

# Teaching Handball in the Elementary Schools

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2006

## Table of Contents

	Grades K-1	Grades 2-5
Table of Contents	page	page
Introduction	page	page
Reasons to Teach Handball	page	page
Teaching Notes	page	page
General Comments for Teachers	page	page
NASPE Standards	page	page
Scope and Sequence	page	page
Lesson 1	page	page
Lesson 2	page	page
Lesson 3	page	page
Lesson 4	page	page
Lesson 5	page	page
Lesson 6	page	page
Lesson 7	page	page
Lesson 8	page	page
Lesson 9	page	page
Lesson 10	page	page
Lesson 11	page	page
Lesson 12	page	page
Lesson 13	page	page
Lesson 14	page	page
Lesson 15	page	page
Resources	Page	page

## Introduction

HANDBALL is the perfect addition to any physical education program. It is played by hundreds of thousands of youngsters, either as a part of the physical education curriculum or as a playground game. Handball is often referred to as "the perfect game."

### What Makes Handball the Perfect Game?

- HANDBALL is a great LIFETIME SPORT. Team sports are fine, but current trends in physical education focus on sports and games that youngsters can and will play for a lifetime.
- HANDBALL is a great FITNESS ACTIVITY. The game requires strength, speed, agility, power, balance, flexibility, cardio-vascular endurance and symmetrical body coordination. Dr. Kenneth Cooper, in his classic book, AEROBICS, states "The best conditioning exercises are running, swimming, cycling, walking, stationary running, **handball**, basketball, and squash, and in just about that order." Note that the TOP GAME mentioned is handball! Because handball is physically demanding, it is a great off-season conditioner for athletes as well!
- HANDBALL meets objectives for PHYSICAL EDUCATION and the NATIONAL ASSOCIATION FOR SPORT AND PHYSICAL EDUCATION (NASPE). Handball involves a wide variety of movement concepts (speeds, levels, directions, pathways, etc.) and fundamental skills (locomotor, striking, eye-hand coordination, manipulative skills, etc.).
- HANDBALL is for EVERYONE. In this game, size is no advantage. In so many activities, taller participants have an advantage. In handball, however, one doesn't have to be big to be successful. Smaller students can participate on an equal basis with larger students.
- HANDBALL is easily adapted for all DEVELOPMENTAL LEVELS. The game can be played with a variety of developmentally appropriate equipment (larger playground balls to smaller racquetball-type balls) and with any sized space.
- HANDBALL can be played COOPERATIVELY or COMPETITIVELY. This booklet is written with a cooperative focus since it is intended for the elementary level. However, handball can be played recreationally or competitively, with the many avenues for high level competition. The United States Handball Association and local organizations host many local, state, regional and national tournaments. There are a variety of formats including one-wall, three-

wall and four-wall handball. Divisions include a wide variety of age-group (including juniors) and skill level categories.

- **HANDBALL is BILATERAL.** Unlike other individual court sports, handball develops both sides of the body. The striking skill development of the non-dominant arm is another aspect which can make handball beneficial and challenging.
- **HANDBALL is EASY TO TEACH.** Handball can be played with any kind of bouncing ball on practically any kind of wall. The United States Handball Association promotes "any ball, any wall" in teaching. Teachers are encouraged to use any available equipment and space. Handball can be taught as a unit for the entire class in the gymnasium or used as a station activity in one section of the gym.
- **HANDBALL is LOW COST.** The United States Handball Association provides free lesson plans, free in-service training for teachers, and some free equipment. Many lead-ups and progressions can be done with common physical education equipment, such as playground balls.
- **HANDBALL is FUN.** Teachers will not have to motivate the students to participate because it is fun and challenging. In fact, once students learn how to play handball, teachers have a difficult time keeping them from playing.

## **Teaching Notes**

This teaching guide was written with two important concepts in mind.

- **Maximum Participation**
  - ✓ There is very little waiting or "down time."
  - ✓ No youngster is ever eliminated from a game or activity.
  - ✓ Every youngster gets equal opportunity to play and experience success.
  - ✓ Youngsters do not wait in line to participate.
- **Maximum Success**

- ✓ Developmental levels of learners are recognized.
- ✓ Progressions are taught.
- ✓ Teachers help youngsters experience success.
- ✓ Focus on the positive.

### **General Comments For Teachers**

All of the drills and games included in the lesson plans are written as **COOPERATIVE** activities (no winners/no losers). Students should have a fun and positive experience while they are learning the fundamental skills of this great game!

