practical lessons, videos, and adaptable activities to support both teaching and student assessment.

ACHPER SA congratulates Handball Australia on this innovative resource and encourages HPE educators to implement HIP, helping to build youth engagement, community development, and stronger connections through sport.

Matt Schmidt & Rick Baldock
Executive Director & Professional Learning Coordinator, ACHPER SA
Australian Council for Health, Physical Education and Recreation, South Australia Branch

STANDARD LESSON STRUCTURE

How to Use This Guide

To ensure consistency and quality across the 8-week program, each lesson follows a standard structure designed to progressively build players' skills, confidence, competence and understanding of the game. Each lesson plan includes:

- Tactical Concepts
- Learning Intentions
- Interpersonal and Personal Development

To maximise 'game time', each session follows a consistent format:

- **Introduction (5 mins):** Overview of the lesson, including key outcomes and learning intentions.
- **Activity 1 (5 mins):** Start-out activity to activate engagement.
- **Activity 2 (10 mins):** Mini Handball – 5 v 5 (4+1) modified game format.
- **Activity 3 (10 mins):** A targeted activity or small-sided game focused on a specific skill or tactical element.
- **Activity 4 (10 mins):** Mini Handball – 5 v 5 (4+1) game play to reinforce learning in a game context.
- **Conclusion (5 mins):** Group meeting facilitated by the coach and/or teacher, allowing students to reflect on learning, give feedback, and set goals for the next session.

Equipment

The equipment for HIP has been aligned to Curriculum Activity Risk Assessment (CARA) risk assessment guidelines. It is particularly important that coach/teachers use Soft Skin balls for beginner players to ensure safety and build confidence of young players:

- Size 1 (49 to 51 cm in circumference) Tuff skin Handball per 2 students
- Goals – Modified goals at sizes of the teacher's/coach's discretion. As a guide 2.4m wide x 1.6m high,
- Player bibs in team colours, 1 per player
- Markers or Coloured dots to divide each court into two halves, with centre circle and goalkeeper area (semi-circle)
- 3-6 m goalkeeper area
- 1 hoop per 2 students
- 2 Fit balls
- A barrier across the gym e.g. badminton or tennis or volleyball nets
- A pen/pencil to record players' movements

Note

Each lesson also includes "freeze play" moments, where the coach or teacher briefly pauses the game **(maximum 2 minutes)** to ask open-ended questions that encourage players to think critically, reflect on decisions, and explore tactical or skill-based improvements. These questions guide student learning.

CHANGE IT

The Handball Introductory Program adopts a 'CHANGE IT' philosophy developed by ACHPER SA for the ASC-Australian Sports Commission

Coaches and Teachers constantly observe the game to ensure maximum engagement of students of all abilities by considering the following questions:

- Are all students enjoying and/or engaged in the game?
- Is the purpose of the game being achieved?
- Are all students being challenged (is it too difficult, too easy, one-sided)?

If the answer to any of these questions is no, then the game should be changed. Simple variations should be introduced to make the games easier or harder in order to accommodate all student ability levels and backgrounds, while retaining the integrity of the sporting outcome being delivered.

Consider the 'CHANGE IT' philosophy when adapting or modifying the game or activity:

- Coaching style – use of questions, different signals, incentives, etc.
- How to score/win – type of shot, what counts as a goal, etc.
- Area – size of court, ground plan (triangle, circle, rectangle, etc.)
- Number of players – 4–7 in a team (small sided games)
- Game rules – type of movement, no dribbling, evolution of situation, etc.
- Equipment – small ball, lower goal, etc.
- Inclusion – everyone touches the ball before the team can score, etc.
- Time – duration of activity, work with 3-second rules (more/less than 3 seconds), etc.

