EDCI 429
Unit Plan

Team Handball

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Contextual Factors

Any teacher who enters into a school needs to become familiar with many characteristics that make up the school. Such characteristics include: the community that surrounds the district, the school district itself, the particular school, classroom factors, the students and faculty characteristics and make-up, and instructional implications.

Harrison High School draws students from a large geographic location. In order for a Team Handball unit to be successful at Harrison High School, it is pertinent that the previous contextual factors need to be considered during the design and instruction of the unit. In order to have a better understanding of these factors, I sat down with one of the guidance counselors to aid in the design of this unit.

Harrison High School is situated at 5701 N. 50 W., West Lafayette, IN 47906. It is located in Tippecanoe County and is part of the Tippecanoe School Corporation, better known as TSC. TSC serves 10,841 students on a full time basis. From these large numbers, TSC in the 16th largest corporation in the state of Indiana. Harrison HS has a student population of about 1,640 students in grades 9-12. These students come from a wide socio-economic background. Many grew up on farms, some are children of Purdue University workers, a handful are children of doctors and lawyers, many are among the middle class, while some are part of the lower class. Approximately 16% of students are on free or reduced lunch. The physical makeup of the school consists of 89% white, 3% Hispanic, 2% Black, Asian, and Multiracial, and 1% Native American.

Harrison High School employs 109 certified teachers and has an additional staff of about 22 at the current time. These additional staff includes teacher’s aids and support
staff for other areas. Many teachers hold advanced degrees in their particular area of expertise. The average teacher is 42 years old and earns $47,813. Not only are the teachers very well respected, but Harrison puts a lot money into their classrooms. Smart Boards can be found in 15 classrooms, computer labs found in the math and science wings as well as the library, and closed circuit television to be used for such things as student announcements and news within the school.

The school operates on a semester basis. Each semester lasts 18 weeks. There are seven class periods throughout the day and they last 50 minutes each. Average class size ranges from 25-30 depending on the subject area. The graduation rate is around 92% based on what criteria you use. The attendance rate is about 98%, and over three quarters of graduates pursue a college education. Harrison holds high academic standards as well as places an emphasis on extra curricular activities.

Extra-curricular activities are very important to the school. Harrison High School has enjoyed many successful athletic programs. As a member of the Hoosier Crossroads Conference, they offer the opportunity for students to participate in 21 varsity sports, including 10 for boys and 11 for girls. Harrison also offers a variety of visual and performing arts courses in theater, dance, vocal and instrumental music, and visual arts working with various mediums. There are over 450 students enrolled in five bands and six choirs in addition to several extra-curricular ensembles. Harrison High School offers a wide variety of clubs, honorary and service organizations, and academic teams to our students. Harrison has been recognized throughout the state for outstanding academic competition performance, and leadership preparation.
There are a number of students who require special services. About 15% of students are categorized as special needs and have an Individualized Educational Program. The school has regular meetings to make sure the needs of these students are being met. On top of the special needs students, Harrison also has an equal number who are in danger of failing. Many of them are in this situation due to lack of parental involvement, absenteeism, or reoccurring trouble with the law. Harrison has a special program that helps these students by giving them additional resources in hopes of helping them to become successful.

Due to these contextual factors and varying degree of students needs, designing a unit to ensure success from all will be done in the following way: 1) A task involved climate will be used to ensure intrinsic motivation and personal development and improvement and, 2) Classes will be structured to provide all students, no matter physical or mental capabilities, a chance to participate through adaptations in all activities.
Unit Plan Global Goals

Psychomotor:
Students will be able to execute the correct techniques of each skill (throwing, catching, dribbling, goalkeeping, etc) during the games at least 90% of the time.

National Standard:
#1. Demonstrates motor skills and movement patterns to perform a variety of physical activities

Benchmarks:
9.1.1: Demonstrate the ability to use and appreciate activity-specific skills
9.1.3: Develop outdoor and lifelong leisure pursuits.
9.1.4: Develop specific skills at an advanced or skilled performance level

Assessment:
Skills checklists, Peer assessment, Pedometers, and self check heart rates.

Affective:
Students will demonstrate and develop skills to be a team player by cooperating with his/her partner and teammates by not complaining and helping each other out whenever possible (example: critiquing and improving each other during skill work.)

National Standards:
#5. Demonstrates responsible personal and social behavior in physical activity settings.
#6. Chooses physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Benchmarks:
9.3.3: Participate regularly in physical activities.
9.5.1: Demonstrate safe and appropriate use and care of equipment and facilities.
9.6.1: Identify how age, gender, ethnicity, culture, and economic status affect physical activity selection, participation, and personal abilities.

Assessment:
Journal writing to be conducted at the end of each lesson with a focus question
Cognitive:
At the end of the unit, students will be able to recognize the rules, regulations, strategies, tactics and positions on the court as related to Team Handball during the end of the unit written assessment.

National Standard:
#2. Understands movement concepts, principles, and tactics as they apply to the learning and performance of physical activities.

Benchmarks:
9.2.1: Synthesize previously learned strategies into advanced game strategies.
9.2.2: Analyze and evaluate information about complex motor (movement) activities that lead to improved physical performance.

Assessment:
Exam on Team Handball to be given at the end of the unit.
Performance Objectives

Day 1:
*Psychomotor:* Students will be able to demonstrate their skill level in the basic fundamental skills of catching, throwing, and dribbling, during the skill pre-assessment.
*Fitness:* Students will work be able to complete all four corners of the activity to increase their CVE by keeping their heart rate in their tarter heart rate zone (THRZ.)

Day 2:
*Psychomotor:* SWBAT use previous ballhandling skills learned in basketball and adapt them to a smaller ball while getting better each round.
*Fitness:* SWBAT stay active during the duration of the fitness activity while increasing their HR and achieving at least 500 steps.

Day 3:
*Affective:* SW work with their partner and give them constructive criticism to improve their performance of passing and throwing the ball.
*Fitness:* SWBAT jump rope for the whole time without stopping during the intro activity.
*Psychomotor:* SWBAT catch a throw a ball to their partner 9 out of 10 times with enough accuracy that their partner does not need to move more than one step to catch the ball.
*Cognitive:* Students will be able to identify the proper throwing technique during assessment of their partner.

Day 4:
*Psychomotor:* SWBAT dribble at least 10 times in a row while moving in a certain direction without losing the ball during dribble tag.
*Fitness:* Students will be able to continuously jump rope for the duration of the fitness activity to increase their HR and meet their goal of 300 steps, only stopping if they miss the rope.

Day 5:
*Cognitive:* SWBAT use their physical skills and capabilities to know where they should position themselves in order to receive a ball from a teammate.
*Fitness:* SWBAT continuously perform push-up through the whole activity even if they have to go down to their knees, in order to increase their muscular endurance.
*Psychomotor:* SWBAT catch the ball 95% of the time a ball is thrown to them during skill practice.

Day 6:
*Affective:* SW work with their partner to efficiently bring back as many implements as possible during the time allowed during the fitness activity.
*Psychomotor:* SWBAT hit the target area 8 out of 10 times during skill practice of shooting
*Fitness:* SWBAT propel themselves on their scooters the whole time without stopping to take a rest to help increase their muscular endurance.
Day 7:
*Cognitive:* SWBAT recognize when a screen should be used during skill practice in order to get a teammate open.
*Fitness:* SWBAT complete the interval workout without stopping to take a rest and achieve at least 250 steps.
*Psychomotor:* SWBAT perform a screen using proper form, which allows their teammate to get open for a pass of a shot.

