

# LESSON 1 →

## Outcome: – Participants to understand the rules – How handball is played and to find success from transition play

- **Play Beginner Handball.**
- Start with a 2 or 3 rules – usually goalkeeping area, no deliberate contact and you must run when you have the ball – 2/3 steps to begin.
- Introduce new rules as the game goes on (see attached set of rules)
- Don't be afraid to **break the rules** for beginners especially around movement with the ball. Let them take up to 6 steps **running** with the ball (this works well for girls to avoid them playing netball). Reduce the amount of steps once players understand they should move. In addition, you can bring in dribbling too, but **restrict players to one bounce of the ball** to recycle their 3 steps (players can take 3 steps by the letter of law). Handball is a team game. With this condition, players can still take 6 steps – 3 steps (RUNNING) either side of one bounce of the ball.
- During the game, break it into elements – how best to pass, shoot and win the ball back (**see terminology and videos**). Demonstrate correct technique.
- **For high achieving groups** – introduce return to defence (RTD). Set the condition they can achieve an extra goal if all their team members return to their defending half of the court within a set time (3–5 seconds), then encourage them to win the ball back.
- **For high achieving groups** – introduce counter attack (CA). Set the condition that they can score two goals once a team has prevented a goal going in, then they quickly turn defence into attack and score with one or two passes i.e. from goalkeepers pass out.

Level of performance	Focus	Teachers should be looking for
High – performs tasks more often than not	This lesson should be about learning the rules of the game. Set different game conditions but make sure you let students know what the difference between rules and conditions are.	Correct technique whilst passing/shooting/winning the ball back
Middle – performs tasks 50/50		RTD and CA is with speed
Low – performs tasks sometimes		Always makes the correct decisions during the game

## LESSON 2 ➔

### Outcomes – Playing Mini Handball with an overload in attack -Tactical awareness of adding width to the game -Initial positioning understanding (small sided games)

- Game conditions;
  - 3 steps, 1 bounce, 3 steps
  - 3 seconds on the ball
  - Consider using a soft ball as this is a small sided game with possibly smaller than 6 metre goalkeeping area
- Play these games on half a court or small sided area. Use different equipment for line markings and goals. Teams are 4 a side. Play 3–5 minute games.
- When your team is in possession, **your goalkeeper should come out of the goalkeeper area** and play as an attacker (the goalkeeper must pass the ball from inside the area first) to have an overload situation – 4 v 3.

See figure 1

- Any of your team can choose to be a goalkeeper, but only one at a time.
- Once attacking team lose possession of the ball, either through scoring, missing or miss place pass, they must return to their goalkeeper area, touch their 6 metre goalkeeping area line and then proceed to try to win the ball back. **See figure 2**
- Encourage attackers to take positions on the court to be successful: one centre, two wide players (half player) and one pivot. **See figure 3 – it looks a bit like a diamond**