Note: *Each lesson will include tips on how to scale up or scale down an activty to meet individual needs of student.*

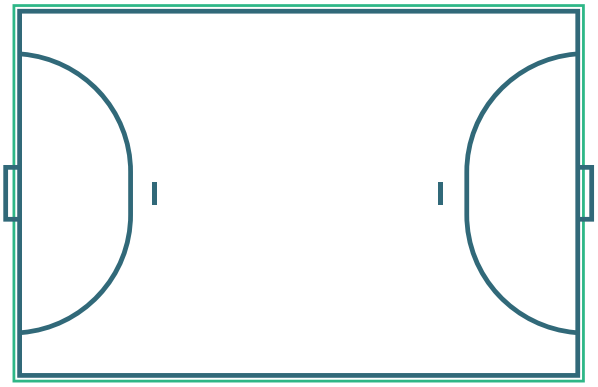
BASIC RULES OF THE GAME

Play Area Self Umpiring

The Handball Introduction Program (HIP) is designed to build students' understanding of the rules progressively over the 8-week program. Rather than overwhelming players with too many rules at the start, the focus is on learning through play.

Play Area - Self Umpiring

The HIP program focuses on small-sided games to maximise engagement. When using a standard-sized indoor court (e.g., a netball court), divide the space into two or three sections so three mini-games can run simultaneously. Teachers and coaches are encouraged to have students self-umpire, giving them greater autonomy and ownership of the game while allowing the teacher or coach to monitor each group more effectively.



Key Approach:

"Game as the Teacher"

Teachers and coaches are encouraged to allow free-flowing games during the early stages of the program. The focus should remain on enjoyment, participation, and safety — with only essential rules enforced initially.

As the program progresses, rules and tactical concepts can be gradually introduced and reinforced through guided questioning, reflection, and gameplay scenarios.

Early Phase – Focus on:

- Safety rules (no contact, safe spacing, fair play)
- Basic movement (pass, catch, shoot)
- Inclusive participation and self-umpiring

Later Phases – Gradual introduction of:

- Court positions and movement zones
- Turnovers and restarts
- Shooting zones and goal area rules
- Defensive rules and tactics

Reminder: *Let the game do the teaching. Observe, ask, and guide — not interrupt unnecessarily*

Safety Guidelines

HIP Schools Program

HIP ensures every student can participate in a safe, supportive environment. Teachers and coaches are responsible for supervision and risk management. Following these guidelines ensures HIP sessions are safe, engaging, and supportive for all students.

Key Safety Points:

- **Supervise directly:** Prioritise student safety at all times.
- **Check surfaces:** Ensure courts are clean, dry, and free of hazards.
- **Safe space:** Maintain 1–2 m run-off and keep distance from fixed objects.
- **Define boundaries:** Use lines, tape, or markers for play areas and small groups.
- **Equipment:** Use well-maintained equipment; replace faulty items.
- **Instructions:** Provide clear directions and demonstrations.
- **Modify as needed:** Adjust games for safety and student skill levels.
- **Promote awareness:** Remind students to avoid contact and keep 1 m distance when defending.
- **Prepare for play:** Clear balls from the court and ensure space for games.
- **Ongoing review:** Continually monitor the environment and maintain lesson control.

Additional Information for Teachers

The Handball Introduction Program (HIP) aligns with Version 9.0 of the Australian Curriculum: Health and Physical Education (AC:HPE), specifically addressing the Personal, Social and Community Health (PSCH) and Movement and Physical Activity (MPA) strands. HIP provides opportunities for educators to teach and assess specific content descriptions, enabling students to demonstrate Year 7/8 Achievement Standards. Each lesson is explicitly linked to content descriptors and includes learning intentions to share with students at the start and reflect on at the conclusion.

Movement Concepts and Strategies – Playing the Band Game
This activity emphasizes tactical concepts and movement skills relevant to invasion games like Handball, including throwing, catching, moving into space, and game strategy. While fundamental movement skills (FMS) are assumed, HIP provides opportunities to refine these and develop sport-specific skills, helping students build confidence and competence. Tactical concepts such as creating space, deciding whether to pass or shoot, and defending the goal are explored throughout the program.

Personal, Social and Emotional Competence
HIP promotes personal and social competence in every lesson, emphasizing respect, effort, caring for others, and self-direction. These principles guide students to play Handball ethically and collaboratively.

