<table>
<thead>
<tr>
<th>EQUIPMENT:</th>
<th>LESSON OUTCOME (S):</th>
<th>BEFORE CLASS SET UP:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 1 Handball per group</td>
<td>• Demonstrate dribbling skills.</td>
<td>• Set Handballs in Hoops around perimeter of activity area</td>
</tr>
<tr>
<td>• 4 cones for each group of four students.</td>
<td>• Apply passing and catching skills in a modified game.</td>
<td>• Grids set-up for groups of 6</td>
</tr>
<tr>
<td></td>
<td>• Defend against a passed ball.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Develop cardiovascular endurance, agility, speed, and spatial awareness.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVITY (Time)</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEALTH RELATED</td>
<td>• Designate game boundaries with cones for students to play tag. Be sure</td>
<td>• Assist groups with setting up their cones.</td>
</tr>
<tr>
<td>PHYSICAL</td>
<td>the area is safe for students to run, stop, chase and dodge, such as grass etc.</td>
<td>• Clarify rules.</td>
</tr>
<tr>
<td>ACTIVITY</td>
<td>• On the signal, 2 students will try to tag other students. The first time a</td>
<td>• Help with demonstration of the game.</td>
</tr>
<tr>
<td>(10 Minutes)</td>
<td>student is tagged they must freeze (be still for 10 seconds) and are then able to play again. If the student is tagged again then the student</td>
<td>• Offer positive feedback to groups and individuals.</td>
</tr>
<tr>
<td></td>
<td>also becomes a tagger.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Continue to play until everyone has been tagged</td>
<td></td>
</tr>
<tr>
<td>Transition</td>
<td>• Students return cones to the perimeter.</td>
<td>• Set Up grids for next activity</td>
</tr>
<tr>
<td></td>
<td>• Students reform groups into groups of 6, with two</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• These groups of 6 then form 2 groups of 3 with one ball each.</td>
<td></td>
</tr>
<tr>
<td>ACTIVITY #1</td>
<td>• Students form groups of 6 and then divide into two groups of 3.</td>
<td>• Direct students and explain activity as needed.</td>
</tr>
<tr>
<td>2 on 1 Keep Away</td>
<td>• Each group of 6 is assigned a grid and needs 2 handballs.</td>
<td>• Provide positive feedback.</td>
</tr>
<tr>
<td></td>
<td>• Designate one person to be in the middle (interceptor).</td>
<td>• Congratulate improvement.</td>
</tr>
<tr>
<td></td>
<td>• On your signal, the 2 outside students pass the handball to each other without the interceptor intercepting it or knocking it down.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The interceptor stays in the middle until you blow the whistle (after 1 minute) to rotate.</td>
<td></td>
</tr>
</tbody>
</table>
### LESSON 1

**TEAMS HANDBALL**

**Lesson 1**

**2nd-3rd Grade**

| All passes must be around the interceptor and not over his or her head. |
| Interceptor must guard only the thrower and be 3 feet away from thrower. |
| Thrower can pivot but cannot move. |
| Receiver practices making sharp cuts to get open. |
| Challenge: Interceptor scores a point whenever a pass is not completed or when a pass is thrown over his or her head. Keep track of defensive points only. |

**Activity #2**

**3 v. 3**

**3 Pass with Dribble**

- Students need to return one ball and play 3 v. 3 in the same grids.
- Object of the game is to complete 3 passes to 3 members of your own team.
- **Rules:**
  - Student with the ball can only dribble 3 times before passing.
  - No more than 3 steps before a dribble or pass is made.
- One point for each 3 consecutive catches.
- After third completed pass, ball is placed down for the other team to begin.
- If the ball is incomplete in any way, it is awarded to the other team.
- **Principle of 3's** can be utilized here:
  - Must complete 3 passes to score
  - Defender stands 3 feet away from thrower
  - 3 different individuals must catch the object
  - Object must be passed in 3 seconds

**Closure/Cooldown**

- Review Skill/Activity

- Assistant help get balls into receptacle.

---

**L1 TEKS Introduction**

1, 2, 3, 4, 5, 6

**L1 TEKS**

1, 2, 3, 1, 2, 3

**ABCJ**

3, 2, 3, 3, 3, 3

**ABCD**

3, 5, 3, 6, 3

**ABD**

2, 5, 2, 6, 2

**AB**

2, 6, 2, 7, 2

**NASPE NATL STD P.E.**

1, 2, 3, 4, 5, 6
### EQUIPMENT:
- 1 Handball per student
- Hoops for balls
- Task Card for HRPA
- Music for HRPA
- Four or more cones for HRPA

### LESSON OUTCOME(S):
- Demonstrate passing and catching skills.
- Execute a basic pivot when in possession of the ball.
- Demonstrate moving on offense without the ball to an open space.
- Demonstrate good defensive position.
- Develop cardiovascular endurance, agility, speed, and cognitive thinking skills in health.

