



PHE Canada
Physical & Health Education Canada



GRADES
4 to 6

team handball

in focus

TERRITORY
NET + WALL
RACING
STRIKING
+ FIELDING
TARGET



PHYSICAL LITERACY THROUGH GAMES AND SPORT

ACKNOWLEDGEMENTS

Physical and Health Education Canada (PHE Canada), founded in 1933, is a national not-for-profit organization. PHE Canada's vision is for "all Canadian children and youth living physically active and healthy lives." PHE Canada is committed to improving the quality of life for all children and youth through initiatives that contribute to greater participation in physical activity.

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TABLE OF CONTENTS

PART A: INTRODUCTION4

| | |
|---|---|
| Purpose | 4 |
| Physical Literacy | 4 |
| Resources to Learn More about Physical Literacy | 4 |
| Teaching Games for Understanding (TGfU) | 5 |
| Resources to Learn More about TGfU | 5 |
| Target Games | 5 |
| Net and Wall Games | 5 |
| Striking and Fielding Games | 5 |
| Invasion/Territorial Games | 6 |
| Racing Games | 6 |
| Sport as a Vehicle for Learning | 6 |
| Resources to Learn More about Canada's Long-Term Athlete Development Model | 6 |

PART B: PLANNING FOR TEACHING AND LEARNING . . .7

| | |
|---|----|
| Resource Overview | 7 |
| Move | 7 |
| Think | 7 |
| Resources to Learn More about Fundamental Movement Skills | 7 |
| Learn | 8 |
| Pedagogical Considerations | 9 |
| Resources to Learn More about Effective Questioning | 9 |
| Example 1: Team Handball Unit | 10 |
| Example 2: Invasion/Territorial Games Unit | 10 |
| Safety | 11 |
| References | 11 |

PART C: SETTING THE CONTEXT12

| | |
|---------------------------------|----|
| Sport in Focus | 12 |
| Summary of Activities | 15 |

PART D: MOVE THINK LEARN ACTIVITIES16

| | |
|---|----|
| Move 1: Zone Sweet Home | 17 |
| Think | 17 |
| Move 2: On Again, Off Again | 19 |
| Think | 19 |
| Move 3: Territorial Take-over | 20 |
| Think | 20 |
| Move 4: Boundary Ball | 22 |
| Think | 22 |
| Move 5: Around The Block | 23 |
| Think | 23 |
| Move 6: Turnover Time | 24 |
| Think | 24 |
| Learn 1: Take It Back! | 25 |
| Learn 2: Zoning Out | 27 |

PART A Introduction

Purpose

The Move Think Learn resource series has been designed to support physical educators in their planning of game-play experiences for children and youth. The series targets educators working with children and youth approximately 9–15 years of age (grades 4–9); its goal is to increase students' knowledge, confidence, and competence so they become further engaged in physical activity and/or sport.

[Physical and Health Education Canada](#) (PHE Canada) advocates for [Quality Daily Physical Education](#) (QDPE) in all Canadian schools. Well-planned opportunities to improve game-play abilities are part of a QDPE program. The Move Think Learn resource series promotes these opportunities through a Teaching Games for Understanding (TGfU) approach, contributes to the development of physical literacy, and aligns with Canada's Long-Term Athlete Development (LTAD) model.

Physical Literacy

Individuals who continue to develop their ability to move with competence and confidence in a wide variety of physical activities in multiple environments to benefit the healthy development of their whole self are individuals who are developing their physical literacy (PHE Canada).

The concept of physical literacy refers to the ongoing development of our embodied dimension, our disposition, and our ability to move and interact in different environments (Whitehead, 2010). Fundamental to the concept is the interrelated and interdependent nature of the many dimensions of one's self. Developing physical literacy therefore can positively influence and be influenced by the development of other capabilities such as cognition, creativity, and self-confidence.

One of the many aspects of physical literacy is the development of game-play abilities, or the ability to read and respond to different situations. This aspect of physical literacy is supported by the Move Think Learn resource series. The game experiences described in the resources include all learners, are developmentally appropriate, and facilitate the refinement of movement skills. Positive, purposeful, and engaging game-play experiences in childhood can contribute to the individual's motivation and confidence to pursue physical activity opportunities for a lifetime. Provincial physical education curricula across Canada promote the development of physical literacy for children and youth.



Resources to learn more about physical literacy

- Website and videos: [Physical literacy educational strategies](#). PHE Canada (2014).
- Article: The concept of physical literacy. Whitehead, M. (Ed.) (2006). *European Journal of Physical Education* 6(2), 127–138.
- Book: *Physical literacy throughout the lifecourse*. Whitehead, M. (2010). London, UK: Routledge.

PART A

Teaching Games for Understanding (TGfU)

The Move Think Learn resource series embraces a Teaching Games for Understanding (TGfU) approach. Originally outlined by Bunker and Thorpe in the 1980s, TGfU is a student-centred instructional model designed to actively engage learners in problem solving and decision making while gaining an appreciation of game strategies, tactics, and skills.

Through participation in small-sided games, students learn how tactical solutions can be transferred from one game or sport to another. Students develop the ability to make decisions about “what to do,” “when to do it,” and “how to do it” in response to game situations (Griffin & Patton, 2005). Learning games this way, students develop game literacy and gain competence in a wide range of activities (Mandigo, Butler, & Hopper, 2007).

TGfU focuses on fostering tactical awareness before skill development. Tactics refer to “what to do” during specific game-play situations (Bunker & Thorpe, 1982). Tactical problems (e.g., how to maintain possession of an object) emerge during game play and force participants to make decisions about what to do (e.g., dribble or pass? what kind of pass? to whom?). Tactics differ from game strategies, which refer to the elements of the overall game plan discussed before play begins (Gréhaigne, Godbout, & Bouthier, 1999).

To facilitate learning, games are grouped into broad categories based on common structures, features, and goals (i.e., target games, net and wall games, striking and fielding games, and territorial games). For the purpose of the Move Think Learn resource series, a “racing games” category is added to include those games with the goal of moving efficiently to cover a pre-determined distance in the shortest amount of time. The games categories can be described as follows.

Target Games

The main goal of target games is to send away an object and make contact with a specific target (Mandigo et al., 2007). Examples of unopposed target games include archery, bowling, and golf. Opposed target games include curling and bocce.

Net and Wall Games

The main goal of net and wall games is to send an object to the opponents so they are unable to return it or are forced to make an error (Mandigo et al., 2007). Examples include badminton, jai-alai (played using a scoop-like implement), tennis, volleyball, sepak takraw (also known as kick volleyball), and squash.

Striking and Fielding Games

The main goal of striking and fielding games is to strike an object away from fielders in order to score points and limit the number of points scored by the opponent (Mandigo et al., 2007). Examples include baseball, cricket, kickball, softball, and rounders.



Resources to learn more about TGfU

- Book: ***Teaching games for understanding: Theory, research, and practice***. Griffin, L., Butler, J. (Eds.) (2005). Champaign, IL: Human Kinetics.
- Website: [Teaching Games for Understanding](#)
- Website: [Playsport](#)
- Video: [Teaching Games for Understanding – Lesson Demonstration](#). The Physical Educator (2012).
- Articles: Physical and Health Education Journal. (2007). [TGfU feature issue](#).

PART A

Invasion/Territorial Games

The main goal of territorial games is to invade the opponent's area to score a goal while simultaneously protecting your own goal (Mandigo et al., 2007). Examples include basketball, team handball, soccer, goal ball, hockey, ringette, water polo, and rugby.

Racing Games

The main goal of racing games is to move efficiently to cover a pre-determined distance in the shortest amount of time. Racing games can also involve set tasks (e.g., going through a gate, staying in bounds). Examples include cycling, speed skating, canoe/kayak, rowing, swimming, and cross-country skiing.



