

**LAUSD- Course Two Physical Education Matrix Chart**  
**Instructional Component Team Activities**  
**Suggested Length of Course: 10 – 12 weeks**

**Grade 10-12**  
**Team Activities**

The major emphasis of this unit is to enable students to participate in various team activities in order to help them determine in which activities they are most interested. While the effects of physical activity on dynamic health and the mechanics of body movement are integrated throughout the school year instruction also targets group dynamics. It affords students the opportunity to fulfill leadership roles within a group to achieve a common goal. The purpose of this unit is for the students to develop proficiency levels through the refinement of motor skills, movement patterns, and strategies needed to enjoy performing a variety of physical activities. Students' attainment of advanced levels of performance increases the likelihood of their maintaining a physically active lifestyle as adults.

**Standards for Instructional Component Course 2 Team Activities**

**Standard 1: Demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities.**

- 1.1 Combine, and apply movement patterns to progress from simple to complex in team activities.
- 1.3 Explain and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in Team activities.

**Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.**

- 2.1 Participate in moderate to vigorous physical activity at least 4 days each week.
- 2.2 Participate in challenging physical fitness activities that meet individual needs and interests using the principles of exercise.

**Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.**

- 3.1 Participate in physical activities for personal enjoyment.
- 3.9 Encourage others to be supportive and inclusive of all ability levels.

<b>Content Standard</b>	<b>Analyze Standard</b>	<b>Sample Performance Task</b>	<b>Sample Scoring Criteria for Performance Task</b>
1.1	Students will combine, and apply movement patterns to progress from simple to complex in team handball activities.	Students will perform basic lateral, underhand, sidearm and overhand tosses, one handed and two handed catches in various positions and over the shoulder catches to a partner in isolation, then progress to the application of the skills in a creative sequence with one or more partners up to six maximum participants.	Each student in a creative sequence performs a minimum of three mature demonstrations of each skill for a duration of 2 minutes. A written description of the routine, which is memorized, includes each skill (basic lateral, underhand, sidearm and overhand tosses, one handed and two handed catches), order of presentation, any movement patterns, travel/pathway or design. Student displays the ability to cooperatively work with others and contributes to the final product.
1.3	Students will explain and apply various skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance in the game of team handball.	Students will write a descriptive analysis of the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance in the game of team handball.	Student's written descriptive analysis includes each of the skill related components, is clearly explained, grammatically correct, accurate, shows originality, represents thoughtful reflections and is highly expressive.
2.1	Students engage in moderate to vigorous physical activity a minimum of 4 days per week.	Students will log: the type of activity, duration, level (moderate to vigorous), and date performed.	Student's legible entries will include the following related to the activity: duration, level, and date.

2.2	Students will participate in a challenging team handball game that meets individual needs and interests using the principles of exercise.	Teams of 3 to 6 students will play a game of team handball daily over a two-week period. Selecting one of three levels, based on individual needs and interests, students will use the principals of progression: beginning, intermediate and competitive. The intensity of the beginning level will be moderate (heart rate is in target heart rate zone (THRZ), the intermediate level will be moderate to vigorous, with the heart rate will be in the middle of the THRZ, and the competitive group will be vigorous, with heart rate monitoring near the anaerobic threshold.	Students will choose the game level that will meet their individual needs and interest to maximize their skill development and level of aerobic capacity while participating at a moderate to vigorous physical activity intensity for a minimum of 15 minutes and up to 30 minutes. Student's heart rate will be at the appropriate THRZ for 80% of the activity or more.
3.1	Students will participate in physical activities for personal enjoyment.	Students will participate in a game of team handball with 3 to 6 players on a team. Players will make modifications to the rules to make the game more enjoyable.	Students agree on the modifications for the game of team handball, which, are clearly identified, explained and demonstrated. Each modification causes the game to be more enjoyable and therefore students participate with enthusiasm.
3.9	Students will encourage others to be supportive and inclusive of all ability levels.	In small groups students will participate in modified team handball activities that afford each student the ability to throw, toss, catch and score. Encouragement and support are given to peers.	Student's game modifications give everyone equal opportunity to play, throw, toss, catch, score and treat each student with respect. Student uses appropriate language to encourage and support peers.

