

# **Teaching Handball In the Middle and Secondary Schools**

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# 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.). And, handball involves lots of physical activity and sportsmanship.
- 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 RECREATIONALLY or COMPETITIVELY. A version of this booklet generated specifically for elementary level learners, "*Teaching Handball in the Elementary Schools*," is written with a cooperative focus, while this booklet is written with more competitive activities since it is intended for the secondary level. However, handball can be played recreationally or competitively, with 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. Because the same fundamental positioning and hitting skills are used in all forms of handball, after learning to play one-wall handball, it is not difficult to learn the more popular four-wall game. Courts for four-wall handball are available in nearly every college, university, YMCA, and court club in the country.
- 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. There is no need for regulation sized courts in a gymnasium. Cones and floor tape work well to mark playing spaces and boundaries.

- 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 or tennis 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. All students are active.
- **Maximum Success**
  - ✓ Developmental levels of learners are recognized.
  - ✓ Progressions are taught.
  - ✓ Teachers help youngsters experience success.
  - ✓ The focus is on the positive.

## **General Comments For Teachers**

- Although there is a "regulation" court size and "official rules," modifications in court dimensions, equipment, and playing rules can be made to suit your specific situation.
- Hopefully, your teaching area will allow for several courts to be marked off. However, if you can only find room for one court, you

- might use it as a "station" to which students could be rotated for a certain amount of time.
- Set up two-wall and/or three-wall courts whenever you can. The more walls you have, the easier it is to keep the ball in play. More walls also allow for more kinds of shots and strategies.
  - It is recommended that Big Blue handballs or racquetballs be used as they are durable, have plenty of "bounce," and do not hurt the hand when being struck. Tennis balls can also be used for throwing activities.
  - As with most throwing sports and activities which require quick movements, warm-up should be a part of your routine in order to prepare students for vigorous movement.
  - Throughout the lesson plans, teaching cues are written as statements. e.g., *"Watch the ball."*
  - Most of the progressions and games can be made more challenging for the highly skilled students. Descriptions of advanced drills and techniques are in a section following the lesson plans.
  - Lesser skilled students may need to stay closer to the wall for a longer period of time when doing the progressions, especially in the earlier lessons.
  - Although handball is a competitive game, try to set up different kinds of contests and drills in which there is no scoring.
  - Always stress safety and always have students wear eyeguards when students are playing!
  - When students are grouped in partners, pairings should be changed frequently, such that students work with many of their classmates.
  - Help the students obtain the social benefits that are involved with handball. Regular and consistent cooperation along with sportsmanship is not only expected, it's demanded in the sport of handball.
  - Try to locate an outside wall that can be marked off for handball so students can play after school or on weekends.

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 middle and secondary schools have been written for grades 6-12. Court size and distances (from the wall when hitting a ball) can easily be adjusted to match developmental levels of learners.

## 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.

\*National Association for Sport and Physical Education. (2004). *Moving into the future: National Standards for Physical Education* (2<sup>nd</sup> ed.). Reston, VA: Author.



## Content Outline and NASPE Standards

<b>Lesson</b>	<b>Content</b>	<b>NASPE Standard</b>
<b>1</b>	Overhand Stroke	1, 2, 3, 5
<b>2</b>	Striking with Overhand Stroke	1, 2, 3, 5, 6
<b>3</b>	Sidearm Stroke	1, 2, 3, 5, 6
<b>4</b>	Striking with Sidearm Stroke	1, 2, 3, 5, 6
<b>5</b>	Overhand/Sidearm Control	1, 2, 3, 4, 5, 6
<b>6</b>	Position Rally	1, 2, 3, 4, 5, 6
<b>7</b>	Rally	1, 2, 3, 4, 5, 6
<b>8</b>	Rally and Rules of Hinders	1, 2, 3, 4, 5, 6
<b>9</b>	Serve	1, 2, 3, 4, 5, 6
<b>10</b>	Serve and Serve Return	1, 2, 3, 4, 5, 6
<b>11</b>	Serve, Serve Return, Rally	1, 2, 3, 4, 5, 6
<b>12</b>	One-Wall Handball (singles)	1, 2, 3, 4, 5, 6
<b>13</b>	One-Wall Handball (singles)	1, 2, 3, 4, 5, 6
<b>14</b>	One-Wall Handball (singles)	1, 2, 3, 4, 5, 6
<b>15</b>	One-Wall Handball (singles cutthroat)	1, 2, 3, 4, 5, 6
<b>16</b>	One-Wall Handball (singles cutthroat)	1, 2, 3, 4, 5, 6
<b>17</b>	One-Wall Handball (doubles cutthroat)	1, 2, 3, 4, 5, 6
<b>18</b>	One-Wall Handball (doubles cutthroat)	1, 2, 3, 4, 5, 6
<b>19</b>	One-Wall Handball (doubles)	1, 2, 3, 4, 5, 6
<b>20</b>	One-Wall Handball (doubles)	1, 2, 3, 4, 5, 6

*"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

***Action shot of FRED LEWIS hitting against VERN ROBERTS.  
These two players have won many  
4-Wall and 3-Wall National  
Championships.***

## Lesson One

*Figure 1. THE OVERHAND STROKE.*

*Note the transfer of weight from the back to the front foot as the player strides towards the front wall.*

- CONTENT:** Overhand stroke (both hands)
- OBJECTIVES:** Overhand throw with dominant hand  
Overhand throw with non-dominant hand  
Angles of rebound
- EQUIPMENT:** One Big Blue handball/racquetball per student, one eyeguard per student
- SPACE:** Unobstructed wall space, level area

### **PROCEDURES:**

1. Explain the fundamental arm stroke used to hit a ball is the same as used in throwing (see Figure 1).
2. Explain both hands (one at a time) are used, so learning how to throw with the non-dominant hand is an important goal.
3. Explain and demonstrate Overhand Throwing Drills. Divide students for drills.
4. Explain and demonstrate Overhand Throwing Drills With Partner. Divide students for drills.

### **PROGRESSIONS/DRILLS:**

#### **Overhand Throwing Drills**

- Students line up about 10' apart and 20' from wall (see Figure 2). Using dominant hand overhand stroke, students throw ball to wall and attempt to catch rebounding ball before it hits the floor twice. Repeat using non-dominant hand. Repeat 10 times with each hand.
- Repeat previous drill 25' from wall.
- Repeat previous drill 30' from wall.
- Repeat previous drill 35' from wall.

#### **Overhand Throwing Drills With Partner**

- With partner standing 6' away, and both students 25' from wall (see Figure 3), Partner A throws ball to wall with dominant hand overhand stroke, and Partner B catches on one bounce. Alternate. Continue drill alternating throwing hands.
- Repeat previous drill 30' from wall.

- Repeat previous drill 35' from wall.

