

Grade 11

Lesson 4

Lesson plan

Lesson theme	Play modified handball	Grade	11
Duration	50 minutes	Date/week	
Context			
<ul style="list-style-type: none">Recreation and physical wellbeingMovement focus: Sports and games.			
Linking with previous lesson		Linking with next lesson	
<ul style="list-style-type: none">Learners develop sports skills and get active outdoors.		N/a.	
Core knowledge			
<ul style="list-style-type: none">Know how to play handball.			
Learning activities and assessment			
<ul style="list-style-type: none">Warm-upLearners do various drills to develop skills for handball, such as the lob pass, bounce pass and shoulder passThey then play a game of handballCool-down.			
Forms of assessment		Resources	
<ul style="list-style-type: none">ChecklistSee ‘Learner assessment’ in the ‘Checklist for evaluation’ at the end of the lesson.		<ul style="list-style-type: none">Open field or large gymSmall balls such as a 6” (15.24cm) soccer ball.	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none">Encourage learners to play this game at the park or at home with friends and family.		<ul style="list-style-type: none">The activities show learners fun new ways to get physically active and fit.	

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Lesson 4: Play modified handball (50 minutes)

1 Outcomes

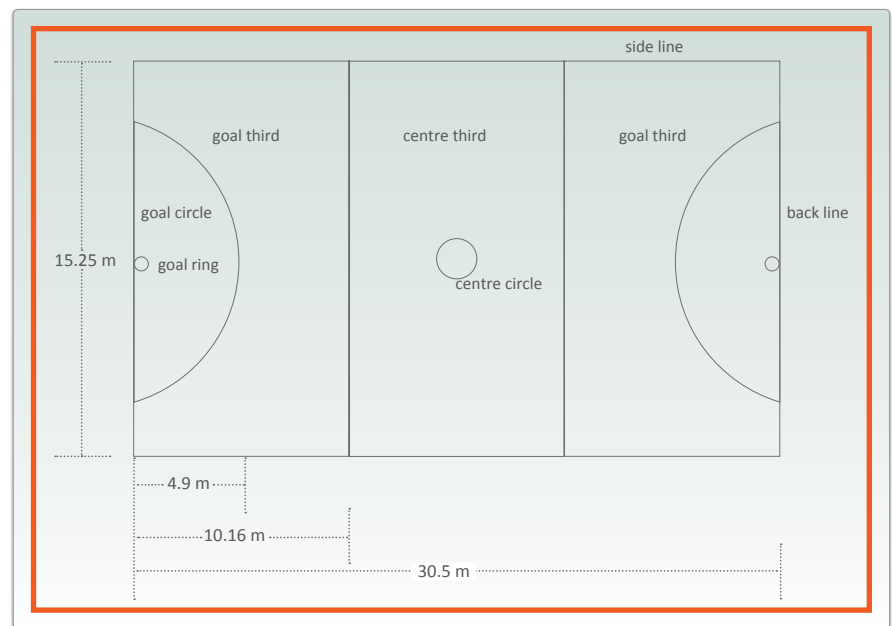
By the end of the lesson learners should be able to:

- Accurately and effectively pass a ball using a number of different styles of passing
- Catch a ball effectively.

2 Teacher's corner

Setting up

- Divide the learning area into a number of courts each with a halfway line
- Create a goal, approximately 3 metres wide, at both ends of each court. Poles and rope can be used to achieve this
- Mark off the goalie area (a semi-circle area extending from the goal, which should be appropriate to the size of the playing area)
- Mark a penalty spot within this area.



For lesson 4 you'll need the following equipment:

- Open field or large gym
- Small balls such as a 6" (15.24cm) soccer ball.

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3 Activities

Activity 1: Warm-up (5 minutes)

Learners complete the worksheet for this lesson.

Plan a warm-up exercise based on the warm-up and dynamic stretching exercises found on pages 3 to 7.

Activity 2: Throwing and catching drills (15 minutes)

The shoulder-pass drill

In pairs, learners must stand approximately 3 metres apart and throw a ball repeatedly to each other following the description outlined below:

1. Hold the ball just off the palm of the hand with the fingers well spread.
2. Stand with one foot in front of the other. If the throwing arm is the right arm, the left foot should be the front foot.
3. The ball is held in the hand at shoulder-height of the throwing arm.
4. As the ball is released, the learner's weight must be transferred from the back foot to the front foot in the direction of the target.
5. Learners must carry out a follow-through action with the throwing arm.