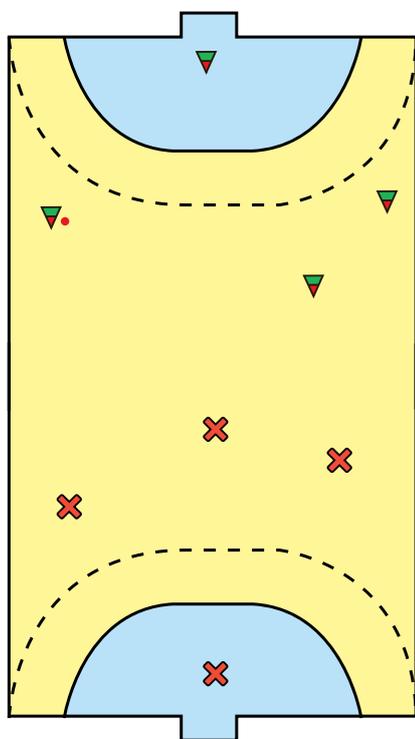


Figure 1

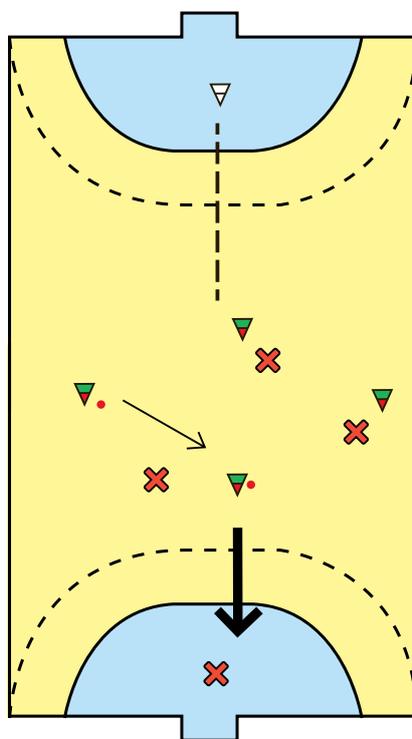


Figure 2

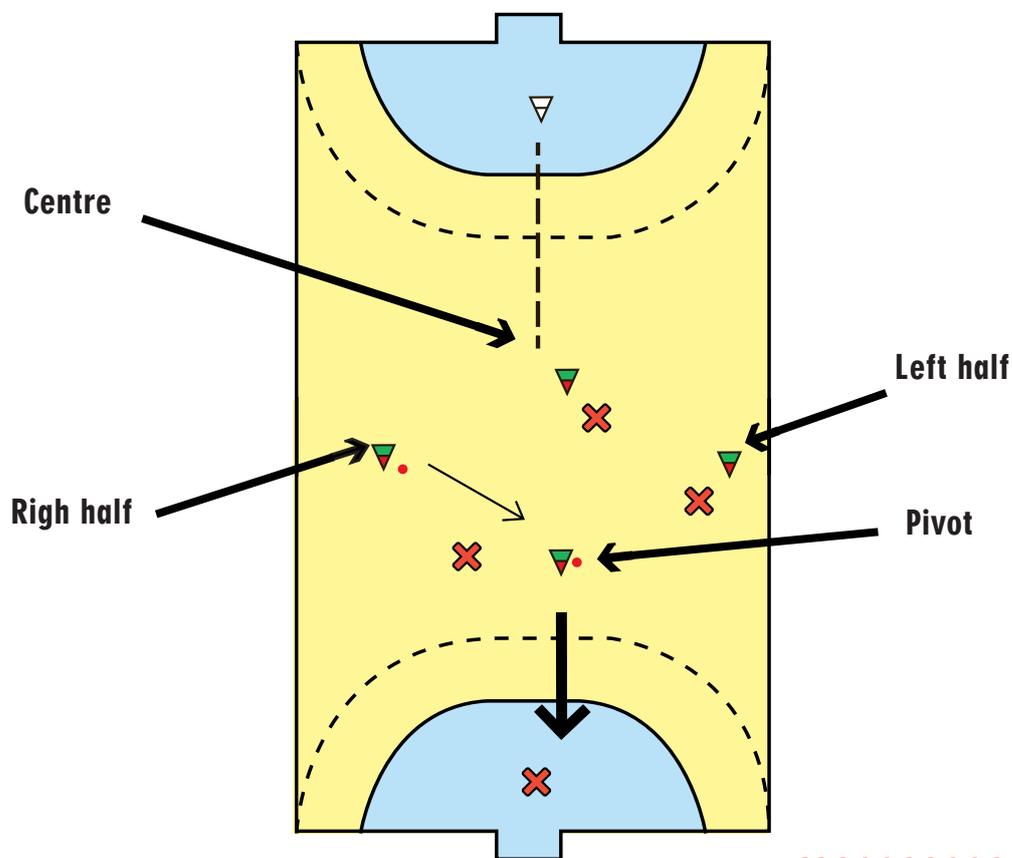


Figure 3



Level of performance	Focus	Teachers should be looking for
High – performs tasks more often than not	An important factor in Mini Handball is that you can observe players more closely than in a 7 a side version of handball.	Correct technique whilst passing/shooting/winning the ball back.
Middle – performs tasks 50/50	Reinforce the rules of the game always.	Game intelligence from students: adding width, playing with a pivot.
Low – performs tasks sometimes	Encourage free movement, but also make players aware that the structure is important for more success – diamond shape.	Always makes the correct decisions during the game.