Sport as a Vehicle for Learning

Canada's Long-Term Athlete Development (LTAD) model outlines a framework for athlete development. The seven stages of the model identify the role of play, physical education, school sport, recreational physical activity, and competitive sport in the development of athletes (Balyi, Cardinal, Higgs, Norris, & Way, n.d.). LTAD underlines the importance of opportunities for children and youth to participate in a wide variety of physical activities and sports. Many national sport organizations in Canada have designed a sport-specific LTAD model.

The sport focus of each resource in the Move Think Learn series provides a lens through which to facilitate purposeful game-play experiences. Although each resource focuses on a single sport, it emphasizes the transferability of tactical solutions from one sport to another. The small-sided games described in each resource align with the stages of LTAD by promoting participation in developmentally appropriate games as opposed to mature forms of the sport.



Resources to learn more about Canada's Long-Term Athlete Development Model

- Website: [Canadian Sport for Life](#)
- Website: [PHE Canada Long Term Athlete Development Curriculum Links](#)

PART B Planning for Teaching and Learning

Resource Overview

Each resource in the series is organized into three sections: Move, Think, and Learn. The resources support teacher planning, but do not provide complete or sequential lesson plans.

Move

The Move section describes six different games. Each game highlights a different tactical problem relevant to the games category of the sport in focus. These games can serve as an entry point to a lesson and are designed to help students understand “what to do” in the context of the game. The template used to describe each game is outlined below.

TITLE: title of the game

TACTICAL FOCUS: the tactical problem students will experience during game play

OBJECTIVE: what students will learn as a result of the game-play experience

SPORT RATIONALE: the relevance of the tactical problem to the sport in focus

PARTICIPANTS: the organization of students during game play (e.g., partners, 3 v. 3)

EQUIPMENT: a list of equipment needed to play

SET UP: how to organize the activity area for participation in the game, including diagrams

DESCRIPTION: the rules and details for playing the game

MODIFICATIONS: changes that can be made to the game to increase or decrease the level of challenge and complexity to better meet the needs of students

Think

The Think section includes tactical questions teachers can ask students. Each series of questions relates directly to the preceding Move game, and is intended to engage students in critical and creative thinking to identify the tactical problem, solutions to the tactical problem, and the movement skills required to carry out the tactical solutions. Building on student understanding of “what to do” in the context of the game, this section explores “how to do it.”

Student answers will inform the next steps in learning that should provide an opportunity to develop the skills needed to carry out tactical solutions. These next steps can include practising motor skills, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game. Students need both tactical awareness and skill proficiency to become skillful game players. Teachers will decide the best way to engage students in skill practice based on developmental level and readiness. Providing opportunities for students to develop skills in a game-like context is an effective way to facilitate the carryover of these skills to a game situation.

Resources to learn more about fundamental movement skills



Resources to learn more about fundamental movement skills

- Book: [PHE Canada Fundamental Movement Skills Resource Series](#)
- Videos: [PHE Canada Fundamental Movement Skills Video Collections](#)
- Website: [Active for Life Lesson Plans and Resources](#)

PART B

Learn

Each Learn section describes two games. These games are more complex than those in the Move section, and are intended to move participants toward the mature form of the sport in focus. During game play, students apply solutions to tactical problems and decision-making abilities. These games can serve as a culminating game to a lesson or unit.

After the game description, to extend tactical awareness, the resource identifies questions to engage students in critical and creative thinking. It also identifies specific ways the tactical solutions can be transferred to other games or sports in the same category. Emphasizing the transferability of tactical solutions from one game to another in the same games category will deepen student understanding and competence, despite the fact that different movement skills are required to play different games.

BELOW IS A SUMMARY OF WHAT TEACHING AND LEARNING COULD LOOK LIKE IN EACH SECTION OF THE RESOURCE.

| Action | What students will do | What teachers will do |
|--|---|--|
| MOVE Game to highlight a tactical problem. | Engage in small-sided, developmentally appropriate play with lots of opportunity for active involvement. | Facilitate game play in a safe environment. Observe student play. |
| THINK Questions to allow students to identify the tactical problem from the MOVE game and begin to identify solutions and required skills. | Consider and share answers to questions based on game-play experiences and ask new questions. Practise and refine movement skills and tactical solutions. | Ask questions to highlight the tactical problem and relevant solutions. Encourage multiple and varied answers, be open to new ideas, ask probing questions to refine student answers. Use answers to inform next steps in learning. Facilitate an opportunity to practise and refine movement skills needed to carry out tactical solutions. |
| LEARN More complex game emphasizing the use of tactical solutions during game play. | Engage in small-sided, developmentally appropriate play and make decisions to achieve the goal of the game. | Facilitate game play in a safe environment. Observe student play, pausing games periodically as appropriate to ask questions to support student decision making and use of tactical solutions. |

PART B

Pedagogical Considerations

A number of pedagogical considerations are important to help ensure learning experiences are purposeful, engaging, and inclusive for all students. Structuring inclusive game-play opportunities that allow all students to participate in a positive and appropriately challenging way will contribute to student learning and increase confidence and competence.

The games in the Move Think Learn resource series are developmentally appropriate in that they are small-sided (e.g., 3 v. 3), allowing all students to be actively involved in the game experience. However, it is important to note that the games are merely samples. Teachers will need to ensure games are structured in a way that matches the needs and abilities of their students. The description of each game provides modifications to the equipment, space, and rules to give teachers ideas about how to increase or decrease the level of challenge or complexity to better match the abilities of students. In some cases (e.g., archery, squash, cycling, canoe/kayak), the games do not involve the use of sport-specific equipment or facilities. Teachers with the relevant training and/or access to equipment and facilities can choose to incorporate these elements as appropriate.

In a student-centred model such as Teaching Games for Understanding, it is critical that teachers be able to ask questions after a game in a way that facilitates learning and empowers students to make good tactical decisions. It is important to ask questions that help students understand what they need to do to solve a tactical problem and why, followed by questions that identify how to carry out the solution (Mitchell, Oslin, & Griffin, 2013). The type and number of questions asked by the teacher is based on the readiness of students.



Resources to learn more about effective questioning

- Book: **Instructional models for physical education** (3rd ed.). Metzler, M. W. (2011). Scottsdale, AZ: Holcomb Hathaway.
- Book: **Teaching sport concepts and skills: A tactical approach for ages 7–18**. Mitchell, S. J., Oslin, J. L., & Griffin, L. L. (2013). Champaign, IL: Human Kinetics.



PART B

The **Move Think Learn** resource series is intended to inform teacher planning, and is not a sequential or complete series of lessons. As a result, teachers will use the resource in different ways. Here are two examples of how teachers could use the Move Think Learn Team Handball resource to plan a unit using a TGfU approach.

Example 1: Team Handball Unit

Mr. Smith plans a two-week team handball unit. The single-sport focus will provide an in-depth experience with the tactical problems associated with team handball before highlighting the transferability of tactical solutions to other invasion/territorial games (Mitchell et al., 2013).

Mr. Smith uses the Move Think Learn Team Handball resource to identify tactical problems that will provide the focus for his unit and matches these to provincial/territorial learning outcomes. Curricular learning outcomes inform the assessment criteria and strategies. When designing the sequence of learning, Mr. Smith uses the games in the Move section and the modification ideas to identify a game that will start each of his lessons. Then he adjusts the Think questions to match the needs of the students in his class. He is unsure of the performance cues for the overhand throw, so refers to the [PHE Canada Fundamental Movement Skills Video Collection](#) before designing game-like opportunities for skill practice. Finally, Mr. Smith chooses a culminating Learn game for each lesson that will allow students to apply the tactical solutions and decision-making abilities. Sometimes, the Learn game is a modified version of the initial Move game. Mr. Smith is ready to begin and adjust his plan as necessary to support student learning.