Day 8:
*Affective:* SW work cooperatively with their assigned team to learn the strategies behind the zone and triangle shift defense.
*Cognitive:* SW know when it is appropriate to use the zone and triangle defense during the 3-on-2 game by recognizing certain situations as they arise during the flow of play.
*Fitness:* SWBAT increase their CV endurance by being active during dribble tag and recording at least 300 steps.
*Cognitive:* SWBAT recognize their partner’s ability to be an effective defensive and offensive player by completing the peer assessment sheet during the culminating activity.

Day 9:
*Psychomotor:* SWBAT stop 5 out of 10 balls shot on goal during skill practice with a partner
*Cognitive:* SWBAT peer assess their partner on their ability to be an effective goalkeeper by understanding the basic skills a goalkeeper needs.
*Fitness:* SWBAT increase their CV Endurance during TOG by meeting their goal of over 400 steps.

Day 10:
*Affective:* SW work with their teammates during the half-court game by utilizing good communication skills to organize their team.
*Fitness:* SWBAT achieve over 300 steps through the whole lesson to help increase their CV endurance.
*Psychomotor:* SWBAT pass, catch, and shoot in order to score goals during the half-court Team Handball game.

Day 11:
*Affective:* SW work with their teammates by not being a ball hog and passing to all teammates no matter their physical abilities.
*Psychomotor:* SWBAT use all of the skills previously practiced to complete a game of Team Handball and by scoring at least one goal or assisting on a goal by their team.
*Fitness:* SWBAT continuously flip over the cones during Builders and Bulldozers to increase their CV endurance and achieving at least 400 steps by the end of the activity.

Day 12:
*Cognitive:* SWBAT achieve at least 85% on the written exam for Team Handball based upon knowledge gained through the unit.
*Fitness:* SWABT be physically engaged during the fitness activity by not stopping to rest and achieving at least 350 steps.
Design for Instruction

Team Handball is an exciting and challenging game; it combines skills from basketball, soccer, and hockey. It involves skills like running, dribbling, jumping, passing, catching, throwing, goal tending and strategies. The object of the game is to move the ball down the field by passing and dribbling and throwing the ball into the opponent’s goal.

The game is relatively simple to learn and play and can be enjoyed by both sexes. It can be played outdoors or indoors and is relatively cheap and easy to add to any curriculum. The game requires continuous running, making it a good sport to help increase the student’s cardiovascular endurance. It should be a good addition to any curriculum and will add a new fresh challenge and increase motivation for the students and teacher.

The design of the unit starts out with the basic rules of the game including the court and equipment used. It follows with instruction and skill practice of all the necessary skill involved to play the game. After basic skills are practiced, these skills are combined with strategies of offense and defense to complete the learning process.

The objectives for each day are created for students to work towards a particular goal. Each objective is skill or fitness related. They help the students know that they are working for something and they will keep them on task.

The three activities used during the unit that will reflect different instructional strategies are: Goalie-Ball, McGlardy’s Ball and, 3-on-2. Goalie ball allows students to practice all the skills of the game including goalie. McGlardy’s ball is a simplified version of Team Handball that allows students the ability to see which skills they may
need to improve upon before continuing. 3-on-2 gives students a chance to compete in a competitive game situation while honing their skills and challenging themselves. All of these activities will help to improve their skill which is part of their summative assessment based on teacher observation of their game play.

### Unit Block Plan

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<td><strong>Lesson Focus:</strong> Passing/Throwing -overhead pass -bounce pass -wrist pass -shovel pass -jump pass</td>
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<td><strong>Lesson Focus:</strong> Goalkeeping -footwork -communication with defense</td>
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<td><strong>Lesson Focus:</strong> Written Exam</td>
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<td><strong>Culminating Activity:</strong> Goalie-Ball</td>
<td><strong>Culminating Activity:</strong> Skills post assessment during modified Handball game</td>
<td><strong>Culminating Activity:</strong> Handball Game</td>
<td><strong>Culminating Activity:</strong> None</td>
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Daily Block Plans

**Day One**
Lesson Summative Objective: Students will be able to demonstrate fundamental Team Handball skills during their pre-assessment during the game Keep Away.

Introductory Activity: Video of Team Handball

Fitness Activity: Four Corner Stations
*Fitness Concept:* Cardiovascular Endurance (CVE)

Lesson Focus/Skills: Intro to Team Handball.
1. Relationships to other sports (i.e. soccer, basketball, baseball.)
2. Rules of the game

Culminating Activity: Keep Away (pre-assessment done by teacher during play)

Objectives for the Lesson:
*Psychomotor:* Students will be able to demonstrate their skill level in the basic fundamental skills of catching, throwing, and dribbling, during the skill pre-assessment.
*Fitness:* Students will work be able to complete all four corners of the activity to increase their CVE by keeping their heart rate in their tarter heart rate zone (THRZ.)

National Standards:
*Standard 1:* Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
*Standard 5:* Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
*Standard 6:* Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Indiana Benchmarks:
9.1.3: Develop outdoor and lifelong leisure pursuits.
9.5.1: Demonstrate safe and appropriate use and care of equipment and facilities.

Assessment Used:
1. Teacher pre-assessment during game play
2. Teacher observation of student interactions and sportsmanship during Keep Away
3. Pedometers recorded

Technology Used:
Pedometers to count number of steps

Adaptations & Challenges:
None

Equipment Used:
1. TV with DVD
2. Handball Video
3. Assessment sheets for all
4. 5 Team Handballs
5. 12 cones
6. 30 jump ropes
7. Whistle
8. Pedometers for whole class
Day Two
Lesson Summative Objective: Students will be able to use fundamental Team Handball skills and challenge themselves to perform all the skills and increase the difficulty.

Introductory Activity: Hand Tug of War

Fitness Activity: Fitness Race Track
Fitness Concept: Cardiovascular Endurance & Muscular Endurance

Lesson Focus/Skills: Ballhandling Skills
1. On the Ground
2. Bouncing
3. In the Air
4. Around Body

Culminating Activity: End-Line Handball

Objectives for the Lesson:
Psychomotor: SWBAT use previous ballhandling skills learned in basketball and adapt them to a smaller ball while getting better each round.
Fitness: SWBAT stay active during the duration of the fitness activity while increasing their HR and achieving at least 500 steps.

National Standards:
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings

Indiana Benchmarks:
9.1.4: Develop specific skills at an advanced or skilled performance level
9.1.1: Demonstrate the ability to use and appreciate activity-specific skills
9.5.1: Demonstrate safe and appropriate use and care of equipment and facilities

Assessment Used:
1. Pedometers recorded
2. Ballhandling assessment

Technology Used:
Pedometers to count number of steps

Adaptations & Challenges:
Students can use larger or smaller balls
Students can increase or decrease pace of ball handling activity

Equipment Used:
1. 1 Team Handball or a soft ball for every student
2. CD player with music
3. 5 jump ropes
4. 5 dyna-bands
5. 10 activity signs
6. 10 cones
7. Whistle
8. Pedometers for whole class
9. Ballhandling assessment sheets
10. Stop watch
**Day Three**

**Lesson Summative Objective:** Students will be able to pass and throw using proper form and be able to describe to a partner how to perform a specific throw.