# LESSON 3 →

## Outcomes – Introduce the concepts of defence – Blocking -Stealing -Intercepting –Tackling

- **Start immediately playing handball** (full game of small sided game). Set the conditions you want i.e. 3 steps, 1 bounce 3 steps. Don't be afraid to break the rules of the game to set a condition to achieve success from students.
- First make them aware of return to defence (RTD) you can **reward defending team with extra points** if they make it back to their own half within a number of seconds – encourage players to RTD as they will make it more difficult for attackers to score. Make it extra challenging by making the distance they need to travel further.
  - **Blocking – defenders will only make successful blocks of attackers' shots if they are in front of an attacker.** RTD is crucial.
  - **Stealing** (the ball, if a player is bouncing the ball) – this can be done from the front, side or behind as long as no contact with the attacking player is made. This will only happen if you play a game with full rules on dribbling.
  - **Intercepting** – transferable from other invasion games. Encourage players to anticipate a pass, arms should be high or wide to intercept. A catch is better than knocking the ball away as you can immediately begin a counter attack.
- **Building confidence in students is important to begin playing with contact.** To begin, play a simple game of **tag handball**. Defending team can turnover possession if they make 3 tags/ticks/touches

on 3 separate attackers. A tag must be made whilst a defender is **in front** of an attacker. **This is important as all contact must be made from the front.** Combine the ROD exercise with the tag game.

Alternatively another way of **building confidence with students** is to play competitive 1 v 1 activities – all actions with control: e.g. pushing/pulling, touching each other's knees, taking a cone from behind a defender. Use ideas from other sports that are familiar to create success. If students take these exercises seriously then you may go into full contact. If not, then don't! **Only play handball with full contact if students are mature enough.**

- Notice on the diagram the position of the defender to the attacker. This is full contact and a good tackle.



**Grasping the ball before a shot is made.**



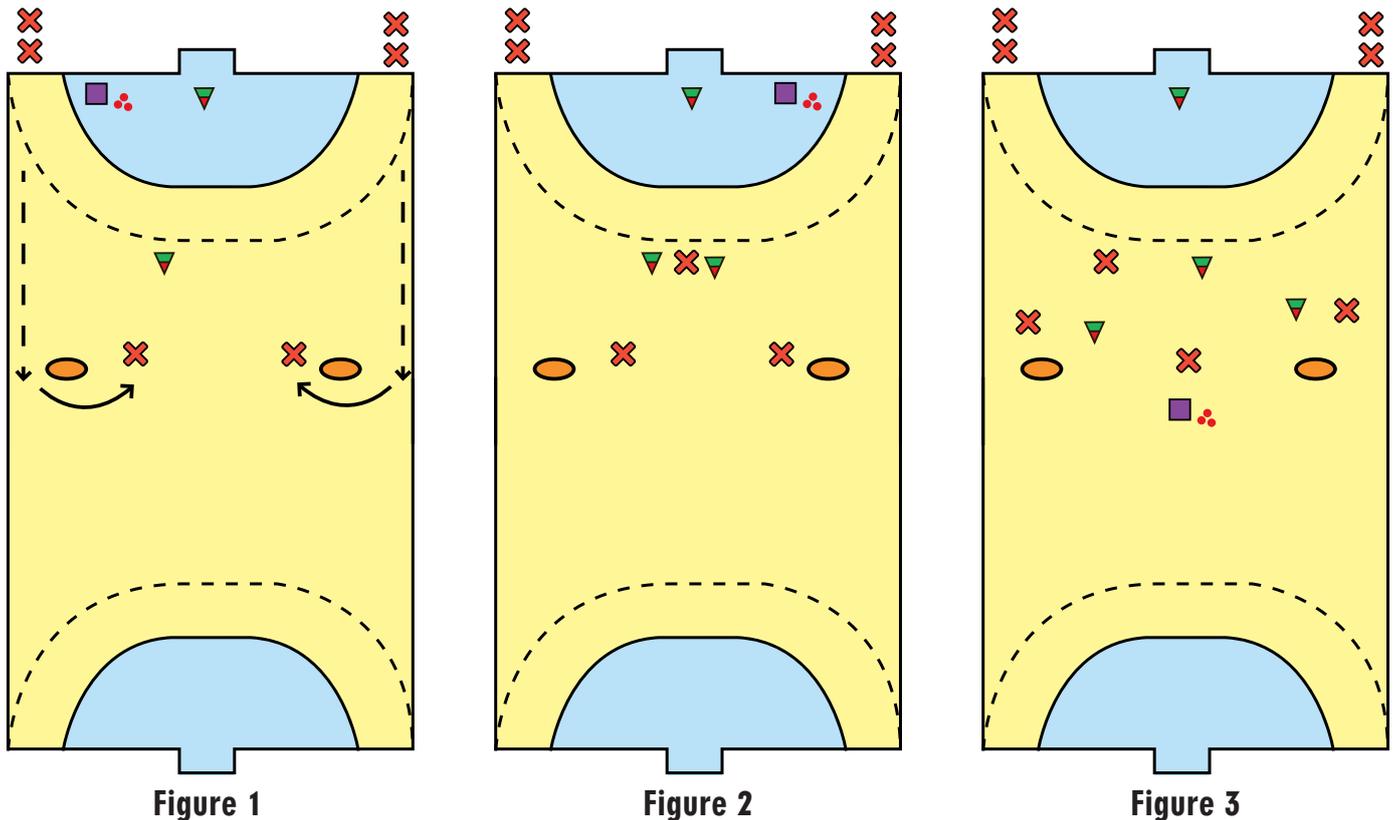
**Pulling the opponents shooting arm down.**