**COMMENTS:**

- Stress safety. Always have students wear eyeguards.
- When students throw ball to wall, the ball should rebound off the floor in front of the point from which the throw occurred. *"Attempt to imitate your strong hand when throwing with your other hand."* Look for reciprocation. *"Relax your arm and allow it to whip."* *"Rotate your shoulders and hips as you stride toward the wall."*
- Students should not throw as hard as they can. Work on control. Most throws with the non-dominant hand will not be well controlled so students may run out of their areas when making the retrieves. *"Make sure no one is in the path of your throw."*

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

## Lesson Two

- CONTENT:** Striking with overhand stroke (both hands)
- OBJECTIVES:** Overhand hitting stroke with dominant hand  
Overhand hitting stroke with non-dominant hand  
Catch a rebounding ball before it hits the floor twice

*Figure 4.. The hand should be cupped with the fingers together when contact is made with the ball. Also, make sure to keep the wrist relaxed..*

*Figure 5. Proper point of contact when hitting the ball with the overhand stroke. Note that the elbow is bent.*

**EQUIPMENT:** One Big Blue handball/racquetball per student, one eyeguard per student

**SPACE:** Unobstructed wall space, level area

**PROCEDURES:**

1. Explain the fundamental arm stroke used to hit a ball is the same as used in throwing.
2. Explain the hand should be in a cupped position and the wrist relaxed when contacting the ball (see Figure 4).
3. Explain and demonstrate Overhand Hitting Drills. Divide students for drills.
4. Explain and demonstrate Overhand Hitting Drills With Partner. Divide students for drills.

**PROGRESSIONS/DRILLS:**

**Overhand Hitting Drills**

- Students line up about 10' apart and 20' from wall. Using dominant hand overhand stroke, students throw ball to wall and attempt to catch rebounding ball before it hits the floor twice. Students should attempt to catch the ball in the position they would be in to hit the ball (see Figure 5).
- Repeat using non-dominant hand. Repeat 5 times with each hand.
- Repeat previous drill, but instead of catching the ball, students hit the ball to wall with overhand stroke and attempt to catch the

rebounding ball before it hits the floor twice. If students are having difficulty, they can also toss the ball high to themselves, and move under the ball to hit the ball to the wall.

- Repeat previous two drills 30' from wall.
- Repeat previous drill 35' from wall.

### **Overhand Hitting Drills With Partner**

- With partner standing 6' away, and both students 25' from wall, Partner A throws ball to wall with dominant hand and Partner B hits the ball back to the wall. Partner A attempts to catch the ball before it hits the floor twice. Alternate. Continue drill alternating hitting hands.
- Repeat previous drill 30' from wall.
- Repeat previous drill 35' from wall.

### **COMMENTS:**

- Stress safety. Always have students wear eyeguards.
- When students throw ball to the wall, the ball should rebound high enough so the overhand hitting stroke can be used. Emphasize importance of good positioning. Students should get to a "set" position before striding towards the wall as they hit the ball. The ball should be stroked, not batted. *"Keep your hand cupped and wrist relaxed as you hit the ball." "Roll the ball off the fingers as you follow-through." "Use the same arm stroke to hit the ball that you used when throwing." "Attempt to imitate your strong hand when hitting with your weak hand."*
- Students should not throw or hit as hard as they can. Work on control. Most throws and hits with the non-dominant hand will not be well controlled, so students may run out of their areas when making the retrieves. *"Make sure no one is in front of you before you begin each drill."*

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

## Lesson Three

*Figure 6. THE SIDEARM STROKE. Note how the elbow is bent and the wrist curled on the backswing. Lead with the elbow and contact the ball on a line with the center of the body with the arm nearly fully extended.*

*THE LOW SIDEARM STROKE. This stroke is identical to the sidearm stroke, except that contact with the ball is much closer to the floor. The knees and waist must be bent more in order to assume this lower position. This is the stroke used most often when attempting the low offensive kill shot that will be described in the section, "Advanced Techniques"*

**CONTENT:** Sidearm stoke (both hands)

**OBJECTIVES:** Sidearm throwing stroke with dominant hand  
Sidearm throwing stroke with non-dominant hand

**EQUIPMENT:** One Big Blue handball/racquetball per student, one eyeguard per student

**SPACE:** Unobstructed wall space, level area

**PROCEDURES:**

1. Explain the fundamental techniques of the sidearm stoke (see Figure 6).
2. Explain the sidearm stoke is used on balls that are hit from below the height of the shoulders.
3. Explain and demonstrate Sidearm Throwing Drills. Divide students for drills.
4. Explain and demonstrate Sidearm Throwing Drills With Partner. Divide students for drills.

**PROGRESSIONS/DRILLS:**

- Repeat all of the drills in Lesson One, except have students use sidearm throwing stroke instead of overhand strokes.

**COMMENTS:**

- Stress safety. Always have students wear eyeguards.
- Students should work in pairs, even when only one of them is doing a specific drill. *"Make sure no one is in the path of your*

*throw.* "One student should stand about 20' behind the partner who is doing the drill in order to retrieve balls that get by the hitting partner. The retriever should bounce the ball back to the partner. The retriever should be attentive and move to get in correct position to catch any ball that gets by the hitting partner. This is excellent practice for positioning.

- Students should not throw as hard as they can. Most throws with the sidearm stroke will not be as controlled as with the overhand stroke, especially with the non-dominant hand. *"Start with your body in a slight crouch and with your left shoulder facing the wall when throwing with your right hand, and your right shoulder facing the wall when throwing with your left hand."* *"Bend your elbow and draw your arm back, keeping your elbow higher than your hand."* *"Rotate your shoulders and hips as you stride toward the wall."* *"Lower your shoulder and lead with your elbow."* *"Relax your arm and allow it to whip."*
- When students throw ball to the wall, the ball should rebound on floor in front of the point from which the throw occurred, but if the throw is too hard or too high, students should attempt to catch ball on the fly (before it hits the floor).

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



## Lesson Four

*Figure 7. Proper point of contact when hitting the ball with the sidearm stroke. Note that the elbow is slightly bent.*

**CONTENT:** Hitting with sidearm stroke (both hands)  
**OBJECTIVES:** Sidearm striking stroke with dominant hand  
Sidearm striking stroke with non-dominant hand  
**EQUIPMENT:** One Big Blue handball/racquetball per student, one eyeguard per student  
**SPACE:** Unobstructed wall space, level area

### **PROCEDURES:**

1. Explain the best arm stroke used to hit a ball is the same as used in throwing.
2. Review the hand position when hitting the ball.
3. Explain and demonstrate Sidearm Hitting Drills (Drop and Hit). Divide students for drills.
4. Explain and demonstrate Sidearm Hitting Drills (Toss and Hit). Divide students for drills.

### **PROGRESSIONS/DRILLS:**

#### **Sidearm Striking Drills (Drop and Hit)**

- With partner standing 6' away, and both students 25' from wall, Partner A throws ball to wall with dominant hand using the sidearm stroke, and Partner B attempts to catch the ball before it hits the floor twice. Students should attempt to catch the ball in the position they would be in to hit the ball with a sidearm stroke (see Figure 7). Alternate.
- Repeat using non-dominant hand. Alternate.
- Repeat 5 times with each hand.
- Repeat previous drill 30' from wall.
- Repeat previous drill 35' from wall.
- Students line up 25' from wall and about 20' apart. Partner A drops ball to floor so that it will bounce up to a position where it can be hit from about waist high. Using the sidearm stroke, Partner A hits ball to wall. Partner B is about 20' behind partner hitting the ball and

- attempts to catch the rebounding ball before it hits the floor twice. Alternate hands 5 times each.
- Partners alternate and repeat.
  - Repeat previous drill 30' from wall.
  - Repeat previous drill 35' from wall.

### **Sidearm Striking Drills (Toss and Hit)**

- With partners standing 6' apart, and 25' from wall, Partner A tosses ball (use underhand toss) to wall with dominant hand, and Partner B hits the ball back to the wall with a sidearm stroke. Partner A attempts to catch the ball before it hits the floor twice. Alternate.
- Continue drill alternating hitting hands.
- Repeat previous drill 30' from wall.
- Repeat previous drill 35' from wall.