### **Equipment and Instructional Materials**

1. Learning Sheets
2. PowerPoint/video or a Display case, or Report on the sport.
3. Team hand balls
4. 6" playground balls
5. Tuff skin or Gator-skin balls
6. Written pre-test
7. Questionnaire
8. Survey
9. Student Journals
10. Skill tests
11. Quizzes
12. Trivia sheet(s)
13. DVD/Video(s) – team handball

### **Pre-assessment**

- Students will complete a questionnaire on their knowledge of team handball at the start of the unit. The questionnaire will include questions related to the following aspects of the game: history, creator, location of origin, etc.
- Students will participate in activities at the following skills stations and record their results: overhand, underhand, sidearm and lateral throws and tosses, to a target. Overhand, underhand, sidearm and lateral throws and tosses, to a pivot to a moving partner. Overhand, underhand, sidearm and lateral throws and tosses with both thrower and catcher moving, and overhand throw for distance.
- In pairs of two, each student will dribble: 15, 20 and 25 yards distances while being scored on there proper dribbling mechanics, moving forward, backward and changing directions.
- In pairs of two, students will practice three types of catches – Two handed, one hand and body catches above and below the waist, over each shoulder, and moving: across, toward and away from the thrower.

### **Sample Scaffolding Strategies**

- Reduce the speed when throwing the ball
- Shorten the distance the student must toss the ball
- Use larger, softer balls for catching
- Use stationary tossing to stationary target
- Use stationary tossing to slow moving target, to faster moving target
- Use slow moving tosser to slow moving target
- Toss to a partner moving at a 45 degree angle, then to a partner moving directly away from tosser, next to a crossing partner
- Pair more skilled students with those requiring assistance for peer tutoring
- Use small groups in modified games with no defenders
- Use video in slow motion (footage of student and/or teacher performing skills), instructor shows how to perform the tosses and catches [Note: You must adhere to District policy regarding videotaping students.]
- Divide the field/court into 10 meter squares with one player in each square to separate teams and players
- Position the student closer to the instructor
- Provide after school tutoring
- Start with large targets and move to smaller ones
- Start playing the game of team handball with a tuff-skin ball and only stationary passers with defender staying one yard away
- Play team handball with the tosser touching the ball down marking a imaginary line that defenders may not cross but the tosser may move behind

**Service Learning-** Students can create (under the supervision of a credentialed teacher) an after school league at the middle school that feeds into the high school that they would either coach or referee.

### **Learning Experiences**

1. **Break down of the skills and progression.**
  - A. Using the whole-part-whole method of instruction, demonstrate each of the following:
    - Overhand throw
    - Sidearm throw
    - Underhand toss
    - Lateral

B. Explain the basic mechanics of the overhand throw:

- Preparation: Early preparation is the key to a successful throw and a player must move into a position where the feet are perpendicular to the receiver's
- Elbow is above the shoulder
- Application of force: Weight transfer, trunk rotation, arm rotation and point of release
- Finish: the arm will reduce the speed of the arm as it moves to the opposite side of the body
- Directing and aiming the ball

C. Explain the basic parts of the lateral toss:

- Preparation: Early preparation is the key to a successful toss. It is best if a player's feet are perpendicular to the receiver
- Application of force: Weight transfer is toward receiver, the step can be on opposite or same foot as the tossing hand

D. Explain the basic parts of the underhand toss:

- Preparation: early preparation is the key to a successful toss. A toss is used for quickness and short distances
- Application of force: weight transfer is toward the receiver, the step can be on the opposite or the same foot as the tossing hand
- The toss must be quick, accurate and soft enough to catch

E. Explain the basic parts of the sidearm throw:

- Preparation: the sidearm throw is not a recommended throw due to negative effects on the arm, it is used for off balance throws and to throw around defenders
- Application of force: weight transfer is toward the receiver, the step can be on the opposite or the same foot as the throwing hand and is usually generated in the trunk and/or arm

F. Explain and demonstrate shooting at the goal:

- Undeferred throws
- Running throws
- In air, jumping throws

G. Explain and demonstrate dribbling:

- Body position
- Fingers and hand
- Eyes and focus
- Moving forward and backward

H. Explain and demonstrate various catches:

- Two handed
- One handed (both hands)
- Over the shoulder (both shoulders)
- Moving toward the thrower
- Moving away from the thrower
- Moving across the thrower

I. Explain and demonstrate legal defense on person with the ball:

- No pulling
- No punching
- No endangering of opponent with the ball

J. Explain and demonstrate defensive strategies:

- Person to person
- Zone
- Rules and consequences

K. Explain and demonstrate offensive strategies:

- Versus person to person defense
- Zone defense
- Rules and consequences

2. **Employing Specific Methods**

- Starting and stopping activity
- Spacing on field/court
- Grouping/strategies
- Distributing equipment

### **Enrichment/Differentiated Instruction**

- A. Differentiated Instruction- it is important to distinguish the current skill level of all your students to differentiate instruction and maximize learning. It is possible to have different skill levels in a single class, and to deliver different instruction and activities for all those different skill levels. Activities or drills should be challenging for students that have met the skill level and offer more instruction and more practice opportunities for those that have not met that skill level.
- B. Enrichment – Teachers can often give instruction that broadens and extends student's level of understanding. Provide information on places to play, teams, and tournaments outside of school.

