<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
<th>STANDARD</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PE.6.M.1.3</td>
<td>Demonstrate the principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) for specific physical activities.</td>
</tr>
<tr>
<td></td>
<td>PE.6.C.2.13</td>
<td>List appropriate warm-up and cool-down techniques and the reasons for using them.</td>
</tr>
<tr>
<td></td>
<td>PE.6.C.2.16</td>
<td>Evaluate the movement performance of others.</td>
</tr>
<tr>
<td></td>
<td>PE.6.C.2.21</td>
<td>Identify the precautions to be taken when exercising in extreme weather and/or environmental conditions.</td>
</tr>
<tr>
<td></td>
<td>PE.6.C.2.22</td>
<td>List the three different types of heat illnesses associated with fluid loss.</td>
</tr>
<tr>
<td></td>
<td>PE.6.C.2.4</td>
<td>Describe the long-term benefits of regular physical activity.</td>
</tr>
<tr>
<td></td>
<td>PE.6.L.3.1</td>
<td>Participate in moderate physical activity on a daily basis.</td>
</tr>
<tr>
<td></td>
<td>PE.6.L.3.2</td>
<td>Participate in vigorous physical activity on a daily basis.</td>
</tr>
<tr>
<td></td>
<td>PE.6.L.3.4</td>
<td>Identify the in-school opportunities for physical activity that promote fitness, wellness, gymnastics and dance.</td>
</tr>
<tr>
<td></td>
<td>PE.6.L.3.5</td>
<td>Identify the community opportunities for physical activity that promote fitness, wellness, gymnastics and dance.</td>
</tr>
<tr>
<td></td>
<td>PE.6.L.3.6</td>
<td>Identify a variety of fitness, wellness, gymnastics and dance activities that promote stress management.</td>
</tr>
<tr>
<td></td>
<td>PE.6.L.3.4</td>
<td>Identify the in-school opportunities for physical activity that promote fitness, wellness, gymnastics and dance.</td>
</tr>
<tr>
<td>GRADE LEVEL</td>
<td>STANDARD</td>
<td>DESCRIPTION</td>
</tr>
<tr>
<td>-------------</td>
<td>----------</td>
<td>-------------</td>
</tr>
<tr>
<td>7th</td>
<td>PE.7.M.1.1</td>
<td>Participate in modified versions of team sports demonstrating mature patterns while using a variety of manipulative skills.</td>
</tr>
<tr>
<td></td>
<td>PE.7.M.1.2</td>
<td>Use basic offensive and defensive strategies while playing modified versions of a variety of sports and activities.</td>
</tr>
<tr>
<td></td>
<td>PE.7.M.1.3</td>
<td>Demonstrate appropriate relationships between the body and an opponent in dynamic game situations.</td>
</tr>
<tr>
<td></td>
<td>PE.7.M.1.6</td>
<td>Demonstrate the critical elements in specialized skills related to a variety of team sports or outdoor pursuits activities.</td>
</tr>
<tr>
<td></td>
<td>PE.7.M.1.7</td>
<td>Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities.</td>
</tr>
<tr>
<td></td>
<td>PE.7.M.1.9</td>
<td>Demonstrate principles of biomechanics necessary for safe and successful performance.</td>
</tr>
<tr>
<td></td>
<td>PE.7.C.2.1</td>
<td>Identify the basic rules for team sports.</td>
</tr>
<tr>
<td></td>
<td>PE.7.C.2.3</td>
<td>Explain basic offensive and defensive strategies in modified games or activities and team sports.</td>
</tr>
<tr>
<td></td>
<td>PE.7.C.2.6</td>
<td>Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.</td>
</tr>
<tr>
<td></td>
<td>PE.7.C.2.7</td>
<td>Identify the critical elements for successful performance of a variety of sport skills.</td>
</tr>
<tr>
<td></td>
<td>PE.7.C.2.8</td>
<td>List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.</td>
</tr>
<tr>
<td></td>
<td>PE.7.C.2.9</td>
<td>Describe how movement skills learned in one physical activity can be transferred and used in other physical activities.</td>
</tr>
<tr>
<td></td>
<td>PE.7.C.2.6</td>
<td>Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.</td>
</tr>
<tr>
<td></td>
<td>PE.7.L.3.1</td>
<td>Participate in moderate physical activity on a daily basis.</td>
</tr>
<tr>
<td></td>
<td>PE.7.L.3.3</td>
<td>Participate in a variety of team sports, outdoor pursuits and aquatics activities that promote health-related physical fitness.</td>
</tr>
<tr>
<td></td>
<td>PE.7.L.3.4</td>