**Introductory Activity:** Jump Rope

**Fitness Activity:** 2 X 2 Fitness  
**Fitness Concept:** Muscular Endurance & Cardiovascular Endurance

**Lesson Focus/Skills:** Passing & Throwing  
1. Overhead  
2. Bounce  
3. Wrist  
4. Shovel  
5. Jump Pass

**Culminating Activity:** Speed Throw

**Objectives for the Lesson:**  
**Affective:** SW work with their partner and give them constructive criticism to improve their performance of passing and throwing the ball.  
**Fitness:** SWBAT jump rope for the whole time without stopping during the intro activity.  
**Psychomotor:** SWBAT catch a throw a ball to their partner 9 out of 10 times with enough accuracy that their partner does not need to move more than one step to catch the ball.  
**Cognitive:** Students will be able to identify the proper throwing technique during assessment of their partner.

**National Standards:**  
**Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.  
**Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.  
**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings

**Indiana Benchmarks:**  
9.1.4: Develop specific skills at an advanced or skilled performance level  
9.5.1: Demonstrate safe and appropriate use and care of equipment and facilities  
9.2.1 Synthesize previously learned strategies into advanced game strategies

**Assessment Used:**  
1. Pedometers recorded  
2. Partner check list

**Technology Used:**  
Pedometers to count number of steps

**Adaptations & Challenges:**  
Students can increase or decrease distance between partner

**Equipment Used:**  
1. 1 Jump rope for every student  
2. 1 Team Handball for every student  
3. 5 jump ropes  
4. 10 dyna-bands  
5. 30 cones  
6. 1 volleyball net  
7. CD player with music  
8. Whistle  
9. Pedometers for whole class  
10. Assessment sheets for all
Day Four

Lesson Summative Objective: Students will be able to gain confidence in their dribbling ability through practice and the culminating activity.

Introductory Activity: Review & practice of passing and throwing

Fitness Activity: Jump Rope Routine
Fitness Concept: Cardiovascular Endurance

Lesson Focus/Skills: Dribbling
1. To set up a pass
2. To set up a shot

Culminating Activity: Dribble Tag

Objectives for the Lesson:
Psychomotor: SWBAT dribble at least 10 times in a row while moving in a certain direction without losing the ball during dribble tag.
Fitness: Students will be able to continuously jump rope for the duration of the fitness activity to increase their HR and meet their goal of 300 steps, only stopping if they miss the rope.

National Standards:
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Indiana Benchmarks:
9.1.4: Develop specific skills at an advanced or skilled performance level
9.2.1 Synthesize previously learned strategies into advanced game strategies
9.1.1: Demonstrate the ability to use and appreciate activity-specific skills

Assessment Used:
1. Pedometers recorded

Technology Used:
Pedometers to count number of steps

Adaptations & Challenges:
Students can increase or decrease pace of jump rope activity

Equipment Used:
1. 1 Team Handball or a soft ball for every student
2. 1 jump rope for every student
3. 12 cones
4. CD player with music
5. Whistle
6. Pedometers for whole class
Day Five
Lesson Summative Objective: Students will be able to put together offensive strategies to become an effective team player.

Introductory Activity: Review and practice of dribbling

Fitness Activity: Push-Up Routines
Fitness Concept: Muscular Strength & Endurance

Lesson Focus/Skills: Combination of offensive skills
1. Passing/catching
2. Shooting
3. Dribbling

Culminating Activity: Run and Shoot

Objectives for the Lesson:
Cognitive: SWBAT use their physical skills and capabilities to know where they should position themselves in order to receive a ball from a teammate.
Fitness: SWBAT continuously perform push-up through the whole activity even if they have to go down to their knees, in order to increase their muscular endurance.
Psychomotor: SWBAT catch the ball 95% of the time a ball is thrown to them during skill practice.

National Standards:
Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities
Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Indiana Benchmarks:
9.2.1 Synthesize previously learned strategies into advanced game strategies
9.5.1: Demonstrate safe and appropriate use and care of equipment and facilities
9.7.2: Demonstrate comfort in personal expression

Assessment Used:
1. Pedometers recorded

Technology Used:
Pedometers to count number of steps

Adaptations & Challenges:
Students can do push ups from knees
Students can use a lighter or oversized ball

Equipment Used:
1. 15 Team Handballs or a soft ball
2. CD player with music
3. 20 cones
4. Different colored pennies for half the class
5. Whistle
6. Pedometers for whole class
**Day Six**

**Lesson Summative Objective:** Students will be able to increase their confidence in their offensive skills by using them during skill practice and the culminating activity.

**Introductory Activity:** Review basic offensive strategies

**Fitness Activity:** Scooter Bring Back  
**Fitness Concept:** Cardiovascular Endurance & Muscular Endurance

**Lesson Focus/Skills:** Passing, Catching, & Shooting

**Culminating Activity:** McGlardy Ball

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**Objectives for the Lesson:**

**Affective:** SW work with their partner to efficiently bring back as many implements as possible during the time allowed during the fitness activity.  
**Psychomotor:** SWBAT hit the target area 8 out of 10 times during skill practice of shooting  
**Fitness:** SWBAT propel themselves on their scooters the whole time without stopping to take a rest to help increase their muscular endurance.

**National Standards:**

*Standard 1:* Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.  
*Standard 2:* Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.  
*Standard 5:* Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Indiana Benchmarks:**

9.1.4: Develop specific skills at an advanced or skilled performance level  
9.5.1: Demonstrate safe and appropriate use and care of equipment and facilities  
9.2.1 Synthesize previously learned strategies into advanced game strategies

**Assessment Used:**

1. Pedometers recorded  
2. Partner skills assessment check list

**Technology Used:**

Pedometers to count number of steps

**Adaptations & Challenges:**

Students can increase or decrease distance between partner  
Students can use a lighter or oversized ball

**Equipment Used:**

1. 1 scooter for every 2 students  
2. 50 tennis balls  
3. 10 volleyballs  
4. 10 soccer balls  
5. 10 footballs  
6. 20 ping-pong balls  
7. Different colored pennies for half the class  
8. 1 Team Handball for every 2 students  
9. CD player with music  
10. Whistle  
11. Pedometers for whole class  
12. Assessment sheets for whole class
Day Seven
Lesson Summative Objective: Students will begin to understand defensive strategies and apply them during the culminating activity.

Introductory Activity: On the Run Drill

Fitness Activity: Interval Workout
Fitness Concept: Cardiovascular Endurance & Muscular Endurance

Lesson Focus/Skills: Dribbling, Screening & Defense

Culminating Activity: Empty the Box

Objectives for the Lesson:
Cognitive: SWBAT recognize when a screen should be used during skill practice in order to get a teammate open.
Fitness: SWBAT complete the interval workout without stopping to take a rest and achieve at least 250 steps.
Psychomotor: SWBAT perform a screen using proper form, which allows their teammate to get open for a pass of a shot.

National Standards:
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities
Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Indiana Benchmarks:
9.1.4: Develop specific skills at an advanced or skilled performance level
9.1.1: Demonstrate the ability to use and appreciate activity-specific skills
9.2.1 Synthesize previously learned strategies into advanced game strategies

Assessment Used:
1. Pedometers recorded

Technology Used:
Pedometers to count number of steps

Adaptations & Challenges:
Students can increase or decrease distances during activity

Equipment Used:
1. 1 Team Handball for every student
2. CD player with music
3. 8 benches
4. 20 cones
5. Different colored pennies for half the class
6. Whistle
7. Pedometers for whole class
Day Eight

Lesson Summative Objective: Students will gain confidence in their defensive abilities and utilize strategies taught during the lesson focus.