The bounce-pass drill

In pairs, learners must stand approximately 1.5 metres apart and throw a ball repeatedly to each other following the description outlined below:

1. Hold the ball firmly in both hands at chest-height and point it in the direction you wish to pass it.
2. Bend knees slightly to maintain a good stance and balance.
3. The ball should be released when it is at about waist-height.
4. For additional power, use the wrist and fingers to flick the ball at the point of release.
5. The balls should bounce about 2/3 of the distance between the thrower and the catcher.
6. The ball should reach the receiver at approximately waist-height for easy catching.

The lob-pass drill

In pairs, learners must stand approximately 1.5 metres apart and throw a ball repeatedly to each other following the description outlined below:

1. Hold the ball behind the head with both hands.
2. Move the ball forward by extending the arms.
3. Use the wrist and fingers to flick the ball at the point of release.
4. The ball needs to lift in a high arc so as to go over the head of an opponent.



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Activity 3: Playing the game (20 minutes)

- Divide the class into 2 groups of equal size. If you have a large class, divide it into 4 groups of equal size and have 2 playing areas. The aim is to keep as many learners active at a time as possible
- Each team must select a goalkeeper
- Each team spreads out on its part of the field with the goalkeeper inside the goal area. The goalkeeper is allowed to move anywhere inside the goal area, but cannot leave the goal area with the ball. If the goalkeeper leaves the goal area, they become a player and while they can re-enter the goal area, they may not do this while carrying the ball
- The game begins with a 'throw-in', which is also the method used to restart the game after a goal has been scored. Once a goal has been scored, the goalkeeper throws the ball into play from anywhere within the goal area. All players must be a minimum distance of 3 metres away from the goalkeeper when this is carried out
- The learners are required to move the ball towards the opposing team's goal. This is achieved by:
 - a) Running with the ball (a player in possession of the ball may only run a maximum of 3 steps or be in possession of the ball for a maximum of 3 seconds)
 - b) Throwing and catching the ball between players in the same team
- Kicking the ball is not allowed and results in a free throw for the opposing team where the offense took place
- Players may not hold, hit, trip or push any other player. These offenses result in a free throw for the opposing team where the offense took place
- The defending team is allowed to closely mark and obstruct players, but all players must maintain a minimum distance of one metre from the player who is in possession of the ball
- If the ball goes out, a throw-in is awarded to the team that did not touch the ball last
- Any infringement within the goal area results in a penalty shot at goal and all players, excluding the goalkeeper, have to stand behind the player taking the penalty shot
- The team with the most goals wins.

Activity 4: Cool-down (10 minutes)

Plan a cool-down exercise based on the cool-down and stretching exercises found on page 8.

4 Assessment

- Complete the learner assessment according to the mark allocation in the table ('Checklist for evaluation')
- Mark off participation in lesson on the class list and complete the 'Checklist for evaluation' on the next page.

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Lesson 4: Checklist for evaluation

Activity	Question	Yes	No
The shoulder-pass drill	<ul style="list-style-type: none"> Are learners able to practise the shoulder-pass drill in pairs using the correct technique for throwing the ball? 		
The bounce-pass drill	<ul style="list-style-type: none"> Are they able to practise the bounce-pass drill in pairs using the correct technique for throwing the ball? 		
The lob-pass drill	<ul style="list-style-type: none"> Are they able to practise the lob-pass drill in pairs using the correct technique for throwing the ball? 		
Playing handball	<ul style="list-style-type: none"> Are they able to participate in a game of handball and: <ul style="list-style-type: none"> a) Accurately and effectively pass a ball using the different styles of passing they learnt in the lesson? b) Catch a ball effectively? 		
Teacher reflection	<ul style="list-style-type: none"> Do you think the learners enjoyed playing handball? Do you think the activities have shown the learners a fun new way to get physically active and fit? 		
	<ul style="list-style-type: none"> If you had to repeat the lesson, what improvements would you make to it? 		
Learner assessment	<ul style="list-style-type: none"> Exceptional level of skill – movements always produce the desired outcome (8 to 10 marks) Efficient, effective and appropriate – movements mostly produce the correct desired outcome (5 to 7 marks) Requires further attention and refinement – lapses in movements which do not always produce the desired outcome (3 to 4 marks) Very clumsy and/or ineffective – movements do not produce the desired outcome at all (0 to 2 marks). 		