

## Team Handball in Schools: Classes and Practice

Teaching with NASPE standards in mind.

Gylton Da Matta Ph. D.  
University of Northern Colorado, Greeley, CO, USA

Newton Santos Vianna Junior, M. Sc.  
FACSAL, Belo Horizonte, Brazil



COLLEGE OF NATURAL & HEALTH SCIENCES  
SPORT AND EXERCISE SCIENCE




National Convention  
Indianapolis, Indiana  
March 16-20, 2010



National Association for  
Sport and Physical Education  
NASPE Sets the Standard



### Purpose of our presentation



- Share information with coaches from different countries;
- learn first hand, and in English, about current trends in modern handball from top experts in the field and own
- network and exchange ideas with presenters and participants, formally and privately;


### What to do in this workshop

- Watch & analyze task presentations
- Watch handball powerhouses as France, Croatia, Denmark, Iceland, Poland, Spain, or Germany;
- Enjoy truly remarkable sport spectacle and atmosphere during games played in the schools all over the world.



### The role of a PE teacher in the socialization of a “new” sport

- Curriculum implementation
- Assume the role of a Manager
- Assume the role of a school Coach
- In regular schools Team Handball is the number one content in Physical Education in most countries.



### Why be a manager?

- The PE teacher is the movement expert in the schools
- Sports, Physical Activity and Physical Education content should be integrated .
- The PE teachers must observe all NASPE standards as principles that will assure quality of teaching and positive life-long experiences.
- It is critical to develop a professional philosophy to cooperate and communicate with the USA Team Handball governing body and the IFH (International Handball Federation).
- Team handball is one of the favorite sports to be performed in PE classes.

### Teach with “standards” in mind...

- Standard 1 : Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2: Demonstrates understanding of movement concepts, principles , strategies, and tactics as they apply to the learning an performance of physical activities.
- Standard 3: Participates regularly in physical activity
- Standard 4: Achieves and maintains a health-enhancing level of physical fitness
- Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- Standard 6: Values physical activity for health, enjoyment, challenge , self-expression, and/or social interaction.

### Standard 1 – Content matters; Example of its application

- Basic TH specific skills have a direct relation to enjoyment, success and long-term adherence .
- Technical & tactical development must be taught simultaneously (Tactical approach –TGFU).
- Explore history, rules and sports development as cognitive information; movement forms and patterns as psychomotor content; and, the enjoyment of the game, interaction with peers and opponents as affective domain variables

### Standard 2 – Be a skillful demonstrator or...

- Find great resources to develop task cards.
- Find videos and use them to convey good form
- Teach the correct move form through effective task presentations
- Think that good movement forms prevent injuries and lead to students’ success
  - The same approach is true for all other standards...



### Team Handball is fun!



### Teaching strategies: Use videos

- <http://www.coachinghandball.com/userapp/pages/whatIsHandball.jsp>
- <http://www.youtube.com/watch?v=GU1gTqJuFU8>

### Teaching strategies: Topology; Photo sequences as task cards

- [http://usateamhandball.org/multimedia/photo\\_galleries](http://usateamhandball.org/multimedia/photo_galleries)



### Creating rubrics for each skill...

- Name the skill:
- Break it down into four critical elements:
- Design an application task:
- Apply one or two standards:

### Hands on...Creating a TH Teachers/ Coaches Manual !!

### Applying Pedagogical Concepts Breakdown skills into parts

- Example:  
Practice the approach, takeoff, shot and landing in the jumping shot to the goal.
- When using the Whole-Part-Whole planning strategy, after showing the whole skill, break it down into individual parts or practice trials.

### Manipulate the equipment to elicit learning

- Example  
Begin with a light ball and then increase the weight and size of the ball.

Change equipment to make the skill more age appropriate. Younger children's motor skills are not fully developed, they need simpler or lighter equipment.

### Making Space larger or smaller

Change the boundaries of the court or field to make the game more successful.

- Example  
In a chasing game decrease the space to make it harder for the tagger;  
Also change the size of the goal or add  
Visual targets on specific sports of the goal

### Change the goal (intent) of practice; situational & specific

- Example  
Practice ground or jump shot versus one or two defenders.

Changing the goal could simplify or complicate the outcome of the game. You can modify for the skill level of your students.

### Adding or decreasing the amount of people

- Example  
Practice pass steps first by yourself and then with a partner.

Adding or decreasing the amount of people changes the tactics involved in playing the game.

### Changing the conditions of performance

- Example  
If you are having trouble getting the ball over the net, take a few steps in front of the service line.

Most sports are complex, by taking out an element of a game, it makes it easier for students to get a hold of, rather than throwing them into the whole sport automatically.

### What to consider in modern physical education? Philosophy

Meaningful & purposeful movement

Individual Characteristics of Teachers & Students

Social & cultural context Of schools

Nature of tasks & its applications

Physical-Mental Skills: Holistic views of the person

### Knowledge is light!

*"Physical Education can provide strong foundation for our school from which all education can rise."*  
George Leonard, 1974

*"We need each other to enlighten ourselves."*  
St. Augustine

Thank you,

**Gylton B. Da Matta Ph.D.**  
[gylton.damatta@unco.edu](mailto:gylton.damatta@unco.edu)

**Newton Santos Vianna Jr. M.Sc.**  
[newtonviannajr@superig.com.br](mailto:newtonviannajr@superig.com.br)