

## LESSON 6: GOALKEEPING, SHOOTING, AND MODIFIED GAME

### Grade-Level Outcomes

#### Primary Outcomes

**Using tactics & shots:** Selects offensive shot based on opponent's location (hit where opponent is not). (S2.M8.7)

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

**Rules & etiquette:** Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance. (S4.M6.7)

#### Embedded Outcome

**Working with others:** Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback. (S4.M4.6)

### Lesson Objectives

The learner will:

- practice shooting on the goal and aiming for spaces.
- practice defending the goal and positioning defenders in the best place to block the shot.
- apply skills and strategies learned in small-sided games.

### Equipment and Materials

- As many goals as you would need for the number of groups
- What you need to represent the goals
- 1 ball for each group
- Jerseys for teams
- Modified courts

### Introduction

*Last class, we learned the rules of team handball and practiced the skills and strategies. Today, we will play small-sided games to help build on these skills and implement the rules, as well. Before we play, we will work on shooting and shooting placement. We also will introduce goalkeeping skills.*

## Instructional Task: Shooting on Goal

### ■ PRACTICE TASK

Set up multiple stations with goal cages to practice shooting. Cages can be regulation or mini-cages. Rotate after set time (2 or 3 minutes).

Station 1: Hang two jump ropes to divide the cage into thirds. Students should aim for the right and left thirds, avoiding the center, where the keeper would normally be.

Station 2: Place a chair or other large object in the center of the goal to simulate the placement of the keeper.

Station 3: Hang or tape targets in each corner of the cage. These can be toys or other objects, so long as they are durable.

Students practice dribbling toward and shooting at the targets from 5 yards or meters out.

**Extensions**

- Repeat, with students adding a fake before the shot.
- Have students practice shooting with a defender on them.
- Repeat, with students receiving the ball from a post player and then shooting with a defender on them.

**Refinement**

Refine throwing skills, focusing on cues.

**Student Choices/Differentiation**

- Move the shooters to the left and right sides of the goal, making the target harder to hit.
- Don't add defender if shooter is having difficulty.

**What to Look For**

- Shooters should focus on speed, then through feedback (internal and external) work on accuracy.
- Are the shooters aiming for the open area of the goal?
- Are the shooters using correct throwing cues?
- Can they still get the shot off when there's a defender?

## Instructional Task: Goalkeeping

**■ PRACTICE TASK**

Review basics of goalkeeping and the importance of stepping into the ball to cut down the angle.

With a modified ball (foam), have students work in partners. One throws as if shooting; the other steps into the ball and catches or deflects it.

**Extensions**

- Return to goal cages and remove targets. Repeat shooting sequences with modified ball and one student acting as a keeper.
- Repeat with regular ball but set parameters about shot location (not to head or body).

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**EMBEDDED OUTCOME: S4.M4.6.** While working on goalkeeping skills, discuss with students how to be supportive of individual differences in skill, ability, and comfort level.

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**Student Choices/Differentiation**

- If possible, increase or decrease the size of the goal based on each goalie's ability.
- Being a keeper should be a student's choice. Students should not be required to fill this position.

**What to Look For**

- Are goalies putting themselves between the goal and the shooter?
- Are goalies using their hands, feet, and legs to stop the ball?
- Do students understand the use of angles when they serve as goalkeeper?

## Instructional Task: Implementing Skills and Rules During Small-Sided Games

**■ PRACTICE TASK**

In teams of 3 v 3, students play team handball for 3- or 4-minute games on a modified court. Start play with a throw-off.

While students are not playing, they should watch to see the rules in effect and to learn from what others are doing correctly or need to change.

## Extensions

- Add a neutral player in the center of the court who can pass to either team. This forces teams to work on faster transitions.
- Have groups rotate so that one group is observing each court and using a game-play assessment of one of the teams.

## Refinement

Make sure that students are transitioning from offense to defense or defense to offense by recovering quickly.

## Student Choices/Differentiation

- Pre-select who will guard whom throughout the games. That helps students who are still unsure of what to do on defense know who they need to prevent from receiving the ball and from scoring. It also will hold them accountable for guarding a person and for an assigned duty.
- Limit the number of steps or dribbles if the offensive team is dominating too much.

## What to Look For

- How are students implementing the offensive skills?
  - How are they implementing the defensive skills?
  - Are they transitioning quickly and knowing what to do from offense to defense?
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## Formal and Informal Assessments

Peers use game-play assessment for team handball.

## Closure

- Ask students what they learned from the games today.
- What did they notice as they were playing?
- What did they notice while they were watching?
- Inform students that they will be assessed on their knowledge of the rules and strategies during the next class.

## Reflection

- Did students know the rules and did they follow them during the game?
- What skills were students missing that will need to be addressed?
- How were students working together as a team?
- Did students know what to do on offense and were they doing it?
- Did students know what to do on defense and were they doing it?

## Homework

*Review rules and strategies of the game.*

## Resources

USA Team Handball: [www.teamusa.org](http://www.teamusa.org)

Internet keyword search: “goalkeeping,” “team handball shooting,” “game-play assessment invasion games”