<td>Identify the in-school opportunities for participation in team sports, outdoor pursuits and aquatics activities.</td>
</tr>
<tr>
<td></td>
<td>PE.7.L.3.5</td>
<td>Identify the community opportunities that promote team sports, outdoor pursuits and aquatics activities.</td>
</tr>
<tr>
<td></td>
<td>PE.7.L.3.6</td>
<td>Identify a variety of team sports, outdoor pursuits and aquatics activities that promote stress management.</td>
</tr>
<tr>
<td></td>
<td>PE.7.R.5.2</td>
<td>Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.</td>
</tr>
<tr>
<td></td>
<td>PE.7.R.5.3</td>
<td>Demonstrate responsible behaviors during physical activities.</td>
</tr>
<tr>
<td></td>
<td>PE.7.R.5.4</td>
<td>List examples of appropriate personal, social and ethical behaviors that apply to specific physical activities.</td>
</tr>
<tr>
<td></td>
<td>PE.7.R.5.5</td>
<td>Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.</td>
</tr>
<tr>
<td></td>
<td>PE.7.R.6.1</td>
<td>Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.</td>
</tr>
<tr>
<td></td>
<td>PE.7.R.6.2</td>
<td>Discuss the potential benefits of participation in a variety of physical activities.</td>
</tr>
<tr>
<td></td>
<td>PE.7.R.6.3</td>
<td>Participate in games, sports and/or physical activities from other cultures.</td>
</tr>
<tr>
<td>GRADE LEVEL</td>
<td>STANDARD</td>
<td>DESCRIPTION</td>
</tr>
<tr>
<td>-------------</td>
<td>----------</td>
<td>-------------</td>
</tr>
<tr>
<td>8th</td>
<td>PE.8.M.1.3</td>
<td>Demonstrate body management for successful participation in a variety of modified games and activities.</td>
</tr>
<tr>
<td></td>
<td>PE.8.M.1.5</td>
<td>Demonstrate appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.</td>
</tr>
<tr>
<td></td>
<td>PE.8.M.1.6</td>
<td>Demonstrate offensive, defensive and transition strategies and tactics.</td>
</tr>
<tr>
<td></td>
<td>PE.8.M.1.7</td>
<td>Apply skill-related components of balance, reaction time, agility, coordination, power and speed to enhance performance levels.</td>
</tr>
<tr>
<td></td>
<td>PE.8.M.1.9</td>
<td>Select and utilize appropriate safety equipment.</td>
</tr>
<tr>
<td></td>
<td>PE.8.C.2.1</td>
<td>Identify basic rules for individual/dual sports.</td>
</tr>
<tr>
<td></td>
<td>PE.8.C.2.3</td>
<td>Explain basic offensive and defensive strategies in individual/dual sports.</td>
</tr>
<tr>
<td></td>
<td>PE.8.C.2.5</td>
<td>Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.</td>
</tr>
<tr>
<td></td>
<td>PE.8.C.2.6</td>
<td>Identify the critical elements for successful performance in a variety of sport skills or physical activities.</td>
</tr>
<tr>
<td></td>
<td>PE.8.C.2.7</td>
<td>List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.</td>
</tr>
<tr>
<td></td>
<td>PE.8.C.2.8</td>
<td>Describe how movement skills and strategies learned in one physical activity can be transferred and used in other physical activities.</td>
</tr>
<tr>
<td></td>
<td>PE.8.R.5.2</td>
<td>Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.</td>
</tr>
<tr>
<td></td>
<td>PE.8.R.5.3</td>
<td>Demonstrate sportsmanship during game situations.</td>
</tr>
<tr>
<td></td>
<td>PE.8.R.5.4</td>
<td>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</td>
</tr>
<tr>
<td></td>
<td>PE.8.R.5.5</td>
<td>Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.</td>
</tr>
<tr>
<td></td>
<td>PE.8.R.6.1</td>
<td>Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.</td>
</tr>
<tr>
<td></td>
<td>PE.8.R.6.3</td>
<td>Compare and contrast games, sports and/or physical activities from other cultures.</td>
</tr>
</tbody>
</table>
History of the Game
Team handball originated in Europe in the early 1900’s. The game itself is a combination of soccer, basketball, water polo, and hockey. Even though it is not well known to Americans, it has been an Olympic event since 1972. Handball, now governed by the International Handball Federation (IHF), has been an Olympic event for men since the Munich Games in 1972, and for women since the Montreal Games in 1976.