### BEFORE CLASS SET UP:
- Set Handballs in Hoops around perimeter of activity area.
- Set out Task Card for HRPA.

### ACTIVITY (Time) | ORGANIZATION / MANAGEMENT / SAFETY | ROLE OF ASSISTANT
--- | --- | ---
**HEALTH RELATED PHYSICAL ACTIVITY** (10 minutes) | • Designate game boundaries with cones for students to play tag. Be sure the area is safe for students to run, stop, chase and dodge, such as grass etc.  
• On the signal, 2 students will try to tag other students  
• The first time a student is tagged they must name a “healthy habit” to be able to continue playing. If the student cannot answer correctly the student also becomes a tagger.  
• Continue to play until everyone has been tagged. | • Assist with grouping  
• Participate with several groups as you supervise

**ACTIVITY #1** Partner Pass | • Students find a partner and get one team handball. And move into a grid with 2 other pairs.  
• Students, in the grid, pass the ball back and forth  
• Have students begin passing changing the type of pass every minute.  
  - Chest pass  
  - Overhead pass  
  - Baseball pass | • Help students get started in the activity  
• Give students feedback about the correct form when using different passes.
**ACTIVITY #2**

**3 v. 3**

**3 Pass/No Dribble**

- Split into 2 teams of 3 with one team handball in the grid.
- Object of the game is to complete 3 passes to 3 members of your own team.
- **Rules:**
  - No dribbling.
  - Use overhand pass, chest pass, baseball pass or bounce pass.
  - Use pivot to find an opening for a pass.
  - Teammates without the ball move to an open space and try to get open to receive a pass.
  - Good defensive position, no contact allowed.
  - Score one point for each 3 consecutive catches, then place ball down for the other team to begin on offense.
  - Score one point on defense for intercepting the pass.
  - If the ball is incomplete in anyway, it goes to other team.
  - **Principle of 3's** can be utilized here:
    - Must complete 3 passes to score
    - Defender stands 3 feet away from thrower
    - 3 different individuals must catch the object
    - Object must be passed in 3 seconds

**Teacher/Assistant supervises all activities for safety compliance, and correct throwing form.**

**Make sure all students are actively involved and moving.**

---

**CLOSURE/COOLDOWN**

- Review Skill/Activity

**Assistant help get balls into receptacle.**
L2 TEKS Introduction 1,2 2.1 ABD 2.2 AB 2.3 ABD 2.5 AB 2.6 AB 2.7 AB
L2 TEKS Introduction 1,2,3 3.1 ABCJ 3.2 AB 3.3 ABCD 3.5 ABD 3.6 AB 3.7 ABC

NASPE NATL STD P.E. 1,2,3,4,5,6
# Lesson 3
## 2nd-3rd Grade

### Equipment:
- 1 Handball per 2 students
- 1 Large cone for each 3 students.
- 1 jump rope, 4 polyspots or other type of line marker per group to mark goalie crease
- 4 or more cones for HRPA

### Lesson Outcome(s):
- Demonstrate a shot on goal.
- Execute good footwork when shooting.
- Develop cardiovascular endurance, agility, speed, and balance.

### Before Class Set Up:
- Spread handballs in hoops around the play area
- Have 1 cone and 1 jump rope available for every group of 3 students.

### Activity (Time)

<table>
<thead>
<tr>
<th>Health Related Physical Activity</th>
<th>Organization / Management / Safety</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>(10 minutes)</td>
<td>Designate game boundaries with cones for students to play tag. Be sure the area is safe for students to run, stop, chase and dodge, such as grass etc. On the signal, 2 students (T-Rex) will try to tag other students. The first time a student is tagged they must balance on one foot for a count of 10 seconds to continue playing. If the student cannot balance for 10 seconds then they become taggers. Continue playing until everyone has been tagged.</td>
<td>Help groups get organized and retrieve equipment for the activity. Help set up targets.</td>
</tr>
</tbody>
</table>

### Activity #1
Pass & Shoot
- Divide into groups of 3 with one ball for each group of 3.
- Each group of three has a jump rope to mark the crease restraining line that students must shoot behind.
- Set up a cone as a target.
- Using polyspots, a jump rope, tape or chalk line, mark out a goalie crease
restraining line About 6-7 yards away.