- The younger the child, the larger the ball and the smaller the playing area should be used.
- Where a wall is necessary to do the progressions and an outside wall is not available, high density foam or Nerf balls work well in a portable building or smaller space. The balls included in scooter hockey sets work very well.
- Teachers should do whatever warm-up activity they choose. Some activities are suggested in the lesson plans.
- Throughout the lesson plans, teaching cues are written as statements, i.e. *"Watch the ball."*
- When students hit or throw the ball to the wall, the ball should always rebound in front of the point from which the throw occurred. It may be necessary to draw lines with chalk, or mark the lines with cones.
- Width of the wall space is determined by the size or the area in which you must work. Suggested width for K and I is 6 feet. Suggested width for grades 2 and 3 is 8- 10 feet, and for grades 4 and 5 is 10-14 feet.
- During "partner" activities, emphasize the importance of making the partner successful. Remember that the activities are cooperative, not competitive. "You want to make your partner successful."
- When students are grouped in partners, pairings should be changed frequently, such that students work with many of their classmates.
- If there is very limited space, the eye/hand coordination progressions can work better because it is a controlled area. This eliminates "chasing" and increases the number of contacts.

The United States Handball Association (USHA) is dedicated to the promotion of handball for all age levels. For additional information and assistance, please contact:

**United States Handball Association**  
2333 N. Tucson Blvd., Tucson, AZ 85716  
Telephone: 1-(520)-795-0434  
E-mail: [handball@ushandball.org](mailto:handball@ushandball.org)  
WEB: <http://www.ushandball.org>

**Note: There is a special section on the website for teachers!**

The following lesson plans for teaching handball in elementary schools have been written for grades K-1, 2-3 and 4-5. Although the lesson plans for grades 2-3 and 4-5 are combined, note that the court size and ball are different for the two groups.

*"The game of fives (handball) is what no one despises who has ever played it. It is the finest exercise for the body and the best relaxation for the mind. He who takes to playing at fives is twice young." William Hazlitt, 1819*

## National Association for Sport and Physical Education (NASPE) Standards

- 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 and performance of physical activities.
- Standard 3:** Participates regularly in physical activity.
- Standard 4:** Achieves and maintains a health-enhancing level of 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.

### Scope And Sequence for NASPE Standards

Lesson	K, 1	2,3	4,5
1	1, 2, 3, 5	1, 2, 3, 5	1, 2, 3, 5
2	1, 2, 3, 5, 6	1, 2, 3, 5, 6	1, 2, 3, 5, 6
3	1, 2, 3, 5, 6	1, 2, 3, 5, 6	1, 2, 3, 5, 6
4	1, 2, 3, 5, 6	1, 2, 3, 5, 6	1, 2, 3, 5, 6
5	1, 2, 3, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6
6	1, 2, 3, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6
7	1, 2, 3, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6
8	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6
9	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6
10	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6
11	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6
12	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6
13	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6
14	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6
15	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6

## Teaching Progressions for K-1

### Lesson 1 (Grades K-1)

**ACTIVITY:** Eye/Hand Coordination activities, balloon tapping

**OBJECTIVES:** Eye/hand coordination  
One-handed striking skills of smaller objects  
Relationships with objects and people  
Force  
Location (self space, general space)

**EQUIPMENT:** 1 balloon per student, or large Nerf (foam) balls

**SPACE:** Any controlled area, indoor area is better

**PROGRESSIONS:**

1. Student keeps the balloon in the air using hands only.
2. Student taps (strikes) balloon 3 times with dominant (or "favorite") hand.  
Extensions: "See how many times in a row you can tap with this hand."  
"How many times can you tap in 10 seconds?"
3. Student alternates making contact with palm and back of dominant hand.  
Extensions: "How many times in a row can you do this?" "How many times can you tap in 10 seconds?"
4. Student does #2 and #3 with non-dominant (or "other") hand.  
Extension: Same as above.
5. Student alternates hands while tapping balloon. Extension: Same as above.
6. Student taps balloon within a limited space, such as a hula hoop.  
Extension: Movement may be even more limited by having student kneel or sit within the hoop.
7. With a partner, students tap back and forth.  
Extension: "Tap the balloon to yourself with your right hand, then tap to your partner." "How many in a row can you and your partner do?"  
Use the same number of balloons as students.
8. Student taps balloon to wall. Extension: Alternate hands.