1

Example

Invasion/Territorial Games Unit

Ms. Bahn plans a two-week invasion/territorial games unit. She adopts a game sampling focus to provide a variety of game-play experiences that help students transfer learning from one territorial game to another (Mitchell et al., 2013).

Ms. Bahn also uses the Move Think Learn Team Handball resource to identify tactical problems that will provide the focus for her unit, matches these to provincial/territorial learning outcomes, and articulates assessment criteria. When designing the sequence of learning, Ms. Bahn incorporates the transferability ideas from the games in the Learn section into each of her lessons. Sometimes she plans for games with the same tactical focus to be played at the beginning of two consecutive lessons, or within the same lesson with different movement skills. For example, students could play Boundary Ball, throwing and catching with hands (Team Handball), then play again, kicking and trapping with feet (Soccer). Ms. Bahn also adjusts the Think questions to match the needs of the students in her class and designs game-like opportunities for skill practice. Finally, Ms. Bahn chooses a culminating Learn game for each lesson that will allow students to apply their tactical solutions and decision-making abilities. Ms. Bahn is ready to begin and adjust her plan as necessary to support student learning.

In both examples, teachers plan to facilitate a sequence of learning that will encourage students to become more skillful game players, having developed both tactical awareness and movement skills. Students gain an understanding of what to do in game situations, when to do it, and how to do it to achieve the goal of the game.

2

Example

PART B

Safety

An inherent level of risk exists in all physical activities. A safe physical, emotional, mental, and spiritual learning environment is essential if students are to learn while participating in movement activities. Teachers must facilitate well-planned and developmentally appropriate game-play experiences to minimize the risk of accident and injury. In addition to knowing the developmental level of students and acting with common sense and foresight, teachers should have an in-depth understanding of up-to-date safety guidelines in their province/territory and jurisdiction.



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- Balyi, I., Cardinal, C., Higgs, C., Norris, S., & Way, R. (n.d.) [Canadian Sport for Life: Long-term athlete development resource paper v 2.](#)
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PART C Setting the Context

Sport in Focus

The information below about the sport in focus can generate student interest and engagement prior to the first learning experience. For example, teachers can share information about team handball and

- have small groups complete a T-P-E chart (Nosich, 2009), identifying what they think (T) they know about team handball, what puzzles (P) them about team handball, and how they want to explore (E) the things that puzzle them;
- make connections with local, provincial, national, or international events.

Sport in Context

DID YOU KNOW?

- The sport of team handball is also known as Olympic handball and European handball or simply “handball.”
- The game is usually played indoors but there are also outdoor forms, such as field handball, Czech handball and beach handball.
- Team handball is the second largest sport in Europe.
- Team handball is a combination of football, basketball and water polo.
- Team handball made its Olympic debut in 1936, but did not become an official Olympic event until 1972.
- Women’s team handball became an Olympic sport in 1976.

HISTORY

- The Greeks and Romans both played games that can be considered predecessors of team handball.
 - o The Greek game, “Urania,” used a ball made out of purple wool.
 - o The Roman game, “Harpaston,” had opposing players throwing a ball over a line.
- Evidence exists of a game played in Germany, similar to team handball, called fangballspiel, which translates to “catch ball game.”
- Team handball in its modern form began in northern Europe in the late 19th century.
- In 1917, German physical education teacher Max Heiser created the first official team handball rules of the game for women; in 1919, Karl Schelenz added the rules for men’s handball.
- The International Amateur (Team) Handball Federation was established in 1928 and was replaced, in 1946, by the International (Team) Handball Federation—the group that remains the current governing body for team handball.

RULES

- Team handball is a territory game played by two teams on a rectangular field with a ball and two opposing goals.
- The object of the game is for players to pass or dribble a small ball using their hands to score on the opposing team’s goal.
 - o Players may use their hands, head, torso, thighs, and knees—but NOT their feet—when contacting the ball.
- A regulation game (for players aged 16 and above) consists of two 30-minute halves with a 10-minute halftime.
 - o Youth teams (ages 12–16) play for two 25-minute halves.
 - o Children (ages 8–12) play for two 20-minute halves.

PART C

AN OVERVIEW OF SIMPLIFIED RULES FOR TEAM HANDBALL

- Seven players (6 court players, 1 goalkeeper) comprise a team on the court.
- The game begins with a throw off, which is also used after a goal has been scored.
 - A throw off happens when each team is on its own half of the court following a whistle; the ball is passed from centre court to a teammate and play begins.
- Players (except the goalkeeper) are not allowed to touch the ball with their lower limbs (feet and legs, including the knee).
- Players are not allowed to enter the goal crease at any time.
- A player may take three steps with the ball.
- A player may hold the ball for a maximum of 3 seconds.
- A player may dribble, pass or shoot as many times as desired.
- A player may take three steps both before and after a dribble, but may not continue dribbling after having already stopped (this is referred to as double dribbling).
- A goal (1 point) is scored when the ball crosses the goal line of the opposing team.

For more information on rules, visit the International Handball Federation or IHF Rules of the game document.

For more information on rules, visit:

www.handballcanada.ca or www.ihf.info

EXAMPLES OF HOW TO MODIFY RULES FOR DIFFERENT TEACHING ENVIRONMENTS AND ABILITIES

- To maximize participation in the game, incorporate 2 balls to allow for more time on task and increased chances to make contact with the ball.
- For inclusion of all students, incorporate a three-pass rule before attempting to score (or even a pass to all teammates).
- Eliminate the three-second rule to remove the pressure for beginning players (allow them the chance to survey the environment looking for the open player or attack on the goal).
- Modify the type of ball used for game play.
 - Beanbags or balls made with soft materials are appropriate for children with upper body limitations.
 - Larger balls make catching less difficult for beginning players.



CANADIAN ATHLETE HIGHLIGHTS *Vassilia Gagnon*

- Born: May 9, 1990
- Birthplace: Rosemère, Québec
- Position: Goalkeeper
- Has played handball for 15 years
- Has played for Team Québec for 9 years and Team Canada for 4 years
- Named MVP (Juvenile) for Handball Québec in 2008–2009
- Was Goalkeeper by excellence (All Star Team) in 2008 and 2010–2014



CANADIAN ATHLETE HIGHLIGHTS *Alexis Bertrand*

- Born: November 4, 1982
- Birthplace: Saint-Jean-Chrysostome, QC
- Selected first for the junior national team in 1999
- Named the National Champion and MVP for the professional club in Lévis, Québec in 2002–2003
- Played semi-professional and professional in France, 2003–2011
- Played for the Canadian National All-star team, 2012–2013

PART C

CROSS-CURRICULAR CONNECTIONS

This resource is student-centred, providing students opportunities to MOVE, THINK, and LEARN and supporting the tactical understanding for territorial games. Adding cross-curricular connections is a great way to support student learning in other subject areas.

CROSS-CURRICULAR CONNECTIONS FOR TEAM HANDBALL

- Math: Calculate area of the court (length = 20 m, width = 40 m)
- Geography: Review or teach Canadian provinces/territories and research the provincial Team Handball Federations.
- History: Examine the history of physical activity and education (e.g., activities and games from Ancient Greece and Rome).



