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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

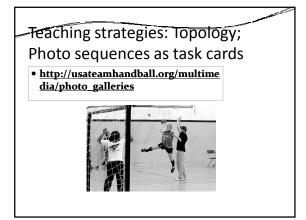
Standard 2 – Be a skillful demonstrator or...

- 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...



Teaching strategies: Use videos http://www.coachinghandball.com/userapp/page

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



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.

