

LESSON 8: ASSESSMENT REVIEW AND ROUND-ROBIN TOURNAMENT

Grade-Level Outcomes

Primary Outcomes

Transitions: Transitions from offense to defense or defense to offense by recovering quickly. (S2.M6.6)

Creating space using width & length: Creates open space by staying spread on offense, and cutting and passing quickly. (S2.M3.7)

Reducing space by changing size & shape: Reduces open space on defense by staying close to the opponent as he/she nears the goal. (S2.M4.7)

Embedded Outcome

Social interaction: Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates. (S5.M6.7)

Lesson Objectives

The learner will:

- work with teammates to demonstrate skills learned in team handball.
- transition effectively during game play.
- apply offensive strategies learned to help move the ball, providing the opportunity to score.
- apply defensive strategies to limit opportunities for the opponent to score.

Equipment and Materials

- Several courts for modified games
- Scrimmage vests
- Game schedule for round-robin

Introduction

We're quickly going to review rules and strategies that you had trouble with on the quiz. Then, we'll put all our skills together in round-robin games of 5 v 5. I will continue to assess your game play during a round-robin tournament.

Instructional Task: Round-Robin Games

■ PRACTICE TASK

In grids of 30 × 20 yards or meters, students play team handball.

Use the same teams from the previous lesson. Students self-officiate while you assess game play. Rotate teams when time expires (5- to 6-minute rotations).

Extension

Students can officiate games while you complete the game-play assessment.

Refinements

- Make sure that students know who they are guarding.
- Stop the game, if needed, to reteach a rule or refine a skill.

EMBEDDED OUTCOME: S5.M6.7. This is a good opportunity to review the importance of encouraging and supporting teammates. Ask for examples of positive reinforcement during game play.

Student Choices/Differentiation

- Students can choose whom they want to guard and whether they want to be goalkeeper.
- Use game-play assessment tool to evaluate skills and tactics.

What to Look For

Students are officiating and applying rules correctly.

Instructional Task: Tactic Assessment**■ PRACTICE TASK**

When not playing, students use a frequency-count worksheet to record the number of times a team performs a specified skill or tactic successfully (e.g., give and go, fake and shoot).

Student Choices/Differentiation

- Modify the task or assessment for students, as needed.
- This task can be done in pairs.

What to Look For

- Are students watching or not paying attention?
- Are students recording data correctly?

Formal and Informal Assessments

- Frequency-count recording sheet
- Game-play assessment: team handball

Closure

- Discuss how teams demonstrated sportsmanship and how they worked together.
- Explain and review rules that were not followed.
- Discuss how offenses worked well and what could be adjusted.
- Discuss how defenses looked, what went well, and what could be changed to help them be more successful.

Reflection

- From what you observed and discussed, what areas will you need to focus on the next time you teach an invasion game?
- What skills did students come in with that they might not need to spend as much time on?
- What offensive or defensive strategies need more time or tweaking for how they are taught?

Homework

Read a handout or watch a video clip from the class web page about the next module.

Resources

USA Team Handball: www.teamusa.org

Internet keyword search: “offensive and defensive tactics in team handball,” “modifying team handball,” “game-play assessment invasion games,” “frequency counts in invasion sports”