### **COMMENTS:**

- Stress safety. Always have students wear eyeguards.
- When students toss ball to the wall, the ball should rebound and drop low enough so the sidearm hitting stroke can be used. Emphasize positioning. Students should get to a "set" position before striding toward the wall as they hit the ball. The ball should be stroked, not batted. Some students will attempt to use their hands as a racquet face and make contact with a firm, flat hand. The more relaxed the wrist and hand, the more success students will experience. *"Let the ball drop to a waist high or lower position before you hit." "Keep your hand cupped and wrist relaxed as you hit the ball." "Roll the ball off the fingers as you follow-through." "Use the same arm stroke to hit the ball that you used when throwing."*
- Students should not throw or hit as hard as they can. Work on control. Most throws and hits will not be well controlled, so students may run out of their areas when making the retrieves. For less confusion, separate the groups further apart, or have alternating groups perform drill, and the alternate groups not doing drills can be additional retrievers. *"Make sure no one is in front of you before you begin each drill."* Encourage retrievers to go after ball as quickly as possible. Remind students to bounce the ball to their partners when returning the ball to them.

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

# Lesson Five

*6-time National Singles  
Champion, FRED LEWIS,  
demonstrating the low  
sidearm stroke.*

- CONTENT:** Control of overhand and sidearm strokes
- OBJECTIVES:** Controlled placement of ball using overhand strokes  
Controlled placement of ball using sidearm strokes  
Basic rules of rallying
- EQUIPMENT:** One Big Blue handball/racquetball per student,  
cones/lines/tape to mark wall space, one eyeguard per  
student
- SPACE:** Unobstructed wall space, level area

**PROCEDURES:**

Explain and demonstrate the basic rules of legal hits in one-wall handball (see Rules). Divide students for drills.

**PROGRESSIONS/DRILLS:**

- Repeat drills from Lesson Four, except have students alternate overhand and sidearm strokes in the "Toss and Hit Drills."

**COMMENTS:**

- Stress safety. Always have students wear eyeguards.
- The overhand strokes are the easiest to control. The sidearm strokes will take more practice in order to keep the ball legally in play. *"Get to your hitting position quickly, and step toward the wall as you swing." "Hit your shots easier at first, and gradually increase your power." "Control is more important than power."*
- Students should not move back until they begin to make legal returns from the closer distance to the wall.

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

## Lesson Six

*Figure 8. THE UNDERHAND STROKE This is the best stroke to use when the ball must be contacted close to the body. The forearm and fingers point towards the floor when contact is made. This is also a good stroke to use when attempting to hit a ball that is very close to the floor. Again, note the transfer of weight from the back foot to the front when hitting the ball.*

**CONTENT:** Warm-up drills and position rallies  
**OBJECTIVES:** Control shots while rallying with a partner  
Strike with the underhand stroke when necessary  
**EQUIPMENT:** One Big Blue handball/racquetball per student,  
cones/lines/tape to mark wall space, one eyeguard per student  
**SPACE:** Unobstructed wall space, level area

### **PROCEDURES:**

1. Explain and demonstrate Warm-up Drills. Divide students for drills.
2. Explain that the underhand stroke can be used to hit a ball that is low and too close to the body to use the sidearm stroke.
3. Demonstrate the underhand stroke (see Figure 8).
4. Explain and demonstrate Position Rally Drills (see Figure 9). Divide students for drill.

### **PROGRESSIONS/DRILLS:**

#### **Warm-up Drills**

- Students line up about 10' apart and 20' from wall. Alternating overhand and sidearm strokes, students throw ball to wall and catch rebounding ball before it hits the floor twice. Repeat 5 times with each hand.
- Repeat previous drill 25' from wall.
- Repeat previous drill 30' from wall.

- From 20' away from wall, students drop ball to the floor and hit ball to the wall using the sidearm stroke and catch rebounding ball. Repeat 5 times with each hand.
- Repeat previous drill 25' from wall.
- Repeat previous drill 30' from wall.
- From 20' away from the wall, students toss ball (use underhand toss with dominant hand) to wall and hit back to the wall. Alternate overhand and sidearm strokes. Repeat 5 times with each hand.
- Repeat previous drill 25' from wall.
- Repeat previous drill 30' from wall.

### **Position Rally Drills**

- Floor of court is divided in half with imaginary line from the center of the wall back to the center of the back line. Partners stand 20' from wall. Partner A stands in left half of the court and Partner B stands in right half. Partner A tosses ball to wall so that the ball will rebound to Partner B. Partner B hits ball to wall and attempts to make ball rebound to Partner A, but if the ball rebounds back to Partner B's half of court, Partner B should hit it again. Partners attempt to rally, but each partner must stay in their half of the court. Whichever half of the court the ball rebounds to, the partner in that area makes the return. When the rally is over, Partner B tosses the ball to the wall so that it will rebound to Partner A, who hits the ball back to the wall to begin another rally. Continue drill for a set period of time. Partners change sides or rotate with two other students and continue drill for a set period of time.
- Repeat previous drills 25' from wall.
- Repeat previous drills 30' from wall.

***Figure 9. Position Rally. Partners start 20' from wall and gradually back up. Rotate with retrievers (C, D) after doing drill from each position.***

### **COMMENTS:**

- Stress safety. Always have students wear eyeguards.
- The "Warm-up Drills" should be done prior to any rallying and/or games. In the "Position Rally Drills," students should attempt to make

legal returns (hit the ball before it hits the floor twice). Often, however, this is impossible, and students should attempt their shots even if the ball has bounced more than once on the floor.

- *"Remember, control is more important than power."*
- Encourage students to use their non-dominant hands. Some of the
- position drills could be NON-DOMINANT HANDS ONLY. To cut down on "chasing the ball," do the "Position Rally Drills" with four students. Two of the students should be positioned behind the back line to serve as retrievers. Remind retrievers to practice their movement and position as the other players rally. Rotate positions every 2 or 3 minutes.

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

## Lesson Seven

*Figure 10.. Position of player looking back at his opponent who is about to hit the ball. Note that the player is protecting his eyes by raising his arm and looking back through his spread fingers. Also note that the player is NOT directly in front of his opponent, but rather, slightly to the side.*

- CONTENT:** The rally
- OBJECTIVES:** Rally with a partner  
Rules of interference  
Safety procedures  
Positioning when opponent is hitting the ball
- EQUIPMENT:** One Big Blue handball/racquetball per student,  
cones/lines/tape to mark wall space, one eyeguard per student
- SPACE:** Unobstructed wall space, level area
- PROCEDURES:**
1. Review Warm-up Drills from Lesson Six. Divide students for drills
  2. Review the rules of legal hits in one-wall handball.
  3. Explain that interference can happen, but it is a rule of handball that players must attempt to avoid interference by moving out of their partner's way after they hit the ball.
  4. Explain safety procedures if interference occurs. They should not swing at the ball if there is a danger of hitting their partner. They must try to avoid body contact. If interference cannot be avoided, they should stop play and begin the rally again.
  5. Explain and demonstrate the position to be in when partner is hitting the ball from behind them, and how to protect the face when looking back (see Figure 10).
  6. Explain and demonstrate Rally Drills (cooperative). Divide students for drills.
- PROGRESSIONS/DRILLS:**



### **Rally Drills (cooperative)**

- Partners stand 6' apart and about 20' away from wall. Partner A tosses ball to the wall so that it will rebound to Partner B, who hits the ball back to the wall before it bounces twice on the floor. Partners alternate hitting as long as they are making legal returns. When a shot is not legally returned or when interference occurs, players should stop play, return to their starting positions and start another rally. Two other students position themselves behind the end line to be retrievers. Alternate with retrievers every 2 or 3 minutes.
- Repeat previous drill with partners starting 30' from wall. Alternate with retrievers.
- Repeat previous drill, but rotate positions every 2 minutes.