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**NASPE STANDARDS:** 1, 2, 3, 5



## **Lesson 2           (Grades K-I)**

**ACTIVITY:**        Eye/Hand Coordination activities, tossing and catching

**OBJECTIVES:**    Eye/hand coordination  
Self toss  
Toss to partner  
Catch (from self toss and from partner toss)  
Relationships with objects and people  
Force  
Location (self space, general space)

**EQUIPMENT:**    1 beanbag per student

**SPACE:**         Any controlled area

**PROGRESSIONS:**

1. Student tosses bean bag up (no more than 3 feet) with dominant hand and catches with one or two hands. "Watch the beanbag into your hand(s)."
2. Repeat with non-dominant hand.
3. Repeat #1 and #2 with student catching with one hand. "How many times can you toss and catch in 15 seconds?" Extension: Toss and catch with the same hand. Toss and catch with opposite hands.
4. With partner about 6 feet away, student tosses to partner with right hand. Partner catches with right hand and tosses back. Repeat multiple times. Same with left. "Point to your partner after you toss." Extension: Increase distance between partners.

**NASPE STANDARDS:** 1, 2, 3, 5, 6

### **Lesson 3           (Grades K-I)**

**ACTIVITY:**            Eye/Hand Coordination activities

**OBJECTIVES:**        Eye/hand coordination  
One-handed striking skills of smaller objects  
Relationships with objects  
Force  
Location (self space, general space)

**EQUIPMENT:**        1 smaller Nerf ball, sponge ball or yarn ball per student

**SPACE:**             Any controlled area, indoor area is better

**PROGRESSIONS:**

1. Progressions are the same as Lesson 1, but with smaller and faster moving targets (striking objects).
2. Additional challenges can be used, e.g., tosses can be at different levels.

**COMMENTS:**

- These are the same progressions as Lesson 1, but, if possible, make them more challenging (more repetitions or for a longer time, or in a more limited space).
- Emphasize "Watch the ball," or "Watch your hand contact with the ball."

**NASPE STANDARDS: 1, 2, 3, 5, 6**

## Lesson 4 (Grades K-I)

**ACTIVITY:** Drop and "Push"

**OBJECTIVES:** Eye/hand coordination  
Striking skills  
Relationships with objects  
Directions  
Force  
Location (self space, general space)

**EQUIPMENT:** 1 10-inch playground ball per student

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**SPACE:** Any area that is flat, wall space

**PROGRESSIONS:**

1. Student holds ball at waist (with two hands), drops and catches (with two hands).
2. Student does #1 for repetitions or time.
3. Student is positioned approximately 5 feet from wall. Student drops and "pushes" the ball to wall and catches on rebound after first bounce.
4. Student continues same progression with increasing repetitions or for increasing time.
5. Repeat with one or two hands.

**COMMENTS:**

- Emphasize "watching" the ball.
- Students who are able to perform drills with one hand should be encouraged to do so.

**NASPE STANDARDS:** 1, 2, 3, 5, 6

## **Lesson 5            (Grades K-I)**

**ACTIVITIES:**        2 Square (modified)

**OBJECTIVES:**       Striking  
                          Catching  
                          Relationships with objects and people  
                          Directions  
                          Force  
                          Location (self space, general space)

**EQUIPMENT:**       10 inch playground ball per partner group

**SPACE:**             Any area that is flat and is or can be marked with line

### **PROGRESSIONS:**

1.     Students grouped in partners. Partner A drops ball and hits to his/her partner (one or two hands). Partner B catches and repeats. This game is similar to Newcomb volleyball.
2.     Student performs previous progression while striking with dominant hand only.
3.     Student performs previous progression while striking with non-dominant hand.
4.     Student performs previous progression while alternating hands.

### **COMMENTS:**

- Regulation 2 Square size (6' x 12' or 9' x 18') will work, although a smaller size will probably work better.
- Bouncing or dribbling is a good warm-up or lead-up. "Watch your hand hit the ball."
- Make this a cooperative activity by having partners work together to see how many repetitions they can complete before the ball bounces twice or gets away.
- Emphasize "watching the ball."
- Switch partners frequently.

**NASPE STANDARDS: 1, 2, 3, 5, 6**

## **Lesson 6 (Grades K-I)**

**ACTIVITY:** 2 Square (one hand without catch)

**OBJECTIVES:** Striking  
Relationships with objects and people  
Directions  
Force  
Location (self space, general space)

**EQUIPMENT:** 1 10 inch playground ball per partner group

**SPACE:** Any area that is flat and is or can be marked with line

### **PROGRESSIONS:**

1. Students grouped in partners. Partner A drops ball and hits (one hand) to his/her partner. Continue.
2. Student performs previous progression with specified hand.
3. Students perform for a number of repetitions or for time. This is regular 2 Square, but contact with the ball can be made with only one hand at a time.

### **COMMENTS:**

- Emphasize cooperative theme. "You want your partner to hit the ball."
- Encourage students to "move to the ball."
- If the ball does not bounce in the correct area (on partner's side of line), student should catch the ball and start again.
- Switch partners frequently.

