

## TEACHING HANDBALL

When children come to learn Handball, **they are eager to play**, and do not want to spend a lot of time in isolated and boring individual drills and exercises.

In order to **keep their attention** and inspire their motivation, it is important to set up a game play situation representative of real Handball, matching the cognitive and technical-motor demands with learners' developmental level(s).

By **simplifying and calibrating** the tactical complexity and technical demands of the handball curriculum, we allow beginners to **start playing Handball as soon as possible**, ensuring early success.

With teams comprised of three court players and a goalkeeper, this modified game-form is simple enough for the players to keep situational awareness, but has enough realism to simulate the dynamics of the real sport, exposing students to the core decision-making problems of Handball:

*Where should I be?  
What should I do?*

Meanwhile, each student has plenty of time with the ball feeling in their hands, ensuring everyone has many scoring opportunities.

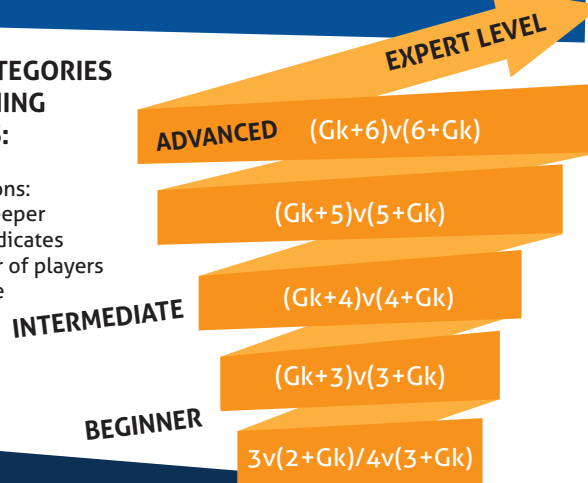
## SHAPING THE HANDBALL RULES

The rules should be introduced and adapted according to the learners' developmental status and expertise. These variations include:

- **Smaller balls** – to enable natural and easy throw
- **Tailored court, goal area and goal** – to foster plenty of easy scoring opportunities
- **Reduced number of court players:** 3v3; 4v4; 5v5 – to decrease game complexity and to increase game involvement
- **Use key defensive constraints** – to calibrate opposition, time-pressure and to emphasize/exaggerate game play solutions (e.g., defence with one less player -3v2, 4v3-, deep defence systems, etc.)

### MAIN CATEGORIES IN TEACHING PROCESS:

Abbreviations:  
Gk - Goalkeeper  
numeral indicates  
the number of players  
in the game



For more information and complete rules of Mini Handball and Handball, please go to:

[www.ihf.info](http://www.ihf.info)

Articles, exercises, and other educational materials are available at IHF Education Centre:

[www.ihfeducation.ihf.info](http://www.ihfeducation.ihf.info)



# HANDBALL AT SCHOOL

TEACHING HANDBALL



*Inspiring kids to learn step-by-step.*

# FUN, PASSION AND HEALTH

## GAME-CENTRED APPROACH

The Handball at School programme uses **innovative instructional approaches** to engage children in meaningful, creative handball play, focusing on problem-solving skills.

The educator has to **identify game problems** and **setup appropriate trigger-learning situations**. The basic steps of the game-centered approach include:

- **Identifying students' readiness** to meet a certain level of play complexity.
- **Recognizing** game problems and learners' needs.
- **Setting up** what to teach, when and how.
- **Designing and implementing** game-like tasks that lead the learner(s) to discover adequate solutions and to develop playing skills.
- **Assisting learners in game** reading and understanding, using multiple teaching techniques (guided-discovery, questioning and corrective feedbacks).
- **Tracking and reflecting on** the learners' achievements and teaching processes.

The progressivity of the situations will develop the players' skills, leading, eventually, to a more complex game play. By keeping the programme fun and challenging, **you will help them get there.**

**The learning tasks** should be designed to foster game-problems recognition, exploration of game play solutions and acquisition of technical skills.

**Special situations** may need space and behaviour constraints to develop key aspects as they occur.

## SCAFFOLDING LEARNING

Teams and students should be presented with situations just a little above their present competence. This will provide enough **challenge without being overwhelming** to the learner.

**Diversity** in the situations is of the utmost importance, both as developmental and motivational tools – *repetition without repeating*.

By using more lively game playing situations, lead-up games and game-like tasks with small groups, we keep students engaged in the learning process.