### **Culturally Relevant and Responsive Instruction**

- Use cultural references to impart knowledge, skills, and attitudes.
- Connect the learning to students' prior knowledge and experiences.
- Prior knowledge should be welcomed, acknowledged, and move on with your teaching form there.

### **Accommodating Students with Special Needs**

1. Safety
  - Contact the school nurse or designee to obtain pertinent medical information
  - Be aware of the students' medical ID tags for health related issues
  - The teaching progression and learning tasks should be differentiated (when applicable) to fit student needs.
2. Students in Wheelchairs
  - Review moving with and without the ball
  - Review turning techniques
  - Review safety considerations
  - Teach students how to use the chair as a defensive/offensive tool
  - Designate a distance that a defender must be from the wheelchair

### **Equipment Tips**

- Substitute foam balls, larger balls, or soft rubber balls in catching and tossing drills to develop hand-eye coordination
- Use stationary teaching aids to lessen the skill requirement (e.g., wall targets, Frisbee golf holes, hoola hoops)



### **Instructional Tips**

- Plan lessons with realistic expectations.
- Encourage early success with appropriate lessons and drills (e.g., incremental 5 yard toss/catches).
- Use target and small group games and drills to maintain student interest.
- Build tossing and catching skills using moderate- to slow-paced feeds with larger and/or softer balls
- Teach two-handed and body catches for students with weak wrists or disabling wrist condition.
- Use demonstration techniques to simulate play (e.g., shadow and footwork drills, Simon Says)
- Practice throwing over a goal post to help keep the elbow up

### **Communication Tips**

- Praise even small accomplishments
- Communicate using team handball terms (with activities such as Simon Says)
- Encourage social interaction with activities that emphasize working cooperatively with partners and small groups.
- Promote good sportsmanship and appropriate behavior during drills and games (e.g., complimenting good shots, waiting turn, and no shouting, appropriate field/court etiquette).

### **Suggested Lead-Up Activities**

- Touch and pass (team handball with no running or dribbling and receiver must stop when the ball is caught)
- Challenge the teams to move down the court with everyone catching at least one pass, if the ball is dropped the game starts over
- Play with balls of different sizes and weights
- Play around the world on a team handball marked court or field with a goal
- Play team handball "Horse" on a court or field with a goal
- Practice giant step toss for distance with a partner
- Practice target tosses

### **Teaching Aids**

#### **1. Warm-up activities**

Specific to the movements that you will use in the lesson and unit (e.g., move through the motions of the toss, progressing from slow motion to full speed)

#### **2. Stretches**

Important to stretch the extensors and flexors of the forearm, shoulders, trunk rotators, gastroc nemius, abductors and adductors of the leg

### 3. Cool Down

Stretching while cooling down and reviewing the day's lesson is important. Repeat stretches that were specific to the day's lesson.

### 4. Skill tests-

- In pairs of two, each student will use a lateral toss and catch – counting each accurate toss and catch out of ten.
- In pairs of two, each student will use an overhand toss and catch – counting each accurate toss and catch out of ten.
- In pairs of two each student will use the underhand toss and catch – counting each accurate toss and catch out of ten.
- In pairs of two, each student will use a lateral toss and catch while moving– counting each accurate toss and catch out of ten.
- In pairs of two, each student will use a overhand toss, break to the open space and catch – counting each accurate toss and catch out of ten
- In pairs of two, both students will move clockwise while using the overhand throw and catch, then repeat moving counter clockwise – counting each accurate throw and catch out of ten
- Teaching stations for Team handball skills
- Team handball Quiz
- Team handball trivia

### **Interdisciplinary Learning**

#### Language arts

- Maintain a physical education journal in which students write about movement experiences
- Read books related to physical activity and write a one page summary

#### Mathematics

- Find the perimeter of a field/court with the dimensions
- Compute the percent of goals in a game based on the total number of attempts
- Use graphs and charts to record places on the court where shots are attempted from
- Find the scoring average per attempt for each player