- Two students practice making 3 passes and then one shoots on goal using the following:
  - Dribble, step and shoot.
  - Shooter may not step over the restraining line into goalie crease.
- Retriever stands behind target (cone) and collects the ball.
- Shooter and retriever exchange places.
- Repeat drill with 3 passes and a shot.
- Student scores one point each when he or she hits the cone.

Challenges:
- Move the line further back
- How many shots in a row can your group make?
- How many shots in a row can you make?

3 passes & shoot

CLOSURE/COOL DOWN (5 minutes)
- Review Skills/Activity
- Help get balls into hoops.
<table>
<thead>
<tr>
<th>EQUIPMENT:</th>
<th>LESSON OUTCOME(S):</th>
<th>BEFORE CLASS SET UP:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 1 handball per 2 students</td>
<td>• Demonstrate accurate passing.</td>
<td>• Have cones available for use as goals</td>
</tr>
<tr>
<td>• 2 cones per 6 students</td>
<td>• Defend another student.</td>
<td>• Form squares 8 paces apart using 4 cones or let the students set this up.</td>
</tr>
<tr>
<td>• 4 cones for HRPA</td>
<td>• Develop cardiovascular endurance, agility, speed, and cooperative learning skills.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVITY (Time)</th>
<th>ORGANIZATION / MANAGEMENT / SAFETY</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEALTH RELATED PHYSICAL ACTIVITY (10 Minutes)</td>
<td>• Designate game boundaries with cones for students to play tag. Be sure the area is safe for students to run, stop, chase and dodge, such as grass etc.</td>
<td>• Assist with grouping</td>
</tr>
<tr>
<td></td>
<td>• On the signal, 2 students will try to tag other students. The first time a student is tagged they must form a train line and walk/jog around the outside of the boundary line.</td>
<td>• Participate with several groups as you supervise.</td>
</tr>
<tr>
<td></td>
<td>• Students may form new train lines until everyone has been tagged.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVITY #1 Pass &amp; Switch</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Groups of 4, students in lines opposite each other</td>
<td>• Help students find partners and set up the drill</td>
<td></td>
</tr>
<tr>
<td>• Player A passes to Player C, following the pass and lining up behind the next thrower (C).</td>
<td>• Move to different groups to help with feedback about their passing and receiving.</td>
<td></td>
</tr>
<tr>
<td>• Player C receives pass, passes to Player B, following the pass and lining up behind the next thrower.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Continue passing and switching lines.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Change from chest pass to bounce pass, overhead pass, baseball pass.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Challenge:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>− How many catches can your group make in 30 seconds?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>− Can you improve that score?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>− How many catches in a row can your group make?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Activity #2

**3 v 1**

- Students in groups of 4 set-up 4 cones forming a square 8 paces apart.
- Each group has one ball
- See diagram below

<table>
<thead>
<tr>
<th>B A</th>
<th>---</th>
<th>C D</th>
</tr>
</thead>
</table>

- X2 is about 8-10 feet away from X, who has the ball.
- As ball is passed to X1 using a chest or bounce pass, X2 moves to support
- Explain that D is acting as a passive defender and does not try to aggressively take ball, but gets into good defensive position with feet shoulder width apart, center of gravity low and hands up. Ball continues to be passed and X2 moves to the side of the ball, looking for a pass.
- After each pass a new space will be open. Here X now moves to space opened up when X2 moved to receive the pass.
- Continue this pattern of moving to the open spot until 5 passes have been made.
- Rotate positions every 5 passes.

### Activity #3

- Same as Activity #1 with active defender.
- One point for Defender if pass to X2 is deflected or intercepted.

- Help students transition into groups
- Move cones and HRPA sign to the sidelines
- Offer positive feedback
- Encourage movement without the ball
- Help students playing defense to maintain good defensive position.

---

**X** = Offense with ball  
**X1** = Supporter  
**X2** = Supporter  
**D** = Defender  

**Ball movement**

<table>
<thead>
<tr>
<th>X</th>
<th>---</th>
<th>X1</th>
</tr>
</thead>
</table>

**Movement of support**

<table>
<thead>
<tr>
<th>X2</th>
<th>---</th>
</tr>
</thead>
</table>
| 3 v 1 With Active Defender | • Students keep track of their defensive scores.  
• Rotate positions every minute or after 5 passes. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CLOSURE/COOL DOWN</td>
<td>• Review Skill/Activity</td>
</tr>
</tbody>
</table>

- movement without the ball  
  • Help students playing defense to maintain good defensive position.