Assessment Tool Suggestions

A range of assessment tools have been provided as part of the HIP resource. These tools are designed to enable educators to gather information in relation to student performance that can contribute to the achievement of curriculum standards. These assessment methods include:

- Stimulus and reflection questions
- A tactical problem-solving scenario and
- Game Performance Assessment Instruments (GPAI)

These tools are examples and can be adapted or supplemented to suit student needs and lesson objectives. Educators are encouraged to use these alongside existing assessments or create alternative instruments as appropriate.

Handball Introductory Program

8 week lesson plan overview

Session	Learning Intentions	Tactical Concept	Game/Actitivy name	Curriculum link
One	**Know:** How to use a shoulder pass and catch on the move **Do:** To be able to play a game of modified handball and be able to move into space **Understand:** Understand how to be respectful of players in your team.	Moving into space: Deciding where and when to move	• Interceptor • 5 v 5 (4+1) Modified Handball • Hoop Ball • 5 v 5 (4+1) Modified Handball	AC9HP8P06 AC9HP8M01 AC9HP8M02 AC9HP8M03
Two	**Know:** Know how to shoot for goal. **Do:** To be able to use a target forward of the play **Understand:** Understand how to be respectful of your opponents.	Using a target forward of the play.	• Bombardment 1 • 5 v 5 (4+1) Modified Handball • 5 v 5 Keeping Off • 5 v 5 (4+1) Modified Handball	AC9HP8P06 AC9HP8M01 AC9HP8M02 AC9HP8M03
Three	**Know:** How to change direction to evade opponents and move into space. **Do:** To be able to play a game of modified handball and be able to move into space **Understand:** Understand how to persist and give your best effort.	Passing the ball and moving into space. Moving into space and passing.	• Evade & Steal • 5 v 5 (4+1) Modified Handball • Corner Interceptor • 5 v 5 (4+1) Modified Handball	AC9HP8P06 AC9HP8M01 AC9HP8M02 AC9HP8M03
Four	**Know:** How to dribble the ball in a game of Handball. **Do:** Decide when to dribble, pass or shoot at goal. **Understand:** How it can require effort to be forgiving of self and others when learning new concepts and skills with fellow players	Deciding when to shoot, pass or dribble	• Marking • 5 v 5 (4+1) Modified Handball • Dribble, Pass, Shoot • 5 v 5 (4+1) Modified Handball	AC9HP8P06 AC9HP8M01 AC9HP8M02 AC9HP8M03
Five	**Know:** How to transition from defence to attack in a game of Handball. **Do:** Be able to effectively shoot at goal. **Understand:** How to be self-directed when planning, playing and reviewing a game of Handball.	Transitioning from defence to attack	• Not in my backyard • 5 v 5 (4+1) Modified Handball • Transition to Attack • 5 v 5 (4+1) Modified Handball (with a focus on transitioning from defence to attack)	AC9HP8P06 AC9HP8M01 AC9HP8M02 AC9HP8M03
Six	**Know:** Know how to defend a space and pressure the player with the ball **Do:** To be able to evade, baulk, pivot or dodge an opponent when running forward. **Understand:** Understand how to be self-directed when playing Handball and collaborating with others.	Defend a space and pressure the player with the ball	• Steal the Tail • 5 v 5 (4+1) Modified Handball • Shadow Defence (1v1) • 5 v 5 (4+1) Modified Handball *(with a focus on applying what was developed in the previous activity about transitioning from defence to attack)*	AC9HP8P06 AC9HP8M01 AC9HP8M02 AC9HP8M03
Seven	**Know:** Know how to restart the game by taking a throw off and throw in **Do:** To be able to intercept the ball, stop and distribute the ball. **Understand:** Understand how to lead teammates by caring for them.	Intercepting the ball & stopping and distributing the ball.	• Defend the End • 5 v 5 (4+1) Modified Handball • Get it! • 5 v 5 (4+1) Modified Handball *(with a focus on applying what was developed in the previous activity about intercepting and distributing the ball)*	AC9HP8P06 AC9HP8M01 AC9HP8M02 AC9HP8M03
Eight	**Know:** Know how to play games of Handball effectively using the skills developed in previous lessons **Do:** To be able to apply the tactical concepts learnt in previous lessons. **Understand:** Understand how to use the personal and social skills both during these lessons and outside of the gym.	Applying attacking and defensive tactics learnt in previous lessons in a tournament of games.	• 5 v 5 (4+1) Modified Handball • Play a series of games against each of the teams in your class in a Round Robin format.	AC9HP8P06 AC9HP8M01 AC9HP8M02 AC9HP8M03