#### Social Studies

- Develop a timeline on the evolution and development of team handball
- Locate the origin of team handball and describe the political implications of that time period

#### Art/Music

- Create a sport diorama
- Learn songs or dances relevant to the time period when team handball was created
- Create a physical activity collage

### Science

- Learn how changing the angle of the trajectory of an object effects its flight
- Explain the principles of lift and aerodynamics that effect a sphere
- Apply the use of levers to the various throws and catches involved in team handball

### Technology

- Use heart rate monitors and pedometers during physical activity and interpret the data
- Videotape and analyze movement skills
- Make a webliography

### Inclement Weather

Create ideas in advance for instruction to take place in sheltered areas to provide instruction during inclement weather. This will ensure that instruction of the skills planned for the unit will continue during inclement weather. Suggested activity: have pairs of students use soft flying balls to toss and catch in the gym. Students switch partners every ten tosses and repeat the cycle ten times.

### Suggested Homework

- Write a three paragraph expository composition which explains the history of team handball.
- List and explain at least seven rules for the game of team handball.

### Resources

- LESSON RESOURCE – [edweb6.educ.msu.edu/kin866/Sports/spteamhandball.htm](http://edweb6.educ.msu.edu/kin866/Sports/spteamhandball.htm)
- [www.specialolympics.org/Special+Olympics+Public+Website/English/Coach/Sports\\_Offered/Team+Handball.htm](http://www.specialolympics.org/Special+Olympics+Public+Website/English/Coach/Sports_Offered/Team+Handball.htm)
- [www.funattic.com/team\\_hand\\_ball.htm](http://www.funattic.com/team_hand_ball.htm)

### Teacher Reflections

Good teaching should include ample time to reflect on the unit or lesson at the conclusion. Determine what worked well and make modifications as needed. Focus on methods for grouping students, facilities, equipment, and the distribution of equipment, written assignments, handouts, visual aids and any other instructional aids that could enhance your instruction. Reflect on how well the progression of skills was accomplished. Evaluate how well the students comprehended what was taught.

## Physical Education Lesson Plan

### High School Course 2 Team Activities

#### Team Handball

##### Description:

At this age students are prepared to participate in modified games of team handball with 3 to 6 people on each team. Students choose one of three levels of interest to participate in: skills, recreation, or competitive. The prerequisite to participate in either the recreation or competitive levels is that a student must pass the skills test for the overhand throw, lateral throw, sidearm throw, underhand toss, and catching and dribbling at a proficient level or higher.

The level of participation selected by each student should be aligned to their interest level and based on the intensity of the aerobic workout they wish to participate in. Students record their heart rate throughout the game on worksheets to determine the intensity and the appropriate target heart rate level. This lesson is an excellent venue for adolescents to learn appropriate social interaction skills, which the teacher will monitor to check for the use of encouraging words and supportive comments before, during and after the team handball games.

##### Objectives:

In accordance with his or her abilities and capacities, the student will:

- Demonstrate the overhand throw, sidearm throw, lateral throw, underhand toss, dribbling, and various catches in modified games of team handball
- Exhibit supportive and inclusive behavior toward all ability levels
- Participate in team handball activities at an intensity that meets their interests using the FITT on their physical fitness.
- Demonstrate effective warm-up and cool down activities.
- Show respect to others, use encouraging words, and supportive comments.

##### Standards Addressed:

- 2.1 Participate in moderate to vigorous physical activity at least 4 days each week.
- 2.2 Participate in challenging physical fitness activities that meet individual needs and interests using the principles of exercise.
- 3.9 Encourage others to be supportive and inclusive of all ability levels.

##### Materials:

- Ultra Skin SOFTI 6 to 8 inch balls (one ball for per every two students)
- Rubber playground balls 6" diameter
- Team handballs (one ball for each two students)
- Clipboards, pencils and log sheets for every other student
- Cones, or half cones for marking the field or goals (10 to 12 cones per field)
- Team handball goals, two goals for each field

- Pinnies or vests to mark teams (one for each student)

### **Set-up:**

Set up the courts/fields in various sizes ahead of time. In the competitive and recreational leagues, the fields should be larger (6 students on a team the field should be approximately 40 yards wide by 80 yards long). The field size for the skills league should be smaller or half the size of the competitive or recreational field, the teams should have 3 to 4 players per team. Have one clipboard and pencil for each two students. Have one piece of paper with a log sheet printed on each side.