- Get balls into hoops.

L4  TEKS  Introduction  1,2  2.1  ABDN  2.2  AB  2.3  ABD  2.5  AB  2.6  AB  2.7  AB
L4  TEKS  Introduction  1,2,3  3.1  ABCJ  3.2  AB  3.3  ABCD  3.5  ABD  3.6  AB  3.7  ABC

NASPE NATL STD P.E.  1,2,3,4,5,6
### EQUIPMENT:
- 4 Cones or Polyspots per end line game
- 1 handball for every student
- Pinnies for half the class

### LESSON OUTCOME(S):
- Apply team handball skills in a modified game.
- Demonstrate moving without the ball to an open space.
- Execute basic defensive position and guarding an opponent.

### BEFORE CLASS SET UP:
- Set balls out in hoops around the perimeter of the activity area.
- Have pinnies available and ready for game play.
- Set up 15 x 25 yard grids (or what you have space for) for groups of 6.

### ORGANIZATION / MANAGEMENT / SAFETY

### HEALTH RELATED PHYSICAL ACTIVITY
**Handball Awesome Add-On (10 minutes)**

- Each student has a handball.
- Students dribble the ball around the area.
- On teacher’s signal, students begin dribbling.
- On the next signal students stop and perform a designated ball handling skill:
  - Hold ball and pivot on one foot.
  - Dribble and jog in place.
  - Dribble changing hands.
  - Dribble between legs.
  - Bend down and move the ball in a figure-8 between the legs.
  - Bend down and holding the ball with one hand in front of legs and one hand behind, quickly let go, switching the position of the hands and catching the ball before it hits the floor.
- Add a new skill each time you signal students to stop.
- From memory, students must do all other skills in order, before adding the new skill.

### ROLE OF ASSISTANT

- Assist with distributing equipment.
- Encourage students to participate.

### ACTIVITY #1
**2 on 1 Keep Away**

- Students form groups of 6 and then divide into two groups of 3.
- Each group of 6 is assigned a grid and needs 2 handballs.
- Designate one person to be in the middle (interceptor).
- On your signal, the 2 outside students pass the handball to each other without the interceptor intercepting it or knocking it down.
- The interceptor stays in the middle until you blow the whistle (after 1 minute) to

### ROLE OF ASSISTANT

- Direct students and explain activity as needed.
- Provide positive feedback.
- Congratulate improvement.
### TEAM HANDBALL

**Lesson 5**

**2nd-3rd Grade**

---

**Activity #1**

- **Pass the Ball**
  - All passes must be around the interceptor and not over his or her head.
  - Interceptor must guard only the thrower and be 3 feet away from thrower.
  - Thrower can pivot but cannot move.
  - Receiver practices making sharp cuts to get open.
  - Challenge: Interceptor scores a point whenever a pass is not completed or when a pass is thrown over his or her head. Keep track of defensive points only.

---

**Activity #2**

**End Line Game 3 v 3**

- Students form groups of 6 and then make 2 teams of 3.
- Set up several games across the width of the play space, approx. 15’ X 20’ (see Diagram), marked off with cones.
- Offensive players move to an open space to receive a pass.
- Point is scored if the handball is caught beyond the goal line by the offensive team.
- Principle of 3’s:
  1. Three passes to three different players before scoring
  2. Must guard the handball 3 feet away
  3. Object must be passed in 3 seconds
- All incomplete passes or intercepions result in handball going in the other direction.
- Thrower can only take 3 steps and either pass or dribble 3 times.
- Handball is put back into play at the goal line after a score.
- Variation: Could make teams of 4 – 6 students depending on facilities and class size.

---

**Closure/Cool Down**

- Review Skill/Activity
- Assist with returning balls into hoops.

---

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>ACTIVITY #2</td>
<td>End Line Game 3 v 3</td>
<td></td>
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<tr>
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<tr>
<td></td>
<td>Students form groups of 6 and then make 2 teams of 3.</td>
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<td>Offensive players move to an open space to receive a pass.</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>1. Three passes to three different players before scoring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Must guard the handball 3 feet away</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Object must be passed in 3 seconds</td>
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<td>Thrower can only take 3 steps and either pass or dribble 3 times.</td>
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<td>Handball is put back into play at the goal line after a score.</td>
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|                      |                      |                      |
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|                      |                      |                      |
|                      |                      |                      |
L5 TEKS Introduction 1,2 2.1 ABDN 2.2 AB 2.3 ABD 2.5 AB 2.6 AB 2.7 AB
L5 TEKS Introduction 1,2,3 3.1 ABCJ 3.2 AB 3.3 ABCD 3.5 ABD 3.6 AB 3.7 ABC
NASPE NATL STD P.E. 1,2,3,4,5,6
## EQUIPMENT:
- Flow equipment and music
- 4 or more cones for HRPA
- 1 Handball per 6 students
- Hoops for balls
- For each grid, 2 Cones to mark each goal and polyspots to mark goalie crease

