

LESSON 3: CREATING SPACE

Grade-Level Outcomes

Primary Outcomes

Creating space with movement: Creates open space by using locomotor movements (e.g., walking, running, jumping & landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace). (S2.M1.6)

Offensive skills: Performs pivots, fakes and jab steps designed to create open space during practice tasks. (S1.M6.6)

Offensive skills: Performs the following offensive skills without defensive pressure: pivot, give & go, and fakes. (S1.M7.6)

Embedded Outcome

Working with others: Cooperates with a small group of classmates during adventure activities, game play or team-building activities. (S4.M5.6)

Lesson Objectives

The learner will:

- demonstrate pivots, jab steps, and fakes to create space to throw when working with a partner.
- demonstrate and practice movement patterns such as slant, stop and go, curl or come back, or back-and-forth movements to get open.

Equipment and Materials

- Enough balls for each group of 4 to have 2
- Pre-determined markers for practice tasks
- Board or device to display rules

Introduction

Last class we practiced getting open by staying wide. Today, we will practice other ways of creating open space when you have a defender covering you, both with and without the ball.

Instructional Task:

Moving to Create Open Space Without the Ball

■ PRACTICE TASK

Review different pathways for getting open (curl, slant, V, etc.). Set up grids with three students. One is a post passer at one corner; one is a receiver; and one is a semi-active defender (allows catch). Receiver shows a target for catch and passes back to post. Play for 30 seconds, then switch roles.

Direct students to use, among others:

- Curl
- Slant
- Give and go

Extensions

- Repeat with focus on stop or slow and go (change of speed) in combination with change in direction.
- Repeat with active defender on receiver.
- Repeat with post becoming active offensive player (2 v 1). Students must attempt to use give and go with semi-active defender. No dribbling permitted. Score a point for each successful give and go.
- Add second defender to create 2 v 2. No dribbling permitted. Score a point for each successful give and go.

Refinements

- Make sure students change speed.
- Receivers should try to make themselves big targets.
- Focus on making good passes.

Student Choices/Differentiation

- Receivers choose speed of movement.
- Allow students to stay on task until successful (more repetitions).

What to Look For

- Students use change of speed and direction effectively.
- Receivers make good targets.

Instructional Task: Creating Open Space With the Ball

■ PRACTICE TASK

Partners share one ball.

Player with ball practices jab step with partner as semi-active defender.

Switch after five attempts.

Extensions

- Repeat with pivots.
- Repeat with head or ball fake.
- Add third player who is a stationary receiver. Player with the ball must jab or pivot to create space with defender and then throw ball to stationary post.
- Repeat with ball handler dribbling three times with semi-active defender. On third dribble, ball handler jabs or pivots and then throws to post.
- Peer assessment: Have students record their peers performing any of the extension tasks.

Refinement

Make sure jab, pivot, or fake is quick and purposeful.

Guiding questions for students:

- What happens to the defender when you jab or fake?
- How does pivoting protect the ball?

Student Choices/Differentiation

- Receivers choose speed of movement and target for catch.
- Students can practice pivoting and taking jab step without the ball to simplify the task.
- Allow students to stay on task until successful (more repetitions).

What to Look For

- Jabs, pivots, and fakes are convincing.
- Players protect the ball during the dribble and the throw.

Instructional Task: Modified Game to Create Open Space

■ PRACTICE TASK

In grids, set up a player advantage situation (3 v 2 or 4 v 3). Play keep-away for 45 seconds with semi-active defenders. No dribbling allowed. Score a point for each completed give and go. Change roles.

Extra players keep score until they rotate in.

Extensions

- Repeat, permitting two dribbles.
- Repeat with active defenders.

Refinement

Make sure that students use quick movements on offense and defense.

Guiding questions for students:

- How does permitting the dribble affect play?
- What was the most difficult part of getting open?

EMBEDDED OUTCOME: S4.M5.6. Review importance of cooperating through communicating on offense. Provide keywords for students to use.

Student Choices/Differentiation

- Remove one defender until players are more successful.
- Have defensive player play at 50, 75, or 100 percent.

What to Look For

- Players can execute the give and go in a modified game.
 - When dribbling is permitted, passing frequency does not diminish.
 - Players communicate on offense.
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Formal and Informal Assessments

- Informal assessment
- Peer assessment: critical elements of fakes, pivot, etc.

Closure

- What are some ways to create space when you have the ball? When you don't have the ball?
- How does your teammate know you are open and want the ball?
- Next class, we'll focus on helping the defense be successful in our games.

Reflection

- Review each practice task.
- Are most students able to create space when they have the ball?
- Can they create space to receive a ball?
- Are they communicating that they are open?

Homework

Optional: Watch a 3-minute clip of a team handball match. Count the number of times offensive players execute a give and go. Repeat for a jab step or pivot.

Using handout and physical education teachers' website, have students review rules of team handball for upcoming lessons.

Resources

USA Team Handball: www.teamusa.org

Internet keyword search: "creating open space for team handball," "offensive tactics in invasion sports"