Supplementary Reading

RESOURCES

- LTAD Resource - [Team Handball Long-Term Athlete Development Model](#)

WEBSITES

- [International Handball Federation](#)
- [Pan American Team Handball Federation](#)
- [Canadian Team Handball Federation](#)

PROVINCIAL ASSOCIATIONS

- [Association de Handball Olympique du Nouveau-Brunswick](#)
- [Fédération Québécoise de Handball Olympique](#)
- [Team Handball Ontario](#)
- [Saskatchewan Team Handball Federation](#)
- [Alberta Team Handball Federation](#)
- [British Columbia Team Handball Federation](#)

BIG EVENTS

- World Championships
 - Women's World Championships
 - Men's World Championships
 - Women's Junior World Championships
 - Men's Junior World Championships
 - Women's Youth World Championships
 - Men's Youth World Championships
- IHF Super Globe
- World Games



PART C

Summary of Activities

Team handball, a territorial game, is the sport through which this resource will explore the tactical problems related to territorial games. The goal of territorial games is to invade the opponent's area to score a goal while simultaneously protecting your own goal (Mandigo, Butler, & Hopper, 2007).

THE MOVE THINK LEARN ACTIVITIES TO SUPPORT THE DEVELOPMENT OF SKILLFUL TERRITORIAL GAME PLAYERS ARE SUMMARIZED IN THE TABLE BELOW.

| <i>Tactical Focus</i> | <i>Move</i> | <i>Think</i> | <i>Learn</i> |
|---|-----------------------|--|---------------|
| Avoiding defense, moving to and through the open spaces | Zone Sweet Home | <p>Student answers to the tactical questions after each game will inform the next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions.</p> <p>For more information to support development of the movement skills needed to play team handball, refer to the resources listed on page 6.</p> | Take It Back! |
| Maintaining possession to make forward progress | On Again, Off Again | | |
| Attacking the goal | Territorial Take-over | | |
| Maintaining possession and creating space | Boundary Ball | | |
| Stopping scoring, defending goal, regaining possession | Around the Block | | Zoning Out |
| Regaining possession, transitioning from defense to offense | Turnover Time | | |

PART

D

Move Think Learn Activities



MOVE



1: Zone Sweet Home

TACTICAL FOCUS:

Avoiding defense, moving to and through the open spaces

OBJECTIVE:

Students will learn to decide how to avoid defenders by moving to and through open space by changing movement (e.g., levels, pathways) and locomotion patterns.

SPORT RATIONALE:

When playing team handball, players must be able to progress through defenders. Players will be most effective when they can find open spaces increasing scoring opportunities.

PARTICIPANTS:

Groups of 9

EQUIPMENT PER GROUP:

- a minimum of 9 floor markers (e.g., carpet squares, poly spots)
- floor markers to mark zone boundaries

DESCRIPTION:

- Divide the group of nine into two groups: six offensive students and three defensive students.
- Each of the three defensive students begins play in one of the three home zones. They try to tag any student who passes through their zone. They can move anywhere within their designated zone.
- On signal, all offensive students try to move forward through the play area, attempting to make it past the opposite end line without being tagged. They can move in any pathway they choose.
- Tagged students must go to an open floor marker and stand with one foot in contact with the floor marker.
- Tagged students become defenders trying to tag all other students.
- Any tag must be made on the front side of the other student's body.
- Any student who makes it all the way past the other end line without being tagged gets a free return to the starting end line; these students wait for a signal to try to make it through again.
- When three or fewer students remain not tagged the game is over; these untagged ones become the new defenders, one in each of the three home zones.

THINK

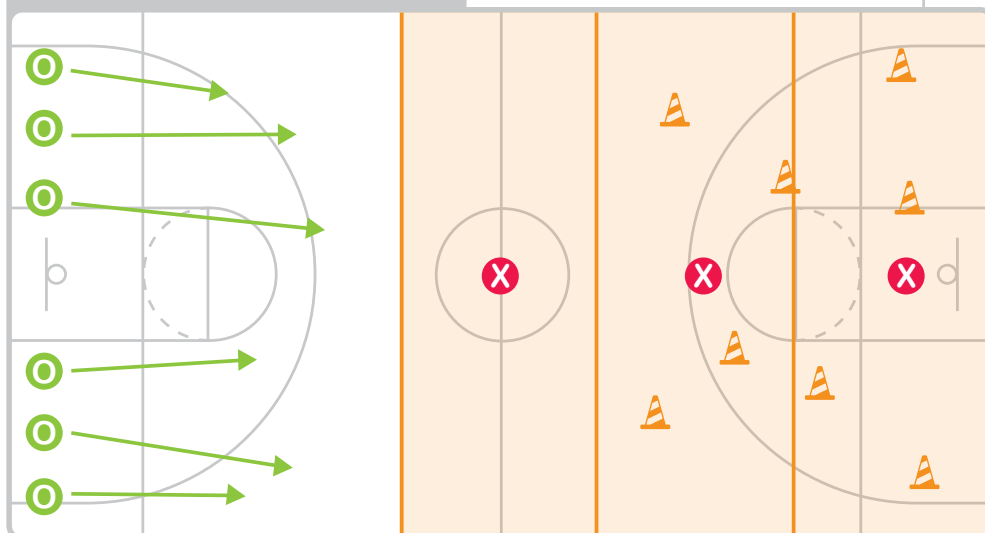


TACTICAL QUESTIONS FOR STUDENTS:

- What are some movements you did to try to avoid the defenders?
- Was it harder to get by the defenders in the home zones or the defenders on the floor markers? Why?
- How did the location of the floor markers (defenders) affect your movement forward?
- What will you consider before deciding which pathway to take to try to avoid the defenders?

NOTE: Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game.

ZONE SWEET HOME SET-UP



Divide the play area into three lengthwise zones (lanes) with three home zones in the middle of the play area. Locate three or more floor markers randomly in each of the three zones.

○ OFFENSIVE PLAYER X DEFENSIVE PLAYER — HOME ZONES ▲ FLOOR MARKERS

MODIFICATIONS:

- Students have a time limit to move forward to the other end line without being tagged. If they do not make it in the given length of time, they are considered tagged.
- Restrict the tagging motion in different ways; for example,
 - o the contact must involve a hand on at least one shoulder of the offensive student,

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Modifications (continued)

- o the contact must involve both hands contacting both shoulders of the offensive student,
- o each offensive student carries a ball and the defenders must try to touch the ball.
- Offensive students must travel only forward in a designated zone (lane).
- Offensive students have a small ball to dribble while moving. When tagged, the student must hold the ball while in contact with the floor marker.
- o If a student loses possession of the ball before being tagged, the student gets one chance to gather the ball, run back to the start line and try again OR the student is considered tagged and must hold the ball while in contact with the floor marker.
- Tagged students may relocate their floor marker before the signal is given for the others to try to move forward again. Once the signal is given, the floor marker cannot be moved.
- Tagged students may switch to a new floor marker at any time but they must have at least one foot in contact with a floor marker in order to tag another student.

MOVE



2: On Again, Off Again

TACTICAL FOCUS:

Maintaining possession to make forward progress

OBJECTIVE:

Students will learn the concept of moving into open spaces to receive a pass and keep possession of the ball.

SPORT RATIONALE:

Team handball is a game that fundamentally depends on the players' successful passing and receiving while moving forward up the playing area in order to score. Players need to work with teammates to maintain possession of the ball.

PARTICIPANTS:

Pairs

EQUIPMENT PER PAIR:

- 1 medium-sized ball (e.g., handball, foam or red rubber ball)
- multiple floor markers (e.g., carpet squares, poly spots) for each play area

DESCRIPTION:

- Divide students into pairs.
- Three to four pairs share the playing area. The pairs will move in both directions. Remind pairs to be aware of other students moving in the same space.
- Pairs begin on the end line of the play area; partner **A** of each pair has possession of a ball.
- On signal, partner **B** runs to an open floor marker and, while in contact with the marker, signals (e.g., voice, hands up to create a target) to **A** to pass the ball.
- **A** passes to **B**, then runs to a different open floor marker ahead of **B**.
- **A** signals to **B** to pass the ball. **B** passes to **A** and then moves to another open floor marker.
- Each pair progresses through the play area using passing and receiving only.
- A point is scored when one partner receives the ball while in contact with the opposite end line.
- If a pair drops the ball during the activity, both must return to the end line where they scored their last point to re-start play.
- The first pair to score four points before all other pairs in the same play area wins the game.