Object of the Game
- The object of the game is to move a small soccer ball down the field by passing and dribbling and then throw the ball into a goal.
- Team handball is a fast-paced game that requires movement up and down the court; therefore, team handball is a great cardiovascular activity.

Modified Physical Education Rules
- A regulation game consists of 6 players and 1 goalie per team (7 total).
- Timed games will be played.
- In class, there will be 6 players on a team. 1 goalie, 2 defensive players, & 3 offensive players.
- The defenders must remain on the defensive side of center court. Offensive players must remain on the offensive side of center court. Center forward plays offense and defense (either side of the court).
- A game begins with a jump ball at center court.
- The entire ball must cross the goal line in order for a goal to be scored.
- Each goal is worth one point.
- Kicking the ball is not allowed.
- A player is allowed 3 steps with the ball.
- There is no traveling while holding the ball - no dribbling. The ball must be passed to another player in order to be advanced.
- A player can possess the team handball for a maximum of three seconds.
- Players CANNOT dive for loose balls rolling on the ground.
- Defenders CANNOT reach in and slap the ball away from an opponent holding the ball.
- After a goal is scored, the ball is put in play by the goalie passing it out to a teammate. The goalie may not pass the ball past center court. He must pass it to a defensive player on his own team first.
- Players cannot block the opponent with their arms, hands, or legs – no contact.
- There are no sideline boundaries, walls are in play.
- Only the goalie is allowed in the goal crease area, and they cannot leave the goal crease area.
- Fouls result in a penalty throw for the team that is fouled.
- A player cannot intentionally throw the ball at another player in a malicious manner.
- The ball CANNOT be passed off a backboard or rim. The ball CAN be passed off the wall to a teammate or to yourself.
Physical Education Positions

- **Goalie** – Last line of defense whose primary job is to prevent a goal from being scored.
- **Defense** – Their primary role is to help the goalie prevent the other team from scoring.
- **Forward** – They attack the other teams’ goals by trying to score the goals.

Strategies

**Offensive**

- Maintain possession of the ball by making good passes.
- Attack the goal by moving to an open space.
- Do not have all your players going for the ball at the same time.
- Triangle offense fill the lane or open space.
- Take as many shots as possible.
- Vary your shots.

**Defensive**

- Defend your space by marking your man on defense.
- Goalies square to shooters and cut down the angle when defending your net.
- Play your position / area.
PE Team Handball Court

Handball court marking plan

Goal area or D-zone

Goal post
Goal line 20m

Side line or touch line 40m
<table>
<thead>
<tr>
<th>Vocabulary Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fist Shot</td>
<td>A ball hit with a closed fist instead of the cupped hand.</td>
</tr>
<tr>
<td>Fly Shot</td>
<td>Refers to a ball being hit before it hits the floor.</td>
</tr>
<tr>
<td>Free Throw</td>
<td>The team the penalty was committed against is awarded a free throw. Opposing team must be ten feet away before the throw takes place. Goals can be scored from a free throw.</td>
</tr>
<tr>
<td>Individual Rally</td>
<td>These kinds of drills are good for learning control with both hands and moving quickly into good hitting positions.</td>
</tr>
<tr>
<td>Kill Shots</td>
<td>A ball that hits the wall so low, the opponent cannot make the retrieve.</td>
</tr>
<tr>
<td>Pass Shots</td>
<td>A shot that is hit past the opponent.</td>
</tr>
<tr>
<td>Pivot</td>
<td>The player holding the ball must keep one foot in contact with the floor without moving the location of that foot. The player may step in any direction with the other foot, but the pivot foot must remain stationary. Lifting or sliding the pivot foot results in a free throw for the other team.</td>
</tr>
<tr>
<td>Service Placement</td>
<td>Serves that rebound and bounce low near the short line, or deep, near the long line, are the most difficult to retrieve.</td>
</tr>
</tbody>
</table>
TEAM HANDBALL LESSON/UNIT PLANS
Space: Court or Gym Area