Introductory Activity: Students practice throwing the ball against the wall for speed and accuracy

Fitness Activity: Dribble Tag
Fitness Concept: Cardiovascular Endurance

Lesson Focus/Skills: Team Defense
1. Strategies – Zone
2. Triangle Shift

Culminating Activity: 3-on-2 Game

Objectives for the Lesson:
Affective: SW work cooperatively with their assigned team to learn the strategies behind the zone and triangle shift defense.
Cognitive: SW know when it is appropriate to use the zone and triangle defense during the 3-on-2 game by recognizing certain situations as they arise during the flow of play.
Fitness: SWBAT increase their CV endurance by being active during dribble tag and recording at least 300 steps.
Cognitive: SWBAT recognize their partner’s ability to be an effective defensive and offensive player by completing the peer assessment sheet during the culminating activity.

National Standards:
Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Indiana Benchmarks:
9.2.1 Synthesize previously learned strategies into advanced game strategies
9.5.1: Demonstrate safe and appropriate use and care of equipment and facilities
9.7.2: Demonstrate comfort in personal expression

Assessment Used:
1. Pedometers recorded
2. Partner skills assessment check list

Technology Used:
Pedometers to count number of steps

Adaptations & Challenges:
None

Equipment Used:
1. 1 Team Handball for every 2 students
2. CD player with music
3. 20 cones
4. Different colored pennies for half the class
5. Whistle
6. Pedometers for whole class
7. Assessment sheets for all
Day Nine
Lesson Summative Objective: Students will gain confidence in their ability to play goalkeeper through skills practice and the culminating activity.

Introductory Activity: Review of defensive strategies

Fitness Activity: TOG
Fitness Concept: Cardiovascular Endurance

Lesson Focus/Skills: Goalkeeping
1. Shots on goal
2. Angles

Culminating Activity: Goalie-Ball

Objectives for the Lesson:
Psychomotor: SWBAT stop 5 out of 10 balls shot on goal during skill practice with a partner
Cognitive: SWABT peer assess their partner on their ability to be an effective goalkeeper by understanding the basic skills a goalkeeper needs.
Fitness: SWBAT increase their CV Endurance during TOG by meeting their goal of over 400 steps.

National Standards:
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Indiana Benchmarks:
9.1.1: Demonstrate the ability to use and appreciate activity-specific skills
9.2.1 Synthesize previously learned strategies into advanced game strategies

Assessment Used:
1. Pedometers recorded
2. Partner skills assessment check list

Technology Used:
Pedometers to count number of steps

Adaptations & Challenges:
Students can use a larger or smaller ball for goalkeeping

Equipment Used:
1. 1 Team Handball for every 2 students
2. Different colored pennies for half the class
3. CD player with music
4. 20 cones
5. Whistle
6. Pedometers for whole class
7. Assessments sheets for whole class
Day Ten

Lesson Summative Objective: Students will increase their knowledge of tactics a goalie must employ during game play.

Introductory Activity: Keep Away

Fitness Activity: Flag Drag Tag
Fitness Concept: Cardiovascular Endurance

Lesson Focus/Skills: Goalkeeping
1. Footwork
2. Communication with defense

Culminating Activity: Half-Court Handball Game with skills post-assessment

Objectives for the Lesson:
Affective: SW work with their teammates during the half-court game by utilizing good communication skills to organize their team.
Fitness: SWBAT achieve over 300 steps through the whole lesson to help increase their CV endurance.
Psychomotor: SWBAT pass, catch, and shoot in order to score goals during the half-court team handball game.

National Standards:
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Indiana Benchmarks:
9.1.4: Develop specific skills at an advanced or skilled performance level
9.1.1: Demonstrate the ability to use and appreciate activity-specific skills
9.2.1 Synthesize previously learned strategies into advanced game strategies

Assessment Used:
1. Pedometers recorded

Technology Used:
Pedometers to count number of steps

Adaptations & Challenges:
Students can use a larger or smaller ball for goalkeeping

Equipment Used:
1. 2 flags for each student
2. 10 hula hoops
3. 1 Tem Handball for every 2 students
4. 20 cones
5. Different colored pennies for half the class
6. Skills assessment sheets
7. Whistle
8. Pedometers for the whole class
### Day Eleven

**Lesson Summative Objective:** Students will become confident in their ability to understand the flow of a Team Handball game by maximizing participation during the culminating activity.

**Introductory Activity:** Quick Pass

**Fitness Activity:** Builders & Bulldozers  
**Fitness Concept:** Cardiovascular endurance

**Lesson Focus/Skills:** Fast Break  
1. Movement of ball  
2. Movement into open space  
3. Creating an open shot

**Culminating Activity:** Team Handball Game

---

**Objectives for the Lesson:**

**Affective:** SW work with their teammates by not being a ball hog and passing to all teammates no matter their physical abilities.

**Psychomotor:** SWBAT use all of the skills previously practiced to complete a game of Team Handball and by scoring at least one goal or assisting on a goal by their team.

**Fitness:** SWBAT continuously flip over the cones during Builders and Bulldozers to increase their CV endurance and achieving at least 400 steps by the end of the activity.

**National Standards:**

*Standard 2:* Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

*Standard 5:* Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Indiana Benchmarks:**

9.2.1 Synthesize previously learned strategies into advanced game strategies

9.5.1: Demonstrate safe and appropriate use and care of equipment and facilities

**Assessment Used:**

1. Pedometers recorded  
2. Teacher post-assessment during game play

**Technology Used:**

Pedometers to count number of steps

**Adaptations & Challenges:**

None

**Equipment Used:**

1. 40 flat disc cones  
2. CD player with music  
3. 1 Team Handball for every 4 students  
4. Whistle  
5. Different colored pennies for half the class  
6. Pedometers for whole class  
7. Assessment sheets for whole class
**Day Twelve**

Lesson Summative Objective: Students will be able to demonstrate their knowledge of the skills and concepts that were taught during the unit by completing the final exam on Team Handball.

**Introductory Activity:** Question and Review session for exam

**Fitness Activity:** Holy Moly  
*Fitness Concept:* Cardiovascular Endurance

**Lesson Focus/Skills:** Written Exam

**Culminating Activity:** N/A

---

**Objectives for the Lesson:**

*Cognitive:* SWBAT achieve at least 85% on the written exam for Team Handball based upon knowledge gained through the unit.

*Fitness:* SWABT be physically engaged during the fitness activity by not stopping to rest and achieving at least 350 steps.

**National Standards:**

*Standard 2:* Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

*Standard 6:* Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Indiana Benchmarks:**

9.2.1 Synthesize previously learned strategies into advanced game strategies  
9.7.2: Demonstrate comfort in personal expression

**Assessment Used:**

Written Exam

**Technology Used:**

None

**Adaptations & Challenges:**

None

**Equipment Used:**

1. 2 sets of different colored flags, each student has 2 flags  
2. 8 cones  
3. Exam for all students  
4. CD player with music  
5. Whistle
Assessments

Ballhandling:

Task                      #          Name:___________________________

Move ball around head, waist & shoulders in a circular motion.

Round #1:                   [  ]
Round #2:                   [  ]

Figure 8's

Round #1:                   [  ]
Round #2:                   [  ]

Flutter ball on fingertips, from hand to hand, & increase speed with each round.