### **Attendance & Warm Up**

The teacher will take and record attendance while students are doing warm-up activities.

### **Fitness Activity**

While jogging with a partner, students will toss and throw a ball back and forth, over the shoulder and lateral tosses side by side. The warm-up run should last 3 – 5 minutes. When the students have finished the run, the teacher will review F.I.T.T. principles with the students for endurance/cardio activities. Make sure that students stretch the muscles to be used in team handball, especially the arms, low back, deltoid, gastrocnemius, and quadriceps. Include strength exercises at least three times per week like, push-up and curl-ups on a cadence similar to the Fitnessgram.

### **Learning Experiences**

Explain the three levels of choices for the students to choose from. Students who have passed the competence level in the overhand throw, sidearm throw, lateral throw, the dribble, underhand toss, two handed catch and over the shoulder catch may choose between the competitive league and the recreational league. All other students must choose the skills league. Students in the competitive and recreational leagues should choose their league according how much aerobic training they wish to achieve using the fitness principal of intensity.

Students in the competitive league are expected to play with their heart rate at 75-85% of their maximum heart rate, students in the recreation league are to play at 65-75% of their maximum heart rate and participants of the skills league are to play at 55-65% of their maximum heart rate. All students should be in their target heart rate for 90% of the time to get an "A", 80% to receive a "B", 70% to receive a "C", 60% to receive a "D". The competitive league and the recreational league teams must follow all the rules but may have fewer members on a team than identified in the rules.

Have students identify and write encouraging, supportive and inclusive phrases on the board. Students identify and record the importance of using the phrases. Explain to the students that they must demonstrate those behaviors while playing in the various leagues. All students in the competitive and recreational leagues must demonstrate encouraging, supportive and inclusive behavior at all times as a league participant. Designate a person or the teacher to circulate among the various games during class and have the designee to

write down the student's names along with the encouraging, supportive and inclusive language and behaviors that are displayed.

Once the students have identified the appropriate league to that meets their individual interests assign them teams to play on at the same level. Give each pair of students in each league a clipboard with a heart rate worksheet for each student. Every 6 minutes the teacher will signal for students to take their heart rate and record the correct pulse on the sheet.

The students will play for two weeks; they may change leagues anytime throughout the two weeks. Students in the Skills league will work in modified drills and games to improve their skills. Students in the skill league may retake any skill test that they have not reached proficiency in at anytime throughout the two weeks. Once the student attains competency he/she may move into a recreational or competitive league at anytime. A student from a competitive or recreational league may move to the skill league at anytime to improve their skills.

### **Closure:**

Before the students are dismissed call them together, have them walk from the courts to the debriefing area. Have the students stretch their legs, low back and arms as they cool down. Ask students to give examples of encouraging, supportive and inclusive behavior that they witnessed. Read the list of recorded names and encouraging, supportive and inclusive statements and give recognition to those students. Have students in each league evaluate their heart rate logs and total how many minutes they were in the target heart rate goal. Have students from each league comment on how hard it was to stay in the target heart rate range. In addition, they are to determine whether or not it met their personal interest for intensity for the day? Remind students that they may move between leagues according to their personal interests and skills each day.

Collect all the equipment and heart rate logs, and then dismiss the students.

### **Assessment:**

- Teacher observations and feedback
- Peer observations and feedback
- Worksheets to record data

### **Teacher Reflection:**

Determine what worked well, what you might change and/or improve the next time you teach the lesson. Focus on methods for grouping students, facilities, equipment, and the distribution of equipment, written assignments, handouts, and visual aids along with any other instructional aids that may enhance your instruction.

**Scaffolding Strategies:** Suggested concepts and skills to support student success on the performance task/assessment:

- Use a bigger/lighter/softer Ultra-Skin balls that will make it easier for the student to toss and catch
- Use smaller courts to begin playing

- Spend more time on identifying and defining encouraging, supportive and inclusive behaviors and phrases

**Enrichment:**

- Use a real team handball and fewer people per team on the same size field increases physical fitness, and skills may also be enhanced
- Use a tennis ball in place of a team handball

**Extending the Lesson:**

- Encourage students to join an after school team.
- Investigate and report on outside of school opportunities for team handball competitions.
- Turn in a report on the origins of team handball include: the state/country of origin, date, and level of education of the creators.
- Complete a written report on the fun you and other players shared in learning and playing team handball. Include the benefits of playing the game.
- Research the Olympic history of the game and countries that have teams and write a 2 page report.