Level of performance	Focus	Teachers should be looking for
High – performs tasks more often than not	Defenders – have controlled aggression, apply pressure to attackers with and without the ball, block shots with both hands, intercept passes, force attackers to shoot from wide angles.	Anticipation of students making the change from attack to defence and vice versa.
Middle – performs tasks 50/50	<b>Very important</b> – this session is focussed on stopping goals going in. Reward players with additional points for great team and individual defending.	Maturity from students to be able to perform defensive techniques safely.
Low – performs tasks sometimes		Always makes the correct decisions during the game.

## LESSON 4 →

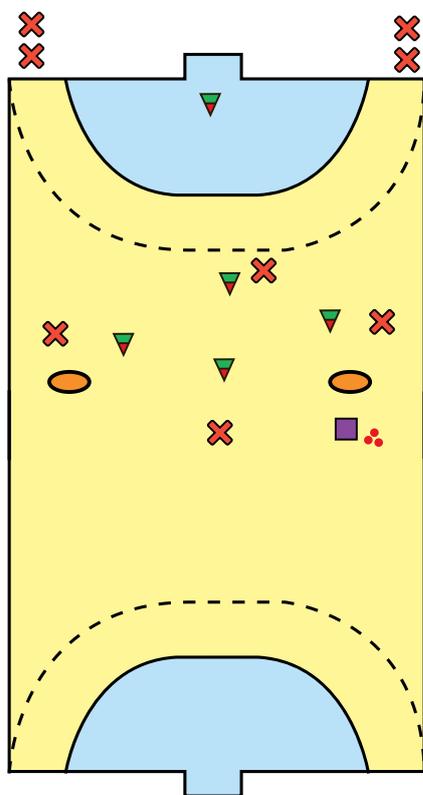
### Outcomes – Decision making in game like situations - Attack (over loading – gaining success) - Defence (applying pressure, forcing errors, protecting the middle of the goal – gaining success)

- Standard warm up activity followed by any passing activity



**Figure 1** – This shows how the activity can always start. Attackers run from corners of the court around the cones near the half way line of the court. Defender is already in situation. Attackers will receive a pass from the non- active player and go towards the goal. More attackers than defenders to begin with to let players make easier decisions. Attackers must always go direct to the goal, finding space around the defender, to either score a goal or to create an opportunity for their team mate to score.

**Figure 2 and 3** – More defenders and a pivot player are in situation. Two more attackers join in the activity from running around the cones again. The pivot player can apply a screen to assist the other attackers. Figure 3, a centre player is introduced. Attackers – **apply same concepts as earlier lessons** (add with, attack space – create space) Defenders – **must apply pressure to the attacker with the ball and also be aware of the position of the pivot** as they will both be the most dangerous players in the activity.



