

Subject/Grade: grade 7/8
Lesson Title: Ultimate Handball
Teacher: Ms. Cottenie and Mr. Anaquod

<https://www.youtube.com/watch?v=xclHmHWFjv8>

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

PE8.7

Analyze the situational decisions, of self and others, while under the pressure of game play in target games, net/wall games, striking/fielding games, invasion/territorial games, and low-organizational, inventive, and cooperative games to determine the effectiveness of the decisions and to propose options for improvement.

- a) Discuss and practise options for strategic choices to use in specific game situations, whether real or created (e.g., what shot to call in a particular curling situation, what team offensive play to use against a one-on-one defence in basketball).

- b) Identify and assess the tactical decisions of others, both individuals and teams, through observing performance (including the use of available technology such as video).

Key Understandings: ('I Can' statements)

I can apply strategic thinking to create and adapt game plans

I can understand the importance of flexibility in decision-making.

I can engage in collaborative discussions with teammates or peers to explore and refine strategic options for game situations.

Essential or Key Questions:

In a one-on-one Handball scenario, what key offensive plays are effective, and how do they exploit the weaknesses of a single defender?

How does the understanding of game rules and regulations impact the formulation of strategic choices in both real and simulated game situations?

In what ways can feedback from coaches, teammates, or peers be

	effectively incorporated to enhance strategic decision-making skills?
<p>Prerequisite Learning:</p> <ul style="list-style-type: none"> - Gym safety and protocols - How to throw a ball - Gymnasium procedure - Running, walking, catching, and communicating in a high-energy environment. - Eye-hand coordination 	
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> - “If you can hear me clap once, if you can hear me clap twice” - Differentiated instruction: eg) when introducing a new skill, I will verbally break down the requirements and strategies required to effectively execute the skill being taught. Demonstrate the skill/activity. Students who have never played handball or similar sports may require more instruction/practice. - Hold balls during instruction - Pause and reflect - Discussions - Defining key terms - Demonstrations 	
<p>Stage 2: Determine Evidence for Assessing Learning</p>	
<p>(Identify your plans as either Formative and/or Summative and provide a brief description of what you will do to gain some form of evidence towards the O’s and I’s above, towards the ‘I can’ statements, towards the Key Questions. ALL of these should all connect together and reflect each other!)</p> <p>Formative:</p> <p>Postgame assessment after ~10 min rounds</p> <p>What is going right? What is going wrong?</p> <ul style="list-style-type: none"> - Seeing an increase in scoring and developing strategy as the game progresses - Students develop new strategies in the development of each round of handball. 	
<p>Stage 3: Build Learning Plan</p>	

9:40- 10:40 am (60 min lesson)

**Set (Engagement): Warmup Length of Time:
5-7 min**

(Get their attention! And then tell them what you are going to learn through this lesson)

5 min to change: At 9:35 students go get changed into gym clothes

Meet in center circle of gym and sit down then begin warmup

1. Run for 3-5 minutes to a song “I like to move it move it by Madagascar 5”
2. Student led dynamic stretch (kylee can lead)

Explain today's focus is tactics and strategies

Have students gather in circle and ask them what strategy and tactics are

1. What is strategy?
def.n) a plan of action or policy designed to achieve a major or overall aim
2. What are tactics?
def.n) an action or strategy carefully planned to achieve a specific end

laying down the goals and making a plan to get there

strategy is the action plan that takes you where you want to go, the tactics are the individual steps and actions that will get you there.

Religion connection:

Let's have a prayer at the end of warmup for fair play, good sportsmanship and good exercise Amen.

**Development:
Time: 30-40 min**

Length of

Materials/Resources:

-4 different coloured pinnies for teams

-4 buckets

- dodgeballs

- Whiteboard? Markers?

-Whistle (for instructor)

-Timer (phone)

<https://www.youtube.com/watch?v=xclHmHWFjv8>

<https://www.livingston.org/cms/lib9/NJ01000562/Centricity/Domain/641/TeamHandballStudyGuideShy.pdf>

Possible Adaptations/

Differentiation:

- You must pass to everyone on your team at least once before “scoring” in your bucket
- You must play defense on the opposing team after scoring twice
- You must pass at least 5 times before scoring
- You have to catch a interception before your team can go score
- Can only hold onto the ball for 5 seconds
- Can only hold onto the ball for 3 seconds
- The ball isn't live when it touches the ground

Explain to students we have a throwing and catching activity called ultimate handball.