**NASPE STANDARDS: 1, 2, 3, 5, 6**

## Lesson 7 (Grades K-I)

**ACTIVITY:** 2 Square (one hand)  
**OBJECTIVES:** Striking  
Relationships with objects and people  
Directions  
Force  
Location (self space, general space)

**EQUIPMENT:** ~~One, 8-~~ or ~~10-~~inch playground ball per partner group

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**SPACE:** Any area that is flat and is or can be marked with line

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### PROGRESSIONS:

1. Same as previous lesson.
2. Students perform previous progressions while alternating hands (depending on the side of the body to which the ball rebounds).

### COMMENTS:

- Some students may be able to work with ~~8-~~inch balls while others may need ~~10~~inch balls.
- Emphasize cooperative theme to avoid students striking the ball too hard. This can be done by using "time trials" (15 seconds - 1 minute). Have students count how many times they and their partners make contact with one hand.
- Begin to emphasize use of non-dominant hand. "If the ball goes to your left side, use your left hand."
- Switch partners frequently.

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**NASPE STANDARDS:** 1, 2, 3, 5, 6

## Lesson 8 (Grades K-I)

**ACTIVITY:** Rebound Activities

**OBJECTIVES:** Fielding/Collecting  
Throwing  
Rolling  
Locomotor  
Concept of rebound  
Relationships with objects and people  
Directions  
Levels  
Time  
Force  
Location (self space, general space)

**EQUIPMENT:** ~~One~~, 8-inch playground ball per partner group

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**SPACE:** Level area, wall space

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### **PROGRESSIONS:**

1. Student rolls ball to wall and retrieves ball on rebound.
2. Students grouped in partners. Partner A rolls ball to wall, Partner B retrieves. Alternate.
3. Student tosses ball to wall and catches after first bounce.
4. Students grouped in partners. Partner A tosses ball to wall, Partner B catches after first bounce. Alternate.
5. Challenge students to work continuously, with very little pause time between tosses.

### **COMMENTS:**

- Tosses to wall should be two-handed underhand or easy chest passes.
- If possible, a line drawn on the wall about 2 feet from the ground will indicate how high tosses need to be.
- Emphasize cooperative theme. "You are working WITH your partner."
- If possible, students need to start 5 feet away from wall. If students are extremely successful, you may want to back them further from the wall.
- Students could work in groups of 4. Two partners would participate (for time or completion of a task) while the other two partners act as retrievers about 10 feet back. Alternate pairs.

**NASPE STANDARDS: 1, 2, 3, 4, 5, 6**

Handball develops both sides of the body



## Lesson 9 (Grades K-I)

**ACTIVITY:** Striking Progressions (dominant hand)

**OBJECTIVES:** Striking  
Locomotor  
Concept of rebound  
Relationships with objects and people  
Directions  
Levels  
Force  
Location (self space, general space)

**EQUIPMENT:** ~~One~~ 8-inch playground ball per partner group, cones or lines to mark the floor space

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**SPACE:** Level area, wall space

### PROGRESSIONS:

1. Warm up with Lesson 8 progressions
2. Student stands behind line, 5 feet from wall and drops ball to floor. As ball bounces up, student hits it to wall. Student then catches rebounding ball after first bounce.
3. Students grouped in partners. Partner A drops and hits ball to wall. Partner B catches after first bounce. Alternate. (Alternate pairs or rotate).
4. Relay activities - Use progression as above, but instead of "partner," use "next person." This activity will move quickly, but groups should not be larger than 4.

### COMMENTS:

- Emphasize cooperative theme. "You want your partner to be successful."
- A hit ball should rebound from the wall and make contact with the ground in front of the 5-foot line. "If the ball bounces behind the 5-foot line, it is out of bounds."
- Ideally, students should contact the ball about waist high.
- Individual progressions can be done singularly, or in small groups while taking turns.
- Alternate pairs method/rotation method.

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**NASPE STANDARDS:** 1, 2, 3, 4, 5, 6

**Lesson 10 (Grades K-I)**

**ACTIVITY:** Striking Progressions (non-dominant hand)

**OBJECTIVES:** Striking  
Locomotor  
Concept of rebound  
Relationships with objects and people  
Directions  
Levels  
Force  
Location (self space, general space)

**EQUIPMENT:** ~~One~~ 8-inch playground ball per partner group, cones or lines to mark space

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**SPACE:** Level area, wall space

**PROGRESSIONS:**

1. Same as previous lesson except done with non-dominant hand.
2. Students can alternate hands.

**NASPE STANDARDS:** 1, 2, 3, 4, 5, 6

## Lesson 11 (Grades K-I)

**ACTIVITY:** Striking Progressions (dominant hand)

**OBJECTIVES:** Striking  
Locomotor  
Concept of rebound  
Relationships with objects and people  
Directions  
Levels  
Force  
Location (self space, general space)

**EQUIPMENT:** ~~One~~ 8-inch playground ball per partner group, cones or lines to mark space

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**SPACE:** Level area, wall space

### PROGRESSIONS:

1. Warm-up with previous drills.
2. Students grouped in partners. Student tosses ball to wall and strikes rebounding ball after first bounce. Partner acts as retriever about 10 feet back. Alternate.
3. Partner A tosses ball to wall. Partner B hits rebounding ball after first bounce. Alternate. Another pair acts as retrievers. Alternate pairs or rotate.