**Figure 4**

**Figure 4** – Equal number of defenders to attackers. If defence steals ball, they can gain points by taking the ball to either cone to score.

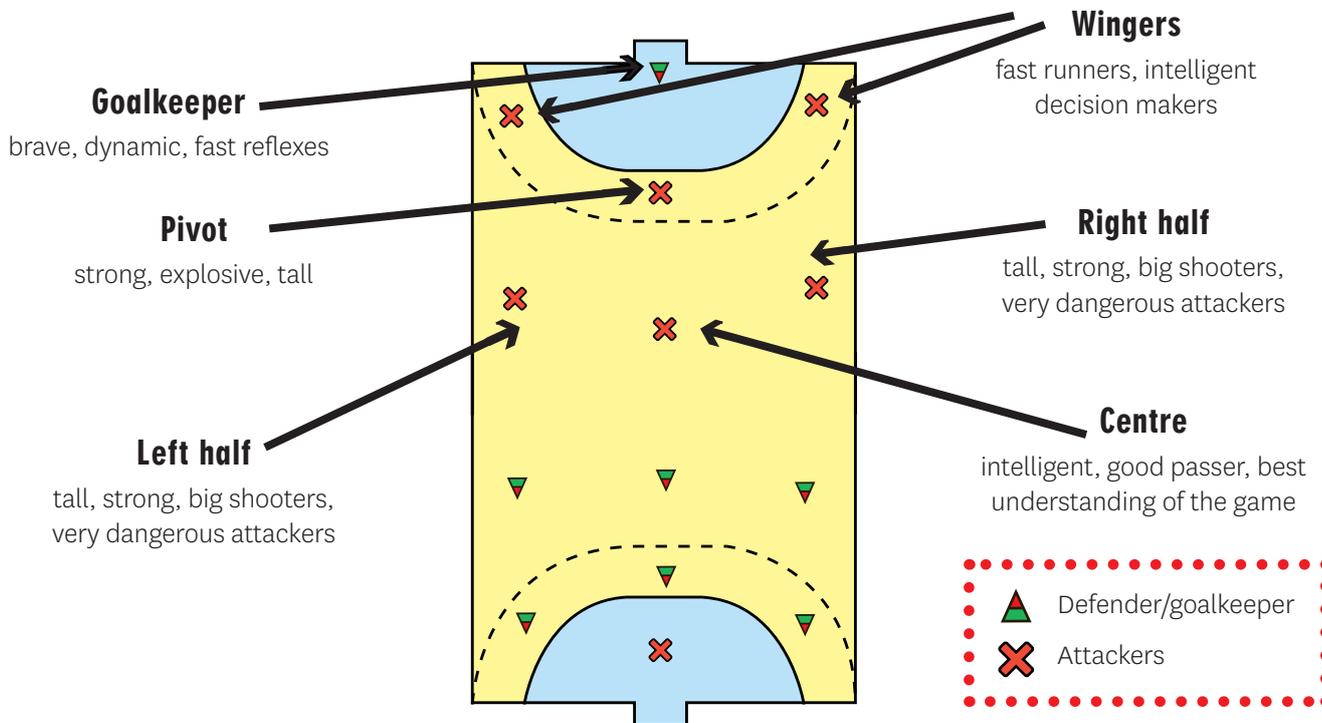
You can have two activities happening on two sides of the court to maximise student engagement. **Please note, these exercises are non- exhaustive, keep the format but change the focus to achieve outcome.**



Level of performance	Focus	Teachers should be looking for
High – performs tasks more often than not	If you want students to work out more solutions for attack or defence, please keep that focus for the lesson – do not mix them.	Correct technique whilst passing /shooting/winning the ball back.
Middle – performs tasks 50/50	Attackers – always moving with purpose towards the goal. They should always try to be able to score, if they can't make the correct decision and best pass.	Game intelligence from students: adding width, playing with a pivot or when to tackle/intercept/block.
Low – performs tasks sometimes	Defenders – always aware of the pivot player's position, moving to the side of the court where the ball is, offer the bad angle for the shot not from the middle of the court.	Correct decision making during the game.