YEAR 7/8

LESSON 1

HANDBALL INTRODUCTORY PROGRAM

PLAY HANDBALL

LESSON 1

YEAR 7/8

45Min

PLAY HANDBALL

Australian Curriculum

Relevant Content descriptors and aspects of the Standard

Content Descriptions

- AC9HP8P06 *analyse factors that influence emotional responses and devise strategies to self-manage emotions*
  AC9HP8M01 *analyse, refine and transfer movement skills in a variety of movement situations*
- AC9HP8M02 *design and demonstrate how movement strategies can be manipulated to improve movement outcomes*
- AC9HP8M03 *demonstrate and explain how movement concepts related to effort, space, time, objects and people can be manipulated to improve movement outcomes*

Standards

Students apply and transfer movement skills and movement concepts across a range of situations.

They implement and evaluate the effectiveness of movement strategies on movement outcomes.

They select, use and refine strategies to support inclusion, fair play and collaboration across a range of movement contexts.

Introduction

Tactical Concept *(1 Minute)*

Moving into space: Deciding where and when to move

Learning Intentions (Today's foci)

Share with students that by the end of this lesson students will:

- **Know:** How to use a shoulder pass and catch on the move
- **Do:** To be able to play a game of modified handball and be able to move into space
- **Understand:** Understand how to be respectful of players in your team.

Relational Time *(2 Minutes)*

How can you display respect for your team-mates? What would I hear you saying and doing?
When would you find it challenging to be respectful of a team-mate? What do you need to say to them and how would you say it?

Material & Safety

Playing Area

School gym or outdoor grassed areas with goals

Equipment

- 1 size 1 (49 to 51 cm in circumference) Tuff skin Handball per 2 students
- Player bibs in team colours, 1 per player
- 2 modified Handball goals per game
- Markers or Coloured dots to divide each court into two halves, with centre circle and goalkeeper area (semi-circle)
- Goals – Modified goals at sizes of the teacher's discretion As a guide 2.4m wide × 1.6m high
- 3-6 m goalkeeper area
- 1 hoop per 2 students

Safety *(important to reinforce)*

- No contact between players
- Remind players to be aware of each other on court
- Players to provide at least 1 m space when defending

Focus Questions *(2 minutes only -select from these questions to guide understanding)*

Technical

- **How do you prepare to throw?**
  (A) Stand shoulder width apart, sideways on to the target, on the balls of your feet with the weight transferred to the back foot. The throwing arm is held high and taken back behind the head at a 90° angle. Point the non-throwing arm at the target.
- **How do you best propel the ball?**
  (A) Transfer the weight from your back foot to your front foot by rotating your hips and torso toward the target. Pull the throwing arm through toward the target leading with your elbow and your forearm and wrist following last and fast. Release the ball just in front of your head with both feet on the ground and the chest facing the target.
- **How do you best complete the throw?**
  A) Follow through with your throwing arm pointing toward the target.

Tactical

- **What are the key elements of a game of Handball?**
- **How do you move into space effectively?**
- **When is it best to move into a space?**
- **Where can you find space on the court?**

Interpersonal

- **In which ways can you display respect for your team mates?**
- **How would you like to be spoken to by your team mates?**

Teaching tips

Remind players that they cannot enter the Goalkeeper's area.

Handball Facts *(2 minutes)*

Handball is an Olympic sport and is very popular in Europe. It is a fast-paced invasion team sport, which originated in the late 19th-century Europe, particularly in Denmark, Germany and Sweden. Today the game is known as team handball. Team handball has been described as combining elements of soccer, basketball, and water polo.