THINK

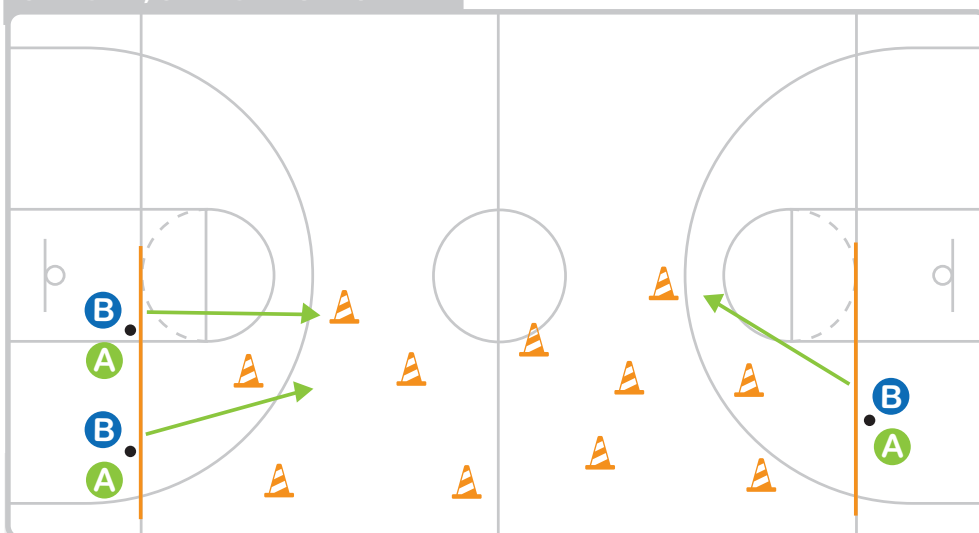


TACTICAL QUESTIONS FOR STUDENTS:

- What did you need to do to successfully progress forward in the game?
- What did you need to think about when deciding how you passed the ball?
- What should you do when your partner has possession of the ball?
- What could affect where you run to within the play area?

NOTE: Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game.

ON AGAIN, OFF AGAIN SET-UP



Divide gymnasium into three or four play areas of equal size. Place floor markers randomly throughout each play area. Three to four pairs of students will share one play area.

A PLAYER A **B** PLAYER B **●** BALL **▲** FLOOR MARKERS

MODIFICATIONS:

- When a pair drops the ball, both return to the floor marker last occupied, and continue the progress up the play area.
- Students vary the type of pass they use (e.g., overhand only, underhand only, bounce pass only).

MOVE



3: Territorial Take-over

TACTICAL FOCUS:

Attacking the goal

OBJECTIVE:

Students will focus on progressing the ball forward quickly to get a group member in good scoring position, with group members learning when and how to shoot at targets immediately upon receiving the ball.

SPORT RATIONALE:

Scoring goals is the main objective in the game of team handball. Players always need to look for a scoring opportunity by analyzing where the best option is for the team to score, and when it is the best choice for an individual team member to take a shot.

PARTICIPANTS:

Groups of 6

EQUIPMENT PER GROUP:

- 2 medium-sized balls (e.g., team handball, foam or red rubber ball)
- 10 goal targets (e.g., pylons)
- 6 pinnies (2 different colours, 3 of each colour)

DESCRIPTION:

- Divide each group of six into two groups of three.
- Each group starts on its own end line (in front of its five goal targets).
- One member of each group starts in possession of a ball. On signal, both groups move towards the other group's five targets, passing the ball among the three members.
- While in possession of the ball, a student must remain stationary.
- Each group must make at least six successful passes before shooting at a target.
- If a pass is dropped, the student who dropped the ball gathers it and play continues; however, the next pass cannot be one of the six successful passes.
- While shooting, the student must remain outside the designated goal area.
- If the shot moves or knocks over a target, the shooting student retrieves both the ...

THINK

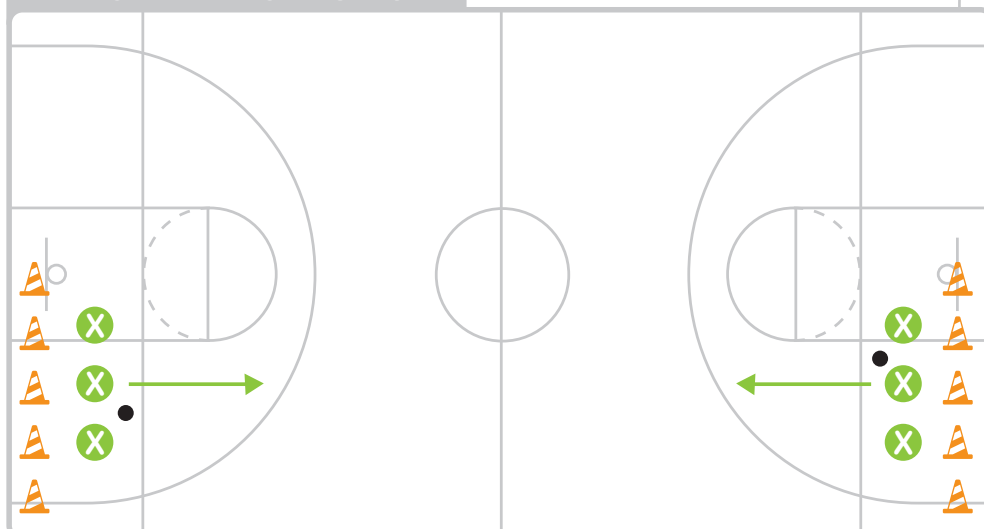


TACTICAL QUESTIONS FOR STUDENTS:

- What did you need to think about when deciding how to shoot the ball at a target?
- After your group made six successful passes, how did you know if you were the one who should be shooting at the target?
- What strategy could your group use to move the ball quickly to attack the goal more frequently?

NOTE: Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game.

TERRITORIAL TAKE-OVER SET-UP



Establish a rectangular play area suitable for two groups of three students. Each group locates its five goal targets on its own end line of the play area. Identify or mark a line (curved if possible) to designate the goal area.

X PLAYER **●** BALL **▲** GOAL TARGETS

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MODIFICATIONS:

- While in possession of the ball, students can do one or a combination of the following:
 - take three steps,
 - dribble,
 - pass forward only,
 - pass using only specified passes (e.g., overhand, underhand, chest pass, bounce pass).
- While shooting, students must take a three-step approach, then jump and shoot while in the air.
- All students must be behind their own goal line for the start of play and the restart of play.
- Unsuccessful passes result in a restart of play.
- One group member cannot shoot on goal twice consecutively.
- Increase or decrease the number of required passes.



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target and the ball, then runs back to the group's own end line. The student adds this target to the group's goal line. The group restarts play.

- If the shot does not move or knock over a target, the student retrieves only the ball and runs it back to the group's own goal line to restart play.
- All group members must return to their own half each

time play restarts from the goal line.

- Both groups play in the same manner, each one trying to score more goals (i.e., move/knock over more targets) than the other.
- Students in both groups must be aware of where the opponents are on the play area; however, there is no defensive play.

- Play for a time limit or until all targets have been knocked over by one group.