# LESSON 5 →

## Outcome – positional understanding in attack and defence, with cooperation between players PT1

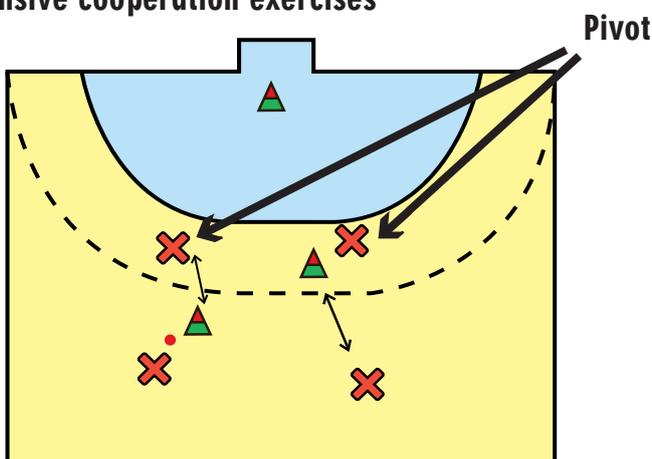


The court is split into two: attack formation and defensive formation. All attackers can change positions during an attack. However, it is best to keep a good structure so limiting movement anywhere at any point is necessary. It is important to develop handball players who aren't position specific in classes. Let all students try different positions.

As you can see from the defenders we have an **'active'** defence who are not standing in one line they are in

**'two lines'** of defence. This is for many reasons, to promote athlete development, aggressive pressure from defenders, and to encourage making contact with attackers, defenders are best moving to the side of the court where the danger is coming from and finally to encourage cooperation. Every defender will usually have one attacker to be responsible for but co-operation is necessary especially in the middle of the court.

### Defensive cooperation exercises



#### Two defenders, four attackers.

Defenders have two jobs, preventing a standing shot from half players and preventing a diagonal pass from half player to pivot. Defenders move quickly 'in and out' – if the ball is on their side of the court they move out to prevent a shot, if it is on the opposite side, they move back in to prevent a pass to the pivot. The half players have three options: pass the ball between them, standing shot (if defender has arms down or diagonal pass to pivot). The whole exercise is done at speed. The pivot players must stand still.

Figure 1

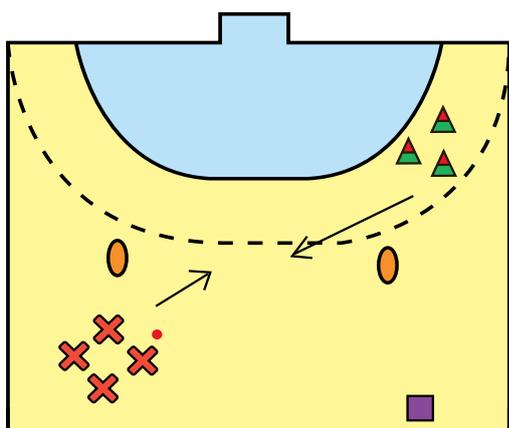


Figure 2

### 1 v 1 – attacker v defender.

Two cones are placed for this activity as a gate for an attacker to travel at speed through. The defender must prevent them from going through the gate and prevent a shot on goal. Defender to use their body, tackle and move the attacker away from the goal. The attacker can use the non-active passer to receive the pass going forward. KEY – defender to use their legs to move with the attacker and position their body to offer a weak angle to the attacker.

**With good individual defence comes excellent cooperation in defence.**

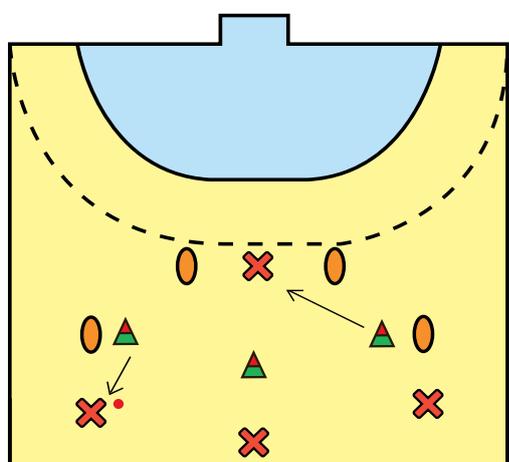


Figure 3

### 4 v 3 – attackers v defenders.

Attackers need to make a pass to the pivot player. Defenders need to prevent the pass by interception or tackle. Notice on the diagram, when the ball is on the left the defender must engage the half player and the defender on the opposite side covers the pivot as the ball is not on their side of the court. Firstly, just focus on intercepting the pass to the pivot. **It is very important you encourage defenders to be as active as possible and use their legs to move and their arms must be raised to prevent the pass.**