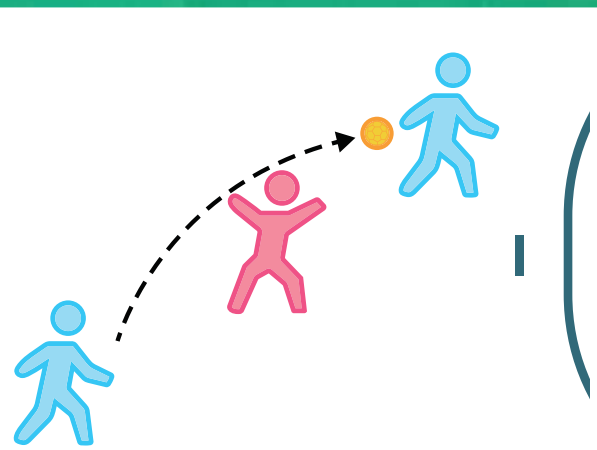
activity 1

LESSON 1

INTERCEPTOR

This game develops passing, receiving and defensive positioning

5Min



How to Play

- This is a 2 v 1 passing game. With the aim of the receiver maintaining possession of the ball for as many consecutive passes as possible.
- The opposing player (the interceptor) tries to touch or catch the ball .
- After a set number of passes or time or when the interceptor touches the ball then one of the passers/receivers changes roles with the interceptor.

Activity Set Up

Select small spaces such as half a badminton court.
One ball between 3 players.

Scale Up or Scale Down

HARDER
- Limit the type of pass e.g. Only use shoulder passes
- Limit the time players can hold the ball before passing.
- Decrease the size or shape of playing area.
- Use a smaller ball

EASIER
- Use a larger ball
- Increase the size or shape of playing area.
- Players cannot move 3m with the ball.

Teaching Tips

- Focus on accurate passes and catching the ball to retain possession.
- Slow the pace of the game by the thrower waiting until the receiver is in space.

Freeze Play *(Select one or two)*

- How can the player without the ball best support the partner with the ball?
- How can the interceptor position their body to pressure a passer and receiver into error so that the interceptor can touch or catch the ball?
- When defending is it better to watch the player with the ball or the player without the ball?

Replay Activity

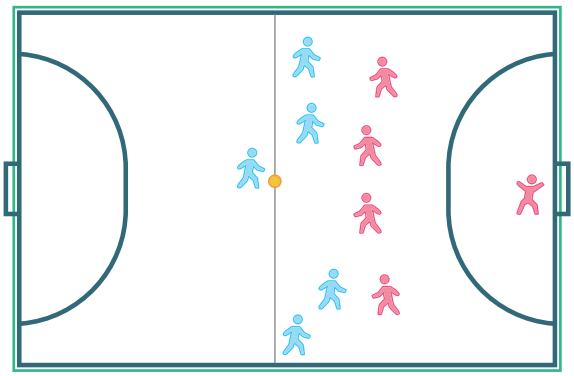
Either with or without variation.

activity 2

LESSON 1

5 V 5 (4+1) MODIFIED HANDBALL

10Min



How to Play

- 1 player is the Goalkeeper
- Players attack and defend the goal
- Players in this version of the game are allowed to enter the Goalkeepers circle to shoot at goal.
- The Goalkeeper can come out of the goal area in attack to create numerical advantage.
- Players can change positions during the game
- No contact between players
- Players can hold the ball for 3 seconds after which the ball must be bounced to retain possession or passed.
- Players can take a maximum of 3 steps with the ball before passing or bouncing the ball.
- Bounce the ball with one hand and catch it again. (no basketball dribbling)
- After a goal is scored, play restarts with a throw from the Goalkeeper or at the centre by the non scoring team. (Teacher to decide based on the students' need)
- Defending from a minimum distance of 1m

NB: Further rules can be added during this series of lessons. These can be found at the end of this lesson plan.
NB: Teachers/coaches only need to mark the 6m (or less) Goalkeeper line.