## LESSON OUTCOME(S):
- Demonstrate shooting at the goal
- Demonstrate moving without the ball to get open for a pass.
- Demonstrate basic defensive position and guarding an opponent.
- Demonstrate basic goalie position and guarding against a shot.
- Develop cardiovascular endurance, agility, speed, eye-hand coordination, and spatial awareness.

## BEFORE CLASS SET UP:
- Set 4 cones in each corner of the activity area with a task card on each cone
- Cones should be placed far enough away from walls to allow for teacher/student movement around perimeter
- Have FLOW equipment and music ready for HRPA
- Have balls, in hoops spread around perimeter of activity area
- 15 X 15 yd. grid with one 8-10-foot goal.

<table>
<thead>
<tr>
<th>ACTIVITY (Time)</th>
<th>ORGANIZATION / MANAGEMENT / SAFETY</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| HEALTH RELATED PHYSICAL ACTIVITY (10 minutes) | - Designate game boundaries with cones for students to play tag. Be sure the area is safe for students to run, stop, chase and dodge, such as grass etc.  
- On the signal one student will try to tag another by tossing a beach ball at another student. Each time a student tagged with the beach ball they must freeze (be still for a count of ten seconds) and then may continue to play.  
- If a student catches the ball or is tagged a second time the student becomes a tagger.  
- Continue playing until everyone has been tagged. | - Assist with equipment clean-up |
ACTIVITY #1
2X2 Shooting Derby

- Groups of 6 divided into 3 pairs. Two players on offense, 2 on defense, 1 as goalie and 1 as feeder.
- For each play the ball starts with the feeder who is on the sideline.
- Offensive player receives pass from Feeder, who performs a throw-in to start play.
- Defender cannot steal initial pass, but tries to intercept any subsequent passes.
- 2 passes required by offense before attempting to shoot.
- Shooters may not enter the goalie crease.
- Dribbling is allowed.
- Person with the ball can take 3 steps.
- Switch every 3 attempts. An attempt is counted when a goal is scored or any change of possession (out-of-bounds, interception, missed goal etc.).
- Offense becomes defense, defenders become goalie and feeder, and goalie and feeder become offense.
- One point for each score.
- Each partnership keeps track of their own score.

Teaching Cues:

- Shooting Cues:
  - When shooting, remember to step toward goal with opposite foot.
  - Look for an open spot to shoot at.
  - Shoot down at the goal.

15'X 15' play space for the drill, using 4 cones or polyspot markers to mark boundaries and 2 larger cones for goals 10 feet apart or use a ½ of a basketball court with 2 cones for a goal.

- Use cones or tape on wall or bleachers to mark the goal
- Use polyspots or other marker on floor to mark off goalie crease
- Assist with groupings.
- Make sure students are actively engaged.
<table>
<thead>
<tr>
<th>TEAM HANDBALL</th>
<th>LESSON 6</th>
<th>2nd-3rd GRADE</th>
</tr>
</thead>
</table>

### Goalie Cues:
- Good athletic stance.
- Arms up.
- Head up and move toward the throw to cut down the angle of the shot.
- Catch or deflect the ball away from the goal.

### CLOSURE/COOL DOWN
- Review Skill/Activity
- Assist with getting balls into hoops.
### TEAM HANDBALL

**LESSON 6**

**2nd-3rd GRADE**

#### EQUIPMENT:
- Cones and polyspots for IA, and to mark off grids and goals
- 1 Handball per student
- 3-4 Hoops
- 1 Pinnie per 2 students
- Four or more cones for HRPA

#### LESSON OUTCOME(S):
- Apply team handball skills in a modified game.
- Develop cardiovascular endurance, agility, speed, and cognitive thinking skills in nutrition.