Then you can move on to a 4v4 exercise with more active attackers who can switch positions giving the defenders a new challenge.

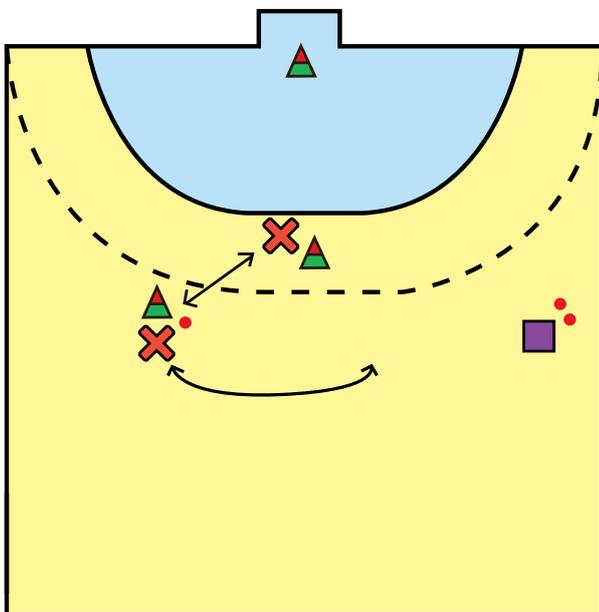
Level of performance	Focus	Teachers should be looking for
High – performs tasks more often than not	There are many different structures to defence in handball. The most common is 6-0 (all defenders are close to the goalkeeper area) We encourage that this isn't taught in schools as we want players to develop and learn individual skills necessary to be an effective defender. Encourage pupils to apply pressure on attackers in the right areas (your own half of the court). Encourage defenders to always be aware of an attacker's movement with and without the ball, each defender will have an attacker to look after but co-operation is needed if players swap positions. All defensive play must be in two lines – maximum amount of players allowed near goalkeepers area is 5. Defensive systems you can play (the first number relates to the players near the area, the second number to the players closer to the attackers.)	Defender hands always raised when protecting the pivot attacker.
Middle – performs tasks 50/50		Defender to apply aggressive pressure to attackers – contact is encouraged (only face to face)
Low – performs tasks sometimes		Defender to position themselves to protect the centre of the goal and offer the weaker angle to the attacker

5:1, 4:2, 3:3, 1:5

# LESSON 6 →

**Outcome:** – Positional understanding in attack and defence, with cooperation between players PT2

## Attacking co-operation exercises



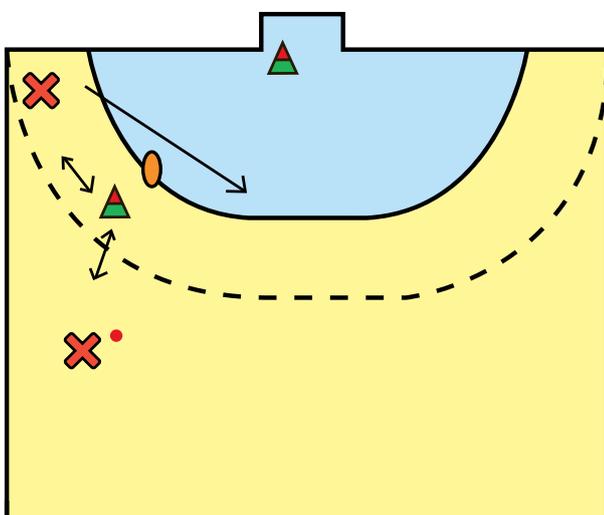
**Figure 1**

### 2 v 2 – Centre and pivot co-operations.

The centre and pivot can work together throughout a game to create opportunities for each other. Here, the centre performs a 'U' shaped movement to the left and right to draw out the defender on both sides. The centre has many options here: using their steps, dribble or pass to passive player. They can:

A – Jump or standing shot past a defender who doesn't come out to make a tackle

B – Co-operate with the pivot by attacking the opposite side to where the pivot is standing. After a few movements left and right an opportunity for the pivot to place their body in front of a defender and screen them is possible. It is important here the pivot moves against ball to create this opportunity. It is important for the centre to choose the correct pass to the pivot: with a bounce, from a jump etc... Some of the best passes are ones that are disguised.