Round #1:                   [  ]
Round #2:                   [  ]

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>Not yet</th>
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<tr>
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<td>Shovel pass</td>
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<tr>
<td>Jump pass</td>
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<td>Catching the ball</td>
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<tr>
<td>Catching below the waist</td>
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<td><strong>Shooting</strong></td>
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<tr>
<td>Set shot</td>
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<tr>
<td>Jump shot</td>
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<tr>
<td>Wing shot</td>
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<tr>
<td>Fall shot</td>
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<table>
<thead>
<tr>
<th><strong>Goal tending</strong></th>
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<tr>
<td>Blocking low shots</td>
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<tr>
<td>Blocking medium shots</td>
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<td>Blocking wing shots</td>
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<tr>
<td>Recovering the ball</td>
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<tr>
<td>Initiating the fast break</td>
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<table>
<thead>
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<th><strong>Strategies</strong></th>
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<td><strong>Individual attack tactics</strong></td>
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<tr>
<td>Anticipation</td>
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<td></td>
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<tr>
<td>Maintain ball possession</td>
<td></td>
<td></td>
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<tr>
<td>Use fakes</td>
<td></td>
<td></td>
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<tr>
<td>Read the defense</td>
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</table>

| **Individual defense tactics** |     |         |
| Defensive space |     |         |
| Stepping out    |     |         |
| Recovering to basic position |   |         |
| Pressure the ball |   |         |
### Teacher Pre & Post-Assessment

<table>
<thead>
<tr>
<th>Skills Pre-Assessment</th>
<th>Name: __________________________</th>
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<tr>
<td>Proficient</td>
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<td>Catching</td>
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<td>Dribbling</td>
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<th>Skills Post-Assessment</th>
<th>Name: __________________________</th>
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<tbody>
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<td>Proficient</td>
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<td>Throwing</td>
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<tr>
<td>Catching</td>
<td></td>
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<tr>
<td>Dribbling</td>
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### Pedometer Assessment

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<th>Meet Requirement?</th>
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<td>Day 11</td>
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### Journal Writing:

Students will have the opportunity to write in their journal at the end of each day. They will also record their # of steps each day and comment on their count. They can write on any of the following questions:

1. What did you know prior to class about Team Handball?
2. List one way Team Handball is related to another sport.
3. What is your biggest weakness and how can you improve upon it?
4. What did you do today to make yourself better?
5. What did you do today to make your team better?
6. Describe a situation where you helped another person in class and what did you learn from your experience?
7. How did you feel about the lesson today?
8. Did you complete your step goal? If not, what could you have done to achieve your goal?
9. What does it mean to be a team player? Were you one today?
10. What skill is your favorite and why?

Team Handball Final Unit Exam: Name:_________________________
Class Period:___________

True/False (1 pt. each):
Indicate whether the sentence or statement is true or false.

1. The ball is played primarily with the hands; however, any portion of the body can be used to play the ball.
2. The offensive and defensive strategies are similar to court or field games such as basketball, soccer, and hockey.
3. The ball may be continuously rolled on the ground with one hand.
4. A throw-on can score a goal.
5. The goalkeeper is not allowed to kick the ball.
6. When on offense, players may be designated as back court players, wings and circle runners.

Multiple Choice (1 pt. each):
Identify the letter of the choice that best completes the statement or answers the question.
7. Which of the following is a basic skill employed in team handball?
   A. passing
   B. catching
   C. dribbling
   D. all answers are correct

8. The player positions are designated as:
   A. goalie; left and right guards; left and right insides; left and right wings
   B. goalie: left and right centers; left and right wings; left and right guards
C. goalie; left and right backs; center half; center forward; left and right wings  
D. none of the answers are correct

9. The penalty for holding the ball for more than three seconds without moving is  
   A. free throw  
   B. throw-on  
   C. penalty throw  
   D. jump ball

10. Which of the following statements defines player position in the goal area?  
   A. Only defensive players are allowed in the area.  
   B. The goalkeeper and one defender are allowed in the area.  
   C. No player other than the goalie is allowed to touch a ball in the area.  
   D. An offensive player can be in the area as long as one foot is outside the area.

11. How many total players are allowed on a team?  
   A. 11 (7 court players, 1 goalie and 3 substitutes)  
   B. 12 (6 court players, 1 goalie and 5 substitutes)  
   C. 14 (6 court players, 1 goalie and 7 substitutes)  
   D. 13 (7 court players, 1 goalie and 5 substitutes)

12. How many players may be present within the boundary lines at the same time?  
   A. 8 players (7 court players, 1 goalkeeper)  
   B. 7 players (6 court players, 1 goalkeeper)  
   C. 6 players (5 court players, 1 goalkeeper)  
   D. 9 players (8 court players, 1 goalkeeper)

13. Which of the following is incorrect handling of the ball?  
   A. while holding the ball, take 3 steps, hold the ball again for 3 seconds, dribble 3 Helvetica, take 3 steps and pass or shoot  
   B. dive to retrieve the ball and then pass it to a teammate  
   C. dribble (as much as you want), take 3 steps, then pass or shoot  
   D. gain control of a loose ball by rolling the ball away from your opponent and advancing it up the court with one hand
14. When making a shot on goal which area has the greatest scoring percentage?
   A. low corners
   B. high corners
   C. low at goalie’s feet area
   D. high at goalie’s head area

15. Which of the following rules govern goalkeeping?
   A. The goalie may not hold the ball more than three seconds.
   B. The goalie may not take more than three steps with the ball.
   C. The goalie may not become a court player.
   D. The goalie can hold the ball indefinitely in the goal area.

16. How is a free-throw violation put back in play?
   A. corner throw at the corner nearest the foul
   B. penalty throw on the penalty throw line
   C. a throw at the point of the violation unless the violation is
      between the free-throw line and the goal-area line
   D. a throw at the point of the violation unless the violation is for
      kicking the ball

17. Which defense has the same concept as the box and 1 defense in basketball?
   A. 6-1
   B. 1-6
   C. 1-5
   D. 5-1

18. The basic rule for player-to-player defensive play is to
   A. stay in front of the opponent
   B. stay between the opponent and the goal
   C. stay three feet away from the opponent
   D. stay no more than one foot from the opponent

19. Who is the most important defensive player?
   A. wing
   B. circle runner
   C. center
   D. Goalie
20. If any defensive player except the goalkeeper touches the ball last and ball continues over the end line, what throw should be executed by the offense?
   A. free throw  
   B. corner throw  
   C. penalty throw  
   D. throw-on

21. Which of the following is the most frequently used offensive formation?
   A. 3-3 attack  
   B. 2-4 attack  
   C. 5-1 attack

22. Which of the following is not an effective offensive strategy?
   A. dribble as much as possible  
   B. upon receiving a pass, make a threatening motion to score  
   C. maintain good spacing between teammates  
   D. screen for team mates and cut toward the goal

23. A men’s team handball game consists of
   A. two 25-minute periods with 10 minutes between  
   B. two 20-minute periods with 10 minutes between  
   C. two 30-minute periods with 10 minutes between  
   D. one 30-minute period

24. In the goal area how many steps can the goalie take?
   A. no restriction  
   B. three steps  
   C. two steps  
   D. three steps and then must dribble

25. On a penalty throw all players, except the goalie and the offensive player taking the throw, must stay outside of the
   A. goal area line  
   B. free-throw line  
   C. penalty throw-line  
   D. goal line
26. Which of the following passes would be most appropriate for a medium distance pass?
   A. bounce
   B. hook
   C. shovel
   D. jump