MOVE



4: Boundary Ball

TACTICAL FOCUS:

Maintaining possession, creating space

OBJECTIVE:

Students will focus on making appropriate decisions about how and where to pass the ball while avoiding defenders. They will also learn to move to create space to support their group member with the ball.

SPORT RATIONALE:

In the game of team handball, it is important that players get "open" when a teammate is in possession of the ball. Learning how to become open and what to do to help teammates become open is necessary in order to score goals in team handball.

PARTICIPANTS:

Groups of 5

EQUIPMENT PER GROUP:

- 1 medium-sized ball (e.g., handball, foam or red rubber ball)
- 3 pylons or similar floor markers
- 4 flat floor markers and/or floor lines
- 5 pinnies (2 different colours; 2 of one colour and 3 of one colour)

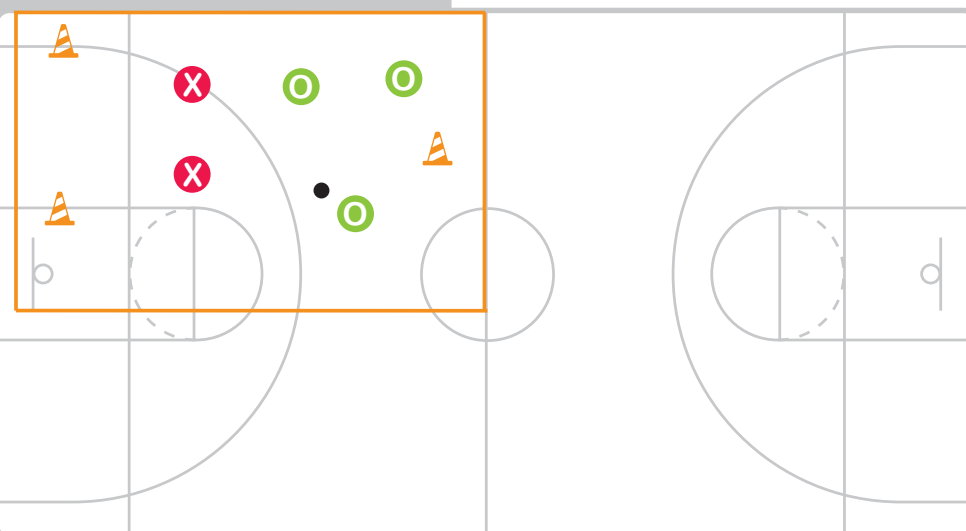
DESCRIPTION:

- Divide a group of five into one group of three (offense) and one group of two (defense).
- Students from both groups can move anywhere within the designated boundaries.
- The offense starts with the ball; one student passes to another group member.
- The offense attempts to make five consecutive passes within its group.
- Immediately after making a pass, the passer must run around one of the three pylons and move back in the direction of the group member with the ball.
- The student with possession of the ball must remain stationary.
- The two defenders try to catch (intercept) or knock down the ball as it is being

passed among the offensive group members.

- If the ball is knocked down, one of the offense picks it up and continues passing, but must start counting the group's five consecutive passes again.
- The game ends when the group of three makes five consecutive passes or the pair intercepts/ knocks down the ball three times.

BOUNDARY BALL SET-UP



Designate a rectangular play area using flat floor markers and/or lines on the floor. Arrange three pylons in a triangular shape within the play area.

OFFENSE DEFENSE BALL

THINK



TACTICAL QUESTIONS FOR STUDENTS:

- What did you need to consider when deciding which group member you would pass to?
- When should you pass?
- Where should you stand or move to when trying to be open to receive the ball?
- Why might you want to move to a new open space after you pass the ball?

NOTE: Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game.

- When a game ends, one member of the group of three joins the pair and they now try to make five successful passes; the two other students become the pair of defenders.

MODIFICATIONS:

- The groups switch between offense and defense every time the ball is intercepted, with the student who last tried to pass the ball switching groups so the activity remains three offense v. two defense.
- Balance group sizes (e.g., 3 v. 3).
- Students vary the type of pass they may use (e.g., overhand only, underhand only, bounce pass only).
- The student in possession of the ball may take up to three steps before passing.

MOVE



5: Around the Block

TACTICAL FOCUS:

Stopping scoring, defending the goal, regaining possession

OBJECTIVE:

Students will learn the defensive skills of intercepting passes and blocking shots on goal in order to regain possession of the ball and decrease scoring possibilities. Students will also learn how to quickly transition from defense to offense by passing the ball.

SPORT RATIONALE:

Successful defensive play allows a team to regain possession of the ball. When playing team handball, defenders work together to ensure that one is always between the opponent with the ball and the goal. Blocking the opponent's shortest pathway to scoring is a very important part of the game.

PARTICIPANTS:

Groups of 5

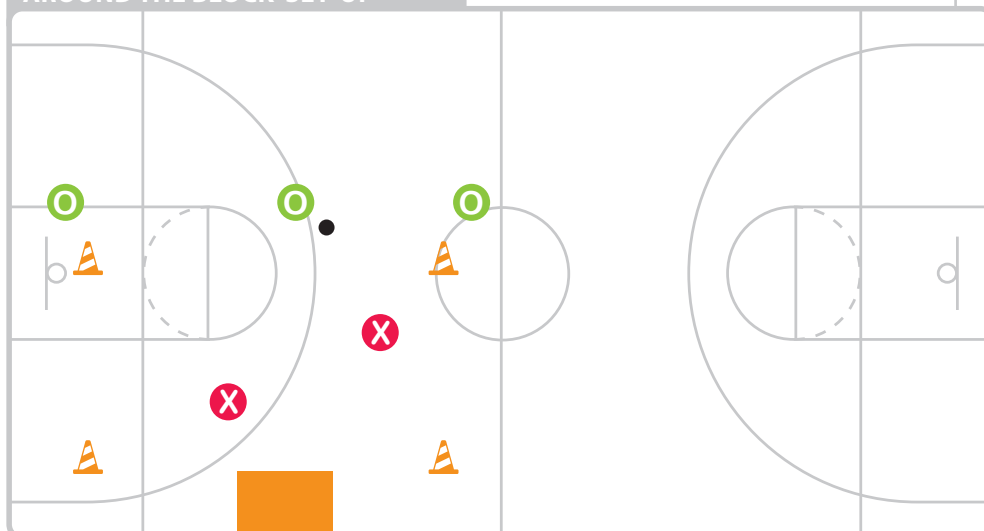
EQUIPMENT PER GROUP:

- 1 medium-sized ball (e.g., team handball, foam or red rubber ball)
- 4 corner markers (e.g., carpet tiles, poly spots, pylons)
- 1 gym mat or 4 floor markers for a goal target
- 5 pinnies (2 different colours; 2 of one colour and 3 of one colour)

DESCRIPTION:

- Divide the group of five into one group of three (offense) and one pair (defense).
- The offensive students stay outside the rectangle and can move along any of the three non-goal sides. This group is trying to "score on the goal" by throwing the ball so it lands on the goal target.
- When in possession of the ball, students must remain stationary.
- Two students on defense play inside the boundaries, trying to stop the ball from landing on the goal target.
- The offensive group scores a point when a thrown ball lands on the goal target.
- When a point is scored or the ball is intercepted, the defending group quickly transitions to offense. To maintain the ratio, the last offensive student to make a pass must remain an offensive group member.
- Play the game for a time limit or until one group scores a given number of points.

AROUND THE BLOCK SET-UP



Designate a large rectangle, marked at the corners by floor markers. Centre a gym mat (or floor markers to make the same shape) on one longer side of the rectangle to serve as a goal target.

