

LESSON 5: MODIFIED GAME AND TRANSITIONS

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

Personal responsibility: Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates. (S4.M1.7)

Lesson Objectives

The learner will:

- demonstrate transitions from offense to defense.
- demonstrate transitions from defense to offense.
- apply defensive strategies such as the ready position, staying close to opponent, and reducing space.
- apply tactics to create space, such as staying spread, cutting, and passing quickly.

Equipment and Materials

- Grids for half-court style of play
- The device or board you may need to review rules
- 1 ball per court

Introduction

Today, we will apply the skills that we have learned from passing off the dribble to throwing and catching. We also will apply the offensive strategies that we have learned to stay spread and moving to get open. On defense, we will apply the skills that we have learned to guard the offense, limiting their ability to move the ball and score. We also will learn about transitioning from offense to defense and defense to offense.

Instructional Task: Modified Game

■ PRACTICE TASK

Play 4 v 4 in half-court style. Students score by successfully catching a pass over the end line of their grid. When one team scores, the other team gets the ball. Review the rules of the game as needed. Students work together to self-officiate. Play for 4 minutes. Rotate groups to a different grid for one more round.

Guiding questions for students:

- How can you challenge the offense?
- How can you challenge the defense?
- What should you do when your team loses the ball?

EMBEDDED OUTCOME: S4.M1.7 Before and during game play, remind students what cooperating with, supporting and including others should look, sound, and feel like.

Student Choices/Differentiation

- Group students by ability, if needed.
- Limit or eliminate dribbling.

What to Look For

- Can students answer the questions that you ask them?
- Is offensive and defensive play balanced?

Instructional Task: Transitions

■ PRACTICE TASK

In the same half-court setup, students perform a 3 v 3 drill.

There are two lines. One line is the defense and the other line is the offense. Each time this drill begins, the first three people in line take their positions. When it is over, they go to the end of the line opposite to where they were.

The defense wins or the drill ends when:

- the ball goes out of bounds;
- the offense scores;
- the defense steals the ball from the dribbler or intercepts a pass;
- the offensive player holds the ball for longer than 3 seconds;
- the offensive player takes more than 3 steps; or
- any other violation of the rules occurs that would cause the offense to lose possession of the ball.

Students rotate to next line.

Extension

The offense tries to score by hitting a pre-determined target.

Refinement

Stop the drill to refine dribbling, passing, other physical skills, or previously taught offensive and defensive tactics.

Student Choices/Differentiation

- Students can be organized by ability group.
- May add or subtract a player.

What to Look For

- Is the offense staying spread?
 - Are they cutting and passing quickly?
 - Are students dribbling with correct form, using both hands and changing speed and direction?
 - Is the defense in the ready position staying close?
 - Is the defense working to reduce the open space?
 - Are students cooperative, supportive, and inclusive so that all can learn the skills?
 - Are they applying the rules correctly?
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Formal and Informal Assessments

Checklist (yes and no) for students applying the different types of offensive strategies during drill

Closure

- Discuss how getting open and moving around makes it harder for the defense.
- What helped make the defense successful?
- What helped make the offense more successful?
- How does including teammates, showing support, and cooperating help the team?

Reflection

- How well did students transition from offense to defense and defense to offense?
- Did students' performance suffer when students moved into game play?
- Are students cooperating?
- Did students implement the rules correctly?

Homework

Remind students to practice the skills they need to work on individually.

Have students review the rules and videos posted on the school's physical education website.

Resources

Dougherty, N.J. (Ed.) (2010). *Physical activity & sport for the secondary school student*. 6th ed. Reston, VA: National Association for Sport and Physical Education.

Internet keyword search: "team handball strategies," "transitions for invasion sports"