27. What is the distance a defensive player must be away from the player taking a free throw?
   A. three feet
   B. one arms length
   C. six feet
   D. ten feet

28. Which is the most frequently used shooting technique?
   A. shoulder
   B. reverse
   C. lob
   D. Dive

Matching (1 pt each):

![Team Handball Court Diagram]
29. Goal-area line _____
30. Free-throw line _____
31. Goal _____
32. Centerline _____
33. Penalty throw line _____
34. Goal line _____
35. Touchline _____

Short Answer (5 points each):

1. Describe in detail one drill you could do to practice offensive strategies. Include skill cues and how you would perform the drill. What components is this drill working on? At least 5 sentences are required for full points

2. How did you work with your classmates to make sure you were getting the most out of each lesson? What could you have done better?
## Assessment Plan

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Assessment</th>
<th>Format of Assessment</th>
<th>Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SWABT pass, catch, and dribble with 90% accuracy during Keep Away</td>
<td>Formative Assessment</td>
<td>Teacher assessment during game play</td>
<td>Demonstrate and assist when needed. Give cues</td>
</tr>
<tr>
<td>2. SWBAT improve on their ball handling skills with practice on their second attempt</td>
<td>Formative Assessment</td>
<td>Partner will count and record scores for each attempt</td>
<td>Provide verbal cues and ways to improve scores. Provide plenty of practice time</td>
</tr>
<tr>
<td>3. SWBAT catch and throw a ball to their partner 9 out of 10 times with enough accuracy that their partner does not need to move more than one step to catch the ball</td>
<td>Formative Assessment</td>
<td>Self-Assessment</td>
<td>Make the distance further or closer for those who may need extra help. Model performance</td>
</tr>
<tr>
<td>4. SWBAT dribble at least 10 times in a row while moving in a certain direction without losing the ball during Dribble Tag</td>
<td>Formative Assessment</td>
<td>Self-Assessment at beginning and end of class</td>
<td>Model Performance Give skills cues</td>
</tr>
<tr>
<td>5. SWBAT to meet their daily step count to increase their CV endurance</td>
<td>Formative Assessment</td>
<td>Self-Assessment and journal entry</td>
<td>Encourage movement by challenging yet attainable goal</td>
</tr>
<tr>
<td>6. SWBAT catch the ball 95% of the time a ball is thrown to them during skill practice</td>
<td>Formative Assessment</td>
<td>Self-Assessment</td>
<td>Repeat catching cues. Give plenty of practice time</td>
</tr>
<tr>
<td>7. SWBAT hit the target area 8 out of 10 times during skill practice of shooting</td>
<td>Formative Assessment</td>
<td>Self-Assessment</td>
<td>Repeat throwing cues. Give plenty of practice time</td>
</tr>
<tr>
<td>8. SWBAT identify</td>
<td>Formative</td>
<td>Partner Paper</td>
<td>Give cues</td>
</tr>
<tr>
<td>Assessment</td>
<td>Checklist</td>
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<tr>
<td>partner progress in passing &amp; catching, shooting, goalkeeping, and offensive &amp; defensive strategies</td>
<td>Give plenty of practice time Make sure they have time to look over criteria before performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. SWBAT achieve at least 85% on the written exam for Team Handball based upon knowledge gained through the unit</td>
<td>Summative Assessment</td>
<td>Written Exam</td>
<td>Give students opportunity to ask questions</td>
</tr>
<tr>
<td>10. SWBAT write at least 3 complete sentences each day in their journal based on their step count, using proper grammar</td>
<td>Formative Assessment</td>
<td>Self-reflection in journal</td>
<td>Give plenty of time to reflect on the days lesson</td>
</tr>
</tbody>
</table>
Fitness Resources

1. 4-Corner Fitness (PE Central)
Set up four corners with cones. At each cone there will be an exercise related to the concepts you want to work.
For cardiovascular endurance:
1. Jump ropes
2. Dots
3. Sprints
4. Plyometrics

2. Fitness Race Track (PE Central)
Purpose of Event: To teach proper exercise techniques and to increase cardiovascular endurance
Suggested Grade Level: 6th and Up
Materials Needed: Large open area that can be made into a square measuring approximately 40 X 40 feet, Cones to be placed in the corners of the square, Signs that have a list of 7-10 different exercises that will be attached to the cones, high energy music.

Description of Idea
Have each student get a partner and go to one of the corners of the square where the exercises are listed. (Limit the number of groups per corner, i.e. no more than 4 groups per corner.) The students need to decide which one will be the runner and which will be the exerciser.
Have all students take their resting heart rate and record that. Then have them estimate and record what they think their heart rate will be when they are done with the activity.
When the music starts (or on the teachers signal) the student who chose running will run around the square while their partner does the first exercise on the list. When the runner gets back to the corner in which he/she started he/she does the first exercise on the list and the partner that was doing the exercise will run around the square. When the second runner gets back to his corner he does the second exercise on the list and the other partner runs, etc. Continue until all exercises on the list have been completed by each partner. After the partners have completed the tasks have them students take their heart rate again and record it. See if they were close to their estimation at the beginning of the activity. Have the students walk around inside the square until their classmates have finished the activity. This is a good time for them to stretch their warmed up muscles on the inside of the track.
Variations:
Make sure that the students doing the exercises are completely inside of the square and the runners run around the outside of the square.
If inside make sure runners aren't running too close to walls and outside equipment on the ground.

Possible Station Activities
You do not need to do all of these. Choose 4-5.

- 1. Push-Ups (modified or regular)
- 2. Crunches
- 3. Bell Jumps (Student jumps back and forth side to side over a line or rope)
- 4. Pumping up a flat bicycle tire with a hand pump
- 5. Crab Walk
- 6. Student Choice of one of the other activities for that day
- 7. Jump roping
- 8. Dynabands
- 9. Safe appropriate stretching
- 10. Hopping on one foot 20 times and then alternate to other foot, etc.

3. Two by Two's Fitness Fun (PE Central)

**Purpose of Event:** To help improve students muscular strength, while at the same time giving students the opportunity to work together in an attempt to complete a common goal.

**Suggested Grade Level:** 6th and Up

**Materials Needed:** For a class size of 40 you will need: 4 jump ropes, 6 five pound dumbbells, 1 gymnastic mat, a pencil and one copy of the two by two's worksheet for each student. (If you do not have the dumbbells, try substituting cut up strips of bike inner tubes).

**Description of Idea**
Provide each student with a copy of the following two by two's worksheet. Listed on the handout are 15 different tasks. While teaming with a new partner for each task each student is to attempt to complete the entire sheet of fitness activities. Each time a task is completed the two partners should sign each others sheet. After the completion of one task the students should find someone new to do a different task with. Add music if you can.

**Teacher Focus:** Look to make sure they are using the proper form while completing these tasks.
Two by Two's Fitness Worksheet

Directions: Find a partner and complete one of the following tasks. Sign each other’s sheet and find a new partner to complete another task. Continue finding new partners and completing one task until the allotted time is completed. You may come back to a partner you have already had if you cannot find anyone else.