○ OFFENSIVE GROUP X DEFENSE GROUP ■ GOAL TARGET ● BALL

THINK



TACTICAL QUESTIONS FOR STUDENTS:

- When on defense, where should you look when trying to stop scoring?
- What could your group members do to make it difficult for the offensive group members to have an open shot at the goal target?
- Describe how you looked when you tried to block an offensive student who had the ball.
- If the attacking group members pass the ball using the space, what can the defenders do to work together to stop the attack on goal?

NOTE: Student answers will inform next steps in learning, which should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the same game.

MODIFICATIONS:

- Restrict passes in various ways (e.g., only around outside of boundaries; only underhand).
- When on offense, students can move three steps when in possession of the ball.
- Students can dribble the ball on offense.
- Increase the number of students on offense to make a 4 v. 2 game.
- If a defender intercepts the ball, that student switches places with the student who threw it.
- After an offensive group member throws (passes or shoots) the ball, the student must make toe contact with a corner marker before contacting the ball again.
- Students try to hit a smaller target placed in the middle of the goal target.

MOVE



6: Turnover Time

TACTICAL FOCUS:

Regaining possession, transitioning from defense to offense

OBJECTIVE:

Students will learn to constantly strive to regain possession of the ball when not in possession. When they are successful, they will quickly transition to offense and move the ball out of their own end of the play.

SPORT RATIONALE:

Team handball is a game that requires the players to play both defense and offense. A strong defense will work together to regain possession of the ball and will quickly transition to offense in order to have more opportunities to score.

PARTICIPANTS:

Groups of 6

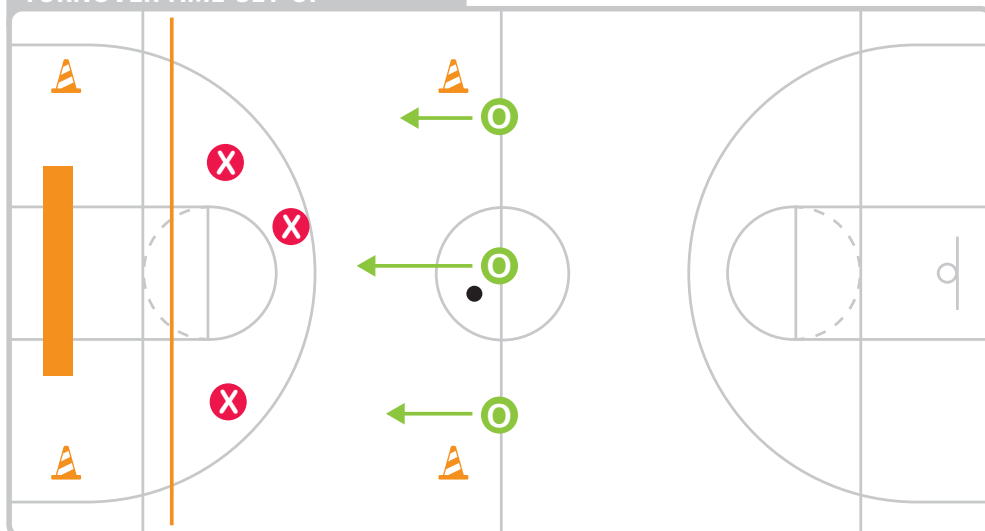
EQUIPMENT PER GROUP:

- 1 medium-sized ball (e.g., team handball, foam or red rubber ball)
- 4 corner marks (e.g., carpet tiles, poly spots, pylons)
- 1 small goal (e.g., gym mat stood on its side, floor hockey net, 2 pylons)
- 6 pinnies (2 different colours, 3 of each)

DESCRIPTION:

- Divide the group of six into two groups of three; one group starts on offense, the other starts on defense.
- The offense begins at the end line with the student in the centre position in possession of the ball.
- On signal, the centre student passes the ball to a group member; the group tries to move toward the goal, passing among the offensive members.
- When in possession of the ball, students must remain stationary.
- The defending students try to intercept the passes and block their opponents' pathway.
- When attempting a shot on goal, shooters must not cross over the designated goal line.
- A point is scored each time the ball is intercepted or the goal target is hit.
- A change in possession occurs when
 - o a member of the offense shoots at the goal, regardless of whether a goal is scored;
 - o a member of the defense intercepts the ball.

TURNOVER TIME SET-UP



Mark a square (e.g., 4 m by 4 m) with floor markers at the corners. Place a small goal at the end of the play area and designate a goal line about a third of the distance from the goal.

○ OFFENSIVE GROUP X DEFENSE GROUP ■ GOAL TARGET ● BALL

THINK



TACTICAL QUESTIONS FOR STUDENTS:

- Where should you look immediately after intercepting the ball?
- If a defender intercepts the ball causing a turn over, what can the group do to help the group member who now has possession of the ball?
- What can a group do to transition quickly from defense to offense?

NOTE: Student answers will inform next steps in learning, which should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the same game.

- When a change in possession occurs, the defensive students gather the ball and quickly pass the ball among the group, moving back to cross over the end line.
- o When a group is transitioning from defense to offense, the other group cannot intercept the ball.
- When a group crosses the end line, the students turn around and play offense. The original offensive group is now on defense.
- Play for a time limit or until one group scores a given number of points.

MODIFICATIONS:

- Students may take three steps and/or dribble, when in possession of the ball.
- When one group is transitioning from defense to offense, the other group may play warm defense immediately, trying to intercept the ball.

LEARN



1: Take it Back!

TACTICAL FOCUS:

Attacking the goal, avoiding defense, moving to and through open space, maintaining possession, creating space

OBJECTIVE:

As a group, the students will focus on progressing the ball forward quickly, creating space while avoiding and overcoming opponents.

Groups work together to get a group member into good scoring position to attack the goal while under pressure.

SPORT RATIONALE:

Team handball is a fast moving territorial game. Successful teams must work to overcome the opponents and to shoot under pressure in order to score points.

PARTICIPANTS:

Groups of 6

EQUIPMENT PER GROUP:

- 1 medium-sized ball (e.g., handball or red rubber ball)
- 10 goal targets (e.g., pylons)
- 6 pinnies (2 different colours, 3 of each colour)

DESCRIPTION:

- Divide the group of six into two groups of three; one group starts on offense and the other group starts on defense.
- A member of the offense starts in possession of a ball, standing on the offense group's end line. The defensive students spread out in their half of the court.
- On signal, the offensive students pass among the group, moving towards the other group's five targets.
 - o When in possession of the ball, a student can move up to three steps before passing to a group member.
 - o A group must make at least four successful passes before it can attempt to attack the goal targets.
- The defensive students try to intercept passes, knock the ball down, and block shots in order to gain possession of the ball.
 - o Both unsuccessful passes and interceptions result in a restart of play by the defensive student from where the ball was last touched.
- When shooting, the student must remain behind the designated goal line.
 - o If the shot moves or knocks over a target, the student retrieves the target and the ball, then runs back to the group's end line. The student adds this target to their own end line and restarts play as in the beginning of the game.
 - o If the shot does not move or knock over a target, a member of the opposing group retrieves the ball and restarts play from that group's own end line as in the beginning of game.
- All group members must return to their own half each time play restarts from the end line.
- Play for a time limit; groups work together to gather as many targets as possible.
- Games can be played for a time limit or until one group scores a given number of points.

THINK



TACTICAL QUESTIONS FOR STUDENTS:

- When attacking the goal, how did your group use space effectively to score?
- What did you do when you moved into a space and you did not receive a pass?
- How might you overcome your opponent to increase your opportunities to score?

TRANSFERABILITY:

You could play this game again with a focus on:

- soccer – passing, dribbling, and shooting with feet at same goal target;
- floor hockey – passing and carrying a soft puck with a stick, shooting at the same goal target (must hit target but not knock it over).

