

LESSON 1: PASSING, CATCHING, AND REDUCING SPACE

Grade-Level Outcomes

Primary Outcomes

Passing & receiving: Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as basketball, flag football, speedball or team handball. (S1.M4.6)

Defensive skills: Slides in all directions while on defense without crossing feet. (S1.M11.7)

Defensive skills: Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player. (S1.M11.6)

Embedded Outcome

Accepting feedback: Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills. (S4.M3.7)

Lesson Objectives

The learner will:

- demonstrate the correct throwing techniques or mature pattern.
- demonstrate the correct catching techniques or mature pattern.
- apply defensive skills such as ready position and sliding.

Equipment and Materials

- 1 ball for every group, 5 or 6 in a group
- 4 poly spots or cones per group

Introduction

Today, we will begin our Team Handball Module. During this module, we will learn the rules and a variety of skills and strategies to help us succeed and have fun. Some of the skills, such as throwing, catching, and guarding, you might have learned while playing other sports such as basketball, ultimate, or football. You also might notice that some rules are the same as those of other games you might have played or learned. During today's lesson, we will see where your passing and receiving skill level is and check your basic understanding of the guarding position.

Show students a clip of what team handball is and how it's played.

Instructional Task:

Pre-assessment: Passing and Catching

■ PRACTICE TASK

Pre-assessment: Use the cues of a mature pattern for passing and catching. Use these as a checklist for the task and extensions.

In grids, students pass the ball back and forth in groups of three or four. Use this as a pre-assessment for throwing and catching.

Extensions

- Passer is moving.
- Receiver is moving.
- Both are moving.

- Vary the type of pass used.
- Vary the level of the receiver's target.
- Add a passive or semi-active defender.

Guiding questions for students:

- When have you thrown using this same motion?
- How is this throwing motion different from other throwing motions you have learned?
- In what activities have you used the same hand positions to catch the ball?

EMBEDDED OUTCOME: S4.M3.7. This is a great opportunity for students to provide feedback to one another using a checklist provided by the teacher. Emphasize how to provide appropriate feedback.

Student Choices/Differentiation

- Students start out 15 feet (4.6 m) apart and move back to 20 feet (6.1 m) or farther if they have the skill and space allows.
- Students who are not yet proficient stay with this instructional task with guided practice and feedback with regard to the cues.

What to Look For

Students use mature patterns for passing and catching.

Instructional Task: Passing to a Moving Target

■ PRACTICE TASK

Groups of 2 in grids of 10 × 10 yards or meters

One student is on one poly spot and will throw to another student who is moving to a different poly spot. The passer stays stationary and the receiver keeps receiving, throwing back to the passer and moving to a different poly spot. After 30 seconds, they switch roles.

Extensions

- Passer is also moving.
- Vary the types of passes used.
- Vary the height of the receiver's target.

Guiding questions for students:

- Why is it important to move around?
- When might one move be better than another for getting open?
- Where and when should you throw the ball to the person who is moving?

Student Choices/Differentiation

- Students choose the speed they use to make it easier to throw and catch.
- For groups who need more practice throwing and catching, have the person receiving run to a designated spot to get open.
- Stay with simple targets and chest passes.

What to Look For

- Students use mature patterns for throwing and catching.
- Students complete and catch the passes.
- Where is the passer throwing the ball in relation to the person catching it?
- Are students moving quickly or slowly?

Instructional Task: **Guarding a Person Using Defensive-Ready Position**

■ **PRACTICE TASK**

Students spread out across the gym in defensive-ready position and practice sliding in all directions without crossing their feet.

Students then move in relation to you as if they are guarding you. If you move to your right, students slide to their left in defensive-ready position as if guarding you. If you move to your left, students slide to their right in defensive-ready position.

Extension

Move forward, backward, and diagonally, as students guard you. Then, increase the speed of your movements.

Refinement

Make sure that students are sliding in an athletic position.

Student Choices/Differentiation

Students can stay on task until successful.

What to Look For

- Students are sliding, not crossing, their feet.
- Students stay on the balls of their feet.
- Students keep their arms extended.
- Students keep their eyes on your hips.

Instructional Task: Using the Defensive-Ready Position to Guard a Person Dribbling

■ **PRACTICE TASK**

In partners, have one student dribble across the gym at a moderate speed, changing hands and varying direction while the partner uses defensive-ready position and sliding to guard. Switch roles.

Extensions

- Repeat but allow students to dribble at a faster speed.
- Repeat, allowing defenders to use hands to deflect the ball.
- In small grids, one partner works on guarding person dribbling (1 v 1) for 20 seconds. Defender attempts to deflect ball. Switch roles.
- Play keep-away in a grid with 3 v 3, with one team remaining on defense for 30 seconds. Score a point each time the defense gets the ball. Switch roles.

Refinement

Make sure that defenders keep their eyes on the offensive player's hips and the ball.

Student Choices/Differentiation

- Modify speed if students have difficulty.
- If dribblers succeed, have them dribble with non-preferred hands or alternating hands.
- If defense is not successful in 3 v 3, remove one offensive player.

What to Look For

- Students are sliding, not crossing, their feet.
 - Students stay on the balls of their feet.
 - Students keep their arms extended.
 - Students keep their eyes on your hips.
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Formal and Informal Assessments

Pre-assessment: checklist for throwing and catching skills

Closure

- What are the cues for passing?
- What are the cues for catching?
- When on offense, why is it important to move around?
- Next class, we will add a different way to move the ball down the court.

Reflection

- How many students were able to pass with correct form?
- How many students were catching with correct form, and did this transfer over when running?
- Could the students throw accurately with correct form?
- Were they able to throw to a moving receiver?
- What happened when the person catching was guarded?
- Do we need to start the next class with catching on the move or adding a defender and catching on the move?

Homework

For students who are still working on catching or throwing to a moving target, provide them the cues and have them practice these during recess or at home before the next class.

Resources

USA Team Handball: www.teamusa.org

Internet keyword search: “team handball,” “throwing and catching,” “reducing open space”