1. YOU AND SOMEBODY DO PUSH-UPS FOR 30 SECONDS__________________
2. YOU AND SOMEBODY RUN 2 LAPS AROUND THE TRACK________________
3. YOU AND SOMEBODY DO 20 RIGHT ARM BICEP CURLS_________________
4. YOU AND SOMEBODY DO 50 CRUNCHES ______________________________
5. YOU AND SOMEBODY CRAB WALK THE WIDTH OF THE TRACK LANES IN A RACE, DOWN AND BACK _________________________________
6. YOU AND SOMEBODY DO A WALL SIT FOR 30 SECONDS________________
7. YOU AND SOMEBODY DO JUMPING JACKS FOR 1 MIN __________________
8. YOU AND SOMEBODY DO 20 LEFT ARM BICEP CURLS_________________
9. YOU AND SOMEBODY JUMP ROPE FOR 2 MINUTES____________________
10. YOU AND SOMEBODY PERFORM LUNGES THE WIDTH TRACK LANES, DOWN AND BACK____________________________________

4. Jump Rope Routine
Students will jump rope for 1 minute of each of the following jump:
- Regular (double jump)
- Backward
- Jump side-to-side (skier)
- Jump forward and backward (bell)
- High knees
- Click Heels

5. Push-up Routine (PE Central)

Purpose of Activity: Push-ups are one component of most fitness tests and the only way to improve scores is to use activities to improve upper body strength. The purpose of this activity is for students to improve upper body strength (push-ups). Can be used as part of a strength warm-up or as a fitness station.

Prerequisites: The students should be able to hold a push-up position for at least 30 seconds.
Suggested Grade Level: 5-12

Materials Needed: If used as a station, a print out of the directions is helpful.

Description of Idea

Students work with one partner. Explain and demonstrate some movements students can do from a push-up position synchronized with a partner. With two people facing one another in push-up position, demonstrate:

- Shake hands (right hand)
- Shake hands (left hand)
- High five (right hand)
- High five (left hand)
- Pat the floor with right hand
- Pat the floor with left hand
- Lift right foot
- Lift left foot

Let them practice some of these and encourage them to create their own movements. Have students make a routine with their partners. The movements should be synchronized and they must remain in a push-up position. You may want to make an acceptable timetable, so students know how long the routine should last. When students have had time to prepare their routine, have them perform it for the class.

Variations:

Use groups of 3 or 4 to create different routines.

Have students do this as part of their warm-up.

Offer props such as small balls (tennis sized foam balls for example) to use as part of the routine.

Assessment Ideas:

Ask students what muscles are being strengthened in this routine (biceps, triceps, pectoralis, deltoids, etc.).

Have students track their push-up performance throughout the year.

Adaptations for Students with Disabilities:

Students with physical challenges should be included in groups with the goal of improving everyone's upper body strength while including all students in the routine.
6. Scooter Bring Back (PE Central)

Purpose of Activity: A fun way to work on strength by carrying objects, can be included as a station or one component of a strength workout.

Prerequisites: Riding a scooter

Suggested Grade Level: all

Materials Needed: 1 scooter for each team of 2, various sized equipment of differing weights. E.g., 50 tennis balls, aerobic steps, car tire, large cones, ping pong balls, any objects will work.

Description of Idea

Split your class into groups of two or three. (You can have a lot of groups spread out across the floor.) Each team will have a scooter. Have students use the scooter to travel to the other side of the gym and pick up one of the objects that has been placed there. They will attempt to bring it back. If the object is dropped, they must go back to the place they picked it up and start over. This is why you would want large objects. The students work on muscular strength when carrying the objects, and while they are pushing themselves on the scooter. It's good to have the students talk in their groups, so they have a plan of who will pick up what item. This is a great warm-up, and should only take 5-10 minutes.

Teaching Suggestions:

Spread the lighter equipment farther from where groups start than the heavy equipment.

Variations:

Have students hold the objects straight out in front of their bodies.

Assessment Ideas:

Ask what fitness component that activity worked on. Have them give other activities that work on muscular strength.

Adaptations for Students with Disabilities:

Student in a wheelchair could just use his/her chair, and have a buddy help pick up the objects if necessary. Other students (visually impaired) can have a partner talk them through the activity.
7. **Interval Workout** (PE Central)

**Purpose of Event:** To learn how interval training works by having students perform activities that involve alternating short bursts of high intensity with lower intensity activities.

**Suggested Grade Level:** 9-12

**Materials Needed:** To learn how interval training works by having students perform activities that involve alternating short bursts of high intensity with lower intensity activities.

**Description of Idea**

After warming up your class adequately (move them first to get muscles warm, then lead through appropriate exercise), lead your students through the interval workout. The number of seconds for each activity may be varied depending on the fitness level of the group. After students complete the activity make a task card for them so they can work with a partner of similar fitness level and work independently. This will help develop student self responsibility. The workout proceeds as follows:

1. Sprint 30 seconds, Walk briskly 60 secs. to recover
2. Tuck Jumps for height for 30 seconds (tuck knees to chest, land with bend in knees), Walk briskly 60 secs. to recover
3. Push-ups for 30 seconds, Walk briskly 60 secs.
4. High Knee Sprint for 30 seconds, Walk briskly 60 secs.
5. Grapevine sprint 30 seconds (keep shoulder pointing forward), Walk briskly 60 secs.
6. High Knee skipping 30 seconds, Walk briskly 60 secs.
7. Crunches for 30 seconds WALK to cool down
8. Stretch all muscle groups

**Variations:**

If you have some students who are injured or who are unable to do some of these due to previous injuries you may consider having a station for jump roping.

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8. **Dribble Tag**

Students pair up with one handball per group of two. Students must dribble on the cue of the music within the boundaries of the activity area. Student who has the ball is trying to protect the ball from their partner, who is "it". Once the ball has been successfully knocked away from the partner who is dribbling, the roles switch with the person who was "it" becoming the dribbler. Whoever is not it at the end of time is winner.
Rules: Students may not make physical contact with their partner on purpose or in the act of reaching to steal the ball (similar to a foul in basketball), students must stop on the cue of the music ending and listen for further instructions.

**9. TOG (Jog-Tag) (PE Central)**

**Prerequisites:** Students must have skills in chasing, fleeing and dodging

**Suggested Grade Level:** 6-12

**Materials Needed:** Pinnies to identify the taggers

**Description of Idea**

The activity takes place on a track or around the outside perimeter of a gym. Two or three taggers start at one end of the track while the rest of the class starts at the opposite end. All students (including taggers) are instructed to run in one direction around the track. On the signal, the students begin to run. The taggers work to catch up with the rest of the students. Once a student is tagged, they turn and jog on the outer edges of the circle, running in the opposite direction of the students who have not been tagged yet. This allows them to stay safely out of the chase, and also allows everyone to see who is left to be tagged.

Eventually taggers and students lap each other, causing students to develop tactics for getting passed the tagger. Taggers are allowed to turn and tag someone behind them, but not run in the opposite direction.

It often gets interesting as one student will wait for another to be a decoy, then several students will race by the tagger. When only 2 or 3 students remain, they become the new taggers. The new taggers put the pinnies on, and the game begins again. Often 2 rounds will last about 5 minutes and the students get a tremendous aerobic workout without feeling as though they’ve been made to run continuously for several minutes.

**Assessment Ideas:**

Have students take their heart rate to see if they have achieved an exercise heart rate in their THRZ.
10. Flag Drag Tag (PE Central)

Suggested Grade Level: 8-12

Materials Needed: Hula hoops (quantity depends on the number of taggers), 2 flags per student, and cones for boundaries

Description of Idea

Flag Drag Tag is a nice instant activity for a field hockey unit. It's a good warm-up for students' legs and also gets them comfortable moving about in the bent over position that is necessary to properly grip a field hockey stick.

