

Subject/Grade: 7/8 Lesson Title: Handball  
Teacher: Ian Bonnell & Kristin Jerkovits

Stage 1: Identify Desired Results

**Outcome(s):**

**PE7.7**

Analyze and apply, with guidance, movement concepts while participating in:

- net/wall games (e.g., badminton - body awareness in ready position to receive a serve)
- striking/fielding games (e.g., softball - body position to catch a fly ball or grounder).

**PE7.8**

Make situational decisions (individual, partner, and team) related to the selection of skills, tactics, and strategies to enhance individual and team performance while participating in:

- net/wall games (e.g., badminton, volleyball, tennis, table tennis, pickleball, paddleball)
- striking/fielding games (e.g., softball, longball, kickball, cricket)
- low-organizational, inventive, and co-operative games (e.g., walleyball, king's court).

**Indicator(s):**

D. Compare the performance cues of various skills used in a variety of net/wall games and striking/fielding games (e.g., serve reception in volleyball compared to hit reception in softball; striking in softball compared to underhand stroke in tennis).

G. Apply movement concepts while participating in game situations with classmates

**Key Understandings: ('I Can' statements)**

I can use the skills I've gained from other sports and like basketball and soccer and baseball apply them to the game of handball.

**Essential or Key Questions:**

- **How can I optimize ball movement without running with the ball.**

**Prerequisite Learning:**

PE 6.5

Demonstrate a progression towards control in complex movement skills that combine locomotor (traveling) skills, non-locomotor (non-traveling) skills, and manipulative (moving objects) skills as they apply to games and sports (e.g., lay-up in basketball, spike in volleyball, dribbling to a shot in soccer, gathering a grounder and throwing to a base in softball, stick handling to a shot in floor hockey, receiving and sending the double balls in double ball).

Instructional Strategy(ies)

- Observation
- Explanation
- Learning groups
- Team play

Stage 2: Determine Evidence for Assessing Learning

**Formative:** Students will conduct performance cues to ensure they are using the right technique for throwing and catching.  
Students will apply the lessons of throwing and catching and movement into the game of handball.

Stage 3: Build Learning Plan

**Intro**

**Length of Time: 2 mins**

Explain what we're going to be doing - Handball  
Give a rough explanation of the game.

**Materials/Resources:**

- All the balls
- Hockey nets
- Pinnies
- Whistle

**Set (Engagement)**

**Warm up**

**5 min**

High knees  
Butt Kicks  
Karaoke  
Abducted rotations  
Arm rotations

**Management Strategies:**

- Demonstration
- Explanation

**Development**

**25 mins**

Give balls to each person if able  
Ball around ankles  
Around knees  
Figure 8  
Group into 3s - triangle pass and bounce pass  
Same but do it moving forward and back.  
3 players pass up the court

- Individually, find a spot about 15 feet from the wall. Practice throwing at the wall and working on your aim.
- Divide class in half, use the half court.
- Get each group to pass the ball to each other up the court, touch the wall, then turn back and do the same the other way.
- Move the ball around, and get people touching the ball.
- Discuss goalie. They can use anything to stop the ball. Legs are commonly used to stop the ball.

**Safety Considerations:**

- Border should be established to ensure the students don't run into obstacles or the wall.
- Unused equipment should be moved out of the way.
- Cultural attire may pose a tripping hazard. Discuss with individuals how to mitigate the risk.

**Discuss more rules:**

**2 mins**

3 seconds with the ball, no more than 3 steps  
You can dribble  
You can't go in the crease.  
1 goalie per team. The goalie will switch each time.  
You can intercept the ball.  
If the ball hits the ground, you do not lose possession.

You can bounce it into the net.

**Development Continued**

**5 mins**

- The same groups that were split above will play against each other.
- Half of the group will be on the bench to wait for two minutes once the game begins.
- Distribute pinnies.
- Explain - the game begins, and teams play for 2 minutes and then switch.
- After two times, each with 3-minute shifts, we change to 1-minute shifts. When the whistle blows, the ball gets put down immediately, and the next group has to get it.

**Game Play**

**2 sets of 2 min - 8 min**

**4 sets of 1 min - 8 min**

**Learning Closure: 5 min Length of Time:**

1. In a circle, stretch. Review the rules, discuss fun things they learned, and how the actual game uses a giant crease and a giant net.

**Stage 4: Reflection**

Lesson was great. Near the end the students started to get really competitive. I would add a requirement for the ball to touch every player or min 5 passes up the court before someone could shoot the ball.