#### BEFORE CLASS SET UP:
- Set balls in hoops around the activity area.
- Set up grids for groups of 8.

---

#### ACTIVITY (Time)

<table>
<thead>
<tr>
<th>HEALTH RELATED PHYSICAL ACTIVITY</th>
<th>ORGANIZATION / MANAGEMENT / SAFETY</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| (10 minutes)                     | Designate game boundaries with cones for students to play tag. Be sure the area is safe for students to run, stop, chase and dodge, such as grass etc.  
|                                  | On the signal two students will try to tag other students  
|                                  | The first time a student is tagged they must name a good (healthy) food to continue playing. If the student cannot name a healthy food the student also becomes a tagger.  
|                                  | Continue playing until everyone has been tagged.  
| Transition                       | Students form groups of 8, each group in a grid with one ball. One team wearing pinnies.  
|                                  | Assist students with grouping and setting up the activity.  

#### ROLE OF ASSISTANT
- Help supervise and keep students on task
- Assist students with grouping and setting up the activity.
ACTIVITY #1

4 v 4
No Goalie Team Handball

- Students form two teams of 4, one team wearing pinnies.
- One goal set up at each end of grid.
- Goal crease marked off by a restraining line.
- Object of the game: to score a goal.
- **No goalies:** players guard each other and not the goal.
- Offense tries to attack and score by passing and dribbling.
- Shooters must not pass the restraining line into the goal crease.
- A ball thrown out-of-bounds changes possession and results in a throw-in from the spot where the ball went out.
- A score by the offense changes possession and a play resumes with throw-in from the end-line.
- Player with the ball can take 3 steps before and after dribbling.
- No double dribbles; similar to basketball.
- **Introduce Free Throw:** A free pass from one offensive player to a teammate, which cannot be intercepted or blocked by a defender. It must be taken within 3 seconds of being awarded to the player.
- **Rules:** The following infractions result in a free throw from the spot of the infraction.
  - Holding the ball for longer than 3 seconds
  - Running more than 3 steps with the ball.
  - Kicking the ball or contacting the ball below the waist.
  - Grabbing, tackling or holding an opponent.
  - Double dribble
- Challenge: Every 3-4 minutes have teams rotate fields/courts.

CLOSURE/COOL DOWN (5 minutes)

- Review Skill/Activity
- Place balls into hoops.

**L7 TEKS**

- Introduction 1,2,3,4,5,6

**L7 TEKS**

- Introduction 1,2,3,4,5,6

**NASPE NATL STD P.E.**

- 1,2,3,4,5,6
### EQUIPMENT:
- 1 handball per group of 4
- Pinnies for one half of class
- HRPA Task Cards and music for HRPA
- 4 cones in each grid to use as goals
- Polyspots or lines to mark goalie crease
- 20-30 various types of balls, and music for HRPA

### LESSON OUTCOME(S):
- Apply passing, dribbling, shooting and defending in a game situation.
- Develop cardiovascular endurance, agility, eye-hand coordination, and demonstrate dribbling skills.

### BEFORE CLASS SET UP:
- Set balls in hoops around perimeter of activity area.
- Have pinnies available around the perimeter.
- Have HRPA signs and music ready.
- Set-up grids for team handball.
- Team handball can be played on a full basketball court, a divided basketball court, or on a grass field.