### **COMMENTS:**

- Stress safety. Make sure students are wearing eyeguards.
- If a partner throws or hits the ball to the wall, and it rebounds back toward him/herself, he/she should quickly move out of the way so he/she does not interfere with his/her partner's hit. Often, players will be unable to avoid accidental interference, but they should always make their best attempt. Make sure students are not directly in front of a player who is hitting the ball. Players will get hit with the ball occasionally. Make certain that students are protecting their faces when looking back at partners hitting from behind them.
- Emphasize cooperative theme. *"You want your partner to be successful." "Count how many legal hits in a row you and your partner can make."*

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

## Lesson Eight

*Action shot of former National Singles and National Doubles Champion, STUFFY SINGER. The spectators are behind a glass side wall.*

**CONTENT:** The rally and rules of hinders

**OBJECTIVES:** Rally with a partner

Rules of interference

Safety procedures

Positioning when opponent is hitting the ball

"Hinder" (interference) rules

**EQUIPMENT:** One Big Blue handball/racquetball per student, cones/lines/tape to mark wall space, one eyeguard per student

**SPACE:** Unobstructed wall space, level area

### **PROCEDURES:**

1. Warm-up drills (see Lesson Six).
2. Review safety procedures from Lesson Seven.
3. Review proper positioning when partner is hitting the ball and how to protect face when looking back.
4. Explain "Hinder" rules (see Rules).
5. Divide students for Cooperative Rally Drills (see Lesson Seven).

### **COMMENTS:**

- Stress safety. Make sure students are wearing eyeguards. Make certain that students are "protecting their faces" when looking back at partner hitting from behind them. *"Watch your partner hit the ball, but protect your face."*
- Keep emphasizing the importance of moving quickly into a good hitting position. *"You will have better control of your shots if you get to a set position before attempting to hit the ball."* Have students count how many times in a row they make legal hits.
- *"Remember, control is more important than power."* Have the students do some rallies using the non-dominant hands only.

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

## Lesson Nine

*Figure 11. Position of server and receiver for serving drills.*

*Figure 12. Rotation method for Serving Drills*

- CONTENT:** The serve
- OBJECTIVES:** Rules of serving  
Legal serves  
Proper positioning after serving  
Catch the rebounding serve before it hits the floor twice
- EQUIPMENT:** One Big Blue handball/racquetball per student,  
cones/lines/tape to mark wall space, one eyeguard per student
- SPACE:** Unobstructed wall space, level area

### **PROCEDURES:**

1. Warm-up Drills (see Lesson Six).
2. Explain and demonstrate a legal serve (see Rules).
3. Demonstrate different ways (overhand, sidearm) to hit legal serves.
4. Demonstrate the different kinds of "fault" and "out" serves and explain the penalties (see Rules).
5. Explain and demonstrate what the server should do after making service attempt:
  - a) Back up a couple of steps after rebounding serve passes the short line.
  - b) With face protected, watch the receiver hit (or catch) the ball.
  - c) Do not stand directly in front of the receiver when he/she hits (or catches) the ball.
6. Explain Serving Drills. Divide students for drills.

### **PROGRESSIONS/DRILLS:**

#### **Serving Drills**

- Partner A stands in service zone and serves the ball with his dominant hand. Repeat 10 times. Alternate using the sidearm and overhand strokes. Partner B (receiver of service) stands a few feet behind back

line halfway between the side lines (see Figure 11). Receiver catches rebounding serve before it hits the floor twice. After catching ball, receiver bounces ball back to the server and tells server if the serve was "good" (legal), a "fault", or an "out." Partners alternate and repeat drill.

- Repeat previous drill using non-dominant hand to serve.

**COMMENTS:**

- Stress safety. Always have students wear eyeguards.
- Although serving in a competitive game would probably not be done with the non-dominant hand, this is a good drill because students will experience more overall success with their non-dominant hand. Service drills can easily be done by more than 2 students by the "rotation" method (see Figure 12). Stress SAFETY. Remember, what the server does after serving is just as important as the serve itself. *"Protect your face when you look back." "Look back and make sure the receiver is 'ready' before you serve." "Try to hit legal serves." "Receivers, try to catch the ball in a 'hitting position" (see Figures 5 and 7).*
- Watch for good fundamental strokes by the server. If the students seem to be experiencing a high rate of success, a more challenging activity would be the Cooperative Rally Drill (see Lesson Seven) for the last few minutes of the class.

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

## Lesson Ten

- CONTENT:** Serve and serve return
- OBJECTIVES:** Rules of service return  
Legal service return  
Catch the rebound of the service return (server)
- EQUIPMENT:** One Big Blue handball/racquetball per student,  
cones/lines/tape to mark wall space, one eyeguard per student
- SPACE:** Unobstructed wall space, level area

### PROCEDURES:

1. Warm-up Drills (see Lesson Six).
2. Review the rules of serving and what the server should do after serving.
3. Explain the rules of service return (see Rules).
4. Explain the Serve and Serve Return Drill. Divide students for drill.

### PROGRESSIONS/DRILLS:

#### Serve and Serve Return Drill

- Student stands in service zone and serves the ball. Partner (receiver of service) stands a few feet behind back line, halfway between the side lines (see Figure 11). Receiver hits rebounding serve before it hits the floor twice, attempting to make a legal return. If the receiver makes a legal return, the server attempts to catch the rebounding ball before it hits the floor twice.
- Repeat previous drill 10 times.
- Alternate partners (or rotate positions) and repeat previous drill.

### COMMENTS:

- Stress safety. Always have students wear eyeguards.
- *"Protect your face when you look back." "Look back and make sure the receiver is 'ready' before you serve." "Try to hit legal serves."*
- The service return is the key shot in the rally. It's easy to serve, but difficult to return service legally. *"Receivers, move quickly to good hitting position so you can control your returns."*
- The "Serve and Serve Return Drill" is a good practice drill from beginning players to tournament competitors.

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

## Lesson Eleven

- CONTENT:** Serve, serve return, and rally
- OBJECTIVES:** Sequences of previously learned skills in used in a game situation
- EQUIPMENT:** One Big Blue handball/racquetball per student, cones/lines/tape to mark wall space, one eyeguard per student
- SPACE:** Unobstructed wall space, level area

### PROCEDURES:

1. Warm-up Drills (see Lesson Six).
2. Review the rules of serving and returning serve. Divide students for Serve and Serve Return Drills (see Lesson Ten).
3. Review the rules of hinders.
4. Explain the Serve, Serve Return and Rally Drill. Divide students for drill.

### PROGRESSIONS/DRILLS:

#### **Serve, Serve Return, and Rally Drill**

- This is the same drill as the "Serve and Serve Return Drill," except instead of catching the receiver's return, the server attempts to hit the ball back to the wall. If the server makes the legal return, the receiver attempts to hit the ball back, and so forth.
- Repeat previous drill (with same server) 5 times.
- Rotate positions and repeat previous drill.