Divide students into 4 groups by assigning numbers to them, 1,2,3 and 4

Tell all 1s to group together etc.....

Have everyone sit down in a semi circle and explain the game.

- Students will be moving the balls up and down the court by throwing and catching them, with the people on their teams
- Throws should be tossed so that your teammates have a chance to catch it in the air. If you fail to catch it, and you can pick it up right then, your team still has possession of that ball.
- When you have the ball you cannot walk or run with it
- You may pivot on one foot (to try and find an open teammate
- The red and blue teams will use the dodge ball that is in containers on one end of the gym. Any ball that is in that container is yours and the other team when they score that is where they are going to put their balls
- Any ball that scores blue will be put on the other side of the gym's barrel.

How your team wins is by having the most dodgeballs in your bin "scoring bin" at one time.

red "scoring bin" is blues "home bin"

- As your playing, you can try and *intercept* the balls that the other teams are throwing to one another

Provide a demonstration of how a team may move a ball

1. Ask for a volunteer
2. Throw student the ball in front of you and then have another student move farther up the gym and they get the ball thrown to them
3. Throw until the players have successfully placed the ball into the bucket

- Change teams based on how it rolls out

Possible adaptations if needed in a special needs situation:

I would give a adaptation they can run 5 steps

There points are worth two points (allows them to feel important in the game)

Management Strategies:

"If you can hear me clap once, if you can hear me clap twice"

- Hold balls during instructions

Safety Considerations:

No headshots

Eye/prescription glasses

Players are not allowed to pull, hit, or punch the ball out of the opponent's hands, endanger an opponent with the ball, or contact the ball below the knees

Teams can either run back to their home barrel and try and toss another ball into their goal barrel or they can intercept another team from scoring

PAUSE GAME

To discuss strategy and tactics

- If you are way ahead of another team maybe it's time to start playing defense
- What is the best strategy for scoring and not getting scored on?
- When is it time to move from offense from defense
- How can we position ourselves in triangles to allow for ball movement
- Easy small passes are more reliable than long shots (risk vs reward)
- Decision making (what bucket do you steal balls from)
- Decisions and treaties with other teams

POSSIBLE CHALLENGES: Introduce to teams that lead in points and dominate the game? After each round? Or apply to all groups?

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(Remember, everything you do here needs to align with the identified O's and I's and support the students in answering the key questions as well as reaching the 'I can...' statements).

**Learning Closure:
Time:**

Length of

(Do some form of 'check for understanding' and tell them or have them tell you what they learned today. This can be done using a variety of strategies).

Beginning of class open ended discussion (revisit later to determine growth of understanding and fulfillment of outcome/indicators):

"What's the best strategy for scoring and not getting scored on?"

Huddle/group questions after each round:

What went right?

What went wrong?

What did one team do that was really good?

How would you play this differently next time?

What strategy and tactics would you use?

At 10:30 lesson stops (10 min to)

- Phys. Ed Helpers do cleanup
- Everyone gets changed and heads back to class
- Sit at desks and wait for recess

Stage 4: Reflection

(This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time)

Professional Development Plan (short term)

Date:

Class/Content:

Intern:

Observer:

Professional focus/target/ goal:

Steps to achieve goal/ I will practise (How I plan to achieve my target?):

Specific Instructions for observer:

Data Collection/observations:

Comments/ Feedback related to professional focus:

Self-reflection related to professional experience, feedback provided and/or post-conference conversations:(what went well? What would I do differently? Where are you headed?)

Professional Development Plan (short term)

Date: 11/15/2023

Class/Content: Phys. ed

Intern: Ms. Cottenie

Observer:

Professional focus/target/ goal:

Steps to achieve goal/ I will practise (How I plan to achieve my target?):

Specific Instructions for observer:

Data Collection/observations:

Comments/ Feedback related to professional focus:

Self-reflection related to professional experience, feedback provided and/or post-conference conversations:(what went well? What would I do differently? Where are you headed?)