

## LESSON 7: REVIEW SKILLS, MODIFIED GAMES, AND RULES TEST

### Grade-Level Outcomes

#### Primary Outcome

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

#### Embedded Outcome

**Challenge:** Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge. (S5.M3.7)

### Lesson Objectives

The learner will:

- review and practice skills with classmates.
- review and practice offensive strategies to apply in modified game play.
- review and practice defensive strategies to apply in modified game play.
- follow rules and etiquette for a modified team handball game.

### Equipment and Materials

- Modified courts
- Space with goal area for groups to practice
- Task cards with drills for students to practice as a team, which will focus on skills but also have them working together as a team and communicating
- Scrimmage vests

### Introduction

*Today, we will review and practice everything we have learned. We will start off today by practicing transitions in small-sided games. Working with your team, you will practice the skills and learn to communicate with one another, which will help you prepare for the last class. I will start assessing your game play during the small-sided games, and we'll end today with a quiz on the rules and strategies that you've been practicing.*

## Instructional Task: Stations

### ■ PRACTICE TASK

Using the task cards from the different stations, explain the tasks that students will move through in this lesson.

Designate a certain amount of time for each or have groups spend as much time as they need so everyone gets to perform the skills two or three times and move on to the next task.

Station 1: Practicing goalkeeper skills and shooting on goal (one and then two shooters)

Station 2: Three teammates passing the ball down the court without dribbling or stepping with the ball, working on moving, passing, and using teammates

Station 3: Three on offense and two on defense working down the court by passing (no dribbling or stepping)

Station 4: Two on offense and three on defense, including goalie, working on communicating, applying skills, using strategies, and trying to score

## Refinement

As you walk around observing the class, help students refine skills or concepts, as needed.

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**EMBEDDED OUTCOME: S5.M3.7.** Discuss how to give positive feedback and suggestions and how to communicate in ways that support teammates.

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## Student Choices/Differentiation

- Students or groups should move at their own pace.
- Students should be goalie only if they choose to.
- Limit or add the number of steps or dribbles, if needed.
- Students should modify equipment, distance, or player personnel, as needed, throughout the stations.

## What to Look For

- How are students working together?
- Are they applying the skills and strategies they learned? These would include:
  - Are they dribbling correctly?
  - How are they catching the ball?
  - Are they in the defensive-ready position when guarding?
  - Are they using different passes depending on how they are being guarded?
  - Are they staying spread on offense?
  - Are they moving around, making themselves more difficult to cover?
  - Are they talking to each other and providing feedback?

## Instructional Task: Modified Game Play

### ■ PRACTICE TASK

Review rules and officiating with students before game play.

In teams of 4 v 4, students play team handball for 2-minute games on a modified court. A neutral post in the center of the court could be used. Post begins game with a throw-off. Rotate neutral player.

If students are not playing, they should be officiating.

## Extensions

- Change to 5 v 5, removing the neutral player.
- Rotate teams to different courts once or twice. Evaluate game play of players.

## Refinement

If players are crowding, make lanes. Wings stay in lanes unless another player switches with them.

## Student Choices/Differentiation

- Players may choose to be goalkeepers.
- If defense struggles, limit steps or dribbles with the ball.

## What to Look For

Use game-play assessment tool to begin evaluating skills and tactics during play.

## Instructional Task: Quiz

### ■ PRACTICE TASK

Administer quiz on rules and strategies.

You can do this at the end of class or by using a station format, with a group rotating out of game play to take the test.

### Student Choices/Differentiation

Provide test accommodations, as appropriate, to address student needs.

### What to Look For

Students know basic rules and strategies of team handball.

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## Formal and Informal Assessments

- Quiz on rules and strategies
- Game-play assessment: team handball

## Closure

- Review with students what you observed, specifically how they worked together as a team.
- Discuss what you observed with regard to moving around and getting open.
- Discuss what you observed with regard to guarding offensive players.

## Reflection

From everything that you observed in the “What to Look For” section, what will you need to review or practice before students begin game play next class?

## Homework

*Review skills for game play.*

## Resources

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

Internet keyword search: “offensive skills in team handball,” “modifying team handball,” “game-play assessment invasion games”