Activity Set Up

- The playing area is equivalent to a third of a netball of a court
- The playing space is divided into two halves, with a centre circle and goalkeeper area (semi-circle) being 3-6 m goalkeeper area (semi-circle)
- Goals – Modified goals at sizes of the teacher's discretion. As a guide 2.4m wide x 1.6m high.
- Size 1 Tuff Skin balls

Teaching Tips

Introduce rules gradually

Freeze Play *(Choose one or two)*

Ask students to meet in their teams and discuss how they could improve their play. Pose at least one of the following questions:

- How can you better move into space away from a defender?
- How can you coordinate your movements to create a shot on goal that is more likely to score?
- When we play the game again what is your team's plan?

Scale Up or Scale Down

HARDER
- Reduce the size of the court
- Use a smaller ball
- Increase the number of players per team e.g. 6v6

EASIER
- Decrease the number of players per team e.g. 4v4
- No player acts as a permanent Goalkeeper

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PLAY HANDBALL

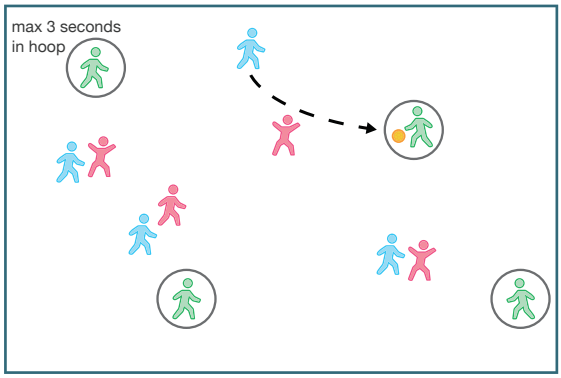
activity 3

LESSON 1

HOOP BALL

This game develops passing, receiving and defensive positioning

10Min



How to Play

This is a non-contact game. Teams of 3 -5 players attempt to pass the ball to a team-mate when in a scoring hoop.

One team begins with the ball and tries to maintain possession and accumulate points. Players are only allowed in a hoop for 3 seconds. If the team in possession infringes the rules or the ball goes out of bounds, or is touched or intercepted, teams swap roles.

Activity Set Up

4 hoops are placed in a playing area e.g. a third of Netball court. or a Badminton court. The 4 hoops are 'scoring' spaces.

Scale Up or Scale Down

HARDER

- Limit the type of pass
- Limit the time players can hold the ball before passing.
- Decrease the size or shape of playing area.
- Use a smaller ball

EASIER

- Use a larger ball
- Type of ball used.
- Increase the size or shape of playing area.
- Players can move no more than 3m with the ball or not at all.

Teaching Tips

- Focus on accurate passes and catching the ball to retain possession.
- Play the game at walking pace to slow down pace of the game.

Freeze Play *(Choose two or three)*

- What are the roles of the players supporting the player with the ball?
- How can the team in possession keep possession for as long as possible and still attempt to score?
- How can defenders combine to prevent a score by the team in possession?

activity 4

LESSON 1

5 V 5 (4+1) MODIFIED HANDBALL

Repeat the earlier game but with one rule change highlighted below

10Min

Activity Set Up

- The playing area is equivalent to a third of a netball of a court
- The playing space is divided into two halves, with a centre circle and goalkeeper area (semi-circle) being 3-6 m goalkeeper area (semi-circle)
- Goals – Modified goals at sizes of the teacher's discretion As a guide 2.4m wide x1.6m high.
- Size 1 Tuff Skin balls

Teaching Tips

Continue to introduce rules gradually

How to Play *(new rules highlighted)*

- 1 player is the Goalkeeper
- Players attack and defend the goal
- Players are no longer allowed to enter the Goalkeepers circle to shoot or defend the goal.
- The Goalkeeper can come out of the goal area in attack to create numerical advantage.
- Players can change positions during the game
- No contact between players
- Players can hold the ball for 3 seconds after which the ball must be bounced to retain possession or passed.
- Players can take a maximum of 3 steps with the ball before passing or bouncing the ball.
- Bounce the ball with one hand and catch it again. (no basketball dribbling)
- After a goal is scored, play restarts with a throw from the Goalkeeper or at the centre by the non scoring team. (Teacher to decide based on the students' need)
- Defending from a minimum distance of 1m

NB: Further rules can be added during this series of lessons. These can be found at the end of this lesson plan.