### COMMENTS:

- Retrievers (partner or other pair) need to be about 10 feet back.
- Begin to introduce "positioning." Ideally, student should have side to the wall when striking the ball (as in baseball), especially when striking the ball from a shoulder high or lower position. "Face the front wall more when striking from higher than shoulder high."
- Some students will be able to use a ~~6~~-inch playground ball.

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**NASPE STANDARDS:** 1, 2, 3, 4, 5, 6

**Lesson 12 (Grades K-I)**

**ACTIVITY:** Striking Progressions (non-dominant hand)

**OBJECTIVES:** Striking  
Locomotor  
Concept of rebound  
Relationships with objects and people  
Directions  
Levels  
Force  
Location (self space, general space)

**EQUIPMENT:** ~~One 6-~~ or ~~8-~~ inch playground ball per partner group, cones  
or lines to mark space

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**SPACE:** Level area, wall space

**PROGRESSIONS:**

1. Same as previous lesson except done with non-dominant hand.
2. Challenge students to see how many continuous contacts can be made.
3. Challenge students to do same progressions while using the hand on the side of the body to which the ball rebounds.

**NASPE STANDARDS:** 1, 2, 3, 4, 5, 6

## Lessons 13, 14, 15 (Grades K-I)

*Handball - modifications in court dimensions, equipment, and playing rules can be made to suit any age level.*

**ACTIVITY:** One-Wall Handball

**OBJECTIVES:** Striking  
Locomotor  
Concept of rebound  
Relationships with objects and people  
Directions  
Levels  
Force  
Location (self space, general space)

**EQUIPMENT:** ~~One~~ 6- or 8-inch playground ball, cones or lines to mark space

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**SPACE:** Level area, wall space

### **PROGRESSIONS:**

1. Students grouped in partners. Partner A starts rally from behind the 5-foot line. Partner B returns the ball, and partners attempt to rally (hit the ball to the wall before the ball bounces twice on the floor). Ball must rebound from wall and bounce in front of the 5-foot line or it is considered out. This game should be played in a cooperative way. "Try to hit the ball so your partner can hit it." Have students count how many times they can keep the ball in play.
2. Alternate pairs or rotate.

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### **COMMENTS:**

- Retrievers should be encouraged to go after ball as quickly as possible.

**NASPE STANDARDS:** 1, 2, 3, 4, 5, 6

## Teaching Progressions for Grades 2,3,4,5

*Handball - challenge, fitness, and fun for a lifetime*

### Lesson 1 (Grades 2-5)

**ACTIVITY:** Eye/Hand Coordination Progressions

**OBJECTIVES:** Eye/hand coordination  
One-handed striking skills of smaller objects  
Relationships with objects and people  
Force  
Location (self space, general space)

**EQUIPMENT:** 1 balloon or large Nerf ball per student

**SPACE:** Any controlled area, indoor area is better

**PROGRESSIONS:**

1. Student strikes balloon (or Nerf ball) 5 times in a row with dominant hand. "How many times can you hit the balloon with your dominant hand in 30 seconds?"
2. Same with non-dominant.
3. Students alternate hands. "How many times can you alternate hitting with your right, then your left, then right, and so on?"
4. Students in groups of 2 or 3. Have the same number of balloons/ Nerf balls. Students attempt to keep balloons/Nerf balls in air.
5. Students grouped in partners. "How many times in a row can you and your partner hit with your right hands only?" Then, with with left.

Deleted: Same with non-dominant.

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**COMMENTS:**

- Number of completed tasks (i.e. five in a row) or time (i.e. 30 seconds) will vary according to grade level.
- Bouncing or dribbling 6 inch balls or racquetballs (grades 4 and 5) is a good warm-up activity. "Watch the ball hit your hand."