Materials: One Big Blue handball

Objectives:
- Overhand throw with dominant hand
- Overhand throw with non-dominant hand
- Angles of rebound
- Team Handball PowerPoint

Learning Activity:
- Introduce the rules and terminology of the game (handout)
- Use links for demonstrations and videos pertaining to team handball skills
- Warm-Up Routine
- Teacher will demonstrate overhand throw
- Students will practice overhand throw with a partner and will increase distance
- Students will continue practicing with their partner
- Closure: Have students show the teacher proper overhand throw
Team Handball Unit – Lesson 2

Space: Court or Gym Area
Materials: One Big Blue handball

Objectives:
- Explain the fundamental arm stroke used to hit a ball is the same as used in throwing.
- Explain the hand should be in a cupped position and the wrist relaxed when contacting the ball.
- Explain and demonstrate overhand hitting drills.
- Explain and demonstrate overhand hitting drills with partner.

Learning Activity:
Overhand Hitting Drills:
- Students line up about 10’ apart and 20’ from wall. Using dominant hand overhand stroke, students throw ball to wall and attempt to catch rebounding ball before it hits the floor twice.
- Students should attempt to catch the ball in the position they would be in to hit the ball.
- Repeat using non-dominant hand. Repeat 5 times with each hand.
- Repeat previous drill, but instead of catching the ball, students hit the ball to wall with overhand stroke and attempt to catch the rebounding ball before it hits the floor twice. If students are having difficulty, they can also toss the ball high to themselves, and move under the ball to hit the ball to the wall.
- Repeat previous two drills 30’ from wall.
- Repeat previous drill 35’ from wall.
- Closure: Have students show the teacher proper overhand throw
Overhand Hitting Drills with Partner:

- With partner standing 6’ away and both students 25’ from wall
- Partner A throws ball to wall with dominant hand and Partner B hits the ball back to the wall.
- Partner A attempts to catch the ball before it hits the floor twice. Alternate.
- Continue drill alternating hitting hands.
- Repeat previous drill 30’ from wall.
- Repeat previous drill 35’ from wall.
Team Handball Unit – Lesson 3

Space: Court or Gym Area
Materials: One Big Blue handball

Objectives:
  • Explain the fundamental techniques of the sidearm stroke
  • Explain the sidearm stroke is used on balls that are hit from below the height of the shoulders.
  • Explain and demonstrate Sidearm Throwing Drills.
  • Divide students for drills.
  • Explain and demonstrate Sidearm Throwing Drills with Partner.
  • Divide students for drills.

Learning Activity:
  • Introduce the rules and terminology of the game (handout).
  • Use links for demonstrations and videos pertaining to team handball skills.
  • Warm-Up Routine
    • Teacher will demonstrate overhand throw
    • Students will practice sidearm stroke with a partner and will increase distance.
  • Students will continue practicing with their partner.
  • Closure: Have students show the teacher proper overhand throw.

  • Repeat all of the drills in Lesson One, except have students use sidearm throwing stroke instead of overhand strokes.
Team Handball Unit – Lesson 4

Space: Court or Gym Area
Materials: One Big Blue handball

Objectives:
- Explain the best arm stroke used to hit a ball is the same as used in throwing.
- Review the hand position when hitting the ball.
- Explain and demonstrate Sidearm Hitting Drills (Drop and Hit).
- Divide students for drills.
- Explain and demonstrate Sidearm Hitting Drills (Toss and Hit).
- Divide students for drills.