Use cones to establish the playing area. Place the hula hoops around the perimeter of this area. The number of hula hoops will depend on class size and also on the amount of taggers.

Hand out two flags (one for each hand) to all students except 2-4 (depends on class size—you can have more or less). These students (called the runners) will have one flag in each hand and will move (i.e., jogging, running, walking, etc.) in the designated area dragging the flags behind them. The runners' flags must stay in contact with the ground and behind them at all times. The taggers (who do not have flags) will then "tag" the runners by "stepping" on their flags with their feet.

Once a runner has his/her flag "stepped on", they must release the "stepped on" flag. The tagger then takes the "stepped on" flag and places it inside one of the hula hoops. The runner (whose flag was "stepped on") continues to participate in the game until his/her other flag is "stepped on". When a runner has no flags left, he/she must step outside of the playing area and do five jumping jacks before retrieving two flags from the hula hoops to rejoin the game. Be sure to switch taggers often.

Teaching Suggestions:

You will need at least one hula hoop per tagger.

Flags must be long enough so they drag at least three feet behind the runners while in a bent over position.

Flags can be made from plastic garbage bags cut into strips; however, these tend to "float" above the ground. A heavier material, like a heavy canvas or cotton cloth, will work better.

You can substitute any appropriate movement for the five jumping jacks such as abdominal crunches, push-ups, dyna-bands, etc.
11. Builders and Bulldozers (PE Central)

Suggested Grade Level: 2nd and Up

Materials Needed: Cones for boundaries, pinnies to designate groups

Description of Idea

After randomly setting cones (these cones should be light so they are easily knocked over) throughout the playing area explain to the students that there will be two groups moving around the general space during this activity. One group, the Bulldozers, will wear pinnies and their job is to go around tipping over as many buildings (cones) as they can.

The Builders are to rebuild the fallen cones by standing the fallen cones back up. All students will have to travel from cone to cone using a pre-determined locomotor movement (walk, hop, jump, etc.). Have the students switch groups midway through the instant activity.

Teaching Suggestions:

Please have students walk in general space before trying to run and do this activity. As you see them get more adept at moving through space then you can add more difficult locomotor movements like skipping, sliding, and/or skipping.

Variations:

Have the Bulldozers knock down the cones with different body parts (e.g. knees, toes, hips, etc.).

12. Holy Moly (PE Central)

You will have two teams. Each team will have a waist band (red or yellow) on that waist band students will add tags. (up to 3) When music begins students will run and try to get as many tags from the opposite team as possible. If a students looses all his/her tags they will go to the side lines and perform 20 push-ups, crunches, or jumping jacks then will be able to gain two tags and can return to the game.
Culminating Activities/Games

1. **Keep Away**
Form 2 teams of equal numbers and have them scattered throughout the designated area. The members of one team try to keep the ball from the members of the other team by passing, dribbling and moving about. The ball is awarded to the opponents if a team member holds it for more than 3 seconds, takes more than 3 steps, or allows the ball to go out of the designated area.
*Variation: Ten Passes* - Each team must make 10 consecutive passes in order to score a point.

2. **End-Line Handball**
2 teams of equal numbers scattered everywhere. Receiving the ball at center court, the attackers attempt to pass the ball back and forth in order to move up the floor and cross the designated line at the end of the playing area with the ball in hand. The defenders attempt to intercept the ball and pass it back and forth going to the opposite wall or line.

3. **Speed Throw**
Place an equal number of balls and players on each side of a volleyball net. On a signal from the instructor, students throw the balls over the net to the other side of the court. Balls are then thrown back and forth. After a designated time, throwing stops, and the team with the fewest number of balls on its side of the court is declared the winner.

4. **Dribble Tag**
Students pair up with one handball per group of two. Students must dribble on the cue of the music within the boundaries of the activity area. Student who has the ball is trying to protect the ball from their partner, who is "it". Once the ball has been successfully knocked away from the partner who is dribbling, the roles switch with the person who was "it" becoming the dribbler. Whoever is not it at the end of time is winner.

Rules: Students may not make physical contact with their partner on purpose or in the act of reaching to steal the ball (similar to a foul in basketball), students must stop on the cue of the music ending and listen for further instructions.

5. **Run and Shoot**
This game is Team Handball with three exceptions:
- Game is played on one half of the court.
- Game is played without a goalie.
- Offensive players are not permitted inside the 6 meter line under any circumstance.

The object of the game is for the offensive team to score a point by moving the ball past the defense and shooting for a goal.
Each team has six players each. The primary focus of the game is to develop teamwork. If the offensive team loses possession of the ball, one point is awarded to the defense. After five attempts or a given time period, players switch offensive / defensive positions. Total points for both offensive and defensive play are cumulative. The team with the most points at the end of the period is the winner.

6. McGlardy Ball
Students are divided into two teams. Each team advances the ball by passing to teammates. Incomplete passes are considered turnovers. Running and dribbling are not permitted while the player has possession of the ball. A goalkeeper is in front of each goal. A point is scored when a team gets the ball in the opponent's goal (only the goalie is allowed inside the goal area or 6 meter line). The goal can be a circle or square on the wall.

7. Empty the Box
Form a square by gathering 4 benches and attaching the ends. Designate two students to act as "sweepers" inside the square area. Place all the balls within the square. On the teachers signal, the "sweepers" attempt to throw the balls outside the square while the students on the outside PLACE them back inside the square. After a brief time period, the teacher signals to stop the game and begins to count the number of balls inside and outside the square. The team with the fewest number of balls is declared the winners.

8. 3-on-2
Designate three offensive and defensive players and one goalie. Have the offensive players run the length of the court with the ball. Defensive players are lined up to stop the fast break. Offensive players will pass the ball to the open player for a shot on the goal. Make the focus of the drill to the skill desired.... in this case, defensive rotations and team defense. Make sure players are communicating!!

Modification- Repeat these drills with different amounts of players on teams:
- Four on Three
- Five on Four
- Five on Three

9. Goalie-Ball
Line up in basic handball offensive and defensive positions. Players shoot at the goal one at a time. The goalie attempts to block the incoming shots. Every blocked shot equals one point for the goalie. Every successful goal equals one point for the shooter. Play three rounds. The player with the most points is the winner.

Modification- The amount of rounds played is optional. If there is a trend of one side scoring more points than the other, make points worth less to balance scoring.

10. Half-Court Handball
Game is played similar to Team Handball except only half the court is used. One team is on offense first, if they score, it is worth one point, if the defense stops them or the goalie saves it, it is worth 2 points. Switch roles after offense has had 5 tries.
Technology

Technology will be used throughout the unit. The first day we will use a video to show the students what a Team Handball game will look like. The video will also cover basic rules and the how the game is played. Pedometers will be worn everyday and daily step goals will be given based on the activity for that day. Steps will be recorded in a daily journal and comments will be made if goal was not reached. If goal was not reached, students will have to add 50 steps to the next day’s goal. This will make them work harder and keep them moving to achieve their goal.

This unit will also aid students in improving their Fitnessgram scores that were tested in the beginning of the semester. Through fitness activities and lost of game play, this Team Handball unit will increase their CV endurance and muscular strength. In turn, Fitnessgram scores should improve during the post Fitnessgram assessment.

If time allows, a take-home short assignment could include the following. Three students could find an interesting fact about Team Handball and reveal it to the class during the set induction. This would allow students to surf the web to find some factual information that would increase interest and promotion in the sport of Team Handball.