**NASPE STANDARDS:** 1, 2, 3, 5

**Lesson 2**            **(Grades 2-5)**

**ACTIVITY:**            Eye/Hand Coordination Progressions

**OBJECTIVES:**        Eye/hand coordination  
One-handed striking skills of smaller objects  
Relationships with objects and people  
Force

**EQUIPMENT:**        Yarn balls, balloons, Big Blue handballs/racquetballs  
(Grades 4 and 5).

**SPACE:**                Any controlled area, indoor area is better

**PROGRESSIONS:**

1. Same as previous lesson.

**COMMENTS:**

- Increase the number of times students need to hit in a row, or increase the time in which students attempt to make maximum successful contacts.
- In grades 4 and 5, alternating hands while bouncing the racquetball is a good warm-up activity.

**NASPE STANDARDS: 1, 2, 3, 5, 6**

## **Lesson 3 (Grades 2-5)**

**ACTIVITY:** 2 Square (1 handed)

**OBJECTIVES:** Striking  
Relationships with objects and people  
Levels  
Directions  
Force  
Location (self space, general space)

**EQUIPMENT:** 1 8 inch playground ball per partner group (Grades 2, 3),  
1 6 inch playground ball per partner group (Grades 4, 5)

**SPACE:** Any area that is flat and can be marked with lines

**PROGRESSIONS:**

1. Students grouped in partners. Students play regular 2 Square, but contact must be made with only one hand.
2. Students should attempt to make play continuous.

**COMMENTS:**

- Emphasize "watching the ball."
- Encourage students to use non-dominant hand, as well as dominant hand.
- Make this a cooperative activity. Have partners work together to see how long they can keep the ball in play. "You want to make your partner successful."

**NASPE STANDARDS: 1, 2, 3, 5, 6**



**Lesson 4**      **(Grades 2-5)**

**ACTIVITY:**      2 Square (1 handed)

**OBJECTIVES:**    Striking  
                          Locomotion  
                          Relationships with objects and people  
                          Levels  
                          Directions  
                          Force  
                          Location (self space, general space)

**EQUIPMENT:**    1 8 inch playground ball per partner group (Grades 2, 3),  
                          1 6 inch playground ball per partner group (Grades 4, 5)

**SPACE:**            Any area that is flat and can be marked with lines

**PROGRESSIONS:**

1.      Same as previous lesson.
2.      Challenge students to use non-dominant hand only (Grades 4, 5).

**COMMENTS:**

- Emphasize watching the ball.
- Emphasize moving to the ball.

**NASPE STANDARDS:** 1, 2, 3, 5, 6

## Lesson 5 (Grades 2-5)

**ACTIVITY:** Throwing - Sidearm and overhand (dominant hand)

**OBJECTIVES:** Throwing  
Catching  
Locomotor  
Concept of rebound  
Relationships with objects and people  
Directions  
Levels  
Force  
Location (self space, general space)

**EQUIPMENT:** 1 Big Blue handball/racquetball per student

**SPACE:** Wall space, level area

### **PROGRESSIONS:**

1. Student throws ball to wall with overhand stroke and catches after first bounce on rebound.
2. Students grouped in partners. Partner A throws ball to wall with overhand stroke. Partner B catches on first bounce after rebound. Alternate.
3. Partner A throws ball with sidearm stroke. Partner B catches after first bounce on rebound. Alternate.
4. Students are in groups of 3 or 4. Same progressions as above except substitute "next person" for "partner."
5. Students continue #2-4 above, only in a more continuous manner.
6. Students throw at targets on the wall (hula hoops taped to the wall, markings on the wall, etc.).

### **COMMENTS:**

- If using Big Blue handballs/racquetballs, have students (grades 2 and 3) start about 10 feet from wall when throwing ball. If 6 inch balls are used, the distance should be shorter. Grades 4 and 5 should start about 15 feet from wall when using racquetballs.
- Any activity that involves throwing (overhand and sidearm) can be included.
- When teaching technique of the overhand throw, the hand begins higher than the elbow, and the elbow should be shoulder high. The

shoulder should be relaxed so the elbow can lead. Look for reciprocation and follow-through in the direction of the target.

- When teaching technique of the sidearm throw, the elbow and hand begin at a high level. The elbow should lead as the student strides toward the target. It is also very important that the shoulders and hips rotate when throwing. Look for reciprocation and follow-through toward the target.
- Emphasize positioning. Student should start with side to the wall when throwing (or striking) the ball (as in hitting a baseball).
- The ball should rebound off the wall and bounce in front of the point from which the ball was thrown. Lines may be necessary.
- NOTE: The throwing motions are emphasized because the best stroke in hitting a ball is the same stroke used in throwing.