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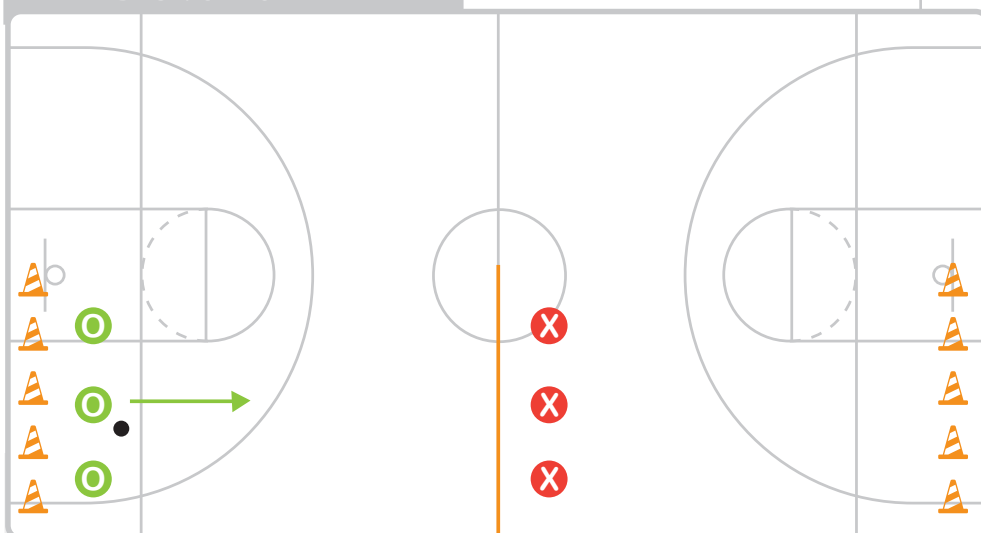
LEARN



1: Take it Back! (continued)

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TAKE IT BACK! SET-UP



Designate a rectangular play area. Both groups of three students locate their targets on their own goal line. Designate a goal area at each end of the play area using a line (curved, if possible). Designate a centre line.

X OFFENSE **X DEFENSE** **● BALL**

MODIFICATIONS:

- While in possession of the ball, students may
 - o dribble, and/or
 - o pass using only specified passes (e.g., overhand, underhand, chest pass, bounce pass).
- While shooting, students must take a three step approach, then jump and shoot while in the air.
- All students must be behind their own end line for the start of play and restart of play.
- One group member cannot shoot on goal twice consecutively.
- Increase or decrease the number of required passes before a shot on goal.

LEARN



2: Zoning Out

TACTICAL FOCUS:

Stopping scoring, defending goal, regaining possession, transitioning from defense to offense

OBJECTIVE:

Students will develop an understanding of the concept of zone defense. They will focus on learning to quickly reduce open space, to deny space through effective positioning, and to become obstacles that slow down opponents' forward progress.

SPORT RATIONALE:

Zone defense is the type of defense used most often in team handball. When on defense, the six defenders play in pre-determined positions creating a defensive zone in the play area. Zone defense is an effective defensive strategy to decrease an opposing team's scoring opportunities.

PARTICIPANTS:

Groups of 6

EQUIPMENT PER GROUP:

- 1 medium-sized ball (e.g., team handball, foam, red rubber)
- 2 goals targets (e.g., a ball placed on top of a pylon, a milk crate on its side on a bench, a gym mat standing on its side)
- 6 pinnies (2 different colours, 3 of each colour)
- multiple floor markers (e.g., carpet squares, poly spots) for each play area

DESCRIPTION:

- Divide the group of six into two groups of three. In each group, number the students 1, 2 or 3, indicating the zone position where they must remain during play.
- The starting offensive group stands behind their own end line; play is started by one student passing the ball to a group member who must remain behind the end line until the ball is released.
 - o When in possession of the ball, an offensive student can pass and/or take up to three steps before passing.
- All three offensive students move forward in their designated zones, completing a minimum of four passes among them before one member can attempt to score.
 - All three defenders guard the opponent in their zone, attempting to intercept passes and block passes or shots on goal.
 - Any time the offensive students lose control of the ball, miss a shot or score a goal, a defensive student gathers the ball and the groups switch offensive and defensive roles.
 - Students must take shots on the goal target from behind a designated shooting line.
 - A goal is worth one point and is scored when
 - o an offensive student hits or knocks over the goal target,
 - o a defensive student forces the opponent to turn over the ball.
- After a goal or interception, restart play (as at the beginning of the game).
- Play the game for a time limit or until one group scores a given number of points.

THINK



TACTICAL QUESTIONS FOR STUDENTS:

- When your opponent had possession of the ball, how did you make it difficult for that person to pass the ball or shoot on the goal?
- Where should you be defensively if the opponent in your lane does not have the ball?
- Once your opponent has passed the ball, how will you make it difficult for that student to receive a return pass?

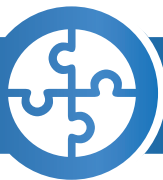
TRANSFERABILITY:

You could play this game again with a focus on:

- basketball – passing and dribbling with a junior size basketball, shooting at a lowered basketball net or a group member acting as the basket;
- lacrosse – passing and carrying a soft lacrosse ball in a cradle while running, shooting at the same goal target.

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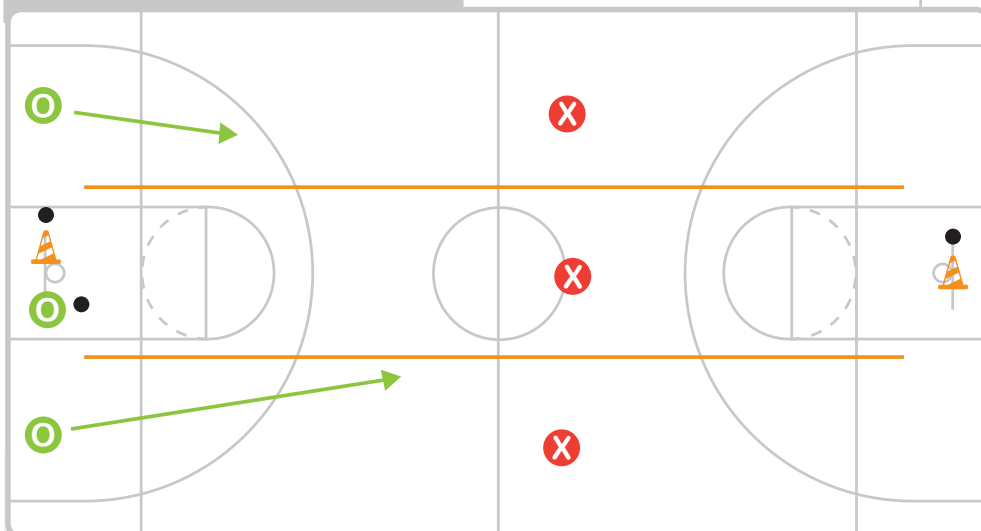
LEARN



2: Zoning Out (continued)

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ZONING OUT SET-UP



Divide gymnasium into 3 equal-sized play areas. Place one goal target on each goal line of a play area. Designate a shooting line (ideally an arc) at each end of a play area.

X OFFENSE **X DEFENSE** **● BALL** **GOAL TARGET**

MODIFICATIONS:

- While in possession of the ball, students can do one or a combination of the following:
 - o dribble;
 - o pass forward only;
 - o pass using only specified passes (e.g., overhand, underhand, chest pass, bounce pass).
- While shooting, students must take a three-step approach, then jump and shoot while in the air.
- Add one more student to each group, with this student being able to move through all zones.
- While on offensive, students 1, 2, and 3 can move throughout the play area rather than remain only in an assigned zone.
- Move the goal target to one of the outside lanes, or place goal targets at the end of each of the zones (lanes).