Learning Activity:
Sidearm Striking Drills (Drop and Hit)
- With partner standing 6’ away, and both students 25’ from wall, Partner A throws ball to wall with dominant hand using the sidearm stroke, and Partner B attempts to catch the ball before it hits the floor twice. Students should attempt to catch the ball in the position they would be in to hit the ball with a sidearm stroke.
- Alternate.
- Repeat using non-dominant hand. Alternate.
- Repeat 5 times with each hand.
- Repeat previous drill 30’ from wall.
- Repeat previous drill 35’ from wall.
- Students line up 25’ from wall and about 20’ apart. Partner A drops ball to floor so that it will bounce up to a position where it can be hit from about waist high. Using the sidearm stroke, Partner A hits ball to wall. Partner B is about 20’ behind partner hitting the ball and attempts to catch the rebounding ball before it hits the floor twice.
- Alternate hands 5 times each.
- Partners alternate and repeat.
- Repeat previous drill 30’ from wall.
- Repeat previous drill 35’ from wall.
Sidearm Striking Drills (Toss and Hit)

- With partners standing 6’ apart, and 25’ from wall, Partner A tosses ball (use underhand toss) to wall with dominant hand, and Partner B hits the ball back to the wall with a sidearm stroke. Partner A attempts to catch the ball before it hits the floor twice. Alternate.
- Continue drill alternating hitting hands.
- Repeat previous drill 30’ from wall.
- Repeat previous drill 35’ from wall.
Team Handball Unit – Lesson 5

Space: Court or Gym Area

Materials: One Big Blue handball

Objectives:
- Controlled placement of ball using overhand strokes.
- Controlled placement of ball using sidearm strokes.
- Basic rules of rallying

Learning Activity:
- Explain and demonstrate the basic rules of legal hits in one-wall handball.
- Divide students for drills.
- Repeat drills from Lesson 4, except have students alternate overhand and sidearm strokes in the “Toss and Hit Drills.”

Basic One-Wall Handball Rules

The Game

1. The game is played by two (singles) or four (doubles) players. It can unofficially be played by three players (cutthroat).

2. The side first scoring 21 points, or 11 points in the third game “Tiebreaker” wins a game. The side first winning two games wins the MATCH.

3. Only ONE HAND, at any one time, may be used in striking the ball. The use of any portion of the body except one hand when hitting the ball is illegal and results in a handout or point as the case may be. Each time a serve or shot is attempted, the ball may only be struck once.

4. Only the serving side may score points.

5. Once the ball is in play (after the ball has been legally served and returned), the players or teams alternate hits by striking the ball either before or after the first-floor bounce. In doubles, either partner can hit the ball. The ball must hit the wall first and rebound into the playing zone. When a side fails to make a legal return, an “out” or point is scored.
Team Handball Unit – Lesson 6

Space: Court or Gym Area

Materials: One Big Blue handball

Objectives:
  • Control shots while rallying with a partner.
  • Strike with the underhand stroke when necessary

Learning Activity:
  • Explain and demonstrate Warm-up Drills.
  • Divide students for drills.
  • Explain that the underhand stroke can be used to hit a ball that is low and too close to the body to use the sidearm stroke.
  • Demonstrate the underhand stroke.
  • Explain and demonstrate Position Rally Drills.
  • Divide students for drill.

PROGRESSIONS/DRILLS:
Warm-up Drills
  • Students line up about 10’ apart and 20’ from wall. Alternating overhand and sidearm strokes, students throw ball to wall and catch rebounding ball before it hits the floor twice. Repeat 5 times with each hand.
  • Repeat previous drill 25’ from wall.
  • Repeat previous drill 30’ from wall.
• From 20' away from wall, students drop ball to the floor and hit ball to the wall using the sidearm stroke and catch rebounding ball. Repeat 5 times with each hand.
• Repeat previous drill 25' from wall.
• Repeat previous drill 30' from wall.
• From 20' away from the wall, students toss ball (use underhand toss with dominant hand) to wall and hit back to the wall. Alternate overhand and sidearm strokes. Repeat 5 times with each hand.
• Repeat previous drill 25' from wall.
• Repeat previous drill 30' from wall.