**NASPE STANDARDS: 1, 2, 3, 4, 5, 6**

*Handball - a game for boys and girls alike*

## Lesson 6 (Grades 2-5)

**ACTIVITY:** Throwing - Sidearm and Overhead (non-dominant hand)

**OBJECTIVES:** Throwing  
Catching  
Locomotor  
Concept of rebound  
Relationships with objects and people  
Directions  
Levels  
Force  
Location (self space, general space)

**EQUIPMENT:** 1 Big Blue handball/racquetball per student

**SPACE:** Wall space, level area

**PROGRESSIONS:**

1. Same as previous lesson except done with non-dominant hand.
2. Any activity that includes overhead and sidearm throwing can be incorporated.

**COMMENTS:**

- Students should attempt to imitate the throwing motion of dominant hand.
- Pay particular attention to the footwork. "Step toward the wall as you throw."

**NASPE STANDARDS: 1, 2, 3, 4, 5, 6**

*THE OVERHAND STROKE. Throwing motion stroke used to hit balls that must be contacted from above shoulder height. Note transfer of weight from back foot to front foot.*

*THE SIDEARM STROKE. Note how the elbow is bent on the backswing. Player should lead with the elbow and contact the ball on a line with the center of the body. This stroke is used on balls contacted below shoulder height.*

## Lesson 7 (Grades 2-5)

**ACTIVITY:** Drop and Hit (dominant hand)

**OBJECTIVES:** Catching  
Throwing  
Striking  
Locomotor  
Concept of rebound  
Relationships with objects and people  
Directions  
Pathways  
Levels  
Force  
Location (self space, general space)

**EQUIPMENT:** 1 6 inch playground/foam ball per student (Grades 2, 3),  
1 Big Blue handball/racquetball (Grades 4, 5), cones/lines  
to mark boundaries

**SPACE:** Wall space, level area

### **PROGRESSIONS:**

1. Student drops the ball (bounces it) and hits it to the wall with a sidearm stroke.
2. Student retrieves as next student moves to line to hit. This works well in groups of 4. Grades 2 and 3 should start about 8 feet from the wall and grades 4 and 5 should be about 15 feet from the wall. ALL grades should start with 6 inch playground balls. Grades 4 and 5 should progress to Big Blue handballs/racquetballs.
3. Students grouped in partners. Partner A drops and hits ball to wall with sidearm stroke. Partner B attempts to catch ball after first bounce. Partner B drops and hits as Partner A catches.
4. Same as #3 above, but sequence is more continuous.

### **COMMENTS:**

- Ball should be dropped diagonal to the front shoulder, such that the ball is contacted at midline once the stride is made.
- The hitting stroke should imitate the throwing stroke.
- When students begin to hit the Big Blue handball/racquetball, encourage them to "cup your hands and relax your arms."

- Students can work in groups of 4 in a rotation. The 3 back may serve as retrievers and boundaries (far enough back so that they are not in the way and they can prevent the ball from going past them). Students rotate one position counter-clockwise after completed task.

| *Rotation method for groups of four: ????*

**NASPE STANDARDS: 1, 2, 3, 4, 5, 6**

## **Lesson 8 (Grades 2-5)**

**ACTIVITY:** Drop/Toss and Hit (non-dominant hand)

**OBJECTIVES:** Catching  
Throwing  
Striking  
Locomotor  
Concept of rebound  
Relationships with objects and people  
Directions  
Pathways  
Levels  
Force  
Location (self space, general space)

**EQUIPMENT:** 1 6 inch playground/foam ball per student (Grades 2, 3),  
1 Big Blue handball/racquetball (Grades 4, 5), cones/lines  
to mark boundaries

**SPACE:** Wall space, level area

### **PROGRESSIONS:**

1. Same as previous lesson except done with non-dominant hand.
2. For overhand strike, students toss the ball up and high (above them), step under the ball and overhand strike to the wall. Students should alternate striking hands.

### **COMMENTS:**

- For sidearm stroke, students should drop ball far enough away from their body so that their elbow is slightly bent as the hand contacts the ball.
- For overhand stroke, students should toss high enough that they have time to get under to ball to strike to wall.

**NASPE STANDARDS:** 1, 2, 3, 4, 5, 6

## Lesson 9 (Grades 2-5)

**ACTIVITY:** Move and Hit (dominant hand)

**OBJECTIVES:** Catching  
Throwing  
Striking  
Locomotor  
Concept of rebound  
Relationships with objects and people  
Directions  
Pathways  
Levels  
Force  
Location (self space, general space)

**EQUIPMENT:** 1 6 inch playground/foam ball per student (Grades 2, 3),  
1 Big Blue handball/racquetball (Grades 4, 5), cones/lines  
to mark boundaries

**SPACE:** Wall space, level area

### PROGRESSIONS:

1. Student stands behind line and tosses ball to wall so that it rebounds in front of line. Student attempts to hit ball to wall before ball bounces twice on floor. Grades 2 and 3 start 8 feet from the wall. Grades 4 and 5 start 15 feet from the wall. Student retrieves own hit as next student moves to line to toss (or 3 back can retrieve).
2. Students grouped in partners. Partner A tosses ball to wall. Partner B moves and hits rebounding ball to wall. Other pair of partners may retrieve. Alternate. Alternate pairs or rotate.
3. # 2 and # ?? above can be done first with overhand and then with sidearm stroke.
4. Partners ?? and mix up tosses for partner to either sidearm or overhand strike.