### ACTIVITY (Time)

<table>
<thead>
<tr>
<th>HEALTH RELATED PHYSICAL ACTIVITY (10 minutes)</th>
<th>ORGANIZATION / MANAGEMENT / SAFETY</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designate game boundaries with cones for students to play tag. Be sure the area is safe for students to run, stop, chase and dodge, such as grass etc.</td>
<td>• Designate game boundaries with cones for students to play tag. Be sure the area is safe for students to run, stop, chase and dodge, such as grass etc. • Have students make two to three rows and be sure each student has a ball. • When the music begins have all the students dribble a ball to the beat of the music. • When the music stops have the students quickly exchange their ball with another student. • Provide different types of balls of various sizes. • Use various music selections which have different types of tempos.</td>
<td>• Assistant supervising inner circle while teacher is supervising outer circle.</td>
</tr>
<tr>
<td>Transition</td>
<td>• Students form groups of 8, each group in a grid with one ball. One team wearing pinnies.</td>
<td>• Assist with grouping &amp; equipment</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| ACTIVITY #1  
4v.4 Team Handball with Goalies | • Groups of 8 forming two teams of 4 within grid. One team wears pinnies  
• Two cones for a goal at each end of grid.  
• Goal area marked off by goalie crease.  
• 3 active offensive court players and one goalie for each team.  
• Game begins with a throw-in at center court.  
• Offensive players pass and dribble to attempt to score a goal while being defended.  
• Principle of 3’s  
  • Guard the ball 3 feet away  
  • Must complete 3 passes before shooting.  
  • 3 passes to 3 different students before a score can be made  
• Goalie can use hands, feet or body to block a shot and clears the ball to a teammate who then tries to move the ball down the court to score in opponent’s goal.  
• Challenge: Every 3-4 minutes- team leading moves up and team behind moves down one court. Ties are settled with rock/paper/scissors.  
• Teaching Cues:  
  o Short, quick passes are best.  
  o Move without the ball and look for a pass when on offense.  
  o Keep body low and hands up when playing defense.  
• Rules:  
• Out of bounds ball is put in play at the spot by the opposing team with a throw-in.  
• Rules for Awarding Free Throw: The following infractions result in a free throw from the spot of the infraction.  
  o Holding the ball for longer than 3 seconds.  
  o Running more than 3 steps with the ball.  
  o Kicking the ball or contacting the ball below the waist.  
  o Grabbing, tackling or holding an opponent.  
  o Double dribble | • Have pinnies available for students to use during game  
• Help students setting up their games  
• Move to different groups to help monitor games in different areas of the play area |
<table>
<thead>
<tr>
<th>CLOSURE/ COOL DOWN</th>
<th>• Review Skill/Activity</th>
<th>• Help students return balls to hoops</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>L8 TEKS Introduction</th>
<th>1,2 2.1 ABDN 2.2 AB 2.3 ABD 2.5 AB 2.6 AB 2.7 AB</th>
</tr>
</thead>
<tbody>
<tr>
<td>L8 TEKS Introduction</td>
<td>1,2,3 3.1 ABC J 3.2 AB 3.3 ABC D 3.5 ABD 3.6 AB 3.7 ABC</td>
</tr>
</tbody>
</table>

NASPE NATL STD P.E. 1,2,3,4,5,6
### EQUIPMENT:
- 1 Handball per group of 6
- Pinnies for one half of class
- 4 cones for each grid to use as goals
- Polyspots or lines to mark goalie crease

### LESSON OUTCOME(S):
- Apply Team Handball skills in a game situation.
- Develop cardiovascular endurance, agility, speed, and cognitive thinking skills in nutrition.

### BEFORE CLASS SET UP:
- Set balls in hoops around perimeter of activity area
- Have pinnies available around the perimeter
- Set-up grids for team handball.
- Team handball can be played on a full basketball court, a divided basketball court, or on a grass field.

### ACTIVITY (Time)

<table>
<thead>
<tr>
<th>HEALTH RELATED PHYSICAL ACTIVITY (10 minutes)</th>
<th>ORGANIZATION / MANAGEMENT / SAFETY</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designate game boundaries with cones for students to play tag. Be sure the area is safe for students to run, stop, chase and dodge, such as grass etc.</td>
<td>Assist with grouping</td>
<td>Participate with several groups as you supervise</td>
</tr>
<tr>
<td>On the signal two students will try to tag other students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The first time a student is tagged they must name a vegetable to continue playing. If the student cannot name a vegetable the student also becomes a tagger. Continue playing until everyone has been tagged.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### ACTIVITY #1

<table>
<thead>
<tr>
<th>6 v. 6 Team Handball</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Two groups of 6 come together to form two teams within a grid. One team wears pinnies and one ball for each grid with goals set up at each end and each goalie crease set up with polyspots or another type of marking.</td>
<td>Help students understand the game.</td>
<td>Move around the area offering feedback and assistance as needed to keep games moving.</td>
</tr>
<tr>
<td>Five active court players and one goalie per team.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Game begins with a throw-in at center court.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offensive players advance the ball and attempt to score a goal by passing and dribbling while being defended.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principle of 3’s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guard the ball 3 feet away</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Must complete 3 passes before shooting.
- Only 3 steps before and after dribbling.
- 3 passes to 3 different students before a score can be made
- Goalie clears the ball to a teammate and that team then tries to move the ball down the court to score in opponent’s goal.
- Rules:
- Out of bounds ball is put in play by the opposing team with a throw-in.
- **Teaching Cues:**
  - Short, quick passes are best.
  - Move without the ball and look for a pass when on offense.
  - Keep body low and hands up when playing defense.
  - Free Throw: A free pass from one offensive player to a teammate, which cannot be intercepted or blocked by a defender. It must be taken within 3 seconds of being awarded to the player.
- **Introduce Penalty Throw:** A penalty throw is taken by an offensive player against the goalie from outside the goal crease restraining line. The player taking the free throw must keep one foot stationary and must take the shot within 3 seconds. All other players must stay outside the free throw line, except for the goalie, which defends against the shot.
- **Rules for Awarding Penalty Throw:** The following infractions result in a Penalty Throw.
  - When a foul by the defense prevents a clear chance to score a goal by the offense.
  - When a player displays unsportsmanlike behavior.