Position Rally Drills
• Floor of court is divided in half with imaginary line from the center of the wall back to the center of the back line. Partners stand 20' from wall.
• Partner A stands in left half of the court and Partner B stands in right half.
• Partner A tosses ball to wall so that the ball will rebound to Partner B. Partner B hits ball to wall and attempts to make ball rebound to Partner A, but if the ball rebounds back to Partner B's half of court, Partner B should hit it again.
• Partners attempt to rally, but each partner must stay in their half of the court.
• Whichever half of the court the ball rebounds to, the partner in that area makes the return.
• When the rally is over, Partner B tosses the ball to the wall so that it will rebound to Partner A, who hits the ball back to the wall to begin another rally.
• Continue drill for a set period of time. Partners change sides or rotate with two other students and continue drill for a set period of time.
• Repeat previous drills 25' from wall.
• Repeat previous drills 30' from wall.
Team Handball Unit – Lesson 7

Space: Court or Gym Area

Materials: One Big Blue handball

Objectives:

- Rally with a partner
- Rules of interference
- Safety procedures
- Positioning when opponent is hitting the ball

Learning Activity:

- Review Warm-up Drills from Lesson Six. Divide students for drills
- Review the rules of legal hits in one-wall handball.
- Explain that interference can happen, but it is a rule of handball that players must attempt to avoid interference by moving out of their partner’s way after they hit the ball.
- Explain safety procedures if interference occurs. They should not swing at the ball if there is a danger of hitting their partner. They must try to avoid body contact. If interference cannot be avoided, they should stop play and begin the rally again.
- Explain and demonstrate the position to be in when partner is hitting the ball from behind them, and how to protect the face when looking back.
- Explain and demonstrate Rally Drills (cooperative). Divide students for drills.

PROGRESSIONS/DRILLS

Rally Drills (cooperative)

- Partners stand 6’ apart and about 20’ away from wall. Partner A tosses ball to the wall so that it will rebound to Partner B, who hits the ball back to the wall before it bounces twice on the floor. Partners alternate hitting as long as they are making legal returns. When a shot is not legally returned or when interference occurs, players should stop play, return to their starting positions and start another rally. Two other students position themselves behind the end line to be retrievers. Alternate with retrievers every 2 or 3 minutes.
- Repeat previous drill with partners starting 30’ from wall. Alternate with retrievers.
- Repeat previous drill, but rotate positions every 2 minutes.
Team Handball Unit – Lesson 8

Space: Court or Gym Area

Materials: One Big Blue handball

Objectives:

- Rally with a partner
- Rules of interference Safety procedures
- Positioning when opponent is hitting the ball "Hinder" (interference) rules

Learning Activity:

- Warm-up drills (see Lesson Six).
- Review safety procedures from Lesson Seven.
- Review proper positioning when partner is hitting the ball and how to protect face when looking back.
- Divide students for Cooperative Rally Drills (see Lesson Seven).
Team Handball Unit – Lesson 9

Space: Court or Gym Area

Materials: One Big Blue handball

Objectives:

- Rules of serving
- Legal serves
- Proper positioning after serving
- Catch the rebounding serve before it hits the floor twice

Learning Activity:

- Warm-up Drills (see Lesson Six).
- Explain and demonstrate a legal serve (see Rules).
- Demonstrate different ways (overhand, sidearm) to hit legal serves.
- Demonstrate the different kinds of "fault" and "out" serves and explain the penalties (see Rules).
- Explain and demonstrate what the server should do after making service attempt:
  - Back up a couple of steps after rebounding serve passes the short line.
  - With face protected, watch the receiver hit (or catch) the ball.
  - Do not stand directly in front of the receiver when he/she hits (or catches) the ball.
- Explain Serving Drills. Divide students for drills.