### COMMENTS:

- Stress safety. Always have students wear eyeguards. *"Protect your face when you look back." "Get out of your opponent's way after you hit your shot."*
- This last drill should be done with at least three students, with one student positioned about 10'-15' behind the receiver to be the retriever. This is a very important position (the retrievers might run more than the drill participants). The retriever can also act as the side lines and back line judge. *"Remember, if the ball hits the side line or back line, it is good."* Although this is not a "cooperative rally," encourage the students to *"keep the ball in play."*

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



## Lesson Twelve

*Players positions for 1-wall singles (C is retriever), and rotation method alter each game*

**CONTENT:** One-wall handball (singles)

**OBJECTIVES:** One-wall handball (singles)  
Scoring the game properly  
Good sportsmanship

**EQUIPMENT:** One Big Blue handball/racquetball per student,  
cones/lines/tape to mark wall space, one eyeguard per student

**SPACE:** Unobstructed wall space, level area

**PROCEDURES:**

1. Warm-up Drills (See Lesson Six).
2. Ask if there are any questions about the rules (serve, serve return, rally, hinders).
3. Serve, Serve Return and Rally Drill (see Lesson Eleven).
4. Explain the rules of scoring (see Rules). Teachers or selected students should play a short demonstration game which is scored properly.
5. Explain the concept and rules of Sportsmanship (see Rules).
6. Remind students about safety procedures.
7. Divide students to play one-wall handball singles (short games).

**COMMENTS:**

- Stress sportsmanship and safety. Always have students wear eyeguards. *"Protect your face when you look back."*
- The Serve, Serve Return and Rally Drill should be done prior to playing any game. It gives the students with different skill levels equal opportunities to serve and return serve, and it is much like playing a game, except in a "cooperative" manner (no winners, no losers).
- At least three students (try to group them according to skill) should be involved in each game (see Figure 13). One will be the retriever who positions him/herself about 10' - 15' behind the

receiver. The retriever should also act as the side lines and back line judge. Encourage retrievers to quickly go after ball. *"Remember, if the ball hits the side line or back line, it is good."*

- Shorten each game to five points or a certain time limit (five minutes). *"Look back and make sure the receiver is ready before you serve." "Call out the score before you serve."* Rotate students after each game and begin again.
- Stress sportsmanship. Praise examples of good sportsmanship as much (or more) than you praise good skill. *"If you make an illegal hit, call it against yourself." "Shake hands after each game."* In competition, players are penalized for unsportsmanlike conduct.

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

## Lesson Thirteen

- CONTENT:** One-wall handball (singles)
- OBJECTIVES:** One-wall handball (singles)  
Scoring the game properly  
Good sportsmanship
- EQUIPMENT:** One Big Blue handball/racquetball per student,  
cones/lines/tape to mark wall space, one eyeguard per student
- SPACE:** Unobstructed wall space, level area
- PROCEDURES:**
1. Warm-up Drills (see Lesson Six).
  2. Serve, Serve Return. and Rally Drill (see Lesson Eleven). Review the rules of scoring.
  3. Review the rules of sportsmanship.
  4. Remind students about safety procedures.
  5. Explain and demonstrate the "unofficial" way to determine who serves first (see Comments).
  6. Divide students (at least three students to each court) to play one-wall handball singles (short games).
- COMMENTS:**
- See the "COMMENTS" from the previous lesson.
  - Stress sportsmanship and safety. Always have students wear eyeguards.
  - The "unofficial" way to determine first server is to "lag." Players stand behind the short line and toss the ball to the wall. The player whose rebounding ball lands closest to the line becomes the first server. The second closest determines the receiver, and the furthest away, the retriever. It doesn't matter if the ball lands in front of or behind the line. If, during a rally, students disagree on whether a particular serve or shot was good, have them "play it over."  
*"Remember, call a hinder only if you are sure you could have made the retrieve had the interference not happened."*

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

## Lesson Fourteen

*Figure 14. Rotation method after each game of TOP GUN. Winner (W), Loser (L), Retriever (R)*

**CONTENT:** One-wall handball (singles)  
**OBJECTIVES:** One-wall handball (singles)  
Scoring the game properly  
Good sportsmanship  
**EQUIPMENT:** One Big Blue handball/racquetball per student, cones/lines/tape to mark wall space, one eyeguard per student  
**SPACE:** Unobstructed wall space, level area

### **PROCEDURES:**

1. Warm-up Drills (See Lesson Six).
2. Serve, Serve Return, and Rally Drill (see Lesson Eleven).
3. Explain rules of Top Gun (see Comments). Divide students for game.

### **COMMENTS:**

- Stress sportsmanship and safety. Always have students wear eyeguards.
- **Top Gun** is a "King or Queen of the Hill" type game. Assign three students to each court and have them "lag" to determine server, receiver, and retriever. Give a signal for players in all of the courts to begin playing a game at the same time. After three minutes, signal to "change courts." If the score is tied, the server should serve the ball. Whichever player (the server or the receiver) wins that rally is the winner. After each game, the WINNERS always move up one court, except for the winner in the top court who stays in the same court. The LOSERS always become the retrievers for the court in which they just finished playing. The RETRIEVERS always move down one court, except the retriever for the bottom court who moves back into the same court for which he was the retriever. See (Figure 14). Signal to "lag" and start another game. Repeat every three minutes.

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

## Lesson Fifteen

*Figure 15. Rotation method  
alter each rally for Singles  
Cutthroat. Winner (W),  
Loser (L) Temporary  
Retriever (TR)*

*Figure 15A. Rotation method  
alter each rally for JAI-ALAI.  
Players waiting turn (P)  
High school students playing handball on a  
modified 3-Wall court inside the gymnasium*

**CONTENT:** One-wall handball (singles cutthroat)  
**OBJECTIVES:** One-wall handball singles in which all three players have a score in the same game  
**EQUIPMENT:** One Big Blue handball/racquetball per student, cones/lines/tape to mark wall space, one eyeguard per student  
**SPACE:** Unobstructed wall space, level area

### **PROCEDURES:**

1. Warm-up Drills (see Lesson Six).
2. Serve, Serve Return. and Rally Drill (see Lesson Eleven).
3. Review the method of determining first server, receiver, and retriever.
4. Remind students about sportsmanship and safety.
5. Explain the rules for Singles Cutthroat (see Comments). Divide students for game.

### **COMMENTS:**

- Stress sportsmanship and safety. Always have students wear eyeguards.
- **Singles Cutthroat** is a game played with at least three players, although only two of them are on the court at once. The third player is the "temporary" retriever. This game is played just like singles, except that after every rally is over, whichever player loses that rally always becomes the retriever, and the retriever always becomes the receiver for the next rally. As in singles, the winner of each rally

becomes the server. Three scores are being kept at the same time. Whenever a player serves, he/she has the opportunity to add to his score. The first player to score a certain number of points (or is ahead at the end of a certain period of time) is the winner.

- **Jai-Alai Handball** is a similar game to Singles Cutthroat except that more than three players participate. In this game, the loser of each rally goes to the end of the waiting line (groups should be relatively small so that the line is short) and waits for his/her turn in order to become the receiver of the serve (see Figure 15). The game is fast paced, so the wait is very short. This can be a good game to use if your number of courts is limited.