### CLOSURE/COOL DOWN
- Review Skill/Activity
- Help students return balls to hoops
- Collect pinnies.

L9 TEKS Introduction 1,2 2.1 ABDM 2.2 AB 2.3 ABD 2.4 C 2.5 AB 2.6 AB 2.7 AB
L9 TEKS Introduction 1,2,3 3.1 ABCJ 3.2 AB 3.3 ABCD 3.4 C 3.5 ABD 3.6 AB 3.7 ABC

NASPE NATL STD P.E. 1,2,3,4,5,6
## Equipment:
- Pinnies for half of the class
- 4 cones for each grid to use as goals
- Polyspots or lines to mark goalie crease
- Enough jump ropes for the class during HRPA, music.

## Lesson Outcome(s):
- Apply Team Handball Skills in a game situation.
- Develop cardiovascular endurance, agility, speed, demonstrate various jump rope skills, and eye-hand coordination.

## Before Class Set Up:
- Set balls in hoops around perimeter of activity area.
- Have pinnies available around the perimeter.
- Set-up grids for team handball.
- Team handball can be played on a full basketball court, a divided basketball court, or on a grass field.

<table>
<thead>
<tr>
<th>Activity (Time)</th>
<th>Organization / Management / Safety</th>
<th>Role of Assistant</th>
</tr>
</thead>
</table>
| Health Related Physical Activity (10 Minutes) | - Designate game boundaries with cones for students to play tag. Be sure the area is safe for students to run, stop, chase and dodge, such as grass etc.  
- Divide the students into teams. (2-3 members)  
- Give one jump rope to each team.  
- At the sound of the music the students begin jumping. When the music stops another team member begins jumping.  
- Vary the jump rope techniques.  
- Repeat until all members have jumped rope. | - Help supervise and keep students on task |

## Activity #1
- Two groups of 6 come together with one ball to form two teams within a grid. One team in each grid wears pinnies.
- Teams comprised of five active court players and one goalie per team.
- Teams in each grid compete for approximately 3 minutes. On teacher’s signal
- Circulate among games to assure that students understand the game and are cooperating and
### Team Handball Mini-Tournament

- Games end. Winning team remains in their grid. Losing teams rotate one grid in a CCW direction to begin another game.
- **Game begins with a throw-in at center court by the losing team.**
- **Offensive players advance the ball and attempt to score a goal by passing and dribbling while being defended.**
- **Principle of 3’s**
  - Guard the ball 3 feet away
  - Must complete 3 passes before shooting.
  - Only 3 steps before and after dribbling.
  - 3 passes to 3 different students before a score can be made
- **Goalie clears the ball to a teammate and that team then tries to move the ball down the court to score in opponent’s goal.**
- **Rules:**
  - Out of bounds ball is put in play by the opposing team with a throw-in.
  - **Penalty Throw:** A free shot taken by an offensive player against the goalie from outside the goal crease restraining line. The player taking the free throw must keep one foot stationary and must take the shot within 3 seconds. All other players must stay outside the free throw line, except for the goalie, who defends against the shot.
- **Rules for Penalty Throw:** The following infractions result in a Penalty Shot.
  - When a foul prevents a clear chance to score a goal by the offense.
  - A player displays unsportsmanlike behavior.

Switch teams after 5 minutes.

### CLOSURE/COOL DOWN

- **Review Skill/Activity**
- **Help students return balls to hoops**
- **Collect pinnies, cones, hoops, mats, etc.**

### TEKS Introduction

<table>
<thead>
<tr>
<th>L10</th>
<th>1, 2</th>
<th>1, 2, 3</th>
<th>ABCJ</th>
<th>3.1</th>
<th>3.2</th>
<th>3.3</th>
<th>3.5</th>
<th>2.6</th>
<th>2.7</th>
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</tr>
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<tbody>
<tr>
<td>L10</td>
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### NASPE NATL STD P.E.

1, 2, 3, 4, 5, 6
L6 TEKS Introduction 1,2 2.1 ABDN 2.2 AB 2.3 ABD 2.5 AB 2.6 AB 2.7 AB
L6 TEKS Introduction 1,2,3 3.1 ABCJ 3.2 AB 3.3 ABCD 3.5 ABD 3.6 AB 3.7 ABC

NASPE NATL STD P.E. 1,2,3,4,5,6