Freeze Play *(Choose two or three)*

Ask students to meet in their teams and discuss how they could improve their play. Pose one of the following questions:

- How can you better move into space away from a defender?
- How can you coordinate your movements to create a shot on goal that is more likely to score?
- When we play the game again what is your team's plan?
- How can you work together to score more frequently?

Scale Up or Scale Down

HARDER
- Reduce the size of the court
- Use a smaller ball
- Increase the number of players per team e.g. 6 v 6

EASIER
- Decrease the number of players per team e.g. 4 v 4
- No player acts as a permanent Goalkeeper

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PLAY HANDBALL

CONCLUSION

2Min

Group Meeting

(Coach and/or Teacher talking with students- choose 1 or 2 questions)

Ask students some of the following questions based on what you have observed.

- How challenging did you find it to be respectful with your team mates especially when things aren't working?
- How did you respond to words of encouragement and support from your team mates?
- What did you learn from your efforts to be more respectful with your team mates?
- What will you do next lesson?

Student Reflection Time/ Home work

From what you have learnt today about:

- Throwing and catching
- Finding space when playing and invasion game and
- Being respectful with your team mates

What are you going to try doing before the next lesson?

GAME PERFORMANCE ASSESSMENT INSTRUMENT

Defence in a Game of Handball

Scorer: _____ **Player:** _____ **Game:** _____

What to Look For

Support—Students should attempt to move into position to receive a pass from a teammate.

Appropriate Defence

(Begin by choosing 1 of the following. criteria and as students improve their observation increase the number of criteria to be recorded)

- Pressuring a player with the ball
- Positioning self to defend a space
- Moving quickly and communicating with team-mates

Recording Directions

- Read the three previous points about appropriate defence.
- Use a tally to mark the player you are observing attempt to defend during the game.

DATE	EFFECTIVE (good defence)	IN EFFECTIVE (not defending well)

Adapted from S.A. Mitchell, J.L. Oslin, and L.L. Griffin, 2013, Teaching sport concepts and skills: A tactical games approach for ages 7 to 18, 3rd ed. (Champaign, IL: Human Kinetics).

PERSONAL & SOCIAL DEVELOPMENT

CLASS : _____

SEMESTER : _____

SPORT: _____

TEAM NAME: _____

As a team member provide an example or two of how you have demonstrated the following during lessons?

1. **Good sporting behaviour:**

   _____
   _____
   _____

2. **Fair play—Know and play by class and game rules:**

   _____
   _____
   _____

3. **Hard work—Practice and work your hardest to be a good team player.**

   _____
   _____
   _____

4. **Cooperation—Whenever possible, team decisions should be made by all team members together.**

   _____
   _____
   _____

5. **Respect—For classmates, teachers, and equipment.**

   _____
   _____
   _____

6. **Positive attitude—Work hard to encourage team members to be positive.**

   _____
   _____
   _____

7. **Responsibility—Help with lesson organization by carrying out your role**

   _____
   _____
   _____

GAME PERFORMANCE ASSESSMENT INSTRUMENT

Handball Game

Class: _____ **Evaluator:** _____ **Team:** _____ **Game:** _____

Observation dates *(a)* _____ *(b)* _____ *(c)* _____ *(d)* _____

Scoring Key

5 = very effective performance (always)
4 = effective performance (usually)
3 = moderately effective performance (sometimes)
2 = weak performance (rarely)
1 = very weak performance (never)

Scoring Key

- **Skill execution :** Students pass the ball accurately, reaching the intended receiver.
- **Decision making :** Students make appropriate choices when passing (i.e. passing to unguarded teammates to set up a scoring opportunity).
- **Support:** Students attempt to move into position to receive a pass from a teammate (i.e., forward toward the goal).

NAME	SKILLS EXCECUTION	DECISION MAKING	SUPPORT

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