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

## Lesson Sixteen

*Figure 16. Rotation method after each game of TOP GUN CUTTHROAT Winner (W), 2nd Place (2), 3rd Place (3)*

- CONTENT:** One-wall handball (singles cutthroat)  
**OBJECTIVES:** One-wall handball singles in which all three players have a score in the same game  
**EQUIPMENT:** One Big Blue handball/racquetball per student, cones/lines/tape to mark wall space, one eyeguard per student  
**SPACE:** Unobstructed wall space, level area

### **PROCEDURES:**

1. Warm-up Drills (See Lesson Six).
2. Serve. Serve Return, and Rally Drill (see Lesson Eleven).
3. Remind students about sportsmanship and safety.
4. Review the rules for Singles Cutthroat (see Lesson Fifteen).
5. Explain the rules of Top Gun Cutthroat (see Comments). Divide students for game.

### **COMMENTS:**

- Stress sportsmanship and safety. Always have students wear eyeguards.
- **Top Gun Cutthroat** is another "King or Queen of the Mountain" type of game. The three players on each court "lag" to determine server, receiver, and retriever. Signal for players on all of the courts to begin playing "Singles Cutthroat." After three minutes, signal to "change courts." The winner always moves up one court, except for the winner in the top court who stays in that court. The 2<sup>nd</sup> place finisher remains in the same court. The 3<sup>rd</sup> place finisher always moves down one court, except the 3<sup>rd</sup> place finisher in the bottom court who stays in that court (see Figure 16). If players are tied at the end of the game time, they play one rally to determine the order of finish. Signal to "lag" and start a new game. Repeat.

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



## Lesson Seventeen

*Figure 17 Diagram on left shows rotation method alter each rally for DOUBLE 3 CUTTHROAT. Diagram right shows position of players for second game.*

*Figure 18. Rotation Method for DOUBLES CUTTHROAT with more than 3 players. Position D is the temporary retriever.*

- CONTENT:** One-wall handball (doubles cutthroat)
- OBJECTIVES:** One-wall handball doubles in which three players play on the same court at the same time  
Teamwork and rules when playing with a doubles partner
- EQUIPMENT:** One Big Blue handball/racquetball per student, cones/lines/tape to mark wall space, one eyeguard per student
- SPACE:** Unobstructed wall space, level area
- PROCEDURES:**
1. Warm-up Drills (See Lesson Six).
  2. Serve, Serve Return, and Rally Drill (see Lesson Eleven).
  3. Explain the rules for Doubles Cutthroat (see Comments).
  4. Explain basic court division and positioning when playing with a partner (see Comments).
  5. Explain the method of determining first server, left side doubles player, and right side doubles player. Divide students for play.
- COMMENTS:**
- Stress sportsmanship and safety. Always have students wear eyeguards.
  - **Doubles Cutthroat** is a game played with three players. One player is the server, and the other two are the receivers who play as a doubles team. The receivers play against the server. After the server hits the ball, either player on the doubles team can hit the next shot. Then the server must hit a shot, then either player on the doubles team, and so forth. When the server loses serve, he/she rotates back to the right side. The right side player rotates over to the left side, and the left

side player rotates up to become the server. Repeat the same rotation after each server loses serve. Continue rotating in the same manner until one player scores a set number of points (or is ahead at the end of a set period of time). The winner of this game serves first in the next game. The two receivers exchange sides, so the rotation order is different (see Figure 17). Doubles cutthroat could also be played with more than three players. The additional player(s) would be the retriever(s). This might be a better way to play in order to eliminate too much "chasing" (see Figure 18).

- **Doubles Rules (when playing "Doubles Cutthroat"):** Either player on the team can hit the ball after the server's hit. If one player hits his/her partner with the ball, whether the ball is going to or coming from the wall, the team loses the rally. If either member of the doubles team interferes with the server, or the server interferes with either member of the doubles team, a "hinder" can be called (assuming, of course, that the ball was playable had the interference not occurred). NO hinder can be called if one player interferes with his/her own partner.
- **Court Division and Positioning** for the doubles team are important so the players will know which partner should attempt the shot. There will be less confusion and less chance of the partners running into each other in their attempt to make the return. The court should be divided (with an imaginary line) from the center of the wall straight back to the center of the back line (see Figure 19). Each partner is responsible for balls rebounding into his/her area. Partners should call out "*mine*" or "*yours*" on balls that rebound down the middle of the court. When receiving service, the partners should be in a "side-by-side" positioning (see Figure 19). Although partners usually attempt to hit only those balls that rebound into their area, they should be ready to move into their partner's area for a retrieve if necessary.

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

## Lesson Eighteen

*Figure 19. Dotted line represents court division for doubles team. Partners (B, B) are in receiving position. Note that partner of server is outside of side line*

*Figure 20. Rotation method for TOP GUN DOUBLES CUTTHROAT. Winner (W), 2nd Place (2) 3rd Place (3)*

- CONTENT:** One-wall handball (doubles cutthroat)
- OBJECTIVES:** One-wall handball doubles in which three players play on the same court at the same time  
Teamwork and rules when playing with a doubles partner
- EQUIPMENT:** One Big Blue handball/racquetball per student, cones/lines/tape to mark wall space, one eyeguard per student
- SPACE:** Unobstructed wall space, level area

### **PROCEDURES:**

1. Warm-up Drills (See Lesson Six).
2. Serve, Serve Return, and Rally Drill (see Lesson Eleven).
3. Review the rules for Doubles Cutthroat (see Lesson Seventeen)
4. Review Court Division and Positioning (see Lesson Seventeen).
5. Review the rules of Top Gun Cutthroat (see Lesson Sixteen). Divide students for game.

### **COMMENTS:**

- Stress sportsmanship and safety. Always have students wear eyeguards.
- Top Gun Cutthroat is played the same way for both Singles Cutthroat and Doubles Cutthroat (see Figure 20).

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

## Lesson Nineteen

*Action in the finals of the 1986  
National 3-Wall Doubles  
Championships.*

**CONTENT:** One-wall handball (doubles)  
**OBJECTIVES:** One-wall handball doubles  
Teamwork and rules when playing with a doubles partner  
**EQUIPMENT:** One Big Blue handball/racquetball per student,  
cones/lines/tape to mark wall space, one eyeguard per  
student  
**SPACE:** Unobstructed wall space, level area

### **PROCEDURES:**

1. Warm-up Drills (See Lesson Six).
2. Serve, Serve Return. and Rally Drill (see Lesson Eleven).
3. Explain the rules for Doubles (see Rules).
4. Review Court Division and Positioning. The server's partner must stand outside of the side line when the serve is attempted (see Figure 19).

### **COMMENTS:**

- Stress sportsmanship and safety. Always have students wear eyeguards.
- Interference will occur more often in doubles. Remind students to *"move out of the way after you hit your shot."* *"Try to hit the ball ONLY if it comes into your court area."* As in singles, players should not position themselves directly in front of the player who is hitting the ball.

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

## Lesson Twenty

*NATY ALVARADO preparing to hit another of his great shots. Naty has won more National Singles Championships than any player in history.*

**CONTENT:** One-wall handball (doubles)  
**OBJECTIVES:** One-wall handball doubles  
Teamwork and rules when playing with a doubles partner  
**EQUIPMENT:** One Big Blue handball/racquetball per student, cones/lines/tape to mark wall space, one eyeguard per student  
**SPACE:** Unobstructed wall space, level area

### **PROCEDURES:**

1. Warm-up Drills (see Lesson Six).
2. Serve, Serve Return. and Rally Drill (see Lesson Eleven).
3. Review the rules for Doubles (see Lesson Seventeen).
4. Explain the rules for Top Gun Doubles (see Comments). Divide students for game.