### COMMENTS:

- Always emphasize cooperative theme. Keep score (number of successful hits) of partners — NOT individuals. "You want to make your partner successful."
- Throws that begin activities should be with dominant hand.



- If a partner throws the ball to the wall, and it rebounds back toward him/herself, he/she should quickly move out of the way so as not to interfere with the partner's hit.

**NASPE STANDARDS: 1, 2, 3, 4, 5, 6**

| *Alternate pairs method Rotation method ??*

## **Lesson 10**      **(Grades 2-5)**

**ACTIVITY:**      Move and Hit (non-dominant hand)

**OBJECTIVES:**    Catching  
                      Throwing  
                      Striking  
                      Locomotor  
                      Concept of rebound  
                      Relationships with objects and people  
                      Directions  
                      Pathways  
                      Levels  
                      Force  
                      Location (self space, general space)

**EQUIPMENT:**    1 6 inch playground/foam ball per student (Grades 2, 3),  
                          1 Big Blue handball/racquetball (Grades 4, 5), cones/lines  
                          to mark boundaries

**SPACE:**            Wall space, level area

**PROGRESSIONS:**

1.      Same as previous lesson except drills done with non-dominant hand.

**COMMENTS:**

- "Mirror your dominant hand stroke."
- Encourage students to move feet quickly to get into position to hit.

**NASPE STANDARDS:** 1, 2, 3, 4, 5, 6

## **Lesson 11      (Grades 2-5)**

**ACTIVITY:** Rally  
**OBJECTIVES:** Catching  
Throwing  
Striking  
Locomotor  
Concept of rebound  
Relationships with objects and people  
Directions  
Pathways  
Levels  
Force  
Location (self space, general space)

**EQUIPMENT:** 1 6 inch playground/foam ball per student (Grades 2, 3),  
1 Big Blue handball/racquetball (Grades 4, 5), cones/lines  
to mark boundaries

**SPACE:** Wall space, level area

### **PROGRESSIONS:**

1. Student stands behind line (8 or 15 feet) and tosses ball to wall and attempts to hit the ball to the wall in succession as many times as possible. Ball must bounce in front of line after rebounding from wall.
2. Students grouped in partners. Partner A stands behind line and tosses ball to wall. Partner B attempts to hit the ball back to the wall. Then Partner A attempts to return, and so on. Partner pairs alternate, or players rotate.

### **COMMENTS:**

- If a continuous rally is too difficult, make the goal 2 hits or 3 hits.
- Emphasize use of non-dominant hand. Perhaps require rally to start with a hit by non-dominant hand.
- Player who hits ball must make every effort to get out of the way of the other player attempting to hit. Students must understand that this is a rule.

**NASPE STANDARDS: 1, 2, 3, 4, 5, 6**

## Lessons 12, 13, 14, 15 (Grades 2-5)

*Handball can played anywhere - indoors and outdoors*

**ACTIVITY:** One-Wall Handball

**OBJECTIVES:** Catching  
Throwing  
Striking  
Locomotor  
Concept of rebound  
Relationships with objects and people  
Directions  
Pathways  
Levels  
Force  
Location (self space, general space)

**EQUIPMENT:** 1 6 inch playground/foam ball per student (Grades 2, 3),  
1 Big Blue handball/racquetball (Grades 4, 5), cones/lines  
to mark boundaries

**SPACE:** Wall space, level area

**COMMENTS:**

- Students should warm up by throwing the ball to the wall.
- Students begin rally by hitting ball to wall from behind line (serve). Rally continues as long as: (a) ball rebounds off wall in front of line; (b) students return ball to wall before it bounces twice (rebounding ball does not have to bounce; it can hit "on a fly"); or (c) ball goes directly to wall after leaving student's hand.
- Instead of the winner of the rally serving the next ball, have one player serve for 3-5 rallies, and then the next player.
- This is a good activity for the 4 person rotation set-up. The ball will get away many times, and the 2 back players may serve as retrievers.

**NASPE STANDARDS:** 1, 2, 3, 4, 5, 6

## *Resource Materials*