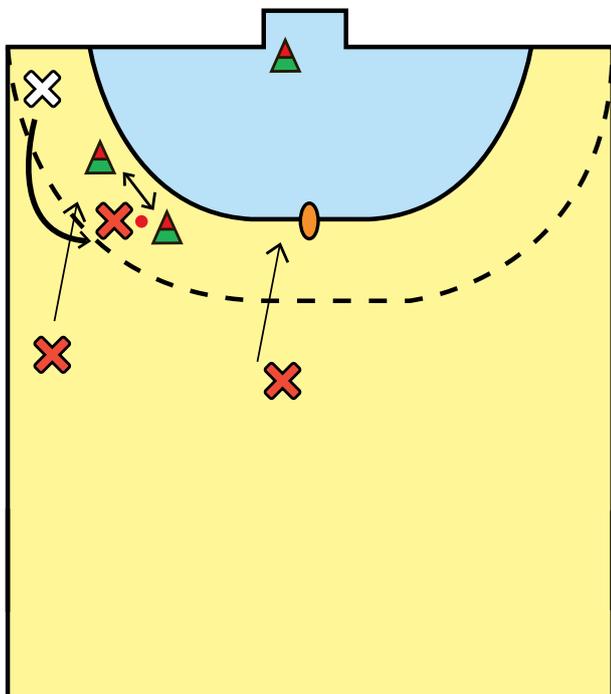
**Figure 2**

### 2 v 1 – half and wing cooperation.

The focus here is for the half players to create enough space for a winger to have an opportunity to make an attempt at goal. A wing shot is best performed with the player taking the ball with speed, correct timing and being able to gain the best advantage from the narrow angle i.e. they must widen their angle by jumping away from the goal line towards the middle of the goal area.

The half may shoot also, but only on the inside of the left hand side of the cone.

Once the attackers are finding it easy to create opportunities for both players to score, add an additional defender. Attackers must aggressively attack the space between the defenders to create an opportunity for their team mate.



**Figure 3**

**3v2 –co-operation between winger, half and centre.**

Attacking movement where players change positions is quite common in handball but remember, when an attacker leaves their space to fill someone else’s space, their original space must be taken by another attacker to keep their team play fluid, usually by the players space they are taking.

In this example, the change in position is initiated by the half with this player attacking between the two defenders, at speed. The winger will run behind the half, receive the ball on the run and attack towards the goal drawing the defenders together to create space for the centre to have a clear opportunity at goal. It is always important for the attackers to go directly towards the goal when in possession of the ball. If the space stays open for them they can make the correct decision to shoot, if not, they can pass to a team mate who can either score or create space for another person. Without attacking the goal with purpose this isn’t possible. Its important to mention that all attackers once they have attacked towards the goal must return away from the defence to offer a easier pass from their team mates.

Level of performance	Focus	Teachers should be looking for
High – performs tasks more often than not	It is important to encourage pupils to believe that when they are in possession of the ball that they can score– that should always be their first thought. They can do this by always looking towards the goal when they have the ball. Also encourage players to vary their movement as an attacker with and without the ball. They should not always go forward and back in the same direction. Encourage your pupils to be creative in their play too. Make them aware of the task and its outcomes (i.e. move in this direction, make this shot when this happens etc) – however, the process to get from A to B can be different every time.	Always makes the correct decisions during the game – best pass choice, when to shoot or pass or move with the ball
Middle – performs tasks 50/50		When shooting, attackers must have speed, correct timing, power and aggression to score a goal
Low – performs tasks sometimes		Players to talk to each other either in attack or defence. This is key for co-operation