### **COMMENTS:**

- **Top Gun Doubles** is played with six players per court, two doubles teams playing, and one doubles team acting as retrievers. After each game, the winners always move up one court, except the winners in the top court who remain in that court. The losers always become the retrievers for the same court in which they just played. The retrievers always move down one court, except the retrievers in the bottom court who move back into that court. This game could be played without retrievers, but unless there is a wall, net, or fence a short distance behind the back line, a lot of time will be wasted in chasing the ball. This is another good game to play if you have a small number of courts.

## Alternative Activities

Handball is a great activity for the physical education class! However, many teachers choose to incorporate other types of activities while they teach specific units. Below are some creative and alternative activities:

### Three Ring Circuit:

In this activity, the gymnasium is divided into three "rings," beginning with the center of the gym forming the smallest ring. The perimeter of the gym forms the outer ring. The rings are labeled A, B and C from outside to inside. Additionally, there are skill related stations along the perimeter (Ring A) which are numbered A1 through the number of skill stations. At each skill station, a handball skill is performed. For example, at station A1, the overhand throw with the dominant hand can be performed against the wall. At station A2, the sidearm throw with the dominant hand can be performed. Other ideas for skills include: overhand strike with dominant hand, overhand strike with non-dominant hand, sidearm strike with dominant hand, sidearm strike with non-dominant hand, drop and hit with dominant hand, drop and hit with non-dominant hand, toss and hit with dominant hand, toss and hit with non-dominant hand, etc. Ring B (middle ring of the gym) involves jogging and Ring C (inner ring near the center of the gym) involves jumping rope (short rope). Students are grouped into threes. In each group, one person starts at the A ring (e.g., A5 doing a drop and hit with the dominant hand), one person begins at the B ring (jogging around the ring) and one person at the C ring (jumping rope in the center of the gym). Students stay at their assigned ring/spot until the teacher rotates the class. The rotation is to go to all letters before advancing to the next station number. For example, a student who begins at A5 would rotate as follows: A5 → B → C → A6 → B → C → A7 → B → C, etc. The student who begins at a B or a C ring would need to know where the person in his/her group begins in the A ring. So, if in a group of three, a student begins at the B ring but his/her "A person" starts at A12, the student's rotation would be as follows: B → C → A12 → B → C → A13 → etc. This activity involves continuous movement and students love it.

\*This activity was originally created by a physical education teacher in Washington. It has been modified for handball.

### Deal and Healthy Heart

Students are divided into groups of five or six. Each group needs a folding mat (e.g., 4X8 gymnastics mat), a deck of cards, and a sign with activities associated with each card. Each group and their mat are positioned along the boundary of a basketball/volleyball court boundary. A dealer is designated for each group. The dealer deals a single card to each person in the group. Each person in the group performs a designated exercise/activity, according to the card received. For example, if a student is dealt a spade (that is not a face card) the student performs that number of non-dominant hand sidearm throws (without a ball). If a student is dealt a heart (that is not a face card), the student performs that number of dominant arm overhand throws (without a ball), etc. Face cards can be different activities that might be fitness related (e.g., a jack means the student performs 10 rope jumps using one foot or does 10 curl-ups on the mat) or could be skill related (e.g., a jack means the student goes to the wall and does 10 drop and hits). Each student completes their respective task UNLESS someone in the group is dealt an ace in that hand. In that case, members of the group ignore their tasks and the entire group jogs one lap around the perimeter of the gym. Each person in the group must complete their task before the dealer can deal the next hand. The goal is to finish the deck as quickly as possible.

\*This activity was originally created by a group of physical education teachers in Washington. It has been modified for handball.

### **Hand Tennis**

This is a great activity for the center of the gym and can be used as a station activity or as an activity while other activities (handball or non-handball related) take place around the perimeter. A short net is set up and mini-tennis courts are designated. Players can play singles or doubles. A Big Blue Handball or racquetball is used to play modified tennis with the hands, with players attempting to control a hit across the net to land "in bounds" of the court.

## Advanced Drills and Techniques

### THE FLY SHOT:

The fly shot refers to a ball being hit before it hits the floor. It is more difficult than hitting a ball after one bounce because the player has less time to get into position for his/her shot attempt. However, it is a very important shot for advanced levels of play. The practice drills are similar to those used when first learning to hit a ball after one bounce.

#### PROGRESSIONS/DRILLS:

- The player should start at the short line and underhand toss the ball to the wall so it will rebound (on the fly) back to the player's position. The player quickly moves into position and hits the ball before it hits the floor. This drill should be done with each hand using each of the various strokes. The player should continue the drill from the short line until consistent success is achieved.
- The player should then move to a deeper court position (about 5' behind the short line) and continue the previous drills.
- Player should move about 5' deeper in the court each time consistent success is achieved from a certain position. At first, the player should just try to hit legal returns, but later, he/she should be trying to hit good placement shots.

### INDIVIDUAL RALLY

These kinds of drills are good for learning control with both hands, and moving quickly into good hitting positions.

#### PROGRESSIONS/DRILLS:

- The player stands just behind short line and tosses the ball to the wall so it will rebound and hit the floor in front of the point from where the ball was tossed. The player then hits the ball back to the wall and attempts to keep hitting each rebounding ball for a set period of time. The player uses whichever hand he/she chooses to hit the ball. This drill should be done with another student who is the retriever and counter. Alternate positions and repeat.
- Repeat the same drill, alternating hands for each hit.
- Repeat the same drill using the non-dominant hand only.
- Players should back up to the service line and repeat the previous drills.
- Players should back up to the back line and repeat the previous drills.



## **SERVICE PLACEMENT**

Most top one-wall players believe that a well-controlled serve is the most important shot in the game. Serves that rebound and bounce low near the short line, or deep, near the long line, are the most difficult to retrieve. Having the serve also land close to one of the side lines makes it even more difficult for the retriever, especially if he/she does not know which direction the serve is being aimed.

### **PROGRESSIONS/DRILLS:**

- The player stands in the service zone, halfway between the side lines, and serves the ball using his low sidearm stroke. The court is marked off (see Figure 21) so when the rebounding serve bounces into a specific area, the server receives a certain number of points. Serve 10 times and total points. Alternate with retriever and repeat.
- Repeat previous drill, except the server stands 5' to the right of center for his/her serve attempts.
- Repeat previous drill, except the server stands 5' to the left of center for his/her serve attempts.
- Player stands in the center of the service zone and uses his overhand stroke to serve the ball. The serves must rebound and bounce in the areas closest to the back line in order to count points. Alternate with retriever and repeat.

*Figure 21. Point value for Serving Drills*

## **PASS SHOTS**

The pass shot is just what the name implies, a shot that is hit past the opponent. Control of the passing angles is very important in order to move the opponent out of the advantageous front court position. These shots are usually classified as "cross court" and "down the line" passes.

### **PROGRESSIONS/DRILLS:**

- Student stands near the short line and to the right of center, and throws the ball with his/her dominant hand to the wall, attempting to make the ball rebound and land in the marked off area near the left side line (see Figure 22). Repeat several times. Student then drops the ball to the floor and on a first bounce, hits the ball to the wall

- attempting to make the ball rebound into the same target area. Repeat several times. Student then underhand tosses the ball to the wall so that it will rebound back to him/herself, and then hits the ball, into the same target area. Repeat 10 times and total points. Alternate with retriever and repeat.
- Repeat previous drill from 20' from the wall.
  - Repeat previous drill from 25', 30', and 34' (back line).
  - Repeat previous drills except ball should be directed to the target area near the right side line (see Figure 22).
  - Repeat previous drills, except student stands to the left of center to do drills.
  - Repeat previous drills using non-dominant hand, except student stands near the left side line (if he/she is right-handed, or near the right side line if he/she is left-handed).