PROGRESSIONS/DRILLS:

Serving Drills

- Partner A stands in service zone and serves the ball with his dominant hand. Repeat 10 times.
- Alternate using the sidearm and overhand strokes. Partner B (receiver of service) stands a few feet behind back line halfway between the side lines.
- Receiver catches rebounding serve before it hits the floor twice.
- After catching ball, receiver bounces ball back to the server and tells server if the serve was "good" (legal), a "fault", or an "out."
- Partners alternate and repeat drill.
- Repeat previous drill using non-dominant hand to serve.
Team Handball Unit – Lesson 10

Space: Court or Gym Area

Materials: One Big Blue handball

Objectives:

- Explain and demonstrate Warm-up Drills. Divide students for drills.
- Explain that the underhand stroke can be used to hit a ball that is low and too close to the body to use the sidearm stroke.
- Demonstrate the underhand stroke
- Explain and demonstrate Position Rally Drills.
- Divide students for drill

Warm-up Drills

- Students line up about 10’ apart and 20’ from wall.
- Alternating overhand and sidearm strokes, students throw ball to wall and catch rebounding ball before it hits the floor twice.
- Repeat 5 times with each hand.
- Repeat previous drill 25’ from wall.
- Repeat previous drill 30’ from wall.
- From 20’ away from wall, students drop ball to the floor and hit ball to the wall using the sidearm stroke and catch rebounding ball.
- Repeat 5 times with each hand.
- Repeat previous drill 25’ from wall.
- Repeat previous drill 30’ from wall.
- From 20’ away from the wall, students toss ball (use underhand toss with dominant hand) to wall and hit back to the wall.
- Alternate overhand and sidearm strokes. Repeat 5 times with each hand.
- Repeat previous drill 25’ from wall.
- Repeat previous drill 30’ from wall.

Position Rally Drills

- Floor of court is divided in half with imaginary line from the center of the wall back to the center of the back line. Partners stand 20’ from wall.
- Partner A stands in left half of the court and Partner B stands in right half.
- Partner A tosses ball to wall so that the ball will rebound to Partner B. Partner B hits ball to wall and attempts to make ball rebound to Partner A, but if the ball rebounds back to Partner B’s half of court, Partner B should hit it again. Partners attempt to rally, but each partner must stay in their half of the court.
• Whichever half of the court the ball rebounds to, the partner in that area makes the return.
• When the rally is over, Partner B tosses the ball to the wall so that it will rebound to Partner A, who hits the ball back to the wall to begin another rally. Continue drill for a set period of time.
• Partners change sides or rotate with two other students and continue drill for a set period of time.
• Repeat previous drills 25' from wall.
• Repeat previous drills 30' from wall.
Team Handball Unit – Lesson 11

Space: Gym or Classroom

Materials:
- Team Handball Unit Exam

Objectives:
- Students will be administered the team handball unit exam, recalling past information given to them in videos, handouts, and meaningful activities.

Learning Activity:
- Students will complete the team handball unit exam during class.
- Closure – Were students able to achieve 80% of higher on the team handball unit exam?
TEAM HANDBALL UNIT EXAM

1. Fist Shot
2. Fly Shot
3. Free Throw
4. Individual Rally
5. Kill Shots
6. Pass Shots
7. Pivot
8. Service Placement

A. Serves that rebound and bounce low near the short line, or deep, near the long line, are the most difficult to retrieve.
B. A ball hit with a closed fist instead of the cupped hand
C. A ball that hits the wall so low, the opponent cannot make the retrieve.
D. Refers to a ball being hit before it hits the floor.
E. The player holding the ball must keep one foot in contact with the floor without moving the location of that foot. The player may step in any direction with the other foot, but the pivot foot must remain stationary. Lifting or sliding the pivot foot results in a free throw for the other team.
F. A shot that is hit past the opponent.
G. The team the penalty was committed against is awarded a free throw. Opposing team must be ten feet away before the throw takes place. Goals can be scored from a free throw.
H. These kinds of drills are good for learning control with both hands and moving quickly into good hitting positions.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Fist Shot</td>
<td>B</td>
</tr>
<tr>
<td>2. Fly Shot</td>
<td>D</td>
</tr>
<tr>
<td>3. Free Throw</td>
<td>G</td>
</tr>
<tr>
<td>4. Individual Rally</td>
<td>H</td>
</tr>
<tr>
<td>5. Kill Shots</td>
<td>C</td>
</tr>
<tr>
<td>6. Pass Shots</td>
<td>F</td>
</tr>
<tr>
<td>7. Pivot</td>
<td>E</td>
</tr>
<tr>
<td>8. Service Placement</td>
<td>A</td>
</tr>
</tbody>
</table>