***Figure 22. Pass Shot Drills.***  
***Student receives 1 point for each shot that rebounds into one of the shaded areas***

## **KILLS SHOTS**

A kill shot is a ball that hits the wall so low, the opponent cannot make the retrieve. This is the most spectacular shot in the game, and requires a lot of practice, as the margin for error is very slim. The player should use the low sidearm stroke when attempting this offensive shot (see Figure 23).

**Figure 23 Action shot of GORDIE PFEIFER demonstrating the perfect way to hit the kill shot.**

## **PROGRESSIONS/DRILLS:**

- Student stands just in front of the short line and halfway between the side lines and throws the ball with his low sidearm stroke (dominant hand) to the target areas on the wall (see Figure 24). Repeat several times. Student then drops the ball to the floor and on a first rebound, hits the ball to the target areas. Repeat several times. Student then underhand tosses the ball to the wall and hits the

- rebounding ball to the target areas. Repeat 10 times and total points. Alternate with retriever and repeat.
- Repeat previous drill starting 20' from wall.
  - Repeat previous drill from 25', 30', and 35'.
  - Repeat previous drills, except student's starting position is 5' to the right of center.
  - Repeat previous drills, except student's starting position is 5' to the left of center.
  - Repeat previous drills using non-dominant hand.

*NOTE - - At first, the students should just try to hit the ball into the low areas on the wall. Later on, they should attempt to make their kill shots rebound and land as close to the side lines as possible.*

***Figure 24 Point value for Kill Shot Drills. If ball rebounds from wall into shaded areas, add 1 point.***

## **THE FIST SHOT**

The fist shot is a ball hit with a closed fist (see Figure 25) instead of the cupped hand. The arm stroke used is a straight arm with a tight wrist instead of the loose arm throwing motion. Although the ball can be hit very hard using the "fist," players usually cannot control their shots as well as they do using the open hand. Sometimes, however, this may be a good stroke to use, especially when a player is not in a good enough position to use his/her throwing motion strokes.

## Rules Of Sportsmanship

Encouraging good sportsmanship and courteous manners should be one of your major goals. The public school physical education program is the best place to start, since the students are just learning the game and forming attitudes about what competition means. Everyone wants to be a winner, and everyone can be a winner. Let the students know that "*a winner is anyone who tries as hard as they can to succeed and does so in a fair manner.*" Since nearly all games will be played without an official, cooperation is demanded. It's important that you make and enforce rules of sportsmanship. Try to think of different ways to reward good sportsmanship.

1. If you are not sure about a call, give the benefit of the doubt to your opponent. If there is disagreement as to whether a shot was good or not, "play it over."
2. Never try to distract an opponent. Do not talk while the ball is in play. The only exception is in doubles, when it is permissible for partners to call "*mine*" or "*yours*."
3. If an illegal shot is made, such as hitting the ball on the wrist or hitting the ball after it bounced twice, immediately call it against yourself.
4. After a rally is over, congratulate your opponent on a well hit shot.
5. Accept your opponent's judgment when he calls faults and hinders.
6. When returning a ball to your opponent after a rally, always bounce the ball to him/her.
7. Look back to make sure the receiver is ready before serving.
8. The server should call out the score before each serve.
9. Try your best to avoid body contact with your opponent. Never push or shove your opponent in your attempt to make a return. If you see you will have to contact him/her in order to play the ball, stop, and call a hinder instead.
10. It is your duty to move out of your opponent's way so he/she has a fair chance to play the ball.
11. If interference occurs, play should stop at that point. A hinder should not be called at the end of a rally if additional shots are made after the interference.

12. Call a hinder only when you are certain that if your opponent had not been in your way, you could have reached the ball in time to make a legal return.
13. Shake hands with your opponent after each game.
14. **Fair play is always the rule.**

Vern, Gary and Pete:

In the old booklet, the "BASIC ONE-WALL HANDBALL RULES appeared here. But, in the document that was sent to me, they were not included. So, I am assuming they will be included here???

## Standard Specifications Of A One-Wall Handball Court

- WALL - The wall shall be 20 feet wide and 16 feet high.
- FLOOR - The floor shall be 20 feet wide and 34 feet long. The sidelines should extend at least 3 feet beyond the long line. There should be a minimum of 6 feet outside each sideline and in back of the long line to allow sufficient movement area for the players.
- SHORT LINE - This line is parallel to the front wall with its back edge 16 feet from the wall.
- SERVICE MARKERS - These markers (lines) should be at least 6 inches long, and be parallel to and midway between the short and long lines, extending inward from the sidelines. The imaginary further extension and joining of these markers indicate the "Service Line."
- SERVICE ZONE - The floor area inside of and including the short, side, and service lines (or markers).
- RECEIVING ZONE - The floor area in back of the short line, bounded by and including the long line and sidelines.
- PLAYING ZONE - After the ball is legally served, the playing zone is the floor area between the front wall and the long line, and between and including the sidelines.

## Two-Wall Or Three-Wall Courts

Rule differences - If the serve hits a side wall before hitting the front wall, the server is "out." The serve can hit one side wall after contacting the front wall, either on the fly or after bouncing on the floor. The return of serve and any other shot during the rally can hit a side wall before hitting the front wall. In 3-wall handball, a serve that hits the front wall and both side walls before contacting the floor is a "fault."

Sometimes a corner in a gymnasium will allow a side wall to be added. This adds variety in shot choice and makes it easier to keep the ball in play. The side walls could be any length on a 3-wall court

Vern, Gary and Pete:

In the old booklet, the "RESOURCE MATERIALS" appeared here. But, in the document that was sent to me, they were not included. So, I am assuming they will be included here???

By the way, the list of resources should be updated and be the same in the elementary booklet.



*"A number of the Astronauts are excellent handball players. We like the challenge and competition this unique sport offers. This is a great way to get and stay in shape...it helps tone up nearly every muscle in the body, from legs and waist to arms and shoulders."*

Former Astronaut, Joe Allen

*"Handball..a great game and a great conditioner. I recommend it highly for any total fitness pro gram."*

Mike Ditka, Chicago Bears

*"Handball is one of the best sports for developing speed, quickness, agility and stamina."*

Irv Cross, Former Chairman of the National Running and Fitness Association and former Pro Football star

*"Handball is not just for the guys. I believe that this 2-handed sport would benefit any woman athlete, not only as a great off-season conditioner, but also in developing quickness and agility. It's a fun way to stay fit."*

Kamie Ethridge, "1986 Women's Athlete of the Year" and former Captain of the U.S. World Championship Basketball Team

*"I recommend the great game of handball to all my players in the off-season to improve their ambidexterity, their foot work and their hand-eye coordination."*

Jud Heathcote, Former Head Basketball Coach, Michigan State University.

\*We need quotes from Jake Plummer! It would also be great to have quotes from folks (like Tati) who played handball and can attribute their success in life to handball. Success stories of disadvantaged kids growing up to become successful adults will also attract PE teachers. In the above quotes, I underlined my changes.

